

# Nillo Infants School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Nillo Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Vicki Sellens

Principal

### School contact details

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### Message from the Principal

At Nillo Infants School, we have had a very productive year of learning and successful implementation of a number of new systems. All class teachers are now trained in the Language, Learning and Literacy (L3) program and students are demonstrating improved outcomes in Literacy due to this.

The playground has undergone a number of changes and there is now a stage which was successfully used for our first production, 'The Nilympics'. The cubby house and fort, designed by students and constructed by students from Maitland Grossmann High is in full use by our students. Once again, the P&C and the parent community have been highly supportive in assisting as parent helpers in classrooms and successfully fundraising to provide many resources, including the cubby and the stage.

Students have experienced many exceptional programs including our music program with Doctor David Banney, leadership opportunities, including running assemblies, managing the sports shed and also recycling, and our environmental awareness and gardening program.

I would like to thank our school community for the ongoing support in creating an ideal environment to enhance student learning.

Vicki Sellens

Principal

## School background

### School vision statement

Our motto is Dare to Care and as such, we provide a stimulating and caring environment. We offer programs whereby all young students get the opportunity to become successful learners, be confident and creative individuals as well as a chance to become active and informed citizens.

Students will exhibit the qualities of successful learning by becoming literate, numerate, creative, resilient and socially confident members of the community. Staff set high expectation and provide stimulating and diverse educational programs in a supportive environment that promotes collaboration and reflection. Our community works together to establish a learning environment that is inclusive, welcoming and reflective which sets each child up to reach his/ her full potential as they move into their primary years at partner schools.

### School context

Nillo Infants School is a small K–2 school in Lorn, Maitland. We are only one of 17 unique K–2 schools in NSW. Nillo Infants School promotes equity and excellence based on a foundation of the Early Years Learning Framework that is extended into high quality teaching and learning opportunities and programs. With a FOEI 56 (2015) the community is supportive with high expectations for success. Parents elect to enrol their children at Nillo Infants School because of its small size and the school's ability to deliver individualised programs that cater for specific needs with a strong emphasis on leadership and positive recognition of students. Our continued focus is on literacy, numeracy, music, technology and student well-being. There is a strong commitment to ensuring positive outcomes and relationships are achieved by all.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the area of Learning, there is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. As well as providing curriculum that meets the needs of the students, extra curricular offerings are also offered to enhance the development and growth of students. Systematic policies, programs and processes are in place to identify and address individual student learning needs.

In the area of Teaching, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers work collaboratively to improve teaching and learning in their classes. Using the Quality Teaching Framework, teachers provide and receive constructive feedback from their peers to improve teaching practice. Teachers have undertaken professional learning focused on building their understandings of effective teaching strategies in literacy and numeracy. Teachers have developed Professional Development Plans to identify their individual targeted areas of professional learning and have worked towards these goals.

In the area of Leading, the school makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. There is a broad understanding and support for school expectations and aspirations for improving student learning across the school community. All key stakeholders collaborate in the development of the school vision.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Great Teaching

#### Purpose

**Purpose:** To enhance the practices, knowledge and understandings of the teaching staff so that they can further engage students in their own learning in order to improve student outcomes. Teacher capacity will be developed through focused, personalised evidence based and engaging professional learning.

#### Overall summary of progress

The whole school scope and sequence for teaching the syllabuses of History, Geography, Science and Technology has been implemented in each class. Adjustments as required have been made to this plan as the year has progressed to achieve best possible student outcomes. All teaching learning programs indicate differentiation in all key learning areas. Most effectively used in the teaching of English and Mathematics, but also evident in all other subjects. The L3 program is successfully embedded in each classroom. Parent helpers have also been instructed on how to support students in this program to reach best possible outcomes. Teachers have worked collaboratively to deliver best practice in their classrooms. Instructional rounds have occurred twice this year for all staff. Time was allocated after each session to allow authentic discussion about the quality elements visible in each lesson. Teacher confidence and skill level has increased, as reflected by teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are involved in reflective teaching practices across all KLAs to increase the value of quality teaching by 2017	All staff implemented elements of Quality Teaching Training in classrooms. It was evident in classroom practise and programs. All staff participated in Quality Teaching Instructional Rounds. Teachers participated in explicit feedback related to the QT criteria.	Teacher Professional Learning \$7500.00 Resources \$2000.00
Professional development goals are developed through the Performance Development Plan in line with the school plan 2015–2017	All staff have developed have developed a PDP based on their needs as a professional educator, and also aligned with the Nillo Infants School Plan. PDP's have been reviewed and adjusted during the course of the year. Analysis of progress and needs discussed in preparation for following year.	Casual staff \$2000.00

#### Next Steps

As teachers are now familiar with the most recently introduced syllabuses, a secondary scope and sequence of units will be prepared. This will allow consecutive years to alternate so students have access to a broader range of units. Differentiation for students will continue in all classrooms, and at all levels, so that students are supported in a manner to best suit their needs. L3 teaching practice will continue to be embedded in a systematic way in each class. Teacher learning will continue through further training in this area. Teachers will undertake training in TEN's, Teaching Early Numeracy, to ensure students are provided with the best opportunities to gain knowledge and skills in Mathematics.



## Strategic Direction 2

Inspired Learning

### Purpose

**Purpose:** To develop students' skills and understandings to achieve socially, emotionally and academically through the provision of differentiated and innovative personalised learning. This will enhance student engagement and outcomes while developing competent and creative learners.

### Overall summary of progress

Data has been updated at the end of each term. Once it has been entered it has been analysed to determine future directions to provide best possible opportunities for all students. Following 3 Way conferences, all students were fully aware of their individual learning goals and have recognised their achievements in this area. Students with IEP's have had their goals reviewed and adjusted in consultation with all stakeholders. At the end of the year, plans were put in place in preparation for their following year, and review meetings planned with new teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN continuum for Literacy and Numeracy shows student growth each term.	Staff committed to updating PLAN data at regular intervals throughout the year. Staff analyse data regularly to drive new teaching learning programs.	Nil
Students are aware of their personal learning goals and will recognise when they have achieved them.	All students participated in 3 Way Conferences with their teacher and their parent/s. All students identified personal learning goals. Students reviewed learning goals and created new goals to complete the year. Parents fully supported the process.	Casual staff \$3000.00
Personalised Learning Plans (PLP's) and Individual Education Plans (IEP's) are developed and implemented in consultation with staff, students and carers.	IEP's for all identified students were implemented and reviewed on a regular basis. Plans were updated and extended as required, following consultation with all stakeholders.	Casual staff \$2000.00

### Next Steps

PLAN will continue to be used to drive individual learning needs. Staff will use the data to identify students requiring extra support and also those that need extension. Regular goal setting for all students to drive their own learning. Evaluation of achievement of learning goals by students. Authentic IEP's and PLP's for all identified students, devised with all caregivers. IEP's and PLP's will be recorded on SENTRAL.

## Strategic Direction 3

### Quality Systems

#### Purpose

**Purpose:** To develop and improve school systems in the support of creating well-resourced, quality learning environments for all students, staff and community. This requires embedding quality systems and organisational practices that support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic requirements.

#### Overall summary of progress

Data recording systems are used consistently across the school. Data is easily accessed to be used for analysis and to drive future programs. The Physical Education program has been implemented in a consistent manner throughout the year, meeting the Department of Education's requirements. All staff have PDP's in place and have been reviewed to assess progress. Future plans have been derived from the completion of 2016 PDP's. You Can Do It program reviewed across the school. Parents are aware of the program and how it fits into the Student Discipline Policy for the whole school. Resourcing organised to support implementation of whole school scope and sequences for History, Geography and Science and Technology.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in negative student behaviours associated with the YCDI program.	Data collected indicates a small improvement in record of negative incidents.	Nil
Data base and document sharing established on the T drive in a systematic and regular way.	Data base well established and used to collect data. Data analysed regularly and information used to drive future planning.	Nil

#### Next Steps

Continued use of PLAN to record student outcomes. Data bases to record student progress in L3 and TEN's. Analysis of this data used to drive teaching learning programs. SENTRAL used to record IEP's and PLP's for identified students. Continued upgrade of resources to support implementation of all syllabuses.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Increased understanding of the traditional owners of this land and a greater appreciation of local methods of collecting food with the Worrimi people.	Worrimi visit \$250.00 Mr Frost \$105.00
<b>Low level adjustment for disability</b>	Program to be found most successful in improving student outcomes in Literacy and will include Numeracy in 2017	SLSO and LaST \$13000.00
<b>Socio-economic background</b>	All students on program demonstrated growth greater than had been anticipated based on previous learning results. No student was excluded from any program	Resourced using Socio-economic and Disability funding.  • Socio-economic background (\$2 500.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	22	19	25
Girls	27	26	36	34

Student numbers have steadily increased as the year has progressed. Anticipated enrolments for 2017 are 60 students.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	97	93.1	94.6
1	94.1	94.7	97.1	91.8
2	97.8	95.9	95.7	93.5
All Years	96.1	96	95.1	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
All Years	94.7	94.8	94	94

### Management of non-attendance

High attendance levels at Nillo Infants are fully supported by parents and community. Each year, students with consistent attendance levels throughout the year, are recognised at the school Presentation Awards ceremony.

Attendance is recorded daily using Sentral. Students arriving late or leaving early are also recorded in Sentral. Unexplained absences are followed up with a phone call on the second consecutive day. Reminder letters are mailed out each week. Students with regular unexplained absences are referred to the Home School Liaison Officer.

### Class sizes

Class	Total
K WHITE	18
1 RED	22
2 GREEN	20

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

At Nillo Infants School, staffing comprises of one teaching principal, two permanent classroom teachers, one of whom is working part time and sharing the position with a temporary teacher. There is a LaST teacher one day per week and an SLSO employed Monday to Thursday for two hours each day.

There is one full time School Administration Manager and a School Administration Officer employed one day per week.

No staff members identify as Aboriginal.

### Workforce retention

During 2016, the relieving principal became the substantive principal and also Year 2 class teacher. Two teachers shared the Year 1 class and Kindergarten had a permanent teacher. The LaST position was filled in a temporary basis from Term 3 and will continue in 2017.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

One teacher is maintaining her status and accreditation as a proficient teacher with the Australian Institute of Teaching and School Leadership. The remaining staff



members are pre 2004 and are not yet required to seek accreditation.

Two staff members undertook training in the Literacy based professional learning, Language, learning and Literacy, while one staff member maintained her accreditation in this.

All teaching staff participated in Instructional Rounds as part of the Quality teaching program.

Additional staff training and compliance training involved professional learning in Child Protection, Code of Conduct, NCCD and anaphylaxis.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>98 292.93</b>
Global funds	65 854.75
Tied funds	24 765.35
School & community sources	30 542.03
Interest	1 525.32
Trust receipts	769.50
Canteen	0.00
<b>Total income</b>	<b>221 749.88</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 238.16
Excursions	4 069.68
Extracurricular dissections	12 492.78
Library	1 243.93
Training & development	1 343.53
Tied funds	83 943.10
Short term relief	19 481.60
Administration & office	21 624.95
School-operated canteen	0.00
Utilities	10 105.63
Maintenance	11 351.55
Trust accounts	1 266.69
Capital programs	0.00
<b>Total expenditure</b>	<b>177 161.60</b>
<b>Balance carried forward</b>	<b>44 588.28</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

All student progress was mapped each term using Best Start on entry to school and then continually updated using the Literacy and Numeracy continuums.

Reporting to parents occurred at the end of each term, with Terms 1 and 3 as part of the 3 Way Conferences and Terms 2 and 4 with written reports.

All students demonstrated improvements on PLAN data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school participated in the "Tell Them from Me" survey, recorded anecdotal information from parents, students and teachers along with reports at P & C meetings and staff meetings. Their responses are presented below.

Parents feel welcome when they visit the school. Most parents feel they can easily speak to their child's teacher or the principal about any concerns they have. Written information about the school's activities is provided in clear, plain language. However, it was noted that some parents felt there was not enough notice for future events to allow parents to change work commitments to allow them to attend.

Nillo Infants School was recognised by parents as an inclusive school, that supported positive behaviour in students, and high expectations for all children to succeed. Parents stated that their children feel safe attending school and that the school actively helps prevent bullying.

Three consistent parent responses about the best features of Nillo Infants School were:

1. Great teachers who take an active interest in nurturing all students.
2. Small school that ensures learning and social needs of all students are addressed and fostered.
3. Whole school community working together in the best interests of the students.

The teacher surveys indicated that all teachers set high expectations for student learning. Data is consistently used by all teachers to inform future lesson planning. Teachers also set clear expectations of behaviour of students. Teachers differentiated learning activities to enable all students to achieve success and build confidence. Teachers appreciated the high level of support from parents in working collaboratively to achieve best possible outcomes for students.

Following the teacher surveys, a number of changes have been made to the whole school timetable. Changes have been made to the whole school timetable to allow more valuable use of RFF times and permit dedicated literacy and numeracy sessions with minimal interruptions. Mathematics was identified as an area needing further professional learning and a more consistent whole school approach.

All teachers expressed satisfaction with being part of the Nillo Infants School community.

## Policy requirements

### Other school programs

#### Student Leadership

Students at Nillo Infants School have many opportunities for leadership experience. Year 2

students are required to run school assemblies; they are also responsible for distributing sports equipment at play breaks and PE sessions. They are responsible for keeping the Sports Shed tidy and safe. Year 2 students are also responsible for the daily flag raising and also the recycling that occurs in our school.

Students at Nillo Infants School have the opportunity to participate in Kid's Council. Representatives from each class meet fortnightly to discuss issues that have arisen in the school playground. Elected Councillors also recognise exemplary behaviour by other students. The Kid's Council is responsible for raising money for different charities as decided at Council meetings.

#### Writing Success

Nillo Infants successfully competed in the Write Now competition held by Maitland Library. One Year 2 student was the winner of Stage One writing and another student was runner up.

#### Kodaly Music with Dr David Banney

This well respected and highly valued program continued for 2016. Dr David Banney visited our school each Friday to instruct students in the Kodaly theory of music. Students gain knowledge in pitch, rhythm and other musical concepts. Students use this knowledge to enhance performances in our school and our local community.

#### Sport and Physical Activity

The annual combined sports carnival was held at Maitland Park and hosted by Nillo Infants. Nillo students travelled by bus to participate in many activities including a tabloid of games. This was an excellent opportunity to establish new friendships with students from a similar sized school.

Nillo Infants School implemented a whole school program to meet the required 150 minutes of physical activity per week for all students. Fundamental Movement skills were taught in daily PE sessions and then these skills were reinforced in Friday sport. Students also participated in a number of sporting programs, such as Hotshot Tennis, Yoga and the intensive swimming program.