2010 Annual School Report
Chullora Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Chullora Public School has 365 students enrolled. The number of students coming from a language background other than English (LBOTE) increased to 97% this year. The school has a predominantly Lebanese Muslim population with an increasing Pacific Islander and Chinese community.

Staff
Staff at the school are dedicated and committed to delivering quality education for all students. The staff is comprised of a mix of experienced and beginning teachers led by the executive team.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Chullora Public School serves a low socio-economic status community. The school attracts additional funding under the Priority Schools Program (PSP) to implement programs and initiatives that focus on improving student learning outcomes in literacy and numeracy and to also improve participation outcomes for students and parents.

Messages

Principal’s message
As a proud school within the New South Wales Department of Education and Training, Chullora Public School provides a quality education in a happy, safe and stimulating environment.

Throughout 2010 the school has focussed on improving the quality of teacher practice to ensure that every student participated in engaging, significant and rich learning. The school implemented programs such as Count Me In Too, Counting On, quality teaching in literacy and science and engaging students in literacy and numeracy through the use of information and communication technologies (ICT). These whole school initiatives supported our students in achieving the learning outcomes that are necessary for success. Our K-2 staff also implemented early intervention strategies such as Best Start, educational speech pathology and occupational therapy.

In July, major building works being conducted under the Federal Government’s Building the Education Revolution (BER) were completed. The school community will greatly benefit from the new hall and refurbished community room that will allow many of our learning programs and community engagement initiatives to be expanded.

Finally, the staff has been busy planning for the implementation in 2011 of the Federal Government’s National Partnerships for Low Socio-economic Status Schools. This program will run for four years and will provide opportunities for us to enhance the quality of the school and its teaching and learning programs.

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.

Mark Barraket - Principal

P & C message
Chullora Public School has an active Parents and Citizens’ Association made up of a small, but dedicated, group of parents.

In 2010 the P&C raised funds that contributed to Mathletics, Interrelate, the Year 6 Farewell and the K-6 Picnic Day. These funds were made possible through the Mothers’ Day stall, election day stall and chocolate drive.

The P&C, however, is more than a fundraising committee. It’s a forum where parents and staff can raise their concerns, table ideas and have a voice on the way their school operates. We always welcome new parents and citizens to join and help support our school.

Finally, thank you to our volunteers for their selfless efforts in helping the P&C continue to work for the benefit of Chullora Public School and its students.

Amanda Milligan – P&C President
Student representatives’ message
Chullora Public School’s SRC successfully raised money for many good causes during 2010. We raised money to help children around the world by supporting UNICEF’s Change the World Day through our regular event, Change Your Hair Day. This is always a lot of fun and photos from the day appeared on our school website. We also had fun with our annual Handball Competition and the names of the winners have been engraved on the trophy in the office.
Daniella and Zeynab - SRC representatives

School context

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

Student enrolment profile

As evidenced by the above graph, the last three years have seen steady growth in school enrolments at Chullora.
Enrolments are quite evenly divided between boys and girls.

Student attendance profile
The graph below shows that students of Chullora Public School consistently outperform both region and state with regard to attendance rates.

Management of non-attendance
All children have the right to an education. Only by regular school attendance can children make the most of educational opportunities that lead to greater social and economic outcomes.
Chullora Public School has a comprehensive policy that assists staff with the management of student non-attendance. The school’s policy includes strategies such as:

- Maintaining the attendance register daily, including partial attendance
- Contacting the family if a student is absent for three consecutive days without notice
- Referring families to the Home School Liaison Officer if there are chronic issues with a student’s attendance
- Implementing all aspects of the DET’s student attendance policy.

CARES Year 4 Excursion
Class sizes

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1O</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5SM</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6/5E</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>6/5E</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>6N</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff information

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

Chullora Public School has a dedicated and professional staff who are energized and ensure that student learning is a priority.

The school uses funding from the Priority Action School program to employ an additional assistant principal whose role is to provide professional learning for staff in literacy and numeracy with the aim of improving teaching practice so that students can participate in quality learning experiences and achieve learning outcomes.

