



## Havenlee School Annual Report



2015

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## Introduction

The Annual Report for 2015 is provided to the community of Havenlee School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Katrina Eyland

Principal

### School contact details:

Havenlee School

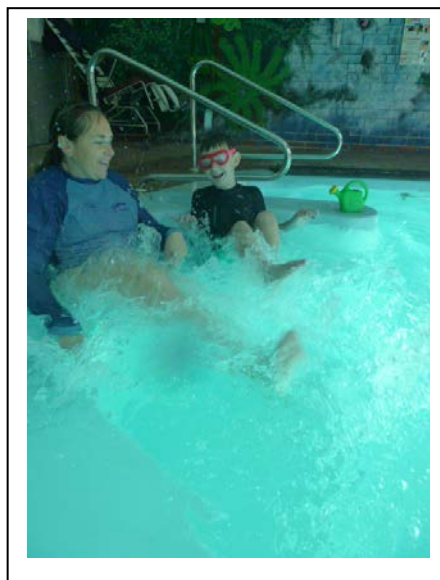
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## Message from the Principal

I have been honoured to be the Principal of Havenlee School this year. The 2015 theme for the *International Day of People with a disability* was:

### **Inclusion matters: access and empowerment for people of all abilities**

According to the United Nations, over one billion people, or approximately 15 per cent of the world's population, live with some form of disability — and this includes around one in five Australians.

I am glad we live at a time in history in which society can no longer ignore or shun people with a disability. It is exciting that the students of Havenlee School can be empowered by inclusion.

The staff at Havenlee School are proud of all the student's achievements. Every Individual Program created, has the ultimate goal of achieving quality access and inclusion for each student into their local community. The programs we run empower the students towards this goal. For example:

- Communication program; where each student is given the opportunity to learn to communicate through the iPad app ProLoQuo2Go
- Hydrotherapy program; where every student can be taught at their own level skills, such as: movement in water, water safety, stroke development, turn taking, water games
- Vocational Education and Work Experience Programs; where all students are explicitly taught skills that will help them when they leave school, such as; following directions, business talk and asking for help. All students

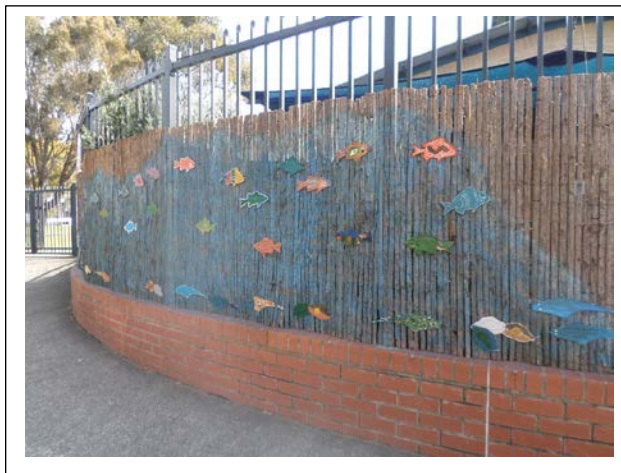


participate in our *in-school* or *out of school* work experience. The senior students get to taste of what life after school is like through the post school options program.

- PBL Framework; where all students are taught the values of Safe, Responsible and Respectful

The success of these programs and other resources available to the students at Havenlee School are mostly dependent on those in our community who have supported us financially or through their time in 2015; such as the representatives from:

- Boeing Defence Australia
- Bomaderry RSL
- Bomaderry RSL sub branch
- Essential Personnel
- Flagstaff
- Greenacres
- Havenlee P&C Bus Company
- House with No Steps
- Life Without Barriers
- Shoalhaven Kids in Need
- SOLA
- Variety
- All our wonderful Volunteers



I am looking forward to 2016 for another exciting year at Havenlee School.





## Message from the President of the P&C

The Havenlee P&C Committee continued the expansion of its Assisted School Travel business to secure consistent funding to support our schools special programs. This included the purchase and modification of a 6<sup>th</sup> small bus to service a 6<sup>th</sup> run and to allow us to retire our aging big bus as planned. With the extra vehicles we identified a need for more shelter and we enlisted the professional services of one of our parents, Travis Reeves of East Coast Carpentry and Maintenance, who constructed our new carport to house the now 2 extra vehicles. We thank Travis in particular for his effort in sourcing a great price on materials with the suppliers and a greatly discounted pricing on the job himself.

Our buses have also been made available to help our wider community with North Nowra Primary, Bomaderry Primary and Illaroo Road Schools all using our vehicles to assist their students to attend special excursions and activities, as well as Interchange using our vehicles during holiday programs. Our sincere 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.

We continued our financial support for the Play Skills Program this year with \$3,000 targeted to teaching our students the specific skills involved in playing and interacting safely with their peers, along with financial support of \$4,000 for softfall and \$1,500 for upkeep of the sensory garden walkway. This year has also seen this area expand with the inclusion of an accessible herb garden maintained by our students.

Our association with Variety the Children's Charity continued this year where we were able to secure funding for 9 more iPads with protective covers to the value of \$5,219.55. These iPads are used every day at our school in the Communication Program as well as other educational programs in literacy and numeracy. The school is well on target to its goal of 1 iPad for each student to be used in these programs throughout the school day.

The major priorities for our financial support were again 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 schools professionally trained Aus Swim teaching staff and supported by our volunteers. The P&C were able to support this program with a phenomenal \$60,000 towards staffing and equipment.

Our schools professionally developed Communication Program has transformed through collaboration between teaching staff and support staff, strongly guided and directed by the schools Executive Staff. This program has developed so well since its beginning in 2013 that the services of our staff have been sought by other schools. Our P&C commitment to this program was \$25,000.

