

# 2021 Annual Report

## Sawtell Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## School vision

Every child is challenged to learn and continually improve within our school in an environment of high expectations, respect and inclusivity. We are partners in learning with the students, staff, parents/carers and the community to maximise student growth and attainment using evidence based practice. Teachers embed feedback in reading, writing and numeracy. Teachers engage in collaborative practice involving the use of data and data analysis to inform effective classroom practice ensuring quality differentiated teaching and supporting that strengthens the individual learning needs of students. Collaborative practice supports planning and programming and strengthens consistent teacher judgment K-6 and curriculum knowledge.

A planned approach to student well-being, driven by interventions, supports student resilience, a sense of belonging and student attendance. Positive Behaviour for Learning (PBL) is embedded across all settings resulting in clear behavioural expectations understood by all students, staff and parents/carers.

The school engages with parents and carers fostering an authentic partnership in learning for all students.

## School context

Sawtell Public School is the heart of the Sawtell community and is recognised and valued for its involvement in community events and with community organisations. The school is part of the Coffs Harbour Network and is a member of the Bongil Bongil Community of Schools.

The school is a medium sized school with a student population of 313. Approximately 12% of students identify as ATSI. Students are drawn from a range of cultural and socio-economic backgrounds. The FOEI is currently 73. There is a blend of highly experienced and beginning teachers. Parents are highly supportive and value trust, collaboration, independent learning skills for their child and excellence. Extra-curricular opportunities in sport and creative and performing arts enable students to excel.

The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community fostering strong relationships.

Our students engage in language and culture lessons as part of their curriculum. Student voice and student leadership are valued. The Student Representative Council, Mini Fair and the Kindergarten buddies program offer leadership opportunities for students.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students are provided with stage appropriate learning. Further work is required around how teachers can successfully provide quality differentiated instruction to all students including students with additional needs and students identified as high potential. A model of instructional leadership will continue to support all teachers in reading, writing and numeracy as part of learning sprints to embed effective practices in feedback, explicit teaching and high expectations K-6. Positive Behaviour for Learning needs to be embedded across all school settings, additional whole school practices are required to further support students' emotional, social and physical wellbeing.

Students, staff, parents, P&C and the local AECG have been engaged in the consultation process of this Strategic Improvement Plan.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To refine data driven, evidence based teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$8,538.74

**QTSS release:** \$62,225.00

**Literacy and numeracy intervention:** \$47,089.56

**Socio-economic background:** \$52,113.05

**Aboriginal background:** \$41,461.81

**School support allocation (principal support):** \$18,573.20

**Professional learning:** \$23,198.35

### Summary of progress

NAPLAN 2021 Reading results for students in Years 3 and 5 reflected a slight decrease in achievement of students reaching Top 2 bands. Check-In data for Years 4 and 6 in 2021 reflected strong results above same school and state averages for achievement in reading. Staff maintained a focus on explicitly teaching vocabulary in reading, through learning sprints. Class data was analysed by teachers regularly, data analysis guided the reading focus in learning sprints. In 2022 the Assistant Principal Curriculum and Instruction will continue to support teaching staff in analysing student learning data, selecting evidence informed practice and supporting effective collaboration across all staff. Embedding a focus on vocabulary, comprehension and reading will continue in 2022.

NAPLAN 2021 Numeracy results reflected a slight improvement in students achieving in Top 2 bands. Whole school professional learning in additive strategies, number talks/talk moves and inquiry-based mathematical questioning. Teachers were supported through modelling lessons and shared lesson delivery. The school engaged with regional support through the Literacy and Numeracy Strategy Advisor to reflect on practice. In 2022 Sawtell Public School is looking for a minimum uplift of 9% of students achieving Top 2 Bands. Teachers will continue to focus on quality teaching practices, collaborate on data and share lesson observations and feedback. The school will introduce Essential Assessments in numeracy. The addition of this summative assessment will support students to develop confidence in online testing and support teachers to triangulate learning achievement data.

