

2020 Annual Report

Sawtell Public School



3042

Introduction

The Annual Report for 2020 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.

School contact details

Sawtell Public School
32-36 Eleventh Ave
Sawtell, 2452
www.sawtell-p.schools.nsw.edu.au
sawtell-p.school@det.nsw.edu.au
6653 1666

Message from the principal

What a year! 2020 certainly made history. On Sunday 15 March a once in a life time event began to impact every student, staff member, and families from schools across NSW. The following week, online learning was launched, with our school prepared within 3 days to transition into something very new, challenging, and with an immense level of uncertainty. Our thinking around teaching and learning, well-being, communication and the provision of some 'normality' was and to some extent still is being challenged. This was a massive process which involved clear and concise decision making, venturing into new territory and un-chartered waters, and a high level of communication. Online 'everything' was instantly thrust upon us all, there was no smooth and slow transition. These new challenges not only tested the patience of our parents and carers, it also tested the patience of all staff. New learning isn't always easy - for students or adults.

In 2020, Sawtell PS students enjoyed many extra-curricular activities including Easter Hat mufti, Book character mufti, Cross Country, athletics as part of school sport, a school musical, Kindergarten orientations, the mini fair, the Big Bike ride, we focused on building a strong Student Representative Council who worked very hard with the support of the P&C to fund raise for new bike and scooter racks, tomorrow's Year 6 surfing and pizza, and the Year 6 farewell, Picnic Day. The complexities around coordinating these events can be challenging at the best of times, but with the support of our families these events were made that little bit easier, for this support - thank you. We were successful in gaining a number of Australian School Sporting grants to enhance our sport/PE program and a road crossing supervisor to help improve the safety of students arriving to and departing school. We also increased the in-class support for children in Kindergarten to Year 3 with an additional teacher 3 days per week to help alleviate the disruption to learning by COVID.

In 2021, we look forward to implementing a new school plan - a Strategic Improvement Plan for 2021-2024. There will be a sustained focus on student growth and attainment, well-being and attendance, and building authentic partnerships with our families. With this we have appointed a learning support officer to primarily target parent engagement and our school has just received notice that we will have an additional teacher 5 days per week to work across the school targeting literacy and numeracy. This was a part of the NSW government's COVID initiative. We look forward to working towards these challenges in the hope of continuing to provide high learning outcomes for your children. We know that we will be building onto our end of year transitions, retaining the focus on integrated science/history and geography with literacy and numeracy, extending our Student Representative Council, launching a well-being framework to support PBL, re-balancing the Learn Share Grow program and developing a whole school physical education fundamental movement skills program K-6. Did I mention the 2021 whole school musical - Alice in Wonderland! What a balanced experience and a wealth of opportunities we provide for students at Sawtell PS.

Michael Hepi

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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 and writing in NAPLAN
- 90% of Yr5 students at or above expected growth in reading and writing in NAPLAN
- 60% or more of parents 'strongly agree' that their child's teacher cares about their child and that they are satisfied with their child's progress socially, emotionally and behaviourally (school generated survey)
- Student sense of belonging to Sawtell PS increases to above 80% (TTFM survey)
- 90% of students or above have an attendance rate more than 90% (school attendance data)

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Learning Support Team was restructured and explicit roles developed. Assistant principals providing support for team members. Attendance policy is understood and followed by all. PBL embedded into school wide practices and measureable improvements in wellbeing and engagement to support learning. 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.	

Process 2: • Quality teaching that promotes excellence and meets the needs of all students including high performing students to achieve improved performance in reading, writing and numeracy

Evaluation	Funds Expended (Resources)
Due to COVID only one Quality Teaching Round implemented with a focus on numeracy. 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	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$60000.00)• Literacy and numeracy (\$48000.00)• Collaborative Practice Rounds (\$28000.00)• instructional leader (\$20000.00)

Process 3: • Design and embed systems and interventions to improve student attendance

Evaluation	Funds Expended (Resources)
Students, teachers and parents understand the assessment approaches	

Progress towards achieving improvement measures

used in the school and their benefits for improved student learning.

