

# 2023 Annual Report

## Sawtell Public School



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# Introduction

The Annual Report for 2023 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	2023 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 growth and performance	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

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

### Initiatives

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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

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**AP Curriculum & Instruction**

**QTSS release**

**Socio-economic background**

**Low level adjustment for disability**

**Beginning teacher support**

**Professional learning**

### Summary of progress

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#### Reading

The focus for 2023 was to improve teacher capacity in teaching reading to improve student outcomes. All teachers completed professional learning on the implementation of the K-2 English syllabus and engaged in professional learning around the 3-6 English syllabus. K-2 teachers improved student reading outcomes through undertaking high-impact professional learning with the Assistant Principal Curriculum and Instruction (APC&I), on the explicit teaching of phonics. 3-6 teachers improved student reading outcomes through high-impact professional learning in the explicit teaching of comprehension and fluency.

All teachers worked shoulder-to shoulder with instructional leaders, and collaborated in teams to build collective efficacy and a culture of high expectations for student achievement. In teams, teachers analysed student data to identify areas of need. Teaching and learning programs were adapted and reflected this. Student learning outcomes have been tracked through the collection and analysis of assessment data. Improved student achievement and growth has been demonstrated.

In 2024, teachers new to K-2 will engage in professional learning led by their instructional leader in reading with a focus on phonics/spelling and the use of decodable readers. 2024 K-2 teachers who were part of the 2023 K-2 team will engage in the embed phase of curriculum implementation of phonics/spelling and the use of decodable readers. 3-6 teachers will engage in the enact phase of the 3-6 English Syllabus. Dynamic, responsive processes and structures will be in place to support staff to collaboratively plan teaching programs, teach the new curriculum and evaluate practice.

#### Numeracy

The focus for 2023 was to effectively use Essential Assessment to monitor achievement and differentiate teaching and learning programs to meet the needs of students. All teachers engaged in the professional learning- Big Ideas to Start Strong in Mathematics to increase teacher knowledge and skills in evidence-informed teaching and assessment strategies.

All teachers worked shoulder-to shoulder with instructional leaders, and collaborated in teams to build collective efficacy and a culture of high expectations for student achievement. In teams, teachers analysed student data to identify areas of need. Teaching and learning programs were adapted and reflected this. Student learning outcomes have been tracked through the collection and analysis of assessment data. Improved student achievement and growth has been demonstrated.

In 2024, Sawtell Public School will be a numeracy target school with teachers receiving support in implementing the K-6 mathematics curriculum. K-2 will focus on using paper-based assessments in mathematics, with student assessment data being analysed to inform teaching and learning programs to meet the needs of students. In 3-6, teachers will focus on giving explicit and timely feedback to students based on student assessment data. Students and teachers will negotiate personal mathematics learning goals that are specific, measurable, achievable, relevant and time bound.

## 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
<p>Years 4, 5, and 6 within Sawtell Public School achieve expected, or above expected, growth in Reading as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.</p>	<p>2023 Check-In Assessment reading results in:</p> <ul style="list-style-type: none"> <li>• Year 4 reflected a 7 percentage point increase when compared with Statistically Similar School Groups, and a 9.1 percentage point increase when compared with State average.</li> <li>• Year 5 reflected a 0.5 percentage point decrease when compared with Statistically Similar School Groups, and a 2.2 percentage point decrease when compared with State average.</li> <li>• Year 6 reflected a 2.3 percentage point increase when compared with Statistically Similar School Groups, and a 2.2 percentage point increase when compared with State average.</li> </ul>
<p>Years 4, 5, and 6 within Sawtell Public School achieve expected, or above expected, growth in Numeracy as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.</p>	<p>2023 Check-In Assessment numeracy results in:</p> <ul style="list-style-type: none"> <li>• Year 4 reflected a 3.6 percentage point increase when compared with Statistically Similar School Groups, and a 1.8 percentage point increase when compared with State average.</li> <li>• Year 5 reflected a 1.2 percentage point decrease when compared with Statistically Similar School Groups, and a 2.2 percentage point decrease when compared with State average.</li> <li>• Year 6 reflected a 2.4 percentage point increase when compared with Statistically Similar School Groups, and a 2.9 percentage point increase when compared with State average.</li> </ul>
<p>100% teachers demonstrate consistent reporting aligned with English and Mathematics syllabus outcomes.</p>	<ul style="list-style-type: none"> <li>• 100% of classroom teachers consistently demonstrate reporting aligned with English and Mathematics syllabus outcomes.</li> </ul>

## 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

English language proficiency

Low level adjustment for disability

Aboriginal background

### Summary of progress

In 2023, student data for daily attendance was 89.4%, 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 and network. In 2023, 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 Positive Behaviour for Learning 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. Unexplained absences are followed up on a weekly basis by administration staff contacting families. 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 2023 survey results demonstrated a 10% increase of advocacy at school and an 8% increase of sense of belonging at school, whilst expectations for success survey data increased by 2%, from 90% to 92%. 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 2023, the Student Representative Council continued promoting student voice leading 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 93% of parents felt Positive Behaviour for Learning had a positive impact on the culture of Sawtell Public School. 93% of parents feel Positive Behaviour for Learning provides a positive learning environment.

In 2024, 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. Partnerships with our local public school will further strengthen transition programs for all students.

### 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 lower bound system-negotiated target.	In 2023 53.5% of students attended 90% or more of the time, this statistic reflects attendance above state and local network schools.
• Sustain the proportion of students attending <80% of the time by.	100% of unexplained absences were followed up with parents.

• 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 13.7% 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.

- School community partnerships
- Inter-school Partnerships

### Resources allocated to this strategic direction

#### Socio-economic background

#### Low level adjustment for disability

### Summary of progress

In 2023, a strong emphasis on partnerships between teachers and parents further increased transparency around processes and practices including whole school transitions, student goal setting, and teaching and learning. Parent and teacher meetings were scheduled to discuss learning and social development goals were scheduled at the commencement of the formation of new classes. Parents were also invited to attend an informal meet and greet with their child's class teacher. These opportunities provided increased accessibility for parents to engage with teachers about their child's learning. The Communities of Practice in STEM science expression of interest provided the school with a vast group of interested parents. This project was put on hold for the duration of 2023. In 2023, the school collaborated with all stakeholders to design Aboriginal art works, and the plan for the outdoor Gumbaynggirr learning area. Feedback was also sort from students, staff, and parents around the planning for the school's centenary. Parent surveys about school communication conducted in 2023 demonstrated a strong increase in improved communication between the school and parents from the 2022 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 2023, the school revised its wellbeing policy. 93% of parents agreed PBL had a positive impact on the culture of Sawtell PS, this was a 2 percentage point decrease from 2022. 93% of parents felt PBL provides a positive learning environment, this was a decrease of 3 percentage points compared to 2022. 86% of parents were satisfied with Sawtell PS's wellbeing policy, 83% of parents agreed teachers are fair and consistent when adhering to the policy. 93% of parents are state their child values merit and principal awards. The average parent rating for student well-being at Sawtell PS is 8.3 out of 10. This is a decrease on the 2022 survey by 0.2.

In 2024, the school will introduce a new communication platform, increase opportunities for teachers and parents to collaborate and discuss student progress; foster deep partnerships with parents through a communities of practice between parents and teachers in curriculum; 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"><li>• Achievement of their personal learning goals is celebrated by students, teachers and parents.</li><li>• All student co-develop their learning goals in reading and numeracy.</li></ul>	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. TO DO WITH EXEC.
<ul style="list-style-type: none"><li>• Parents/carers have increased knowledge of curriculum content and expectations.</li></ul>	93% of parents feel Sawtell PS has a strong focus on literacy and numeracy. 96% of parents agree Sawtell PS has a balanced curriculum.
Successful leadership in the	The professional learning community has now become a priority of the

implementation of new curriculum.  
Establish a professional learning  
community membership with scheduled  
meetings.

Network.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$12,367.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students involved were able to access the curriculum and engage in learning. These activities allowed students to transition successfully into school in Australia and supported their social and emotional wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, there will be no planned New Arrivals Program as these students are no longer enrolled at Sawtell PS.</p>
<p>Integration funding support</p> <p>\$200,146.00</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 will be:</b> In 2024, the school will present a more flexible timetable for additional playground support. School Learning and Support Officers (SLSOs) will be up-skilled 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>\$54,117.64</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> <li>• School community partnerships</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>• provide teachers with ongoing professional development around explicit instruction, feedback and high expectations.</li> <li>• explore innovative practices that have a high impact on student attainment</li> </ul>

<p>Socio-economic background</p> <p>\$54,117.64</p>	<p>and engagement.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staff provided co-planning opportunities for classroom teachers to collaborate with the instructional leader in team teaching, data analysis and programming. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the funding source will continue to support a whole school approach ensuring the most effective evidence-informed teaching methods optimise learning progress for all students.</p>
<p>Aboriginal background</p> <p>\$50,951.02</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><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> <li>• Attendance</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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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. Professional learning was provided to all staff around Personalised Learning Pathways to ensure a more authentic and meaningful process is embedded.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the funding source will continue to support a positive learning culture at Sawtell Public School. Individualised programs will target point of need. An Indigenous teacher 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>\$7,569.39</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 implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2023, Sawtell PS engaged additional teachers to support students with English as an Additional Language or Dialect (EAL/D) learners. Through collaborative teaching, The EAL/D teachers supported classroom teachers</p>

<p>English language proficiency</p> <p>\$7,569.39</p>	<p>to employ EAL/D pedagogies to enhance students' learning and assessment practices through differentiation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the funding source will continue to support EAL/D learners with evidence-informed teaching practices to optimise learning progress for all students.</p>
<p>Low level adjustment for disability</p> <p>\$146,853.52</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>• Literacy</li> <li>• A planned approach to well-being</li> <li>• School community partnerships</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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention (Got It!) to increase learning outcomes</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staff provided co-planning opportunities for classroom teachers to collaborate with the instructional leader in team teaching, data analysis and professional learning on the new curriculum. The learning and support teacher worked with individual students to enhance learning outcomes in identified focus areas. School Learning and Support Officers worked with teachers to support curriculum differentiation and individual students learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the Assistant Principal Curriculum and Instruction and Instructional Leader will continue to support staff in strengthening their teaching practices at Sawtell Public School. The Learning and Support teacher will continue to provide targeted support for identified students, and the School Learning and Support Officers will continue to work with teachers to enhance differentiation and individual student learning goals.</p>
<p>Location</p> <p>\$3,254.00</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>• additional staffing for teacher release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Location funds have supported professional learning and staff collaboration in planning and programming.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, location funds will continue to support whole school professional learning initiatives.</p>

<p>Professional learning</p> <p>\$25,088.65</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 to build the capacity of teachers to reflect and provide feedback aligned with the Quality Teaching Framework</li> <li>to build teacher knowledge of the new English and Mathematics syllabuses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers demonstrate increased knowledge of the new English and mathematics syllabuses, as a result of differentiated professional learning and collaborative practice. The staff evaluated professional learning activities to identify and systematically implement the most effective strategies to improve teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, teachers will continue to engage in differentiated professional learning on the new K-6 curriculum. Teachers will also continue to engage in collaborative practice and analyse data to ensure differentiated teaching strategies target the needs of all students.</p>
<p>QTSS release</p> <p>\$62,143.20</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>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staff provided co-planning opportunities for classroom teachers to collaborate with the Instructional Leader in team teaching, data analysis and programming for the new K-2 curriculum. 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 reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, 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>\$68,273.36</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

COVID ILSP

\$68,273.36

**including:**

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- providing intensive small group tuition for identified students who were below grade expectation in reading and /or numeracy
- providing targeted, explicit instruction for student groups in literacy-phonics, phonological awareness, and comprehension
- providing targeted, explicit instruction for student groups in numeracy - quantifying number and additive strategies

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

In 2023, Sawtell PS engaged additional teaching staff to support targeted students in K-6 for reading and r numeracy support. A total of 111 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 2024, COVID ILSP will no longer be a Department of Education funded program. Students requiring additional support will be targeted through Learning and Support. Small group tuition funds will support students with additional learning needs as identified through internal and external data sources.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	161	156	155	150
Girls	164	154	159	137

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.1	93.9	90.5	91.5
1	95.0	93.4	89.0	90.7
2	92.7	93.4	87.8	90.6
3	93.1	93.3	88.9	89.6
4	92.5	90.5	88.6	90.4
5	92.7	91.0	87.2	88.2
6	92.0	91.1	86.6	88.4
All Years	92.9	92.1	88.3	89.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	3.8
Classroom Teacher(s)	10.83
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.72

\*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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	307,442.56
<b>Revenue</b>	3,521,673.92
Appropriation	3,366,289.88
Sale of Goods and Services	15,866.80
Grants and contributions	127,822.54
Investment income	11,694.70
<b>Expenses</b>	-3,428,863.55
Employee related	-3,122,310.11
Operating expenses	-306,553.44
<b>Surplus / deficit for the year</b>	92,810.37
<b>Closing Balance</b>	400,252.93

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	179,141
<b>Equity Total</b>	259,492
Equity - Aboriginal	50,951
Equity - Socio-economic	54,118
Equity - Language	7,569
Equity - Disability	146,854
<b>Base Total</b>	2,368,677
Base - Per Capita	81,722
Base - Location	3,254
Base - Other	2,283,701
<b>Other Total</b>	274,648
<b>Grand Total</b>	3,081,958

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023, 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.

In 2023 Year 4, 5 and 6 students completed the Tell Them From Me survey. These results demonstrate students at Sawtell PS have a higher positive percentage for advocacy at school, expectations for success and a sense of belonging when compared to state and statistically similar school groups with continued growth over the past few years.

Advocacy at school was 96%, which was 12% above statistically similar school groups and state. This was a 8% increase from 2022.

Expectations for success was 97%. This result was 5% above statistically similar school groups and 4% above state. This was a 7% increase from 2022.

Sense of belonging was 77%, which was 9% above statistically similar school groups, and 8% above state. This was a 4% increase from 2022.

A summary of parent survey results are as follows:

### **Wellbeing**

- 93% of parents felt PBL had a positive impact on the culture of Sawtell PS, and 93% of parents feel PBL provides a positive learning environment.
- 86% of parents are satisfied with Sawtell PS's wellbeing policy, 82% of parents feel teachers are fair and consistent when adhering to the policy. 89% of parents state their child values merit and principal awards.
- The average parent rating for student well-being at Sawtell PS is 8.3 out of 10.

### **Teaching and Learning**

- 93% of parents stated their child/ren are engaged in learning.
- 93% of parents feel Sawtell PS has a strong focus on literacy and numeracy. 96% of parents agree Sawtell PS has a balanced curriculum.
- 86% of parents stated their child likes coming to school.
- The average parent rating for teaching and learning at Sawtell PS is 7.9 out of 10.

### **Communication**

- 93% of parents indicated their child's teacher is approachable.
- 71% of parents were satisfied with the level of communication in regards to their child's social development.
- 68% 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.
- 96% of parents surveyed indicated their satisfaction for online newsletters and permission forms.
- 86% of parents are satisfied with the school Facebook page that promotes and celebrates student success.
- 96% of parents are satisfied with the level of communication in regards to excursion notice.
- The average parent rating for communication at Sawtell PS is 8.1 out of 10.

Additionally, 96% of parents surveyed would recommend Sawtell PS.

# 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.