

2021 Annual Report

Havenlee School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

Havenlee School has had an interesting year. It was yet again affected by covid lockdowns and restrictions. Havenlee School families have had limited access to the school, however, we were determined to continue delivering high quality Havenlee programs, even if they were somewhat adjusted to the COVID- restrictions at the time. All students still worked toward achieving their PLP goals and their personal care plans were implemented accordingly. I have been impressed with the resilience of the Havenlee community in spite of the difficulties we have faced. The staff were brilliant in adjusting to creating individualised learning from home packs during the lockdown and for those students who had extended periods of time learning from home. The students coped extremely well with change, in terms of whether they were at home or school, which classrooms they were using and who would be supporting them each day. I have been very appreciative of the overwhelming patience and understanding from parents/carers when the school routines changed at short notice on numerous occasions. Finally, I have been grateful for the full and ongoing support from the P&C committee and Bus company. They continued their financial support throughout the year and the Havenlee bus drivers we always willing to deliver the work packs to all students of the school. The school has been fortunate to be accepted to be part of the regional renewal program. Plans have been drawn up for a new, bigger entry to the front office, a new staffroom and another office which will be for the School Psychologist and P&C administration manager. We all look forward to what 2022 will bring.

Message from the school community

Presidents Report for 2021

Well, we did it again, we got through another tough year of COVID and home schooling! And that's on top of normal challenges faced every day by Katrina and her talented staff to support our students.

Many of our financial supporters found themselves still unable to run their usual fundraising activities with the restrictions in place, leaving very little funds to be distributed by charities. To our usual supporters we remain loyal and grateful for all the assistance we have received over the years. Throughout this period, we were able to continue with our Transport Business, continuing to employ local people to transport our students, while generating funds for Havenlee School.

Unfortunately, with restrictions on face-face training, our bus staff were mostly supported with online training, we were lucky though to have staff trained in specialised Health Care for some of our more vulnerable students before the full effect of lockdown was upon us.

We continued our financial support to Havenlee School to help support your students' growth with much needed programs to benefit their education and health while preparing them for life after school. Our overall contribution for 2021 was in excess of \$100,000. Programs we supported were the Play Skills and Behaviour Program, developed to teach our student's specific skills needed in playing and interacting safely with other students, along with financial support for upkeep of the sensory garden walkway where some of these skills are practised.

The major priority for our financial support remained the Hydrotherapy 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 students involved, plus physical therapy for our students normally restricted to wheelchairs. We are extremely fortunate this program has been designed and run by the school's professionally trained AusSwim teaching staff. Sadly, with COVID-19, we were restricted with how often the program could be run and we were unable to utilise our team of generous volunteers.

We also funded staffing for the West Wing area of the school, the Communication Program in partnership with school funds, combined with financial support to each classroom for smaller supplies such as iPad apps and special equipment at the teacher's discretion to help support teaching within their classrooms.

We have this year retired one of our vehicles, and we have purchased two more vehicles, taking our total to 11 vehicles. Again, during the period of COVID-19 "home schooling", our vehicles and drivers were utilised to distribute learning packages directly to the door for our families, I would like to extend our gratitude to Darren, Paul, Keith and Marc for doing such an outstanding job with deliveries of the packages.

I would like to take a moment to personally thank our amazing office manager Lisa Byrnes for all her hard work and organisation throughout the first half of the year, unfortunately Lisa left our office staff earlier this year. I also give my sincere thanks to the bus committee, Katrina Eyland, Mal Davis, Vanessa Seymour and Ryleigh O'Keeffe for helping with daily decision making of the business and Deb McKinnon for monitoring the financial operations of the business to maintain a professional standard. I would like to thank our bus staff for their commitment to our school and our students and adapting to changes we make to improve the running of our service.

I would also like to welcome Adele Henry to our team, Adele is our new fulltime Office Manager. Adele joined us at the start of Term 3 and has quickly adapted to her new position, bringing fresh ideas and enthusiasm, doing her very best to help us support your students and bus staff.

