

2023 Annual Report

Blue Haven Public School



4623

Introduction

The Annual Report for 2023 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.

School contact details

Blue Haven Public School

37 Colorado Drive

Blue Haven, 2262

<https://bluehaven-p.schools.nsw.gov.au>

bluehaven-p.school@det.nsw.edu.au

4399 0167

Message from the principal

In 2023, Blue Haven Public School continued to be a high achieving school. It is through the setting of high expectations within and across our school community we continue to have a culture that expects and achieves success and our students continue to thrive.

Across our school network, the Central Coast region and the state, we have continued to take on the role as a demonstration school, welcoming in over one hundred educators and leaders. This has set them up with the knowledge and tools to embed explicit teaching into their own schools and classroom routines. We continue to evaluate and refine our practices using research to ensure that we meet the needs of every individual child in our school.

We have a strong focus on the academic needs of all students, but also their wellbeing and welfare. We endeavour to identify the social and emotional needs of all children and explicitly teach them in these areas, to provide them with what they require to be happy and successful.

We have a close working relationship with our community and in 2023 introduced a parent body to support the review of school-developed processes and procedures that impact the community.

In 2024, our school will undergo External Validation to query the effectiveness of our processes around our Strategic Improvement Plan. This has been at the forefront of our school's processes since 2021 and came to its final evaluative processes at the end of 2023 (albeit with a short carry-over into the beginning of 2024). From the data obtained through our annual evaluations and our other internal processes, we have been able to identify some significant improvements right across the school.

I continue to be very proud of our school and the significant achievements of our students, staff and school. We continue to be an amazing leader in education across NSW and I am grateful for the opportunity to continue 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 631 students across 24 classes. There are 130 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, the University of Newcastle Occupational Therapy Clinic which supports students with self-regulation and Hearing Australia. 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Excelling
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

Professional learning

Summary of progress

Reading

The focus was on staff systematically embedding high-impact teaching strategies for reading comprehension and vocabulary development. Staff engaged in professional learning delivered by APCIs on how to effectively use reading data to plan for individualised student goal setting and lesson development. This led to the identification of reviewing teachers' understanding of learning objectives and success criteria through all staff taking part in mentoring, coaching and lesson demonstrations. As a result, teaching and learning programs in the area of differentiation, demonstrate that teacher knowledge has been deepened. The next step will be ensuring these skills are transferred into the new syllabus documents.

Numeracy

The focus was on embedding high-impact teaching strategies for mathematical procedural and conceptual fluency. Staff engaged in high impact professional learning focused on evidence based teaching techniques including high order questioning, gradual release framework and formative assessment. Analysis of documentation and qualitative feedback suggests that implementation has been inconsistent. Based on this data this will continue to be an area of focus in 2024.

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 from 56.9% to 60% in the number of questions answered correctly in the Year 4 reading check-in assessment.	Increase of 5.4% from the baseline of 56.9% of questions answered correctly in the Year 4 reading check-in assessment.
Increase from 56.1% to 58.7% in the number of questions answered correctly in the Year 5 reading check-in assessment.	Decrease of 5.3% from the baseline of 56.1% of questions answered correctly in the Year 5 reading check-in assessment.
Increase from 45% to 48.1% in the number of questions answered correctly in the Year 6 reading check-in assessment.	Increase of 3.7% from the baseline of 45% of questions answered correctly in the Year 6 reading check-in assessment.
Increase from 56.1% to 59% in the number of questions answered correctly in the Year 4 numeracy check-	Increase of 5.8% from the baseline of 56.1% of questions answered correctly in the Year 4 numeracy check-in assessment.

