

# Sefton Infants School Annual Report



2018

Sefton Infants School



Working Together

5188

## Introduction

Sefton Infants School prides itself on being a dynamic, caring, high quality teaching and learning environment. The school strives to equip all of its students with strong foundation skills in literacy and numeracy, as well as thinking skills and social–emotional skills that will empower them to be successful lifelong learners and active citizens in a rapidly changing world. At Sefton Infants School, the students, teachers, parents and administration staff are committed to working in partnership to achieve these common goals.

The Annual Report for 2018 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. 2018 has been a wonderful year of growth and achievements for Sefton Infants School. My sincere thanks goes to all dedicated members of the Sefton Infants School community who worked collaboratively to help all of our students reach their learning potential. I also want to express my gratitude for all those who contributed to the rigorous self–evaluation process underpinning this Annual Report.

Sharna Labbe

Principal

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## School background

### School vision statement

Sefton Infants School is an inclusive learning community that values, supports and challenges all students in a nurturing early childhood environment. Students and their families have a strong sense of belonging at our school with positive and productive social and community connections, enabling students' wellbeing and learning to thrive. Our school provides explicit and differentiated teaching and learning programs that strive for all students to be active, confident and capable learners with strong foundations in their literacy and numeracy skills.

### 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 110 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.

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 community agencies 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated the following progress levels achieved by the school across the domains of Learning, Teaching, and Leading.

### Learning

Sefton Infants School rated as Sustaining and Growing for the first three elements (Learning Culture, Wellbeing and Curriculum) and Delivering for the next three elements (Assessment, Reporting and Student Performance Measures).

The evidence demonstrates a strong commitment within the school community that all students make learning progress. A range of inclusive practices implemented at Sefton Infants School ensures that the diverse learning needs of the student cohort are addressed, so that every student is challenged and supported to achieve their personal best. Individual learning needs and the continuity of learning are empowered via collaborative partnerships within and beyond the school. There is a planned and coordinated approach to student wellbeing at Sefton Infants School. Data is used strategically to develop and refine programs to meet individual learning needs across academic, social and behavioural areas. Teaching and learning programs at the school are responsive to student needs and work towards expected student progressions in knowledge, understanding and skills.

Formative and summative assessment practices are employed across the school to inform daily teaching. Furthermore, the school analyses internal and external assessment data to monitor and report on student progress to individual families via personalised student reports and parent-teacher meetings, while whole school performance is relayed to the collective school community via school newsletters and the annual school report. The internal and external student performance measures utilised by the school show progress and some achievement towards individual student goals

and identified school literacy and numeracy targets.

## Teaching

Sefton Infants School rated as Delivering for all elements in this domain.

Professional learning targeted to school priorities is evident and supported with regular opportunities for professional dialogue, action research, lesson study and the joint evaluation and sharing of professional learning to improve whole school practice. The school has embedded collaborative practices such as planning days and fortnightly meetings to foster the sharing of curriculum knowledge and student progress within as well as across stages and faculties to develop consistent, evidence-based programs and lessons. Teachers demonstrate currency of curriculum content knowledge and there are opportunities for coaching and mentoring to improve teaching practices. To ensure there are optimum environments for learning, there is a positive school-wide approach to classroom management and a focus on explicit teaching strategies. These effective teaching practices are particularly evident in daily literacy sessions with specialist staff and programs such as the school's evidence-based phonemic awareness program as well as the implementation of the TEN program. With Sefton Infants School's current high proportion of beginning teachers, we are working on developing explicit teaching techniques and the delivery of effective student feedback.

Data literacy and the strategic use of data continues to develop at Sefton Infants School at both the classroom and whole school level for planning and evaluation. Consistency of judgement is sought through the comparison of external and internal measures to inform class, group and school educational program and resource decisions.

The Australian Professional Standards form the basis for the Performance and Development Plans for teachers at Sefton Infants School. The teachers engage actively and reflectively in the PDP process through strategies such as personal inquiry learning projects to develop practical teaching content and skills to improve their performance. There is a strong focus on building teachers' knowledge and understanding of effective literacy and numeracy strategies as seen in the school's current focus on the teaching of vocabulary.

## Leading

Sefton Infants School rated three of the four elements of this domain at the Delivering level while the element of School Resources identified as Sustaining and Growing.

The leadership team ensures that teaching programs meet syllabus and reporting requirements and that teaching skills and strategies are reviewed as well as developed in a culture of high expectations for every staff member. All teachers are regarded and valued as leading learners in this small school site. To this end, there is a collaborative approach by all to the process of school planning, implementation, monitoring and self-assessment. The school's directions align with system and student priorities and includes timelines and milestones for the staff to assess the effectiveness of the school's plan. The school community is encouraged to provide input to the school's vision and priorities via surveys, forums, focus groups and open invitations to give feedback. Productive partnerships with parents and community agencies are actively developed at Sefton Infants School to build the school as a cohesive educational site and work together to achieve school strategic directions. Inherent in these productive partnerships are strong working relationships with SAS staff to ensure there are effective administrative practices and systems to support school operations and teaching. Feedback sought from the school community highlights positive parent and student satisfaction.

Although it is a small school site, Sefton Infants School makes efficient and effective use of its physical, financial and personnel resources to maximise learning opportunities for its students. Staff members are deployed to achieve school priorities and spaces, as well as school resources are used creatively and flexibly to deliver benefits to students and their families.

As a result of its first engagement in the External Validation process, Sefton Infants School aims to work on the following areas to improve its self-assessment and evaluation processes:

- Increase the practical use of the School Excellence Framework and Professional Standards in school planning processes.
- Refine the development of future School Plan milestones to embed the regular collection, triangulation and analysis of clear pieces of evidence that show impact of effectiveness.
- Review and redevelop the current whole school schedule of student assessments to ensure they are practical, consistent and provide relevant information for school plan measures and the self-assessment process.

Our self-assessment and the external validation 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

Explicit teaching and learning

### Purpose

To deliver effective, evidence-based and data-driven teaching practices that ensure all students develop as confident and capable literacy and numeracy learners.

### Overall summary of progress

The explicit teaching and learning of vocabulary was the main focus of this strategic direction in 2018. Related professional learning aimed to increase teachers' understanding and implementation of effective, evidence-based strategies to teach vocabulary in literacy and numeracy. Action research projects related to vocabulary were undertaken to support the development of teaching skills and the students' learning. Program documentation and observations showed increased awareness of vocabulary in lesson planning and evidence of explicit teaching strategies. Sefton Infants School started to investigate the new National Literacy Learning Progressions, particularly in terms of the continuum of learning for vocabulary and the tracking of students according to their vocabulary learning levels. 2018 also saw the consolidation of the Teaching Early Numeracy (TEN) program across all K–2 classes. Data informed and differentiated teaching of numeracy skills were evident in all classes, leading to gains in students' early arithmetic skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Increased percentage of students achieving or exceeding expected grade levels in literacy (based on three-year averages).	\$19,732: RAM: English Language Proficiency \$2000: Literacy/Numeracy \$5500: Professional Learning	* Average of 70% K–2 students achieved or exceeded expected grade levels in literacy. * Increased student achievement in vocabulary strand of literacy learning and EAL/D progressions. * Above state average NAPLAN Year 3 scores for all strands of literacy.
* Increased percentage of students achieving or exceeding expected grade levels in numeracy (based on three-year averages).	\$19,732: RAM: English Language Proficiency \$5200: Literacy/Numeracy	* Average of 70% K–2 students achieved or exceeded expected grade levels in numeracy. * Average of 91% K–2 students at or above expected early arithmetic strategy level. * Above state average NAPLAN Year 3 scores for all strands of numeracy.
* A sustainable school-based system for collecting, analysing and reporting student assessment data.	\$4000: Literacy/Numeracy \$20,198: Quality Teaching, Successful Students (QTSS)	* Introduction of literacy learning progression. * Increased evidence of student data informing literacy and numeracy programs. * Increased consistency of student tracking.

### Next Steps

- \* Extend the effective and explicit teaching of vocabulary to mathematics.
- \* Comprehensive professional learning in the new National Literacy and Numeracy Learning Progressions and allied software. School-based implementation of the progressions to suit the school context, inform teaching and learning, as well as monitor student achievement and progress.
- \* Review and develop more effective methods of communicating and engaging the school community with student data.

## Strategic Direction 2

### Inclusivity

#### Purpose

For all students to be supported and challenged to achieve their personal learning goals through an inclusive and differentiated curriculum.

#### Overall summary of progress

The consistent use of school-based processes and procedures for identifying, planning, implementing and monitoring individual education plans for students with additional learning needs was achieved during the year. There was also increased employment of effective differentiated teaching strategies as well as programs by teachers and the team of School Learning Support Officers to meet individual learning needs. Student data confirmed steady progress on personalised learning goals for those children on individual education plans.

Student transition programs from Year 2 to Year 3 were reviewed and re-developed as part of this strategic direction in 2018. Collaborative planning with local schools was undertaken and new strategies trialled to improve the transition of students and their parents/carers to the different sites. The revised practices has resulted in an increase in the effective exchange of knowledge and skills between local schools to support the successful transition of students to their primary years of education.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Increased proportion of students achieving expected growth in literacy.	\$14,000: RAM: Socio Economic Background	* 55% of K–2 students demonstrated growth of 3 or more clusters on PLAN literacy data.
* Increased proportion of students achieving expected growth in numeracy.	\$15,000: RAM: Socio Economic Background	* All class programs implementing differentiated TEN Numeracy Program. * 64% increase of Kindergarten students reaching expected early arithmetic strategy level. * An average of 37% K–2 students demonstrating growth of two or more levels in aspects of numeracy.
* Increased number of students achieving personal goals as developed in Individual Education Plans (IEPs).	\$19,846: RAM Low Level Disability	* Increased teacher capacity to plan and implement differentiated and personalised learning programs. * Improved transition program for Year 2 to Year 3 students to local schools. * Majority of students achieved IEP goals.

#### Next Steps

\* Increase use of personalised literacy and numeracy learning goals for all students. Develop student agency and engagement in identifying, monitoring and reflecting on their personal goals.

\* Undertake further evaluations of the effectiveness of the new Year 2 to Year 3 transition programs since the commencement of the new school year. Modify transition programs as needed.

\* Focus on reviewing and re-developing Kindergarten transition programs to further increase inclusivity of school community.

## Strategic Direction 3

### Wellbeing

#### Purpose

To foster and integrate practices that develop students' physical and social–emotional wellbeing so that they can communicate confidently and interact positively with others.

#### Overall summary of progress

In 2018 the teachers developed their knowledge and skills in relation to improving students' physical skills as an important aspect of wellbeing. A whole school sport program based on the progression and explicit teaching of fundamental movement skills was designed, implemented and evaluated. Data from the first year of its implementation has shown improvements in the students' fundamental movement skills. Complementing this program were other school–based initiatives to target physical wellbeing including the after school sport program, Crunch and Sip and workshops, as well as healthy eating resources for families. The majority of K–2 students participated in the after school sport program along with Crunch and Sip.

The students' social and emotional learning needs were addressed with the revised implementation of the Stop Think Do Program. Through this program there is evidence of consistent teacher language in the teaching of social skills and increased demonstration of students using communication to resolve minor social issues.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Increased proportion of students achieving expected age levels for fundamental movement skills and fine motor skills.	\$ 5,000: RAM Socio Economic Background  \$2,000: Professional Learning	* Increased student experience and competency with gross motor skills.  * Effective and consistent implementation of whole school fundamental movement skill program.  * Average of 5% increase in student proficiency with fundamental movement skills.
* Increased number of students consistently demonstrating improved communication and social skills.	\$5,000: RAM Socio Economic Background	* Consistent teaching of social skills addressing student needs.  * Increased evidence of students resolving minor issues with effective communication.  * Growth in student confidence with friendship skills.

#### Next Steps

- \* Continue to build on students social and communication skills.
- \* Integration of physical literacy in class sport programs.
- \* Increase teacher knowledge and skills in developing students' fine motor skills.
- \* Develop whole school handwriting program and resources to support fine motor skills.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$39,464	<p>* See Strategic Direction 1 – Explicit Teaching and Learning: Evidence-based and data informed teaching of literacy demonstrated in all programs. Increased student achievement in literacy learning and EAL/D progressions.</p> <p>* Collaborative planning and teaching to meet language learning needs.</p> <p>* Provision of additional class support to cater for language learning needs.</p>
<b>Low level adjustment for disability</b>	\$19,846	<p>See Strategic Direction 2 – Inclusivity: Increased teacher capacity to plan and implement differentiated and personalised learning programs.</p> <p>* Effective employment of School Learning Support Officers.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$20,198	<p>See Strategic Direction 1 – Explicit Teaching and Learning: Increased student growth in numeracy skills , as well as understanding and use of mathematical vocabulary.</p> <p>* Collaborative stage planning and assessment with consistency of teacher judgement.</p> <p>* Differentiated professional learning and mentoring support for PDPs.</p>
<b>Socio-economic background</b>	\$39,165	<p>See Strategic Directions 2 and 3: Successful school transitions / Increased student experience and competency with gross and fine motor skills.</p> <p>* Increased access to extracurricular educational programs for school community.</p> <p>* Effective employment of School Learning Support Officers resulting in improved student learning outcomes for students with additional needs.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	55	54	46	51
Girls	34	36	44	55

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	95.3	94.4	93.4
1	91.5	96.4	91.2	93.7
2	95	95.7	94.2	91.9
All Years	94.3	95.7	93.3	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
All Years	94.1	94.1	94.1	93.6

### Management of non-attendance

The importance of regular student attendance and punctuality are continually promoted throughout the year at Sefton Infants School. The school has an attendance policy in accordance with the Department of Education policy and procedures. This school-based policy outlines clear attendance responsibilities, expectations and procedures that are followed diligently by all staff to maintain positive student attendance and address any non-attendance concerns. Attendance procedures and responsibilities are reviewed with all staff at the start of each school year and also during the year as part of staff administration meetings or when the need arises. Ongoing communication with the students, parents and carers is undertaken through a variety of media to manage non-attendance and reinforce positive attendance and punctuality. These strategies include information provided via parent orientation sessions, assembly agenda items, school newsletters articles, special letters sent home, school message boards, as well as the school app and website. Excellent student attendance and improvements in attendance are often acknowledged with special awards. When required, the parents/carers of individual students are contacted verbally and in written forms to address any instances of non-attendance. Meetings are planned and undertaken to work collaboratively with families to improve particular student's attendance. Plans to increase

attendance may include positive reinforcement programs for students or helping families access support services in the local community to establish positive attendance routines for the student. The district Home School Liaison Officer visits Sefton Infants School regularly to help monitor student attendance and, when necessary, work with families to improve attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.69
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher ESL	0.6
School Administration and Support Staff	3.01
Other Positions	1

\*Full Time Equivalent

No staff members identified as Aboriginal or of Torres Strait Island descent in 2018.

### 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

Professional learning and the ongoing development of all staff are prioritised and fostered at Sefton Infants School. Each staff member completed the Performance and Development process successfully in 2018. This involved all staff members creating and enacting an individual Performance and Development Plan (PDP) based on professional goals and activities suited to individual learning needs, stages of career and in alignment with the Australian Professional Standards for Teachers as well as the 2018 Sefton Infants School

Plan. A range of professional learning strategies were undertaken to pursue PDP goals including action research and personal inquiry projects, lesson studies, professional workshops and courses at school and other locations, team-teaching and professional dialogue. Staff were coached and mentored by peers and team leaders to attain their PDP goals.

In addition to individual Performance and Development Plans, all staff actively engaged in mandatory professional learning modules such as Code of Conduct, Child Protection, CPR, Anaphylaxis Training and Emergency Care. The 2018 Sefton Infants School Plan provided the basis for weekly professional learning sessions, plus the five School Development Days. This year saw a professional learning focus on developing teachers' understanding and skills in the teaching of vocabulary as well as the consolidation of Teaching Early Numeracy (TEN) program and inquiry learning skills. The staff also started to investigate the new National Literacy and Numeracy Learning Progressions and this will continue to be a focus in 2019.

By the conclusion of 2018, all teaching staff members at Sefton Infants School were accredited at proficient level according to the Australian Professional Standards and are now continuing to work on their maintenance of accreditation. One beginning temporary teacher completed the accreditation process during 2018, while three other temporary teachers began collecting evidence for their individual accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	336,711
<b>Revenue</b>	1,753,486
Appropriation	1,713,523
Sale of Goods and Services	75
Grants and Contributions	35,213
Gain and Loss	0
Other Revenue	0
Investment Income	4,674
<b>Expenses</b>	-1,632,046
Recurrent Expenses	-1,632,046
Employee Related	-1,507,904
Operating Expenses	-124,142
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	121,439
<b>Balance Carried Forward</b>	458,151

The overall financial management of the school is the responsibility of the Principal and Finance Committee, comprising of the School Administration Manager and Assistant Principal. The school plan and its strategic directions are used to formulate budgets responsive to the school's needs. This budget is prepared and monitored by the finance committee in an ongoing manner while regular progress reports are delivered and discussed with staff and the school's Parents and Friends Association.

As part of its long term management plan, Sefton Infants School is saving to acquire a Covered Outdoor Learning Area (COLA) and the refurbishment of classrooms which cannot be funded within one financial year. Funds for these substantial building resources 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,048,457
Base Per Capita	19,240
Base Location	0
Other Base	1,029,216
<b>Equity Total</b>	202,588
Equity Aboriginal	0
Equity Socio economic	39,165
Equity Language	101,932
Equity Disability	61,491
<b>Targeted Total</b>	822
<b>Other Total</b>	379,625
<b>Grand Total</b>	1,631,491

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

In 2018 Sefton Infants School sought the opinions and feedback of parents/carers, students and staff through surveys, informal interviews and focus groups on a range of school programs, policies and procedures. A summary of the findings from the collated responses is outlined below.

Overall, the students provided positive feedback on many aspects of their schooling at Sefton Infants School. There was a strong sense of belonging and pride in their school, as well as most children expressing they were always happy to come and be at school. Data gathered from social skill programs showed growth in children's friendships and the ability to resolve minor classroom and playground issues. In particular, the Year 2 students stated that they enjoyed the leadership opportunities available to them and noted their desire to have more responsibility in the running of school activities and events. The most popular school activities identified by the students included Inquiry Learning Groups and the After School Sport Program. In particular, the students expressed

their enjoyment of the hands-on nature of both of these school programs and the opportunity to work with others in small groups. The school award system was another area that brought satisfaction to the students. The children were able to recall and explain school expectations and were also able to identify an adult at school that they could turn to for support.

The parents and carers of the school also presented positive views of the school and its programs. The areas that were ranked highest (92% or higher as almost always) in terms of parent satisfaction included safety, caring teachers, family pride in school and the calm and orderly atmosphere of the school. Student welfare programs were also received positively overall with 89% of parents stating that the school's behaviour system almost always works well and 90% of parents noting that the teachers accept each child and treat them fairly. Similarly, 89% of parents believed that the school provided important learning for their child and learning activities were always interesting for their child (86%). The majority of parents (86%) stated that staff members of Sefton Infants School were approachable and willing to talk. There were a small number of parents, however, who believed more information about their child's progress at school could be shared with the families. This area of reporting to parents will be further investigated and developed in 2019. Other parent comments provided to help improve the school were mostly around increasing the shade in the playground and extending the school to the primary years of education as the families and children were happy and very satisfied with the school.

Activities to elicit staff feedback and evaluations were undertaken throughout the year. Overall, staff morale, the welcoming nature of Sefton Infants School and collaborative practices were noted as positive features of the school working environment. Teamwork, peer encouragement, the focus on the students and the sharing of resources, as well as expertise were identified as strengths and everyday cultural practices of the school. The high level of practical support provided by the specialist staff and School Learning Support Officers were also ranked highly as positive aspects of the school. The teaching staff all noted the relevance of the professional learning provided by the school and their growth in knowledge and teaching skills, especially in the areas of vocabulary and arithmetic strategies. Like the students, the teachers also identified the whole school inquiry learning program as a positive aspect of 2018 and an excellent approach to developing the students' thinking and language skills in content learning areas. Areas identified for improvement by the staff focused on furthering the students' communication skills, particularly in terms of listening and the use of pragmatic language for social interactions.

## Policy requirements

### Aboriginal education

Aboriginal education is integrated across all curriculum areas at Sefton Infants School, ensuring that our students learn about Aboriginal history, culture and contemporary Aboriginal Australia within meaningful contexts. In addition to exploring a range of Aboriginal perspectives and texts, all students of Sefton Infants School also actively participated in an excursion to the Australian Museum with a learning focus on Aboriginal culture. The Year 1 and 2 students also engaged in 'Walkabout' learning activities with the Western Sydney Giants to increase their understanding of contemporary Aboriginal culture. NAIDOC Week was celebrated in our classrooms with Aboriginal music, sport, storytelling and art.



### Multicultural and anti-racism education

Sefton Infants is very proud of its inclusive and harmonious school community. The school acknowledges, respects and values the great cultural capital of its diverse student, staff and community populations. Approximately 94% of the 2018 student cohort identified from a language background other than English. All learning programs and activities at the school are responsive to the diverse school community with multicultural perspectives interwoven across all learning areas and practices of the school. The cultural capital of Sefton Infants School is considered in the planning and implementation of all learning programs, as well as the administration practices of the school. Furthermore, the strength in our diversity is also celebrated with the Sefton Infants School community with events such as Harmony Day, Easter, Lunar New Year, Eid and end of year Presentation Assemblies.

The school actively promotes anti-racist education. Two staff members are trained as Anti-Racism Contact Officers (ARCOs) to assist in the maintenance of racist free teaching and learning spaces. Transparent and fair school policies and procedures are followed to address any matters, if required.

English as an Additional Language or Dialect (EAL/D) pedagogy is integrated in all syllabus areas in all teaching and learning programs and is always considered during any professional learning

experiences. Furthermore, a specialist EAL/D teacher works in direct teaching and team teaching modes at Sefton Infants School to help develop the language skills of the students from non-English speaking backgrounds. The EAL/D Learning Progressions are used at the school to monitor the development of the students and to help identify their language learning needs. A significant proportion of the teaching staff have completed the TELL Program (Teaching English Language Learners) and apply effective EAL/D teaching strategies in lessons across all learning areas. Equity funds were utilised in 2018 to support the learning of students from a language background other than English.

Complementing the EAL/D programs at Sefton Infants School is the Community Language Program. In 2018, Sefton Infants School provided the equivalent of two hours of community language lessons for all Preschool to Year 2 students from native Arabic and Vietnamese language backgrounds. These specialist programs operate predominantly in home languages to help students maintain, learn and extend their literacy skills and cultural understanding in the context of class syllabus learning programs.