

2021 Annual Report

Nillo Infants School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Nillo Infants School

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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.

There is an expectation for strong engagement for all students, with a high level of achievement in all aspects of literacy and numeracy to ensure a sound foundation for learning in the future. There is also a drive to provide extra curricular programs, such as the Kodaly music and STEM programs to provide stimulating opportunities to capture the creative ideas of students.

School context

Nillo Infants School is a unique K-2 school in Lorn, Maitland, with an enrolment of 56 students. 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 and numeracy, but also providing extra curricular activities such as the Kodaly music program and STEM programs.

Nillo Infants implements literacy and numeracy programs on a whole school basis. Procedures are firmly embedded to ensure all students have the opportunity to access quality education in every classroom, based on current research into best practice. This has led to a change in focus in teaching reading, with a move away from the the 3 cueing system and the use of programs such as L3, to a phonics based program. This has been underway for a period of two years, with positive results in consolidation of basic reading skills. This was positively recognised on student and parent surveys as a strength in the school. Numeracy instruction also follows a consistent pattern of instruction in all classrooms. Students have the opportunity to build skills and knowledge of strategies to solve arithmetical problems.

Students at Nillo Infants experience many opportunities to build leadership skills early in their school career, as the school is an infants only. Year Two students are required to run the assemblies, Kindergarten Buddies, sports shed, recycling and many other activities that are usually the domain of of much older students. The level of skill and confidence that this builds in our students provides them with a positive foundation for their future.

One of the areas of strength of Nillo Infants School is the ability to provide a safe and supportive environment for all students, with Student Wellbeing ranked highly by students and parents. At Nillo Infants all students are known, valued and cared for by all staff. 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.

Identifying and supporting students with identified needs is paramount in Nillo Infants School. Many strategies and resources are employed to provide the best possible opportunities to support student learning for all students. All stakeholders are consulted to formulate the best practice for students, and this is documented through IEP's, PLP's and other support systems.

The whole school community, involving students, staff and parents was consulted in preparation of the Situational Analysis. The School Excellence Framework and whole school data collection were used to determine areas for growth and areas for improvement. Through this process, we have determined that satisfaction from students and parents at Nillo is at a very high percentage. Current programs were generally understood and supported by the whole school community.

A number of areas were identified as targets for further growth. Through the analysis of data, including the review of NAPLAN data and the Check In Assessments, from external sources, vocabulary and writing skills were identified as areas of further development. Another focus area that evolved from this information was the need for further investigation into the teaching and learning cycle regarding the Mathematics strands of Measurement. From teacher surveys and discussion, data collection and analysis was identified as an area for further development. These areas are linked with Strategic Direction 1: Student growth and attainment. Built into this was the need for individual student goals to be identified to ensure all students have access to appropriate stage learning.

Parent and community surveys also indicated a need for further activities involving Aboriginal culture in the school and suggested gaining support from local Aboriginal groups. The same 4% also felt the need to include more multicultural background in student learning because of the diversity evident in our school with 9% of the student population identifying as speaking languages other than English.

The second area that was identified was the need for teachers and staff to access best practice based on current research. This will involve systems being established to develop the skills of all teachers for capacity building and leadership development which would develop a culture of whole school continuous improvement.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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: Student growth and attainment

Purpose

Strategic use of data to inform teaching and learning with whole school structures that supports personalised learning that caters for the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strategic use of data
- Differentiated learning
- Student Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$31,594.51
School support allocation (principal support): \$7,600.00
Teaching Principal Relief Funds: \$8,000.00
Professional learning: \$7,590.43
Socio-economic background: \$4,187.28
QTSS release: \$10,202.74
English language proficiency: \$2,400.00
6101 Operational Funds: \$1,000.00
Literacy and numeracy: \$2,310.73
: \$3,000.00

Summary of progress

The summary of progress in Strategic Direction 1 - Student Growth and Attainment for Nillo Infants School is as follows:

Our focus for 2021 was on the use of highly effective teaching practices to improve writing across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on writing teaching strategies drawn from the evidence-base was a focus to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support in the form of mentoring, has been provided for staff at their point of need, continued support will be provided.. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff and students to provide a process for student self assessment and authentic feedback to students to assist with further improvement in this area.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
As an infants only school, NAPLAN and Check In data is not available. Internal data sources have been used to prepare targets. Writing • There has been an increase of Kindergarten students demonstrating growth on our internal K-2 Writing	As an infants only school, NAPLAN and Check In data is not available. Internal data sources have been used to prepare targets. Writing • There has been an increase of Kindergarten students demonstrating growth on our internal K-2 Writing assessment by 3% from baseline data collected in 2021. • There has been an increase of Year 1 students demonstrating growth on our internal K-2 Writing assessment by 1% from baseline data collected in

<p>assessment by 3% from baseline data collected in 2021.</p> <ul style="list-style-type: none"> • There has been an increase of Year 1 students demonstrating growth on our internal K-2 Writing assessment by 1% from baseline data collected in 2021. • There has been an increase of Year 2 students demonstrating growth on our internal K-2 Writing assessment by 1% from baseline data collected in 2021. <p>Mathematics SENA Assessment</p> <ul style="list-style-type: none"> • There has been an increase of Kindergarten students demonstrating growth on our internal K-2 Numeracy assessment by 3% from baseline data collected in 2021. • There has been an increase of Year 1 students demonstrating growth on our internal K-2 Numeracy assessment by 3% from baseline data collected in 2021. • There has been an increase of Year 2 students demonstrating growth on our internal K-2 Numeracy assessment by 3% from baseline data collected in 2021. 	<p>2021.</p> <ul style="list-style-type: none"> • There has been an increase of Year 2 students demonstrating growth on our internal K-2 Writing assessment by 1% from baseline data collected in 2021. • <p>Mathematics SENA Assessment</p> <ul style="list-style-type: none"> • There has been an increase of Kindergarten students demonstrating growth on our internal K-2 Numeracy assessment by 3% from baseline data collected in 2021. • There has been an increase of Year 1 students demonstrating growth on our internal K-2 Numeracy assessment by 3% from baseline data collected in 2021. • There has been an increase of Year 2 students demonstrating growth on our internal K-2 Numeracy assessment by 3% from baseline data collected in 2021.
<p>The proportion of students attending 90% of the time or more will be equal to or greater than 80%</p>	<p>The overall results of Attendance at Nillo Infants was 94%</p> <p>80.7% of students attended school more than or equal to 90% of the time.</p>

Strategic Direction 2: SD 2 Whole School Continuous Improvement

Purpose

All teachers in the school are instructional leaders, working collaboratively to consistently model instructional leadership and support a culture of high expectations and engagement, resulting in sustained and measurable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning
- High Performance Culture

Resources allocated to this strategic direction

School support allocation (principal support): \$6,000.00

Teaching Principal Relief Funds: \$15,000.00

Summary of progress

Progress in achieving targets in Strategic Direction 2 - Whole School Continuous Improvement was evident. However, this is an area for further development. From analysis of the year's progress and the activities that were undertaken the following directions have been planned:

A strong plan to assist all staff in developing Performance and Development Plans.

Data analysis will become a major focus with appropriate training and also allocation of time for whole school collegial discussion.

With these systems and process in place, positive movement should be clearly visible along the School Excellence Framework.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To enable growth in student outcomes: Most staff complete professional learning aligned with the School Improvement Plan 100% of teachers will develop a Performance and Development Plan with SMART goals aligned to the SIP Most teachers will achieve the majority of their SMART Goals	Progress towards achievement of Strategic Direction 2 All teaching staff completed professional learning aligned with the School Improvement Plan. All teaching staff had a Performance and Development Plan which included goals aligned with the SIP. Non teaching staff have not completed their training on PDPs. This is an area for further development. All teaching staff achieved some goals from their PDPs but all staff stated the need to review their goals in light of further training as they implemented the current professional learning.
To enable growth in student outcomes: 100% of teachers will have evidence of implementation of professional learning clearly visible in • teaching/learning programs • classrooms • lesson observations	Evidence of the professional learning for Talk 4 Writing and TENs was clearly evident in teaching programs. The use of co-teaching assisted as needed for all teachers to understand best practice when delivering content in particular areas. The activities were used in the classrooms and student growth in both writing and all aspects of Numeracy indicated growth. Lesson observations were focused on agreed teaching standards and feedback was provided.

SEF SaS will demonstrate positive movement along the framework in areas of

- Teaching Domain - Data skills and use
- Teaching Domain - Professional Standards
- Leading Domain - Educational Leadership

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,103.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nillo Infants School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Providing support in the classroom to assist students in achieving success and working towards appropriate outcomes. Students were given greater opportunity to access differentiated support, targeting individual requirements. This has led to greater achievement of goals identified through the IEP process, and development of confidence in students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support using the SLSO will be provided in the classroom. The classroom teacher will continue to direct the program to be delivered and will rely on authentic data collection to ensure the delivery is directed appropriately at the student's point of need. The SLSO will continue to work with the external providers to reinforce skills that are related to the IEPs for the student. Regular meetings with all stakeholders will be conducted throughout the year to determine goals and achievements to towards the goals.</p>
<p>Socio-economic background</p> <p>\$4,187.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nillo Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic use of data <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Use of SLSO to support students in class and following teacher directed programs. <p>The allocation of this funding has resulted in: The provision of SLSOs in classes to support student learning with teacher direction. This enabled identified students to access the curriculum with greater success. This funding was used in conjunction with other allocations to increase the time allocated for each SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue to be funded to support students in gaining greater access to the curriculum. This will be used with other funding to make the support available in all three classes.</p>
<p>Aboriginal background</p> <p>\$3,707.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nillo Infants School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$3,707.38</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of units through Wingaru which include Aboriginal perspective on units of work, including resources and background knowledge for all students • Employment of personnel to complete artworks with Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Availability of an engaging and authentic resource for the whole school. The Wingaru program provides whole class resources and also online activities for individual students. The Wingaru program also provided professional learning for teaching staff on appropriate delivery of lesson content relating to First Nations people, and has assisted in educating the whole student population.</p> <p>This funding also provided the opportunity to conduct PLP meetings with students, families and teacher, and enabled clear goal setting and sharing of family culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Wingaru program will continue to be funded as it is an evolving program and has continued to build resources that are invaluable for both students and teachers. Wingaru also provides the opportunity for students to complete activities online suitable for differentiating for individual needs. PLPs will continue to be conducted at least twice a year to support the close connection between families and school, and provide students with the opportunity to set individual learning goals.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nillo Infants School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic use of data <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Use of SLSO to support students in class and following teacher directed programs. <p>The allocation of this funding has resulted in:</p> <p>The provision of SLSOs in classes to support student learning with teacher direction. This enabled identified students to access the curriculum with greater success. This funding was used in conjunction with other allocations to increase the time allocated for each SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program will continue to be funded to support students in gaining greater access to the curriculum. This will be used with other funding to make the support available in all three classes.</p>
<p>Low level adjustment for disability</p> <p>\$31,594.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Nillo Infants School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic use of data <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$31,594.51</p>	<p>include:</p> <ul style="list-style-type: none"> • Use of extra teaching staff to enable team teaching and SLSO to support students in class and following teacher directed programs. <p>The allocation of this funding has resulted in: Greater support provided to classes where needs in areas of Literacy and Numeracy were identified from data collection. Teachers were able to collaborate and plan to meet specific needs that became evident as the year progressed. Team teaching provided the opportunity to target identified students more readily.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding will be used in the following year to support students in Literacy and Numeracy as the area of need arises.</p>
<p>Professional learning</p> <p>\$7,590.43</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nillo Infants School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic use of data • Differentiated learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning in the area of writing • Professional learning in the area of vocabulary • Professional learning in Wellbeing for staff <p>The allocation of this funding has resulted in: All teachers participated in the areas of Professional Learning listed. Teaching learning programs show evidence of the professional learning that has taken place and this is also evident in classrooms, with students demonstrating skills and concepts they have gained through the changes in lesson focuses. All staff participated in the Wellbeing Toolkit learning and had the opportunity to put in place strategies to assist them with managing stressful and difficult times in both their professional and personal lives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Writing is an area of Literacy that will continue to be developed, with a plan to embed the practices learned firmly into classrooms. Teachers will continue to conduct observations and provide feedback on delivery of lessons. Data collected will be analysed to determine the growth in student outcomes.</p>
<p>School support allocation (principal support)</p> <p>\$13,600.00</p>	<p>School support allocation funding is provided to support the principal at Nillo Infants School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic use of data • Differentiated learning • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Development of the school plan • PDP meetings and lesson observations <p>The allocation of this funding has resulted in:</p>

<p>School support allocation (principal support)</p> <p>\$13,600.00</p>	<p>This enabled time off class as a teaching principal to conduct meetings with teaching staff in relation to Performance and Development Plans. Observation of teaching performance occurred due to this funding. Due to difficult circumstances, not all activities were completed.</p> <p>After evaluation, the next steps to support our students with this funding will be: There will be a more consistent implementation of the whole staff implementation of PDPs in the coming year. Resources will be used to continue the plan for PDP meetings and observations and will also include a more comprehensive program for SASS staff.</p>
<p>Literacy and numeracy</p> <p>\$7,310.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nillo Infants School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of resources - decodable texts • Purchase of resources - numeracy and other maths resources <p>The allocation of this funding has resulted in: Due to this funding, a greater range of decodable texts were made available to students. This was particularly important during the learning from home program as students could access these texts in pdf form through the SeeSaw app. It also provided easy access to all classrooms when reading resources were purchased to support delivery in each class instead of sharing a centrally located set of readers. Maths resources were also purchased to enable better access for each class. Students had resources available in class without waiting for them to become available after another class was using.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further review of current resources and then planned updates to enable greater student access to a range of resources is planned for this funding in the future. Outdated resources will be removed from our school supplies. More resources will be purchased to be used through the increased technology in the school, to enable students to gain greater skills accessing literacy and numeracy using this avenue.</p>
<p>QTSS release</p> <p>\$10,202.74</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nillo Infants School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic use of data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher employed to provide extension opportunities for identified students in writing. <p>The allocation of this funding has resulted in: This funding was used in addition to other funding sources to provide addition in-class support in writing lessons and also to provide extension activities to a small group of students who were identified as having potential to extend their writing skills. Students from this group concluded their program by entering a local writing competition to demonstrate their talents. Students indicated progress in data collection using PLAN.</p>

<p>QTSS release \$10,202.74</p>	<p>After evaluation, the next steps to support our students with this funding will be: The in-class support will continue, and will receive extra funding to provide more opportunities to team teach. The extension group will continue with a strong focus on extending their current writing skills, and use of vocabulary and other writing skills in their writing.</p>
<p>COVID ILSP \$18,683.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Delivery of small group and in-class support instruction to develop skills in phonemic awareness, phonics, handwriting and reading. • Delivery of in-class support instruction to develop skills in numeral identification, additive strategies and place value. <p>The allocation of this funding has resulted in: The employment of teaching staff to deliver small group and in-class support with students who were identified as needing extra support through data analysis. This program was delivered consistently throughout the year, with data collection taking place every 5 weeks to drive future lesson delivery and displayed consistent growth.. At the beginning of the year our Educcheck results ranged from 33% - 73%, and at the end of the year our results ranged from 51% - 95%.. At the beginning of the year our PAST results ranged from 5% - 67%, and the end of the year our results ranged from 65% - 98%. The CILSP small group sizes and short, sharp focused activities were successful in addressing student's needs and complimented the work set by the class teacher. Students were reported to have been utilising the new skills independently within the classroom, and displayed confidence in the focus areas taught in CILSP</p> <p>After evaluation, the next steps to support our students with this funding will be: The success of this program indicates the need to continue for identified students. The program will continue with consistent delivery and a routine of assessment and planning every 5 weeks. A focus area for 2022 will be to integrate intense writing lessons into the program for students to transfer the phonics and phonemic awareness skills into their writing.</p>
<p>Per capita \$13,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nillo Infants School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of SLSOs to support areas of need identified in students. <p>The allocation of this funding has resulted in: This funding was used in conjunction with other funding to permit greater time in classrooms, supporting teacher directed programs. This permitted stronger support for students identified as having specific areas of need and also allowed extra support in extension work for those requiring this opportunity. Please note: the funding was used but was not journalled to the appropriate WBS at the time.</p>

Per capita \$13,000.00	After evaluation, the next steps to support our students with this funding will be: This funding will continue to be allocated to employ SLSOs to ensure each class has extra support for a longer period, four days per week. All three classes will benefit from this funding to support students with areas of need as directed by the class teacher.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	30	28	32	31
Girls	28	25	21	25

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	94.7	90.6	95.8
1	92.9	93	91.5	94.1
2	94.5	93.6	95.3	94.8
All Years	94.6	93.8	92.3	94.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
All Years	93.6	92.9	92.1	92.7

Attendance

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

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2.39
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	162,411
Revenue	825,453
Appropriation	801,217
Grants and contributions	24,144
Investment income	92
Expenses	-903,580
Employee related	-724,759
Operating expenses	-178,821
Surplus / deficit for the year	-78,128
Closing Balance	84,284

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	27,780
Equity Total	41,889
Equity - Aboriginal	3,707
Equity - Socio-economic	4,187
Equity - Language	2,400
Equity - Disability	31,595
Base Total	678,939
Base - Per Capita	13,065
Base - Location	0
Base - Other	665,874
Other Total	23,935
Grand Total	772,543

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.

Parent/caregiver, student, teacher satisfaction

All students were individually surveyed to gather data on how they liked being at school and whether they felt safe and cared for. Students were also asked if they liked themselves and tried their best. The results of the whole school survey are as follows:

75% of students liked being at school and looked forward to coming.

91% of students stated that they were happy, cared for and felt safe.

85% of students said they listened to others and took turns.

90% of students said that they tried their best and that the teachers always helped them.

When interviewed about favourite subjects, Year 1 and Year 2 voted maths as a clear choice while Kinder students stated art was the favourite. In literacy activities, all classes stated that speaking activities were the best followed by reading and then writing.

Parents completed a survey on various aspects of school life at Nillo Infants School. Parents expressed the opinion that they felt welcome at the school, with 94% stating their children felt safe at school. 94% of parents who responded said they were well-informed about school activities., with 100% agreeing that school information was in clear, plain language.

An area for future development was the process of reporting children's behaviour, both positive or negative, with only 50% feeling informed in this area. The results were similar for informing parents on their child's social, emotional development. Related to this was parent understanding of the Behaviour Policy, with only 33% of parents understanding the policy. 16% had not seen it.

Parents felt a stronger sense that their child's Numeracy needs were being met, than they felt about Literacy. This is an area that can be addressed in the future.

Parents felt the SeeSaw app was the most effective communication tool followed closely by the fortnightly newsletter and Skoolbag.

Most parents were very happy with the school and did not see any need to change what is being delivered by the school. A comment from a parent - "Nillo has all the advantages of a small school without any compromise on curriculum, educational experiences or opportunities for children to develop.

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.

Anti-Racism Policy

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

Multicultural Education Policy

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