2010 Annual School Report
Yeo Park Infants School

NSW Public Schools – Leading the way
Messages

Principal’s message

This report has been prepared to inform our school community of our activities and achievements during the 2010 school year. The future directions will form the basis of our 2011 School Management Plan. This report will also be used to promote public education in our community and will be given to parents who are enquiring about enrolment at our school.

Our school is a separate infants school which caters for the first three years of schooling. Our school is in an idyllic setting, situated within a beautiful park which provides grassed areas for playing and an outdoor learning environment. The school is without fences which gives it a feeling of openness. This reflects the way in which families from different cultural backgrounds and socio-economic groups are welcomed into the school community. The school maintains a strong emphasis on providing quality early childhood education, fostering independent and responsible learners and ensuring a safe and happy learning environment. After completing three years at our school, our students are well prepared and ready to move onto a larger primary school setting. The school has a friendly, family atmosphere and is highly regarded and supported by the whole community.

During 2010, we continued to have a considerable amount of school improvement and maintenance conducted at the school. The iron roof covering the eating shed and sport store, was replaced. There was also maintenance and upgrading of guttering and down pipes on the main school building. The construction of the new library building was completed. This was funded by the Federal Government’s Building the Education Revolution program.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Stacey Furner

P & C message

Throughout 2010 the P&C has worked closely with teachers and parents to provide a network of support in a small school environment as well as raise funds for school enrichment programs. The fundraising in 2010 saw support for a number of programs and initiatives including gymnastics, new computers for the library, insurance against student injury as well as graduating books for all the Year 2 students and the cost of the end of year excursion. The P&C also funded Digied; which involved a visual arts workshop for Kindergarten and Year 1 and the production of a claymation movie by Year 2. Fundraising included the sale of cookie dough, wine, cubeos, herbs, jellybean guessing competition, gift basket raffles, tea towels and personalised calendars, cards and diaries. The main fundraising event that took place was an election gala day on the day of the federal election.

The other events were a BBQ at Ashfield Bunnings and an exclusive evening for our school community at the Monkey Puzzle toy store in Summer Hill.

The P&C continued in 2010 to spend retrospectively, hence allocating the funds that had been raised the year before. This has been a
A successful method to take the pressure off the fundraising committee. The P&C played a continued role of catering in 2010. For the athletics carnival the P&C provided coffee and tea as well as working together with the participating infant schools to provide healthy crunch and sip snacks for approximately 300 children as part of the Live Life Well campaign. Other catering opportunities included cake days, special lunch days, food for a pizza & pyjama night, the welcome BBQ for Kindergarten parents at the start of the year and the end of year celebration BBQ.

School uniforms continue to be sold at cost price by the P&C. Second-hand uniforms also continue to be sold through various uniform sales and at the Kindergarten orientation.

In conclusion, the P&C Association has continued to play an integral role in the life of this small school community over the past year. I would like to personally thank and acknowledge the dedicated group of parents whose hard work and energy has facilitated the large list of successful events.

Isabelle LeCalvez

Our school at a glance

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. At the beginning of the 2010 school year, there were 60 students enrolled. There were 35 boys and 25 girls enrolled. The student body was comprised of 32% from a non English speaking background.

Student enrolment profile

Student attendance profile

Student attendance rates

<table>
<thead>
<tr>
<th>Year</th>
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<th>2007</th>
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Region

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State

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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</table>
Management of non-attendance

Student attendance is monitored and tracked across the school. Any attendance issues of concern are referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010, there was one class per grade from Kindergarten to Year 2.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The staff worked diligently during the 2010 school year. They have a close relationship with the school community and worked co-operatively with them throughout the year.

Staff establishment

In 2010, the school employed a full time School Administration Manager, a part time School Administration Officer and a part time General Assistant. A part time School Learning Support Officer was employed to support a student with special needs. The following table outlines teaching staff employed at the school in 2010.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1 day per week</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1 day per week</td>
</tr>
<tr>
<td>‘Relief from face to face’ teacher</td>
<td>1 day per week</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>half day per week</td>
</tr>
<tr>
<td>Music Tutor</td>
<td>4 hours per week</td>
</tr>
<tr>
<td>Drama Tutor (Term 4)</td>
<td>4 hours per week</td>
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</tbody>
</table>

During terms 3 and 4 a part time support teacher was employed to provide learning assistance for targeted students.

There were no indigenous staff members in 2010.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
</tbody>
</table>

Staff retention

100% of the permanent teaching staff were retained from 2010.

Student achievement in 2010

Academic

Literacy

Yeo Park Infants School provides high quality learning programs in literacy. The school actively facilitates early success in reading and writing through the implementation of effective literacy programs which improve student outcomes in these areas. Students also participate in an effective talking and listening program in all classes. Students are matched to texts for independent reading according to the following levels.

Emergent readers (Levels 1-3) read very basic texts of controlled vocabulary about familiar objects and actions which are strongly supported by pictures.

Beginning readers (Levels 4-11) read texts with repetitive sentence patterns with moderate
The complexity of the sentence length and structure increases with each of the beginning levels.

**Fluent readers (F1, F2 and F3)** read more complex vocabulary and sentence structures which have less support from pictures and are not repetitive.

**Extension readers** have developed a system of strategies which enables them to improve and to monitor and self correct their own reading. It is essential that readers at this level develop sound comprehension skills to ensure that they understand the texts that they are able to decode.

Student independent reading levels data has been collected across the school.

At the end of the school year 100% of students in Kindergarten had met the school target of reading at levels 5-8.

At the end of the school year 95% of students in Year 1 had met the school target of reading at levels 10 – Fluent 1 (F1).

At the end of the school year 95% of students in Year 2 had met the school target of reading at or beyond extension levels.

The Waddington Spelling Assessment is used by the teachers of Year 1 and Year 2. This assessment is a diagnostic tool which allows teachers to analyse the skills being used by students, plan for future learning and track student progress in spelling. This assessment gives a spelling age for each student.

Data of the spelling age of Year 1 and Year 2 students has been collected across the school.

Year 1 – At the beginning of 2010, 95% of year 1 students had a spelling age at or above their own age. At the end of 2010, 50% of all Year 1 students achieved a growth of one year or more in their spelling age over the course of 2010.

Year 2 – At the beginning of 2010, 95% of Year 2 students had a spelling age at or above their own age. At the end of 2010, 55% of all year 2 students achieved a growth of one year or more in their spelling age over the course of 2010.

**Numeracy**

High quality programs were also provided in numeracy. The *Count Me In Too* (CMIT) program was implemented in all classes. The learning cycle is guided by assessment which enables teachers to monitor student progress.

**Emergent Level**: Students know some number words but cannot count visible items accurately. They are unable to sequence number words or co-ordinate words with the items.
Perceptual Level: Students can count perceived items but not those in concealed collections. Perceptual counting includes seeing, hearing and feeling items.

Figurative Level: Students can count concealed items but count from one rather than 'counting on'. They have a figurative notion of numbers and do not need to count perceived items, but count from one when adding.

Counting On/Back Level: Students can use advanced count by one strategies. They ‘count on’ rather than counting from one, to solve addition tasks. They ‘count back’ to solve basic subtraction tasks.

Facile Level: Students can access a variety of strategies including the use of base ten to complete tasks. They have a large repertoire of known facts.

Data of student CMIT levels has been collected across the school.

At the end of the school year 100% of students in Kindergarten were working at or beyond the perceptual level.

At the end of the school year 75% of students in Year 1 were working at or beyond the counting on/back level.

At the end of the school year 85% of students in Year 2 were working at or beyond the facile level.

School performance 2010

Achievements

Arts

Student participation in creative and practical arts is an important aspect of a balanced educational program.

The music program continued very successfully again in 2010. Each class participated in a music lesson and the whole school participated in a joint singing session with the specialist music teacher each week. The music program is highly valued by school staff. The students also participated in Musica Viva activities and enjoyed performances by B’Tutta in term 3 and Sousaphonics in term 4. In term 4 students also enjoyed a concert performed by the Sydney Symphony Orchestra. Students participated in activities during music lessons to prepare them for both the Musica Viva and Sydney Symphony Orchestra performances.

B’tutta performance.
Students were provided with many opportunities to perform in front of an audience. These included weekly assemblies, education week assembly and the school presentation night at the end of the school year.

During term 4 a drama tutor was employed to trial a drama program year 2 students. The program focused on students experiencing voice warm ups and learning to use their voice more effectively during a variety of drama games. Students also learnt about the concept of using objectives which empowered them to produce more purposeful performances when acting out roles or playing lines of dialogue.

In term 4 Digi–Ed visited the school for a day. This involved specialist teachers who conducted visual arts workshops with Kindergarten and Year 1 students. Year 2 students spent the day learning how to use specialised technological equipment, writing a narrative, designing sets and making clay characters to make a claymation movie. The Digi–Ed workshops were funded by our P&C association.

In term 3, the school was fortunate to be offered a free performance by musician and author, Craig Smith. This was organised by a local book store, Shearers on Norton. Students enjoyed the musical presentation of the books by Craig Smith.
Sport

Student fitness and health is an important focus at our school. Students participated in fitness activities for 20 minutes on four days each week. Fitness activities were varied throughout the year and included power walking, aerobics, dancing, skipping, physical games, marching and races. Structured physical education (PE) lessons were conducted each Friday morning for 40 minutes. Activities during these lessons were designed to enhance development in fundamental movement and basic games skills.

During term 3 students participated in a gymnastics program during their weekly PE lesson. Instructors of this program provided a developmental program to develop the gymnastics skills of students. This program was funded by our P&C association.

Teachers aim to repeat these clinics again in 2011 and continue to engage a variety of sporting groups to also conduct skills clinics at the school.

In term 3, our students participated in an athletics carnival with students from four other infants schools. This was a highly successful event with teachers from all of the schools working collaboratively to plan and run the athletics carnival. The carnival activities included a march past, running races and a tabloid of novelty activities and races. The emphasis at the carnival was on participation and enjoyment. Parents generously assisted by serving a healthy fruit and vegetable snack for students from all five of the infants schools.

In 2010, sports skills clinics were delivered for all students by Wests Rugby League, Football NSW (soccer), NSW Tennis, NSW Hockey and Cricket NSW during term 2. These were highly successful sessions which were thoroughly enjoyed by students. Teachers also enjoyed the sessions and found them to be a good training and development session as many of the activities and strategies used by the trainers could be incorporated into our future PE lessons.
Significant programs and initiatives

Livelifewell @school Program
The Livelifewell@school Program was maintained in 2010. It is a joint initiative of the NSW Department of Education and Training and NSW Health. The focus of the program was on nutrition education, fundamental movement skills and physical activity as part of personal development/health/physical education programs.

Aboriginal education
Aboriginal perspectives are evident in all key learning areas. A variety of Aboriginal literacy resources were used to support learning programs. Year 2 assembly leaders begin our weekly assembly by acknowledging and showing respect to the traditional owners of our land when they present a welcome to country. In term 2, our school celebrated National Aboriginal and Islander Day of Commemoration (NAIDOC) Week. During this week students were engaged in a variety of activities with aboriginal perspectives. A performance “Wuruniri” by Mathew Doyle was also enjoyed by students during NAIDOC week.

Multicultural education
Multicultural perspectives are evident in all key learning areas. Harmony Day was celebrated in March. Students wore orange clothing to school and participated in Harmony Day activities.

In term 4 the school successfully implemented an Anti-racism week. During this week students participated in learning activities about racism. An anti-racism poster and poetry competition was also held during this week and this was
Respect and responsibility

Respect and responsibility was encouraged through the social skills programs. Aspects of respect and responsibility were also promoted through the schools code of conduct for students. Students sang the national anthem and demonstrated respect for the Australian flag at all weekly assemblies. This practice was also conducted by our school community during formal school occasions. Both respect and responsibility are included in the set of core school values.

Environmental Education

A school vegetable garden was established in term 4. The garden was themed a “pizza garden”. Students were involved in planting, watering and caring for plants including tomatoes, onions and various herbs. At the end of the term produce from the garden was used to make pizzas in each class. The school vegetable garden will be extended in 2011 where a community herb garden will be established for the use of the school community. Other theme gardens will also be planted and produce from them will be used for class cooking activities.

Other programs

Public Speaking Program

All year 2 students acted as assembly leaders during the weekly assemblies throughout the year. A public speaking program was implemented in all classes during terms 3 and 4. In term 4, a Year 2 student participated in a district public speaking competition.

Values Education

During term 2 there was a focus on teaching values education through fables. Each fortnight a different school value was focused on.

A parent from the school community, acted the role of Aesop and was a guest story teller at weekly assemblies. He performed a live story telling of fables which were matched to the school values.
Premier’s Reading Challenge

The Premier’s Reading challenge is open for year 2 students to participate. Students participate in the challenge during library lessons and follow up by reading texts at home. In 2010, all year 2 students completed the Premier’s Reading Challenge.

Student Welfare

Student Welfare is a high priority in our school. Teachers are committed to providing an environment which is happy and safe for all students. A wide variety of successful student welfare practices are implemented in the school. These included:

- the continuation of “learning” and “code of conduct” awards and the special acknowledgement of two students each week when they were awarded “student of the week” at assemblies;
- the continued implementation of a school anti-bullying plan;
- the implementation of a whole school anti-bullying week, which involved class lessons about bullying and a poster and poetry competition which was judged by a local police officer;
- the implementation of a whole school anti-racism week, which involved class lessons about racism and a poster/poetry competition;
- the involvement of students in fundraising activities for Stewart House and the Exodus Foundation throughout the year;
- the celebration of Children’s Week by fundraising for other children (Stewart House) and an afternoon tea provided for students by their class teacher;
- the celebration of Harmony Day in term 1 where students learnt about the importance of bringing people from all cultures together to promote Australian values and to celebrate the Australian way of life;
- a values education program was implemented across the school;
- the continued implementation of the school hat policy; and
- the implementation of social skills programs.

Year 2 students also attended Year 3 orientations and transition programs conducted by local primary schools.

Progress on 2010 targets

Target 1

To implement a Synthetic Phonics program across the school.

Our achievements include:

- teacher training in synthetic phonics;
- the purchase and use of new resources for the teaching of synthetic phonics; and
- synthetic phonics programs have been trialed in all classes.
Target 2
To implement a more streamlined approach to recording numeracy assessment data, grouping students and planning programs to meet specific student needs.

Our achievements include:
- all class teachers completed the Count Me In Too on-line training;
- teachers trialed the use of the Count Me In Too software wizard tool to record assessment results and to use as a guide for student groupings.

Target 3
To implement innovation in the use of interactive technologies for learning, teaching, and professional development.

Our achievements include:
- teacher training in the use of interactive whiteboards;
- use of interactive whiteboards by class teachers and support teachers to enhance teaching practices;
- teacher training in the use of software and internet resources appropriate for use on interactive whiteboards; and
- teacher sharing of ideas, skills and expertise with teachers from other infants schools.

Target 4
To implement a values education program across the school.

Our achievements include:
- the development of a common set of skill breakdowns for each of the five school values;
- the development of school posters of school values, including skill breakdowns and school based photographs;
- the development of a program of teaching values explicitly through live story telling of fables; and
- the implementation of a new school values award at weekly assemblies.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Learning and Science and Technology.

Educational and management practice
Learning
Background
Learning is the highest priority at Yeo Park Infants School. Teachers, parents and year 2 students were surveyed about learning. A sample group of 15% of parents were surveyed about learning. In the survey statements were given about the learning environment, learning programs and teaching practices. Teachers and parents were asked to indicate if they strongly agreed, agreed or disagreed with each statement. Students were asked to respond to more basic statements for each of the three areas. The qualitative data gathered from these surveys was evaluated to determine current issues and future directions.

Findings and conclusions
The learning environment.
100% of parents surveyed indicated that they agreed or strongly agreed that:
- learning occurs within a stimulating and secure environment;
- students demonstrate enjoyment and motivation within a rich learning environment; and
- the learning environment is organised to ensure that all students have access to appropriate resources.
89% of parents surveyed indicated that they agreed or strongly agreed that:
- the learning environment is structured to support and encourage students to take risks in their learning.
Learning programs.
100% of parents surveyed indicated that they agreed or strongly agreed that:
- students take responsibility for and are actively involved in their learning;
- students seek to engage in new and challenging tasks;
- students achieve personal excellence and demonstrate pride in their achievements;
- students work independently and collaboratively in a range of learning activities;
- parents, students and teachers share the expectation that all students will progress in their learning; and
- opportunities for community participation and involvement are incorporated into the learning environment by the teacher.

Teaching practices.
100% of parents surveyed indicated that they agreed or strongly agreed that:
- the teacher’s practice demonstrates expertise in content knowledge and teaching methodology;
- the teacher’s practice is relevant to the needs of the students;
- teachers have high expectations of students and use a variety of appropriate teaching strategies; and
- teachers use a variety of appropriate teaching strategies.

Teachers also indicated very positive responses to the statements mentioned above. Overall, students also indicated positive attitudes about their learning environment, learning programs and teaching practices.

Future directions
Results from the survey indicate a pleasing correlation between teachers and parents perceptions of learning in the school. This is highly valued by teachers who recognize that there are always areas in which improvements can occur. The following strategies will be implemented with the aim of continuing to improve learning at our school.

Teacher’s will:
- participate in further training and development programs to further improve and enhance teacher practice and programs; and
- continue to provide an open classroom session each term to enable parents the opportunity to visit classrooms, share learning and view samples of their learning.

Curriculum
Science and Technology

Background
Science and technology is one of the six key learning areas. Teachers, parents and year 2 students were surveyed about science and technology. A sample group of 15% of parents were surveyed about science and technology. In the survey statements were given about the science and technology programs. Teachers and parents were asked to respond to each statement on a scale of 1 (rarely) to 5 (frequently). Students were asked to respond to more basic statements for each of the three areas. The qualitative data gathered from these surveys was evaluated to determine current issues and future directions.

Findings and conclusions
100% of parents surveyed responded to the following with a score of 4 or 5.
- My child has experienced designing and making activities at school this year;
- My child has used a variety of technologies to participate in science and technology activities at school this year; and
Science and technology is taught in my child’s classroom.

89% of parents surveyed responded to the following with a score of 4 or 5.

- My child enjoys science and technology activities;
- My child has experienced scientific investigations at school this year; and
- I have seen products that my child has produced from science and technology learning.

78% of parents surveyed responded to the following with a score of 4 or 5.

- My child talks about science and technology at home.

Surveying of teachers indicated that they were generally very positive about implementing the content strands and learning processes of the science and technology syllabus. They were also very positive about the range of science and technology units which are on the school’s scope and sequence of core units to be taught. Teachers were also valued the cooperative planning and programming which occurs each term between class teachers and the RFF (science and technology) teacher. Overall, students also indicated positive attitudes and enthusiasm for science and technology lessons.

**Future directions**

Teachers will continue to implement the school’s code scope and sequence of core units which includes science and technology units. Cooperative planning and programming between class teachers and the RFF (science and technology) teacher will also continue each term. Science and technology snapshots will also be included in the school newsletter to provide parents with more insight into science and technology programs.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. A sample group of 15% of parents were surveyed on school satisfaction. There were 15 items on the survey of which parents could indicate that they strongly agree, agree or disagree with. Their responses are presented below.

100% of parents surveyed agreed or strongly agreed that:

- Yeo Park I.S. is an attractive and well-resourced school;
- the school is a friendly school that is tolerant and accepting of all students;
- the students are the school’s main concern;
- the school has supportive welfare programs;
- the school teaches and promotes core values;
- fair discipline exists within the school;
- student achievements are recognised through the school awards at weekly assemblies;
- the school offers appropriate and challenging programs for its students;
- the school maintains a focus on literacy and numeracy;
- the school provides a wide range of other programs (other than literacy and numeracy);
- Yeo Park I.S. has competent teachers who set high standards of achievement;
- there is good student access to computers and strong technology programs and resources; and
- the school newsletter keeps the community informed about coming events and school achievements.

89% of parents surveyed agreed or strongly agreed that:

- the school office responds to enquiries and requests in a friendly and prompt manner; and
- the Annual School Report provides important information about the school, its priorities and achievements.

Both students and staff indicated a high level of satisfaction and pride in the school during key evaluations.
**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<table>
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<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward | 32285.45 |

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

**Professional learning**

Teaching staff attended various staff development days during the year. These were held on first day of terms 1, 2 and 3, as well as the second Monday of term 2 and the last day of term 4.

Staff also joined with the staff of 4 other infants schools for regular professional development sessions. During 2010, these sessions focused on Interactive Whiteboard Technology. Staff also participated in an update of CPR training with this group of infants school teachers.

Individual teachers also participated in a number of professional development projects. These included Count Me in Too on-line training, guided reading, Best Start, literature and synthetic phonics.

The computer co-ordinator and the ESL/library teacher attended regional training days in their respective areas.

Teachers also attended network meetings for specific key learning areas after school.

Administrative staff also attended both network meetings and professional development sessions at school administration conferences.

The principal attended a number of principals meetings, a district principal’s conference and a state conference for principals which included professional development sessions on a variety of leadership and management topics.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*To implement and maintain a Synthetic Phonics program across the school.*

Strategies to achieve this target include:

- teacher training in the synthetic phonics approach to teaching reading and spelling;
- further trialling and implementation of a synthetic phonics program in all classes; and
- trialling of an Early Stage 1/Stage 1 scope and sequence for synthetic phonics.
Our success will be measured by:
- evidence in class programs that synthetic phonics strategies are used as part of reading and spelling programs; and
- evaluation of data of students reading and spelling assessments and year 3 NAPLAN data.

**Target 2**

*To implement a more streamlined approach to recording numeracy assessment data, grouping students and planning programs to meet specific student needs.*

Strategies to achieve this target include:
- teachers update assessment schedules for numeracy;
- numeracy assessment data is used to provide guidance for student groupings and further learning tasks; and
- teacher training in the use of the learning continuum in numeracy.

Our success will be measured by:
- evidence of more streamlined recording and use of numeracy assessment data; and
- evaluation of data of students numeracy assessments and year 3 NAPLAN data.

**Target 3**

*To implement a peers support program across the school.*

Strategies to achieve this target include:
- training of year 2 students to be co-leaders of multi-aged groups;
- the development of a program of activities to promote a sense of self, connectedness, resilience and confidence; and
- the development of a program of structured play activities to promote co-operation, creativity and problem solving.

Our success will be measured by:
- evaluation of the peers support program through teacher and student feedback.

**Target 4**

*To increase levels of engagement and achievement of students in visual arts.*

Strategies to achieve this target include:
- teacher participation in a K-2 visual arts training project;
- teachers networking with teachers from other infants schools to share artworks and teaching experiences after trialling the use of new visual arts media and techniques;
- students experiment with various media and techniques to produce artworks;
- students provided with opportunities to visit formal and informal art exhibitions to observe a variety of artworks;
- student artworks are exhibited for school community to view; and
- the purchase of new visual arts resources and materials.

Our success will be measured by:
- completion of the K-2 visual arts project by teachers;
- evidence in class programs that new visual arts resources and techniques are being used effectively;
- evidence of improved student engagement in visual arts lessons; and
- increased student awareness and appreciation of exhibited artworks.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Stacey Furner - Principal
Dianne Thompson – Classroom teacher
Kathryn Parks – Classroom teacher
Lynne Greene – ESL/Library teacher
Isabelle LeCalvez – President, P&C Association

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: