

# 2020 Annual Report

## Shell Cove Public School



4641

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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This year we have been faced with challenges unlike any other. Throughout this year we have had a combination of learning in the classroom and home learning. COVID, fires and floods may have dominated our newspaper headlines but from a school level, we maintained our focus on education and student wellbeing. Technology become a bigger part of our everyday lives, and I think we have all adapted to the challenges with a positive attitude. For many families we were introduced to ZOOM, Teams, Google classrooms and see-saw for the first time. I commend you for your patience and willingness to adapt to these new platforms.

This year our resilience was tried and tested like no other. It has been uplifting to see how our students have set the standard for coping with change. I believe that the time spent learning from home was the perfect way for families to realise the value of public education.

I hope you look back on this year at Shell Cove public school with fond memories. While there were disruptions to normal school based activities, we came together as a community and managed to create a safe, consistent environment while the world around us changed (sometimes on a daily basis!)

As we move toward a new school plan, I encourage us all to take risks with learning (respectfully and with trust). Try something new or different without fear. The world has changed and so must we. If we don't seek alternative or various ways to improve and learn then we are not growing.

Excellence is not being the best; it is doing your best! So let's be excellent!

Simon Webb

Principal

## School vision

Educational excellence through inspiration, engagement, high expectations and a growth mindset.

## School context

Children are at the centre of all our decision making. The decisions we make are made in genuine consultation with parents and the wider community. The school has a strong commitment to the philosophy of visible learning and these principles are embedded into quality teaching and learning experiences provided by a dedicated and professional teaching and wider school staff.

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 540 students (February 2020) and the school is organised into 22 classes K-6. The school's motto is "Sailing the Sea of Excellence".

Students have opportunities for extra curricular participation including representation across a range of sports, debating and public speaking competitions and academic competitions all made possible by a committed and passionate staff.

We have a passionate and dedicated parent community. 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

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Teaching

#### Purpose

Student learning is underpinned by high quality teaching and leadership. We believe teachers who are encouraged to individually and collaboratively evaluate the effectiveness of their teaching practice will develop a high level of contemporary content knowledge. To evaluate their effectiveness, teachers will be supported to analyse a range of student performance data and provide and receive collegial feedback while working towards personal achievement against the professional standards. All teachers are respected for their individual strengths and the level of professionalism and commitment they bring to the achievement of school targets and goals.

#### Improvement Measures

100% of teachers creating quality teaching programs that reflect the pedagogy of visible learning and are reflective of the needs of the students in the class.

100% of teachers participating in professional learning data conversations to evaluate and plan for high quality teaching.

A whole school model that facilitates regular opportunities for collegial feedback on teaching

#### Progress towards achieving improvement measures

##### Process 1: Evaluative Practice

Consistent school wide practices are used for assessment of, for and as learning across all KLAs. Teachers are responsive to information about student learning gathered through a range of contextually appropriate information and embedded into quality programs.

Evaluation	Funds Expended (Resources)
All teaching programs have evidence of authentic pre and post assessments. There are stage discussions about the implementation of assessments and the school will be moving toward CTJ sessions.	Due to COVID No staff whole school PL sessions were able to be facilitated in line with the school plan.

##### Process 2: Collaborative Practice

The school uses and embeds a system that facilitates professional dialogue, collaboration, classroom observation and peer feedback to promote and sustain student achievement.

Evaluation	Funds Expended (Resources)
With interruptions to PL due to COVID, this milestone will help form the school direction for 2021 and beyond. There will be planned PL in data skills for staff. The school participated in the check-in assessments with great success. This will continue in 2021 as will PAT testing across the whole school.	<ul style="list-style-type: none"><li>• 72 days at \$550=\$39600</li><li>• \$2195.45= PAT Subscription</li><li>• Resources= \$500</li></ul>

## Strategic Direction 2

### Outstanding Learning

#### Purpose

We believe that students need to be the integral part of the learning process. For each student to be successful, the school needs to be responsive to the learning needs of all students. Students need to know where they are (through informed assessment), where to go next (learning goals) and how they will get there (success criteria and explicit learning experiences). We believe students who feel safe and secure to take risks with their learning will develop into confident, creative citizens of tomorrow.

#### Improvement Measures

100% of students are able to articulate their learning goals in Literacy and/or Numeracy and the strategies needed to improve.

Increase in proportion of students achieving proficiency above state expectations in all aspects of NAPLAN in line with the Premier's Priorities.

90% of students demonstrate growth from pre and post assessments across all KLAs.

#### Progress towards achieving improvement measures

##### Process 1: Well Being

Positive, respectful relationships are developed through the implementation of a whole school welfare policy that ensures optimum conditions for student learning and the promotion of student well being.

Evaluation	Funds Expended (Resources)
The school has a whole school welfare policy that is being implemented K-6. Throughout 2021 the school will continue to refine and receive feedback on this policy.	• Casual relief 18 days at \$550= \$9900

##### Process 2: Visible Learning

Visible Learning will continue to be an integral part of the learning culture at the school. Effective methods of teaching are identified, promoted and modelled, and students' learning is monitored to demonstrate growth. Teachers are able to recognise and make adjustments to have the greatest possible impact on student learning outcomes.

Evaluation	Funds Expended (Resources)
There has been a downward trend in Reading (top 2 bands) since 2018, while numeracy is trending upward. As a result the school will invest resources to identify these students earlier, target interventions and improve this trend data.	Human: No inter school presentations occurred during 2021 due to COVID. Resources= \$2000

## Strategic Direction 3

### Positive Culture

#### Purpose

Positive relationships are at the core of a successful school. We set high expectations and plan, in consultation, strategies to achieve these goals. Resources, both financial and human, are strategically used to meet the needs of our students. Central to the positive school culture is our shared commitment to the achievement of the school plan through genuine feedback processes with all stakeholders. Our school is driven by its pursuit of excellence and is therefore focused on progression on a daily basis.

#### Improvement Measures

Increase in the number of extra curricular activities offered by the school for students.

Greater numbers of teachers will aspire or commit to higher levels of accreditation and/or promotion positions.

Over 75% of parents using online platforms to engage positively in school events and teaching and learning.

#### Overall summary of progress

With the interruptions to the normal school operations, the ability to facilitate extra curricular activities was severely impacted in 2020. As a result, many planned activities were cancelled and/or postponed.

One positive for 2020, was the communication between school and home. With the introduction of 'learning from home', many families engaged in central parent platform and see-saw to stay up to date with communication and learning for children. While the school intended to implement parent portal (Sentral), the feedback from the community was that see-saw was easier to use and provided better information. As a result, 100% of teachers use see-saw to communicate with parents and whole school announcements will be used via this platform.

#### Progress towards achieving improvement measures

##### Process 1: Leadership

Strong educational leadership resulting in sustained and measurable whole school improvement is characterised by a culture of high expectations, strong instructional leadership and recognition of teacher quality.

Evaluation	Funds Expended (Resources)
<p>The whole school leadership team collaborated to contribute to the school plan 2021-2024. Through an extensive situational analysis, the school were able to identify trend data in literacy (reading) and numeracy (number).</p> <p>The situational analysis team have also been used to create strategic directions for the following school plan based on data collected from a variety of sources.</p>	Human: 6 days at \$550= \$3300

##### Process 2: Engagement

The school is recognised as a highly performing, professional learning community providing a range of opportunities to all stakeholders to engage with all aspects of school life.

Evaluation	Funds Expended (Resources)
Shell Cove Public School offered students and their families a range of extensive online and in school experiences to support their transition to Kindergarten. The Kindergarten teachers created engaging videos that included a tour of the school including current Kindergarten students and short lessons based on a quality text. Each child received a home learning pack that included transitioning to school information and resources to	\$5000

## Progress towards achieving improvement measures

support orientation lessons at home. Students shared their learning from home via Seesaw and Kindergarten teachers were able to respond and connect with families using this platform. Students and their families also attended three in school orientation sessions where they were able to experience school life and become familiar with their peers and teachers. Kindergarten students and their families began the 2021 school year with confidence and were warmly welcomed by all into the Shell Cove Public School community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• SLISO employed 0.2= \$19801</li> <li>• Resources= \$1000</li> </ul>	<p>*Cultural art - All students participated in cultural art murals and their art work was displayed in the school hall.*Aboriginal Garden - Maintaining the garden by looking after all the plants and keeping the dreamtime walking path clean for all students to enjoy.</p> <p>*Bush Tucker Plants - Students had 25 bush tucker plants to plant throughout the school gardens. They were shown the procedure how to remove plants from their pots, digging the correct size holes as well as watering and maintaining the plants.</p> <p>*PLP's - Assisting teachers with planning and helping students work towards their personal goals.</p> <p>*Classroom - Liaising with teachers and assisting with students that need one on one learning to help them participate, understand and enjoy each classroom activity.</p> <p>*Sport - Helping students engage and participate in physical activities.</p> <p>*Attendance -Preventing low student attendance by liaising with teachers, parents and students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Human= Planning day= \$550</li> <li>• 0.4 Allocation= \$43753</li> </ul>	<p>In 2020, all teachers at Shell Cove Public School engaged in our school's Quality Teaching, Successful Students (QTSS) program. The purpose of this program was to ensure that all students benefited from high quality teaching and learning practices that best meet the full range of student needs. The program was facilitated by our school's Quality Teaching Mentor. Together, the teacher and mentor engaged in teaching and learning discussions, which were followed by formal lesson observations and one-on-one feedback sessions. This process was timetabled and scheduled in one day per week for the entire school year, and each teacher engaged in two or three QTSS sessions during 2020 (there were some disruptions due to the Covid-19 pandemic). Additional QTSS time was timetabled for teachers to complete Program Conversations with the Quality Teaching Mentor where the teacher guided the mentor through their teaching and learning program to ensure quality and consistency in accordance with Shell Cove Public School's teaching and learning program guidelines</p>
<b>Support for beginning teachers</b>		<p>In 2020, an Early Career Teacher Mentor facilitated support for our school's early career teachers. Early Career Teacher Support Funding was used to enhance the professional growth of teachers in a variety of ways. This included, the mentor observing lessons and providing structured feedback, facilitating observation of other teachers'</p>

<b>Support for beginning teachers</b>		lessons, providing demonstration lessons, evaluating the impact of teaching on student progress and achievement, engaging in professional discussion and personal reflection, co-planning quality lessons to maximise impact on learning and support with compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA). The funds were also used to support beginning teachers to participate in targeted professional learning activities that were specifically designed to support the beginning teacher's development.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	273	275	279	274
Girls	287	260	256	245

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	94.5	94.7	94.3
1	93.1	94.6	93	93.2
2	92.3	94.1	92.6	94.4
3	93.8	93.3	93.4	93.5
4	92	93.6	91.9	92
5	93.3	94	92.9	91.6
6	92.4	91.9	92.9	91.6
All Years	93.2	93.7	93	92.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.68
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	342,019
<b>Revenue</b>	4,790,059
Appropriation	4,658,662
Sale of Goods and Services	8,317
Grants and contributions	121,837
Investment income	1,243
<b>Expenses</b>	-4,705,227
Employee related	-4,308,955
Operating expenses	-396,272
<b>Surplus / deficit for the year</b>	84,832
<b>Closing Balance</b>	426,851

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	160,922
<b>Equity Total</b>	225,781
Equity - Aboriginal	15,030
Equity - Socio-economic	50,608
Equity - Language	17,116
Equity - Disability	143,027
<b>Base Total</b>	3,755,801
Base - Per Capita	128,670
Base - Location	0
Base - Other	3,627,131
<b>Other Total</b>	358,718
<b>Grand Total</b>	4,501,221

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Then From Me and People Matters Survey in 2020.

Key findings from the People Matters:

- 73% Job satisfaction (increase)
- 77% Risk and innovation (increase)
- 78% Customer service (increase)
- 46% action on survey results (decrease)

Key findings from Tell them from Me :

- Decrease in sense of belonging
- Decrease in motivation
- Increase in Aboriginal students who feel good about their culture

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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