

Sefton Infants School Annual Report



2016

Sefton Infants School



Working Together

5188

Introduction

The Annual Report for 2016 is provided to the community of Sefton Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sharna Labbe

Principal

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Message from the Principal

2016 has been another wonderful year of great progress and achievements at Sefton Infants School. Our school continues to foster and build strong foundations for lifelong learning for all of its students, teachers and parent community. The collaborative and productive partnerships, which exist and continue to grow within and beyond Sefton Infants School, ensure that the students are provided with high quality teaching and learning experiences based on best practice. Our school prides itself on developing a positive and caring learning environment where each child is recognised and supported for his/her individual learning needs.

Many thanks need to go to the dedicated teachers and School Learning and Support Officers (SLSOs) of Sefton Infants School for their dedication and professionalism in facilitating excellent learning experiences for our 21st century learners. Our teachers and SLSOs certainly model to our students the values of public education everyday with their high levels of respect, care, cooperation and enthusiasm for learning and growing. I also wish to express my deep gratitude to our hardworking and highly efficient School Administration and Support Staff (SASS) for their fantastic support of the school's teaching and learning programs. Thank you to the Sefton Infants School community who provide such worthwhile input and active involvement in a range of daily school activities, supporting student learning at school and at home. Finally, I wish to congratulate the students of our school for striving to do their personal best and achieving growth across all learning domains. The respect, enthusiasm, curiosity, cooperation and humour of our super Sefton students keep us all motivated to continually improve and become an even stronger school community.

It is with pride that I present the annual school report for 2016, highlighting the school's growth and achievements throughout the year. My sincere thanks go to all who have contributed to this evaluation. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Sharna Labbe

School background

School vision statement

Sefton Infants School is an inclusive and dynamic learning community that provides broad, high quality and meaningful learning experiences so that our young students attain the essential skills to become critical and creative thinkers, confident communicators and respectful citizens. Every student is challenged and supported to achieve their personal best through active and reflective learning in a safe and nurturing environment.

School context

Sefton Infants School is a small, well-resourced school that specialises in the education of children in the crucial early years of schooling. The school consists of a preschool which operates two programs catering for 40 children in their year prior to school. The preschool runs a two and a half day program. There are currently 93 students across Kindergarten, Year 1 and Year 2 classes at Sefton Infants School. The school caters for students from diverse backgrounds with 96% of our students from non-English speaking backgrounds. There is strong representation from local Vietnamese, Lebanese, Pakistani and Afghan communities at the school.

Sefton Infants School is highly regarded within the community for its successful early years' curriculum which is designed to meet the individual academic, physical, social and emotional needs of young children in a caring and nurturing environment. The school values the contributions of students, staff, parents and community members to the learning process and welcomes, as well as acknowledges the complementary responsibilities of all members of the school community.

The teachers at Sefton Infants School work closely together to cooperatively plan and implement high quality learning programs. Input from the school community is actively sought to support educational programs. School Administrative and Support Staff (SASS) assist in the delivery of educational programs through their outstanding organisational skills and supportive relationship as an integral part of the school team. In addition, Sefton Infants School maintains strong links with other local schools and regularly participates in a community of six local schools to further develop teaching and learning programs. All of these collaborative measures demonstrate our active demonstration of the Sefton Infants School motto of *Working Together*.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, wellbeing as well as curriculum and learning have continued to be focus elements for Sefton Infants School in 2016. Sustained growth has been achieved in these areas as evidenced in the school's progress towards its strategic directions. In particular, strong gains in developing flexible and personalised learning have occurred through increased professional learning in task quality and differentiated teaching strategies. Our team of dedicated School Learning Support Officers all successfully completed their Certificate III in Educational Support this year, furthering the school's ability to cater for the wellbeing and learning needs of all students. In addition, the development and implementation of effective and consistent school-wide Individual Education Plans has strengthened the school's processes for identifying and addressing student learning needs. Sefton Infants School will continue its relentless focus on achieving even higher value-added results and increased proportions of its students achieving higher levels of performance.

Effective classroom practices and collaborative practices are self-identified strengths for Sefton Infants School in the domain of Teaching. The teaching staff use student data to review their programs and make adjustments accordingly to ensure learning improvements for all students. We plan to incorporate further data analysis, as well as assessment as learning practices to refine our teaching skills. All teachers of Sefton Infants School collaborate regularly and effectively within and across stages to ensure consistency of curriculum delivery and the productive sharing of knowledge and teaching skills. In 2016, the teachers also undertook their own personal inquiry learning projects to further increase their active engagement in their own professional development. These personal inquiry projects led to effective differentiation of professional learning with each teacher focussing on a practical goal of their Performance and Development Plan and regularly sharing evidence of their growth, as well as teaching ideas via whole school meetings.

Community and parental engagement have been continued areas of growth in the Leading elements in the School Excellence Framework. Throughout 2016, Sefton Infants School has sought to increase its productive relationships with local businesses and community agencies. In particular, these reciprocal relationships have enabled the parents, carers and students to gain access to support services in the local community, as well as increase their knowledge of practices that can support learning and wellbeing at home. The school is continuing to develop its strategic use of data and evidence to even further increase the effective implementation of the school plan.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students with a strong sense of social and emotional wellbeing who are effective communicators and citizens.

Purpose

To develop students with confident self-identities and resilient behaviour so that they can express themselves successfully and interact cooperatively and respectfully.

Overall summary of progress

Throughout 2016, emphasis was placed on the students engaging in substantive communication across all learning areas. Teachers and School Learning Support Officers investigated teaching routines and strategies which promote the students as authentic communicators. Furthermore, all teachers participated actively in the collaborative development of rich tasks related to content areas to integrate oral literacy purposefully in all lessons. These initiatives have led to an increase in student engagement, output and skills in speaking and listening.

Resilience in our early childhood setting was explored via professional learning and dialogue, as well as the analysis of classroom and playground behaviour observations. Through these activities teachers were able to develop a shared consensus of age-appropriate resilience and strategies for fostering resilient behaviours in a range of school settings. A set of visual resilient strategies were developed to suit the school and student context. The majority of the students now use these strategies to deal with personal or social issues and minor setbacks with increased independence.

A number of parent workshops were developed and delivered to help support and extend student wellbeing programs into the home context. Relevant workshops included developing resilience in children, child protection and healthy lifestyles for children. There was a good response to these workshops and subsequent parent surveys displayed increased confidence with child social and emotional wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 80% of K–2 students achieve or exceed expected growth levels per semester on the literacy continuum.	<ul style="list-style-type: none">• 87% of K–2 students achieved or exceeded expected grade outcomes for speaking and listening.• Increase of 8% of students achieving expected growth on PLAN literacy data.• 79% of K–2 at or above expected grade literacy levels.	\$15,185 – Equity: English Language Proficiency
A 30% increase of students using resilient behaviour strategies to resolve minor personal and social issues in school situations. (Measured and averaged over a representative sample of class and playground experiences.)	<ul style="list-style-type: none">• Successful development and implementation of school-based student problem solving strategies for social situations.• 20% increase of students using resilient behaviour strategies.• Increased parent confidence in the area of child wellbeing.	\$5,000 – Equity: Socio-economic background

Next Steps

- Continuation and expansion of language rich learning environments.
- Program for developing students' pragmatic speech and public speaking skills.
- Refinement and extension of students' resilience and social skills through 'Stop, Think, Do' Program.
- Development of more stimulating outdoor play zones to promote positive social interactions.

Strategic Direction 2

Confident and successful 21st century teachers and learners who are resourceful and reflective.

Purpose

To foster innovative practices which build the essential skills, as well as the critical and creative capabilities of all students and teachers so that they are actively involved in the development of their own learning.

Overall summary of progress

The Instructional Rounds process was implemented as part of our community of schools to gather data on task quality and differentiation across our classrooms. Subsequent recommendations from this process led to a successful series of collaborative stage-based lesson studies across the school. Teachers worked collaboratively to plan high quality and open-ended tasks to cater for the range of learning needs in different classes. Targeted students at differing levels were tracked and showed improvements in their learning.

During 2016, Sefton Infants School extended their focus on critical and creative thinking with more experiences in terms of inquiry based learning. The child-centred approach for programming undertaken effectively in the Preschool was used as a model to develop sustained and deep inquiry based learning in other learning areas across K–2. There have been observable increases in student engagement and inquiry skills amongst the students, including questioning, identifying ideas and reflecting on learning.

The school processes around Performance and Development Plans (PDPs) were refined and strengthened throughout the year. All teaching staff developed a relevant and quality plan appropriate to their professional learning needs and used goals from their plan as a basis for their own inquiry learning project. This practical professional development project enabled the teachers to further develop their research and 21st century teaching skills within a coaching framework. All participants collected and shared evidence of their growth in relation to their personal inquiry project. The inquiry learning project also fostered differentiated professional development and cross-stage collaboration for improved teaching ideas and skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of all staff members provide evidence of growth on their high quality Professional Development Plans which focus on school strategic directions, professional goals and National Professional Standards.	<ul style="list-style-type: none">• All teachers produced a quality and relevant PDP.• Evidence of increased task quality and differentiation in teaching and learning programs and lesson observations.• Majority of teachers reported increased confidence in planning, documenting and evaluating inquiry based learning.	\$8,837 – QTTS \$ 8,443 –Professional Learning
A 5% increase of K–2 students achieving or exceeding expected grade outcomes for Working Mathematically.(From a three year average of 72% to 77%.)	<ul style="list-style-type: none">• 76% of K–2 students achieving expected grade outcomes for Working Mathematically.• 85% of K–2 students completed the year at or above expected level for arithmetic strategies.	\$5,000 –Equity: Socio-economic background
A 30% increase of Year 1 and 2 students using self-assessment strategies to achieve expected outcomes.	<ul style="list-style-type: none">• Increased evidence of student self-reflection and self-assessment across a range of learning areas and grades.	\$2,000 –Equity: Socio-economic background

Next Steps

- Continuation of teacher inquiry learning projects for professional development
- Introduction of Performance and Development Plans for non-teaching staff
- Teaching Early Numeracy (TEN) Program for K–2
- Multi-age and mixed ability K–2 inquiry learning groups across Science, History, Geography and Creative Arts.

Strategic Direction 3

Students and teachers are connected with and contribute productively to their school community.

Purpose

To develop flexible and inclusive approaches which are responsive to the individual and collective needs of the diverse school community and to increase productive connections within and beyond the school.

Overall summary of progress

During 2016, Sefton Infants School continued to strengthen its systems and processes to implement flexible and personalised learning programs. Classroom teachers, specialist staff and the school community worked collaboratively to develop a school-wide consistent procedure for student Individual Education Plans. This has enabled student learning needs to be addressed explicitly and monitored across school settings and in connection with community agencies. The focus on task quality and differentiation for our 2016 Instructional Rounds and Lesson Study projects also led to improved teaching practices in delivering flexible and personalised learning.

Significant gains were made in establishing and strengthening productive and reciprocal links with the school community. In 2016, the students of Sefton Infants school increased their visits and interactions to local community agencies and businesses, including an aged care facility, community garden, Men's Shed and IGA. Furthermore, a multi-age after school sport program has helped developed student leadership, peer support and links with local sporting groups. The parent/carer community were also linked to local relevant community agencies to help support their children's learning and wellbeing. Agencies such as Chester Hill Neighbourhood Centre, Bankstown Community Health, South Western Sydney Health and the Smith Family facilitated workshops, playgroup sessions and other programs at the school to engage and empower parents/carers with their children's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and learning programs and lesson observations show evidence of quality differentiation and relevant individual learning plans (ILPs) to cater for student learning needs in literacy and numeracy.	<ul style="list-style-type: none">• Development and implementation of consistent school-wide procedures for high quality Individual Education Plans for all students with special needs.• 90% of teaching and learning programs demonstrate evidence of planned differentiation.• Effective Sport and playground initiatives to develop peer support.	\$15, 334 – Equity: Low Level Adjustment for Disability \$31, 515 – Integration Support Funding
At least 85% of families represented in the school participate in one or more of a range of activities arranged by the school to develop student learning.	<ul style="list-style-type: none">• 88% parents/carers attended parent-teacher interviews.• An increase of 6% of parents regularly attending parent workshops at the school.	\$5,000 – Equity: Socio-economic background

Next Steps

- Employment of LMBR student wellbeing programs to support and extend student planning, monitoring and evaluation.
- Further parent program development and implementation in conjunction with school community, Chester Hill Neighbourhood Centre and Smith Family.
- Extend and formalise student buddy and leadership opportunities.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<ul style="list-style-type: none"> • Collaborative planning of rich oral literacy tasks with EAL/D teacher and classroom teachers. • Increased purchase and effective use of relevant resources to promote language development. • 13% growth of students achieving expected outcomes for speaking and listening. 	\$15,185
Low level adjustment for disability	<ul style="list-style-type: none"> • Development and implementation of effective IEPs for all students with special learning needs. • Increased differentiated teaching strategies to cater for all abilities, including SLSO support. • 100% SLSOs successfully completed Certificate III in educational support. 	\$15,334
Socio–economic background	<ul style="list-style-type: none"> • Increased student equity, inclusivity and access to learning resources and experiences. • Establishment of productive and reciprocal links with community agencies to support parents. 	\$19,124
Support for beginning teachers	<ul style="list-style-type: none"> • Successful induction and mentoring program for beginning teacher. • Provision of extra support and planning time for reporting and parent–teacher interviews. • Completion of evidence collection and annotation for accreditation at proficient teacher level. 	\$13, 378

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	44	49	55	54
Girls	36	38	34	36

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	96.3	95.9	95.3
1	96	95.9	91.5	96.4
2	97.5	96.4	95	95.7
All Years	96.3	96.2	94.3	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	0
Classroom Teacher(s)	6.22
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0.6
School Administration & Support Staff	2.81
Other Positions	0

*Full Time Equivalent

In 2016, no members of staff identified as Aboriginal or of Torres Strait Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

All teachers and administration staff at Sefton Infants School participated actively and consistently in professional learning throughout 2016. The teaching staff all designed Performance and Development Plans (PDPs) in alignment with the school's strategic directions, National Professional Teaching Standards and self-identified areas for development. These Performance Development Plans provided a focus for coaching, mentoring and differentiated professional learning to cater for the range of knowledge and experience held by the staff.

A range of delivery modes were adopted for professional learning, including weekly professional learning meetings, five school development days, external and internal courses and workshops, lesson study, professional lesson observations and dialogue, as well as Instructional Rounds. Focus areas for professional learning across the school in 2016 encompassed the development of student social and oral language skills, critical and creative thinking and inquiry-based learning. Mandatory training was also completed by all staff in areas such as Child protection, CPR and anaphylaxis.

Three new scheme teachers continued to maintain their accreditation at proficient level in 2016. One beginning teacher started her collection and annotation of evidence for her accreditation process.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	224 779.00
Global funds	107 138.00
Tied funds	132 295.00
School & community sources	25 436.00
Interest	4 319.00
Trust receipts	1 724.00
Canteen	0.00
Total income	495 691.00
Expenditure	
Teaching & learning	
Key learning areas	7 435.00
Excursions	2 277.00
Extracurricular dissections	6 644.00
Library	2 032.00
Training & development	255.00
Tied funds	78 617.00
Short term relief	15 126.00
Administration & office	19 323.00
School-operated canteen	0.00
Utilities	13 058.00
Maintenance	8 465.00
Trust accounts	1 724.00
Capital programs	0.00
Total expenditure	154 956.00
Balance carried forward	340 735.00

The information provided in the financial summary includes reporting from 13 October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	350 215.91
(2a) Appropriation	340 733.79
(2b) Sale of Goods and Services	21.82
(2c) Grants and Contributions	9 123.04
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	337.26
Expenses	-55 134.53
Recurrent Expenses	-55 134.53
(3a) Employee Related	-36 742.93
(3b) Operating Expenses	-18 391.60
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	295 081.38
Balance Carried Forward	295 081.38

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Overall financial management of the school is the responsibility of the Principal and the Finance Committee. The Finance Committee consists of the Principal, School Administration Manager and a staff representative. Budgets are prepared and monitored by the Finance Committee. Budget reports are delivered at each of the meetings of the Sefton Infants School Parents and Friends Association. The School Administration Manager performs the day-to-day accounting responsibilities under the supervision of the Principal.

Training and development funds appear lower than previous years, yet in fact tied funds from equity sources were used to enable a high level of teacher and non-teacher professional learning.

The school, as part of its management plan, is saving to acquire resources which cannot be funded within a financial year. This proposed long term acquisition is an covered outdoor learning area (COLA). These savings are represented in the current balance carried forward.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	816 276.14
Base Per Capita	5 857.85
Base Location	0.00
Other Base	810 418.29
Equity Total	151 664.16
Equity Aboriginal	0.00
Equity Socio economic	19 124.19
Equity Language	76 397.63
Equity Disability	56 142.35
Targeted Total	32 000.00
Other Total	306 624.82
Grand Total	1 306 565.13

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert

the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent satisfaction with Sefton Infants School was rated highly on all aspects. 90% of the parents surveyed believe that the teachers genuinely care about their children and provide them with meaningful and stimulating learning experiences. Similarly, 95% of the respondents view the school as a positive and safe environment for their children, where the teachers are approachable and willing to communicate with parents. The school's student welfare and award system were mentioned by 95% of those surveyed as being very effective for the students and school environment. Parents also made specific comments on their satisfaction with the increased number of excursions and extracurricular activities offered to their children.

The majority of students expressed their pride in being a student at Sefton Infants School and their enjoyment of learning at the school. The students relayed their own high expectations and positive attitude towards learning at the school with 85% stating that they always try to their best work. In addition to the equipment provided for lunch play, most children commented on the After School Sport program and gymnastics being their favourite school activities.

The staff stated their positive attitudes towards the collaborative nature of the school and their involvement in planning decisions. Teachers commented on how they felt strongly supported by their colleagues both in and out of the classroom with particular reference to the support given by the SLSO team.

Policy requirements

Aboriginal education

Sefton Infants School provides educational programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are integrated across all learning areas in all classes across the school. In 2016, our Aboriginal studies were complemented and supplemented with targeted excursions to the Australian Museum as well as significant Aboriginal sites in Sydney. These interactive experiences enabled the staff and students to gain an insight into traditional and contemporary Aboriginal culture. NAIDOC Week celebrations with associated activities were also a part of the Aboriginal Education Program at Sefton Infants School during 2016.

Multicultural and anti-racism education

Sefton Infants School values and respects its culturally diverse student population. In 2016, 96% of students were from a language background other than English. An inclusive school community and a racist free teaching and learning environment are fostered at all times. Two staff members are trained as Anti-Racist Contact Officers (ARCOs).

A range of strategies and initiatives were undertaken to support and extend multicultural education at Sefton Infants School throughout 2016, including:

- * English as an Additional Language or Dialect (EAL/D) implemented in a team teaching mode in all classrooms by a specialist teacher.
- * Culturally inclusive content and cultural capital embedded in all class teaching and learning programs.
- * Vietnamese and Arabic Community Language Programs for all native speakers from Preschool to Year 2. These programs help the students to retain and extend their home language skills and cultural understandings in the context of class learning programs.
- * Communication to the school community via written translations and interpreters in home languages.
- * Collaborative planning by all teachers to design and implement rich learning tasks which incorporate a range of English language learning skills in authentic contexts and meaningful activities.
- * Learning experiences and celebrations based on Harmony Day, Chinese New Year and Eid with the entire school community participating in activities focused on cooperation, diversity and belonging.
- * Teacher professional learning by all teachers in EAL/D pedagogy to ensure the teaching of English language skills across all subject areas.
- * Transparent school policies and procedures to address any anti-racist matters in an efficient and fair

manner.

Other school programs

Creative Arts

Sefton Infants School provides a well-rounded education for its students, with high quality Creative Arts programs treated as an integral learning area to support and enrich the students' educational experiences. In addition to class experiences, all K-2 classes participated in a highly engaged weekly K-2 Creative Arts program in 2016. Each teacher undertook a specialist role in one of the strands of the Creative Arts Curriculum. The children then rotated every four weeks to experience a range of intensive learning activities in drama, dance, music and visual arts.

All students from Preschool to Year 2 applied the skills gained from the creative arts programs by creating costumes and performing musical and drama items at whole school events such as the Easter Hat Parade, Education Week and Book Week. Another wonderful avenue and demonstration of the students' learning in the creative arts was the 2016 end of year concert at Sefton Infants School. This year the theme of 'Sefton Animated' set the scene for an array of songs, dances, drama and public speaking items all based on popular children's cartoon and animated characters. The concert was very well-received by the school community.

Environmental and Sustainable Education

In 2016, the students of Sefton Infants School and Preschool undertook a number of initiatives to increase their understanding of sustainability and the environment. A functioning vegetable garden was established with four large garden beds. The students have taken an active approach to the development and maintenance of the vegetable garden, making strong links with their learning in science and technology. In addition, produce from the garden has been harvested by the children to make a number of healthy snacks and meals, fostering positive diets. Compost bins and a worm farm were also established during the year to increase our knowledge and practices in sustainability.