During Education Week two of our committee members identified a need for more equipment in the living skills area of our school. They brought their ideas to our monthly meeting which resulted in the P&C granting funds of \$1,500 for purchase of necessary smaller items and our commitment to covering the cost of a new oven to be installed in 2016. It was also a pleasure for the P&C to be in the position to say "Yes" to the request for funding support for the school biyearly Senior School Camp which totalled \$4,700 as a contribution to reduce the cost for parents.



## School background

### School vision statement

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

### School context

Havenlee School is an SSP in North Nowra, consisting of 7 classes, years K-12 (6 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 30% of Havenlee School enrolments.

All K-6 students 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 to include all students regardless of disability.

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.

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.

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



## Self-assessment and school achievements)

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Overall, when looking across all 6 projects within the Havenlee School Plan, the school has covered each element within each of the domains; Learning, Teaching and Leading. During the reflection process it was decided that each project covers both of the Lead elements; “Management Practices and Processes” and “School Resources”. On top of these Lead elements, each project had 2-3 other elements from Leading, Teaching, and Learning. Also upon reflection it was at times difficult to fit our projects within some of the elements in the School Excellence Framework due to the context of our specialised setting.

In the Communication Program the School decided that it was delivering in the element “Learning Culture” and sustaining and growing across the other targeted elements of “Curriculum and Learning”, “School Planning, Implementation and Reporting”, “School Resources” and “Management Practices and Processes”.

In the Literacy Program, the School thought that it was still working towards delivering “Student Performance Measures” as the project was not intending to start recording performance until 2016. However the school was delivering in the targeted element of “Assessment and Reporting” and sustaining and growing across all the other targeted elements of “School Planning, Implementing and Reporting” and Management Practices and Processes”.

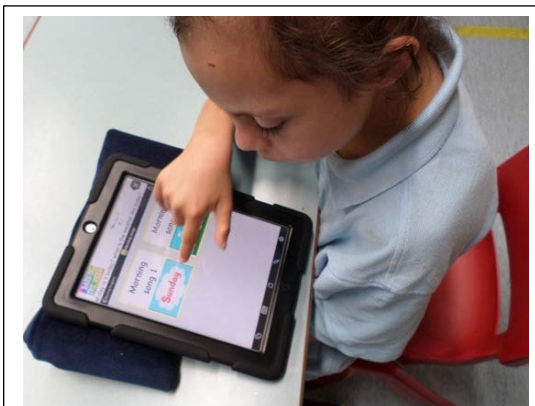
In the Hydrotherapy Program the school decided it was steadily sustaining and growing in all the targeted elements of “Wellbeing”, “School Planning, Implementation and Reporting”, “School Resources” and “Management Practices and Processes”.

Havenlee School has only just started the Personal Development/ Sexuality Program and therefore is still working towards delivering “School Planning, Implementation and Reporting” and “Management Practices and Processes”. It however believes the school is delivering in the targeted element of “Collaborative Practice”.

In the Teacher Excellence Program the school decided it was steadily sustaining and growing in all the targeted elements of “Collaborative Practice”, “Learning and Development”, “Professional Standards”, “School Planning, Implementation and Reporting”, “School Resources” and “Management Practices and Processes”.

In the first year of the School Plan, Havenlee School has worked very hard at achieving the milestones in the Vocational Education Program for 2015. As a result, the school believes it is excelling in “Effective Classroom Practice” and sustaining and growing in the other targeted elements of “Leadership”, “School Planning, Implementation and Reporting”, “School Resources” and “Management Practices and Processes”.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



## 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.

### Overall summary of progress

Overall The school is very pleased with the progress made within both project/ programs within Strategic Direction 1. Both projects are very involved and require a long term focus.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
75% years K-9 of students will move one marker per year within a cluster on the Literacy Continuum	<b>Literacy Program</b>  This program, although on target, is only at the commencement of its goals.  <b>EVIDENCE OF IMPACT</b> <ul style="list-style-type: none"><li>• All Teachers taught/ refreshed on how to use PLAN</li><li>• All Teachers attended Four Blocks to Literacy Training</li></ul>	\$2000
75% of students will use the iPad app ProLoQuo2Go/ ProLoQuo4text as a communication device in the classroom to meet IEP communication outcomes	<b>Communication Program</b>  This program, largely funded by the P & C, has continued in 2015. Using Proloquo2Go on iPads, students are developing competence in communicating their needs and preferences, and engaging more fully with the curriculum. The focus has moved beyond individual skills, to the use of iPads to access the curriculum in every classroom. Teachers have received training and technical support in the classroom to develop arrays reflecting the needs of their students and the content being studied. This has enabled students to better understand concepts being taught and to demonstrate their knowledge and understanding.  Implementation of the program has been facilitated by the use of 'Every student, Every School' funds to purchase more iPads and develop a training package, to be rolled out in 2016, which focuses on teacher professional development and training for parents. A generous donation of seven iPads by Shoalhaven Kids in Need has enabled every class to access a number of iPads. It is hoped the program can continue to benefit students and families in 2016.	\$30 000 (P&C) \$34 470.00 (ESES)

	<p><b>EVIDENCE OF IMPACT</b></p> <ul style="list-style-type: none"> <li>• 7 more iPads were purchased. School on target of having one iPad for every student in the school.</li> <li>• 7S Class iPad, has a working ProLoQuo2Go program for classroom</li> <li>• Schedule organised and communicated for releasing staff</li> <li>• All teachers to have had ½ day release with Computer Technician and ½ day release with Communication Coordinator</li> <li>• All teachers to have had ½ day release to liaise with Computer Technician to build program onto classroom ipad</li> <li>• Teachers using ProLoQuo2Go on 1 iPad in their classroom as a communication device</li> </ul>	
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## Next steps

### Literacy Program

- Every Student years K-9 entered onto PLAN
- All Years K-9 Students updated on PLAN ready for 2016
- Investigating the suitability of the Victorian Assessment tool of “Ables” to make more accurate assessments and plotting of progress of students with high support needs
- All teachers are implementing two of the Four Blocks Literacy program in their classroom

### Communication Program:

- Students have individual profiles on class iPads (in every class) for day to day class interactions.



## Strategic Direction 2

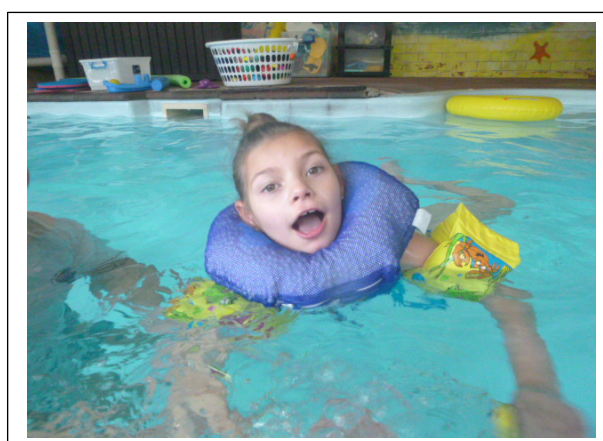
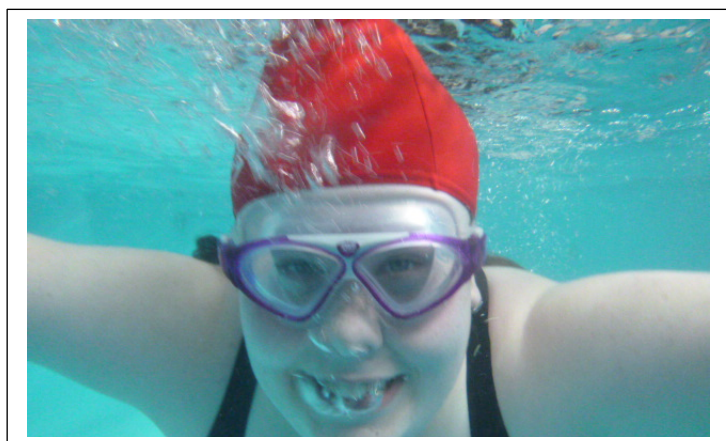
Student Well-being for quality of life

### 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.

### Overall summary of progress

The project within the Hydrotherapy Program has almost been completed within the first year of the plan. The school is very grateful to the generosity of the P&C for funding this important program. The PBL program is starting to get new momentum with the State's renewed focus on Wellbeing across all schools. Our school has embedded PBL into all areas of school life and are well on track within the Wellbeing Framework.



Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
5% reduction in executive referrals of targeted students with extreme behavioural issues who have specific risk management plans	<b>Positive Behaviour for Learning (PBL)</b> During 2015, our PBL committee met three times per term and continued to work hard. The school PBL signage was reviewed and some outside signs were replaced. The 'Stars' postcards continued to be well received and this concept was widened to include postcards for staff 'Stars'. Students who displayed consistently safe, respectful and responsible behaviours were rewarded with special outings to the movies, bowling, Kiama on the train and a BBQ at Booderee Botanic Gardens. The trial of using a wider range of data provided insights into underlying reasons for some challenging behaviours but little information about how these behaviours may be better managed. A major initiative in 2015 was the introduction of reporting student compliance with school values to	\$521

	<p>parents. After an unsuccessful trial of a 'tick box' system, a library of curriculum outcomes and descriptors, which reflect our values, was generated for staff to explicitly incorporate into individual educational programs, assessments and student annual reports. Staff and parent feedback on this initiative will be sought in 2016. Staff received training in implementing the 'forced choice inventory' and this will be a priority for 2016. The team will also benefit from refresher training and training in database management in 2016.</p>	
Enhanced physical, social, emotional, behavioural, well-being of students	<p><b>Hydrotherapy Program</b></p> <p>In 2015 Havenlee School's P&amp;C continued to fund the Hydrotherapy Program including staffing for one teacher and two SLSOs (two days a week) and the purchasing of resources. The Primary program occurred on Tuesdays and the Secondary program on Thursdays. All hydrotherapy students were given the opportunity of at least one session per week. Once all students for the day had been completed, if time permitted, students whose Hydrotherapy day it wasn't were given the opportunity for a session. Thus some students received two sessions a week. It was a very successful year in the growth of students' capabilities in the pool.</p> <p>The hydrotherapy staff worked collaboratively to deliver a program that centralises around students learning about 'Water Safety and Awareness' covering such topics as Water Familiarisation, Survival Skills, using a variety of equipment and Swimming Strokes.</p> <p>Student learning is achieved by staff creating interesting and engaging lessons. This year teachers incorporated a choices folder, sensory box, bubble mixture and blowers, mirror, water squirts, student choice of music and theme week.</p> <p>Positive Behaviour for Learning (PBL) is incorporated into the program to create the positive learning environment along with encouragement and support from the dedicated staff and our volunteers who give up their time to assist in the pool. Thank you to everyone involved in making it another successful year and we look forward to 2016.</p> <p><b>EVIDENCE OF IMPACT</b></p> <ul style="list-style-type: none"> <li>• Gathered information of current practices of the Hydrotherapy program</li> <li>• Collated and Reviewed current outcomes/descriptors used in hydrotherapy from all teachers</li> <li>• Linked current list with Syllabus Outcomes and distribute to teachers</li> <li>• Developed List of Hydrotherapy Syllabus Outcomes and descriptors for student assessment and reporting</li> </ul>	\$60,000
Whole School PD/ Sexuality Program/ Scope and Sequence	<p><b>EVIDENCE OF IMPACT</b></p> <ul style="list-style-type: none"> <li>• Committee formed; exec, Teacher, SLSO</li> <li>• Reviewed SoSafe, Frankston School and Vincentia HS</li> </ul>	-

ready to for  
implementation in 2018

Programs and Family Planning docs.

- From reviews, recommendations written for future direction For Havenlee School



## Next steps

### PBL

- Staff to be trained in new focus of PBL
- Succession planning to PBL coordinator
- Whole staff refreshed on PBL Principles and strategies

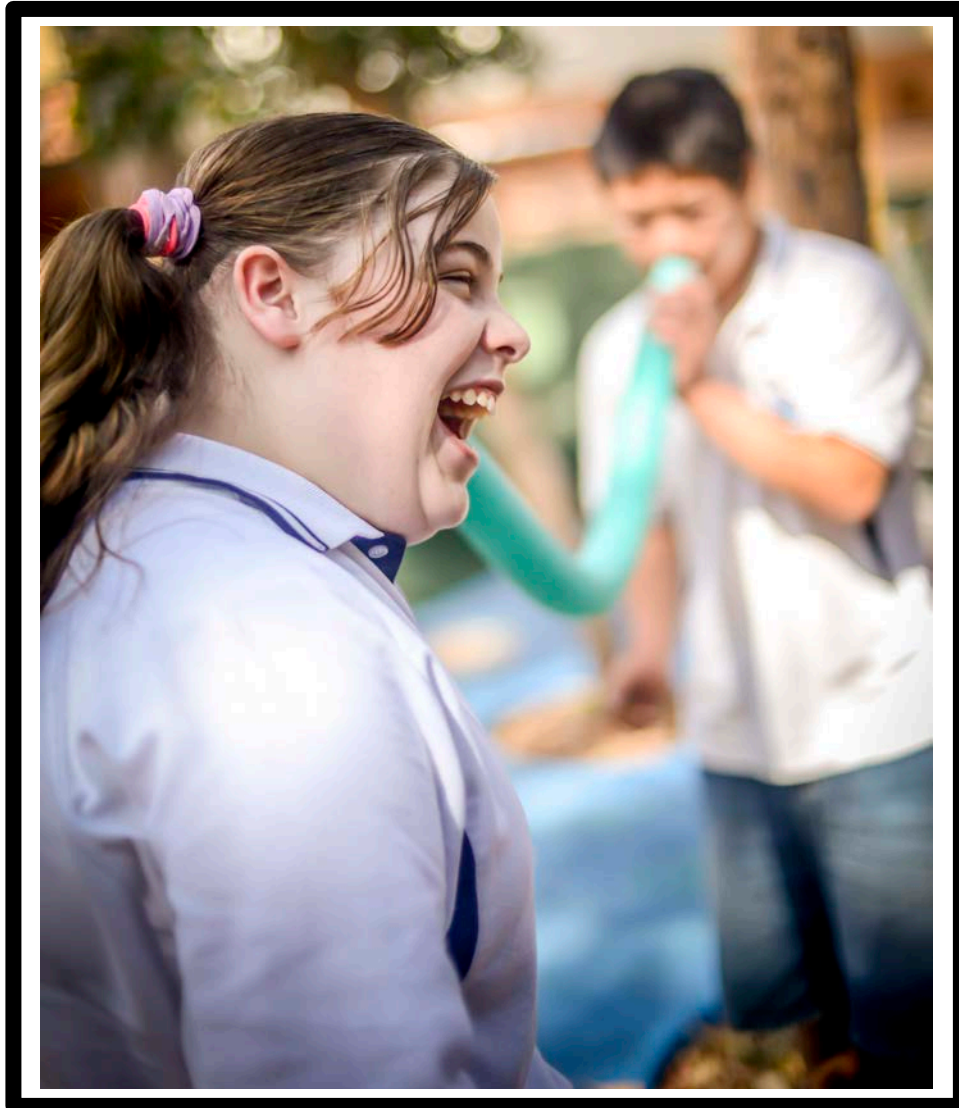
### Hydrotherapy Program

- All student reports reflect the list of identified outcomes and descriptors for hydrotherapy.
- Review class programs to assess whether list of Hydrotherapy Syllabus Outcomes and descriptors for student assessment and reporting were relevant.
- Survey Teachers to establish extent to which list of Hydrotherapy Syllabus Outcomes and descriptors for student assessment and reporting was appropriate to individual student reports.
- Havenlee School Hydrotherapy whole school Scope and Sequence to be created



### **Personal Development/ Sexuality Program**

- Review child protection documents, create priorities for 2016 and then delegate roles and responsibilities
- A draft, whole school, Havenlee Personal Development/Sexuality Program is created and ready to present to staff and parents in 2017



## Strategic Direction 3

Engagement of those involved in the dynamic Learning Environment

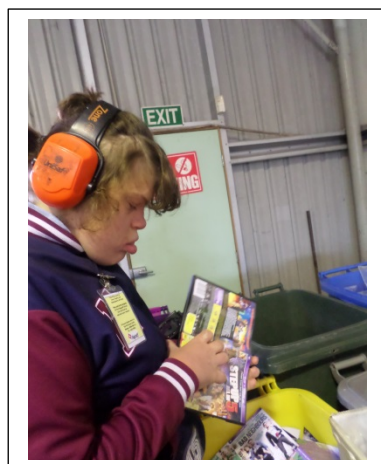
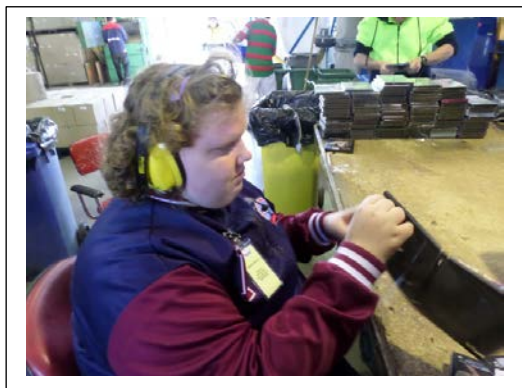
### Purpose

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.

### Overall summary of progress

The staff at Havenlee School were very open to the new PDP Process that commenced in 2015. Much discussion, observation and trialling was done with professional goals, evidence and individual professional development.

The Vocational Education Program is well underway with the senior school scope and sequence completely mapped out and the beginnings of the primary school one on the way. New links with different Post School Options providers were also initiated.



Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teachers confidently demonstrate evidence that validates achievement of teaching standards in a highly supportive school community	<b>Teacher Excellence Program</b> Evidence of Impact <ul style="list-style-type: none"><li>• AITSL Self-assessment tool completed by all teachers</li><li>• Principal and Federation Rep. trained in PD&amp;F Framework;</li><li>• Teacher/ exec observations completed</li><li>• Teachers trained in Framework</li><li>• Goal Setting Training given</li><li>• Teachers developed personal professional Goals</li><li>• Peer Observations were completed</li><li>• All Teachers have a completed PDP</li></ul>	\$8730 (TPL)

<p>All students participate in the Havenlee School Work Experience/ Vocational Educational Program at the appropriate level; relevant to their individual skills, needs and wants</p>	<p><b>Vocational Education Program</b></p> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Whole school awareness/training of K-12 Voc Ed program (in service training)</li> <li>• All teachers K-12 contributing to in school Work Crew programming to the Vocational Education Framework, creating a whole school perspective</li> <li>• New relationships with community services (Men's Shed) increased real life/21<sup>st</sup> Century experience for students regarding Employment Related Skills learned in the classroom</li> <li>• Reviewed Vocational Education Framework established up to date programming in conjunction with New Syllabus as well as new Voc Ed documentation (on internet/DEC)</li> <li>• Excursions offered parents the opportunity to connect with local services through the Disability Expo and school visits</li> <li>• Survey to post school service providers offered opportunity to prioritise/re-assess skills learned at school to assist in early post school life as well as determine whether students will be suitable for certain placements in the future</li> <li>• Meeting with parents of previous students gave insight into life after school and adjustments to working/post school services which will influence future Voc Ed delivery and priorities at school K-12</li> <li>• Additional work experience improved transitioning for school leavers</li> <li>• The first stage of the STW project was the additional space created in the playground. An outdoor gym will be built in stage two which will be accessed by all students K-12 as well as NNPS</li> </ul>	<p>\$3463.00 (School to Work)</p> <p>\$2100.00 (Link)</p> <p>See below for more information</p>
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## Next steps

### Teacher Excellence Program

- All teachers to complete a full year of the PDP process.
- Teacher more confident in PDP process of identifying SMART Goals, suitable evidence and practical professional learning

### Vocational Education/ Work Experience Program

- Continue relationships with community
- Develop new relationships within the community
- Re-assess work experience
- Establish the most effective way of delivering work experience (so that it is relevant for each student)
- Establish information sharing with parents/carers to increase awareness of post school life
- Evidence of Vocational Education (work) outcomes in programming and reporting
- Community connections established to commence expanded program in 2017.
- The second stage of the STW project is the creation of an outdoor gym which will be accessed by all students K-12 as well as NNPS
- Update Havenlee Vocational Education Framework when Stage 6 Life Skills Syllabus changes



## Key initiatives and other school focus areas



Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>See Strategic Direction 1</p> <ul style="list-style-type: none"> <li>Havenlee School had approximately 30% Aboriginal population in 2015</li> <li>Principal attended local AECG Meetings</li> <li>The School: <ul style="list-style-type: none"> <li>Recognised and celebrated Aboriginal student achievements</li> <li>Celebrated Aboriginal Cultural events in partnership with the local Aboriginal community</li> </ul> </li> <li>Teachers: <ul style="list-style-type: none"> <li>Developed, implemented and monitored personalised Learning Plans in conjunction with Aboriginal Families (this funding paid for 4 teacher release days for this purpose)</li> <li>Demonstrated high expectations for every Aboriginal student in planning, teaching and assessment</li> <li>Identified and supported the individual learning needs of each Aboriginal student in their class (This funding has contributed to an additional SLSO 3 hrs per day 5 times a week).</li> </ul> </li> </ul>	\$11614.00

	<ul style="list-style-type: none"> <li>○ Provided culturally relevant and rigorous curriculum that was engaging and relevant to Aboriginal students</li> <li>○ Supported Aboriginal students through the Year 6- Year 7 transition</li> </ul>	
<b>English language proficiency funding</b>	No funding received in 2015	-
<b>Targeted students support for refugees and new arrivals</b>	No funding received in 2015	-
<b>Socio-economic funding</b>	<p>See Strategic Direction 1</p> <ul style="list-style-type: none"> <li>• The School through; the Literacy Program and Communication Program: <ul style="list-style-type: none"> <li>○ Linked the expenditure of Socio-economic funding on school initiatives, including the purchase of resources, additional support staff (the funding paid for an extra 3hrs of SLSO time 5 days a week), additional teaching staff, Professional Learning, to the school plan, strategic Direction 1</li> <li>○ Raised the expectations of achievement levels among students, staff, school leaders and families</li> <li>○ Aimed to increase student participation and engagement in learning</li> <li>○ Engaged teachers in ongoing Professional Learning that builds teaching capacity at the individual, whole school and local network level (through 4 Blocks to Literacy training and ProLoQuo2Go training)</li> </ul> </li> </ul>	\$9242.00
<b>Low level adjustment for disability funding</b>	No funding received in 2015	-
<b>Support for beginning teachers</b>	No funding received in 2015	-
<b>Other school focus areas</b>	<b>Impact achieved this year</b>	<b>Resources (annual)</b>
<b>ESES Project</b>	Havenlee School has developed three training packages for staff and carers, to support the use of proloquo2go and proloquo4text in classrooms. Training includes explicit instruction in AAC,	\$34 470.00



