

Chullora Public School

2019 Annual Report



3808

Introduction

The Annual Report for 2019 is provided to the community of Chullora Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Every student is provided with opportunities to be challenged and engaged in order to develop the skills and mindsets to succeed in an ever changing world.

School context

Chullora Public School has an enrolment of approximately 310 students and caters to the needs of a low SES and high NESB community. There are 13 mainstream classes and a Support Unit with 3 classes for students with Autism and special needs.

A dedicated staff holds high expectations for teaching and learning and demonstrates this through commitment to their own ongoing learning and improvement and active engagement as a professional learning community.

Our parent community highly values education and opportunities for student leadership and the school has a very committed and hard-working P&C.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In the Learning domain, evaluation evidence determines that the school is Sustaining and Growing in Learning Culture and Wellbeing but is Delivering for Curriculum, reporting and Student Performance Measures . Strengths in the school are evident in the ongoing development of high expectations and a strong learning culture. Stronger implementation of the Be You Framework has improved whole school wellbeing practices and transition programs support students at various transition points. Areas of further development are evident in Curriculum, reporting and Student Performance Measures.

In the Teaching domain, evidence across K–6 indicates the school is Sustaining and Growing in all areas except delivering in Data skills and Use . Quality learning programs and routines particularly in literacy and numeracy are in place across the school K–6. Learning intentions and success criteria are used to make learning visible to students and to inform feedback. The Microskills behaviour management program is implemented successfully in classrooms. This ensures that routines and structures are in place to minimise behaviour so that the focus can be on learning. An area for improvement is data skills and use.

In the Leading domain, the school is Excelling in school planning, implementation and reporting and school reporting and school resourcing. All staff are heavily involved in school planning including ongoing evaluation of milestones. There is a clear line of sight between school resources and equity funding that ensures decisions are made with students in the centre. The school is Sustaining and Growing in all other areas. Our self-assessment process will assist the school to

refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-gu>

Strategic Direction 1

Quality Practices

Purpose

High performing staff continuously build their capacities within a strong collegial learning environment of challenge and collaboration focussed on implementation of the most effective strategies to improve teaching, leading and service delivery.

Improvement Measures

All staff develop and monitor challenging PDP goals to indicate growth against a framework.

All teachers assess and respond to student progress through differentiation.

Progress towards achieving improvement measures

Process 1: Curiosity and Inquiry: *Teachers develop & pursue individualised professional learning programs linked to an area of personal interest using an inquiry framework to assess effectiveness.*

- personalised professional learning
- action research/inquiry framework

Evaluation	Funds Expended (Resources)
Q – How have teachers actioned their curiosity goal and how has this enhanced their knowledge and practice ? A – PDP showcases were cancelled this year.	Twilight session

Process 2: Staff Capacity Building: *Challenging learning goals are set & measured using the principles of evaluative thinking.*

- PDP
- Evaluative thinking
- Reflection against Frameworks, Standards, SEF

Evaluation	Funds Expended (Resources)
Q – Do final reflections indicate that teachers are continuing to develop their reflective practices? D – Facilitator discussions – PDP showcase was cancelled. A – All staff were given the opportunity to share their PDP journey with other staff during CLIC. I – The majority of staff appreciated the opportunity to share and learn from others.	

Process 3: Excellence in Teaching: *The Teaching & Learning cycle is used to assess, differentiate and select the most appropriate teaching technique(s). Feedback for improvement is sought.*

- Formative/summative assessment
- Differentiation

Progress towards achieving improvement measures

- Process 3:** – Explicit teaching techniques
– Staff feedback

Evaluation	Funds Expended (Resources)
<p>Q – What is teachers current knowledge and use of formative and summative assessments?</p> <p>D – Teacher survey. Discussions with facilitators</p> <p>A – Due to turn over of staff it was decided to postpone this to the beginning of 2020.</p> <p>I – This will be a priority for 2020 Term 1.</p>	

Strategic Direction 2

Flexible Learners

Purpose

All students hold high expectations of themselves and engage in purposeful and challenging learning experiences that require agility, a growth mindset and an ability to reflect on their progress and future goals.

Improvement Measures

Increase number of students using a learning mindset.

All students are able to articulate learning goals and use feedback to achieve their best in literacy and numeracy.

Increase number of students achieving expected growth in both internal and external measures

Increase number of students achieving proficiency in literacy and numeracy

Progress towards achieving improvement measures

Process 1: Learning Mindsets: *Through using the KidsMatter Framework & explicitly teaching SEL students will develop a growth mindset allowing them to become agile learners who persevere through challenges.*

- KidsMatter
- Social and Emotional Learning (SEL)

Evaluation	Funds Expended (Resources)
There is evidence of teachers using the Learning Mindset language that reflects on syllabus content at the end of the year report. Students understand why feedback is important and how they can relate to their learning goals	Survey , class based criteria's Explicit teaching around feedback

Process 2: Data Skills and Use: *Student data is monitored & feedback is shared with students allowing them opportunities for improvement. Plans & results are shared with parents.*

- Monitoring student progress
- Feedback

Evaluation	Funds Expended (Resources)
All students receive feedback from teachers related to their learning in Additive strategies/ writing and reading. Teachers working towards goals across all KLA's	Student goals samples / assessments Videos

Strategic Direction 3

Student Leaders

Purpose

Teachers and parents support students to develop a strong moral purpose. Students are leaders within and beyond the school community and actively engage in various social and global issues.

Improvement Measures

The General Capabilities are embedded in teaching programs, assessment and reporting practices

All teachers include an inquiry approach to facilitate learning about social and global issues.

Progress towards achieving improvement measures

Process 1: General Capabilities within an inquiry approach: *Teachers embed the General Capabilities into programs & promote an inquiry based approach to learning leading to students authentically engaging in social & global issues.*

- Programming
- Assessment
- Reporting

Evaluation	Funds Expended (Resources)
Q– Do teaching programs and student reports include the General Capabilities. D– teaching programs and student reports. A– teachers K–6 include the GCs as part of their teaching and learning programs. Report comments reflect their learning.	

Process 2: Student Leadership: *Authentic leadership opportunities are created for students across KLAs ensuring they see themselves as leaders within & beyond the school community.*

- Formal and informal leadership opportunities

Evaluation	Funds Expended (Resources)
Q– Can students articulate what a leader is and can define leadership qualities in line with the GCs. Q– Can students understand that a range of people can be leaders. D– data was not collected and therefore unable to analyse this activity	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Learning support teachers and Wellbeing Officer	Is there opportunity for celebration of learning success? Are processes in place to ensure suitable transition to 2020 learning environment? A celebration of recognition as grandmother spoke at the kindergarten transition to parents about how her children attended Chullora PS and that she drew the Muriel.
English language proficiency	Student reports	Classroom teachers feedback was positive and appreciated the insight of EAL/D teachers.
Low level adjustment for disability		Teachers are looking forward to a more structured "Games Room" for students with emotional needs, as well as a resilient program that will be implemented Term 1 2020.
Quality Teaching, Successful Students (QTSS)	Whole school class list New enrolment names and needs	Due to the high teacher turn over classes were not able to be finalised.
Socio-economic background	Hampers for holidays	Parents were overwhelmed with the support and were very positive. Parents were grateful for the hamper donations from the P & C member.
Support for beginning teachers	mentors and mentees Programs	Teachers expressed greater efficacy in the areas of planning and programming.
Targeted student support for refugees and new arrivals		Students were placed in accordance to language proficient as well as emotional needs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	164	160	156	176
Girls	163	147	145	139

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	92.8	93.9	88.3
1	91.2	92.9	89.4	91.6
2	94	88.8	90.3	89.2
3	90.7	93.2	88.7	88.5
4	92.4	92.9	91.7	87.4
5	93.2	92	89.3	90.7
6	92.3	91.9	91.8	88.4
All Years	92.3	92.1	90.7	89.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.35
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.6
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	5.87
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	402,271
Revenue	4,537,940
Appropriation	4,466,796
Sale of Goods and Services	20,045
Grants and contributions	45,769
Investment income	5,030
Other revenue	300
Expenses	-4,418,090
Employee related	-4,044,138
Operating expenses	-373,952
Surplus / deficit for the year	119,850

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	609,866
Equity Total	885,436
Equity - Aboriginal	2,064
Equity - Socio-economic	344,524
Equity - Language	283,707
Equity - Disability	255,141
Base Total	2,215,137
Base - Per Capita	73,249
Base - Location	0
Base - Other	2,141,887
Other Total	601,314
Grand Total	4,311,752

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

After completing our school self–assessment using the School Excellence Framework, the school executive team agreed that data around parent voice regarding whole school processes required greater volume. We wanted feedback on parent engagement, student learning, knowledge and understanding and whether parents believed their child felt a sense of belonging at our school. The same questions were asked at the end of 2018 and again at the end of 2019. When parents were asked about the type of community engagement they wanted to see happen at our school, many gave varied responses such as more parent workshops, community BBQs and others named many events that were already held at Chullora Public School. We felt that most parents were not aware that most events at the school were held for the purpose of building and celebrating our community. Parents were asked if their child felt they belonged at school and parents responded overwhelmingly with a resounding 'yes'!

Parent feedback was used to drive the many initiatives and events that occurred during the 2019 school year. Parents felt acknowledged, valued and purported a high level of ownership.

2019 PBL survey conducted by the district office PBL coordinator. It outlines that staff were aware of school wide systems however, they were not being systematically implemented or effectively followed through.

The aspects which were emphasised in the survey were; School wide budget for teaching kids, ongoing rewards and annual staff planning, the school's requirement to report on social climate on behaviour, discipline level or student behaviour at least annually and all staff are directly and or indirectly involved in school wide interventions, data on problem behaviour patterns are collected and summarised with an on–going system, and the school team has access to on–going training and support. These aspects received a rating of 45% and above that systems are not in place. Problem solving consequences for problem behaviours are defined clearly and expected student behaviours are directly taught. This was partially in place as shown by the 55% and above result. 2019 PBL Priority for Improvement. Teacher's responses to School–wide expected student behaviours apply to non– classroom settings received 45% – the highest percentage for priority for improvement followed by school wide expected student behaviours are taught in non–classroom settings with 38% and all staff are directly and or indirectly involved in management of non–classroom settings at 36%. This graph clearly indicates room for improvement in behaviour management practices inside the classroom and outside, with all staff being on board and consistent as it clearly demonstrates that more than 20% is medium for priority for improvement. Through whole school collegial discussions a PBL team was formed and will be trained midterm as well as using this data for action planning.

The Tell Them From Me survey completed by students indicates a positive response regarding their perceptions of (*Positive teacher–student relations*) teachers providing clear purpose and immediate feedback towards a student's needs. 8.2/10 of students felt that their teachers are responsive to requests and equip them with skills and strategies to become independent.

Students with a positive sense of belonging at the school indicates that students feel accepted and valued by peers and others as demonstrated by the score of 8.2/10. The *Be You* skills taught explicitly, the *First Five Weeks* program and the *Micro Skills* focus throughout the year are providing students with relationship building and lifelong skills.

Similarly to *Advocacy at School*, student responses were 7.7/10. This clearly indicates that our process of a check in and check out system is working with students across the school. Staff have a positive connection to students and are proactive in supporting each student's needs, encouraging and guiding students at the exact point of need. Students feel they can rely on teachers for advice.

Students that value schooling outcomes is also positive with a score of 97/100. The Learning Support teacher aims to ensure that students' social and emotional needs are met with individual BSPs and IEPs. These are implemented, communicated and reviewed with staff being supported throughout the process.

The Tell Them From Me survey evidence completed by teachers is based on initiatives such as Early Action for Success. Data is collected and analysed every term to identify students at risk to allow planned intervention to occur.

At Chullora Public School, *Data Informs Practices* scored 8.1/10. Teachers regularly use assessment to inform their teaching and learning cycle.

The graph for *Leadership* shows the effectiveness of the leadership team rated at 7.1/10 in the area of supporting colleagues establish learning in environments for students to achieve outcomes.

In the area of *Learning Culture*, 8.3/10 teachers indicated that they embedded quality teaching practices in their classroom. This indicates that collaborative practices such as QTTs have provided productive opportunities for the leadership team and mentors to observe and provide feedback on quality teaching practices to our teachers.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.