

2022 Annual Report

Havenlee School



5698

Introduction

The Annual Report for 2022 is provided to the community of Havenlee School as an account of the school's operations and achievements throughout the year.

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

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Message from the school community

Presidents Report

With COVID still in the community this was another difficult year for NSW Schools, quite often even more difficult for an SSP such as Havenlee. Our regular financial supporters continued to find themselves unable to run their usual fundraising activities, leaving them with no funds to distribute. To our usual supporters, we remain loyal and grateful for all the assistance we have received over the years.

A few of the organisations to support us over the years have been Variety the Children's Charity, Viola Mulwarre Foundation, Shoalhaven Kids in Need, Bomaderry RSL Club, Bomaderry RSL Sub Branch, Bomaderry RSL Fishing Club, Greenwell Point Fishing Club, Shoalhaven Country Women's Association, HMAS Creswell Golf Club, National Servicemen's Association of Australia, Hands Across Australia Incorporated, The Grand Chapter of Masonicare, Nowra Electra Chapters #181 and #193 Milton and Nowra and the Jervis Bay Branch of Vietnam Vets. Fortunately, throughout this period we were able to continue with our Transport Business, giving us the ability of contributing funds to Havenlee School while continuing to employ local people to transport our students.

We continued our financial support to Havenlee School to help support students' growth with much needed programs to benefit their education and health while preparing them for life after school. Our overall contribution for 2022 was in excess of \$100,000. The major priority for our financial support remained the Hydrotherapy Program. This program continued to offer all our students the opportunity to participate in swimming lessons for our physically capable, lessons in water safety for all, plus physical therapy for our students normally restricted to wheelchairs. Unfortunately, COVID reduced staffing numbers significantly and the school was unable to staff or run the program on several occasions.

Other programs we supported were the Play Skills and Behaviour Program, developed to teach our student's specific skills needed in playing and interacting safely with other students, along with financial support for upkeep of the several sensory areas these skills are practised.

I would like to personally thank our amazing Administration Manager, Adele Henry, for all her hard work and organisation throughout the year, bringing fresh ideas and enthusiasm, doing her very best to help us support students and bus staff. I also give my sincere thanks to the bus committee, Katrina Eyland, 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 made to improve 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 for our bus staff to fulfil their duties in line with school and department expectations.

We as a P&C would like to encourage more parents and community members to join our team and we presently meet twice a term either face-to-face or via Zoom in weeks 3 and 7. Anybody with ideas that will benefit students' education, development and wellbeing are welcome to share them at our meetings. Have a great 2023 everybody!

Patrick O'Keeffe

P&C President

School vision

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

School context

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

Havenlee School is on the traditional land the Yuin Nation. It is a SSP in North Nowra and part of the Northern Shoalhaven Community of Schools. The school consists of 10 classes, years pre-school to year 12 (8 IO/IS & 2 MC). The students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as Autism Spectrum Disorder. Aboriginal students make up approximately 38% of Havenlee School enrolments.

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

Havenlee School is committed to deliver quality education to all students in a safe and stimulating environment. The school has invested heavily in technology and is proactive in the development of interesting, engaging and challenging educational programs, so to include all students regardless of disability.

Havenlee School values the input from a variety of allied health professionals (including those with the NDIS). Through professional collaboration, the school provides an education that values and supports the intellectual, creative, physical and emotional development of each student, develops positive self-concepts and values diversity.

There is a practical Vocational Education Program across the whole school which includes both in-school and out of school work experience programs. The school has close connections with several school replacement programs, TAFE and other organisations in the Nowra area.

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: Havenlee School rates itself as **Sustaining and Growing** on all elements except for Student Performance Measures which we rated as **Delivering**.

Learning Culture: The School has a culture that demonstrates the emphasis on educational aspiration and ongoing performance improvement. The School has identified aspects of, and factors contributing to, the quality of delivery of teaching and learning. All staff have made a commitment to on-going performance improvement through the Performance Development Plan (PDP) process and through professional dialogue and professional development such as with NDIS therapists. All Key Learning Areas (KLAs) from the NSW Board of Studies Syllabus documents are addressed in teacher programs, assessed regularly and reflected in student reports.

The School places a high priority on development, implementation and review of every student's Personal Learning Plan/Pathway (PLP) each year. Effective PLP meetings ensure a collaborative culture targeting the individual learning needs of every student. Student engagement is a priority when planning lessons, as is the explicit teaching of behaviour. The School has identified features of, and elements promoting, the delivery of teaching and learning. Students are taught

to accept responsibility for their own behaviours as appropriate to their age and level of understanding. The Havenlee Hydrotherapy program reflects the value the school places on a positive hydrotherapy learning culture at Havenlee School. It caters for the diverse needs for all students, which reflects our commitment to ongoing performance improvement.

Wellbeing: Havenlee School prides itself on its high priority towards developing the cognitive, emotional, social, physical and spiritual wellbeing of all students so they can connect, succeed, thrive and learn. The PDP process reflects the School's planned approach to support the wellbeing of all students by all staff (teaching and non-teaching) taking responsibility for self-improvement and improved practice. All areas of development are addressed in classroom programs, ensuring that the whole child is focused on and their wellbeing is supported. As a special setting, we ensure that all students' learning is individualised, that relationships between staff and students are strong and that all students are well cared for. Our practices and philosophy about attendance tracking and follow up is primarily to support the welfare of families and individual students. Strong relationships with families are essential to enable the process of updating and informing student Health Care, physical management and behaviour. The Havenlee PLP process provides a framework for staff, family and the community to support the wellbeing domains from the wellbeing framework. Integrating NDIS therapy into PLP goals enables wellbeing to be addressed and supported within classrooms for all students.

The Communication Program has enhanced the capacity for students and teachers to communicate, which in turn has supported the wellbeing of students. The Havenlee School Positive Behaviour for Learning (PBL) framework has been externally assessed as high performing, creating a consistent and positive environment for learning. Through PBL, expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. The School aims to teach students to make the right choices and work towards the PBL values of Respectful, Responsible and Safe. The Havenlee School Hydrotherapy Program and School Swimming Scheme reflect the school's planned approach to wellbeing for all students. The Chaplaincy was a very popular and successful program in enhancing the wellbeing of students at Havenlee School with the aim of supporting positive peer relationships.

Curriculum: Havenlee School has an integrated approach to quality teaching, curriculum planning, delivery and assessment and promotes individualised learning to meet the learning needs of all students. All Havenlee teachers have a cohesive approach to differentiating learning experiences. They assess, report and collect data appropriate to the school context, in order for students to be active participants, develop independence and achieve their full potential. The PLP process provides a framework for a consistent approach to quality teaching, which is responsive to individual students; promoting effective curriculum adjustments to meet every student's education needs. The Whole School Scope and Sequence and class programs demonstrate an integrated approach to all subjects. In literacy, the school effectively uses the Communication Program, the 4 Blocks program and the Students with Additional Needs (SWANs) assessment. Carrying out SWANs assessments has enabled teachers to design and implement successful programs for individual students. PBL creates positive learning environments by developing proactive whole-school systems to define, teach and support appropriate student behaviours. The Havenlee School reports are individualised for each student. Individual indicators in student reports allow for accommodations to be made as needed. Although we regularly review curriculum provision through assessment and refine individual student learning goals, we have recognised through the self-evaluative process, that we need to do more work on tracking and analysing student assessment for future planning to meet the needs of individual students in a longitudinal way.

Assessment: Havenlee School has consistent, school-wide practices for assessment and reporting that are used to monitor, plan and report on student learning across the curriculum. The Havenlee School PLP process provides a forum for reflecting on a student's progress with the family, carers and other agencies, with an opportunity to renegotiate priorities and adjustments. The Communication Program has led to improved teacher capacity in Proloquo (Augmentative communication system using consistent visuals on iPad), which has facilitated the consistency of assessment of student achievement across the school and over time. The School is using the SWANs assessment as a successful tool to use "for learning", "as learning" and "of learning". SWANs assessments provide results that enable us to track and monitor student growth and performance. However, analysing the data collected from SWANs is a complex process as our students often don't learn in a linear fashion- a few students even go backwards due to degeneration of physical disability or complex medical conditions. The School timetables teacher moderation sessions for groups of teachers to compare assessment on SWANs. Teachers are provided with a reporting and assessment schedule at the beginning of each school year that outlines when these are due to executive staff. This ensures that student learning is being regularly planned for, assessed and reported on. However, through our self-analysis process we realise that we need to develop a school-wide assessment template K-12 to support the Whole School Scope and Sequence. In regards to student engagement, the analysis of evidence showed that the school needs to develop visible learning goals so students can be more involved in knowing what they learn and evaluating their goals.

Reporting: Havenlee school reports are personalised, comprehensive and contain clear, detailed specific information about individual student learning. They indicate achievement against a personalised learning program linked to the classroom program. Through the self-evaluation process we recognise that in future, reports also need to include information regarding PLP goals to increase transparency and engagement of dialogue for future goal setting. We also recognise their need to improve how we provide specific feedback to students about what they need to do to achieve growth as a learner.

Student Performance Measures: Our school is limited in this area as we don't have access to NAPLAN, Best Start, Value Add, HAC or other usual external assessments, however, at Havenlee School, students are showing expected growth on internal school performance measures. Students at Havenlee School are all performing against individual programs and goals, identified in collaboration with parents. This is reflected by photographic evidence, observation and student stars being sent home to the parents (postcards). The Communication Program has provided a communication tool for teachers to use for students to demonstrate achievement. Student success is measured through the SWANs assessment tool and semester reports. SWANs assessments have provided teachers with a tool that enables them to view student achievement over time. Student reports are a tool for recording and demonstrating student achievement and performance to the school community. All class programs explicitly document what and how students are assessed and what they have been taught.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: Havenlee School rates itself as **Sustaining and Growing** across all themes.

Effective Classroom Practice: At Havenlee School, all teachers are committed to identifying, understanding and implementing the most effective teaching methods. The staff at Havenlee School are committed to implementing successful teaching practices and there is strong instructional leadership and support to continually improve practice. This has resulted in all students accessing opportunities to learn in a safe environment at their own pace. The Havenlee School PDP process encourages teachers to identify goals in which to facilitate improvement in professional practice and thus enhance student outcomes. There is evidence in the school that showed teachers use information from PDP peer observations in classrooms to inform teacher practice, but it was not clear whether it became an embedded part of the whole school culture where all teachers have adapted their practice.

All classrooms have programs that embedded quality lesson planning, explicit teaching and feedback which was reflected in student growth and attainment. A whole school approach (Whole School Scope and Sequence) ensures the most effective evidence-based teaching methods optimise learning progress for all students. Accommodations and adjustments are made throughout lessons and during reflection for future programming. Through the Havenlee School Communication Program, teachers are implementing effective strategies that enhance student learning. Our Literacy Program, which is supported by research-based approaches (4 Blocks program and SWANs) enables access and success for all students in Literacy. Using the SWANs assessment, teachers can implement effective teaching programs that enhance learning and encourage student engagement. The PLP process provides a forum for identifying, with the family and other service providers, the most effective strategies for individual students, informing classroom adjustments and differentiations that may enhance learning outcomes. Our classroom management approach is school-wide, consistent and leads to productive learning. PBL values with a whole school focus are rotated every 3 weeks, ensuring all learning environments are included, well managed and consistent. The School's approach to PBL also outlines strategies for teachers to define, explicitly teach and model the expected behaviours. Teachers provide regular opportunities for students to practice the expected behaviours in the settings in which they will be used. Trauma informed practice (eg; Berry St Model, Zones of Regulation) is modelled and promoted within the school. Staff work towards linking social/emotional learning within the curriculum which is reflected in lesson plans, individual student behaviour support plans and class programs. We are committed to developing whole school processes to demonstrate individualised and consistent feedback to all students, however, more work needs to be done on this.

Data skills and use: At Havenlee School data is collected on school performance and individual student progress. Through PBL, teachers analyse behavior data to see what is happening across the school. School staff can then focus on providing the right differentiated support to students to help them learn and achieve. The Whole School Scope and Sequence directs the assessment and reporting schedule. The P ratings in Havenlee School Individual Student Reports are directly linked to assessments undertaken throughout each semester. All class programs outline what and how data will be used in classes to inform adjustments and differentiation of curriculum. Teachers analyse SWANs data to understand the learning needs of each student. This information is reflected in bi-annual school reports. Through the self-evaluation process, the school recognises the need to develop Havenlee specific SMART goals using individual student SWANs data in literacy, numeracy and communication to assist longitudinal tracking of students. In addition, although staff collect all sorts of data, it is evident that there needs to be more professional learning and time practising the analysis of the data and how it effects future practice and planning.

Professional Standards: At Havenlee School all staff demonstrate personal responsibility for maintaining and developing their professional standards. The School has effective professional learning for induction, teaching quality and leadership development. The supervisors support staff in this process and encourage everyone to have high expectations and aspire to be part of the continuous improvement of the school. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes (PDP). All teaching PDP goals are linked with professional standards and have goals based on the priorities for the Strategic Improvement Plan (SIP). This facilitates improvement in the quality of teaching across the school. Both teaching and non-teaching PDPs also contain personal aspirational goals.

Learning and Development: There is strong collaboration between staff and between staff and leaders to facilitate the

implementation of quality teaching practices across the school. All committees linked with the SIP meet regularly to collaboratively develop and review their programs. All staff complete the Department of Education mandatory professional learning. On-going professional learning and supervision for teachers and school executive, strengthen personalised planning and help ensure students are supported to meet their fullest potential. By collaborating and sharing effective teaching practices through the peer observations within the PDP process, staff at Havenlee display effective practices in the classroom.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: Havenlee School rates itself as **Sustaining and Growing** in all elements of Leading except for Management Practices and Processes in which it is **Delivering**.

Educational Leadership: The School leadership team aims to support a culture of high expectations leading to improved student outcomes and community engagement, resulting in sustained and measurable whole-school improvement. The evidence compiled highlighted the efforts of the executive team to build capacity of the staff and utilise distributed leadership models. Havenlee School has used part of their supplementary funding to employ an extra teacher, releasing the three Assistant Principals off class at different times throughout the week which gives them more opportunities to model instructional leadership across the school. The school leadership team continually look to expand knowledge and skills and foster a school wide culture of high expectations and a shared sense of responsibility, while challenging underperformance. Leadership is collaborative and distributed, recognising people's strengths and showing confidence in all staff. The SIP helps focus the school on a continuous improvement cycle where professional learning is targeted and responsive to whole-school, teacher, and student priorities. The school provides many opportunities to build targeted aspiring leaders by giving responsibilities such as; leading programs and organising whole school activities within the school.

At Havenlee School, parents and the wider community play an important role in creating a safe and supportive school environment. This demonstrates a culture of high expectation and promotion of whole school improvement and community engagement. The leadership team recognises that parents have valuable insights about how to best support their child's behaviour and learning. Throughout the year, school staff participate in regular positive, respectful interactions with students and their families. Through the Student Reports, data, information and strategies are consistently shared with all parents. During the PLP process, staff and engaged families, maintain high expectations for students. It was recognised through the self-evaluation process that there was a lack of impact of evidence around "community engagement". This was a true reflection of ongoing need of the school to find a variety of ways to connect with the parent/carer community. Even though the school has now used Skoolbag, which has increased communication opportunities to the community, the school will continue to endeavour to enhance engagement through a whole school approach to develop positive communication that encourages community engagement, collaborative partnerships and feedback.

School Planning, Implementation and Reporting: The Havenlee School Strategic Improvement Plan (SIP) is at the core of continuous improvement efforts, with our vision and strategic directions evident in its main activity. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The SIP directs the decisions for all events and programs in the school. Providing educational experiences and opportunities to students to enhance their learning outcomes, focusing on a holistic approach to education and maximising student outcomes all directly link to the school's strategic directions in the SIP. The school is outward looking, always willing to support other schools by sharing our expertise as special educators in technology, communication programs, assistance with high support needs students, behaviour management and NDIS.

School Resources: At Havenlee School, resources are strategically used to achieve improved student outcomes. Financial planning is integrated into the SIP, addressing school priorities and is embedded into implementation and progress monitoring. The implementation and progress monitoring and the Key Initiatives outline the priorities and delivery of funding across the school. The School's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School facilities are used creatively to meet a broad range of student learning interests and needs. The P&C's pledge to fund extra staffing, combined with the school's budget priority to implement the Hydrotherapy Program (4 days a week), reflects the community's partnership with the school and unified ongoing commitment to improve student outcomes. Staff members have been successful at sourcing grants in order to build and update indoor and outdoor areas within the school, ICT, and play equipment. The school prioritises resources to facilitate the PLP process to support improved individual student outcomes for all students. The school also places a high priority on providing an adequate budget for professional development. School staffing ensures that full curriculum implementation and delivery requirements are met (however the school has experienced staffing issues this year).

Management Practices and Processes:

At Havenlee School management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. Management practices and processes are sound with clear communication and whole school procedures that ensure everyone is aware of their roles and responsibilities, facilitating a safe working environment for students and staff. Systems are set up for all staff to participate in the strategic planning process, ensuring professional engagement and ongoing improvement. All staff are also involved in some aspect of

supporting the implementation and review of programs in the SIP. The school leadership team aims to communicate clearly about school priorities and practices to all staff, however they recognise that the school would benefit from more data analysis to inform future management practices and processes. As NDIS is an evolving system, we realise that we need to continually update and create a more efficient and user-friendly system for processing and communicating with NDIS providers.

Strategic Direction 1: Student growth and attainment

Purpose

In order to optimise student learning outcomes in Literacy, Numeracy and Communication Havenlee School builds strong foundations for individual success. We will further develop and refine whole school programs, track individual progress and improve teaching practices. Havenlee School will develop whole school processes to provide clear and precise feedback to students and parents/carers with a focus on individual goals.

Initiatives

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

- Literacy, Numeracy and Communication

Resources allocated to this strategic direction

Aboriginal background: \$43,526.49

Socio-economic background: \$136,859.93

Location: \$1,894.00

Professional learning: \$20,349.89

Summary of progress

The focus for 2022 was on planning processes to enable teachers to develop, source, review and regularly use student assessment data (eg SWANs) across stages to help promote consistent and comparable judgement of student learning, determine teaching directions, monitor and assess student progress and achievement and to reflect on teaching effectiveness. Processes empowered students to develop, achieve and reflect on individual learning goals with students' learning and courses of study monitored longitudinally, providing feedback on teaching practices, with consistent and reliable student assessment and continuous tracking of student progress and achievement. A learning intentions template was trialed by a primary class and feedback was provided at the end of the year. Students were able to visibly see the personal learning goals they were working towards on the learning intentions template, and these were visibly displayed in the classroom. The school consulted with a local Aboriginal artist to use her artwork as the border to our learning intentions template.

Assessments of students receiving additional support through the COVID Intensive Learning Support Program were reviewed and discussed with individual programs updated as required. Data for individual students, classes and whole school assessments in Communication, Literacy, Digital Literacy and Numeracy was used to inform planning, teaching and learning and student achievement over time. Longitudinal data for Literacy, Numeracy and Communication has been accessed, printed and stored in a folder for easy teacher access. Consistent visuals are being used across the school in all settings. Positive feedback from staff about professional learning has informed future directions and collaborative practice has supported teachers and SLSOs to develop a more consistent approach towards developing communication goals and strategies.

Next year the focus will be to organise SMART goals into an accessible digital format for teachers to use information in planning and programming. All staff will continue to ensure consistent visuals are being used across the school in all settings with teachers and SLSOs working on developing a bank of resources to access. Use of the learning intentions template will be extended into the secondary school which will further support students to know what they are learning with visible statements identifying their individual learning goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Excellence Framework assessment in the element 'Data Skills and Use' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.
Increase the proportion of students	Internal data indicates 31% of students achieving improved skills in

<p>achieving improved skills in Literacy, Numeracy and Communication as measured by the Students with Additional Needs (SWANs) assessment tools.</p>	<p>Literacy, 37% in Numeracy and 29% in Communication as measured by the Students with Additional Needs (SWANs) assessment tools.</p>
<p>Increase the proportion of students achieving individual SMART goals as outlined in their Individual Education Plan and Personalised Learning Plan/Pathways.</p>	<p>Internal data indicates the proportion of students achieving individual SMART goals as outlined in their Individual Education Plan and Personalised Learning Plan/Pathways is 25% in communication and/Literacy. The school is continuing to work towards consistency of practice in this area.</p>

Strategic Direction 2: High expectations and continuous improvement

Purpose

To develop and support a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Initiatives

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

- Curriculum
- Assessment and Reporting

Resources allocated to this strategic direction

Literacy and numeracy: \$2,967.82

QTSS release: \$16,663.55

Summary of progress

The focus for 2022 was on developing the new assessment and reporting templates for the 2022 half-yearly and yearly reports. The reports focused on individualised assessment and reporting documents where students' Personalised Learning Pathways/Plan goals were explicitly referenced. Supporting tools and strategies each student required to communicate and access education were also clearly articulated in the reports.. The new template streamlined the assessment and reporting process with teachers using it as an assessment document as well as a reporting document A consistent whole school approach was developed for teachers to document observation feedback effectively, efficiently, and safely on student work samples in a fast-paced environment. Curriculum planning was enhanced with the development of documents to support teacher planning for 2023. This included the combined draft scope and sequence, class program and Havenlee day sheets. The combined draft scope and sequence and class program has been designed to align with the new K-2 English and Mathematics syllabuses for K-2. Trial of the new K-2 English and Mathematics syllabuses in semester two supported staff engagement and feedback using the documents and scope and sequence. New syllabus update and communication has been ongoing in preparation for implementation in 2023. The new planning documentation was revised and modified following teacher review and feedback, further supporting teacher efficiency and time. Teachers also found the assessment strategies implemented were effective tools to provide students immediate feedback as well as document necessary observations to track achievement, in a fast-paced teaching and learning environment

Next year the focus will be implementation of the new K-2 English and Mathematics syllabuses across the school with professional learning to support differentiation and adjustments to teaching and learning programs. The new report format implemented in 2022 will be evaluated through parent and teacher surveys to determine the extent to which reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures. The new scope and sequence/class program document will be fully implemented across the school to inform teaching, adapt practice and meet learning needs of students. The school will continue to monitor and reviews its curriculum provision to meet the changing needs of the students in accordance with the New South Wales Education Standards Authority. All lessons will be systematically planned as part of a coherent program.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Excellence Framework assessment in the element 'Curriculum' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Sustaining and Growing.
School Excellence Framework assessment in the elements 'Assessment' and 'Reporting' will be	Self-assessment against the School Excellence Framework in the element of Assessment and reporting shows the school currently performing at Sustaining and Growing.

maintained at Sustaining and Growing.

Strategic Direction 3: A Planned Whole School Approach to Wellbeing

Purpose

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

Initiatives

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

- Connect, Succeed and Thrive

Resources allocated to this strategic direction

SSP supplementary funding: \$291,986.01

Summary of progress

The focus for 2022 was on developing the cognitive, emotional, social, physical and spiritual wellbeing of all students with areas of development addressed through whole school programs, ensuring a strong focus on the whole child and that their wellbeing is supported. The school planned processes to ensure that positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. A chaplain was employed two days per week supporting in the classroom, working with individual students and in the playground, specifically focusing on the development of social skills. The whole school Positive Behaviour for Learning (PBL) program was further embedded with the introduction of a whole school reward at the end of each term, which created a collective goal for all students and staff. The introduction of a therapy dog also further supported this with the dog interacting with students on the playground during movement breaks and in classrooms, at the request of teachers. The Foodbank program continued to foster healthy eating practices across the school. The hydro therapy program continued to be a positive aspect of our school wellbeing practices. All students who participate in the hydrotherapy program have an Individual Hydrotherapy Physical Management Plan. These were shared with parents/carers and Personalised Learning Plans/Pathways (PLPs) were adjusted as required.

In Semester 2 the hydrotherapy assessment template was adjusted to reflect the whole school report template. Effective and ongoing communication was maintained between hydrotherapy staff and class teachers to ensure Individual hydrotherapy Physical Management Plans were comprehensive, lessons were tailored to meet student's needs, and consistency and routines were maintained. This resulted in targeted support and wellbeing for students, and increased engagement during hydrotherapy lessons. A new Hydrotherapy Physical Management Plan proforma was developed in Term 4 with a questionnaire for teachers, based on a teacher survey. This will be implemented from 2023. The Hydrotherapy Physical Management Plan further refined the school's procedures and practices, including communication of behaviour strategies, with a wholistic approach supporting student engagement.

Next year the focus will be to collaborate with therapists and parents/carers, so that individual hydrotherapy plans can be developed and implemented at school. The school will document current hydrotherapy procedures and practices (including lesson plans for specific swimming skills, hydro policy, induction for new hydro staff) and develop and implement a tiered system of swimming levels that outline specific skills and abilities. Levels will be directly linked to the reviewed hydrotherapy Scope and Sequence and assessment procedures. A bank of instructional resources (photos, videos and other media) will ensure consistency for staff and students and implementation of the new Hydrotherapy Physical Management Plan proforma and amended assessment proforma will further support consistency of practice. The PBL program will continue to be implemented in 2023 with school signage to be updated in consultation with a local Aboriginal artist. Zones of Regulation, trialed in some classes will be embedded across the school with teachers developing a more consistent approach to implement this across the school. The therapy dog trial which commenced in 2022 will be extended into other classrooms with a focus on increasing student engagement and participation at school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in targeted student support and wellbeing through an	Internal data indicates an improvement in targeted student support and wellbeing through an individual hydro-therapy plan with a decrease in

individual hydrotherapy plan.	student anxiety, resulting in the successful implementation of the program for all students who were involved.
School Excellence Framework assessment in the element 'Wellbeing' will be maintained at Sustaining and Growing	Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$136,859.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Havenlee School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Communication <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through SWANs to support student learning • employment of additional staff to support personal care program implementation. • employment of additional staff to support behaviour support program implementation. <p>The allocation of this funding has resulted in the following impact: Individual students were supported to meet their PLP and IEP goals.</p> <p>After evaluation, the next steps to support our students will be: supporting students work towards their visible learning goals from their PLPs.</p>
<p>Aboriginal background</p> <p>\$43,526.49</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Havenlee School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Communication <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Employment of additional SLSOs to support Aboriginal students in learning, wellbeing and engagement have helped Aboriginal students reach their PLP goals.</p> <p>After evaluation, the next steps to support our students will be: Supporting Aboriginal Students work towards visible learning goals from their PLPs.</p>
<p>Location</p> <p>\$1,894.00</p>	<p>The location funding allocation is provided to Havenlee School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Communication <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$1,894.00</p>	<ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: This funding has enabled the school to purchase and use targeted technology to support individual students work towards Literacy and numeracy goals.</p> <p>After evaluation, the next steps to support our students will be: To expand the cohort of targeted students accessing the technology.</p>
<p>Professional learning</p> <p>\$20,349.89</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Havenlee School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • DCO showing what digital professional learning is available for supporting students working towards their individual Literacy and numeracy goals. <p>The allocation of this funding has resulted in the following impact: Teachers feel more confident in differentiating and adjusting the curriculum to meet the needs of individual students.</p> <p>After evaluation, the next steps to support our students will be: Professional learning on tracking student progress and visible learning goals.</p>
<p>Literacy and numeracy</p> <p>\$2,967.82</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Havenlee School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: As summarised in Strategic Directions 1 and 2.</p> <p>After evaluation, the next steps to support our students will be: To organise SMART goals into an accessible digital format for teachers to use information in planning and programming. All staff will continue to ensure consistent visuals are being used across the school in all settings with teachers and SLSOs working on developing a bank of resources to access. Use of the Learning Intentions template will be extended into the secondary school which will further support students to know what they are learning with visible statements identifying their individual learning goals.</p>
<p>QTSS release</p> <p>\$16,663.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Havenlee School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$16,663.55</p>	<ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers have been able to observe their peers and model best practice for others. This increased their confidence and skills in delivering high quality teaching programs.</p> <p>After evaluation, the next steps to support our students will be: To develop peer feedback skills.</p>
<p>COVID ILSP</p> <p>\$49,916.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the monitoring of COVID ILSP funding • providing targeted, explicit instruction for student groups in literacy - focusing on communication <p>The allocation of this funding has resulted in the following impact: Students have been supported 1:1 in their classrooms to use iPads with Proloquo2Go and different apps, PCS, LAMB, Eye Gaze and laptops to complete activities and communicate with staff and students. The communication program has created many visuals and social stories to support students with positive behaviour and routines. It has also ensured consistent BoardMaker visuals are being used across the school.</p> <p>After evaluation, the next steps to support our students will be: To continue to expand our augmentative communication systems and other communication resources to help support our students engage with the curriculum.</p>
<p>Per capita</p> <p>\$30,428.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Havenlee School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for individualised learning goals for students • employment of additional staff to support personal care program implementation. <p>The allocation of this funding has resulted in the following impact: Individual students were supported to meet their PLP and IEP goals.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Per capita \$30,428.00</p>	<p>Continue to work on independence in personal care and work towards their visible learning goals.</p>
<p>SSP quality teaching support \$60,921.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Havenlee School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of individualised learning (music/speech/ etc.) to support the additional learning needs of students • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Individual students were supported to meet their PLP and IEP goals</p> <p>After evaluation, the next steps to support our students will be: Continue to work on independence in personal care and work towards their visible learning goals.</p>
<p>SSP supplementary funding \$291,986.01</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Havenlee School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • SLSOs were employed to help with literacy, communication, numeracy and behaviour management goals from IEPs • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. • Qualified AUSTswim teachers employed to devise and implement individual Hydrotherapy programs to students <p>The allocation of this funding has resulted in the following impact: The executive (ie 3 APs) to be released off class (on different days) so they could help with behaviour/medical incidents and could provide supervision, coaching and mentoring for their teachers. The SLSOs enabled students to progress towards their PLP goals and the hydrotherapy teachers enabled students to progress towards their individual hydrotherapy goals</p> <p>After evaluation, the next steps to support our students will be: Supporting students work towards their visible learning goals from their PLPs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	41	41	40	43
Girls	21	20	21	17

Attendance

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

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

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

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

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Year 12 students undertaking vocational or trade training

All our students from K-12 are involved in some aspect of the whole school Vocational Education program. Our school-based industries include Vermiculture, fire bricks, Havenlee Cafacute;, Havenlee Canteen, snuffle mats, recycling, shredding and kindling. Students have also collected recyclable containers and taken them to Return and Earn centres for recycling.

Our Year 11 -12 School to Work students have been busily maintaining worm cafes and collecting the worm wee and castings to deliver.

Some of our Year 11 and Year 12 students attended work experience tasters at Greenacres, Remmy and Flagstaff.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7
Teacher Librarian	0.4
School Administration and Support Staff	12.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	557,904
Revenue	3,678,154
Appropriation	3,574,754
Sale of Goods and Services	-1,974
Grants and contributions	101,965
Investment income	3,410
Expenses	-3,647,265
Employee related	-3,352,343
Operating expenses	-294,922
Surplus / deficit for the year	30,889
Closing Balance	588,793

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	180,387
Equity - Aboriginal	43,526
Equity - Socio-economic	136,860
Equity - Language	0
Equity - Disability	0
Base Total	2,626,956
Base - Per Capita	30,428
Base - Location	1,894
Base - Other	2,594,634
Other Total	435,654
Grand Total	3,242,996

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 satisfaction

Throughout the year, the parents were given the opportunity to give feedback on various programs in the school. Parents and carers shared with the school which technology they had available at home for their child and which apps they used. As a result we have been able to purchase and use some of the apps to support student learning at school. Parents and carers also provided feedback on whether they would like us to have a therapy dog at school or not. We were able to inform them about how the therapy dog would be utilised at school and facilitated the opportunity to express any concerns they may have with their child interacting with the therapy dog. We have now successfully integrated a therapy dog into our week at Havenlee School.

Student satisfaction

At Havenlee School we are committed to Closing the Gap for Aboriginal and Torres Strait Islander students. We use a range of strategies to achieve outcomes for Aboriginal students and increase knowledge and understanding of Aboriginal histories and culture.

Examples of this include;

- Proudly displaying the Aboriginal and Torres Strait Islander flags in all classrooms.
- Including an Acknowledgement of Country in our daily morning circle and at every gathering.
- Displaying the signed Partnership Agreement, Acknowledgement of Country and National Apology in our foyer.
- Developing individualised goals for each Aboriginal student in collaboration with families/carers through our Personalised Learning Pathway meetings each semester.
- Celebrating NAIDOC on Wednesday 20 July with a mufti day, participating in weaving pom poms and squares to combine and make a sensory Aboriginal flag to be displayed in the foyer, and a cooking competition where students got to make a "Get Up, Stand Up, Show Up" inspired biscuit creation. The results were creative and diverse.
- Providing a Yarn Up newsletter to our parents and on our website.
- Decorating our school with Aboriginal artwork and murals.
- Every class program embedding Aboriginal perspectives in all KLAs.
- Building genuine connections with the local Aboriginal community and staff cultural competencies through all staff engaging in quality professional learning, "Nadaji Yilag" for the Northern Community of Schools at Bomaderry High School.
- Consistently attending Nowra local AECG meetings.
- Our school Aboriginal Education Committee meeting twice per term.

Staff Satisfaction

Throughout the year, the staff were provided the opportunity to give feedback on various programs and procedures we have been implementing in the school. At the end of the year, every staff member was surveyed reflecting on the year and providing suggestions. Staff overwhelmingly indicated that they felt supported and heard. They contributed many practical suggestions to further improve Havenlee School for 2023.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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Anti-Racism Policy

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

Anti-Racism - School statement

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse

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

Multicultural and anti-racism education - School Statement

Students are regularly expected to be respectful, and this is supported in the language used regularly by staff and displayed around the school. Students gain rewards in the PBL system for displaying respectful behaviour in the classroom and on the playground. Aboriginal and cultural education is embedded into key learning areas and students are given the opportunity to experience different cultures through language, cooking and visual arts.

Other School Programs (optional)

Sport Annual School Report - Sport

In Term 2, students participated in a whole school dance program by Dance Works, Nowra. Each group learnt a fun dance routine which they performed for students and staff. In Term 4, students stayed active by participating in a gymnastics program through Special Olympics. A group of students also competed in the Inclusive School Sport Boccia knockout at the Bomaderry Sports Complex and Ten Pin Bowling at Nowra Lanes.

Environmental Education

- Students participated in Clean Up Australia Day again this year. Each class had a designated area on school grounds they were responsible for.
- The Havenlee P & C Committee continue to support the maintenance and upgrade of our sensory areas at school.
- With the support of the Archer Social Club the school was able to install a Steplite into the sensory room.
- A sensory swing and climbing dome were added to the playground areas.
- The outdoor gym, trampoline, sandpit, Wilson Retreat, liberty swing, sensory garden, sensory room and sensory water feature were all used by students during movement breaks and outdoor learning activities

PBL

Positive Behaviour for Learning (PBL) is an inclusive system that promotes and supports the wellbeing of all students at Havenlee School, and builds positive connections between student, school and home. PBL is consistently implemented across all settings. This year the school focused on implementing Zones of Regulation into all classrooms. The Zones of Regulation Framework and Curriculum is a proactive skills-based approach and teaches students to identify their feelings and levels of alertness. The program supports students to understand their feelings in context, effectively use regulation tools, identify when and how to use tools, problem solve positive solutions and understand how their behaviours influence others. The aim is to ultimately move towards Independent regulation.

Havenlee School is now using TEAMS to record PBL Achievers and RAP awards. This has improved collaboration and communication across the school. Whole school behaviour data continued to be collected, shared and discussed at weekly staff meetings. The data is now being recorded into ERN which has replaced EBS4.

The PBL team devised a form for teachers to access extra support for behaviours that are ongoing or recurring. These students are discussed in executive meetings and the executive team brainstorm ideas and inform the classroom teacher of different strategies to try and manage the behaviours. PBL blurbs for safe, respectful and responsible behaviour appeared in the newsletter each fortnight.

The Self-Assessment Survey (SAS) were implemented and results were used to determine the 2023 plan. Some topics were revisited such as active supervision on the playground, behaviour plans being sent home to be signed after changes made, reminder to staff to hand out PBL tickets in non-classroom settings and staff giving four positives to one negative or to use neutral praise with students

Whole school events occurred every term as 60% of the student body received a Really Awesome Person (RAP) award. This year the students had movie and popcorn in term one and participated in the disco in term two. In term three the students participated in Havenlee's got Talent and water play in term four. Students who received enough RAP awards during the term enjoyed a Picnic Party with the principal.

Some of the planned PBL activities were not achieved this year. For example, PBL team members couldn't be released off class to work on projects such as the PBL Handbook and Trauma Informed Practice. These activities will carry over into next year's plan.

Play Skills

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