### School background 2015 - 2017

**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, TOWN, and Focus on Reading, Getting 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

**School planning process**

**School Vision**

At the beginning of Term 3 2014 Surveyors Creek Public School began the development of a ‘School Vision Statement’ in readiness for the 2015-2017 School plan. This vision provided the platform for teachers, students and the community to formulate strategic directions and improvement measures that reflect an informed and collegial school.

The development of the ‘School Vision’ began with a series of staff, parents and student surveys, workshops and P&C meetings. Common themes and values were highlighted from the three target groups and a vision developed for consultation. This draft vision was given to staff, students and our P&C and was also published in our school newsletter for comment and review by the wider community. Parents, students and teachers were given the opportunity to make comment and refine.

These comments were then taken to staff that discussed and refined our vision. Once this process was completed, our reworked vision statement was once again presented for consultation until all stakeholders were happy and satisfied that it was a true reflection of our school beliefs, values and needs.

**Strategic Directions and Improvement Measures**

Teachers and parents were given surveys based on the information collected through the development of the School Vision Statement. The responses from these surveys enabled the development of our strategic directions. Staff met on a regular basis and parents were consulted through the school’s newsletter and P&C meetings. Staff participated in a series of activities that evaluated and examined everything from current programs and practices to the analysis of PLAN Data, NAPLAN Data and internal school data. Strategic directions were set based on these whole school intrinsic evaluations and simultaneously the ‘Purpose’ for each direction was then developed and reworked. Finally, a consensus of the
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, Writing Workshops and an Enrichment Day.

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”.

This process was also implemented at our Glenmore Park Learning Alliance meetings and the Purpose, Products, Process, People and Practices are embedded into our agreed plan.

Development of 5P Plan
Once all the information was collected, strategic directions developed and a school vision set and displayed in the staffroom, the staff set about translating this into our 5P Plan. They worked in groups over a series of professional development afternoons to look at the products of each Strategic Direction, what that meant for students, staff and parents and their subsequent implications. Parents were invited to attend but were happy for all consultations to be conducted through our P&C Committee. Our P&C Committee is large, with a cross section of parent representation. They are seen as a pivotal presence in our school.

These professional development afternoons continued throughout Term 4 until our 5P Plan was finally compiled on the last two days of Term 4. Our School Strategic Plan 2015-2017 was the product of two terms worth of consultation, analysis and evaluation.
This page identifies the 3 strategic directions and the purpose of each one. Our strategic directions will be translated into action, programs or initiatives that are data driven and accountable.

**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.

Our staff will aspire to be world class educators. As such, they will be given opportunities to participate in professional development, understanding and supporting the new teachers' performance and development cycle. Our community will become informed participants in supporting student growth and learning.

**Purpose:**
At Surveyors Creek Public School, utmost importance is placed on the growth of the individual. It is imperative to have an effective learning community that encourages skills to be developed and implemented for personal and educational growth.

Our school will provide diverse opportunities and sustained support for students, staff and the community. We will continue to grow and develop the necessary skills to be socially responsible learners and leaders. Our goal is to respond and plan for change, while maintaining our school’s directional integrity, culture and focus.

**Purpose:**
At Surveyors Creek Public School our staff and community values 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 by a variety of social and media sources. Meaningful collaboration across our school and within our Learning Alliance will enable all stakeholders to strengthen collegiality and form strong partnerships.
## Strategic Direction 1: Learning Community

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Our students need to be immersed in an educationally rich environment. Teaching and Learning programs must be challenging, dynamic and founded on best practice. Our staff will aspire to be world class educators by participating in professional learning and keeping abreast of educational trends. Our community will become informed participants in supporting student growth and learning goals each term.

### Improvement Measures

- All teachers delivering targeted explicit and systematic programs such as FoR, TEN, TOWN, GRR and BOSTES.
- Curriculum as indicated through Teacher Performance and Development Review.
- A minimum of 80% of students achieving at Cluster level in all areas of Literacy as indicated by PLAN data.
- A minimum of 80% of students achieving at Aspect level in all areas of Numeracy as indicated by PLAN data.
- 60% of students achieving greater than or equal to expected growth in all aspects of Literacy and Numeracy NAPLAN.
- 80% of students achieving their set learning goals each term.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Need a greater understanding of the continuum of learning; where they are and how to move forward.

**Staff:** Have a deep understanding and knowledge of Board of Studies (BOSTES) and NSW Curriculum and supporting documents, and are able to deliver effective, successful differentiated Teaching and Learning Programs.

**Parents/Carers:** Will deepen their understanding of the curriculum, the continuums of learning and the role parents play in supporting their child’s education.

**Community Partners:** Establish links and liaise with the wider community to support and enhance educational programs.

**Leaders:** Build capacity to facilitate and enable opportunities for collaboration in the implementation of curriculum, and provide constructive feedback through the Performance and Development Plan in alignment with the School Excellence Framework (SEF).

### Processes

**How do we do it and how will we know?**

- Plot student achievement on the Literacy and Numeracy Continuums to track student progress and implement strategies to enrich and remediate student outcomes.
- Implementing professional learning in each curriculum area e.g.: TEN, TOWN, FoR, GRR, PBL and 21st Century learning pedagogy) by utilising expertise of members of SCPS and the educational community including GPLA.
- Develop opportunities e.g. Teach Meets, collaboration with colleagues to collegially celebrate and support the School Excellence Framework.
- Implement formative assessment strategies, including learning intentions success criteria (LISC), goal setting and ownership of learning.

### Evaluation Plan

- Survey student and teacher achievement of Learning Goals and report back to all staff the percentage of attainment.
- Present analysis of NAPLAN Data Term 3/4 with an emphasis on Growth.
- Implement ‘Tell Them from Me’ survey and present to student, staff and community the findings in relations to Learning.

### Products and Practices

**What is achieved and how do we measure?**

**Product:**

- Develop an innovative professional learning model across the school and the GPLA that is reflective of data and the needs of students and teachers, utilising the expertise within and beyond.
- Increase the number of teachers sharing their expertise and participating in Professional Learning at SCPS and GPLA.
- Develop a framework to enable consistent judgement across the school and GPLA in assessment and reporting practices.
- All teachers using data walls in their classrooms and all students and teachers and parents provided with positive, reflective and quality feedback.

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

**Practice:**

- All classes will have a data wall to track student achievement.
- All students will set a Learning Goal each term to enable them to reflect and report on their achievements.
- Three way interviews will be implemented to foster cohesive partnerships between parents, students and teachers.
- All staff will set professional goals
which are consistent with the requirements of the teacher Performance and Development Plan.

- Implement the SEF to support school self-assessment across the 14 elements of learning, teaching and leading.
- All staff will be provided with the opportunity to participate in professional learning forums and Teacher Meets across the GPLA.
- Teacher’s professional learning needs will be identified and met through their Performance and Development Plan.
## Strategic Direction 2: Growing Community

### Purpose
Why do we need this particular strategic direction and why is it important?

Our school and community places importance on the growth of the individual. It is imperative to sustain an effective learning community that encourages skills to be developed, and opportunities implemented, to sustain personal and educational growth. Our school will provide diverse opportunities and sustained support for students, staff and the community. We will continue to grow and develop the necessary skills to be socially responsible learners and leaders. Our priority is to respond and plan for change while maintaining our school's directional integrity, culture and focus.

### Improvement Measures
- Increase the percentage of teachers being accredited, maintaining accreditation or seeking accreditation at highly accomplished or lead teacher levels from 4 (2014) to 8.
- Increase the percentage of students in leadership roles/capacity to 20% or above student population.
- Increase the number of teachers in leadership roles within the school and across the GPLA currently at 9 in 2014.

### People
How do we develop the capabilities of our people to bring about transformation?

**Students:** Master core subjects, think deeply and critically and make relevant connections.

**Staff:** Actively seek, participate and engage in high quality professional learning that reflects the SCPS and GPLA directions and aligns with the Australian Professional Standards at Proficient. Highly Accomplished and Lead level.

**Parents/Carers:** Identification of parent and carers expertise/interests and encourage them to participate in quality learning programs and initiatives.

**Community Partners:** Actively seek and participate in quality SCPS and GPLA initiatives.

**Leaders:** The school’s leadership strategy promotes succession planning, distributed leadership and organisational practice.

### Processes
How do we do it and how will we know?

- Foster an environment of trust and support that identifies student expertise and interests that are able to be shared across SCPS and GPLA.
- Facilitate the provision of professional learning opportunities at SCPS and GPLA, utilising identified expertise of staff, students and community.
- Develop a shared knowledge of the Australian Institute for Teaching and School Leadership (aitsl) standards and share ideas, knowledge, skills, practices and products that support accreditation on all levels.

### Products and Practices
What is achieved and how do we measure?

**Product:**
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
- Increase the Student and Staff Leadership teams across the School and GPLA.
- The SCPS and GPLA Leadership Teams make deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s and Alliance’s standing within the local community in the improvement of students outcomes.

**Evaluation Plan**

- Use 'Tell them From Me' DoE Survey to inform staff, students and parents/caregivers of values attitudes and progress of SCPS and to act upon findings.
- Collect the data from within the school and the GPLA on the number of staff currently in leadership roles and teachers seeking accreditation at all levels.
- Evaluate the leadership programs offered at SCPS and collect data on the number of students participating in them.

**Practice:**
- Use school developed identification practices along with the School Excellence Framework to build staff and student expertise and leadership capacity.
- Leadership opportunities will be increased for senior students based on the identification of strengths.
- Opportunities will be given to parents and the wider community to participate in the identification of the school’s Student Leadership Team.
### Strategic Direction 3: Connecting Community

**Purpose**

Why do we need this particular strategic direction and why is it important?

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.

**People**

How do we develop the capabilities of our people to bring about transformation?

- **Students**: Actively engage with and embrace opportunities offered at SCPS and GPLA.
- **Staff**: Actively seek, engage and contribute to the Professional Learning provided at SCPS and GPLA.
- **Parents/Carers**: Become actively informed participants in supporting student growth and learning.
- **Community Partners**: Form strong valuable and authentic connections with the Glenmore Park Learning Alliance (GPLA) and the wider community to support, enhance and strengthen the school's ethos of providing opportunities for all.
- **Leaders**: Facilitate and build strong collegial relationships across the school, the GPLA and the wider community to meet the needs of all learners, staff and community.

**Processes**

How do we do it and how will we know?

- Facilitate a wide variety of opportunities to actively engage students. This will be evident in the variety of programs offered at SCPS and through the GPLA.
- Utilise DoE and external agencies to provide high quality professional learning for all. Staff, parents and students will be provided with opportunities to connect and receive professional learning, in areas identified through whole school and GPLA evaluations and data collection.
- Celebrate milestones and acknowledge achievements through various means of communication.
- Promote SCPS and Glenmore Park Learning Alliance through school websites, newsletters, social media and use of the GPLA logo.
- Develop a high quality professional environment within the GPLA by surveying the needs of students, staff, parents and wider community.

**Evaluation Plan**

- Analyse results from Tell Them from Me Survey annually for students, parents and teachers to inform all of our achievements and areas for development.
- Surveys and statistics will be gathered to track achievements.

**Products and Practices**

What is achieved and how do we measure?

<table>
<thead>
<tr>
<th>Product:</th>
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<tbody>
<tr>
<td>Exemplary practices are developed by staff working collaboratively at SCPS and through the GPLA to improve learning outcomes for students and teachers.</td>
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<tr>
<td>Collegial connections are developed and maintained to promote teaching and learning across SCPS, the GPLA and wider community.</td>
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<tr>
<td>Establish cooperative and productive links to community and external agencies</td>
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What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**

- The parents, students, staff and wider community acknowledge the GPLA as a centre of excellence in learning and a collegial and cohesive hub of quality teachers and practices.
- Establish an identity that is widely recognised within the community and DoE.
- Provide unique, engaging and sustained learning opportunities for all.
- Analyse the collection of data with the introduction of a sign in book for all visitors to the school.

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**Improvement Measures**

- 90% of parents/carers able to identify with the school and the Glenmore Park Learning Alliance and its purpose.
- Increase the percentage of staff, parents and wider community using social media as a medium for communication.
- 10% increase per year of parent and community attendance at school functions, support in classrooms and parent forums and workshops.