Parents are partners at Chullora

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher for Early School Support Program</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Community Language</td>
<td>1</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher for Release from Face to Face</td>
<td>0.63</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.873</td>
</tr>
<tr>
<td>Total</td>
<td>26.228</td>
</tr>
</tbody>
</table>

PSFP staffing supplementation was used to provide additional literacy and numeracy support programs for students, particularly those at risk. These programs were delivered both in class and in withdrawal groups.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff members of Chullora Public School are of Aboriginal or Torres Strait Islander background.

Staff retention

At the end of 2010 Chullora Public School farewelled Mrs Stamos who left the school to take up a position as assistant principal at another school.
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>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>114179.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>173148.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>281694.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>60923.16</td>
</tr>
<tr>
<td>Interest</td>
<td>10533.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11507.26</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>651985.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>31370.88</td>
</tr>
<tr>
<td>Excursions</td>
<td>13368.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29453.24</td>
</tr>
<tr>
<td>Library</td>
<td>3932.13</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1552.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>202935.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>54048.97</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36598.51</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29380.47</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15949.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11548.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10799.55</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>440939.23</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>211046.72</td>
</tr>
</tbody>
</table>

Unpaid staff costs account for approximately $57428.01 of the balance to be carried forward.

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

Stage 3 Camp

School performance 2010

Chullora Public School provides many and varied opportunities for students to participate in academic, cultural, social and sporting pursuits.

Achievements

Arts

There has been a great deal of emphasis placed on the arts at Chullora this year. The Stage 3 dance group performed for us at our Semester One Presentation Day and the choir and recorder groups provided the entertainment at our end-of-year Presentation Day. The highlight for the recorder group was their participation in the Festival of Instrumental Music at the Sydney Opera House.

Also this year, four of our students entered Operation Art, a competition designed to provide artworks to help hospitalised children. All were displayed at The Armory at Homebush Bay and one student was deemed to be in the top 50 and consequently his art was displayed at the Art Gallery of New South Wales. We are very proud of our representatives.

Each year, Chullora Public School sets up our annual Art Gallery in celebration of Education Week. This year we transformed our new hall into a public viewing space with room to showcase the talents of every student in every class. Artworks ranged from painting to sculpture to handcrafts to digital art.

Sport

PSSA sports for 2010 were netball, soccer, touch football, cricket, softball and T-Ball. Thank you to all the coaches who dedicated their time and skill
to train these teams. This year three of our teams made it to the semi-finals: girls T-ball, junior girls soccer and junior touch football. All students appreciated the weekly competition and understood the importance of upholding our community’s values as they represented our school.

Students at Chullora Public School actively engage in a range of sporting programs including fundamental movement skills and learn-to-swim classes.

**Other programs**

Enrichment classes were provided this year in literacy (14 students targeted from Years 3-6) and numeracy (17 students targeted from Years 2-6). This was a development that arose from the evaluation of prior years and further investigation will direct our implementation of such support in 2011.

The Premier’s Reading Challenge is a highly worthwhile initiative and our librarian has facilitated the involvement of Chullora students. Participants who met the challenge were rewarded with a certificate and recognition in the newspaper, not to mention the feeling of success and the fun gained by reading quality literature.

Public speaking is considered an important skill here at Chullora and each year we conduct a whole-school competition. The calibre of class representatives has risen and we were very proud to send two representatives from each stage to district competitions.

Celebrations and excursions offer the students of Chullora a range of experiences.

Families play an important part in the life of Chullora Public School and it is a privilege every year to welcome grandparents into our school. We entertained them, and were in turn entertained by their stories of how things used to be.

For the first time Stage 3 students at Chullora were rewarded for upholding our school’s code of conduct by being given the chance to attend a day excursion to Jamberoo Recreation Park. All teachers who attended were pleased to report on the excellent behaviour of our students. A fun time was reportedly had by all.

Each year Stage 3 students are offered an overnight excursion – this year to Myuna Bay. Students and staff alike reported a wonderful time away.

Book Week gave us the chance to celebrate literacy. We dressed up in character and invited a performer. We also invited, on different occasions, the published authors Sarah Davis, John Larkin and Tina Matthews to come to our school and speak to our students about writing and what it means to be a writer.

Year 4 attended the annual excursion to CARES – a bike education facility at Bass Hill. There they had the opportunity, amongst other things, to practise safe riding skills on a road circuit. Once again it proved to be a worthwhile experience for all who attended.

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Learning new skills at our Stage 3 camp

**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 these 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 following graphs show Year 3 performance in reading and writing in 2010.

The graph above shows more Chullora Year 3 students have achieved in the higher bands (Bands 5 and 6) in 2010 than in previous years, however there are many students whose achievement in Band 2 is a cause for concern. Future school targets will reflect this.

The year 3 writing graph reveals consistent increase in students currently achieving above national minimum standards. This is reflective of focused teacher professional learning in student engagement and talking and listening.

**Numeracy – NAPLAN Year 3**

The Year 3 numeracy graph reveals pleasing achievement in Bands 5 and 6, improving on previous years’ performance, however, the number of students performing at Band 2 level will be addressed in school targets in 2011.

Members of the Recorder Group waiting outside the Opera House
Data, including that represented in the reading graph above and the writing graph below, has led to a school target for 2011 that aims to increase by 5% the number of students achieving in the top three bands in literacy. See Target 1

Data, including that represented in the numeracy graph above, has led to a school target for 2011 that aims to increase by 5% the number of students achieving in the top three bands in numeracy. See Target 2

### Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in grammar &amp; punctuation for matched students</th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>126.2</td>
</tr>
<tr>
<td>SSG</td>
<td>96.8</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Strong professional development for teachers, particularly in grammar and punctuation over the last few years, has resulted in outstanding improvement in student grammar and punctuation and spelling outcomes. This growth will be further built on in 2011 as successful literacy programs are extended.

<table>
<thead>
<tr>
<th>Average progress in spelling for matched students</th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.0</td>
</tr>
<tr>
<td>SSG</td>
<td>86.8</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>
The above graph compares the progress Chullora students have made in reading over the last few years, in relation to students across NSW. It is evident that excellent progress has been made. This can be directly linked to strong teacher professional learning in literacy that has featured in our School Plan over the corresponding period.

Inconsistencies in student growth in writing over the past three years reinforce a need for future directions in professional learning to focus on the authentic integration of all three strands of English in effective literacy programs. This will be addressed by the appointment of curriculum leaders in Stages 2 and 3 as well as further explicit work with the literacy consultant.

It is clear from the above graph that students at Chullora consistently show greater improvement in numeracy from Year 3 to Year 5 than the average NSW student.

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 in 2010 are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>
### Significant programs and initiatives

#### Aboriginal education

At Chullora Public School we are committed to Aboriginal Education. We understand the importance of recognising the traditional custodians of the land so we follow Welcome to Country protocols. Class programs incorporate an Aboriginal perspective, of both traditional and contemporary culture, across all KLAs.

In 2010 Chullora Public School assessed all its Aboriginal students and developed individual learning plans to support their educational and social development.

We celebrated NAIDOC Week as a school with library lessons focusing on researching indigenous sports stars and the joint construction of a chalk display to which all students contributed.

#### Multicultural education

Chullora is a vibrant and diverse community that promotes tolerance and inclusivity amongst our students, 97% of whom come from more than 30 different cultural backgrounds.

Chullora Public employs a community liaison officer to support the school in engaging the community in the life of the school.

The school embeds multicultural perspectives into all elements of the curriculum and hosts activities for Harmony Day each year.

#### Respect and responsibility

At Chullora Public School we focus on the core values identified by the DET - respect, responsibility, participation, cooperation, fairness, care, democracy, excellence, and integrity. Our code of conduct is used to support the ideals our community upholds and we promote these in class discussions and at school assemblies.

Developing social responsibility and leadership amongst students is one of the school’s purposes and through student leadership programs, and the school code of conduct, respect and responsibility are promoted.


During the year we developed visual aids across the school to support our students in upholding our values. Students are encouraged to deal with playground differences in a reasonable and responsible manner.

Harmony Day is always celebrated at Chullora Public School and this year it was tied in with our Easter celebrations with a strong emphasis on respect and tolerance.

#### National partnership programs

In 2010 the school commenced planning for the Low SES School Communities National Partnership.

To successfully plan for the implementation of the partnership in 2011 the school conducted a rigorous situational analysis. The school collected a range of data on literacy and numeracy initiatives, school leadership, staff professional learning, school and community expectations and learning environments to draw conclusions, make recommendations and develop strategies linked to the six reforms of the Low SES School Communities National Partnership.

#### Connected learning

Chullora Public School is committed to facilitating the effective and purposeful use of technology in learning and teaching and has many programs that expand opportunities for staff and students to participate in the use of interactive technologies to enhance learning.

Students and staff regularly utilise the school’s connected classroom to make links with other schools across Sydney, Australia and even as far away as Little Diomede in Alaska, to participate in virtual excursions, and to participate in staff professional learning. This is one way to bring the...
world to our doorstep and to take our learning into the real world.

The school has increased its technology capacity by purchasing interactive whiteboards for classrooms, laptops for staff and student use and iPods that enable students to access engaging learning applications.

Staff at the school continue to participate in a range of professional learning to ensure they have the appropriate skills to help students become engaged learners by using 21st century technologies and applications. Such applications include Mathletics and BlogEd.

Blogging came to the forefront of ICT use at Chullora this year. Many classes, as well as groups such as the SRC, the enrichment classes and the library, set up blogs and used them to discuss their learning and plan for future activities. This opened the way for 24/7 learning and supported parental involvement in their children’s learning. There was also an exciting opportunity for some students to participate in online homework. The students of 5SM trialled this initiative and we look forward to further feedback on its implementation.

Environmental education

Chullora Public School made considerable progress in sustainability this year. We received two grants – from Climate Clever Energy Savers and NSW Enviro Trust – which amounted to more than $4000. This resulted in a vegetable garden, a worm farm and a compost bin. Australian Conservation Volunteers helped us with the labour needed to build the vegetable patch and we look forward to its long-term development. 2010 also saw the installation of solar panels on one of our buildings and we are excited by the prospect of using our new water tank.

Progress on 2010 targets

Target 1

To increase by 5% the number of students achieving in the top three bands in literacy for both Years 3 and 5 as measured by NAPLAN. (ie Year 3: 58% to 61%, Year 5: 45% to 47.25%)

Inconsistent growth for students in literacy over the past three years has led us to build further on the gains made in professional learning over the corresponding period. The decision has been made to appoint curriculum leaders in Stages 2 and 3 to help implement Quality Teaching elements in classrooms.

Our achievements include:

- 68% of our Year 3 students achieving in the top three bands in writing however grammar and punctuation remains an area for development for this cohort.
- 44% of our Year 5 students achieving in the top three bands in writing however grammar and punctuation remains an area for development for this cohort too.
- Year 5 girls are 33 scale sores above the average growth in the NAPLAN test aspect of grammar and punctuation.

Target 2

To increase by 5% the number of students achieving in the top three bands in numeracy for both Years 3 and 5 as measured by NAPLAN. (ie Year 3: 32.8% to 34.5%, Year 5: 23.8% to 25%)

Pleasing results have been achieved for numeracy for Year 3 students. The introduction of Count Me in Too for these students in 2009 has had a significant impact on their results. This program has now been expanded for all students K-4 and Counting On has been implemented for Years 5 and 6.

Our achievements include:

- 36% of our Year 3 students achieving a result in the top three bands
- 14% of students in Year 5 achieving a result in bands six, seven and eight with 44% of students achieving band five
- The number of students achieving band one in Year 3 was reduced by 10%.

Target 3

To maintain student attendance above state average.

Chullora Public School implements a rigorous attendance policy. School attendance is critical in ensuring that students can make the most of
educational outcomes and plays a vital role in the social and emotional development of students.

Our achievements include:

- Maintaining student attendance above the state and regional averages. Average student attendance at Chullora Public School is 95.3% which is an excellent result.
- Increasing the average attendance rate of students by 2.3%. In 2009 average attendance was 93%. In 2010 this increased to 95.3%.
- Decreasing the number of students who have been exempt from school for extended periods of time. This year 8% of students were granted exemption from attendance for an average period of 20.5 days.

Key evaluations

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

Educational and management practice

At Chullora Public School we undergo an annual cycle of self-evaluation. This includes conducting surveys of staff, students and parents using the SchoolMap surveys developed by the DET.

Background

This year we were focusing on school management. All staff members were surveyed, as well as students in Years 4 to 6. Parents representing each stage were also surveyed and 38% of their responses were returned.

Findings and conclusions

Parents rated the school highest on being well organised with 89% of respondents agreeing whereas for two-thirds of the students the most admirable quality of the school’s management is the constant striving for improvement. Of greatest agreement amongst staff (82%) was the assertion that the school’s policies, practices and processes reflect student welfare needs. All respondents agreed that the school continually looks at ways to improve its performance (88% of teachers, 100% of students and 85% of parents). Staff (88%) and students (also 88%) agreed that the school continually makes minor changes to improve practice, and staff (82%) and parents (85%) agreed the school addresses student welfare needs in policy, practice and process.

Future directions

While between 76% and 82% of all stakeholders were happy with the school’s communication, this is an area for development. Engagement remains a target for 2011 and strong communication will facilitate its achievement. The increasing use of the school’s website, by all stakeholders, will also assist in communication between home and school and allow for greater dissemination of information including teacher training and changes to policy and practices.

Curriculum - Reading

Each year Chullora Public School examines practice, policy and process within a key learning area.

Background

In light of previous and ongoing professional learning, the current expectations of teachers and our anticipated future directions as a part of the National Partnerships on Low SES Schools, it was deemed important this year to assess the teaching of reading at Chullora PS.
This analysis of data and subsequent evaluation allows us to measure success and to use this to better plan for future directions.

Stakeholders surveyed included all staff members, all students in years 3 – 6, parents of students in years 3 - 6, as well as the parents of kindergarten students. Responses were received by 52% of the included parent group.

**Findings and conclusions**

98.4% of students surveyed believe that their teachers expect that they will do well in English. To further complement this, 96% of teachers have indicated that they hold high expectations for their students in reading. 72% of students believe that their parents expect that they will do well in reading which matches the 72% of parents who believe that they communicate their high expectations to their children.

More than three-quarters of staff have indicated that they have a deep understanding of documents including the NSW English K-6 syllabus and the K-2 literacy continuum. The parents surveyed reported that they have some understanding of the curriculum delivered. 93.5% of students believe they have good reading skills. 98.4% of students believe that the activities teachers use in literacy (talking, listening, reading, writing) help them learn. While 100% of staff believes that they are providing appropriate learning experiences for their students, most teachers have indicated that they would like further professional learning around providing modelled, guided and independent tasks in reading to better meet the needs of all learners.

**Future directions**

The responses to the teacher survey indicate that further professional learning experiences are sought by teachers in the integration of literacy with other key learning areas as well as in the contextual, purposeful integration of ICT.

Further teacher professional learning in reading will be embarked upon, including highly contextualised learning provided in the classroom. Lesson studies, team teaching and mentoring for all teachers will occur on a daily basis and be directed by individual professional learning needs and the ongoing analysis of quality data.

Workshops on how to best assist their children at home in literacy will be offered to parents and the wider community in consultation with the community liaison officer, to further strengthen the partnership between home and school.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

The students at Chullora overwhelmingly believe their teachers are fair and listen to the students. Here are some of the things they had to say about their school:

- *The teachers are well prepared, they respect us, listen to our questions and also help us learn.*
- *The teachers are nice, friendly, kind and they give us a good education.*
- *I like the sport, the children respect each other, and the education is improving.*
- *I’m getting an excellent education at Chullora Public School.*
- *I like that it’s a fun, caring, educated school and we stand up to our motto Strive to Achieve.*
- *Teachers give you a good understanding of all subjects and are always generous to students.*
• The thing I like about Chullora is the learning and it’s giving us a challenge.

Parents believe that Chullora is a place their children like to go to each day. They believe teachers are fair and listen to the children, and that students get on well with each other. Some of the things they like best are:
  • Pretty much everything!
  • The nice way the teachers treat children.
  • Great teaching
  • Teachers are easy to talk to.
  • The school welcomes us.
  • The school motto is great, and so too are its teachers.
  • The way every teacher knows every child
  • Everyone is very warm and welcoming.
  • Thank you to the teachers for their time and effort.

Teachers at Chullora are overwhelmingly positive in their beliefs and attitudes. These are some of the things they like best about the school:
  • Students!
  • School community – staff, students, parents.
  • Supportive fellow staff members and friendly students.
  • Everyone is willing to help each other.
  • Enthusiasm, all get on well with each other, always think of kids first.
  • Most of the staff are supportive, helpful and flexible.

Professional learning

Throughout the year Chullora staff participate in professional learning activities that enhance their capacity to support students in their learning and with their wellbeing.

In 2010 all staff were trained in the new child protection procedures that have been implemented as part of the State Government’s Keep Them Safe initiative. Staff also participated in training for CPR and dealing with anaphylaxis.

Using PAS funding the school employed an assistant principal (AP) to mentor staff in quality teaching practice in literacy and numeracy. Staff worked with the AP Literacy/Numeracy to plan, implement lessons and reflect on their practice. The AP Literacy/Numeracy was also responsible for the implementation and training of staff in the Count Me in Too and Counting On programs.

Staff at the school also worked with a consultant to examine ways in which the teaching of literacy could be embedded into the science syllabus.

Pyjama Day

School development 2009 – 2011

Chullora Public School has a three year focus on improving students’ learning in literacy and numeracy and student attendance.

Targets for 2011

Target 1

Increase the percentage of students achieving proficiency in NAPLAN reading by 5% (year 3 from 20% in 2010 to 25% in 2011 and year 5 from 7% in 2010 to 12% in 2011).

Strategies to achieve this target include:

  • Continuing the employment of the Assistant Principal Literacy/Numeracy Mentor to work with staff in planning, implementing and reflecting on high quality lessons
  • Employing a Quality Teaching consultant to deliver staff professional learning in reading with a focus on comprehension and metalanguage
  • Employing two curriculum leaders, one for Stage 2 and one for Stage 3, to
provide assistance to class teachers in developing quality teaching lessons, monitoring classroom practice and providing professional learning in a classroom context.

Our success will be measured by:

- The establishment of structures and processes that ensure staff plan, deliver, embed and reflect on quality teaching practices across the curriculum
- Improved results in the NAPLAN test.

**Target 2**

*Increase the percentage of students achieving proficiency in NAPLAN numeracy by 5% (year 3 from 22% in 2010 to 27% in 2011 and year 5 from 5% in 2010 to 10% in 2011).*

Strategies to achieve this target include:

- Implementing Count Me in Too for K-4 classes and Counting On for Year 5-6 classes
- Procuring interactive whiteboards for six more classrooms to continue the school’s focus on engaging students in numeracy through the use of ICT
- Using Best Start and SENA 2 data to inform the planning of the teaching and learning cycle in numeracy.

Our success will be measured by:

- Improved results in the NAPLAN test
- Continued student improvement in number as measured by the SENA 2 test
- Staff more capable to integrate ICT into the teaching of numeracy.

**Target 3**

*Maintain student attendance above state average.*

Strategies to achieve this target include:

- Closely tracking student attendance and implementing the school’s attendance policy
- Employing a transition to Chullora Public School coordinator to assess student achievement on entry into the school and to assist teachers in developing personalised learning plans for students to help them engage in school culture and achieve learning outcomes
- Employing a teacher to provide teacher professional learning on the Boys and Girls Education Strategy and to develop and implement strategies to improve student engagement.

Our success will be measured by:

- Greater engagement of students in the teaching and learning cycle
- Maintaining attendance rates above state average.

**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: