

2022 Annual Report

Sefton High School



8265

Introduction

The Annual Report for 2022 is provided to the community of Sefton High 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.

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School vision

Sefton High School aims to continually improve its provision of excellence in education for all of our students. Sefton High School insists upon high expectations of the whole school community, providing a structured, disciplined and high quality teaching and learning environment which fosters excellent standards of academic achievement and wellbeing. This provides opportunities for students to reach their individual potential as confident, successful learners ready to engage in further education and meaningful employment and to contribute to our society as informed, responsible and productive citizens who display the vital values of integrity, responsibility and respect for all.

School context

Sefton High School, established in 1961, is a co-educational, academically selective school with a parallel community stream intake. The current enrolment is 1090, of whom 95% are from Non-English-speaking backgrounds. In 1989 the school became partially selective, so, in addition to community students, each new Year 7 cohort includes 88 students selected on the basis of academic performance as determined by the Department of Education High Performing Students Unit's testing. Sefton High School is characterised by a traditional school structure within which there is dynamic and responsive teaching and learning.

Students come from diverse cultural, linguistic and socio-economic backgrounds to form a vibrant student body. Families are highly aspirational in terms of their children's education and futures and strongly supportive of the school's ethos and directions. This school is characterised by a focus on high expectations of all and quality teaching and learning in a highly structured and disciplined learning environment. This results in excellent standards of attendance, academic achievement, conduct and personal development.

Sefton High School students consistently demonstrate significant growth in literacy and numeracy skills and excellent levels of achievement in the HSC. Over 90% of students completing the HSC at this school subsequently take up tertiary studies in a wide range of courses.

While at this school, students successfully engage in a range of sports and demonstrate enthusiasm in their participation in Swimming, Athletics and Cross Country Carnivals at House, School, Zone, Regional and State levels. There are also popular knockout team and House competitions held throughout the year in a number of sports.

Leadership opportunities are available through Prefects, SRC, House Leadership positions and Year Group activities. A range of cocurricular activities is available and many students enjoy engagement in student-generated initiatives throughout the year which develop their social awareness while raising funds for charities of their choice. Participation in course-related external competitions is encouraged. Camps are held for students in Years 7 and 11 to enhance social skills and school cohesion through group activities. Commitment, achievement and service by students in all aspects of school life are acknowledged during the year through an award system accessible to all students. This school has a strong overall focus on enacting the core values reflected in its motto of *Sincerity, Scholarship, 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise students' literacy and numeracy skills to ensure that all of our students consistently perform at high levels on external and internal school performance measures and achieve system directed growth and attainment targets. Our teaching staff will demonstrate personal and collective responsibility for systematically evaluating and improving the effectiveness of classroom practices and student engagement levels to achieve excellence in learning growth and attainment.

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.

- Refine Data Informed Practices
- Maximise Achievement in Reading, Writing and Numeracy

Resources allocated to this strategic direction

Professional learning: \$1,200.00

Per capita: \$39,000.00

English language proficiency: \$154,921.00

Low level adjustment for disability: \$172,382.00

Socio-economic background: \$72,836.00

Summary of progress

Sefton High School continues to be on-track in ensuring all teachers use student performance and learning data in a meaningful way. Staff are cognisant of the importance of student literacy and numeracy growth, and, as such explicitly teach literacy and numeracy at all levels of achievement, in all subject areas, with measurable success. **Strategic Direction 1: Student Growth and Attainment** was comprised for two core initiatives: **Refine Data Informed Practices**, and **Maximise Achievement in Reading, Writing and Numeracy**.

Refine Data Informed Practices

In working towards the first initiative, throughout 2022, staff at the school have engaged with a range of student data sources to enhance student learning outcomes, particularly in the areas of the school's Strategic Improvement Plan:

- **Literacy and numeracy:** Best Start Year 7, NAPLAN 7 and 9, Check-in assessments for 7, 8 and 9, Minimum Standards for Year 10, 2021 HSC results, in-school assessment (eg. mid-course reports) and class work (eg. bookmarking), observations and testing as part of targeted support programs (eg. MacqLit, MultiLit, Books and Buddies, Maths Mates).
- **High Potential and Gifted Education:** Selective High School Placement Test results, UNSW GAT Test, in-school assessment results, participation and results in extra-curricular and co-curricular activities (eg. ICAS competitions), in-school observations of learning behaviours.
- **Student wellbeing:** Tell Them From Me survey responses, student learning behaviour entries on school database, observations and engagement with targeted support programs (eg. PBL Program), engagement with external providers supporting student wellbeing (eg. Top Blokes, MyStrengths), Year 12 Exit survey, engagement with in-school extra-curricular and co-curricular activities (eg. Premier's Debating Challenge, History Debating, Coding Club, Science Club, Philosophy Club), engagement with in-school and external sporting and physical activity opportunities (eg. Gala Days, House Games, representation at Zone and further in knockout teams).

To support staff engagement with these data sources, Sefton High School has continued to refine existing processes for the distribution and analysis of data alongside the development of new processes to support staff in improving student learning outcomes based on data-informed understandings. This has included (but is not limited to):

- Class and course-based analysis of the 2021 **HSC results** to identify areas of strength and areas for improvement in Stage 6 teaching and learning. This analysis was completed during Term 1, 2022 by Year 12 2021 class teachers and all KLA Head Teachers with findings and recommendations implemented within the relevant KLAs.
- Comprehensive cohort and intake-based analysis of the 2022 **Best Start Year 7** testing to identify areas for explicit teaching of literacy and numeracy skills for Stages 4 as well as students requiring additional support or extension/enrichment. This analysis was completed during Term 1, 2022 by a Deputy Principal, Head Teacher Secondary Studies and the Learning Support Team with findings and recommendations presented to the Executive Team for implementation in relevant KLAs during Terms 1 and 2.
- Comprehensive analysis of the 2021 **Year 12 Exit Survey** to identify areas of strength and areas for improvement in the teaching, learning, student wellbeing and facilities domains of the school community. This analysis was

completed during Term 1, 2022 by the Principal and a Deputy Principal with findings and recommendations presented to the Executive Team for implementation in relevant areas.

- Comprehensive analysis of Years 10, 11 and 12 students engaged with the **Minimum Standards testing**, whereby students at-risk of not meeting the standard were identified and supported to successfully achieve Band 3 or Band 4 achievement level. This analysis was completed During Terms 1, 2, 3 and 4 by a Deputy Principal, Head Teacher English, Head Teacher Mathematics and Learning Support Team, with testing completed and support provided throughout the year.
- Year-group **mid-course and mid-year results** analysis for Years 7-12 completed by the respective Year Advisers to identify students performing at or above expected levels, as well as students requiring further support and/or interventions. This analysis was completed during Term 2, 2022 with findings and recommendations presented to the Executive Team for implementation in relevant KLAS during Terms 3 and 4.
- Comprehensive year-group and whole-school analysis of **Tell Them From Me** results from Snapshot 1 to identify school progress in improvement measures. This analysis was completed during Term 2, 2022 by a Deputy Principal, Head Teacher Welfare, Head Teacher Teaching and Learning and Head Teacher Secondary Studies with findings and recommendations presented to the Executive Team for implementation across the school.
- Comprehensive cohort and intake-based analysis of the 2022 **NAPLAN** testing to identify areas for explicit teaching of literacy and numeracy skills for Stages 4 and 5. This analysis was completed during Term 3, 2022 by a Deputy Principal and Head Teacher Secondary Studies with findings and recommendations presented to staff in Term 4 for implementation into teaching and learning programs.
- Longitudinal analysis of the **Year 11 2022 cohort** measured against intake data. This analysis was completed during Term 3, 2022 by a Deputy Principal with findings and recommendations for individual student support presented to the Executive Team for implementation in relevant KLAS.
- Comprehensive cohort and intake-based analysis of the 2022 **Check-in assessments** to identify areas for explicit teaching of specific literacy and numeracy skills for Stages 4 and 5. This analysis was completed during Term 4, 2022 by a Deputy Principal and Head Teacher Secondary Studies with findings and recommendations presented to the Executive Team for implementation in relevant KLAS.
- Comprehensive year-group and whole-school analysis of **Tell Them From Me** results from Snapshot 2 to identify school progress in improvement measures and identify future target areas. This analysis was completed during Term 4, 2022 by a Deputy Principal and the Tell Them From Me Team with findings and recommendations presented to the Executive Team for implementation in relevant KLAS.

From this ongoing analysis of student engagement and learning data, the school has successfully built upon existing processes for the identification, dissemination and analysis of available student diagnostic data and refined our approach with additional methodologies for new data sources.

A significant amount of internal professional learning time was provided for enhancing staff capacity in working with and using data to improve practice. This has contributed to a core component of the school's high-impact professional learning plan. That has strengthened the abilities and efficacy of teachers of all levels in the use of evidence-based pedagogical methods that are informed by data analysis. For example:

- **School Development Day 2 (Term 1, 2022):** Using different levels of data (class, faculty, whole-school) staff identifies high potential and gifted students to make data-informed adjustments to teaching and learning programs.
- **School Development Day 3 (Term 2, 2022):** Using student data to guide data-informed decisions at different levels (class, faculty, whole-school) staff developed skills to support student wellbeing as informed by the Department of Education's Wellbeing Framework.
- **Terms 2-4, 2022:** Faculties use internal and external student performance data to make adjustments to teaching and learning programs and facilitate professional learning during faculty meetings for the use and interpretation of data.
- **School Development Day 4 (Term 3, 2022):** Differentiated professional learning for staff in using the Department of Education's SCOUT suite. Staff learned to access relevant SCOUT reports to support the teaching of literacy and numeracy, differentiate teaching and learning for high potential and gifted students, and enhance student wellbeing and sense of belonging within the school.

A range of staff also attended external professional learning courses to enhance their capacity to identify, analyse and use data to enhance student learning outcomes. Participation at these courses was evaluated to inform future engagement and directions. Findings and recommendations from these courses was disseminated to the school through internal processes.

Sefton High School continues to work to ensure all teachers' possess the understanding of and capacity to explicitly teach specific literacy and numeracy skills to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Furthermore, the school continues to see teachers routinely using evidence of learning to inform their teaching, and adapting their practice to meet the learning needs of all students. Finally, as a consequence of the school's explicit focus on refining data-informed practices throughout 2022, teachers at Sefton High School employ evidence-based teaching strategies, whereby effective methods are identified, promoted and modelled. Teachers monitor and assess student progress and achievement to reflect on and determine teaching directions at all stages.

Maximise Achievement in Reading, Writing and Numeracy

In working towards the second initiative throughout 2022, staff at the school have engaged with a range of student data sources (see above). This data has supported staff in identifying best-practice approaches to supporting students' development of core reading, writing and numeracy skills at all stages. From this, a further component of the school's high-impact professional learning plan that strengthens the abilities and confidence of teachers of all levels in the teaching of reading, writing and numeracy skills of all abilities was developed and delivered over 2022:

- From the 2021 **HSC results** analysis, all KLAS have engaged in the evaluation and enhancement of Stage 6 (at a minimum) teaching and learning programs to address longitudinal areas for improvement in specific literacy and numeracy skills, as well as course-based skills. This was completed in all KLAS in Term 1.
- From the 2022 **Best Start Year 7** analysis, all KLAS have engaged in the evaluation and enhancement of Stage 4 teaching and learning programs to provide additional literacy and numeracy support for identified students. This was completed in all KLAS in Term 2.
- From the 2022 **NAPLAN** testing analysis and the 2022 **Check-in assessment** analysis, all KLAS have engaged in the evaluation and enhancement of Stage 4 and 5 teaching and learning programs to address areas for improvement in targeted literacy and numeracy skills. This was completed in all KLAS in Terms 3 and 4.

To support the evaluation of teaching and learning programs, a substantial amount of internal professional learning time was provided for enhancing the abilities and confidence of teachers of all levels in the teaching of reading, writing and numeracy skills to students of all abilities:

- **School Development Day 1 (Term 1, 2022):** All faculties developed a Faculty Strategic Improvement Plan (F-SIP), with at least one explicit focus on supporting the development of students' reading, writing and numeracy skills. The F-SIP was then used to support faculty engagement with the school's Strategic Improvement Plan and to coordinate the explicit development of targeted literacy and numeracy skills in students over 2022.
- **School Development Day 2 (Term 1, 2022):** All staff engaged in professional learning in the use of the Department of Education's Differentiation Adjustment Tool to support the development of specific student literacy and/or numeracy skills as relevant to the KLAS. This learning was then applied to the evaluation of Stages 4 and 5 teaching and learning programs, where activities that supported the development of students' reading, writing and numeracy skills at all levels were integrated over 2022.
- **School Development Day 4 (Term 3, 2022):** All staff engaged in professional learning in the use of the Department of Education's SCOUT suite to identify the reading, writing and numeracy needs of students in their class and the associated teaching and learning strategies that would support growth and attainment in these domains. This learning was applied during the evaluation of Stages 4 and 5 teaching and learning programs, where activities that support the development of students' reading, writing and numeracy skills at all levels were integrated over 2022.
- **School Development Day 5 (Term 4, 2022):** All staff completed their evaluation of Stage 4 and 5 teaching and learning programs and consolidated school priorities - including activities that develop students' reading, writing and numeracy skills to support the school's achievement of its improvement measures in 2023.

A range of staff also attended external professional learning courses to strengthen their abilities and confidence in the teaching of reading, writing and numeracy skills to students of all abilities. Participation at these courses was evaluated to inform future engagement and directions. Findings and recommendations from these courses were disseminated to staff through internal processes.

Through the employment of additional staff in the Student Services faculty and across the school, there was an extension in opportunities for specific students to participate in support initiatives intended to maximise their growth and attainment in reading, writing and numeracy. This has included:

- **Books and Buddies** (peer-tutoring to support the development of reading skills)
- **Maths Mates** (peer-tutoring to support the development of numeracy skills)
- **Maths Space** (digital platform to enhance numeracy skills in Years 7-8)
- **Minimum Standards Program** (teacher and SLSO-led program to support student attainment of the HSC Minimum Standard)
- **Literacy Coaching** (teacher-led program [MacqLit, MultiLit] to support the development of reading and/or writing skills)
- **Numeracy Coaching** (teacher-led program to support the development of numeracy skills)
- **In-class support** (SLSOs supporting identified students in-class in their development of literacy and/or numeracy skills)

Consequently, Sefton High School continues to work towards all students maximising their achievement in reading, writing and numeracy through increased support opportunities to all students in all years. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures and this is consistent with strong student progress and achievement on internal measures. The teachers embrace well-developed processes to identify, regularly monitor and review individual student learning needs and their planning for learning is informed by sound holistic information about each student's wellbeing and learning needs. Finally, the school continues to aim towards most students achieving in the top two bands for NAPLAN, and top two and three bands in the HSC.

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
NAPLAN No growth data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Percentage of students in top two bands in reading shows a 3% increase above the baseline by 2022.	Percentage of students achieving the top two bands in reading increased by 5.18%, however achievement of the system-negotiated target is yet to be fully realised.
NAPLAN No growth data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Percentage of students in top two bands in writing shows a 3% increase above the baseline by 2022.	Percentage of students achieving the top two bands in writing increased by 9.4%, however achievement of the this target is yet to be fully realised.
NAPLAN No growth data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Percentage of students in top two bands in numeracy shows a 3% increase above the baseline by 2022.	Percentage of students achieving the top two bands in numeracy decreased by 1.00% indicating targeted progress yet to be fully achieved in working toward the system-negotiated target.
HSC Percentage of students in top two bands in HSC courses shows a 2% increase above the baseline by 2022.	Percentage of students achieving the top two bands in HSC courses increased by 5.31% indicating achievement of the system-negotiated target.
HSC Percentage of students in top three bands in HSC courses shows a 2% increase above the baseline by 2022.	Percentage of students achieving the top three bands in HSC courses increased by 6.78% indicating achievement of the system-negotiated target.

Strategic Direction 2: Student engagement

Purpose

Our purpose is to raise student engagement with classroom learning as a precursor to students achieving desired learning growth and attainment targets. From the School's situational analysis and consideration of the 2018-2020 School Plan, there is a clear need to: challenge and enrich the learning of all students; embed best practice pedagogy; deeply structure the learning environment; enrich learning of high potential students utilising gifted education principles; enhance students' connection to 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.

- Enhance Intellectual Quality
- Enhanced Student Wellbeing

Resources allocated to this strategic direction

English language proficiency: \$44,000.00

Per capita: \$214,000.00

Student support officer (SSO): \$96,058.00

Integration funding support: \$57,007.00

Low level adjustment for disability: \$26,718.00

Socio-economic background: \$326,027.94

Aboriginal background: \$1,571.06

Summary of progress

Throughout 2022, Sefton High School has continued its focus on providing an enriched learning experience that meets the learning needs of all students in a safe and supportive learning environment where all students feel a strong sense of belonging. Strategic Direction 2: Student Engagement was comprised of two primary initiatives: **Enhance Intellectual Quality**, and **Deepen Sense of Belonging**.

Enhance Intellectual Quality

Staff at the school worked towards achievement of this initiative through a rigorous approach to identifying the learning needs of students, and enhancing teaching and learning programs through the integration of evidence-informed practices. The professional learning undertaken by teachers at Sefton High School for this initiative focused upon:

- Deepening staff knowledge and application of the practices outlined in CESE's **What Works Best 2020 Update**.
- **Identification of high potential and gifted students** across the four domains identified in the **High Potential and Gifted Education Policy**.
- Evidence-informed **teaching and learning practices** to meet the learning needs of all students, including high potential and gifted students.
- Best practice approaches to integrating the **Quality Teaching Model** into teaching and learning programs and assessments to enhance the learning outcomes of all students, with an explicit focus on the dimension of Intellectual Quality.

With a sustained focus on the above areas for internal and external professional learning opportunities, the school has continued to embed within all teaching and learning programs the principles of gifted pedagogy and the recommendations of What Works Best including explicit teaching, and formative and summative assessment practices.

To ensure this initiative was adopted into practice, significant internal professional learning time was provided to facilitate high-impact professional learning of current gifted education research and pedagogy and of the Quality Teaching Model. This included:

- **School Development Day 2 (Term 1, 2022):** Teachers participated in cross-faculty workshops wherein they developed a deep understanding of the High Potential and Gifted Education Policy, the Differentiation Adjustment Tool and the integration activities that reflected both Stage 4 teaching and learning programs to meet the learning needs of high potential and gifted students.
- **Professional Learning Meeting 2 (Term 1, 2022):** Teachers participated in a workshop to enhance their use of formative assessment (including Learning Intentions and Success Criteria) to identify the learning needs of students and to extend and enrich high potential and gifted students.
- **School Development Day 4 (Term 3, 2022):** Differentiated professional learning was provided for staff in using

the Department of Education's SCOUT suite, accessing relevant SCOUT reports to support differentiation of teaching and learning programs in Stage 4 for high potential and gifted students.

A range of staff also attended external professional learning courses to deepen their knowledge of identifying high potential and gifted students, and meeting their learning needs through enriched practices at the class, faculty and whole-school level. Participation at these courses was evaluated to inform future engagement and directions. Findings and recommendations from these courses was disseminated to the school through internal processes.

Internal to the school, faculties and staff planned and delivered a range of extra-curricular and co-curricular programs and activities to provide students with the opportunity to enhance their skills and abilities across a range of domains. Some of these activities included:

- **English:** English Olympiad (writing competitions in a variety of forms - narrative, poetry, essay); Year 10 Slam Poetry Competition; Premier's Debating Challenge; Plain English Speaking Competition (in which of Year 12 competed at the State Final); Philosophy Club.
- **History:** JA Thompson History Debating for Years 10 and 11; History Club; Australian History Competition; National History Challenge.
- **Science:** Science Club; Science Olympiad; Chemistry Competition.
- **Mathematics:** Computational and Algorithmic Competition; Mathematics Olympiad; Coding Club.; Sydney University's MaPS Correspondence Program; Metro STEAM Challenge
- **Social Science/Music:** Music Club; Geographic Society; Year 9 Commerce Market Day; CAPA Night.
- **Student Services:** Books and Buddies; Maths Mates; Metropolitan Chess Championships; Library Monitors.

As a consequence of the professional learning undertaken staff expressed they had deepened their knowledge of current gifted education research and pedagogy, and of the Quality Teaching Model. Staff then engaged in a process of tailoring teaching and learning programs to integrate principles of this learning. However, due to contextual circumstances and staffing challenges presented by COVID-19 restrictions through the first half of 2022, staff have been prevented from engaging in developing formative and summative assessment practices that integrate concepts of core and advanced levels of achievement. Further discussions and planning amongst the Executive Team in regards to achieving this aspect of the initiative will be required through 2023.

Sefton High School continues to deliver teaching and learning programs across the school which evidence adjustments to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved engagement and learning. Furthermore, teaching and learning programs at Sefton High School are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Finally, the school continues to work towards continuous enrichment of all Stage 4 and 5 learning programs, assessment methods and assessment task design that supports staff to identify and challenge high potential students including differentiation in line with gifted education research and pedagogy.

Deepen Sense of Belonging

In working towards the second initiative in 2022, staff at Sefton High School have worked towards ensuring every student is known, valued and cared for through purposeful wellbeing strategies that allow all students to connect, succeed and thrive. The school has both refined and extended existing practices to enhance student wellbeing, while initiating new processes to deepen students' sense of belonging to the school. To achieve this, a component of the school's high-impact professional learning plan delivered over 2022 has included:

- **School Development Day 3 (Term 2, 2022):** Using student data to make data-informed decisions at different levels (class, faculty, whole-school) that support student wellbeing as informed by the Department of Education's Wellbeing Framework.
- **Professional Learning Meetings 3 and 4 (Term 2, 2022):** Teachers participate in a *Classroom Management* workshop led by recognised school leaders to enhance their classroom management practices.
- **School Development Day 4 (Term 3, 2022):** Differentiated professional learning for staff in using the Department of Education's SCOUT suite, accessing relevant SCOUT reports that are indicators of student wellbeing and sense of belonging. Teachers also participated in the *Improving Student Wellbeing through Participation* workshop 1 to reflect on existing practices that enhance positive student engagement with the school.
- **Professional Learning Meetings 6, 7 and 8 (Terms 3 and 4, 2022):** Teachers participated in the *Improving Student Wellbeing through Participation* workshops 1-4 to enhance existing practices that enable more students to connect to the school and deepen their sense of belonging.

A range of staff also attended external professional learning courses to enhance their capacity to support student wellbeing and deepen students' sense of belonging. Participation at these courses were evaluated to inform future engagement and directions. Findings and recommendations from these courses were disseminated to the school through internal processes.

Additionally, a number of administrative whole-school processes were reviewed and evaluated to enhance students' sense of belonging:

- The Senior Executive Team and Executive Team have continued to review student engagement data to refine the

implementation of **the 5Ps framework** to support students to have positive engagement with learning and the school.

- The Senior Executive Team has led the transition to the **Sentral** student records database, and subsequent use of reports to support positive student engagement with learning. This has facilitated a continuation of effective communication with parents and the school community to support learning and engagement.
- The Head Teacher Teaching and Learning led an extensive review of the Sefton High School **Merit Award Scheme** through Terms 1 and 2 to ensure the school formally recognises students who consistently demonstrate positive learning behaviour.
- The Head Teacher PDHPE and Sport has continued to develop a **holistic house system** through various sporting activities (eg. House Games, Athletics and Cross Country Carnival).

A range of extra-curricular and co-curricular activities were facilitated throughout 2022 to support and enhance students' sense of belonging to the school. **Year advisers** formed leadership groups to plan and deliver **fundraising events**. **Year 8** ran a whole school musical chairs competition in order draw the school community together through music and games. **Year 9** hosted a fundraiser which consisted of exciting food and game stalls to support Canteen. **Year 10** hosted their Throwback Thursday event which saw the running a paper Aeroplane Competition and a range of carnival games to raise money for Save the Children.

Furthermore, in 2022 the Head Teacher Welfare oversaw the **Prefect Team** in their successful delivery of whole-school engagement activities including **Valentines Day**, the **Beep Test Challenge**, the **Push Up Challenge**, **Year 12 Fair Day**, and **SEMPH Day** (Social, Emotional, Mental, and Physical Health). These activities engaged the wider school community in a wide range of activities that positively impact the domains that contribute to student wellbeing. These activities have also contributed to a vibrant and engaging school community within which students can enhance and strengthen their sense of belonging to the school.

Additionally, the **SRC** coordinator oversaw the SRC's planning and delivery of both fundraising and student voice events. This included **Multicultural Day**, **Talent Quest** and **Daffodil Day**. Throughout 2022, the SRC provided students with opportunities to exercise their voice in a democratic and meaningful manner to boost the overall sense of belonging amongst the student body, educate the school community on important issues and contribute to the school community.

