

2021 Annual Report

Loftus Public School



LOFTUS
Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

At Loftus Public School, we are committed to educating for excellence through developing a culture of high expectations and the provision of a respectful, inclusive and engaging learning environment. Staff have determined processes for continual improvement for students to ensure student growth, resilience and attainment through quality teaching and a deep understanding of curriculum.

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. It is located on the outskirts of the Royal National Park in the Sutherland Shire. Our school is committed to transparent community decision-making with a highly interested, dedicated and supportive parent body.

Our current enrolment is 397. There has been a 5% decline in numbers since 2011 although there is a stabilisation in enrolment from 2019 -2021. 14 students identify as Aboriginal. There are 53 students with an EAL/D background with 91% of students with English as their home language.

Student wellbeing continues to be central to all decisions of the school. The 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 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 and this will continue to be a major focus for this new cycle of planning.

Our comprehensive situational analysis led us to understand that our focus needs to be student growth and attainment achieved through quality teaching with a focus on teachers who are experts in curriculum provision.

Provision of opportunities for teachers to collaborate on evidence-based lesson design and provide feedback through supportive peer observations will be essential. Training and professional development focuses for staff will highlight explicit teaching, data use and skills, feedback and high expectations under the guidance of 'What Works Best' practices and other research. Work will take place on embedding reflective practices across the school that will involve a deeper use of data to inform teaching and learning programs. Providing opportunities for staff to engage more collaboratively with syllabus documents, particularly numeracy, reading and writing, will strengthen staff content knowledge driving the use of high impact teaching strategies.

Our work with all students will be responsive and closely monitored. Individual and targeted support will be provided where growth is limited. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing sufficient growth will be referred to the Learning and Support Teacher for intensive intervention.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to drive evidence-informed teaching that embed evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data-informed practices

Resources allocated to this strategic direction

Integration funding support: \$200,251.00
Low level adjustment for disability: \$94,238.00
English language proficiency: \$14,260.00
Aboriginal background: \$11,335.00
Literacy and numeracy intervention: \$22,424.00
Literacy and numeracy: \$11,100.00
Socio-economic background: \$19,023.00
QTSS release: \$21,497.77

Summary of progress

In 2021 the school developed a new assessment schedule, which continues to be adjusted to meet the introduction of new programs including Initial Lit, K-2 maths - Best Start, IfSR, Det Vic, 3-6 reading - ; 3-6 maths: PVAT; Essential Assessment, Check in assessment.

Year 2-6 teachers were trained in Essential Assessment(EA). Stage 3 are actively using the Essential Assessment platform across the three strands of mathematics. The data is currently being used as a pre-test to focus teaching. There has been a sporadic use of post-flexi tests. Use of EA in Stage 2 is varied. Year 2 have only completed the first NSW Common Grade Assessment. The online nature of the test is inappropriate for K-1.

Professional learning was conducted in mathematics.

Impact

Are our students improving in reading and numeracy? NAPLAN data clearly shows improvement in both literacy and numeracy measures with strong student growth from 2019 data. As we are at the initiation phase of new ways of teaching and assessing the school will be further monitoring internal assessments for student growth.

What has been the impact of our data-informed practices? Stage groups are now analysing data to identify students' growth and those who require additional intervention. Teaching and learning programs identify that adjustments are being made to differentiate learning.

Where to next?

Training required for executive in using SCOUT data. Stage groups consistently refer to internal and external data sources to monitor student progress. A data wall will be developed around quantifying number. PLAN 2 will become a focus for data collection and ongoing teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands in NAPLAN reading from 51.92% in 2019	Data indicates 62.39% of students are in the top two skill bands for reading which is an increase against baseline data and an increase of 11% from 2019. This is very close to our lower bound target of 63.4%.

<p>towards our lower bound target of 58.4%</p> <p>Uplift required of 3%.</p>	
<p>Increase the percentage of students achieving in the top two bands in NAPLAN numeracy from 40.19% in 2019 towards our lower bound target of 54.8%.</p> <p>Uplift required of 7%.</p>	<p>Data indicates 45.37% of students are in the top two skill bands for numeracy which is a decrease against baseline data of 3.5% and an increase of 5% from 2019.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading from 65.38% in 2019 towards our lower bound target of 71.1%. Uplift required of 6%.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 10% from 2019. This has exceeded our lower bound target.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy from 58.49% in 2019 towards our lower bound target of 73.4%.</p> <p>Uplift required of 8%.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 11% from 2019.</p>
<p>Establish a baseline percentage of targeted, equity or indigeneous students meeting their individual learning goals so that equity gaps are closing.</p>	<p>18% of students were supported through individual learning goals and the learning and support program in 2021.</p>
<p>There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored by using formative and summative assessment strategies.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment- Whole school monitoring of student learning.</p> <p>The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment findings.</p>
<p>Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use- Data Literacy.</p>
<p>Establish the baseline percentage of high potential students who achieved top 2 bands in NAPLAN meeting or exceeding their expected growth in NAPLAN or PAT effect size (0.4+)</p>	<p>Project delayed due to COVID-19 to be a priority in 2022.</p>
<p>Increase the percentage of students who are positive about school as expressed in the TTFM surveys from 89.53% in 2019 towards our lower bound target of 91.1% (upper bound equals 96.1%). Uplift required of 2%</p>	<p>88.48% of students reporting positive wellbeing outcomes has marginally decreased by 1% across the positive wellbeing measures. <i>This is possibly due to the impacts of COVID-19.</i></p>
<p>Increase the percentage of students attending school more than 90% from 83.16% in 2019 towards our lower bound target of 90.4% (upper bound equals 95.2%). Uplift required of 4%.</p>	<p>The number of students attending school greater than 90% of the time or more has decreased by 4%. This is possibly due to the impact of COVID-19.</p>

Strategic Direction 2: Quality teaching

Purpose

To ensure students grow in their learning through explicit, consistent research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving quality teaching

Resources allocated to this strategic direction

Professional learning: \$7,280.00

Literacy and numeracy: \$15,300.00

QTSS release: \$73,000.00

Summary of progress

In 2021 there was a whole school teaching and learning structure used by all staff to deliver learning. This includes

- Stage based scope and sequence documents in all subjects
- Programs aligned with scope and sequence documents
- Most programs show learning intentions and success criteria and differentiation.

Explicit teaching of reading, writing and spelling are evident in Initialit Programs used K-1. Year 2-6 programs show explicit learning intentions, and most programs follow a modelled-guided-independent model of learning.

Impact

What has been the impact of our collaborations in professional learning? The role of Instructional Leader(IL) was particularly strong during Semester 1 and then in Semester 2, as we moved into learning from home staff personalised their professional learning and collaborated to develop resources, adapt programs and share their expertise.

Are students growing in their learning through explicit teaching and feedback? School data shows that there has been significant student growth. Teacher programs and lesson observations show explicit teaching and feedback are key features and embedded into classroom practice.

What has been the feedback from teachers about using explicit teaching and feedback? Tell them From me teacher survey asks about teacher use of explicit teaching, staff at Loftus PS rated this 8.1 on the likert scale. The school is at the implementation /initiation phase in embedding these practices. Teachers use a range of explicit strategies to explain and break down knowledge.

Where to next?

In 2022 the IL will focus on the teaching of mathematics with the guidance and support of the Lead Specialist - Numeracy.

Initialit will be expanded to Year 2 for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes,	Teachers engage in a variety of professional groups to collaborate on student learning. This includes <ul style="list-style-type: none">• whole staff professional learning

<p>year groups, stages, faculties, or for particular student groups.</p>	<ul style="list-style-type: none"> • fortnight stage meetings with focus on mathematics teaching and learning • weekly LaST meetings to identify and monitor students in need of extra assistance.
<p>Teaching and learning programs show evidence-based teaching practices that provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum- Teaching and Learning Programs.</p> <p>Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p>
<p>Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice - Explicit Teaching.</p>

Strategic Direction 3: Effective Curriculum Provision

Purpose

To increase the number of students achieving expected growth in numeracy and writing through effective leadership which builds teacher capacity in curriculum knowledge, evidence-based practice and differentiated programming.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building teacher capacity through in-depth syllabus content knowledge

Resources allocated to this strategic direction

Professional learning: \$13,520.00

QTSS release: \$5,200.00

Summary of progress

In 2021 the Instructional Leader and executive staff conducted professional learning for the whole teaching staff in unpacking the mathematics syllabus and evidence-informed numeracy teaching strategies. Collaborative practices included planning for where students are at and where to next, then focusing on how to move them forward in relation to data practices.

Impact

Has there been an improvement in professional learning so that it is targeted to staff need and relevant to the school plan? Professional learning was targeted to improve mathematical growth as highlighted in the plan. Improvement measures show the improvement in teacher practice.

How has distributive leadership impacted on staff engagement in professional learning? In Semester 1 the Instructional Leader provided professional learning and mentoring to support the implementation of new teacher learning in classrooms.

What has been the impact of our collaborations in professional learning? Tell Them From Me survey teacher survey shows 7.8 on the likert scale for collaboration. We are particularly strong in teachers developing cross-curricular or common learning opportunities.

Has our focus resulted in student growth in numeracy and writing? Significant growth in writing was achieved with 60.9% of students attaining expected growth which is greater than statistically similar schools and state. This is a 16.3% growth from 2019 writing results. In numeracy there was a 7% uplift in student expected growth from 2019 to 2021.

Where to next?

Data collaborations at stage level to support student growth and attainment and professional learning to support this.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice -Lesson Planning. Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress

to inform lesson planning.	and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.
The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Professional Standards -Literacy and Numeracy Focus.</p> <p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</p>
Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build capacity of all staff.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership - Instructional Leadership.</p> <p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$19,023.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Loftus Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the learning and support program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: successful in class support and purchase of resources for students with socio-economic needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: further refined SMART personalised learning goals.</p>
<p>Aboriginal background</p> <p>\$11,335.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Loftus Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: personalised learning plans for all Aboriginal students and successful academic progress or engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage an Aboriginal Education Officer to connect with community and assist in cultural awareness for all students and staff.</p>
<p>English language proficiency</p> <p>\$14,260.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Loftus Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$14,260.00</p>	<ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: targeted learning groups for EALD students focused on writing with 80% of Y5 EALD consolidating students achieving expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the successful programs from 2021.</p>
<p>Low level adjustment for disability</p> <p>\$94,238.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Loftus Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in: a successful school based speech pathology program as well as support of individual students through SLSO and LaST.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of specialist and LaS programs targeted to student need.</p>
<p>Literacy and numeracy</p> <p>\$26,400.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Loftus Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices • Improving quality teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment. <p>The allocation of this funding has resulted in: the implementation of specific literacy programs and resources across Kindergarten and Year 1. Significant student growth was seen in both literacy and numeracy data.</p> <p>After evaluation, the next steps to support our students with this funding will be: refinement of data informed practices.</p>
<p>QTSS release</p> <p>\$99,697.77</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Loftus Public School.</p>

<p>QTSS release</p> <p>\$99,697.77</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices • Improving quality teaching • Building teacher capacity through in-depth syllabus content knowledge <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: successful delivery of professional learning and mentoring support by the Instructional Leader and executive team.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of Instructional Leader support with a specific focus on numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Loftus Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan. <p>The allocation of this funding has resulted in: effective equity programs conducted across K-6 with strong results for focus students.</p> <p>After evaluation, the next steps to support our students with this funding will be: supplementation of equity programs through the learning and support program.</p>
<p>COVID ILSP</p> <p>\$61,458.21</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in

<p>COVID ILSP</p> <p>\$61,458.21</p>	<p>literacy/numeracy.</p> <p>The allocation of this funding has resulted in: 20 students per term being supported through small group tuition. Data showed growth in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued targeted support for identified students who are not achieving expected growth.</p>
<p>Integration funding support</p> <p>\$200,251.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Loftus Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-informed practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: funded students supported in class and/or on the playground to achieve their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of successful support models for funded students. Refine processes for learning and support team around student review and feedback to all stakeholders.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	212	200	218	203
Girls	205	186	180	180

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	95.3	94.7	94.6
1	95.2	94.7	94.2	93.6
2	95.3	93.6	95	92.7
3	95.8	93.7	94.8	94.2
4	95.5	94.9	95.2	94.2
5	94.5	93.8	95.3	94.8
6	92.2	94.8	94.4	94
All Years	95	94.4	94.8	94
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	14.02
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	185,831
Revenue	4,035,293
Appropriation	3,859,860
Sale of Goods and Services	1,979
Grants and contributions	173,186
Investment income	267
Expenses	-4,045,041
Employee related	-3,680,762
Operating expenses	-364,279
Surplus / deficit for the year	-9,748
Closing Balance	176,083

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.

	2021 SBAR Adjustments (\$)
Targeted Total	158,593
Equity Total	138,856
Equity - Aboriginal	11,335
Equity - Socio-economic	19,023
Equity - Language	14,260
Equity - Disability	94,238
Base Total	2,924,312
Base - Per Capita	98,114
Base - Location	0
Base - Other	2,826,199
Other Total	310,753
Grand Total	3,532,514

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.

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.

Parent/caregiver, student, teacher satisfaction

Loftus Public School values the strong relationships we have between students, staff, parents and the wider community. We continue to keep our school community informed on school activities, student learning and educational programs. Our school regularly solicits feedback from the whole school community through formal methods and less formal ways. An active P&C regularly meet, discuss and evaluate programs and practices at the school. In 2021 we participated in the Tell Them From Me (TTFM) parent, student and teacher surveys. Parents were also surveyed via online and phone methods in regards to the home learning period.

Parent satisfaction for 2021 measured by TTFM was based on 58 respondents. Parents' responses indicated that they were well informed about school activities and that our school supports students learning by teachers having high expectations, showing keen interest in their child and encouraging them to do their best, with results being above the state norm in both areas. It was an overwhelming positive response in regards to children feeling safe at school and on their way to and from. Unfortunately due to the impact of COVID-19 restrictions, many parents were feeling a disconnect from school due to being unable to attend the school site for regular school activities and special events. Survey results varied for the home learning period, impacted by individual family circumstances and different approaches stage groups were taking to support students learning at home.

Students indicated through survey responses that their sense of belonging and interest and motivation had declined since previous years. This would be significantly impacted by the long period of home learning during 2021 only ending shortly before surveys were conducted. Pleasingly 92% of students try hard to succeed in their learning and 96% display positive behaviour. Majority of students agreed that their home learning experience was supported through clear instructions and feedback. It was evident that the connection between students and with school was negatively impacted during this period. Many wellbeing programs and initiatives were implemented to support students class, stage and school wide.

For teaching staff, the focus on learning survey trend report showed consistency with only minor variances both positive and negative across all areas. This shows that practices and school culture is strong, as significant changes in leadership and extensive home learning occurred during 2021. Our school continues to show strong staff collaborative practices with a strong focus on creating positive and effective learning culture for students including clear expectations for student behaviour. Engaging parents with their child's learning is an area noted for improvement. In the focus area of mathematics, teachers indicated that they had implemented new techniques learnt to enhance the teaching and learning.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.