

2021 Annual Report

Shell Cove Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2021 was the first year of the new school planning cycle. In our plan we identified our commitment to nurture, guide, inspire and challenge students. To help students to find the joy in learning, to build their skills and understanding and to make sense of their world.

During the creation of our school plan 2021-2024, we identified activities that we would like to undertake each year to support our achievement of our three strategic directions which were:

1. Student growth and attainment
2. Self-sustaining and self improving culture
3. Research and development

What we did not plan for was a worldwide pandemic that affected the operational status of the school significantly in 2021. Our school moved to learning from home which provided us the opportunity to develop a new range of teaching and learning strategies whilst maintaining a focus on the well-being of staff, students at our community. Throughout this challenging time we continued to see examples of kindness, compassion, and resilience.

The school leadership team maintained a focus on our school plan and we were able to achieve a significant number of planned activities which resulted in positive student outcomes, positive student growth and positive perceptions of the well-being of our staff, students and community.

At the end of the year, we conducted an annual self reflection and were able to identify our strengths and areas for further development in 2022.

We will continue to strive to create partnerships that promote excellence.

School vision

At Shell Cove Public School, we have a commitment to nurture, guide, inspire and challenge students. To help students to find the joy in learning, to build their skills and understanding and to make sense of their world.

We consistently implement effective teaching practices, allowing students access to teaching and learning that improves their learning outcomes. The eight themes in 'The What Works Best' document provides a framework for our teachers to connect students with the curriculum and to improve student achievement and skills.

We strive to create partnerships that promote excellence.

School context

Shell Cove Public School was established in 2005 and is located next to Killalea State Park on the picturesque South Coast of NSW. The school is one of 20 Public Private Partnership schools found throughout the state. The school motto of: 'Sailing the seas of excellence' is reflective of the high expectations of the community, students and staff.

The school comprises of 495 students who are placed into 20 mainstream classes. The school recognises and encourages students to be active participants in their learning journey. Through the use of explicit teaching, effective feedback, data to inform practice, effective assessment and positive wellbeing strategies the school is in a constant state of self reflection and self improvement.

Evidence from the situational analysis has identified the need to continue the growth of the students in the top two bands in literacy and numeracy.

Information collected from the Tell Them From Me (TTFM) survey has also identified a need for a focus on staff and student welfare.

The analysis of our enrolment has also indicated an increase in our EALD background 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 Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success for all students, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based practices
- Personalise learning and support

Resources allocated to this strategic direction

Socio-economic background: \$25,000.00

Aboriginal background: \$19,986.00

English language proficiency: \$43,533.00

Low level adjustment for disability: \$126,516.00

Integration funding support: \$221,743.00

Literacy and numeracy intervention: \$58,861.00

Literacy and numeracy: \$17,999.00

Summary of progress

During 2021, the school redesigned and re-focused its learning support team to better reflect the needs of the students at our school. This included assigning specific staff members individual areas for improvement. Those included:

- High potential and gifted students
- Students who required support in the form of bump it up groups
- Students who required intensive one on one support
- English as an Additional Language or Dialect support

The Learning Support Team were led by the deputy principal to review internal and external data to identify individual children to work in particular groups. The school set a new process of implementing and reviewing individual education plans on a consistent basis to support the targets set in the school plan. The whole school also undertook professional learning in The Teaching of Reading. Through the school's involvement in the Strategic School Support, we identified professional learning to empower our teachers to effectively teach reading and to identify resources to support the implementation of this new learning.

Future Directions:

- School focus on Reading, in particular Vocabulary in Stage 2 and 3
- Specialist Teacher: Bump It up
- Specialist Teacher: High Potential Gifted Education groups
- Specialist Teacher: Support for Low Academic performing students
- Specialist Teacher: English as an Additional Language Dialect
- Multilit program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 46%.	<ul style="list-style-type: none">• Data indicates 47.89% of students overall are in the top two skill bands for reading which is an increase against baseline data. 2019 indicated that 33.33% of students were in the top two skill bands for reading. This is a 14% increase from 2019 data.• Year 3: 47.22% of students are in the top two skill bands for numeracy.• Year 5: 31.34% of students are in the top two skill bands for numeracy.

<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 36%.</p>	<ul style="list-style-type: none"> • Data indicates 43.77% of students overall are in the top two skill bands for numeracy which is an increase against baseline data. 2019 indicated that 32.10% of students were in the top two skill bands for numeracy. This is a 12% increase from 2019 data. • Year 3: 47.22% of students are in the top two skill bands for numeracy. • Year 5: 31.34% of students are in the top two skill bands for numeracy.
<p>Value added data in Scout for K-3 continues to show sustaining and growing. Y3-5 improves to delivering; Value added data in Scout for Y5-7 increases from delivering to sustaining and growing.</p>	<p>K - 3: Data indicates growth from baseline data with the school sitting at sustaining and growing</p> <p>Y3 - 5: Data indicates growth from baseline data with the school sitting at delivering</p>
<p>The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.</p> <p>Examples of data collection include: PAT testing, progressions tracking K to 2, soundwaves targets for spelling.</p>	<p>Check In Assessment Data Reading</p> <ul style="list-style-type: none"> • Year 3: Data indicates that students results are 3.6% higher than SSSG and 5.3% higher than state average. • Year 4: Data indicates that students results are 0.2% higher than SSSG and 0.3% higher than state average. • Year 5: Data indicates that students results are 2.8% lower than SSSG and 1.6% lower than state average. • Year 6: Data indicates that students results are 0.4% higher than SSSG and 1.1% higher than state average. <p>Check In Assessment Data Numeracy</p> <ul style="list-style-type: none"> • Year 3: Data indicates that students results are 6.9% higher than SSSG and 8.2% higher than state average. • Year 4: Data indicates that students results are 4.3% higher than SSSG and 5.2% higher than state average. • Year 5: Data indicates that students results are 3.8% lower than SSSG and 0.8% lower than state average. • Year 6: Data indicates that students results are 1.4% lower than SSSG and 0.9% higher than state average.

Strategic Direction 2: Self sustaining and self improvement culture

Purpose

As a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success; the school will refine their strategic and planned approach to whole school well-being processes that support the well-being of all students so they can connect, succeed, thrive and learn. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Well being
- Strategic resourcing

Resources allocated to this strategic direction

: \$5,000.00

Low level adjustment for disability: \$2,585.00

Beginning teacher support: \$29,690.00

QTSS release: \$98,888.00

Per capita: \$131,000.00

School support allocation (principal support): \$27,000.00

Summary of progress

In 2021 the school had a focus on making sure students were engaged and challenged while attending school. In 2021, the school employed an attendance officer to help streamline and improve our current attendance monitoring practices. This has reduced the administration workload on teachers and made an improvement on consistent school based messages and monitoring of attendance. The impact of this was an increase of students attending 90% or more.

In relation to well-being and school facilities, the school conducted a thorough analysis of current positive behaviour for learning programs to identify staff strengths and areas for further development. A committee was formed to analyse data and also make recommendations moving into 2022, while still professional developing staff in 2021.

During 2021, the committee were also able to introduce changes to staff meetings to ensure a focus on staff well being. Upgrades to our school facilities had a positive impact on all community users. These included: network upgrade so staff and students could reliably and quickly access the internet, and upgrade to the bike area for students to make this a professional and welcoming area for all. This area now includes an Acknowledgement of Country.

Future Directions

- Upgrade school facilities
- Focus on staff well-being
- Implement the Bounceback social and emotional program
- Implement Student Voice through the development of the SRC
- Community engagement: Parent workshops

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
81% of students attending more than 90% of the time	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased to 78.1%.
Uplift of students that feel accepted and valued by their peers and others while at school	<ul style="list-style-type: none">• Increase from 2020 data indicated 10% increase in sense of belonging in May 2021• Post data collected in November 2021 decreased to 66% (COVID

Uplift of students that feel accepted and valued by their peers and others while at school	impacted)
TTFM well-being data, (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target.	Advocacy- remained consistent - 91.95% achieving our targets Belonging - decreased by 6% Expectations- remained consistent - 98.85%

Purpose

Our community values a staff that demonstrate personal responsibility for maintaining and developing their professional standards. We will continue to recognise the expert contemporary knowledge of our staff and continue to encourage innovative practices through a process of evaluation and collaboration.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional learning
- Innovative practice

Resources allocated to this strategic direction

Professional learning: \$31,168.00
Low level adjustment for disability: \$16,112.00
Socio-economic background: \$33,888.00

Summary of progress

The school has positioned itself confidently throughout 2021 to embed a professional learning culture that is systematically supported by whole of school decisions. Through a rigorous PDP process, professional learning activities were undertaken in response to staff identified and school goals. According to Tell Them From Me (TTFM) survey data, 92% of staff agree or strongly agree that they were provided with opportunities to participate in professional learning in line with PDP goals. 86% of staff advised that the QTSS structures including professional development focused on SSS (comprehension) supported them to refine or improve their practice.

During 2021, staff were selected to participate in the following professional learning initiatives:

- 100% of staff participated in the introduction to HPGE policy. 50% of staff completed module 1 online training. Due to Term 3 disruptions, the remaining HPGE professional learning will take place in 2022
- All staff have completed modules 1 and 2 of the disability standards for education
- Whole school introduction to the Behaviour Management Strategy took place in Term 1, 2021. Planned professional development for Semester 2 will occur in 2022 due to disruptions
- Leadership development - High functioning teams in schools/ Building trust implemented Term 3. Difficult Conversations Leadership training was postponed to 2022 due to restrictions.

Future Directions:

- Implement Inclusive, Engaging and Respectful Schools reform
- Professional Learning in Trauma Informed Practice
- Professional Learning in High Potential and Gifted Education
- Professional Learning in new Curriculum
- The school will participate in the Leading Educators Around the Planet (LEAP) program and
- Visit Ambassador schools to share and learn from other educators.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift in the percentage of Professional learning hours for all staff compared to 2020 data in Scout	Scout data indicates that over 160 hours of professional learning was completed in 2021.
Establishment of an innovation committee which have created a process to evaluate refine and scale the success of teacher identified	The innovation committee was established in Term 1. All applications submitted to the committee were systematically assessed using criteria focus on student engagement and wellbeing.

<p>innovation.</p>	<p>At the conclusion of the program/initiative, evaluation of the success of the program will be required. Internal measures including student surveys (TTFM) indicate confidence in the implementation of current programs including the skateboarding club. These programs have improved student fitness, health and wellbeing.</p>
<p>The school monitors the accreditation status of all staff and encourages the pursuit of high levels of accreditation. All teachers use professional standards and PD plans to identify and monitor specific areas for development or continual improvement.</p>	<p>100% of teachers participate in support and review meetings to complete annual PDP and reflection statements, twice-yearly to support continual improvement, ensuring all teachers have an understanding of the Professional Teaching Standards</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$221,743.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Shell Cove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalise learning and support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Consistent and specific support for children based on their needs. Funding has been used in class settings as well as playground settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: Transition activities/program to support students for next year. This will include a social story for all IF students.</p>
<p>Professional learning</p> <p>\$31,168.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Shell Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning Days planned: <ul style="list-style-type: none"> - New Curriculum - HPGE Policy - Disability Standards - Behaviour Strategy - Leadership <p>The allocation of this funding has resulted in: 100% of staff participated in the introduction to HPGE policy and 50% of staff were able to complete modules 1 and 2 of the HPGE training. 100% of staff participated in the introduction to the behavior management strategy. 92% of staff agree or strongly agree that they were provided with opportunities to participate in professional learning in line with PDP goals 100% of school leadership team participated in Leadership development on high functioning teams in schools and built trust in the school context.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued uplift in the percentage of Professional learning hours for all teachers. Provide professional development to all staff in line with school targets and in response to PDPs. Remaining 50% of staff to access HPGE Modules 1 and 2 All staff will participate in Trauma-Informed Practice Professional Development throughout 2022 New Curriculum training for K-2 staff initially. Leadership development in 'Difficult Conversations'</p>

<p>Socio-economic background</p> <p>\$58,888.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Shell Cove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based practices • Innovative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Planning Days • Innovative Practice Committee • Purchase resources for Professional Development of staff in the use of decodable readers to support student learning • Resourcing to increase equitability of resources and services - purchase Decodable Readers for K-2. <p>The allocation of this funding has resulted in:</p> <p>Planning Days - All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit the needs as they arise. Lesson planning references student information that includes progress and achievement data, curriculum requirements, student feedback, and provides continuous improvement for all students across the full range of abilities. Teachers clearly understand, develop and apply a full range of assessment strategies in determining future teaching directions.</p> <p>Innovative practices - Increase in extra-curricular activities including skateboarding and mountain bike riding club supporting student engagement and attendance.</p> <p>Decodable readers are in place for all K-2 students. Teachers are currently being trained in the use of readers to support students to break the code of reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue planning days each term Further support K-2 in the use of decodable readers. 3-6 to be trained in using decodable readers Innovation committee to continue working with teaching staff to implement evidence-based practice including initiatives to improve teaching and learning and student engagement.</p>
<p>Aboriginal background</p> <p>\$19,986.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Shell Cove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalise learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Community participation in PLP meetings. The identification of a Reconciliation Action Plan Team.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$19,986.00</p>	<p>The creation of the RAP group to identify strategic interventions to support all students over a 3 year period.</p>
<p>English language proficiency</p> <p>\$43,533.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Shell Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalise learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: The employment of an EALD specialist to design, monitor and evaluate the needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide access to support over a number of days to reinforce explicit lessons.</p>
<p>Low level adjustment for disability</p> <p>\$145,213.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Shell Cove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalise learning and support • Innovative practice • Well being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • An innovation committee will be established to review any and all action research plans or programs identified by teachers to improve student learning outcomes. • Introduction of well-being team and staff well-being initiatives and activities throughout the year. <p>The allocation of this funding has resulted in: Groups: Innovative Practice: Staff Well-being: 0.2 Increase - Staff agree SCPS is an inclusive school (8.2 - in line with state average) , 93% of staff find SCPS to be a welcoming and safe place</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue Support, Bump and Enrichment groups 2022 Identify other innovative ideas to improve student outcomes. Continue wellbeing initiatives and activities for staff. Maintain teacher satisfaction results.</p>
<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Shell Cove Public School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well being <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Hire staff member to participate in Beginning teacher support sessions once per week. • Allocation of 1 extra hour RFF per week for beginning teachers <p>The allocation of this funding has resulted in: 80% of beginning teachers identified that this support improved their teaching capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue mentor program</p>
<p>School support allocation (principal support)</p> <p>\$27,000.00</p>	<p>School support allocation funding is provided to support the principal at Shell Cove Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic resourcing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Network upgrade • Additional SLSO support <p>The allocation of this funding has resulted in: A visual improvement in the front of the school to welcome and acknowledge Aboriginal culture. Additional staff and technology upgrades have allowed staff to focus on their part of the school operation.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to make effective decisions that allow all members of staff to focus on their part of delivering a high quality educational experience for visitors to Shell Cove PS.</p>
<p>QTSS release</p> <p>\$98,888.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Shell Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well being <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: 86% of teachers were able to refine and improve their practice through participating in QTSS structures.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue SSS Professional Learning</p>

<p>QTSS release</p> <p>\$98,888.00</p>	<p>Continue Assistant Principal QTSS support in classrooms each fortnight with specific focus - tracked sessions</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Shell Cove Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalise learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>A whole school focus on Learning and Support. The school has established a comprehensive team with specific target groups to work with and extend. The structure allows for high performing, students requiring support and students who need to improve to meet school targets. Check in assessment results indicate that all Year groups have out performed State averages in Literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the tiered support structure that has had a positive impact in 2021.</p>
<p>COVID ILSP</p> <p>\$137,400.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and whole number <p>The allocation of this funding has resulted in:</p> <p>Individual support for students who found Learning From Home challenging. The program has also allowed staff to identify gaps in learning and systematically target and then consistently delivery support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to identify the small groups of students to benefit from this intensive support. The COVIDLSP will also be used to facilitate any Learning From Home in 2022.</p>
<p>Per capita</p> <p>\$131,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Shell Cove Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Per capita</p> <p>\$131,000.00</p>	<ul style="list-style-type: none"> • Strategic resourcing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Network Upgrade • Student wellbeing support (Rewards Day) • Additional COVID-19 expenses <p>The allocation of this funding has resulted in: The school being able to delivery a high quality learning experience for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to focus on future focused learning and create an infrastructure that is capable of delivering this style of learning.</p>
<p>Literacy and numeracy</p> <p>\$17,999.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Shell Cove Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalise learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: The employment of a support teacher to facilitate learning support groups. These groups operate throughout the year and are reviewed every term to identify students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ a teacher to work with students who require further assistance in literacy (reading) and/or numeracy (whole number).</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	275	279	274	259
Girls	260	256	245	234

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	94.7	94.3	94
1	94.6	93	93.2	93.8
2	94.1	92.6	94.4	94.2
3	93.3	93.4	93.5	93.3
4	93.6	91.9	92	92.6
5	94	92.9	91.6	92.3
6	91.9	92.9	91.6	92.1
All Years	93.7	93	92.8	93.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	17.52
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	426,851
Revenue	4,764,022
Appropriation	4,652,005
Sale of Goods and Services	5,679
Grants and contributions	105,097
Investment income	442
Other revenue	800
Expenses	-4,884,713
Employee related	-4,380,989
Operating expenses	-503,724
Surplus / deficit for the year	-120,691
Closing Balance	306,161

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	291,115
Equity Total	261,865
Equity - Aboriginal	20,346
Equity - Socio-economic	58,888
Equity - Language	37,417
Equity - Disability	145,214
Base Total	3,555,521
Base - Per Capita	127,942
Base - Location	0
Base - Other	3,427,579
Other Total	387,785
Grand Total	4,496,286

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

People matter and TTFM results indicate that our staff feel supported and welcomed at Shell Cove Public School. Our data shows an increase in ability for staff to manage their work stress and being provided with the time to do their job well. The TTFM data shows that the introduced wellbeing practices such as 'wellbeing week' had a positive impact on their job satisfaction. TTFM data indicates that students enjoy the extracurricular activities offered and end of term stage rewards. Students indicated that they are happy with the support and enrichment groups on offer at Shell Cove Public School. 'Sense of belonging' decreased by 6% from 2022-2021. We believe this could be due to COVID19 impact within the school community and the time missed at school. Parents indicated in the TTFM survey that they feel welcome, informed, and included in the school community. Data showed that parents are satisfied with teacher communication, home learning and the extra activities provided by the school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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