

Havenlee School Annual Report



2017



5698

Introduction

The Annual Report for **2017** is provided to the community of **Havenlee School** as an account of the school's operations and achievements throughout the year.

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

Katrina Eyland

Principal

School contact details

Havenlee School

75 Judith Drive

North Nowra, 2541

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

havenlee-s.School@det.nsw.edu.au

4421 3777

Message from the Principal

This year's **International Day of People with Disability** was on 3rd December. The theme was:

“Transformation towards sustainable and resilient society for all”

The overarching principle of this theme is to **‘leave no one behind’** and empowers people with disability to be active contributors of society. This global theme aims to strengthen the resilience of people with a disability and focuses on inclusive education and lifelong learning.

In Australia, the National Disability Strategy 2010–2020 commits governments to a nationwide approach aimed at improving the lives of people with disability, their families and carers. The Strategy's ten-year national framework for reform, focuses on better inclusion for people with disability and seeks to create a society that enables people with disability to fulfil their potential as equal citizens.

At Havenlee School, we want to bring about a transformation of our students' lives. We, like you (as parents and carers), want our students to have access to the things that everyone else in the community takes for granted. We want them to have somewhere to live when they leave school, a job, good health care, a chance to enjoy the company of friends and family to go to the footy and to go to the movies. We want them to have a chance to participate meaningfully in the life of their local community. And I am hopeful.

We at Havenlee School, desire positive change and want others in the community to share this vision. Currently, a major part of the big picture strategy for this change is the roll out of the NDIS. Our part as a school is; our ongoing ambition to deliver exceptional education for each student that is responsive to their needs. This can only be achieved through collaboration and support of families/ carers and other agencies who also have aspirations for our students.

I would like to thank those who have support Havenlee School financially or through their time in 2017 such as;

- A& D Tree Services
- Bomaderry RSL
- Bomaderry RSL sub branch
- Bomaderry Bowling Club
- Bunnings
- Culburra Patch' n' Chat
- Essential Personnel
- Flagstaff
- Greenacres

- Havenlee P&C committee
- Havenlee P&C Bus Company (including bus drivers and ATSOs)
- House with No Steps
- Life Without Barriers
- Variety
- Veolia Mulwaree Trust
- All our wonderful Families, Carers and Volunteers

By providing the opportunity for students to acquire new skills and knowledge throughout their time at Havenlee School, individual students have the capacity to contribute at their full potential for the long term. The teachers, SASS and volunteers work tirelessly to provide a variety of activities that engage the students now and that are beneficial for the future. For example reading and writing activities, Maths activities, the garden club at lunch, the creation of the jungle room (which is our new sensory room), catering, the café, the play skills program at both recess and lunch and work crews.

Message from the school community

P&C Annual School Report 2017

Havenlee School P&C Committee remains on track with their long-term strategic plan for the expansion and continued success of our 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. This year we have worked very closely with Mobility Engineering, from Sydney, who advise the Roads and Maritime Service as well as Assisted School Travel Program in all areas of safe transportation of people with disabilities travelling in car seats/booster seats or wheelchairs, and the correct method in the use of restraints. This was the first of its kind training developed for nationally recognised accreditation. Other areas where training was delivered were Child Protection, Health Care Procedures, Midazolam and Suction Administration, Anaphylaxis Care, Emergency Care, Behaviour Management and Epilepsy Care.

Our vehicles have also been made available to help our wider community with North Nowra Primary School, Bomaderry Primary School and Illaroo Road School all using our vehicles to assist their students to attend special excursions and activities.

We welcome and thank our newly appointed office manager Kim Bowers for all her hard work and organisation, and give our sincere thanks to the bus committee and Deb McKinnon for monitoring the operation of the business to maintain a professional standard, as well as our bus staff for their commitment to our school and our students.

We continued our financial support for the Play Skills Program this year with \$30,240 to teach our student's specific skills needed in playing and interacting safely with other students, along with financial support of \$1,500 for upkeep of the sensory garden areas. To further enhance learning opportunities and the overall wellbeing of students at Havenlee School, we have also contributed \$10,000 to the Outdoor Gym Project and a further \$5,000 to school camp.

This year we began supporting the school's new Assistive Technology Program with financial support of \$21,500 to promote greater independence by enabling students to perform task on computers and iPads to participate in lessons not otherwise accessible to them and to build skills to help them make choices and control their own environment in the future.

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 \$83,740 to go towards staffing and equipment.

Our school's Communication Program is now fully embedded into the Havenlee culture. This program has been further developed with increased staff training and staff support. Our P&C commitment to this program was \$43,000.

We would like to take a moment to thank our supporters, Variety the Children's' Charity, who very generously supported us with adonation of just over \$19,000 towards acquiring 5 new Commbox. The P&C added just over \$13,000 and school funding completed the deal, this now gives us a Commbox in every classroom, replacing the older technology of Interactive Whiteboards. The CommBox is used from Morning Circle to provide opportunities for and to encourage communication and language throughout the day to Afternoon Circle. As the CommBox is both touchscreen and uses a pen/stylus it can be used by students with physical disabilities. Another bonus with the CommBox for our students is that it is easily height adjustable, so students can use the panel while on the floor, in a walker, stander or wheelchair.

Our final event for 2017 will be our Christmas lights tour which has proved to be a fabulous success in previous years. With volunteer drivers, our P&C committee members, parents and students, we will load our buses and tour the bright lights of Cambewarra, Meroo 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. 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 School P&C Association

Message from the students

The Senior students were asked to think back to the beginning of the school year and name one thing that they enjoyed the most in 2017.

Declan– I like doing lots of Maths!

Dayna– I enjoyed Dance Festival

Tobi– All the RAP Award excursions; especially going to see "Boss Baby"

Leilani– I loved school camp!

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated

1. Learning

Havenlee School is "sustaining and growing" for Learning Culture and Wellbeing. The School has a culture that demonstrates the emphasis on educational aspiration and ongoing performance improvement. The School prides itself on its high priority towards developing the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Havenlee School is "delivering" in Curriculum and Learning, Assessment and Reporting and Student Performance Measures. The School has an integrated approach to quality teaching, curriculum planning and delivery and assessment and promotes individualised learning to meet the learning needs of all students. It has consistent, school-wide practices for assessment and reporting that are used to monitor, plan and report on student learning across the curriculum. At Havenlee School, students are showing expected growth on internal school performance measures.

2. Teaching

Havenlee School is "delivering" across all elements of Teaching. At Havenlee School, all teachers are committed to identifying, understanding and implementing the most effective teaching methods. The school data is collected on school performance and on individual student progress. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Also at Havenlee School, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

3. Leading

Havenlee School is "delivering" across all elements of Leading. The School leadership team aims to support a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The Havenlee School Plan is at the core of continuous improvement efforts, with our vision and strategic directions evident in its main activity. The resources are strategically used to achieve improved student outcomes. At Havenlee School, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

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

Communication Program

During 2017 the Communication Program has been consolidated across the school. All teachers completed the three training modules and SLSOs participated in introductory training. All staff have included a communication goal in their PDPs. The introductory parent training session ran and was well received by participants. The Technology SLSO has been funded by the P&C and attended many PLP meetings to ensure the communication goals were reflected in the students' education planning and programming. Every student who can benefit from the Proloquo program has a profile on their class iPad and teachers are competent and confident in building and maintaining profiles reflecting work happening in the classroom, as well as adjusting profiles to meet the needs of individual students. Many of the students have become effective communicators using the program and all have demonstrated improvement. More iPads have been secured in the 2017 technology rollout and extra site licences are being purchased. A second technology SLSO is undergoing Proloquo training and has taken over most of the maintenance and organisational operations, continuing to support staff to make the communication program relevant and effective.

The Literacy Program

This year the literacy committee oversaw the full implementation of the SWANs (Students With Additional Needs) online assessment tool. The SWANs program has been financed by the school. Teachers participated in professional development SWANs assessment moderation sessions. In team meetings teachers assessed a student, discussing the question and the level of student achievement. These sessions ensured students are being assessed consistently, achieving an outcome in all contexts with all people. Teachers learnt how to use the online tool, use moderation, print reports, decipher reports and use them to inform future classroom planning. There are four different reports generated by the SWANs tool: readiness report, class report, profile report and school report. Reports are essential when a student changes classes. By reading the reports, it is evident to the teacher, what the student has achieved, where they are heading and what types of activities/strategies will assist them to improve.

4 Blocks of Literacy program has been implemented across the school. This is evident in teacher programs and in classrooms such as: word walls, student made books, guided reading and writing displays.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of students assessed once on the SWANs assessment tool and 80% of students assessed twice.		All teachers have completed in-service training and now have the knowledge and skills to competently use the SWANs online assessment tool. They participated in assessment moderation sessions in primary and secondary teams. 100% of students assessed twice on the SWANs assessment tool. Teachers are able to compare student achievement levels from reporting period 1 (semester 1) to reporting period 2 (semester 2). Teachers using SWANs reports to inform Havenlee school report writing. Planning in progress to continue using and imbedding SWANs into classroom practice. 4 Blocks of literacy program modified by teachers to suit their students learning styles. SWANs numeracy assessments currently in development.
<ul style="list-style-type: none">• 75% of students will use the iPad app ProLoQuo2Go/ ProLoQuo4text as a	ESES National Partnership funds:	All students have access to an iPad and are using Proloquo2Go or Proloquo4Text in the classroom for communication, if appropriate. Teachers have

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
communication device in the classroom to meet IEP communication outcomes	\$3050 Staffing \$ 850 Resources \$3900 Total	completed all 3 modules of training and continue to develop their skills in managing profiles on the iPad with support from the Technology SLSO. All SLSOs have developed PDPs that include an element of communication using the iPad and are receiving support from teachers and the Technology SLSO. Additional iPads are being sourced from the T4L 2017 roll-out and extra PLQ site licences will be purchased. The Technology SLSO is maintaining the profile library.

Next Steps

The Communication Program is operating consistently with minimal executive oversight. Staff, students and families have embraced the program and are enthusiastically utilising Proloquo2Go as their primary assistive communication tool. This program will be ongoing at Havenlee, supervised as part of the normal operation of the school.

The Literacy Program will resume next year. It will continue to upskill teachers in the areas of assessment, teaching and learning strategies, including 4 Blocks of Literacy program. The SWANs program will also be continued. Teacher feedback has indicated the SWANs tool is valuable for assessment and planning. It also suits our students learning abilities, as the report levels reflect our students capabilities. The University of Melbourne is planning to expand the SWANs tool, they are currently developing a numeracy assessment. This is exciting for us, as the current numeracy continuum doesn't allow for many of our students to progress beyond a certain point.

Classroom literacy and numeracy folders will be updated in the future to reflect our changing direction in using the SWANs tool. There is also space for the literacy policy to be updated to include SWANs, 4 Blocks and the ParaMeadows SSP literacy continuum.



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

Positive Behaviour for Learning Framework

The major focus for the PBL team in 2017 was the development of a Scope and Sequence for the explicit teaching of behaviour expectations in the classroom. The final program was introduced and trialled in semester 1. After review and feedback from staff, this framework was adjusted to a more streamlined form which has been well received by teachers who have made and shared teaching resources. Another priority was the more effective use of data to inform practice and planning. The effective use of data has remained a challenge for the team with the roll-out of new departmental software and the many claims on staff time. A number of staff have attended refresher training and the Internal Coach has been active in the role. The Self Assessment and School Evaluation Tools have been administered which provided positive feedback about PBL at Havenlee and useful information for External Validation and future planning. The routine milestones within the framework have been sustained by the team; maintaining signage, postcards for student and staff stars, communication with the school community about our school values, and behaviour expectations appearing in programs and reports.

The Hydrotherapy Program

The hydrotherapy framework was completed in 2017. This included the development of a comprehensive scope and sequence, K-12, based on outcomes from the NESAsyllabus, with descriptors from the AUSTSWIM Access and Inclusion training package. One staff member was trained in AUSTSWIM and one staff member was trained in AUSTSWIM Access and Inclusion in 2017. The program aligns with the school's well-being model as a holistic approach to individual education needs. It operates with trained staff and volunteers twice a week and provides a consistent framework to individually plan, program, assess and report on student outcomes. The hydrotherapy program continues to be supported by the P&C.

The PD Program

Discussions in the PD committee meetings reflected the whole school focus on language and concepts for child protection during personal care practices. This was supported by the PBL framework and school values of Safe, Respectful and Responsible. Universal posters were reviewed and training packages were postponed to the new school plan due to staff commitments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 5% reduction in executive referrals of targeted students with extreme behavioural issues who have specific risk management plans	Total Expenditure for the year is <ul style="list-style-type: none">* PBL Training – \$ 2000* Filemaker Pro training – \$1000* Postcards/postage – \$100	<p>The major focus for the PBL team in 2017 was the development of a Scope and Sequence for the explicit teaching of behaviour expectations in the classroom. The final program was introduced and trialled in semester 1. After review and feedback from staff, this framework was adjusted to a more streamlined form which has been well received by teachers who have made and shared teaching resources. Another priority was the more effective use of data to inform practice and planning. The effective use of data has remained a challenge for the team with the roll-out of new departmental software and the many claims on staff time.</p> <p>A number of staff have attended refresher training and the Internal Coach has been active in the role.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 5% reduction in executive referrals of targeted students with extreme behavioural issues who have specific risk management plans 		<p>The Self Assessment and School Evaluation Tools have been administered which provided positive feedback about PBL at Havenlee and useful information for External Validation and future planning.</p> <p>The routine milestones within the framework have been sustained by the team; maintaining signage, postcards for student and staff stars, communication with the school community about our school values, and behaviour expectations appearing in programs and reports.</p>
<ul style="list-style-type: none"> • 100% of students who participate in Hydrotherapy program have an individualised program 	Pool equipment – provided by the P&C. 2X Teacher days (unfilled vacancies) provided to complete work on the hydrotherapy framework.	The hydrotherapy pool program continued to run effectively on Tuesdays and Thursdays, supported by P&C funding. The Hydrotherapy Framework was published in a hard copy and digital format.
<ul style="list-style-type: none"> • Whole School Personal Development/ Sexuality Program/ Scope and Sequence ready to for implementation in 2018 	No resources were used.	Due to illness, staff absences and external validation commitments, the PD committee was unable to meet regularly and fulfil planned outcomes for 2017. The plan is to roll over the 2017 content and develop a training package to deliver to staff within the context of the next school plan for 2018–2020.

Next Steps

The **PBL team** will continue to manage the Havenlee behaviour framework, supporting students to meet behaviour expectations in the school and community. The team will continue to work to develop effective ways to use behaviour data to inform future directions and make planning decisions. This framework provides a sustainable method of providing consistent expectations for both staff and students and maintain a safe and supportive environment.

The Hydrotherapy Program will continue to be an integral element of Havenlee School supported by the P&C. Although it will not focus in a Strategic Direction and will continue as a key initiative for the next school plan 2018–2020.

The PD Program

The universal posters and training package for protective behaviours will be rolled over to the new school plan for 2018–2020. The new committee will also review the current PD scope and sequence for 7–12 as well as develop a scope and sequence for K–6.



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

Vocational Education

Programming, planning, assessment and reporting in Vocational Education is evident in all class programs and practices at Havenlee School. The work crews program, K–12, involves learning, practicing and refining employment related skills including teamwork, communication, planning and organisation, technology and initiative and enterprise. Students consolidate these skills during off–site work experiences in senior years at various facilities in the local area including Flagstaff, Greenacres, House with No Steps and Essential Personnel. Connections with the local community has continued this year with participation in the Shoalhaven Disability Expo where the senior students performed a signing choir as well as parental participation in the post school services excursion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers confidently demonstrate evidence that validates achievement of teaching standards in a highly supportive school community	total resources for the year: 4 teacher days (AB ed) 14 teachers days (UV) 10 Teacher days (QTSS)	All teachers are confidently demonstrating that they are achieving high teaching standards through both the PDP and teacher performance and appraisal processes.
<ul style="list-style-type: none">All students participate in the Havenlee School Work Experience/ Vocational Educational Program at the appropriate level; relevant to their individual skills, needs and wants	2X unfilled vacancy teacher days	Vocational Education outcomes were evident in planning, programming, assessing and reporting across the school for K–12. The 7–12 Vocational Education scope and sequence was reviewed and updated to line with the new Stage 6 NESA syllabus. The K–6 Vocational Education scope and sequence was developed. The scope and sequences will be implemented in 2018.

Next Steps

Vocational Education

The Vocational Education Program will continue to be an integral element of Havenlee School. Although it will not focus in a Strategic Direction for the next school plan 2018–2020, it will continue as a key initiative.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	2:30hrs per day x 5 days per week SLSO 4 x teacher days Aboriginal resources <ul style="list-style-type: none"> • Aboriginal background loading (\$23 035.00) • Aboriginal background loading (\$2 000.00) • Aboriginal background loading (\$913.00) 	In 2017, the majority of the RAM Aboriginal funding was used for employing a School Learning Support Officer to work 2 ½ hours per day, 5 days a week for the whole year to support Aboriginal students across the school access the curriculum. The remainder of Aboriginal RAM funding was used for Aboriginal programs/ initiatives/ teaching resources across the school throughout the year.
Quality Teaching, Successful Students (QTSS)	PDP Peer observations (12days) (\$5688)	Quality Teaching, Successful Students funding (\$5688) was used to employ a casual teacher to replace teachers while they did their peer observations and follow up discussions with the observing teacher linking with their goals from their Professional Development Plan.
Socio–economic background	Total Resources for the year: Work Experience SLSO 5:30hrs per day x 1 day per week \$9000 Extra SLSO 5:30hrs per day x 5 days per week \$50 677 Library SAO 3:00hrs per day x 1 day per week \$1638 Teaching Resources \$2073 0.1 Teacher 5x days for TPL <ul style="list-style-type: none"> • Socio–economic background (\$0.00) 	The majority of the RAM Socio–economic funding was used to support the school leavers work experience program and employing a School Learning Support Officer to work 5 ½ hours per day, 5 days a week throughout the year to support students in the classroom across the school. The remainder of the RAM Socio–economic funding was used for teaching/library resources.
Support for beginning teachers	Total Resources for the year:2x teacher days once a fortnight for extra release time for two beginning teachers (\$7164.68) 4 x teacher days and course fees for TPL (\$3623.32) <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	The two teachers were given extra relief time once a fortnight and were able to go to beginning teacher courses and conferences and other relevant courses to the school.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	28	24	29	37
Girls	12	19	21	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.91
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	10.82
Other Positions	0

*Full Time Equivalent

Havenlee School currently employs one teacher who is Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	70

Professional learning and teacher accreditation

In 2017 Havenlee School was allocated \$16 447 for professional learning. The school spent \$18157 on

professional learning. Every year at Havenlee School, the staff are involved in a variety of professional learning activities for both teachers and SASS staff. These are directly linked to the Havenlee School Plan or are Department of Education mandatory courses. Professional Development occurs during the 6 scheduled Staff Development Days, at after school staff meetings, various Department of Education courses or at conferences. In 2017 the following mandatory courses were completed:

- Anaphylaxis and CPR training
- Code of Conduct training
- Child protection training
- Health Care Procedures
- Midazolam Training

Other Professional Development included:

- Narooma Special Education Conference
- SEPLA Special Education Conference
- Ian Luscombe Behaviour Management
- Canberra Special Education Conference
- Administration of Prescribed medication
- Advanced First Aide
- WHS evacuation procedure training
- External Validation
- Augmentative Communication Modules
- PBL

In 2017 no staff members gained accreditation at any level and no staff member required renewal of maintenance of any level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	306,452
Revenue	2,239,851
Appropriation	2,214,334
Sale of Goods and Services	1,261
Grants and Contributions	21,894
Gain and Loss	0
Other Revenue	0
Investment Income	2,362
Expenses	-2,333,230
Recurrent Expenses	-2,333,230
Employee Related	-2,180,523
Operating Expenses	-152,707
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-93,379
Balance Carried Forward	213,073

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	424,985
Base Per Capita	16,359
Base Location	1,894
Other Base	406,732
Equity Total	99,435
Equity Aboriginal	25,948
Equity Socio economic	72,530
Equity Language	957
Equity Disability	0
Targeted Total	1,611,024
Other Total	16,329
Grand Total	2,151,773

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.

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.

Parent/caregiver, student, teacher satisfaction

Havenlee School has a small but dedicated group of parents and community members who provide much valued input and suggestions in supporting school improvement. All parents at the school participate in their child's PLP process, giving experience and insight to their child's needs and wants.

Policy requirements

Aboriginal education

Aboriginal Education

Havenlee School has an Aboriginal Education Committee who ensures Aboriginal perspectives are embedded into all our programs. This year, local Aboriginal students from Vincentia High School came and presented several dances during our NAIDOC activities. Havenlee students also enjoyed joining in with some of the dances. Uncle Tom Moore, a local elder, gave a Welcome to Country and judged the annual damper competition. All of the classes then participated in a variety of activities that celebrated and recognised Aboriginal culture – icing biscuits with red, black and yellow icing, red, black and yellow pasta threading, dot painting on tiles, printing with native animal stamps and native jam tasting. The day was thoroughly enjoyed by everyone involved and some

students were talking about the dancers weeks later.

Havenlee School hosted a Local Aboriginal Education Consultative Group (AECG) meeting and shared videos of a shadow puppet Dreamtime story and our NAIDOC activities. Principals and staff from local schools and services attend these meetings. 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 delivering programs that foster inclusive learning and reflects the diversity and needs of the community. The NSW Department of Education recognises and values the different linguistic, religious, racial and ethnic backgrounds of all the people of NSW. Promoting culturally inclusive practices support the development of teaching materials that avoid bias and prejudice and challenge stereotypes. It also provides all students with opportunities to learn, share experiences and succeed at school. Services, including translation experts, were utilised at Havenlee School this year to support the individual needs of a student and family. The use of the Class Dojo translation feature has also been effective to increase interaction between home and school. The scope and sequence reflects a wide variety of cultural learning experiences including Indigenous content, languages other than English and celebrations around the world. Anti-racism officers were elected at Havenlee School and are trained in anti-racism policy and procedures.. The Positive Behaviour for Learning framework including the school values of Safe, Respectful and Responsible supports the multicultural and anti-racism policy at Havenlee School.

Other school programs

Technology

Our Communication Program and Assistive Technology Program have been a big focus this year with both Karen Furniss and Vanessa Seymour making a commitment to complete training in the Proloquo2Go Trainer Modules. The school also developed and ran workshops for parents and carers just starting out with communication techniques, and for staff at different

levels ranging from basic to advanced skills (includes staff from other local schools). All Teachers have a communication goal in their Performance and Development Plan and School Learning Support Officers are improving their skills in iPad operation and Proloquo2go editing through their performance and development plans.

The Communication program runs 4 days a week to help maintain and update the class and student profiles, 1:1 skills training with students using different apps, 1:1 support using PM Readers and other activities on the computer (this involved getting some of our younger students to use a mouse and the concept of its use).

The Assistive Technology Program runs 2 days a week to promote greater independence by enabling students to perform tasks on computers and iPads to participate in lessons not otherwise accessible to them and to build skills to help them make choices and control their own environment.

In 2017 we were able to maximise the use of Meraki and our Mobile Device Management System by linking them to our Apple School Management Account. The school purchased 20 new copies of Proloquo2Go and distributed them to our pool of existing iPads as well as to our new iPads that we selected from our roll-out options. Next year we plan on enhancing this with the allocation of our Cache Server to help relieve Wifi traffic when doing updates and distributing Apps. The rest of our roll-out allocation includes a new Laptop and five new computer screens that will assist in the new schools LMBR management system.

By the end of 2017 we will be the proud owners of 5 new Commbox's made possible by a generous donation of \$19000 from Variety (the Children's Charity) combined with funds from Havenlee P&C and school funds. This completes our goal of having one in every classroom.

To ensure the continued progress of technology and technical support within our school, Vanessa Seymour has taken on the task of learning new skills from Patrick who has years of experience in the field, this has proved an invaluable asset to the school.

Play Skills Program

Every day during recess and lunch times, the play skills SLSO interacts with students who need additional support on the playground. Teachers have designed the program to focus on social skills, play skills and managing behaviour. Students are learning examples, as staff model how to talk respectfully to other staff and students, initiate and hold conversations, and maintain friendships. Students are learning to take turns, wait their turn, share equipment, be responsible with equipment and follow game rules safely. With support and advice from play skills SLSOs, students are developing and practicing the skills to manage their own behaviour, especially when feeling frustrated.

Many primary and secondary students are benefitting from the program in the fun environment of the playground. Through the NDIS, outside community agencies are able to supplement play skills goals for students.

We sincerely thank the Havenlee P&C, who finance this valuable and much enjoyed program. They provide \$27 778 to employ a SLSO for 3:00 hours per day, 5 days a week.

Sensory rooms/areas (eg: The Jungle room, Wilson retreat, Sensory garden, Sensory room)

At the start of Term 4, Havenlee School opened a new sensory space for all students. This jungle themed room was made with the generous donations from Bunnings Warehouse and Kmart. The space has been designed to engage the students' senses and help stimulate individual development. The room has a range of stimuli on its two sensory boards which include touch switch lights, auditory buttons which creates animal sounds and songs, sensory materials, mirrors and moving objects. The room has a quiet corner with chairs and giant bean bags, a ball pit, teepee, mini trampoline and is filled with aesthetically pleasing jungle visuals, vines and plants. Student feedback and involvement conveyed its instant success within the teachers programming. We wish to continue enhancing this space as a learning centre.

As well as our new sensory space, the classes at Havenlee School continue to use our sensory room in home base 1. This space is used for relaxation, choices and as a stimulating environment for students to explore their senses.

Apart from the classrooms are our two outdoor learning areas, the Wilson Retreat and the Sensory Garden. This year, the Wilson retreat has been exhibiting music during play breaks in the Western Playground for dancing and relaxation. This area has been used to accommodate a range of activities such as blocks, dress ups and other toys to stimulate the students during outdoor play. This encourages students to play, build friendships and allows them to explore.

The Sensory Garden is used twice daily during outdoor play. Individual classes have been growing strawberries, beans and mint which are tended to during class time and work crews. Our outdoor classroom allows students to show their creative side when using the whiteboard or chalkboard. The water feature has been maintained to create a calming ambience and the sensory materials within the garden engage all our students in this positive learning space.

Premier Sporting Challenge

All students participated in the Premier Sporting Challenge. This involved organising, monitoring and recording all physical activity for students. Activities included sport, PE, Hydrotherapy, standing, walking in walkers and other physical exercise. Participation in the Premier Sporting Challenge resulted in the school receiving \$1457. The money contributed to purchasing new sports equipment and helped fund student's

participation in Dance Festival.

Dance Festival

Havenlee School and North Nowra Public School participated in the South Coast Public Schools Dance Festival, held at the Illawarra Performing Arts Centre (IPAC). This year the school committee extended the invitation to Havenlee students from stages 1–3. This extracurricular activity offers students quality dance instruction and creative expression in a supportive environment. Students progress to performing on stage where the community, parents and family members see them excel in a community event among their peers. The program would not be possible without the support of parents, school staff who volunteer their time, school transport staff, Premier Sporting Challenge funds and the enthusiasm of Havenlee students.

Work Experience

Work experience at Havenlee School focuses on the needs of the school leavers as well as other senior students. It provides access and information to local service providers. This year there was only one school leaver, so out of school work experience was offered to years 10, 11 and 12. Three services were accessed on Fridays each week with a year 10 student participating in a gardening program over two terms on Wednesdays. Post school service providers included Flagstaff, Essential Services, House with No Steps and Life Without Barriers.

Senior students visited the 2017 Disability Expo and took the time to meet and chat with a wider range of services and education/training providers. They took home information on relevant programs available in the Nowra area.

With the introduction of NDIS, 2018 will see a variety of changes to the work experience program. However, Havenlee will continue to provide a program to suit the individual needs of all students including those of indigenous backgrounds.