

# 2007 Annual School Report Blue Haven Public School

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Our enrolment at the end of November, 2007 was 607, consisting of 301 boys and 306 girls. Throughout 2007 that number rose as high as 629 students and fell as low as 601 students. During the year 45 students enrolled and 11 students moved on to other schools. These figures do not include the Kindergarten students who commenced their education in February and the Year 6 students who transitioned to high school at the end of the year.

### Staff

We had 25 classroom teachers and 9 teaching support staff in 2007. We were also supported by 4 administrative staff, 4 teachers' aides and 1 part time Aboriginal Education Worker.

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

### Significant programs and initiatives

The school ran a range of programs to enhance the learning experiences of our students. Programs included:

- Student Representative Council;
- Father's Day Breakfast;
- Excursions;
- Public Speaking;
- Debating;
- Blueys Program;
- Friends Program;
- Sport in Schools;
- Active After School Community Sport;
- Dance Groups;
- Junior Choir;
- Paper recycling;
- Clean Up Australia Day;
- Earth Hour;
- Tree Planting;
- Tank a Day;
- Waste Free Lunch;
- Cool the School;
- Platypus Pete (water watch);
- Aboriginal outdoor learning area;
- Guided Reading Mentor Program; and
- Real Justice.

A range of programs ran throughout the year to add depth to the learning of our students. Significant programs included:

- Aboriginal Education and Support;
- In class tuition for Aboriginal students;
- Support Teachers Learning Assistance;
- Stepping Stones (Transition to School);
- Stepping Stones Pre-School Club;
- Blue Haven Literacy Loop;

- Life Education;
- Values Forum;
- Reading Recovery;
- Integration of students with disabilities; and
- Schools as Community Centres Program.

### Student achievement in 2007

#### Literacy – BST Year 3

Year 3 students achieved the second highest average score ever achieved by Blue Haven students. The level of achievement attained by the girls was higher than that of the boys. In writing we had the second lowest ever number of students in bands 1 and 2. Compared to 2006 we had 10 students less in these bands. In band 5 we had our second highest number of students.

#### Literacy – BST Year 5

The performance of all students in literacy was most rewarding with the overall average being the highest ever achieved by students at Blue Haven. Our students continued the upward trend that has been evident since 1999 when the first Blue Haven students completed the BST. There were no students in band 1 and only 3 in band 2. This gave us our lowest ever total for bands 1 and 2. In bands 5 and 6 we had a total of 46 students, our highest ever number in the top bands.

#### Numeracy – BST Year 3

The Year 3 students did not perform with the same level of success as the Year 5 students. Boys and girls both performed below state average with the boys achieving a higher average than the girls. The total number of students in bands 1 and 2 was our third lowest ever and 7 less than 2006. The number of students in band 5 was the same as in 2006.

#### Numeracy – BST Year 5

As with literacy the overall performance in numeracy was most rewarding with the students achieving the school's highest ever overall average score. The average score achieved was especially rewarding as it was the highest ever achieved by Year 5 boys and girls, with the boys slightly outscoring the girls. We had our lowest ever number of students in bands 1 and 2 with a total of 1 student. With a total of 47 students in bands 5 and 6 2007 was our most successful year to date.

## Messages

### Principal's message

2007 was another very busy and highly successful year at Blue Haven Public School. Again we saw physical changes to our school with our new playground being fully finished and in full use. Funds won through the Investing in our

Schools Program were used to landscape an area in the front of our school.

As in previous years we had a transient population with many students enrolling during the year and just as many moving on to other schools. All students have been offered a range of opportunities to continue their development both in and out of the classroom. Staff members have continued to apply their efforts to make teaching and learning both systematic and explicit and the results achieved pay testimony to the programs that have been put in place. With a greatly reduced number of students presenting us with challenging behaviours the school continues to have a supportive atmosphere in which students can explore their potential and make informed decisions about their work and behaviour.

2007 saw the care of our environment become a priority in our school. All students were involved in a series of activities to raise their awareness of environmental issues and develop strategies to protect the environment. As a school we were successful with a submission to gain a rain water tank through a Wyong Council program. We were also successful with a Community Water Grant submission which will see \$50 000 worth of rainwater tanks and associated plumbing used to allow all our toilets to use rain water and not drinking water.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Chris Andrews, Principal**

### **P&C and/or School Council message**

I would like to acknowledge all parents and community members for their time and assistance in volunteering for various events the P&C have held this year. It has been greatly appreciated.

The P&C plays an important role within our school. We have a small, but dedicated band of parent and community members who are active in ensuring that we are able to raise funds for the benefit of the children that attend Blue Haven Public School.

This year we have been able to purchase items such as:

- Alarmed sports shed;
- Air conditioning to the computer room, as well as the canteen;
- Reading resources; and
- Hand soap dispensers and air fresheners to the children's toilets.

The P&C have an active canteen, uniform shop and an executive run fundraising committee. Our annual fundraising events are Mothers' Day stall, Fathers' Day stall, and Christmas raffle. We also

participate in Westfield's Shop for your School program, from which we won some great prizes to raffle off.

The P&C will continue to financially assist our student representatives in their chosen fields, whether that is the arts, academics or sports. We encourage and congratulate the students on being able to Dream, Believe and Succeed.

I personally would like to thank the teachers and staff at Blue Haven Public school for their ongoing support of the P&C. We look forward to continuing this valued partnership, to assist in the promotion and high standard of wellbeing for our children at Blue Haven Public School.

**Lisa Bellenger, P&C President**

### **Student Representatives' Messages**

Blue Haven Student Representative Council (S.R.C.) membership consists of 2 students from each class from Years 1 to 6. Twenty classes were involved this year. The Council is lead by four ministers: Minister for the Environment, Minister for Sport, Minister for Society and Minister for Functions.

Blue Haven School's S.R.C. promotes democracy. The four ministers are voted in by a secret, individual, school wide ballot, in term 4. The class representatives are voted in by their class peers within the first few weeks of the new school year. The S.R.C. promotes student participation in their school and their school community. The S.R.C. promotes and develops student leadership. The House Captains and Vice Captains became involved in the S.R.C. this year to continue developing a solid leadership amongst the senior students.

Because the S.R.C. has such a large membership and the priority of developing leadership, the council was organised this year into a Parliament. The structure has two main sections; the House of Representatives and the Senate.

The House of Representatives are members from Years 1 to 4, which this year consisted of 30 students. The Senate consisted of members from Years 5 & 6: the S.R.C. Ministers, School Captains and Vice Captains and the House Captains and Vice Captains. Membership of the Senate consisted of 26 senior students.

The Ministers had defined roles and specific projects throughout the year, where they were responsible of forming teams within the S.R.C. and forming plans to achieve specific targets.

Members of the House of Representatives and the Senate organised themselves within four main teams, working on specific projects and promotions. Under the guidance of the Ministers, senior students of the Senate were responsible for assigning roles, utilising communication networks within the school community (to ensure all members of the school and the community

were aware of their project's purpose and processes) and establishing plans and timelines within their team.

The senior students within the Senate were very successful this year. Many projects were accomplished. However it was evident that qualities of leadership within the senior students developed from an improved understanding and knowledge of leading and developing teams. Students' confidence within the various leadership roles, were enhanced. Pride in their school and student participation developed.

The students were so successful in the Environment Portfolio that they were recognised by Wyong Shire Council by being awarded a Special Environment Award for various school environment initiatives. The award included a cheque for \$150 and several environmental books, which the S.R.C. donated to the school's library.

One of the major projects this year was to provide activities for students during wet weather, when students cannot play outside at recess and lunchtime. The S.R.C. and Year 6 students raised approximately \$1000 to purchase class sets of wet weather games.

The S.R.C. raised money for various charitable organisations, such as Stewart House and the Leukaemia Foundation.

The students developed commitment to serving, not only the Blue Haven School community but also Australian Society, which enhanced their understanding and values of Australian Citizenship.

#### **Report by the Minister for Society** (Keely Cashin)

Being Minister for Society covers:

I organised the fundraisers for specific charities, such as Stewart House and the Leukaemia Foundation.

I helped the Minister for Functions organise the discos and mufti days.

I helped to promote awareness and support for specific organisations in our society.

As minister I've learnt how to lead a team and be a team member. I have learnt how to organise and promote fundraisers for the school. I had the opportunities to do a lot of things for Blue Haven Public School. At the start of the year all the school leaders went to the "Young Leaders Day" to represent our school.

I've enjoyed all the projects I have done but my favourite one was raising money for Stewart House with "Crazy Hair Day" and "Dolphin Day". This year I helped the school raise \$1000 for Stewart house.

When I first became Minister I wanted to organise lots of fundraisers and have lots of support with

all my projects from my fellow students, and I wanted to help the school as much as I could. I think that I have achieved most of my ambitions but I have learnt about many aspects of the role of leader whilst helping and working with the school community.

#### **Report by Minister for Sport** (Emily Partridge)

Being Minister for Sport covers:

Wet weather games, Leisure sport, National Heart Foundation Promotion, Skipping ropes and elastics.

As minister I've learnt to work as a team member, getting to meetings on time, public speaking, organisation, making rosters and writing reports. One of my opportunities was at the beginning of 2007 when Mrs Campbell, fellow leaders and I attended the "Young Leaders Day" conference at the Acer Arena in Sydney. We learned about what a leader is and listened to many guests and their views on what a leader is. From that conference I picked up lots of knowledge on being a leader and it was a great experience.

When I first became Minister I wanted to purchase wet weather games in the classroom but more than that was to satisfy the children and their ideas. Some things I've achieved this year are writing several reports for our environmental portfolio, putting out skipping ropes at lunch time, and helping some teachers' aids with a structured play ground. I also helped in the organisation of the Jump Rope for Heart "jump off" and some fundraisers.

My biggest highlight this year was helping Miss Johnson, Mrs Gardener and Mrs Peachy with the structured playground on our grass area at lunchtime. I enjoy this for several reasons, such as helping and getting to know the teachers' aides, giving the children a variety of activities to do at lunchtime and helping with their sports skills. Lastly it helped me know the sports items so that I could get an idea of some new sporting equipment that the school didn't have and needed.

Being Sports Minister this year has been a great experience and I'd encourage anyone to go for Captain or Minister.

