

Shell Cove Public School

Annual Report



2016



4641

Introduction

The Annual Report for 2016 is provided to the community of **Shell Cove Public School** as an account of the school's operations and achievements throughout the year.

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

Simon Webb

Principal

School contact details

Shell Cove Public School

Cnr Killalea Drive & Stradbroke Ave

Shell Cove, 2529

www.shellcove-p.schools.nsw.edu.au

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

4297 2247

Message from the Principal

At Shell Cove Public School we are driven by our school motto: Sailing the sea of excellence. This pursuit of excellence is key to all decisions and activities that occur on a daily basis at school. Our staff are encouraged and supported to challenge themselves and the children each day. The school has embraced current research by John Hattie (2015) which identified 138 influences that are related to learning outcomes for students. Hattie found that the key to making a difference was making the teaching and learning visible for students. As a result of this work, the school has been on a journey to develop its ability to provide the pedagogy of visible learning for all students.

Our students are the heart of the school. They come from a variety of family situations and always come ready to learn. Our students are encouraged to possess a growth mindset, which means that each child is challenged to achieve success in their own learning journey; We may not be there today but we are closer than we were yesterday.

Our staff are incredibly hard-working, professional and caring. They provide a broad range of learning experiences for all students. The staff are encouraged to treat all students as individuals. Teachers are able to identify, plan, teach and assess the literacy and numeracy needs of students within their classrooms. Teachers embrace and provide new and innovative learning experiences across all Key Learning Areas.

Our school community is extremely passionate and proud of the school their children attend. Parents are engaged through various forms of social media and verbal feedback about learning occurring in the classroom. The school is fortunate to have a strong and committed P&C committee who meet regularly to share successes and plan for the future.

Shell Cove is an amazing, dynamic and engaging learning environment. We are constantly challenging ourselves to excel. The future looks bright for our school.

Simon Webb

Principal

Message from the school community

We would like to take this opportunity to acknowledge the fabulous support we have received from all of you wonderful parents and carers in 2016. We have undertaken a wide variety of fundraising ventures throughout the year, including:

Roo Theater – Charlie & the Chocolate Factory

Barefoot Yoga

Election BBQ and Raffle

Disco

Easter Raffle

Trivia Night

Mother's Day Stall

Father's Day Stalls

Colour Run

On-line auction allocated for CCTV Cameras in the school

Total amount fundraised was \$20,411 – THANK YOU!

The combined efforts of the parent and carer community have enabled the P&C to pay for:

Literacy and Numeracy Resources such as new home readers

Hovercams for all classes

CCTV Cameras

Sports Uniforms

Thank you gifts for long-serving staff members who have retired/left our school

Year 6 Graduation Cake

20 Ukulele – program starting in 2017

Our financial contribution to the school throughout 2016 has been just above \$38,000 – WHAT A FANTASTIC ACHIEVEMENT!

Throughout 2016 we have been advocating on behalf of the parent body a range of issues including homework policy, child safety issues, use of internet/google apps and how we can best support our teachers in their fabulous job in educating our children. Thank you to all our wonderful volunteers who have assisted with Road Safety, the Canteen, Fundraising, Grant Applications, Student Banking, the new Uniform supplier transition process, our parents Facebook page, the year 6 Yearbook and many more commendable acts of kindness and service to our school.

We really appreciate your support through participation, contribution, sponsorship and attendance at the events organised this year. It is wonderful to be a part of such a vibrant and positive school community, all working together to create a dynamic school experience for our children in service to our lovely school,

Fresia Sabeti

Message from the students

This year has been a wonderful year for all students at Shell Cove Public School. There have been many activities for students to participate in and exciting learning opportunities. Going on school excursions are always a highlight. Students from K–6 went to Killalea to explore nature, learn about local flora and fauna, the local history and how to protect our environment. We did activities such as mapping, bird watching, bush walking, trying Aboriginal bush tucker and making dampers on camp fires and cleaning up the environment. Other highlights for Year 6 included Berry Sport and Recreation Camp where we enjoyed rock climbing, trying a giant swing and facing our fears.

Our school also hosted a number of special events that the students all enjoyed participating in. This year we held our first Harmony Day. We dressed up in traditional cultural clothing, shared information about our own cultural backgrounds and held a parade for our school community. We also learned about various cultures from around the world by participating in multicultural activities in each classroom such as Macedonian egg dyeing, singing, traditional games from different cultures, henna painting and decorating family totem poles. We also held a special ANZAC assembly to commemorate 100 years. We had a memorial plaque installed this year and books with information about the history of this event were donated to our school. Our captains also represented our school and laid a wreath at the Shellharbour ANZAC service. Our students also enjoyed our annual book parade and school fundraising colour run.

Students at our school have also enjoyed working together to help kindergarten children transition to school. Year 5 students acted as buddies for kindergarten children after completing their buddy training last year. This year's Year 4 students started their training and participating in kindergarten orientation day. Our school leaders enjoyed running the kindergarten information night too. Year 6 also prepared for high school through exciting activities such as DOSH day with the Shellharbour youth group to learn about leadership and resilience and getting ready for high school life. Drumming, juggling and circus activities made this day fun.

In our classrooms lots of exciting learning has also been happening. For example Stage 2 had an extremely eventful term 3 with drama, music and poetry and participating in a poetry writing project called 'The Poetry Object' and the 'Battle of the Stage' where classes showed their performance talents.

We have had a wonderful year this year at Shell Cove Public School and we wish next year's students an equally great year in 2017.

Year School School Leaders,

Mackenzie Carrol, Jakob Griffiths, Saxon Vinkovic and Lily MacDonald

School background

School vision statement

Shell Cove Public School aspires to educational excellence, providing quality teaching and learning that meets the needs of all our students. Embedded in everything we do is our commitment to our Top Ten Values, enabling students to be confident and resilient citizens striving for their personal best in a changing world.

School context

Shell Cove Public School was established in 2005 and is located to the south of Shellharbour Village in the developing residential area of Shell Cove. Our school is one of twenty Public Private Partnership schools in NSW. The school has an enrolment of 556 students (February 2016) and the school is organised into 22 classes K–6. The school's motto is 'Sailing the Sea of Excellence'. The school's 'Top Ten Values' underpin the way we relate to our school community and what we do. Extension opportunities for talented students include Yr 3–6 programs in the areas of English, Mathematics and Technology. Students also have opportunities for sporting participation and representation across a range of sports, debating and public speaking competitions, academic competition participation and other opportunities made possible by a committed staff. Our school has forged strong links with our local community including local businesses. We have ongoing partnerships with local companies Australand and Hanson Constructions that provide additional resources to support teaching and learning and provide additional opportunities for our students. Over 70 of our parents and carers regularly help out in the school in some capacity. They assist in classrooms across a number of curriculum areas including English and Mathematics. They help in our library and also help out in our school canteen. The school has a Parents and Citizens Association and a Parents and Citizens Association–operated canteen that is open three days each week. The school P&C has a very active road safety committee and our P&C Fundraising Committee work tirelessly to provide funds to purchase resources for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the elements of the School Excellence Framework, surveys conducted with our students, staff and community in the Tell Them From ME surveys and our own internal surveys which have provided us with evidence of achievement and those which we wish to further develop. There is strong alignment between the three domains of the Framework, Learning, Teaching and Leading and the three key directions of our school strategic plan, Quality Learning, Quality Teaching and Quality Relationships.

Comprehensive reflection on our school plan has allowed us to identify the elements of the School Excellence Framework that have been strongly focused upon, achieved and worked towards throughout the school year. This process provides our school with direction and ensures our improvement efforts are aligned with expectations set out in the framework.

In the domain of Learning our school has focused on the elements of curriculum and learning, assessment and reporting and learning culture, through quality teaching and quality learning initiatives set out in our school plan. As teachers have implemented and trailed quality feedback and formative assessment strategies developed during professional learning, students have become more actively involved in, and responsible for their learning. Through focus group discussions it is evident that students are able to articulate their learning goals and a school culture in which students and teachers are focused on growth is building. The implementation of effective strategies to ensure learning is made visible to students such as the use of 'bump it up walls', along with learning goals and success criteria being explicitly communicated has ensured students are able to track their own growth, understand expectations and engage in learning that meets their needs.

Through the school strategic direction in quality relationships our school has also focused on the element of well–being from the Learning domain. Our efforts in this area have been to further investigate our school communities understanding and satisfaction of the revised welfare policy.

Our school's primary focus in the Teaching domain of the Excellence Framework has been to enhance our performance in the areas of collaborative practice and data skills and use through the whole school writing project. Through this initiative, teachers have actively engaged in professional development in which consistent teacher judgement practices have been consolidated. Teachers have also been able to workshop and collaboratively analyse student achievement data and jointly plan differentiated learning experiences based on need. Teachers' understanding of how to use data effectively has increased and as a result students not making expected growth have been identified and provided with targeted learning experiences. In the element of classroom practice teachers have also trailed, implemented and shared effective feedback strategies in order to ascertain the impact of their teaching and to support student growth.

Finally in the domain of Leading, our school has demonstrated commitment to building capacity and leadership skills within all staff members through initiatives outlined in our quality relationships direction of the school plan. For example the design and implementation of a school induction policy has ensured that newly appointed teachers to our school have been supported through structured mentoring programs. Leadership shadowing models and growth coaching opportunities have also been investigated for future implementation.

Strengthening our school processes to align teacher's performance and development plans with the school strategic plan has also enabled us to focus on a variety of elements within the Leading and Teaching domains such as school planning, implementation and reporting, school resources and the learning and development element. Teacher commitment to focusing on and achieving school goals is reflected in shared performance and development plan goals across all staff members and within stages and their active involvement in targeted and differentiated professional learning opportunities. Teachers across the school have been involved in opportunities to observe and reflect on teaching within the school and other schools in our community which has promoted effective strategies being employed across the school.

Strategic Direction 1

Quality Teaching

Purpose

A strong training and development focus of quality teaching will ensure learning opportunities for students are engaging and evidence based. Teachers evaluate the effectiveness of their teaching and use on-going assessment practices to inform their instruction. Pedagogy that makes strong connections between students and data leads to the ultimate goal of improving student achievement and creating a positive school learning culture.

Overall summary of progress

Professional development has occurred in teacher's knowledge of assessment for, as and of learning in Writing. Planned stage professional learning has been provided for teachers to collaboratively analyse data to program explicit and systematic teaching. Professional learning was differentiated for stage 2 and stage 3 teachers who developed an understanding of setting visible learning goals using the literacy continuum while early stage 1 and stage 1 trialled the implementation of writing feedback strategies. The impact of the teaching and learning cycle was consistently evaluated using pre- post assessments and the quality teaching framework. In addition a targeted student program was trialled during the second semester for students not making expected growth which will continue in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> 100% of teachers are embedding evidence based teaching practices such as using learning goals, success criteria, teacher to student feedback. Anecdotal evidence will include professional conversations, observation, data analysis 	<p>All stages attended stage professional learning sessions where teachers used the Quality Teaching Framework and backward mapping to set challenging learning goals, success criteria with accompanied feedback. As a result of sustained professional learning, data indicated improved confidence in applying explicit teaching practices that make the learning visible for students. Moreover, reflective conversations during stage professional learning meetings, teacher lesson observations and pre-post survey data showed that teachers were confident in using visible learning. The survey was conducted at the beginning and the end of the year and indicated strong progress in the teachers' capacity to set clear learning goals, success criteria and trial feedback strategies such as two stars and wish and mid lesson stops.</p>	<p>\$39,000 was expended on writing and visible learning professional learning</p> <p>11,000 was expended on peer coaching and professional learning</p>
<ul style="list-style-type: none"> Each stage will plan, monitor and evaluate yearly targets in writing based on student growth and clusters on the literacy continuum. 	<p>Staff collaboratively developed a summative assessment schedule of assessing and analysing writing every four weeks. Teachers became confident in using consistent teacher judgement moderation practices in accurately measuring growth in pre and post assessments, and plotting student achievement on the literacy continuum. Using data trends, staff planned the next teaching cycle to set small, measurable, achievable, realistic and time dependent goals for their class. As a result of planning writing based on student need, there was a positive impact on writing outcomes. Writing continuum data indicated that 75% of students made or exceeded levels of growth measured according to improvements made in clusters.</p>	
<ul style="list-style-type: none"> 100% of teachers aspire to improve their professional 	<p>A range of strategies have been implemented for teachers to improve their professional practice.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>practice. Greater numbers of teachers will aspire or commit to higher levels of accreditation and/or leadership positions. Evidence will include PDPs, conversations, professional development meetings and surveys.</p>	<p>Planned stage professional learning on the theory and practical applications of visible learning have seen teachers make progress in their understanding of evidence based practice. An increase in funds of Quality Teaching Successful Students have provided teachers opportunities to collaborate, observe best practice and give descriptive feedback to their peers. Teachers expressed an interest in a range of innovative teaching strategies and Key Learning Areas linked to their individual goal. As a result differentiated professional learning sessions were planned to address teacher interests.</p> <p>Aspiring leaders were surveyed and identified, and provided a range of opportunities to lead whole school initiatives. This included leading professional learning aligned to the school strategic plan and attending executive meetings . In addition aspiring leaders attended professional development on peer coaching and presented a future vision of how it could be used in conjunction with the Performance and Development Framework to the executive team. As a result, peer coaching will be a prominent part of future school plans and also made an immediate impact to how executive meetings were structured. The Deputy Principal and Principal planned and implemented pedagogical coaching conversations. about visible learning, providing a model to the executive of how to scaffold professional learning stage meetings in 2017.</p>	

Next Steps

Staff will access professional learning in using data to plan differentiated learning experiences in Writing and Mathematics, and student growth will be measured and evaluated every 5 weeks. Staff will complete the Numeracy for Building Block professional learning modules and student progress will be measured according to the students' conceptual development of Early Arithmetic Strategies and Place Value. Teachers will access the use of hovercams as a teaching tool to provide a clear understanding of quality work and set transparent and challenging learning goals for student achievement.

Strategic Direction 2

Quality Learning

Purpose

Quality teaching and assessment practices are essential for the development of personalised learning. Teachers who know each student's achievement capabilities intimately and plan learning goals, success criteria and assessment feedback for students and act on student feedback to improve their teaching practice, create a purposeful learning environment. Students who know what they can do, and set and achieve their learning goals become responsible for their own learning, and equipped with critical thinking skills essential for their future success in a dynamically changing world.

Overall summary of progress

Student focus group discussions indicated improved student ability to articulate their learning. This reflects what has been observed across most classroom where creative bump it up walls, class learning goals, success criteria and feedback strategies are becoming more prevalent. As a result students have become increasingly engaged and becoming more responsible for their own learning. Through professional development, teachers have also begun planning shorter teaching cycles based on the ongoing reflection of student assessment. Regular opportunities were planned for stages to conduct consistent teacher judgement exercises and evaluate the impact of their teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of students being able to articulate the learning intentions, success criteria and individual learning goals.	<p>Teachers are increasingly making the learning visible for students by setting challenging goals and providing feedback. In addition, an increasing numbers of teachers trialled and implemented Bump it Up Walls in writing which provide opportunities for students to know where they are going, how they are going and where to next. 40 students from 3–6 were asked a set of questions at the beginning and end of the year to see what impact was being made on their ability to articulate their learning.</p> <p>Data showed progress towards the school improvement measures. At the beginning of the year 40% of students could not identify their learning goal, but by the end of the year, this decreased to less than 5% who could not identify their learning goal. 30% of students could identify their goal with some detail, while 70% of students could explain their goal in detail.</p>	
<ul style="list-style-type: none">Each stage will plan, monitor and evaluate yearly targets in writing based on student growth and clusters on the literacy continuum.	<p>The executive team developed their instructional leadership skills by attending a two day Embedded Formative Assessment course based on the work of Dylan William. The leadership team planned formative assessment programs and shared feedback strategies with their stage. Language, Learning and Literacy professional learning also was provided for teachers in their first and second year of their training. These quality teaching strategies have positively impacted upon student learning outcomes as judged by improved student growth and achievement of stage benchmark levels based on the focus area of writing.</p>	<p>20,000 – Literacy, Language and Learning Professional Development</p> <p>\$8,000 – Embedded Formative Assessment and Visible Learning Visits</p>

Next Steps

Next year our school will further consolidate visible learning by implementing Bump it Up Walls in Literacy and Numeracy, and developing teacher to student and student to teacher feedback strategies. Teachers will also plan and implement strategies for providing feedback on individual goals in the area of writing and numeracy. Data will be regularly analysed to identify students not making expected levels of growth. These students will be targeted to receive intensive teaching and feedback as a strategy to improve their learning.

Strategic Direction 3

Quality Relationships

Purpose

A consistent whole school approach to wellbeing that clearly defines behavioral expectations creates a positive school culture. Quality education takes place when staff, parents and students have a shared understanding and commitment to learning and wellbeing. Building these quality relationships among all stakeholders, ensure students are self-aware, and actively contribute to their school and community.

Overall summary of progress

Progress has been made in the communities understanding of school's teaching and learning programs through parent education workshops. Evaluations from the parent workshops in literacy, technology and school readiness have empowered the community to make steps to support their child's learning at home. These workshops occurred after school hours and on average had 20 participants in attendance. Responses to the surveys have been positive stating that the workshops provided valuable knowledge and strategies to support their child's learning.

However, parent feedback from the Tell Them From Me Survey, although only a small sample size, indicated that in addition to the parent workshops other strategies were required as well.

Planned activities were implemented to build a positive wellbeing among all stakeholders. Parent interviews were changed from Term 2 to Term 1 to provide feedback to parents earlier about their child's progress. All parents surveyed indicated they preferred the change of interview time. Moreover, the SRC and the P&C organised engaging fundraising and charity events throughout the year for the purpose of building a positive school culture. New staff have been well supported through the development of structured processes for induction procedures and this will be continued due to a number of changes to staff for 2017. Parent focus group results and Tell Them From Me Surveys provided the school with valuable information in regard to the implementation of the school's student welfare policy. Overall, parents were generally satisfied with the policy but also identified areas for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Parents, students and teachers indicate a high level (over 75%) of understanding and satisfaction with the implementation of the student welfare policy.	Parent and student focus group responses indicated a high level of satisfaction with the student welfare policy with 71% of parents indicating that they like the current welfare policy. While most parents indicated some knowledge of aspects of the welfare policy. There were some inconsistencies in their understanding of the school's discipline policy. All students in the focus groups indicated satisfaction with the current welfare policy and were able to demonstrate a clear understanding of most aspects.	
<ul style="list-style-type: none">Parents indicate a high level (over 75%) of understanding of their child's learning needs as a result of parent workshops, interviews and reporting.	After moving our parents teaching interviews to term 1 our evaluation survey indicated that 99% of parents surveyed felt they had an 'understanding of their child's progress so far this year.' 94% either agreed or strongly agreed that they were aware of potential areas of their child's learning that required further development. Evaluations of parent workshops in reading and writing also indicated that parents felt better equipped to support their children at home after participating in workshops and learning more about what happens at school.	

Next Steps

Further strategies will be implemented to make the learning visible to parents. Teachers will trial a range of technology such as Seesaw and Weebly to share the learning occurring in the classroom with parents and carers. Writing samples

will be sent home each term accompanied with feedback to provide parents with an understanding of their child's writing goal. The school's website will be updated regularly to showcase student learning and the school's visible learning philosophy. In addition, due to feedback from the parent community, the school's homework procedures in accordance with the Department of Education policy will be evaluated.

Due to the changing nature of staff within the school and school community evolving, further reflection upon the school welfare policy will occur based on the student, parent and teacher evaluations. Leadership capacity and sustainability will be an important area of staff development in next year's school strategic plan and future directions. Additional leadership opportunities and strategies will be developed to support the school's attainment of school improvement measures and strengthen staff morale. Peer coaching will be trialled next year as a model to support teacher's professional learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In 2016 our school received targeted funding and also successfully obtained a grant to support our Aboriginal students. All teachers prepared Personalised Learning Programs for Aboriginal students in consultation with parents	\$6071.82 Teacher release to complete PLPs Resource purchases to support Aboriginal Perspectives in teaching and learning units through the Garden Grant.
English language proficiency	The EAL/D teacher implemented in-class and small group literacy programs targeting specific learning needs. Assessments indicated all these students improved as measured by testing results. All targeted students have improved their literacy skills, most achieving appropriate benchmarks.	\$19,622.24 The school employed a teacher for 1 day/week for much of the year to support English as an Additional Language or Dialect (EAL/D) students
Low level adjustment for disability	As a result of class assessments and learning support team (LST)/teacher input the learning and social needs of students requiring adjustments were prioritised by the LST. SLSOs supported classroom teachers in implementing the appropriate programs (individual or small group/class where appropriate). Students achieved commendable results as measured by teacher assessment and standardised tasks where appropriate.	\$14,356.77 targeted funding School Learning Support Officers (SLSOs) employed to support students in classrooms with additional learning needs.
Quality Teaching, Successful Students (QTSS)	QTSS allocation has been used to fund executive staff to support the professional development of teachers on each stage, to design and develop quality learning programs that reflect strategic school plan initiatives, to analyse data and evaluate programs .	Staffing Resource allocation of 2 days per week.
Socio-economic background	All teachers trialled and implemented quality learning experiences for their class. Students have made steady progress in articulating the learning and success criteria in writing. Many students in Kindergarten could refer to the visual cues of the constructed success criteria when self-assessing their own writing.	\$24,019.11 Teachers released for professional development in analysing and using data to provide differentiated learning, and make the learning visible for students.
Support for beginning teachers	This year one beginning teacher was appointed to our school. Funding supplied was use to implement a mentor program for this teacher. This enabled our beginning teacher to be provided with ongoing feedback, collaborative planning opportunities and flexibility to allow for observations of teaching and learning to take place.	\$11,026.42

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	236	258	272	286
Girls	274	303	308	286

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	96.8	94.6	96.1
1	95.2	95.7	93.5	94.9
2	95.3	95.3	94.1	94.1
3	95.5	96.1	92.4	94.3
4	93.8	95.6	93.8	93.9
5	94.7	95	93.2	94.9
6	95.7	95.7	92.6	93.6
All Years	95.3	95.8	93.5	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school has had an increase of the general attendance rate by 1% since 2015. The Deputy Principal and executive teachers support classroom teachers to recognise and report any attendance concerns to ensure consistency at school for students.

Class sizes

Class	Total
K/1W	21
KD	19
KCP	20
KAM	20
1CB	22
1L	22
1F	23
2J	24
2G	24
2S	24
2M	23
3/4L	30
3/4C	30
3/4B	29
3/4R	29
3/4M	29
5/6C	30
5/6M	30
5/6B	30
5/6H	30
5/6G	30
5/6D	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

**note about perm staff working part time = more

teachers working at the school than show in allocation.

The Australian Education Regulation, 2014 requires school to report on Aboriginal composition of their workforce. Shell Cove Public School has two Aboriginal teachers who enjoy working with our local Aboriginal community and make significant contributions at both a staff and student level.

Workforce retention

This year there has been a number advertised and filled by Merit Selection transfer. Our Principal Mr Walker retired and Mr Webb was appointed as our new principal. Another teacher earned a principal's position at another school and this job was filled through the graduate appointment program.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	77
Postgraduate degree	73

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken during 2016. Reflecting research that indicates that supporting teacher quality is this single largest indicator of student success, professional development for teaching staff was a focus in two of the school's strategic plan directions. Professional development in writing took place for each stage twice per term and each session was followed up further by each stage at weekly meetings. Whole school staff meetings also included professional development which was differentiated to meet the goals of teachers outlined in their PDPs and were aligned with the Australian Institute of teachers standards. In addition to focusing on visible learning through whole school professional development, other areas for PD included leadership, accreditation, technology, L3 strategies, Curriculum adjustments and exploring expressive and receptive language, Aboriginal Education, Science, and the introduction of the Australian Curriculum Geography syllabus. Our school development days provided more opportunities to work towards our school strategic plan, to update CPR, revise the implementation of the History syllabus and update code of conduct training.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Income	\$
Balance brought forward	148 051.17
Global funds	314 261.47
Tied funds	359 512.96
School & community sources	141 361.51
Interest	3 886.05
Trust receipts	24 432.26
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	63 065.04
Excursions	44 811.88
Extracurricular dissections	47 958.86
Library	14 333.09
Training & development	0.00
Tied funds	303 732.60
Short term relief	132 604.92
Administration & office	56 669.51
School-operated canteen	0.00
Utilities	30 956.10
Maintenance	2 693.55
Trust accounts	23 728.81
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	280 557.26
(2a) Appropriation	273 417.94
(2b) Sale of Goods and Services	452.73
(2c) Grants and Contributions	6 516.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	170.24
Expenses	-167 033.10
Recurrent Expenses	-167 033.10
(3a) Employee Related	-137 258.09
(3b) Operating Expenses	-29 775.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	113 524.16
Balance Carried Forward	113 524.16

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 549 939.01
Base Per Capita	31 197.20
Base Location	0.00
Other Base	3 518 741.81
Equity Total	201 865.57
Equity Aboriginal	8 441.59
Equity Socio economic	23 660.46
Equity Language	39 947.73
Equity Disability	129 815.79
Targeted Total	131 390.00
Other Total	161 038.84
Grand Total	4 044 233.43

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

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

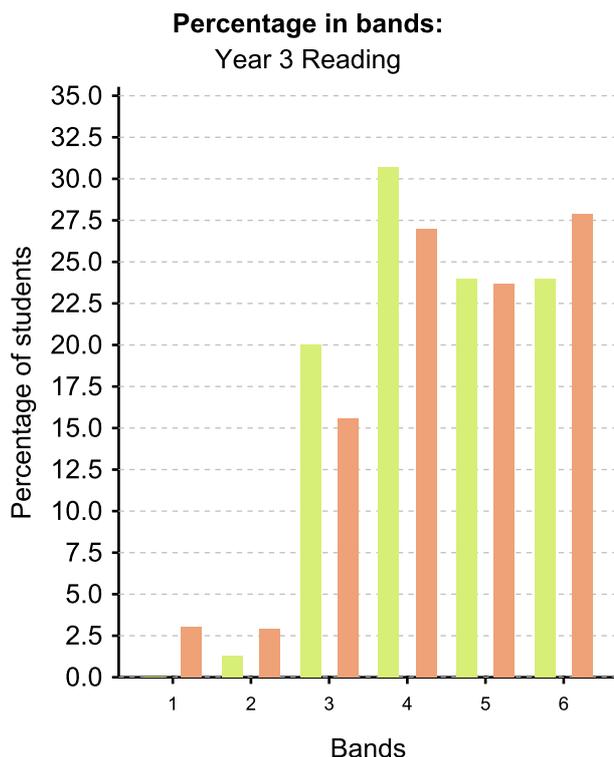
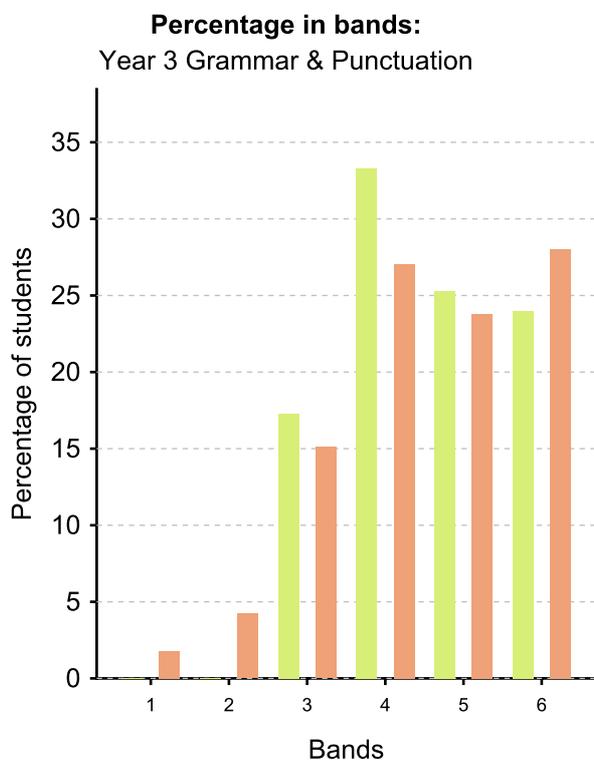
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NAPLAN

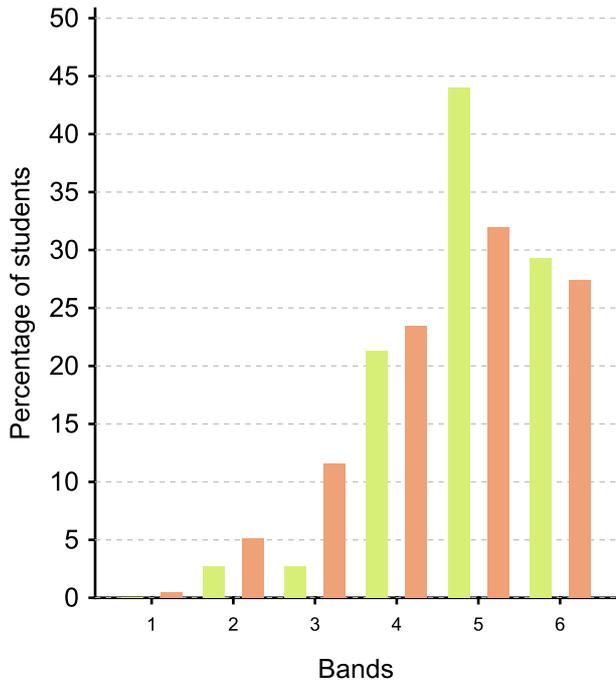
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

<Use this text box to comment on literacy NAPLAN data>

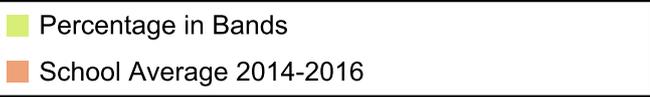
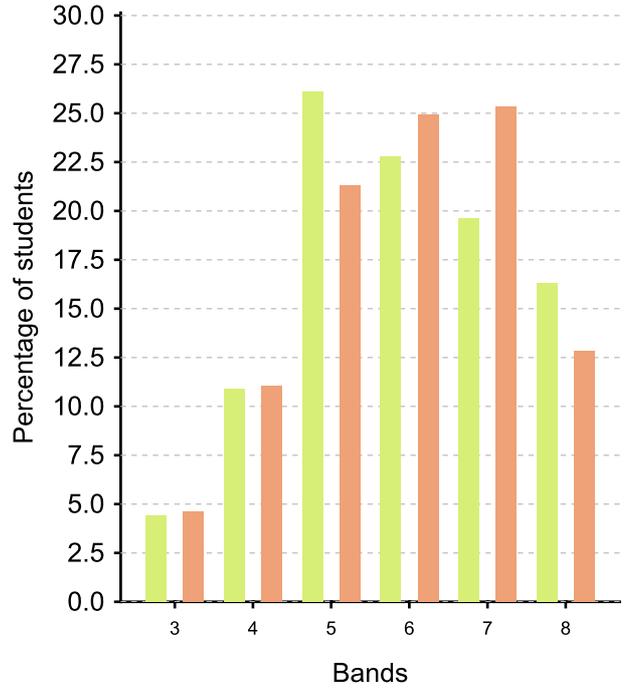
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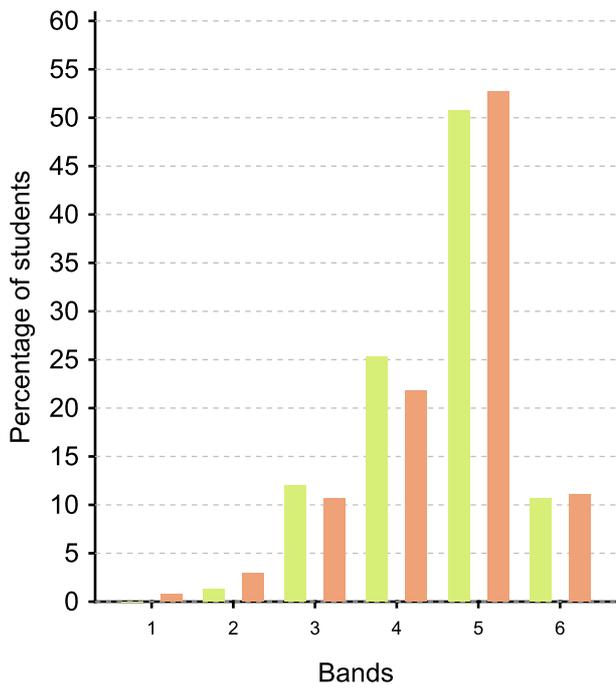
Percentage in bands:
Year 3 Spelling



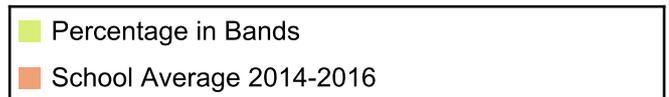
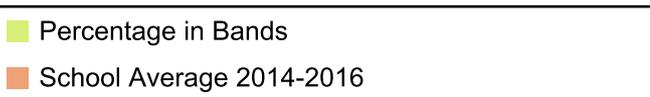
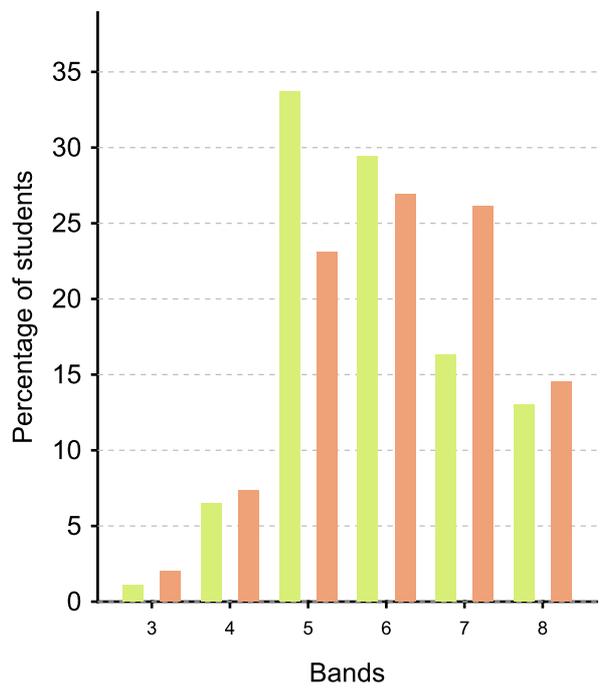
Percentage in bands:
Year 5 Grammar & Punctuation



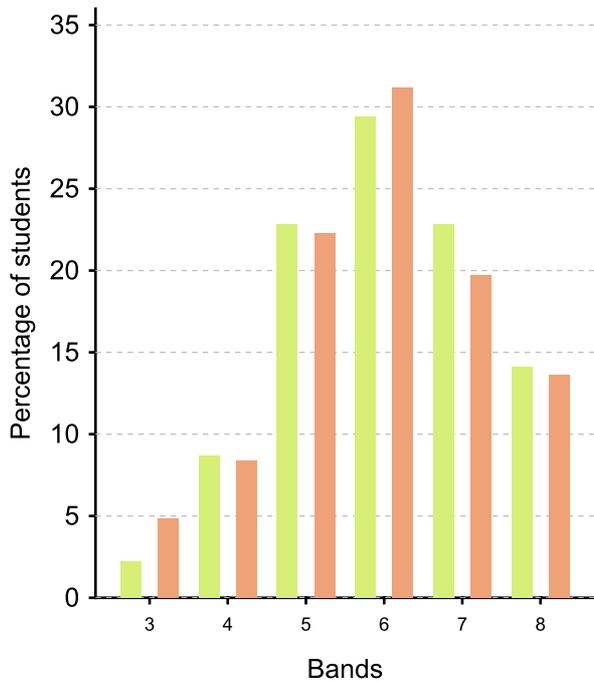
Percentage in bands:
Year 3 Writing



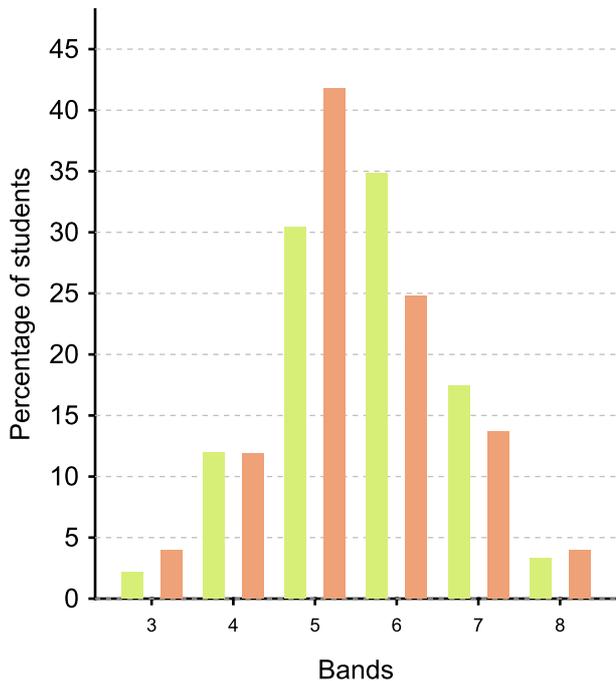
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to

refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/carers, students and teachers about the school to evaluate and support effective implementation of the school plan. In 2016 Shell Cove Public School utilised the 'Tell Them From Me' Learning Bar surveys to collect information on the eight most important drivers of student learning (leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parents involvement). Teacher survey responses represent the majority of staff. (The Learning Bar survey results are scored out of ten)

Teacher Survey Results

Leadership 6.9

Collaboration 8

Learning Culture 8

Data informs practice 7.7

Teaching Strategies 7.9

Technology 5.9

Inclusive school 8

Parents involvement 6.9

This year our school also collected information on four dimensions of classroom and school practices.

Challenging and visible goals for students 7.5

Planned learning opportunities 7.6

Quality Feedback 7.1

Support for students to overcome obstacles 7.5

From this information we can see that while progress has been made, parent involvement continues to require our focus through our quality relationships school strategic direction particularly in the area of giving parents opportunities to review and comment on student work. School growth can be seen in the areas of leadership, technology and parent involvement. Within these areas, teachers reported positively on working with parents to help solve problems that interfere with student progress, discussing learning problems of students with other teachers. Teachers also indicated their efforts to set high expectations for student learning and that their assessments help identify where students are having difficulty.

Parent Survey Results

Parents responded to a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. This survey is based on Joyce Epstein's framework for fostering positive relations between the school and the community and provides feedback about the extent to which parents feel the school supports learning and positive behaviours.

Parents feel welcome 6.9

Parents are informed 5.8

Parents support learning at home 7.4

School supports learning 7.7

School supports positive behaviour 8.3

Safety at school 6.7

Inclusive school 6.9

The responses from this survey align with those from teachers identifying a need for further communication between parents and the school in regards to student progress. Our parent survey shows satisfaction with inclusivity, supporting parents to help their children at home and with the school's ability to support positive behaviour. The third area evaluated through the Learning Bar surveys was the perspective of students at the school in grades 4, 5 and 6. Results are listed below with state responses in brackets.

Students with a positive sense of belonging 80% (81%)

Students with positive relationships 90% (85%)

Students that value schooling outcomes 93% (96%)

Students with positive homework behaviours 42% (64%)

Students with positive behaviours at school 91% (83%)

Students interested and motivated in their learning 65% (78%)

Student try hard to succeed in their learning 91% (88%)

Students feel challenged in English and Maths lessons and feel confident of their skills 42% (53%)

Effective learning time at school 7.9 out of 10 (8.2)

Students find classroom instruction relevant to their everyday lives 7.8 out of 10 (7.9)

Rigour 7.9 out of 10 (8.2)S

Students who are victims of bullying 28% (36%)

Advocacy 7.7 out of 10 (7.7)

Positive teacher-students relations 8.3 out of 10 (8.4)

positive Learning Climate 6.6 out of 10 (7.2)

Expectations for success 8.5 out of 10 (8.7)

Policy requirements

Aboriginal education

In 2016 our school received targeted funding and also successfully obtained a grant to support our Aboriginal students. All teachers prepared Personalised Learning Programs for Aboriginal students in consultation with parents. As part of NAIDOC Week Celebrations we worked with members of the Koomurri group to organise 'The Ultimate Dreamtime Experience'. Students and teachers were taken on a journey through Aboriginal culture which included a smoking ceremony, dance show, artefacts, weaponry, bush survival, traditional face painting and boomerang throwing. Teachers and students had a fantastic day and learning opportunities for all were maximised. We also had two students, one Aboriginal and one non Aboriginal student, participate in the NAIDOC Week Public Speaking competition. Lily McDonald and Bowie Betschwar presented a speech focusing on traditional songlines. They were successful in progressing to the finals which were held at Ulladulla High School. The students placed 3rd overall. During Term 4 our Aboriginal students worked in small groups researching native plants and writing information reports with QR codes. These QR codes will be placed in our Aboriginal Garden. The school values, respects and appreciates Aboriginal culture as an intrinsic part of the school's culture.

Multicultural and anti-racism education

Multicultural Education programs at Shell Cove Public School respond to the diverse cultural, linguistic and religious backgrounds of our student population and community context. Programs and teaching materials are designed to be inclusive of a variety of cultural contexts to promote an open and tolerant attitude towards diversity. Opportunities to explore and develop intercultural understanding are presenting across the curriculum and explored in depth through the History and Geography and PDHPE Key Learning Areas. Our experienced EAL/D teacher, Mrs Lyn Bowles has worked with small groups and alongside teachers in the

classroom to assist students in learning English as an additional language. Her contributions have assisted the small group of EAL/D students at Shell Cove Public to fully participate in schooling and achieve equitable learning outcomes. In 2016 our school held its inaugural Harmony Day Celebration. To coincide with National Harmony Day on the 21st of March, students and members of the school community participated in experiences designed to celebrate cultural diversity. Students spent the morning in mixed age groups visiting different classrooms to explore various cultural activities. The cultures represented this year were Aboriginal, African, Asian, and Macedonian. Following this students were invited to parade in a costume that represented their family's cultural heritage. Senior students created a 'family totem pole' to share their cultural background. The day culminated in a family picnic lunch. Harmony Day was a fantastic opportunity for students and community members to express pride in their cultural heritage and to value the diversity of our community and our nation.

Other school programs

Achievements of Stage 2

During term 3 Stage 2 students were involved in The Poetry Object, an exciting poetry writing project for NSW Public School students in Years 3–10 co-ordinated by the Red Room Company. Students were asked to compose and submit a poem in any poetic genre or style about an object that is special to them. The students all wrote exceptional poems. We enjoyed poems that are humorous, emotional, inspiring, uplifting and wonderfully descriptive. Two of our students Thomas A and Connor were shortlisted out of thousands of entries and were on display at the Big Fat Smile Gallery in Corrimal. All of the poems our students submitted are now available to view on the Red Room Company's website.

<http://redroomcompany.org/projects/poetry-object/Battle of the Stage>

This year the Stage 2 students were involved in a Stage challenge which involved students and their teachers to perform a song in front of other students and teachers. The event was led by Mr Campbell and was judged by Mrs Wilson, Mr Neild and Mr Webb. The idea of the 'Battle of the Stage' is a new concept as it showcased individual classes and their attempt to out sing each other on stage. Next year, the event will be open to the rest of the school to highlight creative and performing arts at Shell Cove Public School.

Library Computer Resource Centre

Our library teaches Information Skills to support the teaching and learning program of the school. The program includes teaching Information Skills and integrates ICT and research using books and digital media. The library continues to explore innovative and engaging learning tools such as; Google Classroom, Prezi, Quizlet, and Kahoot to provide effective integration of technology into library lessons. The library also incorporates technology in a guided inquiry approach to enrich the development of Information

literature experiences in a differentiated program setting. Students develop their skills in thinking across the areas of Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation from Bloom's Taxonomy. This year has seen great changes to our Library with the implementation of the new library operating computer system called Oliver. Library staff have attended essential training in this new system and the transition from OASIS to Oliver has been very smooth. The Book Week theme for 2016 was "Australia! Story Country". The Book Parade was held in week 4 and the Parade was held in conjunction with Open Classrooms for Education Week. Book Week activities focused on quality literature experiences, providing a fun and engaging forum for students to develop their creativity, imaginations and share their enthusiasm and love for books and reading (K–6). The Book Fair was a huge success again this year thanks to our generous parents and community and raised \$1967.00 providing fantastic new resources to our school library to support students' education. Over 1200 books and resources have been processed in 2016 and added to our library, providing new materials to enrich and engage students in their learning, and teachers to support planned units of work. The library has set up, and continues to maintain, the school archives. This included making hard copy laminated books for use in the 10 Year Celebrations of the school.