

School plan 2018-2020

Yeo Park Infants School 5120



School background 2018–2020

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.

School planning process

A series of consultations for the 2018–2020 school plan were conducted throughout Term 3 and 4 2017 with opportunities for the whole school community to have a say and participate in school direction.

Highly collaborative processes and discussions were led by the Principal so that staff could reflect on the current plan. A focus on analysis of data including observational data ensured these discussions were evidenced.

Community consultation included P&C meetings, community forums, surveys, newsletters and staff meetings.

The community identified the following areas as important:

WELLBEING

- The ability to make and retain friendships
- The ability to problem solve when things go wrong or when confronted with a challenge
- The understanding of the importance of resolving conflict promptly, fairly and calmly
- Persistence and resilience
- My child feels safe expressing themselves as an individual
- My child had fun at school and loved learning

LEARNING

- My child has competence or above in Maths and Literacy
- My child has competence or above in all Key Learning Areas
- My child was exposed to a range of experiences and extra curricula opportunities
- My child understands the importance of asking questions and feels confident to ask questions
- My child knows how to investigate and inquire

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- My child is able to think critically and creatively
- My child has a deep understanding of the importance of looking after our environment and knows how to do this
- My child experienced an innovative, quality education that was based on research and up to date practices
- My child understands their goals and what they can do well and what they need to work on

BELONGING

- My child has fond memories of YPIS
- My child understands and appreciates the value of a diverse community
- My child knows that our family was always welcome and considered special

Staff identified:

- 21st century learning skills
- wellbeing and learning underpinned by Restorative Justice
- improved collection and analysis of data
- target on writing
- target reversals and fine motor issues
- target whole number in ES1 and addition and subtraction in S1
- Extra curricula opportunities and extension opportunities such as Yeo Park Live On Stage, music, athletics carnivals and robotics
- Improved Aboriginal connections and education
- Improved use of the park surrounds and sustainability education

Our strategic directions were collaboratively written and will form the basis for funding, professional learning and school direction.

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We are very proud of this school plan and the collaborative processes utilised to create the plan.

The School Plan was ratified by P&C in the February 2018 meeting.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

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

Purpose:

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

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

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.

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

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

Purpose:

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

Strategic Direction 1: 21st Century learners experiencing individualised success who understand their responsibility for their own wellbeing.

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Improvement Measures

Data is collected at the beginning and end of year to demonstrate growth in 21st century skills such as engaging in problem solving and creative pursuits, ability to collaborate, ability to pose questions and communication and reflects growth in all measured areas for all individual students compared to 2018 baseline data.

Students are spelling at or above expected level (measured using standardised testing

People

Students

Students: take responsibility for relationships and restoring relationships and demonstrate responsibility for own behaviour, belongings and organisation.

Students: are active participants in their learning. They collaborate with teachers, parents and peers and use self-assessment and reflection to set learning goals and demonstrate positive work habits.

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Students: prioritise own health and fitness in mind and body and demonstrate positive choices for selves.

Staff

Staff: prioritise own health and fitness in mind and body and demonstrate positive choices for selves.

Staff: recognise that in order to extend and enrich all learners, then content, process, product and outcomes need to be differentiated.

Staff: use innovative practices with a focus on investigation, inquiry and 21st century learning skills in programming.

Processes

RESTORATIVE JUSTICE

Restorative Practices and the Restorative Justice questions are fully implemented and a common language and understanding is evident in terms of wellbeing.

How do we do it and how will we know?

INQUIRY BASED TEACHING AND LEARNING

Continued implementation of Investigations and inquiry based teaching, learning and assessment in classrooms and programming with technology embedded in daily programming to redefine learning. Students use feedback and reflection on assessment and reporting processes to pursue challenging goals in all aspects of their education (Assessment as learning)

DIFFERENTIATION

School and teacher programs reflect;

- syllabus requirements
- a strong focus on quality teaching and learning programs and practices in literacy and numeracy
- embed technology
- demonstrate effective differentiation to meet the needs of all students, addressing the needs of identified student groups, such as Aboriginal students, EALD students, gifted and talented students, and students with a disability.

Staff set high expectations for all students and continuously "raise the bar".

Practices and Products

Practices

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

Wellbeing underpins all decisions with reflective and restorative practices forming a common language. Staff use behaviour as learning experiences.

Practice: social and emotional skills such as resilience, collaboration, responsibility and communication are explicitly taught through Bounce Back and in every day practice and observational data is collected at the beginning and end of year to map progress.

Practice: Investigative, highly differentiated and inquiry based teaching and learning experiences are prioritised.

Practice: Quality teaching cycle is evidenced in programs with teachers setting high expectations. Collegial, reflective conversations ensure quality programs are maintained.

Practice: students are explicitly taught how to reflect on their own learning and set goals for improvement. Teachers collaborate in every lesson with students to set learning intentions and regularly review learning with individual students to ensure they have a clear understanding of how to improve learning. Teachers ensure success criteria are explicit (group and individual).

Practice: MAPPEN purchased and utilised to assist in differentiated teaching, learning

Strategic Direction 1: 21st Century learners experiencing individualised success who understand their responsibility for their own wellbeing.

| Improvement Measures | People | Processes | Practices and Products |
|--|---|---|--|
| such as SA spelling test) compared to 2018 baseline data. | | Evaluation Plan | and assessment and programming and to provide a wealth of professional learning. |
| Students are writing texts that are at expected or above level in terms of structure and length and are using grammatically correct sentences compared to 2018 baseline data. | Staff: use descriptive feedback, matched against explicit learning criteria to set future teaching and learning goals. | Evaluation Plan | Practice: All teachers map student progress via PLAN every five weeks and send home the Feedback letters to parents every term. Parents are encourage to engage with the activities. |
| Students in Kindergarten are at or above expected level in whole number and students in Stage 1 are at or above expected level in addition and subtraction compared to 2018 baseline data. | Staff: collect and use data effectively in daily programing and as part of the teaching and learning cycle. | Internal | Practice: a policy is written to reflect the collection and storage of assessment data and all staff ensure data is collected and uploaded into the faculty drive spread sheets. SENA tests and writing assessments are scanned and loaded into the shared drive to ensure individual student progress is mapped. |
| The language of Restorative Practices and the Restorative Questions are evident in daily conversations and relationships and is demonstrated in SENTRAL documentation. | Parents/Carers | <ul style="list-style-type: none"> • Strategic data, observational data and work samples are collected and analysed as a team and as individual class teachers to assess practice and plan for future direction. • Teacher programs and data reflect implementation of assessment, programming, teaching and learning and assessment continuous cycle. • Student self-assessment language evident in the classroom | Practice: Term one Parent Teacher interviews engage students to ensure goal setting incorporates the student. |
| | Parents/Carers: partner with staff to engage in activities at home that will enhance learning outcomes for students. In particular, parents and carers actively engage with the PLAN feedback letters and utilise the suggestions, ensure children are reading at home most nights of the week and in particular are following home reading directives and take on any other suggestions teachers make to further enhance learning for students eg. Sight words tasks, times tables or other home tasks. | <ul style="list-style-type: none"> • Programs reflect QT model and incorporate differentiation to meet the learning needs of all students. Teacher programs are analysed with supervisor and teacher engaging in critical feedback to ensure continuous improvement in programming. | Practice: Learning and Support Team ensures regular meetings are held, minutes maintained, Individual Learning and Behaviour Plans are maintained and targeted student progress is monitored. |
| | Parents/Carers: are proactively engaged in their child's education through a diverse range of training sessions, an active P & C and both informal and formal reporting and feedback meetings. | External | Practice: forums for parents in how to assist children at home with learning and with building resilience, organisation and independence. |
| | Parents/Carers: encourage their child to develop independence skills, self regulation and organisational skills. | <ul style="list-style-type: none"> • PLAN data • Standardised data such as SA spelling test, SENA, Benchmarks and Waddingtons. • External Validation process. | Practice: all staff ensure positive and negative incidents are recorded in SENTRAL in a timely manner. |
| | | | Practice: diversity is celebrated in daily teaching and on special days such as Harmony Day and NAIDOC week. Cross curriculum priorities are reflected across KLA's and evidenced in programs. Resources are purchased to enhance teaching of cross curriculum priorities. |

Strategic Direction 1: 21st Century learners experiencing individualised success who understand their responsibility for their own wellbeing.

People

Parents and Carers: engage in and with Restorative Practices and utilise the questions at home to further enhance the relationship skills of their child.

Practices and Products

Practice: Loose Parts program is expanded with more resources purchased.

Practice: A scope and sequence is written for technology.

Practice: All staff are using technology to redefine tasks and learning to enhance higher order learning and this is reflected in programs.

Practice: Excursions and incursions are targeted to improve inquiry, diversity education and 21st century learning skills.

Products

Product: Well resourced Investigations and inquiry based teaching including a range of play based equipment, provocations, rich and engaging texts and technology with a focus on literacy and numeracy.

Product: Assessments, formal assessments, data spread sheets, rubrics and moderated assessment tasks in shared data and assessment file in Faculty.

Product: Cross curriculum priorities, Aboriginal education, Asian cultures and sustainability are evident in scope and sequences, programming and are prioritised in teaching and learning.

Product: all stakeholders are trained in Restorative Justice and the language and practices of Restorative Practices every year leading to a common understanding of wellbeing.

Product: engage students in the development of their own leadership capabilities which integrate the skills and

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Practices and Products

learning experiences of 21st century skills and Restorative Justice. In particular the Year 2 leadership / Eco Warrior programs including the Year 1 Peer Support Training.

Product: students are setting learning intentions and can articulate their strengths and weaknesses, and are able to use success criteria for self improvement.

Strategic Direction 2: Motivated and highly skilled teachers and educational leaders providing differentiated and purposeful teaching and learning

| Purpose | People | Processes | Practices and Products |
|--|--|--|---|
| <p>For all members of staff to be viewed as leaders and learners with a shared vision for quality teaching incorporating 21st Century innovative practices.</p> <p>Staff actively engage in goal setting and the process towards successful achievement of these goals.</p> <p>Staff are motivated to continuously professionally develop their practice, skill and understanding, taking ownership of their own professional learning.</p> <p>Staff have a clear understanding of the National Teaching Standards, accreditation processes and The Quality Teaching Framework.</p> <p>Staff provide differentiated and purposeful teaching and learning experiences to support the social, academic, emotional and psychological development of all students.</p> | <p>Staff</p> <p>Staff: engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and a sharing of professional practice in order to meet the needs of the 21st Century Learner at Yeo Park Infants School.</p> | <p>PROGRAMMING</p> <p>Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all individual students, using evidence based teaching practices to drive innovation.</p> <ul style="list-style-type: none"> • Investigations • Bounce Back • Circles and restorative conversations • Yeo Park Live On Stage • Spelling scope and sequence • PLAN data analysis | <p>Practices</p> <p>a culture of collaborative professional learning and dialogue that is valued with time given in staff meetings and professional learning meetings for sharing of ideas, readings and experience.</p> |
| <p>Improvement Measures</p> <p>Teacher programs demonstrate a wide range of innovative practice, clearly demonstrate how students are being differentiated and catered for and are richly diverse in quality teaching and learning practices.</p> | <p>Staff</p> <p>Staff: regularly engage in professional dialogue aimed at improving knowledge and practices</p> | <p>DATA AND STUDENT PROGRESS</p> <ul style="list-style-type: none"> • Thorough collection of data including formative assessment, observations and standardised tests. These will be collected and stored centrally • Evidence in programs of differentiation • Effective Learning Support Team ensuring all students progress is monitored. • Developing a deeper, shared understanding of quality teaching, with particular emphasis on assessment of and for learning. | <p>staff engage in peer observation, professional dialogue and modelling to drive and sustain ongoing, school wide improvement in student outcomes and teaching practice.</p> |
| <p>All teaching staff collect quality data and store this centrally on faculty to reflect growth and areas to target for individual students.</p> | <p>Staff</p> <p>Staff: all staff engage in meaningful observational cycles of conversation and goal setting, observation, critical feedback, and goal setting in order to set targets and goals for self improvement. Teaching staff decide what they would like to improve in and arrange observations accordingly.</p> | <p>Evaluation Plan</p> <ul style="list-style-type: none"> • PDP goals and annual review • Evidence of accreditation • Staff engaging in professional development externally | <p>Mathematics and Literacy provocations for Investigations target learning intentions and school plan strategic directions.</p> |
| | <p>Staff</p> <p>Staff: are professionally developed to use innovative technology in meaningful learning experiences at the redefining level, and feel confident to experiment, explore and trouble shoot.</p> | | <p>MAPPEN is purchased and utilised as a differentiated programming tool for History and Geography.</p> |
| | <p>Staff</p> <p>Staff: work towards accreditation as required and are supported to take on accreditation at higher levels if desired.</p> | | <p>teaching staff utilise MAPPEN professional learning and log hours in PL diaries.</p> |
| | <p>Leaders</p> | | <p>all teachers reflect on their own practice and are supported in creating professional learning goals (PDP)</p> |
| | | | <p>ongoing professional learning external and internal in strategic areas of Mathematics and Literacy, 21st century learning, differentiation, GaTs,</p> |
| | | | <p>equitable management and allocation of resources</p> |
| | | | <p>all staff to use a centralised drive, in order to collaborate /share quality strategic data.</p> |
| | | | <p>all teachers undertaking accreditation are supported and successful in gaining and maintaining their accreditation.</p> |

Strategic Direction 2: Motivated and highly skilled teachers and educational leaders providing differentiated and purposeful teaching and learning

People

Leadership: distributes lead roles and encourages staff to develop expertise in a variety of lead roles.

Processes

- Staff engaging in professional learning and dialogue internally and logging these hours
- Staff engaging in professional reading and keeping a journal of professional reading
- Staff using MAPPEN professional learning opportunities
- staff utilise individual talents, knowledge, expertise and skills within the staff. This is evidenced through observational cycles and through professional learning dialogue.

Practices and Products

technology is used meaningfully to enhance higher order learning.

All teaching staff are participating in observational cycles for reflective practice.

Products

the school learning environment, resources, technology infrastructure and hardware and professional learning opportunities support innovative 21st century learning practices.

all staff have individual Professional Development Plans which are designed collaboratively and supported by the Principal and are actively engaging in continuous self improvement through PD (external and internal), professional readings and observational cycles.

teachers and executive identifying personal learning goals and using the national standards as a tool to reflect on and refine practice.

all staff design differentiated teaching and learning programs using the QT teaching and learning cycle, that reflect the school priorities in Mathematics(Whole Number Addition and Subtraction)and English (spelling, writing and grammar) and inquiry learning.

Leadership is distributed with all teaching staff and SAM leading important areas of school improvement.

Mathematics, Literacy and 21st century learning skills data is stored centrally on faculty and utilised to target areas for improvement, LST funds and time and

Strategic Direction 2: Motivated and highly skilled teachers and educational leaders providing differentiated and purposeful teaching and learning

| Practices and Products |
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| teaching and learning programs. This data will also assist in yearly hand over of students. |
| All staff participate in the external validation process and reflective practice. The leadership of collection and annotation of evidence has been shared amongst staff. |

Strategic Direction 3: A connected community with a sense of belonging through productive and supportive networks.

| Purpose | People | Processes | Practices and Products |
|--|---|---|---|
| <p>A connected community, where all members feel strong belonging, who work together to achieve a shared vision, common goals and understanding.</p> <p>This is achieved through</p> <ul style="list-style-type: none"> • 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 | <p>Students</p> <p>Year 1 students who will remain at YPIS are trained in leadership skills.</p> <p>Students</p> <p>are engaged in Bounce Back and other teaching and learning programs which reflect on core values of belonging, respect, tolerance, fairness and honesty.</p> <p>Students</p> <p>are engaged in learning about and celebrating the diversity of our school, local, Australian and global community in classes.</p> <p>Students</p> <p>learn about their role in our global community as responsible citizens of the world, including tolerance, sustainability, collaboration and utilising technology safely.</p> | <p>STUDENT CONNECTIVITY PROJECT</p> <p>Leadership</p> <p>Design and implement a strong Year 2 leadership program with multiple opportunities to learn about leadership and extend leadership skills.</p> <p>Student connection</p> <p>Teaching and learning programs in classes and whole school utilise literature and resources that embrace diversity and global connection. Technology is harnessed to connect globally with students taught about internet safety.</p> <p>STAFF CONNECTIVITY PROJECT</p> <p>Networks and connection</p> <p>Continue to build our Community of Schools (COS) initiatives and professional networks.</p> <p>Professional Dialogue</p> <p>Facilitation and encouragement of stage based and across stage professional dialogue and sharing of quality teaching and assessment practices.</p> <p>PARENT, CARER AND COMMUNITY CONNECTIVITY PROJECT</p> <p>Parent Engagement and Involvement</p> <p>Opportunities for parents to be involved in a variety of activities and learning experiences at the school and opportunities</p> | <p>Practices</p> <p>all community stakeholders feel accepted and that they belong through using Restorative Practices and Justice, respectful, tolerant behaviour and open and respectful communication.</p> <p>regular forums and learning activities are held to give parents and carers an opportunity to learn about a variety of parenting issues and techniques and about academic areas including Investigations, Restorative justice, numeracy, PLAN feedback letters, home reading and spelling and writing.</p> <p>Feedback is sought after all forums and learning experiences and regularly sought at other opportunities via end year surveys and Schools Excellence Forum.</p> <p>Maintenance of Skoolbag, website, Facebook, Newsletter, class communication and printed notes as multiple sources of communication.</p> <p>Staff participate in Professional networks, PPA, COS, technology, LST and beginning teachers.</p> <p>Kindergarten Transition includes 3 visits into school, and information night, morning tea for parents and 4 extra opportunities for new students to experience life and fun at YPIS via “Stepping Stones”. Best Start interviews are included as part of the important transition to school with feedback interviews as part of parent teacher interview in term 1.</p> <p>Year 2 transition program include 3 visits where possible. Principal liaises with local schools to arrange this and share</p> |
| Improvement Measures | | | |
| Students have a broader range of opportunities for student leadership and a greater voice across the school. | | | |
| Staff are actively involved in Professional networks within the school and externally. | | | |
| There is increased parent and carer satisfaction and involvement in a variety of areas across the school. | | | |

Strategic Direction 3: A connected community with a sense of belonging through productive and supportive networks.

Processes

to share their expertise and skill with students.

Workshops offered to parents to enhance their understanding and learning in regards to a range of areas such as gifted and talented education, helping students with maths or reading at home and restorative practices.

Communication

Further refinement of communication systems as necessary to ensure engagement with all members of the school community and equity of engagement and to enhance communication with the broader community.

Community Partnerships

Facilitate links between local pre-schools and schools. Seek P&C and parent partnerships to further enhance the profile of the school externally.

Raise school profile through local media, involvement in community events and visiting community organisations.

Evaluation Plan

Survey students, staff and parents

Conduct focused feedback sessions with the P&C and within the community.

Practices and Products

information about student attainment, special needs and any important information.

Where possible, opportunities to work with local businesses, TAFE NSW and local preschools are sought.

Attendance at forums and learning events is taken to monitor levels of attendance.

Where possible teachers engage with parents and carers for assistance in classrooms such as group work, excursion helpers, library assistants, help with resources, gardening and to visit for special events such as Living History Museum, grandparents day, NAIDOC week, Harmony Day etc.

Eco Warrior role introduced and Buddies program formalised with a Year 2 leadership role statement.

Products

Student leadership program is expanded and a Year 2 leadership role statement is written with Eco Warrior leadership role and Buddies program prioritised and celebrated.

Whole community ownership of new garden with all stakeholders involved in up keep and renewal.

A variety of communication systems meet the needs of our whole school community and the wider community.

A productive in school staff network shares ideas, expertise and the work load with all staff given leadership opportunities.

Strategic Direction 3: A connected community with a sense of belonging through productive and supportive networks.

Processes

Monitor attendance at events.