



Havenlee School

Annual School Report 2013



respectful



safe



responsible

5698

School context

Havenlee School is a co-educational, public school for students from Kindergarten to year 12 situated in North Nowra. The School offers 13 years of continuous learning, assessment plus social programs for students with moderate to severe intellectual disabilities. A significant number of our students have other disabilities as well including; physical disabilities, sensory impairment and autism spectrum disorder.

Havenlee School values strong relationships with families, inter-agencies and the community. The experienced and dedicated staff at Havenlee school work collaboratively to provide quality personalised educational programs for all our students, following the NSW Board of Studies curriculums.



Principal's message

This year has been a busy one with much to celebrate. Congratulations to all the students for all of their achievements.

There is significant hard work and planning that staff put into personalising the learning opportunities for each student and I would therefore like to acknowledge the wonderful work of the whole staff of Havenlee School who give so much to ensure our students have the best possible circumstances to achieve to their potential.

I would also like to personally thank the P&C for their ongoing support to the school. Due to the success of the bus business they have been able to support several programs at the school including: the Hydrotherapy Program, the Play Skills Program and the Sensory Garden Program.

Some of the highlights of Havenlee School this year include:

- Clean Up Australia Day Activities
- Dream Cricket Day
- Music with Jim Dorrington
- Representation from our school in the State Swimming Carnival
- PBS outings to bowling, movies and Shoalhaven Zoo
- Questacon visit
- Art Show
- Boccia Competition
- Intensive Swimming Program
- School to Work Program
- Work Experience Programs
- The combined activities with North Nowra PS including:
 - ANZAC Day Assembly
 - Dance Festival
 - NAIDOC and Reconciliation Week Activities

Most of the above successes are due to Havenlee School being committed to and encouraging participation and inclusion for all students. Havenlee School:

- Successfully strives to accommodate differences and provide a wide range of opportunities for everyone.
- Is a school that is specifically designed for accessibility and functionality for all students.
- Places information and communications technology as a high priority for all our students.
- Positively promotes dignity, respect and well-being for everyone through the whole school PBS program.
- Encourages students to access the community through excursions and work experience programs.
- Priorities Vocational Education and Independent Living Skills for K-12
- Values community partnerships and participation in our programs.

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 (Principal)



P & C and/or School Council message

The Havenlee P&C Committee remained focused on the operation of its Special Transport business to maintain consistent funds to support our schools special programs. To continue the high quality and safety of our service to students and maintain the ability of the school to carry out excursions and attend special events it was decided to retire 2 of our older buses and replace them with much younger, modern vehicles, both of which were paid for in full from the profits of the business. It was also pleasing to the committee that the retired buses were able to be sold not only at a very reasonable price, but also to the benefit of members of our school community.

Our thanks go out to the bus committee and our wonderful school office staff for monitoring the operation of the business to maintain a professional standard and to our bus staff for their commitment to our school and its students. Our drivers are also looking more professional with uniforms supplied by the P & C to help students identify these workers as those who assist them in the community.

With funds generated through the bus business and our fundraising committee the P&C were also able to provide financial support towards the very successful Hydrotherapy Program that was

offered to all students, benefiting students in several ways such as lessons in water safety, swimming lessons and physical therapy for students normally restricted to wheelchairs, all run by the school's professionally trained teaching staff and supported by our volunteers.

Another of the programs supported was the Play Skills Program, where our students were taught specific skills to help them understand and participate in playground games, teaching them how to initiate play, turn taking, the importance of rules and safe play. Another area supported is a project currently under construction, the sensory walkway, where the committee injected funds to support the establishment of the walkway and committed an annual amount to maintain the area.

Future priorities were discussed throughout this year and as a result the P&C have committed enough funds to continue the Hydrotherapy Program for all students for the 2014 school year as well as the establishment and operation of a new Communication Program to be offered to student for 2014. To help with the future planning and continued success of the Special Transport business the bus committee have formulated a long term strategic plan to map out the turnover of vehicles and the continued professionalism of the operation.

This year we also worked on raising our school's profile with more public awareness of our school and its students with the aim of improving community participation and financial support. We were successful in our application to the Mayoral funding organised through Joanna Gash's office where we received \$2,997 to assist with the refurbishment of old and the addition of new equipment in our water sensory area.

