

2022 Annual Report

Loftus Public School



LOFTUS
Public School

4221

Introduction

The Annual Report for 2022 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	2022 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: \$174,463.00

Low level adjustment for disability: \$92,725.34

English language proficiency: \$9,216.47

Literacy and numeracy: \$26,403.39

Literacy and numeracy intervention: \$22,984.20

Aboriginal background: \$11,686.71

Socio-economic background: \$12,000.00

Professional learning: \$6,000.00

Summary of progress

By all measures, students at Loftus Public School are improving in reading and numeracy and our sustained focus on reading and mathematics has yielded positive results. External factors, such as the pandemic and Curriculum Reform, has meant that our focus in some areas has shifted. We see Curriculum Reform as an opportunity to continue our focus on evidence-informed teaching and learning.

Impact

Are our students improving in reading and numeracy? Both internal and external data shows that our students are improving in both literacy and numeracy outcomes. Results in reading are pleasing, as students are surpassing the system negotiated targets of performance in the top 2 bands. While we did not meet the numeracy target, we did have over 11% growth compared to the prior period. Data from the Year 1 Phonics Screener was strong and most students who were identified as struggling were already identified and receiving intervention from the Learning and Support Team Teacher.

What has been the impact of our data-informed practices? In 2022 the school refined the whole school assessment schedule. Data is used to inform teaching in aspects of English and mathematics as well as monitor student growth. Teams are supported to work with data by their supervisor and data analysis is beginning to be embedded into meetings.

Where to next? We are focusing on the familiarisation and implementation of the new English and mathematics syllabuses. We also need time to familiarise ourselves with the Literacy and Numeracy Progressions, Version 3. In line with the new English syllabus, our school will actively embed reading for pleasure across the school. We would like to embed simple, direct learning activities as formative assessment pieces that have accompanying rubrics for consistent teacher judgement. We would like to marry a narrow focus in the areas of reading, writing and number to the Literacy and Numeracy Progressions, Version 3.

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 2019 to at or above our lower bound target.	61.7% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.

Uplift required of 7%.	
<p>Increase the percentage of students achieving in the top two bands in NAPLAN numeracy from 2019 to at or above our lower bound target.</p> <p>Uplift required of 14%.</p>	<p>52.75% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target of 54.8%. While we did not meet this measure, we did have over 11% growth compared to the prior period.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy from 58.49% in 2019 to at or above our lower bound target of 73.4%</p> <p><i>2022 expected growth data will not be available due to cancellation of 2020 NAPLAN.</i></p>	<p><i>2022 expected growth data will not be available due to cancellation of 2020 NAPLAN.</i></p>
<p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment- formative assessment</p> <p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.</p>
<p>Increase the percentage of targeted, equity or indigineous students meeting their individual learning goals so that equity gaps are closing from baseline 2021 plus 5%.</p>	<p>100% of indigenous students were supported through individual learning goals, facilitated between teachers, parents and the Aboriginal Education Officer, Karen Armstrong. NAPLAN data shows an increased score for Aboriginal students over time, from 429 in 2019 to 446 in 2022. NAPLAN data showed a positive upwards trend for SES students, with students in the lowest quartile moving from scores of 390 in 2018 to 447 in 2022.</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%</p> <p><i>2022 expected growth data will not be available due to cancellation of 2020 NAPLAN.</i></p>	<p><i>2022 expected growth data will not be available due to cancellation of 2020 NAPLAN.</i></p>
<p>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</p>
<p>Increase the 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+) from baseline plus 5%.</p>	<p>Project delayed until 2023 to ensure whole staff understanding of the HPGE policy.</p>
<p>Increase the percentage of students who are positive about school as expressed in the TTFM surveys from 2019 to our lower bound target.</p> <p>Uplift required of 2%.</p>	<p>88% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating a decrease of 2% away from our school-based progress measure. This could be due to the complexities of COVID-19 lock downs.</p>
<p>Increase the percentage of students attending school more than 90% from 2019 to our lower bound target.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 31%. In 2021, 91.1% of students were attending 90% of the time or more. Drops in attendance data are similar across the state as well as statistically similar school groups and is likely due to the complexities of</p>

Uplift required of 7%.

COVID 19.

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: \$20,319.00

Socio-economic background: \$6,925.89

Summary of progress

The whole school has collaborated in professional learning to understand the new K-2 syllabuses. K-2 prepared a new mathematics scope and sequence with a focus on connections across the strands and embedding real life mathematics scenarios. We used on-demand assessments, such as the phonological awareness diagnostic assessment, to identify gaps in student learning. We explored content knowledge in mathematics and established mathematics sharing sessions. We trialed a data wall in the focus area of quantifying numbers. A staff member participated in the Curriculum Reform Committee and fed back to the whole school. The mathematics block was examined and restructured.

Impact

What has been the impact of our collaborations in professional learning? NAPLAN data showed a significant rise in student performance, with an 11% increase of students performing in the top 2 bands of numeracy. Programs also demonstrate a change of practice across the school, with a greater emphasis on teaching for meaning and using visuals and manipulatives.

Are students growing in their learning through explicit teaching and feedback? School data shows that there has been significant student growth as stated.

What has been feedback from teachers about using explicit teaching and feedback? In the Tell Them From Me survey, teachers rated teaching strategies at 8.7, which is significantly above the NSW Government Norm of 7.9. This shows an increasingly positive trend in teaching strategies from 2021. Teacher collaboration was rated at 8.3 and this included helpful feedback to teachers about their teaching. This is above the NSW Government Norm of 7.8.

Where to next? We will continue to enhance collaboration through restructuring stage meetings to allow for programming. We will also enhance collaboration by conducting observations of best practice in explicit teaching and feedback. QTSS funding, along with the AP,C&I to be used for shoulder-to-shoulder practice.

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 actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional learning.

<p>practice.</p>	
<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum: differentiation.</p>
<p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</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: feedback. We demonstrate some evidence from 'excelling', for example 'student feedback is elicited by teachers and informs their 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

QTSS release: \$75,388.18

Summary of progress

In 2022 we focused on individualised mathematic, literacy and wellbeing goals. This was embedded into PDPs, with celebration and sharing of PDP goals. Learning walks were introduced to gather data in relation to What Works Best and our focus on mathematics. Students were asked: 1. What are you learning and why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?

Impact

Has there been an improvement in professional learning so that it is targeted to staff need and relevant to the school plan? The Strategic Improvement Plan has driven our professional learning, which was focused on developing content knowledge in mathematics. Staff shared practice on maths lessons in classrooms incorporating new resources such as numeral expanders, place value houses and Paul Swan playing cards. The first half of the year had a focus on scope and sequences; rich tasks and number talks. The second half of the year included a strong focus on the new K-2 mathematics syllabus.

How has distributive leadership impacted on staff engagement in professional learning? Various staff members contributed to professional learning, which was particularly engaging as we saw inside classrooms across the school.

What has been the impact of our collaborations in professional learning? Professional learning has led to increased collaboration in programming and designing assessment tasks. Collective efficacy is evident in teachers, who rate collaboration as 8.3 on the Likert Scale in Tell Them From Me (TTFM). Learning culture also increased in TTFM to 8.8 on the Likert Scale, against a NSW Government norm of 8.

Has our focus resulted in student growth in numeracy and writing? Our focus in numeracy has yielded positive results. 52.75% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target of 54.8%. This indicates 11% growth compared to the prior period.. The writing focus has been delayed, with plans to begin this in 2023.

Where to next? We will use QTSS funding, along with CRC time, to allow the executive to collaborate together to identify professional learning needs and drive curriculum reform. We will begin to focus on writing in line with the new English syllabus. After investigating Instructional Rounds, the executive have decided that the model is costly and is looking at alternative, workable models that meet the same objective.

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 are skilled at explicit teaching techniques such as questioning and	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

<p>assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p>	<p>effective classroom practice in the theme of explicit teaching..</p>
<p>All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</p> <p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards in the theme of accreditation and literacy and numeracy focus.</p>
<p>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of educational leadership in the theme of performance and management development.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,925.89</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 • Improving quality teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff on Reading to support student learning • employment of additional staff to assist the Learning and Support program implementation • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Additional Learning and Support teacher time has allowed the successful support of equity students through differentiated programs, which are monitored to ensure student success. NAPLAN data shows significant gains in the results of the lowest SES quartile.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to maximise opportunities for equity students through our learning and support program.</p>
<p>Aboriginal background</p> <p>\$11,686.71</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"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal Education was a focus for all students increasing cultural understanding. Aboriginal students showed positive growth in both internal data measured in PLPs as well as an upward trend in NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support our Aboriginal students through their PLPs. Aboriginal Education will continue for all students across the school.</p>
<p>English language proficiency</p> <p>\$9,216.47</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>

<p>English language proficiency</p> <p>\$9,216.47</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 • 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 the following impact: Targeted EALD students showed progress through our Learning and Support program specifically in MiniLit and targeted mathematics intervention.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support our Learning and Support program that includes supporting EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$92,725.34</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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Yr 1 Phonics Screener- 70% students are on track. 13% are slightly below and are receiving intervention. 17% require careful monitoring as well as received intervention. Small group tuition groups show good progress against school benchmarks. SLSOs support students requiring adjustments, which has allowed these students to achieve success in mainstream classrooms.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support students through the provision of a LaST teacher and SLSO support to ensure adjustments are successful.</p>
<p>Professional learning</p> <p>\$26,319.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Improving quality teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leader led Numeracy project and analysis of data • Professional Learning in InitialLit • Teacher release for examination of data and time for planning in response to findings • Teacher release for collaboration and feedback

<p>Professional learning</p> <p>\$26,319.00</p>	<p>The allocation of this funding has resulted in the following impact: NAPLAN data showed an 11% increase of students in the top 2 bands in numeracy. Essential Assessment data was used by all teachers 2-6 and was the starting point for understanding student learning needs. Learning walks, teacher observations, collaborative planning and discussion and student progress and engagement are evidence that all classes are using Initialit successfully. 100% of Year 2 teachers gave positive feedback about Initialit.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to implement literacy and numeracy initiatives as well as implementation of the new syllabus.</p>
<p>Literacy and numeracy</p> <p>\$26,403.39</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Strengthening of teaching in literacy and numeracy through the learning and support program. Identified students received additional support resulting in strong growth, specifically in MiniLit.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to fund the APC&I position in 2023.</p>
<p>QTSS release</p> <p>\$75,388.18</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>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"> • 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 • 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 the following impact: Staff collaborations including learning walks and observations increased staff expertise and implementation of professional learning especially in literacy and numeracy. Collaboration is highly rated well above the NSW Government norm by staff in the Tell Them from Me Survey.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to further strengthen staff collaborations.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</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</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>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 an intervention teacher to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of a classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: The funding of an Instructional Leader to lead the Numeracy program resulted in increased teacher capacity in teaching numeracy, resulting in an 11% increase in students in the top 2 bands in NAPLAN . The funding contributed to the success of the Learning and Support program.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to fund the APC&I position in 2023.</p>
<p>COVID ILSP</p> <p>\$49,166.00</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 2022.</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 <p>The allocation of this funding has resulted in the following impact: MiniLit groups achieved school based benchmarks. Numeracy groups in Stage 2 showed steady growth.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to use small group tuition for identified students requiring additional support.</p>
<p>Integration funding support</p> <p>\$174,463.00</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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Reviews of PLASPs show students are meeting their goals and SLSO support is making a significant difference allowing student success in mainstream classrooms.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the learning and support program and the employment of SLSOs to support students with additional needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	200	218	203	199
Girls	186	180	180	176

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	94.7	94.6	89.9
1	94.7	94.2	93.6	89.5
2	93.6	95.0	92.7	88.8
3	93.7	94.8	94.2	89.4
4	94.9	95.2	94.2	90.6
5	93.8	95.3	94.8	90.2
6	94.8	94.4	94.0	89.3
All Years	94.4	94.8	94.0	89.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3
Classroom Teacher(s)	14.89
Literacy and Numeracy Intervent	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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	176,083
Revenue	3,934,443
Appropriation	3,719,684
Sale of Goods and Services	1,045
Grants and contributions	210,574
Investment income	3,141
Expenses	-3,877,589
Employee related	-3,549,143
Operating expenses	-328,446
Surplus / deficit for the year	56,854
Closing Balance	232,937

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.

	2022 SBAR Adjustments (\$)
Targeted Total	174,463
Equity Total	132,554
Equity - Aboriginal	11,687
Equity - Socio-economic	18,926
Equity - Language	9,216
Equity - Disability	92,725
Base Total	2,938,409
Base - Per Capita	96,776
Base - Location	0
Base - Other	2,841,633
Other Total	322,814
Grand Total	3,568,241

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

Student Survey

Students in Years 4-6 were surveyed using the *Tell Them From Me Student Survey- Student Outcomes and School Climate*.

Student wellbeing responses showed a decline in key drivers: student engagement; sense of belonging, advocacy at school and high expectations. Loftus Public School students responded that they have strong positive relationships, with 89% of students saying that they have friends at school that they can trust and who encourage them to make positive choices. This is above the NSW Government norm of 86%. 91% of students show positive behaviour at school, which is above the NSW Gov norm of 83%. Students who experience bullying is rated 11% below the NSW Government norm and 78% of students are proud of their school.

Areas for future focus include student interest and motivation, with 58% students reporting that they are interested and motivated in their learning, compared to the NSW Government norm of 78%. Students reported that they try hard in their learning and 93% of students pursue their goals to completion, even when faced with an obstacle. Explicit teaching and feedback have been school-wide priorities and students rated this at 7.3., which is close to the NSW Government norm of 7.5.

To increase student engagement the school will work on quality instruction, positive student teacher relationships, positive learning climate and expectations of success, as these are school-related factors associated with increasing student wellbeing and engagement.

Student trend data shows a decrease in all areas from 2019, which is consistent with current state trends. Importantly students were asked about the best things about Loftus Public School and they listed friends, equipment, the playground, teachers and kindness.

Teacher Survey

Teachers were surveyed using the *Tell Them from Me Teacher Survey - Focus in Learning*.

Teacher responses rated the school well above all of the NSW Government norms in the 8 Drivers of Student Learning. This is an outstanding result with particular strengths in Learning Culture, Leadership and Teaching Strategies.

The school has led teacher professional learning with an emphasis on Collaboration and Feedback. This area rated at 8.3 greater than the NSW Government Norm of 7.8. Particular strengths are: *I work with other teachers in developing cross-curricular or common learning opportunities. (9.3)* and *Teachers in our school share their lesson plans and other materials with me. (9.3)*.

The school has a strategic focus on Data informed Practice and this rated 8.6, which is well above the NSW Government norm of 7.8. Noteworthy responses regarding data use are: *When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve (9.2)* and *I use results from formal assessment tasks to inform my lesson planning (9.2)*.

Teachers recognise that Loftus Public School is an inclusive school with teachers adjusting programs to meet the special learning needs of students (8.9). This is again above the NSW Government norm of 8.2.

Teacher responses showed that school leaders are leading improvement and change through strong communication of the school strategic improvement vision. An area for future focus identified by teachers is for school leaders to provide more time for observation of teaching practice and feedback for teachers.

Trend data from 2021 shows strong positive growth in all areas of school and classroom contexts with growing teacher confidence in the teaching of mathematics and the use of iPads as a tool for teaching.

In open ended questions, teachers responded that they had seen improvement in student learning and programs, however, they needed more time, funding and support for quality programs to be embedded.

Parent Survey

Parents were surveyed using the *Tell them From Me Parent survey- Partners in Learning*.

12% of parents responded to the survey and the survey's findings are not reflective of the entire school community's feedback.

Parent responses showed school strengths in making parents feel welcome, safety at school and the school supporting positive behaviour. Strengths also included that parents feel welcome when visiting the school and the administrative staff are seen as helpful. Parents would like to be more informed about their child's social and emotional development. Parent responses were below state norms in discussing how well their child is doing in his or her classes, talking about how important schoolwork is and asking their child about any challenges your child might have at school.

School strengths identified by parents included *teachers expect my child to pay attention in class* (8.7) and *My child is clear about the rules for school behaviour* (8.1). Parents preferred formal and informal meetings to find out about their child's progress and emails and the school newsletter for general school information. 80% of parents who responded would recommend Loftus Public School to other parents.

Trend data from 2021 has remained steady and only slightly decreased in some areas from 2021. Open-ended question responses around what parents liked about the school, included the sense of community, the staff, the students and that it is a happy school. To make the school even better they would like more communication about learning and how to support their child.

BYOD Surveys

During 2022 Teachers and Parents were surveyed on the Loftus Public School Bring Your Own Device program. 87% of staff surveyed are confident integrating iPad technology into teaching and learning, which they use across all key learning areas. The parent survey showed that 95% of students currently involved in the program state their child is responsible when taking their device to and from school. 50% of parents surveyed in years 2 to 6 were in support of the program. It is important to note that 48% of the parent population responded to the survey. An in-depth review process will be conducted during 2023.



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.