2009 Annual School Report
Surveyors Creek Public school

NSW Public Schools – Leading the way
Messages

Principal's message

Surveyor's Creek Public School offers a supportive and dynamic learning environment in which everyone is encouraged to achieve their best. Qualified staff are committed to continuous improvement in both teaching and curriculum delivery.

During 2009 the installation of Interactive White Board technology into all classrooms was completed. The school continued to roll out its implementation of the Positive Behaviour for Learning program resulting in a noticeable improvement in school pride and tone.

Under the Federal Government's "Building the Education Revolution" program, two sheltered play areas were erected in the main playground. Additionally, a sheltered play area and extensive experiential play equipment were installed in the Support Unit play area. The BER program will continue to enhance the facilities available at the school with the building of three additional classrooms in 2010.

A very dedicated group of teachers engaged in an action learning project entitled "Literacy Project 2009-Making Change Happen". The focus of the project was on the teaching of guided reading and the team led teachers through an analysis of current reading practices.

Many staff continued to train and develop their skills in Accelerated Literacy. As a result, half of the teachers have had training in this exciting learning strategy. I have no doubt that the school wide implementation of the Accelerated Literacy program will lead to improved student literacy skills.

Under the leadership of our technology coordinator, the school raised its profile in the Local Community of Schools through the provision of extensive opportunities for local teachers to enhance their IWB skills. The school's innovative web site also went live towards the end of the year.

Finally, a fond farewell. I have found my short stay at Surveyor's Creek both challenging and rewarding. I have learned a great deal about the complexity and importance of human relationships. I have been inspired by the resilience and tenacity of our special needs students, their teachers and parents. I have often been humbled by the determination of my colleagues to make a difference in the lives of our students. Above all else it has been my great pleasure to witness, on a daily basis, those freeze frame moments between teacher and student when two minds finally make a connection. It has been a great privilege and honour to have served.

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.

Cheryl Binns

P&C message

The Surveyors Creek P&C can report a very successful year, having raised funds via the Billy Kart Derby (our major fundraising event), school discos and various events including Mother's and Father's day stalls. This year we contributed $38,475 to the education of our children.

These funds, in addition to those profits from the canteen, have been distributed to the school to assist with maths and reading materials, electronic whiteboards and other school projects.

I would like to thank those on the various P&C committees, particularly those on the Fund Raising committee, for their time, dedication and commitment over the year. It is these people who make a real difference. Thank you also to the many parents and friends of the school who have contributed by way of donation and or time throughout the year.

David Brown P&C President

Student representative's message

Surveyor's Creek Public School has an active SRC that has been operational for five years. At the beginning of the year, each class elected two representatives who were inducted into the School Representative Council.

The SRC raises funds for charities and for improving the community life of the school. Our ongoing commitment to sponsor a child in Kenya, Vallary, was funded through a multi-day in Term 1. In August we took part in Jeans for Genes Day to raise money for research on genetic disorders. During the warmer months SRC representatives sell ice-blocks at lunch to fund much needed equipment nominated by the students as a priority. This year enough funds were raised to buy the soccer goal posts.

Nicole Hanson and Anita Heffernan

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.
Management of non-attendance

Student attendance is monitored by class teachers and their team leaders. If a student’s attendance is identified as causing concern, initially the class teacher makes contact with the parents. This may then be followed up by a member of the executive either by phone, mail or interview. If the attendance concerns are not satisfactorily resolved the school then requests the involvement of 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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>1/2C</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4CW</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4CW</td>
<td>4</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3/4N</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3/4N</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4/5/6U</td>
<td>4</td>
<td>11</td>
<td>31</td>
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<tr>
<td>4/5/6U</td>
<td>5</td>
<td>8</td>
<td>31</td>
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<tr>
<td>4/5/6U</td>
<td>6</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>4/5E</td>
<td>4</td>
<td>5</td>
<td>27</td>
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<tr>
<td>4/5E</td>
<td>5</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>8</td>
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<tr>
<td>5/6M</td>
<td>6</td>
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<td>29</td>
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<tr>
<td>5/6S</td>
<td>5</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>22</td>
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<td>KL</td>
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<td>KP</td>
<td>K</td>
<td>21</td>
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</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.45</td>
</tr>
<tr>
<td>Release from to face to face teacher</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>29.1</td>
</tr>
</tbody>
</table>
**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>
<td>77%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

Date of financial summary: 30/11/2009

**Income** $

- Balance brought forward 107,233.60
- Global funds 214,165.07
- Tied funds 97,387.63
- School & community sources 151,934.61
- Interest 4,955.55
- Trust receipts 22,279.05
- Canteen 0.00
- **Total income** 597,955.51

**Expenditure**

**Teaching & learning**

- Key learning areas 39,410.66
- Excursions 40,826.79
- Extracurricular dissections 40,191.42
- Library 5,533.59
- Training & development 1,878.45
- **Tied funds** 114,137.51
- Casual relief teachers 61,221.53
- Administration & office 60,879.59
- School-operated canteen 0.00
- **Utilities** 13,119.21
- **Maintenance** 13,119.21
- **Trust accounts** 19,534.89
- **Capital programs** 13,498.00
- **Total expenditure** 452,199.80
- **Balance carried forward** 145,755.71

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Writing**

Our school participated in the Community of Schools writing project which culminated in the Glenmore Park/Mulgoa Valley Writers Festival at Glenmore Park High School. The night saw the launch of a book containing published works for nine of our Stage 2 and Stage 3 students. At the book launch, our students met John Larkin the famous childrens’ author and were given the opportunity to read their own work in front of an audience. Those who had their impressive narratives published were: Shae McLaughlin, Yasmin Zelko, Mikayla Debrincat, Jade Culey, Rhys Oliver, Madison Madill, Elayna D’Ermilio, Lachlan Matthews and Mackenzie Matthews.

**Oral Public Speaking**

In 2009 Surveyor’s Creek Public School entered the Penrith valley Oral Reading and Public Speaking competition. All children in Years 3 to 6, as part of our talking and listening program, presented either an oral reading passage or a 3 to 4 minute speech in their classes. Representatives from each grade then spoke at the school final. The winners from each grade then represented the school at the cluster final.

Two students, Blade Gadd in Year 3 and Sam Ingram in Year 6 were successful in gaining a place. At the final of the competition, held at Glenmore Park Public School, Blade and Sam were ranked in the top 6 from Year 3 and Year 5.

**Sport**

Surveyors Creek Public School is an inclusive school with sport opportunities for all. It is a school that has enhanced its reputation through sporting achievements, opportunities and fair play.

Highlights for 2009 included:

- School Carnivals and District PSSA participation in Swimming, Cross Country and Athletics.
- Selection of many students to represent Penrith in the Regional Carnival. Representatives included.
- Selection of a record number of 6 children across a range of sports to represent Sydney West in the NSW PSSA carnivals. Representatives included Emma Steltenpool (Athletics), Shay Cooper (Hockey), Hayden Little (Softball), Jarrod Lawrie (Cricket), Anya Govender (Softball) and Craig Duff (Soccer).
- Selection of only the second child in the school’s history to be selected in a NSW PSSA team. Anya Govender was selected to represent NSW in Softball.
- Participation in a number of sport initiatives. These included golf, soccer, AFL and School-in-Sport programs. Children also completed an inclusive Stage 3 Resuscitation Program.
- An inclusive gymnastic program was incorporated into the school scope and
sequence for term 4 activities. This program supported the sequence of skills program that was used in school sport and PE programs.

- Success in the Learn to Swim Program with 98% of the children from Year 2 and 100% of the children with special needs participating. Twenty-five percent of the Year 2 group managed to achieve the top level and swim 25 metres by the end of the program.

### Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

### Literacy – NAPLAN Year 3

The graph below compares the percentage of students achieving in each band for reading at Surveyors Creek Public School to the percentage of students in each band across NSW. It also draws a comparison between 2009 results at SCPS and school average percentage in bands from 2007 to 2009. These results indicate a decrease in the proportion of students achieving Band 1 compared to the school and state averages. Also, a greater proportion of students achieved Bands 4 and 5 than compared to the state averages.

An issue that requires attention however is the increase in the proportion of students achieving Bands 2 and 3 compared to both school and state averages. Close analysis of student responses indicates areas of need in identifying the main idea in a text, inferring meaning and correctly identifying text conventions.

These particular areas of need were addressed immediately by the school through careful analysis of each class’s priority areas. A class program was then developed to address identified needs and implemented in Term 4 2009.

A similar response process was implemented in the remaining sub strands for both literacy and numeracy for Year 3 and Year 5.

The following graph for Writing achievement in 2009 reflects similar trends to those described above for reading. Less students achieved Band 1, but a greater proportion of students achieved Bands 2 and 3. More students achieved Band 5 than the school or state average. These results could be improved with a focus on punctuation, sentence structure and paragraphing.

The following graph outlines achievements in spelling. The school is over-represented in terms of performance in the lower bands. SCPS students need to work on identifying incorrectly spelled words ending in “y” and one syllable words containing a final silent “b”.

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5
In terms of achievements in grammar, more students achieved Band 4 than in the state and 25% of SCPS students achieved Band 5 in 2009 compared with 18% in 2008. SCPS students need to improve their understanding of demonstrative pronouns and causal conjunctions.

Numeracy – NAPLAN Year 3

In 2009 in Numeracy, a greater percentage of Year 3 students achieved Bands 3 and 5 compared to school and state averages. This however is also true of the proportion of students achieving the minimum standard of Band 1. Students at SCPS could improve on these results with a whole school focus on the working mathematically sub strand.

Literacy – NAPLAN Year 5

In 2009 in reading, a significant proportion of students in Year 5 achieved Bands 4 and 5. There was a decrease in the percentage of students achieving minimum standards and an increase in the proportion of students achieving Band 7. Students at SCPS need to improve their capacity to infer word meaning, identify the purpose of a text and make connections between ideas in a text.
engage their audience and use punctuation correctly.

Spelling results for 2009 Year 5 students indicate a 10% increase in the number of students achieving Band 6 compared to 2008 results. There was also a pleasing decrease in the proportion of students achieving Band 4, from 17% in 2008 to 8% in 2009. Students at SCPS need to improve their ability to correctly spell two syllable words containing silent “k” and one syllable words containing the long vowel “ie”.

In terms of grammar achievement, a greater proportion of Year 5 students achieved Bands 5 and 6 compared to students in the state. There was also an increase of 5% in 2009 on the proportion of students achieving Band 7 compared to 2008 results. Students at SCPS need to develop their understanding of the correct use of the comma in separating clauses in a sentence.

Numeracy – NAPLAN Year 5

In 2009 over 40% of Year 5 students achieved Band 5. This is an increase on the 2008 result of 31%. There was however a decrease in the proportion of students achieving Band 4 from nearly 25% in 2008 to 17% in 2009. Again these results could be improved with a whole school focus on the working mathematically sub strand.
Progress in literacy

Growth in reading between Year 3 and Year 5 for matched students in 2009 was disappointing. Male students demonstrated the least growth with 63% of them achieving only minimal growth. This suggests a need for the school to examine its reading strategies in terms of how they engage and meet the needs of male students.

Similarly, growth in writing for matched students was also disappointing. In this case however it was the female students who demonstrated the least amount of growth with 61% achieving minimal growth. In order to reverse this trend the school needs to develop a program that focuses on whole school implementation of quality writing strategies.

Progress in numeracy

In terms of growth for matched students in mathematics the upward trend illustrated below is very pleasing. The growth however is still below the average growth achieved by students across the state. Female students achieved greater growth than male students, again indicating a need for the school to explore boys’ education strategies.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>82</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Cultural education awareness has been enhanced across the school with visiting performers from the Maluerindi Clan who instructed the students in Aboriginal art, dance, storytelling and music. This visit served also as a student enrichment program in Creative Arts. Curriculum outcomes are addressed in many contexts within classroom learning activities.

Multicultural education
Harmony Day was celebrated again this year with a poster competition and display. Students were also encouraged to dress up in their national costume and a parade was held.

Respect and responsibility
The Positive Behaviour for Learning program continued to gain strength at SCPS in 2009. Teachers worked collaboratively to embed “Safe Respectful Learners” as our key expectations. The student level system was further refined and implemented to underpin and embed these expectations in school culture. A matrix explicitly outlining advancement criteria was developed and used as a guide for teachers, students and parents. A major strength of the levels system is that advancement is not automatic upon students acquiring a set number of merit certificates. If student behaviour has not met school expectations at the time of accruing the certificates, students are given an opportunity to set behavioural goals to meet school expectations. The emphasis is therefore on promoting student self-responsibility for safety, respect and learning.

In 2009 60% of students had achieved Bronze level, 34 students achieved Silver level, 20 students achieved Gold level and 2 students were awarded the SCPS medallion.

Progress on 2009 targets

Target 1
Decrease in percentage of Year 3 students performing at minimum standard in reading from a three-year average of 4.1% to 2.8%. (Based on BST data)

Our achievements include:
- A decrease in the percentage of Year 3 students performing at minimum standard in reading from a three year average of 2.8% to 2.0%
- A three year average of 31.3% of students achieving Band 5 compared to a three year average for the state of 23.1%

Target 2
Decrease in percentage of Year 5 students demonstrating minimum growth in numeracy from 48.1% to 38%.

Our achievements include:
- This target was not achieved. In 2009 there was a slight increase in the percentage of students achieving minimum growth from 48.1% in 2008 to 51.3% in 2009.
- However, average progress for girls increased in 2009 from 68.9 marks to 84.4 marks.
- There was also an increase in average progress for boys from 73.5 marks in 2008 to 78.5 marks in 2009.

Target 3
100% of student Individual Education Programs for Support unit students conform to COACH programming guide.

Our achievements include:
- All support unit students had their individual education programs aligned with the COACH programming guide.
- Support unit students who sat for the Naplan in 2009 achieved comparable growth to mainstream students.

Target 4
Technology integrated successfully into 60% of classrooms.

Our achievements include:
- 100% of classrooms had interactive whiteboard technology installed during 2009.
- 62% of teachers surveyed indicated that they had improved their knowledge and understanding of IWB technology.
- 85% of teachers indicated that they had attended TPL courses during 2009 to improve their capacity to integrate technology into classroom practice.

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 2009 our school carried out evaluations of Learning and school self-evaluation practices.

Educational and management practice

Learning

Background
In 2008 Quality Teaching Practice was evaluated. It was therefore decided that an evaluation of current learning experiences would be appropriate as a way of triangulating the 2008 results.

All teachers and a random selection of parents and students were surveyed using the SchoolMap instrument “Survey about Learning”.

Findings and conclusions
- The majority of teachers, students and parents agreed that the school and its community have high expectations of students in terms of achievement.
- 85% of parents and 95% of students indicated that students take pride in their efforts and try to do their best.
- Greater than 80% of students, parents and teachers indicated that teachers provide a stimulating and secure learning environment.
- Areas for improvement highlighted by the survey results centred around student self-assessment of learning and progress. Fifty percent of teachers and parents indicated that students were sometimes given opportunities to reflect on their learning. Student responses reflect a similar concern.
- Also, teacher, parent and student responses demonstrated a need for the school to provide greater opportunities for students to work in small group situations.
- Finally, both parents and students indicated a need for the school to develop processes for more teacher parent communication about student learning.

Future directions
In terms of highlighted areas for improvement the results of this survey tally quite closely with the results of the 2008 survey conducted on Quality Teaching practice. Last year the identified needs also focussed on areas of student empowerment.

The school will continue to explore, develop and implement the Quality Teaching Framework with a particular emphasis on higher order thinking strategies, teacher questioning and student self-responsibility. The school also needs to explore innovative ways of keeping parents informed of student progress on a more regular basis. Given that themes around student self-responsibility have emerged for two consecutive years, this area will become a target (refer to Target 3).

Curriculum

School Self-evaluation

Background
In 2009 the school self-evaluation team decided to do a close analysis of current whole school evaluation processes. This was identified as need in order to strengthen the school’s capacity for self-reflection on its curriculum delivery.

Findings and conclusions
All teaching staff were surveyed using the “School Self Evaluation Matrix”.

Teachers indicated that:
- School self-evaluation is undertaken by a small team of people and strategies are being considered to increase participation in and commitment to effective school self-evaluation.
- School self-evaluation processes inform the school’s strategic planning and annual school planning cycle.
- Improvement targets are related to school self-evaluation and focus on improvement in student outcomes.
- Both quantitative and qualitative data collection tools are used during self-evaluation processes.
- Only minimal training and development is provided to support staff in undertaking school self-evaluation.
Future directions
The school needs to develop strategies to train all staff in school self-evaluation processes. This will build the school’s capacity for self-reflection.
It is also recommended that the school use the self-evaluation matrix to guide its progress in terms of quality evaluative processes.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents about the operation of the 4/5/6U extension class.
The questions asked focused on the areas of academic excellence, class make-up, communication and future placement. Responses are presented below.

Academic excellence
The overwhelming majority of parents indicated that the educational program provided by this class had been of high quality, that individual needs had been met and that extension opportunities had been appropriate. Twenty percent of parents indicated that they were unsure if they had noticed improvements in their child’s academic achievements.

Class Make-up
There was a range of opinions expressed about the success of the 4/5/6 grade combination. Sixty-three percent of parents felt that the strategy had worked but 37% were either unsure or disagreed totally.
Most parents felt that their child had enjoyed the opportunities and challenges associated with the class and that their child had been able to maintain the friendships of students in other classes.

Communication
Forty-three percent of parents indicated that they did not understand the class’s programs and how it operated. Most parents believed that they had been able to get regular feedback on their child’s academic progress and that the school had responded promptly to any concerns raised.
Several parents indicated in their written comments that their fourth grade students were often disadvantaged in terms of their inclusion or exclusion in Stage 2 and Stage 3 special events like incursions or excursions.

Future Placement
Ninety-two percent of parents indicated that they would like their child’s placement in the extension class to continue.

Recommendations
The extension class appears to have been a successful innovation. However it is recommended that in 2010 it run as a Stage 3 class only to overcome some of the issues identified above.
There is also a need to provide several opportunities for parents to attend information sessions outlining the operation of the class.

Professional learning
During 2009 the school spent a total of $17253.23 on teacher professional learning. Staff attended courses on Autism, Positive Behaviour for Learning, Accelerated Literacy, Interactive Whiteboard Technology, Action Research, Numeracy and Musica Viva. All courses attended related to the school’s strategic plan and directions. An average of $862 was spent per teacher on teacher professional learning.

School development 2009 – 2011
The Strategic Plan for Surveyors Creek Public School provides strategic directions for the school over the next 2 years. It was developed in consultation with school staff and the parent representative body. In developing the plan, staff and parents considered detailed analyses of Naplan results, internal assessment data and the results of school self-evaluation processes. The plan provides strategic direction in several key areas. These include targets in Literacy, Numeracy, Student Engagement, Teacher Quality and Connected Learning. The strategic plan can be viewed on request.

Targets for 2010
The targets listed below have been selected from the school’s Strategic Plan 2009-2011. However some adjustments have been made to specific targets in Literacy and Numeracy to account for the fact that the original targets as outlined in the Strategic Plan were based on BST data and this does not align with Naplan data. The new targets are based on Naplan data only.

Target 1
Increase the percentage of Year 3 students performing at proficient standard in Reading from 27.6% to 30.0%.

Strategies to achieve this target include:

- Support personnel source and promote effective strategies and resources to support teaching and learning at the whole class level. This may include TPL meetings, coordinated peer observations, peer coaching, in-class
support from STLA and ESL teachers and mentor support.

- All teachers will be exposed to “Literacy Teaching in NSW Govt Schools” document through professional learning.
- Implementation of Accelerated Literacy. Train 2 more staff. Provide trained staff with consultancy support, including planning time and team teaching time. Trained staff to support all staff in 2010. AL to be part of modelled reading program.

Our success will be measured by:

- A greater proportion of students achieving Bands 5 and 6 on Naplan tests.
- Achievement of Regional reading level targets for each stage by the end of the year.

**Target 2**

*Decrease the percentage of Year 5 students performing at minimum standard in Numeracy from 36.5% to 34.5%*

Strategies to achieve this target include:

- All class teachers implement whole school scope and sequence and teaching program for all strands.
- Introduction of Reciprocal Numeracy to stages 2 & 3 to enhance problem solving and group work capacity of students.
- Teachers encouraged to use on-line resources such as TaLe to enhance pedagogical approaches.

Our success will be measured by:

- Observation of teaching programs demonstrate the implementation of the scope and sequence and agreed program.
- A smaller proportion of students achieving limited and basic performance in numeracy on yearly reports.

**Target 3**

*95% of students surveyed 3-6 indicate that they always enjoy learning.*

Strategies to achieve this target include:

- TPL focus on intellectual quality within classroom programs particularly in Literacy and Numeracy. Higher order thinking skills, questioning techniques and rubric development are emphasised.
- Revise & explore QTF. Discuss/reflect on current manifestations across school and within classes. Develop team to support implementation of QTL within school.

Our success will be measured by:

- Greater proportion of students report that they are often given opportunities to reflect on their learning.
- Rubrics developed and implemented
- Quality Teaching Team formed.
- Current implementation strategies documented.

**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.

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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: