

2020 Annual Report

Sefton Infants School



Sefton Infants School



Working Together

5188

Introduction

The Annual Report for 2020 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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Message from the principal

What a year 2020 has been for Sefton Infants School, Australia and the world! It has certainly been a different year for education with us having to quickly develop remote teaching strategies so that our students could learn safely from home during the global pandemic for a significant part of the year. We have also had to do things differently when we have been at school this year in terms of school events, the use of physical spaces in the school and professional learning programs due to the restrictions required to maintain public health.

Despite all the changes with teaching and learning this year and the world this year, the staff and students of Sefton Infants School have continued to learn and thrive by facing any challenges with resilience and seeing this year and its complexities as another opportunity to improve how we teach and learn at Sefton Infants School. Throughout the complexities of 2020, Sefton Infants School just kept on doing what we do best - that is teaching and learning. We made the most of what we could do and learnt new ways of doing things. We definitely put our school motto of, "Working Together" into practice each and every day to make the most of education, as well as to support and nurture each other. We even managed to undertake a major building project during the height of the pandemic resulting in a wonderful, large covered outdoor learning area that is now being utilised daily for a variety of purposes.

Congratulations to the staff of Sefton Infants School. You conquered a teaching year like no other. You faced and rose above the challenges of the year, worked with tenacity to meet the demands of 2020, whilst always keeping your focus on the needs of our students and their families. Whatever your role at the school, be it in teaching, School Learning Support Officers or administration staff, you strived in your daily work so that ultimately all of our students could achieve their potential across all learning domains. Mr Fielding, our Director Educational Leadership also provided the Sefton Infants School community with ongoing valuable support, working at the higher levels behind the scenes to champion Sefton Infants School. I am very honoured and privileged to work and learn with such a fine team. Many thanks to each and everyone of you for everything that you do for our students, for our community and for me.

The families of Sefton Infants School have walked beside us every step of the way during 2020. They have done an outstanding job this year with all of its changes to education and school life. Our families bravely faced learning at home and adapted so resiliently and peacefully to new ways of doing things at school during the COVID-19 restrictions. On behalf of Sefton Infants School, I want to express my deep gratitude to our parent community for their unconditional support of all of the programs that operate at our school and for working together with us to bring out the best in our students.

Lastly, I want to commend and thank the students of Sefton Infants School. Thank you for working hard this year, for making me and your teachers smile and for keeping our faith in the future. I am very proud of every student and all that they have achieved during this unusual year.

I certify that the information in this report is the result of robust self-assessment and review processes undertaken with the staff, parents and students to provide a balanced account of the school's achievements and areas for development. My sincere thanks goes to all who have contributed to collating this annual report.

Sharna Labbe

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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)
<p>Teaching programs and lesson deliveries demonstrate increased effective use of explicit teaching strategies following the sequence of modelled, guided and independent learning experiences.</p> <p>An increase of 8% of Kindergarten students achieving or exceeding grade level for speaking and listening (from 2018 to 2020).</p> <p>An increase of 12% of Year 1 students achieving or exceeding expected grade level for reading (from 2018 to 2020).</p> <p>An increase of 4% of students K-2 achieving expected reading level (2019 to 2020).</p> <p>The percentage of students achieving expected grade writing level has improved.</p>	<p>Employment of additional EAL/D teacher (0.4) two days per week to support student literacy and language learning and allow for collaborative planning of literacy sessions.</p> <p>Professional learning experiences to develop explicit teaching planning and strategies.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$47961.00)• Professional learning (\$5000.00)

Process 2: Numeracy:

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

Evaluation	Funds Expended (Resources)
<p>Improvements with stage-based and across stages with summative assessment strategies.</p> <p>Whole school assessment schedule aligned with student reporting commenced.</p> <p>More evidence of data-informed teaching for numeracy.</p> <p>Overall K-2 Numeracy 2020 results show more students achieving expected grade levels compared to 2019.</p>	<p>Release of Assistant Principal (0.2) per week for teacher mentoring programming and support with explicit teaching programs.</p> <p>Teacher release (Approx. 10 days) for collaborative planning, lesson study with explicit teaching strategies.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$22861.00)• Literacy and numeracy (\$5000.00)

Next Steps

The upcoming school plan will continue to build on explicit teaching strategies for literacy and numeracy. There will be a focus on the following areas:

- The development of specific pedagogy related to writing and numeracy with a strong emphasis on English as an Additional Language / Dialect (EAL/D) strategies to suit the background of the majority of students.
- More effective and strategic employment of the National Literacy and Numeracy Progressions to monitor student progress and inform teaching.
- Review and development of high quality, reliable whole school assessments, along with consistent moderation processes to inform teaching and planning at individual, class and school level.

