2009 Annual School Report
CHULLORA PUBLIC SCHOOL

NSW Public Schools – Leading the way
Messages

Principal's message

Chullora Public School is a learning community that embraces its motto *Strive to Achieve*. With care and understanding our staff work to provide quality education programs for all students so that they can achieve to the very best of their abilities.

The staff at Chullora Public School work with parents and the wider community to promote excellence in education and to ensure that students are given every opportunity to succeed.

In 2009 Chullora Public School received additional funding from the State Government under the Priority Action Schools Program. This funding was used in a variety of ways to help students achieve learning outcomes. This funding is approved for 2009 – 2012 and is in addition to the current Priority Schools Funding that the school receives. This funding has been used to develop quality literacy and numeracy programs for students and to actively engage the community in the education of their children.

As part of a Federal Government initiative, Building the Education Revolution, Chullora Public School also received funding for the construction of a school hall and the refurbishment of our Community Clinic. Works for these two projects are scheduled to conclude in early 2010.

These initiatives from the State and Federal Governments are welcome and will help our school develop a quality learning environment for our students.

The staff have worked hard to ensure the success of all these programs so that students have the best opportunity to learn however challenges remain. Both the mobility of the student population and student attendance are issues which impact on student learning. Staff will continue to work with the community to moderate these challenges.

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

P&C message

Chullora Public School has a small but active Parents and Citizens’ Association. In 2009 the P&C raised money to help fund school improvement programs and to ensure that students actively participated in social and personal development programs.

The P&C look forward to continuing to work with the whole school community to provide a caring learning environment for all of our children.

Lisa Hall ~ P&C President

Student representatives’ message

As the SRC representatives for 2009 we have organised a series of events such as the annual handball competition, Crazy Hair Day and much more. Using the money we have raised, we either sent it to charity or we bought products for our school that are essential for our academic or athletic achievement. We hope that you have had an excellent year and we trust the 2010 members do as good a job as we have done.

Stephanie and Siham ~ Year 6

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

Chullora Public School’s enrolment peaked at 355 students in 2009.
**Student attendance profile**

Chullora Public School has once again demonstrated attendance rates better than the region and the state averages.

**Management of non-attendance**

Chullora Public School has a comprehensive attendance policy and works closely with the community to maximise student attendance at school. The school regularly notifies the parents of students who have frequent absences and works closely with the local Home School Liaison Officer to monitor student attendance and to educate the community on issues regarding school attendance.

**Class sizes**

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KF</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/KS</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>1/KS</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/4S</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/4S</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6N</td>
<td>6</td>
<td>28</td>
<td>28</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 is served by dedicated and professional staff which is led by the executive team and supported by our excellent administration staff.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>Early School Support Program</td>
<td>.4</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>.4</td>
</tr>
<tr>
<td>Primary Teacher Release</td>
<td>0.588</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.823</td>
</tr>
<tr>
<td>Total</td>
<td>25.741</td>
</tr>
</tbody>
</table>

No staff members of Chullora public School are of Aboriginal or Torres Strait Island background.

**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>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>115,828.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>171,934.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>169,156.23</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65,681.05</td>
</tr>
<tr>
<td>Interest</td>
<td>5,309.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12,942.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>540,852.76</td>
</tr>
</tbody>
</table>

| **Expenditure**           |          |
| Teaching & learning       |          |
| Key learning areas        | 29,227.62|
| Excursions                | 10,777.72|
| Extracurricular dissections| 39,942.61|
| Library                   | 2,467.68  |
| Training & development    | 3,892.58  |
| Tied funds                | 170,309.56|
| Casual relief teachers    | 42,085.53 |
| Administration & office   | 40,995.99 |
| School-operated canteen   | 0.00      |
| Utilities                 | 30,707.11 |
| Maintenance               | 20,228.59 |
| Trust accounts            | 13,096.73 |
| Capital programs          | 22,520.39 |
| **Total expenditure**     | 426,673.11|
| **Balance carried forward**| 114,179.65|

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

Throughout 2009 the students at Chullora Public School were provided with opportunities to succeed in cultural and sporting activities.

**Achievements**

**Arts**

For the first time this year, students from Chullora Public School had the opportunity to participate in the Wakakirri National Arts Festival. For 43 students in Years 3 – 6 it was a chance to showcase their talent on stage. We were fortunate to have them reprise their performance for our Annual Presentation Day Assembly as well.

**Sport**

Chullora Public School experienced outstanding success in the sporting arena in 2009. In cross country running we sent 45 students to the District Carnival from which 7 students made it through to the Area Carnival. One student performed particularly well and had the opportunity to compete at the State Carnival.

Our annual swimming school was attended by 180 students in Years 2 – 6 and this afforded them the opportunity to develop their skills in the water. Prior to this, 9 students competed at district level in swimming and in athletics we sent 59 students to the District Athletics Carnival and 11 students to the Area Athletics Carnival. Our senior girls took a very creditable fourth place in the State Relay final.

Our girls’ tee ball team won the grand final in the district PSSA competition and the senior softball team and the junior touch football team made it into the semi-finals.

A touch football gala day gave 60 students from Years 3 – 6 the opportunity to have a great day out, competing against other schools.

Every student from Kindergarten to Year 6 had the chance to participate in the SISA (Sport In Schools Australia) program. The equipment and activities in this program provided our students with a breadth and depth of sporting skills.

**Other**

All students from Years 3 – 6 competed in a chess and draughts competition once again this year. This helped them develop gamesmanship, social skills and logical thinking skills.

Each year we hold a public speaking competition within our school, the winners of which progress to a district competition. This is an important way we promote talking and listening skills at Chullora Public School.

**Academic**

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

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

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

At Chullora Public School we have developed a culture of continuous improvement.

As can be seen in the graph above, more students achieved the higher bands in Year 3 reading this year. The graph below reveals that in 2009 the majority of our students in Year 3 performed in the middle bands in writing.

Numeracy – NAPLAN Year 3

The graph above shows there was improvement in student achievement in the top two bands in comparison to 2008 figures. Plans have been made to examine and improve numeracy outcomes in 2010. See Target 2.

Literacy – NAPLAN Year 5
The previous graph shows a need to re-evaluate our reading practices. Our writing results below show improvement in the higher bands. See Target 1 2010.

The number of students performing in the lower bands in numeracy in Year 5 has led us to improve our plans for 2010. See Target 2.

Progress in literacy

Our strong planning and implementation of literacy strategies over the past two years have supported the very pleasing progress made from Year 3 to Year 5 in reading (see above) and writing (see below).

Progress in numeracy
Year 5 students have made excellent progress in numeracy over the past two years.

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

See Target 2 for 2010.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

See Target 1 for 2010.

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 KLA's.

Multicultural Education
At Chullora we promote tolerance and inclusivity amongst our students, 91% of whom come from more than 30 different cultural backgrounds, predominantly Arabic-speaking but with an increasing percentage from Pacific Island nations. It is a vibrant community that is ably supported by our community liaison officer.

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 them in class discussions and at school assemblies.

Priority Schools Funding
Chullora Public School received significant additional funding to help us achieve improved literacy and numeracy outcomes for students through Priority Action Schools Programs. Funds and additional staff were used to provide support programs for students, particularly those at risk. These programs were delivered both in class and in withdrawal groups.

Funds were also used to implement a community liaison program. We provide parents with instructional and creative programs which give them the opportunity to become more involved in the life of the school. Our weekly play group, run by our community liaison officer, allows for more successful transition to Kindergarten for new students.

Community Language
Our community language program in Arabic continued to flourish this year. Designed to assist native and non-native Arabic speaking students in acquiring language skills, it also gave students access to the rich Arabic culture; its history, art, calligraphy and literature. Many parents report the importance they place on this program as support for their children’s learning.

Environmental Education
Environmental Education included extensive tree planting and maintenance in our playground as part of the Tree Trooper program. Shade structures in the school were boosted as work commenced on a COLA, attached to the new hall being built as part of the Federal Government’s BER scheme.

The Waste Watchers program conducted by Bankstown Council helped raise awareness of recycling. Future directions include plans in 2010 for Stage 2 classes to be involved in a project that will benefit the environment at both school and home.
Gifted and Talented Education

Programs to support gifted and talented students in mathematics and visual arts were conducted this year. We targeted 17 students from Years 3-6 to extend their knowledge and skills in number and measurement. We also provided opportunity for 15 students in Years 3-6 to engage in an art project using different media on canvas.

Celebrations

Students at Chullora had the opportunity to participate in many celebrations and special events this year.

Our annual Easter Hat Parade was a time to celebrate harmony and diversity in our community.

Kindergarten students visited the Maritime Museum. Dressed as pirates, they turned many heads. Stage 2 classes visited Sydney Observatory in support of their unit on Space. Year 4 visited the CARES bike education facility at Bass Hill where they had the chance to practise safe road use skills.

Singing at Chullora MarketPlace is always welcomed by the local community and is a chance for us to showcase the talents of our younger students.

Red Nose Day and The United Nations’ Day for Change were ways we showed our concern for others.

Book Week celebrations are always popular at Chullora. This year the theme was Book Safari and students and teachers enjoyed dressing up and watching a performance. A joint story was composed and a visiting book fair gave us access to fantastic literature.

A highlight of our end-of-year festivities is always the Year 6 Farewell. This year students raised funds to support the event by holding a very successful cake stall.

Grandparents’ Day provided an opportunity for us to welcome family into our school and show how education is changing.

Special visitors to our school this year included athlete Jocelyn Hewitt and author Keira Wong. Both speakers were informative and inspirational.

Occupational and Speech Therapy

To support the speaking and listening skills of our students, Priority Action funding was used this year to employ an educational speech pathologist who worked with a team of speech pathology students from University of Sydney to conduct demonstration lessons, team teaching and staff training sessions. These actions provided our students with a solid foundation for learning and enhanced their social interactions.

Priority Action funding was also used to employ an occupational therapist whose focus was improving students’ fine motor skills. Staff training sessions and team teaching and demonstration lessons aimed to improve students’ handwriting ability through the improvement of pencil grip and motor control.

These programs have had considerable impact on providing our students with strong foundations to their learning and will be continued in 2010.

Best Start

Best Start is a Kindergarten assessment process used to record the literacy and numeracy skills and understandings that children bring to school. Based on these results, parents are provided with feedback on how best to support their child’s learning and teachers plan quality learning programs to meet students’ needs. This NSW Government initiative will be continued in 2010.

Progress on 2009 targets

Target 1

To increase by 5% the number of students achieving the top three bands in reading and numeracy for both Years 3 and 5.

Our achievements include:

The number of students achieving the top three bands in reading increased by 4% in Year 3 and by 2% in Year 5.

All early career teachers participated in the Literacy on Track program. They reported greater understanding and an improved ability to deliver literacy learning opportunities.

Stage 1 staff participated in Count Me In Too training and implementation. Considerable time, effort and funds were expended in supporting out students in Stage 1 to improve their outcomes. It is our intention to extend this program into Stage 2 next year.

Year 3 took part in a project designed to improve engagement in numeracy through ICT. Students developed deeper understanding and were more aware of real life applications as a result. Further projects using ICT to boost engagement are being planned for 2010.
The numeracy targets were not met this year and further programs are planned for 2010 to bring numeracy improvement in line with literacy improvement.  (see Target 2 for 2010)

**Target 2**

**All staff will implement the NSW Quality Teaching model in literacy and numeracy.**

All classroom teachers participated in comprehensive professional development in the use of the *Quality Teaching* framework. Through joint planning and programming sessions, demonstration lessons, team teaching opportunities and staff meetings conducted by a consultant, teachers extended their knowledge and skills and were better equipped to provide quality learning experiences.

Further work with the Quality Teaching consultant is planned for 2010. Emphasis will be on embedding the elements of the *Quality Teaching* framework into our school’s policies and practices to ensure sustainability.

**Target 3**

**Student attendance will be maintained at levels above state average.**

Students have a better chance of achieving learning outcomes if they have regular attendance at school. To reverse the trend of declining student attendance and maintain our rate above state and regional levels, a revision of the attendance and welfare policies was carried out. Notifications are made to parents informing them if their child’s attendance is causing concern. We work closely with the Home School Liaison Officer to ensure school attendance is monitored and families supported.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching practice and the Mathematics curriculum.

**Educational and management practice - Teaching**

**Background**

At Chullora PS we undergo a cycle of self-evaluation by conducting surveys of staff, students and parents using the SchoolMap surveys developed by the DET. All staff members were surveyed as well as all students in Years 2, 4 and 6. The parents of these students and the parents of Kindergarten students were also surveyed. A total of 37% of parents returned the surveys.

When evaluating teaching we ask questions about classroom management, assessment and whether the activities provided are interesting and appropriate to students’ needs and abilities.

**Findings and conclusions**

There is almost universal agreement amongst students, teachers and parents that students are provided with a relevant curriculum and that teachers’ programs are responsive to students’ interests, needs and abilities. There is also strong recognition that teachers maintain records of student progress.

It is apparent from the below graphs that teachers are not as confident as parents and students that assessment strategies are understood.

**Parent Survey**

Parents and students understand how students’ learning will be assessed

![Parent Survey](chart1)

**Student Survey**

I understand how my learning will be assessed

![Student Survey](chart2)
Future directions
Although there is alignment of responses between students and teachers on most questions, parents are sometimes less inclined to agree e.g. parents are less inclined than their children to perceive that the way teachers manage the class assists student learning. Investigation will need to be conducted to determine the cause for this disparity. If it eventuates that parents are not fully aware of school procedures, we will need to consider spending more time involving parents in information sessions.

Curriculum – Mathematics

Background
As students’ needs in literacy are being addressed through teacher professional learning, further analysis of data, including NAPLAN results over time, reveals the need to extend our focus on Mathematics. In order to evaluate our progress it was deemed important to make this KLA the subject of our curriculum evaluation for 2009. This evaluation will allow us to better plan for the future and to use the data gathered to measure future success. All staff members were surveyed as well as all students in Years 2, 4 and 6. The corresponding parents, as well as the parents of Kindergarten students, were also surveyed, with responses received back from 50% (a slight improvement on the previous year’s response rate).

Findings and conclusions
Teachers, parents and students all overwhelmingly agree that teachers support and guide students in improving their skills in maths. There is also almost universal agreement that the Mathletics program stimulates student interest and develops their knowledge and skills. A further question regarding student interest is addressed in the below graphs.

Teacher Survey

Do students indicate they find maths interesting?

Student Survey

Do you find maths interesting?

Parent Survey

Does your child find maths interesting?

This survey also revealed that more teachers could make use of the data at their disposal, such as NAPLAN results, when planning teaching and learning activities.

Future directions
More professional learning in the area of Mathematics is planned for teachers next year (see Target 2 for 2010). Teachers will be
provided with further training in the use of NAPLAN data. We will also engage in team teaching, demonstration lessons and joint planning sessions to support Count Me In Too and Newman’s Error Analysis.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Some responses, representative of these opinions, are presented below.

Parents
Thank you for being so welcoming and for the excellent care you provided.
CPS is very lucky to have such a warm and caring principal and such a wonderful staff.
You are the kindest people and we thank you from the bottom of our hearts!
You go out of your way to help.

Students
Mr Barraket and staff members, thank you for supporting me in my primary schooling at CPS.

Teachers
You have made my days easy and fill them with laughter and joy.

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 well being.
In 2009 staff continued to learn about the Quality Teaching Model with focus on literacy. Other areas of learning included a literacy program specifically for early career teachers, Count Me In Too numeracy training, a project incorporating ICT in numeracy teaching and mandatory CPR training.

School development 2009 – 2011
Chullora Public School has high expectations for its students and so we develop plans and programs that support their learning. Priorities include literacy, numeracy and student attendance.

Targets for 2010
Intensive analysis of data and the inclusion of Chullora PS in the Priority Action Schools program have led to the formulation of these three key targets for 2010.

Target 1
To increase by 5% the number of students achieving the top three bands in literacy for both Years 3 and 5.

Strategies to achieve this target include:
- employing a Quality Teaching consultant to deliver comprehensive professional learning for all staff in literacy;
- employing, through the Priority Action Schools initiative, an additional Assistant Principal whose expertise will be used to support literacy across the school;
- inservicing staff in talking and listening strategies by using an Educational Speech Pathologist to model best practice in the classroom and lead whole school and community learning in this area.

Our success will be measured by:
- an increase in the number of students achieving in the top three bands in the NAPLAN literacy test; and
- evidence of the Quality Teaching Framework being used to structure literacy programs.

Target 2
To increase by 5% the number of students achieving the top three bands in numeracy for both Years 3 and 5.

Strategies to achieve this target include:
- continuing comprehensive professional learning for staff in numeracy using the Count Me In Too program and extending the implementation of the program from Stage 1 (Years 1&2) into Stage 2 (Years 3&4);
- employing, through the Priority Action Schools initiative, an additional Assistant Principal whose expertise will be used to support numeracy across the school;
- introducing the Counting On program for students in Stage 3 (Years 5 and 6); and
- inservicing staff on how to engage students in numeracy through the use of Information and Communication Technologies.

Our success will be measured by:
- an increase in the number of students achieving in the top three bands in the NAPLAN numeracy test; and
- students achieving stage outcomes in number as measured by the SENA 1 and SENA 2 assessments.
Target 3

*To maintain student attendance at levels above state average.*

Chullora Public School is proud that in 2009 the attendance rates of students were above the state and regional averages. In 2010 we will continue our work to ensure that all students attend school on a regular basis as we believe this gives them the very best opportunity to achieve learning outcomes.

While in 2009 we were able to maintain our student attendance rate above the State and Regional average, a significant number of students were granted exemptions from schooling for an extended period of time (12% of students were exempt for a period of over 10 weeks). It is important to note that exemptions are not included in the school's attendance data.

Strategies to achieve this target include:

- reviewing our attendance policy;
- notifying parents on a regular basis about the importance of attendance; and
- notifying parents about attendance issues that their child has and working with parents to ensure that these issues can be overcome.

Our success will be measured by:

- maintaining student attendance about the State and Regional average; and
- reducing the number of students who are exempt from school for extended periods of time.

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.

Mark Barraket ~ Principal
Felicity Bonello ~ Assistant Principal
Lisa Hall ~ P&C President
Talita ~ SRC Representative
Stephanie ~ SRC Representative

School contact information

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Email: Chullora-p.school@det.nsw.edu.au
School Code: 3808

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: