

Sawtell Public School Annual Report



2018



3042

Introduction

The Annual Report for **2018** 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 Hepi

Principal

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Message from the Principal

During 2019 considerable hours have gone into staff professional learning for all staff.

As a result, the professional capital of our teachers as leaders in curriculum has been enhanced through the introduction of evidence based best practice and the implementation of improved pedagogies. Our Kindergarten teachers have received professional learning in L3 and all teachers have engaged in learning sprints throughout the year to embed quality teaching practices.

Our teachers have enthusiastically participated in learning sprints incorporating collaborative practice rounds and learning walks whereby pedagogical change is very much evident in every classroom. Just last week we received a report from the Coffs Harbour School Services team which detailed our success in meeting specific targets in embedding Learning Intentions and Success Criteria across the school.

The great work our staff do is underpinned by the wonderful support we receive from our parents and carers.

In 2019, we will be implementing our revised discipline policy, launching Positive Behaviour for Learning, embedding Quality Teaching Rounds and hopefully being part of the University of Newcastle's research on the impact QTRs has on student learning, continuing to build the professional capital of our teachers in curriculum through ongoing L3 training and learning sprints. We'll be implementing Learn Share and Grow, a 'home grown' program aimed at providing students with opportunities to show case their passions and talents whilst engaging our community as partners in teaching and learning. We will be enhancing the performing arts program by ensuring every child has quality lessons in dance, drama, music and singing throughout each week.

School background

School vision statement

Expert teachers in partnership with the community are committed to delivering a balanced and innovative curriculum to nurture, guide, inspire and challenge students.

School context

Sawtell Public School serves the township of Sawtell on the NSW mid–north coast. It is a medium sized school of 357 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 77 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 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated: In the domain of Learning the school's self–assessment is consistent with the evidence presented in 5 element/s and is validated using the School Excellence Framework. In the element of Learning Culture the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the domain of Teaching the school's self–assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Professional standards the evidence presented indicates the school is working towards the Delivering stage. In the domain of Leading the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Quality Learning

Purpose

To implement a strategic and planned approach to develop whole school processes and quality practices that promote learning excellence.

Overall summary of progress

In 2018 our primary focus was to:

- Embed Learning Intentions and Success Criteria (LISC) in reading K–6
- Embed Collaborative Practice Rounds as part of Learning Sprints
- Build a whole school approach to student and staff wellbeing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 40% of Yr5 students in top 2 bands in reading in NAPLAN	Employ instructional leader K–6 – QTSS 0.6, 0.4 Lit/Num. Collaborative Practice rounds \$6750	30% of Year 5 students in 2018 were in the top 2 NAPLAN bands for reading. This is an increase from 16.7% in 2017.
• 90% of Yr5 students at or above expected growth in reading in NAPLAN		53.5% of Year 5 students are at or above expected growth in reading. This is an increase from 35.5% in 2017.
• 40% of Yr5 students in top 2 bands in writing in NAPLAN		8% of Year 5 students in 2018 were in the top 2 NAPLAN bands for writing (14.5% state). This is an increase from 5.4% in 2017.
• 90% of Yr5 students at or above expected growth in writing in NAPLAN		In 2018, 53.5% of Year 5 students achieved at or above expected growth in writing (59.5% state).
• 60% or more of parents 'strongly agree' that their child's teacher cares about their child (Kids Matter survey)		
• 60% or more of parents 'strongly agree' that they are satisfied with how their child is progressing socially, emotionally and behaviourally (Kids Matter survey)		

Next Steps

- To embed Learning Intentions and Success Criteria (LISC) K–6 in writing
- Implement revised school discipline policy
- Implement Positive Behaviour for Learning (PBL)

Strategic Direction 2

Quality Teaching

Purpose

To improve teaching practice through high quality evidence based PL, quality analysis of data and expert knowledge of the English and Mathematics syllabus.

Overall summary of progress

In 2018 our primary focus was to:

- Implement L3 in Kindergarten
- Align PDP goals with the school plan
- K–6 teachers embed Formative Assessment practices

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Improved 'coding' ratings across the 3 Dimensions of the Quality Teaching framework through the implementation of Quality Teaching Rounds		Quality Teaching Rounds were delayed until 2019.
<ul style="list-style-type: none">• 30% of students in the top 2 bands in numeracy in NAPLAN	L3 \$12960	In 2018, 28.9% of Year 3 students were in the top 2 NAPLAN bands (39.6% state). 3.8% of Year 5 students were in the top 2 NAPLAN bands (29.3% state).
<ul style="list-style-type: none">• 90% of Yr5 students at or above expected growth in numeracy in NAPLAN		In 2018, 53.5% of Year 5 students were at or above expected growth in numeracy (63.2% state).

Next Steps

- In 2019 QTR teams will be established and rounds will commence
- Numeracy will be a main focus in 2020
- L3 will be embedded K–2 in 2019

Strategic Direction 3

Quality Leading

Purpose

To create and support a culture of high expectations and a shared responsibility for student learning and success.

Overall summary of progress

In 2018 our primary focus was to:

- Develop syllabus expertise in English
- Establish an effective instructional leadership model
- Build systems of accountability around discipline, finance and employment

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• The school is assessed as 'excelling' in theme of 'High expectations culture' of the SEF		In 2018, the PDP policy was implemented. PDP goals were aligned with the School Plan. The school is currently delivering in this theme.
<ul style="list-style-type: none">• Annual parent satisfaction surveys indicate improved teaching practice		Parent feedback indicates that 78% parents are satisfied with progress made towards improved teaching practices.

Next Steps

- Professional learning communities will be established to incorporate learning sprints
- PDPs will be monitored each term by the executive team.
- Parent workshops will be established to build greater transparencies and increase awareness of change, new processes and improved pedagogies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$45470 SLSO support K–2 Readers Connecting to Country PL L3 PL	Kindergarten teachers trained in L3. L3 embedded throughout Kindergarten. Readers to support L3 pedagogy. Staff have an increased awareness of the Gumbaynggirr culture.
English language proficiency	\$4522 SLSO support	In class and playground support for students with additional needs. Increased student engagement.
Low level adjustment for disability	\$33284 SLSO support	In class and playground support for students with additional needs. Reduced negative behaviours and increased student engagement.
Quality Teaching, Successful Students (QTSS)	0.6 QTSS	The school utilised this allocation to employ an instructional leader K–6. All teachers have embedded LISC in reading.
Socio–economic background	\$15002 Technology resources	Additional resources supported literacy and numeracy programs.
Support for beginning teachers	\$7000	Beginning teachers were effectively mentored by experienced staff. Additional resources enabled effective programming and reporting on student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	151	156	163	166
Girls	169	177	194	186

2018 enrolments were steady enabling the school to hold a 14th class. Looking forward, these numbers should not be sustained with large numbers of Year Six students transitioning to high school and anticipated intakes being lower..

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	94.4	95.1	93.6
1	93.3	93.3	93.1	94.2
2	95	94.2	93.3	92.4
3	94.1	93.6	94.3	93.2
4	95.7	92.6	95.1	93.2
5	95.1	94.1	94.9	94.7
6	96	95.1	95	92.5
All Years	94.9	93.9	94.4	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Sawtell PS attendance rates are mostly above state average for each grade. All attendance issues are resolved in accordance with DOE procedures. In 2018 the school revised its current practices. As a result, Sentral software was purchased and the school utilises SMS messaging to inform parents of non attendance without reason.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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.

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	10

Professional learning and teacher accreditation

Three long term temporary beginning teachers achieved accreditation as proficient. In 2018 no staff were seeking Highly Accomplished or Lead accreditation.

Three beginning teachers were 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: mandatory training, syllabus, formative assessment, discipline policy, and effective p[rogramming].

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	82,933
Revenue	3,266,871
Appropriation	3,119,320
Sale of Goods and Services	-130
Grants and Contributions	145,307
Gain and Loss	0
Other Revenue	1,500
Investment Income	874
Expenses	-3,016,418
Recurrent Expenses	-3,016,418
Employee Related	-2,741,788
Operating Expenses	-274,631
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	250,453
Balance Carried Forward	333,386

2018 saw the introduction of the new SAP software. The school developed a finance committee inclusive of an executive member of staff, the SAM and a P&C representative.

In Term 2 the school undertook a full audit including financial.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,429,727
Base Per Capita	69,033
Base Location	2,975
Other Base	2,357,719
Equity Total	212,803
Equity Aboriginal	45,470
Equity Socio economic	46,236
Equity Language	4,522
Equity Disability	116,574
Targeted Total	114,667
Other Total	161,984
Grand Total	2,919,181

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

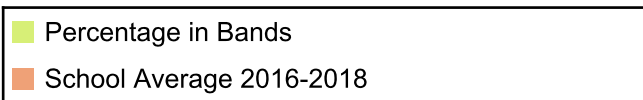
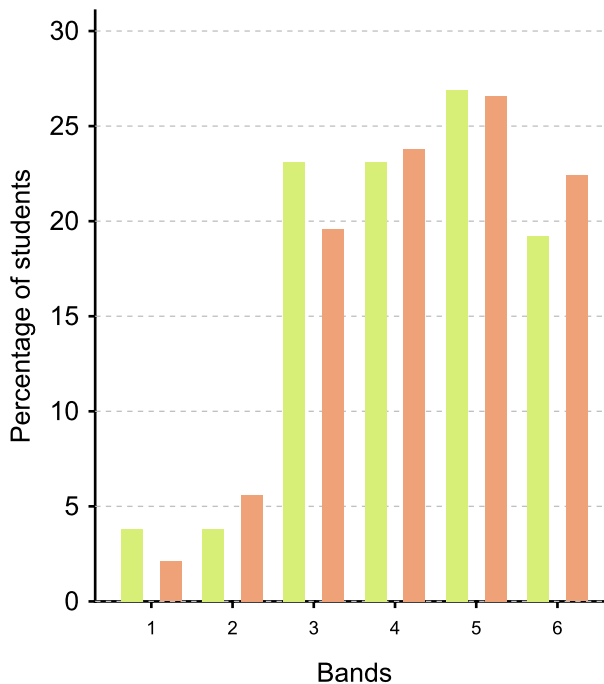
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

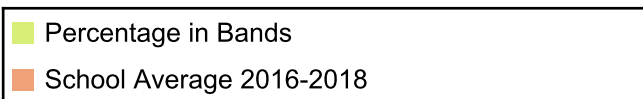
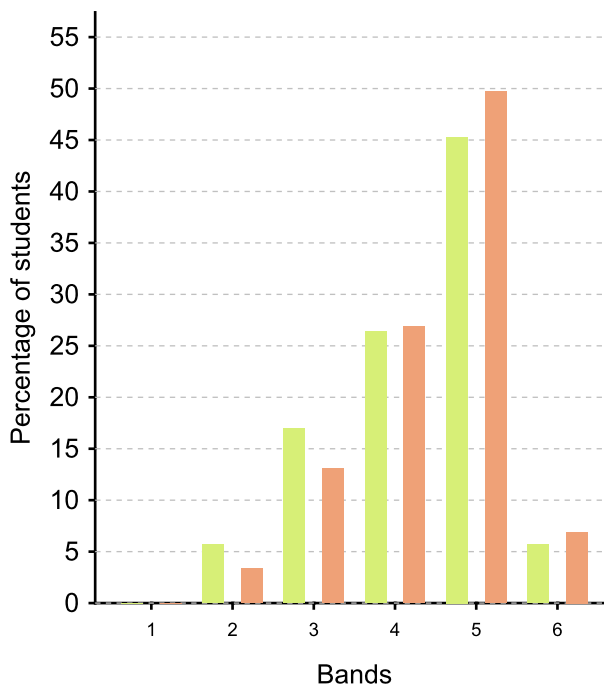
NAPLAN results were analysed and areas for improvement identified. Reading is seen to be a focus area for 2019 across the school. Whilst there are pockets of success overall trend data in 2018 indicates lower than expected achievements in NAPLAN.

Percentage in bands:
Year 3 Reading



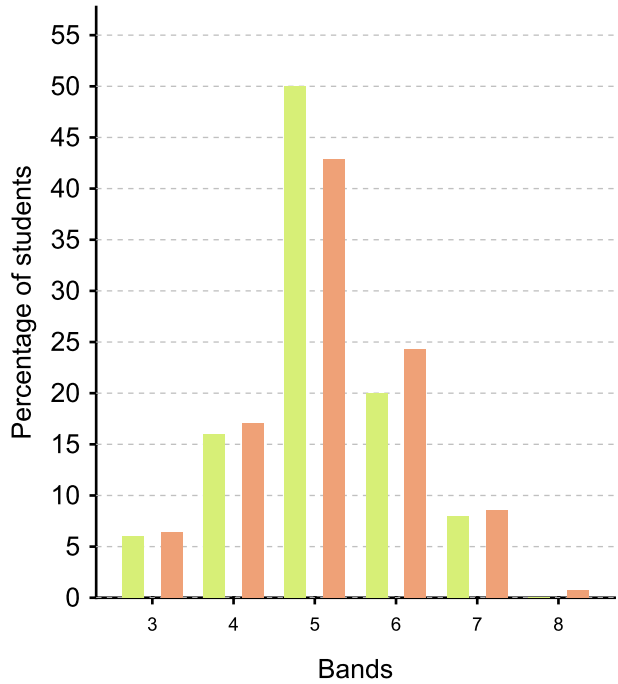
Band	1	2	3	4	5	6
Percentage of students	3.8	3.8	23.1	23.1	26.9	19.2
School avg 2016-2018	2.1	5.6	19.6	23.8	26.6	22.4

Percentage in bands:
Year 3 Writing

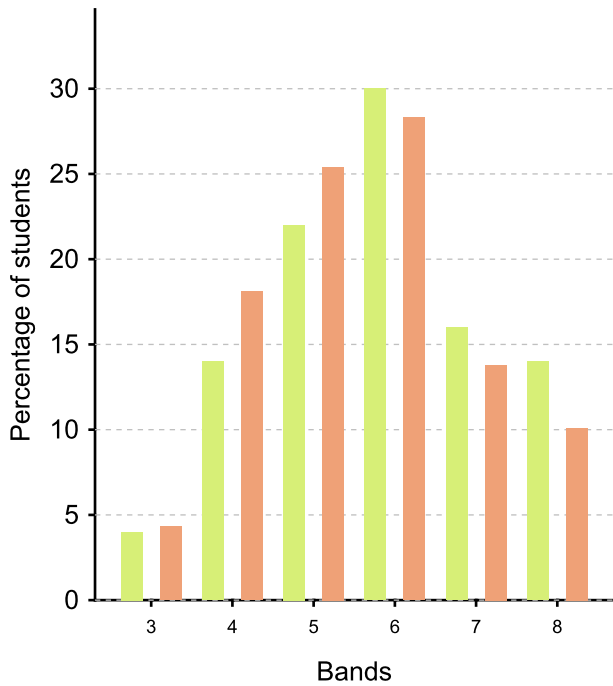


Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	17.0	26.4	45.3	5.7
School avg 2016-2018	0	3.4	13.1	26.9	49.7	6.9

Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.0	16.0	50.0	20.0	8.0	0.0
School avg 2016-2018	6.4	17.1	42.9	24.3	8.6	0.7

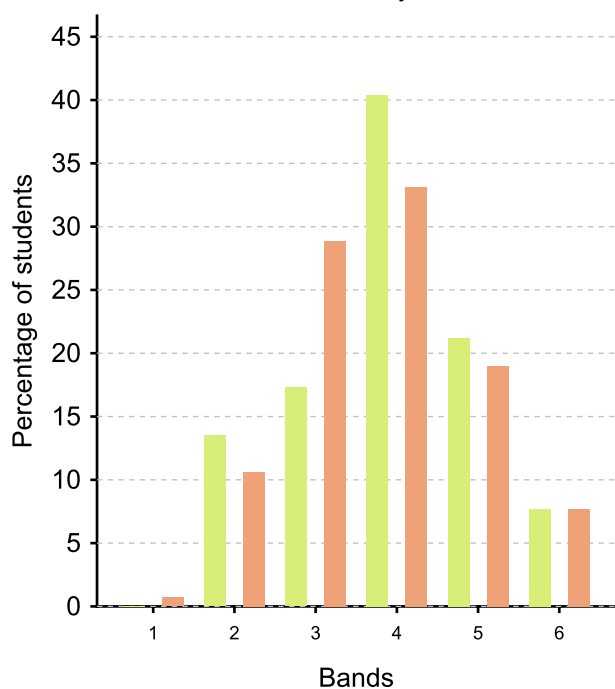
Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.0	14.0	22.0	30.0	16.0	14.0
School avg 2016-2018	4.3	18.1	25.4	28.3	13.8	10.1

Analysed data from 2018 data revealed that that students growth from Years 3 to 5 was less than expected and below state averages.

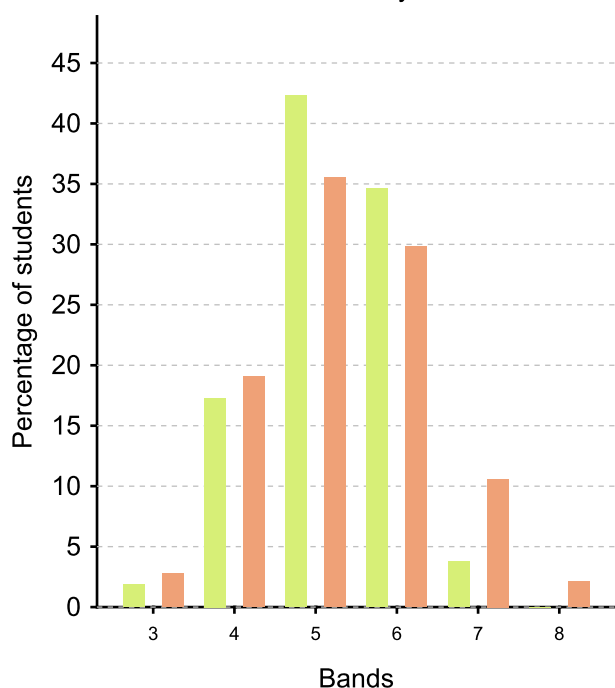
Deeper analysis of the numeracy data revealed that the students in year 5 were experiencing difficulty in deciphering multi-step word problems.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	13.5	17.3	40.4	21.2	7.7
School avg 2016-2018	0.7	10.6	28.9	33.1	19.0	7.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.9	17.3	42.3	34.6	3.8	0.0
School avg 2016-2018	2.8	19.1	35.5	29.8	10.6	2.1

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.>

Analysis of the 2018 data revealed that Year 3 ATSI students were all above proficient levels in numeracy and reading. Year 5 ATSI students demonstrated at or above expected growth compared with the State in numeracy, spelling and writing.

Parent/caregiver, student, teacher satisfaction

In 2018 parents/carers, students and staff satisfaction was ascertained through a variety of formal and informal means.. These included formal online surveys using the KidsMatter website. In addition, formal focus groups, surveys and open comment letters were received from parents, students and staff.

Students gave feedback through student meetings and the 'Kids Matter' student survey. 94% 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 during staff meetings.

The vast majority of parent respondents were extremely positive with the school and the wide range of opportunities that the school provides for students. including band, choir, sport, dance and environmental education programs which 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. The vast majority of parent respondents made positive comment about school leadership and the direction of the new school plan.

Policy requirements

Aboriginal education

12% 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.

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 induction ceremony.

Three teachers participated in "8 ways of Knowing" professional learning. Those teachers are now sharing that knowledge with colleagues and embedding the pedagogy into classroom learning and teaching.

The school introduced 'Yarn-up' for the school community.

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 publically. Racism is not tolerated in any form.

Our school have a small number of EALD students from eastern Europe, India, Pakistan, Egypt and Philippines. The students have 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 attend in traditional dress and experience food and activities from different cultures. Diversity is celebrated and deep discussions are undertaken in classrooms.

The school also welcomes student visitors from China and Japan to share their experiences with all classes.