in assessment.	
Increase from 63.3% to 66.3% in the number of questions answered correctly in the Year 5 numeracy check-in assessment.	Decrease of 2.9% from the baseline of 63.3% of questions answered correctly in the Year 5 numeracy check-in assessment.
Increase from 49.3% to 52.3% in the number of questions answered correctly in the Year 6 numeracy check-in assessment.	Increase of 5.9% from the baseline of 49.3% of questions answered correctly in the Year 6 numeracy check-in assessment.
Increase from 45.2% to 48.2% in the number of questions answered correctly by Aboriginal students from Year 4 to Year 6 in the reading check-in assessment.	Increase of 4.4% from the baseline of 45.2% of questions answered correctly by Aboriginal students from Year 4 to Year 6 in the reading check-in assessment.
Increase from 50.3% to 53.3% in the number of questions answered correctly by Aboriginal students from Year 4 to Year 6 in the numeracy check-in assessment.	Increase of 1.1% from the baseline of 50.3% of questions answered correctly by Aboriginal students from Year 4 to Year 6 in the numeracy check-in assessment.

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

Professional learning

Aboriginal background

Summary of progress

Attendance:

The school Attendance Professional Learning Community (PLC) implemented a 'Be at School Everyday (BASE) manual'. The purpose of the BASE manual was to synthesise all our attendance systems and processes and have them in one place. The Attendance PLC provided professional learning on the manual to ensure that there was a consistent understanding of the systems and processes. The whole staff survey indicated that they feel more confident in their role in supporting student attendance. The next steps will be continuing to support teachers in using data effectively to identify cohort and individual needs to then implement appropriate strategies.

Aboriginal Education:

The Aboriginal Education Professional Learning Community (PLC) implemented a whole school approach to integrating Aboriginal perspectives within reading and comprehension lessons. The Aboriginal Education team first upskilled themselves and then provided sample lessons and demonstration lessons to build staff capacity and understanding in integrating Aboriginal perspectives during reading and comprehension lessons. Survey data indicated that staff still have a lack of confidence in this area, so the next step will be reviewing the implementation plan and offering additional 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.	55.0% of students are attending more than 90% of the time. This is an increase of 20.6% from 2022.
Increase in all students overall attendance rate by 3.05% from 90.95% to 94%. Increase in Aboriginal student overall attendance rate by 5.5% from 87.5% to 93%.	The overall attendance rate of students is 88.9%. This is an increase of 3.6% from 2022. The overall attendance rate of Aboriginal students is 88.6%. This is an increase of 3.9% from 2022.
Increase in students with positive wellbeing from the 80.3% baseline to	80.32% of students indicated they have positive wellbeing. This is an increase of 0.02% from the baseline indicating progress toward the annual

<p>between 85.7% and 90.7% to fall between the lower and upper bound trajectories.</p>	<p>progress measure.</p>
<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>91.8% of the students surveyed believe that the school values their cultural background, this is 10% above the identified target.</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

Low level adjustment for disability

Professional learning

Summary of progress

Community Consultation and Communication

The Community Consultation and Collaboration Professional Learning Community (PLC) worked on a range of strategies focused on increasing parent engagement within the school. Some of the activities included: the reintroduction of parent helpers in the classroom, updated social media communication and a weekly community kiosk. Feedback through P&C meetings and parent forums indicated these initiatives have been well received across the community. The PLC have also commenced planning to create a community voice initiative, which will be continued into 2024.

Learning Support

The Learning Support Professional Learning Community (PLC) reviewed current School Learning Support Officer (SLSO) effectiveness and their role within the school. As a result, it was identified that the school needed to create clearer systems and documentation to ensure SLSOs are used to their full potential. The PLC provided professional learning to teachers and SLSOs and created a school-based role statement. Survey data indicated that SLSOs have a greater understanding and knowledge of their role and how to successfully support students in the classroom. The next steps will be to review current timelines of accountability regarding plans (PLSPs, IBSPs).

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%.	According to the Parent Survey, the school scored 76% in the area of 'Have you had adequate communication with the school'.
Increase the school mean for an 'inclusive school' in the Tell Them From Me survey; • Teacher survey - from the baseline of 7.3 to 8.1. • Parent Survey - from the baseline of 6.7 to 7.3.	According to the Tell Them from Me teacher survey, the school scored 8.5 in the area of being an 'Inclusive School'. This is an improvement of 1.2 above the baseline figure. We exceeded our target by 0.4. According to the Tell Them from Me parent survey, the school scored 6.9 in the area of being an 'Inclusive School'. This is an increase of 0.2 above the baseline figure.
Increase the score in the 'I make an effort to involve parents and other community members in creating	According to the Tell Them from Me parent survey, the school scored 6.6 in the area of 'I make an effort to involve parents and other community members in creating learning opportunities'.

learning opportunities' in the Tell Them from Me Teacher Survey.

- Increase from the baseline of 6.9 to 7.5

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,013.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: 100% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through exploring the EAL/D progressions.</p>
<p>Integration funding support</p> <p>\$643,289.00</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"> • additional staffing to assist students with additional learning needs • 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: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs and IBSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSOs and make evidence-based decisions considering the PLSP and IBSP goals for students receiving integration funding support.</p>
<p>Socio-economic background</p> <p>\$767,570.21</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 • Community Consultation and Communication • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$767,570.21</p>	<p>include:</p> <ul style="list-style-type: none"> • Professional development of staff through school developed differentiated professional learning to support students achievement in Reading, comprehension, vocabulary, spelling in English and computational and procedural fluency, vocabulary, and lesson closure in mathematics to familiarise staff with the new Syllabus documents. • Staff were provided time to work with mentors and literacy and numeracy leaders to support the implementation of the new syllabuses. <p>The allocation of this funding has resulted in the following impact: Highest performing school across the Tuggerah Lakes network for the Year 1 phonics screener. Year 4 had an increase of 5.4% from the baseline of 56.9% of questions correctly answered in the reading Check In assessment. (State growth was -0.9%) Year 6 had an increase of 7.4% from the baseline of 45% of questions correctly answered in the reading Check In assessment. (State growth was -9.6%)</p> <p>Year 4 had an increase of 5.4% from the baseline of 56.9% of questions correctly answered in the reading Check In assessment. (State growth was -0.9%) Year 6 had an increase of 7.4% from the baseline of 45% of questions correctly answered in the reading Check In assessment. (State growth was -9.6%) (Due to changes in NAPLAN in 2023, Check In data is being used)</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: * to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. * the effective implementation of the new syllabus documents, with tiered supports for staff requiring additional familiarisation. * to deepen teacher knowledge to effectively refine lesson development, to meet the needs of the individual students across the school.</p>
<p>Aboriginal background</p> <p>\$172,296.48</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 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 staff to deliver personalised support for Aboriginal students • employment of specialist additional staff to support Aboriginal students • engaging an Aboriginal SLSO to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • engaging with external provider to offer Aboriginal Education opportunities for students <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal families engaged in the PLP process, and the conversations have become more authentic as they take on a collaborative approach to include a variety of stakeholders. Students have a deeper understanding of Aboriginal perspectives as a result of the Dhinewan program.</p> <p>After evaluation, the next steps to support our students will be: Strengthening positive relationships between school and community working</p>

<p>Aboriginal background</p> <p>\$172,296.48</p>	<p>on enhancing learning outcomes through knowledge, understanding and sharing of Aboriginal histories, languages and cultures.</p>
<p>English language proficiency</p> <p>\$21,541.23</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"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Seven students at the Beginning and Developing phases received specialist EAL/D teacher support. Staff, student and community awareness of the 8% (51 students) EAL/D and LBOTE students, were increased by sharing fortnightly snapshots of the Language and Country backgrounds of each of the students.</p> <p>After evaluation, the next steps to support our students will be: Planning ongoing professional learning to strengthen teacher proficiency with using the EAL/D Learning Progression, so teachers feel more confident to effectively scaffold for EAL/D learners' language and subject learning. Working toward an improved level of school practice on the EAL/D School Evaluation Framework. Continue supporting EAL/D students moving through the Progressions, through withdrawn intensive English language sessions and supporting in classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$253,779.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Blue Haven Public School in mainstream classes who have a 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 and Intervention teachers • employment of LaST <p>The allocation of this funding has resulted in the following impact: Increased number of students supported by the team within a school. The school has achieved a more consistent approach to student learning support and intervention. Trauma Informed Practice has been used within the refining of school processes, procedures and documentation. SLSO staff have a clearer role statement and staff are more aware of how to utilise them in the classroom and playground to meet individual student needs.</p> <p>After evaluation, the next steps to support our students will be: Implementation of updated learning and support documentation and guidelines, including a guide for community. Whole staff training on the effective implementation of the refined documentation.</p>

<p>Professional learning</p> <p>\$41,309.31</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"> • Reading • Numeracy • Attendance • Aboriginal Education • Learning Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Tiered staff professional learning model of support. • Mentor/Mentee program to support new and beginning teachers. • Collaborative planning days for staff professional dialogue and collective efficacy conversations, based in data. • Coaching and Mentoring through flexible timetabling. <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 and Stage Planning Days, observations, data discussions 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: Continue this model of support in 2024.</p>
<p>Beginning teacher support</p> <p>\$80,207.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Blue Haven Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide both the new teachers and their mentors with time off class to support and upskill beginning teacher with role and requirements of a teacher within the Department of Education. <p>The allocation of this funding has resulted in the following impact: All beginning teachers being highly supported to build their knowledge of the teaching profession. They were supported through the mentor program, programming support, Assistant Principal Curriculum and Instruction through team-teaching and constructive feedback. Induction processes were a priority ensuring teacher success.</p> <p>After evaluation, the next steps to support our students will be: Formal introduction of a staff handbook to support beginning teachers and their mentor in the process.</p>
<p>QTSS release</p> <p>\$124,878.24</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$124,878.24</p>	<p>funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Executive working as instructional leaders in supporting their team in managing student wellbeing and delivering evidence-based teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional release for executive staff to be instructional leaders.</p>
<p>COVID ILSP</p> <p>\$346,476.71</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 2023.</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: Evidence-informed intervention programs, utilising the Response to Intervention (RTI) principles, were developed and implemented to provide daily support structures for identified students. Resources were meticulously coordinated, and ongoing monitoring allowed for timely adjustments. The Intervention Team worked collaboratively to ensure that these programs seamlessly complemented the regular classroom instruction, enhancing the overall learning experience for our students. Continuous evaluation of intervention programs occurred, with a keen focus on data analysis to inform ongoing adaptations and improvements. Regular reviews and analyses guided high-impact professional learning opportunities for staff. This iterative process ensured that our interventions were agile and responsive, aligning with the evolving needs of our students. Comprehensive reports on student progress and outcomes were compiled and communicated transparently to the school community, including to teachers for newly enrolled students. The concerted efforts of our Intervention Team resulted in tangible improvements in student outcomes. Academic success in literacy and numeracy was evident through data-driven assessments and a comprehensive understanding of individual student progress. The tailored interventions provided to Tier 2 and 3 students showcased our commitment to addressing the unique needs of each learner. Small group settings facilitated targeted support, creating an environment conducive to academic growth. Across the school in 2023, our COVID ILSP program has supported approximately 130 students to access reading and numeracy support. The identified students were supported through the Tier 2 and 3 intervention programs, where 100% of targeted students made growth and improvement with their reading and numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: The next phase of our strategic initiatives involves refining and optimising our intervention programs based on insights from the evaluation. We are committed to tailoring the content, delivery methods, and support structures to better address the evolving needs of our students. Additionally, we are focusing on professional development opportunities for teachers and support staff by identifying specific areas for additional training. Strengthening our commitment to data-driven instruction, we will continually monitor student progress, implementing a systematic approach to gather, analyse, and interpret data for informed decision-making and strategy</p>