The WA Country Masters Hockey Association conducted the Australian Masters Hockey Championships in Sydney and during the carnival one of the players, Ted Neesham, decided to have his incredible beard and eye brows shaved in order to raise funds for the students of

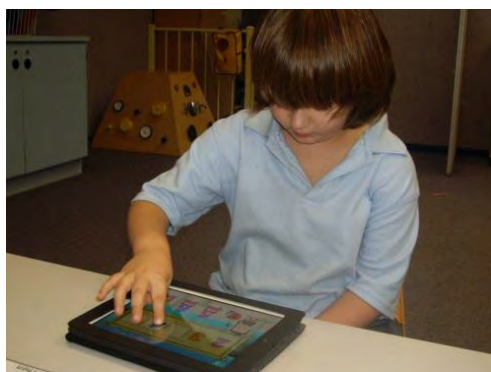
Havenlee School where he raised a very health \$2050.

We were also successful in our application to the Veolia Mulwaree Trust for funding towards our current project, The Multi-Sensory Path and Soft Fall area, for which we were granted the sum of \$10,507. Our thanks go out to Karen and Ray Wilson for all the work they did organising the paperwork and material quotes on behalf of the P&C.

Our association with Variety the Children's Charity continued this year where one of our buses carrying a number of our students and family members participated in the Shoalhaven River Festival parade through Nowra's CBD to raise awareness of the good work and generosity of Variety. At the launching of Variety's new house auction project our P&C President was invited to give a talk to local business' and community members on how Variety have assisted our school community in the past and at the same time thanked Variety who had just committed \$10,000 to assist with the conversion of one of our newly purchased buses.

We would like to encourage more parents and citizens to join our team. Anybody with ideas that will benefit students' education, development and wellbeing are welcome to share them at our meetings. My personal thanks to all of the committee and school staff for their support this year

Patrick O'Keeffe – P&C President



Student representative's message

The Students of the senior class were asked the following questions:

- What do you think about Havenlee School?
- What do you like about Havenlee School?

Here are their replies:

"There's signing choir, dance festival and getting ready for the school leavers dinner".

"It's a bit Ok".

"I like working in the classroom".

"I like working in the garden".

"We get to do work crews".

"I like reading books. I like Star wars books".

"I like iPad games, especially "Fish Pond".

Year 11 and year 12 Students



Student information

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

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	37	45	43	42	35	39	26
Female	44	46	44	36	26	23	13



Student attendance profile

Attendance is a high priority for students attending Havenlee School and our attendance levels are good. Most students travel to and from school by Assisted School Transport, which assists attendance levels.

Most non-attendance can be attributed to respite, illness or medical appointments.

Attendance levels are monitored throughout the year and students are referred to the Home School Liaison Officer if there are any concerns due to non-attendance.



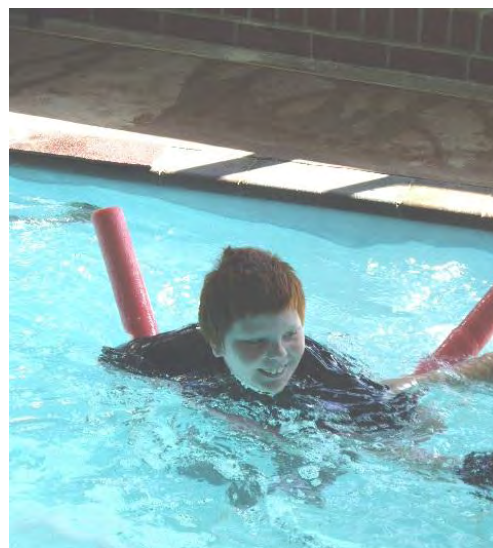
Post-school destinations

The school's focus on transition planning ensured that all graduating students in 2013 gained an appropriate placement with one of the local post-school agencies of their choice. All students have accessed Community Participation or Transition to Work Programs.



Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013, 100% of year 12 students received a Living skills HSC.



Workforce information

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5
Teacher Librarian	0.2
Teacher RFF	0.588
School Counsellor	0.2
School Administrative & Support Staff	8.926
Total	17.914

The school currently has one Aboriginal staff member.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	60%
Postgraduate	40%
NSW Institute of Teachers Accreditation	22%



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	30/11/2013
Income	\$
Balance brought forward	115664.05
Global funds	117188.17
Tied funds	116307.94
School & community sources	54516.08
Interest	4578.87
Trust receipts	1878.10
Canteen	0.00
Total income	410133.21
Expenditure	
Teaching & learning	
Key learning areas	30930.43
Excursions	7000.00
Extracurricular dissections	9119.30
Library	76.82
Training & development	4894.98
Tied funds	105024.62
Casual relief teachers	49211.07
Administration & office	25183.89
School-operated canteen	0.00
Utilities	31539.64
Maintenance	4414.80
Trust accounts	2628.10
Capital programs	0.00
Total expenditure	270023.65
Balance carried forward	140109.56

A full copy of the school's 2013 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.



Academic achievements

Havenlee School operates on the principle that all children can learn and our primary focus is on

developing skills and knowledge to improve student's personal independence and participation in activities available to all in the community.

Each student has a personalized learning plan which determines the educational priorities, content and sequence of instruction for each student. The students' personalized learning plans are prepared with the involvement of parents, teachers and other appropriate agencies to ensure relevant and consistent implementation in the school, the home and the community.



School performance 2013

Arts



Dance Festival 2013

This year the Havenlee and North Nowra students put on an amazing Dance Festival performance with the theme being "Carnival". The students had a long day, performing 3 times at the Ipac theatre in Wollongong. The students were very well behaved and made us very proud. Many of the fantastic costumes were created by one of Havenlee School's dedicated and talented SLSOs. As usual, all the staff went above and beyond, so our students had a chance to shine.



Signing Choir

Secondary students learned, practised and refined the signs to the songs “Count On Me” by Bruno Mars and “What I Am” by Will i am in conjunction with Budawang SSP. They performed the songs together during an Art Show organised by “Hands Across NSW”. It was a great opportunity for Havenlee students to meet other students from a similar setting.



Primary Sport

Students have been very busy practicing different gross motor skills through a variety of sports including; proprioceptive skills, gymnastics and ball skills. Our students have enjoyed using the liberty swing during sport time on Wednesdays. A big thank you to Kay Dalmain and Shirley Rundle for volunteering their time every Wednesday to assist with sport sessions. Primary students have enjoyed Dream Cricket held at North Nowra Public School in term 1 and Intensive Swimming in term 3.



Secondary Sport 2013

Secondary students have been involved in a range of sports such as swimming and water safety in term one, Boccia in term 2, athletics in term 3 and gymnastics/indigenous games in term 4. For swimming and water safety we utilised the school’s hydrotherapy pool and students were placed in 3 week rotations engaging in swimming, theory and water safety lessons.



The objective in Athletics was for students to develop a variety of movement and social skills that they can use throughout their life. Students participated in gentle yoga exercises with gymnastics skills and routines. They learnt and played some simple indigenous games using both modern and traditional equipment.



Boccia Competition

After making it through the initial rounds of the regional 2013 NSW Public Schools Boccia Knockout, a group of Senior Students from Havenlee School made it to the state championships. On Wednesday September 4th, Team A, went to Homebush Park in Sydney to compete in the State Boccia competition. Our players were Isabel, Clayton, Mitchell, Dominic, Shiun and Grace. Our team Captain was Dominic. We had a fun day and played six games. The highlight of the day was winning our last game.



Significant programs and initiatives

Aboriginal Education

25% of the enrolment of Havenlee School is Aboriginal. All Aboriginal students work from a Personalised Learning Plan collaboratively designed by teachers, parents and other relevant professionals.

We incorporate an Aboriginal perspective into all KLAS and students play indigenous games during sport. Havenlee students enjoyed many different activities during NAIDOC week. These included stories with puppets, boomerang painting and dance. Students also painted their handprints on poles outside the entrance to our school.

We are currently establishing a bush garden in our school with a focus on Aboriginal art and bush tucker foods and plants. There is a meeting place being developed to encourage yarn ups and for local elders to come and share their knowledge and skills.

A number of our staff are AECG members and regularly attend their local meetings



Multicultural education

Multicultural Education has involved creating an awareness of cultural differences and learning about other cultures. This was done in class lessons that included cooking, visual arts, and Human Society and its Environment.



Transitional Equity Funding

The Transitional Equity Program (previously known as the Priority School Program -PSP) was implemented across the school (K-12). Literacy, numeracy and communication were the skills explicitly taught to participating students. Each student's program reflected their Personalised Learning Plan and class program. Technology was used extensively throughout the program to consolidate student learning. iPad applications and switching proved to be very valuable and engaging for the students. The program was once again a success and resulted in:

- Improved Literacy and Numeracy learning outcomes.
- Increased level of student engagement and participation.
- Improved communication through the use of explicit teaching of skills and use of technology.
- Individualised learning resources and strategies appropriate for different students' needs.



- Havenlee Skills based descriptors,
- Life Skills descriptors, and
- Early Stage one descriptors

School to Work

Students in 6S were involved in the design and production of a Sensory Garden. They assisted to develop the successful submission for the grant which proposed to create a variety of sensory areas for the whole school to utilise. The project included the re-location and re-planting of the herb garden, maintaining and extending the existing bush tucker garden, planting a vertical garden and organising the building of a water feature. Individual student projects included mosaic artworks, ceramic tiles and wind chimes.



Every Student, Every School: Special Schools as Centres of Excellence

Havenlee School Project

This year, funding for the ESES project has continued. The priority addressed by our project is for *the provision of support and adjustments to learning programs to allow students with a communication delay or disability to access Board of Studies (BOS) curriculum outcomes* using the new English and Mathematics syllabus documents.

For the first three terms in 2013, one Assistant Principal was released for two days per week to produce our Package which consists of a library of English and Mathematics descriptors of achievement containing 3 lists arranged hierarchically:

The English document is arranged according to objective and Skill/Mode. Outcomes have been backward mapped so that an outcome from any stage will match the objective/strand for Early Stage 1 and Life Skills. The Maths document is similarly mapped against the four strands and their sub-strands.

This “library” can be used as a programming tool to adjust the NSW BOS curriculum outcomes, regardless of the level at which the students are functioning, by streamlining the process of locating content appropriate to the functional or developmental stage at which the student is operating.

The funding also provides for networking and training to be provided to local schools in adjusting curriculum outcomes using the new syllabuses. Over the year, our product has been presented at a number of conferences and workshops:

- 2013 Lighting the Future- Vibrant Visible Vivid, Australian National Special Education Conference, Sydney
- 2013 Student Services Conference: Learning and Diversity, Mittagong
- Shoalhaven River Learning Community English and Special Education network meeting workshops.
- 2012 SEG Meetings
- Training workshops at a number of local primary schools.

Over one hundred and fifty electronic copies of our package have been distributed to participants at these conferences and workshops.



Feedback has been positive and it is anticipated that by supporting mainstream teachers to program effectively for students with additional needs in the classroom, outcomes for all students will improve. We are applying for a continuation of the funding in 2014 to facilitate the development of similar packages for the new History and Science syllabuses.

Positive Behavior for Success



During 2013, the PBS team has continued to meet three times each term to manage the School's welfare, discipline, and learning support.

The team has worked solidly during the year and managed a number of achievements:

- The 'doing the right thing' post cards were implemented; these are sent home each week to the family of a student who has been working and learning responsibly, safely and respectfully. Parents will be surveyed in 2014 to evaluate the effectiveness of this initiative.
- The RAP award parameters were refined and strengthened with many students achieving the end of term special reward: bowling, the movies, a local zoo visit and putt putt golf. These rewards are highly valued by the students.
- Two new PBS videos were produced by our senior secondary students for use in classrooms and promotions: Thanks to Nicole, 6S, Jenna and 5S.
- Our Tier 2 system was reviewed and staff were informed of new processes.
- A number of staff in the PBS team were trained in Functional Behaviour Assessment (FBA) and the development of Behaviour Management Plans. This knowledge was used

to develop our Tier 3 responses and teachers were trained in the expectations for them implementing this process.

It is anticipated that the data management system used to record incidents and inform decision making will be upgraded and fully operational by the end of 2013. Plans to upgrade signage have been postponed until 2014.

Technology 2013

This year many items were brought and installed at Havenlee School:

- Two projectors for the classrooms 3M and 4M.
- The Mini Mac Server for the database, making it faster and giving us more space for saving files.
- Filemaker Pro 12
- The 'Pay as You Print' system. This has saved the school money and it is monitored remotely and our ink is replaced before it runs out and there is no storage of inks.
- We have had the migration to ET4L planned and initiated.
- Ebackpack was set up for all staff and they were trained in how to use it.

The iPad library is being utilised in classrooms to support student learning. We have been very lucky to have Patrick O'Keeffe being released off class 2 days a week attending to technology issues. The technology team has been meeting regularly to discuss technology issues in the school and have been to many professional development courses.



Work Experience

Students from Year 11 and 12 experienced a variety of work experiences during 2013. They

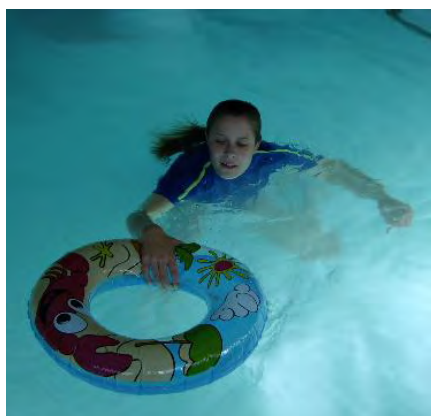
participated in work experiences at school including work crews, class and school responsibilities and participated in the School to Work Project.

Off-site work experiences involved working with community partnerships including Greenacres Joblink (Nowra and Wollongong), Greenacres, Life Without Barriers, Flagstaff and House With No Steps. Activities ranged from learning work modules to bushwalking, bowling, production line jobs, cricket, catering, music, fitness and excursions to local services. Students consolidated employment related skills learnt at school and had the opportunity to meet new people and reconnect with old (school) friends.



Hydrotherapy Program

The whole school Hydrotherapy program recommenced towards the end of Term 3, supported by funds given by Havenlee P & C Association. This funding has enabled two support staff to be employed in order to facilitate changing, hoisting and overall management of the daily schedule and a teacher to be in the pool to run the program.



The program operates throughout two full days each week with one teacher and a volunteer in the water assisting students 1:1. We are very grateful for the volunteers who have made a generous commitment of time, thus enabling the program to have maximum effect.

Significant progress has been made by all participating students with growth in confidence, following instructions and independence. It has been particularly exciting watching the students who are in wheelchairs, discover a freedom they usually do not experience. Recently we acquired more buoyancy equipment to assist and enable less mobile students to be able to float independently. The new equipment has been an outstanding success.



Play Skills Program

The Play Skills Program was established in term 2 to explicitly teach students skills in appropriate, positive and safe behaviours in the playground. The program, developed by a teacher, was delivered by a School Learning Support Officer (SLSO) who worked with selected students to model safe play behaviour including:

- Using visuals to start and finish a game safely
- Using visuals to ask for equipment to play with
- Using playground equipment in an appropriate manner
- Initiating and finishing play with other students

As a result of the program there has been a decrease in the number of playground

incidences. A big thank you to Havenlee P & C for funding this valuable program.



Sensory Room & Sensory Playground

The sensory room and water feature have had much appreciated improvements thanks to the generosity of the Havenlee P & C Committee and Joanna Gash Community Grants.

A new bubble column was installed in the sensory room. Several sensory items such as a sensory ball and more UV items which benefit our students with visual impairments were purchased. The sensory water feature was improved with a fresh coat of paint, a clean up, repairs and new and exciting, colourful water displays.

We are currently establishing a sensory bush garden and hope to secure funding to install a concrete sensory path and softfall.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Self –evaluation committee
- surveys
- staff meetings and planning meetings

School planning 2012—2014: progress in 2013

School priority 1

Review and align school scope and sequence in English and Mathematics with the BOS New English and Mathematics Syllabuses.

Outcomes from 2012–2014

- Havenlee Scope and Sequence for English now aligned with the new English Syllabus
- Havenlee Scope and Sequence for Mathematics now aligned with the new Mathematics Syllabus
- Teachers ready to program, implement units of work and assess using the new English and Mathematics Syllabuses in 2014

Evidence of progress towards outcomes in 2013:

- Targeted staff attended regional professional development opportunities in English
- Planning days used to look at new syllabuses and edit previous scope and sequence to make a draft new scope and sequence
- Two staff members trialed new scope and sequences in English and Mathematics in Term 4 2013
- Continued implementation of ESES project

Strategies to achieve these outcomes in 2014

- Communication within stages to discuss any issues that arise with the implementation of the new scope and sequences

- In term 3, review scope in sequences in terms of programming, implementation and assessment of students



School priority 2

Progress Targeted students along the Havenlee Literacy and Numeracy Continuum through explicit teaching from Personalised Learning Plans within the PSP (Transitional Equity program)

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Developed and trialed implementation of Havenlee English Scope and Sequence (aligned with new English Curriculum)
- Developed and trialed Havenlee Mathematics Scope and Sequence (aligned with new Mathematics Curriculum)
- Professional learning provided for staff in making adjustments from the new English and Mathematics curriculums to enable the explicit teaching of Literacy and Numeracy to individual students (ESES Project)
- updated 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

Strategies to achieve these outcomes in 2014:

- Commencement of Communication Program using the iPad app ProLoQuo2Go

- All students assessed on communication using the Triple C assessment package to form baseline
- One staff member released 4 days a week to develop individual ProLoQuo2Go folders according to assessment results
- One staff member released 4 days a week to train rest of staff in using ProLoQuo2Go app



Professional learning

Each year at Havenlee School, the staff are involved in a variety of professional learning activities. These occur either at the 6 scheduled Staff Development Days, at after school staff meetings, various regional courses or at conferences. The school's ESES project continued to provide good professional Learning opportunities in English and Mathematics.

In 2013 the following mandatory courses were completed:

- Anaphylaxis training
- Code of Conduct training
- Child Protection Update

Other professional development included:

- Shoalhaven River Learning Community Network Meetings
- Health Care Procedures update (SLSOs)
- Administration of Prescribed Medication (SLSOs)
- Training in the new English and Mathematics Curriculums
- No Gap No Excuse Modules 3-5

All staff were given the opportunity to attend the Regional Disability Services Conference at Mittagong.

Two of our teachers completed their accreditation at professional Competence for the NSW Institute of Teachers.



Program evaluations

Positive Behaviour for Success Program

Background

Havenlee School has been implementing the Positive Behaviour for Success Program for 6 years. Due to staff turnover and less intensive regional support, the executive thought it was time to evaluate the whole school PBS program. Surveys were sent home to parents and distributed to all staff.

Findings and conclusions

39% of the parent surveys were returned to the school. The findings of the parent surveys are as follows:

- All parents indicated that they were familiar with the three PBS values; Safe, Respectful and Responsible.
- 64% of parents indicated that they used PBS vocabulary at home
- All parents thought the PBS post cards were a good idea however a third of those receiving the postcards didn't know what they were for.
- All parents thought it was a good idea to reward students who achieve a whole page of PBS tickets with a class award. 78% of parents indicated they knew when their child had received a class award.
- All parents thought the presentation of RAP awards in assembly was a good idea and 86%

of parents knew when their children had received RAP awards.

- All parents indicated that the end of term RAP award outing was a good idea.
- Some parents would like more specific information on what their children were receiving awards for so they could praise them at home and some parents requested information on the PBS vocabulary so they felt confident in using consistent language at home.

70% of the staff surveys were returned. The findings of the staff surveys were as follows:

- All staff indicated that knew where the PBS values were displayed around the school and that they referred to them throughout the day in both informal and formal discussions.
- Approximately 93% of staff indicated they consistently used PBS "language throughout the day. However some commented that they thought the language was used more for stopping students doing the wrong thing than praising students for doing the right thing. Also staff mentioned that not all casual staff were familiar with the PBS language.
- All staff thought the PBS postcard was a good idea.
- 85% of staff indicated that they were involved in or observed class rewards being awarded for students having a full sheet of tickets.
- All staff indicated that the RAP award outings at the end of the term were a successful strategy.
- Only 64% of staff were sure that the parents understood the Havenlee School PBS system.

Future directions

As a result of both the parent and staff surveys there are several recommendations that have been included in the 2014 PBS Action Plan:

- Increase communication between school and home regarding the PBS system to both educate and remind parents of how the system works. Each fortnight, information regarding PBS will be placed in the newsletter to go home.

- Look at working out and implementing a system to reward those students who will never make it to a RAP award outing
- Signage will be updated to make sure it is relevant and in good condition
- Continue including PBS on each staff meeting agenda to reinforce and remind staff of PBS system.
- Each fortnight, the school to focus on a different PBS value
- Continue having PBS meetings after school on Tuesdays Week 4 and 9, welcoming all staff to attend



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)

Karen Furniss (Assistant Principal)

Patrick O'Keeffe (SLSO)

School contact information

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

