

2022 Annual Report

Sefton Infants School



Sefton Infants School



Working Together

5188

Introduction

The Annual Report for 2022 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

Sefton Infants School

180-194 Rodd St

Sefton, 2162

<https://seftoninf-p.schools.nsw.gov.au>

seftoninf-p.school@det.nsw.edu.au

9644 4079

Message from the principal

2022 marks a special year for Sefton Infants School as it celebrates 70 years of service and excellence in public education. An amazing milestone of 70 years of high-quality teaching and learning, 70 years of community engagement and 70 years of making a positive difference to our society. I know that Sefton Infants School has a special place in the hearts and memories of many past and present community members. With its unconditional love of learning, Sefton Infants School has been pivotal in building strong foundations for lifelong learning for thousands of students.

I am very proud to be the principal of Sefton Infants School. Along with the 2022 Sefton Infants School community, I stand on the shoulders of the wonderful past principals, past teachers and past students who worked hard to build this great school and its superb reputation as an excellent early childhood educational setting that nurtures as well as challenges all children to achieve their full potential. Even though the grounds, classrooms and teaching programs of 2022 may look different than when it started in 1952, Sefton Infants School still upholds the same strong values of public education and the original Sefton Infants School motto of 'Working Together' with our school community to achieve excellence in early childhood education.

This annual report is all about acknowledging and celebrating our efforts, progress and achievements throughout this special diamond jubilee year at Sefton Infants School. I would like to take this opportunity to express gratitude to all who have contributed to our collective school achievements in 2022.

Thank you and congratulations to our 'Super Sefton Students' for your growth in confidence and independence across a range of learning areas in the classroom and playground. Thank you for your energy, your humour and for inspiring me, your teachers and your parents to be the best people that we can be.

Thank you to our parent and community members for giving us the opportunity to work in partnership with you to give your children the greatest gift of all - the gift of education. You will always be your child's first teacher and our school progress and achievements are also a reflection on the value and time you have dedicated to your child's education. Your marvellous support is very much appreciated.

Lastly, but certainly not least, I wish to thank the Director Educational Leadership (Chullora), the teachers, administration staff and School Learning Support Officers at Sefton Infants School for your incredible work. I am truly honoured and privileged to work with such an amazing team of people who are compassionate, highly skilled and dedicated to finding and nurturing the immense potential in all of our students. I thank all of our staff members for investing so much of themselves at Sefton Infants School to continuously improve student learning outcomes and the future of Australia.

It is with pride that I present the Sefton Infants School annual report for 2022. It outlines the progress made with this current 2021-2025 Strategic Improvement Plan, along with some of the next steps planned for future growth. Many thanks to all who have contributed to our 2022 school initiatives and to this annual evaluation. Here's to many more happy and successful decades at Sefton Infants School!



Celebrating Sefton Infants School's 70th anniversary in 2022.

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 2021-2025 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.



2022 Excursion to Sydney Zoo.



2022 Athletics Carnival.



2022 ANZAC Service.

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
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: \$2,000.00

Refugee Student Support: \$687.68

Socio-economic background: \$15,416.00

QTSS release: \$24,018.49

AP Curriculum & Instruction: \$150,571.00

Summary of progress

The position of Assistant Principal Curriculum and Instruction (APCI) was established at Sefton Infants School in 2022, enabling the development of deeper and more tailored professional learning activities for teacher capacity building in this strategic direction. Teachers worked individually and in stage teams with the APCI to refine processes in the teaching and learning cycle.

Complementary to working with this new instructional leader role, all teaching staff completed professional learning modules in co-teaching models. This professional learning has strengthened teacher understanding and skills in effective strategies to work collaboratively with support staff and specialist staff in the classroom to maximise student learning outcomes. It has led to more consensus around strategic teaching with increased evidence of co-planning, co-teaching and co-reflecting among class teachers, support and specialist staff, as well as work with APCI to strategically support student learning needs.

Lesson observations, program documents and teacher evaluations demonstrated increased purpose and focus in literacy teaching with direct links to student assessment data. There was also strong evidence of teachers incorporating evidence-based teaching strategies modelled by the APCI. Student data reflected these positive changes to teaching practices. All grades showed positive growth in the number of students reading above expected grade levels. There was also notable increases in student stamina in writing with more evidence of engagement in planning, drafting and publishing. Pre- and post -student writing samples reveal growth in vocabulary, especially adjectives.

Teaching staff were introduced to the new K-2 English Syllabus as part of this strategic direction in 2022. To develop teacher understanding of the principles of literacy teaching embedded in the new English Syllabus, the teachers explored and developed their knowledge of evidenced-based practices for teaching reading, particularly with explicit teaching of phonics and the use of decodable texts for beginning readers. This work will be enacted further next year with the implementation of an explicit, synthetic phonics-based reading program (InitialLit) across the school.

Similarly, numeracy activities in 2022 focused on developing knowledge of evidence-based teaching practices, along with familiarisation of the new K-2 Mathematics Syllabus. Number talks were introduced as a focus teaching strategy in classrooms with modelling and support by the APCI. Evaluations from teachers and early student results showed increased motivation and engagement. The teachers and students also demonstrated more flexibility with numeracy strategies as a result of the initiatives in this strategic direction. .

Next year, the APCI will continue to work strategically with teachers to build their individual capacity by mentoring them through strategic teaching and learning cycles involving co-reflecting and analysing student data, co-planning and co-teaching to improve student learning outcomes. Ways of maximising teacher collaboration to meet student needs whilst minimising disruptions to class learning will continue to be explored. Both the new English and Maths Syllabus will be implemented in 2023, with a strong focus on whole school consistency in delivering an evidence-based synthetic phonics reading program. The need for further practical professional learning in Mathematics, especially in developing reasoning skills was confirmed by 2022 staff observation and surveys, as well as student data. This will be an additional focus area in this strategic direction in 2023.

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>An increase of 4% or more of K-2 students achieving the expected grade reading level as determined by the school's three-year average baseline.</p> <p>Baseline/s:</p> <p>K-2 = 67% / K = 61% / Yr 1 = 68% / Yr 2 = 71%</p> <p>Reading Levels:</p> <p>K = 8 / Yr 1 = 16 / Yr 2 = 24</p>	<p>The percentage of K-2 students achieving or exceeding the expected grade reading level has increased 6% above the three-year average baseline.</p>
<p>An increase of 3% or more of K-2 students achieving or exceeding the expected grade level in Numeracy Progression for Quantifying Numbers and Additive Strategies as determined by the school's three-year average baseline.</p> <p>Baseline/s:</p> <p>K-2 = 64% / K = 71% / Yr 1 = 56% / Yr 2 = 64%</p> <p>Progression Levels:</p> <p>QuN - K=5 / Yr 1 = 7 / Yr 2 = 8</p> <p>AdS - K = 2 / Yr1 = 5 / Yr 2 = 7</p>	<p>The percentage of K-2 students achieving or exceeding the expected grade level in Numeracy for Quantifying Numbers and Additive Strategies has increased 14% above the three-year average baseline.</p>

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

Professional learning: \$6,955.00

Summary of progress

Sefton Infants School continued to build on the foundations laid in the previous year's strategic improvement plan to increase the quality and effectiveness of assessment informing teaching and learning programs.

This year the school implemented and extended the whole literacy assessment tools and schedule developed in 2021. Rubrics based on the literacy progressions were developed for all areas of English. Central, whole-school on-line mark books were also developed to monitor, analyse and report student, grade and school literacy progress, enabling assessment to further inform school-based teaching and learning decisions. Professional learning activities took place, ensuring the rubrics were an embedded part of the teaching and learning cycle. Observations and staff surveys revealed that the rubrics were effective assessment guides, as well as productive tools for determining student grouping and the next focus areas for teaching. As a result, teaching and learning programs were found to be more targeted in content and more responsive to specific student learning needs. The rubrics were also found to be effective frameworks to increase consistency of teacher judgement for student reporting. As the rubrics were based on the literacy progressions, they were used to help create and monitor student focus teaching groups using Planning Literacy and Numeracy software (PLAN2). Teacher skills in using PLAN2 data were addressed in professional learning activities and individual mentoring sessions. Evaluations of these sessions highlighted growth in teacher skills and confidence in using the PLAN2 software to track student progress and inform teaching and learning cycles.

Sefton Infants Preschool worked on formative assessment practices to effectively inform teaching and learning programs. New assessment and planning strategies were trialled and refined, leading to more visible links between child observations, analysis and learning experiences. During 2022, the preschool was externally assessed by the NSW governing body for early childhood education with an overall rating of Exceeding National Standards. This included an exceeding rating for preschool program documentation and assessment cycles.