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>Majority of students demonstrated expected growth in literacy and numeracy.</p> <p>Delivering on Value-added K-3 with an incline on trend data.</p> <p>Processes for identifying, planning and implementing IEPs for students with additional needs have improved. Evidence of increased achievement of IEP goals.</p> <p>Some solid class-based demonstration of engagement and achievement of students with additional learning needs through the effective use of ICT. More consistency across school required.</p> <p>Evidence of more effective reporting of student progress and communication with parents through use of technology.</p>	<p>Employment of School Learning Support Officers (32.5 hours per week) to support students with additional learning needs.</p> <p>Professional Learning / Release for IEP planning and development of targeted programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Integration funding support (\$64023.00)• Professional learning (\$5000.00)

Process 2: Transition:

Implement strategies to support students' successful school transitions.

Evaluation	Funds Expended (Resources)
<p>Effective school-based online resources enable Increased parent and child confidence and ease in the transition to preschool and school.</p> <p>More effective transition to preschool processes implemented with increased involvement of families in preschool goal setting.</p> <p>Parent and local school feedback on transition processes highlight improved student confidence with transition programs and enhanced exchange of information between families and school and between local community of schools.</p>	<p>Employment of additional School Learning Support Officer Preschool (Approx. 14 hours per week) to support with children's learning and transition to school programs.</p> <p>Teacher release for transition program development and implementation, as well as delivery of related parent meetings and workshops.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$25524.00)• Literacy and numeracy (\$5300.00)

Next Steps

- Further development of data use and skills to deepen differentiated teaching strategies for all students.
- Deepen parent and student involvement in developing and monitoring personalised learning plans and exchange of feedback on learning progress.
- Extend practices developed with IEPs to develop personalised learning goals for all students.

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)
<p>Whole school scope and sequence and programs developed and implemented for fundamental movement skills, along with handwriting and digital technologies.</p> <p>Increased teacher understanding and consistency of strategies for the teaching of handwriting and other fine motor skills in context of learning areas.</p> <p>Evidence of more explicit teaching and integration of fine motor skills in class teaching and learning programs.</p>	<p>Teaching and learning resources to support gross and fine motor skills.</p> <p>Student subsidy for whole participation in gymnastics program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5120.00)

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

Evaluation	Funds Expended (Resources)
<p>Increased student and parent/carer satisfaction with physical spaces and equipment for social interactions.</p> <p>Student survey data and school behaviour data provide evidence of increased positive social interactions and positive personal well being among students.</p> <p>An increase of 9% of students rated as usually working cooperatively and playing cooperatively in the playground (From 2018 to 2020)</p> <p>A more consistent and accessible system for all staff to record, monitor and analyse student behaviour developed and ready for implementation 2021.</p> <p>Speaking and listening ranked as highest English strand in 2020 across K-2 classes with percentage of students achieving expected grade levels, with increased number of students demonstrating improved communication skills.</p>	<p>Employment of School Learning Support Officer (Approx. 18 hours per week) to directly support students and teachers with implementation of well-being programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$36545.00)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$47, 961 Flexible Funding - 0.4 Additional EAL/D teacher	See Strategic Direction 1 (Explicit Teaching and Learning) Student tracking on ESL Scales and EAL/D learning progressions to show increased student growth and achievement in literacy.
Low level adjustment for disability	\$25,524 Flexible Funding - Employment of School Learning Support Officers (0.384)	See Strategic Direction 2 - Inclusivity Increased teacher capacity to plan and implement differentiated and personalised learning programs. Progress towards and achievement of individual student goals achieved for students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	\$22,861 - Teacher employment to release Assistant Principal (0.2) for mentoring and development of explicit teaching programs.	See Strategic Direction 1 (Explicit Teaching and Learning) and 2 (Inclusivity) 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.
Socio-economic background	\$36, 477 - Employment of School Learning Support Officers (0.549) \$5,120 - Teaching and learning resources and student subsidy to enable equal access and inclusion in all school programs and events	See Strategic Direction 2 (Inclusivity) and 3 (Wellbeing) Student literacy and numeracy data shows expected growth for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	46	51	48	52
Girls	44	55	55	59

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	93.4	91.9	96.4
1	91.2	93.7	91.2	94.8
2	94.2	91.9	94.7	95
All Years	93.3	93.1	92.3	95.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
All Years	94.1	93.6	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5.7
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher ESL	0.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	376,745
Revenue	1,878,424
Appropriation	1,861,932
Sale of Goods and Services	24
Grants and contributions	15,841
Investment income	527
Other revenue	100
Expenses	-1,821,199
Employee related	-1,707,426
Operating expenses	-113,773
Surplus / deficit for the year	57,225
Closing Balance	433,970

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	64,023
Equity Total	241,292
Equity - Aboriginal	0
Equity - Socio-economic	36,545
Equity - Language	135,469
Equity - Disability	69,278
Base Total	1,103,603
Base - Per Capita	27,177
Base - Location	0
Base - Other	1,076,426
Other Total	438,221
Grand Total	1,847,138

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

Sefton Infants School employed a number of tools including surveys, focus groups, forums as well as anecdotal records to gauge the satisfaction of all stakeholders of the school community in relation to the general culture of the school and its educational programs.

Student Voice

School-based satisfaction surveys and focus groups gleaned student opinions of 2020 at Sefton Infants School. Overall, the students expressed positive feedback on most aspects of their schooling. On average, 90% of students stated they were always or usually happy to come to school and always proud to be a student at the school. 94% stated that they always have friends with whom to play. 76% reported that they were never worried at school and a considerable majority (over 90%) of students believed the teachers cared for them and treated them fairly. The school award system is always understood and liked by 88% of students. 84% of students stated that they always try to do their best at school. An area identified as needing further investigation and work as a result of student voice is that of learning relevance and making the purpose of learning more explicit. The students ranked Inquiry Learning Groups, the HeARTlinks creative arts program and gymnastics as their preferred school activities. In particular, the students expressed their enjoyment of the hands-on nature of these activities and the opportunities to work with others in small groups. Sefton Infants School is looking ahead to investigate ways of incorporating our young student voices more regularly in teaching and learning programs as well as school decisions and using personal goals to empower students to monitor their own learning.

Parent/Carer Satisfaction

Areas ranked by the parents community with 94% or more with high satisfaction levels included school safety, caring teachers, family pride in school, calm and orderly atmosphere, teachers acceptance of each child and treating all children fairly. 2020 also saw many parents anecdotally recognise the complex nature of teaching, as experienced first hand during the lock down period of learning at home necessitated by the COVID pandemic. Many parents expressed their gratitude for the work that teachers do each and every day, as well as their adaptability and hard work during learning at home. The exchange of information about their child's progress at school was identified as a lower area in terms of parent satisfaction. There was a slight decrease in parents' perceptions of the school's expectations of the students from the previous year's survey and the desire for more consistency with homework. These areas of learning culture and more regular communication of student learning progress will be addressed in the new Strategic Improvement Plan (2021-2024). Additional general common comments made by parents in the survey and forum included their desire for Sefton Infants School to continue to Year 6 due to their satisfaction in the school and their strong sense of belonging to the school community. Many positive parent comments in regards to the school's large new COLA and availability of a range of equipment during students' play times were also expressed.

Staff Evaluations

Activities to elicit staff feedback and evaluations were undertaken throughout the year. Overall, staff morale, the welcoming nature of Sefton Infants School and the embedded collaborative practices were noted as strong positives of the school. Many teachers commented on the cooperative and supportive staff culture of the school, especially in meeting the demands of implementing remote teaching and learning. The high quality and accessibility of support provided by specialist teachers and School Learning Support Officers was ranked as a strength of Sefton Infants School. Evaluations of professional learning focus areas in 2020 revealed increased understanding and implementation of modelled, guided and independent explicit teaching strategies, especially in literacy. Improved consistency in teacher practices and judgments around student assessment and reporting were identified as growing but requiring further consolidation. Feedback from professional learning also highlighted the need for further differentiated professional learning on the National Literacy and Numeracy Progressions and allied PLAN2 software. The staff expressed their eagerness to adopt a new centralised technology to work further on effective, streamlined communication, administration and reporting systems in the upcoming year.

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 values, respects and celebrates its culturally diverse student population. A range of initiatives and strategies were undertaken in 2020 to support and extend multicultural education including the following:

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.

A Community Language Program (Arabic and Vietnamese) is an integral part of the multicultural education policy at Sefton Infants School. All classes from Preschool to Year 2 participate in this valuable program for two hours each week. The program incorporate the development of native 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. Culturally inclusive content is also integrated in all class programs, beyond the scope of the community language program.

Multicultural learning is embedded in the school's Creative Arts Program. In alliance with Bankstown Creating Links, Sefton Infants School ran a special arts program in 2020 known as HeARTlinks. All students K-2 participated actively in this program, fostering their cultural awareness and appreciation 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.