My thanks also go out to all of our P&C Committee members and school staff for all their hard work and support for our bus staff to fulfil their duties in line with school and department expectations.

We as a P&C would like to encourage more parents and citizens to join our team, we presently meet twice a term via Zoom in weeks 3 and 7, our AGM will be held on Tuesday 8th March 2022 at 9.15am. Anybody with ideas that will benefit students' education, development and wellbeing are welcome to share them at our meetings. Have a great 2022 everybody!

Patrick O'Keeffe

P&C President

School vision

To provide a personalised, supportive and adaptive school community, aimed at improving student achievement. We believe that our wholistic approach to learning empowers all students to reach their full potential and be active participants in society.

School context

Mission: To deliver quality individualised education and care that fosters high expectations and inspires students to achieve. As a professional, collaborative and dedicated team, we strive to develop confident and resilient learners who feel they are known, valued and successful.

Havenlee School is on the traditional land of the Yuin Nation. It is a SSP in North Nowra and part of the Northern Shoalhaven Community of Schools. The school consists of 9 classes, years pre-school to year 12 (8 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 38% of Havenlee School enrolments.

Student enrolment at Havenlee School is through an operational directorate placement panel. All K-6 students follow the NSW K-6 syllabuses (ES1- stage 3) and the year 7-12 students follow the Life Skills syllabuses (Stages 4-6). Each student has a Personalised Learning Plan/ Personalised Learning Pathway (PLP) from which an adjusted Individualised Education Program (IEP) is devised and implemented.

Havenlee School is committed to deliver 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 (including those with the NDIS). 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 school replacement programs, TAFE and other organisations in the Nowra area.

Havenlee School is supported by the local Nowra AECG and its own P&C. It also benefits from connections made with local Charities who generously donate their time, resources and money to the school.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to optimise student learning outcomes in Literacy, Numeracy and Communication we will build strong foundations for individual success. We will further develop and refine whole school programs, track individual progress and improve teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Communication program
- Visible Growth and Tracking

Resources allocated to this strategic direction

Socio-economic background: \$141,389.41

English language proficiency: \$2,400.00

Literacy and numeracy: \$2,967.82

QTSS release: \$18,947.94

Summary of progress

Communication Program:

Due to ongoing staffing disruptions associated with COVID-19 restrictions face to face committee meetings were limited to Semester 1. This impacted the ongoing progress of some goals. Teachers have conducted a SWANs technology assessment for every student this year.

Each student's SWANs assessment results have not yet been displayed to demonstrate progress using the SWANs Learning Readiness Report as we are investigating the best way to use, store and share the data with other teachers.

Identified students have received additional support from the COVID Intensive Learning Support Program (COVID ILSP), focusing on communication skills. 50% of students receiving additional support with the COVID ILSP are Aboriginal.

Visuals are increasingly consistent across the school to incorporate elements from the Capturing perspectives on student well-being from students with intellectual disability and/ or autism in NSW schools:

Listening to the voices of students with high support needs research project. This focus will continue in 2022 when new classes are formed at the beginning of the year and classroom environments are developed. Consistent and adequate staffing has impacted the development and implementation of goals in 2021 which were not sustainable in the climate of COVID-19 restrictions.

Visible Growth and Tracking:

Havenlee specific SMART goals using individual student SWANs data have been developed in Literacy, Communication and Numeracy to be used by all teaching staff for reports and planning. A format for tracking student progress in Literacy, Numeracy and Communication using SWANs assessments and data is currently being investigated from the recently updated SWANs program. Every class does not yet visibly display individual students' learning intentions as COVID-19 restrictions and lockdown limited consultation. Templates will include Aboriginal designs in consultation with local Aboriginal Elders or community members. Consultation will occur early in 2022. Consistent and adequate staffing has impacted the development and implementation of goals in 2021 which were not sustainable in the climate of COVID-19 restrictions.

Next Steps:

- SMART goals will be shared with teachers during a staff development day in 2022 and begin to be embedded in planning and reports.
- Visuals will be updated as required to ensure consistency across all school environments.
- Local Aboriginal community members will be consulted for the visible learning intentions template.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Communication Program</p> <p>100% of students to be assessed using SWANS for Technology once each semester.</p>	<p>All students who attended school were assessed for Digital Literacy (technology) using SWANS and teachers are using this data to inform future individualised targets.</p>
<p>Visible Growth and Tracking</p> <ul style="list-style-type: none"> • Bank of SMART goals for Literacy using the seven levels of SWANS Learning Readiness Report. • Visible Individual Learning Intentions Template for Primary and Secondary students displaying Learning Goals within the classroom. • Template for graphing SWANS Literacy results to display data tracking individual progress from K -12. 	<p>A bank of SMART goals for Literacy was developed from the seven levels of SWANS Learning Readiness Reports.</p> <p>A Visible Learning Intentions template was not developed as we were unable to consult with the local Aboriginal community due to COVID restrictions. We have not yet trialled a template with Primary and Secondary classes.</p> <p>The SWANS program has been updated by the University of Melbourne and now includes individual, class and school tracking graphs. We are investigating how to use the tracking graphs from the SWANS program to inform our teaching and learning programs.</p>

Strategic Direction 2: High expectations and continuous improvement

Purpose

In order to increase student learning outcomes and prioritise continuous improvement, Havenlee School will develop whole school processes to provide clear and precise feedback to students and parents/carers with a focus on individual goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Feedback and Reporting
- Curriculum and Assessment

Resources allocated to this strategic direction

Aboriginal background: \$42,464.87

Professional learning: \$21,245.86

School support allocation (principal support): \$18,085.24

Summary of progress

Reporting and Assessing Curriculum and Assessment

Due to ongoing staffing disruptions associated with COVID19 restrictions, committee meetings were limited to Semester One and ceased being face to face from mid Term 3 until the end of the year, impacting fulfillment of proposed goals for 2021. Reporting was modified to meet NSW Department of Education guidelines due to COVID19 restrictions, and the planned update to include Personalised Learning Plan and Personalised Learning Pathways was deferred to 2022. Report Surveys to parents were conducted to assess understanding of reports and gather information of parental priorities. The data reflected parents appreciated the comments and photos in a report and regarded the achievement levels as less relevant to comprehending their child's progress. Consistent and adequate staffing has impacted the development and implementation of goals in 2021 which were not sustainable in the climate of COVID19 restrictions.

Next Steps

- Create and implement templates for the half-yearly and yearly reports including Personalised Learning Plan and Personalised Learning Pathways goals. Ensure clarity of achievement levels with supporting information.
- Review teacher feedback processes to students to gather data for informed planning for 2023.
- Adjust the Scope and Sequence to include the new NSW Education Standards Authority (NESA) syllabus documents for English and Mathematics K-2 and trial in one class in Semester Two. Communicate with all teachers in Term 4, for implementation across the school in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reviewed current reporting system. Obtained feedback on reporting from parents/carers.	Surveys to parents were conducted to assess understanding of reports and gather information of parental priorities. The data reflected parents appreciated the comments and photos in a report and regarded the achievement levels as less relevant to comprehending their child's progress. This informed next steps for 2022.
Reviewed current student feedback processes from teachers, for all students at Havenlee School.	Due to ongoing staffing disruptions associated with COVID19 restrictions, this measure was deferred to 2022.
Reviewed current scope and sequence.	Due to ongoing staffing disruptions associated with COVID19 restrictions, this measure was deferred to 2022. One class will trial the new Scope and

Reviewed current scope and sequence.	Sequence in Semester 2 and share with teachers after reporting in Term 4. All teachers will use the updated Scope and Sequence across the school in 2023.
Reviewed current assessment practices across the school.	Due to ongoing staffing disruptions associated with COVID19 restrictions, this measure was deferred to 2022.

Purpose

Havenlee School is dedicated to maximising student wellbeing and engagement by fostering each student's physical, cognitive, social and emotional development. As a result, each student's learning and individual needs will be met.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Hydrotherapy Program
- NDIS Provision Process
- Chaplaincy Program

Resources allocated to this strategic direction

Location: \$1,894.00

Per capita: \$32,983.94

SSP quality teaching support: \$67,970.45

Summary of progress

Hydrotherapy Program

The delivery of the Hydrotherapy program was adjusted in Term 1 to enable the DET Special Swimming Scheme to run two days per week for 5 weeks. This flexible delivery ensured that all students could continue to have their weekly hydrotherapy lesson. NDIS therapists collaborated with hydrotherapy staff to observe, develop and implement individualised plans for two students. During Term 1 and 2 the SD3 committee began to discuss and review the current hydrotherapy practices and procedures, with a small number of lesson plans being developed to ensure student's needs and abilities are being met and skills are taught consistently. During this process, future directions were highlighted. The committee also discussed the development of a tiered system of swimming levels based on the DET Special Swimming Scheme, however were unable to progress any further with either of these measures due to face to face committee meetings not occurring in Terms 3 and 4, staff shortages impacting on the running of the program and Covid lockdown. The development of a bank of instructional resources could also not be achieved for the as mentioned reasons. Once lockdown was over, hydrotherapy resumed in Week 4 Term 4. The focus of the committee and hydrotherapy staff was on reacquainting students with school and hydrotherapy lessons, after such a disrupted period of time.

Next Steps

- * Continue to review and document hydrotherapy procedures and practices
- . * Review the DET Special Swimming Scheme swimming levels and embed into the Havenlee Hydrotherapy Scope and Sequence and assessment procedures.
- * Foster collaboration with NDIS therapists during hydrotherapy lessons. Discussion will occur with parents/carers at twice yearly PLPs
- . * Review Hydrotherapy Physical Management Plans

NDIS Provision Process

The committee reviewed current practice and compared it with the most up to date Department of Education NDIS guidelines. As a result, all Havenlee School NDIS documentation has been updated which improves communication between parents, the school and NDIS providers.

Digital templates have been created to hold NDIS provider compliance information so to make make the NDIS provision for students a smoother and more transparent process. It was difficult to fully assess whether the new documentation/ process has improved practice as there was no NDIS provision during COVID19 restrictions.

Next steps:

- Review effectiveness of new NDIS documentation when therapists are back on site.

Chaplaincy Program

The Chaplain Program that was started in 2020 continued in Term 1 2021, with Sue Skinner in the role of Chaplain. The program was able to run due to funding received through the National School Chaplaincy Program, a Commonwealth funded initiative to support the emotional well-being of students and the broader school community through the provision of pastoral care services. The Chaplain ran social skills groups with targeted students at recess and lunch times on certain days. These small groups enabled students to engage in a variety of activities (Lego, footy tipping, drawing, knitting, board games etc) in a supervised and controlled setting. Social skills that were focused on included positive communication, turn taking, sharing and compromise. Unfortunately the Chaplain left the position at the end of Term 1 and no replacement was found, When all students had returned to school from home learning, the school psychologist/counsellor ran a modified social skills program with selected students, similar to the one the Chaplain ran.

Next steps:

- recruit a new Chaplain and resume program In 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Gather feedback from parents/carers about the Special Swimming Scheme and therapist collaboration with the whole school hydrotherapy program. Use feedback to review and revise both programs for the future.</p>	<p>Feedback was gathered from parents/carers about the Special Swimming Scheme. This was included with the Swim Scheme data that was submitted to the School Swimming and Water Safety Program/State Sports Unit to justify our request for the flexible operational model in 2022, as opposed to the intensive model. We have booked the flexible operational model in 2022, and will utilise one of Havenlee's hydrotherapy teachers to run the program.</p> <p>Even though there was limited collaboration with therapists in hydrotherapy in 2021, due to Covid, feedback received from the two families whose children did participate in the program was very positive. Hydrotherapy staff also reported the positive benefits of the collaboration for themselves, in terms of professional development and up-skilling. An expression of interest sent home about the program indicates there is strong interest for 2022. If therapists are able to resume their visits to the school in Term 1 next year, we will start the process for this program (discussion at Term 1 PLPs, letters to therapists outlining the timeline and expectation of visits, observation visits late Term 1/early Term 2, visits late Term 2 to demonstrate to hydrotherapy staff how to implement the student's plan, review visit Term 3).</p>
<p>Reviewed and analysed current Havenlee School administrative procedures and latest departmental information guidelines on external providers in schools and created/ collated a list of ideas/ suggestions for changes to practices to improve communication and service delivery.</p>	<p>All Havenlee School NDIS documentation has been updated which improves communication between parents, the school and NDIS providers.</p> <p>Digital templates have been created to hold NDIS provider compliance information so to make make the NDIS provision for students a smoother and transparent process.</p>
<p>Select students to be included in weekly Chaplaincy clubs.</p> <p>Select activities for weekly clubs, linked to student interests and needs.</p>	<p>The Chaplaincy Program ran in Term 1 this year. Due to the Chaplain leaving the position, and a replacement not able to be found, the program did not run in Terms 2-4. Following on from Home Learning (due to Covid), the school Psychologist ran some social groups at recess and lunch times twice a week with selected students. If a new Chaplain can be found, the program will resume in 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$141,389.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Havenlee School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication program • Visible Growth and Tracking <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The majority of RAM Socio-economic funding (\$130 177.61+0.1 Teacher) went towards paying for School Learning Support Officers (SLSOs). The school employed: Classroom Teacher FTE 0.1 (blue people SBAR) \$11,212.00 Teacher FTE 0.1 was utilised as casual teacher (8 days) to fund replacing teachers during Semester 1 and Semester 2 for all students' PLP meetings. Eventhough there were no face to face PLP meetings (due to COVID restrictions) teachers were released to conduct the meetings over the phone. Also to release teachers (12 days) in committees working toward their programs of Scope and Sequence and Literacy, Numeracy and Technology, Health Care Plans, Child Protection within the school plan. <p>2x SLSO FTE 0.88 \$59,928.00 SLSOs: Extra SLSO time 2x (5.5hr x 5dys wk) each day was used to support students across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc. LS1 SLSO FTE 0.160 \$ 10,896.09 SLSO 2 half days a week was used to support students across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc. SD 3 (wellbeing budget \$789.89 /chaplancy Budget \$300- see below for information) \$1,089.91 This money was used to purchase resources and catering for student and staff wellbeing SD2 PBL \$735.00 This money was used to cover costs of RAP award outings (including catering and prizes) throughout the year</p> <p>The allocation of this funding has resulted in: all Students were supported in working towards meeting their PLP goals and had opportunities to engage in differentiated and adjusted curriculum to meet their individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop whole school systems to track PLP goals and individual student progress.</p>
<p>Aboriginal background</p> <p>\$42,464.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Havenlee School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Feedback and Reporting <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • In 2021, the majority of the RAM Aboriginal Background loading (\$42

<p>Aboriginal background</p> <p>\$42,464.87</p>	<p>465.87) went towards paying for School Learning Support Officers (SLSOs). SLSO FTE 0.4 \$27,240.00 Extra SLSO time each day (9-12pm) (3hr x 5dy wk) to support Aboriginal students across the school with Literacy, Communication, numeracy, behaviour support, feeding, toileting, standing, medications etc. Comp Coord SLSO FTE 0.176 \$11,986.00 Employed a SLSO one a week to oversee the IT systems in the school. This person helped with both hardware and software issues.</p> <p>Teacher release - PLPs 4 x dys \$2,135.56 Teacher release (4 x dys) - for Personalised Learning Pathways Meetings: Personalised Learning Pathways meetings were conducted over the phone this year.</p> <p>Student Assistance \$303.44 Money was budgeted to support Aboriginal students with miscellaneous costs such as uniforms, excursions etc. Aboriginal Education (eg: resources) \$800.00 The remainder of the Aboriginal background loading funding was used for Aboriginal programs/ initiatives/ teacher resources across the school throughout the year. For example: Classroom Resources: relevant, age appropriate culturally sensitive indigenous teaching resources NAIDOC/ AECG expenses/ activities: Unfortunately due to COVID restrictions Havenlee School were unable to host an AECG meeting this year and we had modified NAIDOC week activities</p> <p>The allocation of this funding has resulted in: the allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the PLP phone calls.</p> <p>After evaluation, the next steps to support our students with this funding will be: using the literacy and numeracy focused visible learning intentions to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Havenlee School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives for specific student in communication. <p>The allocation of this funding has resulted in: our students have increased their communication skills by initiating requests and choices through signing and visuals. Behaviour incidents have reduced because our students are less frustrated.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementing visual learning intentions for communication for our students.</p>
<p>Location</p> <p>\$1,894.00</p>	<p>The location funding allocation is provided to Havenlee School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Hydrotherapy Program

<p>Location</p> <p>\$1,894.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Each classroom teacher (+RRF teacher) have a budget to spend on classroom resources (e.g specific units of work) and specific equipment for individual students (e.g: slope board, sensory items). <p>The allocation of this funding has resulted in: all students engaged in relevant individualised learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to review how to share classroom resources within the whole school.</p>
<p>Literacy and numeracy</p> <p>\$2,967.82</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Havenlee School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy (SWANs) • literacy and numeracy programs and resources, to support teaching, learning and assessment (SWANs) • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: students had access to literacy and numeracy programs that were differentiated and adjusted to their level.</p> <p>After evaluation, the next steps to support our students with this funding will be: the development of visible learning intentions for all students in Literacy and numeracy and to strengthen our individual tracking progress in literacy and numeracy so that teachers and parents have a clear line of sight toward each students achievements.</p>
<p>QTSS release</p> <p>\$18,947.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Havenlee School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (18 947.94) funding was used to employ casual teachers to replace Havenlee School teachers for the following activities: <ul style="list-style-type: none"> • QTSS funding paid for 3 casual teacher days to release an AP to complete the WHS compliance requirements • Hydrotherapy committee released teachers (3 days) working toward their milestones within the school plan. • PLPs: PLP/ ITP meetings are held in Term 1 and Term 3 involving teachers, parents and Health Professionals to collaborate, review and set goals for each student across the school. The QTSS funding paid for 10 casual teacher days to replace classroom teachers to hold phone PLP/ITP meetings for students across the school • PDPs: Teachers were given the opportunity in Term 1 and 3 to observe their peers as part of working towards their PDP goals. QTSS funding paid for 19.5 days of casual teacher costs to release teachers for

<p>QTSS release</p> <p>\$18,947.94</p>	<p>peer observations and time to participate in quality reflective practice.</p> <p>The allocation of this funding has resulted in: improved staff confidence and practice in collecting and analysing student learning data . Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 100% of teachers reported lessons differentiated according to students needs</p> <p>After evaluation, the next steps to support our students with this funding will be: tracking individual progress in literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$54,083.23</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • (Rural and Remote funding \$9217.00 COVID ILSP \$54083.23 P&C \$11 986.00) <p>Funding for the Communication Program came from the support of the Havenlee P & C Committee and COVID Intensive Learning Support Program (COVID ILSP). Our focus this year has been on setting up each class with an iPad per student. Due to roll outs we now have enough iPads in the school for each student, our inventory is now 62 new iPads. Every class has their own Proloquo2go profile and students have an individual profile created for their individual needs. The Communication program runs 5 days a week, 3 full days and two half days, working closely with 10 target students from the COVID ILSP, individual students and each class in the school. Students have been receiving 1:1 support on how to use Proloquo2go and using an iPad effectively. Our school has also received 10 new laptops which have been distributed to secondary students to help with online TAFE work and to help students progress with their typing skills. Several Year 12 students have been working on typing, searching the internet safely and other basic computer skills such as saving a document, searching the internet and copying information to a word document. We also utilise eye gaze technology in the school for our students, one student has their own device and staff work with the student daily. Our goal is to attain an eye gaze device for the school. For our students learning from home during lockdown an app called Epic was sourced. This app is extremely user friendly and accessed on an iPad. Instructions on how to access the app were printed off and sent home in student work packs. Several students' families accessed the app and it kept students reading on a digital platform from home.</p> <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning</p>

COVID ILSP

\$54,083.23

and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	42	41	41	40
Girls	19	21	20	21

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.03
Teacher Librarian	0.4
School Administration and Support Staff	12.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	752,100
Revenue	3,383,560
Appropriation	3,268,872
Sale of Goods and Services	-4,088
Grants and contributions	118,355
Investment income	421
Expenses	-3,454,292
Employee related	-3,170,728
Operating expenses	-283,564
Surplus / deficit for the year	-70,732
Closing Balance	681,369

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	186,254
Equity - Aboriginal	42,465
Equity - Socio-economic	141,389
Equity - Language	2,400
Equity - Disability	0
Base Total	2,527,585
Base - Per Capita	32,984
Base - Location	1,894
Base - Other	2,492,707
Other Total	398,669
Grand Total	3,112,508

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

Parent Carer satisfaction

Parent/carer satisfaction has been high throughout the difficulties we have all faced throughout 2021. The biggest concern expressed by families is keeping their students safe during COVID -19. Parents appreciated the flexibility of learning opportunities for individual student as Havenlee followed the Department of Education Guidelines to minimise risk of spread of COVID 19 through our school population.

Student Representative Message

Our school leaders have enjoyed many activities at school this year even with the disruption of COVID-19.

Two of our Year 12 students attended Nowra TAFE this year to complete a Pathways to Workskills - Hospitality course especially loved learning to cook delicious recipes and demonstrating independence.

Several students went on a taster day to The Disability Trust. Students also participated in a simulated day program at school until we could go out into the community again. Activities included: cooking, shredding, music, dancing, painting and jobs around the school.

When asked about what they liked about school they responded:

- Seeing my friends and teachers
- Making choices
- Learning Chinese and eating fried rice
- Making good friends
- Work crews, dancing and swimming

Their favourite activities:

- Just Dance
- Music & Art
- Kinetic sand
- Excursions
- Swimming
- Cooking
- Maths & Science
- Eating and drinking
- Sensory play

Favourite places:

- Pool
- Trampoline
- Liberty Swing
- West playground
- Sensory garden
- The Myrtle classroom

Things they didn't like at Havenlee:

- Loud noises
- When things change
- Wearing shoes
- Bullying from other students
- Sensory garden

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Aboriginal Education 2021 Annual School Report

At Havenlee School we are committed to closing the gap for Aboriginal and Torres Strait Islander students. We use a range of strategies to achieve outcomes for Aboriginal students and increase knowledge and understanding of Aboriginal histories and culture. Examples of this include;

· Proudly displaying the Aboriginal flag in classrooms and on our flagpole.

· Including an Acknowledgement of Country in our daily morning circle and at every gathering.

· Displaying the Partnership Agreement, Acknowledgement of Country and National Apology in our foyer.

· Celebrating NAIDOC on Thursday 15 July with a mufti day, creating message sticks to share with other classes, activity packs and a cooking competition where students had to make a "How the Birds got Their Colours" Dreaming story inspired fruit creation. The results were diverse and colourful.

· Providing a Yarn Up newsletter to our parents and on our website.

· Decorating our school with Aboriginal artwork and murals.

· Every class program embedding Aboriginal perspectives in all KLAs.

· Building staff cultural competencies through quality professional learning run by Margaret Simoes.

· Welcoming Aboriginal families and carers to the school to get to know each other and develop shared goals and plans for our Aboriginal students.

· Consistently attending Nowra local AECG meetings.

· Our school Aboriginal Education Committee meeting twice per term.

· Unfortunately, due to COVID-19 we have been unable to invite local elders or Aboriginal students from neighbouring schools to our school for assemblies and events or host local AECG meetings.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Havenlee school has a zero-tolerance policy towards bullying and racism across the school. We recognise the diversity of each other and celebrate Harmony Day each year.

Aboriginal and cultural education is imbedded into key learning area and are given the opportunity to experience different cultures through language, cooking and visual arts.

Students are regularly expected to be respectful, and this is supported in the language used regularly by staff and displayed around the school. Students gain rewards in the PBL system for displaying respectful behaviour in the classroom and on the playground.

Other School Programs (optional)

Voc Ed/Work Experience/School to Work

All of our students from K-12 are involved in some aspect of the whole school Vocational Education program. These activities include recycling, watering plants, collecting orders and delivering messages.

All our students are learning authentic, real world work skills while reinforcing our school values of being responsible, respectful and safe.

Most classes have an in-class industry keeping students and staff fed with scones, sausage sandwiches, chicken nuggets, chips and milkshakes. Students shred paper which is taken to a local pet shop and also using shredded paper to make fire starters for use in fireplaces.

Our Year 12 School to Work students have been making snuffle mats to sell as Christmas presents for pets this year. They have also been maintaining our vermiculture industry which supplies many gardens with worm wee and castings.

Some of our Year 12 students attended work experience tasters at The Disability Trust. As we could not go to Service Providers due to COVID-19 restrictions, Year 12 students participated in a simulated Community Participation Program at school.

Play Skills

The Play Skills program runs each day at recess and lunch for students who have been identified as needing extra support and guidance when interacting with their peers on the playground. A staff member (SLSO) is rostered on at recess or lunch to be stationed in a specific playground near certain students. Resources and play equipment that is set aside especially for Play Skills is available for those staff to access and use depending on the student or students they are with. The aim of the program is to facilitate positive, collaborative play skills between students on the playground, resulting in less behaviour incidences and issues.

Chaplaincy Program

The program was able to run due to funding received through the National School Chaplaincy Program, a Commonwealth funded initiative to support the emotional wellbeing of students and the broader school community through the provision of pastoral care services.

In 2021 Havenlee School utilised funding from the ???? to employ a Chaplain to run social skills groups with targeted students at recess and lunch times on certain days. These small groups enabled students to engage in a variety of activities (Lego, footy tipping, drawing, knitting, board games etc) in a supervised and controlled setting. Social skills that were focused on included positive communication, turn taking, sharing and compromise. Unfortunately the Chaplain left the position at the end of Term 1, and a replacement has yet to be found. In Term 4, when all students had returned to

school from home learning, the school psychologist/counsellor ran a modified social skills program with selected students, similar to the one the Chaplain ran. In 2022, if a new Chaplain can be found, the program will resume.

Technology

This year has been a big year for our school in the area technology, mainly due to the addition of Ryleigh O'Keeffe and Janale Whitton to the team, bringing new ideas and fresh enthusiasm. We have in the works all our Interactive whiteboards and PCs being replaced this year through the Rural Access Gap (RAG) program, which will make a massive difference to the teachers and students. New equipment will mean less interruptions and a more seamless experience. In term 3 we also replaced all the monitors, keyboards, and mouse pads to all the classrooms, office and staffroom.

Our school also received 22 new iPad, 12 through the RAG program and 10 due to learning from home support offer through the DoE. This brings our total up to 63 iPads which is enough for each student in the school to have a device, this has been a long-term goal of our Principal Katrina Eyland. Due to the increase in devices, we have started the process of switching our Mobile Device Management System from Meraki to JAMF, this too will create a much easier and seamless experience for teachers and students. Another benefit of the change over for our technology team is JAMF's is much more user friendly and will make the process of downloading and pushing out Apps a lot quicker and more dependable.

During COVID lockdown we were also able to source for our school 10 new laptops, making our total 24. These have been extremely useful during Lockdown for our students who attend Tafe online and will continue to be used in the future for the Communication and the Assistive Technology programs.

In 2021 our school was enrolled in the STEM T4L programme which sent out various technology kits to schools to have a go with for a term, our school had so much fun with the 3D Printer, Robotics as well as the Virtual Reality Glasses kits. The program was excellent for the students, and we will be enrolling again next year.