

Sefton Infants School Annual Report



2017

Sefton Infants School



Working Together

5188

Introduction

The Annual Report for 2017 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

The Sefton Infants school motto of *Working Together* underpins all of the excellent learning programs that take place at the school. 2017 has once again seen the students, teachers, staff, parents and local community work collaboratively to enact the school vision and strive for the best possible educational outcomes for each student.

Throughout the year, the staff and students have participated actively in a range of learning opportunities specific to the needs of the young students at Sefton Infants School. These experiences have aimed to equip our teachers and students as critical and creative thinkers who are resourceful and reflective learners for the dynamic society in which we live. At the same time, the school has maintained its strong focus on crucial early literacy and numeracy skills, as well as student welfare programs to build a strong foundation for future learning experiences beyond the infant grades.

A school vision and plan require a host of people and a lot of hard work to make it become a reality. I take this opportunity to acknowledge and thank all who have contributed to the individual student progress, as well as our collective school achievements during 2017.

Commendations to the super Sefton students for their educational growth this year across social, academic, sporting and creative domains throughout 2017. Thank you to our students for your energy, your humour and for inspiring your teachers and community to be the best people that we can be and for giving us hope for an even brighter future world.

I wish to express my gratitude to the parent and community members of Sefton Infants School who support the school's educational pursuits on-site and at home. Your input and partnership are highly valued and paramount to our success.

Lastly, but certainly not least, I praise and thank the team of teachers, administration staff and school learning support officers at Sefton Infants School. I am blessed to work with such an amazing team of people who are compassionate, caring and highly skilled in the science and art of teaching. The staff members of Sefton Infants School are deeply invested in finding and nurturing the immense potential in all of our students. I thank all of our staff members for their tremendous effort in the daily teaching and operation of Sefton Infants School.

It is with pride that I present the annual school report for 2017, highlighting the school's progress and achievements for the year and future directions. My sincere thanks go to all who have contributed to this evaluation. I certify that the information 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.

Sefton Infants School has continued to sustain and grow with its programs in the domain of Learning. The learning culture of the school is driven by a commitment to strengthen school priorities and hence, address student learning needs. In 2017, the school has built on its whole school wellbeing programs to include the implementation of the *Stop Think Do* program to specifically develop age appropriate skills and strategies for the young student population to deal with personal and social concerns. Already, the students are demonstrating increased confidence and resilience in addressing personal challenges in the classroom and playground. Sefton Infants school looks forward to consolidating and embedding this effective program further into our student wellbeing areas in the future. The element of Curriculum and Learning has continued to be a focus for Sefton Infants School in 2017. School-based procedures and programs developed during this school planning cycle such as literacy sessions, a site specific phonemic awareness program and the school systems for catering for the growing number of students with additional learning needs have been consolidated and further refined this year, enabling more effective differentiated teaching practices and more consistent approaches across the school. 2017 also saw the introduction of the TEN (Teaching Early Numeracy) Program at the school, leading to further demonstration of differentiated teaching practices in curriculum and learning, as well as increased collection and use of internal student data to further the school's growth in the element of Assessment and Reporting. This is an element that will be pursued further in the upcoming year to ensure even more data-informed teaching and student self-assessment.

The school's strong culture of collaborative practice was identified as part of its 2017 self-assessment in the domain of

Teaching and was subsequently used to develop professional practices via team planning, lesson studies, peer lesson observations and mentoring experiences. Sefton Infants School has maintained its strong focus on literacy and numeracy throughout 2017. The establishment of the TEN program this year has further helped to integrate regular student data performance to evaluate the effectiveness of teaching practices in numeracy as well as other learning areas. Future plans aim to engage the school community further in reflecting on student performance data to sustain and grow in this domain. Teachers at Sefton Infants School actively engage in the development of their own professional development and also share professional learning to develop each other. This was particularly evident in the design and sharing of personal inquiry learning projects based on individual Performance and Development Plans in 2017. All teachers shared their journeys in their action research pursuits culminating in valuable individual presentations of evidence-based professional learning.

In the domain of Leading, Sefton Infants School has continued to develop its productive connections with its parents/carers and the broader school community. A number of external agencies have interacted with the school community in 2017 to empower students, teachers and particularly to achieve learning gains. As a small school with collaborative and distributed leadership, all teachers of Sefton Infants School have played a vital role in the planning and implementation of the strategic directions of the school plan. The school is working towards deepening the involvement and understanding of the school community in school planning and evaluation. Similarly, the school is still developing its ability to embed monitoring, reviewing and evaluation processes throughout the year to strengthen the management and leadership of school programs.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In 2017 Sefton Infants School continued to develop the students' social and emotional well-being through the consolidation of whole school student welfare programs and the introduction of the Stop Think Do program Preschool to Year 2. This program aims to empower students with self-awareness and an effective framework to solve personal and social problems. The school-based adaptation of the program has supported and complemented previous groundwork in social skills and positive behaviour learning already undertaken at Sefton Infants School. Although Stop Think Do is only in its initial phase of implementation, the students are already beginning to demonstrate more resilience and independence in their social interactions and resolution of minor problems. Parent workshops to explain the Stop Think Do Program at school, as well as its relevance for parenting skills at home were received with very positive community feedback and an increased number of families using strategies to develop child wellbeing and resilience at home.

Engaging students in substantive communication across all learning areas was emphasised throughout the year. Teachers gained knowledge of teaching routines to promote productive student talk and also shared effective strategies in professional learning sessions. The whole school inquiry learning program was also used as a vehicle to foster student communication through more child-centred learning and opportunities for related developmental play. Anecdotal observations, teacher evaluations and student data show increased student growth in oral literacy, particularly in Years 1 and 2. Teacher evaluations revealed that it was usually the more informal developmental play opportunities with spontaneous teacher interactions that led to more authentic communication opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of K-2 students achieve or exceed expected growth levels per semester on the literacy continuum.	\$21, 287 – RAM: English Language Proficiency	<ul style="list-style-type: none">• 78% K-2 students achieved or exceeded expected growth levels on the literacy continuum.• 81% K-2 students at or above expected grade Reading levels.• 80% K-2 students at or above expected grade levels for Speaking and Listening.
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.)	\$5,000 – RAM: Socio Economic Background	<ul style="list-style-type: none">• A 15% increase in students using positive behaviour strategies to resolve minor personal and social problems in all school settings.• Increased number of families using strategies to develop child wellbeing and resilience at home.• A 22% decrease in reported student disagreements in playground.

Next Steps

- Consolidation and refinement of Stop Think Do Program.
- Development and implementation of peer support and mediator program incorporating Stop Think Do strategies.
- Continuation of language rich environments and teaching routines to further develop student substantive communication.

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

School processes around the development and evaluation of staff Performance and Development Plans (PDPs) continued to strengthen and become more refined in 2017. All teachers used goals from their individual PDP as a basis for their own practical inquiry learning projects which involved regular coaching, feedback and summative presentations of individual findings. This differentiated professional learning experience certainly developed teacher resourcefulness and resulted in gains in both teacher and student learning.

A focus throughout 2017 within this strategic direction was the development of whole school inquiry learning groups based on the content areas of History, Geography, STEM, plus Science and Technology. Significant time was dedicated to professional learning around inquiry learning for young students with a particular emphasis on developing teacher and student questioning and communication skills. Collaborative planning and continuous sharing, as well as evaluation opportunities were incorporated in the project, fostering improvement of the whole school approach to inquiry-based learning. Observations, feedback and work samples collected from teachers and students highlighted positive opinions and growth in this area of critical and creative thinking. In particular, there was evidence of increased student questioning, cooperation and perseverance with inquiry tasks. The teachers reflected on their deeper understanding of the syllabus content as a result of their inquiry learning groups and the development of their questioning skills.

All class teachers and executive completed the TEN (Teaching Early Numeracy) professional learning modules and implemented the program to suit individual student contexts under the leadership of the Assistant Principal. The TEN program aligned very well with the school's inquiry learning projects and work on student communication skills. Student results and program evaluations demonstrate steady growth in students' ability to work mathematically with reasoning, communication and problem solving and significant increases in the students' use of early arithmetic strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$5,000 – Professional Learning \$4,063 – Beginning Teacher Support \$8,837 – QTTS	<ul style="list-style-type: none"> • 100% of teaching staff produced a relevant and high quality PDP, demonstrating professional growth via self-assessments and the production of evidence. • Teaching and learning experiences made effective use of inquiry learning skills to develop critical and creative thinking.
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%.)	\$8,073 – Literacy Numeracy \$5,695 – Professional Learning	<ul style="list-style-type: none"> • 73% of K–2 students working at or above expected grade levels in Working Mathematically (1% increase). • 96% of K–2 students achieving or exceeding expected levels for early arithmetic strategies on PLAN data.
A 30% increase of Year 1 and 2 students using self-assessment strategies to achieve expected outcomes.	\$5,000 – RAM: Socio-economic background	<ul style="list-style-type: none"> • A 32% increase of Year 1 and 2 students using self-assessment to achieve expected outcomes. • On average 74% of Year 1 & 2 students using feedback and self-assessment strategies in a sample lessons.

