

# Blue Haven Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

To be 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 continual school improvement and is focussed 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.

Blue Haven Public school caters for approximately 590 students across 24 classes. It is an active member of the Wallarah Local Management Group and the Muru Bulbi Aboriginal Education Consultative Group.

Blue Haven Public School enjoys positive partnerships with the Parents and Citizens and local community and is committed to building social capital throughout the community.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
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

Excellence in Teaching and Learning

### Purpose

High performing learning communities utilise evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders.

#### SEFv2 links:

**Learning** – *Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures*

**Teaching** – *Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development*

**Leading** – *Educational Leadership, School Planning, Implementation and Reporting, School Resources*

### Improvement Measures

6% increase of students (top 2 bands) of NAPLAN (Read/Num)–21.6% to 27% (BI)

**Reading** Yr 3 – 30.4%, Yr 5 – 20.23%, Yr 7 – 14.9% (15–17) **Numeracy** Yr 3 –18.3%, Yr 5 – 16.5%, Yr 7 – 8.5% (15–17)

74.5 (15–17) to 85 (18–20) value added in NAPLAN Read/Num Yr 3–5 (Scout)

35.7 (15–17) to 45 (18–20) value added points in NAPLAN Read/Num 5–7 (Scout).

30% increase of Aboriginal students in the top 2 bands in NAPLAN (Read/Num) from (Premier's Priority 18–20))

**Reading** Yr 3 – 13.9%, Yr 5 – 16.6% (15–17) **Numeracy** Yr 3 –22.8%, Yr 5 – 3.7% (15–17) (Scout)

### Progress towards achieving improvement measures

#### Process 1: Teaching and Learning

Embed evidence based teaching and learning practices consistently across the school to present highly engaging, differentiated curriculum, with a focus on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Intervention programs were extremely effective. We will look to enhance this in 2020.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$134384.00)</li></ul>

#### Process 2: Professional Learning Community

Implement a whole-school approach to instructional coaching and PL to support staff in providing quality teaching and learning experiences driven by data.

Evaluation	Funds Expended (Resources)
Reflection of 2019.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$130000.00)</li></ul>

## Strategic Direction 2

### Positive and Inclusive Wellbeing

#### Purpose

Inclusive schools have a safe, respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect, succeed and thrive.

#### SEFv2 links:

**Learning** – *Learning Culture, Wellbeing*

**Teaching** – *Effective Classroom Practice, Data Skills and Use, Learning and Development*

**Leading** – *Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes*

#### Improvement Measures

Greater than 95% of students receiving recognition for achieving school behavioural expectations. 2017 baseline 92%.

Students feel accepted and valued by their peers and by others at their school data increases from 76% (2017) to 81% (2020) (TTFM).

Increase attendance rate from 90% to 94% with ATSI students matching non-ATSI students.

#### Progress towards achieving improvement measures

##### Process 1: Social and Emotional Learning

Implement a whole-school social and emotional learning program supporting students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Social and emotional learning programs implemented consistently across the school	School funded DP Wellbeing engaged with interagency support including Occupational Therapists.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$100000.00)</li> </ul>

##### Process 2: Behaviour Management

Implement consistent whole-school behaviour management systems and practices to promote positive relationships and student engagement.

Evaluation	Funds Expended (Resources)
Introduction of electronic class distribution system proved effective and efficient.  Behaviour incidents continue to improve, particularly with long-term students, indicating that systems work.	Professional Learning for staff Deputy Principal Wellbeing Coaching and support for staff Online timetable – DP Wellbeing Classroom Management Self Reflection booklet.

## Progress towards achieving improvement measures

Introduction of electronic class distribution system proved effective and efficient.

Central

Behaviour incidents continue to improve, particularly with long-term students, indicating that systems work.

**Funding Sources:**  
• Socio-economic background  
(\$126000.00)

### Process 3: Positive School Culture

Develop the wellbeing of all community members through innovative and proactive initiatives.

Evaluation	Funds Expended (Resources)
Family referral service officer utilised to support community members  Strong relationship with the School as Community Centre  High participation rates at community events	Resources for rewards days  Physically Active Kids (PAK)  <b>Funding Sources:</b> • Socio-economic background (\$20000.00)

## Strategic Direction 3

### Effective Connections

#### Purpose

Effective connections and relationships promote positive outcomes for students and are central to everything we do.

#### SEFv2 links:

**Learning** – *Learning Culture, Wellbeing, Reporting*

**Teaching** – *Effective Classroom Practice, Data Skills and Use, Learning and Development*

**Leading** – *Educational Leadership, School Planning, Implementation and Reporting, Management Practices and Processes*

#### Improvement Measures

Increase the number of parents that feel welcome at school by 0.8 to 7.4 by 2020, (TTFM) (2017 – 6.6)

Volunteer rates increase to 26% by 2020 (baseline 16% 2017 TTFM)

#### Progress towards achieving improvement measures

##### Process 1: Leadership

Review and strengthen authentic opportunities for leadership that enhance our school community.

Evaluation	Funds Expended (Resources)
Completing of successful aspirants program Deputy completed Principal credential Student Parliament working effectively	<b>Funding Sources:</b> • Socio-economic background (\$12000.00)

##### Process 2: Connections

Implement a whole school approach that develops strong partnerships with all stakeholders, promoting an authentic learning community that increases student and school success.

Evaluation	Funds Expended (Resources)
Increased engagement as a result of improved communication via initiatives such as new school website, online surveys and facebook.	Development of new school website and vignettes to support parent engagement  Introduction of community partnerships role to increase parent engagement  <b>Funding Sources:</b> • Socio-economic background (\$25000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$108 615.00)	Didgeridoos, Bilma and Yadaki purchased for all Aboriginal students 3–6  Additional support provided across teaching and learning for targetted students
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$7 911.00)	Relevant time allocated to support targetted students
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$252 995.00)	High levels of support provided for students through RTI model of intervention throughout the school
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$102 127.00)	Instructional coaching and collaborative planning time was provided for all staff
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$74 000.00)	Beginning teachers received additional release time for reporting, collaboration, professional development and induction  Targetted professional development

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	280	304	311	318
Girls	259	265	263	266

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	95.4	92.5	93
1	92.5	92.7	93	91.6
2	92	91.9	91.2	92.8
3	91.5	91.3	91.7	91.1
4	92.4	89.7	90.2	92.8
5	91.7	91	90.4	91.4
6	90.5	89.5	90.8	91.9
All Years	92	91.8	91.5	92.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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)	4
Classroom Teacher(s)	22.01
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	628,077
<b>Revenue</b>	6,354,351
Appropriation	6,225,436
Sale of Goods and Services	39,622
Grants and contributions	86,369
Investment income	2,924
<b>Expenses</b>	-6,217,323
Employee related	-5,527,142
Operating expenses	-690,181
<b>Surplus / deficit for the year</b>	137,028

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	227,781
<b>Equity Total</b>	1,085,181
Equity - Aboriginal	108,615
Equity - Socio-economic	715,661
Equity - Language	7,911
Equity - Disability	252,995
<b>Base Total</b>	3,966,108
Base - Per Capita	134,682
Base - Location	0
Base - Other	3,831,425
<b>Other Total</b>	679,347
<b>Grand Total</b>	5,958,416

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Blue Haven Public School enjoys a positive reputation in the local community. 114 community members completed the Tell Them From Me surveys in 2019 which is a significant increase on previous years. TTFM surveys indicate that Blue Haven Public School performs well above New South Wales government norms in all areas. Parents reflected that they feel welcome at the school, they are well informed, that teachers encouraged students to do their best and that their children feel safe coming to school.

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

### Multicultural Education Policy

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