

Nillo Infants School

Annual Report



2018



5128

Introduction

The Annual Report for **2018** 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

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Message from the Principal

Nillo Infants School has continued to endeavour to promote growth in student learning and positive student wellbeing. There is a sense of positivity and support in our school, which provides a safe and supportive atmosphere for our students to thrive in.

I would like to acknowledge the tremendous support that our school receives from the wider school community. Our students benefit from your involvement in assisting in class activities, fundraising for valuable resources and your presence at events held in the school. An active and vibrant P&C Committee leads the way in raising funds through community events that directly benefit our students through classroom resources and playground infrastructure.

We are most fortunate to have a strong and united staff team who work hard to provide our students with stimulating, creative and effective learning opportunities. I am proud of the way that our staff work 'beyond' their own classrooms to support each other and deliver the best outcomes for the school as a whole. Thank you to our teachers, our office staff, our teaching support staff and our cleaning and maintenance staff.

I would like to take this opportunity to thank everyone at Nillo Infants for their efforts in 2018 and look forward to 2019 with further opportunities to improve and strengthen all of our school operations.

Vicki Sellens

Principal

Message from the school community

Nillo Infants is very fortunate to have a dedicated and generous school community who continue to support our fundraising endeavours. 2018 has been another successful year in raising funds achieving approximately \$12,000 for the school. In 2018 the Spring Fair and Bunnings BBQ were the biggest fundraisers for the year. The P&C also ran our first Mothers Day High Tea and a Fathers Day Breakfast which was wonderfully supported and will continue to be on our annual calendar. These events provide opportunities for the school community to come together and the students love having significant people in their lives attend and enjoy the school grounds. Nillo Infants P&C was very lucky to have been successful in obtaining two funding grants in 2018 which allowed us to focus on improving the school gardens/grounds. We have created a bush garden with beautiful aboriginal murals to brighten up the play space. This project allowed the students to expand their knowledge regarding aboriginal culture and their interest in gardening and aquaponics. The school has been well supported by family owned local businesses and we very much appreciate their sponsorship. P&C continues to run a Mother's and Father's Day stall to 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.

The annual Bush Dance was unfortunately marred by bad weather, however the dedicated dancers continued despite this and the event was well attended despite the inclement weather. Events such as the Bush Dance provide a great opportunity for families to socialise together.

Nillo Infants 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 not operate so we thank them greatly for their efforts.

The Before and After School Care (BASC) service continues to be well attended and has seen numbers grow over the 2nd half of the school year. The BASC service continues to provide quality care and do well in an environment of changing and greater regulation.

Nillo Infants P&C is very grateful for the dedicated group of parents and friends as well as generous families who contribute 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. Throughout 2018, the P&C were very proud to have supported the school by contributing funds including:

- The building of the covered walkway for which \$10,000 was contributed
- Funding of medals for the Year 2 farewell and supplementing the purchase of the Year 2 keepsake t-shirts.
- Funding the bus travel and entry to Oakvale Farm for the end of year excursion.

Our overarching goal is to build a covered walkway to allow students in Kindergarten and Year 1 to walk from the classrooms to the amenities block undercover. This is an expensive endeavour and we continue to focus our fundraising on this whilst balancing giving back to the current student population. 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.

Trudy Simpson

President of P&C

Message from the students

Message from Year 2

We have loved doing our jobs at Nillo Infants School. One of the best things to do was run the assembly. We had to be confident and speak clearly so that everyone could hear.

Year 2 do many things at our school, such as manage the sports shed each day, care for the chickens and collect the eggs, do the recycling each day and do the bell and flag. One of our most important jobs is to be a Buddy to the new Kinder students. We have to look after them in the playground until they have their own friends. Even then they sometimes still want to play with us as well. It makes you very proud when your Kinder Buddy becomes "independent."

We have enjoyed our time at Nillo Infants and have liked being role models for other students.

2 Green

School background

School vision statement

Our school vision statement is:

"Striving towards successful, confident and creative learners."

We provide a stimulating and caring environment where 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.

School context

Nillo Infants School is a small K–2 school in Lorn, Maitland. 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. 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.

Our community works together to establish a learning environment that is inclusive, welcoming and reflective, which sets up each child to reach his/her potential as they move into their primary years at partner schools.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following information. In the area of Learning, the survey results indicated the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There are consistent school-wide practices for assessment in place, to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. Areas that were identified for further development are in the delivery of strategic and planned approaches to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Further planning is also required to ensure an integrated approach to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence and responsiveness in meeting the needs of all students.

In the Teaching domain, all staff demonstrate personal responsibility for maintaining and developing their professional standards. All professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. Areas for further development are commitment by teachers to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies, and greater analysis of student assessment data to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

In the Leading domain, results indicated the school leadership team support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. The School Plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. Resources are strategically used to achieve improved student outcomes and high quality service delivery. Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The External Validation process was undertaken with participation from all stakeholders. During the process, all involved gained valuable knowledge and understanding of the core business of providing best outcomes for the students of Nillo

Infants School. Insight on small but significant details that can move a domain from delivering, to sustaining and growing, or excelling were identified and structures put in place to implement these from that point on. The External Validation was a valuable and informative process to support Nillo Infants.

Our self-assessment and the external validation process will assist the school to refine 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

Quality Teachers

Purpose

To build a collaborative culture where teachers are activators of learning; have high expectations; are committed to excellence; and continually strive to reflect, maintain and improve on quality teaching practice.

Overall summary of progress

The School Plan has set the framework for all staff in developing PDPs. Aligned with the Teaching Standards, goals have become clearly identified and with further understanding of the process, these goals have become more authentic with a clear path for achievement. Following External Validation and the thorough analysis of performance through the School Excellence Framework, teachers are undertaking more professional learning into Best Practice for student outcomes.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Increasingly collaborative culture creates teachers who are activators of learning. | Collaborative meetings Professional learning | Staff meetings, lesson observations between peers create a culture of shared learning. |
| Evidence of professional learning is increasingly visible in class practice, programming and student assessment data. | QT rounds Lesson observations for PDPs | Changes in programming and lesson delivery clearly evident. |
| Teacher self assessment and reflection is increasingly impacting on programming, assessment and pedagogy. | Authentic feedback and shared discussions on performance. | PDPs require regular reflection and assists in future direction. |
| 85% of students achieving at or above expected cluster levels in literacy and numeracy. | PLAN data | 93% of students achieved at or above in reading. 100% of students achieved levels at or above in Early Arithmetical Strategies. |

Next Steps

Continued investigation into What Works Best in the areas of Literacy and Numeracy. The L3 and TEN programs are firmly embedded in all classrooms. However, in 2019 data will be recorded on PLAN 2 using progressions and this will involve a mind shift from teachers and students in the use of new language and expectations when goal setting, and also upskilling teachers in the use of PLAN 2 and recording and analysing data.

There will be a more consistent effort in collaborating with other schools, to gain and share valuable knowledge about Best Practice and supporting student outcomes.

Strategic Direction 2

Inspired Learners

Purpose

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment. To engage students as future focused learners through a variety of learning experiences and contexts.

Overall summary of progress

Students have demonstrated excellent knowledge of their learning outcomes and can clearly state what is required of them to achieve these goals. The TENs program has developed increased skills in Arithmetic Strategies across the school. Students can confidently articulate the strategies used and can confidently provide a number of different strategies to solve problems. During L3 instruction, students have made significant gains in reading skills. Results have shown however, that spelling and writing levels have improved but not as substantially as reading.

Students have thoroughly enjoyed participation in the units of work requiring problem solving skills and creative planning. Overall, they have become more critical thinkers when proposing strategies and can explain their reasoning using appropriate language.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Students are aware of their personal learning goals and will recognise when they have achieved them. | Conferencing with students | Students show strong knowledge of personal goals and what must be done to achieve them. |
| Students will demonstrate an increasing ability to be problem solvers, independent and self reliant. | Lessons designed to enable this | Participation in units of work with 100% engagement. Explaining strategies and managing some problem solving independently. |
| Future focused learning strategies are increasingly evident in all class contexts. | Units of work | Not all areas of learning are demonstrating this at this point in time. |

Next Steps

Further investigation into a number of practices to support Literacy skills, particularly in spelling and writing, has been planned for 2019. Analysis of data will be used to determine the greatest areas of need and then research into Best practice to support these areas.

The whole school scope and sequence for Science and Technology, Geography and History will be reviewed to develop further units to expand the possibility of providing opportunities for critical thinking and problem solving in student learning.

Strategic Direction 3

Wellbeing for all

Purpose

To build a comprehensive and inclusive framework to support cognitive, social, emotional, physical wellbeing which measurably improves individual and collective wellbeing.

Overall summary of progress

The delivery of the known wellbeing programs at Nillo Infants has been reviewed and restructured to gain maximum benefits from them. In use are the You Can Do It program with the five keys to success, and Zones of Regulation, which assists students in identifying their own needs and working hard with the skills provided to manage their emotions in an appropriate manner. The parent community have been regularly informed of the purpose and language of these programs through newsletter items, and also during the assemblies where awards are given to students demonstrating these skills.

Investigation continues into suitable programs that would support parents in building skills and wellbeing in their children and help in reducing anxiety. This was an area identified as a need by parents through surveys and forums.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------|
| Parents have an increasing range of skills and understanding to support student wellbeing and resilience, and reduce anxiety. | Newsletter Skoolbag | A greater understanding of the You Can Do It program. |
| Reduction in issues related to student wellbeing and anxiety. | | An ongoing program of development in this area. |
| Increased knowledge in staff members on strategies to support personal health and wellbeing. | Professional learning | All staff members have participated in training in YCDI and Zones of Regulation. |
| Increased knowledge in staff members on strategies to support personal health and wellbeing in students. | Professional learning | Further investigation in this area required. |

Next Steps

Continued structured implementation of these programs will continue. A review of the number of awards given to students for You Can Do It so that the awards are not devalued, and remain a highly prized award. There will be a number of workshops offered to parents to support them in working with their children to reduce anxiety and promote wellbeing.

Collaboration with the Local Management Group in working towards a Strategic Direction for all schools involved. This will enable sharing of Best Practice and resources.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | <p>Employment of SLSO to support students</p> <p>Casual staff costs during development of PLPs and 3 Way Conferences</p> | <p>The NAIDOC celebrations provided an excellent experience and broadened knowledge and understanding of traditional culture. Students identifying as Aboriginal completed goals in 3 Way Conference with parents.</p> <p>Attendance concerns have decreased with support offered to families in supporting full attendance of students.</p> <p>Identified students participated in a Support program for Literacy. This proved to be less effective than anticipated due to difficulties with inconsistency in delivery due to changes in personnel and will be rectified in 2019.</p> |
| Low level adjustment for disability | <p>Employment of SLSO to support identified students in Literacy and Numeracy</p> | <p>Identified students were supported through the LaST program. This program targeted Literacy skills, in particular reading and writing. All students identified were involved with the Individual Education Program (IEP) which were developed in collaboration with parents and teachers.</p> <p>Identified students were supported through a strong transition program to Maitland Public School. Parents attended meetings at Maitland Public School involving LaSTs from both schools and all records of improvement were shared. This was to promote a seamless transition to Year 3 with full support from parents.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>Employment of teacher to assist in this program</p> | <p>This funding was used to employ the LaST for extra time to support student writing in class groups. It was also used to extend students demonstrating writing skills above expected outcomes. Outcomes for both groups of students demonstrated improvement, and promoted confidence in students. The Wacky Writers was very popular with students.</p> |
| Socio-economic background | <p>Employment of SLSO to support students in Literacy and Numeracy</p> | <p>The Learning and Support program was used to support identified students with Literacy and Numeracy. This proved to be a positive experience at the beginning of the year. However, due to changes in personnel in Semester 2, the program became relatively inconsistent in delivery and did not achieve the level of support that had been anticipated. The program has been reviewed and will be more fully implemented once again in 2019.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 19 | 25 | 24 | 30 |
| Girls | 36 | 34 | 32 | 28 |

