

# 2021 Annual Report

## Sefton Infants School



Sefton Infants School



Working Together

5188

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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The Sefton Infants School motto is "Working Together" and 2021 was certainly a year when this motto was demonstrated in spades! Our entire school community collaborated successfully to ensure the continuity of learning for our students during the extended period of learning from home and the COVID restrictions in place during on-site learning. I wish to express my deep gratitude to our families, students and staff for working together so well throughout the year, maintaining our focus on student growth while successfully tackling other changes and obstacles throughout the year.

Many thanks to our families for their wonderful support throughout the complexities of 2021. Our parent community did an amazing job helping with the instruction of their children during learning from home, as well as supporting school programs remotely during the changing COVID-19 restrictions in place during face-to-face teaching.

Commendations to our students for their amazing adaptability and zest for learning during the continuous changes that occurred in their education during the year. Although they missed face-to face learning and their social contacts when operating in separate cohorts on-site during the pandemic, they continued to thrive in their learning to the best of their ability.

Our staff also worked incredibly hard during the year, ensuring our educational programs and school events ran as best as they could, albeit under different modes and circumstances. The resourcefulness and flexibility of the Sefton Infants School staff were outstanding and their commitment to professional growth and the improvement of student learning outcomes grew even stronger to address the challenges faced throughout the year.

It is with pride that I present the annual report for 2021. It highlights the school's progress and achievements during this first year of the 2021-2024 Strategic Improvement Plan, as well as next steps for our continuous growth. My sincere thanks go to all who have contributed to our 2021 school initiatives and to this annual evaluation.

Sharna Labbe



## School vision

Sefton Infants School's vision is to provide high quality, explicit teaching and learning programs that are inclusive, collaborative and responsive to the learning needs of every student. As a nurturing early childhood education setting, our school strives to build solid foundations for student wellbeing and learning, empowering our students to be active and confident learners with strong literacy and numeracy skills. We believe ongoing connection and engagement with our school community is vital for our students' wellbeing to thrive and to achieve their learning potential.

## School context

Sefton Infants School is a small metropolitan school located in a suburb of south-west Sydney. The school specialises in early childhood education, catering for students from Preschool to Year 2 only. The preschool consists of two groups of 20 children, with each group attending a two-and-a-half-day prior to school program. There are currently 107 students enrolled from Kindergarten to Year 2. Strong connections with local schools and effective transition programs are implemented to ensure the graduating students of Sefton Infants School continue to thrive in their next stages of learning.

The school is highly regarded within the community for its early childhood curriculum focused on meeting the learning and wellbeing needs of young children in a caring and nurturing environment. As an inclusive learning community with high expectations, Sefton Infants School values, supports and challenges every student to reach their individual potential. The school also values its diverse population of which 94% are from a language background other than English. Collaborative teaching practices, including specialist learning programs and community language programs in Arabic and Vietnamese, along with collaboration with parents/carers and local community agencies are integral to Sefton Infants School supporting and caring for all students. These cooperative measures embedded in the school's culture are an active demonstration of the Sefton Infants School motto of *Working Together*.

Sefton Infants School completed an extensive situational analysis, along with inclusive school community consultation late in 2020. These processes identified the following three focus areas for the school's 2021-2024 Strategic Improvement Plan:

### 1. Student growth and attainment

Analyses of a range of student results based on data gathered over the last three years reveal the need to continue explicit intervention in the teaching and learning of literacy and numeracy at Sefton Infants School. Work on explicit teaching practices included in the previous school plan will be further developed and specific pedagogy related to writing and numeracy, particularly related to English as an Additional Language or Dialect (EAL/D) to suit the background of the majority of students will be incorporated in this school improvement plan. The situational analysis also highlighted varying levels of teacher knowledge, expectations and consistency in teaching and assessing these learning areas. Hence, underpinning this focus area will be the development of more effective employment of the Literacy and Numeracy Learning Progressions to guide and track student growth and attainment.

### 2. Quality assessment informs instruction

The need to embed more effective formative and summative assessment practices at Sefton Infants School for individual, group and school improvement was identified as a common element during the situational analysis. Reviewing, developing and implementing a consistent whole school schedule of high quality, diagnostic assessments that can inform and monitor individual and cohort improvement needs to be undertaken in this new school planning phase. Improving data collection practices across the school will also involve developing greater consistency of teacher judgement within and across stages, as well as with internal and external student measures. Evidence of learning, including a range of formative assessment strategies to inform teaching and the meeting of student learning needs also needs to be employed more consistently across classes. This improvement area will strive to ensure that instruction is planned purposefully and informed directly by ongoing assessment data. It is envisaged that this focus area will be integrated with the other two improvement areas.

### 3. Connection and engagement

The need to improve the school's processes and procedures for communicating and engaging parents/carers in student progress was revealed in school community survey data and self-assessment ratings against the School Excellence Framework (SEF) as well as the national preschool standards addressed by ACECQA (Australian Children's Education and Care Quality Authority). As part of this area of improvement, Sefton Infants School will seek to develop more personalised learning programs, reporting and feedback practices to increase the engagement of students and their families in the learning process and ultimately improve student learning outcomes. Developing connection and

engagement in learning is linked strongly to improving student attendance, which will also be targeted in this improvement area.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
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	Sustaining and Growing
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: Student growth and attainment

### Purpose

In order to improve student learning outcomes in literacy and numeracy, we will develop expert skills in using ongoing student data to plan, implement and evaluate explicit and differentiated instruction.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$8,250.00

**Literacy and numeracy intervention:** \$24,665.87

**Socio-economic background:** \$7,120.80

**QTSS release:** \$25,562.90

**Literacy and numeracy:** \$10,330.74

### Summary of progress

In literacy, Sefton Infants School consolidated its understanding and application of the teaching and learning cycle. Teachers were guided through the process of developing data-informed practices to address the differentiated literacy learning needs of their students. In 2021 we also introduced the mini-lit program to further develop skills in the teaching of explicit phonics and to deliver systematic, evidence-based lesson sequences for targeted students. Overall, student literacy outcomes demonstrated sound improvements compared to baseline data as a result of these activities. Next year, this literacy initiative will see a deepening of the teaching and learning cycle with teachers being mentored through the strategic use of PLAN2 data to inform explicit, differentiated teaching.

In numeracy we focused on analysing student results in all strands of mathematics. As part of this process, the teachers increased their confidence, understanding, skills and use of data to identify learning needs of cohorts and individual students. We also reviewed current school numeracy programs, comparing them to external research-based numeracy programs to determine their effectiveness. These activities of looking inward and outward at numeracy practices at the school and externally have helped to identify the professional learning needs and numeracy intervention programs for the 2022 Strategic Improvement Plan. This includes working with the new K-2 Mathematics Syllabus, PLAN2 and developing skills in analysing the Interview for Student Reasoning (IfSR) for developing evidence-informed teaching practices.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of K-2 students achieving the expected grade reading level above the current school's three-year average baseline (2018 - 2020).  Baseline/s:  K-2 = 67% / K = 61% / Yr 1 = 68% / Yr 2 = 71%  Reading Levels:  K = 8 / Yr 1 = 16 / Yr 2 = 24	The percentage of K-2 students achieving the expected grade reading level has increased 7% above the three-year average baseline.

Increase the percentage of K-2 students achieving or exceeding the expected grade level in Numeracy Progression for Quantifying Numbers and Additive Strategies above the current three-year average baseline.

Baseline/s:

K-2 = 64% / K = 71% / Yr 1 = 56%  
/ Yr 2 = 64%

Progression Levels:

QuN - K=5 / Yr 1 = 7 / Yr 2 = 8

AdS - K = 2 / Yr 1 = 5 / Yr 2 = 7

The percentage of K-2 student achieving or exceeding the expected grade level in Numeracy progressions for Quantifying Numbers and Additive Strategies has increased 11% above the three-year average baseline.



## Strategic Direction 2: Quality assessment informs instruction

### Purpose

To ensure our teaching programs are responsive to the learning needs of the students and achieve their learning outcomes, we will develop high quality, ongoing summative and formative assessment practices that are consistent across the school.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Summative Assessment
- Formative Assessment

### Resources allocated to this strategic direction

**Literacy and numeracy intervention: \$22,423.52**

### Summary of progress

The focus for 2021 was to set strong foundations for the rationale underpinning this Strategic Direction 2 and the knowledge required for the development of consistent, whole school-based assessment practices. This involved the development, implementation and evaluation of professional learning on effective assessment practices based on many of the principles of CESE's 'What Works Best - Assessment' and in direct response to identified learning needs from previous staff surveys. Pre- and post-professional learning surveys and evaluations, along with teaching and learning program documentation, demonstrated growth in teacher understanding and application of effective summative assessment strategies as a result of the initiatives of this strategic direction.

From this springboard of professional learning, further initiatives were undertaken including the design of new grade-based writing assessment tasks for each term, as well as the collaborative development of grade-based writing rubrics directly aligned with the syllabus and literacy progressions that could be used for any writing task. The collaborative process in developing, trialing and evaluating the writing rubrics proved to be highly effective in increasing consistency of teacher judgement and the strategic teaching of writing based on student needs. The development and implementation of the rubrics also resulted in deepening teacher understanding of the content as well as the expectations of the syllabus and literacy progressions, as evidenced in survey responses and student results.

The role of effective assessment in the teaching and learning cycle for our Preschool students was explored during 2021. Professional learning and staff collaboration with early learning advisors led to more visible assessment and planning cycles to be developed in the preschool program. This initiative included the development of age-appropriate formative assessment strategies for our preschool children, more streamlined planning templates, as well as the adoption of new strategies to monitor individual children's progress on the outcomes of the Early Years Learning Framework. These activities have led to more data-informed preschool learning experiences, resulting in growth for children according to their individual goals across social, communication, physical and cognitive domains. The preschool staff continued to implement and monitor the revised practices for the assessment and planning cycles during the extended period of learning from home, incorporating Class Dojo student portfolios and Zoom interactions as modes of formative assessment.

In 2022, we will seek more formal feedback from the school community on the effectiveness of the newly developed preschool assessment and planning cycle strategies and documentation with the aim of increasing family input in the planning and monitoring of individual children's goals. Next year we will also build on the success of the school-based writing rubric initiative as an effective tool for driving assessment, planning and teaching by developing and using grade-based rubrics directly aligned with the literacy progressions for the strands of reading, speaking and listening. Scheduling further dedicated time for more regular collaborative analysis of student work samples and data as consistent teacher judgement and joint planning activities will also need to be considered 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Increase the percentage of K-2 students achieving or exceeding the expected grade level in Literacy Progression for Creating Texts above the school's three-year average baseline.</p> <p>Baseline/s:</p> <p>K-2 =59% / K = 63% / Yr 1 = 57% / Yr 2 = 57%</p> <p>Progression Level:</p> <p>K = Level CrT4 / Yr 1 = CrT 5 / Yr 2 = CrT 6</p>	<p>The percentage of K-2 students achieving or exceeding the expected grade level for the Creating Texts Literacy Progression is 20% above the three-year average baseline.</p> <p>K-2 students achieving or exceeding the expected grade level for the Creating Texts is 79%.</p>
<p>Whole school systematic and reliable assessments are developed for informing instruction in all strands of literacy. Effective processes for consistent, evidence-based teacher judgement and moderation of assessments are developed.</p> <p>Improvement as measured by School Excellence Framework:</p> <p>Learning - Element: Assessment</p> <p>Focus theme: Summative Assessment (D)</p> <p>Teaching - Element: Data Skills and Use</p> <p>Focus themes: Data use in teaching &amp; Data analysis (D)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering level for the themes of summative assessment and data use in teaching and data analysis.</p>

## Strategic Direction 3: Connection and engagement

### Purpose

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In order to increase our students' and families' active roles in monitoring and contributing to aspirational learning progress, we will develop strategies and processes that increase attendance, personalise learning and facilitate ongoing feedback and exchange of information on learning.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Active Community Involvement

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$70,371.59

**Refugee Student Support:** \$338.45

**Aboriginal background:** \$711.51

**Socio-economic background:** \$35,788.00

**Professional learning:** \$6,384.00

### Summary of progress

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Sefton Infants School undertook several activities in 2021 to increase the connection and engagement of students with additional learning needs. A designated learning and support coordinator position was established to develop, organise and monitor the program. The strategic activities included developing targeted small group as well as individual literacy and numeracy programs to suit student learning needs and providing professional learning and guidance for the team of School Learning Support Officers (SLSOs) implementing the programs. Student results demonstrated the effectiveness of the programs with the average reading levels and numeracy levels meeting expected growth. Staff feedback confirmed positive evaluations of the initiative, with particular reference to increased confidence and skills of the SLSOs as well as the consistency of the programs fostered by the coordinator. The approach to targeted programs developed in 2021 will be continued next year with the addition of more ongoing communication to all stakeholders.

Increasing student attendance was a focus activity in the initiative of active community involvement. The school implemented a new software system (Sentral) for maintaining attendance records which has led to improved accuracy, monitoring and follow-up of student attendance. Additionally, Sefton Infants School trialled new universal attendance strategies before the COVID lockdown such as parent text messages, regular attendance rate letters and student awards which all combined to enable Sefton Infants School to achieve its system negotiated attendance target for 2021. Next year, we will continue and expand the universal attendance strategies, as well as investigate targeted strategies to address group and individual patterns of absence.

The 2021 plans for fostering active community involvement in student achievement and progress started with the establishment of a new software system for student reporting. A review of teacher feedback overwhelmingly supported the new student reporting template and the improved efficiency of processes it has enabled. The new reporting system has also led to some gains with consistency across classes and grades. The majority of parents had active involvement with the Semester 2 report with learning from home student ratings.

Next year, we will extend the new reporting procedures to incorporate preschool students and their families. We also need to seek parent feedback on student reporting procedures and investigate ways to increase student and family engagement through the development and communication of progress on personalised student learning goals. The vital importance of high expectations for all students will be revisited and addressed in 2022 with all members of the school community to strengthen our goals of increasing connection and engagement of students and families. Strategies to increase student expectations will be explored and implemented alongside our proposed work in developing and using personalised learning goals to improve student learning outcomes.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Development/Sourcing of evidence-based programs and assessment processes to identify, regularly monitor and review individual student learning needs across the whole school.	Development/Sourcing of evidence-based programs and assessment processes to identify, regularly monitor and review individual student learning needs across the whole school.
Increase the percentage of students attending greater than 90% of the time compared to the system negotiated baseline.	The percentage of students attending school greater than 90% of the time was 7.58% above the system negotiated baseline.
<p>Review and development of whole school reporting procedures that are accessible and support children's progress.</p> <p>Improvement as measured by School Excellence Framework:</p> <p>Learning -</p> <p>Element: Reporting</p> <p>Focus theme: Student Report (S&amp;G)</p>	Self-assessment against the School Excellence Framework shows the school has increased to the Sustaining and growing level for the theme of student report.

Funding sources	Impact achieved this year
Refugee Student Support \$338.45	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time for teacher to participate in professional learning targeting the support of refugee students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher understanding of the needs of students from a refugee background.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Extend teacher professional learning in this area.</p>
Socio-economic background \$42,908.80	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sefton Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Active Community Involvement</li> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of School Learning Support Officer to support students with additional needs through targeted literacy and numeracy programs</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Average reading level and numeracy level growth for targeted students achieved or exceeded . Increased equitable access to resources</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ School Learning Support Officer/s to support students trajectory to stage expected learning outcomes. Enable release time for teachers and School Learning Support Officers to collaboratively plan and monitor targeted programs.</p>
Aboriginal background \$711.51	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sefton Infants School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$711.51</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Development of strategic personalised learning plan to meet the needs of the student from an Aboriginal Background. The student achieving expected grade levels in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> seek support from an Aboriginal educational consultant to further develop content and strategies of personalised learning plan.</p>
<p>English language proficiency</p> <p>\$124,494.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sefton Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Majority of students achieving expected growth in EALD progressions. Increased teacher confidence and understanding of EALD progressions for identifying and tracking student level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue employment of trained EALD Teacher to support teachers and students with strategic and differentiated English language teaching. Further develop teacher use of EALD progressions to inform teaching.</p>
<p>Low level adjustment for disability</p> <p>\$70,371.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Sefton Infants School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher to develop, coordinate and monitor targeted programs, as well as upskill school learning support officers in program delivery.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increase in percentage of students meeting grade expectations in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue and consolidate LaST coordinator role for developing and monitoring targeted individual and small group programs. Provide release time to increase collaborative development and ongoing communication of</p>

<p>Low level adjustment for disability</p> <p>\$70,371.59</p>	<p>individual student plans and progress with all stakeholders.</p>
<p>Professional learning</p> <p>\$14,634.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sefton Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Personalised Learning</li> <li>• Active Community Involvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher release time to actively engage in relevant professional learning strategies (including external and remote courses, professional dialogue, demonstration lessons, collaborative planning, etc.) relevant to learning needs aligned with school's strategic directions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher confidence and skills in planning, implementing and assessing explicit literacy programs. Growth in teacher skills in navigating and analysing student data to inform teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Develop teacher data skills and use in relation to PLAN2 to increase evidence-based teaching practices. Increase teacher knowledge and skills for relevant numeracy interventions to address student learning needs. Develop teacher knowledge of content and teaching strategies aligned with new K-2 English and Mathematics Syllabuses.</p>
<p>Literacy and numeracy</p> <p>\$10,330.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sefton Infants School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in collaborative data analysis and planning with stage colleagues.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All grades above baseline percentage of students achieving or exceeding expected grade levels in all literacy strands. Strong student growth evidenced from Semester 1 to Semester 2 results, particularly for Reading and Writing. Increased evidence of strategic teaching and learning cycle in class program documentation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional learning with PLAN2 software to embed in teaching and learning cycle for literacy and numeracy. Development of explicit numeracy assessment and interventions to address staff and student learning needs.</p>

<p>QTSS release</p> <p>\$25,562.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sefton Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher understanding and skills of steps of explicit teaching and learning cycle for literacy. All grades and overall school results for literacy and numeracy above baseline data and on trajectory for achieving future progress measures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assistant Principal to guide and mentor teachers with use of PLAN2 software to embed in teaching and learning cycle for literacy and numeracy. Teacher support for developing numeracy teaching strategies and skills.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.39</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sefton Infants School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Summative Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Average growth of 10 reading levels during the year for those students involved in the literacy interventionist program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue and integrate successful aspects of intervention programs in class programs and targeted programs implemented by School Learning Support Officers.</p>
<p>COVID ILSP</p> <p>\$81,616.51</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>



COVID ILSP

\$81,616.51

**funding include:**

- employing/releasing staff (0.2) to coordinate the program
- employment of teachers/educators to deliver small group tuition

**The allocation of this funding has resulted in:**

Improved student growth with an average of 8.5 reading levels and expected numeracy growth achieved for the year for the majority students involved in the individual and small group tuition

**After evaluation, the next steps to support our students with this funding will be:**

Continue employment of educators to Identify suitable target students and develop/deliver interventionist programs to support their learning needs. LaST to be released to coordinate and monitor programs to ensure effectiveness in meeting student needs.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	51	48	52	50
Girls	55	55	59	56

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	91.9	96.4	93.4
1	93.7	91.2	94.8	94.3
2	91.9	94.7	95	94.4
All Years	93.1	92.3	95.5	94
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
All Years	93.6	92.9	92.1	92.7

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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)	5.72
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	433,970
<b>Revenue</b>	1,948,063
Appropriation	1,929,230
Grants and contributions	18,613
Investment income	219
<b>Expenses</b>	-1,896,100
Employee related	-1,762,566
Operating expenses	-133,534
<b>Surplus / deficit for the year</b>	51,962
<b>Closing Balance</b>	485,932

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	338
<b>Equity Total</b>	238,487
Equity - Aboriginal	712
Equity - Socio-economic	42,909
Equity - Language	124,495
Equity - Disability	70,372
<b>Base Total</b>	1,112,385
Base - Per Capita	29,767
Base - Location	0
Base - Other	1,082,618
<b>Other Total</b>	463,174
<b>Grand Total</b>	1,814,384

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

The COVID-19 restrictions in place during 2021 led Sefton Infants School to engage with its parent community in new and productive ways. Feedback from parents during online Zoom forums and written, personalised phone calls, as well as online surveys revealed a high level of support and satisfaction with school operations and programs despite the disruptions to schooling due to the pandemic. All parents expressed their gratitude for the teachers' great effort in preparing, delivering and monitoring learning from home materials. A high proportion of the parents also commented on their appreciation of the flexibility of the learning from home materials to suit their home contexts. The effectiveness of the online platforms for exchanging ongoing information, as well as the weekly 'drive-thru' school service to collect resources for learning from home were mentioned as excellent features of support during the extended period of learning from home. Impressively, over 92% of the parents/carers contributed to their child's Semester 2 report to provide effective feedback on their child's progress during learning from home. The staff of Sefton Infants School was extremely grateful for the wonderful support of our school families during the challenging period of learning from home for our young students.

All parent responses to the annual school satisfaction survey showed positive results to the statements across all areas. Some notable outcomes included 100% of parents believing Sefton Infants School was a safe place to learn with 92% stating that the school is always calm, orderly and staff are approachable. 85% of parents reported that their child is always happy to come and be at school, along with another 8% saying that their child is usually happy to be at school. There was an increase in the proportion of parents reporting positively in the area of school communications, including the receipt of relevant information about their child's learning which supports the initiatives currently being undertaken in Strategic Direction 3 of the Strategic Improvement Plan. Some areas requiring further investigation and attention as a result of the survey focussed on increasing the percentage of parents reporting that the teachers always had high expectations of the students. The inclusion of more interesting and stimulating learning experiences for all student levels is also an area of interest from the survey and will be addressed as part of future Connection and Engagement activities in the school plan.

The majority of students continued to be interested and actively involved in their learning, whether it was on-site or remotely during this pandemic year of schooling. Similarly, the students' satisfaction responses revealed their positivity towards Sefton Infants School and their schooling. 85% of students surveyed always felt proud of their school and 95% always tried to do their best work and believed that the teachers always treat them fairly. Social-emotional aspects of schooling were also ranked highly by the 2021 cohort of students. 81% stated that they were always accepted as they are by all at the school and 85% always had friends for playing with at school. No students identified as never having friends at school or for not feeling safe and accepted at the school. The students' favourite aspects of the 2021 school year were noted as the sport fun days, gymnastics, inquiry learning programs and online Zoom learning adventures. All children were happy and excited to return to school following the extended period of learning from home.

Staff feedback, including the 2021 People Matter survey responses, highlighted strong rates of satisfaction among the staff in relation to school operations and programs. 100% of staff surveyed believed their voice and input as employees were valued at the school and that there was respect for individual differences. Furthermore, 100% of staff recognised that there were people at work who cared for them. This was particularly noteworthy during the challenges of working from home and working in separate cohorts during the return to school. Customer service, inclusion and diversity as well as health and safety were identified as strengths by the staff. Areas that were ranked lower included management of stress levels and staff recruitment. Strategies to address these areas will be implemented in 2022.

Adaptability, innovation and resilience were identified as strengths of the staff during the ever changing landscape of education and schools during 2021. Evaluations from staff highlighted the strong gains in professional learning, particularly in the areas of using technology for teaching and assessment. The development and refinement of whole school assessment practices was identified as the most practical support for the staff from the 2021 school plan. There were a number of new school and program practices trialled during the COVID-19 restrictions that were found to be more effective strategies that will continue to be adopted as school operations change. For example, the staff noted communication modes (such as Sentral and Class Dojo and Zoom), resources established (e.g. online PM readers and literacy/numeracy hub) and more spacious student playing areas during the restrictions that were beneficial to the students' learning, supportive of the teacher's role and will continue into the future.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.