

Loftus Public School 2019 Annual Report



LOFTUS
Public School

4221

Introduction

The Annual Report for 2019 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.

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Message from the principal

It continues to be a privilege to lead Loftus Public School and 2019 only reinforced this feeling of pride for me.

On reflection of the year, two things stand out. Without doubt, the depth of community support which was demonstrated constantly, but particularly so in difficult circumstances, is the highlight. Our community rallies when needed. In every aspect of school life community involvement, support and encouragement reinforces programs and our core values of kindness and cooperation. The term community not only denotes our parents and carers, but the wider community and my amazing school staff, both teaching and non-teaching. I am enormously grateful.

The second highlight for me was the completion of an external validation of the school. External validation requires the school to review all practices incorporated in the School Excellence Framework in the three domains of Teaching, Leading and Learning. Our evidence sets were evaluated by an external Principal Support Leadership and a principal from another Sydney network. The process of self-reflection and evaluation with samples of evidence was a rigorous endeavour but the outcome validated our current practices and determines future directions which are both relevant and aspirational. All staff were heavily involved in the process along with our Director Educational Leadership and the process was regularly updated with the P&C.

2019 has been a year of significant growth and achievement for Loftus Public School in all aspects of educational and community endeavour. Through delivery of a comprehensive range of learning programs and a focus on learning excellence, the school worked to ensure our students achieved their personal best, were self-directed learners and fostered critical thinking skills. Our students demonstrated excellence and individual improvement in their academic, cultural and sporting achievements across the school. A continuous focus on improving literacy and numeracy outcomes was supported by excellent classroom practice, a focus on personalised learning and an extensive teacher professional learning program.

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 an honour to lead this wonderful school.

Pamela Walmsley

Message from the school community

Our major fund raiser in 2019 was the trivia night, which is always a popular occasion for the community to come together, try to recall some obscure information, and have plenty of fun. Almost 250 people attended, and we were able to raise over \$19,000, which is the highest total for any of our previous trivia nights. Thank you so much to our sponsors, volunteers, all who attended, and especially to our organising committee for such a fabulous event.

Two elections provided us with excellent opportunities as a community to bake, help out, bbq and raise money for the school, all the while celebrating our democracy.

In the last year, the P&C were able to contribute almost \$30,000 to the school to support our children. This is thanks to the efforts of the P&C, students, parents & carers, grandparents, and the community. Funds were raised via the trivia night, munchie days, Mother's and Father's days, and Open Day. Our wonderful uniform shop also continued to provide an important service for the school, including making available second-hand items.

This year we focused our fundraising mostly towards developing a nature-based play facility, to add to the existing outdoor environment for our children to enjoy and learn in.

In general, I can't thank our volunteers enough for what they have been able to dedicate to help the school, our children and families. This includes all our organisers and coordinators, those who wear orange vests, the sausage-turners, accountants, our auditor, teachers – who are always there supporting our events – the executive, everyone who performed at the trivia night and other events, and everyone who was able to support or be a member of our P&C and be engaged in what we do.

Many thanks also to Mr James for his continued leadership of the Fathering Project, supported by many engaged dads and father figures. This continues to be an important initiative for the P&C and the school community to support and I'm sure that there are more ways that the P&C can help to fly the flag.

Personally, I would like to thank everyone involved with making Loftus Public School such an endearing environment, and for their caring, diligence and good humour throughout the nine years that my family has been at the school; As Sir Terry Pratchett once wrote, "It's still magic even if you know how it's done."

With this being my and my family's final year at the school, 2020 and beyond will no doubt bring new and great challenges, however, I trust that the Loftus spirit of supporting one another, and especially our trusty core values, will see the next P&C President and Exec, as well as the entire community, thrive.

The P&C is a place to not only contribute to the life of the school and build community, but also to develop friendships. I would encourage you all to be involved, however big, or small, in supporting our school.

John Albani



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 focused 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

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

Improvement Measures

Increase proportion of Loftus Public School students in the top two bands in literacy and numeracy in NAPLAN.

Consistently increasing student growth on internal and external measures.

Increased visibility of assessment, student progress and differentiation as demonstrated in programs, data, and success in individual learning goals.

Progress towards achieving improvement measures

Process 1: Literacy & Numeracy Project: Use current research to develop and implement high quality teaching and learning programs in aspects of Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Literacy and Numeracy programs have been implemented across K–6 showing evidence of improvement in teacher understanding, implementation in classrooms and differentiation.</p> <p>Spelling has been a focus in terms of teaching practice and is constantly being refined as teacher knowledge is improved and current evidence-based practices are explored.</p> <p>New programs in writing have resulted in positive growth in students, particularly in their use of metalanguage, knowledge of genre structure and quality of language. An identified need in grammar and punctuation will be a future focus.</p> <p>Currently we have 24.1% of year 5 students and 67.3% of year 3 students in the top two bands for spelling. 53.1% of year 3 students and 13.8% of students in year 5 in the top 2 bands for writing.</p> <p>K–2 students were involved in the Targeting Early Numeracy program which resulted in an improvement in numeracy skills and focused on differentiation. Year 3 NAPLAN results indicate positive growth in numeracy with 53.1% in the top 2 bands. There has been a significant increase since 2016.</p>	<p>0.78 QTSS Funding</p> <p>\$6000 PL Initiative Funding</p> <p>\$20 000 Equity Funding</p>

Process 2: Curriculum Project: Develop systematic and engaging teaching and learning programs that align to the NSW Syllabus for the Australian Curriculum.

Evaluation	Funds Expended (Resources)
<p>The curriculum project team planned and implemented three professional learning sessions designed to increase staff knowledge and understanding of the new Science and Technology syllabus. A key feature of our PL sessions was STEM, integrating the robotics resources purchased by the school.</p> <p>In addition the team created a whole school scope and sequence to be trialed in 2019–20.</p> <p>The staff commenced professional learning on the new PD/H/PE syllabus. Units of work were written for Term 1 2020. Further professional learning will be conducted in 2020.</p>	<p>0.78 QTSS Funding</p> <p>PL Initiative Funding</p>

Progress towards achieving improvement measures

Process 3: Assessment & Differentiated Learning Project: Develop a systematic and reliable assessment framework to ensure all students are challenged and all adjustments lead to improved learning.

Evaluation	Funds Expended (Resources)
<p>The Assessment and Data team has continued to develop teacher knowledge and understanding of the impact of formative assessment and built a school-wide practice in the formative assessment strategies.</p> <p>In classrooms, we have seen evidence of differentiated programs and of visible learning.</p> <p>In conversations, we hear the language of learning and growth mindset which has led to a trial period of individualised student goal setting.</p> <p>We want to continue by focusing on clear measures of impact, how we will collect data to prove student growth and how to use this information to improve learning. We also want to focus on providing support to all teachers and continue to assess learning through consistent teacher judgement, with a greater emphasis on the combination of student observations, anecdotal records and work samples. This will include embedding a school-wide approach to assessment practices through the introduction of a marking policy aligned to success criteria.</p>	<p>0.78 QTSS Funding</p> <p>\$5000 PL initiative Funding</p>

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.

Improvement Measures

Teacher reflection and surveys show increased opportunity to build leadership skills and lead programs towards success.

Observations, reflections and surveys show increased quality and explicit teaching practices, based on research, proving continuous teaching expertise.

Agile learning techniques will be increasingly embedded across the curriculum as teachers engage with data and learning sprints resulting in increased student success.

Progress towards achieving improvement measures

Process 1: Learning Sprints: Leadership and teacher teams use Learning Sprints to continuously improve their practice in short, manageable cycles of evidence informed, impactful work.

Evaluation	Funds Expended (Resources)
Learning Sprints have been expanded across the whole school with all staff engaging with data and working collaboratively to improve student outcomes in a targeted area. Through the learning sprint process, teachers are continuously improving their use of data to inform their teaching practice and are trying new evidence-based instructional strategies in short explicit cycles, particularly in the areas of numeracy and literacy.	\$5000 Equity Funding

Process 2: Data Project: Developing whole staff capabilities in understanding data literacy concepts and using and interpreting data to inform their classroom practice.

Evaluation	Funds Expended (Resources)
Staff commenced the year conducting assessments according to the new whole school assessment schedule. Folders which included assessments were created for each student and were updated throughout the year. These folders were forwarded to the new teacher the following year. Further professional learning was conducted on the Learning Progressions and PLAN2. Staff have experimented with plotting selected students into PLAN2 and are developing their understanding of how to use this data to inform their teaching. A more structured approach to tracking students using PLAN2 will be implemented in 2020 as our assessments become more aligned to the progressions. We continue to work in the area of having consistent teacher judgement of student achievement. Further learning in matching external assessment data to internal data will be a focus in 2020.	0.78 QTSS Funding \$5000 PL Initiative Funding

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.

Improvement Measures

Increasingly positive student, staff and community responses from the Tell Them From Me Surveys.

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.

Decrease in negative student behaviour and increase in positive behaviours being reported to executive staff and recorded in Sentral.