Moving forward, Sefton Infants School will seek to refine current assessment practices to ensure they are in line with the new syllabus documents for preschool and K-2 that are scheduled for implementation 2023. To keep the momentum and further develop teacher skills in the use of PLAN2 software and data, the school will continue to look at ways to foster increased consistency of teacher use of this assessment and planning tool to ensure student learning needs are targeted. The school will also build and extend on the successful initiatives of this year by developing whole school assessment schedules for Mathematics that embed authentic, open-ended tasks in fortnightly teaching and learning cycles. Mathematics rubrics based on the numeracy progressions and new K-2 syllabus will also be developed and implemented as practical assessment and teaching tools.

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
An increase of 5% or more of K-2 students achieving or exceeding the	The percentage of K-2 students achieving or exceeding the expected grade level in Literacy Progression for Creating Texts is 9% above the three-year

<p>expected grade level in Literacy Progression for Creating Texts as determined by 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>average baseline.</p>
<p>Whole school systematic and reliable assessments are developed for informing instruction in all strands of numeracy. Effective processes for consistent, evidence-based teacher judgement and moderation of assessments are implemented. Evidence of assessment analysis at individual, cohort and whole school levels.</p> <p>Development of whole school formative assessment practices.</p> <p>Improvement as measured by School Excellence Framework:</p> <p>Learning - Element: Assessment</p> <p>Focus theme: Summative and Formative Assessment (S&G)</p> <p>Teaching - Element: Data Skills and Use</p> <p>Focus themes: Data use in teaching & Data analysis (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school has maintained the level of Delivering for the area of Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school has increased to the level of Sustaining and Growing for Data Skills and Use.</p>

Strategic Direction 3: Connection and engagement

Purpose

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

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

Aboriginal background: \$729.94

Integration funding support: \$24,159.00

Socio-economic background: \$23,784.12

Professional learning: \$6,222.66

Summary of progress

The importance of High Expectations across the Sefton Infants School community was explored in 2022 as an initiative to increase connection and engagement of all stakeholders. This year, most of the activities in this area focused on teachers and students. Data showed increased teacher understanding of the rationale and principles underpinning developing a learning culture of high expectations. Feedback from parents and staff revealed growth in relation to student expectations. Lesson observations also demonstrated increased implementation of teaching strategies and behaviours that promote high expectations. Survey results from teachers, students and families identified high expectations an area that the school needs to continue work on to maintain momentum and further increase student engagement. The school plans to incorporate and reinforce strategies explored this year across all areas of the future strategic improvement plan.

A number of activities were undertaken to target connection and engagement with Sefton Infants Preschool and transition to school. This year saw the development and implementation of new student reporting processes for the preschool cohort to increase family as well as community connection and engagement in assessment and learning. This included a new school-based progress report and on-line transition to school statements based on the Early Years Learning Framework. Positive feedback from the new reporting processes included the ease of inputting and accessing relevant child progress information and the benefit of regular, visual student progress information via photos, work samples and videos to engage families more in the assessment and learning process.

Sefton Infants School also began its journey on a state-based 'Transition to School Project' in 2022 by developing teacher knowledge of theories and evidence-based practices to increase connection and engagement, bridging settings in the early years of school. The focus in 2022 was on exploring ways to further the connection between the preschool and school site in terms of teacher and student engagement, as well as exchange of information. Links to other local early childhood education settings were also initiated with the plan to extend in 2023. The external assessment and rating process undertaken by the governing body of early childhood education ranked Sefton Infants Preschool at the high level of Exceeding National Standards for the quality of area of Collaborative Partnerships, confirming the Preschool's strong progress with its activities in the areas of connection and engagement.

Universal and targeted student attendance strategies continued to be implemented and evaluated at Sefton Infants School in 2022. Procedures for monitoring attendance and communicating with families about attendance were refined and expanded to include regular attendance rate graphs and visuals for individual families, as well as some targeted interventions to support identified families with attendance. Overall, Sefton Infants School had 2022 attendance rates similar to the 2022 state rates of attendance. Despite some success with school-based initiatives, the effects of COVID-19, as well as the increase of overseas family travel when pandemic border restrictions were eased negatively impacted overall student attendance rates at the school. Sefton Infants School will continue to look at ways to improve student attendance rates and raise community awareness and support of the importance of regular attendance.

Other future plans in this strategic direction include involving the students in developing and monitoring personalised learning goals. This initiative of personalised goals and plans will also aim to extend the development of teachers' skills and strategies in formative assessment, along with high expectations. Strategies to effectively communicate and engage parents/families in the progress of these personalised goals will also be investigated and implemented.

