

Sawtell Public School Annual Report



2016



3042

Introduction

The Annual Report for **2016** is provided to the community of **Sawtell 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.

Michael Cheers

Principal

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Message from the Principal

Sawtell Public School provides an extensive range of educational and social opportunities for students. There is a balance between tradition and current best practice, preparing students for the 21st century. Staff, students and parents work together collaboratively to create an environment that is happy and safe, giving students the best chance to succeed. Innovations in teaching and learning is encouraged and supported.

The major educational focus of the school is on the basic skills of literacy and numeracy. Students also participate in a variety of academic, cultural and sporting activities that utilise the skills of teachers and community members, and the rich environmental resources of the local area.

Sawtell Public School promotes the values of collaboration, participation and respect. We encourage our students to try their best in all that they do, and to participate as responsible members of their school and wider community. In all aspects of school life they are encouraged to follow the school motto and 'play the game'.

The school grounds continue to be improved and the facilities provided by the school are utilized by the local community. The school and P and C engaged an urban space planner to create a visionary plan for the school grounds. This plan aims to improve access and create innovative play spaces for students. The plan will be used to inform student focused changes to the physical environment of the school. The plan will help inform the proposed capital works in 2017 relating to refurbishment of the school library, staffroom and basketball court.

Parents are an essential part of daily education practices and the culture of the school. They embrace our morning assemblies as we greet each other as a school community, celebrate belonging and discuss the day ahead.

I feel confident in my ability to lead the school as a collaborative, innovative place. I want each student to continue to have the opportunity to follow their passions and achieve highly to give them choice as young adults. I want staff to be supported through professional learning related to focused professional learning plans so that they can best share their passions and skills with the students. I want parents and the wider community to make the school the focus for the community and all stakeholders to actively participate in preparing students as future highly functioning citizens.

I certify that the information in this report is the result of an open school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I am happy to discuss this report with any party at a mutually agreed time.

Michael Cheers

Message from the school community

The 2016 school year was a great success for our P&C

While our number remained small our enthusiasm and dedication saw all events catered for with some assistance from staff and other volunteers.

We raised funds through our regular events we hold each year. Two school disco's, a movie night, BBQ's at the outdoor Sawtell Summer Sessions as well as the state election.

We had a new event this year. A bush dance, damper and soup night which was a fantastic community event and we will be looking to repeat that again next year.

We also sought professional help to design a long term master plan for our school grounds over a 10 year period. The plans have passed through many levels of consultation and our first project, turning the old school hall into the new library, is due to get under way in 2017.

Our canteen ran at a small profit, our uniform shop ran at a good profit. We were able to support every class to purchase consumables, we supported many representative level sporting students and we purchased fridges, freezers and stainless steelbenches for our canteen.

All in all a good year for our P&C

Peter Creenaune (P and C president)

Message from the students

2016 was a fantastic year with lots of opportunity and success.

There is a big thing in the school, it is about leaving a legacy, where ever we go, whether it's school camp or just walking down the main street.

There has been many opportunities such as the Senior Choir, attending the Sydney Opera House to sing and TOM (Tournament of the Minds).

There has also been lots of success in sporting activities for example, touch and tackle football, swimming, cricket and a collection of other sports. There were also other students who had individual achievements including students representing North Coast across seven sports.

On the academic side of things there was the Spelling Bee, Maths Master, Public Speaking, Chess Tournaments, The ANZAC Presentation and a load more brilliant academic things.

Our school has a wonderful community around us and a very friendly playground as we continue to use the high five to prevent bullying.

In conclusion 2016 was an extremely successful year.

By Jesse Buckle & Kate Clerkin

School background

School vision statement

Sawtell Public School is the heart of the community, a place where resilient, creative, active and passionate lifelong learners experience positive relationships and connectedness with the world around them. Caring, expert staff in partnership with families have high expectations and nurture happy, engaged, 21st century, learners who flourish in a modern, multicultural society.

BONGILBONGIL Community Of Schools Vision.

Bongil Bongil COS– where resilient, creative and passionate students experience positive and connected relationships with family, school, community, culture and environment supported by quality staff and schools.

School context

Sawtell Public School serves the township of Sawtell on the NSW mid–north coast. It is a medium sized school of 330 students and a focal point for the community. The school's students are drawn from a range of cultural and socio–economic backgrounds. Staff is a mix of dedicated, expert and beginning teachers and support staff. Tradition and values are recognised and reinforced through the school's culture and close links with the wider community. Students engage with learning through 21st century skills and technology. Sawtell Public School prides itself on being a school of opportunity. Participation in all aspects of school life is expected. Academic achievement is encouraged as is achievement in the cultural, creative, sporting and social spheres. The school motto 'Play the Game' is embedded in the school philosophy.

The school's FOEI rating is 90 and is a key figure in determining the school RAM financial allocation which is additional funding to target student learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domain of Learning, the school community was positive about wellbeing and school culture. An area of focus will be on improving student academic results.

In the domain of Teaching, the school community was positive about our collaborative practices. An area of focus will be using student assessment data to inform student teaching and learning.

In the domain of Leading, the school community was positive about the management of the school. The area of focus will be school planning and reporting processes.

The school has developed a digital tool for recording evidence of school excellence framework successes.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

CURRICULUM– English and Mathematics

Purpose

The school will have a high quality of educational practices to enhance student achievement. Consistent teacher judgement, whole school planning and implementation of Literacy and Numeracy programs, in line with the new syllabi, will lead to improved outcomes for students. Parents will be active participants in student learning.

Overall summary of progress

Numeracy and literacy continued to be a whole school focus in 2016 ensuring that the school delivers and improves upon high quality of educational practices to enhance student achievement. Consistent teacher judgement, whole school planning and implementation of Literacy and Numeracy programs and professional development of staff have all contributed to improved learning outcomes for students.

Whole school automaticity programs in Numeracy have contributed to improved student confidence when working mathematically. This has been particularly evident in Stage Three classes where concepts are more complex. All class numeracy programs commence with automaticity activities. Staff received professional development in 'Maths and Movement' which has allowed teaching learning programs to cover multiple outcomes across curriculum.

Teacher professional understanding of the Literacy and Numeracy continuums has significantly increased, resulting in all students' progress being monitored and plotted using PLAN. All teachers are using the continuums to benchmark students and develop lessons to move the students forward. Teachers have trialled a variety of Spelling strategies to refine and further develop a whole school Spelling program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1) To decrease the percentage of students in Year 3 performing below expectation on the Literacy and Numeracy Continuums in reading (from 18% in 2015 to 5% by the end of 2017) and Mathematics EAS (from 42% in 2015 to 10% by 2017).	To decrease the percentage of students in Year 4 performing below expectation on the Literacy Continuum in reading (from 33% in 2016 to 15% by the end of 2017) In Mathematics Year 3 students are progressing towards the achievement of expected grade levels on the Early Arithmetic Strategies (EAS) continuum.	Literacy/numeracy tied grant – \$4470 SLSO support in classrooms and Community Reading Program= \$97065
2) Year 4 students meeting or exceeding grade expectation in grammar, punctuation and vocabulary from school student report data to show an increase from 62% , in 2015 to 80% by end 2017.	Year 5 students meeting or exceeding grade expectation in grammar, punctuation and vocabulary from school student report data to show an increase from 65% , in 2016 to 80% by end 2017.	Low level adjustment for disability (\$24885.00)
3) All students will show an increase in accuracy and a decrease in processing time (automaticity) for age appropriate basic number skills, for each year 2015–2017 through data attained by a random sampling of students at the beginning and end of each year. (26% average across school in 2015).	Whole school 2016 data in automaticity displayed improvement from 66% to 72% accuracy across the school. Teachers reported that students who improved their individual level of automaticity were far more confident when learning new concepts.	\$3000 – Literacy/Numeracy (supporting automaticity resources and labour.)

Next Steps

- Continue to refine and develop automaticity programs as well as communicating the importance to students, staff and the community.
- Develop student feedback booklets based on the Mathematics K–6 Key Skills continuum which will provide students with a clear direction of where they are and what they need to progress to.
- Develop new assessment and diagnostic tools which assist students and teachers with identifying current strengths and areas for further improvement by utilising the Mathletics online resource.
- The Literacy team will co–ordinate the development of a K–6 Spelling strategy in line with current world best practice in Spelling pedagogy. The co–ordinated introduction will be in small steps to build confidence to ensure success Resources will be produced for all staff to support them to introduce a co–ordinated approach.

Strategic Direction 2

21st Century Learning

Purpose

To empower all learners with skills to succeed in a digital world by teaching collaboration, creative thinking, problem solving, information skills, media skills, scientific methodology and global citizenship through multimedia texts to equip students for life-long learning and success in a global society. The whole school community will benefit from improved communication and be better prepared for future change.

Overall summary of progress

'21st Century Fluencies' has been re-assessed and refined and now the 4C's are now being used as a framework for 21st Century Learning. The 4C's of 21st century learning are critical thinking, creativity, communication and collaboration. Staff are experimenting with including this framework in their planning. The benefits of students' involvement in the Tournament of the Minds competition is more evident.

The student technology matrix is being modified to better suit each stage. The competency for teachers and students regarding the use of technology and 21C skills on a daily basis within classrooms is improving as we head towards the targets of the 3 year plan. In Stage 3 there has been a 30% uptake rate of students bringing their device to school. Resources are continually being assessed and upgraded to meet the technology needs of the school. Staff technology skills are continually being developed as they seek technological support to improve teaching and learning for students. In 2016 more staff created multimodal assembly items and are able to use the projector as part of their class performance.

A key focus for staff has been the development and sharing of digital teaching programs. 66% of teaching staff are either using or learning to use digital programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1) Daily classroom learning incorporates 21st Century Fluencies including creativity, collaboration, problem solving, Information and media, global citizenship and other skills as determined through research. Reflected in teacher competency survey increases	Staff complete competency survey and show positive improvement in skills.	<ul style="list-style-type: none">• Aboriginal background loading (\$2700.00)• English language proficiency (\$3500.00)
2) Development of 21st Century Skills matrix and students positively moving on the matrix.	All students and staff positively moving on the technology matrix and technology surveys.	Salaries for teaching staff \$1834

Next Steps

In 2017 students and teachers will gain an understanding of the refined 4C's. Students will be able to verbalise the skills as well as demonstrate these skills. Competency will be measured through further development of the technology matrix.

Technology skills of staff will be continually developed through professional development and by staff coaching others in using digital programming. The 'Bring Your Own Device' program will continue in 2017 and students in Stage 3 will continue to learn about using devices more effectively for learning and being responsible digital citizens.

Staff will experiment with assessment procedures for reporting in Science. Current technology within the school including the school iPads, computers and Wifi will be evaluated by staff in order to develop a plan for the future.

Strategic Direction 3

Wellbeing

Purpose

The whole school community engages in learning about holistic practices that develop and enhance wellbeing for all. A collaborative, caring and nurturing school community will best support students in achieving learning outcomes.

Overall summary of progress

Our continued whole school focus on engagement of holistic practices that develop and enhance wellbeing, has enabled both students, staff and parents to further cultivate a positive learning culture.

The Bounce Back Program has enabled a consistent approach to teaching and learning of appropriate behaviours in a variety of school and broader contexts.

The Leadership Program, which compliments the Bounce Back lessons, has enabled the Stage 3 students to have a deeper understanding of their role as buddies for Kindergarten students and mentors for their peers.

Students and staff wellbeing is recognised and discussed at each Staff Meeting. This enables staff to communicate with each other regarding the needs of specific students. It also allows staff to become aware of the wellbeing of their colleagues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1) Wellbeing survey (Kids Matter–Bounce Back) used each year as a wellbeing audit tool to gauge wellbeing levels, shows positive growth in key areas.	DATA revealed 93.7% of students in a Kids Matter survey revealed that staff genuinely cared about their wellbeing.	<ul style="list-style-type: none">• Aboriginal background loading (\$300.00)• Quality Teaching, Successful Students (QTSS) (\$2050.00)
2) 'Tell Them from Me' online survey to measure whole school wellbeing showing positive results.	'Tell Them from Me' online survey to measure whole school wellbeing showing positive results	<ul style="list-style-type: none">• Targeted student support for refugees and new arrivals (\$900.00)• Global (\$1400.00)• Literacy/ Numeracy (\$900.00)

Next Steps

The continuation of the Bounce back Program embedded throughout the school to strengthen the positive behaviour practices

.Build upon the Leadership Program with future school leaders.

Introduce an awareness program designed for Stage 3 girls and boys highlighting mindfulness, an awareness of wellbeing and assisting them with building skills that young people can use in everyday life.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	ATSI students receiving support with learning in classrooms.	Non-ATSI and ATSI SLSO employed. (ATSI SLSO employed under ATSI employment scheme –no cost to school.) • Aboriginal background loading (\$4 932.00)
English language proficiency	EALD students progressing on ESL scales and with student outcomes.	Teacher salary • English language proficiency (\$6 635.00)
Low level adjustment for disability	Students with disabilities (non targeted) receiving classroom support.	Teacher time to meet outside agencies. • Low level adjustment for disability (\$1 178.00)
Quality Teaching, Successful Students (QTSS)	Strategic teams successfully drive initiatives in school plan to improve student learning. All students moving on continuums, using 21C skills and showing positive results on wellbeing surveys.	Time for strategic teams to meet to action school plan. • Quality Teaching, Successful Students (QTSS) (\$10 000.00)
Socio-economic background	Low socio students involved in high expectation programs.	Low socio students involved in high expectation programs. No \$ funding for low socio students. Funding provided as 0.3 FTE (\$15000). • Socio-economic background (\$15 000.00)
Support for beginning teachers	Beginning teachers developing pedagogy and improving student outcomes. Teachers' PDPs reflect effectiveness of support.	Time for BT to attend professional development courses. • Support for beginning teachers (\$3 768.00)
Targeted student support for refugees and new arrivals	Refugee student progressing on ESL scales.	Resources purchased to support classroom learning for student= \$4773. Teacher days to support CT of refugee student= \$907 • Targeted student support for refugees and new arrivals (\$1 384.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	133	146	151	156
Girls	153	166	169	177

Student enrolment showed a small increase in 2016. Sawtell continues to be a community attracting young families.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	95.2	94.9	94.4
1	92.5	93.8	93.3	93.3
2	94.4	93.6	95	94.2
3	93	94.6	94.1	93.6
4	93.4	93.1	95.7	92.6
5	93.6	95.4	95.1	94.1
6	94.8	93.5	96	95.1
All Years	93.7	94.3	94.9	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Average school attendance has remained constant at about 94% for many years. Individual students and families have had support from the Home School Liaison Officer to ensure students regularly attend school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration & Support Staff	3.02
Other Positions	0.42

*Full Time Equivalent

An Aboriginal Learning and Support Officer is employed to support ATSI students K–6. Support is given within classrooms as small groups and on an individual basis as directed by the classroom teacher.

The ATSI Aboriginal Learning and Support Officer also supports Year 5 and 6 students through the QuickSmart mathematics program.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

Professional learning and teacher accreditation

One long term temp beginning teacher achieved accreditation as proficient. Three long term temp teachers is seeking proficiency. No staff are seeking Highly Accomplished or Lead accreditation.

One beginning teacher was supported through accreditation by a mentor. They were supported through additional professional development matching their performance development plan.

Professional development days were mandatory for all teaching staff with part time staff employed to attend. Support staff attended mandatory sessions during staff development days. Professional development occurred

on the five professional days as well as for one and a half hours one afternoon every fortnight. During the school year staff also attended professional development aligned to their personal development plans.

Mandatory professional development occurred for all staff including WHS, Anaphylaxis, Code of Conduct, Child Protection and Nation Disability Data.

Professional development aligned to the strategic directions in the school plan included: automaticity, grammar, continuums, 21century fluencies, Bounce Back and refugees.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	139 993.98
Global funds	248 148.04
Tied funds	185 086.18
School & community sources	128 576.47
Interest	3 106.51
Trust receipts	4 152.45
Canteen	0.00
Total income	709 063.63
Expenditure	
Teaching & learning	
Key learning areas	85 673.69
Excursions	56 068.81
Extracurricular dissections	54 379.20
Library	7 001.53
Training & development	965.66
Tied funds	195 471.29
Short term relief	106 034.77
Administration & office	69 040.04
School-operated canteen	0.00
Utilities	35 642.93
Maintenance	23 461.71
Trust accounts	3 592.99
Capital programs	0.00
Total expenditure	637 332.62
Balance carried forward	71 731.01

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

School-based assessment

- Year 5 students meeting or exceeding grade expectation in grammar, punctuation and vocabulary from school student report data to show an increase from 65% , in 2016 to 80% by end 2017
- Whole school 2016 data in automaticity displayed improvement from 66% to 72% accuracy across the school. Teachers reported that students who improved their individual level of automaticity were far more confident when learning new concepts.

The school participated in the UNSW Global Educational Assessment Australia competition. Students participated in science, digital technologies, mathematics, English and writing. Student achievement included 10 merit awards, 2 distinctions and one high distinction in mathematics.

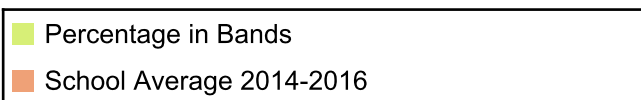
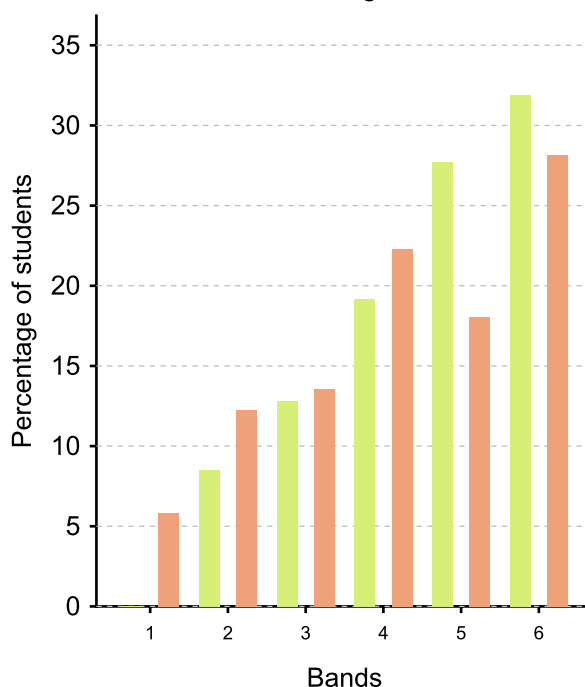
NAPLAN

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.

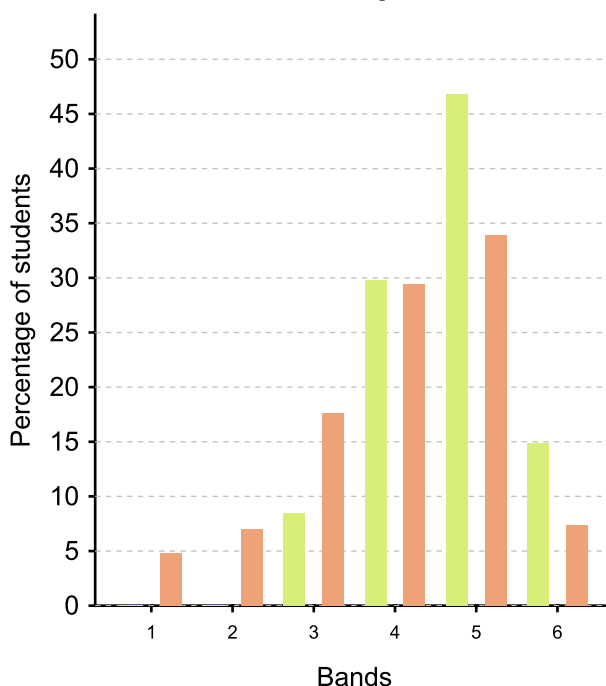
Naplan results were analysed and areas for improvement identified. Spelling is seen to be a focus area for 2017 across the school. results in Reading and Writing were above state average for the top 2 bands. With reading and writing a focus in our strategic direction these results were a celebration for the school.

Further celebration is our past students now in Year 7 public high schools, showing greater than state average in growth in all areas of literacy, indicating that we are setting students up for success at high school.

Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing



Naplan results in Numeracy were analysed and areas for improvement identified. The school had less students in the lowest bands than the state average.

An area for celebration is our 2015 Year 6 students, now in Year 7 public high schools, showing greater than state average in growth in numeracy, indicating

that we are setting students up for success at high school.

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

Goals in the school strategic plan align with DOE goals related to moving students into the top 2 bands in Naplan. The main focus is on quality classroom teaching and learning. In mathematics there was a focus on automaticity and Newman's problem solving. In English there was a focus on reading, grammar and writing. In Year 3 reading and writing students in the top 2 bands was above state average.

Programs such as QuickSmart for ATSI students is supporting ATSI students in moving into the top bands in Naplan.

Parent/caregiver, student, teacher satisfaction

Feedback for 2016 was gained from parents via an open parent survey as well as a survey linked to the School Excellence Framework.

Students gave feedback through student meetings and the 'Kids Matter' student survey. 93.7% indicated that staff generally cared about their wellbeing.

Teachers gave feedback through discussions and ratings based on the School Excellence Framework as well as collaborative discussions at every staff meeting.

The majority of parent respondents were generally happy with the school and the wide range of opportunity that staff provide for students. Band, choir, dance and environmental education programs were strongly supported. There were some common concerns including need for healthier food at the canteen, playground supervision and the desire to have a language taught to students. 95% of parent respondents made positive comment about school leadership.

Policy requirements

Aboriginal education

10% of the students identify as Aboriginal or Torres Strait Islanders. Every indigenous student has an individual learning plan which has been developed in consultation with parents.

An Aboriginal learning support officer was employed 4 days per week to give support to indigenous students in literacy and numeracy.

All indigenous students in Year 5 participated in the QuickSmart Maths program. Results again showed that indigenous students who participated in the QS program had greater improvement in numeracy skills than non indigenous students who did not participate.

NAIDOC Day was celebrated with all students engaging first hand with indigenous culture. Parents and students rotated through a number of activities including damper making and cooking, artworks, digital storytelling and craft.

During the Year 6 leadership camp an Aboriginal elder taught students about local Gumbaynggirr history and culture.

All Indigenous students in Year 6 receive a badge to acknowledge their role as Indigenous Student Leaders. Badges are pinned on students by their parents at a special ceremony.

Multicultural and anti-racism education

Multicultural education is embedded within all key learning areas.

Difference is celebrated as a strength for our society and school leaders regularly espouse this publicly. Racism is not tolerated in any form. There was an incident of racism that was addressed through procedures involving deep discussion between students and mentoring teacher.

The students within the school have embraced our refugee student from Eritrea. The student has developed strong supportive relationships with other students. The refugee student has been supported with an EALD teacher helping them gain confidence and competence in English. The EALD teacher works closely with parents on student learning in Australia and school procedures.

Multiculturalism is celebrated during the year with special events such as Harmony Day. Students, parents and teachers come in traditional dress and experience food and activities from different cultures.

Other school programs

PERFORMING ARTS

The School Band and Music Tuition Programs continue to provide opportunities for students to creatively engage in learning. In 2016, over 100 students had tuition on playing a musical instrument. Students from Kindergarten to Year 6 have been involved.

The choir had a successful year singing at the Sydney Opera House as part of a state wide public schools choral concert with the principal and two students addressing the audience of 3000. The choir actively performed within the community. The local community was very supportive of the choir as exemplified by a local womens' charity group, 'The Gaddabouts', helping with fund raising. A school/community Super Concert was held to raise funds and engender community spirit.

Talented dancers, singers, actors and entertainers performed as part of the Bongil Bongil Musicale, held in 2016 involving over 300 students from Toormina High School and local feeder schools. Staff and student interaction forged positive bonds, especially for those students

SPORT

In 2016, Sawtell Public was successful in gaining several grants from Sporting Schools Australia. This funding allowed for students at the school to experience and participate affordably in sports such as surfing, swimming and a whole school basketball program.

Sawtell Public School's achievements in 2016 were outstanding. Highlights included 16 North Coast sporting representations. The sports represented included Australian Rules Football, Cricket, Swimming, Soccer, Touch Football, Rugby League, Cross Country and athletics.

The school's program incorporates organised weekly sporting activities, PSSA knockouts, PSSA district, zone and regional selection trials, intensive swimming programs and specialised instruction from outside organisations. The weekly sports program provided students with opportunities to participate and learn skills in tennis, swimming, cricket, football, Australian Rules, fitness walking, cross country and athletics training and aerobics. During these activities students were able to recognise the importance of a healthy lifestyle, build fitness levels and develop their skills.

At a school level students were provided with a diverse range of sporting opportunities with an emphasis on participation and skill development. Students of all ability levels were catered for with more able students achieving at higher levels. All stages were provided with weekly school sports with students from stages 2 & 3 participating weekly in , swimming, surfing, tennis, bush walking, dance, aerobics, yoga and a variety of team games including, Australian football, rugby league, netball, basketball, cricket, touch, oz-tag as well as other team games.

Senior students were able to trial for inclusion into various school sporting teams to compete in a range of PSSA state knockout competitions. Local schools combined to conduct gala days in major PSSA knockout competitions in rugby league, basketball,

soccer, touch and Australian rules.

Sawtell Public School was well represented at Toormina District and Mid North Coast Zone PSSA trials in swimming, cross country and athletics.

Eighty-seven students participated in the Intensive Swimming Scheme, gaining increased proficiency in swimming. In addition Kindergarten students were introduced to a five day intensive swimming program. Living on the coast, the school recognises the importance of learning this vital skill and improved participation in competitive school swimming carnivals is highly evident.

Years 6 undertook a 'beach safety day' conducted by Coffs Harbour City Council lifeguards, which provided students with important surf survival skills and CPR information. Participation in the Premier's Sporting Challenge resulted in the school receiving a Gold Award and a number of grants to supplement sporting equipment, providing even greater opportunities to students.

The school continues to focus on the teaching of the Fundamental Movement Skills in all classes which is further developing the students' skills and ability which is envisaged to provide students with skills and confidence to become active participants in all forms of sport and physical activities throughout lives.

Through such a vast range of sporting opportunities, activities and programs students of Sawtell Public are active participants and they espouse the school motto "Play The Game".