

Sawtell Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

We acknowledge and celebrate the growth of individual student learning across all aspects of school life. Sawtell Public School is a learning environment where children acquisition knowledge and skills, are encouraged to be challenged without fear, fall without failure, succeed and accept defeat graciously and respectfully, explore and pursue interests and talents, and are nurtured and cared for. Time and time again our students demonstrate – grit and determination, enthusiasm and passion, care and consideration toward self, others and the environment, and most importantly – a love of learning whether it be on a stage, the playing field or in the classroom. Our students have achieved many milestones – some include transitioning into Sawtell PS, learning challenging concepts, adjusting to new social settings, making new friends, achieving success in sport, the arts, external competitions, debating or spelling. Please join me in celebrating the learning journey of all our students by giving them a round of applause.

As a whole we have much to celebrate when reflecting on 2019. Our school has committed to a huge financial invested in building the literacy and numeracy skills of all students through the continuation of upskilling teachers. Formative Assessment became the catalyst for continued school improvement through teacher collaboration, embedding Learning Sprints in daily practice, teachers critiquing each other's practice in classroom observations, engaging with tertiary institutions including the University of Newcastle, the University of Queensland as well as the Department of Education's High Performance Unit. As a result, we are seeing a huge increase in students owning, understanding the purpose of and striving to improve their learning. This growth – our growth has been recognised by the Director of Educational Leadership with high performing schools in Sydney coming to Sawtell PS in March of next year to see firsthand teaching practices and school systems.

This year Literacy and student wellbeing were strong focus areas.

By the beginning of 2020 the school will have spent around \$60000 in readers to support K–6 reading in classrooms. This is on top of annual library purchases. Including human resources we have invested over \$200K to build the capacity of our teachers and resource our school to improve student learning opportunities and outcomes in literacy. As Dr Seuss once said, "The more that you read, the more things you will know, the more that you learn, the more places you'll go".

We successfully launched Positive Behaviour for Learning (PBL) with our school's expectations of PROUD, RESPECTFUL, SAFE and a LEARNER becoming common language understood by all. PBL was aligned with our new Wellbeing Policy and a Peer Support program which was successfully led by our senior students as part of student leadership.

Over \$60000 has been spent this year to build the school's technology resources with a further \$80000 earmarked for 2020. This will provide greater opportunities for students to engage with the learning tools they need in today's environment. Technology isn't only the future – it's the present.

We're improving communication and transparency. Seesaw will be more widely used as a student learning journal in 2020 providing our families with a window into the classroom and another avenue to celebrate their child's learning and communicate directly with classroom teachers. We have successfully experimented with electronic parent surveys using QR Codes linking families to online forms.

A jewel of Sawtell PS is the performing arts program. Whilst we are 100% committed to the government's priorities of improving the literacy and numeracy skills of every student we must provide a balanced curriculum so that we don't compromise opportunities for our kids to develop skills, build confidence and to creatively express themselves in other areas – as this is an important factor in developing the whole child. This year we re-developed and stream lined performing arts. The result has been – every child from Kindergarten to Year 6 being taught quality Creative and Performing Arts lessons weekly in a co-ordinated, meaningful and curriculum driven way. I am very proud to say that our performing arts program is something other schools aspire to. Our students enjoyed performing at the North Coast Principal's Conference, The North Coast Primary School Sports Awards ceremony, The Sydney Opera House, Mid North Coast Dance Festival, Dance and Choir Eisteddfods, the Super Concert, Shine and I'm sure in many lounge and dining rooms at home culminating in a whole school musical, The Wizard of Oz. The opportunities have been huge – the smiles, experiences and memories priceless.

In addition to this, Sawtell PS had a strong contingent of students represented at Toormina District, Mid North Coast Zone, the North Coast Region and State across many sports. All students who participated should be commended for their sportsmanship and their representation of our school.

It's not only the students who work hard. Our school achievements couldn't have happened without the support, dedication and professionalism of staff as well as the genuine relationships and partnerships our school enjoys with our families and community. Sawtell PS staff work tirelessly, new learning and new processes – like that for our students can be challenging and exhausting. I'm so encouraged by what our staff do in classrooms and across the school. Overnight excursions, day excursions, after hours fundraising, applying for grants, organising and coaching sport, musicals, debating, spelling bees, grandparents day, school fairs, character book parades, many other extra curricula activities, landscaping the school grounds or painting classroom walls all involve planning outside of school hours and in some cases at a personal and financial burden. They do this for our students. My sincere thanks.

I would like to express my thanks to our many parents, family members and carers who have supported the school throughout the year. Your support in the classroom, at sporting events, excursions, musical working bees, building gardens, and transporting kids to and from events has not gone unnoticed.

Looking forward, Sawtell PS will continue working in partnership with the University of Newcastle implementing Quality Teaching Rounds as well as the University of Queensland and the High Performance Unit as part of research into the impact Effective Feedback has on learning – this project itself is already showing very positive results. A continuation of the large human resource investment will also support teachers in professional learning across literacy and numeracy. We look forward to the musical –Peter Pan, the many sporting opportunities available for students, and strong partnerships and continued engagement with families.