	<p>technology (iPads and other mobile devices), observing the technology being used in the classroom and instruction in designing, developing and maintaining systems for use both in the classroom, and for individual students.</p> <p>This training package will be made available to parents as well as to other schools. Teachers in support and mainstream classrooms will benefit from the expertise developed at Havenlee by accessing training in both AAC and the apps. Training will include using this technology in the classroom and tailoring the programs to meet individual student needs. Havenlee caters to students from K-12 so teachers from other settings will have the opportunity to observe the use of AAC using this technology across all stages. The package will be “launched” at the “Every Student Every School South Coast Connections Conference” on 26 April.</p> <p>Havenlee’s communication coordinator and the proloquo trainer (a qualified proloquo facilitator) will provide instruction in the design of AAC systems, demonstrate it working in the classroom and with individual students, and training in using and maintaining the technology and software. The qualified proloquo trainer will provide training in managing the apps.</p> <p>A brochure has been produced to highlight the expertise and experience of Havenlee School staff in the field of AAC and the use of apps in the classroom and for individual students. The services will be promoted and offered to other schools in the area through:</p> <ul style="list-style-type: none"> <li>• The Shoalhaven River Learning Community, a coalition of 19 local primary and high schools, seven of which contain support units and all who support students with communication impairment in the mainstream.</li> <li>• The local principal’s network.</li> <li>• Local AECG.</li> <li>• The network of local SSPs covering the south coast and southern highlands,</li> <li>• Advertising the available training on myPL, and</li> <li>• The school website advertising the training and support available.</li> </ul> <p>As the funding for the project was not accessible until mid 2015, the training package has been developed but there has not yet been an opportunity to deliver it to staff. The process of</p>	
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	<p>developing the packages has enabled the Communication Coordinator to implement and test a number of strategies in the classroom and as a result, although staff have yet to be trained, interest in the program has been stimulated.</p> <p>In the test-classroom, all staff and students are using iPads with Proloquo2Go for everyday communication and two students are using the program on their own devices at home as well. The ability of students to more effectively communicate has resulted in fewer behaviour issues and a calmer classroom environment.</p>	
<b>School to Work Project</b>	<p>This year, the STW project of building an outdoor gym was inspired by the boot camp activities Year 12 students were involved in during work experience. The objective was to create an additional area at Havenlee School which would facilitate the health and wellbeing of all students. In order to achieve this, a new relationship with the Men's Shed, Nowra, was established. Although the Men's Shed could not physically work on our site, they presented a safety talk with senior students and conducted a tour of their base at the Nowra Showgrounds. During this time the area for the outdoor gym was cleared and fenced in preparation for 2016. The plan for 2016 is that a mini "Exersite" will be build which contains a cluster of exercise stations.</p>	\$3463.00
<b>Work experience</b>	<p>Students had the opportunity to access a variety of post school providers including House With No Steps, Life Without Barriers, Greenacres Joblink/CP and Flagstaff. They participated in a range of activities including bowling, outings, boot camp, production line work, sorting and collating and beach walks. They enjoyed making new friends and catching up with old acquaintances from school and had the opportunity to attend an extra day at a preferred facility in Term 4.</p>	<p>\$2100.00</p> <p>LINK funding</p>
<b>Sport</b>	<p>All students at Havenlee participated in the Premier's Sporting Challenge again this year. The time students spend on physical activity at school was recorded each week for ten weeks. This activity includes sport, exercises, swimming, hydrotherapy, standing (for those students who use standers), alternate positioning and activities during recess and lunch. Depending on how many minutes it totalled each week, they were awarded with bronze, silver, gold or diamond certificates. The school is given a grant to run the program and we have been able to buy more sporting equipment to encourage more physical activity.</p>	<p>\$1434.05</p> <p>Premier Sporting challenge funding</p>



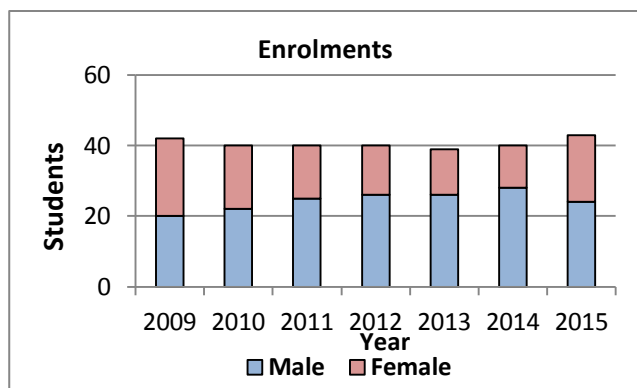
## Student information

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

### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	20	22	25	26	26	28	24
Female	22	18	15	14	13	12	19

### Student attendance profile



Student attendance is monitored according to the procedures in the Department of Education Attendance Policy. School procedures regarding students' absences are clearly communicated throughout the year via the school newsletter. The school is in regular contact with the local HSLO to follow up on any absence concerns. Havenlee School has high attendance rates.

## Post-school destinations

Vocational Education is one of the priorities in the Havenlee School Plan (Strategic Direction 3). All senior students at the school participate in an intensive Work Experience program whereby they visit the main post school options programs in the Nowra area once a week throughout the year.

Following the ADHC assessments, three year 12 students were offered community participation and one student was offered transition to work.

## Year 12 students attaining HSC or equivalent vocational educational qualification

At the end of 2015, all four year 12 students gained a Living Skills HSC.

## Workforce information

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
School Counsellor	0.2
School Administrative & Support Staff	8.926
Total	17.914

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

The school currently has one Aboriginal staff member.

### Workforce retention

At the commencement of 2015 a new class was established at Havenlee School. As a result, through the merit selection process, the school appointed an additional permanent Teacher and SLSO.

Approximately half way through 2015, one of the Havenlee teachers retired. A teacher was appointed through the transfer system and is taking up her position at the beginning of 2016.



## Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	60%
Postgraduate degree	40%

## Professional learning and teacher accreditation

Every year at Havenlee School, the staff are involved in a variety of professional learning activities. These are either directly linked to the priorities in the Havenlee School Plan, are Department of Education Mandatory courses or outlined in individual staff members' PDPs.

Professional Development occurs during the 6 scheduled Staff Development Days, at after school staff meetings, various DEC courses or at conferences.

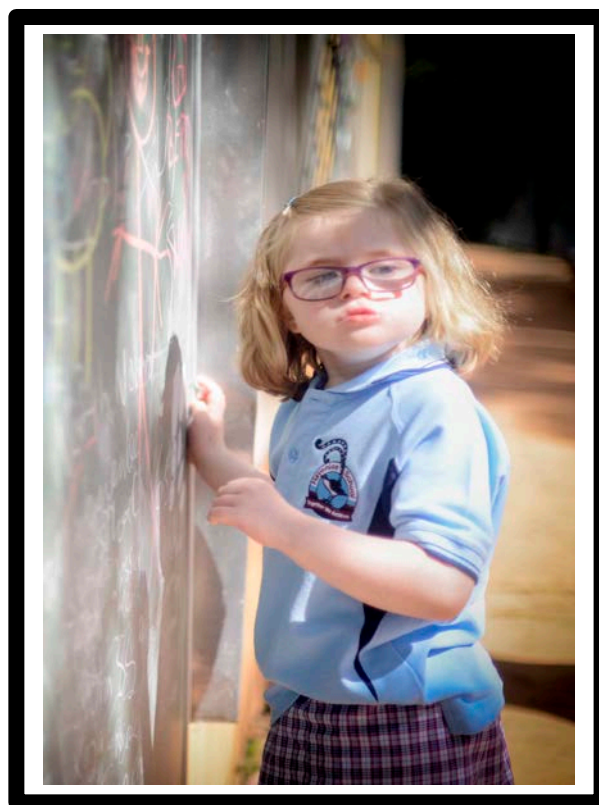
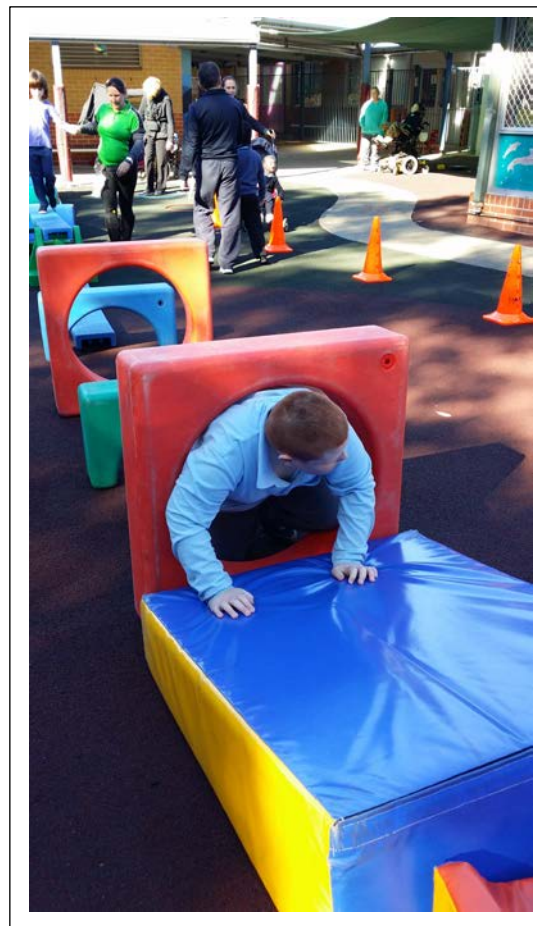
In 2015 the following mandatory courses were completed:

- Anaphylaxis training
- Code of Conduct training
- Child Protection Update
- E-emergency Care

Other professional development included:

- Regional SLSO Conference (held at Havenlee School)
- Health Care Procedures update (SLSOs)
- Administration of Prescribed Medication (SLSOs)
- Four Blocks to Literacy (Teachers)
- PDP training

Three of our temporary Teachers accomplished the proficient level accreditation and one permanent teacher completed the ongoing maintaining their accreditation at Proficient level.



## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	69040.79
Global funds	180039.50
Tied funds	123026.32
School & community sources	166701.70
Interest	2174.20
Trust receipts	8234.50
Canteen	0.00
Total income	549217.01
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	80009.17
Excursions	8048.55
Extracurricular dissections	64682.98
Library	0.00
Training & development	6090.37
Tied funds	93209.87
Casual relief teachers	46876.50
Administration & office	46961.02
School-operated canteen	0.00
Utilities	48468.75
Maintenance	13796.37
Trust accounts	7064.5
Capital programs	23598.27
Total expenditure	438806.35
<b>Balance carried forward</b>	110410.66



## School performance

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Havenlee School values open communication between the staff, parents and students. Parents have the opportunity to give feedback and ask questions throughout the year through each individual student's communication book or phone call. Teachers are then able to follow up through the book, phone call or by making an appointment with the parents.

Parents also have the opportunity to have their opinions heard through the Havenlee P&C.

This year, Havenlee School trialed using the "Tell Them From Me Survey" for feedback from parents and students.

Unfortunately we only received back two parent responses to the survey. As a result no conclusions can be reported from that survey. The school will endeavor to address the issue of poor parent response in 2016.

The student survey was successfully completed by 13 students (approx. 28% of enrolments). Some highlights of the report from the survey are:

#### Students with a positive sense of belonging

Overall, Havenlee Students feel accepted and valued by their peers and by others. 85% of students in the school had a high sense of belonging (NSW Govt norm is 80%).

#### Students with positive relationships

Students at Havenlee have friends at school they can trust and who encourage them to make positive choices. 92% of students had positive relationships; (NSW Govt norm is 87%).

#### Effort

Havenlee students try hard to succeed in their learning. 77% of students in the school reported that they tried hard to succeed (NSW Govt norm is 88%).

#### Effective Learning Time

The Students believe that at Havenlee School, important concepts are taught well, class time is

used efficiently, and homework and evaluations support class objectives.

Students rated Effective Classroom Learning Time 6.7 out of 10 (NSW Govt norm 8.1.) This will be looked at further with the staff in 2016 for ways to improve this outcome.

#### **Positive teacher-student relations**

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In Havenlee School, positive teacher-student relations were rated 7.3 out of 10 (NSW Govt norm is 8.3). Once again, this will be looked at further with the staff in 2016 for ways to improve this outcome.

#### **Positive Learning Climate**

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. At Havenlee School, students rated Disciplinary Climate of the Classroom 6.7 out of 10 (NSW Govt norm 7).

#### **Expectations for success**

The school staff emphasise academic skills and hold high expectations for all students to succeed.

Havenlee School students rated Teachers' Expectations for Academic Success 6.7 out of 10 (NSW Govt norm is 8.6). This result was the most concerning and further discussion will be had how teachers can communicate their expectations to the students in 2016

The Teachers participated in the Focus on Learning Survey. The questions in the survey assess eight of the most important "Drivers of Student Learning". The research shows the following factors to have a strong correlation to student achievement; Leadership, Collaboration, Learning Culture, Data informed Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement.

Overall the results of the survey were very positive. "Inclusive School" was rated as the highest positive factor of Havenlee, with a score of 9.3 out of 10. Teachers feel that they are able to give individualised support to all students. Leadership had the lowest score of 7.8 out of 10 which is not a concerning score, however improving leadership skills will be a focus for the executive in their PDPs in 2016.

## **Policy requirements**

### **Aboriginal education**

Our links with the local Aboriginal community continued to expand this year. We welcomed the Bomaderry High Aboriginal Dancers during our NAIDOC activities and they performed several dances and taught us a dance. The dancers then stayed and helped us create a mural depicting the Shoalhaven River which is displayed on our front fence. Uncle Tom Moore gave the Welcome to Country and Deidre Martin, Aboriginal Community Project Officer from National Parks and Wildlife presented a fascinating bush tucker walk and advice on our sensory garden.

All Havenlee and North Nowra Public School students combined during Reconciliation Week to perform a choreographed dance together at the assembly.

Local Elders are invited to our school activities and staff attend local Aboriginal Education Consultative Group (AECG) meetings.



### **Multicultural Education and Anti-racism**

Havenlee School is committed to fostering inclusive classroom and school practices. All teaching programs throughout the school promote intercultural understanding and skills by ensuring that multicultural perspectives and links are always included where relevant. Students across the school participated in a stage appropriate Connected Outcomes Group (COGS) units with an underlying theme of multiculturalism where students learnt about their own and others' cultural backgrounds. Two staff members update their ARCO training in 2015.





### Other school programs

#### Student Leadership

Students answered the following question:

“What has been the best thing you did at school this year?”

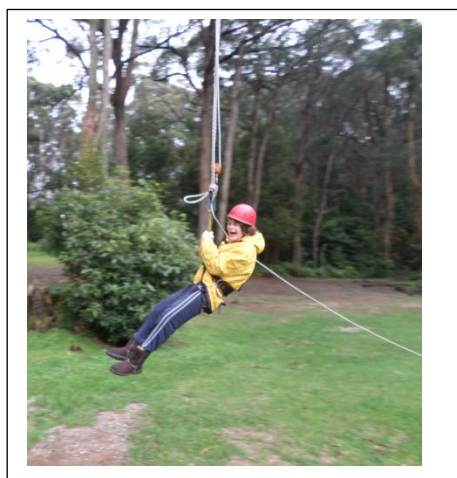
Shae-Lynn – “playing in the bus bay at break times (with my friends)”.

Clayton – “school camp”

Magenta – “work experience”

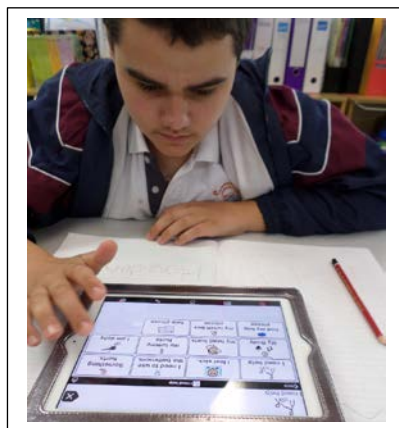
Kayla – “work experience”

Joshua – “doing school work”



### School Camp

Students had an amazing experience at School Camp 2015 amongst the beautiful outdoors of Fitzroy Falls. They participated in fantastic activities such as flying fox, aerial ballet and the giant swing as well as a walk to the falls. At night, they dressed up in costumes and enjoyed an evening of singing and games entertained by “Slabby” and the Optimum Experiences crew. All students were Safe, Respectful and Responsible during the camp and fun was had by both staff and students.



### Technology report for 2015

Technology this year aligns with the School Plan 2015-2017 and falls under the category of ‘Learning to Live’. This year’s focus was to effectively use technological devices to facilitate purposeful communication within the classroom. We were lucky enough this year to be able to purchase more iPads. Variety helped us to purchase 9 iPad Airls, Kids in Need 7 iPads and covers. We used our communication budget to purchase 8 more. We now have a minimum of 4 per class. Students use iPad’s on a daily basis for communication and for educational purposes such as writing. There has been an increase in teacher’s using the ProLoQuo2Go app with their students for communication and to meet IEP communication outcomes. We would like to thank the above charities for their generous donations; they have helped provide educational experiences and opportunities for our students. Our focus next year is to replace some of our existing interactive whiteboards with interactive apple TV’s.



### Sensory playground

The school playground has become an even more inviting place to be thanks to the generous support of our P & C Committee and Boeing Defence Australia.

The P & C Committee provide ongoing support to improve and maintain the sensory garden. We have been able to buy more sensory items, scooters, cushions and storage to make the area more accessible and fun.

Boeing Defence Australia organised a team of volunteers to come in and transform an unused corner of our playground. They turned it into a welcoming and colourful activity corner where students can have some quiet time with calming activities.

Students and staff appreciate the generosity and support of these organisations.

