

2020 Annual Report

Havenlee School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

Although 2020 was a very different year to anything I have ever experienced before in my teaching career, Havenlee School was still able to work closely with the families in delivering Havenlee programs, even if they were somewhat adjusted to the COVID- restrictions at the time. The staff showed their dedication to each student by going above and beyond making individualised weekly work packs during the COVID lockdown period. A big thank you needs to go to the P&C drivers who delivered work packs to each household every week. The P&C was also invaluable in still providing their financial support to the school for specific programs.

I was continually impressed by the staff's perseverance and creativity in modifying activities to fit into current COVID guidelines but also maintain educational values and engagement (eg: virtual talent quest). I believe that all Havenlee staff members became closer and more productive, working as a team throughout all the changes to COVID guideline/ restrictions during the year. They worked hard in finishing up the goals within the current school plan and also participated in the situational analysis to start planning for the new strategic improvement plan. I would also like to take this opportunity to thank the parents/ carers of students at the school for their patience, understanding and flexibility during this difficult year.

Katrina Eyland

Principal Havenlee School

Message from the school community

WOW, what a year! I don't believe I need to tell people what a difficult year this has been for everyone, but we got through it. Many of our supporters found themselves unable to run their usual fundraising activities with the restrictions in place from COVID-19 leaving very little, if any, funds to be distributed by charities. We were unable to secure any extra funding from our usual supporters this year, but we remain eternally grateful for all the assistance we have received over the years. Fortunately, throughout 2020 Havenlee P&C Committee were able to continue with our Transport Business, this included continued preparation to deliver services within the NDIS model for 2021 and for the hiring out of our buses to NDIS and other local organisations at a market rental value in 2020 and beyond.

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

We continued our financial support to Havenlee School to help support your students' growth with much needed programs to benefit their education and health while preparing them for life after school. Our overall contribution for 2020 exceeded \$150,000. Programs we supported were the Play Skills and Behaviour Program (\$32,000), developed to teach our student's specific skills needed in playing and interacting safely with other students, along with financial support for

upkeep of the sensory garden walkway (\$2,500) where some of these skills are practised.

The major priority for our financial support remained the Hydrotherapy Program (\$92,000). The Hydrotherapy Program continued to offer all our students the opportunity to benefit through swimming lessons for our more physically capable students, lessons in water safety for all students involved, plus physical therapy for our students normally restricted to wheelchairs. We are extremely fortunate this program has been designed and run by the school's professionally trained AusSwim teaching staff, unfortunately with COVID-19 we were unable to utilise our team of generous volunteers.

We also funded what is known as a "floating SLSO" for the West Wing area of the school, a total of 2.5 hours per day for 5 days per week (\$26,000), combined with financial support to each classroom for smaller supplies such as iPad apps and special equipment at the teacher's discretion to help support teaching within their classrooms (\$1,800)

Our vehicles have also been made available to help our wider community with Shoalhaven Tutorial Centre, North Nowra Primary and Vincentia High all using our vehicles to assist their students to attend special excursions and activities otherwise not accessible to them. Also, during the period of COVID-19 "home schooling" our vehicles and drivers were utilised to distribute learning packages directly to the door for our families.

Our usual closing event for the year has in the past been our annual Christmas lights tour which unfortunately did not run for 2020, obviously due to COVID-19 restrictions and social distancing.

I would like to take a moment to personally thank our amazing P&C office managers for all their hard work and organisation throughout the year, I really don't think even I know all that they do for us, but I do know we could not operate without them. I also give my sincere thanks to the bus committee for helping with daily decision making of the business and our accountant for monitoring the financial operations of the business to maintain a professional standard. I would like to thank our bus staff for their commitment to our school and our students, and adapting to changes we make to improve the running of our service.

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

We as a P&C would like to encourage more parents and citizens to join our team, we presently meet twice a term via Zoom in weeks 3 and 7, our AGM is held in March. Anybody with ideas that will benefit students' education, development and wellbeing are welcome to share them at our meetings. Have a great 2021 everybody!

