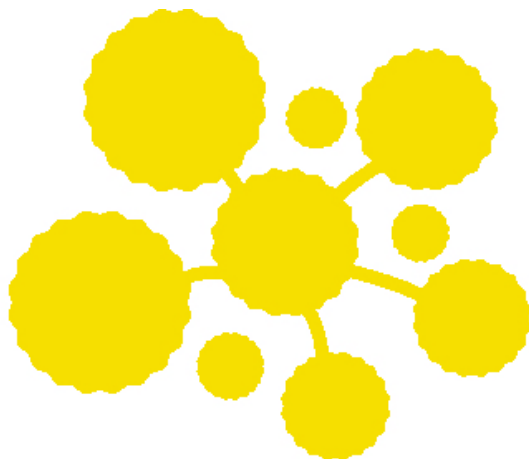


2023 Annual Report

Loftus Public School



LOFTUS

Public School

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Introduction

The Annual Report for 2023 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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	Excelling

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

Socio-economic background

Aboriginal background

QTSS release

AP Curriculum & Instruction

Professional learning

Integration funding support

English language proficiency

Low level adjustment for disability

Summary of progress

Loftus Public School's student results show that we are improving in reading and numeracy. Curriculum Reform has given us a platform to examine evidence-based teaching strategies, and unpack the research underpinning the content in both literacy and numeracy. Teachers worked collaboratively in stage teams and have incorporated reflection to refine and evaluate the programs and their individual practice.

Impact

Value add data in both 3-5 and 5-7 is well above state mean, as well as above SSSG. Though rated at delivering, the trajectory is positive and above the NSW Government norm.

Are our students improving in reading and numeracy?

Results in numeracy were strong, with the Check-in Assessment mean scale score indicating that the percentage of students achieving growth in numeracy has increased by 12%. Reading data was maintained, and is still above state average, as well as SSSG. Data from the Year 1 Phonics Screener was strong, and most students who were identified as needing support were already identified and receiving intervention from the Learning and Support Team teacher.

What has been the impact of our data-informed practices?

In 2023, our school assessment schedule was utilised across the entire school. Data is used collaboratively and consistently across the school in curriculum planning days to inform teaching and learning cycles in English and mathematics. Consistent data collection is allowing for improved monitoring of student improvement.

Where to next?

We are focusing on the implementation of the new English and mathematics curriculum in years 3-6. We are using the Department's sample units, and stages are working collaboratively to plan and contextualise for our students. Further work is being done in the use of PLAN data in K-2, to improve the use of data collection and formative assessment processes.

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

<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Y5 numeracy has increased by 1 %.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Y3 numeracy has increased by 6 %.</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>Examination of PLPs and learning and support documents show that 80% of supported students met their learning goals.</p>
<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Y5 reading has decreased by 2 %.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Y3 reading has decreased marginally by 1 %.</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 - in the theme of data use in teaching.</p>
<p>Increase the percentage of high potential students in Check-in Assessment mean scaled score for reading and numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>60% of the identified top 5 high potential students in Y3 for reading achieved a higher scale score in Y5, whilst 80% of identified top 5 high potential Y3 students for numeracy achieved a higher scaled score in Y5.</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>86% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating a decrease of 4% away from our school-based progress measure. Complexities of COVID-19 lock downs and attendance concerns are still having impact on students. Introduction of The Resilience Project in 2023 will take some time to positively impact student wellbeing data.</p>
<p>Increase the percentage of students attending school more than 90% from 2019 to our lower bound target.</p> <p>Uplift required of 7%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 20% since 2022. This is a positive increase and above state and network rates.</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

QTSS release
Professional learning
AP Curriculum & Instruction

Summary of progress

The whole school collaborated in professional learning to deepen our understanding of the new syllabuses K-6, with a focus on both reading and writing. The professional learning was extended to stage meetings fortnightly with the APCI supporting Stage 2 and 3 alternate weeks. Demonstration lessons, shoulder to shoulder practice, and observation of lessons was initially met with some reluctance, however, staff were given defined and supported processes to embed this as common practice. Collaborative programming in both English and mathematics was conducted twice per term with a focus on curriculum and data.

Impact

What has been the impact of our collaborations in professional learning?

Staff collaborate and professionally discuss the PL and learning in their stage meetings and are supported by the APCI and AP, who ran demonstration lessons, and worked shoulder to shoulder across the school. As a result of embedded processes, there was an increase of all staff using explicit teaching of vocabulary and fluency. Textual concepts were embedded into teaching and learning programs. Teachers used student writing walls to monitor student progress and develop skills in consistent teacher judgement.

Are students growing in their learning through explicit teaching and feedback?

School data, including the Check-in Assessment, shows that there has been significant student growth in reading and numeracy over time. Check-in performance data over time shows an increase in year 5 and 6 students scoring in the upper bands from 38.7% in 2021, to 46.5% in 2023. Similarly in numeracy, students scoring in the upper band went from 21.4% in 2021, to 41.2% in 2022 and 40% in 2023.

What has been feedback from teachers about using explicit teaching and feedback?

In the Tell Them From Me survey, teachers rated teaching strategies at 8.6, which is significantly above the NSW Government Norm of 7.9. This is consistent with last years data and shows an increasingly positive trend in teaching strategies from 2021. Collaborative indicators, such as *Teachers talk with other teachers about strategies that increase student engagement 8.2* and *Teachers in our school share their lesson plans and other material with me at 9.2*. are both above the NSW Government norm of 7.9.

Where to next?

Staff will continue to engage in professional learning and collaboration to sustain a culture of evidence-based reflective teaching for ongoing improvement of curriculum implementation. We will refine processes and structures that support the teaching of the new curriculum. Collaboration with shoulder to shoulder and observation within the classroom will become school wide with a focus on explicit instruction and formative assessment.

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
<p>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 practice.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development and the theme of professional learning.</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 in the theme of 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 assessment in the theme of formative assessment.</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

Summary of progress

In 2023 staff were surveyed to gain an understanding of their expertise in curriculum delivery. This information was analysed to allow staff with specific expertise in reading and writing to lead in collaboration with executive staff the professional learning experiences. Shoulder to shoulder practices were developed within stages for demonstration lessons and team teaching.

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 continues to drive our professional learning with reading and writing the focus during 2023. We continued the 2022 numeracy focus through regular short and sharp sharing sessions, as well as area of need explicit professional learning sessions. Teams embarked on the unpacking and teaching of the new curriculum as stage teams twice each term and this was a focus of whole school professional learning. Two collaborative planning days per term for each stage were made possible with the increased release time for teaching staff, which allowed for our collaborative practices to be strengthened due to consistency and thorough evaluations of each session.

How has distributive leadership impacted on staff engagement in professional learning? Various staff members contributed to professional learning, sharing mathematics practice and expertise in reading. Teachers responded positively to these sessions with constructive professional discussion. Curriculum reform time and QTSS funding was utilised so as the executive staff could work shoulder to shoulder with their teams or release other team members so they could work alongside or observe expert teachers.

What has been the impact of our collaborations in professional learning? Professional learning and collaborative practice has strengthened how we work as teams and a whole school. In the Tell Them From Me teacher survey collaboration was again above the NSW Government Norm. Our areas of specific strengths were; *Teachers in our school share their lesson plans and materials with me (9.2)*, *I discuss learning problems of particular students with other teachers (8.8)*, *I discuss my assessment strategies with other teachers (8.3)* and *I work with other teachers in developing cross-curricular or common learning opportunities (8.2)*.

Has our focus resulted in student growth in numeracy and writing? Once again we have seen student assessment data show positive trends in our focus areas. Check-in performance data over time shows an increase in year 5 and 6 students scoring in the upper bands from 21.4% in 2021, to 41.2% in 2022 and 40% in 2023. As writing data is not captured in Check-In Assessments, we have looked at NAPLAN scores, which remain consistent. This data is not completely valid, as the change in NAPLAN makes comparing 2023 with previous years unreliable.

Where to next? We will embed HIPL strategies to our Professional Learning program taking an individualised approach within stage teams and coming together for whole school PL as necessary. This model will allow executive staff to unpack the new syllabus units, target learning for each staff member, as well as provide opportunity demonstration, observational and shoulder to shoulder practices.

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
<p>Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</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 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 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 - performance management and development.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$20,156.83</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 Learning and Support program implementation. • resourcing to increase equitability of resources and services • 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: Identified students showed success in their learning and good growth through the learning and support targeted programs.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support identified students with resourcing and support.</p>
<p>Aboriginal background</p> <p>\$17,311.00</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"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Employment of an Aboriginal Education Officer (AEO) has developed the school's knowledge of cultural awareness and best practice. Our community has strengthened evidenced by the commitment to our termly yarn sessions and the establishment of our RAP working committee.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the AEO role at Loftus Public School. Develop new ways of developing cultural PLPs with families in a supported environment.</p>
<p>English language proficiency</p> <p>\$13,468.31</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</p>

<p>English language proficiency</p> <p>\$13,468.31</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: EAL/D students showed growth in language acquisition and growth across writing and reading measures.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support EAL/D students through the learning and support program.</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 LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Learning and support data shows strong growth in literacy for supported students.</p> <p>After evaluation, the next steps to support our students will be: The learning and support program will continue to be funded to support identified students with intensive individualised support.</p>
<p>Professional learning</p> <p>\$28,422.87</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"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Observations of practice, teacher programs and teacher feedback shows</p>

Professional learning \$28,422.87	strong growth in the implementation and confidence with the new curriculum in literacy and numeracy. After evaluation, the next steps to support our students will be: This funding will continue to focus to build teacher skills in the embedding of the new curriculum and wellbeing initiatives.
QTSS release \$76,347.36	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Loftus Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data-informed practices • Improving quality teaching • Building teacher capacity through in-depth syllabus content knowledge Overview of activities partially or fully funded with this initiative funding include: <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 The allocation of this funding has resulted in the following impact: Feedback from teachers shows increased levels of collaboration through professional learning and shoulder to support in the implementation of the new curriculum. After evaluation, the next steps to support our students will be: This funding will continue to support collaborative professional practice.
COVID ILSP \$17,755.20	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 2023. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition The allocation of this funding has resulted in the following impact: Strong growth in literacy is evident in learning and support data for students receiving small group instruction . After evaluation, the next steps to support our students will be: This funding will be used to support the learning and support program.
Integration funding support \$247,537.00	Integration funding support (IFS) allocations support eligible students at Loftus Public School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data-informed practices Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs

<p>Integration funding support</p> <p>\$247,537.00</p>	<ul style="list-style-type: none">• employment of staff to provide additional support for students who have high-level learning needs• implementation of targeted programs to differentiate teaching and learning programs• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Supported students showed significant gains in literacy, numeracy and behaviour through monitoring of PLaSPs. Student Success was evident across the curriculum and for social connection and development.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the implementation of PLaSPs for identified students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	218	203	199	198
Girls	180	180	176	162

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.7	94.6	89.9	91.9
1	94.2	93.6	89.5	93.0
2	95.0	92.7	88.8	90.6
3	94.8	94.2	89.4	92.9
4	95.2	94.2	90.6	92.8
5	95.3	94.8	90.2	92.6
6	94.4	94.0	89.3	93.2
All Years	94.8	94.0	89.7	92.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.6
Classroom Teacher(s)	13.83
Learning and Support Teacher(s)	0.5
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	232,936.55
Revenue	4,057,722.12
Appropriation	3,777,654.45
Sale of Goods and Services	2,876.62
Grants and contributions	265,713.19
Investment income	11,477.86
Expenses	-4,079,062.31
Employee related	-3,624,810.27
Operating expenses	-454,252.04
Surplus / deficit for the year	-21,340.19
Closing Balance	211,596.36

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.

	2023 SBAR Adjustments (\$)
Targeted Total	221,291
Equity Total	143,661
Equity - Aboriginal	17,311
Equity - Socio-economic	20,157
Equity - Language	13,468
Equity - Disability	92,725
Base Total	2,868,296
Base - Per Capita	97,598
Base - Location	0
Base - Other	2,770,698
Other Total	386,780
Grand Total	3,620,028

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 an increase of 3% in positive relationships to 89%, which is above the NSW Government norm of 85%. Similarly this positive increase is evident for *positive behaviour at school*. We have also seen a rise by 2% in *students are trying hard to succeed in their learning* and the same trend in growth orientation, with *students setting challenging goals in their schoolwork*. *Students engaging in homework* has increased from 2022, however, this is still well below the NSW Government norm. *Bully behaviour* decreased by 10% between surveys, coming in 15% less than the state norm in this area. We are pleased to see that our school mean of 7.7 for *explicit teaching practices and feedback* has surpassed the NSW Government norm of 7.5.

Areas for future focus include sense of belonging which appears to have a yo-yo effect throughout the year over the past two years. Building further on positive teacher-student relationships should assist in this growth.

To increase student wellbeing we introduced The Resilience Project during 2023. With the implementation of any new program it takes time for the impact to be seen. School based surveys are extremely positive on the program and we will continue this in 2024.

Students were asked about what they like about their classroom and what could make it even better, as well as one learning area that they think they have made improvements in. Maths and English were the most common subjects which students have improved over 2023.

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 6 of the 8 Drivers of Student Learning. This is an outstanding result with particular strengths in Learning Culture, Data informs practice and Teaching Strategies. We have worked collaboratively in teams on data practices and this has shown through the school mean of 8.6 which is well above the state norm of 7.8. An area for focus in leading staff, is providing feedback to teachers so they can improve their practice.

The school has led teacher professional learning with an emphasis on the implementation of new curriculum particularly in English; Reading and Writing. We also spent time evaluating our student management and wellbeing systems which have shown a mean score of 9.2 in *working with school leaders to create a safe and orderly school environment*.

Teachers once again recognise that Loftus Public School is an inclusive school with *teachers adjusting programs to meet the special learning needs of students* (8.8). This is above the NSW Government norm of 8.2.

In open ended questions, teachers responded to questions about what change in teaching practices has had the greatest positive impact on the way students learn and what additional tools or resources they need to improve student learning. Technology to support teachers was on top of the list for required resources. Teaching practices varied from the embedding of The Resilience Project, collaborative practices to unpack curriculum as well as a focus on fluency and vocabulary.

Parent Survey

Parents were surveyed using the *Tell them From Me Parent survey- Partners in Learning*. Approximately 35% of parents responded to the survey for 2023.

Parent responses showed once again school strengths in making parents feel welcome, safety at school and the school supporting positive behaviour. With open ended responses highlighting positive, welcoming, inclusive and kind staff.

Areas for future development include; running workshops for parents on helping children with maths, cyber safety and wellbeing, making reports clearer so that parents know how to support their child, and informing parents of their child's behaviour whether positive or negative.

Trend data has remained steady and beginning to increase. Open-ended question responses around what parents liked about the school, included the the passionate and caring staff and the extra-curricular opportunities offered. To make our school even better the parent community would like a streamlined communication system and increased parent involvement.

Student Reward and Award recognitions survey

The whole school community were surveyed on student recognition and achievement systems at Loftus Public School. It was evident that a change needed to take place in this area from the data, with much confusion across the parent cohort of the Core Values and PBL systems as well as consistency of implementation. Staff likewise felt the need for a streamlined system to support clarity and consistency in implementation. Students in Stage 3 were more accustomed to how the systems work however younger students felt more confusion how the two systems work together in regards to recognition.

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.