School context
Chullora Public School is located in the inner south west of Sydney in the suburb of Greenacre. The school has a population of 334 students of which 92% are from a language background other than English. There are 13 classes from Kindergarten to Year 6. The school is organised into stage-based learning teams led by a dedicated executive team.

Explicit and systematic teaching in a focus in literacy and numeracy, underpinned by strong implementation of the teaching and learning cycle. Specific programs to support student learning include English as a Second Language (ESL), Reading Recovery (RR) and Learning and Support (LAS). Curriculum implementation in the six Key Learning Areas is underpinned by the Quality Teaching Framework (QTF) and evidence-based practice. The Community Language program in the school supports students in learning Arabic. The school has a strong focus on integrating technology into the curriculum.

Programs to promote diverse student achievement and to develop student leadership include Student Representative Council, Prefects, PSSA Sport, Active After School Communities and extra-curricular dance and music programs.

Chullora Public School is participating in the Empowering Local Schools (ELS) National Partnership and is in receipt of National Partnership Low Socio-economic Status School Communities funding (2011 – 2014). As one of the ELS 229 schools, our school has been among the first to transition to a new operating system for financial transactions and student information. This transition is continuing throughout 2014.

A dedicated and caring staff has built a positive school culture based on high quality teaching and hold high expectations for the achievement of every student. The parent community highly values education and are increasingly involved in school programs. The school hosts two playgroups, improving community access to rich early childhood play experiences and has strong Kindergarten and high school transition programs.

Principal’s message
2013 has been a year of great learning at Chullora Public School. The professional learning of our teachers has been a priority. Teachers have participated in high quality research-based professional learning programs in teaching literacy and numeracy. We are developing our knowledge and skills within a professional learning community with a clear focus on improving our teaching for the benefit of our students.

Student learning outcomes show evidence of the learning done by our teachers.

During 2013, all members of the school community have worked hard to ensure there are strong connections between parents, teachers and students. Our partnerships ensure student learning opportunities are maximized and we look forward to the ongoing development of those partnerships.

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.

Louise Challis

P & C and/or School Council message
P&C Message

Throughout 2013, the Parents and Citizens’ Association at Chullora Public School continued to provide a forum for discussion between the school and its community.

This year the P&C also raised funds through our volunteer run Mother’s Day and Father’s Day stalls, Bunnings BBQ and our annual 5 cent fundraiser. This allowed us to contribute to
Mathletics, Presentation Day Book Awards, K-6 Picnic Day refreshments, Year 6 Farwell and assist with a deposit for new signage around the school.

With the help of our Principal, a Uniform Sub-Committee was formed within the P&C to start discussions on new school uniform ideas for Chullora Public School. The SRC were also invited to input their ideas, which was quite constructive. This is still relatively new but will be one of our main focal points next year.

The P&C is a small and dedicated cohort of parents that meet twice a term on the first Monday of each month. Parents and carers are encouraged to join the P&C to stay informed and contribute to school matters and policies to achieve the best we can for our students.

On behalf of the P&C, thank you to all the parents who volunteer their time assisting with fundraising or helping within the school. Your efforts are greatly appreciated. We are looking forward to 2014 and the continued support from our school community.

Amanda Milligan – P&C President

Student representative’s message
2013 has been a very busy year for the Student Representative Council at Chullora Public School.

This year we extended our representation on the SRC to include students from kindergarten to year two. Our older SRC members were outstanding in providing a buddy system for the younger students. We enjoyed meeting each week and co-operating with our peers to look at ways to add improvements to our school.

Several fundraising events held throughout the year raised significant funds for our chosen charities. It felt good to help those that were less privileged than us.

A group of year five and year six students participated in the South Western Sydney Region Student Voice 2013 conference which provided opportunities for these students to further develop their leadership and communication skills. The students returned to school equipped with new understandings and ideas that were shared with their peers.

Our stage two SRC members accompanied two of our student leaders on a visit to Wenona Girls School at North Sydney to help develop cultural understanding between the different groups. Our students were able to provide insight into the life and experiences of their own cultural groups living and growing up in south-western Sydney whilst gaining an understanding of what it was like to grow up on the other side of Sydney.

Members of the SRC attended this year’s Bankstown RSL Remembrance Day Service to honour and pay respect to those who have defended our country. The students reported feeling both sympathy and regret for those lives that had been lost through war.

The SRC’s busy year was marked with a fitting finale – The ‘Chullora’s Got Talent’ Show. Members of the SRC held auditions, provided feedback, held further auditions then provided a platform for students to display their amazing talents in front of the whole school and wider community. All involved spoke highly of the SRC”s ability to organise such a large scale event and the wonderful talent within our school.

Next year promises to be even busier for our SRC with plans already underway to establish some new and exciting whole school projects that will enable the SRC to gain involvement from the wider student body.

Aya Tannir and Amour El-Eche

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
A whole school approach to managing non-attendance is taken and regular support is provided by the Home School Liaison Officer in cases of excessive absences.

### Workforce information

Additional teaching and executive positions have been created in the school and funded through equity programs. During 2013, Mr Dan Sprange was employed as Deputy Principal. Ms Carlene Barrett is employed as a Highly Accomplished teacher for 2013 and 2014 and Mrs Helen Morgani is employed as an additional Assistant principal for 2013 and 2014.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.872</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.847</strong></td>
</tr>
</tbody>
</table>

There are no staff members who identify as Aboriginal.

### 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>76%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</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>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total income</td>
<td>1086484.77</td>
</tr>
</tbody>
</table>

The information provided in the Financial Statement is current at the date shown. This is the latest financial information available for 2013, prior to the changeover in financial systems for our school.
A full copy of the school’s 2013 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 2013

Academic achievements

NAPLAN

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.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Achievements in the Arts, Sport and other School Programs

Creative and Performing Arts

In 2013 Operation Art resulted in many rich experiences for students, parents and teachers. Student artwork has been displayed in NSW government offices and in large scale format at Barangaroo South. Our theatre program was generously supported by the Australian Business and Community Network and involved 150 students and some of our parents watching live performances at the Darling Quarter, and Riverside Theatres. Parents also joined Stage 2 students on the annual Sculpture By The Sea excursion and helped create a community art work at the Creative Arts Showcase in Term 3. The Showcase displayed the broad range of creative talent at CPS with student visual arts displays and music, drama and dance performances.

Sport

Students across the school engage in sporting activities to develop skills, knowledge of fair play and active daily routines. Whole school events such as Cross Country, Swimming and Athletics Carnivals allow students to compete and achieve their best. The Primary School Sports Association competition provides students in years 3-6 with spirited inter-school competition on a weekly basis. In 2013 students have represented Chullora Public School in zone, district and state level competitions.

Formal competition is complemented with a range of school based activities designed to provide active routines for all students. During Term 3 students, teachers and parents participated in weekly fitness challenges ranging from hula hooping to sprint races. The annual handball competition and a new basketball competition were held during Term 4.

Student Leadership

Students have enjoyed increased opportunities to lead and develop leadership skills in 2013. Our Student Representative Council has been expanded to include 31 students from K-6. A group of Stage 3 boys have formed a leadership group called MENy Directions. This group ran their first event in Term 4 and aims to support the school by providing strong examples of leadership to younger male students. Year 5 students have been supported with a series of
leadership workshops which have prepared them for the role of school prefect and developed their understanding of what it means to be a leader at CPS.

Significant programs and initiatives

Aboriginal education
At Chullora Public School we demonstrate our commitment to Aboriginal Education by acknowledging Aboriginal people as the traditional custodians of the land before significant school gatherings. This ensures whole school awareness of Aboriginal history and connectedness to the land on which the school is built. Class programs incorporate Aboriginal perspectives and Aboriginal students are supported with personalised learning plans to support their educational and social development. Aboriginal students develop strong connections to their Aboriginal heritage by attending cultural events such as the Koori Youth Day.

Multicultural education
2013 saw the establishment of the Discover Language program. Discover Language provides language-rich experience-based learning for all our students. Some students participate in Arabic and others in English. The program is designed to build vocabulary and language structures in all students. This program is funded using additional funds received through the National Partnership Low SES Communities and the Empowering Local Schools (ELS) National Partnership.

We aim to build the profile and the participation rates of Arabic as a language of study for our students. A strong first language makes it easier for students to learn English and students with two strong languages are well-placed for language study in high school.

Professional learning was provided for all teachers in the new English as a Second Language or Dialect continuum. Teachers are developing further understanding about how students acquire a second language and how to best scaffold their learning. The school funds additional ESL teaching positions in recognition of the importance of students achieving proficiency in English.

All students have the right to feel valued and respected while at school. We have had an increased focus on our school values and how they relate to how we treat other people and how we celebrate diversity within our school community.

Transitional Equity Funding
Chullora Public School received funds through the Transitional Equity Funding program in 2013. These funds were spent to employ additional teaching staff in the school and employ educational speech therapists and an occupational therapist to work alongside teachers in the classroom. Teachers have developed their skills as a result of this partnership and are able to incorporate their learning into daily classroom practice.

Transitional Equity Funding was used to host Term 3 school development day with neighbouring schools to develop staff skills in building home and school partnerships. Michael Grose, a leading parent educator in Australia presented to staff from three schools about parenting and communicating with parents. The school has done significant work as a result of this professional learning. Communication has been enhanced through development of the school facebook page and ongoing enhancements of the school website.

National partnerships and significant Commonwealth initiatives

Low SES Communities
National Partnership funds have allowed for the school to employ additional executive and teaching staff. Additional staff have contributed to the implementation of the strategies in the school plan.

A significant investment in professional learning for teachers and leaders is a key feature of the school plan and is funded through the national partnership. Teachers have been provided with
job-embedded time to work collaboratively on all aspects of the teaching and learning cycle as a stage team. This has led to better implementation of key principles from professional learning programs.

New practices for the Teacher Assessment and Review Schedule (TARS) and the Executive Assessment and Review Schedule (EARS) were developed by the executive team, highlighting the importance of teachers knowing and using the professional teaching standards. All teachers engaged with the standards and provided supporting evidence as to their achievement of Element 6, related to their own professional learning as a part of the TARS process.

The employment of a Highly Accomplished Teacher (HAT) has been a key feature of the National Partnership initiative. The HAT has led professional learning across the school, particularly Focus on Reading Phase 1 and Count Me in Too. Evaluations from both programs indicate the value of having targeted shoulder to shoulder support in the classroom in order to see changes in classroom teaching.

In 2013, a Deputy Principal was employed to develop Learning and Support and Student Leadership programs across the school. The DEC Every Student, Every School initiative has meant significant change for all teachers in how we support students with additional learning needs and the deputy principal position played a key part in our school’s development of best practice in this area.

An additional Assistant Principal in the school allows for each stage to have a dedicated team leader and greatly enhances the capacity of leaders to work closely with their team.

Resources have been purchased to support the use of quality literature and the use of ICT across all classrooms to support implementation of high quality teaching programs.

**Empowering Local Schools**

The ELS National Partnership aims to empower schools to make more local decisions in order to better provide for the needs of their own school community. The ELS provided additional funding to assist in implementation of reform and allows for the school to be among the first in the state to use new management systems for finance and student information.

The ELS National Partnership has allowed the school to vary the delivery of the Community Languages program through the focus area of Workforce Management. All students now participate in two hours of language-rich teaching and learning experiences each week. Students with Arabic as their home language attend with an Arabic teacher and other students participate in English with a view to building language structures and vocabulary.

The program has had a significant impact on both student learning and teacher practice across the school. Students are explicitly taught the skills of problem solving, interaction and cooperative learning. These skills also transfer to their classroom setting and are having a positive effect on their learning across the curriculum.

The Discover Language teachers use the Aspects of Speaking within the Literacy Continuum to chart the progress of students and use the English or Community Language syllabus to plan for teaching.

Integrating technology has been a key aspect of the program and students are developing skills to use a variety of devices for specific purposes. The school has made significant progress in moving towards a more flexible use of technology and a variety of laptops, tablets and desktop computers are available for students use. ELS funds were used to install wi-fi through the school through the focus area of Finance and Infrastructure.

As one of the 229 schools to be a part of the ELS, the school has experienced significant changes to administrative processes. The administrative staff have had professional learning in how to use the new operating systems and have participated in local networks to assist with implementation.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student achievement data, surveys and feedback
- Parent surveys and feedback
- Teacher surveys and feedback

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Increased levels of literacy achievement for every student

Increased levels of numeracy achievement for every student

Evidence of progress towards outcomes in 2013:

- Significant gains in Kindergarten reading levels as a result of teacher professional learning and changes to teaching practice. At the end of 2013, 57% of Kindergarten students were reading a Level 6 text or higher and 16% were reading Level 10
- Increased understanding and use of literacy and numeracy continuums to measure student achievement and develop teaching programs
- Changes to practice in teaching numeracy and literacy in Stage 1 as a result of professional learning through CMIT and Best Start, inclusive of shoulder to shoulder support in classrooms
- Implementation of word problem a day showing considerable improvement in student ability to solve mathematical word problems
- Implementation of Newman’s Error Analysis resulted in increased teacher understanding of the steps involved in solving word problems and how to teach them

Strategies to achieve these outcomes in 2014

- Ongoing employment of HAT and additional Assistant Principal
- Ongoing development of professional learning communities through stage based teams
- Participation in Phase 2 Focus on Reading
- Participation in L3 continuing professional learning
- Expressions of interest sought for Years 3 – 6 numeracy professional learning through TOWN and literacy professional learning for Stage 1 in L3

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

Curriculum implementation is supported by professional learning and aligned to student needs

Appropriate assessment and reporting practices are embedded in all teaching and learning programs

Evidence of progress towards outcomes in 2013:

- Evaluation of professional learning programs highlight the effectiveness of HAT and executive support in implementing key principals into classroom practice
Evidence of increased use of literacy and numeracy continuums when developing teaching programs

Increased confidence with use of new English K – 6 syllabus

Increased use of diverse range of mobile technology and Web 2.0 applications

Increased numbers of parents attending curriculum showcase events and parent workshops

Strategies to achieve these outcomes in 2014:

- Ongoing employment of HAT and additional Assistant Principal
- Ongoing development of professional learning communities through stage based teams
- Implementation of the Australian Curriculum within ACARA and DEC timelines
- Develop staff knowledge of EAL/D assessment and teaching practices
- Ongoing development of high quality sport and fitness programs with a focus on participation rates, fundamental movement skills and team skills
- Professional learning for teachers in integrating CAPA

School priority 3
Student Engagement and Attainment

Outcomes from 2012–2014

Provision of challenging, flexible, personalised and safe learning environments that enable students to experience success and receive recognition for their achievements

Increased participation of parents and community across the school

Evidence of progress towards outcomes in 2013:

- All students with additional learning needs have an individualised learning plan
- Student Wellbeing Policy developed with a focus on school values and inclusive of input from parents
- Professional learning for all staff in Micro-skills as best practice in classroom management
- Development of Kindergarten transition program, including establishing links with early childhood services and increasing number of transition visits for children and families
- Establishment of community playgroup on-site through Koorana Family and Children’s Services

Strategies to achieve these outcomes in 2014:

- Ongoing development of strong Learning Support Team practices
- Ongoing monitoring of non-attendance and liaison with HSLO
- Development of stronger student leadership programs
- Development of high school transition programs

School Priority 4
Leadership and Management

Outcomes from 2012 - 2014

Strengthened leadership innovation and management capacity of all school staff to drive school improvement

Evidence of progress towards outcomes in 2013:

- Diverse representation of teaching staff leading management teams in the school and making significant contributions to school evaluation and planning processes
- Increased parent engagement with planning and evaluation processes, including attendance at School Development Day
- Development of TARS and EARS procedures ensuring all teachers engage with professional teaching standards and reflect on their own practice against these standards
- Improvements evident in DEC Analytical Framework against aspects of strategic resourcing and parent partnerships
- Participation in inter-school professional learning networks for leaders and aspiring leaders

**Strategies to achieve these outcomes in 2014:**
- Ongoing representation by teachers and parents on school evaluation team
- Increasing distribution of leadership within school budget areas
- Ongoing professional learning for leaders and aspiring leaders
- Development of early career teacher support led by HAT and support for accreditation processes

**Professional learning**

Chullora Public School has a strong focus on professional learning at all levels. We have developed our understanding and knowledge as to how we operate as a Professional Learning Community (PLC). At the end of 2012, we undertook professional learning about the key features and purpose of PLCs. As a whole staff, we agreed to develop the principles and practices of a PLC at our school.

In 2013, all teachers have been provided with job-embedded time to work collaboratively across all aspects of the teaching and learning cycle. Teachers have increased consistency in their practice between classes and improved teaching quality, leading to improvements in student outcomes. Developing the knowledge and skills to work as a high quality PLC is a continuing focus for the school over the next few years.

During 2013 all teaching staff engaged in a range of professional learning programs within the DEC and from external providers. Professional learning was delivered through weekly stage meetings in school hours, regular after school meetings and School Development Days.

Kindergarten began L3, the two-year professional learning program based on best practice in teaching literacy to Kindergarten students. The second year of the L3 program will involve further professional learning for the Kindergarten team of teachers.

Stage 1-3 teachers began the Focus on Reading Phase 1 program. Focus on Reading has been led by two in-school trained facilitators and in 2013 focused on developing teachers’ knowledge and skills in teaching comprehension. Phase 2 will commence in 2014, focusing on reading fluency and vocabulary development.

Stage 1 and 2 teachers participated in Count Me in Too, an online numeracy teaching professional learning program. This professional learning was enhanced by in class shoulder to shoulder support from the HAT in Stage 1.

All staff were trained in the Christine Richmond Micro-skills program, identified as best practice in classroom and behaviour management. Consistent use of language for expectations, acknowledgement and correction has been a focus for teachers during 2013.

The LAS teachers undertook a professional learning program to develop their own and class teachers’ skills in differentiation. LAS teachers worked collaboratively with classroom teachers to ensure that scaffolding was in place for students to achieve the class learning goals at a stage appropriate level. Differentiation and scaffolding remain a priority for the LAS team in 2014.
Leadership professional learning has been a priority in 2013. All members of the school executive team participated in a two-day coaching workshop with Australian Growth Coaching and have built these practices into their leadership roles. Several executive and aspiring leaders attended educational leadership conferences throughout the year. A group of executive and aspiring leaders worked with a local group of schools and a facilitator to develop their understanding of how students learn. The leaders brought their new learning back to our school and worked with school teams to develop programming practices in line with the new English syllabus.

Staff were led in several professional learning sessions regarding the Australian Curriculum and the new NSW English K – 6 syllabus. A School Development Day was devoted to developing planning practices utilising the new syllabus ready for full implementation in 2014.

Findings and conclusions
75% of staff agreed that the school is almost always looking at ways to improve its performance with 25% reporting usually. 95% of staff reported that the school monitors and evaluates plans, programs and practices in a planned and ongoing way.

75% of parents said the school usually or almost always makes change to improve what it does and 81% agreed that the school regularly measures the success of its programs.

63% of students said the school regularly measures the success of its programs and 92% said the school the school regularly makes changes to what it does.

Future directions
A greater emphasis needs to be placed on seeking student feedback regarding school programs and communicating findings from our evaluations to both students and parents. Communication via the school website and a school facebook page is designed to enhance opportunities for parents and students to engage with school programs in a forum that is convenient for them.

Stage 1 classes are also establishing social media protocols in order to enhance school and community partnerships in 2014 through use of Edmodo.

Curriculum – Reading
Findings and Conclusions
94% of teachers reported that their students enjoyed reading and 100% agreed that their students reading had improved as a result of their teaching this year.

83% of students said they enjoyed reading and the same number thought their reading had improved this year.

82% of parents agreed that their children’s reading had improved as a result of teaching this year and 90% encouraged reading with their children at home.

Future Directions
Increasing awareness about the importance of reading is an ongoing focus for the school. The school has committed to reading 6 books a day in every class and to promoting Just Read, our home reading program. Teacher professional learning

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Background

Educational and Management Practices - Management

At Chullora Public School we undergo an annual evaluation of school plans and programs. This is includes conducting surveys using the SchoolMap resources developed by the DEC.
and parent workshops will continue to promote this understanding.

Closer links have been made with early childhood services and the school will continue to build understandings as to how aspects of literacy may be enhanced in prior to school settings.

Communication to parents and the community about student achievement in the area is also a key strategy in promoting reading for 2014.

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.

Louise Challis – Principal
Dan Sprange – Deputy Principal
Carlene Barrett – Highly Accomplished Teacher
Helen Morgani – Assistant Principal
Nicole Ommensen – Assistant Principal ®
Erin Hodson - Assistant Principal ®
Mejda Eldan - CLO

School contact information

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School Code: 3808

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: