

# Nillo Infants School

## Annual Report



2017



5128

## Introduction

The Annual Report for 2017 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

Nillo Infants School continued to strive for excellence and growth in student learning in 2017. There has been a focus on providing the best possible learning opportunities with the time provided. This has seen a number of changes to the whole school timetable to ensure a thorough delivery of key learning areas. Rotational groups have occurred to take advantage of particular skills and interests in the teaching staff. This has delivered pleasing results.

Nillo Infants School continues to enjoy dedicated and professional staff members, who provide engaging and extensive learning opportunities. Staff at Nillo Infants treat all students with respect and compassion, and work hard to meet individual learning needs.

At Nillo Infants School, we are fortunate to have a supportive and involved community. We have many volunteers who give their time to assist in both the classroom and the playground. Along with these volunteers, we have a very motivated P&C, who provide the funds for many resources our school would not be able to attain otherwise.

I take this opportunity to thank everyone at Nillo Infants School for their efforts in 2017 and look forward to continued progress in 2018.

Vicki Sellens

### Message from the school community

#### P & C message

What an amazing fundraising year we had at Nillo Infants School in 2017. We have gone above and beyond to beat our target for the year. This tremendous effort raised over \$16,300 of funds for our school in 2017 and we are preparing for another fantastic year in 2018.

The annual spring fair continues to be our major fundraiser for the year with the Bunning's BBQ also being a great money earner for us.

Nillo Infants has a very dedicated group of parents and friends as well as generous families contributing everything from their time turning sausages on the BBQ and baking cakes, to donating to our various raffles and Mother's and Father's Day stalls.

Each year the Mother's and Father's Day stalls enable the students to do their own shopping for their parent's gift. This is

a source of great pride for the children as evidenced by the care and consideration each child takes in selecting a gift and the excitement they show when presenting the gift to their parent.

We've often had fun along way too with events such as the Trivia night which was a great success and the Bush Dance which was very well attended. In addition to raising valuable funds, both these events also provided a great opportunity for families to socialise.

The school canteen is run entirely by volunteers and is another highly valued part of the school week where the students look forward to their lunch order on Friday. Without the very generous donation of time by our canteen coordinator and the helpers who assist each week this service could no longer operate so we thank them greatly for their efforts.

Thanks to dedicated Before and After School Care (BASC) staff and assistance from our P&C representatives', the BASC service continues to provide quality care and do well in an environment of changing and greater regulation.

Throughout 2017, the P&C were very proud to have supported the school by contributing funds including:

- the Year 2 classroom renovation for which \$10,000 was contributed
- Additional maths resources.
- Increasing the number of ipads available for each classroom.
- Funding of medals for the year 2 farewell and supplementing the purchase of the Year 2 keepsake t-shirts.
- Funding to bus travel to the end of year excursion.

Thank you to all who have volunteered their time and contributed to such a successful fundraising year at Nillo. Thankyou to all the staff at Nillo whose cooperation and support is always forthcoming and greatly appreciated.

**Thankyou**

**Trudy Simpson**

**P&C President**

## 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 expectations 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 and 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 57 (2017) 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. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The school actively collects and uses information to support student's successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. 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 regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence based teaching strategies.

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. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>





## 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 implementation and refinement of the Language, Learning and Literacy (L3) program has continued throughout the year. Staff regularly collaborate to share best practice and share resources. Student growth in reading and comprehension has been identified through plotting results through PLAN at regular intervals.

The Targeted Early Numeracy (TENS) program has been successfully implemented in all classrooms. Teachers have participated in instructional rounds to ensure quality and consistency of delivery is maintained across the school. Students and parents have become much more engaged in Numeracy skills and activities.

All teaching programs have differentiation to meet the needs of individual students in evidence. Strategies to implement differentiation are shared and recorded in a consistent manner across the school.

Quality teaching continues to be a major focus for the development of professional teaching staff. All teachers have participated in instructional rounds and authentic feedback following delivery of the lessons. This has been managed with honesty and integrity and all staff found value in completing this.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are involved in reflective teaching practices across all KLAs to increase the value of quality teaching by 2017	P&C donation of \$1200 for resources \$5000 for teacher training <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li><li>• P&amp;C donation to support implementation and purchase of resources (\$1200.00)</li></ul>	Data collection comparison to assess impact of L3 program throughout the school. Wants and needs discussed with staff on continuing the practice to achieve best outcomes for students. Discussion and comparison of baseline data to determine the effectiveness of the program. Staff to discuss and plan for implementation across the school for 2018.  All teaching staff have evidence of differentiation in teaching programs. It is an observable practice in all subject areas. Teaching staff have sound knowledge of student areas of need and differentiate delivery to cater to these needs.
Professional development goals are developed through the Performance Development Plan in line with the school plan 2015–2017	Professional Learning (\$2000.00)	All staff members participated in Instructional Rounds to build skills in Quality Teaching. All teachers were observed, teaching maths lessons based on TEN and then all teachers participated in an honest appraisal of their colleagues. In preparation for this, the Quality Teaching framework has been revisited on a number of occasions this year. Teachers have sound knowledge of the Quality teaching framework.

#### Next Steps

L3 and TENS programs will continue to be implemented throughout the school. Further refinement of implementation will continue to provide optimum learning opportunities for all students. Resources will be provided as required. Parent workshops and observations of lesson delivery in both L3 and TENS will be offered, to ensure understanding of how the

programs operate. This will assist parent skills in helping in classes.

Differentiation will be evident in all aspects of the teaching/learning cycle. Adjustments made to enable student access to the curriculum are documented and will be shared with appropriate staff to ensure all students have success. Individual Education Programs will be continued and updated with collaboration from all stakeholders.

The practice of Quality Teaching Instructional rounds will continue. Staff continue to value this program and recognise the benefits of constructive, authentic feedback. This continues to be a part of teacher's Professional Development Plan.

## 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

All students have experienced improvement in all aspects of Literacy, particularly reading and comprehension. Student have an understanding of what skills are required to improve their learning outcomes. This has been achieved through regular feedback with teachers, and clearly identified learning goals.

3 Way Conferences have proven to be a valued tool, as indicated with 100% parent involvement, and clear identification of goal achievement by students. Students are enthusiastic about planning goals and enjoy sharing their success with their parents and teachers.

Identified students have completed learning goals in a collaborative practice with parents and teacher. Regular meetings are held to update and set new goals as required.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN continuum for Literacy and Numeracy shows student growth each term.	Nil	Whole school discussion on implementation of L3 groups to determine the valuable aspects of implementation of L3. Progress and productivity in Literacy activities is considered and plans are made for the following year based on results collected throughout the year. All student data is recorded on PLAN and also on the school data base.
Students are aware of their personal learning goals and will recognise when they have achieved them.	\$3000 for casual relief	3 Way Conferences are held in Term 1 and Term 3 with parent, student and teacher.
Personalised Learning Plans (PLP's) and Individual Education Plans (IEP's) are developed and implemented in consultation with staff, students and carers.	<ul style="list-style-type: none"><li>• SLSO employed through following funds</li><li>• Aboriginal background loading (\$400)</li><li>• Low level adjustment for disability (\$5000)</li><li>• Socio-economic background (\$2000)</li></ul>	Following extensive assessment and data collection, comparisons will be made on student progress in achieving goals set through IEPs.

#### Next Steps

Using the implementation of L3 and TENS, and continuous recording of growth on PLAN, student progression is easily recognised. Expectations of increased growth across the school is due to thorough and consistent implementation of Literacy and Numeracy programs.

This data will continue to be used to target students who require extra support in Literacy and Numeracy. Once identified, procedures will be put in place to implement extra support through Learning and Support. Parents will be informed and consulted through the IEP process.

All students will continue to determine their own learning goals through the 3 Way Conference program. Students, parents and teachers will each choose a goal to direct student learning. This will be revisited and celebrated when achieved.





## 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

All new syllabuses are now implemented at Nillo Infants School. A number of scope and sequences are in place to ensure effective delivery of all outcomes. This also includes reviewing the PDHPE implementation to ensure the mandatory 150 minutes of structured physical activity occurs.

You Can Do It program has not been reinforced strongly in 2017 and will be implemented more thoroughly in 2018 to make this more consistent across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in negative student behaviours associated with the YCDI program.	Nil	As the year progressed, the number of students missing Friday Funzone had diminished. Students were using the language of both the You Can Do It program and the Zones of Regulation to assist in self regulation.
Data base and document sharing established on the T drive in a systematic and regular way.	Nil	Students participated in a minimum of 150 minutes of structured physical activity each week. All aspects of the PDHPE syllabus have been covered throughout the year. Following student and parent evaluation, it has been decided to change yoga for a different sport, as it was the least popular program this year. Students have offered suggestions for it's replacement.

#### Next Steps

A revised plan for the implementation of the You Can Do It program has been created. This will include consistency of delivery and dissemination of You Can Do It awards at the school assembly. Parents will also be informed of the principles and language of the keys to success used in the program, so that understanding is shared by the school community.

The scope and sequence for PDHPE will be reviewed and a number of changes will be made to best suit current needs. Cricket will be introduced, instead of yoga, and tennis, gymnastics and swimming will be retained. Health and Personal development will be delivered by one teacher each term and will provide a more consistent focus. The requirement of 150 minutes of structured physical activity each week will be maintained for all students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Resources for NAIDOC including personnel SLSO in class support <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$400.00)</li> <li>• Aboriginal background loading (\$600.00)</li> </ul>	All students were engaged in learning more about the local Awabakal people and experienced the opportunity to taste plants found in the local community. All students participating in Learning Support through the LaST program improved learning outcomes in Literacy and Numeracy and demonstrated improved self confidence.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$5 000.00)</li> </ul>	All identified students made significant progress towards achieving their learning goals. Parents felt well informed of student progress, due to regular structured meetings to discuss goals and set new goals. Plans were established to support transition of students to new classes in following year.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$2 000.00)</li> </ul>	All students participating in learning support programs demonstrated improved learning outcomes. Students gained confidence in their own ability through small group instruction both in the classroom and as withdrawal situations. Regular meetings were held with all stakeholders to ensure best possible outcomes.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	22	19	25	24
Girls	26	36	34	32

Student numbers are steady with enrolments at 59 at the end of the year. Anticipated enrolments for 2018 are 61, with a possible 21 in Kindergarten, 17 in Year 1 and 22 in Year 2.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	93.1	94.6	94.1
1	94.7	97.1	91.8	95
2	95.9	95.7	93.5	93.3
All Years	96	95.1	93.2	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

### 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	20
1 RED	19
2 GREEN	22

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
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 on a regular basis.

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

No staff members identify as Aboriginal.

### 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

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

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 will be required to follow the same process for accreditation in 2018.

Three staff members undertook training in the Literacy based professional learning, Language, Learning and Literacy, and all staff participated in Targeting Early Numeracy Strategies, with one staff member being accredited as an instructor.

The SAM, SAO, SLSO and the principal undertook extensive training in the LMBR (Local Management Business Reform) training.

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

All staff have their Working With Children Check completed and attended compliance training in Child Protection, Code of Conduct, NCCD and anaphylaxis.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>44,588</b>
Global funds	39,481
Tied funds	23,328
School & community sources	23,499
Interest	519
Trust receipts	482
Canteen	0
<b>Total Receipts</b>	<b>87,309</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,807
Excursions	1,167
Extracurricular dissections	10,193
Library	467
Training & Development	9,566
Tied Funds Payments	20,666
Short Term Relief	9,273
Administration & Office	12,609
Canteen Payments	0
Utilities	5,747
Maintenance	1,158
Trust Payments	1,186
Capital Programs	20,000
<b>Total Payments</b>	<b>96,840</b>
<b>Balance carried forward</b>	<b>35,058</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	92,454
Appropriation	83,410
Sale of Goods and Services	0
Grants and Contributions	8,988
Gain and Loss	0
Other Revenue	0
Investment Income	56
<b>Expenses</b>	-51,537
Recurrent Expenses	-51,537
Employee Related	-24,264
Operating Expenses	-27,273
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	40,917
<b>Balance Carried Forward</b>	40,917

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	580,875
Base Per Capita	9,017
Base Location	0
Other Base	571,859
<b>Equity Total</b>	31,690
Equity Aboriginal	1,459
Equity Socio economic	4,473
Equity Language	0
Equity Disability	25,758
<b>Targeted Total</b>	0
<b>Other Total</b>	5,720
<b>Grand Total</b>	618,286

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.

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.

### 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.

Communication was considered to be highly informative and parents regarded the fortnightly newsletter and the Skoolbag app to be most effective in delivering up to date information. All parents appreciated the use of the Seesaw app to be engaged with their child's achievements and activities during the school day. Parents also appreciated the use of POP to make online payments.

Some of the changes at Nillo Infants that were recognised and appreciated by parents were the use of a range of IT equipment in the classrooms, including ipads donated by the P&C, the renovation to the Year 2 classroom, a jointly funded project by school and P&C, and also the changes in delivery of Numeracy activities.

An area that parents have requested support is in assisting their child with developing greater Resilience and coping skills as part of overall Student Wellbeing.

in 2017 all students were interviewed by the SLSO to discuss what they liked at Nillo Infants and what they



would like to see changed. The results can be summarised as follows:

All students enjoyed coming to school and felt safe and cared for by their teachers. All students believed they tried their best and that their teachers would always help them. Overwhelmingly, the favourite subject was now maths and TENS activities. Students all liked themselves and had friends to play with at school. When surveyed about the sport offered at Nillo, swimming, tennis and gymnastics were most popular, with only one class including yoga. As a result of this, and following the parent forum, yoga will not be offered in 2018. Either cricket, basketball or rugby will be included.

Staff undertook the Tell Them From Me survey but did not have enough data to generate a report. All staff expressed great satisfaction with the delivery of Literacy and Numeracy programs following changes to implementation. Staff also made suggestions to change the time table to use time and deliver learning areas more efficiently. All staff expressed satisfaction with being part of Nillo Infants School Community.

## Policy requirements

### Aboriginal education

All students participated in NAIDOC celebrations. Shane Frost from the Awabakal people, shared his knowledge of bush foods and hunting implements used traditionally by local Aboriginal people. On this day, students also worked collaboratively to paint pieces of artwork which were placed together to create a giant snake which now is on display in our playground. Students also participated in games that represented skills required in hunting in traditional Aboriginal culture.

Aboriginal culture and stories are embedded in teaching/ learning programs across all areas of the curriculum.

### Multicultural and anti-racism education

A number of different cultural groups are identified at Nillo Infants School. Every opportunity is taken to include community in delivering multicultural knowledge to our students.

A multicultural day was held to enable different cultures to share traditional foods, dress, songs and stories. Students at Nillo Infants gained first hand knowledge of these cultures and thoroughly enjoyed the event.

### 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.

#### Kodaly Music Program with Dr David Banney

This well respected and highly valued program continued for 2017. 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 Stanford Merthyr Infants School and was hosted by Stanford Merthyr Infants. Nillo students travelled by bus to participate in a number of 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 structured 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.