2008 Annual School Report
Surveyors Creek Public School

NSW Public Schools – Leading the way
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Principal's message

2008 was a year of transition for Surveyors Creek Public School with several of the school’s founding staff members seeking and attaining positions in other educational settings. I would like to publicly recognise the effort and dedication of those staff members. They leave behind a legacy of strong educational foundations and inspiring educational values - “from each their best”.

The departure of these staff members led to the appointment of a new Principal, 2 new Assistant Principals and a new classroom teacher. As the dust settled the staff and community began working together to establish a new sense of direction and purpose for the school.

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. Twelve classrooms now boast Interactive White Board technology to enhance the teaching and learning experience. The school has also recently embraced the Positive Behaviour for Learning 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.

Cheryl Binns

P&C message

The Surveyors Creek P&C can report another very successful year, having raised funds via the walkathon (our major fundraising event), school discos, family photo sessions and various events including Mother’s and Father’s day stalls.

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

Surveyors Creek Public School SRC has had another very active year in 2008. Each class elected 2 representatives who were inducted into the School Representative Council. In term 1 the SRC held a mufti day to raise funds to support our sponsored Kenyan child.

Our students were so moved by the destruction and homelessness caused by the floods and earthquakes in China that the SRC held a special fundraiser and donated much needed money to the cause.

In October the SRC conducted Bandana Day and raised $900 for young people suffering with cancer.

The SRC also held a variety of events to support the purchase of equipment for our new sand pits as well as the lovely school crest on the front of the lectern in the assembly hall.

Overall 2008 was a very successful year and a fine example of young people being unselfish in their attempts to help others and work together to achieve a better community.

Bronwyn Whelan and Anita Heffernan

Student information

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

School context

Student enrolment profile

![Student Enrolments](chart.png)
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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2K</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>1-2K</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2-3H</td>
<td>2</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>2-3H</td>
<td>3</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3-4W</td>
<td>3</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>3-4W</td>
<td>4</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>5-6H</td>
<td>5</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>5-6H</td>
<td>6</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>5-6L</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5-6L</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5-6M</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5-6M</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes
Classes are structured to optimise academic and social opportunities for growth of students. In some instances this requires the formation of across grade and across stage classes.

Students are assigned to support classes by regional placement panels.

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>
</tr>
</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>
</tbody>
</table>

Total 29.1

Staff retention
During 2008 several staff members moved on to other schools, institutions or retired and several new staff were appointed. Mrs Cathy Little, Assistant Principal in the Support unit left to take up a lecturing position at Sydney University and was replaced by Mr Michael Myerscough. Mr Graeme Wheeler took up an Assistant Principal position at Glenbrook Primary School and was replaced by Mrs Catherine McCann Smith. Mr Steve Lockley was promoted to Deputy Principal at Hassel Gove Public School and was replaced by Mr Tim Newman. Miss Jacqueline Keeling retired and was replaced by Miss Anneliese Mitchell. Mrs Cheryl Binns was appointed as Principal.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.5%.
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: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>215,965.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>177,251.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95,913.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>130,680.24</td>
</tr>
<tr>
<td>Interest</td>
<td>12,207.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,136.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>642,154.72</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>62,851.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>43,230.36</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>51,017.46</td>
</tr>
<tr>
<td>Library</td>
<td>6,041.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>594.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>108,559.85</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>69,310.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>71,057.82</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35,298.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21,767.28</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8,607.48</td>
</tr>
<tr>
<td>Capital programs</td>
<td>56,583.48</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>534,921.12</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>107,233.60</td>
</tr>
</tbody>
</table>

A major area for expenditure in 2008 was in Capital programs. This reflects the school’s installation of Interactive Whiteboard Technology in many of the classrooms.

