

# Havenlee School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 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

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## Message from the Principal

This year's **International Day of People with Disability** was on 4 December. The theme was: **"Achieving 17 Goals for the Future We Want"**.

This theme draws attention to how these 17 goals can create a more inclusive and equitable world for persons with disabilities. One of those 17 goals refers to Digital inclusion.

2016 happens to be the **National Year of Digital Inclusion** for everyone in Australia. Using digital technologies is particularly relevant to my office staff and I, as this year we have been trained in and are now are using the new "LMBR" computer systems. Although the potential of the new computer systems far exceeds the previous versions, at the moment I often feel that this new technology is frustrating, confusing and stressful. However, I know that digital technology can open up our world to many people with disabilities, in a way that they have never experienced before.

Digital inclusion is not just about computers, the internet or even technology. It is about using technology as a channel to improve skills, to enhance quality of life, to drive education and to promote wellbeing across all elements of society. Digital inclusion is really also about social inclusion.

Did you know that inventions such as the telephone, spectacles, curb ramps and speech/sound on a computer were all originally designed to improve accessibility for people with disability? Today we take all these things for granted because we use them so often.

The staff at Havenlee school recognise the potential of digital technology for our students. The school and its community have invested heavily through the communication program to give access to each student to communicate through iPads. Throughout each student's time at Havenlee School, digital information can and does empower them now and in the future so they can contribute to disability-inclusive development in our society.

Havenlee would not be as successful as it is today without the ongoing support from the following local organisations and people: Bomaderry RSL, Bomaderry RSL sub branch, Bomaderry Bowling Club, Culburra Patch' n' Stitch, DASI, Essential Personnel, Flagstaff, Greenacres, Havenlee P&C Bus Company, House with No Steps, Life Without Barriers, SOLA, Variety, Veolia Mulwaree Trust, all our wonderful Volunteers and last but no means least, the parents, caregivers and families of the students at Havenlee School.

Katrina Eyland

Principal Havenlee School

## Message from the school community

The Havenlee P&C Committee's major revenue raiser for 2016 has been the Assisted School Travel Business. In order to maintain this business, we continue to supply a high quality of care and safety for students on our bus runs with professional learning being delivered for our transport staff in Child Protection, Health Care Procedures, Midazolam and Suction Administration, Anaphylaxis Care, Emergency Care, Behaviour Management and Epilepsy Care.

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.

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. With the purchase of a new bus, the committee remains on schedule with the long term strategic plan of the regular turnover of vehicles and the continued professionalism of the operation.

We continued our financial support for the Play Skills Program this year with \$23,000 targeted to teaching our students the specific skills involved in playing and interacting safely with their peers, along with financial support of \$1,500 for upkeep of the 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. To further enhance learning opportunities and the overall wellbeing of students at Havenlee we have also contributed \$10,000 to the newly proposed Outdoor Gym Area Project.

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 \$80,000 being given to the school towards staffing and equipment.

Our school's 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 \$40,000.

Our final event for 2016 will be our Christmas lights tour which proved to be a fabulous success in 2015. With volunteer drivers, our P&C committee members, parents and students, we will load our buses and tour the bright lights of Cambewarra, Merro Meadows, Bomaderry, Nowra Hill and North Nowra. Everybody will enjoy their Christmas goodies and each other's company as we drive around singing Christmas carols.

Following the pleasing result in all programs over 2013, 2014, 2015 and 2016 our P&C Committee have committed financial support to carry on with these programs through the 2017 school year. Our committee voted unanimously to support all these programs with a sum of \$1,500 committed to upkeep of the Sensory Garden Walkway, \$30,240 to the Play Skills and Behaviour Program, \$43,000 to the Communication Program, \$83,740 to the Hydrotherapy Program and a further \$21,500 towards a newly designed Assistive Technology Program.

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 M O'Keeffe

President Havenlee P&C Association

## Message from the students

There are four Year 12 students this year who represented our school at a variety of events including a signing choir performance at the Disability Expo, Boccia competition, Dance Festival and Work Experience. When asked about what they enjoyed the most about the past year Joshua said he enjoyed dancing on the big stage, doing lots of hard work, spelling and homework. Clayton enjoyed signing choir, senior Olympics and going out to work. Shaelynn especially liked dancing, singing and home reading. Ashlynn enjoyed the sunshine in the playground and going on picnics for Work Experience. All four students loved going to the school leavers party; especially the lollies and dancing.

