

Loftus Public School Annual Report



2017



LOFTUS
Public School

4221

Introduction

The Annual Report for 2017 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

Within the context of a caring environment, where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2017 has been a year of continued growth and achievement for our school in all aspects of educational and community endeavour.

A wide range of quality educational programs are provided which ensure our students achieved their personal best, were active and involved citizens and became self-directed learners with sound positive 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 an extensive professional learning program. We built on innovative initiatives such as our literacy and numeracy programs, gifted and talented programs and student wellbeing programs including the restorative practice framework.

Our dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. 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. We are extremely appreciative of this support.

Consistent and systematic self-reflection which leads to whole school improvement is a priority for Loftus Public School as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, the children in our care will maximise their learning potential and reflect deeply on that learning. As teachers, we are constantly learning and adapting our teaching strategies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. The school will also undertake a rigorous self-assessment measured against the *School Excellence Framework* and develop the *School Plan 2018–2020* which will formulate and guide our long term vision and plan for improvement leading to ongoing excellence.

This annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is a privilege to lead this wonderful school.

Pam Walmsley

Principal

Message from the school community

In 2017, the Loftus P&C Association was able to support our school with donations totalling over \$40,000, thanks to the efforts of members of the P&C, students, parents, grandparents, teachers, school staff, and the wider community. This included assisting Loftus Public School with funding towards the following:

Returfing of the school oval	\$25,000
Restorative Practices Training	\$5,000
Playground games	\$10,000

An additional \$17,000 has been approved for work on the bush pathway, which will commence early in the new year. Support and sponsorship of over \$2,000 was also provided, including to offer some financial assistance to the many students and their families representing the school instate and national competitions.

We had an excellent trivia night as our major fundraiser for 2017, which brought together over 300 members of the school community, and raised over \$16,000 to benefit the school in developing outdoor learning areas for students. Just as successful was the amazing atmosphere and spirit in the room, enabled by a regiment of dedicated helpers and various sponsors who gave generously.

The community also provided enthusiastic support behind the Fathering Project. This included a range of activities designed to support and promote the many fathers and father figures participating in the school, and all the wonderful children, coming together and sharing in a wide range of activities from hairdressing skills to golf.

Kindy orientation was again a great success this year. A kindy-specific brochure containing photos of our wonderful students modelling the school uniform was prepared, together with an order form applicable for new starters. A new system for ordering in the uniform shop was also trialled, allowing parents to leave their order one week and collect the following week. This helped spread the ordering over several weeks thus alleviating long queues in the uniform shop.

The school and community are proud of everyone who was able to volunteer some of their time and energy this year – for all of the fun we had, the ongoing support for one another, as well as the effort in raising funds. It has been a great experience being involved with such wonderful people in the community, the P&C, and in the school.

We finish the year well-placed to continue to support the school and our community next year, in particular with a grand Spring Fun Fair waiting in the wings in 2018.

John Albani

P&C President

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 wellbeing, 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 participating in the Empowering Local Schools National Partnerships (ELSNP) initiative. We are genuinely 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.

Comprehensive reflection on our school plan has allowed us to identify the elements of the School Excellence Framework that have been strongly focused upon, achieved and worked towards throughout the school year. This process provides our school with direction and ensures our improvement efforts are aligned with expectations set out in the framework.

In the domain of Learning, our school has focused on the elements of curriculum and learning, assessment and reporting and learning culture, through quality teaching and quality learning initiatives set out in our school plan. Progress in our Australian curriculum implementation continued. Through staff discussions and analysis of student data, spelling was identified as a new focus area. Initial professional learning sessions were conducted to familiarise staff with new approaches to the teaching of differentiated spelling. Whole school student data was collected which identified each student's area of need. This will now continue into 2018 and will become a project area for our new school plan. The school made sound progress with its assessment practices by further improving processes that monitor, track and improve on student learning. Professional learning for staff was conducted in formative assessment strategies whereby learning intentions, success criteria and feedback were trialled in classrooms. Staff members were also provided with opportunities to observe and evaluate best practices in our community of local schools and participate in professional dialogue with their colleagues.

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 introduction of the spelling and *Seven Steps to Writing* 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, stages and whole school to improve the explicit teaching of writing, including spelling. School funds were utilised to provide SLSO or classroom teacher support for mathematics in Stages two and Three. This enabled smaller differentiated groups to be catered to in the area of numeracy. School planning days, stage meetings and professional learning sessions have continued to provide opportunities for teachers to consolidate consistent teacher judgement practices, to workshop and collaboratively analyse student achievement data and jointly plan quality teaching and learning programs.

Finally, in the domain of Leading, our school has focused on the elements of educational leadership and school planning, implementation and reporting. Leadership development and management of practices and processes have been central to school capacity building. School staff have been provided with opportunities to develop leadership capabilities by leading initiatives such as the spelling, Positive Behaviour for Learning, formative assessment projects and supervising stage teams. The executive team participated in the quality leadership seminar conducted by leading educator, author and professional speaker Steve Francis. The Student Representative Council and Student Leaders were 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 significant progress was achieved in this strategic direction through a whole-school approach in the continued implementation of the NSW syllabus for the Australian Curriculum. During 2017, all staff attended professional learning sessions on the new geography syllabus, trialled the school scope and sequence and collaboratively devised units of work incorporating 21st Century learning concepts into their teaching and learning programs.

The way spelling was taught was also evaluated resulting in changes to classroom practice. To support this initiative, teachers attended professional learning and took part in teacher observations and feedback sessions.

School practice and processes in formative assessment were a main focus in 2017. The assessment team facilitated in-depth staff professional learning in the areas of learning intentions, success criteria and feedback. Learning intentions were evident in many classrooms K–6 and students were able to clearly articulate what learning they were undertaking and what that learning would look like. Staff members were also provided with opportunity to observe and evaluate best practices in our community of local schools and participate in professional dialogue with their colleagues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%.	\$31500 – Additional teacher employment & consultancy fees	Instructional leader program in English K–6 (spelling and writing) and numeracy K–2 (TENS program) Both projects enabled teachers to achieve significant, observable change in teaching practice and the results and engagement of students.
Ensuring that 90% of students (K–6) are at or above the expected cluster levels for PLAN after three years.	\$900 – Teacher release \$900 – Teacher release \$900 – Teacher release \$15000 – resources	K–6 biannual mathematics scope and sequence, teaching programs and assessment tasks, reviewed, evaluated and uploaded to school intranet. Professional learning sessions for all staff in PLAN data with additional mentoring and support provided to beginning teachers. Stocktake of Literacy and Numeracy resources undertaken and replenished to support successful classroom teaching programs. All teachers upskilled in formative assessment. Implementation of strategies were evident in classroom practice and informed teaching resulting in improved student learning outcomes.
Measurable growth in the domains of the 'Tell Them From Me' (Focus on Learning) surveys completed by staff, students and	\$900 – Teacher release	All staff completed professional learning in; <ul style="list-style-type: none"> teaching specific spelling strategies and trialled implementing them into their semester 2 program. familiarisation of the new Geography syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
parents.		Teachers were instructed in programming effective teaching and learning initiatives ready for implementation in 2018. <ul style="list-style-type: none">• See Saw, an online student learning journal.

Next Steps

Evaluate school scope and sequence for spelling, comprehension and grammar and punctuation.

Whole school focus on spelling. Professional learning aligned to the school scope and sequence and syllabus.

Embedding comprehension strategies and extension of the 7 Steps of Writing focusing on persuasive texts.

Embedding Targeting Early Numeracy program K–2.

Formative Assessment to be evident in all classrooms. Further professional learning involving peer and self assessment.



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

The professional practice of all staff has been improved via the following leadership actions.

Staff trialled a draft scope and sequence in spelling which resulted in the need for further professional development in new teaching practices. Two staff members attended an external professional learning course and then presented to all staff a new approach to the teaching of spelling and have been guiding staff in trialling new methodologies.

Early in 2017 we allocated school funding to establish a staff member as an instructional leader in the 'Seven Steps to Writing' program. The instructional leader then conducted team teaching and demonstration lessons, initially with stage 2 students and staff. This was then extended to stage 3 and year 2.

All staff were also involved in professional learning sessions through staff development days and P/L meetings.

The PBL team in-serviced staff on implementing the Positive Behaviour for Learning program (PBL). Through student and community consultation, whole school expectations were created for behaviours in and outside of the classroom. Each class created learning activities that aligned to and promoted our school expectations.

Information nights and professional learning opportunities were held for all staff, students and community members on Restorative Practices. During these sessions, all stakeholders were guided on how to best implement these practices within their lives. The methodologies involved will form part of our new Student Discipline Policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To ensure 100% of staff are supported through their professional accountability requirements as identified in the Performance and Development Framework.	Nil cost – Staff PL sessions \$5000 Nil cost	Numerous training and professional learning sessions have been conducted aligned with staff PDP goals. Staff participated in professional learning opportunities to increase their understanding of Formative Assessment practices, new methodologies in teaching spelling, Targeting Early Numeracy strategies and Positive Behaviour for Learning. Our executive team received leadership training by Steve Francis in "Establishing a Feedback Culture". Strategic professional learning meetings are conducted on a weekly basis.
To ensure all Beginning Teachers (permanent and temporary) are supported as per the DEC Beginning Teachers' policy and through the BOSTES accreditation process.	\$6725	Our beginning teachers mentoring program continued in 2017 with accreditation requirements completed for eligible staff.
To ensure 95% of staff achieve 100% of their identified performance goals as part of the Performance and Development	Nil cost – Stage meetings	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 Professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
framework.		funds.
To ensure 100% of staff are provided with leadership opportunities –within their classrooms, across the school and beyond as identified by both their roles in the school (positional leaders and otherwise), as well as their professional aspirations.	Jointly funded with Strategic Direction 1 (\$31500) As above Nil cost	<p>Staff with expertise in ‘Seven Steps for Writing’, Formative Assessment, Spelling and ‘Targeting Early Numeracy’ were designated as Instructional Leaders to present professional learning and demonstration lessons to the whole staff.</p> <p>All staff worked collaboratively to develop spelling lessons for their stage. Peer observations were conducted during the delivery of these lessons. Staff participated in valuable feedback and lesson evaluation sessions.</p> <p>Our Student Representative Council lead the project of each class creating learning activities that aligned with and promoted our school ‘Positive Behaviour for Learning’ expectations.</p>

Next Steps

- An instructional leader role to be developed to design strategic professional learning for staff aligned with the school plan.
- Further professional learning and collaboration on the teaching of writing, incorporating spelling and then grammar and punctuation.
- Collaboration and the development of consistency across the whole school in the use of formative assessment practices and visible learning.
- The development of a new school discipline and welfare policy.
- Executive training on 'Learning Sprints' by Dr Simon Breakspear from Agile Schools.



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.

Parent consultation occurred in regards to the development of a new school discipline and welfare policy, via a community survey and discussions during P&C meetings. This consultation enabled us to commence development of a 'Positive Behaviour for Learning (PBL)' plan that will be implemented across the school in 2018.

In addition to PBL, the community received training in Restorative Practices. This involved an evening where parents were invited to attend and participate in the seminar presented by Terry O'Connell on the implementation of Restorative Practices at both home and at school.

Loftus Public School maintained its strong focus on ICT in 2017 with the purchase and installation of interactive whiteboards to enhance high quality teaching and learning activities. A parent information session on BYOD was held in term 4 to support the implementation of devices at school and clarify student expectations. 2017 also saw the launch of our new school website which provides up-to-date links, resources and information for our school community.

The process needed to access LaST referrals and attendance was also reviewed and updated. These updates were explained to the P&C. Executive staff have been given the role of monitoring referrals and attendance concerns at stage meetings. The LaST team have devised schedules to review referred students and allocated release times for class teachers to work in collaboration to complete student PSP's and to keep parents informed on students' progress when referrals have been made. The Learning and Support team to continue to review referred students and provide feedback using devised schedules.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 DoC priority areas; WH&S requirements ; an ICT infrastructure plan and ICT teaching/learning matrix is ensuring ongoing improvements to 21st Century pedagogical practice.	\$20000 \$6000	Purchase and installation of five interactive whiteboards to enhance high quality teaching and learning activities. The introduction of Sentral to manage student administration and reporting. A parent information session on BYOD to support the implementation of devices at school and clarify expectations. New school website provides up-to-date links, resources and information for our school community. Processes for LaST referrals and attendance reviewed and updated.
To ensure all community members have the opportunity to be engaged in school priorities through the P&C and wider community partnerships.	Nil cost \$4500 – course fees and teacher release \$3500 – Community funded	Parent consultation on school implementation, expectations and playground behaviours via community surveys and discussions during P&C meetings. Consultation enabled Loftus Public School to develop a 'Positive Behaviour for Learning (PBL)'

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To ensure all community members have the opportunity to be engaged in school priorities through the P&C and wider community partnerships.		plan that will be implemented across the school in 2018 as part of our student welfare and anti-bully policy. The whole school community received training in Restorative Practices.

Next Steps

- Review & development of implementation process of PBL.
- Staff & student training in PBL.
- School signage for PBL.
- Student Welfare and Discipline Policy Review.
- Restorative Circle Training.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2610	In 2017 our school received targeted were created for Aboriginal students in consultation with parents. Students were supported where necessary with resources to support PLP goals.
English language proficiency	\$34787	The EAL/D teacher implemented in-class and small group literacy programs targeting specific learning needs. Assessments indicated students improved as measured by testing results. All targeted students have improved their literacy skills, most achieving appropriate benchmarks
Low level adjustment for disability	\$81259 – LaST \$29439 – SLSOs	As a result of class assessments and learning and support team the learning and social needs of students requiring adjustments were prioritised by the LaST. SLSOs supported classroom teachers in implementing the appropriate programs (individual or small group/class where appropriate). Students achieved commendable results as measured by teacher assessment and standardised tasks where appropriate.
Quality Teaching, Successful Students (QTSS)	\$33519	Classroom programs in comprehension, spelling and numeracy strategies were streamlined. Teachers have improved strategies in implementing curriculum through mentoring, scaffolded lessons and peer observations.
Socio-economic background	\$15292	Improved student engagement both in classrooms and on the playground through SLSO support and the initial training and process review for Positive Behaviour for Learning.
Support for beginning teachers	\$6725	One beginning teacher was supported through RAM funding which was used to implement a mentor program. This enabled our beginning teacher to be provided with ongoing feedback, collaborative planning opportunities and flexibility to allow for observations of teaching and learning to take place.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	235	231	217	215
Girls	237	229	218	217

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	97.2	96.5	95.6
1	97.3	94.5	94.3	94.1
2	97.1	94.8	96.3	95.8
3	97.1	96.1	95.9	95.8
4	96.9	95.8	95.8	93.9
5	95.8	96.5	95.9	94.7
6	96.7	94	95.7	95.3
All Years	96.8	95.5	95.8	95.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

On average 95.1% 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
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.84
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.88
Other Positions	0

*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 2017.

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

Significant amounts of professional learning were undertaken during 2017. Reflecting research that indicates that supporting teacher quality is the single largest indicator of student success, professional development for teaching staff was a focus in two of the school's strategic plan directions.

Professional development in writing and spelling took place for years 1–6 and each session was followed up further by each stage at weekly meetings. Whole school staff meetings also included professional development, which was differentiated to meet the

goals of teachers outlined in their PDPs and was aligned with the Australian Institute of Teachers standards.

In addition to focusing on spelling and formative assessment through whole school professional development, other areas for PD included leadership, accreditation, technology, Positive Behaviour for Learning and Restorative Practices. Our school development days provided more opportunities to work towards our school strategic plan, to update CPR, revise the implementation of the History / Geography and Science and Technology scope and sequence.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	151,421
Revenue	3,817,765
Appropriation	3,415,790
Sale of Goods and Services	12,159
Grants and Contributions	385,641
Gain and Loss	0
Other Revenue	0
Investment Income	4,175
Expenses	-3,663,913
Recurrent Expenses	-3,663,913
Employee Related	-3,080,719
Operating Expenses	-583,194
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	153,851
Balance Carried Forward	305,272

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.

The school budget held funds for one DoE project, L3, which inflated the balance of funds. Intended use of funds available will be to continue to support the key strategic directions of the School Plan and improved physical environment of the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,812,167
Base Per Capita	66,479
Base Location	0
Other Base	2,745,687
Equity Total	163,387
Equity Aboriginal	2,610
Equity Socio economic	15,292
Equity Language	34,787
Equity Disability	110,698
Targeted Total	249,706
Other Total	143,047
Grand Total	3,368,307

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

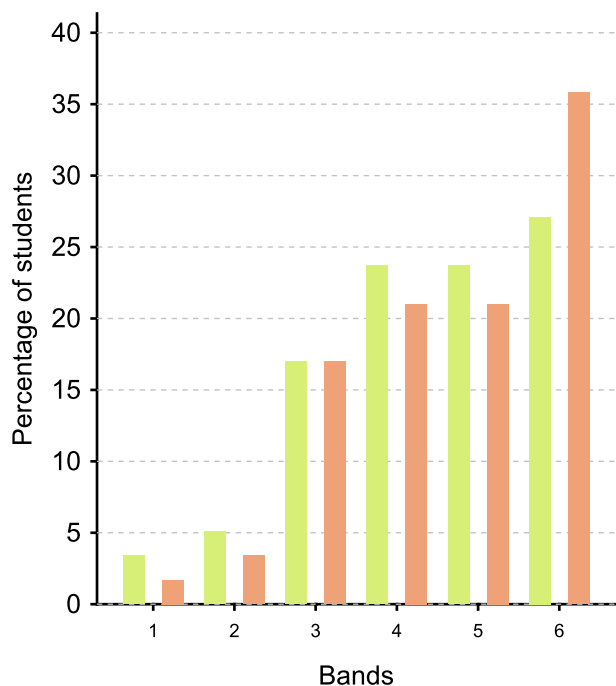
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

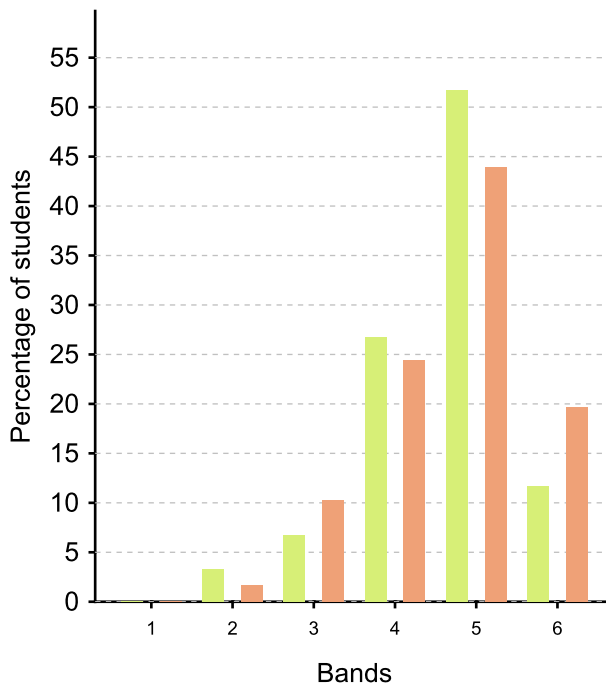
NAPLAN

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.

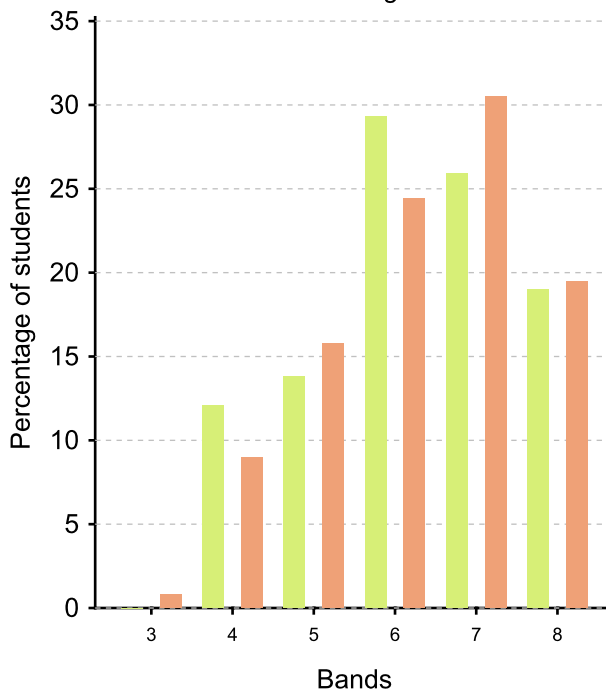
Percentage in bands:
Year 3 Reading



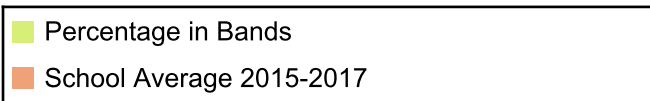
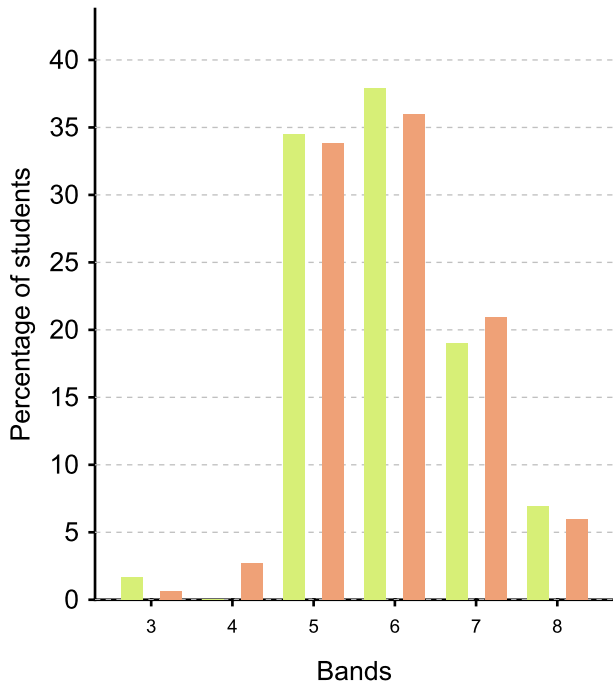
Percentage in bands:
Year 3 Writing



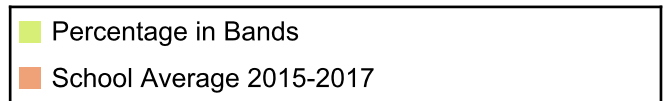
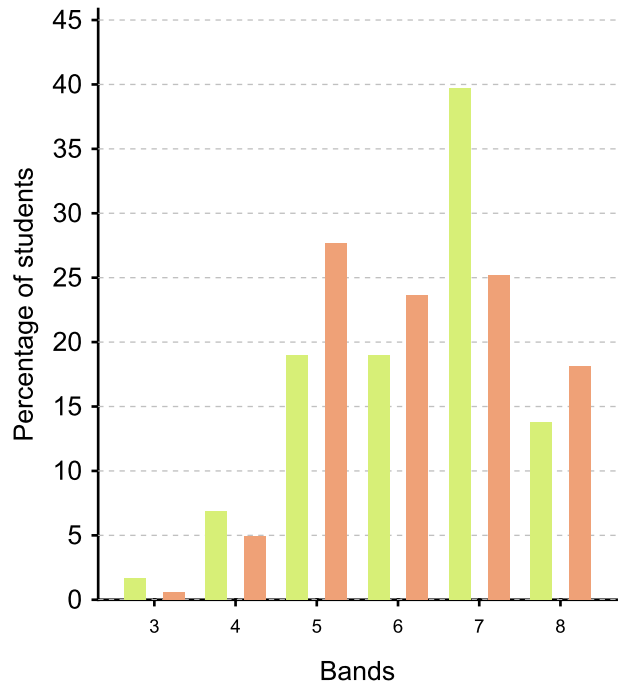
Percentage in bands:
Year 5 Reading



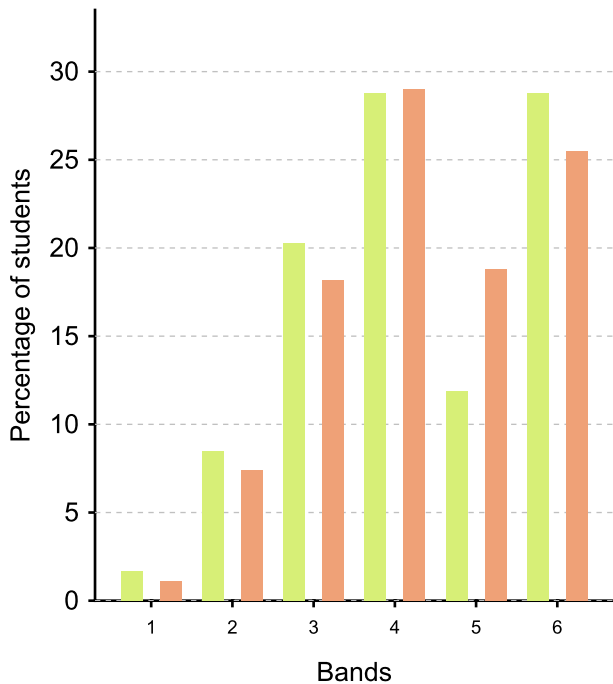
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The school continues to focus professional learning and resources to support the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* to increase the number of students achieving in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2017 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:

80% of the parent sample indicated that they felt welcome at the school and that they were well informed about school activities. They felt comfortable talking to their child's teacher and were extremely happy with the support that they receive from the administration staff when they have a problem or question.

Over 70% of parents felt that our teachers have high expectations for their children's learning and that staff are encouraging students to do their best at all times. Parents also felt quite positive that their child's needs, abilities and interests were accounted for.

The majority of parents indicated that the school supports positive behaviour and that their children felt safe at school.

91% of students indicated that they try hard to succeed in their learning and 81% felt that classroom instruction is relevant to their lives. Most students feel teachers are responsive to their needs, and encourage independence with a democratic approach and that the school staff emphasises academic skills and hold high expectations for all students to succeed.

Overall, most students have friends at school that they can trust and who encourage them to make positive choices. Over 90% of students do not get in trouble at school for disruptive or inappropriate behaviour.

Over 80% of teaching staff are happy with their teaching strategies but are always looking for new ways to improve. Staff also felt that our school is inclusive by regularly being available to help students with special learning needs; establishing clear expectations for classroom behaviour; helping low-performing students plan their assignments; making sure that students receive meaningful feedback on their work and using individual education plans to set goals for students with special learning needs.

The majority of staff believe that students have good opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.

Policy requirements

Aboriginal education

Loftus Public School is committed to raising the awareness of Aboriginal histories and culture and improving outcomes for Aboriginal students. The school received targeted funding to support our Aboriginal students. Personalised learning plans were developed by teachers and families to help the students achieve their goals and build confidence.

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. During NAIDOC week, students participated in workshops run by local Aboriginal people and discussed the significance of the Dreamtime and the celebration of the contributions of Aboriginal Australians. Students were involved in rock painting, traditional songs, Dreamtime stories and dance.

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. Our school's Harmony Day celebration was designed to value and celebrate cultural diversity.

Other school programs

The Fathering Project

At Loftus Public School we embrace and celebrate positive relationships. In 2017 the school joined 'The Fathering Project.' The Fathering Project School Group was formed at Loftus by fathers and father figures who want to be champions in their child's life. The group is aimed at being fun, building interaction and knowledge of fathers and father figures of the school and encouraging them to engage more effectively in the lives of their children. The Loftus Public School Fathering Project Group's aim is to not only discuss and address important topics to the father's and the

children involved, but to also bring the participating members together to develop strong bonds with like-minded people.

In 2017, we held four events. In Term 1 we held a fathers only evening where 45 dads of Loftus Public School came together to talk about the project objectives. In Term 2 we held a Father/Child Bingo night at the school which attracted 368 participants. In Term 3 we held a Father/Daughter night where we invited local hairdressers to teach the Dad's how to do their daughters hair. We had to cap this at 125 participants due to space restraints. Finally, in Term 4 we held a Father/Son gold night at The Ridge Driving Range where 103 participants had a great time practising their golfing skills.

The school community has embraced the essence of this initiative and we look forward to its continuing success and growth in the future.

White Ribbon

The White Ribbon campaign was again a feature of the Loftus Public School year.

Staff arranged for the day to be commemorated with a special time for Dads to come into classrooms and visit with the children. They shared a story and answered questions about themselves and the importance of positive and respectful relationships between everyone.

The day also featured a picnic lunch with the community sharing a meal deal from the school canteen together.

The school also sent student representatives as ambassadors to the White Ribbon Walk – from Woolooware High School to Dunningham Park at Cronulla. We joined many schools and organisations on the walk which was a show of solidarity and support for the campaign.

Library & Coding

Loftus library continued to be an exciting and fun learning centre. Students engaged in information literacy activities during library lessons, accessing a wide range of high quality literature through book talks and shared readings.

Lunchtime was a hive of activity with students enjoying colouring, computing, craft and a range of board games. A group of stage 2 and 3 students participated in coding activities that saw them gain competencies in Scratch and begin to explore HTML.

Year 6 book club launched in term 3 with our first meeting including six students. By term 4 we had 14 excited book worms enjoying a chat, delicious snacks and great conversation during a recess break each fortnight.

Our Scholastic book club and fair were wonderful successes allowing us to order \$2,067 of books for our

students. In total 476 new resources were added to Loftus library in 2017. We also purchased new browser bin shelving to allow students greater access to junior fiction novels, resulting in increased borrowing of these titles.

Enrichment

Loftus Public School has continued with a strong enrichment program in classrooms which cater for all students. In addition, Stage 2 and Stage 3 Enrichment Classes continue to provide a variety of opportunities to enrich the academic curriculum for these identified students. The students ran the Science Week activities for K–6, Sleek Geeks, and both classes participated in the Night of Notables, an historical research and performance project based on a famous person in history.

Students displaying a talent in Mathematics were extended into the next stage level to accommodate and support their learning needs. LPS students were involved in the Premiers Spelling Bee and Number Crunchers competitions with 2 of our students making the regional finals.

The Heart of the Shire Community of Schools (HotSCoS) continued to provide Enrichment Days for Stage 1 and 2 in the areas of science, mathematics, art and drama. 2 students from each stage were identified and invited to join these rich extension activities.

14 students were selected to participate in the prestigious Create South performance. Students were involved in dance, drama, choir, band, art and technology workshops. 16 talented dancers were selected for the Schools Spectacular performance. Students achieved selections in Primary Schools Sporting Association regional and state competitions with 2 being selected for national competitions.

Loftus has a skipping program that caters for students with an exceptional ability in skipping and these students achieved amazing results at state and national level. A weekly coding group was established and chess club continued for those with a particular talent and interest in these areas. A number of children were selected to participate in Ultimo Network orchestras and choirs and performed at the Opera House. The Artist in Residence Program catered for students with a talent in Visual Arts across Stage 2 and 3.

Student Leadership

Many opportunities for students to demonstrate and take part in leadership exist at Loftus Public School. The prefect body and our school captains run assemblies and important events such as ANZAC Day, Education Week assemblies and our end of year presentation evenings.

Our Environmental Team Leaders (ETLs) are heavily involved in maintaining the natural aspects of the school including our vegetable garden and running our LOFT program.

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.

Creative Arts – Dance

Throughout 2017, Loftus Public School continued to provide students with access to a wide range of quality dance programs, allowing them to explore, develop and showcase their many and varied creative talents.

Our major achievements include 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. Six dance groups were effectively operating throughout 2017 including Year 1 Dance Group, Year 2 Dance Group, Girls Hip Hop (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 were displayed at many events during the year including Education Week Open Day, Grandparents' Day, Sutherland Shire Schools Music Festival, Dance Extravaganza, Kurrunulla Dance Festival, Presentation Evening and Kindergarten Orientation.

We were successful in the audition process for the NSW Schools Spectacular with 16 students, in years 4–6, accepted and given the opportunity to perform at Qudos Bank Arena with 5,000 talented dancers, vocalists and musicians. In addition, 16 talented creative arts students were selected through an audition process to participate in the 'Create South' workshops and evening concert.

Artist in Residence

Loftus Public School continued its affiliation with the highly valued Artist in Residence program, sponsored by IMB Bank for the fifth year running.

Twenty gifted artists from Stage 3 were selected by the teachers to be tutored by Mr Ken Tucker, a notable local artist, in the creation of a three-piece mural. The program was implemented during Term 3 and 4, for ten weeks on a Wednesday afternoon for an hour and a half.

The students learnt about balance of design, perspective, tone and colour. The mural depicts our core business of learning and was completed in the negative form, using the predominant school colours of yellow and blue. The mural hangs proudly in the foyer, bringing much colour and life to the entrance of the school.

Loftus Leapers Rope Skipping

2017 saw another busy and successful year for both

the Loftus Leapers Jump Rope for Heart (JRFH) Squad and the Competition Squad.

The JRFH squad visited 8 schools as ambassadors for the Heart Foundation and performed in front of over 1000 students and their teachers throughout the year.

The Elite Squad performed as half time entertainment at a 'doubleheader' NSW Swifts Netball game at Qudos Bank Arena in front of a crowd of over 8000 people.

The Loftus Leapers competition squad achieved amazing results at both the ACT/NSW Championships held at Ryde and the National Championships held on the Gold Coast. Loftus now has the current state and national champions in the following 'pairs' age groups; under 9s, 10 to 11s and 11 to 12s and were runners up in the 12 to 14 and Open 'pairs' age groups.

Chess

This year Loftus Public School had 5 teams compete in the NSW Junior Chess League. These teams played every Friday after school against other local schools, including Miranda PS, St Catherines Gynea and Holy Family Catholic Primary School Menai. We were very proud to include more girls and junior players into our teams this year.

A less formal lunchtime competition also ran in Terms 1 and 2 for all grades, as well as some learn to play chess sessions.

Public Speaking

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

- Three students representing our school 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.