Next Steps

- Continuation and consolidation of TEN Program.
- Further development of whole school inquiry learning project.
- Investigate teaching of measurement and space with application of TEN strategies.
- Incorporate more explicit teaching of vocabulary, particularly in Mathematics and content areas.



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

Implementation of the systems and processes around personalised learning plans initiated in the previous years of this school planning cycle enabled consolidation of more flexible and inclusive teaching practices in 2017. There has been increased evidence of effective planning and monitoring of Individual Education Plans with more parent/carer input and strategic resourcing, particularly in terms of School Learning Support Officers (SLSOs). This has led to steady gains in learning outcomes for students with additional learning needs. The whole school implementation of the TEN program during 2017, with its high focus on teacher professional learning in differentiation as well as fluid and flexible grouping, also led to increases in more inclusive teaching practices and data driven teaching applied in numeracy and other learning areas.

Productive connections within and beyond the school continued to thrive during 2017 at Sefton Infants School. The school maintained its active participation in a Community of Schools, using the Instructional Rounds model to visit each others classrooms every term to collaboratively improve pedagogical knowledge and skills, in addition to leadership of school programs. Sefton Infants School organised a number of parent programs and workshops throughout the year, many in conjunction with local agencies such as Chester Hill Neighbourhood Centre, the Smith Family and Learning Links. The programs relevant to the Sefton Infants School community included Parents as Confident Community Members, Reading for Life, Early Numeracy at Home and Parenting programs. All programs were well-attended and participants provided very positive feedback and evidence of implementing content in school and home contexts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$11,415 – Integration Support Funding \$18,456 – RAM: Low Level Disability \$32,000 – RAM: Socio-economic	<ul style="list-style-type: none">• 100% of teaching and learning programs and sample lesson observations show evidence of differentiated practices.• All students with additional learning needs have a practical Individual Learning Plan that is monitored and shared with relevant participants.
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.	\$5,000 – RAM:	<ul style="list-style-type: none">• 90% of parents/carers participated in parent-teacher interviews.• 12% increase in number of parents/carers attending programs and workshops.• All workshop participants noted increased confidence in helping children with learning at home as a result of workshops.

Next Steps

- Explore parent led workshops on topics relevant to school community.
- Continue and deepen connections with local schools and agencies to support teacher, student and parent/carer learning.
- Refine and extend transition programs to Preschool, Kindergarten and Year 3.
- Develop more formal student buddy and peer support programs relevant to infants school age group.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$21, 287	<ul style="list-style-type: none"> • All teachers participated in collaborative planning and evaluations leading to increased consistency in programming and student assessments. • Provision of additional class support meeting student language learning needs. • 81% K–2 at or above expected reading levels / 80% K–2 at or above expected grade levels in Speaking and Listening.
Low level adjustment for disability	\$18, 456	<ul style="list-style-type: none"> • Development, implementation and evaluation of effective Individual Learning Plans for all students with additional needs. • Increased evidence of inclusive and differentiated teaching and learning practices to cater for all abilities.
Socio–economic background	\$53, 469	<ul style="list-style-type: none"> • Provision of additional student support, resulting in improved learning outcomes for students with additional needs. • Establishment of productive and reciprocal links with parents/carers and community agencies to support families and meet learning needs. • 12% increase in parents/carers attending educational programs. • Increased access to extracurricular educational programs for all students.
Support for beginning teachers	\$4,063	<ul style="list-style-type: none"> • Provision of extra weekly teacher release enabling increased effectiveness in programming and assessment and reporting. • Targeted mentoring program, resulting in increased confidence and skills of beginning teacher. • 100% achievement of teacher accreditation at proficient level. All relevant teachers achieved maintenance of accreditation.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	49	55	54	46
Girls	38	34	36	44

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.9	95.3	94.4
1	95.9	91.5	96.4	91.2
2	96.4	95	95.7	94.2
All Years	96.2	94.3	95.7	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

Management of non-attendance

Positive attendance is promoted and reinforced across the school through a range of strategies. Regular communication with parents and carers is seen as pivotal to the management of non-attendance. Information in regards to the importance of consistent attendance and punctuality is provided via parent orientation sessions, assembly items, school newsletters, as well as the school app and website. Furthermore, parents and carers are contacted promptly in verbal and written modes to justify any unexplained absences and/or to discuss any attendance concerns so that they can be addressed collaboratively.

Staff diligently follow procedures in accordance with the Department of Education and school-based student attendance policies. The district Home School Liaison Officer is enlisted when required to work with the school and families to improve attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.51
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.81
Other Positions	1

*Full Time Equivalent

No staff members identified as Aboriginal or of Torres Strait Islander descent in 2017.

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	20

Professional learning and teacher accreditation

All teachers and administration staff at Sefton Infants School engaged actively in regular professional learning throughout 2017 via routine meetings and five school development days. This professional learning derived from both individual and collective learning needs, reflecting personal career stages and the school's strategic directions.

All staff developed an individual Performance and Development Plan (PDP) to guide and evaluate their personal professional learning during 2017. Each plan also provided the basis for individual inquiry pursuits, whereby staff developed a deeper understanding of self-selected goals from their PDP by undertaking a personal action-research project. Staff were coached along the process by their team leaders and peers, leading to worthwhile whole staff sharing sessions of their inquiry, research and evidence.

On top of these individual inquiry projects and in line with the current school plan, 2017 saw school professional learning focus areas on student inquiry learning, the teaching of early numeracy and student social skills. The modes of professional learning delivery included consultancy led workshops, the presentation of program modules, demonstration lessons, lesson observations, professional reading, collaborative planning and team teaching, as well as continuous professional dialogue and reflections on teaching practices. The *Instructional Rounds* model was also employed to develop teaching knowledge and skills in certain curriculum areas. Mentoring and coaching strategies were integrated throughout the professional learning program at Sefton Infants School to keep focus and deepen our understanding and self-assessment of our personal goals, as well as collective strategic directions.

Mandatory training was also completed by all staff in areas such as Child Protection, CPR and anaphylaxis and Code of Conduct. During 2017, one beginning teacher achieved accreditation at proficient level and five teachers continued at their personal levels of maintaining their accreditation. By the conclusion of the year and with the new NESAs processes, teachers and executive staff at Sefton Infants School were accredited at proficient level according to the National Teaching Standards.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	295,081
Revenue	1,474,984
Appropriation	1,432,913
Sale of Goods and Services	-210
Grants and Contributions	37,941
Gain and Loss	0
Other Revenue	0
Investment Income	4,339
Expenses	-1,433,354
Recurrent Expenses	-1,433,354
Employee Related	-1,336,480
Operating Expenses	-96,874
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	41,630
Balance Carried Forward	336,711

The overall financial management of the school is the responsibility of the Principal and the Finance Committee. The Finance Committee consists of the Principal, the School Administration Manager and a staff representative. Budgets are prepared and monitored by the Finance committee in response to school strategic directions, student learning needs and other contextual needs of the school.

The school, as part of its management plan, is saving to acquire substantial building resources which cannot be funded within the financial school year. This proposed long term acquisition is a large covered outdoor learning area (COLA) for the school playground and preschool. 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.

	2017 Actual (\$)
Base Total	877,806
Base Per Capita	15,283
Base Location	0
Other Base	862,524
Equity Total	194,786
Equity Aboriginal	0
Equity Socio economic	53,469
Equity Language	82,232
Equity Disability	59,085
Targeted Total	303
Other Total	327,721
Grand Total	1,400,616

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.

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.

Parent/caregiver, student, teacher satisfaction

Sefton Infants School utilised surveys, focus groups and forums to gain the opinions of parents/carers, students and staff in regards to educational programs and the general culture of the school.

Overall, positive feedback was received by the parent/caregiver population surveyed and interviewed. Strong points included communication between home and school with 92% of parents stating that staff members were approachable and willing to talk about their children and school happenings. All respondents believed that they always or usually receive good information about their child's progress. Supporting this communication between home and school was the figure of 96% of parents reporting that the teachers demonstrated genuine care for their children and the school is consistently viewed as a safe, calm, orderly and friendly place to learn. 100% of the parents were proud to be members of the Sefton Infants School Community.

Most parents/carers were satisfied with their individual

child's progress and believed that the school worked hard to meet individual student needs. They believed the parent programs offered in 2017 were very relevant. All respondents surveyed believed that the parent workshops increased their understanding of their child's learning at school and also increased their confidence in helping their child with learning at home.

A common thread in parents' responses was their high satisfaction with the extracurricular activities provided by the school, particularly the after school sport program, gymnastics and the opportunities provided by a variety of excursions in 2017. All aspects of the preschool program were highly regarded by the parent community. Positive opinions were given to the new classrooms installed in 2017. Many parents also expressed their desire for the school to become a larger site and extend beyond Year 2 to encompass the primary years of education.

Similarly, a large group of students also noted that the aspects they would change about Sefton Infants School would be to make the school site larger, include more playground equipment and continue the school until Year 6. Like the parent body, the students also expressed their satisfaction with the extracurricular activities offered at the school with after school sport and excursions being repeatedly reported as favourite activities. The new K-2 inquiry learning groups initiated in 2017 were also identified by the students as very worthwhile and fun ways of learning.

The themes of friendship, safety and wellbeing were identifiable strengths amongst the student responses. 94% of students noted that they always have friends to play with at school and 71% were never lonely at school. The majority of students felt happy, treated fairly and accepted by their teachers and peers and 76% of students reported that they were never worried at school. This evidence provides good support for the school's effectiveness with current social and welfare programs. Further support came from 82% of the students voicing their understanding of the behaviour expectations at school and 88% always like the school's award system.

Most of the students expressed a positive outlook towards their studies with 76% believing they always try their best with their learning and 65% believing their teachers always expected their best work. There were no negative student responses in regards to teachers' expectations or teachers caring for or helping students. Surveys and focus groups noted that the purpose and relevance of certain concepts and lessons may need to be more explicitly stated to students.

In general, teacher satisfaction with school programs has maintained its positive stance in 2017. Evaluations highlighted the positive attitudes and benefits towards the collaborative planning and team teaching opportunities. In particular, the staff commented how strongly supported they feel by the high level of school learning support officer time provided in their classrooms during crucial literacy and numeracy sessions to meet the increasing demands for individualised student programs. The whole school programs in Sport, strands of Creative Arts and student

inquiry learning groups were also identified as very positive school programs, as they enabled consistency in programming, smaller student group sizes and shared learning experiences. Professional learning surveys reveal increased confidence, understanding and skills in the topics treated. The differentiated staff inquiry learning projects were repeatedly noted as valuable professional learning experiences.

Policy requirements

Aboriginal education

At Sefton Infants School, Aboriginal perspectives are integrated and taught across all key learning areas, along with specific learning units and experiences to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Sefton Infants School celebrated NAIDOC week with Aboriginal music, storytelling, art and other relevant class activities. In addition to class programs incorporating Aboriginal content, this year the students participated in *Indiguknow*, a program offered by Greater Western Sydney Giants whereby the students were able to make worthwhile connections with the local Sydney Aboriginal Community to gain more understanding of Aboriginal culture, science and language. Aboriginal education was fostered further in 2017 with a whole school excursion to *Muru Mittigar*, an Aboriginal learning site in Western Sydney. The students interacted with local indigenous members and engaged in a range of hands-on activities to learn about traditional and contemporary Aboriginal ways of life.

Multicultural and anti-racism education

Sefton Infants School respects and values its culturally diverse student, staff and community population. Approximately 96% of the student population in 2017 was from a language background other than English with representation from a growing number of cultural backgrounds. Sefton Infants School actively promotes and ensures an inclusive school community with multicultural perspectives interwoven in all learning areas and the maintenance of a racist free teaching and learning environment at all times. Culturally inclusive content and cultural capital are embedded in all class teaching and learning programs. Parents and community members are encouraged to share their knowledge and understandings of traditional and contemporary cultural backgrounds within classroom lessons.

Specialist staff are employed effectively to support multicultural education at Sefton Infants School. A permanent part-time English as an Additional Language or Dialect (EAL/D) teacher works closely with all classroom teachers, predominantly in a team teaching mode during literacy learning sessions to support the English language learning needs of the majority of the students. The EAL/D learning progression is used continuously to track all students from a non-English Speaking background and ensure their learning needs are met. The specialist role of the EAL/D teacher is also employed in 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. Equity funds were used in 2017 to provide for extra teacher time to support EAL/D students. In addition to the English language learning programs provided by the school, Sefton Infants School also offers Vietnamese and Arabic Community Language Programs from Preschool to Year 2. These specialist programs operate predominantly in home languages, helping the students to retain and extend their literacy skills and cultural understandings in the context of class learning programs.

All professional learning undertaken at Sefton Infants School considers the multicultural and language learning aspects required by our school community. Furthermore, specific professional learning by all teachers in EAL/D pedagogy is undertaken to ensure the teaching of English language skills across all subject areas. Two staff members are also trained as Anti-Racist Contact Officers (ARCOs) and provide assistance to all staff in regards to maintaining racist free teaching and learning spaces. Transparent school policies and procedures are used address any anti-racist matters in an efficient and fair manner.

The diverse background of the Sefton Infants School community is continuously acknowledged with the provision of communication to the school community via written translations and interpreters in home languages, whenever needed. The differences, similarities and inclusivity of the school population is also proudly celebrated on special occasions. In 2017 these opportune learning experiences included Harmony Day, Chinese New Year and Eid with the entire school community participating in activities focused on cooperation, diversity and belonging.