

Loftus Public School Annual Report



2018



LOFTUS
Public School

4221

Introduction

The Annual Report for **2018** 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.

Pamela Walmsley

Principal

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Message from the Principal

I am grateful for the privilege of leading Loftus Public School throughout a very successful 2018. The school has continued to further its reputation for providing quality education which emphasises the development of individual skills and talents with a focus on literacy and numeracy. We aim to provide a positive, cooperative, educational environment that produces literate, numerate, well-educated citizens who will have the capability, independence and confidence to make a positive contribution to our society. Our wonderful students consistently demonstrate respect for themselves and others and for the environment.

Students, parents, staff and the community work collaboratively to ensure positive self-esteem and high expectations. Staff and parents are deeply committed to positive student welfare and strong home/school partnerships which encourage effective learning. The success of Loftus Public School can be attributed to a very hard working and talented staff and I am enormously appreciative of their dedication and enthusiasm. Our well organised and supportive P&C have continued to work tirelessly to fundraise and contribute to school programs in innumerable ways. Their contribution has had a significant effect on many school programs.

Whilst I am proud of the school's reputation in the local area as it continues to showcase best practice and innovative programs, I am immensely proud of my beautiful students and committed staff. My sincere thanks to the school community for their support and encouragement.

Pam Walmsley

Message from the school community

In 2018, the Loftus Parents & Citizens' Association was able to support our school with donations totaling over \$53,000, thanks to the efforts of students, parents, grandparents, teachers, school staff, our sponsors, the P&C and the wider community. We have achieved this by supporting the various events run by the association, including discos, Munchie Days, Mother's and Father's Days, Open Day, and, of course, our wonderful showcase events.

Our major fundraiser for 2018 was the highly successful Loftus Public School Spring Fun Fair in September, which was able to raise over \$44,000 to support the school and children. The day was filled with wonderful scenes of happy children, supported by occasionally tired-looking parents and other family members. There were many rides, food and drink stalls, book and art stalls, face painting and crazy hair and nails stands, a chocolate wheel, the debut of a LEGO display room and building competition, and the always successful plant stall. It was a thrill to see so many smiling faces.

Thank you to our sponsors, the wonderful support offered by teaching and support staff, parents and members of the community who attended, and especially for the amazing energy and effort shown by our organising committee and the many, many volunteers who helped out.

In 2018, the committee has continued its support for the Fathering Project, which brings together fathers and father-figures to help to make them the best dads that they can be.

Our wonderful and hard-working Uniform Shop continues to provide an opportunity for families to get high quality uniforms from the school grounds, with all profits going back to support the school.

All of this has allowed the Association to financially support the school with initiatives, including:

- \$10,000 for resources to support coding and robotics
- \$20,000 for sandpits, tables, performance platforms, and other outdoor equipment
- \$17,000 for work on the bush pathway

The P&C has also commenced investigating how we can support the school in developing nature-based play installations, including support to promote our children with imaginative play.

For some families, 2018 may be the last year where they have children enrolled at Loftus Public School. Thank you to everyone who has been able to volunteer their time and energy over the years to support the school community, and especially for the time and energy dedicated to supporting the P&C and its activities. For other families, this may be the start of your learning journey. Not only does your participation help us to raise funds to support the education of our children, it also brings us together as a supportive and engaged community.

I hope that you and your families will continue to maintain a lasting association with the school and the relationships that form along the way with teachers, fellow students and parents.

John Albani

P&C President

School background

School vision statement

At Loftus Public School, we believe in '*Educating for Excellence*' within a safe, inclusive environment so that students become confident, creative, critical thinkers and self-directed life-long learners who are empowered to contribute to a sustainable, global community.

School context

Loftus Public School provides a dynamic and inclusive educational environment in which all students access rich and diverse educational programs within a varied and balanced curriculum.

Major initiatives in the areas of literacy, numeracy, technology, sport, creative arts and student wellbeing have brought about widespread recognition of excellence within the school and across the wider community.

Our dedicated, highly skilled staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive environment with quality teaching programs. Student engagement, syllabus implementation and best practice for future focussed learning is well supported by teacher professional development.

Our core values of self-confidence, honesty, responsibility, excellence, cooperation and kindness underpin all facets of our interactions, with Positive Behaviour for Learning and Restorative Practices providing scaffolds for respectful relationships.

Our school 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.

In the domain of **Learning**, our school has focussed on promoting a positive culture based on the building of educational aspirations through goal setting and fostering a growth mindset. The school's priority on formative assessment and embedding Learning Intentions and Success Criteria (LISC) across the school, combined with a focus on Positive Behaviour for Learning (PBL) has seen a pleasing shift in the learning culture of the school where students are actively engaged in their learning by increasingly taking responsibility for their own behaviour and learning goals. The school demonstrates a commitment to improving teacher practice and student outcomes. This has been demonstrated particularly by staff engaging in new teaching strategies for numeracy, writing and spelling. Professional learning is strategically planned and timetabled to address the school priorities. Areas of focus have been numeracy, writing, spelling, PBL and formative assessment. The school's value-add trend is positive with most students showing expected growth on internal school progress and achievement data.

In the domain of **Teaching**, staff continually strive to improve practice using evidence-based teaching strategies. Teachers work collaboratively in teams to review and revise teaching programs and assessment practices. The use of data to inform learning goals and monitor student progress assisted to clarify students' areas for development in spelling and writing. However, data skills and use will be an area for further improvement. We will continue to build staff skills in analysing and interpreting data literacy concepts, as well as commence use of the Learning Progressions and the PLAN2 software. Staff continually participate in regular targeted professional learning experiences aligned to school priorities and use the Australian Professional Standards for Teachers to reflect on their capabilities. A distributive instructional leadership model was utilised throughout 2018, accessing teacher strengths and interests. These staff members led professional learning and mentored teachers in our focus areas of numeracy, spelling, writing, science and formative assessment. Mathematics support for Stages 2 and 3 continued in 2018 with the school funding extra classroom teachers or SLSO's to assist with differentiated numeracy lessons.

