

2022 Annual Report

Sawtell Public School



3042

Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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

AP Curriculum & Instruction: \$120,456.80

QTSS release: \$59,414.16

Professional learning: \$24,218.80

Low level adjustment for disability: \$132,061.80

School support allocation (principal support): \$18,000.00

Per capita: \$23,500.00

Summary of progress

NAPLAN 2022 Reading results for students in Year 3 reflected a 13.64% rise and results for students in Year 5 reflected an 18.68% rise in achievement of students reaching Top 2 bands. Check-In data for Years 4 and 6 in 2022 demonstrated a slight decrease in comparison with same school and state averages for achievement in reading. The co-planning and co-teaching model in 2022 continued for all classroom teachers. An explicit teaching focus on phonics (K-2) and comprehension (3-6) in reading was adopted in Semester 2 following executive team consultation and data analysis. Class data was analysed by teachers regularly, data analysis guided the reading focus. Preparation for the new K-2 English syllabus commenced in Term 3 to support teachers in the implementation of decodable texts in readiness for the new curriculum in 2023. In 2023 the Assistant Principal Curriculum and Instruction (3-6) will focus on effective teaching practice within the comprehension themes of audience and purpose, main ideas and literal comprehension strategies as external data sources and co-teaching opportunities demonstrated a continued need. The Instructional Leader (K-2) will continue to deliver a phonics based focus within the new curriculum. K-2 will be complemented with new staff who will require more support.

NAPLAN 2022 Numeracy results for students in Year 3 reflected a rise in results of 8.02% and students in Year 5 a rise of 6.48% in students achieving in Top 2 bands. Check-In data for Years 4 and 6 in 2022 reflected a slight decrease in comparison with same school and state averages for achievement in numeracy. All staff engaged in professional learning in preparation for the implementation of the new K-2 Mathematics syllabus in readiness for 2023. In semester 2 all staff trialed the use of Essential Assessment to support data informed practice. Teachers collaboratively analysed numeracy data to inform teaching focus and differentiate learning for all students.

In 2022, 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 phonics and comprehension to support reading and additive strategies to support numeracy. Formative assessment strategies were implemented through pre and post testing and teachers worked collaboratively to plan for teaching within stage groups.

In 2023, 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. The Assistant Principal Curriculum and Instruction (3-6) and Instructional Leader (K-2) will support teachers in the implementation of the new Mathematics syllabuses. Teachers will continue to focus on quality teaching practices, collaborate on data and differentiation for all students. The school will streamline the use of Essential Assessments in numeracy. This summative assessment will continue to support students in developing confidence in online testing and assist teachers with triangulation of assessment data.

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

Between 41.9% and 46.9% of students will achieve in the top 2 bands in NAPLAN reading.	2022 NAPLAN reflected a 9.41% increase in students achieving in the top 2 bands for NAPLAN reading. This is 2.16% above the agreed upper bound.
Between 29.6% and 34.6% of students will achieve in the top 2 bands in NAPLAN numeracy.	2022 NAPLAN reflected a 6.44% increase in students achieving in the top 2 bands for NAPLAN numeracy. This is 0.28% above the annual trajectory lower bound.
Between 54.8% and 65.8% of students will achieve expected growth in NAPLAN reading.	In the absence of NAPLAN growth data in 2022 the school has analysed check-in data.
Between 55.73% and 60.73% of students will achieve expected growth in NAPLAN numeracy.	In the absence of NAPLAN growth data in 2022 the school has analysed check-in 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: \$93,029.00

Aboriginal background: \$44,839.32

Socio-economic background: \$44,571.77

Low level adjustment for disability: \$8,901.84

Summary of progress

In 2022, student attendance data for daily attendance was 87.7%, above average compared to state, network and statistically similar schools. Students attending more than 90% of the time was also above average compared to state, network and statistically similar schools. In 2022, 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 Student Representative Council attendance awards fortnightly, 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 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.

Sawtell Public School Tell Them From Me 2022 survey results demonstrated a 5% increase of advocacy at school and an 11% increase of sense of belonging at school, whilst expectations for success survey data decreased by 1%, from 91% to 90%. These results are well above that of 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 2022, the Student Representative Council was relaunched and student voice lead to a stronger sense of belonging and responsibility. Year 6 lead Positive Behaviour for Learning through a peer support approach. 100% of staff and student feedback reporting a positive impact. Parent feedback in the school evaluations survey indicated that 95% of parents felt Positive Behaviour for Learning had a positive impact on the culture of Sawtell Public School. 96% of parents feel Positive Behaviour for Learning provides a positive learning environment.

Data collected in the school evaluation survey indicated 100% of parents surveyed felt the transition phone calls between parents and their child's 2023 class teachers were successful. This model will continue in 2023.

In 2023, consistent monitoring and celebration of attendance will continue, with a focus on unexplained absences. The model of Stage 3 students teaching the weekly Positive Behaviour for Learning lessons will continue due to its success. The Learning Support Team will investigate using the kids help line online resources using evidence informed interactive online sessions for student well being. Sawtell Public School will be engaging the community to design and commence the establishment of an outdoor Aboriginal learning centre with a focus on Aboriginal culture.

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 proportion of students attending 90% or more by 5.1% to the	In 2022 49.4% of students' attended 90% or more of the time, this statistic reflects attendance above state and local network schools.

lower bound system-negotiated target.	
<ul style="list-style-type: none"> • Decrease proportion of students attending <80% of the time 10%. 	100% Students with attendance plans flagged on Sentral for consistent monitoring.
<ul style="list-style-type: none"> • There will be an up-lift of 4.5% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School (system-negotiated target) in Tell Them From Me (TTFM) survey. 	There has been an increase of 5.24% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School (system-negotiated target) in Tell Them From Me (TTFM) survey.

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

: \$200.00

Summary of progress

In 2022, 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. This was achieved through articulating 'where to next' in learning through student semester reports, and pre and post assessments uploaded to Seesaw and sent home incorporating feedback and feed forward. The 2022 Tell Them From Me survey completed by Year 4 to 6 students indicated 94% of students had a positive response towards expectations for success. This was above state and SSSG average.

Parent surveys about school communication conducted in 2022 demonstrated a strong increase in improved communication between the school and parents from the 2021 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. In 2022, the school revised its wellbeing policy. 95% of parents agreed PBL had a positive impact on the culture of Sawtell PS, and 96% of parents felt PBL provides a positive learning environment. 93% of parents were satisfied with Sawtell PS's wellbeing policy, 91% of parents agreed teachers are fair and consistent when adhering to the policy. 95% of parents are state their child values merit and principal awards, with 97% of parents happy with the revised rewards process. The average parent rating for student well-being at Sawtell PS is 8.5 out of 10. This is an improvement on the 2021 survey by 0.7.

In 2023, the school will revise its communication to parents around social development; foster deep partnerships with parents through a community of practice between parents and teachers in curriculum; engage with our community to plan for and develop an Aboriginal learning centre; and engage with our community to begin planning for the school's centenary.

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">• Learning intention and success criteria is visible in all classrooms.• All 3-6 students co-develop their learning goals in reading and numeracy.	All class teachers are embedding learning intentions and success criteria in teaching programs K-6. Most students are involved in co-developing their learning goals in reading and numeracy.
<ul style="list-style-type: none">• Parents/carers have increased knowledge of curriculum content and expectations.	92% of parents feel Sawtell PS has a strong focus on literacy and numeracy. 88% of parents agree Sawtell PS has a balanced curriculum.
Assistant Principal Curriculum Instruction engaging in the curriculum	Assistant Principal Curriculum Instruction engaged in regular curriculum reform meetings and commenced planning for the professional learning

reform community meetings and
commence planning for the
professional learning community.

community.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$93,029.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to well-being <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Individualised Learning and Support Plans (ILPs) <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: In 2023 the school will present a more flexible timetable for additional support, School Learning and Support Officers will be upskilled to improve their understanding of complex learning needs and disabilities to best support the individualised learning programs for students.</p>
<p>Socio-economic background</p> <p>\$44,571.77</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to well-being • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Positive Behaviour Learning to support student learning • employment of additional staff to support transition program implementation • employment of additional staff to support whole school physical education program implementation <p>The allocation of this funding has resulted in the following impact: Students with identified additional learning and support needs can access the curriculum and engage in their learning. A consistent approach to whole school teaching of physical education is evident. Students' wellbeing is pivotal to their successful attendance and engagement.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will re-engage in the Got It program to support students and families. The positive behaviour for learning framework will continue to be refined across indoor settings. The physical education program will become part of the school's whole school release from face to face program.</p>
<p>Aboriginal background</p> <p>\$44,839.32</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 student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$44,839.32</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: In 2023, 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. Professional learning will be provided to all staff around personalised learning programs to ensure a more authentic and meaningful process is embedded.</p>
<p>Low level adjustment for disability</p> <p>\$140,963.64</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs to access the curriculum • employment of additional staff to support collaboration and lesson observation and feedback • engagement of an instructional leader to support teaching staff across the school with specific focus on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Additional staff provided co-planning opportunities for classroom teachers to collaborate with the instructional leader in team teaching, data analysis and programming.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the Assistant Principal Curriculum and Instruction and in-school instructional leader 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>Location</p> <p>\$2,956.95</p>	<p>The location funding allocation is provided to Sawtell Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Location</p> <p>\$2,956.95</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for classroom teacher release <p>The allocation of this funding has resulted in the following impact: Location funds have supported professional learning and staff collaboration in planning and programming.</p> <p>After evaluation, the next steps to support our students will be: In 2023, location funds will continue to support whole school professional learning initiatives.</p>
<p>Professional learning</p> <p>\$24,218.80</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • to build the capacity of teachers to interpret and analyse data • to build the capacity of teachers to reflect and provide feedback aligned with the Quality Teaching Framework <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: In 2023, teachers will continue to collaborate and analyse data to ensure differentiated teaching strategies target the needs of all students.</p>
<p>QTSS release</p> <p>\$59,414.16</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: In 2023, 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>

COVID ILSP

\$91,253.00

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 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers to deliver small group tuition

The allocation of this funding has resulted in the following impact:

In 2022 Sawtell PS engaged additional teaching staff to support targeted students in K-2 for reading and Year 3-6 for numeracy support. A total of 156 students were targeted and made significant gains throughout the year. Impacting the success of this program was staffing shortages as the program was collapsed on numerous cases to ensure all classes had adequate teaching staff.

After evaluation, the next steps to support our students will be:

In 2023, COVID ILSP funds will continue to support student achievement in reading and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	172	161	156	155
Girls	183	164	154	159

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	93.1	93.9	90.5
1	95.8	95.0	93.4	89.0
2	93.3	92.7	93.4	87.8
3	92.6	93.1	93.3	88.9
4	93.3	92.5	90.5	88.6
5	93.9	92.7	91.0	87.2
6	93.2	92.0	91.1	86.6
All Years	93.6	92.9	92.1	88.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3.8
Classroom Teacher(s)	11.86
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	259,720
Revenue	3,398,392
Appropriation	3,236,762
Sale of Goods and Services	23,077
Grants and contributions	134,976
Investment income	3,477
Other revenue	100
Expenses	-3,321,256
Employee related	-3,072,223
Operating expenses	-249,033
Surplus / deficit for the year	77,136
Closing Balance	336,855

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.

	2022 SBAR Adjustments (\$)
Targeted Total	93,029
Equity Total	230,375
Equity - Aboriginal	44,839
Equity - Socio-economic	44,572
Equity - Language	0
Equity - Disability	140,964
Base Total	2,453,803
Base - Per Capita	78,331
Base - Location	2,957
Base - Other	2,372,515
Other Total	276,774
Grand Total	3,053,980

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.

Parent/caregiver, student, teacher satisfaction

In 2022 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.

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 - 75%
2. Do you give your best ALL the time and ALWAYS look to improve your learning? Yes - 63%
3. Can you identify a staff member who you can talk to for advice and who? Who is this staff member? Yes - 95%
4. Do you feel you can meet with a staff member any time to ask for advice or help? Yes - 95%
5. Is learning… too easy, about right or too hard? Too easy - 17%; about right - 70%; too hard - 13%
6. My teacher regularly helps me with my learning. This helps me to improve. Yes - 95%
7. My teacher manages class behaviour well so that my learning is not disrupted. Yes - 75%
8. Are you happy with Sawtell Public School? Yes - 85%

Additionally, in 2022 Year 4, 5 and 6 students completed the Tell Them From Me survey. This results demonstrate students at Sawtell PS have a higher positive percentage for advocacy at school and a sense of belonging when compared to state and statistically similar school groups.

A summary of parent survey results are as follows:

well-being

- 95% of parents felt PBL had a positive impact on the culture of Sawtell PS, and 96% of parents feel PBL provides a positive learning environment.
- 93% of parents are satisfied with Sawtell PS's wellbeing policy, 91% of parents feel teachers are fair and consistent when adhering to the policy. 95% of parents state their child values merit and principal awards, with 97% of parents happy with the revised rewards process.
- The average parent rating for student well-being at Sawtell PS is 8.5 out of 10. This is an improvement on the 2021 survey by 0.7.

teaching and learning

- 93% of parents stated their child/ren are engaged in learning.
- 92% of parents feel Sawtell PS has a strong focus on literacy and numeracy. 88% of parents agree Sawtell PS has a balanced curriculum.
- 90% of parents stated their child likes coming to school.
- The average parent rating for teaching and learning at Sawtell PS is 8.6 out of 10. This is an improvement on the 2021 survey by 0.76.

communication

- 97% of parents indicated their child's teacher is approachable.
- 79% of parents were satisfied with the level of communication in regards to their child's social development.
- 83% of parents were satisfied with the level of communication in regards to their child's academic progress.
- 100% of parents feel the front office staff are welcoming.
- 90% of parents surveyed indicated their satisfaction for online newsletters and permission forms.
- 38% of parents would like a school Facebook page.
- 92% of parents are satisfied with the level of communication in regards to excursion notice.
- The average parent rating for communication at Sawtell PS is 8.6 out of 10. This is an improvement on the 2021 survey by 0.64.

Additionally, 97% of parents surveyed would recommend Sawtell PS. This is compared to 96% in 2021.

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 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

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.