2008 Annual School Report
Chullora Public School

NSW Public Schools – Leading the way
Messages

Principal's message

At Chullora Public School we pride ourselves on our capacity to deliver quality education programs to all students. Our focus is ensuring continuous improvement by students of learning outcomes and providing a safe and harmonious learning environment with student welfare and well being at its heart.

The staff at Chullora Public School value the partnerships we have with our local community which aim to support and promote the core values of public education and excellence in education.

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. In 2008 the P&C raised funds that contributed to the Year 6 Farewell and the Early Stage 1 and Stage 1 Christmas Party and assisted the school in purchasing a new bell and evacuation system.

Once again, the P&C held a major annual fund-raising event which raised over $7000. This was extremely well supported by the community.

The P&C look forward to continuing to support the principal and teaching staff to provide a safe learning environment for the students.

Lisa Hall – P&C President

Student representatives’ message

Chullora Public School’s SRC successfully raised money throughout 2008 in many fun ways. A handball competition for students in Years 3 to 6 raised money and now we can name junior and senior school champions. We held a Compassion Day in June to help children who were suffering because of the cyclone that hit Burma and the earthquake in China. Our efforts helped 50 children return to school. We also held a Change Your Hair Day to help raise money for UNICEF’s Change the World program.

Bianca and Salma – 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

The following table shows the enrolment trend data over the last five years. For the first time in many years girls slightly outnumber boys at Chullora. Total enrolments of 343 was a significant increase on the total of 326 for the previous year and it was our highest enrolment figure for several years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>171</td>
<td>167</td>
</tr>
<tr>
<td>2005</td>
<td>168</td>
<td>156</td>
</tr>
<tr>
<td>2006</td>
<td>173</td>
<td>167</td>
</tr>
<tr>
<td>2007</td>
<td>163</td>
<td>163</td>
</tr>
<tr>
<td>2008</td>
<td>166</td>
<td>177</td>
</tr>
</tbody>
</table>

Student attendance profile

As can be seen from the following graph, Chullora has traditionally shown better attendance rates than region or state averages.

A slight drop to parity with region absence figures this year and the rising rate of partial absences will be addressed in 2009. (see Target 3)

Class sizes

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1T</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/1R</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2/1R</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/3S</td>
<td>3</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>4/3S</td>
<td>4</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>6N</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes

Chullora Public School formed 14 classes in 2008, two of which were composites. Due to enrolment numbers each year composite classes continue to form part of our class organisation structure.

Staff information

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

Here at Chullora we have a dedicated, professional and committed staff led by the executive team of principal and three assistant principals. Teachers worked in stage groups and were ably supported by our ESL and STLA teachers.

The entire school community is most ably 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>0.42</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 ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Priority School Funding Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Unique Supplementation</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>22.308</td>
</tr>
</tbody>
</table>

Chullora Public School is classified as a P3 school. The staffing allocation is provided by the Department of Education and Training (DET).

Staff retention

In 2008 we farewell a number of permanent staff members: Susan Marsh after one year; Karyn Knowles who joined us as classroom teacher in Term 3 this year and who is now moving to another school; and Pat Davidson whose work in the office supported the smooth running of our school.

Worthy of particular mention is our librarian, Robyn Carters. After more than 20 years here at Chullora, and many more years of teaching around the world before that, Mrs Carters is retiring from the profession. To say we will miss her is an understatement.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.5%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</td>
</tr>
</tbody>
</table>

Staff vs student netball game
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$173,086.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>$147,934.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$90,868.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$80,212.98</td>
</tr>
<tr>
<td>Interest</td>
<td>$12,349.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$13,316.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$517,768.92</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$19,663.08</td>
</tr>
<tr>
<td>Excursions</td>
<td>$22,741.22</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$42,238.27</td>
</tr>
<tr>
<td>Library</td>
<td>$2,987.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$853.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$169,607.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$35,008.16</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$50,533.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$30,631.57</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$12,822.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$12,559.85</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$2,292.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$401,940.19</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$115,828.73</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

In 2008 Chullora Public School continued the tradition of offering students many and varied opportunities to succeed in areas such as the arts, sport, chess and public speaking.

Achievements

Arts

The emphasis of our arts program at Chullora remains our involvement in the Bankstown Performing Arts Festival. This year our Kindergarten dance group performed to the song *Happy Together* and the primary dance group performed a superheroes-themed routine. Our choir members joined with students from other schools in the Bankstown area to form a massed choir for the festival.

RawART gave our students the opportunity to participate in art and craft activities that would usually be beyond our scope and high levels of enthusiasm indicate the outstanding success of the program.

Sport

Our swimming carnival in February resulted in 28 students representing Chullora PS at the district carnival. The attainment of this very important life skill was supported by learn-to-swim classes in Term 4 for 180 students (or 73% of those eligible).