Patrick O'Keeffe

P&C President



School vision

To deliver Education and Training that inspires students to succeed, fosters high expectations and prepares them for participation in our society.

School context

Havenlee School is on the traditional land of the Wodi Wodi people of the Yuin Nation. It is a SSP in North Nowra and part of the Northern Shoalhaven Community of Schools. The school consists of 9 classes, years pre-school to year 12 (8 IO/IS & 1 MC). The students present with moderate to severe intellectual disabilities, often accompanied by secondary physical, behavioural and other disabilities such as Autism Spectrum Disorder. Aboriginal students make up approximately 38% of Havenlee School enrolments.

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

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

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

There is a practical Vocational Education Program across the whole school which includes both in-school and out of school work experience programs. The school has close connections with several school replacement programs, 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 school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
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

Strategic Direction 1

Learning: Learning for Living

Purpose

To promote a holistic, life long approach to educating students, focusing on social, emotional and physical well-being so as to develop each student's self-esteem and identity. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Improvement Measures

Personal Development/ Child Protection Framework

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

Health Care and Management Plans

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

Progress towards achieving improvement measures

Process 1: Personal Development/ Child Protection Framework

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

Evaluation	Funds Expended (Resources)
<p>The Personal Development Committee's aims for the 2018- 2020 school plan was to implement a personal development program embracing child protection, student wellbeing and a whole scope and sequence for personal development teaching and learning.</p> <p>In 2018 a child protection training package was rolled out across the entire school. This included a presentation, an open forum, feedback surveys and school signage in key areas. A child protection refresher was conducted in early 2019 for current and new staff. With the release of the new 2018 K-10 PDHPE Syllabus, a draft two-year, K-12 Scope and Sequence was proposed for trial during semester two 2019.</p> <p>During 2019 the draft personal development whole school scope and sequence was implemented. A shared folder of resources was established for teachers to access a range of resources after a survey revealed that locating suitable resources was a significant challenge when teaching personal development.</p> <p>During 2020, the scope and sequence was re-evaluated. COVID restrictions limited the ability to hold committee meetings and meet with community members including the Aboriginal community. The committee conducted a self-assessment and reported the results to the principal. A staff survey reported that teachers were confident in teaching and accessing the personal development resources. All staff agreed that the scope and sequence covered the necessary learning outcomes for students. One key comment highlighted the challenge of teaching personal development across composite classes. The school had hoped to trial streamed lessons to accommodate this, however, COVID and school timetabling challenges were not conducive to this method of lesson delivery. The committee reviewed 'SoSafe' and 'Circles of Relationships' with staff feedback reporting that concepts from each program had merit, but that no one program would suit this school setting. It has been recommended by the executive committee</p>	

Progress towards achieving improvement measures

that the key language of 'SoSafe' is to be incorporated into the scope and sequence. This will be approached in the 2021- 2023 school plan including a proposal to improve whole school student welfare recording and reporting by devising a template for all staff to record and report student welfare concerns.

Process 2: Health Care and Management Plans

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

Evaluation	Funds Expended (Resources)
<p>New school logo has been added to all checklists, templates and cover page.</p> <p>Feedback from staff is that the current templates and checklists are easy to use.</p> <p>Individual student information is stored on the school server in the relevant year and student folder.</p> <p>During this process we have developed checklists, templates and a cover page which support staff to document and update the individual health and physical management needs of our students. These plans can be easily accessed and printed for health professionals to provide vital information when the need arises.</p> <p>Staff have been consulted during all stages of the design of the templates and checklists to ensure the plans document the complex needs of students in a format that all staff can easily access and understand.</p> <p>Parents and carers were surveyed after PLP reviews this year to get feedback on our HCP and PMP. Overall, parents and carers were confident that staff at Havenlee School understand and can manage their child's individual needs.</p> <p>We have achieved the objective of designing and implementing detailed HCP and PMP for students across the whole school.</p>	



Strategic Direction 2

Teaching: Teaching skills for life

Purpose

To provide educational experiences and opportunities that will enable students to have a fulfilling life and equip them so they can purposefully communicate and participate fully in society.

Improvement Measures

SWANs Tool (Literacy and Numeracy)

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

Whole School Scope & Sequence

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

Progress towards achieving improvement measures

Process 1: SWANs Tool (Literacy and Numeracy)

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

Evaluation	Funds Expended (Resources)
<p>Once again teachers completed twice yearly SWANs assessments in 2020. For the first time, a literacy goal was taken directly from SWANs and used in PLPs and IEPs, showing a direct correlation between class programs, PLPs/IEPs and SWANs. In 2021 the report proforma will be adapted so that it reflects each students' PLP/IEP goals, including those that are directly linked to SWANs. The SWANs tool allows for comparison of results from 3 different semesters, therefore teachers can track student achievement levels which assists in classroom assessments and planning for future learning activities.</p> <p>Due to COVID 19 in-services and refreshers about 4 Blocks were not able to be presented. The committee has decided that a more cohesive and consistent whole school approach to literacy needs to be implemented at Havenlee. In 2021 teachers will be asked to share what they use in their class literacy programs. The committee will also investigate other programs and resources that are available to gauge which ones are relevant and appropriate for our students. The end goal will be to develop a literacy program that all classes will use, and that will show a clear progression and can be tracked.</p> <p>As with the literacy folders last year, the committee decided it would be more time efficient to compile a numeracy folder on the server for teachers to access and add to. Responses from a teacher survey about numeracy resources informed what went into the folder. Teachers had already compiled a lot of numeracy resources on the server when Learning from Home was happening earlier in the year, and these were also added to the Numeracy folder. Teachers were informed at a staff meeting of the location on the server of the folder and invited to add resources for everyone to share. As with the electronic Literacy folder the Numeracy folder will benefit all staff, in particular new staff unfamiliar with the programs, to ensure consistency across the school.</p> <p>The school literacy policy also needs to be reviewed to reflect the new programs implemented during the past few years -this will be added to the</p>	

Progress towards achieving improvement measures

new school plan from 2021.

Process 2: Whole School Scope and Sequence

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

Evaluation	Funds Expended (Resources)
The descriptor bank will be pushed through to 2021 and built into the new whole school literacy teaching plan. The scope and sequence document has been polished and amended to suit NESA changes, syllabus development and the needs of teachers and students within a year of challenges.	Time at SDD 1/2 day prep time



Strategic Direction 3

Leadership: Sustaining and Improving

Purpose

To maximise student outcomes through building stronger relationships as an educational community by leading and inspiring a culture of collaboration, quality teaching, engaged communication, empowered leadership and organisational practices.

Improvement Measures

School Wellbeing

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

Progress towards achieving improvement measures

Process 1: School Wellbeing

Design a framework to improve performance and support staff wellbeing.

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

Evaluation	Funds Expended (Resources)
<p>The PDP process has been followed and Wellbeing goals have been reviewed. Feedback from staff has been positive.</p> <p>All staff have knowledge of and access to Be You and Being Well, the Wellbeing Hub and Fitness Passport. Access to the Fitness Passport has been limited by Covid19. Wellbeing programs will continue to be shared with staff in 2021.</p> <p>Wellbeing Week has continued in 2020 and will be ongoing in 2021.</p> <p>The Wellbeing Framework draft for staff and students is shared with staff. The aim is to foster a positive culture at school with a healthy workplace environment where student wellbeing is at the forefront of all decision making and planning.</p> <p>Staff have completed the term 4 wellbeing survey.</p> <p>Flourish Modules 3 and 4 have been completed in staff development days in term 3 and 4.</p> <p>Harmony Day and R U Ok? days were recognised and activities completed in classes.</p> <p>The Redbank Wellbeing conference was cancelled due to Covid19.</p> <p>The Wellbeing Committee has achieved what it set out to accomplish in the 2018-2020 School Plan. Wellbeing is embedded into the culture of Havenlee School. Wellbeing programs will be ongoing, including Wellbeing Week, Harmony Day and R U Ok? Day. Staff feedback from the annual Principal survey suggests staff appreciate the value the school places on wellbeing. The school self-assessment has highlighted a need for improvement in other areas of wellbeing which will be addressed in the next school plan.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO FTE 0.48: \$31 892.00</p> <p>Teacher release - PLPs 4 x dys: \$2166.16</p> <p>Aboriginal Education resources: \$1046.86</p>	<p>Funding was spent in the following ways:</p> <p>Extra SLSO time each day (9-12pm) (3hr x 5dy wk) to support Aboriginal students across the school with Literacy, Communication, numeracy, behaviour support, feeding, toileting, standing, medications etc.</p> <p>Classroom Resources: relevant, age appropriate culturally sensitive indigenous teaching resources NAIDOC/ AECG expenses/ activities: Unfortunately due to COVID restrictions Havenlee School were unable to host an AECG meeting this year and we had a modified NAIDOC week activities. Classes still were able to do their annual NAIDOC "bake-off" making Aboriginal themed icecream cakes and various age appropriate, culturally sensitive art activities.</p> <p>Teacher release (4 x dys) - for Personalised Learning Pathways Meetings: Personalised Learning Pathways meetings were conducted over the phone this year.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$18 486 FTE 0.176 35.49 days</p> <p>WHS: 3 teacher days</p> <p>Hydrotherapy committee: 3 teacher days</p> <p>PLP meetings: 10 teacher days</p> <p>PDP teacher release: 19.5 teacher days</p>	<p>QTSS funding paid for 3 casual teacher days to release an AP to complete the WHS compliance requirements</p> <p>Hydrotherapy committee released teachers (3 days) working toward their milestones within the school plan.</p> <p>PLPs: PLP/ ITP meetings are held in Term 1 and Term 3 involving teachers, parents and Health Professionals to collaborate, review and set goals for each student across the school. The QTSS funding paid for 10 casual teacher days to replace classroom teachers to hold phone PLP/ITP meetings for students across the school</p> <p>PDPs: Teachers were given the opportunity in Term 1 and 3 to observe their peers as part of working towards their PDP goals. QTSS funding paid for 19.5 days of casual teacher costs to release teachers for peer observations and time to participate in quality reflective practice.</p>
Socio-economic background	<p>Classroom Teacher FTE 0.1 (blue people SBAR): \$10 938.36</p> <p>2x SLSO FTE 0.88: \$116 938</p>	<p>PSFP Teacher FTE 0.1 was utilised as casual teacher (8 days) to fund replacing teachers during Semester 1 and Semester 2 for all students' PLP meetings . Eventhough there were no face to face PLP meetings (due to OVID restrictions) teachers were released to conduct the meetings over the phone. Plus to release teachers (12 days) in committees working toward their programs of Scope and Sequence and Literacy, Numeracy and Technology, Health Care Plans, Child Protection within the school plan.</p> <p>SLSOs: Extra SLSO time 2x (5.5hr x 5dys wk) each day was used to support students</p>

Socio-economic background	<p>Classroom Teacher FTE 0.1 (blue people SBAR): \$10 938.36</p> <p>2x SLSO FTE 0.88: \$116 938</p>	<p>across the school with Literacy, Communication, Numeracy, behaviour, feeding, toileting, standing, medications etc.</p>
Support for beginning teachers	<p>casual teacher 1/2 per week</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$4 375.00) 	<p>For two terms, once a week, our beginning teacher was able to top up her RFF to enable her to have a whole day off class to have more time to have supervision, coaching and mentoring from her supervisor.</p>
SSP Supplementary Funding	<p>SLSO FTE 0.88: \$58 468.88</p> <p>2x SLSO Hydro @ FTE 0.352: \$23 388.00</p> <p>Float WW SLSO FTE 0.72: \$47 838.18</p> <p>SLSO FTE 0.4: \$26 577.00</p> <p>Executive release Teacher FTE 0.8 + Hydrotherapy Teacher FTE 0.2: \$109.384</p> <p>building maintenance: \$7985.94</p>	<p>SLSO FTE 0.88 (5.5hr x 5dys wk)</p> <p>SLSO FTE 0.72 (22.5hr / wk) 5.5hrs/day x 3.3 hrs/day</p> <p>(12-3pm) 2x SLSO FTE 0.4 (2.5hrs x 5 dy per wk)</p> <p>The SLSOs were employed to help with literacy, communication, behaviour management, IEP goals, feeding, toileting, standing etc.. of students with high support needs.</p> <p>Exec release Teacher FTE 0.8 (4 dys per wk): The teacher was employed to enable each of the executive (ie 3 APs) to be released off class (on different days) so they could help with behaviour/medical incidents and do supervision, coaching and mentoring for their teachers during school hours.</p> <p>A Hydrotherapy teacher FTE 0.2 (1dy per week) and two Hydrotherapy SLSOs @ FTE 0.352 (5.5 hr x 1dy wk) were employed to add an extra day (to make up three days) to the already successful but very busy hydrotherapy program.</p> <p>The remaining \$7985.94 was put towards the fencing of the new sandpit and in-ground trampoline in the playground.</p>
Positive Behaviour for Learning	<p>unfilled vacancy days- teacher x 6- \$3000 SLSO x1- \$350</p> <p>PBL reward days x 3 - term 2 \$48.18, term 3 \$61.32, term 4 \$60 Total- \$169.50</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> (\$3 519.50) 	<p>The Havenlee Positive Behaviour for learning (PBL) committee met twice a term implementing new programs to improve positive student outcomes during 2020. Whole school rewards were added to the positive behaviour consequences chart and were sent home to families. PBL and Really Awesome Person (RAP) award procedures were updated and given out to staff to implement into classrooms.</p> <p>All face to face training was cancelled due to the Corona Virus outbreak and schools turned to remote learning. Staff at Havenlee School put packs together with PBL resources and sent home to support families. The Internal Coach attended Coach Network Meetings by video conference using 'Microsoft Teams' every term to collaborate with regional PBL leaders, which then informs our school committee. Data continued to be</p>

<p>Positive Behaviour for Learning</p>	<p>unfilled vacancy days- teacher x 6- \$3000 SLSO x1- \$350</p> <p>PBL reward days x 3 - term 2 \$48.18, term 3 \$61.32, term 4 \$60 Total- \$169.50</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$3 519.50) 	<p>analysed and discussed in staff meetings. The PBL board got a revamp which looks fantastic.</p> <p>When students returned back to school, assemblies were conducted in classrooms and eventually moved to the Hall in term four following all hygiene procedures. The RAP excursions outside of the school were cancelled and the students who received enough RAP awards attended a morning tea with the Principal in the Playground. Whole school rewards were introduced this year and they included a movie and pyjama day in classrooms, a water fun day and "Havenlee's got talent".</p> <p>Members of the team developed a PBL pamphlet which was sent home to families and will be added to the induction package in 2021. Zones of Regulation was postponed until next year. Reports reflected the three PBL values of Safe, Responsible and Respectful.</p> <p>The Self-Assessment Survey (SAS) was administered to staff and the results were collated by the Internal Coach. The survey indicated a need for a clear procedure for staff to access a team to support behaviour planning and problem solving. In the 2021 PBL plan the team will be devising a request form for staff to fill in so students and their behaviours can be discussed in Executive meetings and behaviour supports put into place. The survey also indicated that staff would benefit from ongoing training and support. The Internal Coach will run mini modules each term at whole school meetings in 2021 to support staff in managing challenging behaviours.</p> <p>It was decided that a Tiered Fidelity Inventory (TFI) would be more beneficial than the Systems Wide Evaluation Tool (SET). The PBL team completed the first section of the TFI with Carrie Hyde (Assistant Principal Positive Behaviour for Learning) in a zoom meeting. Havenlee School scored 90%. The TFI indicated that Havenlee School is ready to move onto the Tier 2 section of the TFI. This year we have maintained many of the interventions already in place and in 2021 there will be more opportunities to improve whole school systems .</p> <p>In 2021 the PBL team will be revisiting the whole school acknowledgement system to ensure that all students access the celebration for their contribution to a positive school environment. The Students continue to work towards earning RAP awards to join the Principal on the end of term excursions. The PBL committee will continue to support student well-being in 2021. PBL will be replaced with a new Behaviour Strategy which will be launched the first day of Term 1 in 2021. This Strategy will advance the</p>
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Positive Behaviour for Learning	<p>unfilled vacancy days- teacher x 6- \$3000 SLSO x1- \$350</p> <p>PBL reward days x 3 - term 2 \$48.18, term 3 \$61.32, term 4 \$60 Total- \$169.50</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$3 519.50) 	<p>Department's ongoing efforts to promote inclusive education and positive behaviour management across schools.</p>
Communication Program	<p>\$7000</p> <p>computer consumables</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Rural and Remote Grant (\$20 000.00) 	<p>Several milestones were delayed this year due to COVID 19.</p> <p>An in-service about the Green Screen app was presented by Patrick to the teachers at an after school staff meeting in Term 3. A big thank you to Patrick for taking the time to put this together and for presenting it. Teachers completed a survey following on from this to gauge relevance and helpfulness for its use moving forward. Feedback was positive, with most teachers expressing an interest in using it with their class. This year the app was used for a Havenlee's Got Talent entry and to make a new PBL movie. Some teachers also utilised it for end of year presentation items. The applications and uses for the app are only limited by people's imaginations. It will continue to be a useful resource into the future.</p> <p>The Communication Program (Rural and Remote Network Initiative Funding) has provided specialised support in each Havenlee classroom on a rotating roster for two (2) days per week. This support has assisted Teachers and SLSOs to design and implement communication strategies which target individual student's learning and communication goals and activities in their classroom. Identified class needs were discussed with each Teacher and then implemented. This may have been working with an individual student, small groups, researching options, offering advice or preparing communication resources. It also involved supporting SLSOs to implement communication strategies. Part of the program was to offer advice and support to other local schools. Due to COVID-19 restrictions, staff from other schools were unable to visit our school and we could not visit other schools. However, support was provided by phone or email when requested.</p> <p>The Communication committee put out a questionnaire to teachers this year regarding apps or online subscriptions that would be useful for the school to have. The purchase of these resources was delayed due to COVID 19, however they should be available for teachers use from the beginning of 2021. These apps and online subscriptions will be investigated and evaluated by teachers, and included in the proposed whole school literacy program if meaningful and relevant to</p>

<p>Communication Program</p>	<p>\$7000</p> <p>computer consumables</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Rural and Remote Grant (\$20 000.00) 	<p>our students.</p> <p>At the request of the committee, teachers shared photos of their students using technology at school (CommBox, iPad, computers, laptops, eye gaze devices, switching) for inclusion in the parent newsletter several times during the year. This was a great way to share the many ways our students communicate on a daily basis at Havenlee, and are heard and valued.</p> <p>In 2021 the committee will revise the Havenlee Technology Policy, so that it accurately reflects our current practice.</p>
<p>Hydrotherapy Program</p>	<p>2 x SLSO, 1 x accredited AUSTSWIM teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • P&C (\$90 528.44) 	<p>Our Hydrotherapy program was interrupted at the start of the year due to COVID 19. We were planning to start the collaboration with Occupational Therapists and Physiotherapists on specialised hydro plans for our students with physical disabilities. This will now be implemented in Term 1 2021, depending on what the COVID guidelines are at that time.</p> <p>The Special Swimming Scheme was due to run in Term 1 but was cancelled due to COVID. In Term 4 the school received \$6468 from the NSW School Sport Unit so that we can run the School Swimming and Water Safety Program at Havenlee by Term 3 2021. The logistics of how this would work, and when, will be decided upon in Term 1 2021.</p> <p>When hydro resumed in 2020, a third day was added to the weekly program. Hydrotherapy now runs on Monday, Tuesday and Thursday each week, with three classes allocated to each day. Having students spread across three days has eased the workload of the hydro SLSOs, and has resulted in less rushed swims, transitions and changes. When the therapy programs begin in 2021, the third day will also allow for extra time to be allocated for hydro lessons when therapists are here to observe students and help to implement programs.</p> <p>Every student at Havenlee now has an individual Hydrotherapy Physical Management Plan. These plans are in the same format as other Physical Management and Health Care Plans that students have. They were shared for the first time with parents and carers at the Term 3 PLPs, and signed. The plans will be updated twice yearly by the Hydro staff, before the Term 1 PLP and before the Term 3 PLP.</p> <p>The Hydrotherapy Scope and Sequence was updated this year. It now consists on an odd and even year, with different outcomes for the alternate years. This falls in line with the Whole School Scope and Sequence and allows for student progression to be tracked and monitored from year to year.</p> <p>Hydrotherapy saw some staff changes</p>

<p>Hydrotherapy Program</p>	<p>2 x SLSO, 1 x accredited AUSTSWIM teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • P&C (\$90 528.44) 	<p>happen this year. Carissa came back one day a week and did one hydro session and from Term 4 Jennifer Z was in the pool on Mondays and Thursdays as Julia went on maternity leave. All students managed the changes in teachers smoothly.</p> <p>Thank you must go out to the Havenlee P&C who kindly donated the funds to purchase a new waterproof camera and a supply of swim nappies to keep at school. They were also kind enough to once again purchase new pool toys and resources for the beginning of the 2021 school year. The hydrotherapy program would not be able to run without the ongoing support from the P&C.</p> <p>In Term 4 a survey was distributed to teachers to ascertain their thoughts about the running of the hydrotherapy program. The feedback was overwhelmingly positive, with teachers expressing that their students seemed to enjoy their hydrotherapy lessons each week, the program ran smoothly (timetable, communication, transitions) and any issues were dealt with effectively.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	37	42	41	41
Girls	19	19	21	20

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. 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.

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.11
Teacher Librarian	0.4
School Administration and Support Staff	12.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	503,738
Revenue	3,507,374
Appropriation	3,315,110
Sale of Goods and Services	1,564
Grants and contributions	189,405
Investment income	1,296
Expenses	-3,259,011
Employee related	-3,082,044
Operating expenses	-176,967
Surplus / deficit for the year	248,362
Closing Balance	752,100

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	163,174
Equity - Aboriginal	35,105
Equity - Socio-economic	125,487
Equity - Language	2,582
Equity - Disability	0
Base Total	2,604,468
Base - Per Capita	32,179
Base - Location	1,894
Base - Other	2,570,395
Other Total	382,791
Grand Total	3,150,433

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.



Student Feedback

Havenlee School Leaders were surveyed about what activities they liked and didn't like at school in 2020. Even though we had changes due to COVID-19, students were able to focus on the more positive things we did at school.

When asked what they liked at school their responses were:

- Just Dance
- Work Crews
- Art
- Swimming
- Cooking
- Douglas (Guide Dog in training)
- Sewing with the sewing machine
- Come and Try Sports Day
- Going to the Library
- Listening to stories
- Running Assembly
- Being Head Chef for Havenlee Cafe
- Liberty Swing
- Shredding
- Using the iPad
- Playdoh

When asked about what they didn't like at school:

- Only one student responded COVID-19 and being in quarantine
- One student didn't like Spelling.

Parent/ carers Feedback

Parents/ carers were given the opportunity to give feedback throughout the year through both verbal and written surveys. All feedback from parents/ carers was valued, taken seriously and responded to appropriately. Parents responded positively regarding the weekly individualised work packs that were sent home during the home learning time due to COVID restrictions. They were overwhelmingly happy with the school's decision to add a third day to the hydrotherapy program. Overall, parents and carers were confident that staff at Havenlee School understand and can manage their child's individual needs.

Staff Feedback

Staff were surveyed throughout the year by the school planning committees and the annual end of year survey.

Highlights for staff included:

- seeing students make progress
- improvements to playground (eg; trampoline and sandpit)
- great team work with other staff members

Systems/ Routines that worked well included:

- having a whole school timetable
- having whole school end of term events (eg: talent quest)
- clubs at recess and lunch
- foodbank being available throughout the year

Areas for improvement included:

- Improving processes for NDIS therapists coming into school
- Training more SLSOs up for complex medical procedures to ease pressure off some staff members
- Continue upgrading playground areas

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education

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

Examples of how we achieve this are by:

- Proudly displaying the Aboriginal flag in classrooms and on our flagpole.
- Including an Acknowledgement of Country in our daily morning circle and at every gathering.
- Displaying the Partnership Agreement and Apology in our foyer.
- Celebrating NAIDOC on Wednesday 11 November with a mufti day, art competition, class activity packs and a cooking competition where students had to make a NAIDOC inspired ice-cream creation then decorate with red, black, yellow, green and/or blue lollies. The results were amazing!
- Providing a Yarn Up newsletter to our parents and on our website.
- Decorating our school with Aboriginal artwork and murals.
- Every class program has Aboriginal resources and information included in lessons.
- Unfortunately, due to COVID-19 we have been unable to invite local elders to our school for assemblies and events or attend and host local AECG meetings.

Anti-Racism Policy

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

Multicultural Education Policy

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

Multicultural and Anti-Racism Education

At Havenlee School multicultural education is taught and learnt about in a variety of ways. In many units of work, across a number of Key Learning Areas, students learn about other countries - their cultures, their histories and their traditions. This year Banksia class learnt about the Chinese culture, customs, traditions and food (cooking fried rice) and Waratah class immersed themselves in all things French.

At the end of March, students and staff acknowledged Harmony Day by wearing orange and doing activities in their classrooms.

Other School Programs (optional)

Work Experience/School to Work

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

Most classes have an in-class industry keeping students and staff happy with catering such as sausage sandwiches, chicken nuggets, chips and milkshakes. 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. Unfortunately, due to COVID-19 our delivery service was suspended until Term 4 where we have been able to deliver to our appreciative customers again adhering to COVID-19 guidelines. They have also been making beeswax wraps which are selling very successfully and are in huge demand especially for Christmas. This year, for the School to Work Program we also installed a sandpit and have been creating an Indigenous Play Area.

Some of our Year 11 and Year 12 students attended work experience tasters at Greenacres and Flagstaff. As many services were restricting the number of people they could have on site, we visited local businesses to investigate what jobs and skills were needed in each workplace.

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

NSW Environmental Trust's Eco Schools Grants Program

At the end of 2019 Havenlee was successful in receiving a grant from the NSW Environmental Trust's Eco Schools Grants Program. The grant was issued to install a vertical garden and purchase additional native and bush tucker plants to enhance the outdoor learning space and learning outcomes for our students. With enthusiastic participation from staff and students from each class, the vertical garden and native plantings have been completed. This project enabled students to participate in hands-on environmental education to complement class units of work and school vocational education programs. The bush tucker plants including a Finger Lime support our Aboriginal Education curriculum and provide a focus for students to engage with local Aboriginal community members during NAIDOC week and other cultural events held at the school.

Sensory Areas

The Havenlee P & C Committee continue to support the maintenance and upgrade of our sensory areas at school.

Our big project this year was an inground trampoline. We successfully applied for a grant from the Local Schools Community Fund for \$20 000 which combined with money from the P & C Committee and other grants we were finally able to install this valuable resource. It has been a wonderful addition to our sensory areas and has been of great benefit to our students. As a bonus during the installation of the inground trampoline we were able to create a sandpit area under cover in the western playground. Both the inground trampoline and sandpit have a fence around them which allows our students safe play in both areas.

Play Skills

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