

2022 Annual Report

Blue Haven Public School



4623

Introduction

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

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

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Message from the principal

Students returned to their first full year back in the classroom which provided greater stability for all students after the challenges of previous years. This allowed us to return to our regular classroom practice and complete implementation of Explicit Instruction, which has allowed our students to excel in all literacy and numeracy areas. We continued to closely monitor the wellbeing and welfare of all students, to ensure that the social and emotional needs of all children were identified and met. We returned to being able to engage parents back on site and to meeting with parents, including P&C meetings, within the school.

While our Strategic Improvement Plan's targets remain in place, we understood that these are likely to have been impacted by the adjusted Department of Education policies, procedures and expectations due to the challenging global health situation.

I am a very proud principal at Blue Haven Public School. I am thankful that I have the opportunity to work alongside a great community of students, staff, parents and carers.

Dale Edwards

Principal

School vision

Blue Haven Public School is a high performing school, with a positive and inclusive school culture, that promotes the wellbeing and success of all.

School context

Blue Haven Public School provides a quality education in a contemporary setting. It is situated in the suburb of Blue Haven on the Central Coast.

The school is committed to *continuous* improvement and is focused on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning. We have engaged an external consultant to support with the effective implementation of our signature pedagogy Explicit Instruction (EI) which ensures effective differentiation of learning at point of need for each student. Explicit Instruction is utilised across key learning areas ensuring a gradual release of learning control to the students as they achieve success and develop students' academic mastery. Our school has developed a Synthetic Phonics program that ensures all students have a sound understanding of the skills required to decode and comprehend text.

Blue Haven Public School caters for approximately 664 students across 26 classes. There are 116 Aboriginal and Torres Strait Islander students within the school's student population. Blue Haven Public School is an active member of the Tuggerah Lakes Network and enjoys positive partnerships with both the Muru Bilbi AECG and the Blue Haven Parents and Citizens association.

We have developed some key partnerships with All Areas Speech to support the language development of our students and the University of Newcastle Occupational Therapy Clinic which supports students with self-regulation. We partner closely with Northlakes High School, our other local partner primary schools and local pre-schools, to facilitate a positive connection through regular cross-school student and staff interaction.

The school was identified for exemplary practice in teaching and learning and the impact that this has had on student outcomes through a case study for the Centre for Education Statistics and Evaluation (CESE).

Alongside the community, the school has completed a Situational Analysis that identified 3 key areas to be further strengthened, that will support all students to be high achievers. These are:

1. Student Growth and Attainment

The Situational Analysis highlighted that Explicit Instruction had a significant positive impact on student outcomes in reading and numeracy. This continues to be a whole school initiative, with a particular focus on improving student longitudinal growth while increasing the identification and support of high potential and gifted students throughout the school.

2. Sense of Belonging

The Situational Analysis identified that the further development of student social and emotional intelligence, and identity should be a priority. Through the enhancement of school-wide systems, processes, resources and targeted activities, focusing on attendance and Aboriginal education, there should be an increase in student sense of belonging.

3. Authentic Connections

Analysis of data through the Situational Analysis determined that authentic community engagement remained a school-wide focus. The continued development of close collaborative relationships across all areas of school, including Learning and Support, is required to enhance student outcomes.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To use evidence-based practices that utilises data to maintain and improve high levels of student growth and achievement in reading and numeracy.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$178,080.43

QTSS release: \$105,023.02

Literacy and numeracy: \$60,163.28

Summary of progress

Strategic Direction One focused on reading and numeracy. This involved rigorous data collection and analysis of formative assessments, phonics screener, Check-in and PAT testing and the formation of PLCs (Professional Learning Communities) to uplift student learning in these areas.