Student numbers are steady with enrolments at 59 at the end of the year. Anticipated enrolments for 2019 are 54, with a possible 21 in Kindergarten, 18 in Year 1 and 15 in Year 2. There is capacity for out of zone enrolments and applicants will be considered through Enrolment Placement Panel as dictated in the Nillo Infants School Enrolment Policy once final numbers are definite.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 93.1 | 94.6 | 94.1 | 96.2 |
| 1 | 97.1 | 91.8 | 95 | 92.9 |
| 2 | 95.7 | 93.5 | 93.3 | 94.5 |
| All Years | 95.1 | 93.2 | 94.1 | 94.6 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| All Years | 94.1 | 94.1 | 94.1 | 93.6 |

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 EBS tracking. Students arriving late or leaving early are also recorded in EBS tracking and must be signed in and out through the administration office. Unexplained absences are followed up with a phone call on the second consecutive day. Reminder letters are mailed out periodically. Students with regular unexplained absences are referred to the Home School Liaison Officer.

Class sizes

| Class | Total |
|---------|-------|
| K WHITE | 21 |
| 1 RED | 17 |
| 2 GREEN | 21 |

Structure of classes

Classes at Nillo Infants School in 2018 were based on years. There was one Kindergarten class, one Year One class and one Year Two class.

Workforce information

Workforce composition

| Position | FTE* |
|-----------------------------------------|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 2.4 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 1.41 |

*Full Time Equivalent

In 2018, Nillo Infants staffing allocation 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. A General Assistant is employed one day per week.

One staff member identifies 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. All teachers, including pre 2004 are now in the process of maintaining their status and accreditation as Proficient with the Australian Institute of Teaching and School Leadership.

One staff member undertook further training in the Literacy based professional learning, Language, Learning and Literacy, and all staff continued professional learning in Targeting Early Numeracy Strategies, led by one staff member who is accredited as an instructor.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 40,917 |
| Revenue | 738,601 |
| Appropriation | 698,406 |
| Sale of Goods and Services | 0 |
| Grants and Contributions | 39,685 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 510 |
| Expenses | -707,452 |
| Recurrent Expenses | -707,452 |
| Employee Related | -646,454 |
| Operating Expenses | -60,998 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 31,149 |
| Balance Carried Forward | 72,066 |

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

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 611,551 |
| Base Per Capita | 10,829 |
| Base Location | 0 |
| Other Base | 600,722 |
| Equity Total | 36,141 |
| Equity Aboriginal | 2,432 |
| Equity Socio economic | 4,878 |
| Equity Language | 0 |
| Equity Disability | 28,831 |
| Targeted Total | 0 |
| Other Total | 12,085 |
| Grand Total | 659,776 |

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.

School performance

School-based assessment

Nillo Infants School employs a range of methods of collecting data to determine growth in student learning outcomes.

There is a formal scope and sequence of assessment. This involves regular and consistent assessment in aspects Literacy and Numeracy, and this information is recorded using PLAN. Teachers also use other formal and informal assessment, such as observation, informal anecdotes and collection of work samples.

In 2018, all students improved outcomes in reading with over 93 % of student population achieving expected outcomes. This was supported by high levels of comprehension.

In Early Arithmetical Strategies in Numeracy, 100% of students achieved at or above expected outcomes.

Areas identified as needing further investigation are spelling and writing.

Parent/caregiver, student, teacher satisfaction

A number of opportunities were provided to gain opinions of the culture and learning at Nillo Infants School. The Tell Them From Me survey was used with 60% of the parent community responding.

Two open ended questions were asked.

1. Parents were asked to list 3 best features that support children with learning at Nillo Infants. Most consistently listed were:

Staff: (going above and beyond their duty, genuine, caring, readily available for discussion, invested in my child's education, want children to do their best, best feature of school, passionate about their work).

Small caring environment: (fosters safety and confidence, family environment, inclusivity, strong community involvement, great communication).

Activities and programs: (engaging, fun, creative, interesting).

2. Parents were asked to list 3 ideas to make the school even better:

The most consistent answer was more funding to provide further opportunities for non-traditional methods of learning, eg garden kitchen, interactive learning play in playground and reconsider behaviour management.

In all areas of the 360 degree survey Nillo Infants School exceeded expectations. areas included Effective Communication, Commitment to Customer Service, Working Collaboratively and Consistency and vision in planning.

Students were interviewed about their favourite areas of learning and TENs (Numeracy) was most popular overall. Literacy was generally less favoured than was expected. Sporting activities each term were still very popular, with swimming being the most popular. Year 2 students all enjoyed the responsibilities of required of them, particularly running Assembly and being a Buddy to new Kindergarten students.

Staff completed the Tell Them From Me survey but the cohort was too few to gain results. Following discussion, staff have reacted positively to the consistent implementation of TENs across the school and can see a marked difference in student outcomes. All teachers agreed that new timetabling permitted consistent delivery of all key learning areas.

Policy requirements

Aboriginal education

Students identifying as Aboriginal participate in a 3 Way Conference with student, parents/carer and teacher to determine learning and cultural goals. It is an opportunity to learn more about each student's cultural background and gain knowledge on how best to support the student. It is also an opportunity to access family skills and knowledge that is appropriate to share with the school community.

Aboriginal education and history is embedded in many areas of the teaching and learning cycle at Nillo Infants School. Units of work incorporate the traditions and customs of Aboriginal people not only in the local area but nationwide.

Each year, as part of the NAIDOC Celebrations Nillo Infants School has the privilege of participating in activities with Mr Shane Frost who is an elder of the Awabakal people. He is also the General Assistant. On the day of celebration, Shane brings artefacts, including hunting implements and artworks, and also shares his knowledge of the local customs and traditions. He is knowledgeable on traditional food sources of the local area.

As part of this celebration students also painted stones with Aboriginal motifs and decorations and placed these around the school for others to find and share. Games believed to reinforce traditional hunting skills were also played on this day.

Nillo Infants School was successful in securing a grant to build a Bush Medicine Garden. An Aboriginal Artist from the local area, worked with students to create a number of murals that have become the backdrop for this garden. A number of working bees with the parent community assisted in construction of garden beds, paving and seating in the Bush Medicine Garden and it has become a highly valued outdoor learning area. Students were involved in filling the garden beds with soil, planting edible native plants local to the area, mulching and maintaining the garden. It has become a much appreciated space at Nillo.

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 stories and activities. Students at Nillo Infants gained first hand knowledge of these cultures through the involvement of the parent community sharing their heritage.

Other school programs

Student Leadership

Students at Nillo Infants School have many opportunities for leadership experience. Year 2 students become Buddies for new Kindergarten students commencing each year. Before the students

arrive, Year 2 students are 'trained' to assist and support their Kinder Buddy's smooth transition into a formal setting. Year 2 are required to run school assemblies and 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.

Other Programs

Nillo Infants successfully competed in the **Write Now** competition held by Maitland Library with one Year 2 student attaining runner up in Stage One writing. **Kodaly Music Program** with Dr David Banney. This well respected and highly valued program continued for 2018. 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.

The annual combined **Sports Carnival** with Stanford Merthyr Infants was held at Maitland Park, and hosted by Nillo Infants School. Both schools travelled by bus to meet at the park and participate in a number of activities including different race events and a tabloid of games. This was an excellent opportunity to establish new friendships with students from a similar sized school.

Nillo Infants School continues to maintain and review the 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 that occur in a designated term and are usually an 8 lesson program, such as **Hotshot Tennis, Gymnastics, Cricket** and the **Intensive Swimming program**.