Attendance policy and procedures understood by all teachers.

Next Steps

Ensure effective strategies and processes for data analysis and reflection are used for effective classroom practice and responsive curriculum delivery.

- Engaging in collaborative data analysis to evaluate evidence of learning by individual students, classes and stage groups to support differentiation in reading and numeracy.
- Building routines for collecting, recording and using data as a regular part of teaching practice to 'put a face to the data'.
- All teachers demonstrating accountability by collecting data to monitor and inform the progress of every student in reading and numeracy.
- All teachers engaging in learning sprints and embed explicit teaching targeted to student literacy and numeracy needs.
- Teachers will design and deliver a range of formative and summative assessment tasks to ensure student assessment is part of every day practice, ensuring students are supported and challenged.

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Expertly use formative and summative assessments to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive feedback and learning opportunities in reading and numeracy.
- All teachers employing evidence-based effective teaching strategies and students' learning improvement is monitored, demonstrating growth.
- Provide specific feedback based on success criteria and give students opportunities to reflect on and apply the feedback to improve their work.

A planned approach to wellbeing using the Wellbeing Framework for School Excellence staff will develop enhanced skills, understanding and processes to enhance planning for students.

- Develop and implement strategies to proactively teach and support resilience and self-regulation supported by the BeYou team.
- Initiate and embed strategies underpinned by the PBL framework to build a positive learning environment across all school settings.
- Enhance a whole school approach to the physical and mental health of students.
- Embed strategies to promote and support positive school attendance.
- Using the Wellbeing Framework for School Excellence to monitor emerging needs and trends.

Individualised student learning is well informed to ensure continuity of learning at all times.

- Review current transition practices, and develop and implement a Pre K-6 transition plan through the collection and analysis of information to inform and support continuity of learning for all students at transition points, including students with atypical enrolments.
- Review current communication practices and implement a systemic approach to teachers regularly engaging with parents/carers about learning and learning expectations to improve parent/carer understanding of student learning and strengthen student outcomes and improve student attendance.
- Target support for different phases of student development and for students who may be at risk.
- Students' individual learning needs will be identified using data to inform learning goals, differentiation of lessons and intensive interventions.
- The learning and support team will regularly monitor student progress, support and guide interventions and collaboratively co-ordinate school resources to meet the learning needs of every student.

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)
<p>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.</p> <p>The modelling of effective practice as well as specific and timely feedback for teachers is embedded across classrooms.</p> <p>Shoulder to shoulder curriculum support assisted 100% of teachers to implement explicit teaching strategies in literacy and numeracy.</p> <p>Co-planning and co-teaching provided instructional support to all classroom teachers.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$8000.00)

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

Evaluation	Funds Expended (Resources)
<p>The modelling of effective practice as well as specific and timely feedback for teachers is embedded across classrooms</p>	<p>instructional leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$28000.00)

Next Steps

Ensure effective strategies and processes for data analysis and reflection are used for effective classroom practice and responsive curriculum delivery.

- Engaging in collaborative data analysis to evaluate evidence of learning by individual students, classes and stage groups to support differentiation in reading and numeracy.
- Building routines for collecting, recording and using data as a regular part of teaching practice to 'put a face to the data'.
- All teachers demonstrating accountability by collecting data to monitor and inform the progress of every student in reading and numeracy.
- All teachers engaging in learning sprints and embed explicit teaching targeted to student literacy and numeracy needs.
- Teachers will design and deliver a range of formative and summative assessment tasks to ensure student assessment is part of every day practice, ensuring students are supported and challenged.

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, co-planning/co-teaching and shoulder to shoulder support across the school as part of teaching sprints with a focus on explicit teaching of literacy and numeracy and effective feedback

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: • Strategically utilising resources to improve learning outcomes

Evaluation	Funds Expended (Resources)
Teams met to develop a narrow focus based on data. PL QTRs, Balanced Literacy Lessons, and additive strategies supported CP planning and effective classroom practice.. 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 utilise resources to drive the master concept plan

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 Interactive flat screens, laptops and iPads.	SLSO LaST

Next Steps

To build high aspirations within the school community with a strong focus on learning and improvement through a culture of high expectations and community engagement.

- Initiate and implement opportunities to further enhance parent/carer engagement in the life of the school to build a cohesive educational community.
- The school clearly presents information to parents on what and how well their children are learning and receive regular information in accessible formats about how to support their child's progress.
- Staff build relationships that encourage, facilitate and leverage parent and family engagement in learning through effective communication.

To embed explicit systems for collaboration and feedback to sustain quality teaching practice, build teacher/leader capacity, and provide increased opportunities for students across the curriculum.

- Seek out partner schools to build inter-school relationships with a focus on developing teacher knowledge and teaching practice by engaging in cross school/stage teacher judgment and critiquing of practice.

- Teachers demonstrate and share their expertise within and across schools through sharing contemporary content knowledge and deploying effective teaching strategies.
- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy with other schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$49 389.00) 	<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	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$8 500.00) 	<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	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$40 125.00) 	<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>Sawtell PS's QTSS allocation supports the employment of an instructional leader. The instructional leader supports curriculum K-6. In 2020, formative assessment in reading and writing, effective feedback, collaborative practice were embedded supporting learning sprints. Leaching sprints is a school wide practice. Teaching and learning meets NESA 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>0.4 staffing - shoulder to shoulder instructional leadership support</p> Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$26 543.00) 	<p>LISC is embedded across all literacy and numeracy activities. Students are challenged in reading and writing and numeracy 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>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			
	2017	2018	2019	2020
Boys	163	166	172	161
Girls	194	186	183	164

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	93.6	94.1	93.1
1	93.1	94.2	95.8	95
2	93.3	92.4	93.3	92.7
3	94.3	93.2	92.6	93.1
4	95.1	93.2	93.3	92.5
5	94.9	94.7	93.9	92.7
6	95	92.5	93.2	92
All Years	94.4	93.4	93.6	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	11.93
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	286,369
Revenue	3,159,277
Appropriation	3,081,551
Sale of Goods and Services	31,878
Grants and contributions	45,392
Investment income	456
Expenses	-3,211,376
Employee related	-2,840,150
Operating expenses	-371,226
Surplus / deficit for the year	-52,099
Closing Balance	234,270

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.

	2020 Approved SBA (\$)
Targeted Total	127,186
Equity Total	244,880
Equity - Aboriginal	49,389
Equity - Socio-economic	59,358
Equity - Language	8,500
Equity - Disability	127,633
Base Total	2,399,060
Base - Per Capita	85,379
Base - Location	3,038
Base - Other	2,310,642
Other Total	231,315
Grand Total	3,002,441

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 parents/carers, students and staff satisfaction was ascertained through a variety of formal and informal means. These included formal online surveys using google forms. In addition, formal focus groups, surveys, and open comment letters were received from parents, students and staff. Staff also made randomly selected phone calls to parents to ascertain feedback.

Teachers gave feedback through discussions and ratings based on the School Excellence Framework as well as collaborative discussions during staff meetings.

Student feedback include:

1. Does your teacher make clear what you need to do to improve your learning? Yes - 74%
2. Do you give your best ALL the time and ALWAYS look to improve your learning? Yes - 57%
3. Can you identify a staff member who you can talk to for advice and who? Who is this staff member? Yes - 96%
4. Do you feel you can meet with a staff member any time to ask for advice or help? Yes - 94%
5. Is learning… too easy, about right or too hard? Too easy - 19%; about right - 68%; too hard - 13%
6. My teacher regularly helps me with my learning. This helps me to improve. Yes - 91%
7. My teacher manages class behaviour well so that my learning is not disrupted. Yes - 79%
8. Are you happy with Sawtell PS? Yes - 80%

In Term 4, we solicited feedback from every family via online google forms. Approximately 24% of families provided feedback to the first google survey and the second survey fell flat. As a result, we followed up on phone calls. The school aimed to phone every 3rd family on each class roll. 79 families (35%) were contacted.

Questions asked...

1. Do you feel there are partnerships between the school, parents and students aimed at supporting clear improvement aims and planning for learning? Examples may include; Personalised Learning Plans, Learning adjustments, parent/teacher communication (face to face, phone or electronic)

a) What could we do better?

*More regular contact about my child's progress *More information on the support my child receives - how are they being selected for additional support*More photos of my child on seesaw doing work - more photos of my child's work*Communication is good *I want to know what my child is doing at school - an overview of their learning*More feedback from the teacher so that I can help my child*Seesaw great.

2. Do you feel the school is proactive in collecting and analysing information to inform and support successful student transitions for students going into Kindergarten, new to the school, or moving into high school? Examples may include; Communication with you regarding any complexities your child may have transitioning into Kindergarten, our school from another or moving on into high school; liaising with support personnel and specialist? If not applicable - N/A

a) What could we do better?

*Communication great*Issues with online permission forms - after submitting the form you lose information.

3. How could the school work with parents and students to improve student attendance above 90%?

*I don't have any problems*More information and reminders in the newsletter about the importance of education*Parents are too casual about children having days off*Its pretty good - parents receive text messages when there's an absence. This helps as I'm a busy mum .

4. How could SPS improve whole school wellbeing?

*The school is doing an awesome job*Counsellor to be more accessible*Teachers being more hands on with anxious students*Communication is exceptional.

5. How could SPS improve individualised learning for your child?

*Happy with how learning is currently being individualised*Need more time to consider improvements*More teachers in classrooms - cited pre-school ratios*Stronger focus on participation and listening*Very happy with the school.

6. What would you like to see at SPS to make improvements to student behaviours?

*Need to be more consistent with bullying*Make sure all students understand the rules and teachers are following the same guidelines*Reduce class sizes. Give extension work to students who need it*Some students have 'strong personalities'. Concerned with 'clicky groups'*More physical activities during class time (hands on)*More variety of sport activities on offer.

7. What improvements can we make?

*I like how the school calls when there's an issue*I'm really happy with the reporting*Kids should stay home when they're sick*Make sure kids eat their lunches.

8. What improvements can SPS make to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement?

*Strategies for improvement should include communication about what resources we have at our disposal. Difficult to plan when we don't know what's in the tool kit.*Great use of Seesaw. Perhaps a small academic update on one individual student per fortnight on a rotating roster would be helpful. Perhaps conduct surveys at the school gate to capture a different demographic to those that readily answer online. *Happy with Seesaw. Less jargon used in communications from the school. A more personal approach. More workshops, perhaps using Zoom as a platform for communication.*Happy with what we are doing already. Could not think of any things to improve on, says we are and always have been a good school.*Felt Seesaw was good but didn't cater for the wider community aspect of this question. Mentioned family days and P+C meetings without students being present as a great opportunity to see first hand how we are going as a school and the chance to speak about concerns. Was aware of the impact of COVID but said that even before then it would've been great to see more events such as working bees to directly engage the community.

9. How can SPS make improvements to improving community engagement with students, staff, parents/carers and the broader school community?

*Happy with everything*School is well known in broader community. Fantastic school has moved online but does miss the printed school Newsletter. Not reading all the time on Seesaw and much easier to pass onto hubby to read. Used to keep the Newsletters to remind them of upcoming events*Spruce up gardens around the school*The school is doing enough in regards to communication. She knows we do Parent/Teacher interviews but would like to see some form of interaction with the parents in the same year plus teacher/principal. It then becomes like an information tree with other parents i.e. great introduction for new parents*Seesaw working perfectly. Shade cloth for the playground. Knows there is issues on the flat with broken glass … what can they do*Happy with forms of communication but would like to see a FACEBOOK page*There is a little bit of rough play going on in the playground but I'm very happy at Sawtell PS.

10. How can SPS improve this process?

*I think the surveys are great but many parents are time poor. I don't really know you can do it any other way*A family picnic day - maybe a weekend. A whole zoom meeting. Newsletter online is great*On the right track with the Seesaw APP. More convenient. My way of staying connected with the school. Communication is coming home. Try and ensure families who don't have access to communication via internet stay connected. Don't have anything that jumps out at us for improvement. The school has been very supportive.

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.