#### **Report by the Minister for the Environment** (Brendan Sullivan)

My role as Minister for the Environment covers:

Tree Planting, water saving and recycling.

As Minister for the Environment I've learnt to work together with students and teachers to help save the environment, and also being organised and ready for lots of challenges. I've attended the Wyong Shire meeting with fellow school leaders, Rachel Lane and Brittney Harris, also accompanied by Mrs. Campbell. I saw other schools make presentations and I hope we can do some things like that in the future.

When I was first voted for Minister for the Environment I was ready to make a big difference in the way everyone looks at nature. Almost everyone takes our wildlife for granted and ruins it so I wanted to make a difference.

I have done water saving projects such as Platypus Pete. I've done lots and lots of reports and organised the SRC Environmental Portfolio.

I think I may have made a difference in the way everyone looks at nature.

I've enjoyed working on the water saving programs and making the Environmental Portfolio. The water saving program was good because I knew that the other students and I were making a difference in water saving. I enjoyed making the portfolio because I like computers and I knew that I was helping the SRC.

Being the minister for the environment has been a brilliant experience and I'm encouraging anyone to go for School Captain or Minister!

**Report by the Minister for Functions (Leitisha Kerr)**

Being Minister for Functions covers:

Organising the Discos; organising some fundraisers with the Minister for Society for specific charities; helping the school raise money for various projects; and promoting specific targeted priorities, such as National Book Week.

As minister I've learnt how to organise things better, how to work as a team with other students in the school, public speaking, and writing important letters and reports.

Some of my opportunities included going to the "Young Leaders Day" at the Acer Arena in Sydney with all the other leaders of my school and other schools to help us learn what a leader does and how they can be a good leader.

My biggest highlight was most probably organising the discos. I really liked organising them because it was really fun and I could do themes to them and got to organise with the P&C the times, cost and when it was.

When I first became Minister I wanted to have really good ideas that everyone liked and supported me with. I wanted to organise heaps of discos and mufti days so that we could raise money for the school.

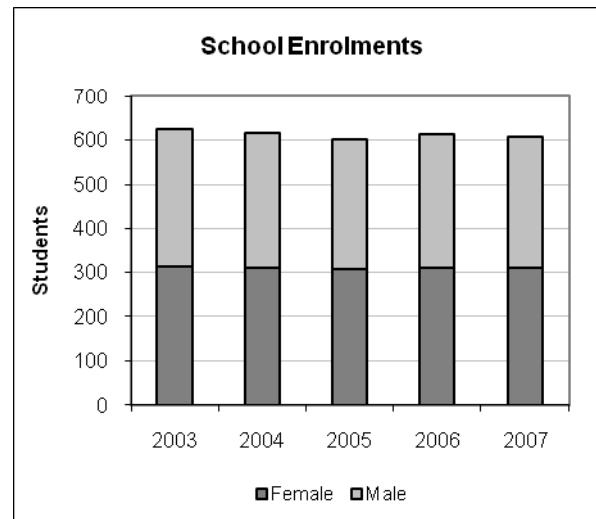
I ended up achieving that goal and I have raised lots of money for the school to help them buy resources for specific targeted needs, such as class games for wet weather.

**School context**

**Student information**

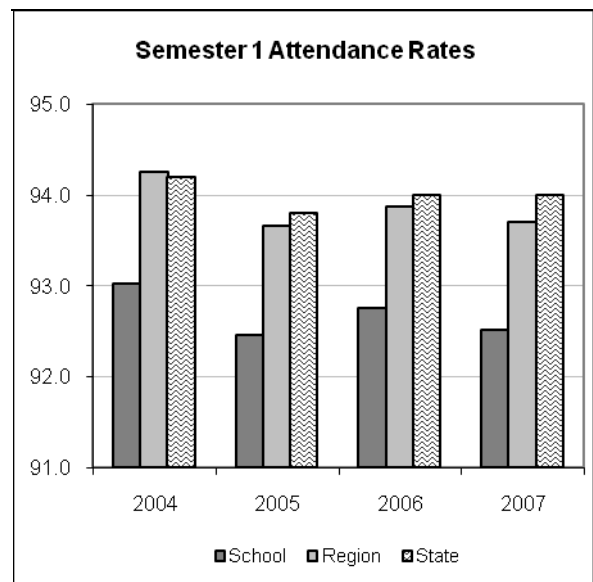
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**



Enrolments have plateaued at the current level over the last five years which masks the underlying rate of mobility which runs at between 22% and 25%.

**Student attendance profile**



**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2007 class size audit conducted on Monday 26 March 2007.

Roll Class	Year	Total per Year	Total in Class
2BE	1	22	22
2C	2	18	18
2D	2	24	24
2K	1	23	23
2L	2	23	23
2S	1	23	23
2X	1	23	23
3H	3	30	30
3P	3	30	30
3R	4	29	29
3S	3	4	30
	4	26	30
3W	4	28	28
3X	3	29	29
3Z	2	9	22
	3	13	22
4A	5	29	29
4C	6	28	28
4D	5	19	31
	6	12	31
4P	6	29	29
4R	5	29	29
KA	K	19	19
KB	K	20	20
KC	K	20	20
KK	K	20	20
KM	K	19	19
KS	K	19	19

During the year all class sizes changed due to the high mobility factor, however the number of classes remained constant at 25.

### Structure of classes

Classes were structured on a parallel basis with mixed academic ability in each class. The number of composite classes was kept to a minimum. Every effort was made to keep the classes at or below the state set targets (20 in Kindergarten, 22 in Year 2 and 24 in Year 2). There were twenty-two single academic year classes and three mixed academic year classes. The classes were then grouped into teaching teams with:

- the six Kindergarten classes forming Team 1;
- the seven Year 1 & 2 classes forming Team 2;
- the seven Year 3 & 4 classes (including one 2/3 class) forming Team 3; and
- the five Year 5 & 6 classes forming Team 4.

### Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school was allocated 33.5 teaching staff for the 2007 school year. The teaching staff were supported by a school administrative manager, two full time school administrative officers, one

part time school support officer, a full time general assistant, four full time teachers' aides (Special) and a part time Aboriginal Education Worker.

### Staff establishment

The teaching staff appointed to the school included specific allocations to support the Reading Recovery and the Support Teacher Learning Assistance programs. In addition appointed staff provided the face-to-face relief for classroom teachers and managed the library program. Early School Support was offered to designated students in the early years up to Year 2. The appointment of four teaching executive allowed the positioning of one teaching executive in each teaching team to lead and coordinate the work of the team.

Position	Number
Principal	1
Non-teaching Deputy Principal (DP)	1
Assistant Principal(s)	4
Classroom Teachers	21
Teacher of Reading Recovery	0.84
Support Teacher Learning Assistance	1.3
Early School Support	0.4
Teacher Librarian	1
Teacher Relief from Face-to-Face	1.134
Primary part-time teacher	1.1
Total	32.774

### Staff attendance

Staff members have access to leave entitlements such as sick leave and long service leave. In 2007 the average daily attendance rate for staff, as determined by the Department of Education and Training, was 94.1%.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	17%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2007

<b>Income</b>	<b>\$</b>
Balance brought forward	168 064.43
Global funds	235 872.82
Tied funds	265 157.97
School & community sources	116 340.78
Interest	12 144.81
Trust receipts	25 600.25
Canteen	0.00
<b>Total income</b>	<b>823 181.06</b>

### Expenditure

Teaching & learning	
Key learning areas	24 596.66
Excursions	37 581.10
Extracurricular dissections	41 895.28
Library	9 894.57
Training & development	1 072.37
Tied funds	222 540.07
Casual relief teachers	99 127.73
Administration & office	98 295.09
School-operated canteen	0.00
Utilities	25 030.30
Maintenance	22 144.97
Trust accounts	23 853.11
Capital programs	19 370.47
<b>Total expenditure</b>	<b>625 401.72</b>
<b>Balance carried forward</b>	<b>197 779.34</b>

When reading the above financial summary it must be understood that the balance carried forward includes a large amount of tied funds committed for the payment of salaries which, at the end of the school's financial year, had not been presented. Tied funds for the Schools as Community Centres Program are also included in the balance carried forward.

As the canteen at Blue Haven is a P&C managed canteen the school does not report on the finances of the canteen therefore there is a zero balance for both income and expenditure on this report.

A full copy of the school's 2007 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2007

This section of the Annual Report will focus on the programs we have run across the curriculum and in the wider community throughout the year.

The programs have been designed to either enhance, or add depth to, the learning experiences of students.

## Achievements

Our three reference groups have played a major role in the ongoing development of our school.

### Numeracy Reference Group

The Numeracy Reference Group has implemented a range of strategies, workshops and programs this year to address the set Targets for 2007. The Numeracy Now workshop for parents was well attended and ran over three weeks to support and inform parents on how the curriculum is being taught and how they can help their children at school and at home. A series of mathematical language posters was developed for use in classrooms K-6. To support students in developing their problem solving skills, the staff participated in Newman's Analysis workshops and 'Think Tanks' were purchased for use in the classrooms to provide more opportunities for individual and whole class activities. Count Me In Too courses were attended by some staff members and its implementation continues to be a priority, with further resources being purchased and developed. A major area for focus in 2007 was the improvement in student basic skills. As a result, 'Maths Passports K-6' were developed and implemented. Feedback from surveys indicated that although improvements can be made, in general, the informed partnership between home and school created by this resource is worth pursuing further.

### Literacy Reference Group

The Literacy Reference Group has developed a Grammar and Spelling Scope and Sequence. A draft copy was developed and accepted by staff and the final copy was placed on the school intranet for access by all staff. This will be implemented in 2008.

Successful processes across all stages have been implemented for the teaching of writing. All stages have continued to focus on their specific Text Types over a two year cycle. Criteria based assessment tasks relevant to the specific text types have been developed K-6.

The Guided Reading Mentoring Program was continued into Stage 2. All Stage 2 Teachers and any new Teachers to Blue Haven were surveyed on how Guided Reading was taught in their classroom. T.P.L followed and the mentoring program was undertaken. Reading Recovery trained staff worked in a one to one situation with the class teachers. This program will continue into Stage 3 in 2008 to further support the systematic and explicit teaching of Guided Reading strategies in literacy.

Resources were purchased for the Reading Recovery and S.T.L.A. Programs. These resources cater for and meet the needs of the

students on these specialised programs and assist in the achievement of higher levels of success.

Springboard Readers were purchased for Kindergarten, the Focus on Literacy Program for K-6 and Making Connections for Years 3-6. These resources further support the systematic and explicit teaching of literacy undertaken.

### **Student Welfare Reference Group**

The student welfare group started many different initiatives to work towards our management goals.

Dolphin Levels: The student welfare group examined the rewarding of badges for the levels. The proposal was put to the SRC to ratify what the students wanted. The whole school voted and the results were; K-2 bronze, silver badges. 3- 6 bronze, silver certificates. Every student who reaches gold will receive a gold badge. There will be an ongoing review of the process of recording the levels and the structure of the levels for 2009.

Structured Activity Duties: These duties were arranged so that positive role models could be formed for students who need to develop their social skills. Tuesdays and Wednesdays Mr Prigg, Mrs Lawton, Mr Hutchinson and Ms Oakes took a mixture of students to help with the development of social skills. On Tuesdays there were also board games and structured cooperative play activities, on Wednesdays games on the oval and/ or aerobics in the hall.

Sun safe policy: The welfare group looked at a policy for the whole school regarding the issue of sun safety. The draft policy was given to teachers and the SRC late in 2006 and reviewed again by the welfare committee. Mr Law and Mrs Stretton were appointed by the committee to oversee the final draft and ratification by the P&C. The P&C adopted the new policy.

White Slips: A new form of white slip was shown to staff for approval to replace the behaviour books. The new white slips are aligned to RISC to make reporting and recording by staff easier. Teachers were also shown how and when to fill out white slips. This action along with the new slips created a reduction of slips filled out for petty incidents. A master copy of the slips is kept in photocopy room.

Behaviour Contracts: Various staff provided different types of behaviour contracts so that we could develop a bank of contracts for children returning from suspension or if the child's behaviour needs monitoring in the classroom or the playground. This is an ongoing process as the welfare group is continually evaluating the effectiveness of our welfare system to refine it for the benefit of the student, staff and school community.

Blueys: The Blueys were introduced in 2006 and have continued successfully throughout 2007. The SRC are to be consulted in 2008 regarding

prizes for students. Teachers have commented on the effectiveness of the system with the students, especially in the classroom.

### **Arts**

During 2007 Blue Haven was represented by both Junior and Senior Dance Groups at a number of venues. The Junior Dance Group which was initiated by Miss Ankrett and then taken over by Miss Callaghan, performed at the Westfield Shop For Your School heats at Tuggerah. The Senior Dance Group also performed at this competition, with one group advancing to the finals. Following this, the Seniors also performed at the Central Coast Dance Festival and on Presentation Day for the whole school. In 2007 we also had a group of dancers representing the school at Star Struck. All groups represented the school proudly and showed their versatility in being able to perform to a high standard in a range of dance styles.

### **Sport**

All carnivals were a success with positive feedback from school community, teachers and students.

#### **Swimming Carnival**

This year we had a higher number of students participating in swimming carnival events. Many weaker swimmers adopted the "have a go" philosophy and participated in 50m events even though they did not finish the events.

Blue Haven had 22 swimming representatives at the Wyong Zone carnival. Year 5 student Hamish Sives represented the district at regional level for 6 events in the 11 year division.

#### **Cross Country Carnival**

The Cross Country Carnival was washed out in Term 1 and was held again in the second week of Term 2. The event was a whole school event with kindergarten participating in their first carnival for the year.

Tyler Jones and Jordan Pateman came 2<sup>nd</sup> and 3<sup>rd</sup> in the Wyong Zone carnival. The boys went on to represent Wyong at the regional carnival.

#### **Athletics Carnival**

This year the Athletics Carnival was again held at the local oval. Canteen facilities were open and used by the school. A large number of parents came to watch and cheer on their children. The school had a number of parents give up their time and volunteer to help on the day.

At the Wyong Zone Carnival, Blue Haven Public School placed 3<sup>rd</sup> in the zone. Prior to the zone carnival, children representing the school participated in regular training sessions to help improve personal best times. The training sessions gave us 10 representatives at the district carnival, including our first relay team

(junior boys) in the history of the school. Sara Sullivan qualified for the Regional finals in the 11years 200m.

### Sports in Schools

Children and parents are still embracing the Sports in Schools program. The numbers were down slightly from last year but the cost had risen from \$25 to \$30 and there was no weekly payment scheme.

### The New Sport Shed

The long awaited shed for sports equipment was built. The shed now houses equipment in a centralised area so that teachers can access it more easily. The school acquired high jump mats and equipment that are now kept in the shed. Next year there are plans to utilise the shed for borrowing sports equipment at lunchtimes so that children can be active and refine their skills.

### After School Sport

The After School Sport program was again successful with approximately 80 children attending the program once a week on a Monday. The program relied on the generosity of staff volunteering their time, with the funding for the program going wholly on new sports equipment for the school.

### Swimming Scheme

This year the Swimming Scheme was attended by 60 children. Requests for places on the scheme were high with 15 children on the reserve list. The program closed after being filled in 2 days. Next year there are plans to have 90 places available with 2 sessions.

<b>Freestyle Distance</b>	<b>Number of students day 1</b>	<b>Number of students day 9</b>
0 metres	17	1
1-5 metres	34	11
6-10 metres	8	34
11-20 metres	1	13
25 metres	0	1

### Environmental Report

The Environment Minister and committee have been very busy this year, trying to do their part in saving the small part of the planet that we live on. If all the other schools were participating as keenly as the Blue Haven Environment committee have been, we can look forward to a cleaner, greener world for the future. The projects they have covered this year are as follows:

#### Cool the School

This was a project where the Blue Haven SRC joined NSW Primary Schools in the "Cool the

School" campaign to raise the awareness of "Climate Change". On Wednesday the 4<sup>th</sup> April the SRC promoted the reduction of electricity by turning off computers and lights in the classrooms for 1 hour.

### Paper Recycling

Blue Haven Public School participates in a paper recycling project. The SRC investigated the paper recycling cycle to learn that our paper is processed into more paper and cardboard boxes.

### 4D's Lunch Area

4D developed an area near their class room into an eating area for lunch time. Weeds were removed, plants and trees were pruned and a layer of bark was placed on the ground to maintain the earth's moisture. The result was a peaceful picnic style eating area that harmonized and complimented the natural surrounding bush land.

### Clean Up Australia Day

Every year, Blue Haven Public School participates in Clean-up-Australia Day within the school. It is amazing how much rubbish gets blown around by the wind. Blue Haven Public School collected 10 bags of rubbish that otherwise would have done detrimental harm to the natural environment of our school.

### Earth Hour

Earth Hour is a project to reduce global warming and climate change by reducing the amount of electricity used. On Friday 30<sup>th</sup> March, Blue Haven Public School students turned off all unnecessary power for 2, thirty minute sessions.

### 4D Tree Planting

On 7<sup>th</sup> June, 4D planted 8 native trees behind our school hall as a contribution to the school. The plants were given to the school by some school leaders that had received them from a reconciliation conference. Wyong Shire Council has also supplied Blue Haven Public School with 50 native plants to integrate into our school grounds. Discussions are currently underway with the GA Aaron Preston as to the best areas for these plants.

### Tank A Day

Mrs Butler is spearheading a project that will hopefully win Blue Haven Public School a free water tank. Blue Scope Steel has a website that provides information on water saving tips, trivia game and a water saving game to collect points to win a free water tank. Blue Haven Public School already has a water tank, but with level 4 water restrictions, we can think of many more ways that we can use more water tanks in our school.

### Waste-Free Lunch

This project was to make the students aware of how much packaging we use on a daily basis for

lunches only, and advice on reducing this packaging waste to lessen the amount of rubbish that goes into land fill. The first weigh in of lunch packaging was 15.25 kilos. After tips on how to reduce this packaging waste, the second weigh in was only 4.5 kilos. Well done Blue Haven. Remember to keep using re-usable containers.

### **Platypus Pete**

Platypus Pete is a water saving project that provided tips on how to reduce residential water wastage. A booklet was given to the students to record their water usage at home. Tips were provided on how to save water and then the students recorded the water usage at home again to see if they had reduced their water usage.

### **SRC Old Mobile Phone Collection**

Very few people know that mobile phones contain toxins that contaminate the earth when they are dumped in landfill sites. Blue Haven SRC, with the assistance of Mrs Campbell, contacted a recycling company that offered to pay \$5 per phone and would recycle the phones into environmentally friendly products like plastic park benches. The SRC raised \$185 to go towards our next environmental project.

### **Frog Hollow**

Frog Hollow is Blue Haven Public School's very own wetland area. It contains a protected species of froglet among numerous other animal species and a myriad of native plants. Over the years, it has become overgrown and inaccessible. A project is now underway to develop our wetland back into the rich learning resource it should be for the students. This is a long term project that will eventually provide a platform, large enough for a full class to perform water testing and bug surveys from, a walking track around the area to view all aspects, rejuvenation of the neighbouring bush land, identification of the specific flora and fauna within its boundary and an environmental program from K-6 in line with the NSW Curriculum guidelines that hopefully can be shared with other schools.

### **Aboriginal Outdoor Learning Area**

It is planned to clear an area large enough for a whole class to create an Aboriginal outdoor learning area that all can benefit from. A boora (Aboriginal ceremonial smoking area) is to be placed in the centre with bench-like seating around it. It is hoped that Aboriginal cultures can be learned and appreciated by all students in Blue Haven School. A Koori Bush Tucker garden is planned to flank it and a path through a sensory garden will lead you into it.

### **Team Reports**

#### ***Team 1***

This year saw the growth of student's Literacy. Data was collected in July with 26% of students achieving the regional target and above. In

December data was again collected and a measurable growth of 74% of students achieving the regional target and above was recorded.

Growth in the area of Mathematics was not recorded as extensively, due to kinder teaching staff not having been trained in CMIT. A target for 2008 will be all kinder staff to receive CMIT training notably in the deliverance of the SENA task and the interpretation of the collected data. Kinder teachers will also be participating in Best Start Program to support the attainment of Literacy and Mathematics.

Kinder students were introduced to Magic 100 Words this year to develop and improve the reading and writing of high frequency words within texts. The students made gains in the acquisition of sight words and many students transferred this knowledge to their reading and writing.

#### ***Team 2***

Results from testing in reading this year have shown encouraging results across the team. 90% of Year 1 and 89% of Year 2 students achieved the regional target for reading. These results are due to the collaboration of programs such as Doorway Into Practical Literacy, further development of the Literacy Partnership program, refining of guided reading strategies, the expertise and resource of Reading Recovery as well as the STLA program. Two classes have also trialled the Lexia computer based program this year with excellent results. Continued focus on text types this year has also produced higher levels of achievement in writing. In Numeracy, Team 2 has continued to use the Count Me In Too program with testing revealing increased numbers of students able to progress to the second stage of Sena testing. A major focus for Team 2 this year has been the development of the COGs units and assessment tools. Teaching and learning activities were linked to Quality Teaching pedagogy and will be further developed in 2008.

#### ***Team 3***

Student academic progress and growth throughout Team 3 has been sound this year.

In Literacy during 2007 the Writing focus was developing the descriptive language of the students, improving the sentence structure being used by the students and enhancing the complexity of the sentences written by the students. This resulted in students utilising many more adjectives, adverbs and abstract nouns. By doing this the students were able to develop more compound and complex sentences including more detail, rather than simple sentences using basic language.

In the Reading strand students developed their skills through a combination of shared, guided and independent reading activities. Students improved their oral reading, word recognition and

fluency. Students also improved their literal, inferential and evaluative comprehension using their abilities to identify key words, match questions to information and utilise personal experiences to make value judgements

In the Talking and Listening strand all students were asked to present a 2-3 minute speech and present aspects of group work to their peers. Students developed their ability to use palm cards, maintain eye contact, speak clearly and use language appropriate to their audience. We also had 2 students represent the school in an inter-school public speaking competition. In addition 8 students practised their debating skills against Year 5 and 6 students in preparation for senior debating competitions next year.

In Numeracy throughout 2007 Team 3 continued the implementation of the Count Me In Too program, its strategies and philosophy. In developing efficient number strategies students were asked to think about and respond to questions that centred on them explaining their methods and justifying the procedures they used. The strategies and activities developed the mathematical language being used by students, enhanced their understanding of place value, addition, subtraction. Multiplication and division and increased their confidence in problem solving through reinforcing their methodology. Emphasis was also placed upon practising times tables and applying these skills in multiplication, division and problem solving.

In the Connected Outcomes Groups COG's for 2007 students developed an understanding of a shared Australian identity through the exploration of the roles of individuals, families and groups and how they contribute to maintaining, developing, strengthening and changing communities. Students researched significant symbols of state and national identity and examined a range of community groups. Inquiries were inclusive of Aboriginal communities and heritage. Students examined how a sense of being Australian has changed over time and has been influenced by significant events, particularly in the local area. Through these inquiries, students developed an understanding of their own identity and values related to being Australian. Students had opportunities to explore the contribution that great Australian scientists, designers and technologists have made to science and technology, and to life in Australia. Students used digital media to design and develop an information product such as a video clip, *PowerPoint* presentation or web site to showcase the achievements of these great Australians. Students used annotated sketches, flow charts and storyboards to explore and develop their ideas. Students explored their own identity through the development of values and recognition of themselves and others as unique individuals.

#### **Team 4**

Senior staff concentrated on three main areas of priority for senior students: Literacy, Numeracy and Social Development.

Three major strands of **Literacy** were targeted in 2007: Talking and Listening, Reading and Writing. All senior students participated in Public Speaking. Students competed at a District and National level. Successful candidates entered the Premiers Multi Cultural Competition. Two senior teams competed at District and State level debating competitions. All senior students speaking and listening skills have developed. This was evident during the speeches for nominations for 2008 school leaders' assemblies. Students confidently presented planned and spontaneous speeches.

Senior students have progressed in reading skills. Specific skills have been targeted and resources have been implemented to enhance students' reading strategies. The final reading results obtained from standardised testing and Basic Skills results indicated that senior students have progressed in reading achievements and Year 5 students progressed from the lower State Bands of 1,2,3 to Bands 4, 5 and 6.

Writing was targeted this year as a priority to enhance the students' specific skills in writing factual and fictional texts. Senior teachers participated in the ELLA training and marking. The senior teaching team conducted workshops and liaised with District Literacy Consultants to plan and implement a systematic and comprehensive writing program and criterion referenced assessment for the text types of Exposition (persuasion and argument) and Narratives. Resources were implemented to consolidate and model these specific text types. Students post assessments indicated that all students achieved progression in each text type, especially in the area of text structure and complexities of sentences.

The priority in **Numeracy** was to implement a systematic and comprehensive mathematics program, which included aspects of consolidation and revision of skills taught in class and diagnostic assessment for accurate follow-up.

Senior students have achieved progression in all strands of mathematics and are more aware of their strengths and weaknesses. Year 6 students are beginning to self evaluate and establish personal learning goals in the area of mathematics.

Maths passports were implemented to the senior students so that basic knowledge, such as X table facts could be practised at home and parents were invited to participate and support their child's learning. Unfortunately very few passports were returned and the number of senior students who participated was very limited.

Parent, student and school partnership in the subject area of mathematics is an area that needs to be reviewed and developed.

Senior students were successful in the 2007 Hunter Region Primary Mathematics Competition. Nine Year 5 & 6 students achieved Distinction whilst 10 achieved Merit Certificates.

Citizenship and social development is an area where senior students have achieved major progression. Numerous social development programs have been implemented and senior students participation in all aspects of school life has improved. The number of senior students reported for inappropriate behaviour in the playground and classroom has reduced dramatically this year.

The achievements of targets in literacy and numeracy of the Year 5 students in the Basic Skills test was promising and demonstrated evidence that the specific, comprehensive and explicit programs that have been implemented K-6 have had an impact on student learning and achievements.

The Regional target for student growth minimum of 1 skill band in Literacy was 75%. Blue Haven students achieved 73.1%. In Writing the regional target was 60%. Year 5 students achieved 57.4%. In Numeracy, the Regional target was 75%. Blue Haven Year 5 students achieved 71.2%.

51% of Year 5 students achieved Band 5 or 6 in Literacy and 47% of students achieved Band 5 or 6 in Numeracy. 2007 witnessed the highest number of Year 5 students achieving Band 6 in Writing, Reading, Overall Literacy, Number, Measurement and Overall Numeracy.

Year 5 and 6 teachers have critically reviewed programs and data of student achievements. 2007 was a productive year. Senior teachers have planned and targeted specific programs to continue to enhance and maximise student learning in the areas of Literacy, Numeracy and Social development. 2008 promises to be another challenging and eventful year, in the pursuit for educational excellence.

### **Excursions**

On Friday 23<sup>rd</sup> November, 2007, Kindergarten took part in an excursion to Hunter Valley Zoo at Nulkaba (near Cessnock). It was a large group with 112 students, 6 class teachers, 2 Teacher's Aides (Special), 3 student teachers and 1 community volunteer attending. This excursion was an aid to the work that all Kindergarten classes had been doing in Literacy and some of our other units of work. In Literacy we were studying the information report text type and classes were able to use the knowledge gained at the zoo to write group information reports on a variety of animals. It gave them a chance to touch many of the animals which then added to their ability to describe the animal. The other units that

related to this excursion were: 'Changes', 'Our Needs', 'Moving' and 'Our Place'. Within these units, the excursion also helped to address outcomes in the Key Learning Areas of Science and Technology, Creative and Practical Arts, and Human Society and Its Environment. All participants felt it was a worthwhile excursion and appeared to enjoy the experience.

Team Two this year participated in an excursion to Taronga Zoo, with 152 students attending. The students and staff were supported by a number of parent helpers on the day, assisting the students in their investigation of animal habitats. During the day, the groups attended a presentation of Aboriginal Dreaming stories in which some students were able to take an active part, dancing and providing a musical accompaniment. Since the excursion, the information which was gathered has been used in the classrooms as a part of the text type focus on information reports.

During Week 2 of Term 2 one hundred Year 3 and 4 students travelled to Sydney to visit the Sydney Aquarium and Wildlife World. This was to support their studies of Australia. The students were accompanied by 7 teachers and 3 volunteers. The tours focussed upon our Australian animals and wildlife as well as care for the environment and Aboriginal customs and traditions. For some children this excursion enabled them to see Sydney for the first time. Students saw the Sydney Harbour Bridge, Sydney Opera House and other significant landmarks that had been introduced during classroom instruction. The students' behaviour was impeccable and they were complimented at both venues and by the bus company on their representation of Blue Haven School.

One hundred Year 3 and 4 students attended a 3 day / 2 night excursion to Dubbo and its surrounding areas during Week 1 of Term 4. The excursion coincided with work completed in class on Australia. Six teachers and one teacher's aide accompanied the students on this excursion.

The students went to the Western Plains Zoo where they were able to tour the night yards of the animals, an area which is usually inaccessible to the public. The tour of the zoo also included a lesson on endangered Australian animals in the zoo's learning centre.

The students experienced some of Australia's heritage at the Gulgong Pioneers Museum, Old Dubbo Gaol and the Dundullimal Homestead. The students also took part in guided tours of the Wellington Caves and Phosphate Mines.

It was a valuable learning experience for all. The students were exposed to important Australian heritage and partook in experiences that they would not be able to get in a classroom environment.

Excursions in Team 4 are on a 2 year cycle, this year being an odd year meant that the team went

on minor excursions to the local theatre and to Sydney.

Year 6 students attended a performance of 'The Bamboo Flute' at the Laycock Theatre in Gosford. This enhanced the students understanding of the award winning novel by Garry Disher which they had studied in class. It also gave the students an appreciation of live theatre as well as giving them an insight into drama as a performing art.

Later in the year 120 year 5/6 students took part in an excursion to Sydney to the IMAX Theatre and the Power House Museum. This supplemented the lessons and research of the students on Space in term 2 and Antarctica in term 3. At the IMAX Theatre the students watched a film about the explorer 'Shackleton'. The film's depiction of the hardships encountered during the exploration of Antarctica gave the students a greater understanding of the extremes experienced by the explorers and the vast beauty of the terrain. The visit to the Power House Museum's 'Space Exhibition' provided graphics and models to further extend the students' knowledge of satellites and space craft. A visit to New South Wales state capital Sydney, also clarified the students' geographical knowledge of their own environment. Student appraisals of the excursion suggest that they found the trip both enjoyable and educational.

### **Educational Support**

#### **Support Teacher Learning Assistance**

*Aims of program:*

To address literacy needs of those students identified as being below stage/year literacy targets in consultation with class teacher/support teachers/learning support team.

Blue Haven Public School STLA allocation of 1.3 is filled by Maja Hurt (Tuesday, Thursday and Friday) and Gay Sheen (Monday, Tuesday, Wednesday and Thursday morning) to:

- Provide literacy assistance and resources for students in teams 1/2/3/4; and
- Provide literacy/numeracy assessment data for Learning Assistance Program intervention programs.

#### **Team 1**

Guided reading groups, operating daily for approximately half an hour and lasting 5 weeks in term 4 were determined by running record results as at the end of term 3 and assessed by Class Teacher. Further assessments included letter/sound and sight word recognition.

Entry levels for kindergarten groups were:

- Term 4 - students from PM Benchmark levels 2/3 and below.

#### **Team 2**

Guided reading groups, operating daily for approximately half an hour, were determined by running record results as at the beginning of the year and assessed by CT and/or STLAs. Further assessments included letter/sound, sight word recognition and phonemic awareness.

Entry levels for Year 1 groups were:

- Term 1 – students from PM Benchmark level 5.
- Term 2 – students from PM Benchmark level 8 (or as nominated by class teacher or Learning Support Team).
- Term 3 – students from PM Benchmark level 12 (or as nominated by class teacher or Learning Support Team).
- Term 4 – students from PM Benchmark level 14 (or as nominated by class teacher or Learning Support Team).

Entry levels for Year 2 groups were:

- Term 1 – students from PM Benchmark level 16.
- Term 2 – students from PM Benchmark level 17 (or as nominated by class teacher or Learning Support Team).
- Term 3 – students from PM Benchmark level 18 (or as nominated by class teacher or Learning Support Team).
- Term 4 – students from PM Benchmark level 20 (or as nominated by class teacher or Learning Support Team).

#### **Team 3**

Assess at risk students for Learning Assistance applications during Term 1.

Daily guided reading groups with students at risk from 3H, 3P, 3X and 3Z (terms 1-2)

Daily guided reading groups with students at risk from 3H, 3P (term 3-4)

A group of students from 3X and 3P received Writing (recount, procedure, exposition and sentence structure) support 3 times a week and Numeracy (problem solving) support twice a week during terms 1, 2, 3, and for five weeks in term 4

Team-teach Writing (recount) in 3R, 3S and 3W Tuesday & Thursday mornings (terms 1-2)

#### **Team 4**

Assess at risk students for Learning Assistance applications during term 1.

Purchase and provide some age appropriate (Rainbow Readers and Fast Forward) resources as requested for individual literacy program.

## **Results**

The majority of students made pleasing progress as shown by assessment data. A minority made limited progress, but maintained gains they had made. Six of the seventeen Kindergarten students who received STLA support for only five weeks made no progress but improved their ability to track words and to stay focused.

After consultation with parents some vision and hearing problems were detected and are being addressed.

The transient nature of some of the students and absenteeism posed concerns for their continuity of progress and acquisition of skills and confidence.

Collaboration between class teachers/support teachers/learning support team/parents etc provided a team effort to benefit the students' literacy needs.

Kindergarten students made progress of:

- up to 4 book levels during five weeks of term four, with an average gain of 1.23 levels

Total Kinder students = 17

Year 1 students made progress of:

- up to 7 book levels during term one, with an average gain of 3.31 levels
- up to 6 book levels during term two, with an average gain of 4.06 levels
- up to 5 book levels during term three, with an average gain of 3.36 levels
- up to 2 book levels during term four. with an average gain of 1.15 levels

Overall gains of up to 15 book levels were attained as by Week 6 in Term 4.

Year 2 students made progress of:

- up to 4 book levels during term one, with an average gain of 1.2 levels
- up to 8 book levels during term two, with an average gain of 2.54 levels
- up to 3 book levels during term three, with an average gain of 2.33 levels
- up to 3 book levels during term four, with an average gain of 2.33 levels

Overall gains of up to 8 book levels were attained as at Week 6 in Term Four.

The PM Benchmark levels for the Year 2 students who received STLA support in Year 1 but not in Year 2 were:

- 14 students reached levels 28-30
- 3 students reached levels 26-27
- 3 students reached levels 23-24

The transient nature of the student population receiving STLA support is demonstrated by the following data:

Out of 42 students who received STLA support in Year 1, 12 have left the school by the end of Year 2. That amounts to 28.5% of the Year 1 students who were on STLA support during 2006.

Year three students made progress of:

- up to 9 book levels with an average gain of 4.25 levels as at beginning of Term Four
- up to 44 Fry's sight word lists, with an average of 30 lists (parent tutoring).

## **Aboriginal Statistics and Support Overview**

This year we have had 31 Aboriginal and Torres Strait Islander (ATSI) students enrolled. An Aboriginal Education Worker (AEW) has been working with a number of teachers in classrooms to help improve the Aboriginal students' literacy and numeracy skills. Our AEW also works as an In Class Tutor for 5 targeted students from Years 3 to 6.

As part of the ongoing development of all of these students, along with some non Aboriginal students, they have all been involved in creating some permanent Aboriginal art around the school and setting up specific garden improvements on an Aboriginal theme.

This year the Aboriginal students' results in the Basic Skills Tests have been the best in the school's history. Post-testing in the 'In Class Tutoring' and locally funded learning support for ATSI students also show pleasing improvements in outcomes and levels of confidence for these students.

Culturally, our student leaders and senior ATSI students have been involved in a Reconciliation Ceremony at Gosford Council Chambers and an art workshop at the Art Gallery in Gosford. The older ATSI students also attended the (National Aboriginal and Islander Day of Celebration (NAIDOC) day at Gorokan High School. It was from this visit that the students were inspired to form our own Aboriginal dance group and boys' didgeridoo group, which have already performed at the school and are hoping to perform at other schools in 2008. Two successful NAIDOC Days of our own were held in Term 3.

## **Integration**

Fifteen students with disabilities were catered for in our school during 2007. Support has been given to students with hearing or vision loss and other physical disabilities as well as behavioural and other mental health issues. Four teachers' aides worked full time in the school this year to assist teachers to ensure all of these students were able to access the curriculum as much as possible. Extra teachers' aide time has also been added on a part time basis when needed.

The support the teachers' aides provide ranges from small group work in the classroom, to organising resources for teachers, running social skills programs for small groups, as well as coordinating playground and indoor targeted recreational activities. When appropriate they will also accompany groups on excursions, camps or swimming school. Our teachers' aides also have a vital role to play in our school Learning Support Team.

### **Learning Support Team**

Our school Learning Support Team (LST) meets weekly and consists of the Deputy Principal as chairperson, the School Counsellor, teacher representatives from each teaching team, the Support Teachers (Learning Assistance) and the teachers' aides. Individual teachers will be involved where appropriate.

The majority of the work done by the LST is considering appropriate support for students referred to the group by their teacher. Over 80 referrals were dealt with in 2007. The support offered ranged from counsellor intervention, asking parents to introduce medical intervention, applying for integration or Out of Home Care funding, introducing students to one of the "Friends" groups run by the teachers' aides, offering professional development for teachers or teachers' aides to assist in their management of specific students.

The school LST also considers students suggested for repetition, entry into Reading Recovery or Early School Support programs, and nominates students for various camps or respite offered such as Smith Family camps, Asthma Foundation camps or Stewart House respite. The Learning Assistance Program, behaviour support and Reading Mentor programs are also facilitated through the school Learning Support Team.

### **Early School Support Program**

During 2007 six students from Kinder to Year 2 have been involved in the ESS Program. Three students were in Year 2, one student in Year 1 and two students in Kindergarten. Additional students were integrated into the program from Kindergarten and Years 1, 2 and 3 for weekly reading lessons. This involved an additional 1 Kindergarten student, 4 Year 1 students, 11 Year 2 students and 5 Year 3 students.

During Term 4 Kindergarten Reading Groups were introduced involving 10 additional Kindergarten students and 1 Year 1 student.

The ESS Program focused on all aspects of reading development especially sight words, decoding unknown words, fluency skills, phonemic awareness skills and oral comprehension skills. Technology was also integrated when appropriate to the text being read by the students using Google search.

All students involved in the program consolidated known skills and some students reading levels increased dramatically.

### **Stepping Stones**

2007 was the fourth year that this program has been run in the school, to continue meeting the many and varied needs of students transitioning from home to school. Approximately 80 children participated in either the morning sessions or the afternoon sessions or both.

Two students identified with special needs participated in their own transition program based on the principles of Stepping Stones.

Evaluations provided by parents and carers have again highlighted the benefits of the program for both parents and children.

### **Stepping Stones Pre- School Club**

This is the second year that this program has been run through the school with a close working relationship with our Schools as Community Centre (SaCC), Dolphin Cottage and its facilitator.

Approximately 15 children were identified by either their pre-school, kinder teachers during Stepping Stones Program and / or through various programs coordinated by the Dolphin Cottage Facilitator, who would benefit from additional support to make their transition to school more successful.

With the employment of an Early Childhood Teacher, sessions were conducted for three terms that provided a continuum of learning through a less formal setting.

### **Literacy Loop**

2007 saw the inaugural meeting of interested local community groups, such as Burnside, Smith Family, Wyong Shire Council Librarians, Schools as Community Centre Facilitators and the local high school and partner primary schools, come together to develop a shared vision highlighting an awareness of the importance of Literacy within the community.

All groups have identified Literacy as being of the utmost importance in a child's social, emotional and academic development, however many children are presenting to school with a restricted knowledge of spoken and written language.

A vision of the Literacy Loop group is to encourage parents and carers of notably 0- 5 age group, to read to their children on a regular basis, share songs and Nursery Rhymes and participate in the many programs that are currently available within the local area, such as Story Time at the library, prior to commencing formal education.

### **Reading Recovery**

In 2007 the Reading Recovery Program operated at Blue Haven Public School with an allocation of two Continuing Contact Teachers. Those two

teachers were Maria Everingham and Melanie Bowden. They were funded to each teach 4 students daily.

Year 1: 20 children were on the Reading Recovery program in 2007. Seventeen children completed the program at reading level 16 or above. These children are still maintaining their reading level above the average level for the end of Year 1.

One child has transferred to another school before discontinuing and two children were referred from the program, as they were hard to accelerate. These children will continue to receive other assistance in 2008.

Year 2: 16 children were discontinued from the Reading Recovery Program in 2006. Nine children were monitored to assess their progress and 7 children have either repeated or transferred to another school. Of the nine children monitored 8 are reading at level 22 and above, 1 is reading at levels 17-21. All children are reading above the Reading Recovery minimum target level of 16+. Their spelling skills were also tested and all children have scored above the minimum target score of 17 words.

Year 3: 16 children were discontinued from the Reading Recovery Program in 2005. Twelve children were monitored to assess their progress and 4 children have either repeated or transferred to another school. Of the twelve children monitored 1 is reading at level 26 and above, 10 are reading at levels 21-25 and 1 is reading at level 20. All children are reading above the Reading Recovery minimum target level of 20+. Their spelling skills were also tested and all children have scored above the minimum target score of 22 words.

### **Library**

In 2007, Blue Haven Public School Library continued to expand its collection of fiction and non-fiction books and resources to meet the needs of both students and teachers. Approximately 4000 resources were accessioned through the Library. Over 2100 of these were guided reading resources to assist in the delivery of quality Literacy programs for our students.

Information Literacy was a focus for Library programs in 2007. Knowing how to find, evaluate, and use information in all forms is a critical life skill in today's society. The program was facilitated by the installation of seventeen laptop computers in the library for access by students during their class library time. A collaborative program planning and teaching model was adopted to maximize learning outcomes for students in years 3-6. This allowed two teachers to focus on different aspects of the information process, assisting students to develop skills in defining, locating, selecting, organising, presenting and assessing their information. Eduweb was used as the platform for the storage of students' work samples to allow the students

access from any computer in the school and to assist them to develop skills in computer technology.

In 2007, Blue Haven Public School Library celebrated the Cat in the Hat's 50<sup>th</sup> birthday, Education Week, Children's Book Week and Literacy and Numeracy Week. A highlight was our Scholastic Book Fair with sales of over \$9700 earning our school \$3400 in commission. This commission was used to purchase additional books and a colour printer for our Library.

In 2008, Blue Haven Public School Library will continue its focus on Information Literacy. A high priority will be given to teaching students how to access and use information effectively and ethically. The Library will continue to provide quality literature for students and staff to meet the demands of teaching and learning and to encourage and support reading for pleasure.

### **Life Education 2007**

The 2007 Life Education visit included the presentation of the following aspects of the Child Protection policy:

- Team 1: "Harold's Surprise"- the importance of breakfast, the body's needs and safety.
- Team 2: "Harold's Mystery Tour"- body workings, passive smoking, safety and decision making.
- Team 3: "Harold's Diary"- environmental health issues, emergency procedures and individual needs.
- Team 4: "Dicing with Drink"- consequences of alcohol use, harm minimization, stay safe situations and refusal skills.

Almost 76% of all Blue Haven students (93% of Kindergarten) attended this year's experience. This is an increase of almost 3% on 2006 and comes at a time when overall attendance rates of these visits is dropping at other schools in our region.

Very positive feedback for the programme has been received from all staff as well as the attending students.

The visit for 2008 has been booked for Term 4, Week 6. The cost to students in 2008 will remain at \$5.50 per student.

### **Community Water Grant**

"The Australian Government's Community Water Grants" programme offers grants to help local community organisations save, recycle or improve the health of their local water resources.

Grants are available for projects related to:

- water saving and efficiency
- water recycling
- water treatment - improving surface and groundwater health.

Round 3, which was launched on 23 April 2007, was the final round of Community Water Grants funding under the programme's \$200 million allocation." (Community Water Grants, 2007)

Blue Haven Public School applied for and received a grant of \$45000. Our project is to install water tanks to collect rainwater from our roofs and then to use this for toilet flushing for more than half the toilets in the school. The project is expected to begin in 2008.

### Outside Agency Support for Students

Seven students qualified for and undertook assistance in the government funded Reading Assistance Voucher Scheme. This involved an 8-week intensive one-to-one tutoring program with a qualified tutor over 8 weeks, with 2 one hour sessions per week for each child.

The partnership with The Smith Family has continued through 2007 with 38 students receiving educational scholarships through the *Learning for Life* Program. This enables the students to participate more fully in the education system.

Seven students participated in the Student 2 Student reading program. This program is aimed at improving both the ability and the enjoyment of reading for students who are one to two years behind their reading age. Each student is matched with a mentor from a high school who listens to their student read over the phone 2 or 3 times a week, through terms 2 and 3. Certificates are awarded at the completion of the program. All books are provided to both mentor and student by The Smith Family.

Ten girls from Year 5 had an opportunity to team up with 9 girls from Northlakes Public School to attend a weekend 'reward' camp at The Smith Family's Tea Gardens facility. These camps are aimed at improving the students' interpersonal skills, confidence and teamwork.

### University Students

During 2007, as in previous years, Blue Haven Public School has worked closely with teacher training institutions to provide professional experience placements for students training to become teachers.

This year we provided places for five first year students, five second year students, four third year students and two final year interns from Newcastle University, Ourimbah Campus. We also accommodated one second year Avondale College student and one Charles Sturt University, Dubbo, final year intern.

These placements not only help the teachers of the future, but they keep our present staff up to date with an insight and input into the training these teachers receive.

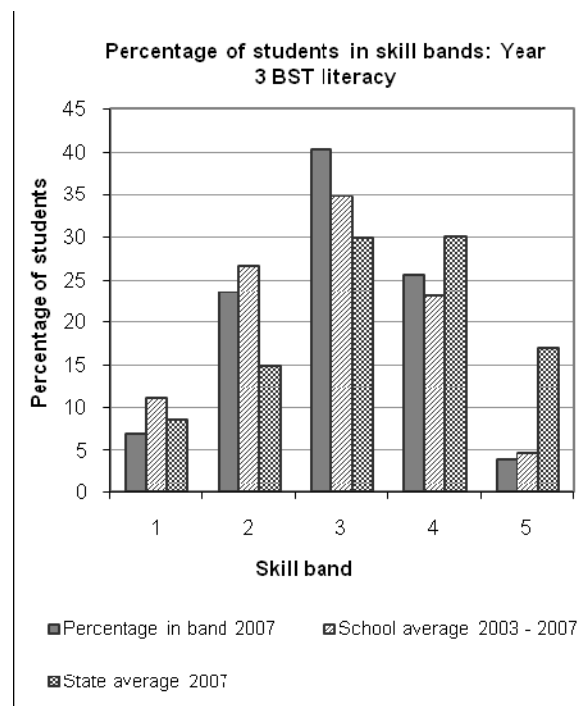
Working closely with Newcastle University's Ourimbah Campus, we have hosted ten LINKS

Program Students. These are first year students who are required to volunteer at a school to gain experience and insight into the working life of all areas of a school, not just the classroom.

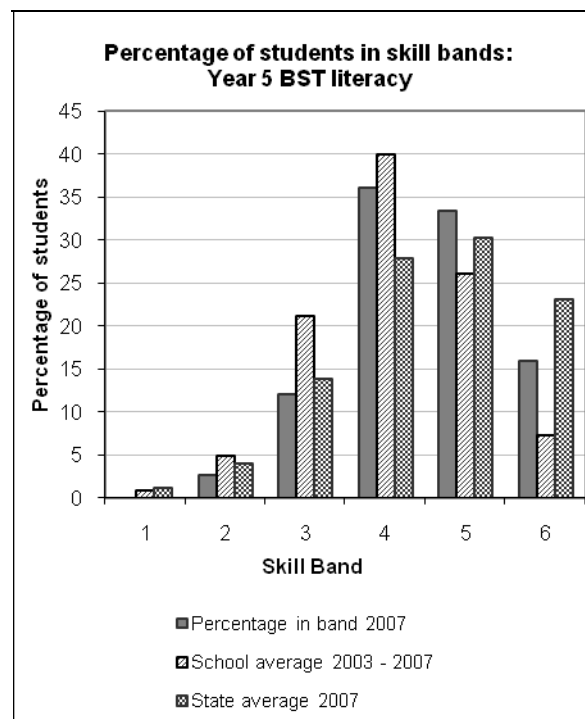
### Academic

In the Basic Skills Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

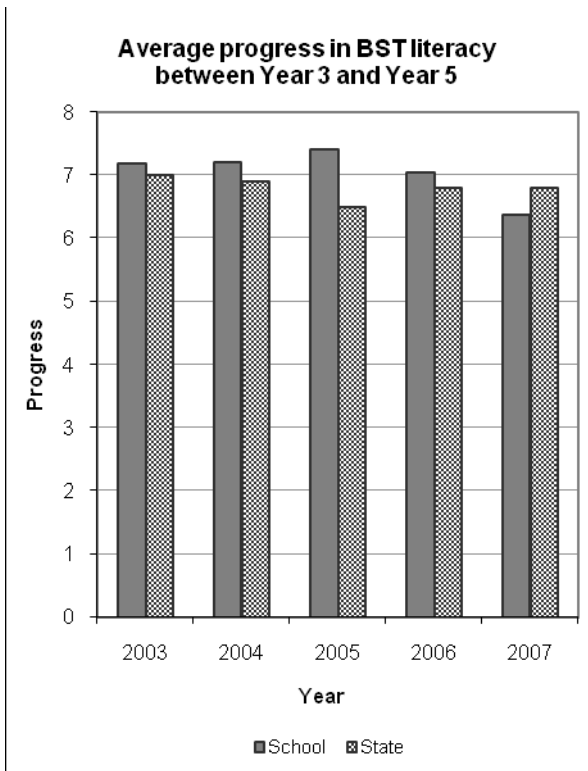
#### Literacy – BST Year 3



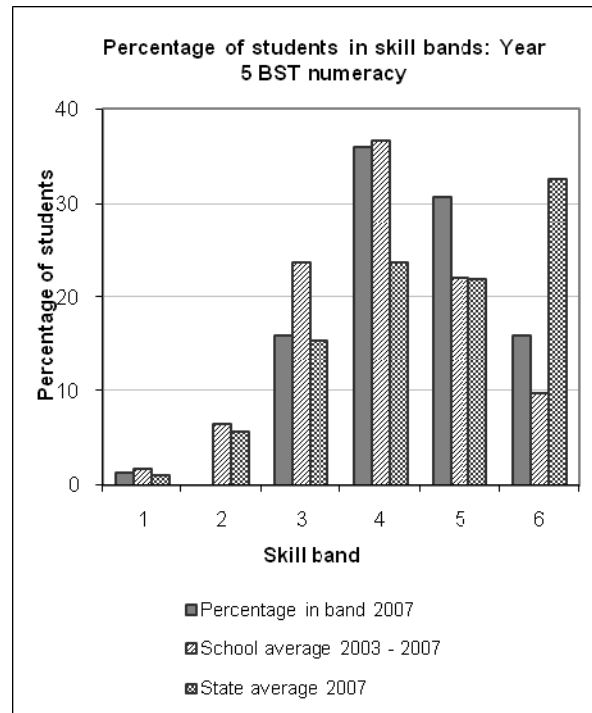
#### Literacy – BST Year 5



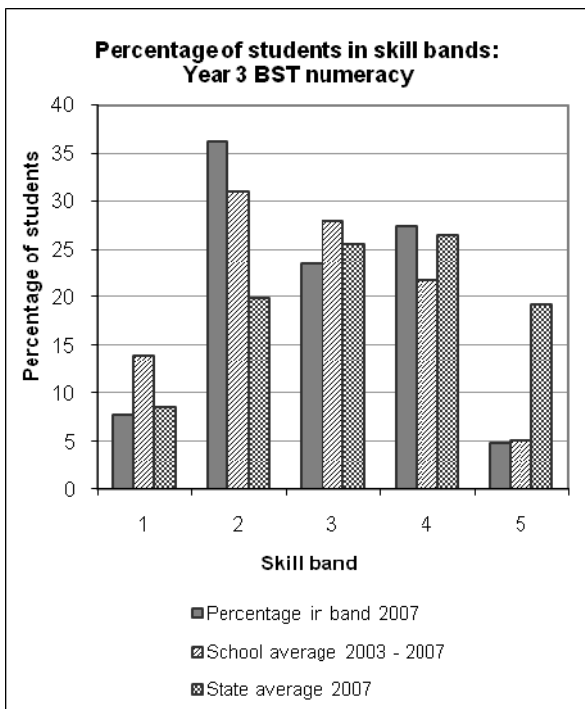
### BST progress in literacy



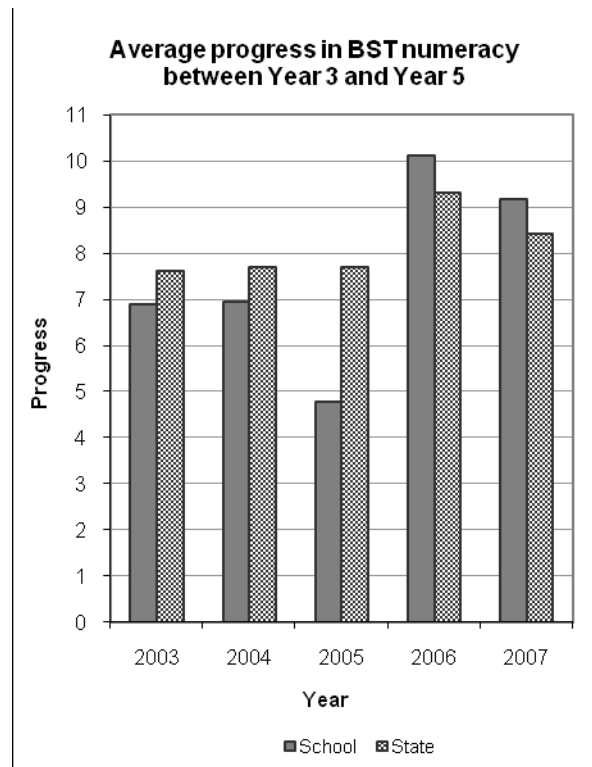
### Numeracy – BST Year 5



### Numeracy – BST Year 3



### BST progress in numeracy



### National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 Basic Skills Test (BST)

is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

**Percentage of Year 3 students in our school achieving benchmarks in 2006 and 2007**

Percentage of Year 3 students meeting national benchmarks				
	2006		2007	
	School	National	School	National
Reading	88	*	91	*
Writing	85	*	94	*
Numeracy	91	*	95	*
* National benchmarks were not available at the time of printing this report				

**Percentage of Year 5 students in our school achieving benchmarks in 2006 and 2007**

Percentage of Year 5 students meeting national benchmarks				
	2006		2007	
	School	National	School	National
Reading	89	*	99	*
Writing	93	*	97	*
Numeracy	89	*	97	*
* National benchmarks were not available at the time of printing this report				

**Significant programs and initiatives**

**Public Speaking**

The art of “Public Speaking” has been developed and fostered in Blue Haven Public School over the last three years. As part of our program all stages have taught the children about writing and presenting information in a formal setting. This of course begins in the classroom with each student delivering a short speech to their classmates. Representatives are then chosen to deliver speeches to the whole team and then at an assembly. The strongest of these were then chosen to represent the school in their stage at the Hunter/Central Coast Public Speaking Competition. Four senior students were also chosen to represent the school at the Multicultural Perspective Public Speaking Competition. While none of the students won this year, all the students benefited greatly from the experience. We hope to continue the program next year giving even more students the opportunity to show off their skills and talents in Public Speaking.

**Debating**

Along with Public Speaking the school is continuing to raise the profile of debating in Blue Haven Public School. As in past years, Year 6

students participated in the Premier Debate Competition and this year we also had a Year 5 team in the Hunter/Central Coast competition. Within senior classes inter class debates were also held to help train and prepare students for the task of inter-school debating.

The Year 5 & 6 were fortunate enough to attend a Debate Training and Development Day at Wamberal in May.

The Year 6 team had one win, two losses and two forfeits. The Year 5 team had similar results with one win, three loses and one forfeit. This of course did not place them in the finals but it allowed the students the experience of hosting and visiting other schools to refine their debating skills.

A very talented Year 4 team also waits in the wings for their opportunity to join the inter-school debate next year. With the students becoming involved in debating in the younger grades Blue Haven Public School debating prospects are looking very promising for next year.

**Blue Haven Schools as Community Centres**

**Overview of Programs**

Dolphin Cottage offers a wide range of programs to families including education, supported playgroups, parenting programs, community programs as well as individual services such as family counselling.

**Overview of Partner Organisations**

Dolphin Cottage partners with TAFE Outreach, Family Child Care Services Central Coast and Gosford Family Support Services in Babes, Uniting Care Burnside, Multi Cultural Resource Centre and the Multi Cultural Family Worker for Stay ‘n’ Play. The many varied parenting programs are as a result of strong links with Uniting Care Burnside, Child and Family Health Nurses, Kanwal Family Support Outreach worker and the DET Support Teachers Behaviour Team. Horizons Family Support offer outreach counselling services as well as the Seasons for Growth program. Dolphin Cottage also has links with Smith Family Learning for Life, San Remo Neighbourhood Centre, Wyong Shire Council Community Development workers and through the Central Coast Network of Practices community broader community organisations such as Benevolent Society, Department of Community Services, Housing and Disability Services. Dolphin Cottage links with the local community Preschools in both Blue Haven and North Lakes.

**Management Structure**

Dolphin Cottage is a Government funded interagency program managed by the NSW Department of Education and Training, Community Services, Health, Housing and Ageing and Disability.

The SaCC Program is founded on research that highlights the importance of the early years for children's development, the role of parents as their child's most important influence on their learning and the community as an essential element in achieving good outcomes for children.

Dolphin Cottage works from the advice of a Local Advisory Group which consists of members from participating Government Departments, non-government service providers, parents, Carers and community members. This group assists the facilitator to work from a community development strengths-based perspective in providing programs and initiatives to engage and support the families, community and school community.

### **Usage of the Centre in 2008**

The current year has been very busy and successful for Dolphin Cottage. Each week we have up to 110 families accessing the Centre in the three days it operates. The teenage mums group has 18 enrolments, Stay 'n' Play 26, Stepping Stones up to 12, Parenting programs up to 18 enrolled, Twinkle Tots 20 and Mums Chat Time has seen up to 15 families in attendance. We also have up to 200-300 in attendance at our community celebrations of 'Picnic In The Park' and 'Harmony Day Picnic' and 10 of our families are invited to Wyong Shire Family Day each year. We were expecting in excess of 2000 people at the Combined Blue Haven San Remo Community Christmas Event but unfortunately due to bad weather had to cancel at the last minute.

Overall we have had an extremely busy but positive year in Dolphin Cottage

### **Active After School Communities**

The Active After School Community (AASC) Sport program was continued throughout 2007 with sessions being held once per week. Blue Haven Public School delivered the program to over 260 students. This program provides for quality, safe and fun after-school physical activities for our children. In determining the programmes to be run in each term, staff choose from a range of traditional activities (such as cricket, netball, tennis and football), non-traditional activities (such as frisbee and circus skills) and other structured physical activity (such as dance).

In 2007, nine staff members successfully completed their Community Coach Training Certificate run by the Australian Sports Commission to accredit them as qualified deliverers of the program.

2008 will see the program extended to two afternoons per week. One session will focus on multiskill activities delivered by volunteer teachers from Blue Haven Public School. Sporting organisations, sporting clubs, local community organisations and private providers of sports programs will be selected to deliver quality junior sport programs as part of the AASC program for

the second session. This will allow us to provide a greater variety of activities and allow children the opportunity to participate in a sport they may not have tried.

All Active After School Community Sport programs are free of charge and supported by the Australian Government.

### **Progress on 2007 targets**

The three targets outlined below form the basis of our 2006 – 2008 strategic plan and the achievements represent a portion of the overall achievement being aimed for at the end of the three year period.

#### **Target 1**

##### ***Consolidation and development of higher level results in literacy.***

Emphasis in 2007 was placed on the teaching of grammar and spelling, the use of guided reading as a classroom strategy and reporting to parents.

Our achievements include:

- In Year 3 the number of students in bands 4 and 5 grew from 22 in 2006 to 29 in 2008.
- In Year 5 the number of students in bands 5 and 6 grew from 31 in 2006 to 49 in 2007.
- Strategies were implemented across teams to enable teachers to make consistent comment on student achievement when reporting to parents.
- All Reading Recovery trained teachers mentored teachers in Team Two who were not trained. Guided reading is now more effectively used as a classroom strategy.

#### **Target 2**

##### ***Consolidation and development of higher level results in numeracy.***

Emphasis in 2007 was placed on the teaching of problem solving, assessment programs and sequence, intellectual quality and quality learning environments.

Our achievements include:

- In Year 3 the number of students in bands 4 and 5 grew from 18 in 2006 to 32 in 2007.
- In Year 5 the number of students in bands 5 and 6 grew from 34 in 2006 to 47 in 2007.
- The growth rate in numeracy for our current Year 5 students was above the state average for the group. The boys performed very strongly with a growth rate 2.8% above the state average for boys.
- An analysis of the 2007 Basic Skills Data clearly shows a shift from the lower bands to the higher bands for both Year 3 and Year 5 students.

### **Target 3**

#### ***A reduction in the level of defiant and aggressive behaviour.***

Emphasis in 2007 was placed on ways in which we could help students better understand what 'good' behaviour is. Staff members were conscious of modelling appropriate behaviour and language when dealing with the initial behaviour and attempting to reduce escalating behaviour.

Our achievements include:

- There was a 52% reduction in the number of students being suspended for aggressive and defiant behaviour.
- Greatly reduced amounts of time were spent by executive staff dealing with the aggressive and defiant behaviour. There was a 60% reduction in the amount of time spent dealing with secondary behaviours.
- Teachers reported calmer classrooms and more time spent on task by some of our students who had previously been disruptive.

### **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2007 our school carried out evaluations of parent, student and staff perception and understanding of our core values, Quality Teaching, and general satisfaction regarding the climate and culture of our school.

### **Management practice**

#### **Values Forum**

##### **Background**

Our school, along with the two high schools and the other 5 primary schools in our Local Management Group known as the Wallarah Area Learning Community, held a Values Forum in July. Funded through Federal Government support the forum discussed the results of surveys conducted in each school community about the values we teach in school.

##### **Findings and conclusions**

From our school surveys, the most telling observations were:

- 91% of our parents surveyed believe our school treats all students with care and compassion.
- 85% of our parents surveyed believe that we encourage and help our students to settle their differences in a constructive way;

- 60% of parents believe they monitor their children's internet use appropriately;
- 90% of students surveyed believe they treat teachers and other adults with respect;

90% of teachers believe the school genuinely attempts to work in partnership with the parents and the community.

### **Future directions**

For development in 2008 we need to look at issues such as only 14% of students surveyed believed that honesty is more important than being loyal to other students, and only 46% of students surveyed would quietly inform a teacher if they knew another student had done something inappropriate. There is also a misalignment with regard to teachers believing their commitment to maintaining high ethical values is higher than their belief of this commitment by the general community.

### **Parent, student, and teacher satisfaction**

In 2007 the school sought the opinions of parents, students and teachers about the school.

#### **Background**

School culture has a major influence on what happens and the way things are done in the school. Last year we looked at the communication aspect of our culture. This year we decided to explore some of the perceptions about the school, perceptions to do with:

- Connectedness;
- First impressions;
- Student support;
- School focus; and
- Provisions for students.

#### **Findings and conclusions**

The responses to all statements included in the survey were plotted onto a table like the one on the next page. The table allows a comparison to be made between the importance placed on an aspect and the school's perceived performance in that aspect.

<b>How well is this function performed?</b>	<b>Not important but performed very well</b>	<b>Very important and performed very well.</b>
	<b>Not important and not performed well.</b>	<b>Very important but not performed well.</b>
<b>How important is this function to you?</b>		

All fifteen of the elements within the survey fell into the top right hand quadrant of the graph. In the opinion of students, parents and staff all the elements were important and performed well. In every case the importance rating was higher than the performance rating due to the high expectations held by students, parents and staff.

In the performance area, parents and students indicated that we were particularly strong in connecting with the community and welcoming parental involvement. It was clearly indicated that students are the school's main concern along with a focus on literacy and numeracy.

Teachers indicated specific strengths in providing learning opportunities within a stimulating environment and providing a balance between individual and group learning.

**Future directions**

Both parent and teacher surveys indicated that we need to look at the supply, allocation and management of resources within the school. By addressing this issue we would also address points raised regarding challenging programs for students.

As identified in other areas the significance of work for students was highlighted as an issue along with the need for students to take more responsibility for their learning. These issues will be addressed by our plans for greater emphasis on quality teaching.

**Curriculum**

**Quality Teaching**

**Background**

During the past five years we have looked at the concept of Quality Teaching (Q.T.) in a range of activities across the school. With recent staff changes and other programs being implemented

we felt that it was time to take a look at the implementation of Q.T. For 2007 the basis of the data collection in the Teacher Annual Review process focused on teacher understanding and application of the Q.T. elements.

**Findings and conclusions**

All staff, regardless of their length of tenure at Blue Haven, had taken part in a basic introduction to Q.T. The depth of understanding varied greatly as did the way in which the elements were being applied within the classroom. Few staff members had any training in the application of the Q.T. elements related to assessment. Few staff members had used the Q.T. elements to review their teaching programs or their assessment tasks. Discussions with parents clearly indicated that they had no understanding of Q.T.

**Future directions**

Q.T. will be the key element of our Teacher Professional Learning during 2008. Major parts of our development days and staff development meetings will be committed to training in applying Q.T. to the work of the classroom teacher.

**Professional Learning**

During 2007 a total of \$27 868 was spent on the ongoing development of staff. Development was aligned with school, regional and state priorities. All staff members were involved in ongoing development and were provided with opportunities to meet their own professional goals.

Training activities fell into the following categories:

- Beginning Teacher Support;
- Use of Information Communication Technologies for teaching and learning;
- Literacy;
- Numeracy;
- Quality Teaching;
- Syllabus Implementation;
- Leadership and Career Development; and
- Welfare and Equity, including Cardio Pulmonary Resuscitation (C.P.R.) and Anaphylaxis training for all staff.

These activities were in addition to normal school-based development at staff meetings and development days.

Average expenditure for training each teacher was \$831.88.

## School development 2006 – 2008

The school is currently implementing a strategic plan that was developed in late 2005 to guide development from 2006 – 2008.

### Targets for 2008

Our 2008 targets represent the third year of our strategic plan 2006 – 2008. The targets are the same for the period of the plan but the implementation strategies have changed.

#### Target 1

##### ***Consolidation and development of higher level results in literacy.***

Strategies to achieve this target include:

- Plan and implement a K – 6 spelling scope and sequence;
- Purchase additional resources to support reading programs currently in use from kindergarten to Year 2;
- Establish a taskforce to undertake planning, development and staff training in the area of quality teaching;
- Establish a taskforce to review current assessment practice and develop new procedures; and
- Introduce a diagnostic testing process for spelling, reading and writing.

Our success will be measured by:

- The growth in the percentages of students in the upper two bands of the Year 3 and Year 5 basic skills literacy results;
- Adequate resources available to support student learning; and
- The increased use of data for ongoing planning.

#### Target 2

##### ***Consolidation and development of higher level results in numeracy.***

Strategies to achieve this target include:

- Review the teaching of chance and data and implement consistent teaching programs across the school and provide professional learning opportunities for teachers;
- Develop a scope and sequence including assessment tasks across all strands of mathematics;
- Establish a taskforce to undertake planning, development and staff training in the area of quality teaching; and
- Establish a taskforce to review current assessment practice and develop new procedures.

Our success will be measured by:

- The growth in the percentages of students in the upper two bands of the Year 3 and Year 5 basic skills literacy results;
- The levels of growth in numeracy between Year 3 and Year 5; and
- A reduction in the percentage of students in bands one and two and an increase in the percentage of students in bands four, five and six.

#### Target 3

##### ***Reduction in the level of defiant and aggressive behaviour.***

Strategies to achieve this target include:

- Review the behaviour management policies across the school and align with new knowledge gained through review and training; and
- Review our curriculum map to determine the significance of the materials and strategies to our students.

Our success will be measured by:

- A reduction in the number of students being suspended for aggressive and defiant behaviour;
- Reduced amount of time being spent by teachers and executive in dealing with aggressive and defiant behaviour; and
- Increased levels of on task learning in classrooms.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Chris Andrews	Principal
Neil Sneddon	Deputy Principal
Lisa Bellenger	Parent
Lynn Hartas	After School Sport Coordinator
Marian Whittington	SaCC Coordinator
Trudi Butler	Environmental Issues Coordinator
Gay Sheen	Support Teacher Learning Assistance
Maja Hurt	Support Teacher Learning Assistance
Melanie Bowden	Reading Recovery Teacher
Maria Everingham	Reading Recovery Teacher
Ross Coombes	Life Education Coordinator
Kim Pink	Public Speaking Coordinator
Steve West	Debating Coordinator
Janet Pusz	Early School Support Teacher
David Hurt	School Counsellor
John Prigg	Student Welfare Reference Group Leader
Margaret Kerr	Literacy Reference Group Leader
Rae Corbett	Assistant Principal, Team Leader Team 1 and Stepping Stones Coordinator
Yvonne Sharpe	Assistant Principal, Team Leader Team 2, Numeracy Reference Group Leader and Dance Coordinator
David Stone	Assistant Principal and Team Leader Team 3
Paulette Campbell	Assistant Principal, Team Leader Team 4 and SRC Coordinator

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>