Introduction

The Annual Report for 2018 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

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shellcove-p.school@det.nsw.edu.au
4297 2247

Message from the Principal

2018 was the initial year of the new 3 year school plan. The vision the school is working towards over the next three years is: educational excellence through inspiration, engagement, high expectations and a growth mindset.

To achieve this plan the school community agreed to the strategic directions of quality teaching, outstanding learning and positive culture. Embedded in these areas are the themes of collaborative practice, evaluative practice, wellbeing, visible learning, leadership and engagement. These themes have driven all initiatives undertaken by the school and have solidified the strong culture the school possesses.

Change is about embracing new beginnings and learning along the way. To support the new strategic directions, the school had to refine some established practices to support the future directions. One of the most notable changes occurred in the welfare system used by the school. The new reward system allows all children to move from one level of achievement to the next in a one year timeframe. This allows all children the opportunity to achieve the highest level of recognition each year.

Self reflection is also integral to change. Our teachers set high expectations for themselves and use collegial feedback to refine their practice. This year the school opened its doors to share the incredible teaching and learning occurring each and every day. Fellow educators from across the State came to witness firsthand the high level of professionalism we have at our school. I am proud to say that we have an outstanding reputation.

With the release of land within the Marina and Shell Heights developments, the school numbers are expected to grow. I look forward to the next year and the changes it will bring.

This year the P&C community have donated over $40000 to the school. This money has been used to purchase new interactive whiteboards, literacy resources for classrooms and sporting equipment for all students. This money was the result of many hours of hard work by the P&C Fundraising committee and the generosity of our parents and wider community. For that, I say thank you.

Thank you to the parents, staff and students for making our school a great place to learn and work.

Message from the school community

SCPS is incredibly fortunate in having such dedicated, hardworking, compassionate and supportive parents and carers who are invested in their child's education. As a result, 2018 was a year of wonderful success and I would like to honor and thank all of those who have contributed to this successful outcome. Our fundraising last year included:
Easter Raffle
Mother's Day
Father's Day
Goodbye Summer Fete

2018 also hailed as a first for our P&C with the successful acquisition of the Anna Watson Building Grant for $28,000.00. This brought the total amount raised to $48,589.80 – another outstanding result, enabling the P&C to further enhance the students' learning environment with replacement interactive whiteboards in the classrooms and continued support for updated literacy resources. The grant money will be used to help fund the new and exciting outdoor play precinct. With monies previously raised and not allocated until this year, our financial contribution to the school for 2018 was approximately $50,000 – another amazing achievement.

SCPS continues to be in an extremely fortunate position of having a bank of people on board who are always swift to exhibit their generosity and selflessness through acts of kindness, donations, participation, contribution & sponsorship. A huge and heartfelt **THANK YOU** goes to everyone involved.

The P&C continues to advocate on behalf of the parent body on a selection of topics and initiatives, and also strives to work in a collaborative manner supporting our truly dedicated and committed teachers. These projects have continued to include: Road Safety, our parents Facebook page, Student Banking, Kindergarten Orientation Days, staff selection panels, Tea and Tissues, year 6 shirts and Grant applications. We also saw positive progress with local council regarding the school's immediate surroundings during 2018 – again as a result of the tireless efforts of our parent body and, once again, I'd like to take this opportunity to thank you all.

Dee Huseyin

**Message from the students**

Our Year Six leaders have had an outstanding year at Shell Cove Public School.

We were all excited and honored to be apart of the senior leadership roles in 2018. As leaders of the school, we have had the opportunity to organise and run the school assemblies and community events.

2018's Year Six students got to participate in the Wedderburn Camp and the excursion to Jamberoo Recreation Park. We have enjoyed being Peer Support leaders and assisting students in learning and having good qualities such as resilience. Our Market Day fundraising program has been very successful as we raised more than twenty thousand dollars for our upcoming playground. It was fun and enjoyable but also challenging as we had to run our own stalls. We would like to thank our dedicated and awesome Year six teachers; Mrs Rose, Mr Janssens, Miss Reskic, Mrs Koster, Miss Carroll, Mrs Reeve and Mr Piper for an amazing year, we will never forget. We wish our fellow students and community all the best for the future.