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

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

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

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- 40% of Yr5 students in top 2 bands in reading in NAPLAN
- 90% of Yr5 students at or above expected growth in reading in NAPLAN
- 40% of Yr5 students in top 2 bands in writing in NAPLAN
- 90% of Yr5 students at or above expected growth in writing in NAPLAN
- 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)

Progress towards achieving improvement measures

Process 1: • A whole school approach to student and staff wellbeing

Evaluation	Funds Expended (Resources)
<p>PBL embedded into school wide practices and measureable improvements in wellbeing and engagement to support learning.</p> <p>The discipline policy is understood and is considered a positive improvement to Sawtell PS. A more consistent approach K–6 is evident in wellbeing of students evidenced by student, staff and parent surveys.</p>	<p>\$5000 – 6100 Teaching Resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)

Process 2: • Quality teaching that promotes excellence and meets the needs of all students

Evaluation	Funds Expended (Resources)
<p>All teaching and learning programs and classroom observations show evidence that individual student needs are being met, all students are challenged and all adjustments lead to improved learning</p>	<p>QTSS – instructional leader</p> <p>Literacy and Numeracy 0.4 – instructional leader</p> <p>Collaborative Practice Rounds \$28000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$28000.00)• Low level adjustment for disability (\$20117.00)

Process 3: • Consistent school wide practices for assessment

Evaluation	Funds Expended (Resources)
<p>Formative assessment is practiced expertly by teachers in reading and writing</p> <p>Students, teachers and parents understand the assessment approaches used in the school and their benefits for improved student learning</p>	

Next Steps

To design and embed systems and interventions to improve student attendance. Teachers, parents and the community ensure consistent and systemic whole of school and personalised attendance approaches are improving regular attendance rates for all students.

Challenge high performing students to achieve improved performance in reading, writing and numeracy. Teaching and learning programs are dynamic and show evidence of revisions based on feedback on teaching practices, consistent and reliable students assessment and continuous tracking of student progress and achievement.

Teachers consistently applying 'positive' entries in Sentral. Pop-up reward days celebrate whole school attainment based on positive entries. To implement evidence based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.

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.

Improvement Measures

- Improved 'coding' ratings across the 3 Dimensions of the Quality Teaching framework through the implementation of Quality Teaching Rounds

- 30% of students in the top 2 bands in numeracy in NAPLAN

- 90% of Yr5 students at or above expected growth in numeracy in NAPLAN

Progress towards achieving improvement measures

Process 1: • All teachers implementing effective explicit teaching practices

Evaluation	Funds Expended (Resources)
QTR team members were trained .All team members understand the process of the rounds. All team members have a deeper understanding of the QT framework. QTR conducted and observed by the University of Newcastle.	instructional leader principal
The modelling of effective practice as well as specific and timely feedback for teachers is embedded across classrooms.	University of NewCastle

Process 2: • Quality professional learning is provided to meet the needs of staff

Evaluation	Funds Expended (Resources)
The modelling of effective practice as well as specific and timely feedback for teachers is embedded across classrooms	

Next Steps

All teachers to implement effective explicit teaching practices in reading, writing and numeracy. All literacy and numeracy lessons are systemically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvements for all students.

Implement systems for collaboration and feedback to sustain quality teaching practice. Embed systems which facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and provision of specific and timely feedback.

Teachers evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Strategic Direction 3

Quality Leading

Purpose

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

Improvement Measures

- The school is assessed as 'excelling' in theme of 'High expectations culture' of the SEF
- Annual parent satisfaction surveys indicate improved teaching practice

Progress towards achieving improvement measures

Process 1: • Embedding instructional leadership across the school

Evaluation	Funds Expended (Resources)
Distributed instructional leadership to deliver ongoing improvement in student learning through the implementation of evidence based teaching is embedded K–6	

Process 2: • A learning community established that focusses on continuous improvement

Evaluation	Funds Expended (Resources)
Teams met to develop a narrow focus based on data. PL in Cognitive Load Theory, QTRs, L3 and Balanced Literacy Lessons supported CP planning. Teachers provided time to collaborate in teams. A consistent approach to teaching and learning is being adopted school wide.	Executive Collaborative Practice Rounds instructional leader

Process 3: • Strategically utilising resources to improve learning outcomes

Evaluation	Funds Expended (Resources)
Resources to support learning are available and expertly integrated into lessons by teachers and build high expectations. Completed a technology audit. Technology resources were purchased including laptops and iPads.	SLSO LaST Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$22400.00)• Socio-economic background (\$12462.00)• Low level adjustment for disability (\$157784.00)

Next Steps

Embed instructional leadership to support effective teaching practices in reading, writing and numeracy and provide effective feedback. The instructional leadership team to maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

Strategically utilise resources to maximise student outcomes. The leadership team to deploy teaching and non teaching staff to make best use of expertise to meet the needs of students. The leadership team to use data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best

practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>All teaching and learning programs and classroom observations show evidence that individual student needs are being met, all students are challenged and all adjustments lead to improved learning</p> <p>Formative assessment is practiced expertly by teachers in reading and writing</p> <p>Students, teachers and parents understand the assessment approaches used in the school and their benefits for improved student learning</p>
English language proficiency	<p>\$8719 supplemented instructional leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$8 719.00) 	<p>The modelling of effective practice as well as specific and timely feedback for teachers is embedded across classrooms.</p>
Low level adjustment for disability	<p>0.8 LaST – \$85373</p> <p>Flexible funding \$8719</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$119 903.00) 	<p>Systems were built to support student learning and wellbeing. The Learning and Support Team is effective. Student Access Requests are developed in a timely manner. Support structures are in place for identified students across all school settings. Accountability processes are embedded to support ILPs. Teachers and non teachers are supporting all student's learning and wellbeing.</p>
Quality Teaching, Successful Students (QTSS)	<p>instructional leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$61 682.00) 	<p>Sawtell PS's QTSS allocation supports the employment of an instructional leader. The instructional leader supports curriculum K–6. In 2019, L3, formative assessment in reading and writing, effective feedback, collaborative practice were embedded. Teaching Sprints is a school wide practice. Teaching and learning meets NESARA requirements. Teachers have a stronger understanding and knowledge of syllabus. Students know what they are learning and what they need to learn next.</p>
Socio–economic background	<p>0.3 \$32015 staffing</p> <p>flexible – \$21296</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic background (\$53 311.00) 	<p>LISC is embedded across all literacy activities. Students are challenged in reading and writing according to their learning needs.</p> <p>Reading and technology resources were purchased. Resources reflect teaching and learning needs of students and staff.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$8 000.00) 	<p>Beginning teachers developed a schedule for additional release/support. Beginning teachers were provided with support in programming, assessment and reporting.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	156	163	166	172
Girls	177	194	186	183

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	95.1	93.6	94.1
1	93.3	93.1	94.2	95.8
2	94.2	93.3	92.4	93.3
3	93.6	94.3	93.2	92.6
4	92.6	95.1	93.2	93.3
5	94.1	94.9	94.7	93.9
6	95.1	95	92.5	93.2
All Years	93.9	94.4	93.4	93.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.07
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	333,386
Revenue	3,220,570
Appropriation	3,101,719
Grants and contributions	114,544
Investment income	1,107
Other revenue	3,200
Expenses	-3,267,587
Employee related	-2,857,221
Operating expenses	-410,366
Surplus / deficit for the year	-47,017

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	99,749
Equity Total	221,653
Equity - Aboriginal	39,719
Equity - Socio-economic	53,311
Equity - Language	8,719
Equity - Disability	119,903
Base Total	2,453,375
Base - Per Capita	82,593
Base - Location	2,948
Base - Other	2,367,834
Other Total	245,037
Grand Total	3,019,813

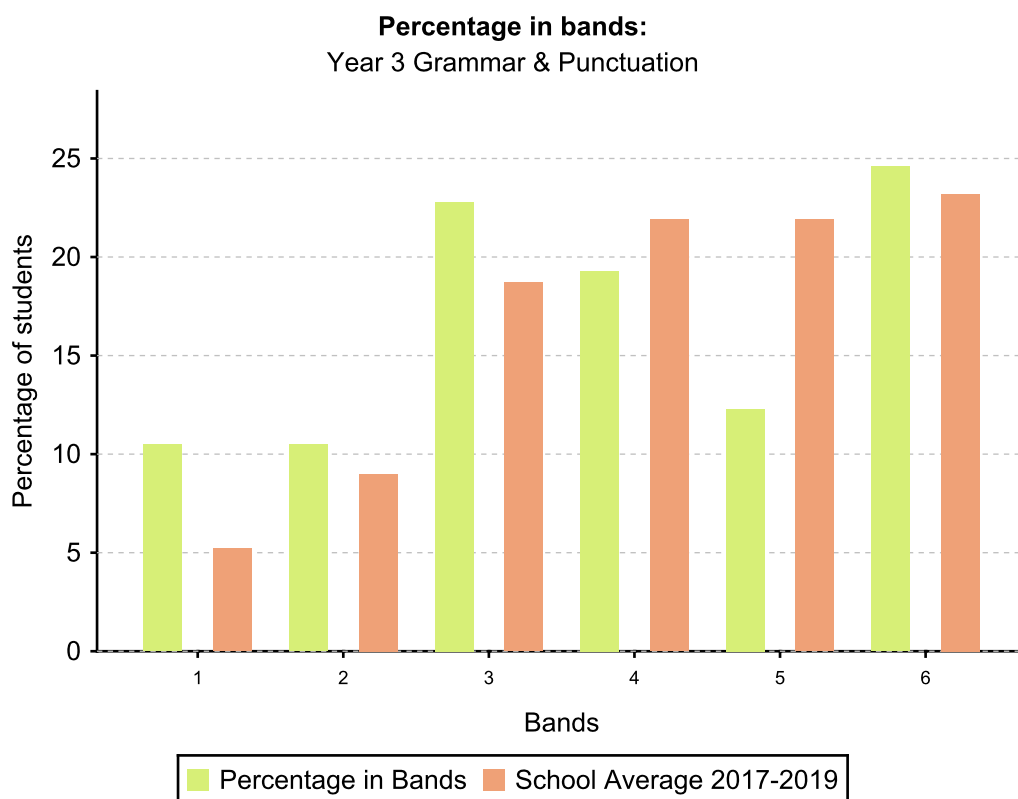
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

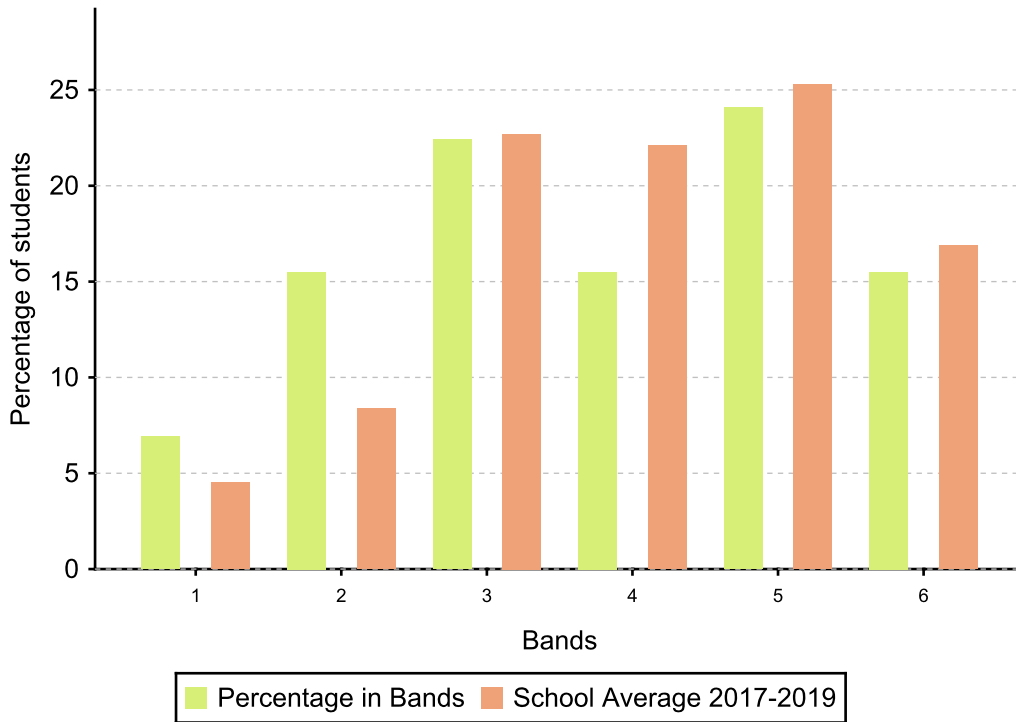
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



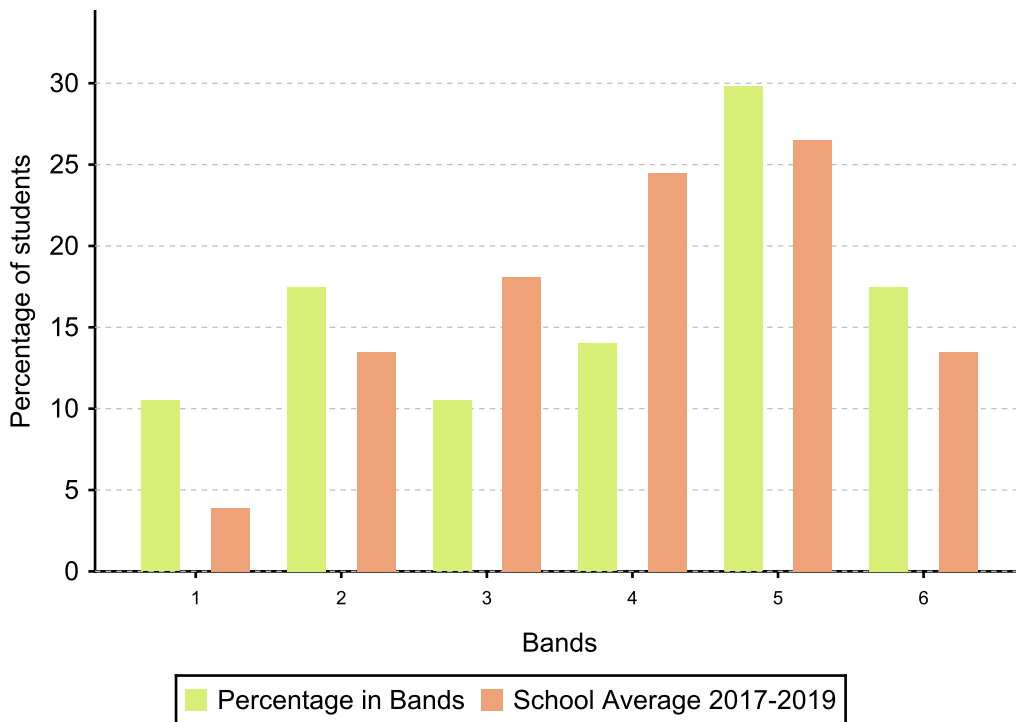
Band	1	2	3	4	5	6
Percentage of students	10.5	10.5	22.8	19.3	12.3	24.6
School avg 2017-2019	5.2	9	18.7	21.9	21.9	23.2

