Our school at a glance

Students

Our student body is composed of students from a wide range of socio-economic backgrounds, all of whom are respected and supported. We have a 10% Indigenous enrolment and a growing cohort of NESB students from a range of cultural groups including Maori, Philippino, German, Chinese and Cambodian. Our student body reflects society with a healthy mix of high achieving students and students needing extra support with their social and academic learning.

Staff

The staff at Sawtell Public School are a blend of highly qualified, expert teachers, young enthusiastic teachers and dedicated support staff. There were 11 classes formed in 2012.

2012 was a stable year in relation to school staff changes. Miss Christy Beveridge was appointed as assistant principal bringing her expertise in early year’s education gained through her previous role as a Best Start consultant. It was with sadness that the school said farewell to Mr. Cavallaro as he entered retirement. Mr. Cavallaro had been a permanent member of staff for many years. Over many years he worked tirelessly, giving much of his own time, to continually improving the technology in the school to achieve the highly effective system that we have today.

Mrs. Sandra Steyne, Mr. Ken Brookman and Miss Robyn Hague, Ms. Flavell and Mr. Moore made significant contribution in supporting the school through their capacity as casual teachers.

Significant programs and initiatives

The school has proudly focused on academic achievement while supporting the social, creative and physical growth of students. This is achieved through sound classroom learning and support programs including: Extension Programs in Mathematics, Writing and Science, the QuickSmart Maths Program, Reading Support Program- where parents and members of the community support students one-on-one with reading development, Reading Recovery- supporting 4 students, rigorous internal and external assessments and competitions, Maths Master Quiz, an extensive firsthand experience/excursion program, Live Life Well Program, band and choir, a comprehensive school based and PSSA sports program and continuous engagement with our local community to foster service and generosity.

Student achievement in 2012

The school won 5 state titles in 2012. A team of students under the guidance of Mr Moore won the NSW Great School Show Off video competition, Our Open AFL Team won the NSW Tony Lockett Shield. A team of students won the NSW Wet and Wild competition identifying wetland animals competing against 70 other schools across NSW. Our under 10s team and under 16s teams have won the NSW Twitchathon- bird watching competition. One student attained a high distinction in the University of NSW writing competition along with 7 distinctions by other students across a number of disciplines. A Year 1 student won the ‘My Community’ writing competition for the North Coast. Some of our students have been successful in attaining lead roles in the Bongil Bongil Community of Schools Musicale.
Principal’s message

Sawtell Public School provides a range of educational and social opportunities for its students. There is a balance between tradition and current best learning practice. Staff, students and parents work together to create an environment that is happy and safe, giving students the best chance to succeed.

The major educational focus of the school is on the basic skills of literacy and numeracy. Students also participate in a variety of academic, cultural and sporting activities that utilise the skills of teachers and community members, and the rich environmental resources of the local area.

Sawtell Public School promotes the values of cooperation, participation and respect. We encourage our students to try their best in all that they do, and to participate as responsible members of their school and wider community. In all aspects of school life they are encouraged to follow the school motto and ‘play the game’.

The school grounds continue to be improved and the facilities provided by the school are utilized by the local community. The school vegetable garden was a highlight with parents, students and teachers working together.

It is a great honour to lead such a caring, inclusive, passionate school. I continue in my determination to make a difference for the students within the school and build even stronger links with the community. Parents are an essential part of daily education practices and the culture of the school.

Students will be exposed to teaching and learning that will prepare them to be 21st century learners with technology skills, interpersonal skills and the ability to problem solve. I want each student to have the opportunity to follow their passions.

I want staff to be supported through professional learning and resources so that they can best share their passions and skills with the students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development. I am happy to discuss this report with any party at a mutually agreed time.

Michael Cheers

P & C message

As the P&C president and a parent, it is just great to see what a wonderful community spirit Sawtell Public School has. Parents and members of the community are always involved with what is happening within the school, by helping with the school garden, in the class rooms, on working bees, attending the bush dance or organising the cookie dough fundraiser. Fundraising is an essential part of the P&C which then helps the school. It was great to see the Trivia Night, a major fundraiser for the P&C, so well supported and everyone enjoying such an absolutely fun packed night. A huge thank you must go to all involved with the organisation and running of the trivia night, a special thank-you to Julie-ann Wills. With the fundraising the P&C was able to renovate the canteen, changing the space to make it more work friendly with improved WHS standards, we were also able to contribute $100 to every classroom for extra resources that support all students.

I look at the students in their uniforms and feel proud that they all wear it with such pride and that it also keeps them safe from the sun. The introduction of bucket hats protects students and creates a great look at the same time.

Thank you to all involved in making Sawtell school what it is- teachers, students, parents community members and executive of the P&C committee, thank you for all you have done.

Maree Gallagher - 2012 P&C President
**Student representative’s message**

The students have had lots of opportunity to represent the school in lots of academic and active activities, such as the Tournament of the Minds, chess team, AFL team, Rugby League team. On Friday mornings we had special assemblies to entertain the students and parents. The assemblies helped with our public speaking and performance skills. We also had a concert performance at the end of the year involving K to 6 classes. Year 6 finished with a spectacular performance.

This year it was great to have lots of kids from different countries such as Cambodia, Germany, China, New Zealand and Philippines.

In 2012 Year 6 went on excursions to Sydney, and a 12km bush walk and tent camp to North Beach, Year 5 went to Lake Ainsworth Sport and Recreation Camp, Year 4 went to Cascade Field Study Centre and Year 3 went to Bonville.

Our new hall was opened and we got a new garden for the school. Each class had their own patch of vegies and flowers. Last year our school collected Woolworths and Coles vouchers over many weeks. Early this year we were told that we would have heaps more new equipment this year like musical Instruments, glue sticks, pencils, pencil sharpeners and sports equipment.

We also had 52 new kindergarten children. We had so much fun in 2012, it was awesome!!!

By Kirra. R, Obian. L and Jenna S.

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Male</td>
<td>146</td>
<td>148</td>
<td>148</td>
<td>121</td>
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<td>117</td>
<td>129</td>
<td>126</td>
<td>138</td>
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</tbody>
</table>

The school population fluctuated over 2012 with initial numbers resulting in the loss of a class. Later in term one, enrolments increased and an 11th class was reformed. A recent history of rises in real estate and home rental prices in the school’s drawing zone have combined with an absence of vacant land for new home building to make the area unaffordable for many young families. Initial Kindergarten enrolments were lower than 2011 but enrolment climbed for the remainder of 2012 reflecting the school’s positive reputation within the community. It is anticipated that the school population will grow in 2013 with many siblings preparing for enrolment.

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**Student attendance profile**

Our attendance figures show attendance consistently above 90%. In 2012 our senior students engaged well with their school as evidenced by their attendance rates being well above regional and state averages.
Management of non-attendance

Non-attendance is a serious, and now legal, issue. Where non-attendance is an issue for a particular student, the class teacher and the school’s Learning Support Team undertake a series of measures. These range from simple communication with parents to the involvement of the DET Home School Liaison Officer.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Primary Priority School Funding Scheme</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.72</td>
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<tr>
<td>Total</td>
<td>18.707</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school currently has one indigenous person employed as Learning and Support Officer.

Staff retention

The school has retained approximately 95% of its teaching staff from last year.

Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>4633.01</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>4445.30</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>411620.15</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>97588.35</td>
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</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P and C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Sawtell Public School takes pride in offering a wide range of opportunities for students providing social, creative and sporting development for students, preparing them for lifelong learning and the ability to participate in their local community.

Achievements

Creative and Practical Arts

The Senior Choir began the year by adding their number to the Australia wide ‘Count Us In To Music’ concert at Toormina High School. In Education Week the Senior Choir performed at a special assembly. Again there was focus on dance, with a group of talented performers joining students from across the Coffs Harbour district, in a Flash mob event at Toormina Gardens.

Mrs. Keft continued to tutor students through the band program, which is subsidised by the school, enabling more children to participate. The Guitar Group continues to grow in popularity and skill. They have enjoyed performing for our whole school at Friday assembly and to the residents of the Mater Christi Nursing Home.

Friday class assemblies remain a favourite for parents and children. We have been entertained by many items including dance, drama, poetry and music. Parents, children and teachers once again celebrated at our annual school concert.

Six students were successful in attaining lead roles in the Bongil Bongil Musicale, a performing arts collaboration between THS and the local feeder schools. Funding for the professional development of staff and the performance was generated through a successful grant by the Bongil Bongil Community of Schools.

Sport

Sawtell Public School’s achievements in 2013 were outstanding especially for a school with only 68 Stage Three students. The highlight being crowned the first North Coast school and only the second school outside the Riverina to be crowned State Champions in The Tony Lockett Shield (Australian Rules Knockout PSSA Competition).

This wonderful achievement was augmented by other team sporting achievements which include: State Finalists in Schubert Sevens Rugby League as well as the All Schools Rugby League Carnival. We also achieved admirably in basketball, netball, touch football, soccer and tennis knockout competitions.

At a school level students were provided with a diverse range of sporting opportunities with an emphasis on participation and skill development. Students of all ability levels were catered for with more able students achieving at higher levels.

The school’s program incorporates organised weekly sporting activities, PSSA knockouts, PSSA district, zone and regional selection trials, intensive swimming programs and specialised instruction from outside organisations. The weekly sports program provided students with opportunities to participate and learn the skills in tennis, swimming, cricket, football, Australian Rules, fitness walking, cross country and athletics training, aerobics and golf. During these activities students were able to recognise the importance of a healthy lifestyle, build fitness levels and develop their skills.

The ‘Big Bike Ride’ was also conducted, where students from Years 4, 5 and 6 rode 20km, supervised by teachers and parents, demonstrating in a very practical way the importance of safe cycling and road safety.

Senior students were able to trial for inclusion into various school sporting teams to compete in a range of PSSA state knockout competitions. Local schools combined to conduct gala days in major PSSA knockout competitions for basketball, soccer, touch and Australian rules.

Sawtell Public School was well represented at Toormina District and Mid North Coast Zone PSSA trials in swimming, cross country and athletics. Eight students went on to North Coast Regional trials and we had one representative at each state PSSA championship in athletics, cross
country and swimming. Three boys represented North Coast Region in Australian Rules Football, Two boys in North Coast Rugby League and two boys in North Coast Rugby League, one in North Coast Basketball and one in tennis.

Seventy-eight students participated in the Intensive Swimming Scheme, gaining increased proficiency in swimming. In addition Kindergarten students were introduced to a five day intensive swimming program. Living on the coast, the school recognises the importance of learning this vital skill and improved participation in competitive school swimming carnivals is highly evident.

Years 5 and 6 undertook a 'beach safety day' conducted by Coffs Harbour City Council lifeguards, which provided students with important surf survival skills and CPR information. Participation in the Premier’s Sporting Challenge resulted in the school receiving a Gold Award and a number of grants to supplement sporting equipment, providing even greater opportunities to students.

The school continues to focus on the teaching of the Fundamental Movement Skills in all classes which is further developing the students’ skills and ability which is envisaged to provide students with skills and confidence to become active participants in all forms of sport and physical activities throughout lives.

Through such a vast range of sporting opportunities, activities and programs students of Sawtell Public are active participants and they espouse the school motto “Play The Game”.

Welfare

The welfare of every student remains a focus. The school discipline code is both fair and supportive. Students receive regular rewards for social and academic achievement. In 2012 a Level ODay (reward day) occurred every term. The Kindergarten and Year 6 Buddy Program ensures Kindergarten student have a ‘Big Buddy’ to provide support in the first few weeks of school. The program begins on the Kindergarten orientation days before formal schooling begins. The BE-A-FRIEND program provides opportunities for senior students to lead small groups of younger students in social skills. These programs provide a supportive environment for younger students and responsibility for senior students.

The school officially became a Sun Safe school. Bucket and broad brimmed hats are now the only hat options for students. The High Five anti-bullying program was introduced giving students simple and effective strategies to use in conflict situations. ‘Focus students’ were discussed at every staff meeting with staff targeting specific students with supportive conversations for the week. These positive conversations build self-esteem for students.

The school meets in the amphitheatre each morning where the day begins with messages, positive rewards and a whole school affirmation such as, “let’s get stuck in and work together”.

Engagement with Community

Students are continually encouraged to engage with their community to build empathy and citizenship. This was achieved by:

- Visiting the elderly and entertaining them
- Marching on Anzac Day
- Singing in the choir on Anzac day
- Engaging with scripture and ethics teachers (Ethics was offered to Stage 3 students in 2012)
- Clean-up Australia Day activities
- Flash-mob dancing in the local shopping centre
- The school was invited to host the digital switch over event for Northern NSW. This was as major media event for the school.
- Minifete where members of the community came to the school for fete activities
- Fund raising days for Anitha, our sponsored child in Africa as well as special charity fund raising days.
Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Reading – NAPLAN Year 3

Digital ready event.

Numeracy – NAPLAN Year 3

Reading – NAPLAN Year 5
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

2012 saw every indigenous student having a personal learning plan which was developed in consultation with parents.

An Aboriginal learning support officer was employed 4 days per week to give individual support to indigenous students in literacy and numeracy.

The school received Wambinya funding from the beginning of Term 2. This gave one day per week support to 3 students. This funding gave essential support to indigenous students in their first year of schooling.

All indigenous students in Year 5 participated in the QuickSmart Maths program. Results again showed that indigenous students who participated in the QS program had greater improvement in numeracy skills than nonindigenous students who did not participate.

NAIDOC Day was celebrated with support from our local indigenous community and AECG giving all students a chance to engage first hand with indigenous culture.

The PACE program resulted in Aboriginal elders coming to the school and meeting with senior students. This helped students to set goals for the future and engage more deeply with their culture.

Generally the results show the students growth in reading as outstanding when compared to the state average. Across the school Grammar and Punctuation as well as Numeracy remain areas for targeted focus for 2013.
Multicultural education

Multicultural education is embedded within all key Learning areas and especially within our HSIE and COGS units.

Sawtell has had a steady flow of students to be included in the New Arrivals Program. In 2012 students arrived from Cambodia with no English. This has resulted in an ESL teacher appointed to the school for 2 days per week. The North Coast Mentor for the ESL Programs was based at Sawtell School and provided expert assistance to teachers within the school and to other schools within the North Coast Region.

We have students from 4 families who identify as having a language other than English as their first language.

Multiculturalism is celebrated during the year with special events such as Harmony Day. Students, parents and teachers come in traditional dress and experience food and activities from different cultures.

Workplace Health and Safety

The school entered into a partnership with ‘Just In Time Solutions’, a local technology business to improve WHS. The result was the use of tablet technology to record critical information about the school which included playground supervision, emergency procedures, medication, dealing with sick students, epipen and other first aid. Experts were used in these video procedures. Parents of students with significant medical conditions such as potential anaphylactic reactions had their preferred treatment procedures recorded for their child. This information is made available for new staff or casual staff through tablet technology. This ‘Smart Buddy System’ was successful in being a finalist in the NSW WHS Awards.

The School Garden/Grounds

The school was successful in receiving a NSW Environment Council grant to establish a school garden. The garden was coordinated by a parent and resulted in every class having a garden plot. The next stage is to use the extra space created in the canteen to provide cooking opportunities for students using garden produce.

An outdoor classroom was constructed using timber from camphor laurel trees which were removed from the school grounds.

Many asthma causing non-native trees and shrubs were removed and native plants used to regenerate or establish gardens.

Toormina High School students, ‘Toormi Tradies’, as part of their industrial arts program, built a shade house for the students to grow seedlings to be used in the vegetable garden and native gardens. Some of the high school students were ex-students from SPS. The opening was attended by the principal of THS, parents, teachers and students.

Priority schools funding

PSP funding provided an additional focus on Technology with a specialist teacher employed to team teach specific Technology skills to all teachers in a mentoring model. All members of staff are now more confident with Technology and are experimenting with and using new hardware and software. In 2013 the focus will again be on Technology as tablet technologies and Adobe Connect are introduced.

The Support Teacher (Learning Assistance) was employed to support Literacy and Numeracy teaching across the school, allowing for smaller group numbers and resulting in improved outcomes for all students. Resources were purchased to support these programs.

QuickSmart, a Mathematics program to assist students with number skill development, continued in 2012. It involved Year 5 students considered to be most at-risk with Numeracy
skills. Teachers and Learning Support Officers were given further training in the program. After three terms on the program there was an outstanding overall average increase of 21% improvement on the PAT Maths test.

After the success last year of the movement program, ‘Move to Learn’, it continued for students in Years K-3 and targeted students in Years 4-6. A coordinator was employed to assess the students and set up appropriate activities in collaboration with class teachers. The activities were more challenging this year, as the children had improved their fine and gross motor coordination and concentration. Parent helpers enabled the program to operate four days per week. Teachers again noticed growth in motor development and attention span. A self-funded Program for 0-5 year olds, ‘Small Steps’ was very successful and raised the profile of Sawtell Public School in the community.

The Kindergarten teachers visited local preschools to showcase the strengths of Sawtell Public School and liaise with parents, preschool teachers and children.

Three teachers attended the Quality Teaching Forum to gather the latest information on educational pedagogy in Literacy and Numeracy. Staff training followed with positive initiatives reflected in class programs.

Year 6 again attended the very successful Environment and Mathematics Camp at North Beach, staying three days this year. The students start at the school and walk 12kms through Bongil Bongil NP. They spend two nights in tents and apart from coping with three days in the open, they are challenged with activities including estimation in mathematics, physical science, ecology, social skills, problem solving and cooperative kayaking. The camp builds leadership and harmony for our senior students.

Two Learning Support Officers were employed to co-ordinate structured lunch time activities for students. This resulted in an improvement in social skills and improved playground behaviour.

EXTENSION PROGRAMS

The focus for Gifted and Talented Students in 2012 was technology, writing, mathematics, science and thinking skills. Mr. Moore lead a team of students in video making. The result was a win in the NSW Great Schools Show off. Mrs. Gillespie worked with talented mathematicians from Years 1-6 on extension activities and high level problem solving. Mrs. Pollack worked with identified students from Years1-6 on writing. Mr. Moore coordinated a team of young scientists in making improvements to the school’s energy use as part of the Climate Clever Program. Mrs. Buckley led a small group of students who participated in the Tournament of Minds competition. Other students entered writing competitions and participated in the NSW University testing program. A Year 1 student was successful in winning the North Coast Carpet Court ‘My Community’ writing competition.

Selected students represented the school in Youth Environment Council meetings to share learning with students from other schools.

Selected Year 6 students participated in the Toormina High School Extension program. Students from local schools were exposed to Year 7 activities in Mathematics, Visual Art, Science, Writing, and Industrial Arts.
Progress on 2012 targets

Target 1

*Literacy assessment data will show all students achieving individual learning goals in relation to Stage Outcomes.*

*Move more students into the top two proficiency bands in all aspects of literacy.*

NAPLAN results indicated that this target was met and exceeded for the number of students in the top 2 bands.

In Reading for Year 3, 46% of students were in the top 2 bands, compared to 41% in 2011 and for Year 5, 24% of students were in the top 2 bands, compared to 23% in 2011.

In Spelling for Year 3, 44% of students were in the top 2 bands, compared to 32% in 2011 and for Year 5, 21% of students were in the top 2 bands, compared to 3% in 2011.

In Grammar & Punctuation for Year 3, 54% of students were in the top 2 bands, compared to 46% in 2011 and for Year 5, 16% of students were in the top 2 bands, compared to 6% in 2011.

*Decrease students into the bottom two proficiency bands in all aspects of literacy.*

NAPLAN results indicated that this target achieved mixed results.

In Reading for Year 3, 21% of students were in the lower 2 bands compared to 5% in 2011 and for Year 5, 24% of students were in the lower 2 bands, compared to 39% in 2011.

In Spelling for Year 3, 18% of students were in the lower 2 bands, compared to 10% in 2011 and for Year 5, 27% of students were in the lower 2 bands, compared to 32% in 2011.

In Grammar & Punctuation for Year 3, 10% of students were in the lower 2 bands, compared to 32% in 2011 and for Year 5, 33% of students were in the lower 2 bands, compared to 45% in 2011.

Target 2

*Numeracy assessment data will show all students achieving individual learning goals in relation to Stage Outcomes.*

*Move more students into the top two proficiency bands in numeracy.*

In Numeracy for Year 3, 25% of students were in the proficiency bands compared to 28% in 2011. In Numeracy for Year 5, 17% of students were in the proficiency bands compared to 0% in 2011.

*Decrease students in the bottom two bands in numeracy.*

In Numeracy for Year 3, 8% of students were in the bottom two bands compared to 14% in 2011. In Numeracy for Year 5, 29% of students were in the bottom two bands compared to 45% in 2011.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of technology.

Background

The improved effectiveness of Technology to improve learning for students and teachers is a key focus area in the 2012-14 School Plan. A large proportion of the schools professional development allocation, PSP supplementary staffing and global budget have been used to target technology. Professional Learning times
were regularly set aside to evaluate the progress of mentor supported learning for staff and the transposing of skills to students. Every classroom was resourced with a digital camera and a document camera to add to the interactive Smartboard in each room. Every student had access to Mathletics. Parents were regularly asked for feedback at parent teacher meetings, at P and C meetings and in the newsletter.

Findings and conclusions

Students are engaging with a wider range of technologies including video cameras, digital cameras and programs such as email, PowerPoint and Excel. Every student engaged with Mathletics with one student achieving a top 100 placing in an Australia wide competition.

Teachers continuously gave positive feedback on the learning model but felt that the most engaging time was the one on one coaching time that was part of the learning plan. All staff felt that their technology skills had improved.

Parents were positive in the school's technology direction. Positive comments were made about students submitting homework digitally and the level of technology used in the classrooms and technology room. The school website was being used by more parents with 15% accessing the school newsletter online. Future directions involved discussion around technology for communication with the parent body.

Future directions

Students indicated a strong desire to engage with tablet/ipad technology and the technology involved with video making. The purchase of these has been budgeted for in 2013.

Teachers found the technology coaching model to be the most effective and the school has moved to this model for 2013. This will include the mentor spending a greater amount of time in a one on one coaching situation. This has been budgeted for in 2013.

Parents have indicated that communication would be enhanced through the development of a school App. This is being investigated in 2013 by a technically qualified parent.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

After a rigorous evaluation process in 2011 opinions were progressively sort during 2012 through P and C meetings, student council meetings, staff meetings and the newsletter. Generally the students, teachers and parents were very satisfied with the school’s current programs and policies. Some suggested changes were:

- Need for improved email communication between parents and teachers.
- More class work on the school website.
- Need for more information presented at P and C meetings on school programs.
- Have a person of the week highlighted in the newsletter to help parents identify people around the school.
- Phase out the school caps by the end of 2013 to fully comply as a Sun Safe School.
- Continue the extension programs for students. Bring in expert teachers if no current member of staff has specialist skills.
- Continue the excursion and camping programs.
- Make the band more engaging to students.
- Continue the strong sport and physical exercise ethos of the school.

Assembly performance
Professional learning
Professional learning occurred on staff development days and regularly after school during the year. Professional learning included the following:

‘The Super 6 Comprehension Strategies’, focussing on Making Connections, Visualising and Questioning. The Literacy consultant delivered these and will facilitate Professional Development for the other three strategies—Predicting, Summarising and Questioning during 2013. Teachers devised programs to use in their classroom, incorporating these Comprehension Strategies, and then shared their effectiveness at staff meetings. Overall there was very positive feedback and results showed improvement in Reading K-6. Resources were purchased to support teachers.

Technology was a major focus for staff. This was facilitated through whole staff skills development in Mathletics, Adobe Connect and using the document camera. The mentor program was a major budget focus with staff having one on one learning within the classroom and while off class.

A Grammar audit was conducted for facilitators to diagnose staff needs in teaching Grammar and their background knowledge. This will lay the platform for Professional Development in 2013.

The use of Newman’s problem solving strategies in mathematics was also reviewed.

Compulsory courses were also completed including code of conduct, first aid, epipen use, CPR, emergency procedures and lockdown.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2013–2014
Outcomes and targets remain similar for 2013 as we enter the middle of the School Plan triennium.

School priority 1-Outcome for 2013–2014
Literacy assessment data in Reading, Spelling and Grammar/Punctuation will show all students achieving individual learning goals in relation to Stage Outcomes.

2013 Targets to achieve this outcome include:

- In Reading, to increase the number of students in Years 3 & 5 in the proficiency bands, and decrease numbers in the lower bands in 2013 NAPLAN.
- In Spelling, to increase the number of students in Years 3 & 5 in the proficiency bands, and decrease numbers in the lower bands in 2013 NAPLAN.
- In Grammar/Punctuation, to increase the number of students in Years 3 & 5 in the proficiency bands, and decrease numbers in the lower bands in 2013 NAPLAN.

Strategies to achieve these targets include:

- Further implementation of the Best Start Literacy Continuum K-6.
- Trialing of core spelling lists for each grade and individual extension lists. Focus on the four Spelling strategies (graphological, phonological, morphemic and etymological).
- Staff Literacy team to continue to coordinate the implementation of a K-6 approach to Grammar & Punctuation using the scope and sequence from English Syllabus.
School priority 2-Outcome for 2013–2014

Numeracy assessment data will show all students achieving individual learning goals in relation to Stage Outcomes.

2013 Targets to achieve this outcome include:

- Increase the number of Years 3 & 5 students in the proficiency bands in the 2013 NAPLAN
- Decrease the number of Years 3 & 5 students in the lower bands in the 2013 NAPLAN.

Strategies to achieve these targets include:

- Consolidation of the use of strategies in classrooms related to Newman’s Problem Solving analysis
- Consolidation of implementation of strategies for students in classrooms related to TOWN frameworks
- Improving basic numeracy skills for identified students through the QuickSmart Program.
- Mathletics access for every student.

School priority 3-Outcome for 2013–2014

- Students and staff show improvement in skills in using technology to support learning.

2013 Targets to achieve this outcome include:

- Students show improvement on the school Student Technology Skills Matrix
- Teachers show improvement in self-evaluation of technology skills.

Strategies to achieve these targets include:

- Technology coaching program implemented to give in-class and one-on-one technology learning support to staff.
- Increased integration of technology into all aspects of student learning.
- Purchase new technologies such as ipads/tablets and install Wi-Fi across the school.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: