

2020 Annual Report

Nillo Infants School



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Introduction

The Annual Report for 2020 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.

School contact details

Nillo Infants School
37 Belmore Road
LORN, 2320
www.nilloinf-p.schools.nsw.edu.au
nilloinf-p.school@det.nsw.edu.au
4933 5323

Message from the principal

2020 has been a year of great change, uncertainty and new opportunities at Nillo Infants School. We have experienced living and working through an epidemic and arrived on the other side with many new skills, but also a greater mutual respect between our community and school. The greatest achievement was the remarkable resilience demonstrated by our students, families and staff.

I would like to make mention of what this year has brought to our school. It has been incredible to see the success of the home learning programs and the amazing growth in skills in technology by students, parents, and staff. The Covid situation, although very difficult and stressful at times, brought our school and community together to provide best outcomes for our students. I felt such gratitude for the support we received from our parent body, in working with their children to ensure their learning continued.

I would like to thank everyone that continues to make our school a great place of learning, staff, parents, including our hardworking P&C, and in particular our students. It is an honour to be part of the team at Nillo Infants School.

Vicki Sellens

Principal

Message from the students

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 vision

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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

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.

Improvement Measures

Increasingly collaborative culture creates teachers who are activators of learning.

Evidence of professional learning is increasingly visible in class practice, programming and student assessment data.

Teacher self assessment and reflection is increasingly impacting on programming, assessment and pedagogy.

85% of students achieving at or above expected cluster levels in literacy and numeracy.

Overall summary of progress

Professional Learning has been undertaken by all staff at Nillo Infants. This has been driven by the consistent evaluation of student achievement and needs. Evidence of changes in practice are clearly visible in all classrooms, and are also reflected in teaching/learning programs. With continued investigation into research of best practice in student learning, programs will continue to develop and grow.

Progress towards achieving improvement measures

Process 1: Best Practice

Research and implement best practice to build a reflective teaching culture and quality pedagogy.

Evaluation	Funds Expended (Resources)
<p>Some KLAs have been reviewed, English and Mathematics, and clear structures planned for the delivery of lessons in these areas. A whole school assessment scope and sequence has been revised in line with different instructions in Literacy and a strong focus on Phonics and Phonemic Awareness. Decisions were made to fine tune the data collection process at Nillo, so that the data that was going to give the most valuable information about student progress were targeted.</p> <p>The PDHPE scope and sequence was changed to align with the implementation of the new syllabus and also continue to maintain the prescribed 150 minutes of structured physical activity each week.</p>	<p>No extra expenses, training built in to staff meetings.</p>

Process 2: Collaboration

Development of and establishment of key systems and procedures to support high quality collaboration and effective implementation of quality teaching.

Evaluation	Funds Expended (Resources)
<p>Collaboration with all teaching staff has been strong and expectations for explicit teaching, particularly in Numeracy and Literacy, have been reviewed and amended. All staff have a strong understanding of what is required in these areas and regularly share new knowledge through informal conversations and formal professional learning.</p> <p>The opportunity to collaborate with other schools has been limited to zoom meetings and online learning. This has proven valuable as there has been opportunity to speak with a number of schools and not limited to schools in</p>	<p>MAPA Training and casual costs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3750.00)

Progress towards achieving improvement measures

the local area.

This will be ongoing as further areas of knowledge are investigated.

Next Steps

2021 will bring further research into best practice in literacy and numeracy, and acquisition of professional learning as the need arises. Once again, this will be determined by student outcomes and needs. An area of literacy that will come into greater focus will be writing. Survey results indicated that this was an area that requires further development, leading on from the success of the implementation of a systematic delivery of Phonemic Awareness and the Phonics program.

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.

Improvement Measures

Students are aware of their personal learning goals and will recognise when they have achieved them.

Students will demonstrate an increasing ability to be problem solvers, independent and self reliant.

Future focused learning strategies are increasingly evident in all class contexts.

Overall summary of progress

Students participated in setting personal learning goals this year. However, this was limited to only once due to Home Learning. This program has been more successful in previous years as the students had an opportunity to review their goals half way through the year and set new goals, with parent and teacher input.

Students have had increasing opportunities to develop and demonstrate greater skills in problem solving. This has been integrated into Numeracy lessons, where students have developed skills in explaining the strategies they use to solve numerical problems. Mathematical language and understanding has increased across the student population as the year has progressed. Problem solving opportunities have also been provided in each classroom throughout the year in Science and Technology. This has involved students being given a design brief and then providing the opportunity to use the knowledge of different topics to construct a solution for the problem. This has resulted in greater problem solving skills and fully engaged students.

Progress towards achieving improvement measures

Process 1: Effective Students

Research, design and deliver learning experiences that create students who are problem solvers, self reliant and independent learners.

Evaluation	Funds Expended (Resources)
<p>Revision of all scope and sequences has not been completed. This is planned for the coming year. .</p> <p>Teachers have included greater opportunities for students to experience problem solving and creative thinking using current units of work, and have supported students in completing more complex tasks.</p> <p>Students also experienced self directed learning with their engagement with the STEM equipment and activities that were borrowed from the Department of Education. Students experienced a range of devices that permitted coding, problem solving and developing their own games using this equipment.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1100.00)

Process 2: Future Focused Students

Students determine own learning goals to become more self-directed learners and reflect future focussed learning practices..

Evaluation	Funds Expended (Resources)
<p>In this area, students determined their learning goals for writing and numeracy. This was supported through the 3 Way Conference program, involving student, teacher and parents. This proved highly successful as</p>	<p>3 teachers off class to conduct the 3 Way Conferences</p>

Progress towards achieving improvement measures

students clearly understood what they wanted to achieve and what they had to do to achieve their goal. They also had a clear understanding of what the success of the goal achievement would look like.

Funding Sources:

- Literacy and numeracy (\$1500.00)

Next Steps

The 3 Way Conference program with students, teachers and parents will be fully implemented in 2021, with meetings for all students planned in Term 1 and Term 3 with a review in Term 4. Along with this, a student friendly continuum of skills will be developed in writing and numeracy, to ensure students are fully aware of what skills they need to acquire to achieve their personal goals. This will be evident in all classrooms.

Along with the design and making component of the Science and Technology syllabus, and the provision of rich experiences to develop problem solving and creative thinking, there will be greater exposure to STEM equipment. With the purchase of Beebots and Lego WeDo STEM equipment, students will have greater access to coding and problem solving using technology. Teachers will also develop skills in this to implement these programs successfully.

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.

Improvement Measures

Parents have an increasing range of skills and understanding to support student wellbeing and resilience, and reduce anxiety.

Reduction in issues related to student wellbeing and anxiety.

Increased knowledge in staff members on strategies to support personal health and wellbeing.

Increased knowledge in staff members on strategies to support personal health and wellbeing in students.

Overall summary of progress

A more consistent implementation of the You Can Do It and Zones of Regulation programs have led to increased knowledge of Behaviour Self Regulation skills in our students. Parents have been informed of the language and purpose of these programs and have noted that they use this at home.

Further investigation into wellbeing programs that may be more suited to the age group of our students are still being investigated.

Progress towards achieving improvement measures

Process 1: Research and implement best practice programs to develop a school culture which values positive student wellbeing.

Evaluation	Funds Expended (Resources)
This is an area that is still being investigated. It was decided that the current programs would be implemented more thoroughly and consistently while research continues and it was found that this systematic approach made a difference to student choices and self regulation. This included sharing the strategies with parents through the newsletter and assemblies so a common language and understanding has been the focus.	Casual relief for the IEP process Funding Sources: <ul style="list-style-type: none">Literacy and numeracy (\$2200.00)

Process 2: Systematic delivery of whole school programs to build social competence and resilience

Evaluation	Funds Expended (Resources)
A more consistent and thorough approach has been made by all staff to deliver the wellbeing programs in the school. All students had a greater understanding of what the Keys to Success look like and also developed skills in self regulation. Overall, fewer negative incidents were recorded for the year than last year.	Staff Wellbeing professional Learning Funding Sources: <ul style="list-style-type: none">Professional learning (\$940.00)

Next Steps

Continued research into best practice for student and staff wellbeing will occur in 2021. This will also involve opportunities to develop parent and teacher skills in supporting students with anxiety and to promote wellbeing for our students.

All staff will be undertaking Professional Learning on personal wellbeing and also managing student wellbeing.

Continued recognition for students demonstrating the You Can Do It Keys to Success through playground and assembly awards.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of SLSO Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 943.00) 	This funding was used to provide support in class to a number of students in Literacy and Numeracy. A particular focus was phonics and then using this knowledge in writing.
Low level adjustment for disability	Employment of SLSOs in classrooms Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$31 000.00) 	Identified students have been supported both in the classroom and in small group situations using the SLSO. This was initiated through a needs based program, in consultation with parents and care givers and teachers.
Quality Teaching, Successful Students (QTSS)	Employment of teacher a half day each week Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$9 600.00) 	<p>The identified program for using these funds was writing. A teacher was employed to support students with difficulties in the writing to build skills on a one to one or small group basis, within the classroom. Students were able to follow class teacher's instruction and achieve success and gain self confidence because of support provided by personnel. Success of this program was evident with increased confidence and skills in identified students. Recognition of these successes were shared with parents and community.</p> <p>The extension group of writers, the Wacky Writers, enhanced their skills in creating writing samples with the support of the teacher employed specifically for this.</p>
Socio-economic background	Employment of SLSOs in classrooms Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$3 600.00) 	Students requiring support were identified and an SLSO was employed in the classroom to assist teacher in providing best possible learning opportunities for all. Literacy skills were targeted with a particular emphasis on Phonics and Phonemic awareness.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	24	30	28	32
Girls	32	28	25	21

Once again, steady enrolment numbers for Nillo Infants School. In accordance with our enrolment policy, students who live in the local area of Lorn are automatically accepted into Kindergarten. If the number of local enrolments does not reach 20 a panel is created to determine the criteria for out of zone applicants. The maximum number of students for Nillo Infants is 66.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	96.2	94.7	90.6
1	95	92.9	93	91.5
2	93.3	94.5	93.6	95.3
All Years	94.1	94.6	93.8	92.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
All Years	94.1	93.6	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance was recorded throughout the learning from home period of 2020. Engagement and completion of learning activities both online (SeeSaw app) and hard copy was recorded and documented each day. Telephone calls were made to families to check in and keep teachers informed of any areas of concern.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	104,918
Revenue	788,298
Appropriation	770,187
Grants and contributions	17,900
Investment income	212
Expenses	-730,804
Employee related	-682,602
Operating expenses	-48,202
Surplus / deficit for the year	57,494
Closing Balance	162,411

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 greater than usual surplus occurred at the end of 2020. This is because a number of projects that had been identified at Nillo Infants School did proceed this year. These have been carried over to 2021. These include money allocated for a covered walkway to the student toilets and an extension for the outdoor shelter. These are to be joint funded with the P&C. A substantial fund had been set aside for the upgrade of technology in the school and will be expended in 2021.

Funding had also been planned to support implementation of literacy programs and professional learning. However, this was delayed in 2020 but will be undertaken in 2021.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	40,582
Equity - Aboriginal	4,943
Equity - Socio-economic	3,638
Equity - Language	953
Equity - Disability	31,048
Base Total	668,521
Base - Per Capita	12,747
Base - Location	0
Base - Other	655,774
Other Total	23,502
Grand Total	732,605

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.

All Equity funds were used to support students in class. This was used to employ 2 Student Learning Support Officers for the critical literacy and numeracy sessions each week. This permitted individual programs to be conducted to support identified students in the classroom, assisting in student achievement.

Parent/caregiver, student, teacher satisfaction

We are most fortunate at Nillo Infants to have a strong collaboration between all stakeholders. The parent community are deeply committed to working hand in hand with Nillo Infants School to provide the best possible opportunities for our students. The survey results are as follows:

Survey results indicate a positive relationship between school and families. 94% of families who responded to the surveys feel they and their children are welcome at Nillo Infants, 96 % feel they can easily communicate with their child's teacher. 80% of parents feel the school's programs address their child's social and emotional wellbeing. 96% of parents who responded to the surveys indicated that they understood the positive behaviour management programs, while 92% understood the management and consequences implemented by Nillo Infants School.

However, from the data collected, some parents thought the reward system, with stickers and class awards, was unfair as it appeared some students were receiving more awards than others, and that also, too much time was given to managing the behaviour of a minority.

Two respondents out of the total parent body expressed concern that more time could be spent studying Indigenous Australia and multicultural activities, rather than scripture. This was not a view shared by the majority of families. Most families believe the school demonstrates a commitment to an inclusive school and offers a comprehensive curriculum.

Student surveys indicated 79% of students look forward to coming to school, while 93% indicated they are happy at school. 98% of students stated that their teachers cared about them and 88% of students felt safe at school. 98% of students stated if they have a problem they could talk to their teacher. 98% of students like themselves. 87% of students stated they always try their best at school. 100% of Year 2 students enjoyed the extra responsibilities required of them as the senior class in the school. The most favoured activity was running the fortnightly assemblies, followed by managing the sports shed.

Teachers were surveyed about areas that they felt worked well at school and areas they wanted to see change implemented. All teachers expressed satisfaction with the implementation of the Phonics program and the flow on effect on reading outcomes that have been achieved. All teachers then stated that the next area to target would be writing, so that students can make the best opportunity of increased skills and knowledge in reading. Teachers expressed satisfaction with the delivery of numeracy programs but also identified a need to review delivery of measurement strands of the maths syllabus.

An area for future development identified by staff was knowledge and delivery of new syllabuses and STEM programs.

All survey information and data collected in 2020 was used to assist in preparing the School Plan for 2021 to 2024.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

At Nillo Infants School, there is evidence of Aboriginal Education in all teaching/ learning programs. As well as implementation of Personalised Learning Pathways for Aboriginal students, there is a strong emphasis on educating all students in knowledge of Aboriginal culture and knowledge.

Where possible, assistance is sought from our local community to further learning for students and staff.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Students and families from culturally diverse backgrounds are supported both in the classroom and through communication sources to assist in maintaining a collaborative relationship to meet identified needs. Use of interpreter services to keep communication open has been an invaluable resource for Nillo Infants School.

In the past, we have taken advantage of skills and knowledge from our diverse community, to provide lessons in Spanish. This did not occur in 2020 but we hope to re-establish this in 2021.