**Percentage in bands:
Year 3 Reading**



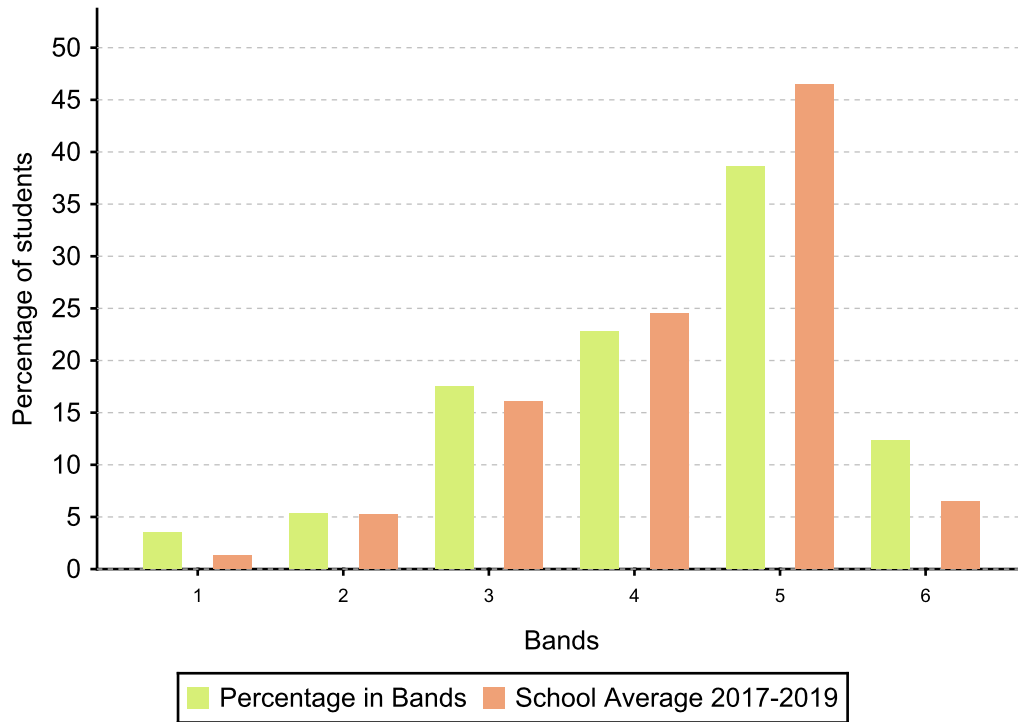
Band	1	2	3	4	5	6
Percentage of students	6.9	15.5	22.4	15.5	24.1	15.5
School avg 2017-2019	4.5	8.4	22.7	22.1	25.3	16.9

**Percentage in bands:
Year 3 Spelling**



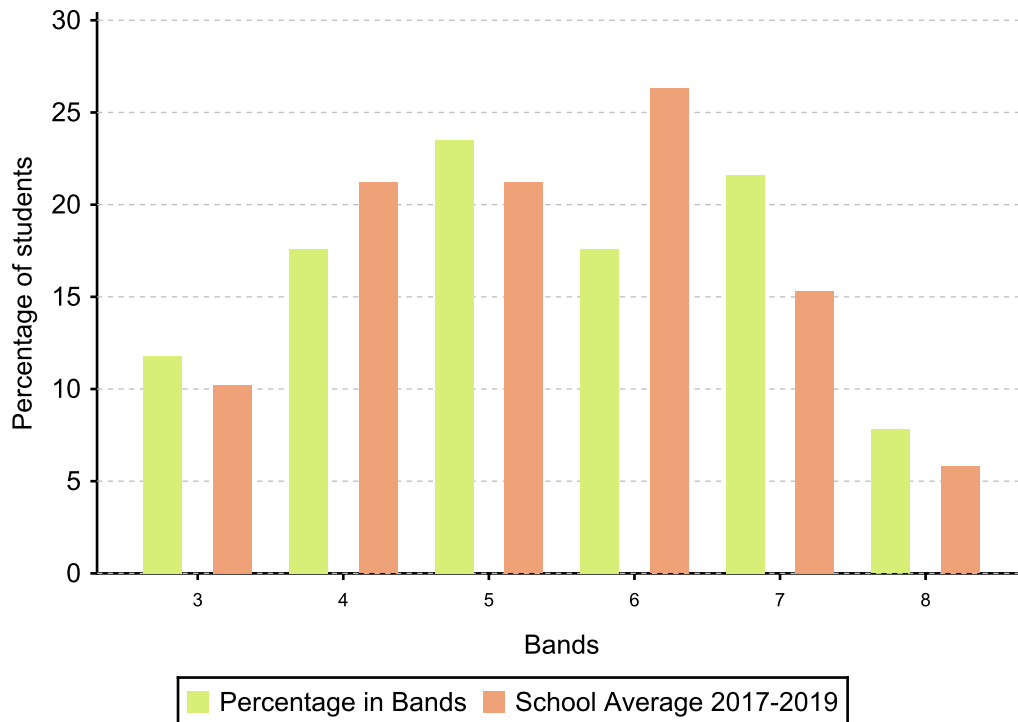
Band	1	2	3	4	5	6
Percentage of students	10.5	17.5	10.5	14.0	29.8	17.5
School avg 2017-2019	3.9	13.5	18.1	24.5	26.5	13.5

**Percentage in bands:
Year 3 Writing**



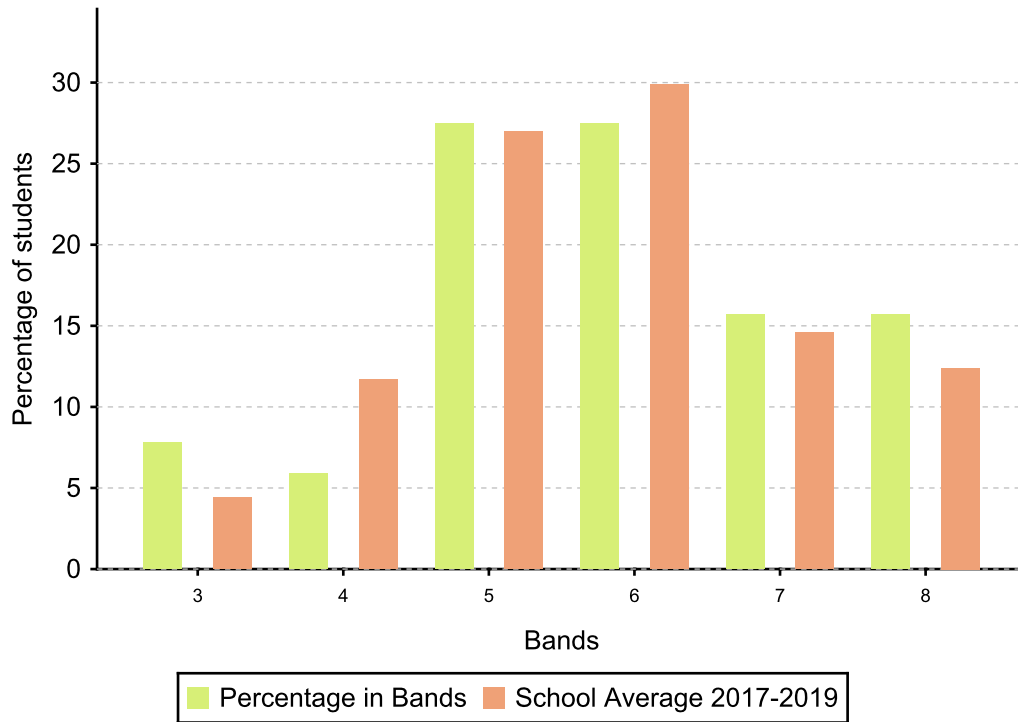
Band	1	2	3	4	5	6
Percentage of students	3.5	5.3	17.5	22.8	38.6	12.3
School avg 2017-2019	1.3	5.2	16.1	24.5	46.5	6.5

**Percentage in bands:
Year 5 Grammar & Punctuation**



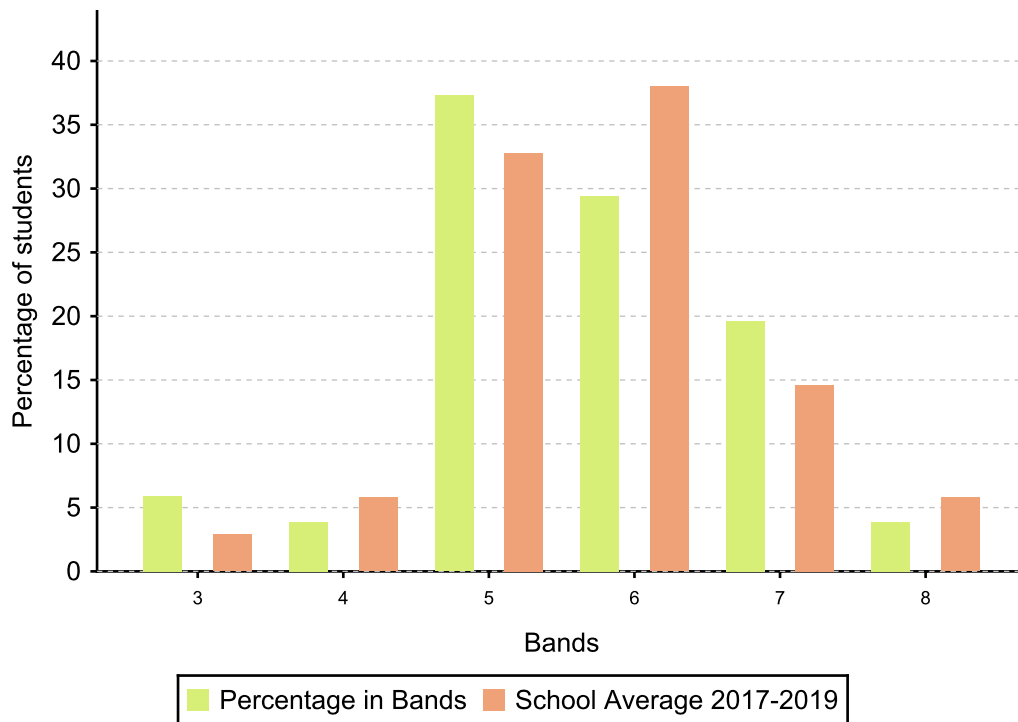
Band	3	4	5	6	7	8
Percentage of students	11.8	17.6	23.5	17.6	21.6	7.8
School avg 2017-2019	10.2	21.2	21.2	26.3	15.3	5.8

**Percentage in bands:
Year 5 Reading**



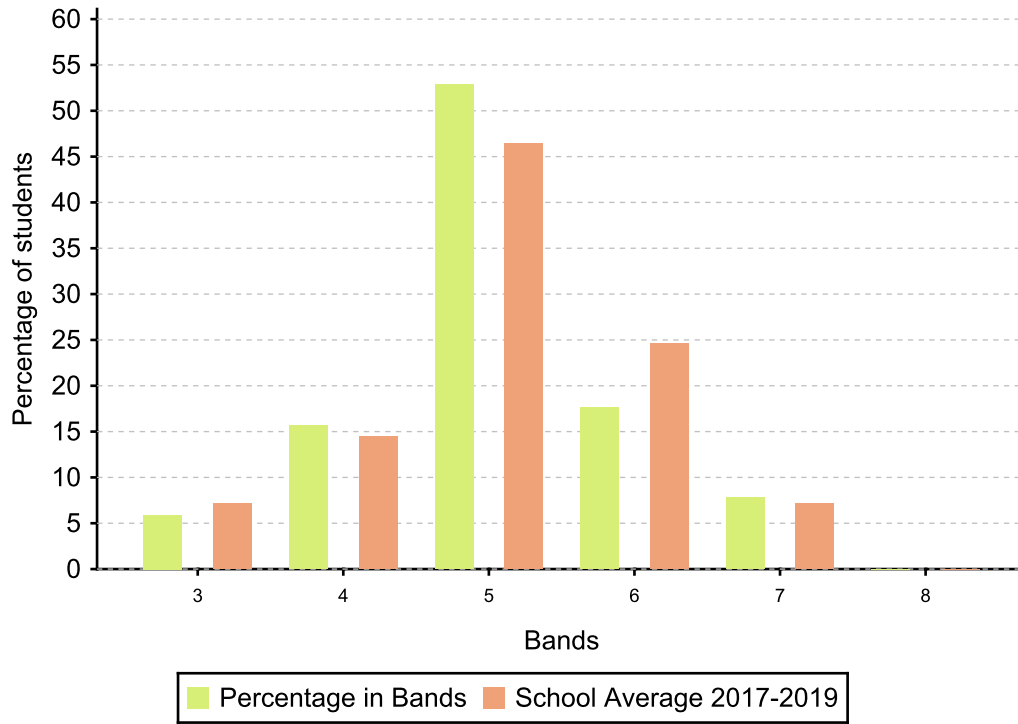
Band	3	4	5	6	7	8
Percentage of students	7.8	5.9	27.5	27.5	15.7	15.7
School avg 2017-2019	4.4	11.7	27	29.9	14.6	12.4

**Percentage in bands:
Year 5 Spelling**



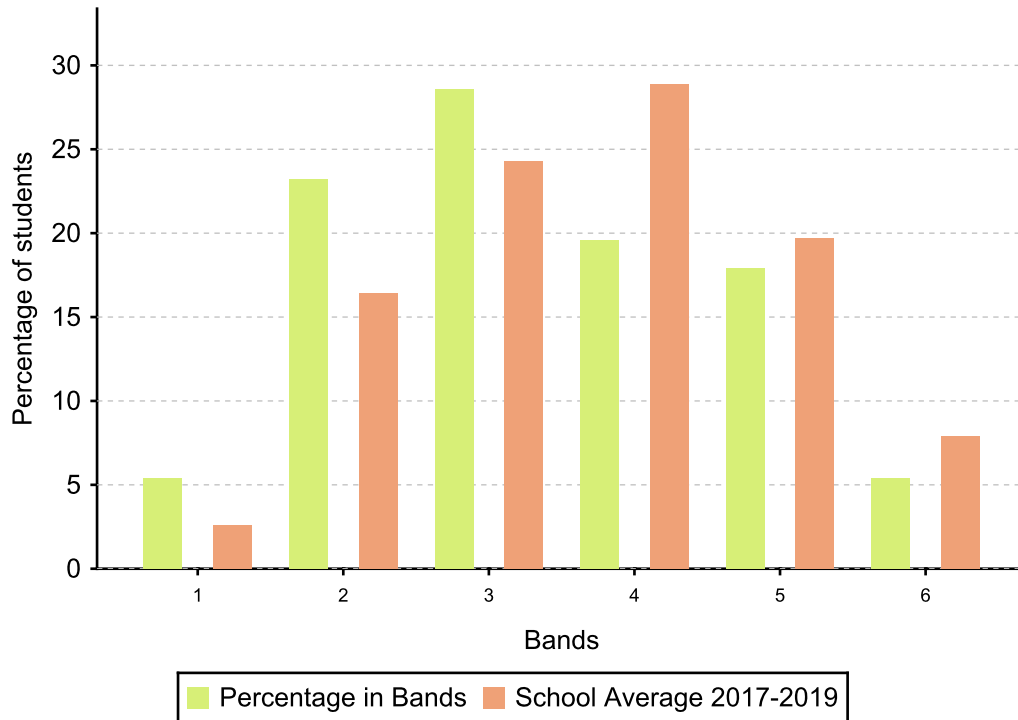
Band	3	4	5	6	7	8
Percentage of students	5.9	3.9	37.3	29.4	19.6	3.9
School avg 2017-2019	2.9	5.8	32.8	38	14.6	5.8

Percentage in bands:
Year 5 Writing



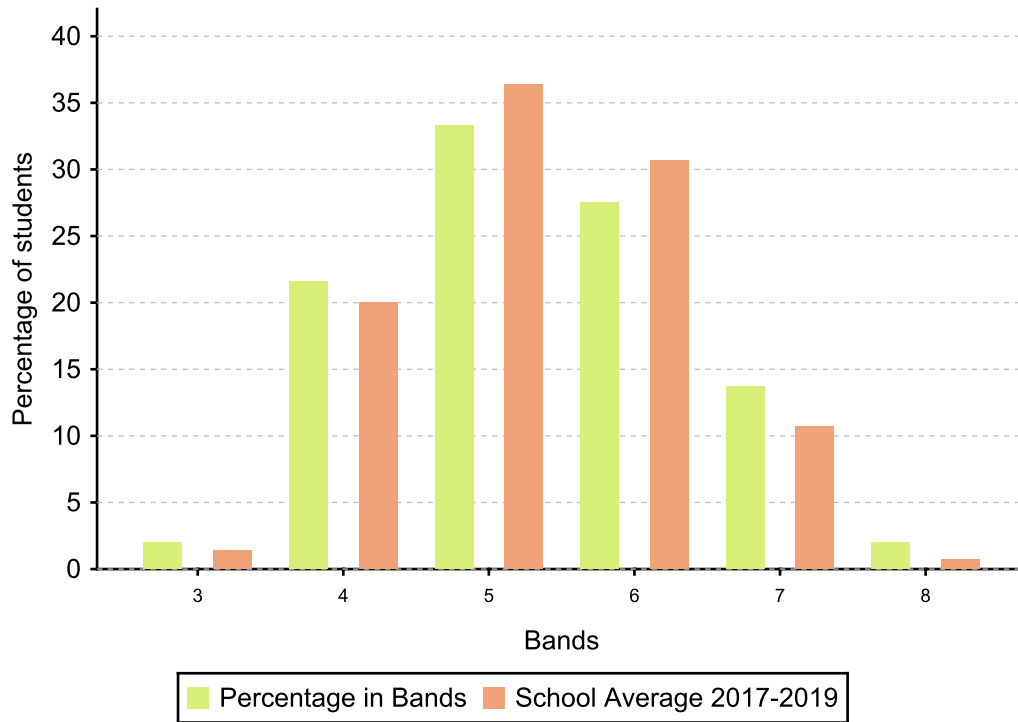
Band	3	4	5	6	7	8
Percentage of students	5.9	15.7	52.9	17.6	7.8	0.0
School avg 2017-2019	7.2	14.5	46.4	24.6	7.2	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.4	23.2	28.6	19.6	17.9	5.4
School avg 2017-2019	2.6	16.4	24.3	28.9	19.7	7.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.0	21.6	33.3	27.5	13.7	2.0
School avg 2017-2019	1.4	20	36.4	30.7	10.7	0.7

Parent/caregiver, student, teacher satisfaction

In 2019 parents/carers, students and staff satisfaction was ascertained through a variety of formal and informal means.. These included formal online surveys using the Tell Them From Me. 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 'Tell Them From Me' 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.

In Term 4, Parents and Carers were encouraged to participate in an online survey. Parents and Carers were provided feedback on PBL, the revised Wellbeing Policy, teaching and learning including the implementation of current pedagogies, and school communication. A summary of the results include:

- Wellbeing (including PBL). 1 family rated Sawtell PS 3 out of 10 in terms of wellbeing. 1 family rated Sawtell PS 4 out of 10 in terms of wellbeing and 80% of families rated Sawtell PS 7, 8, 9 or 10 out of 10 in terms of wellbeing.
- Teaching and Learning (current pedagogies). 1 family rated Sawtell PS 3 out of 10 in terms of teaching and learning. 1 family rated Sawtell PS 4 out of 10 in terms of teaching and learning. 88% of families rated Sawtell PS 7, 8, 9 or 10 out of 10 (50% rated 10 out of 10) in terms of teaching and learning.
- Communication. 1 family rated Sawtell PS 3 out of 10. 76% of families rated Sawtell PS 7, 8, 9 or 10 out of 10 for communication. 48% rated Sawtell PS 10 out of 10 in terms of communication.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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