Chullora Public School
Annual School Report
2011
Messages

Principal’s message

The staff at Chullora Public School support and promote excellence in education through providing engaging and enriching learning experiences. We value the partnerships we have with parents and the community that lead to better learning and social outcomes for all students.

In 2011 Chullora Public School commenced participation in the Federal Government’s National Partnerships for Low Socio-Economic Status school communities. This enabled the school to increase its focus on the improvement of student outcomes in literacy and numeracy.

The school has continued to engage students across the curriculum through the use of internet and communication technologies, equipping every classroom with an interactive whiteboard and purchasing iPods and laptops to increase students’ access to online learning tools.

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 which works to provide financial and organisational support to our school as well as making it an attractive and inclusive place for students and their families.

This year the P&C held various fundraising events including: Election Day BBQ, P&C School Raffle, Bunnings BBQ, art calendars, diaries & cards showcasing students’ artwork and a successful 5 cent fundraiser.

Through fundraising funds we were able to contribute to Mathletics, student insurance, music stands, chair bags for all classes, flag poles & flags for the new school hall, Interrelate, Year 6 Farewell, K-6 Picnic Day, library resources and we were successful in obtaining a grant to purchase a new BBQ for events.

The P&C also meets twice a term where parents and staff can raise their concerns, table ideas and have a voice on the way their school operates. We always welcome new families to join and help support our school.

2011 was a busy and productive year for our P&C and we appreciate the support we receive from families and school staff. We look forward to another year and encourage all families to become active participants in their child’s school life.

Amanda Milligan - P&C President

Our Kindy kids are happy kids!

Student representative’s message

Throughout 2011 the Student Representative Council at Chullora Public School undertook numerous fundraising activities that were most enjoyable and very well supported by the school community.

We held our annual Handball Competition in which students took on the teachers, served up
several cake stalls, presented at school in our craziest hair for the Crazy Hair Day and attended school for a day in our favourite PJ’s to mark our annual Pyjama Day.

This year we also introduced an K-2 and Primary Talent Quests. These were both exciting and a lot of fun for both the participants and the audience alike. It provided our students with an opportunity to showcase their enormous talents on the school stage.

All money raised from these events helped to support the needy in Africa who are experiencing drought and famine, the families affected by the earthquake and tsunami in Japan, and Stewart House.

Billal and Maysam – 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 below graph, enrolments remained close to 2010 levels.

Student attendance profile

Student attendance at Chullora Public School is above the state average and close to the regional average.

Management of non-attendance

Regular school attendance provides every child with the greatest chance of success in terms of academic and social outcomes.

Chullora Public School has in place a comprehensive policy for managing non-attendance, designed in keeping with the DEC’s Student Attendance Policy. Strategies to support students include:

- Teachers contacting home after three consecutive days’ absence without notice
- Teachers advising school executive for follow up of anomalies in attendance such as an excessive number of partial absences or unexplained absences

Chronic attendance issues are referred to the Home School Liaison Officer, in accordance with policy.
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1O</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/1S</td>
<td>1</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>2/1S</td>
<td>2</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3Y</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/3B</td>
<td>3</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>4/3B</td>
<td>4</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6/5H</td>
<td>5</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>6/5H</td>
<td>6</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>6E</td>
<td>6</td>
<td>31</td>
<td>31</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.

The staffing establishment is determined by the Department of Education and Communities.

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>.525</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>School Administrative &amp; Support Staff</td>
<td>2.872</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>.6</td>
</tr>
<tr>
<td>Release from Face to Face Teacher (RFF)</td>
<td>.588</td>
</tr>
<tr>
<td>Priority School Funding School</td>
<td>.6</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Early School Support Program</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25.685</strong></td>
</tr>
</tbody>
</table>

PSP 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.

Chullora Public School does not employ any Indigenous staff.

Staff retention

The school fare welled Mrs Felicity Bonello at the end of 2011 after filling the role of Assistant Principal for almost seven years. In her time at the school Mrs Bonello has worked to ensure that the students of our school have many opportunities to reach their learning potential.

Mrs Bonello was appointed as Principal of Bankstown West PS. She will be missed by our whole school community.

For the past two years Priority Action Schools’ funding has been used to employ Miss Jodie Clark as an Assistant Principal whose role is to provide professional learning for staff in literacy and numeracy. It is with great sadness we farewell...
Miss Clark as she takes up a new Assistant Principal position.

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>72%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18%</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>211046.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>179267.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>377725.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63337.62</td>
</tr>
<tr>
<td>Interest</td>
<td>14781.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12509.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>858667.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>26301.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>19036.39</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23256.90</td>
</tr>
<tr>
<td>Library</td>
<td>3921.67</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1031.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>335750.59</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>47053.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>45018.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29226.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17283.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11311.15</td>
</tr>
<tr>
<td>Capital programs</td>
<td>40573.78</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>599764.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>258902.65</td>
</tr>
</tbody>
</table>

The balance carried forward includes unpaid salaries totaling $62 280.04 and outstanding payments for interactive whiteboard packages totaling $44 628.06.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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

Achievements

Arts

There has been a great deal of emphasis placed on the arts at Chullora this year. The choir and recorder groups along with children from many classes K-6 provided the entertainment at our Annual Presentation Day. The highlight for the recorder group was once again their participation in the Festival of Instrumental Music at the Sydney Opera House. The recorder groups were also invited to play at the Commonwealth Bank Headquarters in Sydney for the Australian Business Council’s end of year celebration.

Our students once again entered Operation Art, a competition designed to provide artworks to help hospitalised children. All participating artworks were displayed at The Armory at Homebush Bay. We are very proud of our representatives.

Sport

PSSA sports for 2011 were netball, soccer, touch football, cricket, softball and T-Ball. This year our girls’ softball team shared the premiership with Georges Hall PS. We are very proud of these students and all the students who have represented our school in PSSA.

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

Other

The Premier’s Reading Challenge is a highly worthwhile initiative and Mrs Fenwick 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 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. Congratulations to Layel of Year One who made it to the finals of the competition. This is a wonderful achievement.

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.

Students also participated in a day celebrating multiculturalism. The day organised by Mrs Fenwick, Miss Harkins and Mrs Eldan included food tasting of many cuisines from around the world and an African drumming lesson. Thank you to the many parents who supported this day by providing food and assisting staff in the running of the day.

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

This graph indicates mixed results for spelling with a 15.7% of students achieving in Band 1 results however 37.3% of students achieved results in the top two bands.

In 2011 fewer students have been represented in Bands 1 and 2 compared to the school average 2008 – 2011. There is a noticeable increase of students moving into the middle bands.

School averages for writing are not displayed due to the change in the writing scale from narrative to persuasive text.
The school has had a focus on the teaching of grammar. This result demonstrates that on average students are moving from the bottom two bands and into Band 3.

**Numeracy – NAPLAN Year 3**

This graph indicates that no students achieved in Band 6 in numeracy. Students did however perform well in Bands 4 & 5 with more students represented in these bands compared to the school average from 2008-2011.

**Literacy – NAPLAN Year 5**

Year 5 reading results demonstrate a reduction in students achieving in the bottom two bands and increases in students moving into the middle bands and top two bands. This is a pleasing result.

School averages for writing are not displayed due to the change in the writing scale from narrative to persuasive text.
This graph indicates that fewer students achieved in the lowest band compared to the average 2008 - 2011 and more students achieved in the top three bands. While there is still some work to do in supporting our students in spelling this is a pleasing result.

Numeracy – NAPLAN Year 5

Year 5 results in numeracy are much improved with few students achieving in bands 3 & 4 leading to increased achievement in bands 5, 6 & 7 compared to the school average 2008 – 2011.

Progress in Literacy & Numeracy

The school demonstrated significant progress in reading between Year 3 and 5 with average progress of 86.9 points compared with the state average of 74 points. This is a pleasing result.

The school demonstrated some progress in grammar & punctuation between Year 3 and 5 with average progress of 82.7 points. This is the same average achieved by the state.
Progress in spelling was limited with average growth of 65.1 points.

Growth in numeracy was excellent with the school achieving average growth of 112.4 points compared to the states’ 95.8 points.

Average progress for writing 2009 – 2011 is not displayed due to the change in the writing scale from narrative to persuasive text.

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.
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 2011 Chullora Public School assessed all its Aboriginal students and developed individual learning plans to support their educational and social development.

Multicultural education

Chullora is a vibrant and diverse community that promotes tolerance and inclusivity amongst our students, 94% of whom come from more than 30 different cultural backgrounds.

Chullora Public employs a Community Liaison Officer, Mrs Mejda Eldan, 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. In 2010 we also hosted a multicultural celebration.

National partnership programs

In 2011 Chullora Public School commenced participation in the Federal Government’s National Partnership for Low SES School Communities.

This partnership allocates an addition $380 000 per year to our school which is used to support student learning and wellbeing. Key initiatives in this program include teacher release to allow staff to collaboratively plan and implement quality teaching and learning activities, the employment of additional teaching staff to support both students and staff and the employment of Educational Speech Pathologist who work with students, staff and parents to improve talking and listening outcomes for students.

Other programs

Chullora Public School also receives funding under the Priority Action Schools program and Priority School Program.

The significant funds allocated to the school under these programs are used to enhance ICT throughout the school, employ a Community Liaison Officer and to employ an addition Assistant Principal to mentor staff in quality teaching in literacy and numeracy.

Progress on 2011 targets

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).*

Our achievements include:

- The successful implementation of the curriculum leader positions into Stage 2 and Stage 3 and resulting positive feedback leading to the extension of the initiative for 2012
- 24% of students in Year 3 achieved proficiency in NAPLAN reading in 2011. This is an increase of 4% on the 2010 result.
- 17% of students in Year 5 achieved proficiency in NAPLAN reading in 2011. This is an increase of 10% on the 2010 result.

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).*

Our achievements include:

- The successful implementation of Count Me in Too from Kindergarten to Year 4 and Counting On in Years 5 & 6 have led to improvements in numeracy.
- 12% of students in Year 3 achieved proficiency in NAPLAN reading in 2011.
- 13% of students in Year 5 achieved proficiency in NAPLAN numeracy in 2011. This is an increase of 8% on the 2010 result.
Target 3

Maintain student attendance above state average.

Our achievements include:

- Achieving and attendance rate of 94.4% compared to the state’s 94.3%

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 2011 our school carried out evaluations of:

Educational and management practice – Teaching and learning

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 DEC.

Background

This year our survey focus was teaching and learning. All students, staff and parents were given the opportunity to participate in an online survey.

Findings and conclusions

Students (84%), staff (81%) and parents (59%) all agreed that classrooms at the school are an interesting place to learn.

Staff also indicated that they almost always (48%) or usually (43%) use a wide range of appropriate resources to assist students with their learning. Parents supported these findings with 55% stating that their child almost always has access to good equipment that helps their child learn and 35% responded usually.

Future directions

Emphasis need to be placed on teacher and parent feedback about student achievement with 32% of students stating that their teachers sometimes talk to parents about their learning. There is a shared responsibility to ensure that teachers and parents communicate about student learning.

Curriculum – Talking & Listening

Background

This year our curriculum survey focus was talking and listening. All students, staff and parents were given the opportunity to participate in an online survey. The school had a focus on improving the talking and listening skills of all students and works closely with a team of Educational Speech Pathologists.

Findings and conclusions

Students felt that teachers almost always support and guide them to improve their skills in talking and listening (86%) and that the speech pathology lessons were almost always helping with talking and listening (71%). Teachers agreed that the speech pathology lessons almost always (50%) or usually (39%) helped students with their talking and listening skills.

Future directions

There is a need for the school and Speech Pathology team to continue to work with parents to support their children with speech especially those students who are experiencing difficulty in this area.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Here are some of the things they had to say about their school:

“The staff are the best here! I have been to other schools but the staff here are friendlier.”

“The staff really care about our children.”

“I think the school should have more multicultural days.”

“The office staff are so nice and know everyone”

“I like that this is a small school and the teachers know everyone.”

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 2011 all staff were trained in the 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 the Department’s Code of Conduct for employees.

Staff also participated in professional learning in literacy, numeracy, cyber safety and creative and practical arts.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 - Literacy**

**Outcome for 2012–2014**

Intended outcome: Increased levels of Literacy achievement for every student from Kindergarten to Year 6.

**2012 Targets to achieve this outcome include:**

- Increase the percentage of Year 3 students achieving proficiency in NAPLAN reading by 3% from 24% (2011) to 27% (2012)
- Increase the percentage of Year 5 students achieving proficiency in NAPLAN reading by 3% from 17% (2011) to 20% (2012)
- Decrease the percentage of Year 3 students achieving at or below the national minimum standard in NAPLAN reading by 3% from 24% (2011) to 21% (2012)
- Decrease the percentage of Year 5 students achieving at or below the national minimum standard in NAPLAN reading by 3% from 29% (2011) to 26% (2012)

**Strategies to achieve these targets include:**

- Employ Educational Speech Pathologist to implement whole class programs for K-6 children and professionally develop K-6 staff in explicit talking & listening strategies with a focus on metalanguage and strategies to improve students’ reading fluency.
- Employ a Quality Teaching Consultant to deliver teacher professional learning in reading with focus on comprehension and metalanguage.
- Employ an Assistant Principal Literacy / Numeracy to oversee literacy and numeracy programs in the school and related professional learning

**School priority 2 - Numeracy**

**Outcome for 2012–2014**

Intended outcome: Increased levels of Numeracy achievement for every student from Kindergarten to Year 6.

**2012 Targets to achieve this outcome include:**

- Increase the percentage of Year 3 students achieving proficiency in NAPLAN numeracy by 3% from 12% (2011) to 15% (2012)
- Increase the percentage of Year 5 students achieving proficiency in NAPLAN numeracy by 3% from 13% (2011) to 16% (2012)
- Decrease the percentage of Year 3 students achieving at or below the national minimum standard in NAPLAN numeracy by 3% from 24% (2011) to 21% (2012)
- Decrease the percentage of Year 5 students achieving at or below the national minimum standard in NAPLAN numeracy by 3% from 29% (2011) to 26% (2012)
national minimum standard in NAPLAN reading by 3% from 25% (2011) to 22% (2012)

Strategies to achieve these targets include:

- Staff released from class every five weeks for one day to work with the Assistant Principal Literacy/Numeracy, stage executive and curriculum leaders to plan high quality literacy and numeracy programs.
- Employ three curriculum leaders, one for Early Stage 1 and Stage 1 and one each for Stage 2 and Stage 3.
- Curriculum leaders support improvement in quality teacher practice and provide professional learning in the classroom context for each class in their stage and increase curriculum options for students.

The school plan contains a comprehensive outline of the schools’ priorities, targets and strategies and can be viewed on the school’s website at:


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
Maria Simmons – Assistant Principal
Felicity Bonello – Assistant Principal
Jodie Clark – Assistant Principal
Mejda Eldan – Community Liaison Officer
Amanda Milligan – P&C President

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:


Operation Art