

Sefton Infants School

2019 Annual Report



Sefton Infants School



Working Together

5188

Introduction

The Annual Report for 2019 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.

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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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

* Increased percentage of students achieving or exceeding expected grade levels in literacy (based on three-year averages).

* Increased percentage of students achieving or exceeding expected grade levels in numeracy (based on three-year averages).

* A sustainable school-based system for collecting, analysing and reporting student assessment data.

Progress towards achieving improvement measures

Process 1: Literacy:

Implement a whole school approach to support students to develop literacy skills.

Evaluation	Funds Expended (Resources)
Evidence of learning progression student data informing class/group literacy teaching and learning programs. Consistent assessment and tracking of students on sub-elements of learning progressions and school-based assessments. Increased number of students in top bands (NAPLAN 2019 Bands 5 and 6) for Writing, as well as Grammar and Punctuation.	EAL/D Flexible Funding: \$42,686 – Employment of additional support teacher two days per week \$2,626 – Literacy Resources

Process 2: Numeracy:

Implement a whole school approach to support students develop numeracy skills.

Evaluation	Funds Expended (Resources)
Evidence of effective and explicit planning of lessons and lesson sequences. Student work sample and assessment samples show growth on key outcomes and indicators. Increased number of K-2 students at or above expected levels for early arithmetic strategies in numeracy.	Quality Teaching, Successful Students (QTSS): \$23,051 – Employment of additional teacher one day per week to release Assistant Principal for mentoring as well as collaborative planning for explicit and quality teacher programs.

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.

Improvement Measures

- * Increased proportion of students achieving expected growth in literacy.
- * Increased proportion of students achieving expected growth in numeracy.
- * Increased number of students achieving personal goals as developed in Individual Education Plans (IEPs).

Progress towards achieving improvement measures

Process 1: Additional learning needs:

Develop and apply effective pedagogy and differentiation strategies to cater for additional learning needs

Evaluation	Funds Expended (Resources)
<p>All students with additional needs have demonstrated progress on IEPs.</p> <p>Individual student literacy needs are identified and targeted with explicit teaching.</p> <p>Differentiation for students evident in all class programs and most lessons.</p> <p>Increased number of students demonstrating expected growth in speaking and listening.</p>	<p>Low Level Disability Funding:</p> <p>\$ 24,579 – Employment of School Learning Support Officers to help implement and evaluate individual education plans for students with additional needs.</p> <p>Integration Funding Support:</p> <p>\$64,568 – Employment of School Learning Support Officers to assist class teachers with inclusivity of students with additional needs.</p>

Process 2: Transition:

Implement strategies to support students' successful school transitions.

Evaluation	Funds Expended (Resources)
<p>Effective transition to Kindergarten and Year 3 programs.</p> <p>Increased transition visits and teacher information exchange from Year 2 to Year 3 with local schools.</p> <p>Evidence of more strategic and individualised transition planning for students with additional needs.</p> <p>Growth in confidence levels for staff, students and their families with the transition process.</p>	<p>Socio Economic Background Funds:</p> <p>\$8,000 – Teacher release for program development, collaboration and implementation</p> <p>\$5,407 – Student subsidy to ensure inclusion in school programs and extracurricular activities</p>

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.

Improvement Measures

* Increased proportion of students achieving expected age levels for fundamental movement skills and fine motor skills.

* Increased number of students consistently demonstrating improved communication and social skills.

Progress towards achieving improvement measures

Process 1: Implement whole school approach to foster active lifestyle practices and support the development of gross and fine motor skills.

Evaluation	Funds Expended (Resources)
Consistent and explicit approach to the teaching of sport and the new PDHPE syllabus across all classes.	Socio–economic Background Funds and Sporting Schools Funds:
Participation and growth of all Year 1 and 2 students in swimming scheme.	\$5,000 – Student subsidy for gymnastic and dance programs.
Increased number of students participating in after school sport program.	Purchase of sports equipment.

Process 2: Integrate whole school approach to support and develop students' social skills and emotional wellbeing.

Evaluation	Funds Expended (Resources)
Increased evidence of productive play experiences and positive social interactions in playground.	Socio Economic Background:
Evaluation data from parenting programs conducted at the school reveal growth in parent/carer understanding and confidence with strategies for child wellbeing and positive behaviour.	\$20,000 – Employment of School Learning Support Officers to help with fluid and flexible classroom groupings and playground support.
Growth in the number of students achieving expected grade outcomes for speaking and listening.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>\$42,686 – 0.4 Additional EAL/D Teacher</p> <p>\$2626 – Literacy Resources (Decodable texts and stimulus pictures for oral language development)</p>	<p>See Strategic Direction 1 (Explicit Teaching and Learning)</p> <p>Student tracking on ESL Scales and EAL/D learning progressions to show increased student growth and achievement in literacy.</p>
Low level adjustment for disability	<p>\$24,579 – Employment of School Learning Support Officers</p>	<p>See Strategic Direction 2 – Inclusivity</p> <p>Increased teacher capacity to plan and implement differentiated and personalised learning programs.</p> <p>Progress towards and achievement of individual student goals achieved for students with additional learning needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$23,051 – Teacher employment to release Assistant Principal (0.2) for mentoring and development of explicit teaching programs.</p>	<p>See Strategic Direction 1 (Explicit Teaching and Learning) and 2 (Inclusivity)</p> <p>Beginning teacher reflections and lesson observations show growth in confidence and skills in planning and delivering lessons. Collaborative and consistency across classes in planning, implementing and assessing programs.</p>
Socio-economic background	<p>\$20,000 – Employment of School Learning Support Officers</p> <p>\$8, 000 – Teacher release for professional learning, collaborative planning and student reporting</p> <p>\$5,704 – Student subsidy to enable equal access and inclusion in all school programs and events</p>	<p>See Strategic Direction 2 (Inclusivity) and 3 (Wellbeing)</p> <p>Student literacy and numeracy data shows expected growth for all students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	54	46	51	48
Girls	36	44	55	55

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	94.4	93.4	91.9
1	96.4	91.2	93.7	91.2
2	95.7	94.2	91.9	94.7
All Years	95.7	93.3	93.1	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
All Years	94.1	94.1	93.6	92.9

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.71
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	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	458,151
Revenue	1,809,581
Appropriation	1,768,774
Sale of Goods and Services	62
Grants and contributions	37,271
Investment income	3,473
Expenses	-1,905,987
Employee related	-1,608,646
Operating expenses	-297,340
Surplus / deficit for the year	-96,405

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.

Please note that additional opening balance funds rolled over from 2018 were also used for budgeting 2019 expenses. Therefore, the school did not complete the year with any financial deficits.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	42,794
Equity Total	210,014
Equity - Aboriginal	0
Equity - Socio-economic	33,407
Equity - Language	109,341
Equity - Disability	67,265
Base Total	1,054,984
Base - Per Capita	27,218
Base - Location	0
Base - Other	1,027,766
Other Total	427,847
Grand Total	1,735,638

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.

Parent/caregiver, student, teacher satisfaction

In 2019 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. A group of the senior Year 2 students conducted a series of focus groups with their K–2 peers, seeking the students' opinions about school life at Sefton Infants School. The focus group discussions were led with questions based on the Six Thinking Hats. These focus groups highlighted the students' positive feelings towards their education with most children expressing that they were happy and excited to come to school. The most common responses about what the students perceived to be the best things about the school were friends and play time, learning and the teachers. The students ranked the after-school sport program, gymnastics and the weekly inquiry learning groups as their favourite programs at the school. Many students also noted their fondness of the school's Super Sefton award system. When asked about what they would change about the school, the most common student responses were related to the school grounds, including making the playground bigger, having more tables and other equipment for activities at break times, as well as a canteen. Many students also commented that they would like to have more learning excursions and wished that the school extended to include Years 3–6.

The results of the written student survey reinforced many of the findings from the student led focus groups. 89% of the students surveyed stated that they were always proud to be a student at Sefton Infants School with no students identifying as not been proud of their school. Positive attitudes towards education were also reflected in the result of 100% of students stating that they always want to get good results at school, while 84% of students believe that they try to always do their best at school. 95% of students also believe that the teachers at Sefton Infants School treat them fairly at all times. The student survey results also revealed some aspects of school life that will be addressed in future school plans. These include the finding that only 50% of students always believe that the things they learn at school are important. This future need to highlight, as well as explain the purpose, meaningfulness and importance of learning to students was also revealed by some responses during the focus groups.

Reflections of the 2019 school year from parents and carers also relayed positive views of the Sefton Infants School and its programs. The areas that were ranked highest (94% 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. Parents noting that the teachers accept each child and treat them fairly. Personal comments on the survey results included many positive responses confirming the nurturing atmosphere of the school, parents' happiness with the school and their appreciation of the teachers' efforts. 100% of the parents stated that the school always or usually communicates school programs and events well to families, while 94% believe they usually or always receive good information about their child's progress at school. This is an improvement from 2018 parent satisfaction results. There was a slight decrease in the parents' perceptions of the school's expectations of the students. This will be further investigated and addressed in the 2020 school year.

It was interesting to note that many patterns of parent responses and comments were similar to those provided by the students. This included the desire for a school canteen and increased shaded areas of the playground and play activities. This school community feedback has been acted on with the construction of shade sails over the play equipment in the grass playground and plans for a permanent shade structure over the asphalt play area in 2020. Like the students, many parents also expressed their wish for the school to continue to Year 6 due to their satisfaction and sense of belonging to the school community. There were also some comments to seek more consistency with homework expectations, which will be addressed next year.

Staff feedback and evaluations were elicited throughout the year revealing a strong majority of positive attitudes towards Sefton Infants School and its programs, as well as practices. 100% of staff respondents in the People Matter survey agreed that they are listened to by their manager and encouraged to keep improving in their work. High satisfaction rates of 95% or higher were also achieved for encouragement and value of staff input, as well as receiving appropriate training and development for their role. Other areas identified as positive features of Sefton Infants School by the staff were collaborative work practices, peer support and encouragement with performance and development programs. Teamwork and 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 teachers believed work during 2019 around consistency of teacher judgment, along with consistency around student assessment and reporting have led to positive benefits in their class programs. Like the students, the teachers also noted that the continuing whole school inquiry learning program as a beneficial school program for developing the students' thinking and language skills in content learning areas. The need for further differentiated professional learning around the new literacy and numeracy progressions, as well as programming skills for our beginning teachers were identified as areas to continue to improve in 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Sefton Infants School is very proud of its inclusive and harmonious school community. English as an Additional Language Dialect (EAL/D) pedagogy is integrated in all learning areas by class teachers and a specialist EAL/D teacher works in direct and team-teaching modes to help develop the English language learning skills of students from non-speaking backgrounds. The school also promotes and integrates a Community Language Program (Arabic and Vietnamese) across all classes from Preschool to Year 2 class for two hours per class each week. These classes incorporate the development of language skills in the context of the learning area of Health and Personal Development, as well as developing awareness and learning of relevant cultural knowledge.

In addition to these specialist programs, Sefton Infants School also joined with Bankstown Creating Links in 2019 to implement a year long program known as HeARTlinks to successfully foster cultural awareness through music, visual arts, dance and drama. Performers and educators from a range of cultural backgrounds, including Aboriginal, led weekly lessons for all students K-2 throughout the year. The effectiveness and high student engagement of this program as led to the school to extending the program into 2020.