Introduction

The Annual Report for 2015 is provided to the community of Surveyors Creek Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Kathy Browne
Principal

School contact details:

Surveyors Creek Public School
St Andrews Drive
Glenmore Park,

Web address: www.surveyorsc-p.schools.nsw.edu.au
Email: surveyorsc-p.school@det.nsw.edu.au
PH: 47 359571

Message from the Principal

I am extremely proud of the overall achievements of our students and the hard work and dedication of our staff in 2015. It has been a committed effort by everyone to ensure that high quality learning programs are continually implemented and delivered.

Our aim is to provide the students with an engaging and supportive learning environment that has our values of Safe, Respectful Learners at its core. Students are educated on academic, social, emotional, artistic and sporting levels. Emphasis is placed on developing students to become risk takers and life-long learners.

Staff, are dedicated professionals who work in continuous partnership with all stakeholders to ensure that students receive a quality education. The school continues to up hold the excellent reputation it has within the wider community.

At our annual self-assessment and annual milestone monitoring meetings, staff, the executive of the Parents’ and Citizens’ Association and student leaders, analysed evidence and identified the following key features of our achievements for Surveyors Creek Public School in 2015:

- Our Years 3 and 5 students sat for the NAPLAN. Our school results were outstanding with students achieving above average growth in both Writing and Spelling.
- Our Year 5 results in all areas of Literacy and Numeracy demonstrated a continual upward trend, which was very pleasing. This indicates that our strategies to improve student learning in literacy and numeracy are having a great impact.
- All staff participated in professional learning throughout the year to improve on assessment strategies. All classes had ‘Goal and Data’ walls that tracked their students’ achievements against the Literacy and Numeracy continuums.
- All staff implemented Professional Development Plans (PDPs) that were aligned to the School’s Management Plan and personal professional goals. The successful achievements of these plans were celebrated at our annual conference.
- We continued to strengthen our commitment to, and participation in the Glenmore Park Learning Alliance (GPLA) with many of our staff taking on leadership roles. The GPLA was instrumental in developing units of work in Science and History. An agreed logo was also created to strengthen and identify the schools within the Alliance.
• Support from our wonderful community continued to shine through various activities. One of the highlights of our school year was our 100th Anniversary of Gallipoli celebration. We established a memorial garden lined with pavers bearing the names of family members both past and present who have served in our armed forces.

• Our school debating team achieved excellent results this year and took out the title of ‘Regional Winners’ in the Penrith Valley Debating Competition.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school’s achievements and areas for development.

Mrs Kathy Browne

Principal

P and C Message

Our P&C have had a profitable and successful year in 2015. We ran numerous successful events, including our Major Fundraiser – The Wacky Walkathon, as well as our reliable fundraising events of school discos, cake stalls, Mother’s and Father’s Day stalls, coffee van and the Easter raffle. The funds raised from these events for 2015 totalled $25,812.32.

The canteen and the wonderful ladies who run and work tirelessly in it also made an outstanding profit for the P&C. We would like to offer our thanks to the volunteer mums, grandparents and community members who run our canteen, as well as all the other volunteers who help them to make our canteen so successful and affordable for our students.

Throughout the year the P&C had the opportunity to help with the following:

• Purchased Commemorative Medals to give to all our students for our 100th Anzac Day celebration.
• Provided financial support to parents of students who represented our school at Sydney West Level.

The majority of our funds were held over to 2016 to assist with the following purchases:

• An electronic display board for the front of our School.
• A fort for our new playground area that is currently being designed.

Once again we were able to carry a substantial amount over for 2016 to help further support our school and students.

We would like to take this opportunity to thank all of our families that have showed their continued support throughout the year. Without this support we would not be able to provide the students with the many extra resources that we have assisted to purchase.

Thanks for another wonderful year

Belinda Rushbrook – P&C President 2015
School background

School vision statement

At Surveyors Creek Public School, students will achieve their personal best and discover their unique talents through engagement with a variety of academic, sporting and creative activities. Through the Positive Behaviour for Learning Program, we emphasise the development of self-esteem, self-discipline, resilience and motivation. This enables students to become responsible global citizens and 21st Century learners ready to be actively engaged in the learning process and whose behaviours reflect our school motto, 'From Each Their Best'.

