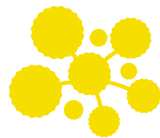


Loftus Public School Annual Report



2016



LOFTUS
Public School

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Introduction

The Annual Report for 2016 is provided to the community of Loftus Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Pam Walmsley

Principal

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Message from the Principal

I am privileged to have been appointed as principal of Loftus Public School in 2016. Our school reflects pride and a sense of belonging. Early in my appointment to the school, I was impressed by the respectful attitude of the students to all staff and community members and their support and encouragement of one another. This is directly attributable to the high expectations, support and encouragement of the staff and community and their strong relationships with the school.

A wide range of quality educational programs were provided which encouraged our children to achieve their personal best, build leadership skills and become self-directed learners with sound personal values. Our students excelled in their academic, cultural and sporting achievements. A consistent focus on improving literacy and numeracy outcomes for all students was supported by excellent classroom practice, a strong Learning and Support Team and weekly teacher professional learning. We built on comprehensive classroom practices by extending the Bring Your Own Device Program to Stage 2, utilising new technology and strengthening differentiated learning programs. Students were supported by innovative gifted and talented programs, literacy and numeracy support programs and transition to high school activities. Our dedicated teaching staff are to be commended for their work. They combine a strong sense of caring with a professional approach and a willingness to contribute well above normal expectations. They are well supported by an equally committed team of administrative and support staff.

A school cannot function effectively without the support of its community. There is a strong community connection with a very active parent group that is involved in all areas of school life and a committed P&C. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms. This collaboration has undoubtedly been a highlight of 2016.

Loftus Public School has built a reputation for academic excellence, exceptional cultural programs and outstanding sporting achievements. All these programs are wonderful, but will do little for students if they are not in an environment in which they feel safe and happy and that provides boundaries, consistency and moral purpose. By demonstrating positive behaviour, remembering the Loftus Core Values of kindness, excellence, honesty, self-confidence, responsibility and cooperation, our students will develop into positive and active citizens.

This annual school report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. I look forward to leading Loftus Public School in 2017.

Pam Walmsley

Message from the school community

Firstly, it would be remiss of me not to welcome Pamela Walmsley as the new Principal of Loftus Public School. This year, Pam joined us in a temporary capacity, but we were fortunate to be able to welcome her as our permanent Principal from Term 2. We hope to see Pam continue to improve and enrich the lives of our children as she leads this school over the coming years.

The biennial Loftus Public School Spring Fun Fair was held in September. The Fun Fair committee ran like clockwork, and brought the school community together in ways that made the day a great experience for the whole school and wider community. We had great activities for the kids as well as diverting entertainment for adults. We invited a number of private stall holders to round out the offering to all and sundry. Over \$40,000 raised for the benefit of the school and to improve the educational and social experience of the students.

With so much money raised, it wasn't hard to get excited about enabling much needed improvements to happen sooner. This year, the Loftus P&C have helped the school with funding towards the following:

- * Upgrades to the toilet block;
- * Returf of the oval (\$25,000);
- * Installation of air conditioning units in all classrooms (\$52,500);
- * Purchase of four interactive whiteboards (\$20,000);
- * iPad purchases to assist students (\$10,600);
- * Restorative Practices Training (\$5,000);
- * Installation of a spotlight for night time safety (\$3,600);
- * Speakers for outside the hall (\$1,000);

This year, the P&C hosted three discos, all of which were wildly successful. The children love to dance, and dance they did. We hosted BBQs at the discos to satiate all appetites, with the added benefit of raising much needed funds for the school. We held three munchie days, where children got to taste delectable treats prepared lovingly by parents and citizens of this great community. Election Day saw an opportunity to expand our community engagement and we hosted a BBQ and cake stall near the polling place at Loftus Community Hall, providing sustenance to those voters who were visibly flagging as they sought to participate in the democratic process. Grandparents Day saw the P&C assist the school by feeding those long-suffering grandparents as they tried to keep up with the youngsters showing them around the grounds of the school. The Mothers' Day and Fathers' Day stall gave children a much improved selection of gifts that made them feel great, and also made the parents appreciate their children just a little bit more.

The Uniform shop, under the careful guidance of Di Foyle, has gone from strength to strength. This shop provides an opportunity for parents to get high quality uniforms from the school grounds. The shop provides the Parents and Citizens Association with additional revenue, which we can use to improve various aspects of our children's lives in and around the school.

The P&C assisted the school in the transition to the new canteen arrangements. This saw the closure of the parent-run canteen at the school and the establishment of a privately operated canteen. We assisted the Principal conduct the tender process, and continued to operate the canteen for the first two terms of the year while this process was underway. I want to thank all of the parents and canteen staff involved in the operation of the canteen over the many years that it was under the control of the Loftus Parents and Citizens Association.

The P&C strengthened the payment options that are now available. Our online MunchMonitor service continues to provide ticket options for the various events we run (streamlining the administration of these for all our volunteers). Importantly, this year saw the introduction of new EFTPOS terminals for the uniform shop and general account to enable contactless payments from Visa, MasterCard, and American Express (and Apple Pay) at no additional cost to the user. We believe that these improvements will facilitate easier transactions and reduce cash handling costs (and risks).

As this is my third year, I am prohibited by the Association constitution from standing for President again in 2017. It has been a challenging but also exciting time, and I hope that I've left the place slightly better than I found it. I trust that the next President will do the same. I'm looking forward to the many improvements that will come from the revitalised and renewed Executive committee that 2017 must bring.

Gavin Bowman

School background

School vision statement

At Loftus Public School, we believe in *'Educating for Excellence'* within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community for today and tomorrow.

School context

Loftus Public School in the Sutherland Shire provides a dynamic and caring educational environment in which all 450 students access quality educational programs within a varied and balanced curriculum.

In recent years, major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and the creative arts have brought about widespread recognition of excellence within the school and across the wider community.

The school maintains a culture which is based upon continuous improvement and quality service to all community members. The school's multi-skilled, professional staff continually enhances students' educational opportunities.