In the domain of **Leading**, the school sets a culture of high expectations and fosters community engagement. Leadership development and management of practices and processes have been central to school capacity building. School staff continue to be provided with opportunities to develop leadership capabilities by leading initiatives such as the spelling,

writing, Positive Behaviour for Learning, formative assessment projects and supervising stage teams. The executive team participated in the 'Agile Schools' program, conducted by Dr Simon Breakspear, which is a dynamic approach to leading change whereby leaders are enabled to maximise impact on student outcomes. The planning and management of finances in 2018 has resulted in enhanced facilities and physical resources in consultation and collaboration with our P&C. The leadership team regularly communicates school priorities to all members of the school community. The school reports progress and areas for development through the annual school report, published on the school website. This is supported by regular communication through the school newsletter, Facebook page and P&C meetings.

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

Excellence in Learning

Purpose

To ensure all students achieve their full potential and are highly engaged, creative learners and critical thinkers.

Overall summary of progress

School practices and processes in formative assessment were strengthened in 2018. Further professional learning for staff in Learning Intentions, Success Criteria and the introduction of growth mindset messages, facilitated a big shift in changing the practices of teachers within the teaching and learning cycle. Students have been able to articulate more clearly what learning goals they were working towards and have a better understanding of the criteria required to improve their learning.

Through the building of staff expertise in research-based spelling methodologies, teachers have changed their practices in the way they implement spelling in their teaching and learning programs. Using diagnostic data, teachers are differentiating spelling lessons according to individual student needs, which also incorporates more effective activities for students to further develop deep knowledge and understanding of spelling processes.

The introduction of the Seven Steps to Writing program for students from Year 2 to 6 has been a successful addition to class writing programs. Teachers participated in demonstration lessons and team teaching experiences to build their capacity in the program's format. This was followed on into classrooms with student work samples demonstrating excellent growth in narrative writing.

Staff were familiarised with the new science syllabus ready for its implementation in 2019. A scope and sequence was devised and will be followed next year. Stage 3 teachers were introduced to Spheros and coding and this professional learning will continue for all staff in 2019. STEM activities through literature was introduced during Book week with the further expansion of STEM experiences expected over the next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of Loftus Public School students in the top two bands in literacy and numeracy in NAPLAN.	0.762 QTSS \$42 000 Equity	<p>In 2018 we had 66.1% of year 3 students and 43.1% of year 5 students fall into the top 2 bands in NAPLAN in reading.</p> <p>In writing, 44.1% of year 3 students and 10.5% of year 5 students achieved in the top two bands.</p> <p>In numeracy 50.0% of year 3 students and 51.7% of year 5 students fell into the top two bands.</p> <p>All teachers completed research based professional learning in the teaching of spelling resulting in their increased expertise and understanding of the components within an effective spelling program.</p> <p>New spelling strategies and assessment practices trialled in all classrooms resulting in improved student outcomes.</p> <p>The Seven Steps for Writing program implemented from Year 2 to 6.</p> <p>Further TEN training for Stage 1 teachers. Teaching programs for early numeracy revised and consolidated for 2019.</p>
Consistently increasing student growth on internal and external	0.762 QTSS	New spelling strategies and assessment practices trialled in all classrooms resulting in improved

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
measures.	<p>Equity funding as above.</p> <p>\$5000– P&C Funded</p> <p>\$1000 – RAM Initiative funding.</p>	<p>student outcomes as evidenced by internal assessment data.</p> <p>The Seven Steps for Writing program implemented from Year 2 to 6 demonstrates improved student outcomes in the area of imaginative and persuasive writing as well as improved teacher expertise in the teaching of writing.</p> <p>Whole staff professional learning conducted on the new science syllabus.</p> <p>Science scope and sequence developed for implementation in 2019.</p> <p>Purchased new science resources to start implementing coding skills to students.</p> <p>Introduced STEM activities through literature during book week.</p> <p>Stage 3 participated in 'Sphero' activities.</p>
Increased visibility of assessment, student progress and differentiation as demonstrated in programs, data, and success in individual learning goals.	<p>0.762 QTSS</p> <p>\$3500 – PL Initiative funding.</p>	<p>Whole staff P/L on assessment, data, Growth Mindset, Learning Intentions and Success Criteria conducted.</p> <p>Learning Intentions incorporated into class programs and are visible in classrooms.</p> <p>Growth Mindset messages explicitly taught in all classrooms on a weekly basis.</p> <p>Diagnostic spelling assessments conducted bi-annually to identify student needs in spelling and to allow teachers to differentiate spelling instruction.</p> <p>Increased staff knowledge and expertise in designing rich assessment tasks.</p> <p>P/L on the new Learning Progressions conducted for all staff.</p> <p>Created school assessment schedule K–6.</p>

Next Steps

Update and review current ICT scope and sequence to ensure alignment with new Science and Technology syllabus.

STEMshare kits to commence usage in Term 1.

Continued professional learning to build staff capacity in new science syllabus, especially Design and Technology.

Purchase new robotics kits.

Continue Growth Mindset messages in Term 1.

Staff professional learning conducted in peer / self assessment.

Introduction of 5 week programming cycle in writing.

Further focus on student goal setting and the use of 'Bump It Up Walls'.

Development of a whole school spelling policy and scope and sequence.

Continuation of the Seven Steps for Writing program and further professional learning for staff in spelling.



Strategic Direction 2

Quality Teaching and Leadership

Purpose

To develop passionate and highly skilled teachers who provide quality and explicit teaching and learning programs based on research and data that enables students to develop as successful, self-directed learners.

Overall summary of progress

In 2018, the school set out to embed the use of data to inform teaching practice. Staff participated in the 'Using Data with Confidence' professional learning session along with familiarisation sessions of the Learning Progressions. Five weekly planning cycles are being considered and will evolve in 2019 as the staff become more engaged with data along with continued quality professional dialogue and consistent teacher judgement conversations occurring in stage meetings. A small team of staff visited other schools to observe best practice in formative assessment. As a result, visible learning is becoming evident in classrooms and the quality of feedback to students has become more focussed.

The executive team developed their instructional leadership skills by attending a three day 'Agile Schools' course in embedding learning sprints to continuously improve practice in short, manageable cycles of evidence, informed, impactful work. Learning sprints were expanded successfully to all stages with evidence of new teaching practices observed in classrooms and staff reporting growth in learning for targeted students.

Aspiring leaders were identified, and provided a range of opportunities to lead whole school initiatives. This included leading professional learning, conducting demonstration lessons and mentoring staff in school strategic priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher reflection and surveys show increased opportunity to build leadership skills and lead programs towards success.	0.762 QTSS Funding \$42 000 Equity Funding	Staff with expertise in spelling, writing, formative assessment and science have been instructional leaders, implementing professional learning, mentoring staff, conducting demonstration lessons and leading curriculum teams to improve evidence-based teaching practices.
Observations, reflections and surveys show increased quality and explicit teaching practices, based on research, proving continuous teaching expertise.	\$1500 – Professional Learning.	Whole staff P/L conducted on 'Using Data with Confidence', formative assessment and the learning progressions. Teachers are increasingly making the learning visible for students by setting challenging goals and providing feedback. All staff use digital or non digital tools to track and monitor student progress. The interpretation of the data tracked remains an area for further development as does the expansion of staff skills in digital tracking tools.
Agile learning techniques will be increasingly embedded across the curriculum as teachers engage with data and learning sprints resulting in increased student success.	\$8000 – Professional Learning and Initiative Funding	Executive staff attended Agile Schools P/L course on the implementation of Learning Sprints. Learning Sprints introduced in stage teams and prototype sprints conducted. Learning Sprints expanded across the whole school with all staff engaging with data and working collaboratively to improve student outcomes in a targeted area.

Next Steps

Staff professional learning conducted in Learning Progressions and tracking student progress on PLAN2 software.

Learning sprints embedded into teaching and learning cycle across the whole school.

Continuation of instructional leadership by staff with expertise in spelling, writing and formative assessment.

Refinement of whole school assessment schedule.

Introduction of 5 weekly programming cycles in writing.



Strategic Direction 3

Positive School Culture and Wellbeing

Purpose

To provide a safe, effective teaching and learning environment, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

Overall summary of progress

Loftus Public School has worked diligently towards meeting the goals outlined in Strategic Direction 3.

Increasingly positive student, staff and community responses from the Tell Them From Me Surveys indicate an increase in the use of the restorative practice framework and the language of PBL expectations being implemented by staff when dealing with student interactions in both classroom and playground settings.

The school discipline and welfare policy was reviewed and rewritten by the Positive Behaviour for Learning Team (PBL). The policy has been presented to the P&C Executive Committee and will be introduced to the staff and wider community next year. This consultation also enabled us to continue the development of a PBL plan that was implemented across the school in 2018. Lesson plans were formulated, taught, reviewed and re-issued to staff across the 'Outside of the Classroom' domain. One full rotation of all lessons was not able to be completed so this process will continue in 2019. Teachers were able to apply these frameworks and approaches to improving the wellbeing of all stakeholders in our school community, in an authentic and sustainable manner.

In addition to PBL, the staff received additional training in Restorative Practices and implemented the process of 'circle time' when situations arose. Students were taught the core values of being safe, respectful and responsible learners who have high expectations of themselves and develop capabilities which foster respectful, empathetic and inclusive relationships.

The PBL team, ably supported by the Executive team and Principal, mentored and supported staff in implementing the wellbeing framework in the school to ensure a safe and happy learning environment for all stakeholders.

Students are developing strong identities as successful learners and along with staff and community members, seek to build respectful, positive relationships and actively contribute to the school and community. A framework for the school community, which incorporates the revised student welfare and discipline policy, is used to support the well-being of every student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasingly positive student, staff and community responses from the Tell Them From Me Surveys.	\$5000 Professional Learning \$4000 Equity Funding	Decrease in the percentage of students who feel that they are victims of bullying compared to 2017. Increase in the percentage of parents who indicated that fair discipline existed in the school compared to 2017. 97% of parent respondents to the school's satisfaction survey indicate that the school is a friendly school and that it is caring and accepting of all students.
An increase in the use of the restorative practice framework and the language of PBL expectations being implemented by staff when dealing with student interactions in both classroom and playground settings.	As above	Staff are reminded and are now beginning to consistently use the lexicon of PBL and restorative practices. The language of PBL and the values within the school are being used more consistently in award citations and in assemblies. Staff each have a Restorative Practice card which

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the use of the restorative practice framework and the language of PBL expectations being implemented by staff when dealing with student interactions in both classroom and playground settings.		<p>they can use to prompt them with the key questions to ask if things go wrong and there is signage displaying the questions on the playground.</p> <p>Evidence of 'Circles' are visible during school time and all classes are returning evaluated PBL lessons to the team when required.</p>
Decrease in negative student behaviour and increase in positive behaviours being reported to executive staff and recorded in Sentral.	\$5000 Operational Funding	<p>School Executive staff have reported a decrease in the reported playground instances of negative behaviour.</p> <p>Staff were shown how to record positive behaviour awards in Sentral and this will be used next year to increase the data collected as evidence of change.</p> <p>As students are shown and taught the expected behaviours, it has been noted that instances on the playground have decreased. This is reflected in the data collected and stored in Sentral.</p>

Next Steps

Continue to teach one full cycle of the PBL 'Outside of the Classroom' lesson plans in order to evaluate all lessons.

Consultation with student body on a mascot for the PBL at Loftus Public School.

Finalise, distribute and unpack for staff the revised Wellbeing Policy.

Source PBL signage for around the school.

Update and revise the Core Values signs for classrooms and key areas of the school.

Reinforce staff use of PBL, Restorative Practice and Values language.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5589	Aboriginal students have Personalised Learning Pathways and are making progress across the literacy and numeracy continuums. Improved focus in strengthening awareness across the school of Aboriginal and Torres Strait Islander cultures and histories. Cultural activities were included for all students through NAIDOC week and Koori art activities.
English language proficiency	\$30946	Students requiring English language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency.
Low level adjustment for disability	\$29765 FTE 0.6 Learning and Support Teacher allocation	Funds were used to provide Learning and Support Teacher (LaST) support and School Learning Support Officer (SLSO) support for targeted students. SLSOs supported classroom teachers in implementing the appropriate programs (individual or small group/class where appropriate). Additional SLSO time was allocated to support identified students in both the classroom and the playground. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 0.78	Instructional Leader employed to lead and mentor staff in formative assessment, spelling, writing and mathematics initiatives. Teachers have improved strategies in implementing curriculum through collaborative planning, mentoring, scaffolded lessons and peer observations.
Socio-economic background	\$14317	A speech therapist has been employed to support students with small group programs and to provide staff with professional learning. Additional SLSO time has been sourced to support students in small group activities. Teachers are using explicit strategies to further develop students' expressive language skills and the linkages to their writing.
Support for beginning teachers	Not applicable for 2018.	Not applicable for 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	231	217	215	212
Girls	229	218	217	205

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.2	96.5	95.6	96.5
1	94.5	94.3	94.1	95.2
2	94.8	96.3	95.8	95.3
3	96.1	95.9	95.8	95.8
4	95.8	95.8	93.9	95.5
5	96.5	95.9	94.7	94.5
6	94	95.7	95.3	92.2
All Years	95.5	95.8	95.1	95
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

While our 2018 attendance figures continue to be above state levels, regular and punctual attendance and the reduction in non-essential leave will continue to be a focus in 2019. Class rolls are marked daily and monitored regularly for patterns of students' partial or non-attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The Learning and Support Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Information regarding the DoE Attendance Policy is regularly included in the school newsletter. The support of the Home School Liaison Officer is sought if required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.18
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.72

*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 2018.

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	30

Professional learning and teacher accreditation

Teacher professional learning is informed by the school targets and the individual Professional Development Plans of staff, with reference to the Strategic Plans for the Department of Education and is available to all staff. The funds allocated to this area are for course fees and for providing relief for staff members from their regular duties in order for them to attend the specialised training courses.

In 2018, members of staff participated in a range of professional learning opportunities including weekly staff meetings, extended staff meetings, in class support as well as teacher observation studies. A distributive instructional leadership model was utilised whereby teachers with expertise led professional learning and mentored staff in the following priority areas: spelling, Seven Steps for Writing, Targeting Early Numeracy (TEN), the K-10 Science syllabus, formative assessment incorporating visible learning and growth mindset. Staff also completed the mandatory DoE training on CPR, Child Protection, Asthma and

Anaphylaxis.

Executive members and aspiring school leaders participated in the 'Agile Schools' course to develop expertise in implementing learning sprints across the school in order to improve literacy and numeracy outcomes for targeted students.

All staff are now accredited with the National Education Standards Authority (NESAs) and they were introduced to professional learning on maintaining this accreditation. A whole school process for recording and documenting teacher identified professional learning was established which assists staff to keep their ongoing maintenance up to date.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	305,272
Revenue	3,920,780
Appropriation	3,584,948
Sale of Goods and Services	9,253
Grants and Contributions	321,936
Gain and Loss	0
Other Revenue	0
Investment Income	4,643
Expenses	-3,770,926
Recurrent Expenses	-3,770,926
Employee Related	-3,280,658
Operating Expenses	-490,268
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	149,854
Balance Carried Forward	455,126

The school's finances are managed by a finance committee comprising the Principal, parent representative, school executive and the School Administrative 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. 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.

	2018 Actual (\$)
Base Total	2,875,183
Base Per Capita	83,536
Base Location	0
Other Base	2,791,647
Equity Total	142,725
Equity Aboriginal	5,589
Equity Socio economic	14,317
Equity Language	30,946
Equity Disability	91,874
Targeted Total	260,373
Other Total	186,992
Grand Total	3,465,273

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

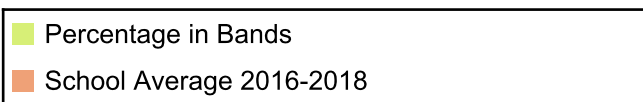
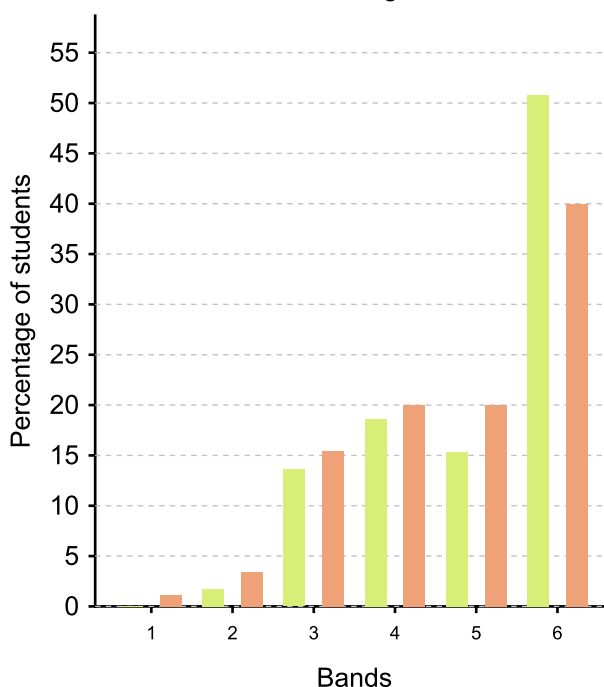
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

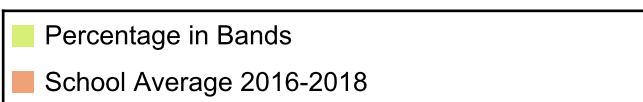
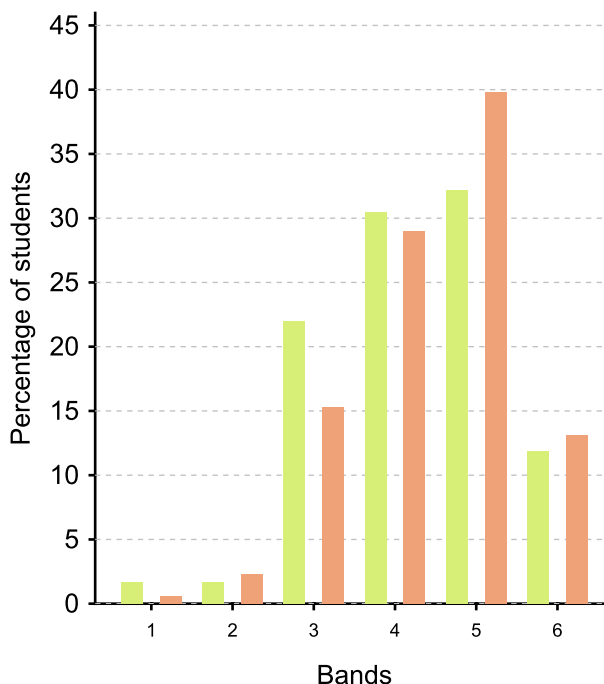
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 students have shown strong performance in Reading. In 2018, more students (50.8%) were placed in the top band than in previous years (27.1% 2017; 42.1% 2016). Fewer students were placed in the bottom bands. Year 5 students also consistently perform strongly in Reading. There has been an average of approximately 75% of students in the top 3 bands over the last three years. Seventy percent of Year 3 and 5 students were placed in the middle two bands for Writing in 2018 which seems to be consistent from previous years. As a result, our school has addressed writing and spelling as a focus area for our school plan in order to improve student outcomes in this area.

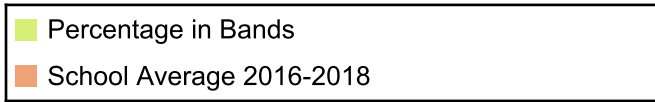
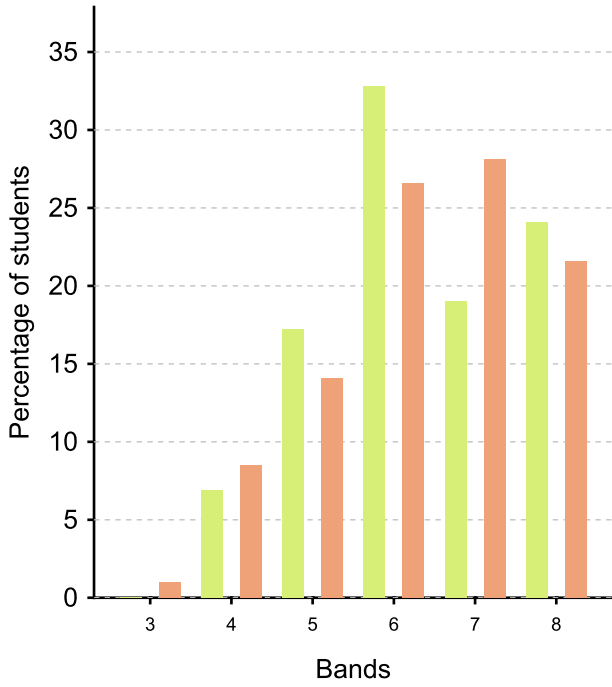
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

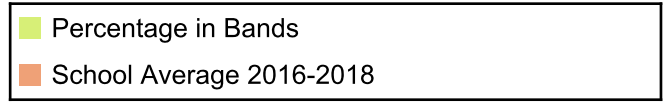
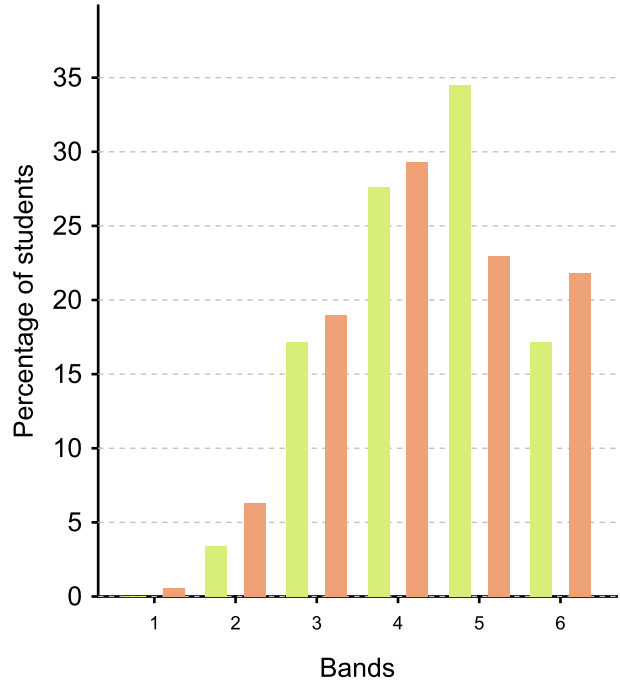


Percentage in bands:
Year 5 Reading

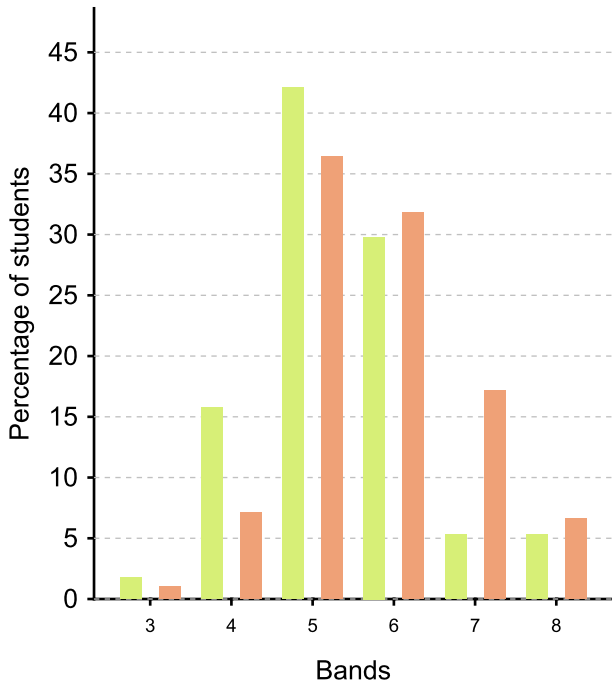


Year 3 students performed significantly well in Numeracy. In 2018, 84.7% of our students were placed in the top three bands, compared to 74.5% in 2017. There has been a consistent steady increase of performance of Year 5 students in Numeracy since 2015 with approximately 70% of students performing in the top 3 bands.

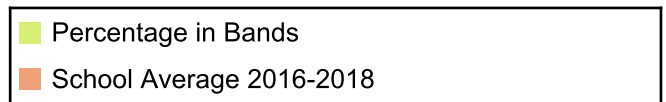
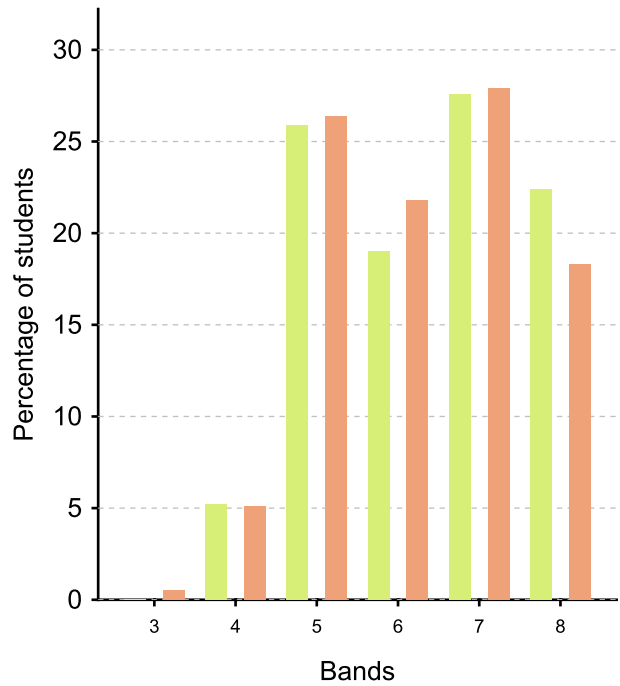
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 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* for students in the top two NAPLAN bands. In 2018, the percentage of Year 3 students in the top two bands in reading was 66.1% compared to 51.6% of the state. The percentage of Year 3 students in the top two bands in numeracy was 51.7% compared to 40.8% of the state. In 2018, the percentage of Year 5 students in the top two bands in reading was 43.1% compared to 36.3% of the state. The percentage of Year 5 students in the top two bands in numeracy was 50.0% compared to 30.2% of the state.

Parent/caregiver, student, teacher satisfaction

Parents, carers, students and teachers of Loftus Public School are invited to become active members in our school community and encouraged to provide constructive feedback on school practices and procedures through a variety of avenues. These include; P & C Meetings, Parent Forum Sessions, surveys and parent workshops.

Loftus Public School has participated in a variety of satisfaction surveys to capture the views of students, teachers and parents for the past three years.

The results of these surveys highlight that parent, student and teacher satisfaction remains very high.

The student surveys indicate consistently that over 90% of students believe that schooling in their everyday life is useful and will have a strong bearing on their future; students try hard to succeed in their learning and that they have positive relationships with friends they can trust and who encourage them to make positive choices. 95% of students indicated on the school devised survey that they have regular access to computers and that the school has good technology programs and equipment; that teachers take an interest in helping them with their work and encouraging them to do their best.

During 2018, there has been a significant decrease in the percentage of students who feel that they are victims of bullying in comparison to the 2017 'Tell Them From Me' survey. The school continues to view any incidences of bullying as serious and thus are going to work with the student and parent body to; raise awareness of the definition of the term 'bullying'; determine the roles and responsibilities of staff, parents and students in order to have a shared understanding; develop strategies for students if they encounter bullying behaviours and define what the schools' response will be.

In 2018 we doubled the parent respondents to the school satisfaction survey which indicated that 97% of the participants felt that the school is a friendly school that is caring and accepting of all students; that the students are the school's main focus and that it has

supportive student welfare programs.

Communication also rates highly in the survey with more than 95% of respondents satisfied with our communication platforms such as Facebook and Enews as useful tools for keeping the community informed, as well as finding that the school office responds to enquiries and requests in a friendly and prompt manner.

85% of parent respondents indicated that fair discipline existed in the school. This has improved from the 2017 'Tell Them From Me' survey and will continue to be an area of priority as the school implements its new School Discipline and Welfare policy in 2019.

Staff at Loftus Public School are continually finding ways to improve teaching programs and practices and this was indicated by 100% staff agreement on the survey. Staff also agreed that the school provides supportive student welfare programs; sets high standards of achievement and that the school makes important changes to what it does, when necessary, to ensure continuous improvement of student outcomes.

All staff feel proud to teach at Loftus Public School and believe that it is a friendly school that is tolerant and accepting of all students.

Staff feedback indicates that they need greater time to embed new learning from professional development sessions into their teaching and learning programs.

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 Pathways were developed and evaluated for these students each semester by teachers in collaboration with their 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 discussions on 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

Loftus Public School continues to support students from more than twenty-five different language groups. 16% of the students are from a language background other than English (LBOTE). Staff members, students and community members see diversity as a strength for the school.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs that develop the knowledge, skills and attitudes required for a culturally diverse society. The school is dedicated to creating a learning environment that is free from discrimination, racism and harassment. Our English as an Additional Language or Dialect (EALD) teachers develop specific programs to support students from non-English speaking backgrounds using a variety of strategies. Our EALD teachers have worked with small groups and with classroom teachers to assist students in learning English as an additional language. The EALD 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.

The school will continue to monitor the effectiveness of its EALD programs, its support structures and the way it engages both students and different cultural groups in the life of the school. Ongoing professional learning will be provided to ensure that all staff members are aware of the needs of students. In 2018, EALD staff continued to refresh their professional learning by attending network meetings as well as completing courses to better assess our LBOTE students to assist them better with their learning across the curriculum.

The Anti-Racism Contact Officer (ARCO) continues to play an important role in the management of cultural diversity in the school community. Similarly, culturally inclusive practices and anti-racism values are an inherent part of classroom learning programs. Finally, our school's Harmony Day celebration was a very successful day enhancing the value we place on our school's cultural diversity.

Other school programs

Loftus Public School strives to provide many opportunities for our students to further their academic, sporting and artistic interests, skills and talents in order to develop the whole child. Our school has a well-earned reputation within our community and local area for providing students with a wide range of school and extra-curricular programs. These programs operate both within the regular school curriculum as well as extra-curricular options offered at lunchtime or out-of-school hours. Please visit our Loftus Public School website to access photos, stories and event information. <http://www.loftus-p.schools.nsw.edu.au>

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 'Kids of Loftus Making a Difference' (KOLMAD) 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.

Enrichment

Loftus Public School has continued with a strong enrichment program in classrooms which cater for all students. In addition, Stage 2 and 3 Enrichment Classes continue to provide a variety of opportunities to enrich the academic curriculum for these identified students. The students ran Science Week activities for K-2 and created claymation movies in the 'Digi-Ed' program. The Stage 3 class presented an Art and Science Fair and the Stage 2 class completed a research and performance project based on an Australian country town.

Students displaying a talent in Mathematics were extended into the next stage level to accommodate and support their learning needs. LPS students were also involved in the 'Number Crunchers' competition.

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. Two students from each stage were identified and invited to join these rich extension activities.

Sixteen students were selected to participate in the

prestigious Create South performance. Students were involved in dance, drama, choir, band, art and technology workshops. Sixteen talented dancers were also selected for the Schools Spectacular performance.

Students achieved selection in Primary Schools Sporting Association regional and state competitions.

Loftus Public School 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 the Ultimo Network orchestras and choirs and performed at the Opera House.

Learning Support

The Learning and Support Program in 2018 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 2018, such school priorities and programs included:

Mathematics Support Program

This program was designed to assist selected students from Stages 2 and 3 to develop and consolidate their knowledge, understanding and skills in numeracy. Targeted students participated in twice-weekly lessons conducted by the Learning and Support Teacher. Team teaching by the class teacher and the Learning and Support Teacher also supported these students.

The Macquarie Reading Program

The Macquarie Reading Program utilised the skills of trained volunteer tutors to implement individual reading programs for 20 Stage 1 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. Ten 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 **21%** 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 literacy and social skills.

The Learning and Support teacher also conducted staff training in 'Motor Coordination Difficulties' and 'Learning and Support Team' referral procedures.

Library & Coding

Loftus Public School 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 worth of books for our students. In total 476 new resources were added to the Loftus library in 2018. We also purchased new browser bin shelving to allow students greater access to junior fiction novels, resulting in increased borrowing of these titles.

Creative Arts

Throughout 2018, 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 2018 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.

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 continued throughout 2018. The Performing Band played at several events and school functions throughout the year including BandFest, where they were awarded a gold 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 2018 Band Recruitment Concert. Two students were selected for the prestigious Sydney Southeast Symphonic Wind Orchestra which performed at the Sydney Opera and Sutherland Entertainment Centre and attended Band Camp with this ensemble. 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. Eleven students attended a three day Band Camp at The Tops Conference Centre with students from schools within the southern Sydney area, where they developed skills and techniques and performed on the final evening.

The Junior and Senior Choirs have grown and their skills have developed strongly with the repertoire selected by the Sutherland Shire Music Festival (SSSMF) committee. Both choirs participated in the SSSMFestivals and enjoyment from these performances has led to requests to audition to the Schools Spectacular Choir in 2019. In addition to the SSSMF, the students shone in their performances to the wider school community at various functions including the ANZAC Day Commemorative Service.

Students' artwork is highly featured throughout our school with all students given the opportunity to express themselves freely. Classrooms are adorned with colour, reflecting the growing skills taught and techniques used by the students. Staff attended professional learning, 'Not Just a Brush' to keep abreast of changes and to further their skills teaching practises in Visual Arts.

Four students were selected to attend the Heart of the Shire Community of Schools (HotSCoS) program for gifted and talented students, two students from Stage 1 and two students from Stage 2. Through this experience, students had the opportunity to be mentored by an artist, as well as collaboratively work with other students from schools across the community of schools. Create South gave opportunity to two Stage 3 students. This prestigious and highly contended program enabled the students to see their artwork come to life through the creation of numerous backdrops and supporting props for a real life theatre production. Various students from K–6 also had their artwork displayed at the annual SSSMF Art Exhibition. Two student's artworks were successful in the highly acclaimed SSSMF Art Competition and were included in the SSSMF program.

Outstanding performances were given by our dance

groups, band and choirs at special events such as Education Week, Open Day, Grandparents' Day, Sutherland Shire Schools Music Festival, Presentation Evening and Kindergarten Orientation. The development of their talent has been applauded by the whole community.

Sport

In 2018, Loftus PS students competed across a wide range of Primary School Sports Association (PSSA) competitions. One student achieved selection in the Sydney East area team for Australian Rules football and 34 students were selected for zone teams in twelve different sports. Two staff members held official positions at zone, area or state PSSA levels and seven coached school teams.

Loftus PS successfully competed at all three zone carnivals, coming second in both the cross country and athletics carnivals and fifth in the swimming carnival. Two students placed first in the zone cross country for 11 years boys' and girls and one student 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 hockey, girls' football and Australian Rules football. Thirty-eight per cent of eligible children played PSSA sport during the winter terms and 53% played in the summer season. In the winter season of PSSA, our Senior A football team was runner-up in division 2. In the summer season of PSSA, Loftus PS were Premiers in girls' softball division 2, boys' tee ball division 1 and cricket division 1.

Two Loftus PS teams also participated in State PSSA knockout competitions for boys' hockey and girls' football. In the AFL Paul Kelly Cup our girls' teams reached the regional finals.

All classes K–6 participated in the Premier's Sporting Challenge with three classes achieving diamond level and fifteen classes achieving gold level. Overall, our school was awarded a Diamond Award.

Loftus PS again hosted the AFL Auskick program with approximately 80 children participating in sessions before school.

Year 2 students, as well as a small number of Year 3–6 students participated in swimming scheme during Term 3.

Loftus Leapers Rope Skipping

2018 saw the Loftus leapers visit eight schools for Jump Rope for Heart and the Loftus Leapers competition squad take part in both the NSW/ACT Championships and the Skipping Australia Rope Skipping National Championships.

The Jump Rope for Heart squad performed in front of over 1600 students and teachers as they visited schools in the Sutherland Shire area and beyond. The Loftus Leapers promoted healthy lifestyles and heart health as ambassadors for the Heart Foundation.

embraced the essence of this initiative. It is now embedded in the culture and we look forward to its continuing success and growth in the future.

The competition squad, made up of ten students from Loftus Public School and five former students, had mixed success at the competitions.

At the NSW and ACT Championships the Leapers achieved many individual and pairs medals and come away as the 11 to 12 years and 12 to 14 years State Pairs Champions.

The national competition again saw the Loftus Leapers gain many individual and pairs medals and achieve both 9 to 10 years, 12 to 14 years National Pairs Champions and the 14 years National Masters Champion.

Public speaking

The Loftus Public School Debating Team were Zone Champions in the Sydney Schools Debating Competition for Years 5 and 6, placing them in the top eight schools out of the 75 school teams competing.

Three students represented our school commendably in the Woronora River Network Finals for Public Speaking. No students advanced to the next stage.

Four students represented our school in the Multicultural Perspectives Public Speaking Competition. One student progressed to the Regional Final.

Chess

In 2018, Loftus Public School had five 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.

The Fathering Project

At Loftus Public School we embrace and celebrate positive relationships. In 2018, the school continued 'The Fathering Project.' 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 fathers and the children involved, but to also bring the participating members together to develop strong bonds with like-minded people.

In 2018, we planned only two events, as there was a School Spring Fair during the year. In Term 1 we held a fathers only evening where 32 dads of Loftus Public School came together to talk about the project objectives. In Term 2 we held a movie night at Event Cinemas, Miranda. The theatre was sold out with 460 dads and children attending a screening of Incredibles 2. Finally, in Term 4 we organised a Father/Child AFL kick to kick at Waratah Oval however, due to bad weather this was cancelled. The school community has