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>An increase of 5% or more of students in targeted literacy/numeracy and preschool programs achieving personalised learning goals as determined by the school's baseline.</p> <p>Baseline: P-2 =70%</p>	<p>An increase of 7% of students in targeted literacy/numeracy and preschool programs achieving personalised learning goals.</p>
<p>Lift the percentage of students attending greater than 90% of the time by 4.8% above system devised baseline.</p>	<p>A decrease of 15.02% below the system devised baseline of students attending greater than 90% of the time.</p>
<p>Whole school processes demonstrated for collecting, analysing and reporting specific internal school performance on a regular basis.</p> <p>Improvement as measured by School Excellence Framework:</p> <p>Learning -</p> <p>Element: Reporting</p> <p>Focus theme/s: Parent Engagement & Whole school reporting (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school has increased to the level of Sustaining and Growing for the themes of Whole school reporting and Parent engagement.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engage with external providers and specialists to provide intensive language support to identified EAL/D students • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: Increased teacher understanding and implementation of strategies to support students from refugee background, including co-teaching models with specialist staff.</p> <p>After evaluation, the next steps to support our students will be: Continue implementation and monitoring of co-teaching models to support students from refugee backgrounds. Identify and implement most effective co-teaching model/s to support students' personalised learning plans.</p>
<p>Integration funding support</p> <p>\$24,159.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sefton Infants School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The development, implementation and evaluation of effective Personalised Learning and Support Plans to meet additional learning needs. Students made strong gains towards their individual goals. There was also increased access to the curriculum for students with high learning needs by successfully differentiating content, process and product of learning experiences and providing tailored assistance with School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students will be: Investigate ways of increasing parent engagement in goal development and more regular reporting of student progress on Personalised Learning and Support Plans (PLaSPs) to further parent/carer connection.</p>
<p>Socio-economic background</p> <p>\$39,200.12</p>	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy

<p>Socio-economic background</p> <p>\$39,200.12</p>	<ul style="list-style-type: none"> • Personalised Learning • Active Community Involvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through teaching and learning cycles with the Assistant Principal Curriculum and Instruction to support student learning. • resourcing to increase equity of resources and services • employment of additional staff to support differentiation and the implementation of personalised learning plans. <p>The allocation of this funding has resulted in the following impact: The development of teacher understanding and adoption of evidence-based literacy programs. Growth in teachers' skills in using student data to drive teaching and learning programs. Increased student engagement in learning programs through targeted support and access to resources.</p> <p>After evaluation, the next steps to support our students will be: Extend teacher skills in collecting and using student data to develop effective teaching and learning sequences, targeting student needs. Develop teacher and student skills in formative assessment and self-assessment strategies with a focus on using personalised student learning goals.</p>
<p>Aboriginal background</p> <p>\$729.94</p>	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Effective development and monitoring of a personalised learning plan for student from Aboriginal background, integrated in class program. Student growth in targeted areas.</p> <p>After evaluation, the next steps to support our students will be: Seek local Aboriginal contacts to increase student connection and voice in developing personalised plan and strategies.</p>
<p>English language proficiency</p> <p>\$89,907.13</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$89,907.13</p>	<p>The allocation of this funding has resulted in the following impact: Increased teacher confidence and engagement in effective EALD co-teaching models. This has led to the implementation of more focused EALD strategies in the classroom, which in turn has resulted in more students achieving expected growth in literacy progressions and EALD progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue co-planning, co-teaching and co-reflecting sessions with the EALD teacher as well as additional School Learning Support Officers employed to meet the language learning needs of students at the school. Investigate the use of EALD pedagogy more in Mathematics to support student learning in this area.</p>
<p>Low level adjustment for disability</p> <p>\$72,091.46</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Increased student engagement in curriculum and growth in literacy and numeracy progressions as targeted in personalised learning plans. An increase in the percentage of students with disabilities meeting grade expectations in literacy and numeracy. Evidence highlighted the implementation of more effective differentiation strategies to cater for diverse learning needs in the classrooms. Teacher, as well as School Learning Support Officer (SLSO) feedback noted effectiveness of Learning and Support Teacher (LaST) coordinating and monitoring programs.</p> <p>After evaluation, the next steps to support our students will be: Continue coordinating role of LaST for developing and monitoring small group programs. Provide further professional learning for SLSOs in targeted programs such as InitialLit to support student learning.</p>
<p>Professional learning</p> <p>\$15,177.66</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Summative Assessment • Formative Assessment • Active Community Involvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time to provide internal and external professional learning related to school's Strategic Improvement Plan for teachers, School Learning Support Staff and School Administration Staff. The focus in 2022 was on literacy and numeracy assessment and preschool formative assessment. • Regular timetabling for class teachers and support/specialist staff to engage in collaborative planning and reflecting to address student learning

<p>Professional learning</p> <p>\$15,177.66</p>	<p>needs.</p> <p>The allocation of this funding has resulted in the following impact: Increased teacher knowledge and use of PLAN2 student data to assess and plan for student literacy and numeracy learning needs. Evidence of more consistency across the school with assessment moderation and identification of student learning needs.</p> <p>After evaluation, the next steps to support our students will be: Extend and monitor teacher professional learning in evidence-based teaching practices in literacy and numeracy, as well as identified areas of need related to implementation of the new K-2 syllabuses in English and Mathematics and the updated Early Years Learning Framework for the preschool curriculum.</p>
<p>QTSS release</p> <p>\$24,018.49</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Effective teaching and learning cycles in literacy with student data informing teaching. Increased teacher capacity with implementing content of new English syllabus and evidence-based teaching strategies. Student work samples and report data demonstrate strong gains in student literacy growth.</p> <p>After evaluation, the next steps to support our students will be: Investigate ways to continue this valuable collaboration and mentoring time that minimise disruption to class programs.</p>
<p>COVID ILSP</p> <p>\$65,293.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of School Learning Support Officers to deliver small group tuition in literacy and numeracy, as well as communication programs in preschool. • releasing staff to analyse school and student data to identify students for small group tuition and monitor progress of student groups. <p>The allocation of this funding has resulted in the following impact: Strong student growth in basic literacy and numeracy skills. Majority of students achieved expected grade level in literacy and numeracy as a result of program intervention.</p> <p>After evaluation, the next steps to support our students will be: Design and implement intervention programs that are more aligned with class programs to minimise disruptions caused by withdrawal of student</p>

<p>COVID ILSP</p> <p>\$65,293.00</p>	<p>learning groups. Continue professional learning of School Learning Support Officers to implement programs and monitor student learning with PLAN2 software. Investigate more effective and ongoing ways to oversee coordination and monitoring of COVID Intensive Learning and Support Programs (ILSP).</p>
<p>Per capita</p> <p>\$29,310.85</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sefton Infants School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Release of Preschool teacher one day per fortnight to enable effective administration, assessment and planning, as well as reporting of preschool program. • Resource purchase and development, as well as employment of additional staff to support preschool children's learning experiences in the Early Years Learning Framework. <p>The allocation of this funding has resulted in the following impact: Improvements in management and administration processes in the preschool setting. Strong student growth in outcomes of the Early Years Learning Framework. High level of parent/carer satisfaction with preschool program and school readiness.</p> <p>After evaluation, the next steps to support our students will be: Continue to work on streamlining, as well as embedding preschool self-assessment and administration practices. Further work on simplifying preschool assessment and planning cycle to improve meeting student learning needs and engaging families in learning processes.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Co-planning, co-teaching and co-reflecting with class teachers to ensure strategic and effective teaching literacy and numeracy based on student data and evidence-based practices. • Building capacity of teachers through development of a range of relevant professional learning experiences. <p>The allocation of this funding has resulted in the following impact: Increased teacher knowledge and skills within teaching and learning cycle, leading to more strategic teaching. More demonstration of evidence-based teaching practices in lessons. Strong growth in student learning outcomes, particularly in the focus area of writing.</p> <p>After evaluation, the next steps to support our students will be: Refine school-based structures (such as timetabling and focus areas) to ensure maximum teacher capacity building by AP Curriculum and Instruction and improvements in student learning outcomes. A strong focus on numeracy in 2023 to support new Mathematics syllabus and identified teacher and student learning needs in this curriculum area.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	48	52	50	49
Girls	55	59	56	51

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	96.4	93.4	88.4
1	91.2	94.8	94.3	90.1
2	94.7	95.0	94.4	88.1
All Years	92.3	95.5	94.0	88.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
All Years	92.9	92.1	92.7	87.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.



Award recipients.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.63
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher ESL	0.2
School Administration and Support Staff	3.01
Other Positions	1.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



2022 Swimming and water safety lessons.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	407,583
Revenue	2,166,082
Appropriation	2,142,751
Sale of Goods and Services	-250
Grants and contributions	21,657
Investment income	1,924
Expenses	-2,042,713
Employee related	-1,918,482
Operating expenses	-124,232
Surplus / deficit for the year	123,368
Closing Balance	530,951

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.

	2022 SBAR Adjustments (\$)
Targeted Total	24,847
Equity Total	201,929
Equity - Aboriginal	730
Equity - Socio-economic	39,200
Equity - Language	89,907
Equity - Disability	72,091
Base Total	997,541
Base - Per Capita	29,311
Base - Location	0
Base - Other	968,230
Other Total	610,754
Grand Total	1,835,071

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

School-based and external surveys as well as focus groups, relevant to the infants school context, were conducted with students, parents/caregivers and staff to gauge collective levels of satisfaction of school operations and programs in 2022.

Parents/Caregivers

Statements and feedback based on the school environment ranked the highest for the 2022 parent cohort. For example, 89% of parent respondents registered that they strongly agreed that Sefton Infants School is a happy and caring place, calm and orderly and that their child is always happy at school. The safe and secure school environment was also highlighted and strongly supported by 85% of parents. Like their children, the parents were highly supportive of the school's student behaviour programs and systems with 85% of respondents noting that they strongly agree that the school's behaviour system works well for my child.

The survey results revealed high parent satisfaction levels with the school staff with 85% of the parent community stating that the teaching staff are approachable and helpful and that parents can communicate easily with the school. Although, there were improvements from the previous year's survey results in terms of information and communication about collective and individual student's learning progress, this is still an area that was rated lower in the survey and will continue to be addressed in upcoming years as part of the school's improvement initiatives. Work on the parents' perceptions of the school's high expectations of the students will also be undertaken.

The parents' open responses and invitation to comment anonymously on any positive or negative aspects of the school were overwhelmingly supportive of the staff and school programs. There was a particularly high number of positive comments on the preschool program and its impact on the well-being and growth of the children. Overall, parents from all grades stated their gratefulness to the school staff for their child's positive experiences at school. As in previous years, a very high number of respondents expressed their appreciation of the nurturing nature of Sefton Infants school and their desire for the school to continue beyond Year 2.

Students

Overall, the students expressed very positive feedback towards their school. The school's student welfare and behaviour programs and strategies were identified by the students as favourable aspects of their school life experiences with 91% of students stating that they always liked the 'Super Sefton' Award system and 90% of the cohort also recognising that they always understand what it means to be a safe, respectful learner at Sefton Infants School. Welfare was also highlighted by 97% of the students identifying at least one teacher/staff member at school that they trust and can talk about things that may be concerning them. Similarly, the students hold high views of their teachers with all students stating that their teachers encourage them to always or sometimes achieve their goals. Student work ethic and connection were acknowledged by the students with 92% believing that they try to do their best work every day, 88% are always proud to be a student at Sefton Infants School and 84% of students always like coming to school every day. There was only 1% of students who never liked to attend school.

Although the students rated highly on the majority of survey statements, there were some areas revealed areas for school programs to work on further. In particular, a theme of the need to investigate student formative assessment emerged with the survey results showing 72% of students always knowing their learning goals, 73% of students believing that their teachers explained why they are learning things and also 73% noting that their teachers give them feedback on their learning. This student feedback will seek to be addressed with initiatives in the 2023 SIS Strategic Improvement Plan.

When the students were asked to identify the best things about their school life, the most popular responses revolved around the themes of friends, playing, teachers and learning. When asked how the school could be improved, the most frequent responses included having a pool, school pet, a school canteen and more play opportunities. Practical ways to act on these ideas and student voice will be explored in 2023.

Staff

Much of the feedback from the teaching and non-teaching staff noted the complexities and challenges that were a part of 2022. This was mainly around settling staff and students back into the school site and different school routines post lock down and dealing with ongoing procedural changes and disruptions as a result of the COVID pandemic. Despite these complexities, most staff expressed that they felt supported and appreciated the teamwork of their colleagues. This was evidenced by 92% of staff strongly agreeing that people in the work group treat each other with respect. There were also highly ranked areas around work, health and safety and communication with leaders of the school.

The need for more time to do jobs well and the management of stress levels were identified by overall staff results as areas to address moving forward. These results were understandable in a complex year of teaching and learning, yet

they do highlight the need to delve deeper into effective strategies to address staff engagement with their work that is more manageable. Practical strategies to address these staff concerns and wellbeing will be included in future school-based initiatives..



Preschool performing at the 70th Anniversary Concert.



Celebrating 2022 Book Week.

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 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

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.