Loftus Public School is currently innovatively participating in the Empowering Local Schools National Partnerships (ELSNP) initiative and is committed to transparent community decision-making with a highly interested, committed parent body.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

In the domain of Learning, our school has mainly focused on the elements of Curriculum and Learning and Assessment and Reporting, through quality teaching and learning initiatives set out in our plan. Analysis indicates progress in our Australian curriculum implementation with the development of a whole school scope and sequence in history, geography and science and technology along with teacher professional learning targeted towards these areas. A whole school database of teaching and learning programs and assessment tasks in mathematics was developed to ensure consistency across the stages. The school made good progress with its assessment practices by further improving processes that monitor, track and improve on student learning. Professional learning for staff was conducted in using PLAN data and the establishment of procedures for using that data for cooperative planning was generated.

Future directions in this domain include building staff capacity to develop quality formative assessment practices that comprise effective student feedback, learning intentions and success criteria. In the element of Wellbeing, our school will focus on restorative practices and positive behaviour for learning strategies to assist students to become self-aware and build positive relationships whilst actively contributing to the school and the community.

Teaching

Our school's primary focus in the Teaching domain of the Excellence Framework has been to enhance our performance in the areas of collaborative practice and learning and development. The comprehension project provided opportunities for staff to further develop skills in the domain of data skills and use through the interpretation of data from both external and internal sources. This clarification led to strong collaborative practices amongst year groups and stages and whole school to improve the explicit teaching of comprehension. Lesson study observations were used to develop staff knowledge and understanding and the Systems Leadership Initiative, QuELLA, provided opportunities for staff from a non-geographical community of schools to observe and demonstrate quality teaching practices. School planning days, stage meetings and professional learning sessions have provided opportunities for teachers to consolidate consistent teacher judgement practices, to workshop and collaboratively analyse student achievement data and jointly plan

differentiated learning experiences based on need.

Future directions in this domain include the development of staff capacity in formative assessment and consistent, developed proficiency in the use of data analysis to drive student learning programs.

Leading

Finally, in the domain of Leading, our school has focussed on the elements of school resources and management practices and processes. There has been strong engagement with our community in improving resources within the school such as technology and in supporting the recruitment of staff and a canteen tender. There has been the development of key improvements to community engagement with changes to the school newsletter and website and the introduction of a school Facebook page. A strong, open relationship exists with the P&C providing opportunities to receive beneficial involvement and feedback on school programs and initiatives. School staff have been provided with opportunities to develop leadership capabilities by leading initiatives such as the comprehension project, the introduction of formative assessment, hosting teachers from within the community of schools for observations of classroom practices and transitioning programs. The Student Representative Council and Student Leaders are provided with opportunities to provide feedback about school programs and routines and to participate in leadership development programs such as the GRIP Leadership Conference where they learn about leadership skills, group dynamics, being a role-model, working as a team and coping with the various responsibilities of being a leader.

Future directions in this domain will include continuing to strengthen staff and leadership capacity through ongoing and new initiatives within community of schools and by ensuring practices are informed by current, innovative thinking and continuing to strengthen planning and management processes in a consultative manner that strengthens community engagement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High Quality Pedagogical Practices

Purpose

To improve student learning and outcomes in literacy and numeracy through the development and delivery of consistent high quality teaching practice for 21st century learners and implementing and effectively differentiating the NSW syllabuses for the Australian curriculum in all KLAs but specifically English, mathematics, science and technology, history and geography.

Overall summary of progress

In 2016 significant progress was achieved in this strategic direction through a whole school approach to the implementation of the NSW syllabuses for the Australian Curriculum. An integrated approach was taken in the design of a scope and sequence in 2015 for the implementation of the syllabus in history, geography and science and technology. During 2016 all staff attended professional learning sessions in the geography syllabus, trialled the scope and sequence and collaboratively devised integrated units of work incorporating 21st Century learning concepts into teaching programs. All staff were involved in a major project on improving the teaching of comprehension. This involved teacher professional learning sessions conducted on the 'super six comprehension strategies'. There is evidence that all class programs reflect the varying needs and abilities of students through effective differentiation across all key learning areas. School practices and processes in the area of assessment were enhanced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students who demonstrate above average growth between years 3 and 5 in NAPLAN reading from a three year average of 79% to a three year average of 85% and in NAPLAN numeracy from 80.3% to 87%.	100% staff attendance at professional learning sessions in the geography syllabus. Draft scope and sequence of an integrated curriculum trialled in all stages and collaboratively devised integrated units of work incorporating 21st Century learning concepts are included in all teaching programs.	\$0 School PL
Ensuring that 90% of students (K-6) are at or above the expected cluster levels for PLAN after three years.	Teacher professional learning sessions conducted on the 'super six comprehension strategies'. Collaborative planning, teaching and assessment of explicit comprehension lessons conducted in each stage. Peer observations providing feedback to teachers implemented and refinements made to lessons if required. 100% staff engagement in professional learning on the literacy continuum ensured improvements in consistent teacher judgement in the area of comprehension. A whole school digital maths programming folder produced with consistent stage based teaching and learning programs, assessments and resources incorporated that align with the school devised scope and sequence. School mathematics policy written. Maths resources purchased to support the teaching and learning programs.	QTSS \$10 300 PL \$5500
Evidence of moving along a matrix of school improvement in 'data analysis' and 'curriculum differentiation' measured by the National School Improvement Tool (NSIT).	Programming templates designed in English and maths to record differentiation strategies. PLAN data is being utilised in cooperative planning meetings to devise effective programs that cater for the needs of all students.	\$0 School PL QTSS \$2344

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of moving along a matrix of school improvement in 'data analysis' and 'curriculum differentiation' measured by the National School Improvement Tool (NSIT).	Ability based groupings in English and maths were established and additional teaching support provided to each class for maths.	Beginning Teacher Funds \$450 School Planning days \$2250
Measurable growth in the domains of the 'Tell Them From Me' (Focus on Learning) surveys completed by staff, students and parents.	A bank of summative assessments in maths developed and accessed by all staff. Consistent Teacher Judgement sessions were introduced to all stage meetings and occur on an ongoing, consistent basis.	Ongoing. Nil cost to school.

Next Steps

- Introduce scope and sequences for spelling, comprehension and grammar and punctuation
- Professional learning sessions on the geography syllabus and alignment of units to our school scope and sequence
- Implementation of the 'Seven Steps For Writing Program'
- Targeting Early Numeracy (TEN) program introduced for Early Stage One and Stage One
- Training for staff to ensure i-Pads are being utilised in a variety of ways to enhance creative and critical thinking
- Formative assessment practices involving learning intentions and success criteria to be visible in all classrooms
- PLAN will be utilised by all classroom teachers for establishing differentiated groups in 2017.



Strategic Direction 2

Staff and Leader Learning

Purpose

To constantly improve the professional practice of ALL staff through providing leadership opportunities; ensuring evidence based accountability through the Performance and Development Framework and the Great Teaching, Inspired Learning (GTIL) blueprint.

Overall summary of progress

All staff have demonstrated an increased capacity by engaging in collaborative professional learning to enhance their knowledge and delivery of 21st century pedagogy of the NSW Syllabus for the Australian Curriculum. They have also been committed to the development and achievement of their Professional Development Framework Goals. A beginning teachers' mentoring program and framework was established, with the development of a formal approach to their accreditation to occur next year. Ongoing student leadership programs provided opportunities for students to take on leadership roles amongst their peers. A consistent structure for all team meetings was devised, whereby all stage teams are given the opportunity to share what is working well and what areas to improve in terms of organisational structure, pedagogy and student well-being.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To ensure 100% of staff are supported through their professional accountability requirements as identified in the Performance and Development Framework and embrace the Professional Teaching Standards as their personal responsibility.	<p>Numerous training and professional learning sessions have been with the new syllabuses. Staff participated in professional learning opportunities to increase their understanding of the literacy and numeracy continuums and PLAN data entry and reporting schedules, along with ICT. A number of staff participated in shared projects between schools across non-geographic regions to develop their expertise in the delivery of technology programs.</p> <p>A consistent structure for all team meetings was developed whereby all stage teams are given the opportunity to share what is working well and what areas to improve in terms of organisational structure, pedagogy and student well-being.</p>	<p>Systems Leadership Initiative \$2700</p> <p>PL Funds \$3600</p> <p>School PL \$0</p> <p>Stage Meetings</p> <p>School PL \$0</p>
To ensure all Beginning Teachers (permanent and temporary) are supported as per the DEC Beginning Teachers' policy and through the BOSTES accreditation process.	A beginning teachers' mentoring program and framework was established with the development of a formal approach to their accreditation to occur next year.	Beginning Teacher Funds \$8161
To ensure 95% of staff achieve 100% of their identified performance goals as part of the Performance and Development framework.	Staff formulated a shared school goal and a shared stage goal, both of which were aligned with the school strategic directions. Personal goals were considered in the allocation of PL funds.	PL funds \$21 271
To ensure 100% of staff are provided with leadership opportunities –within their classrooms, across the school	Staff worked collaboratively to develop explicit comprehension lessons for their stage. Peer observations were conducted during the delivery of these lessons. Valuable feedback and lesson	<p>QTSS \$4950</p> <p>Stage Meetings</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and beyond as identified by both their roles in the school (positional leaders and otherwise), as well as their professional aspirations.	evaluation sessions, along with unpacking the literacy continuum markers in the aspect of comprehension enabled staff to develop a deeper understanding of their student's progress in this area. Our Student Representative Council revised a draft policy to ensure transparent processes so that student feedback was prioritised at Loftus Public School.	No cost to school

Next Steps

- Restorative Practice training for all staff and the implementation of its practices
- Staff professional learning in the 'Seven Steps For Writing' program, geography syllabus, formative assessment and Positive Behaviour for Learning
- Executive Leadership training by Steve Francis
- Review of the scope and sequence for science, history and geography.



Strategic Direction 3

School Community Effectiveness

Purpose

To improve whole school community organisational effectiveness and a positive school community environment. To improve students' social and emotional wellbeing. To establish more effective partnerships with families and to ensure the necessary infrastructure to develop technologically competent students.

Overall summary of progress

Loftus Public School has worked diligently towards meeting the goals outlined in Strategic Direction 3. A highlight of the year was the extremely successful planning and execution of our Spring Fair. Major infrastructure works were carried out and tender processes for a toilet refurbishment and new canteen operator commenced. New technology systems have been established which has enhanced our communication and money handling processes. Staff attendance at the Positive Behaviour for Learning course and the establishment of a PBL team was the first step towards the development of our new Student Well-being policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>To ensure the school's physical environment is further enhanced by:</p> <ol style="list-style-type: none"> 1. an ongoing priority on Ecological Sustainability as operationalised through Kids at Loftus Making a Difference (KOLMAD) 2. a well-planned, strategic asset management plan which is implemented and evaluated through specific milestones. 	<p>Infrastructure has been modified to cater for students needs with ramp access to the office and library completed.</p> <p>The process for a major toilet block refurbishment was established, through the involvement of the whole school community, that resulted in the successful approval of funding from the government to assist with the cost. Plans and specifications have been developed with the commencement of construction to occur early 2017.</p> <p>Installation of full wall display boards in every classroom was completed.</p> <p>Upgrade of the school oval.</p> <p>External school lighting.</p> <p>Air conditioning in classrooms deemed 'high needs' installed.</p>	<p>Asset Management – nil cost to school</p> <p>Premiers Discretionary Fund \$30 000</p> <p>Joint Funding Grant \$ 60 000</p> <p>RAM funding \$42 271</p> <p>P&C Funding \$26 700</p> <p>P&C Funding \$5670</p> <p>Asset Management</p> <p>P&C Funding \$12 500</p>
<p>To ensure that the school's organisational structures are in place in terms of all elements of LMBR (SAP finance, Student Management and Student Wellbeing); up to date school policy documentation reflecting DEC priority areas; WH&S requirements ; an ICT infrastructure plan and ICT teaching/learning matrix is ensuring ongoing improvements to 21st Century pedagogical practice.</p>	<p>The whole school is now operating under a wireless network and an ICT hardware infrastructure plan is in place in relation to replacing projectors and interactive whiteboards. iPads were purchased for classes to share and 3 new interactive whiteboards installed. All teaching staff have embedded the ICT teaching and learning matrix into units of work after a series of ICT professional learning sessions were conducted.</p> <p>Staff attendance at the Positive Behaviour for Learning course and some initial whole were the first steps towards the development of our new Student Well-being policy. Further work towards this goal will be prioritised for 2017.</p>	<p>P&C Funding</p> <p>\$13 000 ipads</p> <p>\$14 925 interactive whiteboards</p> <p>Professional Learning Funds \$5500</p>
<p>To ensure all community members have the opportunity to</p>	<p>The commencement of a school Facebook page and a new website has enhanced our</p>	<p>No cost to the school</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>be engaged in school priorities through the P&C and wider community partnerships.</p>	<p>communication processes to the community and the introduction of online payments and eftpos facilities has improved the efficiency of money collection within the school.</p> <p>An extremely successful Spring Fair was organised and executed. Thanks to the immense community involvement, 2016 surpassed all expectations and a record profit was achieved. These funds will be allocated to various projects across the school with a major air conditioning installation for all classes a priority.</p> <p>We also finalised a successful canteen tender process that resulted in the commencement of new operators for 2016.</p>	<p>No cost to the school</p> <p>\$3250 for advertising</p>

Next Steps

- Commencement of installation of air conditioners and new interactive whiteboards
- Toilet refurbishment completed
- TTFM surveys conducted March 2017 for students and in October for students, staff and parents. Data collection with school satisfaction survey at the end of 2017
- New playground signage stating procedures and behaviour expectations for students
- Development of electronic data collection method to record student behaviour
- Installation of new playground games and equipment.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Assessment of students' progress supports PLP goals.	• Aboriginal background loading (\$1 808.00)
English language proficiency	Reports support 2017 goals and learning programs.	• English language proficiency (\$61 612.00)
Low level adjustment for disability	Student progress monitored and priority students for 2017 programs identified.	• Low level adjustment for disability (\$113 944.00)
Quality Teaching, Successful Students (QTSS)	Six comprehension strategies embedded into learning programs and PLAN data completed for all students K–6.	• Quality Teaching, Successful Students (QTSS) (\$17 344.00)
Socio–economic background	Student progress is tracked in Student Wellbeing.	• Socio–economic background (\$13 901.00)
Support for beginning teachers	Self–evaluation survey completed by all staff involved. (PMI)	• Support for beginning teachers (\$8 161.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	239	235	231	217
Girls	245	237	229	218

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	97.1	97.2	96.5
1	95.7	97.3	94.5	94.3
2	95.4	97.1	94.8	96.3
3	95.5	97.1	96.1	95.9
4	95.8	96.9	95.8	95.8
5	94.9	95.8	96.5	95.9
6	87.6	96.7	94	95.7
All Years	94.5	96.8	95.5	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

On average 95.5% of students attended school daily. The Loftus Public School Learning and Support Team (LaST) monitors the wellbeing of students and works proactively and collaboratively with the Home School Liaison Officer (HSLO) to provide support for students with poor attendance as necessary.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.41
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	3.82
Other Positions	0.17

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The workplace at Loftus Public School did not have Aboriginal representation in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	31

Professional learning and teacher accreditation

The teaching staff at Loftus Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our priorities as set out in our school plan. As well, staff have been involved in professional learning programs that have built the capability of early career teachers and aspiring and current school leaders.

Professional learning opportunities were provided to all staff through a range of initiatives, including weekly whole-staff professional learning meetings. Staff members also attended workshops, professional learning network meetings and conferences outside of school hours.

Three staff development days were held this year where staff were provided with professional learning opportunities in the geography syllabus, comprehension, iPad apps and privacy settings. We were also fortunate to join a community of schools to

attend a motivational seminar conducted by Bruce Sullivan.

School professional learning funds were also targeted to continue the successful stage collaborative planning sessions each term which consistently improve high quality integrated units of work based on effective implementation of the NSW syllabuses for the Australian Curriculum.

In accordance with mandatory requirements staff have participated in CPR, Code of Conduct and Child Protection updates, and anaphylaxis and emergency care.

We had two early career teachers complete their accreditation at proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	152 660.83
Revenue	3 898 473.33
(2a) Appropriation	3 269 449.72
(2b) Sale of Goods and Services	184 242.63
(2c) Grants and Contributions	438 694.23
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 086.75
Expenses	-3 899 713.44
Recurrent Expenses	-3 899 713.44
(3a) Employee Related	-3 234 236.00
(3b) Operating Expenses	-665 477.44
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-1 240.11
Balance Carried Forward	151 420.72

The school's finances are managed by a finance committee comprising the Principal, school executive and the School Administrative Manager supported by a Business as Usual Support Manager. The finance

committee meets to set the school's budget based on whole school needs and strategic priorities. Income, expenditure and cash flow are monitored on a regular basis by the Principal and School Administrative Manager.

Currently the school budget is holding funds for two DoE projects, L3 and iShare Community of Schools, which is inflating the balance of funds. Intended use of funds available will be to continue to support the key strategic directions of the School Plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 708 583.10
Base Per Capita	24 579.37
Base Location	0.00
Other Base	2 684 003.73
Equity Total	191 265.03
Equity Aboriginal	1 807.69
Equity Socio economic	13 900.52
Equity Language	61 612.46
Equity Disability	113 944.35
Targeted Total	210 362.04
Other Total	124 518.43
Grand Total	3 234 728.60

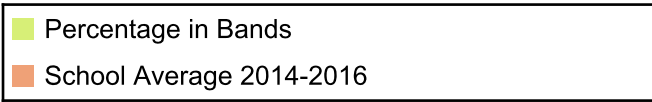
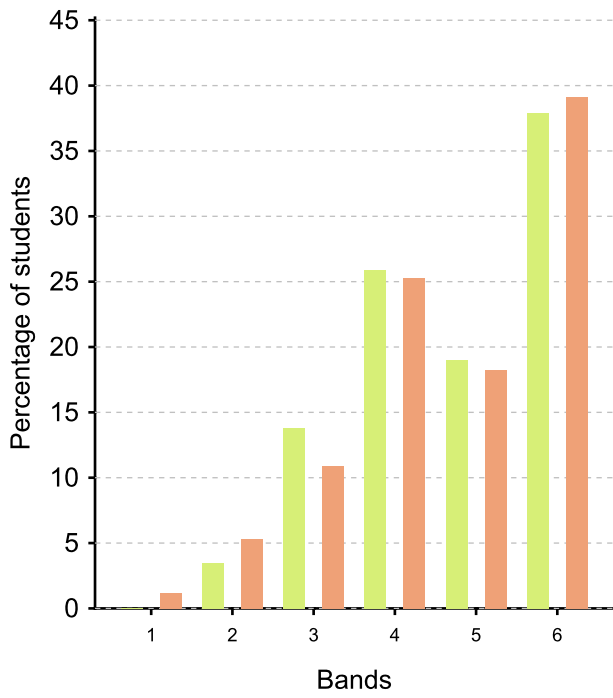
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

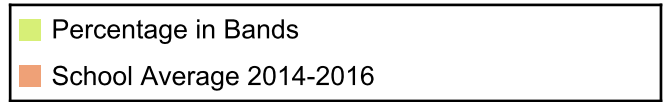
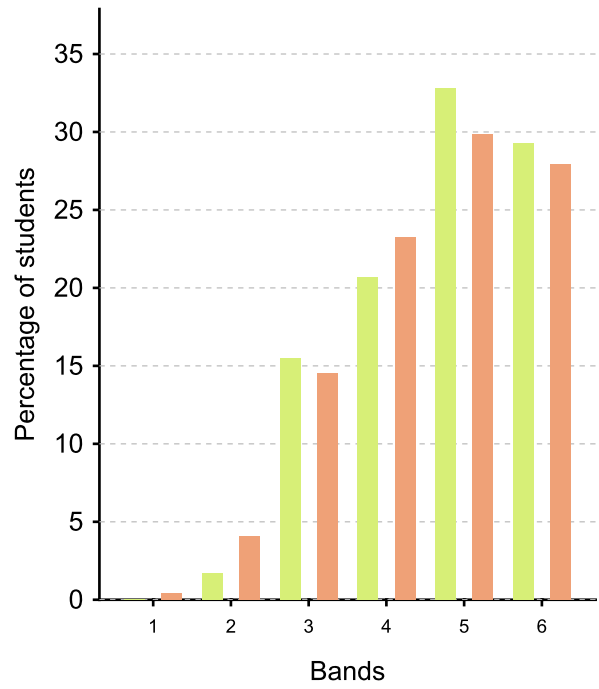
NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

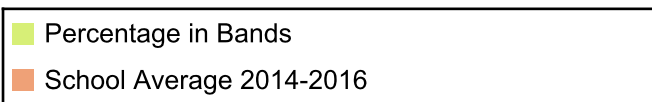
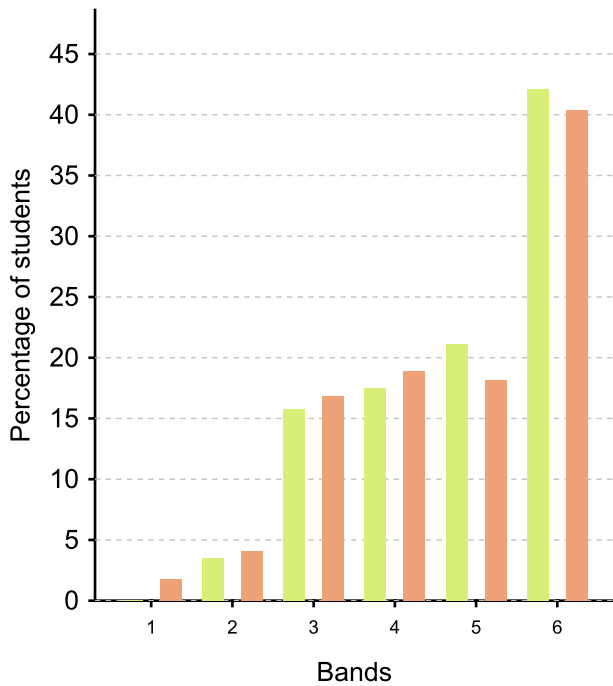
Percentage in bands:
Year 3 Grammar & Punctuation



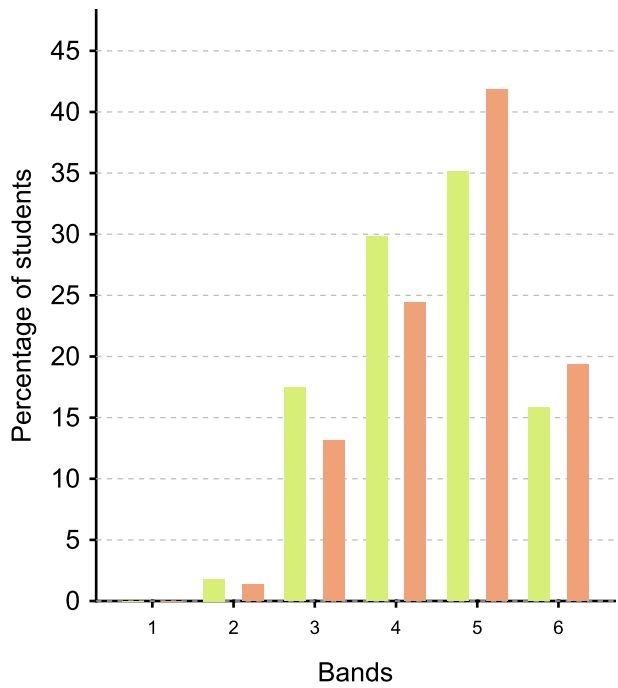
Percentage in bands:
Year 3 Spelling



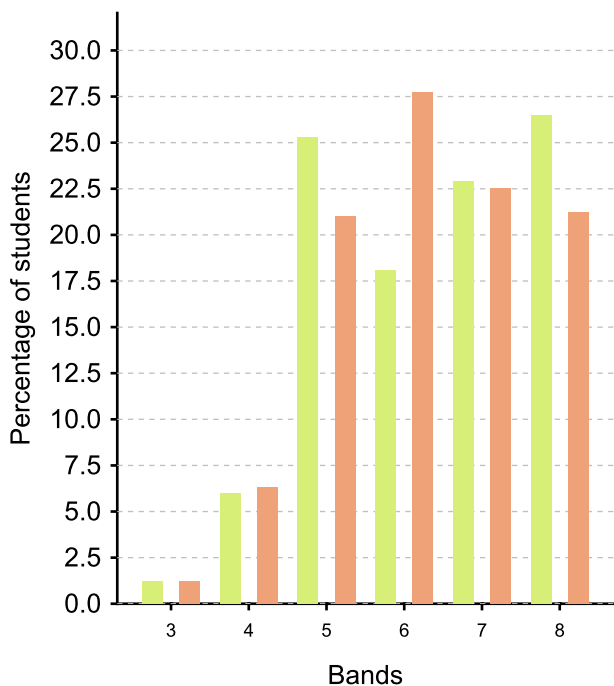
Percentage in bands:
Year 3 Reading



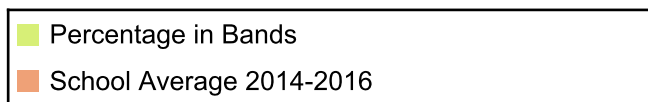
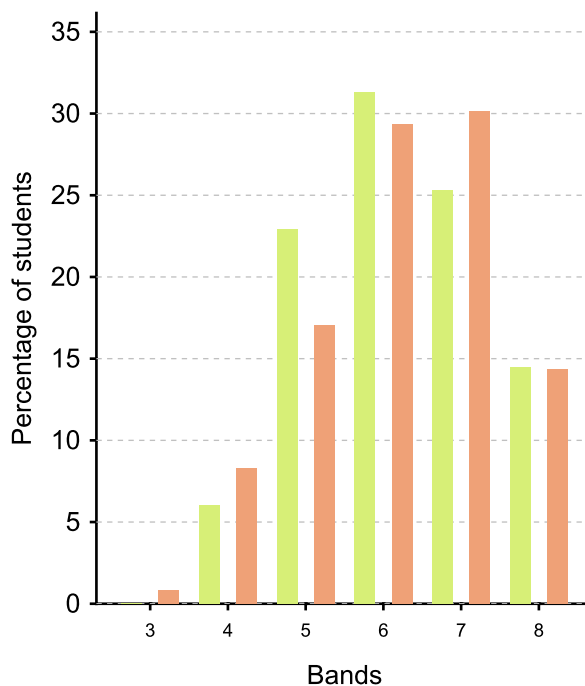
Percentage in bands:
Year 3 Writing



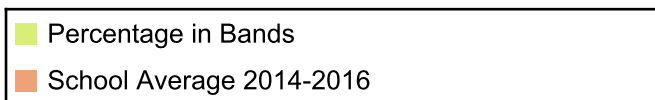
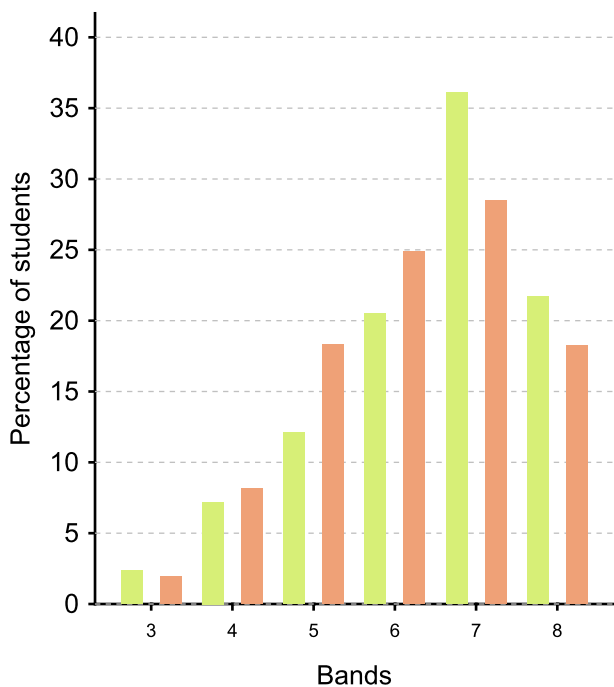
Percentage in bands:
Year 5 Grammar & Punctuation



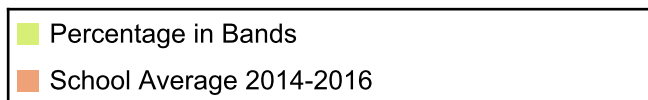
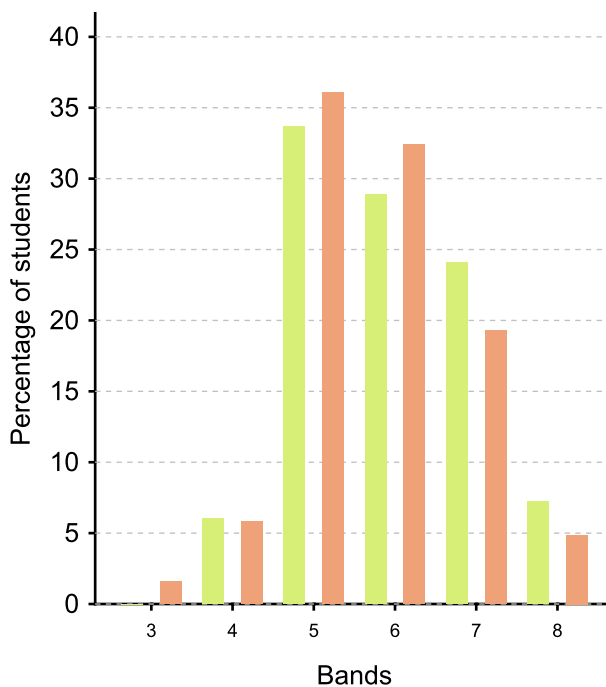
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2016 surveys were completed by samples of parents, students and teachers to gauge community opinion about school priority areas identified in the 2015–2017 School Plan. A summary of their responses are presented below:

- 100% of the parent sample indicated the school is a friendly school which is tolerant and accepting of all students
- Over 90% of parents indicated that the school has supportive student welfare programs with fair discipline, high standards of achievement set by teachers and that the needs of all students are catered for
- More than 90% of parents surveyed were satisfied with the range of extra-curricular programs that were offered at the school and our communication processes also rated highly as a positive feature of the school
- 80% of parents are supportive of our school's BYOD program and feel that it is supporting their child's learning and engagement in the classroom. However, an area for improvement will be to provide further information sessions for parents on the use of devices for teaching and learning
- 100% of the staff at Loftus Public School felt that they encouraged students to achieve their best, whilst over 90% of staff indicated that students' needs were well catered for with high standards of achievement set
- Staff are continually finding ways to improve teaching programs and practices
- Over 95% of staff indicated that there is regular student access to computers and strong technology programs and resources
- The student survey was completed by students from Year 2 through to Year Six. The survey showed that students at Loftus Public School like to come to school each day and are happy. Over 95% of students identified that their teacher takes an interest in helping them with their work, helping them to do their best and teachers listen to what students have to say. Students at Loftus Public School also indicated that they make a substantial effort to succeed with learning.

Policy requirements

Aboriginal education

Loftus Public School is committed to raising the awareness of Aboriginal histories and culture, and improving the outcomes for Aboriginal students. The school received targeted funding to support our Aboriginal students. Personalised learning plans were developed and evaluated for our Aboriginal students each semester by teachers in collaboration with their families, to help the students achieve their goals and build confidence. This year, one student received an

Ultimo Principals Network Deadly Kids Award in recognition of his excellent progress and attitude towards all aspects of school. Resources were purchased to enhance our Aboriginal education program. All students participate in programs that build knowledge and understanding of Aboriginal Australia, including aspects of history, traditional cultures and current cultures and events. Aboriginal perspectives are embedded in literacy, history, geography and science units of work. National Sorry Day was recognised and students participated in discussions on the significance of the Dreamtime and the celebration of the contributions of Aboriginal Australians during NAIDOC week.

Multicultural and anti-racism education

Multicultural education programs at Loftus Public School respond to the diverse cultural, linguistic and religious backgrounds of our student population and community context. To foster harmony and inclusion, multicultural education is embedded in all curriculum areas, particularly literacy, history and geography and PDHPE, and school activities. Our EAL/D teacher has worked with small groups and with classroom teachers to assist students in learning English as an additional language. The EAL/D program aims to develop students' academic language proficiency and educational outcomes through the explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem. Culturally inclusive practices and anti-racist values are an inherent part of classroom learning programs and were also strongly promoted through the school's Harmony Day celebration where activities and experiences were designed to value and celebrate cultural diversity.

Other school programs

Loftus Public School strives to provide opportunities for our students in areas of interest, skill and talent to develop the whole child.

The Learning and Support Program in 2016 was designed to reflect the needs of individual students and school priorities. Programs that support students with additional learning and support needs were successfully established and implemented. In 2016, such school priorities and programs included:

The Stage One Mathematics Enrichment Program

This program arose from the identification of a group of mathematically talented students in Stage One and was designed to assist them to develop and extend their knowledge, understanding and skills in numeracy. Seven targeted students participated in a series of weekly lessons conducted by the Learning and Support Teacher. Comprehensive assessment, conducted both before and after the intervention programs revealed an average of 23 % improvement on test scores.

The Macquarie Reading Program

The Macquarie Reading Program utilised the skills of trained volunteer tutors to implement individual reading programs for 20 Stage One students, over the course of two, 12-week interventions. This program was specifically directed at improving each child's knowledge of sounds in words (phonemic awareness), decoding skills, fluency and accuracy in reading, as well as comprehension skills and strategies. The Learning and Support Teacher was responsible for the organisation, implementation and monitoring of the program. Each student improved an average of five reading benchmark levels within each 12-week period.

The Phonemic Awareness Program

This program targeted early Stage One. Nine students participated in weekly lessons designed to develop the necessary auditory skills required for success in reading. This intervention was implemented by the Learning and Support Teacher. Standardised testing was conducted prior to, during and after the program. The average gain was 15% on the Sutherland Phonological Awareness Test.

A number of other Learning Assistance programs have been implemented this year. These have taken the form of team-teaching programs within the classroom or small group withdrawal programs in our designated Learning and Support room. These programs have targeted students who would benefit from assistance in mathematics or literacy.

Staff training in Learning and Support Team Referral procedures and the Student Wellbeing online tool was also conducted by the Learning and Support Teacher.

In the area of creative arts, major achievements included:

- the continuation of the highly successful Training and Performing Band, conducted and tutored by Engadine Music and coordinated by the Loftus Public School teaching staff. The Performing Band played at several events and school functions throughout the year including BandFest, where they were awarded a silver award, Open Day, Grandparents Day and Presentation Evening. The Training Band for the first time played at BandFest, also receiving a silver award as well as performing at the Loftus Public School 2017 Band Recruitment Concert;
- two students were selected for the prestigious Sydney Southeast Symphonic Wind Orchestra which performed at the Sydney Opera House as part of the Exploding Horizons Concert;
- one student was selected for the Festival Of Instrumental Music as part of the Combined Strings Ensemble which also performed at the Sydney Opera House in the very prestigious concert hall. Students were selected from all over New South Wales;
- highly popular dance classes running weekly with a large number of children from Year 1 to Year 6, including both girls and an increasing number of boys participating in the Loftus Public School Dance Program. Six groups were effectively

- operating throughout 2016 including Year 1 Dance Group, Year 2 Dance Group, Open Dance (Years 3–6), Boys Hip Hop (Years 3–6) and two representative dance groups, Dance Squad (Years 5–6) and Pocket Rockets (Years 3–5);
- quality performances by our dance groups at special events such as Education Week, Open Day, Grandparents' Day, Sutherland Shire Schools Music Festival, Presentation Evening and Kindergarten Orientation;
- successful audition for the NSW Schools Spectacular with 10 students accepted and given the opportunity to perform as back up dancers to the vocalists;
- participation in the Sutherland Shire Schools Music Festival with the Junior and Senior choir as vocalists and the Dance Squad and Loftus Leapers as stage performers and
- successful selection and participation of 16 Loftus Public School students in 'CreateSouth' Workshops and Concert in band, choir, visual arts, drama, dance and technology.

In the area of public speaking and debating, major achievements included:

- three students representing our school very commendably in the zone finals of the Greater Southern Sydney Primary Schools Public Speaking competition for the Woronora River Principals' Network;
- two of these students advanced from the zone final to represent the Woronora River Principals Network in the Greater Southern Sydney Primary Schools Public Speaking Grand Final and
- the Loftus Public School Debating Team consisting of five students, reached the first round of the finals for the Sydney Schools Debating competition. They came first in our zone, placing them amongst the top eight schools out of the 75 school teams competing.

In the area of environmental education our commitment to maintaining school-wide sustainability initiatives included:

- Bright Sparks and Big Drips – students helping to reduce the amount of water and electricity our school uses;
- Bin Monitors – each class participating in sorting playground rubbish to maximise recycling and minimise waste;
- Worm Monitors – each class participated in collecting food scraps that otherwise would become landfill. With these food scraps, the students were involved in running a full sized worm farm;
- Kids of Loftus Making a Difference (KOLMAD) – consisting of a group of students from K–6 who were once a week involved in weeding, watering, planting, mulching, worm juice bottling and maintaining our school grounds;
- Environmental Team Leaders (ETL) – consisting of a group of 10 selected students from stage 3 who have trialled to be a leader of environmental education initiatives across the school. The ETLs have a highly valued role within our school and their responsibilities are to lead, manage and plan a variety of environment activities throughout the

year. They fulfil daily environment tasks following an organised roster and most importantly lead by example by constantly promoting and modelling environmentally friendly daily practices and ways of living and

- No Waste Lunches – each student at Loftus Public School is encouraged to bring a ‘no waste lunch’ which involves using a minimal amount of wrapping and packaging that would otherwise end up in the rubbish bin.

The 2016 school year produced some outstanding levels of achievement and participation by Loftus PS students across the wide range of Primary School Sports Association (PSSA) competitions. A summary of our major achievements is as follows:

- one student achieved selection in the NSW State team for swimming and competed at the Australian Swimming Championships in Darwin;
- one student achieved selection in the NSW State team for athletics and competed at the Australian Athletics Championships;
- four students achieved selection in the Sydney East area teams for swimming, cross country and athletics;
- thirty-two students were selected for zone teams in eight different sports;
- thirty-eight per cent of eligible children played PSSA sport during the winter terms and 46% played in the summer season;
- Loftus PS successfully competed at all three zone carnivals, winning the cross country and coming third in the swimming carnival;
- one student was the zone 11 years girls swimming champion while another was the zone 11 years girls athletics champion;
- Loftus PS teams competed in all sports offered in zone PSSA competitions and also in external competitions involving basketball, hockey, Australian Rules football, rugby league and water polo;
- four Loftus PS teams participated in State PSSA knockout competitions with our boys’ Australian Rules Football team reaching the quarter finals;
- in the AFL Paul Kelly Cup our boys’ and girls’ teams reached the regional finals;
- in the winter season of PSSA, the finals were cancelled due to rain, however our junior A and B netball teams were named runners-up;
- in the summer season of PSSA, our boys’ tee ball A team and girls’ tee ball A team were Division 1 champions while our girls’ softball A and B teams, boys’ cricket A team and girls’ tee ball B team were runners-up;
- 2016 was another busy year for the Loftus Leapers, with twelve students competing at the National Skipping Titles and the NSW State Skipping Championships, achieving medals in every event;
- this year, the Leapers performed at schools across Sydney as a ‘Jump Rope For Heart’ Demonstration Squad;
- two staff members held official positions at zone, area or state PSSA levels and six coached school teams;
- all classes K–6 participated in the Premier’s

Sporting Challenge with two classes achieving diamond level and fifteen classes achieving gold level. Overall, our school was awarded a Diamond Award;

- Loftus PS hosted the AFL Auskick program with approximately 90 children participating in sessions before school and
- year 2 students, as well as a small number of year 3–6 students participated in swimming scheme during Term 3.

In national and state academic competitions the highlights of our students’ participation are as follows:

- the achievement of two high distinctions, ten distinctions, 17 credits and nine merits in the English competition;
- the achievement of four high distinctions, six distinctions, 30 credits and 11 merits in the Mathematics competition;
- the achievement of two high distinction, ten distinctions, 17 credits and nine merits in the Science competition;
- the achievement of one high distinction, nine distinctions, 16 credits and two merits in the Writing competition;
- the achievement of nine distinctions, 16 credits and nine merits in the Spelling competition;
- the achievement of 11 distinctions, 14 credits and five merits in the Digital Technologies competition;
- two students represented our school at the ‘Number Crunchers’ Mathematics competition with one reaching the Regional Final and
- four students competed in the Zone Finals of the Premier’s Spelling Challenge.