

# Havenlee School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

Havenlee School is successful because of the ongoing support of its staff, parents, volunteers and local community. I would like to mention and thank the following people/ organisations for their tireless dedication to the school:

- Culburra Patch' n' Chat for making another beautiful quilt to raffle.

Those who have helped our students with Work Experience including:

- Essential Personnel
- Flagstaff
- Greenacres
- Life Without Barriers
- Taste of Paradise

Those wonderful bus drivers and ATSOs from the Havenlee Bus Company who help transport Havenlee students to and from school each day

Those organisations who have supported us financially including:

- Berry Rotary
- Bomaderry RSL
- Bomaderry RSL sub branch
- Bomaderry Bowling Club
- Bunnings
- Remos Bakery Callala Bay
- Tapatallee Honey

And last but no means least those who are also invaluable to the success of Havenlee School such as

- Our local AECG
- Uncle Tom for helping out with Welcome to Country
- Our ongoing relationship with North Nowra Public School
- All our fabulous Havenlee staff
- Our wonderful Volunteers eg Hydro volunteers, Rob ( Music with Rob), Sue (Scripture teacher), Kay who helps in the Hydrotherapy program, classroom and with the morning teas
- Parents, families and carers

Katrina Eyland

Principal Havenlee School

### Message from the school community

## Presidents Report for 2019

Throughout 2019 Havenlee P&C Committee continued with our long-term strategic plan for the expansion and continued success of our Transport Business, this includes continued preparation to deliver services within the NDIS model for 2021 and for the hiring out of our buses to NDIS and other local organisations at a market rental value in 2020.

In order to maintain our business, we continue to supply a high quality of care and safety for students on our buses with professional learning being delivered to our transport staff which includes our usual Health Care and Child Protection training and we then put our focus on upskilling staff with Strategies to Manage Difficult Behaviours.

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 2019 exceeded \$170,000. Programs we supported were the Play Skills and Behaviour Program (\$29,400), 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 (\$2,500) where some of these skills are practised.

The major priority for our financial support remained the Hydrotherapy Program (\$85,808). 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 Aus Swim teaching staff and supported by our volunteers.

We also funded what is known as "floating SLSO's" for both the West Wing and BER areas, a total of 5.5 hours per day for 5 days per week (\$53,900), 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 (\$1,800)

Our closing event for 2019 was our annual Christmas lights tour which proved to be a fabulous success. With volunteer drivers, our P&C committee members, parents and students, we loaded 3 of our buses and toured the bright lights of Worrigee, South Nowra, Bomaderry, Central Nowra and North Nowra. Everybody enjoyed their Christmas goodies and each other's company as we drove around singing Christmas carols.

Our vehicles have also been made available to help our wider community with Shoalhaven Tutorial Centre, North Nowra Primary, Vincentia High, St John's Catholic School and Illaroo Road School all using our vehicles to assist their students to attend special excursions and activities.

I would like to take a moment to personally thank our amazing office managers Kim Bowers and Lisa Byrnes for all their hard work and organisation throughout the year, I really don't think even I know all that they do for us, but I do know we could not operate without them. I also give my sincere thanks to the bus committee, Katrina Eyland, Kim Bowers, Mal Davis & Vanessa Seymour 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.

My thanks also go out to all of our P&C Committee members and school staff for all their hard work and support, in particular Havenlee School Administration Manager, Amanda McAlister, who manages to run a professional office area with the constant disruptions caused by our business operations.

We as a P&C 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. Have a great 2020 everybody!

Patrick O'Keeffe

P&C President

## Message from the students

Our school leaders have enjoyed their many activities at school this year.

The two students who attended Nowra TAFE this year to complete a Pathways to Workskills – Hospitality course especially loved learning to cook new things and meeting other people.

Several students went on taster days to Flagstaff, Essential and Greenacres. Their favourite activities were making clocks, cooking pizzas, bowling, beading and completing a mosaic for our school.

Other highlights were:

- Doing shredding because it is my favourite job.
- I liked doing jobs like the gates and making the beeswax wraps.
- Swimming, gymnastics, Havenlee Cafe and School to Work jobs like looking after the worms and delivering the worm wee
- Camp was fun
- We went to the Remembrance Day ceremony and lay wreaths

## 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 on the traditional land of the Wodi Wodi people 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 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. 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 school plan and annual report.

Our self-assessment 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Learning: Learning for Living

### Purpose

To promote a holistic, life long 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.

### Improvement Measures

#### Personal Development/ Child Protection Framework

There is a strategic and planned approach to develop whole school Personal Development and child protection wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

#### Health Care and Management Plans

All students have relevant up-to-date Health Care and/or Physical Management Plans. Partnerships with parents and students support clear improvement aims and planning for learning.

### Overall summary of progress

#### Health Care and Physical Management Plans

After identifying the need to have more detailed Health Care and Physical Management Plans we designed new templates and checklists. Staff were then presented with the new proformas during staff meetings. Teachers consulted with parents and carers on individual student Health Care and Physical Management needs for 2019 during PLP meetings. The information provided by parents and carers was collated and written up on the new HCP & PMP templates. Office staff updated relevant medical information for ERN and EBS4 with all parents and carers who came to the PLP meetings.

We had positive feedback from Shoalhaven District Memorial Hospital and the local Ambulance service on how relevant the information we provided was when a student required urgent medical treatment.

Our goal for 2019 was to ensure that 50% of our students had their Health Care and Physical Management Plans on the updated templates. We have exceeded this goal. Next year we will have 100% of our student's Health Care and Physical Management Plans on the new templates. This will provide us with detailed, relevant and current information to manage the individual needs of our students.

#### Personal Development/ Child Protection Framework

Two key goals for 2019 were the development of a whole school Personal Development Scope and Sequence and Havenlee staff Child Protection training. All staff received Child Protection Training in the form of a powerpoint and brief presentation. Signage was created and distributed throughout the school to reinforce the Child Protection key points. Due to the new PDHPE syllabus being released, the development of the whole school Scope and Sequence was brought forward for implementation for semester two, 2019. Staff surveys were also conducted to understand teacher requirements and challenges when teaching Personal Development lessons.

### Progress towards achieving improvement measures

#### Process 1: Personal Development/ Child Protection Framework

Develop a whole school, personal development scope and sequence, that includes culturally specific content and delivery of Men's and Women's Business to Indigenous students. Introduce child protection training package which reflects best practice in students with disabilities.

Evaluation	Funds Expended (Resources)
The Havenlee Personal Development committee has been meeting twice a term to implement a whole school approach to personal development	Staff feedback

## Progress towards achieving improvement measures

education for the years K–12. A Child Protection refresher was presented during a staff meeting to all current and new staff to reinforce the purpose and outcomes of child protection practices specific to Havenlee students.

All child protection signage was assessed for appropriate placement in all personal care areas. Due to the release of the new (2018) PDHPE syllabus, a draft two year, K–12 Scope and Sequence was proposed for trial during semester two 2019 to replace the outgoing syllabus and related Havenlee Scope and Sequence. Key topics for the Scope and Sequence were selected from the stage foundation statements and included emotions, rights and responsibilities, growth and change, identity and seeking help. Two unfilled vacancy staff days were utilised to draft the Whole School Personal Development Scope and Sequence programme. After re-evaluation of the draft an additional two unfilled vacancy staff days were used to add online safety and substance abuse to the seniors Scope and Sequence, with amendments to reporting outcomes to ensure an even reporting scope of the teaching topics. The amended Scope and Sequence was compiled and placed onto the school server and in a hard copy folder, located in the front office with other school Scope and Sequence folders. Staff were asked to share their personal development resources and these were placed on the school server and a hard copy in the Personal Development folder. A staff survey was conducted to evaluate staff knowledge and challenges to teaching personal development at Havenlee. Most teachers responded that they were very confident in teaching personal development content, however it was highlighted by the majority of teachers that locating appropriate resources was a challenge to teaching the subjects. A proposal to plan streamed personal development lessons in 2020 was well received with all staff indicating they would like to trial the proposal. The resulting focus for 2020 will be locating and sharing appropriate resources for the whole Scope and Sequence, including approaching services such as NSW Family Planning and cultural advice from Cullunghutti and Waminda Aboriginal Services. Scope and Sequence overviews, survey results and annotations are attached to SPaRO at end of term two and the mid-term four milestone evaluations.

## Process 2: Health Care and Management Plans

Review and Design universal Health Care and Physical/ Behaviour Management plan templates to adjust for individual students across the whole school

Evaluation	Funds Expended (Resources)
<p>After identifying the need to have more detailed Health Care and Physical Management Plans we designed new templates and checklists. Staff were then presented with the new proformas during staff meetings. Teachers consulted with parents and carers on individual student Health Care and Physical Management needs for 2019 during PLP meetings. The information provided by parents and carers was collated and written up on the new HCP &amp; PMP templates. Office staff updated relevant medical information for ERN and EBS4 with all parents and carers who came to the PLP meetings.</p> <p>We had positive feedback from Shoalhaven District Memorial Hospital and the local Ambulance service on how relevant the information we provided was when a student required urgent medical treatment.</p> <p>Our goal for 2019 was to ensure that 50% of our students had their Health Care and Physical Management Plans on the updated templates. We have exceeded this goal (60%). Next year we will have 100% of our student's Health Care and Physical Management Plans on the new templates. This will provide us with detailed, relevant and current information to manage the individual needs of our students.</p> <p>See attachment of summary of survey in milestones.</p>	<p>Staff meeting</p>



### Personal Development/ Child Protection Framework

A proposal to plan streamed personal development lessons in 2020 was well received with all staff indicating they would like to trial the proposal. The resulting focus for 2020 will be locating and sharing appropriate resources for the whole Scope and Sequence, including approaching services such as NSW Family Planning and cultural advice from Cullunghutti and Waminda Aboriginal Services.

### Health Care and Management Plans

A refresher is planned for the first Staff Development Day in Term 1 so the new templates will be used in the PLP meetings held during Term 1.

All new students will have their HCP and PMP written up and signed by parents and carers using the new templates. A survey of parents and carers will be conducted to get feedback on our knowledge and understanding of their child's health and physical management needs.

By the end of 2020, 100% of our students have current HCP and/or PMP and cover page that are suitable to be used and adjusted for every student.



## Strategic Direction 2

Teaching: Teaching skills for life

### 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.

### Improvement Measures

#### SWANs Tool (Literacy and Numeracy)

Students' assessment data is regularly used school wide to identify student achievements and progress, in order to reflect teaching effectiveness and inform future directions.

#### Whole School Scope & Sequence

All lessons across all subjects are systematically planned as part of a coherent program that has been collaboratively designed.

### Overall summary of progress

#### SWANs Tool (Literacy and Numeracy)

SWANs assessments were completed in Terms 1 and 3 in the domains of Literacy, Communication and Numeracy. These were then used to inform programming and to make adjustments and accommodations for individual students. A survey completed by staff indicated that several teachers also use information from the SWANs reports when compiling application and effort comments in half yearly and yearly student reports.

#### Whole School Scope and Sequence

Teachers were able to access the new whole school scope and sequence by the end of term. Teachers were given individual class planning folders which contained – where to find planning documents, how to meet NESA requirements for hours of teaching, what to teach and when. These folders were well received by executive and teaching staff.

### Progress towards achieving improvement measures

#### Process 1: SWANs Tool (Literacy and Numeracy)

Implement the SWANs assessment tool across the school and assess each student (Aboriginal and non-Aboriginal) in Literacy and Numeracy once per semester.

Evaluation	Funds Expended (Resources)
<p>The literacy committee has consolidated the 4 Blocks of Literacy program and SWANs (Students With Additional Needs) online assessment tool this year. Teachers attended an in-school 4 Blocks and SWANs in-service at the start of the year, which was well attended. The SWANs tool allows for comparison of results from 3 different semesters, therefore teachers can track student achievement levels which assists in classroom assessments and planning for future learning activities.</p> <p>Teachers completed a 4 Blocks and SWANs survey which provided valuable insights that will inform 2020 planning. Since the middle of the year several temporary and casual teachers have started at Havenlee. Responses from the surveys indicated that we need to in-service staff at the beginning of 2020, especially new teachers, so that everyone is up to date with both programs. Teachers indicated that the SWANs tool is valuable and easy to use. Many teachers are using the reports to inform their classroom programs, in particular differentiated learning activities. The majority of teachers specified that they have a good understanding of the 4 Blocks program and</p>	<p>1 x unfilled vacancy (teacher day)</p> <p>1 year subscription to SWANs – \$297.00</p> <p>SWANs website – <a href="http://www.arc-ots.com/swans/login_indpt.php">http://www.arc-ots.com/swans/login_indpt.php</a></p>

## Progress towards achieving improvement measures

most would like regular refresher sessions.

Instead of compiling hardcopy literacy folders for each class, the committee decided it would be more time efficient to compile a literacy folder on the server for teachers to access and add to. Responses from a teacher survey about literacy resources informed what went into the folder, eg. 4 Blocks, Ants in the Apple, websites, sight words etc. Teachers were informed at a staff meeting of the location on the server of the folder and invited to add resources for everyone to share. Next year the committee will compile a Numeracy folder on the server to be used in the same manner. The school literacy policy also needs reviewing to reflect the new programs implemented during the past few years –this will be looked at in 2020. The electronic Literacy folder will benefit all staff, in particular new staff unfamiliar with the programs, to ensure consistency across the school.

### Process 2: Whole School Scope and Sequence

Havenlee School will develop an ten class scope and sequence for electives and integrated units, reflecting new NESA syllabus requirements and scaffolding an engaging and challenging program.

Evaluation	Funds Expended (Resources)
Resources including templates, scope and sequence, assessment and reporting grids are now on the server (with directory included in folder). Folders – both hard copies and on the server are complete and ready for 2020. These will be distributed at SDD the end of term. Teachers are enthusiastic about new scope and sequence topics and looking forward to ease of planning with templates and resources readily available. See attached results of scope and sequence survey in milestones.	paper copies of scope and sequences  math syllabus  time for presentation/ consultation at staff meeting/SDD

## Next Steps

### SWANS Tool (Literacy and Numeracy)

Moving forward into 2020, new procedures will be put into place so that there is a clear link between SWANS assessments, PLP/IEP goals, programs and student reports. We are also planning to in-service new teachers on how to access SWANS, which assessments to complete and how to utilise them in the above mentioned ways. Next year the committee will compile a Numeracy folder on the server to be used in the same manner. The school literacy policy also needs reviewing to reflect the new programs implemented during the past few years –this will be looked at in 2020. The electronic Literacy folder will benefit all staff, in particular new staff unfamiliar with the programs, to ensure consistency across the school.

### Whole School Scope and Sequence

This year in 2020 the scope and sequence committee are looking towards making any amendments to the new scope and sequence that result from teacher discussion and feedback, creating a bank of user friendly student outcome descriptors which reflect subject content, skills for living and pre-best start indicators of learning.



## Strategic Direction 3

Leadership: Sustaining and Improving

### 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.

### Improvement Measures

#### School Wellbeing

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and staff wellbeing.

### Overall summary of progress

Staff benefitted from participating in Youth Mental Health First Aid training with knowledge and understanding improving practice to help students. Implementation of all staff including one Wellbeing goal in their Personal Development Plan was achieved with favourable feedback. Wellbeing meetings continued twice a term to plan for Wellbeing Week activities including one off-site trip on a weekend attended by many staff. Flourish meetings proved difficult during class time and adjustments have been made for 2020 in next steps. Online resources for staff were shared including Beyond Blue's "BeYou" and the Department of Education's "Being Well". Harmony Day and R U OK? Day were recognised across the school. The Redbank Wellbeing Conference was attended by two staff.

### Progress towards achieving improvement measures

#### Process 1: School Wellbeing

Design a framework to improve performance and support staff wellbeing.

Train staff to implement 1 wellbeing goal in PDP's for every staff member.

Evaluation	Funds Expended (Resources)
<p>Feedback from staff suggested the Flourish program was difficult to participate in during class times due to work commitments and duties. See next steps below.</p> <p>Wellbeing week activities were well received by staff and will continue in 2020.</p> <p>All staff have implemented and reviewed their PDP wellbeing goals. The feedback from staff was positive and impactful to their own wellbeing.</p> <p>Due to the Wellbeing Committee co-ordinator sustaining an injury, some wellbeing activities and plans were disrupted in Terms 2 and 3.</p> <p>Staff participated in the Redbank conference and gained insight into anxiety and strategies to assist students as well as knowledge and understanding of brain function and trauma.</p>	<p>4 x unfilled vacancy for the year</p>

### Next Steps

The plan for 2020 is for all staff to continue including a Wellbeing goal in Personal Development Plan's (PDP's). Due to the difficulty implementing the Flourish program during school hours at lunch, the remaining Flourish modules will be delivered during a staff development day in 2020. Wellbeing week activities, R U OK? Day and Harmony Day activities will continue. The Childhood Trauma pilot training program, Modules Two and Three will be delivered in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO (FTE 0.65): \$40 019</p> <p>Teaching Resources: \$695.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$40 714.00)</li> </ul>	<p>Extra SLSO time each day to support Aboriginal students across the school with Literacy, Communication, numeracy, behaviour support, feeding, toileting, standing, medications etc.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS 0.16 FTE \$17 075</p> <p>PDP Peer Observations (17.5 casual relief days)</p> <p>WHS (x5 casual relief days):</p> <p>PLPs (10 casual relief days):</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$17 075.00)</li> </ul>	<p>PDP Peer Observations: Teachers were given the opportunity in Term 1 and 4 to observe their peers as part of working towards their PDP goals. QTSS funding pays for 17.5 days of casual costs to release teachers for peer observations and time to participate in reflective practice.</p> <p>WHS: There are several WHS compliance requirements for the Department of Education. QTSS funding paid for 5 casual days to release an AP to complete the WHS compliance requirements</p> <p>PLPs: PLP meetings were 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 days to replace classroom teachers to attend PLP meetings for students across the school.</p>
<b>Socio-economic background</b>	<p>PSFP Teacher (FTE 0.1): 0.056 FTE (20.5 casual relief days): \$10 672.00</p> <p>SLSOs (FTE 1.51): \$92 285.32</p> <p>PBL: \$400</p> <p>Maintenance: \$16 221.00 (rolled over from 2018)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$119 578.32)</li> </ul>	<p>This year:</p> <p>PSFP Teacher was used as unfilled vacancies to fund replacing teachers during Semester 1 and Semester 2 for all students' PLP meetings . Plus to release staff in committees working toward their programs of Scope and Sequence and Literacy, Numeracy and Technology within the school plan.</p> <p>SLSOs: Extra SLSO time each day to support students across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc.</p> <p>PBL incidental resources: postage, PBL excursions –Term 4 PBL outing: Booderee National Park etc</p> <p>maintenance: funding used to maintain, repair, and upgrade buildings, grounds and equipment</p>
<b>Support for beginning teachers</b>	<p>\$5000 KJ</p> <p>\$8650 DH</p> <p>\$749 courses</p> <p>KR \$14 130</p>	<p>One teacher went on maternity leave so her allocation of money will roll over for when she returns.</p> <p>In terms 2–3 two beginning teachers were given one day off class a week to help them with their programming, accreditation and enabled mentoring and coaching time with their supervisors.</p>



<b>Support for beginning teachers</b>	<p>\$5000 KJ</p> <p>\$8650 DH</p> <p>\$749 courses</p> <p>KR \$14 130</p>	<p>One teacher handed in her accreditation at the end of Term 3.</p> <p>In term 4 one beginning teacher was given one day off class a week to help her with her programming, accreditation and enabled mentoring and coaching time with her supervisors.</p> <p>KR attended the local HSIE Initiative training which was a result of the collaboration between local Aboriginal community members and Northern Shoalhaven schools to embed local Aboriginal perspectives into our HSIE programs.</p> <p>She has also been making connections with local Aboriginal Education Officers at Bomaderry Public School and looking at all the ways they work with Aboriginal students at their school.</p>
<b>SSP Supplementary Funding</b>	<p>–</p>	<p>starts in 2020</p>
<b>Positive Behaviour for Learning</b>	<p>Term 1– 1x unfilled vacancy for coach to attend network meeting \$500, 2x unfilled vacancies for 2 staff to do Reload training \$800</p> <p>Term 2– 2 x unfilled vacancies (1 teacher, 1 SLSO) for Internal Coach to train another member of PBL team to access data reports in EBS4 \$800, 1 x unfilled vacancies for staff to work on resources to support scope and sequence \$500, 1 x unfilled vacancy for Internal Coach to attend Network Meeting \$500</p> <p>Term 3– 1 x unfilled vacancy– Internal Coach to attend Network Meeting \$500</p> <p>Term 4– 1 x unfilled vacancy for Internal Coach to work with External Coach (SET) \$500, 2 x days for planning \$1000, 1 x unfilled vacancy for Internal Coach to attend Network Meeting. \$500</p> <p>RAP award outings– Term 1 \$85.00 Husky movies, Term 2 \$45.45 Gym, Term 3 \$37.72 Spider park, Term 4 Booderee National Park \$40</p> <p>Total spent– \$5,808.17</p> <p><b>Funding Sources:</b></p>	<p>The Havenlee PBL committee has been meeting twice a term and have been implementing new programs to improve positive student outcomes during 2019. The Internal Coach attended coach network meetings every term to collaborate with regional PBL leaders, which then informs our school committee. The Positive and negative consequences behaviour charts were distributed to families in PLP meetings and were also mentioned in the newsletter. They will be added to the website in 2020. The Data manager prepared weekly behaviour reports to discuss at staff meetings. It was decided by staff feedback positive behaviour stories e.g. star students would be shared at Well-being meetings. The signage in the Western playground was damaged by the sun and was replaced with the signs above the pool as the Eastern playground had two lots of signage. Reports reflected the three PBL values of safe, responsible and respectful. Members of the PBL team worked on developing resources to support the PBL Scope and Sequence. They were implemented in classrooms and staff completed a survey to give the PBL team some feedback about how effective the resources were. The results were collated and attached to SPaRO. The Internal Coach and another member of the PBL team developed a document on extracting behaviour reports from EBS4. Two PBL members attended the reload training this year. The (Self-Assessment Survey) and the SET (Self Evaluation Tool) were conducted this year. Havenlee School scored 99.1% in the SET. The results indicated developing an induction process for new students/ families. In 2020 the PBL team will be updating the school brochure. The SAS and SET also indicated revisiting the whole school acknowledgement system to ensure that all students access the celebration for their</p>

<b>Positive Behaviour for Learning</b>	<ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>contribution to a positive school environment through the collection of free and frequents. A focus for 2020 is to provide documentation of the whole school rewards and linking it to PBL. The SET indicated staff needing ongoing support and training on how to enter data accurately on EBS4 and understanding form and function of behaviour. In the 2020 plan the PBL team will provide small visual prompt cards near computer stations. The Students continue to work towards earning RAP awards to join the Principal on the end of term excursions. RAP award outings included Gymnastics, Movies, Huskisson Spider Park and Culburra Skate Park. The PBL committee will continue to support student well-being in 2020.</p>
<b>Communication Program</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• communication program (\$6 972.00)</li> </ul>	<p>The Communication Program and Assistive Technology Program is running smoothly to the benefit of all students. Two SLSOs maintain all the equipment needed, including iPads, Proloquo2Go, assistive technology and the Meraki cache server.</p> <p>Teachers and most SLSOs have received in-service <i>Proloquo2Go</i> refresher training throughout the year, ensuring the application is being used to its full potential. Online resources were also provided to all staff. These training sessions provided the opportunity for teachers and SLSOs to share ideas and resources of how they use the iPads and apps in their teaching and learning programs.</p> <p>Identified students have individual profiles on <i>Proloquo2Go</i> allowing for expressive communication such as; choice-making, greetings, requesting and completing work tasks. Assistive technology resources were purchased to develop student's concept of cause and effect. The switch interface for household appliances has allowed all students to be involved in vocational education programs.</p> <p>In the Term 2 school holidays a new PA system was installed. This is used as a bell system (beginning and end of the day, beginning and end of recess and lunch playtimes) and for music on the playground at recess and lunch. Several bell sounds were initially trialed to gauge what was most effective. Feedback on the new system was gathered in Term 4.</p> <p>Each class has had 5 iPads this year to use for communication and other learning programs. In Term 4 two laptops were set up in the staffroom for teachers to use at training courses, conferences or when working from home. New computers were also installed for use by the executive and administrative staff in Term 4. This then allowed the computers that teachers use in the staffroom for RFF to be upgraded. We now have all classrooms, offices and the staffroom running at maximum</p>



<b>Communication Program</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• communication program (\$6 972.00)</li> </ul>	<p>efficiency to enable us to deliver the best resources and learning experiences for our students.</p> <p>This year a green screen app was purchased and installed on class iPads. Several classes are utilising it for their item for the end of year presentation assembly. The SWANS/Communication committee may look at running an inservice about the app and it's use next year for staff.</p> <p>The technology committee combined with the communication program this year to streamline priorities and resources. This proved to be a successful merger and will continue into 2020.</p>
<b>Hydrotherapy Program</b>	<p>2 x SLSO. 1 x accredited AUSTSWIM teacher.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• hydrotherapy program (\$85 807.81)</li> </ul>	<p>The new early stage one to stage five Hydrotherapy outcomes from the current PDHPE syllabus were put into practice and used this year. Students were assessed using appropriate AUSTSWIM descriptors against stage appropriate NESA outcomes. Student reports will reflect these changes.</p> <p>A new change table and wet area chair were purchased and installed this year. Staff and students are very happy with the new additions to the pool area. Thankyou to the Havenlee P&amp;C and Havenlee school for providing the funds for these.</p> <p>As part of ongoing professional learning Julia became qualified as an AUSTSWIM assessor this year, and Deanne and Sue were successful in becoming qualified AUSTSWIM instructors. Havenlee is very fortunate to now have 5 AUSTSWIM trained teachers on staff. Also as part of teacher PDP's, other teaching staff were able to observe hydrotherapy lessons and assist in the pool in a volunteer capacity.</p> <p>The Havenlee P&amp;C have applied for a grant to upgrade the pool and pool area in 2020. Depending on the outcome of the grant application, work will be carried out in stages across next year.</p> <p>The hydrotherapy program continues to run with the generous support from our wonderful volunteers and the Havenlee P &amp; C who provide funds for staffing and equipment. A big thankyou for their ongoing time and commitment to our students in the pool. The responses to a parent survey that was distributed to our families this year was overwhelmingly positive regarding the impact and benefits of hydrotherapy for their children.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	29	37	42	41
Girls	21	19	19	21

### 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)	8.1
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

### Teaching qualifications

Havenlee School has a staffing allocation of 25 and a head count of 41. Most of these positions are filled permanently, with a few temporary positions as there a number of staff on maternity leave and one seconded to higher duties at another school. The staff have a range of experience working in special education however the majority have a significant experience (>10 years). There is very little staff turnover for both teachers and SASS. Teaching staff are highly skilled with 10 holding additional post graduate degrees. All staff, teachers, SLSOs and SASSs regardless of temporary, casual, or permanent status have access to high quality professional learning opportunities.

## Professional Learning

All staff members are closely involved with school improvement projects as outlined in the current school plan. Staff members have both formal and informal professional development conversations with supervisors as well as a detailed professional development plan, which references the professional teaching standards. The development of purposeful leadership roles are a feature of the school, with staff teams led by teachers. Each assuming ownership for implementing a whole– school project.

Every year at Havenlee School, the staff (both teaching and non teaching) are involved in a variety of professional learning activities. These are directly linked to either the Havenlee School Plan or are Department of Education mandatory courses. Professional Development occurs during the 5 scheduled Staff Development Days, at after school meetings, various department of Education registered courses or at conferences. In 2019 the following mandatory courses were completed:

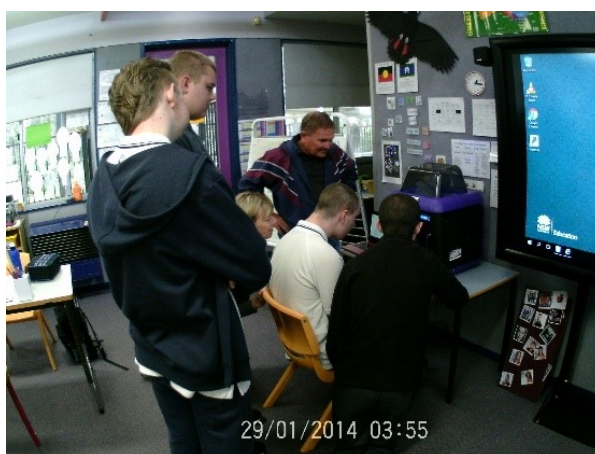
- Anaphylaxis and CPR training
- Code of Conduct training
- Child protection training
- Health Care Procedures
- Corruption prevention
- e–Emergency care

Other Professional Development included:

- Suctioning, Tube Feeding & Midazolam Training
- SEPLA Special Education Conference
- Administration of Prescribed medication
- WHS evacuation procedure training
- PBL
- Manual Handling
- Infection Control
- Mental Health First Aid

## Accreditation

One Teacher submitted their accreditation package and the end of 2019.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	267,741
<b>Revenue</b>	3,213,577
Appropriation	2,850,754
Sale of Goods and Services	-565
Grants and contributions	361,295
Investment income	2,092
<b>Expenses</b>	-2,977,580
Employee related	-2,848,505
Operating expenses	-129,075
<b>Surplus / deficit for the year</b>	235,997

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,914,335
<b>Equity Total</b>	142,956
Equity - Aboriginal	40,419
Equity - Socio-economic	102,538
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	568,398
Base - Per Capita	31,395
Base - Location	1,894
Base - Other	535,109
<b>Other Total</b>	100,430
<b>Grand Total</b>	2,726,118

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

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, expertise and insight to their child's needs and wants.

At the end of each year the staff complete an evaluation of the year, expressing highlights and suggestions for improvements. Highlights of 2019 for staff included; whole school activities such as Disco, Dance Festival, Havenlee's Got Talent and NAIDOC Week. The staff overwhelmingly said that the split playgrounds timetable was an improvement for student and staff welfare and having the outside gym area was an asset.







# 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

At Havenlee we constantly strive to embed an Aboriginal perspective in our teaching and learning.

Examples of how we achieve this are by:

- 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 and Apology in our foyer.
- Celebrate NAIDOC with local elders and Aboriginal students from local high schools. Our theme for the cooking competition was "Wombat Stew" with a diverse range of creations.
- Inviting local elders to our school for assemblies and events.
- Attending and hosting local AECG meetings.
- Providing a Yarn Up newsletter to our parents and on our website.
- Decorating our school with Aboriginal artwork and murals.
- Every class program has Aboriginal resources and information included in lessons.

## Anti-Racism Policy

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Once again in 2019, Havenlee School acknowledged and celebrated Harmony Day. Students and staff were invited to wear orange, the colour of harmony. Teachers were provided with a resource pack consisting of art activities, worksheets and room displays. On the day individual classes took part in activities in their classrooms.

At Havenlee School multicultural education is taught and learnt in a variety of ways. In many units of work, across a number of Key Learning Areas, students learn about other countries – their cultures, their histories and their traditions (eg: In Paperbark in Term 3 the students were immersed in the French culture. They learnt French words, painted famous landmarks, listened to music and cooked and ate French food).

## Other School Programs (optional)

## **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.

Most classes have an in-class industry keeping students and staff happy with smoothies, sausage sandwiches, chocolate balls, rocky road, chicken wraps, chicken nuggets, chips and milkshakes.

Our Year 10 –12 School to Work students have been busily maintaining worm cafes and collecting the worm wee and castings to deliver each Wednesday afternoon. They have also been making beeswax wraps which are selling very successfully and are in huge demand.

Some of our Year 11 and Year 12 students attended work experience tasters at Essential, Greenacres, Life Without Barriers and Flagstaff.

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

## **School Camp**

In Term 2 2019 the bi-annual senior school camp was held at Berry Sport and Recreation Centre. Over two days 22 students participated in a range of activities such as the giant swing, archery, damper making on a campfire and indoor rock climbing. At the end of the second day firefighters from Berry Fire and Rescue brought the fire truck to the centre. They talked about fire safety, explained about the equipment that is on the truck and invited the students to sit in and explore the truck. The students took turns to operate the fire hoses, spraying water in the surrounding paddocks.

All students who attended the camp were safe, responsible and respectful. The students were supported by Havenlee staff, Berry Sport and Recreation staff and several parents, carers and support workers. It was pleasing to see so many students try new things and step outside of their comfort zones. The smiles and laughter that resonated from everyone over the two days highlighted the success of the camp – we all look forward to more of these experiences in the future.

## **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 (teacher or 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.

This year the school had access to a 3D printer. During the week some Playskills timeslots were allocated to using the printer with some of the senior male students who were not on the playground for various reasons.

The Playskills program was reviewed at the end of each term at a staff meeting. Staff were invited to give any feedback on the program – identified students, resources, locations etc. This feedback was then used to make any changes or adjustments that were required.

## **Eco and Anti-Poverty Grant Details**

2019 was a successful year for the Havenlee Grants and Submissions Committee. The school received \$3500 from the NSW Environmental Trusts Eco Schools Grant Program to construct a vertical garden wall consisting of native plants and herbs for catering, in the sensory garden. The school also received \$1000 from the Shoalhaven Anti-Poverty Committee Prospering Community Project Fund to purchase equipment to establish the school Fruit Munch and Crunch Program. Funds were utilised to purchase disability catering and eating aids, plastic storage containers and extra serving plates. Students are now able to independently peel and slice their own fruit using specific safety knives and peelers. The catering classes and students who attend TAFE catering courses have used the safety chef knives for catering and preparing some of the fruit for classes. The fruit has been funded from Live Life Well. Reports from parents, staff and students enjoying the fruit have been very positive and the committee will be endeavour to source additional funds to support the fruit program for 2020.