Our school will provide professional learning opportunities for all staff. Their diverse talents and expertise will be built upon to nurture, create and develop inspirational, committed and skilled educators. We will provide a rich learning environment that meets the changing academic, social and emotional needs of learners.

School community relationships are based on mutual respect, collaboration and open lines of communication. We support and encourage contributions from our community that create positive, educational, social and ethical outcomes.

School context

Surveyors Creek PS is an inclusive school situated in Glenmore Park within the Penrith Valley. The school enjoys a beautiful setting looking towards the Blue Mountains with established gardens, a vast playground and modern facilities. The school was established in 2002 and numbers have grown significantly incorporating 524 students in 20 mainstream classes with 4 classes in our Support Unit. An emphasis is placed on inclusion and our Support Unit is fully integrated in all aspects of the school.

We have an experienced and committed staff providing quality teaching in support of high academic expectations. We enjoy strong community support and have a very active Parents and Citizen (P&C) committee which contributes significantly to school life. Our active Learning Support Team ensures the needs of all students are met by offering support such as English as an Additional Language (EALD), Support Teacher Learning Assistance (STLA) and programs such as Reading Recovery, Taking Off With Numeracy (TOWN), Targeting Early Numeracy (TEN) and Focus on Reading (FoR), Reading Right and Project Based Learning.

Our students are provided with a challenging curriculum emphasising literacy, numeracy and information technology. In the classroom there is a Multi Model approach to enhance teaching and learning and delivery of quality programs. We are a fully wireless integrated school and have an established connected classroom. This ensures our students have access to the latest technology. The school continually purchases a range of technological tools such as iPads, tablets and laptops to support student outcomes.

Students participate in a wide range of extra-curricular opportunities, including band, choir, and dance and debating. Our school has attained many acknowledgements for outstanding achievements in Public Speaking (Regional Winners), Debating (Regional Winners), Drama (State Performance), Operation Art to Dance (Regional Performances) and Wakakirri Performing Arts I Dance Festival 2014 - Best in Public Speaking and Most Original Story. Our school is also recognised for its students numerous sporting achievements at a Regional and State level, in a variety of sports.

Surveyors Creek Public School is part of the Glenmore Park Learning Alliance (GPLA). This alliance of schools includes Glenmore Park High School, Glenmore Park Public School, Regentville Public School, Leonay Public School, Warragamba Public School, Emu Plains and Emu Heights Public School.

The learning alliance has developed partnerships that have as its foundation in a belief that all students can learn and grow in confidence. In 2013, 2014 and 2015, teachers in the GPLA worked collaboratively to implement the Australian English, Mathematics, Science and History Curriculums by developing committees, participating in combined professional development days and the writing and implementing differentiated units of work across the schools. This led to the development of the Glenmore Park Learning Alliance Website. Surveyors Creek’s membership and participation in the Glenmore Park Learning Alliance provides enhanced learning opportunities for all students, and strong transition programs to high school. Through our involvement in the community of schools we were able to participate in a Writing Festival and Writing Workshops.

Surveyors Creek PS is a Positive Behaviour for Learning (PBL) School. We strongly believe in implementing strategies that support appropriate student behaviours and create a positive learning environment which gives our students every opportunity for academic success. Our school motto is "From Each Their Best".
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students. Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning the school has primarily focused on wellbeing, curriculum, assessment and reporting and learning. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed expertise, have very high levels of content knowledge and teaching practices, and rely on evidence-based teaching strategies.

Quality teaching and professional practice are evident in every learning environment. Providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. Teachers work together to improve teaching and learning in their year groups, stages, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. The teaching staff at Surveyors Creek Public School demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school’s programs. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted.
**Strategic Direction 1**

**Learning Community**

**Purpose**

At Surveyors Creek Public School, staff and the community expects high outcomes for all students. There is a strong emphasis on parental participation in all school activities. The school community is proud of its high academic achievements and reputation.

Our students will be immersed in an educationally rich environment. Teaching and Learning programs will be challenging, dynamic and founded on best practice in order to enable students to become cooperative, autonomous and self-directed learners.

**Overall summary of progress**

This section describes the school’s ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

During 2015 tracking of student achievement along the Literacy and Numeracy continuums to inform student progress took place. Our target of 80% of students making progress along the literacy and numeracy continuums was reached.

In Term 1, 3-way interviews (parent, student and teacher) were trialed on a voluntary basis with only 5.8% of students attending.

Programs were implemented to support professional learning in the curriculum areas such as Numeracy (TOWN), TEN and History (implementation of the new History Syllabus). All teachers in ES1 and Stage 1 took part in Professional Learning (PL) in Targeting Early Numeracy (TEN) initiative. This PL gave teachers the skills to use quality assessment strategies to target students who were not making the expected progress in Early Arithmetical Strategies (EAS). Teachers were given modelled EAS lessons once a week for 10 weeks. Data showed that 90% of students in the target group made progress.

Students in Years 3-6 were identified through TOWN assessments to be part of a targeted intervention maths group. Specific maths lessons were taught to move students along the Numeracy continuum in EAS, Place Value, Multiplication and Division. Through internal data, 90% of students made progress.

All teachers were given Professional Learning throughout the year on how to accurately assess student performance and track their achievement through the establishment of student ‘Goal Walls’ and ‘Data Walls’ in every classroom. 21st Century skills and strategies were strengthened with the implementation of Project Based Learning in Stage 3.

All stages successfully implemented Two English units from the Glenmore Park Learning Alliance web site. Additional texts were purchased to assist in the teaching of these units.

A Parent Forum was held in Term 1 to inform parents on current initiatives such as TEN, TOWN Reading Eggs and Mathletics. These initiatives were implemented as a result of the analysis of our internal and external data and based on the School Excellence Framework.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers delivering targeted explicit and systematic programs</td>
<td>TEN was successfully implemented across K-2. TOWN was implemented in Stage 2 and 3 classes</td>
<td>$7188.00 Literacy/Numeracy</td>
</tr>
</tbody>
</table>
such as FoR, TEN, TOWN, GRR and BOSTES. Curriculum as indicated through Teacher Performance and Development Review.

through team teaching situations. Focus on Reading continued to be implemented in classrooms by those teachers who had been trained.

Beginning Teacher Funds
English Language Proficiency Funds
TPL

### A minimum of 80% of students achieving at Cluster level in all areas of Literacy as indicated by PLAN data.

In 2015, a minimum of 80% of students achieved cluster level in all areas of Literacy as recorded on PLAN data.

S7188.00
Literacy/Numeracy
Beginning Teacher Funds
TPL

### 60% of students achieving greater than or equal to expected growth in all aspects of Literacy and Numeracy NAPLAN.

In writing 69.6% of students achieved greater than or equal to expected growth. In spelling 75.4% of students achieved greater than or equal to expected growth. For reading, grammar/punctuation and numeracy only 52.2% of students achieved greater or equal to expected growth.

Beginning Teacher Funds
English Language Proficiency Funds

### 80% of students achieving their set learning goals each term.

Data (quality and quantitative) was not consistently collected to determine if set learning goals had been achieved.

### Next steps

- Embedding Formative Assessment Across The Curriculum (based on the research of Dylan Williams) will be a focus.
- A team of 4 staff members will be trained, to provide strategies to all participants to embed Formative Assessment in the practice of teaching.
- Two Staff Development Days will be used to give PL to all teachers. Teachers will be required to present the techniques being used in the classroom with supporting evidence such as video and photos. This will strengthen staff knowledge with the consistency of teacher judgement when tracking students on the Literacy and Numeracy continuums.
- A K-6 Mathematics, History and Science scope and sequence will be developed, linking it to the units of work located on the GPLA website.
- The expertise of staff within the Glenmore Park Learning Alliance (GPLA) will be utilised to offer PL in such initiatives as TOWN, TEN and Geography.
- A parent forum about 3-Way interviews will be offered to inform students, parents and teachers of the merits and educational value of constructive feedback.
- The current report template will be reviewed and modified to reflect outcomes taught in each semester.
- Programs to support PL will continue with mentoring and coaching being a focus.
- Mentoring of beginning teachers will continue in 2016 with a beginning teacher network across the GPLA being established.
- All teachers will be given support and encouragement with accessing the Teaching Standards in Action (TSA) site which has a suite of best practice professional learning courses using the Standards as a framework.
- Collection of data on student goal progression on curriculum based goals such as Literacy and Numeracy. This will be monitored through the use of internal and external data.
Strategic Direction 2
Growing Community

Purpose
The Learning Community of Surveyors Creek Public School uses the explicit knowledge of the Leadership Excellence Framework to facilitate professional learning opportunities for staff within our community of schools (GPLA) and our school (SCPS). These learning opportunities will enhance knowledge, skills and practices of staff. A positive learning environment will be enhanced as students, staff and community embrace change with expertise and interests acknowledged, shared and celebrated.

Overall summary of progress
Over the past year 100% of teachers developed and evaluated PDP’s. Teachers were able to complete PDP schedules and 80% of teachers celebrated these goals at the teacher presentation in December.

Each Stage was led by their team leader to monitor and improve teacher performance. All teaching staff took part in both peer observations and mentor-teacher classroom observations. The feedback provided detail for the need of TEN and TOWN mathematics programs. By the end of 2015 all teachers K-2 were trained in TEN and provision was made for 2016 training for TOWN. Teachers targeted explicit teaching behaviours.

In 2015, enrichment groups and Targeted Learning Groups were established. Targeting Learning Groups for Mathematics contributed to substantial learning growth in achieving High or Outstanding achievement, as evident in our internal School Report data.

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>ES1</strong></td>
<td>20%</td>
<td>45%</td>
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<tr>
<td><strong>Stage 1</strong></td>
<td>26%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>31%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>15%</td>
<td>47%</td>
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Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of teachers being accredited, maintaining accreditation or seeking accreditation at highly accomplished or lead teacher levels from 3 (2015) to 8.</td>
<td>In 2015 3 teachers were accredited at Proficiency level and 1 teacher at Maintenance level.</td>
<td>$ 20,380 TPL Beginning Teachers Funds</td>
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<tr>
<td></td>
<td>In 2015, all staff worked with their team leaders to complete their Professional Development Plan’s (PDPs). These plans were celebrated by 80% of staff attending a reflection and celebration of achievements at ATURA in Blacktown.</td>
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<tr>
<td>Increase the percentage of students in leadership roles/capacity to 20% or above student population</td>
<td>Students at SCPS acknowledged the importance of leadership at school by personally nominating for our school leadership positions. Leadership roles included 8 school leaders, (captains, prefects) 48 SRC representatives, 8 Library leaders, 8 computer monitors, 6 office monitors and 16 sport captains/vice captains. Ninety-four children have a leadership opportunity in</td>
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<tr>
<td>2016. 22% of our student population in leadership roles are explicitly acknowledged and recognised within our school community.</td>
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<tr>
<td>Increase the number of teachers in leadership roles within the school and across the GPLA community.</td>
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<tr>
<td>In 2015, the GPLA continued to provide the opportunity for leadership in three key strategic directions. These directions are Leadership, Culture and Curriculum. SCPS has eight staff members who are part of these GPLA strategic teams. In the SCPS Strategic Direction Teams, there were 3 chairs, 3 co-chairs and 22 committee members. One classroom teacher took on a leadership roles as relieving AP. SCPS staff have led up the development of Science and History units across the GPLA. Two SCPS staff are PSSA Penrith District coaches for regional competitions.</td>
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<tr>
<td>Beginning Teachers Funds</td>
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<tr>
<td>Socio- economic funds</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>TPL</td>
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**Next steps**

- Teaching staff will continue to engage in developing PDP’s that are reflective of SCPS Strategic Directions. PDP’s need to be developed as a collaborative and cooperative process engaging all stakeholders.
- Increase expertise by participating in GPLA learning activities.
- Guide teachers in accessing and utilising Department of Education (DoE) Professional Learning websites such as Teaching Standards in Action and also Strong Start, Great Teachers to facilitate positive change in teacher behavior.
- Bounce Back program will be taught and parents will be provided information through newsletters, Facebook, Parent Forums and parent-child discussion about being safe at school.
- The PBL team need to re-state explicit rules and review the School Welfare Policy.
- Drama, choir, debating and sport will continue to be offered.
Strategic Direction 3

Connecting Community

Purpose

At Surveyors Creek Public School our staff and community value effective communication practices and acknowledges that these practices strengthen the community culture.

Our school will provide students, staff and the community with opportunities to connect with each other, locally and globally.

Community and cultural links will be strengthened through timely and effective communication employing a variety of social and media sources.

By meaningful collaboration across our school, and within our Learning Alliance, we will enable all stakeholders to strengthen collegiality and form strong partnerships across the community.

Overall summary of progress

The 100th anniversary of the A.N.Z.A.C. landing at Gallipoli provided the focus for so much of our connection with the community in 2015. Teachers and parents learned much from each other through their contributions to the book we published about family members involved in defense of our country. We shared ideas on gardening at a Saturday working bee and socialised over a lunch time BBQ.

During the year, the SRC actively involved the student body in roles that increased their leadership skills and responded to society’s needs by organizing food hampers, Care Boxes and fundraisers for special days.

Teaching staff from K-2, worked professionally with a staff member from Regentville, another school within the GPLA, to implement the TEN program.

Parents were offered access to Facebook and Skoolbag as well as receiving the newsletter digitally.

SCPC utilised DoE resources by providing parents with PLAN date twice during the year. It provided high quality professional learning for parents and teachers with information about how to move the student to the next level of learning.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of parents/carers able to identify with the school and Learning Alliance and its purpose.</td>
<td>Parents and community joined us in acknowledging the 100th anniversary of the A.N.Z.A.C. landing at Gallipoli. They attended assemblies and contributed photos, information and short stories for the book we published called Memorial Booklet Surveyors Creek Public School Families at War. The initial run of fifty books sold out, so another twenty were printed to meet the high demand. The community purchased pavers in the Memorial Garden and donated contents for Care Boxes sent to serving members of the Defence Forces deployed overseas. Staff and parents joined together in our first Saturday working–bee and BBQ. Our school staff was involved in the design of the new logo for the GPLA network of school.</td>
<td>$10,000-Global Socio-economic</td>
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</tbody>
</table>
Stage 3 families attended the GPLA Writers Festival where nine students presented their stories.

All of the eleven primary students offered a place in the GPLA Enrichment afternoon attended and gave very favorable feedback. SCPS had the most students participate.

Parents responded generously to fundraising activities organized by the SRC. These included donations of food hampers and support for a World Vision sponsorship, as well as local and national charities.

**Increase the percentage of staff, parents and wider community using social media as a medium for communication.**

This year SCPC updated our school website and provided access to Twitter, Skoolbag and Facebook.

On Facebook our total organic reach for 2015 was 2979 unique profiles. Our highest impressions for an individual post were 874, with over 1000.

Total number of followers was 718.

The school newsletter was changed from a paper to digital version available on our website. Feedback from parents and P&C led to a condensed single sheet newsletter going home as well.

SCPS enquired about interview times available for online bookings but decided to postpone this for consideration next year.

10% increase per year of parent and community attendance at school functions, support in classrooms and parent forums and workshops.

In order to track the number of people attending events, a Sign-On book was instigated.

Parents increased attendance at the Easter Hat / Crazy hair parade, Meet the Teacher and fortnightly assemblies.

So many attended the K-2 Fun Run that a separate toddlers and parents race was scheduled.

Grandparent’s Day was a huge success. Large numbers attended and expressed their appreciation of the event.

Multi-Cultural Day during Education Week led to great praise of the commitment from everyone to showcase the culture of the class’s chosen country.

The Book Week parade was well received with the Book Fair raising a record amount from sales.

Unfortunately, the parent information session on Mathematics was poorly supported; only five people attended.

**$22,380-Computer Coordinator**

**$5,000 Global Socio-economic funds**
Next steps

- Improve communication with the community, a LED school sign will be purchased for the front of the school. The GPLA logo will appear on the sign.
- Next year, the GPLA will include some of the talents of the parents/community by inviting appropriately skilled people to run courses on the Enrichment afternoon.
- Parent helpers will be encouraged and included in the Sight Word program.
- The school’s achievements will be published in local papers at least once per term.
- Each class will be rostered to display art works and written work in the office and newsletter.
- To maximize parent attendance at the swimming carnival, it will continue to be held as a twilight event.
- The History syllabus will be launched to the community during Education Week, via open classrooms that display research and understanding of a famous Australian.
- The community will be invited to wander through the school grounds, view our Sculptures by the Creek and appreciate our efforts in CAPA.

Key initiatives and other school focus areas

This section includes:
- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>NAIDOC Week celebrations booked and school staff consulted. All staff were trained in the 8 Ways Strategy a Professional Development course delivered by Regional Consultants. Resources were purchased as needs were identified. All stakeholders were consulted in the development of PLP’s for all Aboriginal students.</td>
<td>$43,69 ABED Funding</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>Teacher employed 1 day per week as part of the Learning Support Team to work with students in the classrooms as a Team Teaching strategy. Students were referred through Learning Support Team and were prioritised according Phase and need.</td>
<td>$34556 (EALD)</td>
</tr>
<tr>
<td>Socio-economic Funding</td>
<td>Funding was used to purchase resources, supporting the implementation of History and Science Units. Resources were also purchased for PD/H/PE, Creative and Practical Art and Library. A large proportion went to our Support Unit to provide sensory spaces in each of the 4 classrooms.</td>
<td>$24768 Socio-economic</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. SLSO’s were employed to help support teachers in the classroom</td>
<td>$32170 SLSO support</td>
</tr>
</tbody>
</table>
### Support for beginning teachers

Teachers had regular beginning teacher days (non-teaching) to reduce their teaching load and provide support and release for Professional Learning.

Beginning teachers were provided with ongoing feedback through regular observations and meetings with mentors (expert teachers) in specific areas.

Mentoring structures and collaborative practices supported beginning teachers within the school and across the Glenmore Park Learning Alliance.

Beginning teachers had access to professional learning that focused on classroom and behaviour management strategies. These were developed to ensure student engagement, collaborative professional practices within the school and to foster productive relationships with parents and care givers.

Beginning teachers utilised the ‘Strong Start Great Teachers’ website. Teachers networked with beginning teachers across Sydney Region.

<table>
<thead>
<tr>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>$56,000</td>
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### Other school focus areas

<table>
<thead>
<tr>
<th>Reading Recovery</th>
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Reading Recovery was once again implemented in 2015. The strategy targets students in Year 1 and monitors the progress of students who successfully discontinued Reading Recovery in 2014 and 2013.

Reading Recovery supports 5 students daily in a program ranging from 6 weeks to 25 weeks. 14 students were identified to commence the program. 13 Students were discontinued, having achieved benchmark. 1 student was referred for long term support.

**Year 2 Monitoring**

In 2014, 10 students were identified to participate in Reading Recovery. 7 students successfully discontinued their lesson series. Of those discontinued 6 students have maintained or increased their gains. No student has been referred to LST in 2015. 1 student transferred schools.

**Year 3 Monitoring**

In 2013, 11 students were identified to participate in Reading Recovery. 8 students...
| successfully discontinued their lesson series. Of those discontinued 6 students have maintained or increased their gains. 1 student was referred to LST in 2015. 1 student transferred schools. |
Mandatory and optional reporting requirements

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

Student enrolment profile

Student attendance profile

Class sizes

Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Surveyors Creek Public School has one Aboriginal teacher on staff.

Teacher qualifications
All teaching staff met the professional requirements for teaching in NSW public schools.

Professional learning and teacher accreditation
Throughout 2015 all staff at Surveyors Creek Public School participated in a range of...
professional learning activities to enhance their skills and capabilities in a variety of areas.

Staff participated in professional learning sessions throughout the year, in addition to the five Staff Development Days. These sessions provided opportunities to brief staff on policy and teaching strategies, as well as providing the staff with opportunities to work on curriculum and strategy development.

Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>225046.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>294243.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>334524.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>129150.79</td>
</tr>
<tr>
<td>Interest</td>
<td>6868.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18864.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1008698.20</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       |                      |
| Key learning areas        | 10731.23             |
| Excursions                | 46233.79             |
| Extracurricular dissections| 40001.18             |
| Library                   | 507.65                |
| Training & development    | 350                    |
| Tied funds                | 261422.90             |
| Casual relief teachers    | 119770.54             |
| Administration & office   | 58722.04              |
| School-operated canteen   | 0.00                   |
| Utilities                 | 58731.36              |
| Maintenance               | 31826.07              |
| Trust accounts            | 18198.85              |
| Capital programs          | 74878.87              |
| Total expenditure         | 721374.48             |
| Balance carried forward   | 287323.72             |

NAPLAN

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 these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Below are graphs that outline our school’s growth from year 3 to 5. We achieved outstanding results Writing and Spelling out performing State DoE in those areas.

School performance

NAPLAN

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
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students and Parents participated in the ‘Tell Them from Me’ survey in 2015. A snapshot of responses can be seen below. The full report can be found on our school’s website.

Student Responses

144 students from Years 4, 5 and 6 participated in the survey.

Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher-Student Relations were rated 8.4 out of 10; the NSW pilot norm for these years is 8.1. In this school, Positive Teacher-Student Relations were rated 8.7 out of 10 by girls and 8.1 out of 10 by boys. The NSW pilot norm for girls is 8.3 and for boys is 8.

Student participation in extracurricular activities

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

- 59% of students in this school had a high rate of Participation in Extracurricular activities; the NSW pilot norm for these years is 54%.
- 82% of the girls and 29% of the boys in this school had a high rate of Participation in
Extracurricular activities. The NSW pilot norm for girls is 67% and for boys is 42%.

### Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 90% of students had positive relationships; the NSW pilot norm for these years is 82%.
- 90% of the girls and 89% of the boys in this school had positive relationships. The NSW pilot norm for girls is 85% and for boys is 80%.

### Parent Responses

It was the first time that we asked our parents to respond to the ’Tell Them From Me’ survey in 2015. We were disappointed with the response as only 23 parents participated. This survey will be heavily promoted in 2016.

The full parent survey report can be found on our school website

surveyorsc-p.school@det.nsw.edu.au

### Staff Survey

25 members of staff completed the survey. Below is a sample of their responses. The results of the full survey can be found on our school’s website.
Policy requirements

Aboriginal education

All staff (40), completed training in the ‘8 Ways Strategy’ Professional Development course. This course was delivered by Regional Consultants on the last two Staff Development days of 2015. This strategy will be implemented in Teaching and Learning Programs from 2016. Resources were purchased as needs were identified to support the implementation of the Aboriginal Education Policy. All stakeholders were consulted in the development of PLP’s for all Aboriginal students.

Learning experiences supported the celebrations of NAIDOC Week, Reconciliation Week and National Sorry Day. Surveyors Creek welcomed the ‘Wangara Dancers’ to our school as a special performance.

Multicultural Education and Anti-racism

In line with the School Plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

We celebrated multiculturalism by holding an Open Day Multicultural Spectacular on Wednesday, 29th July. The theme was Local Heroes. Classes K-6 studied selected countries and shared their intercultural understanding and knowledge of a few heroes they discovered along the way. Our dance students performed an item set in WW1 that paid tribute to our ANZAC heroes. The drama and choir groups also performed. Parents and guests were encouraged to come dressed in multicultural attire or traditional costume. Three hundred community members joined in our celebrations.

This year marked 15 years since the first Harmony Day. Students participated in activities that highlighted our cultural diversity. In the spirit of celebration students came to school dressed in a cultural costume, national dress or the clothing in the colour orange.

The Anti-Racism Contact Officer (ARCO) worked with students and student groups when issues were reported.