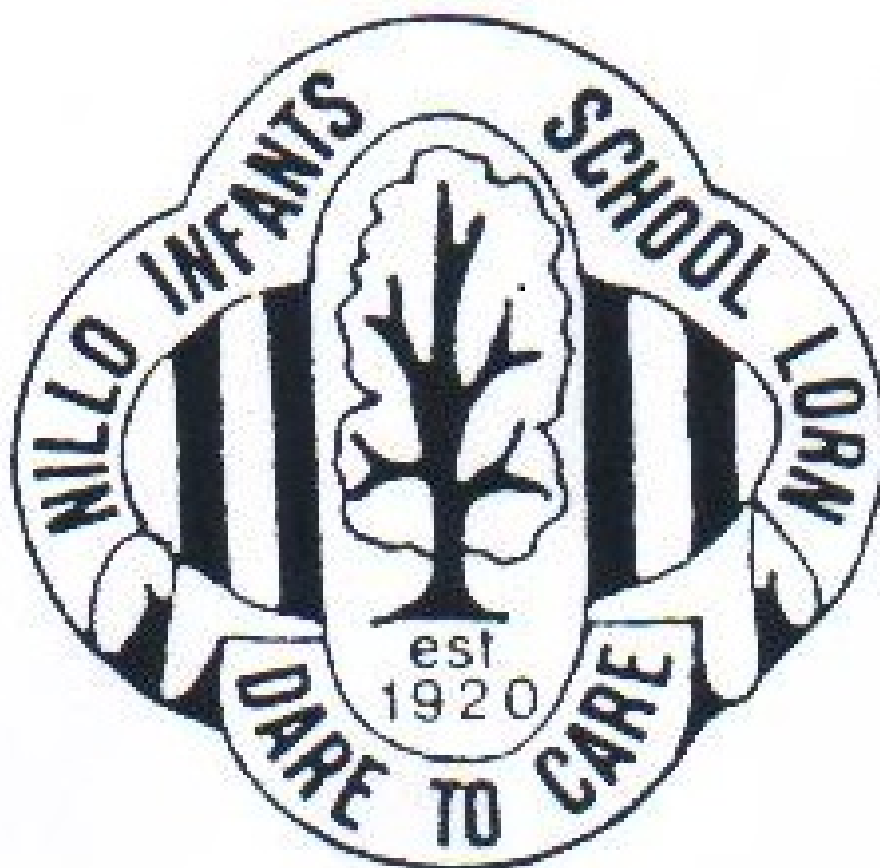


2022 Annual Report

Nillo Infants School



5128

Introduction

The Annual Report for 2022 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

37 Belmore Road

LORN, 2320

<https://nilloinf-p.schools.nsw.gov.au>

nilloinf-p.school@det.nsw.edu.au

4933 5323

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 58 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. Literacy and numeracy programs follow a consistent pattern of instruction in all classrooms. Students have the opportunity to build skills and knowledge of strategies and to consolidate these.

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 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. 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 and Multicultural backgrounds in the school and suggested gaining support from local Aboriginal groups.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

Professional learning: \$2,817.23

Per capita: \$2,669.45

Summary of progress

One of the focus areas in 2022 was on increased attendance for all students. All systems were reviewed during the year and staff were informed of the processes in place. As stated in the implementation, following up of absences was more rigorous and in a more timely manner. As late arrivals continued to be an a regular issue, information was regularly disseminated in the newsletter throughout the year, with reminders of what poor attendance resulted in for students. Face to face conversations were had to offer support and to ensure all was being done to support students and families. Most students who were late arrivals, were fully engaged in their learning once they were at school. The greatest area of concern was the attendance records of a small number of students. Systems of support were put in place to support these students in regularly attending school. The support of external sources were also sought to assist in these matters. As a result of the actions that were put in place, the overall attendance improved for Nillo Infants School in Semester 2, particularly with partial attendance. Next year our focus will be to more actively inform parents and students of the importance of full attendance from the beginning of the year. This will regularly be promoted in each newsletter and on the Skoolbag app. HSLO assistance will be used once again as soon as students are identified as needing support. Personalised phonecalls from the principal will be used to remind parents to seek assistance in getting students to school on time.

In 2022 the school engaged in deep and rigorous professional learning through the Collaborative Support for Unique Setting project. Staff were upskilled in data analysis to inform planning, with a particular focus on collaboration and the use of assessment and data in Creating Texts. Staff developed a deeper understanding of the Learning Progressions and the use of PLAN2 to manage data and inform teacher lesson planning. The project has delivered significant gains to school operations, teacher practice and student learning outcomes. Teachers are now consistently embedding explicit instruction into their lessons and routinely engage in student-centred conversations that examine data to track learning progress and determine next steps. A significant commitment was made throughout the year to support student engagement in Writing initiatives, leading to improved outcomes for both teachers and students. Teacher programming and lesson planning is now more structured and closely aligned to syllabus outcomes and differentiation is reflected through the use of the Learning Progressions. In 2023 the school will continue to embed the learning gained through the CSUS project, with additional resourcing allocated to the use of learning sprints to consolidate Creating Text strategies. The school will also look to build efficiencies in the use of professional learning opportunities and resources to ensure closer alignment to school data and student learning needs.

Another focus area in 2022 was on data analysis in Additive and Multiplicative strategies. Using the learning gained through the Collaborative Support for Unique Setting (CSUS) project, teachers were able to develop a deeper understanding of the data that was regularly collected. Increased data analysis has led to a more authentic teaching/learning cycle in these areas. As a result, student outcomes have improved as the teaching became stronger in identifying student needs. The authentic use of the Learning Progressions has also assisted in supporting the teaching/ learning cycle in Mathematics. In 2023 the school will continue to embed the learning gained through the CSUS project, with additional resourcing allocated to the use of learning sprints to consolidate Additive and Multiplicative strategies. The school will also look to build efficiencies in the use of professional learning opportunities and resources to ensure closer alignment to school data and student learning needs.

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
The proportion of students attending 90% of the time or more will be equal to or greater than 82%	The overall attendance rate of 88.2% at Nillo Infants School was greater than the Department of Education's average rate of 85.5%. This is also greater than the goal of 82% that was set at the commencement of the year.
<p>Re establish baseline in Creating Texts in percentages.</p> <p>Identify grade based benchmarks K-2.</p> <p>Measure student performance in Creating Texts</p>	<p>PLAN data was used to create a baseline for students in Creating Texts. Using PLAN grade based benchmarks for K-2 student performance was recorded. Across the school there was growth indicated using PLAN data. In all classes, the percentage improvement did not meet the set goals. However, strong consolidation of all base skillsets showed improvement.</p>
<p>Re establish baseline in Additive Strategies and Multiplicative Strategies in percentages.</p> <p>Identify grade based benchmarks K-2.</p> <p>Measure student performance in Additive Strategies and Multiplicative Strategies</p>	<p>PLAN data was used to create a baseline for students in Additive Strategies and Multiplicative Strategies. Using PLAN grade based benchmarks for K-2 student performance was recorded. Across the school there was growth indicated using PLAN data.</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

Low level adjustment for disability: \$22,984.00

Professional learning: \$2,482.77

Per capita: \$6,940.57

Summary of progress

Our focus in 2022 was on the use of data and a more rigorous analysis of data and this would also be reflected in Performance and Development plans for teaching staff. We had identified the need for professional learning to support this and this was well addressed in our inclusion in the Collaborative Support in Unique Settings (CSUS) program. In Term 2, 2023 we completed a matrix to determine where we were placed in using best practice to improve student outcomes. We focused on Creating Texts as that had been identified in our Situational Analysis of needs in our school. We undertook learning on the authentic and consistent collection of data and then the rigorous analysis of the data. This was used to drive the teaching/learning cycle. This also supported most teaching staff's identified needs in PDPs. This program continued for the remainder of the year, following a clear cycle of data collection, planned collaborative analysis and future teaching directions based on student needs. As a result, students have had instruction based precisely at their level of need to make future progress, allowing stronger growth in learning outcomes for all students. Teachers have gained confidence in analysing data more rigorously and using this in a consistent manner to plan future lessons. In 2023, this process will continue and will also be applied to other areas of learning. Other forms of assessment, such as the Interview for Student Reasoning (IFSR) and Essential Assessment will be used to triangulate data collection and provide deeper knowledge of student data. Data analysis will be included in each staff meeting relating to professional learning, with a timetable prepared for sharing class results and enabling a collaborative whole school discussion. All teachers will also include in their PDP, a specific goal related to data collection and analysis, as identified by the Nillo Infants School Improvement Plan.

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: 100% of 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 100% of teachers will achieve the majority of their SMART Goals	100% of teachers utilise learning intent and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students. All teachers have developed SMART goals aligned with the SIP and also personal goals as required. 100% of teachers have made progress towards achieving the goals on their Performance and Development Plan.
To enable growth in student outcomes:	100% of teachers have evidence of the implementation of professional learning clearly visible in classrooms and teaching/learning programs.

<p>100% of teachers will have evidence of implementation of professional learning clearly visible in</p> <ul style="list-style-type: none"> • teaching/learning programs • classrooms • lesson observations <p>SEF SaS will demonstrate positive movement along the framework in areas of</p> <ul style="list-style-type: none"> • Teaching Domain - Data skills and use • Teaching Domain - Professional Standards • Leading Domain - Educational Leadership 	<p>Professional learning implementation was also observed in Classroom Walkthroughs and lesson observations. Following the rigorous professional learning through the Collaborative Support for Unique settings there has been some progress along the self evaluation framework, with Educational Leadership moving to excelling. However, areas for continued work are Data skills and use, and Professional Standards.</p>
--	---

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,490.00</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 the following impact: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,726.98</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support classroom support program implementation. <p>The allocation of this funding has resulted in the following impact: students were best supported in accessing the curriculum in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate low socio-economic funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Aboriginal background</p> <p>\$5,104.25</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 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"> • creation of school literacy resources embedding local language • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$5,104.25</p>	<p>students</p> <p>The allocation of this funding has resulted in the following impact: all students were best supported in accessing the curriculum in literacy and numeracy, the whole school developed knowledge and understanding of Aboriginal culture through an authentic program.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate Aboriginal funding support to provide SLSO support in the classroom and continue to implement the Wingaru program.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: students were best supported in accessing the curriculum in literacy and numeracy to the best of their ability. Families were fully informed of the support provided and had input in setting learning goals for their children.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Low level adjustment for disability</p> <p>\$31,949.74</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"> • Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: achievement of a more consistent approach to student learning support and interventions with an increased number of collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team with the school will providing additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$7,782.77</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>

<p>Professional learning</p> <p>\$7,782.77</p>	<ul style="list-style-type: none"> • Strategic use of data • High Performance Culture • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: increased access to quality reading resources to support the implementation of decodable readers for home readers for all students. It has also led to growth in teacher skills and competency in delivering reading programs</p> <p>After evaluation, the next steps to support our students will be: further development of skills for teachers in analysing data and using this to drive teaching learning programs. This will also provide additional literacy resources as required.</p>
<p>QTSS release</p> <p>\$10,687.65</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: further development of student outcomes in Creating Texts, supporting students in responding to feedback and identifying features of quality text writing.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ a specialist to lead improvement in an area where students can demonstrate high performance in literacy or numeracy.</p>
<p>COVID ILSP</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</p>

\$14,947.00

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- additional staff employed to provide support in small group tuition and in-class support

The allocation of this funding has resulted in the following impact:

the majority of the students in the program achieving significant progress towards their personal learning goals

86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2

After evaluation, the next steps to support our students will be:

to continue the implementation of literacy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	28	32	31	27
Girls	25	21	25	26

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	90.6	95.8	93.6
1	93.0	91.5	94.1	90.7
2	93.6	95.3	94.8	91.2
All Years	93.8	92.3	94.9	91.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
All Years	92.9	92.1	92.7	87.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	84,284
Revenue	851,757
Appropriation	830,263
Sale of Goods and Services	-150
Grants and contributions	21,479
Investment income	165
Expenses	-921,836
Employee related	-778,166
Operating expenses	-143,670
Surplus / deficit for the year	-70,079
Closing Balance	14,205

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.

	2022 SBAR Adjustments (\$)
Targeted Total	41,490
Equity Total	43,181
Equity - Aboriginal	5,104
Equity - Socio-economic	3,727
Equity - Language	2,400
Equity - Disability	31,950
Base Total	692,656
Base - Per Capita	14,150
Base - Location	0
Base - Other	678,506
Other Total	23,849
Grand Total	801,176

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

Parents and carers at Nillo Infants School had the opportunity to complete a survey on the culture the school and also to determine their level of understanding of some of the processes and policies at Nillo Infants. The results are summarised as follows:

Our school rated highly in the following areas:

- Parents feel welcome when visiting the school
- Parents stated their child feels safe at school
- Communication with child's teacher and principal
- Teachers listening to concerns
- Written information from the school is in clear, plain language
- Nature and Nurture Art lessons

Areas that our school rated well but indication that there is room for further development:

- Informing parents about their child's social and emotional development
- More information about Behaviour Management and consequences at Nillo Infants
- The need to further address Indigenous and multi-cultural education for our students

Parent knowledge about Numeracy at our school was stronger than Literacy knowledge. This was an interesting result as our student surveys across the school indicated that overall, our students enjoy Numeracy activities more than Literacy. This is an area for further investigation and planning.

Students enjoyed the hands on activities in Numeracy the most. A high proportion of students indicated they felt strongest in Writing, out of Reading, Writing and Speaking. This has been a noticeable shift from previous years and, prior to the Talk 4 Writing program that has been implemented this year.

Every student was surveyed individually and the results are summarised as the following:

The vast majority of our students responded positively in the following areas:

- They like coming to school
- They felt happy at school
- They felt their teachers care about them and they can feel safe to go to a teacher with a problem
- They feel safe and they are listened to
- They take turns and share
- They try their best at school
- All teachers help them at school
- They enjoyed participating in out of school activities

A very small number of students indicated that they did not look forward to coming to school, but most of these said they liked it once they were here.

When the student survey was completed, students had not had Intensive Swimming School. Their answers about favourite sport indicated Gymnastics was the most popular, closely followed by Cricket and Tennis.

All students indicated they either loved or liked Art Lessons with Nature and Nurture.

The staff all expressed satisfaction in their current roles at Nillo Infants School. All teaching staff had undertaken professional learning in preparation for the implementation of the new English and Mathematics syllabuses and indicated their understanding that this would be an area for further development in 2023.

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.