

Havenlee School

Annual School Report

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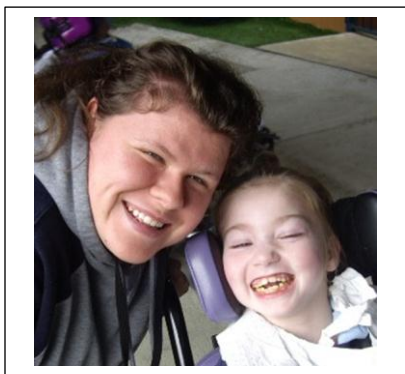
2012



Our school at a glance

Students

Havenlee School enrolls students with a moderate to severe intellectual disability, many of whom also have physical disabilities and/ or autism. It caters for students from Kindergarten to Year 12.



Staff

Havenlee has a total of 24 part time or full time staff. This includes; Principal, Assistant Principals, Teachers, School Learning Support Officers and Administration and Support staff. All teaching staff meet the professional requirements for teaching in NSW Government Schools.

Significant programs and initiatives

The School is part of the Priority Schools Program and NORTA NORTA Program which provide supplementary funding for teacher professional learning, the purchase of specific resources and the provision of intensive instruction to improve Literacy, Numeracy and student engagement outcomes. The NORTA NORTA program is specifically targeted at indigenous students.

Student achievement in 2012

Havenlee School maximises student learning outcomes by providing individual learning programs embedded in a BOS curriculum that provides teaching and learning in all KLAs from Kindergarten to Year 12.



Messages

Principal's message

During my first year as Principal of Havenlee School I have enjoyed getting to know the students, their families and the staff. This has been an important part of developing my relationship with the school community. It has been wonderful to see how committed the community is in many aspects of school life. At Havenlee, everyone supports and cares for one another.

I have had the pleasure of working with a very dedicated and professional staff who put the student's priorities first. I am thankful for all their efforts to make Havenlee School the great school it is. I believe 2012 was a very successful year for Havenlee School. Some of the Highlights of this year include:

- Disability Sports Day
- Music with Jim Dorrington
- Education Week Activities
- Indigenous Graduation Ceremony
- NAIDOC Week Activities
- Dance festival
- Painting of the Aboriginal Mural by Kerrie Williams and the senior students
- Signing Choir performances

The Havenlee community is great not only because of these highlights, but also because of the common bond and vision that binds us together which I believe is the strong desire for our students to experience success in life.

Havenlee School provides an environment where:

- Quality individual educational outcomes are achieved
- Quality teaching is encouraged and practised
- Learning is accepted as a lifelong endeavour for us all
- Collaboration is not only promoted but is a reality.

I look forward to 2013 with great excitement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Katrina Eyland

P & C and/or School Council message

The main focus of the P&C this year has been the Bus Company, not only to provide a safe and quality service for the students and school, but also to generate a profit to be able to help the school with projects and needs.

Responsibilities for different aspects of the business have been delegated and with good communication, procedures and protocols, this is working well. Jim Baldwin's contribution towards improving standards with the fleet in general is gratefully acknowledged and appreciated.

As a result of industry consultation it was realized that previous payment rates for special transport were not really sufficient or sustainable for maintaining transport services within the State. The new schedule of payment rates for the various runs has been very helpful.

On the fundraising front the P & C organised a Mothers' day stall. It was not without success, but could have been better supported. We had a very successful sausage sizzle at Bunnings in early November, and raised over \$1000. Congratulations to all those involved, and our thanks to Bunnings for the opportunity. These activities not only make money for Havenlee but also raise the school profile in the community and are quite a bit of fun as well.

During the year the P & C have paid for some new scooters to be used by some of the students. Anyone with ideas of projects and things that could help and benefit the students at the school, please let us know – anything that will benefit students' education, development and wellbeing. We would like to encourage more parents and citizens to come to meetings, even if not able to make it very often.

Lyn Marsh P&C Vice President and Michael Evans



Student representative's message

The Senior students were asked what they think about going to Havenlee School. Here are their responses:

I like school because it is a good school. School makes me happy. – Lonia

I have fun at school with my friends. School is great, it makes me happy. When I do the right thing I get a RAP award. The teachers and adults are great.- Dean

School is fun because I have lots of friends. We use iPads to do learning. – Carisa

I like doing jobs around the school like doing the class rolls. I really like my new iPad it helps me do my learning. – Tammy

I like using the computers. I am very good at computers. – Mitchell



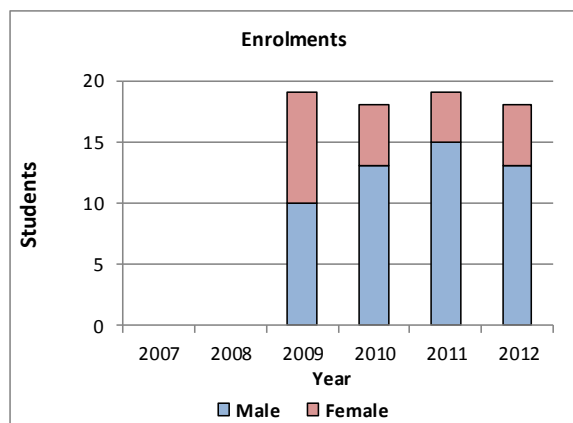
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	0	0	10	13	15	13
Female	0	0	9	5	4	5



Note: Enrolments for Special schools are for K-6.

Management of non-attendance

Havenlee School has a good attendance rate. Any Low attendance is usually attributed to the complex physical, emotional and medical needs of individual students. The majority of students like engaging in the range of learning opportunities provided at the school.

Year 12 students attaining HSC or equivalent vocational educational qualification

There is a strong K-12 focus on Vocational Education at Havenlee School, with intensive work experience programs (both in and out of school) starting in high school. All five year 12 students graduated with a Life Skills Higher School Certificate.



Post-school destinations

All School Leavers have gained appropriate post-school placements of their choice with one of the local post-school agencies in the Shoalhaven area. Three students are accessing Transition to Work Programs and two Students are accessing Community Participation Programs.



Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teachers	5
Release from Face to Face Teacher	0.588
Teacher Librarian	0.2
Priority School Funding Scheme Teacher	0.1
Counsellor	0.2
School Administrative & Support Staff	8.926
Total	18.05

Note: The school currently has one over establishment teacher and one over establishment School Learning Support Officer. One staff member is Aboriginal.

Staff retention

There have been a number of changes to staff this year. Two long term vacant teacher positions were filled; one by merit selection and one by transfer. One part time SLSO transferred to Sanctuary Point PS resulting in another part time SLSO at the school transferring and thus increasing to a full time position. One vacant SLSO position was filled by an internal expression of interest. One SLSO on extended LWOP has relinquished her position.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	60%
Postgraduate	40%

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	58119.01
Global funds	137712.80
Tied funds	85924.76
School & community sources	19593.02
Interest	4199.24
Trust receipts	2552.00
Canteen	0.00
Total income	308100.83
Expenditure	
Teaching & learning	
Key learning areas	11170.28
Excursions	368.00
Extracurricular dissections	1662.40
Library	500.00
Training & development	2360.58
Tied funds	68869.04
Casual relief teachers	38383.69
Administration & office	24813.49
School-operated canteen	0.00
Utilities	32847.91
Maintenance	9526.39
Trust accounts	1935.00
Capital programs	0.00
Total expenditure	192436.78
Balance carried forward	115664.05

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



School performance 2012

Achievements

Arts

Dance Festival 2012

Havenlee and North Nowra Public School collaborated yet again for another successful Dance Festival performance. Students learned and perfected a dance themed to the story of Alice in Wonderland. Simply called "Alice" and choreographed by Alyce Penfold, the dance followed Alice's story through Wonderland completed with a celebration of "shuffling" in the finale. As with past years, all students were safe, responsible and respectful whilst representing their schools and are to be commended on their excellent maturity and behaviour.



Signing Choir

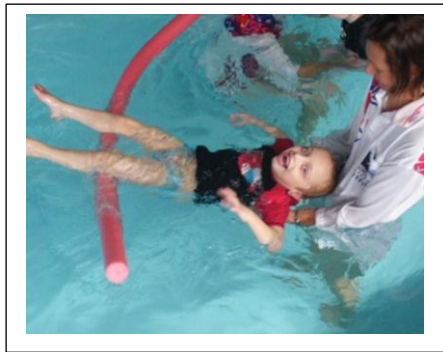
What an exciting year for the signing choir of 2012. Students learned and performed the song "Blackfella/Whitefella" for the Nowra Eisteddfod. They also took part in the creation of a music video for the Generation One competition. Generation One is a not-for-profit organisation who are promoting a movement for change to end the disparity between Indigenous and non-Indigenous Australians. Finally, the choir performed at the Shoalhaven River Learning Community's CAPPa night at the Nowra Twilight Markets.

Sport

Primary Sport 2012

This year primary students have been involved in many sport programs. The types of sports included target skills, group games, gymnastics and team sports. Throughout the year many primary students have enjoyed using our

Hydrotherapy pool on a Wednesday during sport time. These students have been following their individual programs. A big thank you to our long serving volunteer, Kay Dalmain who has kindly given up her time to help in the pool. Primary students also enjoyed Intensive Swimming in Term 3 and the excursion to Wollongong for the 'Come and Try Sports Day for Students with Disabilities'. It was a fun filled day for all who went.



Secondary Sport

The seniors have enjoyed all aspects of sport in 2012. They built on past water safety experiences to learn about beach safety through theory sessions and role playing scenarios and consolidated their skills in the school pool. The focus for Term 2 was the practice and refinement of the Dance Festival performance. Those students not involved in the Dance Festival were offered the opportunity to go bushwalking in the local area. Leadership, team and ball skills were developed whilst playing Netball in Term 3. Students excelled as team leaders choosing their teams and working together towards a goal in relay races and ball games. In Term 4 students were working on balance and strength whilst rotating through a gymnastic circuit.



Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy Assessments are reported on a scale from Band 1 to Band 10.

All students from years 3-9, at Havenlee School were exempted from the NAPLAN testing in both Literacy and Numeracy.

At Havenlee school students work towards individual outcomes as set out in the K-6 BOS curriculum and in the 7-12 Life Skills curriculum. Planning for individual student achievement involves a collaborative approach by teaching staff, parents, individual students and other professionals where appropriate. Although our students do not participate in standardised testing, the students are regularly assessed using a number of tools. Each student's success is measured individually and reported to their parents in their personalized school report. Comparisons to other students within the school or externally is not appropriate in this setting.



Significant programs and initiatives

Aboriginal education

Havenlee School has maintained and strengthened its links with the local Aboriginal community this year. Staff have completed Module 1 and 2 in the No Gap No Excuses policy and will complete more modules later this year. During NAIDOC, students and staff were part of a Land, Fire and Water ceremony which was performed for the first time at a public school in NSW. Other activities included a guest presenter on local bush tucker and traditions and a visit to Rose Mumbler Village to talk with the elders.

Two of our Year 12 students were part of the Year 12 Indigenous Graduation held at Bomaderry Bowling Club.

Havenlee received Norta Norta funding to support literacy and numeracy programs and staff regularly attended AECG and SRLC Aboriginal Education meetings.

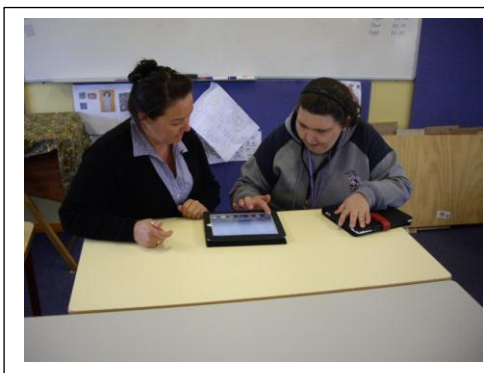
Further work was carried out in the bush tucker garden and we were fortunate to have a local Aboriginal artist, Kerrie Williams, complete a fantastic mural.



Norta Norta

All Norta Norta submissions were successful this year resulting in the implementation of the NAPLAN and Individual Sponsorship components of the Norta Norta program to students across the school. The Norta Norta program resulted in:

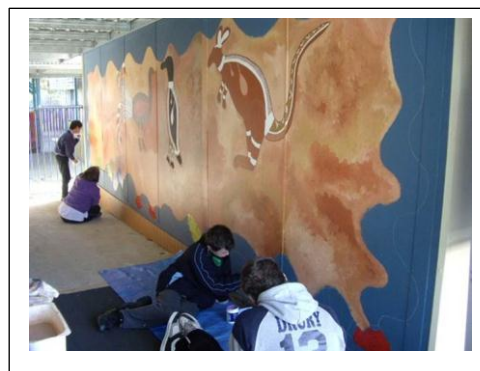
- Successful transition of year 12 Indigenous students to post school work placements
- Completion of HSC life skills and graduation from year 12 for Indigenous students
- Increased concentration and engagement in class activities and learning
- Improved communication through the explicit teaching of skills
- Developed and sustained positive and inclusive school culture through the promotion of Indigenous culture.



Priority Schools Program

The Priority Schools Program (PSP) was implemented across the entire school (K-12). The program focused on the explicit teaching and modeling of Literacy and Numeracy skills. Each student's program was developed directly from their Personalised Learning Plan and Individualised class program. The program was highly effective and resulted in the following student and whole school achievements:

- Improved Literacy, Numeracy and Communication learning outcomes for students
- Increased level of student participation and engagement in learning
- Provision of quality learning opportunities for students to learn in a way that best suited their individualised needs
- Improved quality of teaching and learning through the collaborative development of individualised, class and whole school programs



School to Work Program

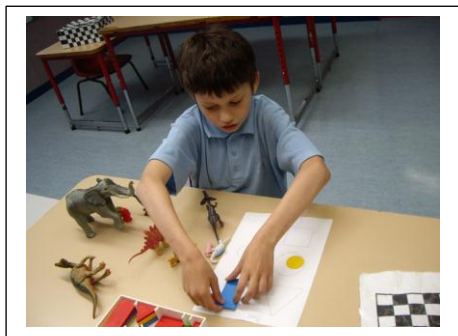
The focus of the 2012 School to Work Program was to develop work place and employment based skills through the completion of a simulated work scenario. This year the students designed and created a school mural in collaboration with a local Indigenous artist. The students developed a range of skills aimed at equipping them with the knowledge to obtain suitable employment upon the completion of school.

Multicultural education

Havenlee School has a number of students from backgrounds other than Australia. These students each have an individual education program that

reflects their individual needs. Students' cultural backgrounds are valued and respected at the School.

Classes embed multicultural experiences across a range of KLAs throughout the year. For example the junior school did the unit of work "Understanding each other", the middle school did "Let's celebrate together" where the students focused on "French things" and the seniors did "Celebrations" where they made dishes of food from a variety of cultures.



Every Student, Every School-

Special Schools as Centres of Expertise

The "Every Student, Every School" initiative has several programs that aim to enhance the learning outcomes of all students.

The program that directly relates to Havenlee School is establishing

"Special Schools as Centres of Expertise"

Over a two year period, every Special School will receive an amount of funding according to how many classes are within the school. In 2012 Havenlee School has received approximately \$28 000.

This funding has been used to create a "project" that draws on the expertise and knowledge within our school to assist students with disabilities in neighbouring schools. In doing so, Havenlee School will develop networks to share knowledge and expertise with the local schools.

The State Government has outlined several priority areas in which each Special School can choose to undertake a project. Havenlee School's project is based on the priority :

"The provision of support and adjustments to learning programs to allow students with a

communication delay or disability to curriculum outcomes".

Havenlee School will produce a "product" of three lists that contain adjusted indicators that link with the outcomes from the new English and Mathematics syllabuses. The three lists include:

- Havenlee skills based indicators
- Selected Stage 4 & 5 Life skills indicators
- Selected ES1 indicators

English and Mathematics will be included in the first two years of the project and then it will be expanded to other subject areas when the new syllabuses become available.

Throughout the year teachers were released to:

- Create and record the "Havenlee Skills based Indicators"
- Familiarise themselves with the Draft new English and Mathematics Syllabuses
- Collate Specific Stage 4 & 5 skills based indicators from the Draft Syllabuses
- Collate specific indicators from ES1 from the Draft English and Mathematics Syllabuses

An overview of the project has been presented at a SRLC Special Education Network Meeting, a Shoalhaven SEG Meeting and the ISER Special Education Conference.

In 2013 Havenlee School will run courses for interested staff from local schools to introduce them to the three list product and demonstrate how it will help them when they are adjusting programs for their students.



Other programs

Technology

This year flexible funding through DER allowed for the purchase of technology other than laptops for those students who would have difficulty in accessing laptop technology. This alternate funding meant the school was able to purchase 14 new iPads to implement across the entire school. Each class has an iPad to use and enhance their class program, as well as having access to a class set of 6 iPads for whole class teaching and modeling. Teachers and staff were trained to support the roll out of iPads and the use of applications across the school. This included training in a range of communication applications, such as Proloquo2go.

Technology such as interactive whiteboards, switches and laptops continue to be highly motivating and engaging educational tools and predominantly underpin and support the pedagogy of all Key Learning Areas.



Work Experience

Work Experience involved students from years 7-12 being involved in both in school and community based work experience. The Year 7-10 students participated in school based work experience aimed at developing work skills and an understanding of the world of work. The Year 11-12 students participated in both school and community based work experience aimed at consolidating and extending work related skills in relation to an individualised transition plan. The development of individualised transition plans for year 12 students supported the successful transition of all year 12 students into post school work placements.

Positive Behaviour for Success

During 2012, the PBS team refocused on School Wide and Non-Classroom behaviour expectations. Competing priorities and time constraints limited our capacity to provide training for all staff in the principles and processes underpinning PBS and this remains a high priority for 2013. The protocols for the RAP Awards were re-established and three special excursions were organised for students who achieved 8 or more RAPs during the term. Tier 2 interventions were revisited in Semester 2 with the focus on schedules, systems and locations, with individual students assessed on a case by case basis. FileMaker Pro training was not undertaken and this has impeded our capacity to make data driven behaviour management decisions. FileMaker Pro training remains the main priority for 2013. Planning is underway to produce a pamphlet promoting PBS at Havenlee and a post card system for informing parents of excellent student behaviour will be introduced in 2013. The committee has reviewed the behaviour documentation required for each student to be implemented in 2013 and Functional Behaviour Assessment training has been organised for early 2013.



Progress on 2012 targets

Target 1

Review and Align School Scope and Sequence with Australian curriculum

We have incorporated this target in our ESES project (see ESES Project). However producing an updated scope and sequence has been postponed until 2013 as the final copy of the new English and Mathematics curriculums were released in term 4 2012.

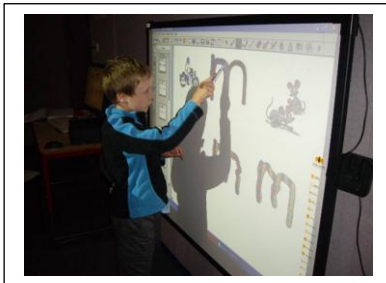
Target 2

Vocational Education Program

Develop and implement Vocational Education curriculum and assessment practices from K-12 2012.

The Vocational Education committee worked collaboratively and formalised a Secondary Vocational Education Program this year. The establishment and implementation of this program resulted in:

- The development of individualised Transition Plans for year 11 and 12 students
- Increased community based work experience opportunities
- Increased opportunities for students to participate in school based work experience
- Effective community networks that facilitated students in the development of work related skills aimed at gaining employment
- Successful transition of all year 12 students to post school work placements
- Successful transition of year 12 students into independent living accommodation



School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Personal Development

Background

As part of our School Management Plan, the school identified as a priority to improve the school's whole school approach to Personal Development. Havenlee School purchased the SoSAFE Program, which is designed specifically to teach personal development for students with intellectual disabilities. When the package was first bought, two teachers were trained in the implementation of the program for our students. Since then it was decided to use the program for

K-6 as well. As a result of staff turnover and K-6 teachers being unfamiliar with the program we decided to send out survey regarding the current effectiveness of the implementation of the SoSAFE program across all classes of the school. All teachers we asked:

- Whether they were using the program
- What was working
- What problems were they experiencing
- What help they would like

Findings and Conclusions

It was found that 75% of teachers said that they were using the SoSAFE program however of that group 33.33% said that they didn't feel that they were doing it effectively.

Staff said that visuals, same language, explicit teaching and the "triangle" as a visual aide were working well. Overall teachers liked the consistency across the program.

Problems identified included; poor familiarity of program, fitting primary age students into the program, knowing when to move from one step to the next

Teachers said they would like help with; knowing what to teach the primary students, making it meaningful for all individuals in the class, when to move from one concept to the next and time to get resources made and organised.

As a result of the findings:

- Teachers were released to review the current SoSAFE 7-12 program sequence
- Teachers were released to identify and document links between SoSAFE and BOS KLA Outcomes
- Teachers were released to produce a K-6 Scope and Sequence for SoSAFE incorporating an outcome continuum from BOS KLA Outcomes



Future directions

Further explicit teacher training is needed on using the Havenlee SoSAFE Scope and Sequence for consistency of implementation across stages of the school. Time also needs to be given to SLSOs to help produce the folders and visuals for the effective implementation of the program.



Professional learning

All Staff at Havenlee were involved in Professional Learning in 2012. All Professional Learning was in accordance to the priorities in the School Management Plan 2012-2014 (eg: Literacy and Numeracy, PBS, Vocational Education, Technology and Personal Development).

Most notably the professional learning provided at school in collaborative workshops (mentioned in the section about Every Student Every School in particular) on the new English and Mathematics Curriculum were highly effective. Teaching staff have demonstrated improved capacity in leading planning innovation, as a result of the intensive support and planning times made available through Every Student, Every School funding and within the school budget from the priority areas.

All staff were trained in the mandatory courses of the Child protection Update, No Gap No Excuse Training Modules 1 and 2 and CPR.

Two of our casual teachers have been working towards accreditation at Professional Competence.

SLSOs needing re-certification in Health Care Procedures and administration of prescribed medication did so.

All staff were given the opportunity to attend the Illawarra and South Eastern Regional Special Education Conference "Every Student Every School" and many also benefited from the chance

to see Tony Attward speak on Asperger's and Autism in Nowra.

As usual, much was gained from the staff attending the network meetings organised by the Shoalhaven River Learning Community throughout the year.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

The school management plan identifies priorities and targets in Curriculum and Assessment, Leadership and Management, Literacy and Numeracy and Engagement and Attainment.



School priority 1

Outcome for 2012–2014

Review and align school scope and sequence with the Australian Curriculum.

2012 Targets to achieve this outcome include:

- Review and align Secondary English and Mathematics scope and sequence with Australian curriculum
- Identify training courses to enable staff to implement and adjust new curriculum
- Develop new Literacy programs to align with Australian curriculum.

Strategies to achieve these targets include:

- Identified staff to attend professional development in new curriculum
- New, adjusted curriculum presented at staff development opportunities; SDD or school meetings

- Teachers/committee released to review current continuum against ACARA curriculum
- Teachers/committee released to write draft continuum & prepare for consultation

School priority 2

Outcome for 2012–2014

Progress targeted Students along the Havenlee Literacy and Numeracy Continuum through explicit teaching from Personal Learning Plans within PSP program

2013 Targets to achieve this outcome include:

- All targeted students achieving individual outcome success in functional Literacy
- All targeted students achieving individual outcome success in functional Numeracy
- All targeted students using technology to facilitate success in Literacy and Numeracy

Strategies to achieve these targets include:

- Develop and implement Revised Havenlee Literacy and Numeracy Plans (align with new English Curriculum)
- Develop a Havenlee Literacy and Numeracy Continuum (align with new English Curriculum)
- Provide professional learning for staff in making adjustments from the new English and Mathematics curriculums to enable the explicit teaching of Literacy and Numeracy to individual students
- Develop and regularly update the “Havenlee Apps” document to enable students to access the latest and most appropriate Literacy and Numeracy activities
- Staff trained in using relevant iPad apps



About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Katrina Eyland Principal

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Patrick O'Keeffe School Learning Support
Officer

Lyn Marsh/ Michael Evans Parents and Citizens
Association

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>