<p>COVID ILSP</p> <p>\$346,476.71</p>	<p>adjustments. Evaluating resource allocation effectiveness, we will make adjustments to ensure that resources are directed towards areas with the greatest impact on student outcomes. Lastly, celebrating successes, both big and small, will play a crucial role in maintaining motivation and a positive learning environment, recognising the progress made by students and the dedicated efforts of teachers and support staff contributing to improved student outcomes.</p>
<p>Per capita</p> <p>\$164,224.13</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funds for the day-to-day running of the school including utilities. <p>The allocation of this funding has resulted in the following impact: The school is able to continue to run effectively.</p> <p>After evaluation, the next steps to support our students will be: Continuing to spend per capita funding on the day-to-day running needs of the school.</p>
<p>AP Curriculum & Instruction</p> <p>\$310,176.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: In 2023, the APCI (Assistant Principal Curriculum Instruction) has significantly impacted the educational landscape by employing effective instructional coaching, mentoring, and building teacher capacity. The APCI led a thorough inquiry into the new syllabus, guiding staff through collaborative design and implementation of curriculum changes in English and mathematics. Through coaching and mentoring sessions, particularly with Stage Assistant Principals, the APCI played a pivotal role in building leadership capacity and facilitating ongoing curriculum innovation. The APCI's involvement in the systematic development of scope and sequences, coupled with a responsive approach to teachers' needs, ensured a</p>

<p>AP Curriculum & Instruction</p> <p>\$310,176.00</p>	<p>successful implementation of the new curriculum. Additionally, the ACPI's commitment to continuous professional development, as reflected in the term-wise activities, contributed to enhancing staff knowledge and skills. The use of reflective conversations, instructional coaching strategies, and a "keep, chuck, and change" protocol underscored the ACPI's dedication to refining pedagogical approaches and supporting teachers in their journey of instructional improvement. Overall, the ACPI's impact has been characterised by a strategic focus on coaching, mentoring, and building teacher capacity to positively shape curriculum implementation and innovation. The ACPI role is instrumental in embedding the school's signature pedagogy for Explicit Instruction, not only locally but across our network and state.</p> <p>After evaluation, the next steps to support our students will be: Firstly, by leading familiarisation activities in English and mathematics based on the 3-6 syllabus research and evidence, the APCIs ensure that staff gain a deep understanding of the rationale behind the new curriculum, fostering informed and purposeful implementation. Secondly, the emphasis on building the capacity of Stage Assistant Principals in curriculum, innovation, and change leadership signifies a strategic approach to improving our capacity to lead from the middle, where leadership skills are developed at various levels. The systematic and collaborative design of scope and sequences, as outlined in Step 3, contributes to a cohesive and well-structured curriculum implementation, fostering consistency across grade levels. Steps 4 and 5 highlight the ongoing nature of the plan, with coaching and mentoring providing a mechanism for continuous improvement in teaching, learning, and assessment practices, while the monitoring and evaluation activities ensure that adjustments can be made in response to evolving needs, thereby promoting effectiveness in syllabus implementation. Overall, this comprehensive approach demonstrates a commitment to positively impacting staff knowledge, skills, and efficacy in navigating the new curriculum implementation outlined for our school. Looking ahead, the ACPI aims to deepen coaching, expand professional development, foster collaborative learning communities, scale the school's signature pedagogy, and explore innovative approaches in reading, mathematics and components of writing. The ongoing commitment to monitoring and celebrating successes positions the ACPI as a key driver in shaping curriculum implementation and innovation, not only locally but also across the broader educational network and state. The impact of the outlined plan to build staff capacity and familiarise them with the new curriculum through the leadership of APCIs is multifaceted.</p>
<p>6101 Consolidated Fund Carry Forward</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blue Haven Public School</p> <p>The allocation of this funding has resulted in the following impact: Effective support in managing and leading the school, particularly across infants. Effective embedding of school behaviour management plan. Improved staff wellbeing, through a more accessible shared layer of Deputy Principal support.</p> <p>After evaluation, the next steps to support our students will be: The continuation of an above centrally identified position, (ACIP) school funded Deputy Principal, is vital to meet the complexities of our school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	340	353	332	322
Girls	303	300	299	301

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.8	92.1	87.3	89.8
1	86.4	91.5	86.1	89.9
2	88.0	91.2	85.5	90.5
3	85.0	91.3	84.8	89.8
4	84.5	90.9	83.7	89.5
5	84.7	88.8	84.1	88.4
6	80.6	90.2	81.4	87.2
All Years	85.6	91.0	84.8	89.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	23.15
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Administration and Support Staff	4.06

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	644,081.01
Revenue	7,886,736.98
Appropriation	7,735,636.98
Sale of Goods and Services	10.00
Grants and contributions	138,803.25
Investment income	12,286.75
Expenses	-7,844,071.00
Employee related	-6,929,297.33
Operating expenses	-914,773.67
Surplus / deficit for the year	42,665.98
Closing Balance	686,746.99

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.

	2023 SBAR Adjustments (\$)
Targeted Total	520,609
Equity Total	1,215,187
Equity - Aboriginal	172,296
Equity - Socio-economic	767,570
Equity - Language	21,541
Equity - Disability	253,779
Base Total	4,517,705
Base - Per Capita	164,224
Base - Location	0
Base - Other	4,353,481
Other Total	720,010
Grand Total	6,973,512

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Satisfaction Key Points (Tell Them From Me Survey and School Community Survey)

- 95% of parents say that they feel welcome at Blue Haven Public School.
- 90% of parents believe that Blue Haven Public School has high expectations for student's behaviour.
- 79% of parents said that they support learning at home, which is above state average in the TTFM survey.
- 77% of parents have said that they have had adequate communication with the school. This is an area of focus for 2024.

Student Satisfaction Key Points (Tell Them From Me Survey)

- 82% of students report that they have positive behaviour at school.
- 86% of students report that they value school outcomes.
- 77% of students state that they have positive relationships at school.
- 59% of students report a sense of belonging at school. This is an area of focus for 2024.

Teacher Satisfaction Key Points (Tell Them From Me Survey)

- 80% of teachers state that the school has a strong leadership team, which is above state average.
- 83% of teachers state that the school has a strong collaborative culture, which is above state average.
- 85% of teachers state that we have an inclusive school, which is above state average.
- 78% of teachers state that they set challenging and visible goals for students. This is a focus for 2024.

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.

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.

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.

Other School Programs (optional)

As a school, we have always led the way in initiatives to support our students. In 2023 this has continued through maintaining our Speech and Occupational Therapy models. We have built upon this with a Hearing and Paediatric intervention program. We have also continued our Schools4Community initiative and our Wellbeing Health Inreach Nurse (WHIN) program. These programs are pivotal in identifying students who have identified deficits or additional needs, to be able to then obtain or provide the necessary support to allow them to have success.

- All Areas Speech (AAS) - This involves screening all Kindergarten children, identifying areas where they are not within normal limits and tiering programs of support to catch them up. The data within this program clearly shows a significant impact across the Kindergarten population. Additional interventions are provided for students in Years 1 to 6 on a needs basis, identified through their previous screeners, ongoing support from the previous year, or through a Learning Support Referral.
- Newcastle University Occupational Therapy (OT) - This involves screening all Kindergarten children, identifying areas where they are not within normal limits and tiering programs of support to catch them up. The data within this program clearly shows a significant impact across the Kindergarten population. Additional interventions are provided for students in Years 1 to 6 on a needs basis, identified through their previous screeners, ongoing support from the previous year, or through a Learning Support Referral.

- Hearing Australia - This involves screening all Kindergarten children, identifying hearing deficits and assisting parents to obtain the needed medical supports.
- Paediatric services -This year we were able to obtain the support of a Paediatrician one day per term to be able to assist our community access the medical supports that they need for their child. Although only 6 months into the program, we have already had huge success with a small number of our Tier 3 children accessing the paediatric supports that they were unable to obtain through the complex health system. This has allowed these children to be able to engage with the curriculum in a way that they haven't been able to previously.
- Our Schools4Community program continues to be a vital support for our families. As the challenges of society continue to get more and more complex, these community supports become more important. We continue to refer families to ensure that we have a happy and healthy community that is cared for and supported.
- Our WHIN program has seen a new nurse appointed to our school in 2023. This program supports our families to access NSW Health services and assists to break down barriers and provide the needed support to navigate an often complex system.