

Yeo Park Infants School

Annual Report



2016



5120

Introduction

The Annual Report for **2016** is provided to the community of **Yeo Park 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.

Fiona Wood

Principal

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Message from the Principal

Yeo Park Infants School has been an exciting place to learn and grow this year. We have had an incredibly busy 12 months yet again, full of innovation, but as ever, always with the hearts and minds of our little people at the core of what we do.

This year, our dedicated and professional staff looked at ways we could improve upon the engagement, achievement and sense of being of our students. We adopted Restorative Justice as the philosophy that underpins everything we do and Restorative Practices to effect real change in the way our community, staff and students come together to view wellbeing, relationships, rights and responsibilities, behaviour and learning. It was an exciting time to really work together as a cohesive group of stakeholders. As an important part of this, we wrote the Wellbeing Policy together with all members of our community, including students, having the chance to have input.

Another exciting innovation was Investigations, which was an approach to teaching, learning and assessment, based on the research of Walker, Montessori and Emelia and underpinned by the work of John Hattie (Visible Learning) and the Quality Teaching Framework.

Our P and C were incredible in their fundraising efforts and the very important work of bringing our community together at events such as The Broccoli Tree Cinema and BBQ's. It was wonderful to work on the important business of policy formation together and I appreciated the stimulation of the monthly meetings. I would particularly like to thank Stephen Brewer, our P and C President for his support, dedication and his genuine care of and passion for our little school. I would also like to thank the hard working team of executives; Tim Pring, Lassity Martin and Larissa Mullen. I extend this thanks to Susan Casey and Steve Clarke for their regular attendance at meetings, hard work for the P and C and support of our school.

This has been a wonderful year at our little school in the park. I am looking forward to seeing the fruits of our labour throughout 2016 blossom in a new era at Yeo Park Infants School.

Fiona Wood

Principal

Message from the school community

Parents & Citizens report

2016 was a year of achievements for the Yeo Park P&C, and the whole “village” of our small community. Overall we had a bigger year than ever before, with more events, and raising more money to contribute to our children’s education than any other in our history. This included two Bunnings BBQs, a Gala Day to coincide with the Federal election that turned out to be bigger and more successful than any we have ever run, and our annual Broccoli Tree Cinema and Trivia nights.

Not to forget the regular community activities and contributions which we all value so much: the regular Special Lunch Days, CakeDays, End of Term BBQs, and running our own Uniform Pool for the school body. We also held some special events: the P&C’s Inclusivity forum, facilitated by the Safe Schools program, and hosted a Wear it Purple BBQ out in our lovely park, both of which were well attended and enjoyed by all who were there.

Parents also contributed much time and effort to some of the new programs and initiatives within the school: making costumes for the inaugural Live On Stage, and helping source materials for the new Investigations Learning program. A large portion of the parent and carer body attended the various workshops, especially on Restorative Justice, and all of these programs were welcomed enthusiastically, and enjoyed by all. What a great set of initiatives to have in place for our kids!

I’d like to thank the principal, teachers and staff for their extraordinary efforts on expanding our little school’s scope, as well as for their excellent work with our little people day to day.

Of course, all of the good work of the P&C with the school does not happen without a lot of hard work from a lot of dedicated parents and carers, all volunteering their time to help out our little school in the park. Additionally, many of those key people who worked so hard last year have reached the end of their time with us at Yeo Park Infants, and are moving on.

I would like to thank Larissa Mullen, Tim Pring, Steve Clarke, Louise Gunter, Tara Rees, Susan Casey, Lassity Martin, Kirstyn Bodell, and Maria Riley, as well as the many regular attendees of our meetings, and the innumerable parents, carers, grandparents, friends and more who gave freely of their time throughout the year to help make this year as successful, fun, and enriching as it was. I look forward to as fulfilling a year in 2017!

Stephen Brewer

President, Yeo Park Infants’ School Parents and Citizens’ Association

Message from the students

This message was written by Zoe C, one of our Year 2 leaders.

In 2016 the students of Yeo Park had some amazing experiences from Harmony Day to the end of year Presentation Night. I personally liked the public speaking competition because you can be creative with words. The public speaking competition was really wonderful because I was quite a shy person so it helped me gain my confidence. I’m sure it helped lots of other children too!

Investigations was a great learning opportunity for the whole school. My class enjoyed Investigations because we were learning and having fun at the same time!

The Year Two’s had a great leadership role. We all loved running assemblies and being bell ringers! The Year Twos all liked having important roles in the school.

At Yeo Park every child feels special.

Zoe C

School background

School vision statement

Yeo Park Infants School has the unique capacity to focus on early childhood quality education. The school embraces the diversity of each student and strives to ensure the development of the whole child through excellence in participation and learning. Students have opportunities to make meaningful connections with others and the world around them.

Students are given opportunities to explore, experience success, have a go and learn that mistakes help us learn, be challenged and develop a love of lifelong learning in a safe, calm, respectful environment where learning is fun.

There is a strong focus on literacy and numeracy and the use of innovative practice to ensure success for all students. The school consistently achieves excellent results in these areas. Additionally, staff engage with concrete and real learning experiences and ensure the integration of 21st century learning techniques and technologies.

Rich learning experiences for students are supported by the development of quality teaching and leadership, facilitated by ongoing professional development, tailored to suit individual staff needs.

We foster and value productive school, community and global partnerships.

School context

Yeo Park Infants School is a separate infants' school which caters for the first three years of schooling. The school maintains a strong emphasis on providing quality early childhood education, fostering independent and responsible learners and ensuring a happy and safe learning environment. It is situated within a beautiful park which provides areas for playing and an outdoor learning environment. The school has a friendly family atmosphere and is highly regarded and supported by the whole school community.

The school's motto is "Learning and Growing Together", which encapsulates the school's ethos of valuing and promoting a sense of belonging, self-worth, respect and responsibility. The excellence of education at Yeo Park Infants School is a reflection of the outstanding work of staff, parents and students, all sharing a common vision.

The school works within a restorative framework whilst promoting resilience, self-regulation, integrity, participation and cooperation. Students are encouraged to strive to achieve their best and are supported to do so with inclusive and differentiated programs. Individual success is celebrated and intrinsic motivation is encouraged.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

There was a need to improve in the domain of Learning from the Schools Excellence Framework in terms of learning culture and wellbeing. These two areas became the main priorities for improvement and reflection throughout 2016. The first priority was to develop a comprehensive wellbeing policy that utilised the new DET wellbeing framework and that would underpin all that we do at Yeo Park Infants School. Every member of the community participated in forums to

analyse the Schools Excellence Framework, to have their say about what they wanted in a wellbeing policy and then in Restorative Justice with expert Terry O'Connell. A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. The policy was written collaboratively by all stakeholders. Additionally, a Learning and Support Policy, GaTs policy, Uniform Policy, Enrolment Policy and a Teaching and Learning Policy were written and were all underpinned by the principles of our Wellbeing Policy. Implementation began in the second part of 2016 and we will continue to measure its effects..

In addition to this, leadership and staff carefully analysed current practice, the Great Teaching Inspired Learning, Teaching Standards in Action, Early Years Framework and the work of Dr John Hattie in terms of effect sizes. Leadership and staff then researched best practice methodologies and looked closely at the work of Kathy Walker, Montessori and Reggio Emilia and used all of this research to come up with a philosophy, practice and methodology the school called Investigations. The community was then engaged in the development of a new Teaching and Learning Policy incorporating Investigations and community forums were held to educate parents and carers about Hattie's research and about how we would use Investigations. Teachers began to use 'provocations for learning' as highly differentiated stimuli whilst developing school wide student self responsibility for learning and success through the use of clear learning intentions and success criteria. All teachers utilised Investigations as part of weekly teaching programs. All stakeholders were surveyed at the end of 2016. Staff indicated they felt more engaged in their teaching practice and felt they had been able to have more one to one, differentiated teaching time with students leading directly to improved learning outcomes, students expressed their high levels of engagement and reflected that Investigations was their favourite time of the day and the community reflected overwhelmingly that they felt Investigations had been highly successful and that children were coming home feeling more engaged and discussing their learning.

As part of the implementation of Investigations, our focus in the domain of teaching was a high level of collaboration and collegial discussion to ensure the principles of the Policy were implemented consistently across the school and ensuring staff were able to cater for the range of abilities in their classrooms. To do this, sharing sessions were implemented into every meeting, a classroom observation protocol was developed and then utilised to work collegially to professionally develop ourselves. This led to staff having the confidence to trial such an innovative program and feel supported. Staff worked together to build a large range of resources to aid in the effective implementation.

In the domain of Leading, the priority was to engage our community at every stage in the development and formation of policy. At every stage, the feedback and opinion of all stakeholders was actively sought. A variety of mediums including forums, surveys, learning sessions and brainstorming sessions were utilised. Policy was responsively developed utilising this range of community opinion and feedback. All stakeholders were then given further opportunity to reflect on the policy that had been written and adjustments were made accordingly. A survey taken at the end of 2016 reflected that the community were overwhelmingly happy with the process of policy formation and the amount of say they had been given.

The new, collaborative approach to school planning is making a major difference to the school in terms of forging directions into the future. Our self-assessment process will further assist the school to refine the strategic priorities going into a new School Planning cycle in 2018 and will lead to further improvements in the delivery of education to our students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

A supportive learning environment ensures success for every student.

Purpose

To equip students with the essential knowledge, skills and understanding to become critical, digitally literate, ethical and creative problem-solvers.

To develop lifelong learners who collaborate, reflect, are curious and are motivated to reach their full potential.

For students to be self-aware, build positive relationships and actively contribute to the school, the community and wider society.

Overall summary of progress

Conversations have changed and there is a focus on growth, resilience and restoration from staff, students and parents. A survey was taken to measure students' sense of belonging, resilience understandings and student connectedness at the beginning and end of the year which demonstrated overall growth in knowledge and practices in these areas. Data harvested from Sentral demonstrated that staff were focussing on restorative conferencing when things went wrong and on acknowledging positives. Students wrote a reflection of their year which demonstrated a growing understanding of how to set goals and work towards goals. Staff were all trained in differentiated learning practices, Gifted and Talented education and how to differentiate assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers are using research driven programs and practices in their daily practice which is evidenced through observation, professional dialogue and in programs. An improvement in students' sense of belonging measured through surveys. A decrease in negative incidents recorded on SENTRAL and an increase in positive incidents recorded. 80% of students are meeting cluster expectations for their year level on PLAN data. 80% of students meeting or exceeding expected reading levels for their grade. Kindergarten– Reading Level 5 Year1 – Reading Level 16 Year2 – Reading Level 22 80% of students to be meeting or exceeding expected numeracy levels in Early Arithmetic Strategies	Wellbeing is at the core of what we do with a new wellbeing policy collaboratively written with all stakeholders underpinning everything we do. Differentiated teaching, learning and assessment is at the forefront with a new methodology implemented during 2016 (Investigations).	\$450 for Bounce Back Resources \$1000 for training of all stakeholders by Terry O'Connell \$1600 for casuals to facilitate the writing of quality reports in term 2 and 4. \$1050 for technology including computer coordinator days and purchase of apps. \$480 for casual for Learning and Support Team to write policy. \$500 for resources for Whole School Production.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Kindergarten– Perceptual</p> <p>Year1 – Figurative</p> <p>Year2 – Counting On and Back</p> <p>100%of students are reflecting on their own and others' learning to meet student outcomes.</p> <p>100%of staff have undergone professional development in wellbeing initiatives and in researchdriven early childhood practices.</p> <p>100%of students are engaging with sustainability across curriculum areas.</p>	<p>Wellbeing is at the core of what we do with a new wellbeing policy collaboratively written with all stakeholders underpinning everything we do. Differentiated teaching, learning and assessment is at the forefront with a new methodology implemented during 2016 (Investigations).</p>	

Next Steps

In 2017, new parents, students and staff will require training in Restorative Justice, Bounce Back and in YPIS wellbeing policy principles. In addition, all new community members will learn about Investigations, learning intentions and success criteria. An important priority will be to ensure the principles of our wellbeing policy and teaching and learning policy's are ingrained into our school and become fully implemented (Restorative Justice and Practices, Investigations). Goal setting and clear learning intentions and utilising quality success criteria to improve individual outcomes will be a priority as will collecting quality data on student attainment. Improved recording of Investigations in teacher programs will be a focus as will professional dialogue and observation.



Strategic Direction 2

Highly skilled teachers and educational leaders,

Purpose

For all members of staff to be viewed as leaders and learners with a shared vision for quality teaching incorporating 21st Century innovative practices.

To identify innovative opportunities for growth and change in order to develop and maintain quality teaching and quality relationships.

To develop differentiated and purposeful teaching and learning experiences to support the social, academic, emotional and psychological development of students.

To ensure that all staff are meeting and exceeding the National Standards for Teacher and Principal.

Overall summary of progress

All staff are effectively using Professional Development Plans to set goals for improvement. During 2016, one staff member successfully completed the accreditation process and has been granted accreditation at proficiency level with BOSTES. The new Geography syllabus was successfully trialled and reported on at the end of 2016 to complement the implementation of the new History syllabus. End of year reports reflected the new syllabi, Yeo Park scope and sequences and investigative learning (problem solving, responsibility and independence in terms of behaviour, learning and seeking to improve. Staff worked effectively together, collaborating on the implementation of new directions in wellbeing and teaching and learning. Staff felt engaged and supported as evidenced in surveys of connectedness and belonging and involvement in school functions and social functions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100%of staff are trained in the Performance and Development Framework in 2015 and are subsequently setting professional learning goals. 100%of staff have received training in the purpose, content and implementation of the NSW Syllabuses for the Australian Curriculum. Staff surveys demonstrate satisfaction and confidence in professional learning and in their achievements. Evidence in programs of quality teaching programs that are differentiated and based on research driven innovative practice. Evidence in programs of quality differentiated assessment tasks. Staff using technology to redefine tasks and learning to enhance higher order learning.	Surveys to measure belonging and wellbeing PDP meetings with supervisor scheduled into the year at least twice Programs monitored twice a year by supervisor and collegial discussions and sharing to improve teacher program quality and recording Classroom observation protocols are written and all staff engaged in collegial classroom observations for the purpose of improvement and aligned to their PDP's. Staff are attending social functions and school functions. Surveys and time with supervisor is built into systems (meeting time and scheduled into the calendar at set times of year).	\$480 for casual for 1 Stage 1 teacher to complete SENA to effectively pre-test students and gain understanding of effective assessment and student attainment. \$480 for casual for staff member to prepare professional learning in Walker based philosophy and practice \$2000 for casuals to facilitate collegial classroom observations for professional learning. \$1000 for tech support and casuals

Next Steps

Staff begin to set goals and engage in professional dialogue in terms of strategic planning for 2017. Accreditation submissions are submitted as necessary. Staff seeking accreditation at higher levels are supported. Evaluation of practice is integrated into school systems. Innovation and research driven practices is systemic. Staff are building skill in Investigative Learning and are effectively programming and assessing students. Collecting quality data is a priority with staff entering positive and negative behavioural data on Sentral with greater detail for effective evaluation and monitoring. Staff focussing on collecting quality data on student attainment in classrooms. Classroom observation continues to be a focus on professional learning.



Strategic Direction 3

Productive, supportive networks and professional partnerships.

Purpose

To maximise student success through building strong, supportive, collaborative relationships and partnerships within and across stages, with parents, local schools, communities of schools, outside agencies and within the wider community.

- Connecting
- Collaborating
- Communicating
- Learning collectively

Overall summary of progress

A shift in the level of inclusive language and behaviours by all stakeholders has led to a change of culture at Yeo Park Infants School (use of terms such as parents and carers, inclusivity education forums and a focus on all the community coming together during NAIDOC and Harmony Day). Parents and carers have been engaged in a range of ways in and out of the classroom and identified how they had been involved in a survey at the end of the year. (100% of respondents had been involved in the school in 3 ways or more – many as much as 20 ways or more). Celebrations of this level of involvement was a priority in newsletter, Principal addresses, and at our celebration breakfasts twice in 2016. Surveys were taken in regard to belonging and connectedness at the end of 2015 and again in 2016. Overall there has been improvement but this remains an area of focus. New Kindy parents were welcomed by established parents at a series of events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% staff engaged in professional dialogue regularly at school level.• 100% of staff engaged in professional learning networks through the small schools network and networks with K–6 schools in particular feeder K–6 schools.• Increased involvement of parents in learning workshop attendance• increase in community involvement in school initiatives• parents feel that their opinions are valued and that they are heard• Engaging parents in meaningful activities within the classroom and school that bring about improved student outcomes and feelings of connectedness. For example BEAR and PATTERN, Harmony Day, literacy groups, parent learning workshops and forums.• Improved attendance and involvement at P&C meetings and functions.	<p>Surveys were taken at the end of 2015 and the end of 2016 and used for measurement towards achievement of milestones.</p> <p>Parent attendance at forums and functions was high and opinion in regard to the range of events and educational lectures and opportunities for community feedback was overwhelmingly positive.</p> <p>AECG was contacted in regard to NAIDOC programs and ATSI teaching programs and visiting performers to ensure appropriateness. An ongoing relationship was formed.</p> <p>A whole school NAIDOC week photo of staff and students was taken and a photo of our Harmony Day celebration also included parents and carers.</p>	<p>\$800 was spent on parent and carer celebration breakfasts</p> <p>\$500 was spent on resources for NAIDOC week celebrations</p> <p>\$400 was spent on celebrations for the new Kindergarten students and transition programs</p>

Next Steps

In 2017 we will ensure opportunities for parents and carers to continue to engage with the school in a range of ways is built into everyday practice and our community feels safe doing so. We will continue to use forums, surveys, discussions and educational lectures to ensure all community members feel connected and feel a sense of belonging at Yeo Park. Further we want our community to feel they have a say in the important running of our school. This will be evidenced in surveys. In 2017 we will focus on building enrolments and ensuring the retention of our families is high when siblings move on. We would like our functions to be well attended by all community members and be a true celebration of Yeo Park. In 2017 staff will re-engage with the Professional Learning Network.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	A small amount of RAM funding was allocated. The school supplemented this funding. A special day was held for NAIDOC week with resources purchased for students to do craft, music and literacy activities with an ATSI focus.	\$1000
English language proficiency	New Arrivals funding was sought and attained for a student. This student worked intensively with an EALD teacher for one day a week from the end of term 1 2016. In addition the EALD teacher worked with students who were referred by classroom teachers for support in small groups, in class or for one to one support. Reports were written for parents at mid and end of year and student achievement was measured against syllabus outcomes and EALD scales. All students made progress.	Funding was used for staffing .1 allocation for whole of school .2 allocation for new arrival
Low level adjustment for disability	Learning and Support teacher allocation of .1 was supplemented by funding from the P and C and school funds to increase this to a .2 allocation. A LaST was engaged for the full year. This funding was used to support targeted students across the school in writing, reading, spelling, sentence construction, fine motor control and in numeracy. In addition, the LaSt was used to work with targeted students for a robotics extension program.	\$1200 robotics equipment \$4000 school funding for employment of staff (LaST)
Socio-economic background	A small amount of money was allocated through RAM funding. This money was used to assist families who needed support in a variety of ways from payment of term fees to purchase of uniform.	\$500



Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	42	40	37	43
Girls	54	49	38	33

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Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	96.7	96.9	94.3
1	96.1	97	94.3	96.4
2	94.9	96.7	95.9	95.4
All Years	96.1	96.8	95.9	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
All Years	94.7	94.8	94	94

Professional learning and teacher accreditation

A significant amount of time and resources were allocated to professional learning throughout 2016. This learning was aligned to the Professional Development Plan goals each staff member set for themselves for targeted improvement and also to the School Plan. Staff undertook professional learning in Investigations, Restorative Justice, Quality Mathematics Teaching, Robotics, Leadership, Aspiring Leaders, classroom observation, Bounce Back, differentiation and one staff member even completed their Aus-Swim certification. In addition one staff member completed their accreditation at Proficient and another underwent the maintenance of Proficiency standards.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

The school community is highly supportive. The majority of families paid the voluntary contribution, technology fee and guided reading fees. In addition, the P and C as representatives of our community generously donated \$33,768.24 to assist in the important running of our school. The staff are grateful for their valued contribution.

Class sizes

Class	Total
KG	18
KC	17
1/2A	22
1/2W	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0

Income	\$
Balance brought forward	49 912.96
Global funds	75 983.85
Tied funds	55 372.44
School & community sources	67 175.41
Interest	1 145.57
Trust receipts	182.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	20 065.12
Excursions	4 579.01
Extracurricular dissections	13 532.78
Library	1 106.29
Training & development	6 595.72
Tied funds	30 727.45
Short term relief	29 921.81
Administration & office	21 783.89
School-operated canteen	0.00
Utilities	13 302.38
Maintenance	7 488.28
Trust accounts	182.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 30th November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	112 410.19
(2a) Appropriation	100 487.50
(2b) Sale of Goods and Services	163.62
(2c) Grants and Contributions	11 685.32
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	73.75
Expenses	-65 769.45
Recurrent Expenses	-65 769.45
(3a) Employee Related	-39 627.65
(3b) Operating Expenses	-26 141.80
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	46 640.74
Balance Carried Forward	46 640.74

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

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

School performance

School-based assessment

There is no longer data supplied to Infants Schools in regard to the NAPLAN results of leaving students in Year 3. The school can only provide a written statement without graphical notation in regard to school-based assessment.

This year, the school underwent a transformation in our wellbeing, teaching and learning.

Student data was collected on Investigations at the beginning of the year and the end of the year. This data was in regard to student problem solving, creative thinking, critical thinking, growth mindset (setting goals and working collaboratively towards goals), cooperation and engagement in their own learning.

Students across the school demonstrated pleasing growth in all areas. The same measurements will be taken at the beginning and end of 2017.

All students were measured against the PLAN continuum (literacy and numeracy) twice a term. The School Plan target for improvement was that 80% of students would be attaining the expected cluster of reading skills and this was achieved with closer to 90% of students achieving the expected cluster of reading skills across the school.

The other target for improvement was Early Arithmetic Strategies with an aim of 80% of students attaining the expected cluster of skills. This was again achieved with 83% of Kindergarten students, 90% of Year 1 students and 92% of Year 2 students achieving the expected cluster of skills in EAS.

In addition, Stage 1 students underwent standardised testing in Reading, Maths and Spelling.

A particular focus in Stage 1 was improving spelling through the use of provocations during Investigations, systematic and explicit teaching in long vowel and r controlled vowels and sight words and the use of engaging teaching techniques. Students were measured using the South Australian Spelling Test in Term 1 and again in Term 4. We looked at their spelling age as defined by this test and compared this with their actual age.

This is the improvement data (growth over the course of the 2016 school year)

23% of students improved by 6–12 months

26% of students improved by 12–18 months

18% of students improved by 18–24 months

33% of students improved by more than 2 years

NAPLAN

	2016 Actual (\$)
Base Total	689 673.32
Base Per Capita	4 416.89
Base Location	0.00
Other Base	685 256.43
Equity Total	21 256.64
Equity Aboriginal	1 168.76
Equity Socio economic	512.26
Equity Language	5 867.53
Equity Disability	13 708.09
Targeted Total	11 709.99
Other Total	21 444.38
Grand Total	744 084.33

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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<You may choose to use this text box to comment on numeracy NAPLAN data>

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<You may choose to use this text box and statement to refer readers to the My School website –

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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Parent/caregiver, student, teacher satisfaction

In 2016, all stakeholders had many opportunities to have their say and contribute to important business, policies and the school's running in a variety of ways. Forums to create policy, forums to have a say and contribute, forums for community education and surveys.

At the end of 2016, all stakeholders were surveyed in regard to satisfaction, belonging, wellbeing, learning and the important decisions that had been made in 2016.

82% of respondents answered either usually or the school excels in this area when asked if the school knows about the families and community in which it serves.

85% of respondents answered either usually or the school excels in this area when asked if the school leadership has a positive influence on the school culture.

86% of respondents answered either usually or the school excels in this area when asked if the school leader inspires and motivates all learners and knows my child.

96% of respondents answered either usually or the school excels in this area when asked if my child is highly engaged in learning and is happy to come to school.

72% of respondents answered either usually or the school excels in this area when asked if the schools planning processes are responsive to emerging needs.

88% of respondents answered either usually or the school excels in this area when asked if the school is continually finding ways to improve what it does.

100% of respondents answered either usually or the school excels in this area when asked if teachers provide class activities that are interesting and appropriate to my child's needs and abilities.

89% of respondents answered either usually or the school excels in this area when asked if my child's teachers know what my child can do and what they need to learn.

Some comments

My child blossomed and thrived as one of the year two leaders. The school engaged the students and the community in a positive and respectful way. We, successfully lived up to the school motto of 'learning and growing together.'

My child has been generally very happy as have I. The school communicates very well through a variety of mediums and there is a feeling of genuine care and responsibility. I particularly enjoy the leadership roles from such a young age.

This year at Yeo Park has been wonderful! We feel very fortunate. Progressive ideas, inclusive ethos, strong community feel. All the staff put in so much effort! Much appreciated!

This year has been exciting and I feel so lucky to have my child at this amazing school and that I am part of a school that values my whole family.

Thank you. We really saw an advance in creativity and student focused learning. Students were challenged and social issues spoken about openly. Critiques were taken on board and solutions sought.

and from the kids

This year was so different. Learning was fun and we learnt so much. I will never forget Yeo Park.

I have friends for life and some of them are even teachers now!

At Yeo Park we just talk about things now. No shouting and no fights. We have circles when things go wrong and we open up and talk about it.

I used to be shy. I am so proud of myself that I went on stage. Yeo Park Live On Stage was the best thing ever.

and lots and lots of comments about how much the kids learnt during Investigations and loved this style of learning.

I learnt to set myself a challenge. I learnt how to design a building and then make it. I loved the living museum and I learnt all about (my historical figure) for myself.



Policy requirements

Aboriginal education

Yeo Park received a small amount of RAM funding for Aboriginal education in 2016. However, in 2016 the school used the cross curriculum priority of Aboriginal and Torres Strait Islander education as a vehicle for thematic learning. All classes used Aboriginal artefacts, paintings, important people and Dreaming stories as provocations for learning in Investigations. In addition, throughout Term 2 each year, Aboriginal education is written into our scope and sequence and will be used as the vehicle for literacy learning.

Our celebrations for NAIDOC week were a highlight of the year with this amazing photo (see below) taken of our whole school as the Aboriginal flag. We also made our own aboriginal flag using handprints, dressed in red, black and yellow and completed a special day of activities with art, literacy and sport activities that celebrated our rich Aboriginal culture. We also had Koori Konnections out for a day of cultural immersion.

We were lucky enough to have renowned Aboriginal author and artist, Bronwyn Bancroft as our keynote speaker on Presentation Night. Her work is used extensively in all our classrooms so the children were beyond excited to meet her. She spoke of her passion for constant learning, how important it is to constantly strive and how vital it is that we teach this next generation to be inclusive and set themselves goals. Bronwyn was so taken with the students and the school in general that she promised to be back in 2017.



Multicultural and anti-racism education

As stated in the 2015 Annual School Report, another improvement measure that the school targeted in 2016 was multicultural education and anti-racism. Harmony Day in Term One was a highlight of our calendar year. The whole community, parents and carers, staff and students, dressed in national dress costumes or in orange and came together for a photo. During the morning session, students engaged in rotational activities in the classrooms. Parents and Carers then joined us for a multicultural lunch! It was scrumptious! In the afternoon the students were issued with a passport. They could visit the many parent and carer run activities from a variety of cultures and countries. Parents developed their own activities or ran a suggested activity. We had fan making from China, mask making from Indonesia and beading from Africa for example. The children collected passport stamps at each stop.

The cross curriculum priority of Asian perspectives was written into our scope and sequences for teaching and a spotlight was shone on our nearest neighbours (Asia) during Term 2 teaching and learning activities and classroom literature. In addition, Bounce Back lessons focussed on tolerance and acceptance of difference.

Other school programs

Year 2 Leadership

The leadership program at Yeo Park is very important and highly valued by our community. This was another area that was targeted for improvement this year. Our Year 2 students were offered a range of opportunities. They are responsible for ringing the bell, running assembly, carrying the flag at special assemblies, making speeches to visitors and running the end of year celebration. This requires a great deal of organisation and independence but also fosters confidence and self esteem amongst our tiny people. This is a truly unique aspect to our little school. Our Year 2 students leave us as very confident and self assured young people. They have been afforded the sorts of opportunities for growth that are usually reserved for Year 6. The Year 2's of 2016 were a joy to work with and proved themselves a fun loving, responsible and highly confident group of 7 and 8 year olds. For all their hard work, for the first time, we recognised their commitment to Yeo Park with a commemorative brick to be laid in the grounds of the school, a commemorative t-shirt and a special reward trip to the movies. What an amazing group of kids!

In 2016, for the first time, our Year 1 students who were staying at Yeo Park were given Peer Support training. This was in preparation for their leadership role. This was also in preparation for the new initiative of formalising Year 2 buddies for our Kindergarten students. The training was fun and engaging but also addressed issues such as dealing with students who may be upset, talking to students who may not understand the safety rules in the playground and teaching Kindergarten students to play cooperatively. It is truly amazing that 6 year olds engaged in this learning so successfully and we were all very proud of our very well prepared Year 1 students.

Yeo Park Live On Stage

In 2016, another new initiative was a focus on creative arts during Term 3 with the culmination event being two night time shows and a matinee performance. All students appeared on stage and our Year 2's had lead roles. The story this year centred on a school of the future where the children have never seen books before. Their librarian introduces them to nursery rhymes and some well loved stories. The children learnt how special it was to read books rather than just using technology all the time. Our students were all superstars – acting, singing and dancing their little hearts out. It was such a proud moment to watch them all rise to this special occasion. Of course this was something truly special that brought our community together. Moreover, the creative arts syllabus was taught in a real and engaging way with the children able to assess the fruits of their own labour. A keepsake DVD was made by a parent and beautiful photos were taken by another parent.

Public Speaking

In 2016, all students were explicitly taught about public

speaking and this was a focus in all classes throughout term 3. Kindergarten and Stage One students held classroom competitions and Stage 1 held a stage based competition in addition to the classroom competitions. All students gained in skill and the ability to speak in front of an audience. Importantly, Stage 1 students were also taught the important skills of learning to write and deliver impromptu speeches with great success. Two students then went on to represent Yeo Park Infants School at the regional public speaking completion. Lloyd from Kindergarten and Rowan from Stage 1 made us all incredibly proud.

Reading Recovery

Background: The 2016 student allocation at Yeo Park was 2 students per day. Reading Recovery at Yeo Park has been operating for more than 20 years. This year 5 students entered the program. At the beginning of the year there were 29 students in Year One. Seventeen per cent of Year One accessed the program including all needy students.

Outcomes: Five students discontinued from Reading Recovery in 2016. The first two students entered the program at level 3. At the second intake one was on level 7 and the other level 8 with the final student to enter the program on level 12. By the end of the year all students had reached levels in excess of the average classroom reading levels.

Ongoing Monitoring: All year 2 students scored well above the Reading Recovery minimum level (level16) in reading, BURT reading and South Australian spelling. Reading levels were above 20 with two student's levels close to 30 and beyond.

It appears from these results that Reading Recovery students continue to make significant gains in the years following completion of the program.