School Captains

Montana Doubell, Jye Falconer, Nima Bayani and Ava Bosanquet.
School background

School vision statement

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 530 students (February 2018) and the school is organised into 20 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

Self-assessment using the School Excellence Framework

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 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.

The school teaching community conducted staff meetings to analyse the School Excellence Framework. During these meetings, staff were shown how to unpack each domain and also what evidence to consider when making a decision about the level of achievement. School teams consisted of executive staff and a combination of different stage teachers. This was done to get a whole school perspective of achievement.

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:

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.

Overall summary of progress

The school established a process for teachers to engage in professional discussion and collaborate to improve teaching and learning for their students. This process was initially implemented by the Deputy Principal in the form of data conversations and lesson observations. All teachers were able to access these support structures to refine and share quality practice. These two activities have evolved throughout the year based on teacher feedback and as a result will be a significant part of the future of Shell Cove Public School.

The other substantial achievement of the teaching staff is the creation of a whole school scope and sequence for assessment. This initiative is in line with NESA requirements and allows all teachers (K–6) to access the same pre and post assessment for each key learning area. This consistence has supported the professional learning undertaken by staff in the area of backward mapping.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>$10 000</td>
<td>Consistent approach with scope and sequence overviews. All AP’s collected programs and monitored quality.</td>
</tr>
<tr>
<td>100% of teachers participating in professional learning data conversations to evaluate and plan for high quality teaching.</td>
<td>QTSS allocation</td>
<td>All staff engaged in PL through observational rounds and data conversations.</td>
</tr>
<tr>
<td>A whole school model that facilitates regular opportunities for collegial feedback on teaching</td>
<td>QTSS allocation</td>
<td>Observational rounds in place with a whole school focus.</td>
</tr>
</tbody>
</table>

Next Steps

Next year, the school will continue to embed explicit systems that facilitate professional dialogue, collaboration, classroom observations and the provision of timely and effective feedback. All staff will receive professional development in the skill of growth coaching to further strengthen this culture of high expectations and self reflection.

2019 will also be the first year of implementation of the whole school scope and sequence document. As a result there will be detailed reviews of the document and its capacity to support high quality assessment, reporting and teaching and learning.
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.

Overall summary of progress

The school successfully launched and implemented the new welfare policy. The physical school environment changed to support this initiative. There are brightly coloured signs strategically located around the school which reflect our 3 school rules and expected positive behaviours. The merit system has also changed to allow all students to achieve the highest possible level of recognition in a 1 year timeframe.

In regards to making learning visible, our school has made significant progress. By inviting other schools to come and look at how visible learning works in our school, we have built a great reputation as a school that excels in this area. Building effective partnerships with a dynamic collection of schools has allowed our staff to self reflect and refine our current practice. Teachers continue to set high expectations for themselves and aspire to achieve them.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students are able to articulate their learning goals in Literacy and/or Numeracy and the strategies needed to improve.</td>
<td>$32000 (supported the entire SD2)</td>
<td>All students can articulate a learning goal within their classroom.</td>
</tr>
<tr>
<td>Increase in proportion of students achieving proficiency above state expectations in all aspects of NAPLAN in line with the Premier's Priorities.</td>
<td></td>
<td>Reduction in percentage of students in bottom 2 bands and increase in top 2 bands.</td>
</tr>
<tr>
<td>90% of students demonstrate growth from pre and post assessments across all KLAs.</td>
<td></td>
<td>All KLA's have a pre and post assessment task. School focus on writing showed significant growth.</td>
</tr>
</tbody>
</table>

Next Steps

In the second year of implementation, the school will conduct three reviews of the current welfare policy. We will listen to students, parents and teachers opinions regarding all aspects of the welfare policy. We aim to refine and continue to develop the positive learning culture the school currently possesses.

The school will also conduct future workshops for visiting teachers in the area of making learning visible. The leadership team will continue to model best practice and support a strong culture that supports innovation.
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.

Overall summary of progress

The school has developed a strong professional teaching culture. All staff are recognised and valued for their individual strengths. The school is recognised as a high performing school through a transparent culture of self reflection. The notion that ‘every student is know and cared for’ is central to decision made for the children at Shell Cove PS. By offering a variety of opportunities for students to participate our school has achieved significant results in Athletics, Tournament of the Minds, Southern Stars, Swimming, and Soccer.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in the number of extra curricular activities offered by the school for students.</td>
<td></td>
<td>The school participated in Southern Stars, TOM, Science Fair, Debating, PSSA, Sculptures by the Sea, Sport and Junior music festival.</td>
</tr>
<tr>
<td>Greater numbers of teachers will aspire or commit to higher levels of accreditation and/or promotion positions.</td>
<td>$5000</td>
<td>New scheme teachers have participated in a mentor program. Identification process was conducted to identify potential leaders for 2019.</td>
</tr>
<tr>
<td>Over 75% of parents using online platforms to engage positively in school events and teaching and learning.</td>
<td></td>
<td>E-news, See-saw and the school website have all continued to be used by significant numbers within our school.</td>
</tr>
</tbody>
</table>

Next Steps

The school will continue to promote and evaluate the success of all extra curricular activities. The school will participate in Southern Stars, TOM and all sporting competitions.

Grade coordinators will be established to develop the leadership capacity of interested staff. These roles will be responsible for supporting fellow teachers and also strengthening communication channels within the school.

Professional learning will continue for all staff in the use of online platforms. The school has also established a Facebook page. Each Stage group will also have 1 person responsible for adding information to the school Facebook page.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td></td>
<td>How many staff participated in observations or instructional rounds? Presentation of Film Pond videos from teachers to document changes in practice or celebrate successes. These are uploaded to school website.</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td></td>
<td>Has the beginning teacher been supported through the accreditation process (is it finished?)</td>
</tr>
</tbody>
</table>
This year has seen the release of two significant housing developments within our boundaries. Shell Heights and The Marina, are projected to bring an increase to students numbers over the coming years.

Management of non-attendance

The school follows the attendance policy in terms of dealing with attendance. All staff received training from the Home School Liaison Officer in relation to codes, policy and strategies to support improved attendance. Currently the classroom teacher is the first point of contact with parents reading attendance. Referrals are made to the Learning Support Team if further advice or differentiated strategies are required. Attendance Improvement Meetings are conducted with identified concerns.

The school also positively recognises 100% at the end of the year, through assemblies and school social media platforms.

The school community are also aware of the need to apply for leave due to additional holidays that fall during school days.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>18.59</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>3.96</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The National Education Agreement requires schools to report on the Indigenous composition of their workforce. There is 1 teacher who identifies as indigenous at Shell Cove Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>68</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>32</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

During 2018 the school participated in numerous professional learning activities. From a leadership perspective, all executive participated in growth coaching and this skills were embedded into performance development conversations with staff. From a teacher perspective, training revolved around the literacy and numeracy progressions, in–school focus on reading, explicit teaching and all mandatory compliance training. From a school organisational...
perspective there was significant training in SAP budget training, new ESS training, school planning and financial management

**Financial information**

**Financial summary**

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>4,477,826</td>
</tr>
<tr>
<td>Appropriation</td>
<td>4,275,361</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>11,404</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>186,608</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>4,452</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-4,199,975</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-3,889,012</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-310,963</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>277,851</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>513,716</td>
</tr>
</tbody>
</table>

2018 provided the school with an opportunity to cement our understanding of the new financial management systems within the Department. The school budget reflects decisions strongly embedded within the school plan. The school budget also takes into consideration contextual information relating to new subdivisions within the school catchment zone. Above establishment teachers have been budgeted for and then employed to provide stability for classes and the community in 2019.

The school has also used the budget to plan for the future directions the school is moving toward. A significant investment has been in two areas within the school. These are the Innovation Centre and the new school playground. The innovation centre has transformed the library into a future focused learning environment with flexible seating and working spaces as well as robotics, ipads and laptops to engage our students in problem solving skills. The interactive playground also is an investment in our communities future. This learning space will engage children in a variety of play based learning experience and team building opportunities.

The school is also planning on establishing additional classes (above establishment) in 2020, and as a result will budget accordingly

**Financial summary equity funding**

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

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td></td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>108,287</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>3,390,203</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td></td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>12,520</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>36,759</td>
</tr>
<tr>
<td>Equity Language</td>
<td>27,226</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>129,726</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>166,562</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>155,832</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>4,027,114</td>
</tr>
</tbody>
</table>

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.

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**

**NAPLAN**

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported
on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school has maintained good results in the areas of spelling and grammar and punctuation. The percentages of students in the top 2 bands for each Year cohort is pleasing however, the school would like to see a greater shift in the percentages achieving proficiency. NAPLAN data supports the school data which identifies writing as an area where student performance has also improved.

Numeracy results indicate a greater need for the explicit teaching of number skills which involve multiple steps. Children appear to be able to recall simple number facts and basic strategies however further development is needed in their ability to read and then comprehend difficult word problems.

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

Parent/caregiver, student, teacher satisfaction

The school publically presented a complaints and compliments form to all members of the school community. While nothing official came through this channel, the school maintains an open door policy where matters can be dealt with effectively. The P&C operate within the school however, many executive positions became vacant throughout the year.

The staff were asked to participate in the 'People Matters' survey. The survey was anonymous, and the majority of staff reported that they felt supported, happy and enjoyed coming to work.

Policy requirements

Aboriginal education

All teachers prepared Personalised Learning Pathways (PLPs) for Aboriginal students in consultation with parents during Term 1. These PLPs were revised in Term 4. Our Aboriginal Student Learning Support Officer, Lee Moran attended and supported the development of these plans. As part of NAIDOC Week celebrations, we invited members of the Aboriginal community to our NAIDOC assembly. Students listened to inspiring stories and enjoyed a musical performance by the Black Swan Girls Singing Group from Lake Illawarra High School. Students engaged in various activities to support cultural understanding including weaving workshops, art activities and Traditional Indigenous Games. Aboriginal students enjoyed weekly gardening workshops with Lee Moran (Aboriginal SLSO) where they worked together to develop and maintain our school's Aboriginal garden. Students also helped design and paint a beautiful artwork on our sports shed. Two of our students; Riley Moran and Ashton Moran were nominated for the 2019 Nanga Mai Awards for outstanding achievement in sport. Aboriginal students in years 3 to 6 attended the Reconciliation Flag Walk and represented their school with pride. In Term 4, all Aboriginal students were invited to attend a Culture Tour excursion at Killalea State Park which was ran by community member, Richard Campbell. The school values, respects and appreciates Aboriginal culture as an intrinsic part of the school's culture.

Multicultural and anti-racism education

The school participated in Harmony Day and opened all classrooms to parents to celebrate all the cultures found within our school. The day was well supported by parents, cares and grandparents.

The school has a trained ARCO officer who reported that no cases or issues were managed by himself.

Other school programs

Library Computer Resource Centre

2018 has seen extensive changes in the library program. The library staff have delivered history and geography lessons to classes in the library. The program integrated ICT and research using books and digital media. The library has continued to explore innovative and engaging learning tools such as; google classroom, power point presentations and Plickers to provide effective integration of technology into library lessons. We embrace the 'Growth Mindset' and support the school's visible learning focus, integrating visible learning strategies and feedback tools into our lessons.
The Book Week theme for 2018 was "Find your Treasure". The Book Parade was a huge success with parents, visitors and students alike. The parade was held in Week 3 in conjunction with Open Classrooms to celebrate 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 Library supports the transition to kindergarten in our school by running sessions for 3 local Pre–schools which sees parents, carers and children immersed in the library environment.

In 2018 over 2300 books and resources have been processed and added to our library collection and reading room, providing new materials to enrich and engage students in their learning, and support teachers with their planned units of work.

Sports Report

Shell Cove Public School had an outstanding 2018 in regards to sporting achievements. We have run carnivals for swimming, cross country and athletics. The numbers of participants at all three events has been excellent. Many of our students then went on to compete at district, regional, state and national carnivals. Earlier in the year a large number of students from our school represented the Mid South district at the regional swimming carnival held at Dapto Swimming Pool. Shell Cove PS retained the Mid South cross country shield for another year which resulted in further representation at regional level. One student came first at regional and sixth at state to make the national championships in Queensland. Shell Cove PS were South Coast champions for athletics this year with the junior boys and senior boys relay teams making it to state and claiming first place in NSW. The senior boys relay team broke the state record. We also had three students represent the South Coast team in individual events at the state championships. Another student made it to nationals for the 200m event.

Shell Cove PS participated in many knockout competitions this year including, cricket, AFL, netball, rugby league, girls touch football, boys touch football, boys football and girls football. All teams did well and demonstrated great sportsmanship as they progressed through the knockout stages. A special mention to the girls touch football team who came 5th in the state. Several students were successful in selection for South Coast teams in their chosen sport. Individually we also had students make the state teams for cricket and rugby league. Two students from Shell Cove PS also went on to receive the prestigious Blues Award. Once again another tremendous sporting year for Shell Cove PS.

Tournament of the Mind

This year Shell Cove Public School competed in the international Tournament of Minds programme (ToM). The selected team of students had the opportunity to solve authentic, open–ended challenges that fostered creative, divergent thinking whilst developing collaborative enterprise, excellence and teamwork. The team successfully competed in the South Coast Region Competition at the University of Wollongong and won first place in their Language Literature domain. This enabled the team to travel to the University of NSW in Sydney, Randwick where they had to use their creative skills, training and teamwork abilities to design and answer a brand–new challenge that they were provided with on the day and perform in front of an audience. It was an amazing experience for our students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant and public way.

Southern Stars 2018

This year, a group of 45 dancers and 30 singers from Stage 2 and Stage 3 participated in the Arena Spectacular; Southern Stars. This year the theme of the show was 'Iconic' and took us on a journey around the world and through time to look at iconic events, places, peoples and moments.

Our performers had to attend many rehearsals at school during lunchtimes with Mrs Rose, Mrs Hinks and Mrs Reeve as well as day rehearsals at many venues. They represented our school with pride and professionalism at all times.

Over 3000 students and teachers from across all aspects of public education were involved and we felt very privileged to be part of such a renowned showcase of Public Education within our region. It is an experience that our students and teachers will never forget!

STEM Lab

Shell Cove Primary School provides a learning environment that furthers students’ ability to use new technologies to transform knowledge and skills into products, solutions and new information. Our vision is for our students to develop into 21st century digital learners who:

• operate as digital citizens who act ethically, legally and responsibly.
• become skilled operators of ICT to discover, collect, organise and store data.
• have information fluency and are able to apply digital tools to problem solve.
• are creative and critical thinkers and that can construct knowledge and develop innovative products and processes.
• communicate and collaborate in real life projects.

We are a community of learners and explorers who think critically and creatively to design and manage projects, solve problems and make effective decisions using a variety of digital tools and resources. We foster
an environment where risk taking is encouraged and learners develop greater resilience to celebrate success and learn from mistakes. Our school culture promotes and encourages critical thinking. Ideas are continually challenged and many questions asked. Open–ended problems engage learners and challenge them to think outside the box. The foundations of learning, literacy and numeracy are embedded in all learning through innovative and integrated programming. This has been our area of great strength this year and has led to increased engagement of students but also an improvement in our reputation within the wider community.

Our P & C donated funds to purchase ipads needed for digital technologies and STEM lessons. This has allowed us to focus and become familiar with the new Science and Technology syllabus, mandatory in 2019. ICT skills were a focus this year in order to be digitally savvy as well as prepared and ready to navigate online assessments such as NAPLAN and Acer Oars so that teachers are able to receive reliable data for future planning. Students from K–6 can now navigate computers more easily and are familiar with using various devices, typing and navigating through programs, this also assists greatly in their everyday learning.

Shell Cove houses over 30 chromebooks, over 40 Ipads with 23 desktop computers currently configured within a lab and some within some classroom pods. There is a "Bring your own device" program implemented from Year 5. We have 100% connectivity, wireless access is utilised within the school with connectivity available in all classrooms.

Science Fair

Shell Cove’s bright young scientists put their best inventions and experiments to the test – and up for judging – during the annual event, at Shell Cove Mini Fair. All students this year made it on to compete at the University of Wollongong (UOW) Science Fair. More than 1000 students from 85 schools throughout the region attended the UOW science fair, with showcasing their science, technology, engineering and mathematics projects. All students showed exemplary behaviour and were commended for their articulation of their findings to the judges. One student from Shell Cove received first place in the Biology category, while three other students received highly commended medallions. This event nurtures young scientific minds allows students to showcase creativity and problem–solving skills, while exploring the exciting world of science.