Furthermore, through the employment of additional staff in the Student Services faculty as well as across the school, there has been improved processes and opportunities to support student wellbeing. This has included:

- **Mentor Teacher** (teacher-led mentoring program to support student engagement)
- **Student Support Officer** (staff member who supports the implementation of the school's whole-of-school approach to wellbeing)
- **PBL Program** (teacher-led program to support students demonstrating positive behaviour for learning)
- Facilitation of **Progress Interviews** for Years 8 (Term 4, 2022), 10 (Term 4, 2022), 11 (Term 1, 2022) and 12 (Term 12, 2022).
- Recruitment of **SRC Coordinator for 2022** with enhanced support provided by the SRC through programs
- Recruitment of **Assistant Year Advisers** for 2023
- Recruitment of **Peer Support Coordinators** for 2023

Consequently, Sefton High School continues to work towards ensuring all classrooms and other learning and shared spaces are well managed within a consistent, school-wide approach. Furthermore, students are engaged in well-planned teaching and relevant learning. Throughout 2022, teachers have modeled and shared strategies for classroom management and the promotion of student engagement and responsibility for learning. Expectations of learning behaviours are being co-developed with students, staff and the community to ensure effective conditions for growth and attainment. These expectations are explicitly, consistently and supportively applied across the school. Finally, Sefton High School has implemented evidence-based change to whole school wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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
Tell Them From Me student survey reports, reflect increased social and emotional outcomes evidencing students' intellectual engagement, and interest and motivation in their learning, above the previous year.	Tell Them From Me student survey reports indicate the percentage of students with positive social and emotional outcomes has been maintained, evidenced through a maintenance in students reporting intellectual engagement, and a maintenance in interest and motivation in their learning relative to 2021 responses.
Formal and informal teacher and student evaluation of learning programs	Due to challenges presented with staffing shortages and COVID-19 restrictions, planned progress in regards to gathering further feedback of

that have been revised and implemented report high levels of intellectual engagement in learning.	teaching and learning programs has not yet been made.
Tell Them From Me student survey reports, reflect increased social and emotional outcomes evidencing students feeling intellectually challenged across core key learning areas and having the skills to meet these challenges. This is reflected in growth in the differential between school and NSW government school norms.	Tell Them From Me student survey reports suggest that students experiencing positive social and emotional outcomes has decreased, evidenced through an increase in the differential between the school and NSW government school norm. Data suggests that there has been a decrease of students reporting that they are intellectually challenged across core key learning areas and having the skills to meet these challenges by 5% relative to 2021 responses.
Tell Them From Me student survey reports, reflect increased social and emotional outcomes evidencing students' positive sense of belonging, pride and value in schooling outcomes, above the previous year.	Tell Them From Me student survey reports indicate the percentage of students with positive social and emotional outcomes has increased. This is evidenced through an increase in students reporting a sense of pride in their school by 6%, an increase in valuing of schooling outcomes by 2%, mixed with a decrease in students reporting a positive sense of belonging by 1% relative to 2021 responses.
Increased proportion of students demonstrate positive learning behaviours as measured against the previous year's student behaviour and learning profile entries.	Due to the transition to Sentral, new baselines have been set for the frequency of students demonstrating positive learning behaviours. These will be developed and averaged across 2022-2025 to form a new baseline for the next evaluative cycle.
Student attendance shows a 3.5 % increase above the baseline by 2022.	The number of students attending greater than 90% of the time or more has decreased by 8.92%. This is a response to the lockdown experience.

Purpose

Our purpose is to enrich staff efficacy so as to build individual and collective expert knowledge which will drive enhanced student engagement, growth and attainment. Robust and proven research emphatically establishes the centrality of staff quality, teaching practices, administrative systems and instructional leadership as pivotal in enhancing student engagement, growth and attainment. Throughout the consultative process, staff consistently championed a desire to enhance and embed the existing school culture that facilitates professional dialogue and collaborative learning practices. Staff efficacy will be enriched by experts and proven research that models effective practice.

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.

- Enhance Staff Quality
- Build Collaborative Practices

Resources allocated to this strategic direction

Beginning teacher support: \$80,310.00

Professional learning: \$82,220.00

Per capita: \$13,000.00

Summary of progress

Sefton High School maintained its focus on ensuring all staff engage in collaborative and evidence-informed professional learning that positively impacts student learning outcomes. The school's commitment to the professional growth of all staff has underpinned the successes and achievements in Strategic Directions 1 and 2 throughout 2022. **Strategic Direction 3: Staff Efficacy** was comprised of two core initiatives: **Enhance Staff Quality**, and **Build Collaborative Practices**.

Enhance Staff Quality

In 2022, staff at Sefton High School have come together to develop a high-impact professional learning plan aligned to the school's strategic directions in the areas of wellbeing, high potential and gifted education, quality teaching and assessment, and leadership training. Internal professional learning aligned to Strategic Directions 1 and 2 are identified within the earlier summaries of this Annual School Report. The following activities were undertaken in working towards our achievement of the improvement measures of Strategic Direction 3:

- **Strengthen existing induction programs to support staff in improving their professional knowledge and skills** - Two Deputy Principals planned and delivered an induction program for early career teachers and teachers new to Sefton High School that ran for the duration of Term 1. Staff engaged with the program and were supported in strengthening classroom practice, understanding school policies and procedures and provided resources to assist in their relevant roles. Moving forward, the school's induction processes will continue to be refined and strengthened in line with best-practice and resourcing advice from the Department of Education's *Induction Hub*.
- **Facilitate opportunities for structured mentoring across the school for staff at every level** - Opportunities for formal and informal mentoring were ongoing throughout 2022 despite the challenges that presented themselves due to staffing shortages and COVID-19 restrictions. Middle leaders and teacher leaders were mentors to teachers new to Sefton High School and early career teachers and supported their professional growth. Established school processes (eg. PDP, Faculty Monitoring) continued to enhance staff quality. Moving into 2023, planning for the structures necessary to facilitate further mentoring across the school will occur in line with research and best-practice advice.
- **Investigate commonalities among staff Performance and Development Plans to align school-based professional learning to meet staff needs** - Across Terms 1 and 2, the Head Teacher Teaching and Learning developed this activity to identify common staff development goals so as to ensure the professional learning at Sefton High School met both staff and student learning needs. This included an optional opt-in process to share the areas that their PDP goals aligned to. Using this information, School Development Days and Professional Learning Meetings were aligned to the goals of staff via differentiated workshops. This practice proved successful and will be continued into 2023.

Consequently, Sefton High School continues to maintain its established culture of ensuring all teachers having expert contemporary content knowledge and deploy effective teaching strategies that support student learning outcomes. To facilitate this, the school has made effective use of time and resources to facilitate a high-impact professional learning

plan that has met the needs of staff to support students and the wider school community. As part of this, formal mentoring to improve teaching, and develop aspiring leaders has been provided to teachers who request it or are identified as seeking growth and opportunity. Finally, staff have critically reflected on professional learning activities to identify and then integrate effective, evidence rich strategies that have improved teaching and learning.

Build Collaborative Practices

In working towards the second initiative, staff at Sefton High School have engaged in activities and initiatives that are collaborative in nature. With the return to face-to-face teaching and increased capacity for face-to-face professional learning, teachers and non-teaching staff have been able to collaborate to build their professional growth and, thereby, enhance their efficacy throughout 2022. Activities that staff have engaged in to increase collective efficacy have included:

- **Increased leadership roles:** The evolution and planning of additional teams that support school initiatives and student learning have allowed staff to take on additional leadership opportunities to continue their professional growth. These teams have included the Quality Teaching Team, NAPLAN Team, Tell Them From Me Team, MLDP Team, HPGE Team, Sentral Team, SRC Team and Peer Support Team. Additionally, existing teams have been enhanced and expanded, including the Numeracy Team, Literacy Team, Pathways Team, Timetabling Team and Welfare Team to further provide staff with opportunities to enhance their capacity and professional fulfillment.
- **Enhanced evaluative processes:** Ongoing and meaningful evaluation of school policies, processes and practices has continued, with an explicit alignment to the SEF, SIP and Australian Professional Standards for Teachers. This has included regular Implementation and Monitoring Meetings with the Senior Executive Team to measure progress against the SIP and targeted Improvement Measures. Enhanced evaluation methodology of School Development Days and Professional Learning Meetings has been utilised to ensure aims are being met to a high standard. The integration of the F-SIP into faculty processes and practices is working to ensure day-to-day alignment with the school SIP. Additionally, the Executive Team have continued to review school policies and procedures to ensure all students are supported in their learning to achieve their personal best.
- **Increased frequency of team teaching to support identified students in the development of literacy and numeracy skills:** Staff within the Student Services faculty engage with classroom teachers to plan for team teaching. LaST then attended classes to support the learning of identified students and evaluate practices to ensure all student are working towards growth and attainment in literacy and numeracy within KLA contexts. These students are monitored and supported with further collaboration between the LaST and teachers.

In terms of the activities for this initiatives, the following progress has been made:

- **Deepening of the school's leadership density and reconnection with Quality Teaching Rounds and Quality Teaching Assessment** - Due to the challenges presented in 2021, and recent staff changes, the decision was made to re-initiate Quality Teaching Rounds (QTR) by identifying 4 teachers to be re-trained in the delivery of QTR, with plans to successfully run QTR in Terms 1 and 2 of 2023. Consequently, these 4 staff completed the 2-day training workshop for QTR in Term 4, 2022, and are now situated to deliver the program beginning in 2023. Quality Assessment Rounds (QAR) was successfully delivered through Terms 1 and 2 of 2022, with the Head Teacher Teaching and Learning coordinating the program with 3 staff to successfully enhance their assessment practices. After a comprehensive evaluation, QAR will continue to be delivered through 2023.
- **Integrate the methodology of Quality Teaching Rounds with coaching principles to enhance lesson observations conducted for Early Career Teachers, self-nominating teachers and all teachers as part of the annual Performance and Development Plan process** - Due to the staffing challenges presented in 2022, the development and implementation of this activity was not completed. An evaluation of the principles of this activity will be conducted in the early weeks of 2023 and - if feasible - integrated into future plans to strengthen and improve practices that support effective collaboration across the school.
- **Facilitate structured professional learning for non-teaching staff to develop their skills across a range of administrative functions and systems to broaden their expertise to strengthen sustainability of daily operations** - The School Administrative Manager coordinated with a Deputy Principal in the development and implementation of a comprehensive professional learning plan for non-teaching staff, which was then integrated into the whole-school professional learning plan (eg. SDD, PL Meetings). Additionally, role statements were finalised of all non-teaching staff and a plan collaboratively formed to enhance the capacity for all non-teaching staff in sharing tasks and duties that raised group members' awareness and skills.

Consequently, Sefton High School continues to work towards strengthening and improving practices that support effective collaboration across the school. Across 2022, teaching and non-teaching staff have shared their expertise within the school with a clear focus on student progress and achievement, and high-quality service delivery. To support this, the leadership team has deployed teaching and non-teaching staff to make best use of available expertise to meet the needs of students. Additionally, this year has seen an increase in the completion of formal professional learning courses by all non-teaching staff. Finally, the leadership team has maintained its focus on distributed instructional leadership to sustain a culture of ongoing improvement for all staff.

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
The evaluation and feedback from participating staff evidence greater efficacy from engaging with a comprehensive staff induction program and / or structured mentoring program.	Informal feedback from participants who undertook the induction program was very positive, with exemplary staff attendance and engagement through the term of delivery. Informal feedback of new teachers and teachers new to Sefton High School was supportive of the mentoring and support strategies used by their respective head teachers in 2022.
Teacher evaluation indicates school-based professional learning has increased their confidence to drive student engagement, growth and attainment.	Teacher evaluation surveys of school-based professional learning opportunities indicates an increase of 1.20% of teachers reporting greater understanding and confidence in driving student engagement, growth and attainment compared to 2021 baseline data.
Tell Them From Me teacher survey reports, evidence improvement in the drivers of student learning, from the previous year.	Tell Them From Me teacher survey reports some change to teachers reporting on the drivers of student learning. There was an increase in teachers reporting that the school is an Inclusive School (+0.1) and a slight increase in Parent Involvement (+0.1) together with a decrease in teachers reporting Collaboration (-0.1) and Technology provisions (-0.1). All other drivers reflected their 2021 reporting levels.
The range of school support and administrative functions that each non-teaching staff member is able to perform independently is increased.	Professional development opportunities and adjustments to role statements across 2022, has seen non-teaching staff greatly diversify their capacity to perform a wider range of administrative functions and perform these independently.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$398,863.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sefton High 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"> • Maximise Achievement in Reading, Writing and Numeracy • Enhanced Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to facility student wellbeing activities. • resourcing to increase equitability of resources and services, including ICT, literacy and numeracy resources. • resourcing to increase equitability of resources and services, including wellbeing and engagement initiatives. • employment of additional staff (General Assistant, SLSO, Deputy Principal, Pathways Coordinator) to support student engagement and attainment program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <p>Significant improvements in student engagement and attainment have been made in 2022. Our increased access to specialised support personnel such as the Deputy Principal, Pathways Coordinator and General Assistant has resulted in a significant improvement in classroom management and practice thereby improving student engagement through positive learning behaviours. Furthermore, our efforts to improve access to teaching and learning materials for both students and staff have been successful. We have purchased additional learning resources that meet the needs of students and support curriculum delivery in all faculties, thereby maintaining a focus on the development of the core skills of literacy and numeracy for all students. Finally, the delivery of additional wellbeing programs and activities that promote an inclusive learning environment have supported the growth in students' sense of belonging and connection to the school, thereby strengthening our existing culture of engagement and attainment for all students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>As we move forward into the next school year and into a new Strategic Improvement Plan, we will continue to focus on the best ways to support our students. After careful evaluation of the previous school plan, we will maintain our commitment to the development of students' foundational skills through the employment of additional staff while also exploring ways in which to access expertise to support all students' growth and attainment. One of the key ways we can support our students is by providing them with access to high-quality teaching and learning materials that are tailored to their individual needs. We also need to ensure that our class sizes remain manageable, so that our teachers can provide personalised attention to each student. Another important factor is early intervention - we need to identify and address any issues our students are facing as early as possible, so that they can receive the support they need to succeed. Finally, we need to continue to build strong relationships with our students and their families, so that we can provide the best possible support for their academic, social, and emotional growth.</p>
<p>Aboriginal background</p> <p>\$1,571.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sefton High 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</p>

<p>Aboriginal background</p> <p>\$1,571.06</p>	<p>including:</p> <ul style="list-style-type: none"> • Enhanced Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Commissioning of ATSI Mural to raise awareness of First Nations people and promote a sense of belonging. <p>The allocation of this funding has resulted in the following impact: The creation of our ATSI mural in the main recreational area has had a significant impact on student sense of belonging and engagement with learning. The mural provides an opportunity to celebrate the diversity of the school community and create a visual representation of shared values and experiences. By involving students in the creation of the mural, students developed a sense of ownership and pride in their school and feel more connected to their peers and teachers. Additionally, the process of creating the mural provided a platform for discussions about cultural heritage, social justice, and community involvement, which further enhanced student learning and engagement. The mural serves as a source of inspiration and motivation for students to pursue their academic and personal goals, knowing that they are part of a vibrant and supportive community.</p> <p>After evaluation, the next steps to support our students will be: Future support for Aboriginal and Torres Strait Islander students will be in the area of programs that promote cultural awareness and understanding, such as cultural immersion experiences. These programs help students to develop a strong sense of identity and belonging, essential for engagement, growth and attainment. Another important area is the provision of additional support for students who may require it, such as tutoring or mentoring services in the development of PLPs. This helps to address gaps in academic knowledge or skills and ensure that students have the resources they need to achieve their goals. Finally, funding can be used to provide opportunities for student leadership and involvement in the school community, such as through cultural events and activities. By empowering First Nations students to take an active role in their school, they can develop the confidence and skills they need to succeed academically and beyond.</p>
<p>English language proficiency</p> <p>\$198,921.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sefton High 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"> • Maximise Achievement in Reading, Writing and Numeracy • Enhance Intellectual Quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional LaST staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: The employment of additional LaST to support EALD (English as an Additional Language or Dialect) and Learning Support Teachers has had a significant positive impact on student engagement and academic growth and attainment. These teachers have provided targeted support to students who required additional assistance in areas such as language development or learning difficulties. These additional teachers worked with students one-on-one and in small groups to receive more personalised learning support tailored to their specific needs. This has built confidence and motivation, leading to increased engagement and academic growth. Additionally, the use of evidence-based interventions and strategies has helped to accelerate</p>

<p>English language proficiency</p> <p>\$198,921.00</p>	<p>learning and improve outcomes for students who may otherwise not meet stage outcomes. By investing in additional EALD and Learning Support Teachers, our school has helped ensure that all students have had the opportunity to reach their full potential and achieve academic success.</p> <p>After evaluation, the next steps to support our students will be: Future support for the development of English language proficiency for students from a non-English speaking background provides an opportunity to address the unique challenges faced by these students and enhance their engagement and attainment. One key support strategy is the employing of additional staff with expert knowledge in the area of teaching English as an Additional Language or Dialect (EALD) and Learning Support. These staff members can provide targeted support to students, including language development and cultural awareness, helping to improve students' confidence and engagement in the classroom. Additionally, these staff members can work collaboratively with classroom teachers to develop strategies and resources to support students and provide ongoing professional development. By investing in additional staff with expert knowledge, schools can create a more inclusive and supportive learning environment for students from non-English speaking backgrounds, ultimately leading to improved academic outcomes and success.</p>
<p>Low level adjustment for disability</p> <p>\$199,100.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sefton High 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"> • Maximise Achievement in Reading, Writing and Numeracy • Enhanced Student Wellbeing <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 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of a part-time Student Mentor <p>The allocation of this funding has resulted in the following impact: Students requiring additional support in the development their literacy and numeracy skills have engaged positively with their learning. One effective strategy has been to employ additional staff, such as Learning and Support Teachers, who have used their specialist skills and knowledge to support identified students. These staff members have worked closely with classroom teachers to develop individualised plans and strategies to meet the specific needs of students, including modifications to curriculum and assessment, specialised equipment and technology, and social and emotional support. By having additional staff available, at-risk students have received extra support to engage positively with learning and achieve their academic goals. Additionally, the use of evidence-based interventions and assistive technology has helped in removing barriers to learning and increased students' independence and participation in the classroom. Ultimately, by investing in additional staff to support students, we have strengthened out existing inclusive and supportive learning environment for all students, leading to improved outcomes and success for everyone.</p> <p>After evaluation, the next steps to support our students will be: Future support for identified students will seek to build on successful practices that enhance student engagement and attainment. For example, we will seek to continue to employ additional staff with expert knowledge in the area of Learning and Support. These staff members can provide targeted support and guidance to both students and classroom teachers,</p>

<p>Low level adjustment for disability</p> <p>\$199,100.00</p>	<p>helping to ensure that students are receiving the individualised support they need to succeed. Additionally, we will aim to use future funding to purchase additional resources and technology to support students, such as assistive technology or specialised equipment relevant to student needs. By investing in these additional resources and staff, we will continue to build a learning environment for all students which will lead to enhanced engagement, growth and attainment.</p>
<p>Professional learning</p> <p>\$83,420.00</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 High 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"> • Refine Data Informed Practices • Enhance Staff Quality <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release time for staff to attend external PL • attendance at external PL opportunities <p>The allocation of this funding has resulted in the following impact: Funding for teacher professional learning has been a key driver in supporting students to engage positively with learning and improve student learning outcomes. Professional development opportunities for teachers, such as workshops, courses, and coaching sessions, have provided teachers with the knowledge, skills, practices and dispositions needed to effectively support student learning. This has included training in evidence-based teaching practices, new technologies, and effective classroom management techniques. By investing in teacher professional learning, our school has helped teachers to become more confident and effective in their teaching, leading to improved student engagement and academic outcomes. Additionally, teachers have been provided with ongoing support and professional development to sustain our culture of continuous improvement, leading to improved academic and wellbeing growth and attainment for students. Teacher professional learning to date has enhanced student engagement and learning outcomes, and ensured that all students have the opportunity to reach their full potential.</p> <p>After evaluation, the next steps to support our students will be: Professional learning funding provides an opportunity to improve teachers' knowledge, skills, practices and dispositions in various areas that can enhance student outcomes. One effective way this funding will be spent is by providing targeted professional development opportunities for teachers in the area of gifted education, student wellbeing, literacy, numeracy, and quality teaching. For example, the school will continue to support all teachers to receive training in evidence-based strategies for supporting the unique needs of gifted students through GERRIC, effective ways to promote student wellbeing and resilience, and strategies for improving literacy and numeracy outcomes through professional learning delivered by the NSW Department of Education. By investing in targeted professional development opportunities for teachers in these areas, we will ensure that teachers have the knowledge, skills, practices and dispositions they need to support all students to reach their full potential and to meet future Strategic Improvement Plan targets.</p>
<p>Beginning teacher support</p> <p>\$80,310.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Sefton High School during their induction period.</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"> • Enhance Staff Quality

<p>Beginning teacher support</p> <p>\$80,310.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for beginning teachers and corresponding Executive to support induction, mentoring and accreditation. <p>The allocation of this funding has resulted in the following impact: Funding for beginning teachers has been essential to ensuring new teachers are supported to develop their professional skills and abilities. Funds have been used to provide release time for new teachers to work with experienced teachers and head teachers in the school with coaching, mentoring and reflective practices. New teachers have been provided the opportunity to participate in mentoring programs that paired beginning teachers with experienced teachers who provided guidance and support in their new roles. Additionally, new teachers were provided release time and professional development opportunities specifically designed for beginning teachers, such as workshops on classroom management and effective teaching strategies. Additionally, release time was provided for beginning teachers to observe other teachers in action, allowing them to learn from experienced colleagues and develop their own teaching skills. By investing in targeted support programs and professional development opportunities for beginning teachers, new teachers have been assisted developing their skills and confidence to be effective in the classroom, ultimately leading to improved outcomes for their students.</p> <p>After evaluation, the next steps to support our students will be: Future funding for beginning teachers will be used in a variety of ways to ensure that new teachers receive the support they need to continue their development as professionals. In addition to existing practices - such as release time for mentoring, observations and professional learning - we will seek to provide regular workshops and training sessions on topics such as differentiated instruction and assessment strategies. Additionally, funding will be provided for release time for beginning teachers to collaborate and share best practices with their colleagues through regular team meetings or peer observations, as well as opportunities for teachers to work together on curriculum development or other projects. By providing ongoing support and development opportunities for beginning teachers, schools can help to ensure that new teachers have the knowledge, skills, and confidence they need to be effective in the classroom, ultimately leading to improved outcomes for their students.</p>
<p>COVID ILSP</p> <p>\$268,154.00</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 teachers/educators to deliver small group tuition and in-class support • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: The employment of additional staff to address the engagement and learning needs of identified students has been extremely successful. The implementation of a Boys Mentoring Program (Top Blokes), a Minimum Standards Program for Reading, Writing, and Numeracy, and small group tuition for students developing literacy and numeracy skills has been extremely positive and beneficial for student learning and engagement. The Boys Mentoring Program has provided a supportive environment for male students to develop positive relationships with their peers and mentors, while also providing them with opportunities to develop leadership skills and engage in positive behaviours both in and out of school. The Minimum</p>

<p>COVID ILSP</p> <p>\$268,154.00</p>	<p>Standards Program for Reading, Writing, and Numeracy helped ensure that all students 10-12 can demonstrate the minimum foundational skills they need to be successful in school and beyond. Small group tuition for students developing literacy and numeracy skills provided individualised support to students who need additional assistance, which ensured that they were able to make progress and achieve success. These programs all contributed to a positive and supportive school environment, and have helped to improve student engagement, motivation, and academic outcomes.</p> <p>After evaluation, the next steps to support our students will be: Dependent upon recurrent funding levels and ability to source staff, continuing the Boys Mentoring Program, the Minimum Standards Program for Reading, Writing and Numeracy, and small group tuition for students developing literacy and numeracy skills using targeted funds will provide ongoing support and resources for these important programs. The Boys Mentoring Program will continue to provide male students with the necessary skills and support to develop positive relationships and social skills. The Minimum Standards Program for Reading, Writing, and Numeracy will continue to ensure that all students who graduate Sefton High School are meeting the Minimum Standard in all three domains, while the small group tuition for students developing literacy and numeracy skills will provide additional support to students who need it most. These programs have all been shown to be positive and beneficial to student learning and engagement, and continued funding will ensure that students continue to receive the support they need to achieve success in their academic and personal lives.</p>
<p>Per capita</p> <p>\$266,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sefton High 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"> • Maximise Achievement in Reading, Writing and Numeracy • Enhance Intellectual Quality • Enhanced Student Wellbeing • Enhance Staff Quality <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchase of relevant, impactful and valuable literacy and numeracy resources for use by the school community. • purchase of relevant, curriculum-based numeracy resources that supports engagement and attainment in Science and Mathematics. • purchase of sporting equipment / facilities that enable participation of all students in physical activity. • purchase of additional teaching and learning ICT resources to enhances intellectual quality of teaching and learning programs and activities delivered at the school. <p>The allocation of this funding has resulted in the following impact: Staff efficacy, student engagement and growth and attainment has been support through the use of funds in the purchase of additional teaching and learning resources that target known areas that will assist the school in meeting its strategic targets. By investing in a variety of literacy resources like non-fiction, easy-read non-fiction, fiction, easy-read fiction, students have been supported to improve their literacy skills, comprehension, and critical thinking abilities. Additionally, student and teacher access to high-quality numeracy resources, including problem-solving tasks, games, and manipulatives, has supported student engagement and attainment in Science and Mathematics while developing their critical skills. Similarly, by providing sporting equipment and facilities, the school has promoted physical activity, teamwork, leadership, and a sense of belonging to the school community, while also supporting improved physical health, mental wellbeing, and academic performance. Finally, new ICT resources have enhanced teaching and learning programs by offering interactive and engaging lessons, diverse resources, and promoting collaboration and critical thinking among students.</p>

<p>Per capita</p> <p>\$266,000.00</p>	<p>After evaluation, the next steps to support our students will be: The allocation of funding will continue to enable the school to purchase a wide range of teaching and learning resources across the domains of literacy, numeracy, student wellbeing, and ICT. In literacy, the school will continue to purchase non-fiction and fiction books, easy-read versions, and teacher reference books to develop students' reading and comprehension skills. In numeracy, the school will invest in problem-solving tasks, games, manipulatives, and other relevant resources that enable students to practice and apply their numeracy skills in real-world contexts. The school will also prioritise the purchase of resources that support student wellbeing, such as mindfulness programs, social-emotional learning resources, and mental health support services. Finally, the school will continue to invest in ICT resources that enhance the intellectual quality of teaching and learning programs, such as educational apps, multimedia tools, and online textbooks. By investing in these resources, the school can ensure that students have access to the tools and support they need to succeed in all areas of their academic and personal growth.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sefton High 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"> • Enhanced Student Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employ Student Support Officer to enhance student belonging and wellbeing. <p>The allocation of this funding has resulted in the following impact: Funding for a Student Support Officer has proven to be extremely effective in improving student engagement, growth, and attainment. The SSO has successfully completed a range of tasks to a high standard. They have provided individual support to students who required additional assistance with their learning and/or wellbeing, conducted regular check-ins with at-risk students to monitor progress and provide support, collaborated with staff to develop and implement targeted interventions, and coordinated programs to support student mental health and wellbeing. By providing this level of personalised support, the SSO has helped to improve student attendance, engagement, and academic performance. Additionally, the SSO's work has had a positive impact on students' mental health and wellbeing, leading to a more positive school experience and better long-term outcomes. The effectiveness of the SSO is evident in the improvements seen in student outcomes, including increased academic achievement and engagement, as well as a reduction in negative behavior incidents.</p> <p>After evaluation, the next steps to support our students will be: The employment of an Student Support Officer has proven extremely effective in supporting student wellbeing and engagement, and will therefore continue to be a key part of the school's support structure. In addition to the tasks already carried out by the SSO, they will also implement new programs and initiatives to further support students' social, emotional, and academic needs. For example, the SSO will run regular wellbeing workshops on topics such as stress management, resilience building, and positive self-talk, to equip students with the tools they need to thrive both in and out of the classroom. They will also work closely with teachers to identify students who require additional support and provide individualised interventions to address their specific needs. Through these programs and initiatives, the SSO will continue to play a vital role in promoting student wellbeing and improving learning outcomes.</p>
<p>Integration funding support</p> <p>\$57,007.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sefton High School in mainstream classes who require moderate to high levels of adjustment.</p>

<p>Integration funding support</p> <p>\$57,007.00</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"> • Enhanced Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • attendance of support staff at off-site events <p>The allocation of this funding has resulted in the following impact:</p> <p>Funding for a School Learning Support Officer (SLSO) has had a significantly positive impact on the academic and social growth of targeted students. In 2022, the SLSO had supported students with significant physical and learning needs and has therefore provided accessible resources, assisted with mobility in the school environment, and provided individualised academic support. Additionally, the SLSO has collaborated with the student's teachers and other support staff to ensure that the student's individual needs have been met and that they had equal access to learning opportunities. By providing this level of support, the SLSO has promoted the student's engagement, growth, and attainment, leading to a more positive and successful learning experience.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Dependent upon recurrent funding levels and the ability to source staff, the employment of School Learning Support Officers (SLSO's) will continue to the extent possible so as to provide ongoing support to targeted students with diverse learning needs. In addition to providing physical support, SLSO's will also collaborate with teachers and other professionals to develop and implement individualised learning plans that address the student's unique needs and goals. They will also seek to support the student in developing self-advocacy skills and building confidence and independence. By providing this ongoing support, SLSO's will ensure that targeted students achieve their academic and personal goals and promote a positive and inclusive school environment that values diversity and supports the growth and attainment of all students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	580	593	576	574
Girls	476	473	477	486

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.5	97.4	95.2	91.0
8	93.9	94.7	94.7	90.4
9	94.3	94.8	92.3	91.5
10	95.2	95.1	90.7	87.7
11	94.7	95.8	95.1	88.3
12	92.2	96.1	94.9	93.3
All Years	94.1	95.6	93.7	90.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2.5	2.5	1.3
Employment	5.1	0.5	3.1
TAFE entry	1.5	1.5	1.9
University Entry	0	0	90.6
Other	6.1	2.5	0.6
Unknown	0.5	0	2.5

Year 12 students undertaking vocational or trade training

8.02% of Year 12 students at Sefton High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.8% of all Year 12 students at Sefton High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	54
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

*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 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.

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	2,954,734
Revenue	12,808,432
Appropriation	12,310,351
Sale of Goods and Services	107,942
Grants and contributions	365,129
Investment income	25,012
Expenses	-12,409,899
Employee related	-10,720,878
Operating expenses	-1,689,021
Surplus / deficit for the year	398,533
Closing Balance	3,353,267

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	112,847
Equity Total	800,052
Equity - Aboriginal	1,571
Equity - Socio-economic	398,865
Equity - Language	199,837
Equity - Disability	199,778
Base Total	10,336,740
Base - Per Capita	266,072
Base - Location	0
Base - Other	10,070,668
Other Total	601,942
Grand Total	11,851,580

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.

School performance - NAPLAN

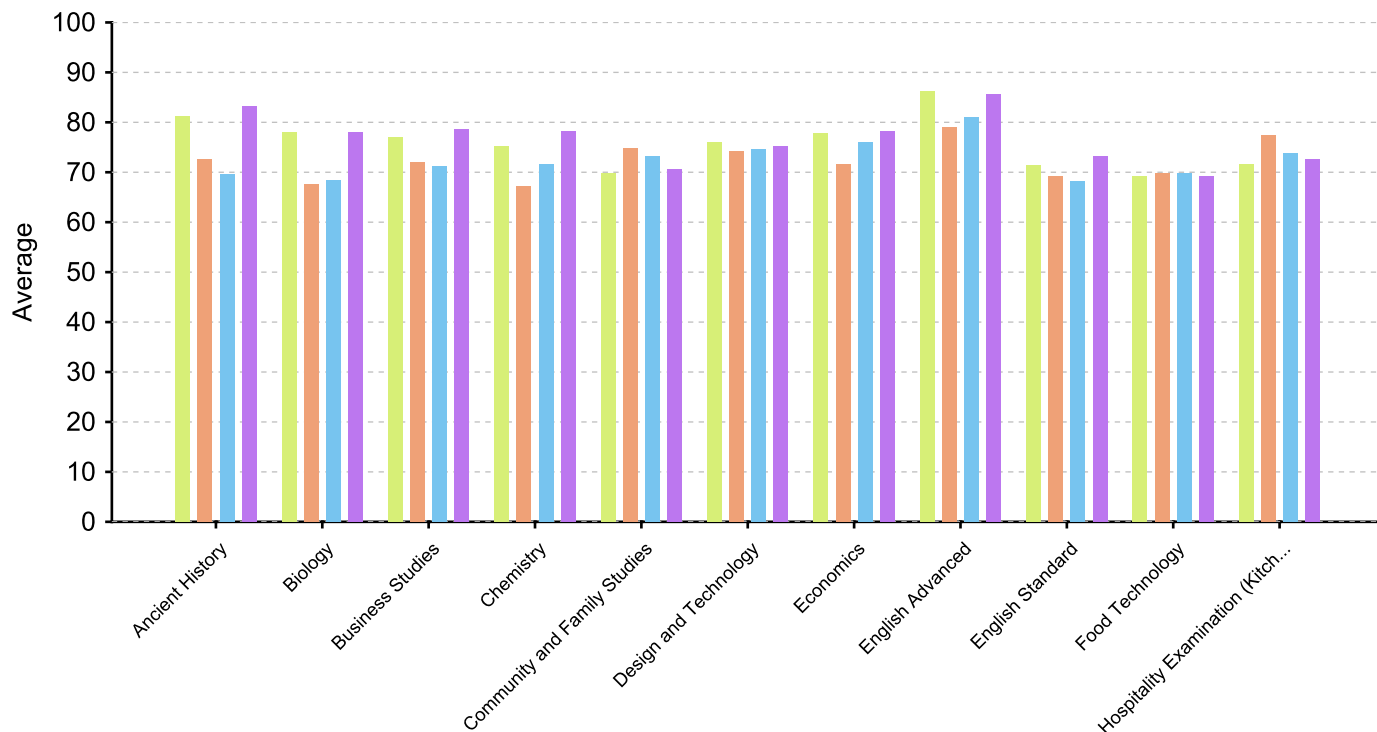
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

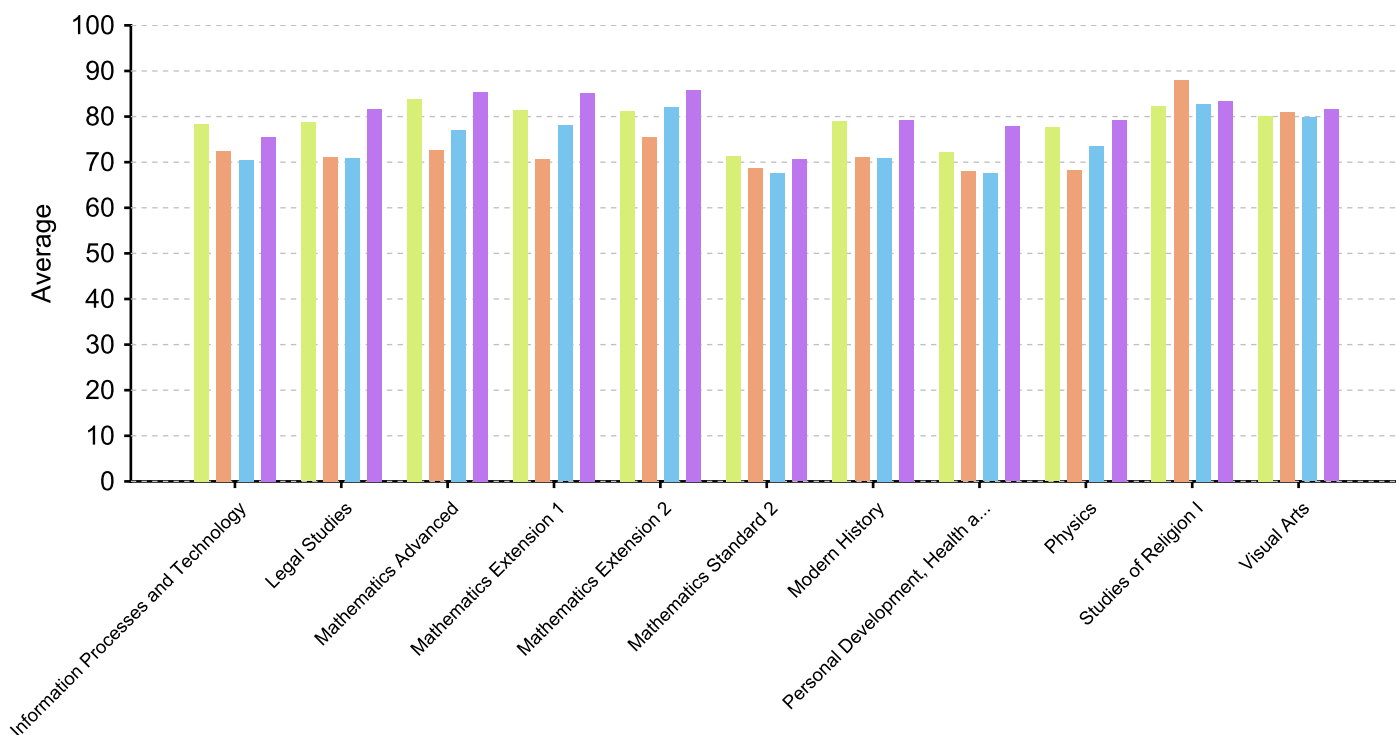
School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	81.1	72.6	69.6	83.3
Biology	78.0	67.6	68.5	77.9
Business Studies	76.9	71.9	71.2	78.6
Chemistry	75.1	67.2	71.7	78.2
Community and Family Studies	69.7	74.8	73.2	70.6
Design and Technology	75.9	74.2	74.6	75.1
Economics	77.7	71.5	76.0	78.1
English Advanced	86.2	78.9	81.0	85.6
English Standard	71.3	69.2	68.1	73.1
Food Technology	69.1	69.8	69.7	69.1
Hospitality Examination (Kitchen Operations and Cookery)	71.6	77.5	73.7	72.6
Information Processes and Technology	78.4	72.4	70.5	75.5
Legal Studies	78.7	71.2	70.8	81.7
Mathematics Advanced	83.9	72.6	77.1	85.5
Mathematics Extension 1	81.4	70.7	78.0	85.2
Mathematics Extension 2	81.3	75.5	82.2	85.8
Mathematics Standard 2	71.3	68.8	67.6	70.6
Modern History	79.1	71.0	70.9	79.3
Personal Development, Health and Physical Education	72.3	67.9	67.5	77.8
Physics	77.6	68.3	73.5	79.2
Studies of Religion I	82.4	88.0	82.7	83.4
Visual Arts	80.1	81.1	79.8	81.6

The above are averages for 2022.

SSSG refers to Statistically Similar School Group.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions of parents/caregivers, students and staff to gather feedback on its procedures and practices to ensure they are effective, efficient and relevant.

Communication of the school's high expectations for students' learning, growth, attainment and behaviour, and the associated administrative practices for reporting are important in supporting positive learning. In 2021 the school investigated these through the Tell Them From Me surveys (parents; students in Y8, Y10, Y12; teachers) and the Year 12 Exit Survey.

Parent/caregivers

All parents/caregivers were invited to complete the Tell Them From Me Parent Survey, with the window for completion beginning in August 2022 and closing in October 2022. Responses from parents/caregivers show a high level of agreement with the following statements:-

- Teachers have high expectations for my child to succeed.
- Teachers expect my child to work hard.
- My child is encouraged to do his or her best work.
- Teachers expect homework to be done on time.
- I encourage my child to do well at school.

When asked about communications from the school about their child, the parents/caregivers show a high level of agreement with the following statements:-

- Written information from the school is in clear, plain language.
- Reports on my child's progress are written in terms I understand.
- I am informed about my child's behaviour at school, whether positive or negative.

Parents agreed that their child is clear about the rules for school behaviour and that teachers expect their child to pay attention in class.

Survey responses indicate a significant majority of parents believe that the school continues to have a good reputation in the local community, and they would recommend this high school to parents of primary school students. Taken together, Tell Them From Me survey data gathered through 2021 from parents/caregivers indicate that they are satisfied with the school, and supportive of existing practices and new initiatives undertaken through the year.

Students

All students in Years 8, 10 and 12 were invited to complete the Tell Them From Me Student Surveys during Snapshot 1 (March 2022 through April 2022) and Snapshot 2 (August 2022 through October 2022).

Responses from all student groups show improvements in the following areas of Social-Emotional Outcomes:-

- Positive Relationships with Peers.
- Positive Sense of Belonging.
- Values School Outcomes.
- Positive Behaviour at School.
- Interest and Motivation.

Students in Year 8 reported higher levels of agreement in the following areas:-

- Students feel accepted and valued by their peers and by others at their school.
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

Students in Year 10 reported higher levels of agreement in the following areas:-

- Students have friends at school they can trust and who encourage them to make positive choices.
- Students try hard to succeed in their learning.
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

Students in Year 12 reported higher levels of agreement in the following areas:-

- Students have friends at school they can trust and who encourage them to make positive choices.
- Students that do not get in trouble at school for disruptive or inappropriate behaviour.
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

Overall, student responses indicate that the school has developed and maintained a quality learning environment where students feel supported to achieve their best. Students, demonstrate a commitment to learning and success and are

motivated to achieve their best. Students are supportive of initiatives and activities that the school has in place to assist in their growth and attainment.

Teachers

All teaching staff were invited to complete the Tell Them From Me Teacher Survey, with the window for completion beginning in August 2022 and closing in October 2022. Responses from teachers show a high level of agreement with the following statements:-

- I work with school leaders to create a safe and orderly school environment.
- I talk with other teachers about strategies that increase student engagement.
- I set high expectations for student learning.
- I give students feedback on how to improve their performance on formal assessment tasks.
- My students are very clear about what they are expected to learn.

When asked about their contributions to supporting students in overcoming obstacles to learning, teachers show effective practices through their high agreement with the following statements:-

- I discuss the learning of particular students with other teachers.
- I discuss with students ways of seeking help that will increase learning.
- My assessments help me understand where students are having difficulty.
- I can easily identify unproductive learning strategies.
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.

Teacher survey responses indicate significant agreement with the school's strategic vision and the school's practices and processes enacted to achieve this vision. Tell Them From Me survey data gathered through 2021 from teachers indicate that they are satisfied with the school, and supportive of existing practices and new initiatives undertaken through the year.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Sefton High School is committed to the education of all Aboriginal and Torres Strait Islander Students and the inclusion of Aboriginal perspectives into teaching and learning and wider school programs. The school is committed to creating a culturally safe environment which enables the community to learn and celebrate. All teaching staff are provided professional learning opportunities to expand their knowledge to create authentic and safe learning environments and embed an authentic understanding of culture into lessons.

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.

Anti-Racism - School statement

Sefton High School does not tolerate racism and is committed to acting on all forms of discrimination. The school is committed as a community to eliminate racism for students, staff members, parents, caregivers and community members. All teaching staff are provided professional learning opportunities to educate themselves and each other about racism and strive to accept all aspects of Australia's diversity and challenging prejudice.

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.

Multicultural and anti-racism education - School Statement

Sefton High School is committed to celebrating our diverse, multicultural community. The school strives to sustain a culturally inclusive and responsive learning environment and support students from all cultural and language backgrounds to achieve their full potential. The school continues to promote intercultural understanding and positive relationships between students and staff from all cultural backgrounds and recognise the valuable contributions of individuals to the school.