Progress towards achieving improvement measures

Process 1: Student Wellbeing;

Develop school wide practices that improve student wellbeing leading to increased student engagement and learning outcomes. (Restorative Practice, PBL, Student Welfare & Discipline Policy, Anti Bullying Policy, Cyber Safety)

Evaluation	Funds Expended (Resources)
<p>2019 saw the finalisation of the wellbeing policy and flow chart. One cycle of lessons from the playground matrix was completed and then reviewed and adjusted according to teacher feedback.</p> <p>The PBL mascot was created by a student through consultation with the Student Representative Council.</p> <p>Professional signage was researched and quotes supplied. Signage will be erected in 2020 and this will increase awareness and visibility to students.</p> <p>Staff identified a need for a social skills program. 'Zones of Regulation' lessons were trialled by Stage 1 classes in Term 4. This will continue throughout 2020.</p> <p>Restorative practices are becoming firmly embedded across the school.</p> <p>In 2020, data will be collected on SENTRAL and behaviour managed through this tool. Teachers will design and trial PBL lessons with a classroom emphasis.</p>	<p>\$3000 Operational Funding</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8160	Personalised Learning Pathways for Aboriginal students written in consultation with Aboriginal Education Officer, parents and students. All Aboriginal students offered opportunities to engage with culture including One Mob Day, NAIDOC week activities and an excursion to the NSW Art Gallery.
English language proficiency	\$30 052	A whole school approach to timetabling and supporting students was utilised to ensure maximum impact on student learning that is ongoing and all funds are expended to directly support identified students.
Low level adjustment for disability	\$29406 FTE 0.6 Learning and Support Teacher allocation	Funding used to support students with additional needs who did not attract individual funding support, through the employment of SLSO's for the playground, in the classroom and external events.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 0.78	Funding was utilised in providing instructional leadership opportunities for staff to deliver professional learning in literacy and numeracy. Staff capacity in using data to inform their teaching practice in spelling, writing and early numeracy is increasing and will be continued to be a priority for 2020.
Support for beginning teachers	0.2 FTE Staffing	Two beginning teachers were supported with additional release from face to face teaching at a time that coincided with a mentor. Additional training and professional learning was also provided for targeted learning.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	217	215	212	200
Girls	218	217	205	186

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.5	95.6	96.5	95.3
1	94.3	94.1	95.2	94.7
2	96.3	95.8	95.3	93.6
3	95.9	95.8	95.8	93.7
4	95.8	93.9	95.5	94.9
5	95.9	94.7	94.5	93.8
6	95.7	95.3	92.2	94.8
All Years	95.8	95.1	95	94.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.05
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Staff at Loftus Public School participated in professional learning targeted towards our strategic directions. Spelling, early numeracy, science and technology and the new PD/H/PE syllabus formed the main component of our professional learning sessions, along with developing our understandings and skills in the use of the PLAN2 tracking software. 'Early Career' teachers were also mentored throughout the year with several teachers gaining, or close to gaining, proficient accreditation with the National Education Standards Authority (NESA).

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	455,126
Revenue	3,842,044
Appropriation	3,525,069
Sale of Goods and Services	10,164
Grants and contributions	306,590
Investment income	222
Expenses	-3,864,755
Employee related	-3,256,440
Operating expenses	-608,315
Surplus / deficit for the year	-22,711

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	308,830
Equity Total	147,985
Equity - Aboriginal	8,160
Equity - Socio-economic	16,338
Equity - Language	30,052
Equity - Disability	93,435
Base Total	2,665,105
Base - Per Capita	97,844
Base - Location	0
Base - Other	2,567,261
Other Total	302,847
Grand Total	3,424,766

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

School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

In 2019, students, teachers and parents participated in the 'Tell Them From Me' survey which is a comprehensive questionnaire covering a broad range of aspects within the overall school experience.

With regards to positive relationships, 92% of the students said they have friends at school they can trust and who encourage them to make positive choices compared to 85% for the NSW Government norm.

91% of students believe that schooling is useful in everyday life and will have a strong bearing on their future. 93% of students surveyed said they do not get in trouble at school for disruptive or inappropriate behaviour compared to 83% for the NSW Government norm and 91% of students stated that they tried hard to succeed in their learning.

With regards to effective learning time, most students thought that important concepts were taught well, class time is used effectively, and homework and evaluations supported class objectives as it scored a mean of 8.0. Most students also felt teachers were responsive to their needs and encouraged independence with a democratic approach as this mean was also 8.0.

Particularly pleasing was that 98% of students felt that teachers set clear learning goals and success criteria to assist them with their learning.

Along with an increase in participants in the survey, parent satisfaction remains positive. Out of 41 respondents, 77% of parents feel welcome at Loftus Public School with 72% feeling they are well informed. 93% of parents had two or more individual discussions with their child's class teacher throughout the year, with 90% attending various parent meetings at the school. Most parents agreed that our school reports are useful for discussing student progress. 77% believe the school supports learning. 77% believe the school supports positive behaviour and 65% believe the school is an inclusive place.

Teachers express positivity about the learning culture, including inclusivity, collaboration, direction of the school and support from their colleagues and leadership team.

The increase in teachers using data more effectively than in previous years, to explicitly plan for the learning needs of their students has been extremely encouraging along with the establishment of challenging and visible learning goals.

The data indicates a need for the school to work on collaborating and developing a stronger partnership with parents to assist their child at home in literacy and numeracy activities.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Loftus Public School continues to support students from many different language groups. 14% 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.