These scheduled collaborative activities, led by either APCI (Assistant Principal Curriculum and Instruction) or the PLC leader, enabled quality processes to be implemented. These included robust discussions, both as a team and one-on-one, through the analysis and triangulation of internal and external assessments. This ensured consistency among the team and allowed for accuracy when planning our next teaching sprint. This was also supported by rigorous analysis of documentation ensuring consistency across grades and school, including equity groups.

The implementation of an instructional coaching model, led by the APCI team, has resulted in the development of teacher knowledge and skills, enhancing explicit teaching methods, building upon our positive school culture, within an evidence-informed teaching framework. Analysis of 2022 reading data has indicated the students are exceeding set targets.

Future directions will be to effectively implement the new syllabus while building the instructional leadership capacity of middle school executive. To enable this work, we will have a stronger focus on staff development in numeracy differentiation, to support a more robust implementation of curriculum, enhancing the academic challenge and enrichment of all students. This will include upskilling both teachers and students in the co-creation of learning goals for numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
% of students achieving top two bands in NAPLAN In reading, increase by 5.4% from the baseline of 32.3% to 37.7%	2022 NAPLAN data indicates 41.57% of students in the top two skill bands for reading indicating the school exceeded the target by 9.27%
% of students achieving top two bands in NAPLAN In numeracy, increase by 5.0% from the baseline of 26.6% to 31.6%	We have 22.75% of students who achieved top two bands in NAPLAN numeracy.

2% uplift in reading expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
2% uplift in numeracy expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
% of ATSI students achieving top three bands In reading, by 4% from the baseline of 53.2% to 57.2%	We have 57.58% of students who achieved top three bands in NAPLAN reading and exceeded our baseline target by 4.38%.
% of ATSI students achieving top three bands In numeracy, by 4% from the baseline of 56.7% to 60.7%	We have 42.42% of students who achieved top three bands in NAPLAN numeracy.
% of students achieving in the top 3 stanines in PAT In reading, by 5% from the baseline of 23% to 28%. In numeracy, by 5% from the baseline of 23% to 28%.	<ul style="list-style-type: none"> • Reading: We have 6.1% of students in the top 3 bands in PAT. • Numeracy: We have 3.5% of students in the top 3 bands in PAT.

Strategic Direction 2: Sense of Belonging

Purpose

To create an inclusive environment that promotes student wellbeing and success through a focus on Aboriginal education and attendance.

Initiatives

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

- Attendance
- Aboriginal Education

Resources allocated to this strategic direction

Socio-economic background: \$16,233.03

Aboriginal background: \$152,632.65

Summary of progress

Student attendance and Aboriginal Education continued to be key focus areas for our school in 2022. We maintained the ongoing role of Professional Learning Communities in ensuring research and the implementation of best practice continued.

We implemented the BASE (Be At School Everyday) initiative to encourage and celebrate the successes of our students in the area of attendance. Resources to support staff to hold conversations and plan for individual student needs were also key in the improvements that were seen from the start of the year's beginning to its end. Our community indicated that they found it challenging to meet the expectations for attendance and meeting the system set targets while ensuring they also met the requirement to keep their children home if they are unwell.

We continue to have a strong working relationship with both the Muru Bulbi AECG and our Aboriginal community. Our Aboriginal specific roles have enabled us to be able to engage our community closely and provide enhanced opportunities for our Aboriginal Students, seeing us exceed our expectations. All staff were trained in Cultural training led by Aboriginal staff within our school, with many more staff attending AECG developed Cultural Awareness training through the Connecting to Country professional Learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the proportion of students attending greater than 90% of the time from the baseline of 66.73% to between 72.7% and 77.7% to fall between the lower and upper bound trajectories.	34.4% of students are attending more than 90% of the time. This is a decrease of 25.7%, this statistic is a reflection of the Department of Education's requirements around the need for students to remain at home when unwell.
Increase in all students overall attendance rate by 2.05% from the 2019 achievement level of 90.95% to 93%. Increase in Aboriginal student overall attendance rate by 4% from the 2019 achievement level of 87.5% to 91.5%.	The overall attendance rate of students is 85.3%. This is a decrease of 3.8%, reflecting the level of Covid restrictions and requirements around remaining home when ill. The overall attendance rate of Aboriginal students is 84.7%, decreasing by 1.4% in line with the decrease across all areas of attendance in 2022.
Increase in students with positive wellbeing from the 80.3% baseline to between 85.7% and 90.7% to fall between the lower and upper bound	81.0% of students indicated they have positive wellbeing. This is an increase of 0.7% indicating progress toward the annual progress measure.

trajectories.	
<p>Increase the number of students that believe the school values their cultural background from the school based Aboriginal Student survey from the baseline of 73.7% to 81.8%.</p>	<p>86.8% of the students surveyed believe that the school values their cultural background, this is 5% above the identified target.</p>
<p>To improve in the areas that relate directly to attendance as measured in the School Excellence Framework based on the school's Self-Assessment. Achievement of Excelling:</p> <ul style="list-style-type: none"> • From the baseline of 'Sustaining and Growing' to 'Excelling' in the area of Attendance. • From the baseline of 'Delivering' to 'Excelling' in the area of Parent Engagement. 	<p>In the area of Attendance in the School Excellence Framework Self-Assessment, from the baseline of 'Sustaining and Growing' it was determined that we are currently 'Excelling', indicating achievement of the annual progress measure.</p> <p>In the area of Parent Engagement in the School Excellence Framework Self-Assessment, from the baseline of 'Delivering' it was determined that we are 'Sustaining and Growing', indicating achievement towards the progress measure.</p>

Strategic Direction 3: Authentic Connections

Purpose

To engage the school community through communication and consultation to develop a partnership which improves student engagement and achievement.

Initiatives

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

- Community Consultation and Communication
- Learning Support

Resources allocated to this strategic direction

Socio-economic background: \$55,277.95

Low level adjustment for disability: \$69,905.71

Summary of progress

The Blue Haven Public School staff have improved their understanding of the Inclusive, Engaging and Respectful Schools reform (IER). The Learning and Support PLC led professional learning around the IER and coordinated disability awareness programs for students. To support this the school implemented parent and community information sessions aimed at connecting the community with the school and external agencies. These information sessions were highly successful and will be continued in 2023. External qualitative data and Tell Them From Me data show that the school provides enough resources to help students with a disability or special needs. Throughout 2022, twice-termly community 'Coffee and Chat' sessions supported community involvement in supporting students with diverse learning needs. By maintaining this level of support provided to the community, we will continue to focus on developing community connections with external agencies that can support students with Cyber Safety, parenting support and accessing local support services. Further staff professional learning focused on the effective implementation of the Disability Discrimination Act (DDA) through Nationally Consistent Collection of Data (NCCD) supporting teachers to make reasonable adjustments in the classroom.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the 'Have you had adequate communication with the school' responses in the school developed Parent Survey. • From the baseline of 83% to 88%.	The school's Tell Them from Me survey indicates the community rated the school 6.5 out of 10 for Parents are informed. Which is just below the state average. of 6.6.
To improve in the areas that relate directly to parent engagement as measured in the School Excellence Framework based on the school's Self-Assessment. Achievement of Excelling in the areas of: • Improve from the baseline of 'Delivering' to 'Sustaining and Growing' in the area of Parent Engagement while processes and practices are embedded. • Maintain the baseline of 'Sustaining and Growing' to 'Excelling' in the area of Individual Learning Needs while processes and practices are embedded.	In the area of Parent Engagement in the School Excellence Framework Self-Assessment, from the baseline of 'Delivering' it was determined that we are 'Sustaining and Growing', indicating achievement towards the progress measure. In the area of Individual Learning Needs in the School Excellence Framework Self-Assessment, from the baseline of 'Sustaining and Growing' it was determined that we have remained at 'Sustaining and Growing'

