

# Yeo Park Infants School

## Annual Report



2017



5120

## Introduction

The Annual Report for 2017 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

This year has really been a building year in terms of cementing quality practice and the innovation we began in 2016. It has also been a time for us to see the benefits as the children progress through 18 months of this practice and how this has improved their 21st century skills. Using wellbeing to frame all we do, with Restorative Justice underpinning this as the overarching philosophy and way of being, has given us a framework that ensures each individual child is at the heart of all we do. As part of this practice, we ensured all children were engaged in the process of setting goals for themselves and demonstrated a thorough understanding of their achievement level and what they needed to do in order to improve. Our highly differentiated, learning style (Investigations) has ensured children are working on highly engaging, quality tasks that build on 21st century learning skills. Student results in both in school and formative assessments and NAPLAN results reflect a high level of achievement in literacy and numeracy.

A highly collaborative staff ensured that there were common goals and a shared understanding of direction. This year, we began the process of ensuring we were collecting better data that enabled more reflective staff conversation in terms of academic performance, behaviour and 21st century learning skills. We re-examined assessments and refined the assessments to ensure moderation and alignment. The professional and dedicated staff also ensured that all students experienced a wide range of extra curricula opportunities, with Yeo Park Live On Stage a highlight.

Our community is strong and supportive. We have a close working relationship. The P and C of our little school do an outstanding job. From a small pool of volunteers and those that come rain, hail or shine to our P and C meetings, we pulled off a Gal Day/ Broccoli Tree Cinema on the same day. As ever, both events were a true celebration of what is great about our community with care of our kids, smiles and laughter the order of what was a huge day! I would particularly like to thank Stephen Brewer, our P and C President for his ongoing 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; Francoise Marrier d'Unienville, Don Silence, Yen Ye, Lassity Martin and Larissa Mullen. I would further like to thank the community for coming to the many learning forums and events we had throughout the year, their fundraising efforts and for supporting our staff and school.

As I reflect on 2017, I am incredibly proud of our achievements. Our little school in the park is thriving as we all learn and grow together.

Fiona Wood

Principal

## Message from the school community

The goal of any P&C is twofold: to foster a sense of community amongst the families of the school, and to raise much needed funds to support initiatives at the school. Doing either of these things is a hard enough task, doing both of them is arduous, and managing to do both of them well is a rare and powerful achievement.

For that reason, I find myself in awe of our little school community this year. Not only did we manage to raise around \$20,000 to support initiatives like the music lessons at Yeo Park, buses for excursions, learning support teaching, and many more items; we also managed to run many very successful events. From the start of the year, we built our little teams at the Bunnings BBQs, through a hugely successful trivia night, to our enormous combined Gala Day and Broccoli Tree Cinema night. Many thanks to Natalie Watson, Rica Seeto, and Kitty Phipps for organising these.

Through these events we connected with over thirty local businesses, who generously provided sponsorship, services, and overall support. Our school community is stronger than ever. The Yeo Park teachers even ran their own stall at our Gala Day for the first time ever, as well as all their usual out of hours and above and beyond the role work (of which they do a lot.)

And it is my pleasure to offer the grateful thanks of the P&C to those teachers, and all the school staff – whether they have only been with us for this year, or for many more; whether they stand in front of a class or work tirelessly in the background – for the extraordinary professionalism, leadership, and care they have shown with and to our children this year, as always. It's easy to gather volunteers to turn a sausage or talk to local businesses when parents and carers know that they are doing it in aid of such a dedicated and enthusiastic staff.

And it is important to note that this has all been done with a smaller team to contribute this year, and a reduced executive team on our P&C. There has been lots of role-sharing, and double duty among our core contributors, and I need to offer my heartfelt thanks to all of the executive and regulars: Lassity Martin, Larissa Mullan, Yen Yee, Don Sillence, Francoise Marrier d'Unienville, Akiko Kitano, and Thanh Nguyen.

I look forward to working with as many of you as are still around next year, and with all our incoming Kindergarten parents.

Stephe Brewer

P&C President

### Message from the students

It's kind of hard to believe that we were once kindies. I feel that we have changed lots, in how we understand things, and in lots of other ways. It was fun to welcome the Kindy kids to the school, and help them as buddies, to become part of the school. Now they brave enough to play and talk with everyone. They sit with us at lunch, and run races with the big kids! Ms Gare really did a great job of working with the kindies throughout the year (my brother Digory says so!)

Miss Mills only started at the start of this year, but she has really helped my year through some hard times, and we appreciate all her hard work – don't we year 2? I especially loved her spelling lessons! Mrs Wood is a teacher AND a principal, I bet she gets puffed out at the end of each day. She started when we were in kindy, so we are the first kids to get to have her for our whole three years here. I want to say "Thank you" to all the teachers: I will really miss you.

This year has been wonderful and exciting, with excursions to the Opera House, Schoolhouse museum, NAIDOC week, Harmony Day, Wear it Purple day, Gala and Broccoli Tree Cinema day. But the most fun was Yeo Park Live on Stage.

There were so many hilarious jokes, and fabulous class items! So many great songs and colourful lights! And it was our last time, which is a bit sad, but we year 2s got to be stars of the show – which was awesome! This year was the best ever!!!

Rowan Brewer

Class of 2017

## 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

This year we held extensive community consultation in the lead up to the new school plan and to evaluate school performance and practice against the Schools Excellence Framework. Community members had the chance to participate in the School Planning Forum and the School's Excellence Framework Evaluation Forum as opportunities to reflect, analyse and evaluate the school using the SEf tools. In addition, 85% of families participated in a survey that gave participants a chance to reflect on critical programs, school direction and performance.

The hard work of research, professional learning, innovation and policy formation in the domain of learning in terms of our Wellbeing Framework, underpinned by Restorative Justice and our implementation of inquiry based, investigative learning, underpinned by visible learning and restorative justice saw the school move into excelling in the domain of learning. In 2017 staff worked hard to improve upon what was implemented in 2016, particularly in the area of data collection and observational records to ensure quality assessment for learning. This year, we further refined student reflection practices to ensure students were constantly reflecting on their own work and the work of their peers in order to set challenging goals with teachers making learning intentions specific throughout the day and giving clarity to students in terms of a successful piece of work. The language of visible learning is now ingrained in daily classroom practice and the language of staff and students.

In the domain of Teaching, a focus was on collegial professional learning and collaborative improvement again. With such a small staff it is imperative that all staff work closely together to share ideas, moderate work samples and professionally develop each other utilising our different areas of expertise. Staff worked hard to create improved data collection to improve on teaching practice and monitor performance. These systems are now in the Faculty drive with all staff recording quality data every term. The system we developed tracks each individual student over the three years they are at the school, demonstrating growth and any areas of strength and weakness at a glance. Future areas for improvement in the domain of teaching is ensuring classroom observational cycles are completed twice a year linked to PDP goals for all teaching staff and professional learning in quality programming and differentiation.

Priorities in the domain of leading have been to strengthen our links with other schools in our learning community and to continue to develop transparent and inclusive processes for school planning and reflection. This year we joined the Professional Teaching Practices Network of local schools. Two staff members collaborated to lead professional learning to this network of schools in our investigative learning initiative and in Restorative Justice. Staff and the community worked closely together in the lead up to the development of the 2018–2020 School Plan, utilising the SEf, reflecting on the current plan, future directions and goals. In 2018, we will finally have all permanent staff within the school, which will allow for more distributed leadership and foster a 'brains trust' of staff who understand the school directions and have strong ties to the school and community. As the school prepares for External Validation, permanent staff will share roles and responsibilities in terms of collection and annotation of evidence of practice.



## 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

In 2017, new parents, students and staff had training in Restorative Justice, Bounce Back and in the YPIS wellbeing policy principles. In addition, all new community members received extensive training in Investigations, learning intentions and success criteria. The principles of our wellbeing policy and teaching and learning policy's were cemented into our school practices and were fully implemented (Restorative Justice and Practices, Investigations). Goal setting and clear learning intentions and utilising quality success criteria to improve individual outcomes was a priority this year, with all students able to collaboratively set goals and discuss what they can do and what they need to do to improve. Teachers focused on being clear about success criteria in each lesson. Collecting quality data on student attainment was a focus of professional learning with systems established to maintain data in faculty drives. Improved recording of Investigations in teacher programs was a further focus as was collecting quality observational records on 21st century learning skills taught or observed in Investigations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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		

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
levels in EarlyArithmetic Strategies  Kindergarten– Perceptual  Year1 – Figurative  Year2 – Counting On and Back  100%of students are reflecting on their own and others’ learning to meet student outcomes.  100%of staff have undergone professional development in wellbeing initiatives and in researchdriven early childhood practices.  100%of students are engaging with sustainability across curriculum areas.		

## Next Steps

Staff and the community worked together to create Strategic Direction 1 for the 2018–2020 plan.

21st Century learners experiencing individualised success who understand their responsibility for their own wellbeing.

Our next steps will be to implement Strategic Direction 1 as follows; Each student is able to think about what the future will look like and will leave Yeo Park with the skills and knowledge they will need to be successful people in a 21st Century world. Each individual child’s strength will be enhanced and areas for improvement will be targeted.

Relationships are the killer app of learning – and this is what we foster!

Human–centric skills such as collaboration, communication, humility, curiosity, empathy, an ability to accept and give feedback, think creatively and critically, take responsibility for learning, form and restore relationships and an agility in terms of learning which means they can learn in any circumstance and transfer knowledge into any situation underpin all we do.

Technology is harnessed as appropriate to redefine learning or tasks.

We are focused on the skills that matter to radiate life success.



## 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

This year, staff have worked collaboratively to set common and strategic goals and have also worked closely with their supervisor to set personal goals for professional development on PDP plans. Staff required to submit accreditation reports completed this throughout 2017. Staff seeking accreditation at higher levels were supported to do so. the Principal submitted a Lead Development Initiative to Leadership and High Performance successfully. Evaluation of practice was integrated into school systems. Innovation and research driven practices were systemic with professional dialogue and observation of practice focused on Investigative learning and inquiry based teaching. Staff further developed skills in programing, assessing and delivering Investigative Learning effectively. Collecting quality data was a priority with staff entering positive and negative behavioural data on Sentral with greater detail for effective evaluation and monitoring. Staff focussed on collecting quality data on student attainment in classrooms in Stage meetings and professional learning meetings. Staff received external training in technology, robotics, ARCO training, quality spelling teaching, working with autism in classrooms, visible learning and wellbeing. All staff participated in Community of Schools professional learning networks. The Principal delivered professional learning to the Community of Schools network in Restorative Justice and Investigations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff using technology to redefine tasks and learning to enhance higher order learning.		

## Next Steps

Staff and the community worked together to create Strategic Direction 2 for the 2018–2020 plan.

Motivated and highly skilled teachers and educational leaders providing differentiated and purposeful teaching and learning experiences.

Our next steps will be to implement Strategic Direction 2 as follows; For all members of staff to be viewed as leaders and learners with a shared vision for quality teaching incorporating 21st Century innovative practices.

Staff actively engage in goal setting and the process towards successful achievement of these goals.

Staff are motivated to continuously professionally develop their practice, skill and understanding, taking ownership of their own professional learning.

Staff have a clear understanding of the National Teaching Standards, accreditation processes and The Quality Teaching Framework.

Staff provide differentiated and purposeful teaching and learning experiences to support the social, academic, emotional and psychological development of all students.



### 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

In 2017 we continued the initiatives of whole community learning and building a common language and understanding. Terry O'Connell came into the school again to train all stakeholders in Restorative Justice. In addition we held learning activities in helping your child to read at home, Investigative learning and a forum that was open to the public and local schools on asthma. In addition we continued to encourage open conversation through Restorative Practices, surveys, P and C meetings, meet the teacher events and forums in order to ensure all community members felt connected and experience a sense of belonging at Yeo Park. Survey data demonstrated that the community had a wealth of opportunity to be involved and felt they had had opportunities to have a say. In 2017 we successfully focused on building enrolments through social media, a range of advertising and also preschool visits and information night presentations at pre-schools. We continued to encourage parents and carers to leave siblings at the school as older children moved on. This is an area we will continue to work on with community and with local schools. All school functions were well attended by all community members and were a true celebration of Yeo Park with a highlight being the Gala Day/ Broccoli Tree Cinema. In 2017 staff continued their engagement with the local Community of Schools Professional Learning Network and Infants Community of Schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% staff engaged in professional dialogue regularly at school level.</li><li>• 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.</li><li>• Increased involvement of parents in learning workshop attendance</li><li>• increase in community involvement in school initiatives</li><li>• parents feel that their opinions are valued and that they are heard</li><li>• 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.</li><li>• Improved attendance</li></ul>		

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and involvement at P&C meetings and functions.		

## Next Steps

Staff and the community worked together to create Strategic Direction 3 for the 2018–2020 plan.

A connected community with a sense of belonging through productive and supportive networks.

Our next steps will be to implement Strategic Direction 3 as follows; A connected community, where all members feel strong belonging, who work together to achieve a shared vision, common goals and understanding.

This is achieved through:

- Open, respectful and timely communication
- Support of one another
- Tolerance and respect
- Celebration of differences
- Encouragement of wider connections and active participation in connections such as Community of Schools, Principal Networks, beginning teacher networks, ICT and specialised teaching networks, curriculum networks, local schools networks.
- Positive promotion of our school in and amongst the community and wider community



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Socio-economic background		



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	40	37	43	37
Girls	49	38	33	22

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96.9	94.3	93.8
1	97	94.3	96.4	91.3
2	96.7	95.9	95.4	89.9
All Years	96.8	95.9	95.3	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
All Years	94.9	94.1	94.1	94.1

### Management of non-attendance

The school works closely with the community to ensure a common understanding in terms of regular attendance at school and to ensure all parents and carers understand the requirements of Department of Education Attendance Policy. In the last two years we have worked solidly with the community to promote family holidays during term breaks. (as per DET policy). The community have been understanding of this. We work closely with the Home School Liaison Officers to ensure our attendance rolls are regularly audited and any attendance concerns are followed closely.

### Class sizes

Class	Total
KG	20
1W	21
2M	19

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.35
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

There are currently no Aboriginal staff working at the school. The school works closely with the local AECG.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	40
Postgraduate degree	60

### Professional learning and teacher accreditation

Professional Learning has again centred around the strategic directions of investigative learning and wellbeing. Terry O'Connell, Director Real Justice, trained all community members in Restorative Practices and Justice, building on understandings of those previously trained, giving initial training to new staff and community and cementing our common understandings and language. An exciting development was Yeo Park Infants joining the Professional network of local schools to join them for Professional Learning in wellbeing and visible learning. All staff (including office staff) attended the training on wellbeing. Yeo Park staff then held a workshop for staff from these local schools on our initiative of Investigations and Restorative Justice. This was highly successful and will be something that we continue with again next year.



In addition staff attended Professional Learning in Robotics, Access Request writing, Spelling and Leadership training. LMBR continued for office staff and the Principal and SAM attended training in the new budgeting school. In addition, staff attended network meetings for technology, Learning and Support and Office Administration. One staff member submitted her maintenance of proficiency accreditation successfully. The Principal submitted her Leadership Development Initiative submission successfully to Leadership and High Performance and made a film with Filmpond in regard to this initiative.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	46,641
<b>Revenue</b>	739,819
Appropriation	659,786
Sale of Goods and Services	918
Grants and Contributions	78,153
Gain and Loss	0
Other Revenue	0
Investment Income	962
<b>Expenses</b>	-715,882
Recurrent Expenses	-715,882
Employee Related	-641,112
Operating Expenses	-74,770
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	23,937
<b>Balance Carried Forward</b>	70,578

We have regular financial and budgetary meetings to ensure close monitoring and accurate accountancy. We have had no unusual spending and have rolled over with the expected amount. Funds in the 2018 budget are allocated to Strategic Directions.

### Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	584,537
Base Per Capita	11,615
Base Location	0
Other Base	572,922
<b>Equity Total</b>	18,982
Equity Aboriginal	665
Equity Socio economic	761
Equity Language	2,784
Equity Disability	14,772
<b>Targeted Total</b>	0
<b>Other Total</b>	5,999
<b>Grand Total</b>	609,519

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

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

## School performance

### School-based assessment

NAPLAN data harvested for students who have just left Yeo Park Infants School demonstrated above State average results in the top two bands of performance in all areas. There were particularly pleasing results in numeracy with 65% of students in the top two bands of performance, in grammar and punctuation with 77% of students in the top two bands of performance and in Reading with 64% of students in the top two bands of performance.

This year, staff worked collaboratively to moderate work samples to ensure consistency of teacher judgement. An area targeted for measurement were skills for inquiry and problem solving. Through the use of Investigations and a focus on inquiry and creative and critical thinking, students demonstrated significant growth in these important skills.

PLAN data demonstrated above average or expected growth levels in all grades in all areas. 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. This year we improved on this target further with 93% of students achieving the expected cluster of reading skills.

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 90% of Kindergarten students achieving the expected cluster of EAS, 96% of Year 1 students achieving the expected cluster of skills in EAS and 92% of Year 2 students achieving the expected cluster of skills in EAS.

## Parent/caregiver, student, teacher satisfaction

This year, our whole community had many opportunities to have a say in the important business of the school and in policy direction and planning. We also gave our community many opportunities to join us for learning forums. We offered forums on Restorative Justice, on Hattie's research on effect sizes and the importance of setting learning intentions and teachers giving clear success criteria, on Investigations, and a learning event organised by Asthma Australia. In addition we had a School's Excellence forum and a School Plan 2018–2010 forum. We also offered the opportunity to give feedback through surveys.

An interesting question that was asked in our end of year survey was; Imagine your child has a backpack of skills, knowledge and ways of being. What are the ten things you would like in your child's backpack by the time they leave Yeo Park Infants School? Rank these items from 1–10 with 1 being the most important thing. Please add responses that are not included in the choices in the other category. The top responses were:

- The ability to make and retain friendships
- The ability to problem solve when things go wrong or when confronted with a challenge
- My child had fun at school and loved learning
- Persistence
- My child has competence or above in Maths and Literacy
- My child has competence or above in all Key Learning Areas.
- My child knows how to investigate and inquire.
- My child is able to think critically and creatively.
- My child knows how to investigate and inquire.
- My child has fond memories of Yeo Park Infants School.

We asked what are we doing well?

- Staff
- Leadership
- Live On Stage
- Restorative Justice
- Investigations and 21st Century Learning
- Fun
- Encouraging creativity
- Extracurricular – Yeo Park Live On Stage, Loose Parts, excursions, incursions, special days
- Inclusivity
- Parent involvement

We asked what are some areas we could target for improvement?

- Lots of comments said keep doing what you are doing.

- Opportunities to engage parents in what children are learning.
- Continue building relationships with community
- Kitchen garden and sustainability ideas such as composting
- Inclusion in classroom learning
- More parents putting their hands up to help with fundraising and events
- More support of the school by parents
- Conflict Resolution
- Meaningful use of digital technologies

## Policy requirements

### Aboriginal education

#### Aboriginal Education

During 2017, Yeo Park received a small amount of RAM funding for Aboriginal education. The school made Aboriginal and Torres Strait Islander education a cross-curriculum priority and used this 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, Reconciliation Day and Sorry Day saw the community come together to partake in creating artworks, dancing to a didgeridoo with Mr Paul, cooking damper with Ms Mills, playing Aboriginal ball games with Ms Schneider and Ms Wood, listening to Dreamtime stories and creating a rainbow serpent, and more! We came to school dressed in red, black and yellow for our NAIDOC week celebrations and got together for a photo with the community. We had a special visitor, Matthew, who came to our school to teach us all about his people, traditional Indigenous dances and instruments.

We also celebrated Indigenous Literacy Day during Term 3 by having a Great Book Swap! The community, parents and carers rallied together to donate a large number of books for children to swap and read.



## Multicultural and anti-racism education

### Multicultural and anti-racism education

An improvement measure that our school targeted in 2016 was multicultural education and anti-racism. This was reflected in the event highlight of our calendar year, Harmony Day during Term 1. The whole community, parents and carers, staff and students, dressed in national dress costumes or orange. During this special day, students were encouraged to travel to many different 'countries' (classrooms) to learn new and exciting cultures and traditions. Upon arrival to their new country, they could get their passport stamped and enjoy the activities. We had traditional Nepalese dress ups, origami and Irish dancing for example. At the end of the day, students placed a hand they had decorated into the soil under the iconic Yeo Park broccoli tree and posed for a photo (below).

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 focused on tolerance and acceptance of differences.

This year two staff trained in Anti Racism and became ARCO officers at the school.

## Other school programs

### READING RECOVERY

**Rationale:** Keeping the school community fully informed of the successes attributed to access to the Reading Recovery program.

**Background:** The 2017 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 6 students entered the program. At the beginning of the year there were 21 students in Year One. Twenty nine per cent of Year One accessed the program including all needy students.

**Outcomes:** Five students discontinued from Reading Recovery in 2017 and one student transferred to another school before completing the program. One student entered the program at level 3. At the second

intake, one was on level 8 and the other level 10 with the final two student entering the program on level 11 and 13. 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 (level 16) in reading, BURT reading and only one student scoring below the minimum in South Australian spelling. Reading levels were at 19 or above.

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

**Recommendations:** Target students at risk through the STLA program; writing IEP's where necessary. Alert class teachers of students' need and ensure they are catered for at their level in guided reading.

Now that Reading Recovery has been discontinued by the department, in servicing Year One teachers in the Observational Survey procedure would help inform them of their student's progress and how best to provide for their specific needs.

### Year2 Leadership

The leadership program at Yeo Park is very important and highly valued by our community. 2017 saw this program continue in importance and significance with the Year 2 students being offered a range of opportunities. They are responsible for ringing the bell, running assemblies, carrying the flag at special assemblies, making speeches to visitors and running the end of year Presentation Night. This requires a great deal of organisation and independence but also fosters confidence and self esteem amongst our students. 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 2s of 2017 proved themselves as a responsible, confident and most of all, fun group of 7 and 8 year olds. This fantastic group of kids were rewarded with an individually chosen book by Ms Mills, a commemorative t-shirt and a fun filled, end of term trip to the movies! The special Year 2 footpath is currently underway (Term 4 2017) and will feature the commemorative bricks of 2016 and 2017 students, to confirm 'Once a Yeo Park student, always a Yeo Park student'.

In 2017 our Year 1 students who were staying on at Yeo Park were given the responsibility of Peer Support training. This was in preparation for their upcoming Year 2 leadership role. This was also in preparation for their Kindergarten buddies coming to school in 2018. 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 playgrounds and teaching Kindergarten students to play cooperatively. It was humbling to see 6 year olds so engaged in learning how to become a responsible role model. It really shows the responsibility of the children at Yeo Park

Infants School. All teachers involved are very proud of this year's Year 1 students.

### **Yeo Park Live on Stage**

In 2017, we saw the production of *Swashbuckling Pirates* come to life during our annual Yeo Park Live on Stage performance. Both shows sold out, with the audience being treated to watching the performance on our new, permanent stage. The production was based on the theme of being at sea; with Year 2 embracing their inner pirate, Kindergarten enjoying their time in an octopus' garden, and Year1 discovering why it's not a good idea to take advice from an underwater witch. Every student was given an opportunity to shine in Yeo Park Live on Stage, whether it be through singing, dancing, acting or joking with the audience. And they sure rose to the occasion! It was such a proud moment for all who witnessed the performance, particularly the teachers, who watched the students, week by week, grow in in confidence and ability when acting out their roles. Yeo Park Live on Stage continues to be an effective and engaging way to teach the creative arts syllabus.