## 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 8 classes, years pre-school to year 12 (seven 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 approximately 35% 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 Personalised Learning Plan (PLP) from which an adjusted Individualised Education Program (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.

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 achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

**In Learning; Learning Culture** Havenlee School is delivering

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, corridors, library and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, students with disability and students for whom English is a second language). Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

**In Learning; Wellbeing** Havenlee School is delivering

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical

and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

**In Learning; Curriculum and Learning** Havenlee School is delivering

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology and information services. Teachers differentiate curriculum delivery to meet the needs of individual students. There are systematic policies, programs and processes to identify and address student learning needs.

**In Learning; Assessment and Reporting** Havenlee School is delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

**In Learning; Student Performance Measures** Havenlee School is delivering

Students are showing expected growth on internal school performance measures.

**In Teaching; Effective Practice** Havenlee School is delivering

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class.

**In Teaching; Data Skills and Use** Havenlee School is delivering

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions.

**In Teaching; Collaborative Practice** Havenlee School is sustaining and growing

Executive, staff, stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Teachers work together to improve teaching and learning in their year groups, stages, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

**In Teaching; Learning and Development** Havenlee School is sustaining and growing

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

**In Teaching; Professional Standards** Havenlee School is sustaining and growing

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers



work beyond their classrooms to contribute to broader school programs.

**In Leading; Leadership** Havenlee School is delivering

Parents and community members have the opportunity to engage in a range of school-related activities. The school community is positive about educational provision. Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

The school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

**In Leading; School Planning, Implementation and Reporting** Havenlee School is sustaining and growing

The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

**In Leading; School Resources** Havenlee School is sustaining and growing

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

**In Leading; Management Practices and Processes** Havenlee School is delivering

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## 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

##### The Communication Program

The inclusion of a communication goal utilising Proloquo2Go was mandated for every teacher's PDP. This has encouraged teachers to become skilled in the use of the program and to design profiles and activities for students to use in the classroom. The use of iPads is evident in classroom and individual student programs.

As part of the PDP process, teachers have observed and supported each other in the inclusion of PLQ2G in classrooms. One PLQ trainer and another skilled SLSO are scheduled for 4 days per week to support teachers in the classroom and to provide technical support to teachers. This has resulted in the timely updating of communication profiles for both engaging classroom programs and effective student individual communication profiles. This program is generously funded by the Havenlee P&C. A parent workshop was given in early November to show parents the value of the program and the great impact it has on student learning.

In the Tell Them From Me (TTFM) Teacher survey, Teachers identified learning culture to be strong in the areas of, individual student progress, working with challenging behaviours and setting high expectations for students. Teachers identified a strong culture of collaboration encouraging improved learning opportunities and strategies to enhance student outcomes. In the TTFM Student survey, Students surveyed rated interest, motivation and engagement highly.

Communication SLSOs have designed and maintain a library of student & class profiles, and work unit communication profiles. This facilitates sharing of resources and reduces the occurrence of 're-inventing the wheel'. Technology SLSO trained in PLQ and an assistant have been funded by P&C to provide support to classroom teachers to maintain iPads, student profiles and ensure classroom programs are reflected in the class iPad. Inclusion of Communication SLSO in student PLP meetings to facilitate the development of a student profile will be done next year. Delivery of 3 one hour workshops to three schools has established active, collaborative partnerships which will enhance the students' learning opportunities in the community.

Communication is a key driver in the school's vision for students to fully participate in society. ESES funds (Communication Program) have provided resources to develop staff professional development in PLQ and a number of iPads. This has enabled the allocation of an iPad to every student who would benefit from using PLQ for communication in the classroom. Teachers surveyed (TTFM) identified a strong collaborative approach. All teachers agreed or strongly agreed that the school leaders are leading improvement and change.

##### The Literacy Program

The Literacy Committee decided to be a part of the University of Melbourne's SWANs (Students With Additional Needs) program trial in NSW. This meant a new direction for the Literacy Program because it is specifically devised for students with disabilities. SWANs assessments were conducted for a number of students in the 5 areas of; literacy, communication, social process, emotional understanding and learning skills. The Literacy Committee were trained in the SWANs package enabling 4 Teachers to assess students. Being a part of the SWANs NSW trial meant we did not enter student data into PLAN.

The reports generated from the SWANs assessment provided each student with a learning pathway and a list of teaching and learning strategies to improve their performance in each of the 5 assessable areas. A range of different reports can be generated including; readiness report, class report, profile report and school report.

Committee meeting minutes demonstrate the discussions had surrounding the value of participating in the trial SWANs program. Teachers agreed it suits our setting more than PLAN currently does. The majority of our students don't move clusters on PLAN throughout their schooling whereas they have more opportunity to progress in the SWANs program.

4 Blocks of Literacy program has been implemented across the school. Writing and Working with Words, Letters & Sounds were the first two blocks to be implemented in 2016. Teachers were provided with activities and information for the blocks of writing and working with words, letters or sounds and most classrooms display either letters of the week

and/or a word wall.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>100% of students assessed once on the SWANS assessment tool and 80% of students assessed twice.</li> </ul>	<p>The School decided to change from plotting students Literacy progress using PLAN to assessing all students through the SWANS assessment at the end of Semester 1 2016. As a result, so far only 5 students have been assessed using SWANS.</p>	<p>total resources for the year</p> <p>1 SLSO day (ESES)</p> <p>2 Teacher days (ESES)</p> <p>2 Teacher days (QTSS)</p> <p>Communication Program ESES (\$1350.00)</p> <p>Quality Teaching, Successful Students (QTSS) (\$1000.00)</p>
<ul style="list-style-type: none"> <li>75% of students will use the iPad app ProLoQuo2Go/ ProLoQuo4text as a communication device in the classroom to meet IEP communication outcomes</li> </ul>	<p>All classrooms have at least 4 iPads. All iPads have basic PODD with adjustment for each class. All students have the scaffold for their individual profile on the class iPad using ProLoQuo2Go.</p>	<p>total resources for the year:</p> <p>1 Teacher day (unfilled vacancy)</p>

## Next Steps

### The Communication Program

- Engaging parents in technology to support student communication.
- Encouraging parents who have devices available for students to use to use the PLQ program at home as well as at school.
- Training for Havenlee staff scheduled in term 1 2017
- In the Tell Them From Me (TTFM) survey, students surveyed rated Self 'effort' poorly. Also students surveyed rated relevance and expectations for success slightly below the state average. This represents a small improvement on 2015. Students who required the use iPads with PLQ were not included in the survey as the language on the profiles is not sufficiently flexible to reflect the varieties of questions. Next year we could make a profile that provides the vocab to respond effectively to the survey questions.
- Inclusion of Communication SLSO in student PLPs meetings for 2017.
- More Parent workshops will more closely align the home and school for communication systems.
- Three 3 hour Teacher workshops have been developed to up-skill teachers in the design and implementation of PLQ as a communication tool in the classroom. Ready for Havenlee Staff in 2017

### The Literacy Program

- A decision has been to be made to use SWANs instead of PLAN in 2017 as using both would not be efficient. Even if the SWANs program is not implemented across NSW by the Department of Education, we will be still willing to finance it.
- SWANs reports could be added to blue student profile folders. Passing on school wide consistent information and future activities would assist teachers in planning their learning and teaching activities. If SWANs assessments were completed at the end of every semester (similar to reports) possible student progression could be tracked.
- The remaining two Four Blocks to be implemented next year (Guided/modelled reading and shared reading)
- There is an opportunity to update each classroom literacy folder with 4 Blocks of Literacy information in 2017
- The Havenlee pre-best start descriptors are working well, however we need to combine them with the SWANs program for future reports
- There is an opportunity to overhaul the Havenlee Literacy policy, ParaMeadows SSP has made a literacy continuum that would suit our setting, it includes early foundation through to end of year 2, as well as ES1 and Life skills outcomes. This could be included in our future school plan.



## 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 Hydrotherapy Program

The committee were planning and refining the whole school Hydrotherapy Program K-12/draft. The Whole school Hydrotherapy program will create consistency in planning and assessing K-12. Training was completed by head swim teacher –AUSTSWIM Teacher of Aquatics Access in Inclusion (Term 2). The accredited course assisted in the design of the Havenlee Hydrotherapy Program. Outcomes and descriptors were developed from the training course K-12 . This created consistency with planning, programming, assessment and reporting across the whole school.

#### Positive Learning for Success Framework

This year the Positive Behaviour for Learning Committee was refreshed and reinvigorated, supported at regional level with renewed opportunities for staff training, structured networking and coach support. Student behaviours that reflect the school values of Responsible, Safe and Respectful, are explicitly expressed in teacher programs. Each Havenlee school value (behaviour expectation) is explicitly taught, assessed and reported to parents as part of the child's curriculum. Parents are informed on their student's progress in meeting the PBL values in school at PLP meetings. This has encouraged explicitly teaching these behaviours and has been positively received by teachers.

Student and Staff "Star" postcards have continued to be delivered, encouraging staff to concentrate on positives. Due to changes in the whole school resourcing during the year, we were unable to implement the 'Forced Choice Inventory' across the school and this has been deferred. Most of the PBL budget was dedicated to providing time and funds for training and scope and sequence development. The sub-committee completed a whole-school scope and sequence for the explicit teaching of our school values and behaviour expectations, including suggested lessons and activities across K-12.

The Havenlee School PBL Movies have been upgraded by senior classes and made available to all classes. This was a valuable teaching strategy for these students and provides a useful and engaging resource for teaching the PBL values in the classroom.

In the Tell Them From Me (TTFM) survey, students scored at or above state averages for 'drivers of student outcomes', identifying strong teacher/student relations and a positive learning environment well above the average. Students identified a positive sense of belonging, interest and motivation and optimism well above the state average. Students scored themselves poorly in positive relationships in general and in effort. Bullying was also identified as being experienced by 20% of students surveyed.

One staff member attended registered training as an internal PBL coach and two staff members attended basic PBL training.

Maintaining and adjusting the plan are reflected in meeting minutes and are in response to changes identified through data analysis and changing resources. The behaviour referral forms have been reviewed in response to the training and to better provide useful and timely information about the needs of the school. The team has reviewed the behaviour matrix across the school and ensured the expectations match the various school locations.

#### The Personal Development Program

During Committee meetings, collegial discussion were had regarding organisation of planning days, draft documents, and refinement of programs and resources.

Planning days were used to develop universal posters and training using PBL concepts and language for use in bathrooms during personal care practices. This will ensure language and practice is consistent across the whole school and is appropriate in regards to child protection issues for students. All resources remain in draft stage.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 5% reduction in executive referrals of targeted students with extreme behavioural issues who have specific risk management plans</li> </ul>	<p>Staff have been trained in PBL framework and data base for collecting executive referrals has been modified to enable clearer understanding of data collected. However there has not been a reduction in executive referrals of targeted students with extreme behavioural issues. We believe this is due to staff realising the importance of having the data to analyse and are being more vigilant in putting in referrals.</p>	<p>total resources:</p> <p>postcards (global funds)</p> <p>2 Teachers days (UV)</p> <p>2 Teacher days (TPL)</p> <ul style="list-style-type: none"> <li>• global funds (\$320.00)</li> <li>• Professional Learning (\$1000.00)</li> </ul>
<ul style="list-style-type: none"> <li>• Enhanced physical, social, emotional, behavioural, well-being of students</li> </ul>	<ul style="list-style-type: none"> <li>• All students have an individual program for Hydrotherapy.</li> <li>• All students requiring health care, physical management and communication profiles have relevant up to date plans.</li> <li>• All SLSOs have up to date training in specific health care procedures</li> </ul>	<p>Total Resources for the year:</p> <p>1x Teacher day (PL)</p> <p>Course fees</p> <ul style="list-style-type: none"> <li>• Professional Learning (\$900)</li> </ul>
<ul style="list-style-type: none"> <li>• Whole School Personal Development/ Sexuality Program/ Scope and Sequence ready to for implementation in 2018</li> </ul>	<p>The committee is on the way of developing a draft scope and sequence. It will be finalised in 2017</p>	<p>total resources:</p> <p>8 Teacher days (UV)</p>

## Next Steps

### The Hydrotherapy Program

As training was cancelled and re-scheduled twice in Semester One, it reduced the amount of time the committee had to work on the program, which was based on the course structure and information. As a result, the Hydrotherapy Program will be finalised in 2017.

### Positive Learning for Success Framework

Self-assessments and external evaluations confirmed that, while we are doing well in many area, we need to continually improve our team and source an Internal Coach. Jenna will be the internal coach for 2017.

The whole-school scope and sequence for the explicit teaching of our school values and behaviour expectations, including suggested lessons and activities across K-12 is to be implemented during 2017 and will be supported with ongoing staff development.

In 2017 we will continue to provide training to members of the PBL team: staff turnover means that few current teachers have training in the program.

In response to the matrix review, in 2017, the database is being upgraded to enable staff to extract useful data and inform planning for the future needs of the school community and better respond to the challenges of the students.

### The Personal Development Program

In 2017 work will continue on the draft to make up a K-12 scope and sequence for Personal development.

### 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 Teacher Excellence Program

Throughout the year the executive met to discuss how the Performance and Development Plans (PDPs) and the teacher performance and appraisal schedule was progressing. Professional learning was given to teachers in identifying and writing goals and then later in the year, on evaluating PDP goals. Overall Teachers found the process positive, especially the opportunity of peer observations.

##### The Vocational Education Program

All K–12 class programs now reflect vocational education (work crews) programming, planning, assessment and reporting. There is a consistency of planning, assessing and reporting across the school K–12. There is now an excursion pack for work experience in year 11 & 12 and a work experience schedule for all work experiences placements. Through the work experience program the school has a continued and expanded relationships with the local community. There is parental involvement in community access excursions for post school providers and the shoalhaven disability expo.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All teachers confidently demonstrate evidence that validates achievement of teaching standards in a highly supportive school community</li></ul>	All teachers are confidently demonstrating that they are achieving high teaching standards through both the PDP and teacher performance and appraisal processes.	total resources for the year: 4 teacher days (Ab Ed) 14 teacher days (UV) 10 teacher days (QTSS) <ul style="list-style-type: none"><li>Aboriginal background loading (\$2000.00)</li><li>Quality Teaching, Successful Students (\$5000.00)</li></ul>
<ul style="list-style-type: none"><li>All students participate in the Havenlee School Work Experience/ Vocational Educational Program at the appropriate level; relevant to their individual skills, needs and wants</li></ul>	All students are currently participating in the Havenlee School Work Experience/ Vocational Educational Program at the appropriate level; relevant to their individual skills, needs and wants	total resources for the year: 1x teacher day (UV)

#### Next Steps

##### The Teacher Excellence Program

Some teachers expressed concerns over the amount of work due at the beginning of terms and so executive will adjust the PDP and performance and appraisal schedule for 2017 by spreading out some of the times lines across the terms. In 2017 the PDP process will be expanded to SASS staff. The executive will need to attend training to support the SASS staff through the new process.

The Vocational Education Program

There will be ongoing implementation of program.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	SLSO helped with literacy, communication, feeding, toileting, standing etc Aboriginal students with high support needs	total resources 2x 2:30hr SLSO per week for whole year • Aboriginal background loading (\$23 035.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	All teachers successfully completed their PDP process in 2016	total resources for the year: 10x teacher days (QTTSS) • Quality Teaching, Successful Students (QTSS) (\$5 000.00)
<b>Socio-economic background</b>	Extra SLSO helped with literacy, communication, feeding, toileting, standing etc students with high support needs	total resources for the year: 2:30hrs a day x 5 days a week, throughout the year, SLSO • Socio-economic background (\$23 035.00)
<b>Support for beginning teachers</b>	the once a fortnight release day was used for mentoring and supporting Carissa with programming, assessing, behaviour management Carissa went to 1 conference and 1 training day for beginning teachers	total resources for the year: 1x teacher day once a fortnight from mid way through term 2 3x teacher days for replacement teacher for courses course fees • Support for beginning teachers (\$6 250.00) • Support for beginning teachers (\$4 000.00)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	28	24	29
Girls	13	12	19	21

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.67
Teacher Librarian	0.2
School Administration & Support Staff	9.82
Other Positions	0.1

\*Full Time Equivalent

There are currently no Aboriginal staff employed at Havenlee School.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Havenlee School was allocated \$12 327 for Professional Learning in 2016. 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 2016 the following mandatory courses were completed:

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

Other professional development included:

- Regional Special Education Conference (Narooma)
- Health Care Procedures update (SLSOs)
- Administration of Prescribed Medication (SLSOs)
- Manual Handling (SLSOs)
- NVCI training
- Advanced First Aide
- Midazolam training
- WHS evacuation procedure training (including off-site evacuation)

Two of our temporary Teachers accomplished the proficient level accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>110 410.66</b>
Global funds	165 147.07
Tied funds	142 635.13
School & community sources	133 575.22
Interest	2 326.77
Trust receipts	1 094.00
Canteen	0.00
<b>Total income</b>	<b>555 188.85</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	63 913.76
Excursions	250.00
Extracurricular dissections	46 085.21
Library	0.00
Training & development	12 407.85
Tied funds	108 396.37
Short term relief	38 802.44
Administration & office	28 510.32
School-operated canteen	0.00
Utilities	31 921.27
Maintenance	15 091.16
Trust accounts	2 264.00
Capital programs	1 695.00
<b>Total expenditure</b>	<b>349 337.38</b>
<b>Balance carried forward</b>	<b>205 851.47</b>

The information provided in the financial summary includes reporting from 1 December 2105 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	446 021.58
(2a) Appropriation	442 940.71
(2b) Sale of Goods and Services	814.24
(2c) Grants and Contributions	1 901.80
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	364.83
<b>Expenses</b>	-139 569.43
Recurrent Expenses	-139 569.43
(3a) Employee Related	-94 996.60
(3b) Operating Expenses	-44 572.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	306 452.15
<b>Balance Carried Forward</b>	306 452.15

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	404 303.76
Base Per Capita	4 682.88
Base Location	1 894.00
Other Base	397 726.88
<b>Equity Total</b>	44 804.64
Equity Aboriginal	10 857.55
Equity Socio economic	33 947.09
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 425 003.59
<b>Other Total</b>	10 006.00
<b>Grand Total</b>	1 884 117.99

A full copy of the school's 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.

## Policy requirements

### Aboriginal education

Havenlee School has an Aboriginal Education Committee who ensures Aboriginal perspectives are embedded into all our programs. This year we continued our connection with Aboriginal students from Bomaderry High School who came and helped us celebrate NAIDOC with dance. Uncle Tom Moore, a local elder gave a Welcome to Country and judged the hotly contested damper competition. We also hosted a Local Aboriginal Education Consultative Group (AECG) meeting of which some staff are members. We spent \$150 on resources for NAIDOC which included damper making ingredients, tiles, stones, paint and craft supplies. The tiles and stones will form a feature in the sensory garden. We will continue to grow our connections with local Aboriginal Elders and Community members by inviting them to our school to share their knowledge and experience.

### Multicultural and anti-racism education

Havenlee School is committed to fostering inclusive classroom and school practices. All teaching programs throughout the school promote inter-cultural 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.

## Other school programs

### The Play Skills Program

The Play skills program is fully funded by the Havenlee P&C by providing \$23 035 to employ a SLSO 2:30hrs per day 5 days a week, throughout the year. It aims to teach primary students how play safely while being responsible and respectful towards each other. It is designed by teachers and runs daily at recess and is implemented by SLSOs. The program focuses on skills such as sharing equipment, turn taking, waiting turns, using equipment safely, developing social skills and friendships all while having fun!

The Play Skills program allows staff to focus on students who need additional support in the playground environment to play safely with other students, with staff or on their own. Students are developing the skills to maintain friendships and initiate conversations with their peers.

### Premier's Sporting Challenge/ Dance Festival

In 2016, Havenlee school received \$1400 from the Premier Sporting Challenge. All students across K-12 are involved in the Premiers Sporting Challenge each year. An allocated teacher organises and monitors all student sport activities in conjunction with class teachers and sport organisers. Participation results in additional funds to purchase new sporting equipment for the school.

Dance Festival involves all interested students in the stages 4/5/6 with the inclusion of several primary students from Havenlee School as well as North Nowra PS. The aim of both events is to encourage all students to participate in fun extracurricular activities and meet students from other schools. Dance Festival is practiced and performed during semester one and the Premier Sporting Challenge throughout terms two and three.

Both these activities enrich and encourage student's school experience. Dance Festival provides the opportunity for parents to see dancers perform on stage as part of a regional dance event. It also enables integration our Havenlee School students with North Nowra PS students. The sporting challenge recognises and rewards all student's ability to engage and participate in a variety of physical activities. Dance Festival is funded through the Premier Sporting Challenge money.

### School To Work Program

The School to Work Program (STW) this year consisted of the continuation of the planning and development of the school fitness playground. The purpose of the STW program is to improve student well-being through exercise and relaxation made possible through the addition of a fitness track and the additional space the playground provides.

Funds were raised through requests to several charitable organisations and through the successful

completion of the Department of Education STW submission. Students in the senior class had the opportunity to design their own playground and share the plans with other school members. Midyear we received funds to purchase the equipment and clear the planned area of shrubs and trees. The next step will include the delivery and erection of equipment and further landscaping of area in early 2017. Funds raised this year were spent on the purchase of the fitness equipment and the clearing/preparation on the area. Time was allocated for the teacher/organiser to have off class to prepare and submit grant applications.

### **Sensory playgrounds**

We appreciate the generosity of the Havenlee P & C Committee in maintaining and up-grading our sensory playgrounds. This also includes our Sensory room and Wilson retreat. These areas have been an oasis for our students when they have needed a safe area. We have installed a misting system in one part of the playground and have plans to expand into the other playgrounds. We have plans to install a wheelchair tunnel for the sensory garden. The garden beds get a re-plantings each year and the tiles and stones that students painted during NAIDOC are displayed.

### **Technology**

The Communication Program was embedded into every classroom. Students had access to the program ProLoQuo2Go. This program is an augmentative and alternative communication program providing a voice for those with expressive and receptive language difficulties, from basic needs and wants to more complex sentences. In 2016 each classroom had 4 iPads and with some students bringing their own device, we are close to our target of 1 iPad per student. Members of staff shared their knowledge and ProLoQuo2Go programs at the Narooma Conference and then out to other schools (Vincentia High, Shoalhaven High, Budawang). Assistive technology was introduced to the younger students e.g. switch toys and computer switching. This promoted greater independence by enabling students to perform tasks that they had difficulty with or were unable to accomplish on their own. Staff assisted Bomaderry High with assistive technology advice for specific students.

By the end of 2016 we replaced 1 interactive whiteboard with a Comm Box through school funding. The Comm box has increased student engagement and allows teachers to individualise programs to cater to the different learning styles. We have upskilled members of staff to share in the day to day care of technology.

iPad management was fine-tuned with the organisation of our Dropbox account with a filing account maintained by the technology committee. The Remote management of iPads (Meraki System) and use of the Volume Purchase Program has reduced time for app deployment and updates as well as increasing the security of our stock of iPads (we can find them with a tracking system). With our rollout allocation we were able to Commission 9 new computers for class use in 2017.

### **Work Experience**

Work Experience at Havenlee School focuses on the needs of the school leaver providing access and information to local service providers. Depending on the number of students involved, time is divided between each provider depending on type of service, student interest/needs and the needs of the service. This year, 4 students visited a total of 6 services spread over the four terms. A SLSO supervised student visits and 8S teacher organised service visits.

This year Essential Personnel re-joined the program after a long break and provided an excellent opportunity for students to learn important workplace skills and develop independence. Other post school option providers included; Greenacres, Flagstaff, SOLA, Life Without Barriers and House with No Steps. The program included parent/carers visits to services during term four and meetings with the department of Education transition teacher in preparation for leaving school. In addition, parents were given the opportunity to meet with area NDIS representative to assist in planning for their student's future.

In 2017 new service providers and work experience opportunities will be explored to suit the needs of individual students including those of indigenous background. \$10 035 was spent this year for the employment of additional SLSOs to supervise student visits.