Cross country running has been a strength of Chullora PS for some time. This year 49 students progressed from our school carnival to represent us at district level. From there, seven students proceeded to area level and one student competed at the state titles.

This year saw great success for Chullora PS in athletics. After our school carnival 57 students represented us at district level. Many successes led to seven students being selected for the area carnival and five of them competed at the state carnival. Congratulations to our outstanding athletes.

Many students represent our school in PSSA sport every Friday. Our junior girls’ soccer team were runners-up and our boys’ softball, girls’ tee ball and boys’ tee ball all made it through to the semi-finals.

In 2008 we introduced the *Sport in Schools Australia* program. The equipment available and the skills developed through this program had great impact on fitness and fun for the 300 students (87% of our students) who participated. We look forward to continuing this popular program in 2009.

Other

Book Week is always a highlight of the Chullora year. This year’s theme, *Fuel Your Mind*, was addressed through Australian folklore. On our dress-up day a performer exposed our students to diggers, swaggies, firefighters and surf lifesavers. High levels of audience participation saw our students singing and performing. In class, students discussed and judged books as part of visual and critical literacy lessons and created the annual library mural. Four library monitors were fortunate to attend *Book Feast* where they met and talked with many authors and illustrators.
Other celebrations through the year included Grandparents’ Day, Easter Hat Parade and end of year picnic.

Gifted and talented classes were held for nominated students in maths and technology.

Excursions this year included a mobile animal farm visit for Early Stage 1 and Stage 1. Stage 2 visited the Imax cinema and the National Maritime Museum and Year 4 visited the CARES bike education facility at Bass Hill. Stage 3 visited Myuna Bay camp and attended a performance of the play Clockwork Forest at the Sydney Theatre Company.

**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)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Our school targets for 2009 reflect our ongoing commitment to improvement of student outcomes in literacy and numeracy.

**Literacy – NAPLAN Year 3**

The results in literacy for Year 3 girls were, in general, significantly lower than the results for Year 3 boys. This contrasts with the general trend experienced at Chullora this year and requires further investigation in order for us to meet the learning needs of all students.
Areas for development in writing include paragraphing, sentence structure and punctuation. Spelling is a strength in writing.

Year 3 students performed particularly well in spelling.

Year 3 students did well at inferring the main idea in a paragraph.

Year 3 students performed particularly well in spelling.

Areas for development in writing include paragraphing, sentence structure and punctuation. Spelling is a strength in writing.

Year 3 students performed particularly well in spelling.

Areas for development in writing include paragraphing, sentence structure and punctuation. Spelling is a strength in writing.

Year 3 students performed particularly well in spelling.
Most improvement is needed in Year 3 literacy in identifying prepositions, verbs and adverbs and in using capital letters and full stops appropriately.

Year 3 students performed above stage average in identifying pronouns.

**Numeracy – NAPLAN Year 3**

In general, Year 3 boys performed at a lower level in all areas of numeracy compared to Year 3 girls. This disparity will be further evaluated and new strategies put into place in 2009 in an effort to ensure comparable achievement of learning outcomes, regardless of gender.

Within Year 3 numeracy the areas where most improvement is required include the use of coordinates, interpreting data in a table and subtraction of single-digit numbers from two-digit numbers.

Our greatest successes in Year 3 numeracy, where we achieved above state averages, included matching digital to analogue time, simple division and comparing angles.

**Literacy – NAPLAN Year 5**

The results of the Year 5 boys were lower than that of Year 5 girls in all areas of literacy. While several factors may have contributed to this disparity it remains an issue that requires closer evaluation and the implementation of gender equity practices. Reading was an area where this disparity was particularly obvious. Further examination of the contributing factors and subsequent planning will be engaged in to address this imbalance.
Areas for development in writing include paragraphing, sentence structure and punctuation. Spelling is a strength in writing.

Year 5 students need to improve in the use of prepositions and conjunctions. They performed better than stage average in using verbs and question marks appropriately.

Numeracy – NAPLAN Year 5

The numeracy results of Year 5 boys was, in general, at a level lower than Year 5 girls. Such disparity is a concern and further reflection on the causes will allow us to better cater for all students' numeracy needs in 2009, regardless of gender.

Improvement in Year 5 numeracy is needed in 3D shapes, interpreting data from horizontal graphs and using the language of chance and data.

Year 5 students at Chullora performed better than state average in calculating money totals, 2D and 3D shapes and interpreting pie graphs.

Minimum standards

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

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</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 addition, this year in February senior students were able to witness the historic Apology to the Stolen Generation speech delivered by Prime Minister Kevin Rudd.

To recognise Reconciliation Week a display was set up in the library. It included fiction and non-fiction resources covering Aboriginal stories and Dreamtime, achievements of Aboriginals and Torres Strait Islanders, history and the Stolen Generation. Students participated in reading and discussion activities and then contributed to a whole school Rainbow Serpent chalk drawing.

Students with an Aboriginal or Torres Strait Islander background were given the opportunity to meet with elders at ancient sites in the Blue Mountains and contribute to a video production called *Twugia*.

**Multicultural education**

Chullora is a vibrant and diverse community that promotes tolerance and inclusivity amongst our students, 91% of whom come from more than 30 different cultural backgrounds. We are ably supported by our community liaison officer.

Harmony Day is the time we choose to celebrate our diversity.

**Respect and responsibility**

In Education Week each year we promote our annual Art Gallery display. This year’s theme was Values and tied together our school’s focus on respect, responsibility, participation, cooperation, fairness care, democracy, excellence, and integrity.

**Priority Schools Funding**

Chullora Public School received additional funding to help us achieve improved literacy and numeracy outcomes for students. Funds were used to employ specialist staff to support teaching in these areas.

Funds were also used to implement a community liaison program which provides parents with instructional and creative programs and leads to greater involvement 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 new community language program in Arabic was established 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.

Considerable time, funds and effort was put into assessing student needs and establishing resources. Lessons covered the skills of talking, listening, reading and writing and proved to be very popular with participating students.

The opportunity to perform Arabic dance for the school community was keenly sought and this aspect will be further developed in 2009.
Interactive Playground

This year we introduced an interactive playground. Teachers and school learning support officers spent lunchtimes engaging students in specific play activities including skipping, hackysack, elastics and basketball.

Environmental Education

Environmental Education included extensive tree planting and maintenance in our playground as part of the Tree Trooper program. More shade was provided by erecting shade sails in the playground through the federal government’s Investing in our Schools funding.

The Waste Watchers program conducted by Bankstown Council helped raise awareness of recycling, reducing waste and re-using resources.

Progress on 2008 targets

In 2008 Chullora PS focused on four targets that focused on student achievement in literacy and numeracy and community engagement.

Target 1

To improve student writing with focus on grammar

Throughout 2008 significant teacher professional learning was embarked upon within the Quality Teaching Framework.

Our achievements include:

- the employment of specialist teachers in literacy and the strategic use of support staff in ESL and learning assistance; and
- a reduction of 7% in the number of Year 3 students achieving in the lowest three bands in NAPLAN writing.

Due to shifting demographics and the enrolment of an increasing number of students with learning difficulties, the decrease in student numbers achieving in the lowest three bands in NAPLAN literacy for Year 5 did not occur.

Target 2

To implement the Quality Teaching Framework with a focus on Metalanguage, Student Engagement and Background Knowledge

Extensive teacher professional learning on the Quality Teaching model led to greater evidence of reflection and evaluation in teaching and learning programs.

Our achievements include:

- use of the Quality Teaching model in programs;
- collaborative planning of programs and work samples; and
- collaborative reflection on student work samples to ensure consistency of teacher judgement.

Further work on improving literacy results in NAPLAN is needed and will be addressed as part of 2009 Targets 1 and 2.

Target 3

To improve students’ capacity to solve contextual word problems in Mathematics through focus on reading comprehension

Extensive focus on literacy throughout 2008 resulted in restricted emphasis on numeracy.

Our achievements include:

- the training of staff in using Newman's Error Analysis K-6;
- the employment of specialist support staff; and
- a reduction of 11% in the number of Year 3 students achieving in the lowest three bands in NAPLAN.

Due to shifting demographics and the enrolment of an increasing number of students with learning difficulties, the decrease in student numbers achieving in the lowest three bands in Year 5 NAPLAN numeracy for did not occur. Further work on improving numeracy results is needed and will be addressed as part of 2009 Targets 1 and 2.

Target 4

Promote the goals and purposes of the school in the wider community and further engage parents

Great success was achieved in this target as our enrolments increased from 326 in 2007 to 343 this year, which is growth of 5%.

Our achievements include:

- the employment of a community liaison officer who drew closer links with the community by providing instructional and creative programs. Chullora was used extensively as a centre for parent education; and
- the establishment of a community language program in Arabic which has had the participation of 262 (or 76%) of our students.

The community language program will be consolidated in 2009.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school culture and ICT (technology).

Educational and management practice – school culture

Background

School culture covers such aspects as the cultural context of the school, meeting student needs, the value placed on learning within the school and the involvement of the school community. 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 45% of parents returned the surveys.

Findings and conclusions

Students indicated they were very happy with how welcome new students to Chullora were made to feel. They agreed with both parents and teachers that a particular strength of the school was the encouragement given to students to achieve their best in their learning.

Parents also believed Chullora PS often praises and rewards successful individuals and, along with teachers, indicated their pride in our school.

Staff members were overwhelmingly convinced that meeting the needs of students is the school’s main priority.

Future directions

Students and parents believe that the school could know more about the families and community in which it serves. In addition, students believe there is insufficient support from students for what is happening at the school.

Parents believe that parents could also be doing more to support the school and that our school leaders could have a more positive influence on the school culture.

Teachers believe we could be doing more to cater for the learning needs of all students.

These findings imply that, while we communicate well with regard to organisational and educational issues, we could be doing more to communicate with our community on cultural issues.

Curriculum - ICT

Background

In light of previous teacher professional learning, the current expectations of teachers and our anticipated future directions, it was deemed important to assess the use of technology at Chullora PS. This evaluation allows us to better plan for the future and to use the data 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 45%.

Findings and conclusions

There is almost universal agreement amongst parents, students and staff that teachers support and guide students to improve their ICT skills and that responsible behaviour is taught and expected when using ICT.

A third of parents are uncertain that their children understand the purpose of ICT as a means to communicate and find information rather than as an end in itself. Almost one third of students feel the same way, but teachers are evenly divided on the question.

Students believe overwhelmingly that teachers make explicit the steps involved in ICT activities. Teachers and parents mostly agree.

Students believe almost unanimously that high expectations are set for them in ICT. Again, teachers and parents mostly agree.

Students and parents believe there is reasonable access to available technology but teachers believe greater gains can be made in this area.

Future directions

The responses to the teacher survey indicate further professional learning activities are required in teaching email, spreadsheets, databases and the use of digital cameras.

The international Computer Skills assessment will be used to gauge teacher competency in delivering quality ICT programs and further teacher professional learning will be embarked upon to meet the identified needs.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Some responses are presented below.

“The teachers at Chullora are the best. They really care about our kids.”
“My son loves the play group. It helps him be ready for Kindergarten next year.”
“I tell everyone how happy I am my children go to Chullora. It’s the best.”
“My kids are forever coming home and telling me what a great time they have had at school. My son loves science lessons the best but my daughter thinks the art lessons are better.”
“The staff are very helpful and friendly. They’re always there when we need them. They’re really approachable.”
“The office staff are always welcoming and there to lend a hand.”
“There’s been big improvements in the school in the last few years. The school has a big reputation because of the leaders in the school.”
“I’d highly recommend Chullora Public School.”

Professional learning
Throughout the year staff participate in a range of professional learning activities that will enhance their capacity to support students in their learning and with their well being.

In 2008 staff continued to learn about the Quality Teaching Model with focus on literacy. Other areas of learning included child protection, use of an EpiPen to treat anaphylaxis, CPR and first aid.

School development 2009 – 2011
Chullora Public School has high expectations for its students. Priorities include literacy, numeracy and student retention.

Targets for 2009
Exhaustive analysis of data and the inclusion of Chullora PS in the Priority Action Schools program has led to the formulation of three key targets for 2009.

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.

Chullora Public School has significant student mobility. This provides challenges for staff when assessing the effectiveness of programs.

Strategies to achieve this target include:

- targeting early career teachers to participate in the Literacy On Track program to support the development of their teaching practice; and
- implementing comprehensive professional learning for staff in numeracy with focus on Newman’s Error Analysis, integrating information and communication technologies into numeracy, and the Count Me In Too program for Stage One (Years 1&2) students.

Our success will be measured by:

- reducing the number of students achieving in the bottom two bands of the NAPLAN test in Year 3 numeracy and literacy;
- reducing the number of students achieving in the bottom three bands of the NAPLAN test in Year 5 numeracy and literacy.

Target 2
All staff will implement the NSW Quality Teaching model in literacy and numeracy.

Quality teaching continues to be a focus at Chullora Public School particularly in literacy and numeracy.

Strategies to achieve this target include:

- employing a Quality Teacher consultant to deliver comprehensive professional learning for all staff in literacy with focus on reading comprehension;
- implementing Count Me in Too in Stage 1 to improve student learning in numeracy and equip teachers with the skills to link assessment to programming in maths; and
- participating in regional learning programs to link the use of information and communication technologies to numeracy to help improve student engagement.

Our success will be measured by:

- evidence of Quality Teaching elements in teaching and learning programs;
- implementation of regional ICT in numeracy project for Stage 2; and
- demonstrated improvement by Stage 1 students as measured by the SENA test.
Target 3

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

Over the past three years, the daily attendance of students at Chullora Public School has been in decline. Students have a better chance of achieving learning outcomes if they have more regular attendance at school.

Strategies to achieve this target include:

- revising the school's policy on attendance and student welfare; and
- issuing notifications to parents to inform them about their child’s attendance.

Our success will be measured by:

- increasing the attendance levels of students; and
- reducing the number of partial absences by students.

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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
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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: