

# Havenlee School

## Annual Report



2018



5698

## Introduction

The Annual Report for **2018** is provided to the community of Havenlee School as an account of the school's operations and achievements throughout the year.

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

Katrina Eyland

Principal

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### Message from the Principal

As usual I have looked to "The International Day of People with Disability" for thoughts for my message. We celebrated **International Day of People with Disability** on Monday 3 December. The theme was:

#### **"Empowering persons with disabilities and ensuring inclusiveness and equality"**

I believe a way we can empower young people with disabilities and ensure inclusiveness and equality, is through the realisation of the concept of "community".

I believe "Community" is the sense of human "connectedness" that exists with and between people. It also encompasses social connection in human creativity, imagination and purpose that draws people together.

Belonging to a community can make people come alive. Eyes light up and faces glow when someone is experiencing something that really matters to him or her. I believe the Havenlee community does just that. Every day, we, who work at Havenlee, watch the students "lighting up". We watch their faces "glow" when they do or achieve something new or try something different.

Respect for diversity is one of the core values of the Department of Education. Havenlee School has a diverse community and offers a wealth of opportunities for young people to:

- learn from and encourage one another
- share new information, skills and experiences
- develop a sense of belonging
- learn new roles and responsibilities to contribute to the group and individually
- get to know one another, and develop friendships over time.

Our purpose is to channel the connections and skills the students learn within the Havenlee community, to empower them when they leave the school and become part of the wider community. Their involvement in the wider community is not only beneficial for themselves as individuals but also to the broader community as a whole.

I would like to thank the following members of our broader community for helping our school over 2018.

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

Those who have helped our students with Work Experience including:

- Essential Personnel
- Flagstaff
- Greenacres

- House with No Steps
- Life Without Barriers

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

Those organisations who have supported us financially including:

- Bomaderry RSL
- Bomaderry RSL sub branch
- Bomaderry Bowling Club
- Bunnings
- Rotary
- Variety
- Veolia Mulwaree Trust

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

- Our local AECG
- Our ongoing relationship with North Nowra School
- All our fabulous Havenlee Staff
- Our wonderful Volunteers eg Rob Cleary (Music with Rob), Rachel Thomas and Andre Bolt (Scripture teachers)
- Parents, families, carers and visitors

Katrina Eyland

Havenlee School Principal

### Message from the school community

Havenlee P&C Committee continued with their long-term strategic plan for the expansion and continued success of our Transport Business, this includes preparation to deliver services within the NDIS model for 2019. In order to maintain our business, we continue to supply a high quality of care and safety for students on our busses with professional learning being delivered to our transport staff which included 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 2018 exceeded \$200,000. Programs we supported were the Play Skills and Behaviour Program, developed to teach our student's specific skills needed in playing and interacting safely with other students, along with financial support for upkeep of the sensory garden walkway where skills are practised. The Assistive Technology Program which is designed to promote greater independence by enabling students to perform task on computers and ipads to participate in lessons not otherwise accessible to them and to build skills to help them make choices and control their own environment in the future. The Communication Program, which is now fully embedded into the Havenlee culture, this program has been further developed with increased staff training and staff support.

The major priority for our financial support remains the Hydrotherapy Program. The Hydrotherapy Program continued to offer all our students the opportunity to benefit through swimming lessons for our more physically capable students, lessons in water safety for all, plus physical therapy for our students normally restricted to wheelchairs. We are extremely fortunate this program has been designed and run by the schools professionally trained Aus Swim teaching staff and supported by our volunteers. Our final event for 2018 was our annual Christmas lights tour which proved to be a fabulous success. With volunteer drivers, our P&C committee members, parents and students, loaded 4 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, a very well organised night thanks to Rachel Thomas. Our vehicles have also been made available to help our wider community with Shoalhaven Tutorial Centre, North Nowra Primary, Bomaderry Primary, St John's Catholic School and Illaroo Road School all using our vehicles to assist their students to attend special excursions and activities.

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

We would like to encourage more parents and citizens to join our team. Anybody with ideas that will benefit students' education, development and wellbeing are welcome to share them at our meetings. My personal thanks go out to all of the committee and school staff for all their support.

### Message from the students

The students from the senior classes of 7S and 9S were asked what they liked about their year at Havenlee School.

9S class –We liked leading the assemblies.

Ben – Excursion to John's dairy farm. I liked to see the cows and they were milked.

Emily – I have friends and I like my teachers.

Eamon – Excursion to Grandad's farm, John's farm and to Kiama and the park.

Joshua G – RAP award outing to the movies.

Jarrad – enjoyed using the gym during playground breaks.

Dayna – Dance Festival

Tobi – Being in an all boys class and playing in the western playground during breaks.

Tim – Likes work crews.

Leilani – All her friends and being in 7S.



## 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 (eight 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.

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

Havenlee School values the input from a variety of allied health professionals. 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

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The creation, implementation and now the annual review of the Havenlee School Plan and Key Initiatives is lead by the executive teachers however all staff are involved. The high level of staff involvement in this process has enabled an effective self assessment and awareness of our school's current context regards to strengths and areas for improvement.

The results of the self assessment process indicated that in the School Excellence Framework domain of **Learning** Havenlee School is **Sustaining and Growing**.

Havenlee School does well in the Learning Domain and prides itself on its priority towards developing the cognitive, emotional, social, physical and spiritual well-being of all students. The School has an integrated approach to quality teaching, curriculum planning and delivery and assessment and promotes individualised learning to meet the learning needs of all students. It has consistent, school-wide practices for assessment and reporting that are used to monitor, plan and report on student learning across the curriculum. However within the School Plan and Key initiatives we have several programs (Personal Development/ Child Protection, SWANs, Whole School Scope and Sequence, School Well-being, Communication Program and Hydrotherapy Program) inwhich we plan to develop the learning domain even further.

The results of the self assessment process indicated that in the the School Excellence Framework domain of **Teaching** Havenlee School is **Delivering**.

All teachers at Havenlee School are committed to identifying, understanding and implementing the most effective teaching practices. School data is collected on individual student progress. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The new school plan has provided many opportunities to develop effective classroom practice, using data and collaboration. As each program within the strategic directions is only one year into the plan cycle there will be many more openings to embed the teaching elements into practice over the coming year.

The results of the self assessment process indicated that in the the School Excellence Framework domain of **Leading** Havenlee School is **Sustaining and Growing**.

The School leadership team aims to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. The school has a strong focus on developing instructional leadership within the expertise of the staff. This is reflected through the strategic direction planning committee leaders and Peer professional learning opportunities (eg IT expertise within the school). Resources are strategically used to achieve improved student outcomes. Strong relationships with parents/ carers are essential to enable the process of updating and informing accurate relevant Health Care and Management Plans. Community relationships are beneficial for students through the vocational education program which focuses on the transition from school to post school and work experience opportunities. NDIS also provides many openings for the school to interact with NGOs. At Havenlee School, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

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/sef-evidence-guide>

## 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.

### Overall summary of progress

#### Health Care Plans & Physical Management Plans

The Health Care and Physical Management Plan Committee have been working on designing improved individual plans that document in detail student's health and physical management needs. Templates have been created and are being trialled. Checklists have been updated as required when additional elements have been identified and needed to be included (eg asking for consent). We identified that information needed to be updated in ERN to get an accurate cover page. This data is currently being entered. Two classes are trialling the new Health Care Plans and Physical Management plan templates using checklists and information from PLPs.

#### Personal Development and Child protection Framework

The Personal Development committee compiled the Child Protection Training Package using the research and documentation prepared from the 2017 Personal Development committee. The committee utilised two funded teacher days in term 2 to prepare the PowerPoint presentation and associated signage. Staff attended the training presentation during term 3 in one single session. The presentation was received positively, as it promoted collegial discussion and highlighted some common concerns within the staff. These concerns and possible solutions were openly shared and explored in this forum. The feedback survey highlighted the need for a whole school consistent approach when interacting with children, to support all staff in promoting child protection practices within the school. Staff that were unable to attend the presentation were able to access the resources on the school server. The signage that accompanied the training package has been positioned in every school bathroom. Staff have responded with positive comments to the signage, as it aids training new staff and provides a focus for student interaction. The training package will be reviewed and presented, as a refresher for all staff early in 2019. The committee will work on a whole school scope and sequence to deliver Personal Development education in the curriculum in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Personal Development/ Child Protection Framework</b>  There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.	Training package, signage and resources, sample IEP's and programing ideas.	The Personal Development committee compiled and presented the Child Protection Training Package. Staff attended the training presentation in one session. The presentation promoted collegial discussion about some common concerns within the staff. Possible solutions were openly shared. The feedback survey highlighted the need for a whole school consistent approach when promoting child protection practices within the school. The presentation was added to the school server. The signage has been positioned in every school bathroom. Staff have responded with positive comments to the signage. The training package will be reviewed and presented, as a refresher for all staff in 2019. The committee will work on a whole school scope and sequence for 2019 as there is a new syllabus for PDHPE K-10.
<b>Health Care and Management Plans</b>  Partnerships with parents and students support clear	Release 1/2 day to research Department of Education and other school templates.	Havenlee School was unable to get funding for an individual student as the original HCP did not include enough detail. In collaboration with the Complex Support Disability and Health Manager (State Office) we designed a detailed HCP. We

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
improvement aims and planning for learning.	1 day teacher release.	<p>recognised the need to design and implement detailed HCP and PMP for students across the whole school.</p> <p>The HCP &amp; PMP Committee created a template for class teachers to write detailed Health care and Physical Management plan for students in their class. SLSOs and Teachers started checklists for students with complex health care and physical management needs. Teachers entered information from checklists into the HCP &amp; PMP template. As it is a time– consuming task to get accurate photos and information to complete the plans, not all student plans have been completed in trial classes. The cover page is still be finalised pending updating student information.</p>

## Next Steps

### Health Care Plans & Physical Management Plans

Due to a student having epileptic seizures at school and requiring transportation to hospital via ambulance we have had opportunities to get feedback on our cover page from the local hospital. We will be updating our medication information for all students in 2019 after their PLPs. The improvements to our cover page will be made after we have entered all the updated information. Some students have a draft health care plan and physical management plan. These will be finalised after consultation with parents and carers at their first PLP meetings in 2019. The feedback from the trial is difficulty finding the time and staff to get the information written down and the photos taken. This issue will be discussed with the Principal.

### Personal Development and Child protection Framework

The committee was to work on compiling K–6 personal development scope and sequence, however as the new K–10 PDHPE scope and sequence has been released, the school now finds that it needs a new scope and sequence for the senior year students for this year. Next year the committee will redraft the senior years scope and sequence, to be implemented in semester 2, with the junior scope and sequence to be completed by the end of the year, for implementation in 2020. The committee will also begin sourcing appropriate resources and professional advice from relevant agencies.



## 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.

### Overall summary of progress

#### SWANs Tool (Literacy and Numeracy)

The literacy committee has consolidated the 4 Blocks of Literacy program and SWANs (Students With Additional Needs) online assessment tool this year. Teachers attended a 4 Blocks refresher in-service at the start of the year, which was well attended. They also received resources to assist in the planning of literacy activities. Just over half of current Havenlee teachers have received external formal 4 Blocks training, therefore the in-service provided new staff with an introductory overview of 4 Blocks. A collegial discussion regarding resources and teaching ideas supplemented the session.

#### Whole School Scope and Sequence

The scope and sequence committee is developing a ten class scope and sequence for electives and integrated units. It will reflect the NESA syllabus requirements and provide scaffolding for an engaging and challenging program that spans for Kindergarten to year 12. The aim of this process is to teach a collaboratively developed integrated curriculum which engages every student and challenges them to continue learning so as Havenlee students finish school well prepared for post school options.

This year staff replied to surveys and questionnaires about content and stage focus areas to guide the scope and sequence planning and committee and staff meetings during 2019 will reflect and make adjustments to the 10 class scope and sequence being developed, trialled and evaluated for implementation in 2021.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>SWANs Tool (Literacy and Numeracy)</b>  Students' assessment data is regularly used school wide to identify student achievements and progress, in order to reflect teaching effectiveness and inform future directions.	2 teacher unfilled vacancy days  \$360.16 Hi-Lo readers levels 6–15 from Network Educational Australia	During term 3, teachers attended a SWANs refresher in-service. They also completed an assessment moderation session on the new numeracy domain. Numeracy baseline data will be collected at the end of the year once all students have been assessed, adding to literacy and communication. 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. Teachers completed a 4 Blocks and SWANs survey which provided valuable insights that will inform 2019 planning. 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 most would like regular refresher sessions. As a result of the survey new readers were purchased, which will benefit older students.
<b>Whole School Scope &amp; Sequence</b>  All lessons across all subjects are	1 teacher unfilled vacancy day  Staff utilised the days off	Committee completed all planned stages and is working towards building connecting scope and sequences for mathematics, personal development and health in 2019. Havenlee teachers now have



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
systematically planned as part of a coherent program that has been collaboratively designed.	class with successful building of physical folders with beginnings of content for each unit within the scope and sequence. These folders are available to staff in resources area.	access to a full ten class scope and sequence with 8 units of work ready to be implemented in 2020.

## Next Steps

### SWANs tool (Literacy and Numeracy)

Next year the committee will review and update classroom literacy and numeracy folders to reflect the 4 Blocks program and SWANs assessment tool. The school literacy policy also needs reviewing to reflect the new programs implemented during the past few years. The updated folders will benefit all staff, in particularly new staff unfamiliar with the programs, this will ensure consistency.

### Whole School Scope and Sequence

During 2019 the committee will continue to review and adapt the trial scope and sequence with the assistance of the school indigenous education committee which is working with local indigenous elders in gaining information and resources for local cultural aspects of history/geography units of work. This year the committee will begin to plan the new mathematics scope and sequence so it can be integrated with other KLAs and units of works being taught in the k–12 classroom.



## 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.

### Overall summary of progress

#### School Wellbeing

The staff wellbeing survey results provided supportive baseline data for inclusion of wellbeing week activities for staff and regular wellbeing debrief meetings.

Wellbeing week activities have been implemented each term including sharing positive quotes, mindful activities in the staffroom and sharing a healthy lunch.

A trial of wellbeing meetings on Friday's between 1.20pm and 2.00pm has commenced in term 4. The agenda included voluntary breathing exercises, student wellbeing linked with PBL data, staff wellbeing tips from the school counsellor and open discussion and de-brief time.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>School Wellbeing</b>  Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and staff wellbeing.	4 X unfilled vacancy days were used to manage the wellbeing committee programs.	<p>The staff wellbeing survey results provided supportive baseline data for inclusion of wellbeing week activities for staff and regular wellbeing debrief meetings.</p> <p>Wellbeing week activities have been implemented each term including sharing positive quotes, mindful activities in the staffroom and sharing a healthy lunch.</p> <p>A trial of wellbeing meetings on Friday's between 1.20pm and 2.00pm has commenced in term 4. The agenda included voluntary breathing exercises, student wellbeing linked with PBL data, staff wellbeing tips from the school counsellor and open discussion and de-brief time.</p>

### Next Steps

#### School Wellbeing

The current wellbeing meetings will provide a guideline for planning and development in 2019.

Additional data collected from the wellbeing survey will inform practice for 2019.

Wellbeing week activities will continue in 2019. Feedback from staff has indicated an alternative to a class/stage hosted lunches would be appreciated. Planning for 2019 is to provide an ordering system with local businesses.

The wellbeing committee has reviewed practices for 2018 and has planned next steps for 2019. See milestone document.

The wellbeing program "Flourish" will be implemented in wellbeing meetings for all staff.

All staff will complete Youth Mental Health training on 2 staff development days term 1 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO (FTE 0.4): \$24 265.20 (per yr)</p> <p>ICT SLSO Technician (FTE 0.176): \$10 676.70</p> <p>Classroom Resources: \$600</p> <p>NAIDOC/ AECG expenses/ activities: \$81.10</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$35 623.00)</li> </ul>	<p>The bulk of the Aboriginal Background loading went towards paying for extra School Learning Support Officers (SLSOs). The school employed a SLSO to work 2 1/2hrs per day, 5 days a week for the whole year to support Aboriginal Students across the school access the curriculum and to support their personal care needs.</p> <p>The school also employed a SLSO for 1 day a week as a computer technician to help support the school with the maintenance and purchase of the school IT needs.</p> <p>The remainder of the Aboriginal background loading funding was used for Aboriginal programs/ initiatives/ teacher resources across the school throughout the year. See below.</p> <p>Purchased readers with Aboriginal focus, bunting with Aboriginal symbols to display in foyer. NAIDOC activities funded were lemon myrtle cooking competition, panels for each class to design and paint an Aboriginal inspired artwork, Australian animal scratch pictures and Aboriginal gift wrap, Bomaderry High School Koori Dance Group and researching influential Aboriginal women for "Because of Her, we can" posters which each class created and displayed.</p> <p>An Aboriginal mat was purchased to use in the playground and share in classrooms.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS 0.142 FTE</p> <p>PDP Peer Observations (17 days): 17 days of Unfilled Vacancy</p> <p>WHS (x5): 5 days of Unfilled Vacancy</p> <p>PLPs (7 days): days of Unfilled Vacancy</p>	<p>Quality Teaching, Successful Students funding was used to employ casual teachers to replace Havenlee School teachers for the following activities:</p> <ul style="list-style-type: none"> <li>• Teacher PDP peer observations</li> <li>• Planning days for programs within the school plan</li> <li>• PLP Meetings</li> </ul>
<b>Socio-economic background</b>	<p>SLSOs (FTE 1.28): \$77 648.64</p> <p>classroom resources: \$400</p> <p>PBL: \$213.36</p> <p>PSFP Teacher (FTE 0.1): \$10 411</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$88 673.00)</li> </ul>	<p>The bulk of the Socio-economic background loading went towards paying for extra School Learning Support Officers (SLSOs). The school employed:</p> <ul style="list-style-type: none"> <li>• SLSO to work 2 1/2hrs per day, 5 days a week for the whole year to support students with complex behaviour needs in the school.</li> <li>• SLSO to work 5 1/2 hrs per day, 5 days a week for the whole year to support students with their IEPs and personal care</li> <li>• casual teachers to replace Havenlee school teachers for PLP meetings</li> </ul> <p>The remainder of the funding was used for teaching/library resources</p>

<b>Support for beginning teachers</b>	<p>Kiah Johnston: \$4 063.00</p> <p>Deanne Henry: \$6 893.00</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$ 10956.00)</li> <li>• Support for beginning teachers (\$10 956.00)</li> </ul>	<p>There were two teachers in 2018 who received beginning teacher funding. They were given extra release time each week to enable them to meet with their supervisors for mentoring and other support in regards to accreditation. The funding also was used for relevant professional learning outside of the school.</p>
<b>Positive Behaviour for Learning</b>	<p>3 x release days for Internal Coach to attend Network meetings (3x \$400) \$1200</p> <p>2 x release days to work on PBL (2x \$400) \$800</p> <p>Postcards– Vista Print \$135.92</p> <p>Bowling RAP excursion– \$70</p> <p>RAP excursion \$129</p> <p>\$2334.92</p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>The Havenlee PBL committee has been meeting twice a term and have been implementing new programs to improve positive student outcomes during 2018. The Internal Coach has attended coach network meetings every term to collaborate with regional PBL leaders, which then informs our school committee. The SAS (Self-Assessment Survey) was implemented to staff. The SAS indicated that there was a need for staff training in EBS4 and a clearer distinction between classroom and executive managed problem behaviours. This led to the committee reviewing the behaviour flowchart and finding it was no longer relevant to the current student population. As a result, the consequence and positive behaviour charts were developed to inform the school community of the changes. The P&amp;C supported the inclusion of in-school suspensions and therefore the charts were distributed to parents/caregivers at PLP (Personal Learning Plan) meetings and included in the school newsletter. They will be added to the school website in 2019. The revised PBL scope and sequence was implemented across the school and reflected in student reports. Resources will be developed to support the scope and sequence and it will be reviewed at the end of 2019. The Assistant Principal Positive Behaviour for Learning conducted the SET (School-wide Evaluation Tool) during Term 3. The results indicated that EBS4 will need to continue to be refined to suit the school needs and staff will benefit from ongoing training on inputting data. During Term 4, staff attended weekly well-being meetings where data was analysed and discussed to support staff and student welfare. The PBL ticket system has been revamped and students have been busy making the new charts and tickets. Students continue to work towards earning RAP awards to join the Principal on the end of term excursions. RAP award outings included movies, Mollymook Park, Bowling and Shoalhaven Heads for ice cream. The PBL committee will continue to support student well-being by funding staff to attend refresher training.</p>
<b>Communication Program</b>	<p>4 days/week SLISO technician funded by P&amp;C.</p> <p>One day for SLISO to be released for collaboration and program review.</p>	<p>The Communication Program and Assistive Technology Program is running smoothly to the benefit of all students. With the generous support of the Havenlee P&amp;C, each program is running 2 days a week. Two SLISOs deliver the programs and maintain all the equipment needed, including iPads, Proloquo2Go, assistive technology and the Meraki cache</p>



<p><b>Communication Program</b></p>	<p>4 days/week SLSO technician funded by P&amp;C.</p> <p>One day for SLSO to be released for collaboration and program review.</p>	<p>server.</p> <p>Teachers 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 also provided the opportunity for teachers 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. The vibrating pillow and bubble machine have also been very popular with students.</p> <p>Next year each class will have 5 iPads to use for communication and other learning programs. There are also plans to refresh all the school laptops and upload switching programs for use in designated classrooms. The technology committee will combine with the communication program next year to streamline priorities and resources.</p>
<p><b>Hydrotherapy Program</b></p>	<p>2 x SLSO</p> <p>1 X accredited AUSTSWIM staff teacher</p>	<p>The hydrotherapy K–12 scope and sequence was successfully implemented this year. Students were assessed using appropriate AUSTSWIM descriptors against stage appropriate NESA outcomes. Student reports will reflect these changes.</p> <p>To improve safety for all students, a new alarm was fitted to the pool entry/exit door. When the door is open, a blue light flashes and a low noise emits. Once the door is closed, the alarm ceases. This new safety measure ensures the door is closed properly every time.</p> <p>As part of ongoing professional learning, two teachers attended a stroke correction course to maintain their license and update their skills. Also as part of teacher PDP's, other teaching staff were able to observe hydrotherapy lessons and able to assist in the pool in a volunteer capacity. Deanne has completed AUSTSWIM teacher training and is the process of working towards being assessed. Havenlee is very fortunate to have 4 AUSTSWIM trained teachers on staff.</p> <p>Congratulations go to Julia and Jenna who both received their 10 year AUSTSWIM service award and Heather who received her AUSTSWIM license this year. The hydrotherapy program continues to run with the generous support from our wonderful volunteers and the Havenlee P &amp; C who</p>

<b>Hydrotherapy Program</b>	2 x SLSO  1 X accredited AUSTSWIM staff teacher	provide funds for staffing and equipment.  The hydrotherapy committee will investigate upgrading the pool area in the coming year.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	24	29	37	42
Girls	19	21	19	19

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8
Teacher Librarian	0.2
School Administration and Support Staff	11.52

\*Full Time Equivalent

There is one teacher at Havenlee School who is Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

### Professional learning and teacher accreditation

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 6 scheduled Staff Development Days, at after school meetings, various department of Education registered courses or at conferences. In 2018, Havenlee School was allocated \$17 370 for Professional Learning. The school used all this funding plus money from other school plan budgets (eg: RAM Aboriginal) for the additional costs. In 2018 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
- DDA training

Other Professional Development included:

- Suctioning, Tube Feeding & Midazolam Training
- Narooma Special Education Conference
- SEPLA Special Education Conference
- Administration of Prescribed medication
- WHS evacuation procedure training
- Autism online Modules
- PBL
- MAPA
- Manual Handling
- Infection Control

In 2018 one new staff member gained accreditation at proficient and no staff members required renewal of maintenance of any level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	213,073
<b>Revenue</b>	2,848,232
Appropriation	2,566,090
Sale of Goods and Services	1,472
Grants and Contributions	278,223
Gain and Loss	0
Other Revenue	500
Investment Income	1,946
<b>Expenses</b>	-2,793,564
Recurrent Expenses	-2,793,564
Employee Related	-2,600,104
Operating Expenses	-193,460
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	54,668
<b>Balance Carried Forward</b>	267,741

At Havenlee School we want to provide a place in which students achieve the best educational outcomes in a safe and supportive environment. As a result the majority of funding is spent on staffing (both permanent and casual), professional development, delivering specialised programs and maintenance and repairs of buildings, grounds and equipment. Most of the balance brought forward (\$130 604) is from the gift account.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	529,015
Base Per Capita	23,286
Base Location	1,894
Other Base	503,835
<b>Equity Total</b>	124,297
Equity Aboriginal	35,623
Equity Socio economic	88,673
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,649,818
<b>Other Total</b>	24,355
<b>Grand Total</b>	2,327,485

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### Parent/caregiver, student, teacher satisfaction

Havenlee School has a small but dedicated group of parents and community members who provide much valued input and suggestions in supporting school improvement. All parents at the school participate in their child's PLP process, giving experience, 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 2018 for staff included; whole school activities such as Disco, Dance Festival, Havenlee's Got talent and NAIDOC

Week. The staff overwhelmingly said that the new split playgrounds timetable was an improvement for student and staff welfare and having the new outside gym area was an asset. The priority for staff for 2019 seems to be continued consistency with communication and routines.



### Policy requirements

#### Aboriginal education

Havenlee has 22 Aboriginal students or 36% of our student population. We continue to embed Aboriginal perspectives in our class programs and activities. We had the Bomaderry High Koori Dance Group perform for us during our NAIDOC activities. Uncle Tom explained the background to Welcome to Country and judged our lemon myrtle cooking competition (won by 2P!).

Three of our Year 12 students attended the Indigenous Graduation at Bomaderry Bowling Club this year.

Havenlee School has been involved in a HSIE Initiative with local schools north of the Shoalhaven River. Teachers and Aboriginal Education Officers are consulting with the local Aboriginal community and AECG to include local history and culture in History and Geography from Early Stage 1 to Stage 5.



#### Multicultural and anti-racism education

Throughout 2018, Havenlee School supported multicultural events such as NAIDOC week and Harmony day. A whole school video was made for

Harmony day to the theme of 'Belonging'. All students featured on the film which showed we are all accepted as equal within Havenlee School. The video was shown in classrooms and at assembly on multiple occasions. Individual classes carried out units of work dedicated to various cultures throughout the year. Teachers were conscious to promote multiculturalism within their classrooms in the forms of stories, dances, roll play, cooking and visual arts.

## **Other school programs**

### **Sensory areas**

Thanks to the generosity of the Havenlee P & C Committee we have installed a wheelchair tunnel in the sensory garden this year. We have also been able to update the water feature with new and colourful items and make it more engaging. The sensory room is in the process of being revitalised to meet the current needs of Havenlee students.

The Outdoor Gym has been well utilised by classes and during breaks by students. It is great to have so many versatile spaces for our students to enjoy every day.

### **Dance Festival**

The 2018 Dance Festival extravaganza was extremely successful with students from Havenlee and North Nowra PS performing Dr Who and his side kicks. Each of our three performances were well received by the audience and the staff at the IPAC expressed their thanks to our students for their excellent behaviour backstage. Our students demonstrated great enthusiasm on stage and off and are already asking what the dance will be next year.

### **School to Work/Work experience**

In our School to Work program this year, students established a Vermiculture and Seed Propagation Industry. Each class has been responsible for a task eg collecting food scraps, blending food scraps or watering the seedlings each day.

Secondary students collected, bottled and labelled the worm wee produced, which they sold and then delivered to the community. Students also sold seedlings they grew in the greenhouses.

Four Year 12 students participated in work experience at Greenacres where they went bowling, to local parks, enjoyed incidental exercise and Music with Jim.

(As part of their NDIS funded school replacement plans the senior students have been able to transition to the service they will access next year.)