



Education &
Communities

Havenlee School Annual School Report 2014



respectful



responsible



safe



5698

School context statement

Havenlee School is an SSP in North Nowra, consisting of 7 classes, years K-12 (six IO/IS & 1 MC). The students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as Autism Spectrum Disorder. Aboriginal Students make up 27% of Havenlee School enrolments.

Havenlee School values the input from a variety of allied health professionals (eg therapists from both Government and non-government agencies). Through professional collaboration, the School provides an education that values and supports the intellectual, creative, physical and emotional development of each student, develops positive self-concepts and values diversity.

Havenlee School also benefits from connections made with local charities who donate their time, resources and money to the school.



Principal's Report

The Havenlee School vision is:

To deliver Education and Training that inspires students to succeed, fosters high expectations and prepares them for participation in our society.

Every school in NSW is currently developing their next School Management Plan which provides a framework for the direction of the school for the next 3 years. Everything within our plan describes how we will achieve our Havenlee vision.

Havenlee School develops programs and units of work from all the different Key Learning Areas to facilitate "Learning for Living". For example, we teach Literacy, Numeracy and Communication skills on individual levels, practical for each child's future; for making choices and participating in our society.

The Department has recently released the *Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools*. The overarching purpose of this is to support the ongoing improvement of student outcomes through continuous development of a skilled effective and professional teaching workforce.

We will have this as a focus in our next school management plan. We recognise the importance of Quality Teaching and thus want to take time to support our teachers be the best experts they can be in the field of Special Education.

We also achieve Havenlee School Vision by seeing every individual student as a whole person not just as vessel to reach academic outcomes. Student Wellbeing is vitally important too. We aim to build their resilience through social, physical and emotional development. For example, we see it important to prioritise the Hydrotherapy program and individual physical management and health care plans.

We continue to focus on the PBS framework with our values of Safe, Responsible and Respectful.

Lastly we recognise that we can't achieve our Havenlee vision on our own; we need the support from the parents and from other people and agencies in the community. Through the development of PLPs for each student, we manage to combine academic learning, student wellbeing and engagement and collaboration of parents and community members well. As a result we create high quality individual Education Programs for each student at the school.

I would like to take this opportunity to thank some of the people who have supported the students at Havenlee School in 2014.

Firstly, I would like to thank the staff at Havenlee School. Our dedicated staff, both teachers and SLSOs, are brilliant! They never cease to amaze me with their perseverance, energy and positivity to keep on delivering high quality instruction and care to all students.

Secondly, our wonderful Havenlee P&C, who through the bus company have supported us financially so we can staff and implement our Hydrotherapy program, Communication program and Playskills program. They have also put money towards many projects across the school such as the building and maintenance of the new Sensory Garden.

Thank you to all our wonderful Volunteers. We wouldn't survive without you.

I would like to thank the members of our local AECG executive who have helped and guided us in our desire to support our Aboriginal students academically (through the NORTA NORTA program and PLPs) and in developing their Aboriginal identity and culture through activities such as during NAIDOC week and Reconciliation week.

I would like to thank other organisations who work closely with us including; ADHC, FACs, Mission, Barnardo's, Cerebral Palsy Alliance and private therapists. They regularly assist us with individual students both at home and at school.

I would like to thank the following post-school options organisations for working in collaboration with us towards this goal of teaching skills that will prepare each student for participation in our society.

- Essential Personnel
- Flagstaff
- Greenacres
- House with No Steps
- Life Without Barriers
- SOLA

Lastly, I would also like to thank the charities who have supported us financially or through their time in 2014; such as:

- Bomaderry RSL (and sub branch)
- Culburra Patch 'n' Chat
- DASI
- Greenwell Point Fisherman's Club
- Ladies Auxillary, St Georges Basin Country Club
- Masonicare
- Bomaderry and South Nowra Rotary
- Royal Haven Court No 13
- The Order of the Amaranth
- Variety
- Veolia Mulwaree Trust
- Vietnam Veterans Association, Jervis Bay

Katrina Eyland -Principal



P&C Message

The Havenlee P&C Committee remains focused on the professional operation of its Assisted School Travel business to maintain consistent funds to support our schools special programs. This included the purchase of a 5th bus when the opportunity was identified for us to acquire a 5th run to support our student's attendance to school and maintain the ability of the school to carry out excursions and attend special events. We continue to supply a high quality of care and safety for students on our bus runs with professional learning being delivered to our transport staff in Child Protection, Health Care Procedures, Midazolam and Suction Administration, Anaphylaxis Care, Emergency Care and Epilepsy Care.

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 as well as our bus staff for their commitment to our school and our students. Our drivers continue to look professional with uniforms supplied by the P & C to help students identify them as "workers who assist them in the community". The bus committee remains on schedule with the long term strategic plan of the turnover of vehicles and the continued professionalism of the operation.

We continued our supported for the Play Skills Program and this year, with the financial assistance of the Veolia Mulwaree Trust, we saw the opening of our new sensory garden walkway. This walkway is wheelchair accessible with various textures, sounds and smells for our students to experience at play times and during specific class lessons and programs in an area that was previously unused or maintained. This area is also used as a calming space with

supervised safe activities for students experiencing difficult times with plans to expand into an accessible vegetable/herb garden.

Our association with Variety, the Children's Charity continued this year where one of our buses carrying photos of a number of our students participated in the launch of Variety's new house auction project where Variety Bashers streamed past the house with many giveaways for children. Our thanks again go out to Variety who provided the promised \$10,000 to assist with the conversion of one of our newly purchased buses and also to Mr John King of Premier Motor Company, a Variety business partner, who donated the remainder of the cost of the conversion, an amount exceeding \$12,000.

In consultation with the school management team the major priorities for our financial support were determined as the Hydrotherapy Program and the Communication Program.

The Hydrotherapy Program continued to offer all our students the opportunity to benefit through swimming lessons for our more physically capable students, lessons in water safety for all, plus physical therapy for our students normally restricted to wheelchairs. We are extremely fortunate this program has been designed and run by the school's professionally Aus Swim trained teaching staff and supported by our volunteers.

Our schools newly developed Communication Program has been designed through collaboration between teaching staff and support staff, strongly supported by the Executive Staff. Following the pleasing result in both programs over 2014 we have committed financial support to carry on with both programs through the 2015 school year.

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 2014



School Representatives Report 2014

When asked what the highlight of their year was at school 6S students gave the following responses:

Shae-Lynn – Riding the scooter and playing with friends

Isabel – music lessons with Jim

Joshua – working in the sensory garden and writing

Kayla – playing netball

Shiun – playing football

Clayton – cooking and catering

Dominic – creating artwork on the computer

Holly- work experience with Julie

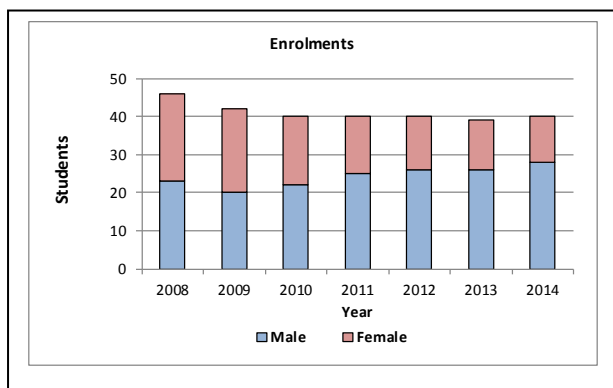


Student information

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

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	23	20	22	25	26	26	28
Female	23	22	18	15	14	13	12



Student attendance profile

Student attendance is monitored according to the protocols DEC Attendance Policy. School procedures regarding students' absences are clearly communicated throughout the year via the school newsletter. Havenlee School has high attendance rates.

Post-school destinations

There is a practical Vocational Education Program across the whole school which includes both in-school and out of school work experience programs. The school has close connections with several post-school options organisations in the Nowra area.



Work Experience 2014

It has been a very successful year for work experience students. They have had the opportunity to experience a variety of services and activities in the community ranging from leisure to industry and hospitality. These included

House With No Steps, Life Without Barriers, Flagstaff Nowra, Flagstaff Unanderra, Slice of Life and Greenacres Joblink. Students and parents also had the opportunity to investigate future options at the Disability Expo and the Havenlee School excursion to visit local services. All students are to be commended for their maturity and responsible behaviour whilst in the community.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, all year 12 students received a Living Skills HSC.



Workforce information

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

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.

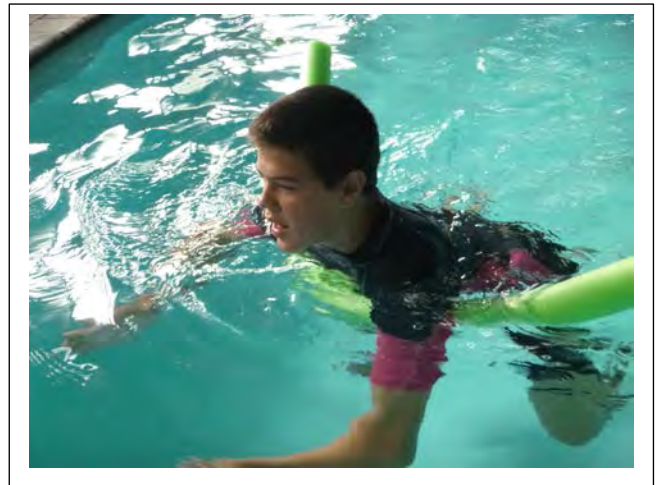
Teacher qualifications

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%

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Havenlee School currently has one permanent Aboriginal staff member.



Professional learning and teacher accreditation

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 DEC courses or at conferences.

In 2014 the following mandatory courses were completed:

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

Other professional development included:

- Shoalhaven River Learning Community Conference (Term 3 Staff Development Day)
- Health Care Procedures update (SLSOs)
- Administration of Prescribed Medication (SLSOs)

Two of our temporary teachers are currently working towards the board of studies teaching and Education standards of accreditation and two permanent teachers are maintaining their accreditation at Proficient level.

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	30/11/2014
Income	\$
Balance brought forward	140109.56
Global funds	138834.90
Tied funds	66337.09
School & community sources	148072.74
Interest	3384.63
Trust receipts	4281.00
Canteen	0.00
Total income	501019.92
Expenditure	
Teaching & learning	
Key learning areas	93662.75
Excursions	285.91
Extracurricular dissections	50630.65
Library	136.36
Training & development	1672.08
Tied funds	79815.95
Casual relief teachers	81265.65
Administration & office	37147.61
School-operated canteen	0.00
Utilities	42557.9
Maintenance	10649.07
Trust accounts	4441.00
Capital programs	29714.20
Total expenditure	431979.13
Balance carried forward	69040.79

A full copy of the school's 2014 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 2014

Academic achievements

All K-6 students at Havenlee School follow the NSW K-6 syllabuses and the year 7-12 Students follow the Life Skills syllabuses (Stages 4-6). Each student has a PLP from which an adjusted IEP is devised and implemented.

There is a commitment at the School to deliver a quality education to all students in a safe and stimulating environment. The school has invested heavily in technology and is proactive in the development of interesting, engaging and challenging educational programs so to include all students regardless of disability.

Other achievements

Arts

Dance Festival

This year the dance festival theme was 'things that go bump!' and thanks to Christine we had some of the best costumes yet! There were ghosts, werewolves, marshmallow man, ghostbusters, Frankenstein and Dracula. All of the dancers did their best and we were very proud of the way they performed both on and off the stage. Well done dancers We are looking forward to next year's production.



Signing Choir 2014

Students in 4S and 6S learned key word signs for the song by Pharrell Williams called "Happy". They performed the song at school functions and assemblies as well as the Shoalhaven Disability Expo at Bomaderry Bowling Club. All students involved in the Expo performance were responsible representatives of the school and conducted themselves safely and respectfully.



Music with Jim

For the last 30 years Havenlee has been very lucky to have had Jim Dorrington volunteer his services to provide music and puppetry sessions for our students. Jim is a highly accomplished classical guitarist. He is also calm, accepting and flexible. He is known to many Havenlee families, staff and others as 'Music with Jim'.

Since 1984 students and staff have looked forward to their time with Jim; singing to his guitar, keeping the beat with chime bars and acting out songs with puppets.

We were very sad to say 'good bye' to Jim this year. We thanked Jim at a school assembly and presented him with a photo album and plaque..



Education Week

In Week 3 Term 3 Havenlee celebrated Education Week. This was the 60th anniversary of Education Week and the original tagline from 1954 was used; "Lighting the way to a better world".

Parents and guests were invited to an assembly and to visit classrooms.

During the assembly they were entertained by the school signing choir, the Dance Festival performance and a presentation to Jim Dorrington.

Primary Sport

Primary students are learning sports skills which will enable them to be involved in more sports both at school and in the community. This year we have been learning target skills, group games, gymnastics and team sports. A favourite group game this year was "what's the time Mr Wolf" with lots of anticipation and laughter.

Gymnastics is an opportunity for students to demonstrate their flexibility and strength. In team sports during term 4 we have discovered some superstars at polybat. Primary students participated in the Premier's Sporting Challenge again this year and we have been allocated funds to purchase more equipment.



Secondary Sport

This year, our Secondary students have learnt and practised the skills for a number of different sports.

During Term 1 we focused on water safety, with both a theory and a practical component.

The sports covered in Terms 2 and 3 were football, Boccia, golf and hockey.

As with every year, Term 4 concentrates on gymnastics. The highlight of the term is a visit to Nowra Gymnastics Centre at the Showground.



Boccia

On 3 September our Boccia Team competed in the NSW Schools Boccia Knockout Championship, at Homebush. We would like to thank DASI (Disability Assistance Shoalhaven Incorporated) who have donated money for us to purchase a set of Boccia balls. The set is imported from Denmark and should improve our practice before next year's competition. The following is a report from our team.

It was an early start; 6.30am to be exact. It was a long trip to Sydney but we made it to Olympic Park on time. Dominic was our team captain. At the coin toss he had to decide which team rolls first. The competition was tough. The atmosphere was electric. We were excited to watch and play. We didn't win but we had fun.

Havenlee students displayed great sportsmanship and teamwork.



Significant programs and initiatives – Policy and equity funding

Aboriginal education

Havenlee School has embedded many Aboriginal activities into the daily program. In Literacy and Numeracy we have resources that reflect the indigenous perspective. We include Aboriginal games into our sport programs. We have made connections within the local community. Uncle Tom Moore shared stories about local Aboriginals who fought in wars during NAIDOC week. Deidre Martin (National Parks and Wildlife Service) shared her local knowledge and expertise about the bush tucker we have around the school. Members of staff regularly attend local AECG meetings and have hosted a meeting at our school. We have also presented information about our programs at these meetings.

Multicultural education and anti-racism

Multicultural programs are embedded and implemented through COG units across each stage. It is considered important at Havenlee School to teach understanding and tolerance of individuals and of different cultures.



Aboriginal background

Havenlee School received \$7838 RAM funding for Aboriginal background. This money was put towards funding an extra SLSO for three hours a day to support Aboriginal students across the school in classroom programs.

Socio-economic background

Havenlee School received \$21 866 RAM funding for Socio-economic background. \$9919 came in the form of 0.1 of a classroom teacher which was used to help teachers prepare, plan and review how their students were engaging in the Communication program. The balance of \$11 947 went towards the cost of employing a SLSO for one day a week to help implement the Communication program in the classrooms.

Other significant initiatives

Norta Norta

In semester 2, our school received Norta Norta funding to the amount of \$5449.20. This program aimed to develop Aboriginal students' Literacy and Numeracy skills. The funding covered 2 students who received 30 minutes of explicit one on one instruction 4 days a week. Three Student Learning Support Officers were selected on merit selection to be tutors. They shared the delivery of the program under the coordination of a teacher. Activities focused on:

- Increasing student engagement
- Following instructions
- Developing cause and effect (intentional)
- Manipulating the iPad correctly

Tutors predominately used the iPad app *Proloquo2Go*.



School to Work 2014

The School to Work project for 2014 involved the enhancement of the existing sensory garden and water feature created in 2013. Senior students designed a new garden incorporating bush tucker plants and kitchen garden herbs. Colourbond garden beds were placed within a newly concreted area with suitable access for all students. The senior students provided the muscle to fill these garden beds with soil and planted herbs, bush tucker and native plants. The purpose of the garden is to complement catering programs conducted at school as well as agricultural, design and technology studies. It has also contributed to the outdoor classroom area utilised by all classes at Havenlee School.

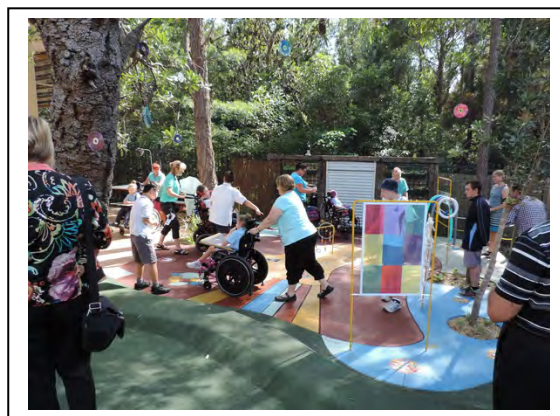


Sensory Playground

Great things have been happening in the sensory playground thanks to the generosity of our P&C Committee, Veolia Mulwaree Trust, Stockland Nowra and our local Member, Ann Sudmalis.

The Sensory Path was completed and officially opened in April. It has been used regularly for class and individual programs as well as during play times. We successfully applied for a grant from Stockland Nowra to purchase three raised garden beds which are being used for school work experience. They have been planted with herbs and local bush tucker plants.

Our Wonderful P&C Committee topped up our funds to complete the rest of the sensory garden with concreting and softfall to make it fully accessible. Ann Sudmalis very generously donated her artistic talent to us by painting a mural to compliment the water feature in the playground. The “under the sea theme” gave it a whole new lease of life and added interest and appeal. We are very fortunate to have such great support from our community.



Play Skills Program

The Play Skills program runs every day during morning tea. It is delivered by one Student Learning Support Officer (SLSO) in the playground. The program’s aims are to develop student’s skills in:

- sharing equipment safely
- developing friendships
- taking turns in a game
- engaging in social conversations
- developing social skills
- following the school PBS rules; Safe, Respectful and Responsible

The Play Skills Program has continued to run this year due to financial support from the P & C who we thank very much.



Hydrotherapy Program

This year, Havenlee School facilitated a Primary Hydrotherapy Program on Wednesday and a Secondary Hydrotherapy Program on Friday. This meant that every student had the opportunity to swim. Both programs had a main focus of 'Water Safety and Awareness' which includes students learning:

- *Water familiarisation*- being comfortable in and around water environments.
- *Survival Skills*- such as kicking, paddling, walking body rotation, floating, blowing bubbles and physical therapy for students restricted of movement
- *Exposure and use of equipment* - students were given equipment and shown how to use it. Equipment includes kickboards, noodles, floating/sinking toys mats and googles.
- *Swimming strokes*- Freestyle, backstroke and breast stroke.

Students' learning was achieved through fun and engaging activities using songs, imaginative play, demonstration, lots of praise and encouragement.

Positive Behaviour for Success Program (PBS) was also incorporated to encourage a positive learning experience in the pool.

The Hydrotherapy program was supported by funds given by Havenlee P&C association. The supported funding helped to employ professionally trained staff; two support staff for overall management from changing and hoisting to the daily schedule and a AUSTSWIM trained teacher to run the program. The school was also able to purchase new equipment to aid student learning and a major purchase of an underwater camera to capture special moments of student enjoyment and achievements.

Havenlee was also lucky enough to have support of volunteers who gave up their time to assist in the pool. A big thankyou for everyone that has helped make this such a successful program.



Communication Program

Havenlee School and P&C jointly funded an intensive communication program using iPad technology and a specialised program called Proloquo2Go with the aim of enhancing student outcomes across the curriculum by improving student communication. Due to time constraints, half the student cohort was randomly selected to receive intensive tuition twice per week; the other half will undergo intensive training in 2015. Our accredited trainer, Patrick O'Keeffe, worked with students 1:1 in term 1 and after training classroom staff, class SLSOs worked with students. Communication across the school has been enhanced, with all participating students progressing on the literacy continuum. This program and funding will continue in 2015.



Positive Behaviour for Success (PBS)

The school and the PBS team remain committed and active in implementing the whole school framework for teaching positive behaviours. Using the Benchmark of Quality self-assessment

tool, our plan for this year focused on involving and informing our school parent body about PBS, tightening up our use of data, reviewing signage and developing a school wide reinforcement system. Our RAP awards remain a major focus with excursions to Shoalhaven Zoo, Kiama, Huskisson and bowling. Parents have reported enjoying receiving a postcard letting them know of the great things their students are achieving. Signage was reviewed and updated. Two staff were released to develop a 'forced choice inventory' and incentive program appropriate for our students, however sickness in term 3 hindered the implementation of this system; this will be a focus for 2015. Data continues to inform future directions and will be utilised proactively in 2015 to support staff manage students who need more targeted interventions.



Technology

This year we have added some fantastic pieces of equipment to our technology department-1 combox, 2 ultra short-throw interactive projectors, proLoQuo2go and proloquo4text, money apps for iPads, wireless switches and interfaces and an iPad holder for our wheelchair students. The Communication program has been a great success with students developing their skills in asking and answering questions.



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:

- Whole staff meetings
- Individual staff questionnaires
- Parent discussions
- evaluations

School planning 2012-2014:

School priority 1

To implement the new National Syllabus in:

- English (early stage 1 to Stage5)
- Mathematics (K-10)
- Science and Technology (k-6)
- Science (7-10)

Outcomes from 2012–2014

New Curriculum

All staff received the DEC training in the new Science syllabuses on the term 2 staff development day and are competent programming, assessing and reporting using these documents. It is planned to introduce the new History and Geography syllabuses next year.

Evidence of achievement of outcomes in 2014:

- New outcomes and descriptors written into IEPs
- School Scope and Sequence in English, Mathematics and Science K-10
- Student annual Reports reflect the outcomes and descriptors of the new curriculums

Strategies to achieve these outcomes in 2014

- Professional Development on each of the new syllabus
- Stage meetings to plan units of work

- Working committees developing Whole school Scope and Sequences for each subject



Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and staff about the school to develop the directions for the next School Management Plan. See below.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan has been published on the school's website since the beginning of Term 2 2015.

The Havenlee School plan has three Strategic Directions that are the result of vigorous collaboration with staff and parents and analysis of school data and school evaluation processes.

STRATEGIC DIRECTION 1: Learning for Living

Purpose: To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society.

STRATEGIC DIRECTION 2: Student Well-being for quality of life

Purpose: To promote a holistic approach to educating students, focusing on social, emotional and physical well-being so as to develop each student's self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

STRATEGIC DIRECTION 3: Engagement of those involved in the dynamic Learning Environment

Purpose: To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices.

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

Havenlee School

75 Judith Dr, North Nowra, NSW 2541

Ph: (02) 4421 3777

Fax: (02) 4423 2139

Email: havenlee-s.school@det.edu.nsw.au

Web: www.havenlee-s.schools.nsw.edu.au

School Code: 5698

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