<p>Increase the school mean for an 'inclusive school' in the Tell Them From Me survey;</p> <ul style="list-style-type: none"> • Teacher survey - from the baseline of 7.3 to 8.1. • Parent Survey - from the baseline of 6.7 to 7.3. 	<p>According to the Tell Them from Me teacher survey, the school scored 8.4 in the area of being an 'Inclusive School'. This is an improvement of 1.1 above the baseline figure. We exceeded our target by 0.3.</p> <p>According to the Tell Them from Me parent survey, the school scored 7.0 in the area of being an 'Inclusive School'. This is an increase of 0.3 above the baseline figure.</p>
<p>Increase the score in the 'I make an effort to involve parents and other community members in creating learning opportunities' in the Tell Them from Me Teacher Survey.</p> <ul style="list-style-type: none"> • Increase from the baseline of 6.9 to 7.5 	<p>According to the Tell Them from Me parent survey, the school scored 6.9 in the area of 'I make an effort to involve parents and other community members in creating learning opportunities' '. This meets the baseline score.</p>
<p>Increase the % in "The school provides enough resources to help students with disability or special needs" in the agree/strongly agree sections of the parent Tell Them from Me survey.</p> <ul style="list-style-type: none"> • Increase from the baseline of 76% to 82% 	<p>81% of parents either Agree, Strongly Agree or neither agree or disagree that the school provides enough resources to help students with a disability or special needs. This is an increase of 5% from the baseline target.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$370,081.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blue Haven Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Identified students being supported by the employment of SLSOs (Student Learning Support Officers) to ensure that these students have equitable access of curriculum and social, emotional support at their identified level of need. Approximately 5% of our students are supported by integration funding where we ensure that students have access to the curriculum and social opportunities that are targeted at their point of need ensuring their safety and participation.</p> <p>After evaluation, the next steps to support our students will be: As this initiative supports our IFS students with quality initiatives continuing in 2023. Kindergarten will be provided with a full-time SLSOs to support in each classroom.</p>
<p>Socio-economic background</p> <p>\$800,157.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blue Haven Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Attendance • Aboriginal Education • Community Consultation and Communication • Learning Support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Rumble's Quest Social Emotional Learning Diagnostic Tool. • Student Behaviour and Wellbeing Reward days • Attendance Reward Activities and Resources • Special Interest Groups • Casual Relief for Assessments and screening <p>The allocation of this funding has resulted in the following impact: Every student has access to the curriculum. We have been able to determine every child's individual needs, and then implemented strategies and programs to support.</p> <p>After evaluation, the next steps to support our students will be: We will continue to fund these programs in 2023 as they have proved highly beneficial to students.</p>
<p>Aboriginal background</p> <p>\$152,632.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blue Haven Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$152,632.65</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to support and mentor Aboriginal students to make cultural connections. • employment of an Aboriginal teacher to support staff understanding, professional learning and school-wide initiatives in the area of Aboriginal Education. • Engagement of external consultants and services to support all students with cultural experiences. <p>The allocation of this funding has resulted in the following impact: 100% of students present on the day of the cultural activities were in attendance. 5 or 6 Aboriginal families consistently attend our termly Aboriginal Yarn Ups. 100% of Aboriginal families are included in our PLP process because we phone our families. All our Aboriginal staff led the Cultural Awareness training in staff meeting. All school staffing groups had representation at Connecting to Country Cultural Training. Check-in data showed that our Aboriginal students performed on par with the remainder of the cohort and outperformed them in many instances. Attendance data; Aboriginal students Semester 1 - 70.9%; Aboriginal students Semester 2 - 87.2%; Overall attendance rate for Aboriginal students 80.1% According to TTFM data 69% of teachers are confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students. 26% neither agree or disagree.</p> <p>After evaluation, the next steps to support our students will be: To engage in cultural experiences beyond the school gate such as Jar Jums on Country excursion. In 2023, we will develop the school reconciliation action plan in consultation with our Aboriginal Community, Aboriginal Elders and Aboriginal Education team. With 66.6% implementing Aboriginal perspectives into curriculum.</p>
<p>English language proficiency</p> <p>\$15,234.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blue Haven Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group and individual support <p>The allocation of this funding has resulted in the following impact: EAL/D Levels- baseline and movement monitoring has shown that all students have moved along the EAL/D Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: This model is successful and will be used in 2023.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Blue Haven Public School in mainstream classes who have a</p>

<p>\$253,779.31</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • purchase of resources to support increased student behaviour and learning outcomes <p>The allocation of this funding has resulted in the following impact: All students identified have a collaboratively developed Personalised Learning and Support Plan. 89% indicated through the TTFM that they agree or strongly agree that they have the skills and confidence to cater for students with additional needs. 11% said that they neither agree or disagree. Classes have the needed resources for all students with individual needs to be able to have their needs met through correct resourcing.</p> <p>After evaluation, the next steps to support our students will be: As this model is successful it will continue in 2023.</p>
<p>Professional learning</p> <p>\$41,477.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blue Haven Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in professional learning to unpack evidence-based approaches to teaching literacy and numeracy • Funding included mandatory training • engaging a specialist consultant (Fleming Education) to lead, mentor and coach evidence-informed models for explicit instruction <p>The allocation of this funding has resulted in the following impact: Staff being provided with differentiated PL based on identified needs within Literacy and Numeracy. Through the Fleming Education program, observations and walk-throughs, were undertaken to ensure professional learning was transferred to the classroom and had a positive effect on both teachers and students. 100% of teaching staff acknowledge the positive shift and direction of our pedagogy.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue this model.</p>
<p>Literacy and numeracy</p> <p>\$60,163.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blue Haven Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$60,163.28</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of additional intervention teacher • teacher release to engage staff with APCI <p>The allocation of this funding has resulted in the following impact: Provide response to intervention (RTI) opportunities for Kindergarten to Year 2 students as well as those at risk of not meeting minimum expectations. This funding was combined with Quality Teaching Successful Student ensuring rich and robust intervention programs meet the specific learning needs of students. NAPLAN or check-in data- achieving minimum expectation and above</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal Curriculum and Instruction will continue to embed these strategies across the school as this funding will no longer be available in 2023 in this format.</p>
<p>QTSS release</p> <p>\$126,413.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blue Haven Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Provide an additional layer of support for Stage 1 and response to intervention (RTI) opportunities for Kindergarten to Year 2 students as well as those at risk of not meeting minimum expectations. This funding was combined with Quality Teaching Successful Student ensuring rich and robust intervention programs meet the specific learning needs of students.</p> <p>After evaluation, the next steps to support our students will be: The use of this funding ensured that the operation of our Tier 3 intervention occurred alongside the COVID ILSP Intervention program. These programs have had significant impact in making certain that students that have additional learning needs are being provided with opportunities for them to have success at their point of need. This funding will continue to be used to support intervention in 2023.</p>
<p>COVID ILSP</p> <p>\$461,969.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Throughout 2022, an additional layer of response to intervention (RTI) was provided to students across L-6 through small-group tuition. These small groups focused on literacy and numeracy. In literacy K-6, we achieved an uplift from Tier 2 to Tier 1 and 'At' of 45.9%. The intervention team worked to</p>

<p>COVID ILSP \$461,969.00</p>	<p>develop system and processes for small group tuition in numeracy, starting with focus groups in Years 2 and 4. Results indicate that 20% of students who received Tier 2 instruction met grade level expectations.</p> <p>After evaluation, the next steps to support our students will be: The COVID ILSP small group tuition program was highly successful, impacting on both students academic achievements and sense of belonging. These programs have had a significant impact in ensuring that students that have additional learning needs are being provided with opportunities for them to have success at their point of need. In 2023, we aim to continue our small group instruction program, facilitating RTI for students, and supporting them to attain individual growth and improvement.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	318	340	353	332
Girls	266	303	300	299

Blue Haven Public School adheres to the Department of Educations Enrollment Policy. As a school that is over its Enrolment Cap, we are unable to accept non-local enrolments unless they meet very specific criteria. As a result our number of enrolments each year are expected to decline until we reach a point of stability where leavers in Year 6 to 7 approximately equal the number of students entering into Kindergarten.

The school has had a reduction in numbers in 2022, which has resulted in a reduction in the number of students enrolled and classes that we have within the school. In Semester 1 we had to restructure to 25 classes.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	88.8	92.1	87.3
1	91.6	86.4	91.5	86.1
2	92.8	88.0	91.2	85.5
3	91.1	85.0	91.3	84.8
4	92.8	84.5	90.9	83.7
5	91.4	84.7	88.8	84.1
6	91.9	80.6	90.2	81.4
All Years	92.1	85.6	91.0	84.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students

were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	24.33
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	714,406
Revenue	7,765,550
Appropriation	7,608,751
Sale of Goods and Services	26,804
Grants and contributions	125,941
Investment income	3,954
Other revenue	100
Expenses	-7,835,875
Employee related	-6,733,867
Operating expenses	-1,102,009
Surplus / deficit for the year	-70,325
Closing Balance	644,081

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	370,081
Equity Total	1,221,804
Equity - Aboriginal	152,633
Equity - Socio-economic	800,157
Equity - Language	15,235
Equity - Disability	253,779
Base Total	4,588,329
Base - Per Capita	165,000
Base - Location	0
Base - Other	4,423,329
Other Total	724,701
Grand Total	6,904,915

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.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

As a school we have again performed extremely well. A particular call-out is the exceptional results that our Year 3 students have achieved, particularly as they have had a very challenging start to their school lives.

Please note; SSSG means Statistically Similar School Groups

Year 3 Reading

Top 2 bands School - 54.5% SSSG - 35.9% STATE - 54.0%

Middle 2 bands School - 36.4% SSSG - 39.6% STATE - 32.5%

Bottom 2 bands School - 9.1% SSSG - 24.6% STATE - 13.7%

School average School - 436.3 SSSG - 393.9 STATE - 437.7

Overview of results

- * School average is just below the State and significantly above SSSG.
- * Highest school average score since the inception of NAPLAN.
- * More than half of Year 3 students scored in the top 2 bands.
- * Our school performed better than both the SSSG and State Above State in top 2 bands.
- * Our school had less students in the bottom two bands than both the SSSG and State.
- * School has increased the number of students in the Top 2 Bands by 4% from 2021.
- * Our Aboriginal students performed better than both the SSSG and State. Top 2 bands School 33.3%, SSSG 29.2%, State 25.7%

Year 3 Numeracy

Top 2 bands School - 31.6% SSSG - 20.1% STATE - 37.0%

Middle 2 bands School - 55.3% SSSG - 55.4% STATE - 46.4%

Bottom 2 bands School - 13.2% SSSG - 24.6% STATE - 16.7%

School average School - 399.3 SSSG - 371.2 STATE - 403.6

Overview of results

- * Our school average was significantly higher than SSSG and only just behind State.
- * Positive school data trend.
- * Our school had significantly less students in the bottom two bands than both the SSSG and State.
- * Our Aboriginal students performed better than both the SSSG and State. Top 2 bands School 30.8%, SSSG 17.9%, State 13.4%

Year 5 Reading

Top 2 bands School - 28.9% SSSG - 26.6% STATE - 40.5%

Middle 2 bands School - 45.6% SSSG - 52.1% STATE - 45.5%

Bottom 2 bands School - 25.6% SSSG - 21.3% STATE - 14.1%

School average School - 482.7 SSSG - 482.4 STATE - 507.21

Overview of results

* Our school had more students in the top two bands than SSSG, but behind State.

* Our Aboriginal students performed better than both the SSSG and State. Top 2 bands School 36.8%, SSSG 16.8%, State 16.4%

Year 5 Numeracy

Top 2 bands School - 15.4% SSSG - 13.7% STATE - 29.4%

Middle 2 bands School - 60.4% SSSG - 61.3% STATE - 53.1%

Bottom 2 bands School - 24.2% SSSG - 25.0% STATE - 17.6%

School average School - 467.0 SSSG - 465.7 STATE - 493.6

Overview of results

* Our school had more students in the top two bands than SSSG, but behind State.

* Our Aboriginal students performed better than both the SSSG and State. Top 2 bands School 9.5%, SSSG 9.4%, State 7.6%

* Our school had less students in the bottom two bands than SSSG but more than State.

Parent/caregiver, student, teacher satisfaction

At the end of each year we implement a number of surveying tools to seek an understanding as to how our community, students and staff feel that we are tracking as a school. This covers many areas including communication, connection, wellbeing, the value of education and how people feel about school. These tools are then used to measure how we are progressing and are vital in us making adjustments as we continually seek to improve. The Tell Them from Me and school developed surveys have provided us with some clear successes and helped us identify areas that we need to continue to focus on.

Students

Students in Years 4-6 participated in the Tell Them from Me survey and indicated the following:

- *Explicit Teaching Practices*; 7.8 (State 7.5) out of 10, of our students say that 'Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.'
- *Advocacy at School*; 7.8 (State 7.7) out of 10, of our students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- *Positive Teacher-Student Relationships*; 8.4 (State 8.4) out of 10, of our students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Area for future focus:

- *Students who are Interested and Motivated*; 63% of our students are interested and motivated in their learning, compared to the state average of 78%

Parents

We provided parents with the parent Tell Them from Me survey as well as a school developed survey. From these it was found:

- *School Supports Learning*; School average is 7.4 out of 10 with the state average being 7.3.
- *School Supports Positive Behaviour*; School average is 8.0 out of 10 with the state average being 7.7.
- *Inclusive School*; School average is 7.0 out of 10 with the state average being 6.7.

Area for future focus:

- *Parents are informed*, 5.6 in the area of 'I am informed about my child's social and emotional development'.

Staff

We provided staff with the teacher Tell Them from Me survey as well as a school developed survey. From these it was found:

- *Leadership*; School average is 7.7 out of 10 with the state average being 7.1.
- *Collaboration*; School average is 8.2 out of 10 with the state average being 7.8.
- *Data Informs Practice*; School average is 8.1 out of 10 with the state average being 7.8.

Area for future focus:

- *Technology*, School average is 6.1 out of 10 with the state average being 6.7.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

In 2022 we had 119 students at Blue Haven Public School identify as being of Aboriginal or Torres Strait Islander descent (about 18% of the school population). We are a proud member of the Muru Bulbi AECG. The school resides on Darkinjung land.

All Aboriginal and Torres Strait Islander students completed a Personalised Learning Pathway (PLP) in 2022 in consultation with their class teacher and families. These PLP's utilised SMART goal structures and were directly related to each child's academic, social and cultural needs.

To connect with community, we held two 'Yarn Ups' in Terms 1 and 3 to provide families an opportunity to engage as a community within the school, to bridge the distance that is often found between our Aboriginal and Torres Strait Islander families and schools. We also invited representatives from specific community organisations such as the Muru Bulbi Aboriginal Education Consultative Group (AECG) and San Remo Epicentre to engage our Aboriginal community to encourage engagement with their services.

Our school values Aboriginal culture and connection, with an entire initiative in the school's Strategic Improvement Plan dedicated to meeting the needs of all our Aboriginal and Torres Strait Islander students. This has included the continuation of the Aboriginal Education Professional Learning Community, responsible for the implementation of Aboriginal Perspectives across all grades and key learning areas.

Our Aboriginal and Torres Strait Islander students have participated in a wide variety of activities to support their Aboriginal heritage. Targeted funds were used to develop and implement programs aimed at increasing student growth in learning outcomes and strengthening partnerships between the school, Aboriginal families and Muru Bulbi AECG. This included the Dhinewan Cultural Immersion Program and the Dhinewan Leadership Program. We also participated in cultural groups, Boys Didge, Boys and Girls Dance, NAIDOC Week celebrations, and we were again successful in having one of our outstanding Aboriginal students receive a Nanga Mai Award for excellence in the area of sport.

Funding has been used to support Aboriginal and Torres Strait Islander students in literacy and numeracy growth through the use of targeted intervention. One Aboriginal teacher was allocated one day a week off class to develop connections with and between our Aboriginal and Torres Strait Islander students, their families and the school to improve and create initiatives. The employment of an Aboriginal SLSO was continued, to work closely with students and families as a key connection, developing and making the home school partnership effective and strong through acting as a support person and first point of contact.

Anti-Racism Policy

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

Anti-Racism - School statement

At Blue Haven Public School, any incident of racism is required to be referred to the Anti-Racism Contact Officer (ARCO). This staff member has received training to develop their understanding of racism.

The ARCO works collaboratively with the principal to:

- promote anti-racism education;
- support with complaints handling; and
- monitor incidents of racism.

Through their role, the Department of Education and the school endeavour to support students to understand the impacts of racism and in doing so reduce the likelihood of an occurrence or repetition of an incident.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Blue Haven Public School has continued to provide opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Harmony Week at Blue Haven Public School focused on the theme "Everyone Belongs". All classes participated in activities that supported student understanding of others and developed acceptance and appreciation for cultures that are different to their own. A number of the events were open for community to come along and participate, with various cultural performances occurring. In accordance with the Multicultural Education Policy, Blue Haven Public School is dedicated to developing understanding not just among students, but across our entire community.

Blue Haven Public School engaged with the National Day of Action Against Bullying and Violence. This occurred during Term 1 where students participated in lessons in their class around supporting one another, treating each other with respect. These teaching and learning opportunities have promoted positive relationships and enabled students to recognise the importance of becoming culturally respectful, active Australian and global citizens. Through the promotion of inclusiveness, respect and community belonging.

Other School Programs (optional)

Speech Pathology Initiative

Our speech therapy program continued in 2022, with all kindergarten students being screened in their first weeks of school. Areas focused on through the screeners being, Phonological Awareness, Articulation, Expressive Language, Receptive Language and Responding to Questions. Small group intervention sessions for kindergarten and continued therapy for identified Year 1 and Year 2 students has seen significant improvement in student abilities in the areas indicated previously. To show the impact of the program at supporting children to 'catch up' their skills and abilities, one area of the program, Phonological Awareness saw only 5% of students where they should be (within normal limits or borderline) for their age, with 61% of students displaying severe difficulty, according to the terminology of the screening tool, when screened. By the end of kindergarten 71% of students were within normal limits or borderline, with 10% still presenting with severe difficulties.

Occupational Therapy Initiative

2022 saw our continuing partnership with the University of Newcastle to support our students with Occupational Therapy. This program has seen all kindergarten students screened and individualised needs being identified in Term 1. Each parent received a report to inform them of their child's needs, where it was indicated if this could be supported within the school program or whether external services should be accessed to support the student.

Within the school's program, a tiered approach to support was taken. Students identified by the screeners or targeted through the Learning and Support Team were referred to the Occupational Therapy Team and were either engaged through small group intervention (tier 2) or individual (tier 3) supports implemented to assist and meet student's needs. Whole school, in class supports (tier 1) were also introduced through the continued implementation of the Zones of Regulation to teach all students strategies to identify how they are feeling and self-regulate.