In 2021, teachers engaged in unpacking student learning data as it appears in the Learning Progressions. All teachers used the PLAN2 software to track and monitor student learning progress in vocabulary, supporting reading and Additive Strategies, supporting numeracy. Formative assessment strategies were implemented through pre and post testing and teachers worked collaboratively to plan for teaching within stage groups. In 2022, with some staff changes anticipated, dedicated instructional leadership will support Kinder - Year 2 and Year 3 -Year 6 to ensure the continued focus on explicit teaching strategies. K-Year 2 will focus on decodable readers and phonics to support reading and Year 3-Year 6 will focus on guided, reciprocal and close reading strategies. K-6 will maintain a focus on vocabulary.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the % of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 33.4%.	2021 NAPLAN reflected a 2.46% decrease in students achieving in the Top 2 bands for NAPLAN reading.
Increase the % of students achieving in	In 2021 NAPLAN Numeracy there was an uplift of 0.41% of students

the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 20.2%.	achieving in Top 2 bands, from baseline data.
Increase the % of students achieving at or above expected growth in NAPLAN reading to be above the system-negotiated target baseline of 48.5%.	In 2021 NAPLAN Reading 56.28% of students achieving at or above expected growth.
Increase the % of students achieving at or above expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 50.7%.	In 2021 NAPLAN Numeracy 43.48% of students achieving at or above expected growth.
100% teachers have engaged in professional learning and are proficient in collecting and entering data against the literacy and numeracy progressions.	In 2021 all teachers engaged in professional learning and proficient in collecting and entering data against the progressions as evidenced in PLAN 2 class data.

## Strategic Direction 2: Well-being

### Purpose

To enhance the well-being of students through a high quality learning environment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A planned approach to well-being
- Attendance

### Resources allocated to this strategic direction

**Integration funding support:** \$96,489.00

**Low level adjustment for disability:** \$129,819.81

**English language proficiency:** \$5,968.91

**6101 Carried Forward Funds:** \$3,000.00

### Summary of progress

In 2021, student attendance data for daily attendance was 91.7%, significantly above state average. Students attending more than 90% of the time was also above state average. In 2021, the school completed the revision of the attendance policy, management practices and processes. All staff monitored student attendance and student attendance concerns were raised and tracked at fortnightly Learning and Support meetings. School initiatives to support student attendance included pop up days and surprise celebration days for all students, based on accumulated attendance data. School administration staff managed attendance records in line with policy, identified reasons for absenteeism. This was supported through the addition of Sentral Parent SMS and Seesaw App feedback. The school undertook a proactive approach to implementing attendance plans for identified students, allocating time in stage meetings to address concerns at point-of-time. The Executive team reviewed attendance data regularly supporting the attendance policy and school targets. Students who had an Attendance Support Plan successfully increased their attendance to improved levels, as monitored and supported through the Learning and Support Team, in conjunction with families.

Tell Them From Me 2021 survey results demonstrated Sawtell Public School students are maintaining a strong sense of advocacy at school, expectations for success and sense of belonging at school as their survey data increased by 1%, from 97% to 98%. These results are well above that of same schools and state data for student well-being. Every student is known, valued and cared for at Sawtell Public School. There is a strategic, whole school approach to develop school well-being processes that support the well-being of all students. In 2021, the school implemented the GOT IT program, providing families and students with well-being strategies. In 2022, the Student Representative Council will be relaunched and student voice will lead to a stronger sense of belonging and responsibility. Year 6 will lead Positive Behaviour for Learning through a peer support approach. Positive Behaviour for Learning will be implemented across all settings. Executive staff will engage in trauma informed learning strategies, exploring a range of programs suitable for our context.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• An increase of 5% of students attending 90% or more of the time from 2020.	In 2021 students' attending 90% or more of the time reflected a 4.5% decrease.
• 100% of students with 'at risk' attendance have Attendance Support Plans.	100% Students with attendance plans flagged on Sentral for consistent monitoring.
• There will be an up-lift of 2% of students reporting Expectations for Success, Advocacy, and Sense of	In 2021 Tell Them From Me student survey results reflected a 5.95% decrease in students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Belonging at School.



## Strategic Direction 3: Parent and community partnerships

### Purpose

To strengthen collaborative partnerships with students, staff, families and the broader community to support, develop and enable the aspirations of every student.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Parent Partnerships
- Inter-school Partnerships

### Resources allocated to this strategic direction

**6101 Carried Forward Funds:** \$1,000.00

### Summary of progress

In 2021, a strong emphasis on learning intentions and success criteria embedded in all reading and numeracy activities continued. This was supported in team professional learning with teachers collaborating in developing teaching and learning programs. Teams held parent information sessions informing parents of learning intentions and success criteria for reading and numeracy, and articulated the purpose of students knowing what they are learning, and what they need to know to improve their learning. The 2021 Tell Them From Me survey completed by Year 4 to 6 students indicated 91% of students had a positive response towards expectations for success. This was above state average.

Parent surveys about school communication conducted in 2021 demonstrated a strong increase in improved communication between the school and parents from the 2020 survey results. An additional survey to parents to elicit feedback about well-being and curriculum strongly indicated parent satisfaction. Both surveys provided valuable feedback for the school moving forward. The school will revise its Well-being Policy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• All students can articulate their reading and numeracy learning intentions.</li></ul>	In 2021 81% of students could articulate their learning intention and success criteria in reading, and 85% could articulate their learning intention and success criteria in numeracy.
<ul style="list-style-type: none"><li>• Seesaw matrix developed by all staff.</li><li>• Class teachers elicit feedback from parents/carers on their level of satisfaction with communication around learning and well-being.</li><li>• Principal elicits feedback from parents/carers on their level of satisfaction with communication.</li></ul>	84% of parents surveyed were satisfied with the communication from their child's class teacher around learning and well-being. 92% of parents surveyed were satisfied with the level of communication with the school.
<ul style="list-style-type: none"><li>• BBCoS milestone to collaborate and share expertise to build the capacity of all staff.</li></ul>	In 2021 5 local schools indicated an interest in taking part in Quality Teaching Rounds across schools.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$96,489.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sawtell Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Individualised Learning and Support Plans (ILPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with identified additional learning and support needs can access the curriculum and engage in their learning. Students' wellbeing is pivotal to their successful attendance and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 the school will present a more flexible timetable for additional support, School Learning and Support Officers will be upskilled in benchmarking and the nature of learning sprints to best support the individualised learning programs for students.</p>
<p>Socio-economic background</p> <p>\$52,113.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sawtell Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs to access the curriculum</li> <li>• employment of additional staff to support collaboration and lesson observation and feedback</li> <li>• engagement of an instructional leader to support teaching staff across the school with specific focus on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of access to the curriculum for all students through additional staff allocations and individualised learning plans. Teacher capacity to analyse data to improve teaching and learning differentiation was supported through effective collaboration and instructional leadership.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the Assistant Principal Curriculum and Instruction will continue to support staff in strengthening their teaching practices at Sawtell Public School. This will provide support for all students from all backgrounds to access the curriculum successfully.</p>
<p>Aboriginal background</p> <p>\$41,461.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sawtell Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$41,461.81</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teachers and support staff providing support for instructional leadership and learning intervention programs in literacy and numeracy targeting identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staff provided co-planning opportunities for classroom teachers to collaborate with the instructional leader in team teaching, data analysis and programming. All identified Aboriginal and non-Aboriginal students with additional learning needs were supported in their learning through explicit teaching and individualised programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the funding source will continue to support a positive learning culture at Sawtell Public School. Individualised programs will target point of need. An Aboriginal School Learning and Support Officer will be engaged to encourage a sense of belonging and strengthening student voice through the implementation of strategic support programs.</p>
<p>English language proficiency</p> <p>\$5,968.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sawtell Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support for all EAL/D students ensuring access to the curriculum and positive engagement in learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Learning and Support Team monitored and tracked all students identified requiring support for English Language Proficiency.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to support all students requiring learning support and/or adjustments to access the curriculum successfully.</p>
<p>Low level adjustment for disability</p> <p>\$129,819.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Sawtell Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging learning and support teachers to work with individual students and in a case management role across the school</li> <li>• targeted students are provided with an evidence-based programs including Levelled Literacy Intervention to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum, develop resources and classroom activities resulting in</li> </ul>

<p>Low level adjustment for disability</p> <p>\$129,819.81</p>	<p>improvement for students with additional learning needs</p> <ul style="list-style-type: none"> <li>• employment of a part time additional Learning and Support Teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students were appropriately supported through targeted intervention programs and individualised learning programs. Professional learning and collaboration have strengthened the capacity of School Learning and Support Officers in their role at Sawtell Public School.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, this funding source will continue to support identified students, build the capacity of staff and ensure all students connect, succeed, thrive and learn.</p>
<p>Location</p> <p>\$2,885.05</p>	<p>The location funding allocation is provided to Sawtell Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Location funds contribute towards whole school access and engagement in professional learning opportunities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Location funds support staff professional learning. Sawtell PS in 2021 maintained a focus on shoulder to shoulder, co-planning/coteaching and mentoring to embed best practice in the teaching of reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, location funds will continue to support professional learning of staff in reading and numeracy.</p>
<p>Professional learning</p> <p>\$23,198.35</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sawtell Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• to build the capacity of teachers to interpret and analyse data</li> <li>• to build the capacity of teachers to reflect and provide feedback aligned with the Quality Teaching Framework</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All teachers demonstrate increased collaboration, analysis and improvement of teaching practice with a focus on the Quality Teaching Framework. Teaching and learning programs targeted the individual learning needs of all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, teachers will continue to collaborate and analyse data to ensure differentiated teaching strategies target the needs of all students.</p>
<p>School support allocation (principal support)</p>	<p>School support allocation funding is provided to support the principal at Sawtell Public School with administrative duties and reduce the administrative workload.</p>

<p>\$18,573.20</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• data collation and analysis</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The executive team being released to work with the principal to collate and analyse student data, and evaluate programs and interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, school support allocation funding will continue supporting the principal through the revision of policy, evaluation of programs, and the collation and analysis of data.</p>
<p>Literacy and numeracy</p> <p>\$8,538.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sawtell Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional teacher as a curriculum leader</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Has resulted in mentoring and coaching opportunities, strengthening capacity of teaching staff in the teaching of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the funding source will continue to support a positive learning culture at Sawtell Public School. Individualised programs will target point of need. Exemplar teachers will continue to work shoulder to shoulder with classroom teachers to model effective teaching strategies in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$62,225.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sawtell Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staff provided co-planning opportunities for classroom teachers to collaborate with the Instructional Leader in team teaching, data analysis and programming. Consistent Teacher Judgment provided accurate analysis of student assessment and improved guidance for future planning and programming. Shoulder to shoulder support provided all teachers with in-class support in numeracy. Balanced numeracy lessons incorporating number talks and additive strategies were embedded.</p>

<p>QTSS release</p> <p>\$62,225.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the funding source will continue to support a positive learning culture at Sawtell Public School. Individualised programs will target point of need. Exemplar teachers will continue to work shoulder to shoulder with classroom teachers to model effective teaching strategies in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sawtell Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of instructional leader to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Additional staff provided co-planning opportunities for classroom teachers to collaborate with the Instructional Leader in team teaching, data analysis and programming. Consistent Teacher Judgment provided accurate analysis of student assessment and improved guidance for future planning and programming. Shoulder to shoulder support provided all teachers with in-class support in numeracy. Balanced numeracy lessons incorporating number talks and additive strategies were embedded. This funding source supported the QTSS initiative.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the funding source will continue to support a positive learning culture at Sawtell Public School. Individualised programs will target point of need. Exemplar teachers will continue to work shoulder to shoulder with classroom teachers to model effective teaching strategies in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$114,066.44</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of additional staff to identify students and support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The COVID ILSP program provided comprehensive, small group intervention programs for literacy and numeracy. A specialist teacher provided support for all staff in data analysis and identifying students at risk of falling below benchmarks. All targeted students had their learning achievements monitored and tracked through PLAN2 digital platform.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>COVID ILSP \$114,066.44</p>	<p>In 2022, Sawtell Public School will continue the final year of COVID ILSP intervention programs, complimenting learning and support interventions and classroom teaching programs, ensuring the school provides appropriate and equitable academic opportunities for all students.</p>
<p>Per capita \$80,117.95</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sawtell Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Per capita funds the purchase of:</li> </ul> <p>consumable stationery items for classroom use. online learning subscriptions for students. student assistance program - eg. uniforms, excursions, incursions etc.</p> <p><b>The allocation of this funding has resulted in:</b> These funds were fully expended and supported general classroom learning and identified student need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, per capita funds will continue to support students being able to access the curriculum and support wellbeing practices at Sawtell PS.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	166	172	161	156
Girls	186	183	164	154

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	94.1	93.1	93.9
1	94.2	95.8	95	93.4
2	92.4	93.3	92.7	93.4
3	93.2	92.6	93.1	93.3
4	93.2	93.3	92.5	90.5
5	94.7	93.9	92.7	91
6	92.5	93.2	92	91.1
All Years	93.4	93.6	92.9	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	10.86
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	234,270
<b>Revenue</b>	3,063,430
Appropriation	2,970,754
Sale of Goods and Services	36,551
Grants and contributions	55,820
Investment income	305
<b>Expenses</b>	-3,037,060
Employee related	-2,801,040
Operating expenses	-236,020
<b>Surplus / deficit for the year</b>	26,370
<b>Closing Balance</b>	260,640

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	96,489
<b>Equity Total</b>	229,364
Equity - Aboriginal	41,462
Equity - Socio-economic	52,113
Equity - Language	5,969
Equity - Disability	129,820
<b>Base Total</b>	2,281,046
Base - Per Capita	80,118
Base - Location	2,885
Base - Other	2,198,043
<b>Other Total</b>	186,931
<b>Grand Total</b>	2,793,829

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](https://myschool.edu.au) to access the school data.

## 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 - 78%
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&hellip; 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 Public School? Yes - 80%

In Term 4, we solicited feedback from families through phone calls. The school aimed to phone every 3rd family on each class roll. 73 families (30%) were contacted.

Questions asked included:

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?

Parents indicated they wanted more information throughout the year about their child's learning, including the content being taught as well as ongoing learning progress. Parents felt COVID created a disconnect with the school and want more opportunities for parent involvement in in-class activities. Parents also indicated they want to know how to support their child at home in literacy and numeracy and at school as volunteers. Parents surveyed were rated our school an average 8 out of 10 for communication. 95% of parents surveyed were satisfied with online google permission forms citing convenience, consistent communication and accessibility as positive elements. Parents were satisfied with the new newsletter format claiming it was easier to read on a mobile device and the layout was more attractive. Parents suggested a the online platform the school uses could be enhanced with a search option.

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?

100% of parents were satisfied with the school's pre-K to 6 transition plan. Parents indicated satisfaction with the parent/teacher Individualised Learning Plan phone discussions, however some parents indicated they were reluctant to answer the call because teachers were using no caller id on their personal phones.

3. How could Sawtell Public School improve whole school well-being?

87% of parents were satisfied with the school's well-being policy. Parents indicated they were satisfied with receiving phone calls from the school when an incident occurred. Parents indicated a more negotiated approach between the school and parents regarding discipline could be adopted by the school.

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

92% of parents were satisfied with their child's individualised learning. Parents indicated more support in classrooms for learning would enhance learning for children.

5. What improvements can Sawtell Public School make to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement?

Parents have indicated that would like more information on their child's learning progress and increased opportunities to participate in P&C activities, carnivals and special events.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.