A full copy of the school’s 2008 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 2008

Achievements

Sport

Surveyors Creek Public School has established itself as a school which has a reputation for sporting achievement and fair play. Highlights for 2008 included:

- school carnivals in swimming, cross country and athletics,
- participation in Primary School Sport Association (PSSA) competitions. Teams were entered in kanga cricket, t-ball, softball, soccer, rugby league and netball competitions.
- selection of 24 students to represent Sydney West teams at Regional level. Representatives included: Anya Govender, Hayden Little, Corey Earl, Joshua Ryan (softball); Tristan McMiles and Steven Shute (soccer); Emma Steltenpool and Emily Broadhead (netball); Jordan Barrett (touch football); Joshua McCrorie, Rachael Rose and Matthew Salafia (swimming); Kiah Seaton, Grachelle Mojica, Cassie Swat, Kara Thompson, Amy Boys, Annelise Isaacs, Whitney Borg and Emma Steltenpool (athletics); Antonia Stellios, Kara Thompson, Annelise Isaacs, Jai Vanoostwaard and Craig Duff (cross-country).
- selection of Joshua McCrorie to represent Sydney West at the State swimming carnival.
- participation in the gymnastics program run by the YMCA and the Learn to Swim program. Students from the support classes also attended these activities.

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 in each band at Surveyors Creek Public School to the percentage of students in each band across NSW. It also draws a comparison between 2008 results at SCPS and school average percentage in bands from 2005 to 2007. It is pleasing to note that in 2008 in reading for Year 3 students the school had 49.4% of students in the top 2 bands (proficiency), compared to 47.4% for the state.

The following graph illustrates the school’s results in spelling achievement in 2008. The school had 47.2% of students achieve in the top 2 bands compared to 46% across the state. Another pleasing result indicating the strength of the school’s literacy program from Kindergarten to Year 3.

Literacy – NAPLAN Year 5

Reading results for Year 5 for 2008 were not as strong as those for Year 3. Whilst it is pleasing to note that more students achieved in the top three bands than average for the school, these results do not compare as favourably to state results. In particular there is recognition by staff that higher performing students require further extension.

Numeracy – NAPLAN Year 3

The school’s numeracy results for year 3, illustrated below, were also strong. In general, less students achieved in the lower bands compared to state results. More students achieved in the higher bands (38.9%) than the school average (28.8%).

Numeracy – NAPLAN Year 5

Reading results for Year 5 for 2008 were not as strong as those for Year 3. Whilst it is pleasing to note that more students achieved in the top three bands than average for the school, these results do not compare as favourably to state results. In particular there is recognition by staff that higher performing students require further extension.
Year 5 spelling results illustrated by the following graph are quite strong. The school had 37% of students achieve in the top 2 bands and the state also had 37% of students perform at this level. This result shows the effectiveness of the school’s current spelling program.

Numeracy – NAPLAN Year 5

The following graph illustrates the school’s results for Year 5 numeracy in 2008. Whilst it is pleasing to note an increase in the percentage of students performing at band 6 compared to the school’s average, the increase in students performing at band 4 is concerning, as is the decrease in students performing at bands 7 and 8. Staff recognise the need for a strengthened, consistent approach to the teaching of mathematics at Surveyors Creek Public School (Refer to Target 2 p11).

Progress in literacy

The following graphs represent average growth in scores for students who sat the Naplan at Surveyors Creek Public School in Year 3 and again in Year 5. It compares that growth to average state growth over the same time period. There has been an increase in average growth in reading results from 2007 to 2008. There is however a recognition among staff for the need to extend higher performing students.

Progress in numeracy

Again there has been a pleasing increase in average growth from 2007 to 2008. This figure decreases the gap between school growth and state average growth. Staff however, recognise the need to develop and implement a cohesive sequential mathematics program at Surveyors Creek Public school.
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 2008

| Percentage of Year 3 students achieving at and above minimum standard |
|-----------------------------|------------------|
| Reading                     | 97               |
| Writing                     | 99               |
| Spelling                    | 97               |
| Punctuation and grammar     | 97               |
| Numeracy                    | 96               |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|-----------------------------|------------------|
| Reading                     | 90               |
| Writing                     | 90               |
| Spelling                    | 94               |
| Punctuation and grammar     | 89               |
| Numeracy                    | 93               |

Significant programs and initiatives

Technology

Surveyors Creek Public school leads the way in the integration of technology into teaching practice. We have:
- installed a state of the art computer network providing students with equitable access to a modern air conditioned computer lab and interactive whiteboards in 12 classrooms,
- upgraded old technology and purchased 5 digital cameras and 5 digital video cameras specifically for student use. Five of our senior students also participated in photography lessons with staff from Glenmore Park Primary School as part of the Community of Schools project.
- broadened the range of computer software available to staff and students to enhance teaching and learning opportunities,
- developed class and stage specific resources to aid the easy identification of and access to appropriate internet sites which support teaching and learning,
- developed a smart notebook lesson library to facilitate the introduction and use of the interactive whiteboards into classroom practice,
- provided professional development opportunities for staff in relation to the implementation and effective use of interactive whiteboards in the classroom,
- hosted two regional conferences on the use of interactive whiteboards in the classroom supporting staff across the region,
- shared our knowledge and expertise with other schools to assist in the effective implementation of interactive whiteboards across the region and
- provided our students with dedicated computer lessons in a wide variety of software including word-processing, spreadsheets, email and Internet. The success of this program is evidenced by excellent results in the University of New South Wales Computer tests. More than half the participating students returned grades in excess of 85%. This included 1 High distinction, 7 distinctions and 7 credits.

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 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 was launched at SCPS in 2008. Teachers worked collaboratively to establish “Safe Respectful Learners” as our key expectations. A student level system was developed 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.

After two terms of implementation 43% of students had achieved Bronze level and 15 students achieved Silver level.

Progress on 2008 targets

Target 1
To improve student's literal and inferential comprehension skills and abilities.

Our achievements include:
- provision of teacher professional learning in the use of the "Here, Hidden and Head" strategy and in taking accurate running records,
- the training of a core of teachers across all stages in Accelerated Literacy. These teachers then trialled the implementation of the strategies in their classrooms with a recommendation to continue and extend the program in 2009 and
- significant purchase of reading resources to support K-4 readers and older less able students.

Target 2
To increase reading outcomes K-6 through improved teaching of visual literacy skills.

Our achievements include:
- provision of teacher professional learning in skimming and scanning and
- provision of teacher professional learning in explicit teaching of text layout, audience and purpose, main idea and understanding technical language.

Target 3
To raise student outcomes K-6 through explicit teaching based on effective assessment processes and evaluation.

Given the large turnover in executive staff this target was not specifically addressed in 2008. However some progress was made.

Our achievements include:
- teacher moderation of work samples to ensure consistency of teacher judgement in the achievement of outcomes and
- alignment of school-based reporting format with departmental expectations.

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 2008 our school carried out evaluations of Teaching and Mathematics Implementation.

Educational and management practice

Quality Teaching Practice

Background

The implementation of the Quality Teaching Framework is a continuing priority for the school. It was therefore decided that an evaluation of current Quality Teaching Practice would be appropriate.

All teachers were surveyed about their current teaching practice using the Quality Teaching Staff Survey. A random selection of parents was surveyed using the SchoolMap instrument "Parent Survey about Teaching".

Findings and conclusions

- All teachers indicated that they planned lessons to build on the background knowledge of students, that their classrooms were structured to create an atmosphere of mutual respect and support and that they communicated high expectations to their students.
- More than 90% of teachers indicated that the majority of their students remained fully engaged in lessons and that they encouraged their students to take risks in their learning.
- Areas for improvement highlighted by the survey results appeared to centre around student empowerment in terms of self-responsibility for learning. Almost 60% of teachers indicated that their students were rarely given opportunities to set learning goals, while nearly 40% said that their students rarely or never negotiated their learning tasks.
- Also, whilst 90% of teachers indicated that they were aware of higher order questioning techniques, only 60% said that they used a range of higher order questioning techniques in their lessons.
- All parents who responded to the survey indicated that what students were asked to learn is important. Ninety percent agreed that the teachers kept good records of their child's learning and that teachers provided interesting and appropriate learning experiences.
In line with the findings on self-responsibility in the teacher's survey, more than 60% of parents felt that their children did not regularly speak with their teachers about what they were learning and why.

Future directions
The school will explore, develop and implement the Quality Teaching Framework with a particular emphasis on higher order thinking strategies, teacher questioning and student self-responsibility.

Curriculum
Mathematics
Background
Teachers engaged in a thorough analysis of the 2008 Naplan results for numeracy and found that whilst Year 3 results compared favourably to state results, Year 5 results were not as strong. A survey of staff with regard to the implementation of the mathematics program was conducted to gain further insight into areas of strength and need.

Findings and conclusions
In terms of teaching practice and programs the survey revealed that:

- 100% of teachers base their mathematics programs on the current syllabus and 90% of teachers feel that they clearly understand the content of the syllabus,
- more than 90% of teachers believe that their students are motivated during mathematics lessons and enjoy the lessons most of the time,
- just over 60% of teachers provide students with regular opportunities to use technology as part of mathematics lessons,
- most teachers do not tell students what outcomes they are meant to be achieving or how they will be assessed during mathematics lessons,
- more than 40% of teachers lack confidence in their ability to plan and implement mathematical learning experiences of high intellectual quality and
- most teachers feel that the school needs to develop an appropriate K-6 mathematics scope and sequence and consistent processes for tracking student progress against syllabus outcomes.

In terms of student achievement, survey results indicated that:

- adequate processes were in place to analyse external data (Naplan), in order to determine student need,
- the results of these analyses were effectively used to inform teaching and learning programs,
- very few teachers use rubrics as a means of informing students of assessment expectations and
- most teachers felt that there is a need for whole school development of consistent internal assessment processes in mathematics.

In terms of the resources available for mathematics, teachers indicated that:

- resources are not organised well enough to enable the timely and equitable distribution and
- they would like to know more about the availability of funds for the purchase of resources.

Future directions
The school will trial the implementation of a whole school scope and sequence for the teaching of mathematics. It will also provide teachers with professional learning opportunities to extend their knowledge and understanding of the Quality Teaching Framework as it relates to mathematics. Assessment processes will be reviewed and an assessment policy established.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

- 80% of parents felt that the school provided clear information about student achievement,
- 78% of parents surveyed believed that teachers manage classroom behaviour effectively,
- 80% of teachers indicated that they were pleased with the way their colleagues shared resources and ideas,
- The majority of teachers felt that school self-evaluation processes focused appropriately on improvement in student outcomes,
- More than 80% of students indicated that they really enjoyed going to school and that learning is fun and
- 92% of students felt that they achieved a satisfactory standard of work and that other students are very friendly.

Professional learning
During 2008 the school spent a total of $22,219 on teacher professional learning. Staff attended courses on how to meet the needs of students
with Asperger Syndrome, Positive Behaviour for Learning, Non-violent Crisis Intervention, Accelerated Literacy and Interactive Whiteboard technology. All courses attended related to the school’s strategic plan and directions. An aver

School development 2009 – 2011

The Strategic Plan for Surveyors Creek Public School provides strategic directions for the school over the next 3 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 2009

The targets listed below have been selected from the school’s Strategic Plan 2009-2011. The strategies listed to achieve targets are also only a small selection.

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%.*

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.
- Teachers to trial and modify a computer based programming tool for reading that provides comprehensive sequential skill development and incorporates modelled, guided and independent practice strategies.
- Participation in WSR Action Learning project. Nominated literacy team members will attend training to learn how to develop systematic, explicit and balanced integrated literacy plans. Classroom strategies will use the Quality Teaching framework.

Our success will be measured by:

- A smaller proportion of students achieving limited and basic performance in reading on yearly reports.
- Achievement of Regional reading level targets for each stage by the end of the year.

Target 2

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

Strategies to achieve this target include:

- Trial of whole of school scope and sequence and teaching program for all strands.
- Stage 2 & 3 teachers to implement NAPLAN follow-up program in Term 1 of each year. The program focuses on areas of weakness identified for the students in their class in the previous year’s NAPLAN tests.

Our success will be measured by:

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

Target 3

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

Strategies to achieve this target include:

- All support unit teachers will be provided with training in the “COACH” program for the development of Individual Education Programs.
- Teachers provided with professional learning in developing class programs that align KLAs with stage outcomes, and demonstrate adjustments and accommodations as needed.

Our success will be measured by:

- Consistent program implementation across the support unit.
- Teacher programs will reflect alignment, adjustments and accommodations.

Target 4

*Technology integrated successfully into 60% of classrooms.*

Strategies to achieve this target include:

- Computer Coordinator to support staff in the use of technology including: provision of technical support; organisation and delivery of professional development programs; provision of opportunities for team teaching; continued development of lesson libraries, digital learning objects and web-based resources.
- Purchase of further interactive whiteboards.

Our success will be measured by:
• Implementation of staff self-assessment survey.
• Survey of student satisfaction with level of access to technology in classrooms.

**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: