

## Parent Consultation for the 2024-2027 Strategic Improvement Plan

It is a requirement that all NSW government schools develop and publish a Strategic Improvement Plan (SIP).

A Strategic Improvement Plan (SIP) is a working document that details the steps our school will take to improve learning outcomes, and the achievement and growth of all students. To ensure continuous improvement, the Strategic Improvement Plan reflects where our school is at and how it will further improve learning, teaching and leading.

In preparation for our Strategic Improvement Plan for 2024-2027, we have undertaken an extensive review of school policy, processes and data in recent times. Community engagement is a critical step in preparing the Strategic Improvement Plan and improving the progress, achievement and wellbeing of your students. When schools, families and the broader community work together to develop positive connections, students thrive.

We invite parents and community to contribute to our planning process by exploring the data included in this pack and then providing feedback and reflection using the last page. To assist you explore the data, each data set includes a summary box in blue at the top of each page that captures the key ideas explored on the page.

The 5 data sets includes historical school performance data for:

- NAPLAN Reading
- NAPLAN Writing
- NAPLAN Numeracy
- Tell Them From Me (TTFM) and
- Attendance.

The four questions we are seeking feedback in relation to the data presented in this pack is:

- In looking at the data, what strengths do you see?
- In looking at the data, what areas for improvement do you see?
- In looking at the data, what do you see as the school's biggest priority?
- What is the school not doing now that you think we could be doing?

Teachers will be at gates throughout Week 4 to chat to parents about the data pack and the information within the pack.

Students from households who return the survey back to school by Wednesday Wk5 (November 8<sup>th</sup>) will be rewarded with a free Zooper Dooper ice blocks. Please note only 1 survey is required for each family, this will earn the reward for each child from that family. We are hoping for 100% parent feedback and look forward to capturing your thinking. Surveys can be returned to the specially marked boxes outside the office each morning from Tuesday Wk4 31<sup>st</sup> October with November the 8<sup>th</sup> being the final day of collection.

The school will also conduct face to face, in person focus groups and online (Zoom) focus groups. The details are below. There is no need to pre-register for either session. The zoom link will be sent out on November the 8<sup>th</sup> via our school's communication channels.

- Face to face session: Monday 6<sup>th</sup> November 2-3pm in the school's Community Hub (on school site)
- Zoom session: Wednesday 8<sup>th</sup> November 6-7pm. The link for this zoom session will be sent out this week.

We thank all families in advance for taking part in this community consultation process and contributing to our forward planning.

Paul Taylor  
Principal

Megan Tolsher, Sue Buyruk & Sam Bonaventura  
Deputy Principals

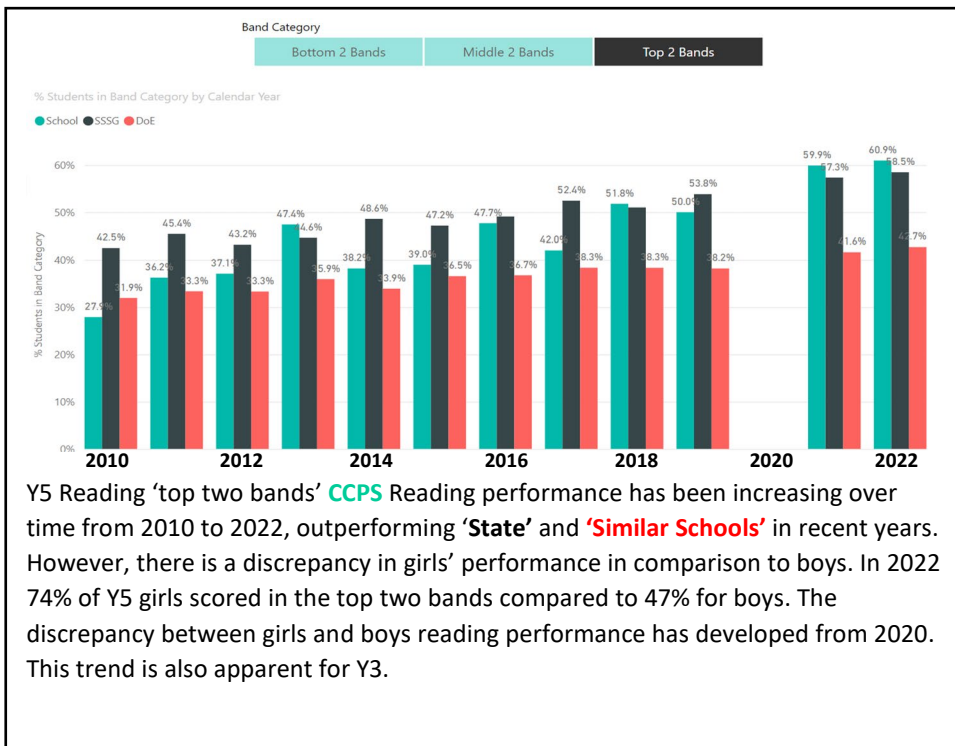
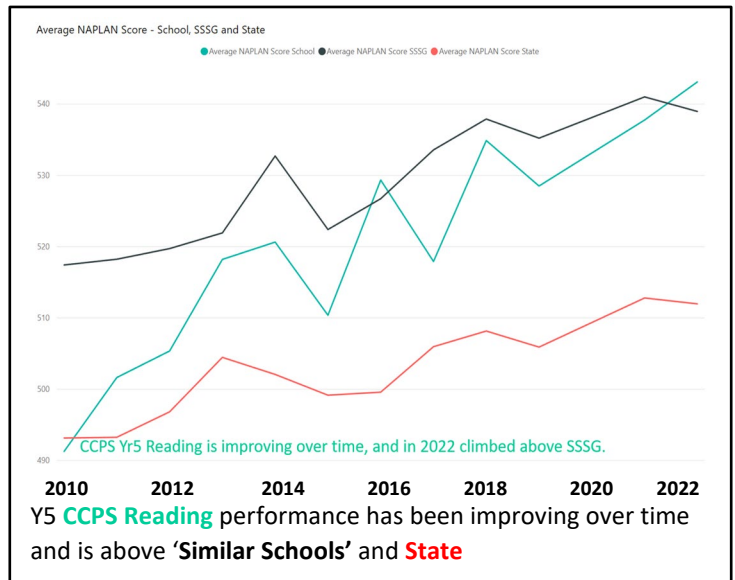
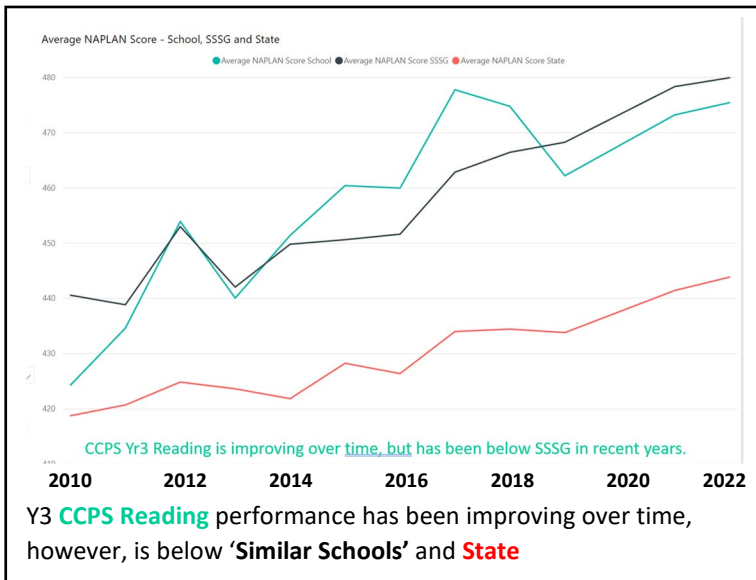
## CCPS SITUATIONAL ANALYSIS - READING

Data below evidences CCPS' Reading performance. Please note that in 2023 NAPLAN changed to online branching assessment and thus **2023 data** is not comparable to all previous NAPLAN data. A summary of the data points is written in the **BLUE BOX**.

### Summary: CCPS NAPLAN Reading Data

- Y3 and Y5 performance has been improving over time and is well beyond state and in line with 'Similar' schools
- Girls are outperforming Boys in Y3 and Y5 in recent years. We must support our boys to close this gap
- 2023 data shows there are less students meeting curriculum standard in Y3 as compared to Y5. We need to ensure sufficient support is in place to enable a higher percentage of Y3 students to achieve the standard

## NAPLAN READING PERFORMANCE 2010-2022



## NAPLAN READING PERFORMANCE 2023

In 2023, NAPLAN changed. 2023 data shows:

- 81% of CCPS Y3 students as 'Exceeding' or 'Strong' - thus meeting curriculum standards
- 19% of CCPS Y3 students were 'Developing' or 'Needs Support' - thus not meeting curriculum standards
- 93% of CCPS Y5 students as 'Exceeding' or 'Strong' - meeting curriculum standards
- 7% of CCPS Y5 students were 'Developing' or 'Needs Support' - thus not meeting curriculum standards

\*This data shows that twice as many students in Y3 are not meeting the 'curriculum standard' compared to Y5

## CCPS SITUATIONAL ANALYSIS - WRITING

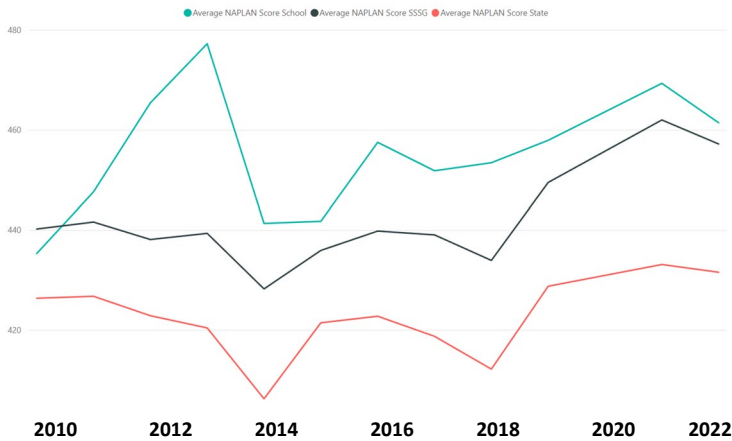
Data below evidences CCPS' Writing performance. Please note that in 2023 NAPLAN changed to online branching assessment and thus **2023 data** is not comparable to all previous NAPLAN data. A summary of the 2010-2022 and the 2023 data points is written in the **BLUE BOX**

### Summary: CCPS NAPLAN Writing Data

- Y3 and Y5 performance has been improving over time and is well beyond state and also beyond 'Similar' schools
- Girls are outperforming Boys in Y3 and Y5 in recent years. We must support our boys to close this gap
- 2023 data shows there are more students meeting curriculum standard in Y3 as compared to Y5. We need to understand why the trend of less students achieving the standard in Y3 compared to Y5 in Reading and Numeracy has been reversed in Writing

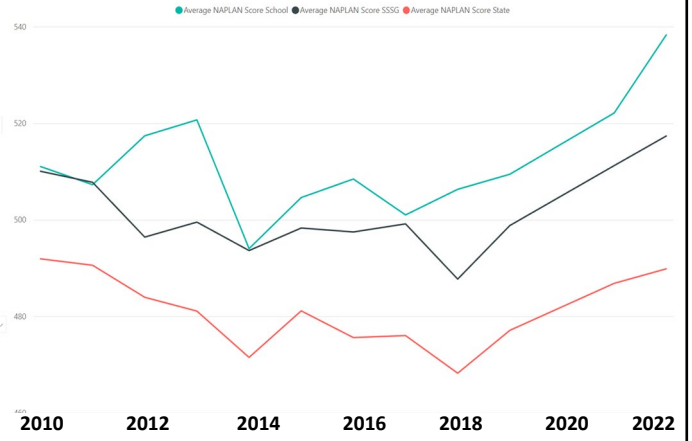
### NAPLAN WRITING PERFORMANCE 2010 - 2022

Average NAPLAN Score - School, SSSG and State



Y3 **CCPS Writing** performance is strong, consistently above 'Similar Schools' over time, and well above **State**

Average NAPLAN Score - School, SSSG and State

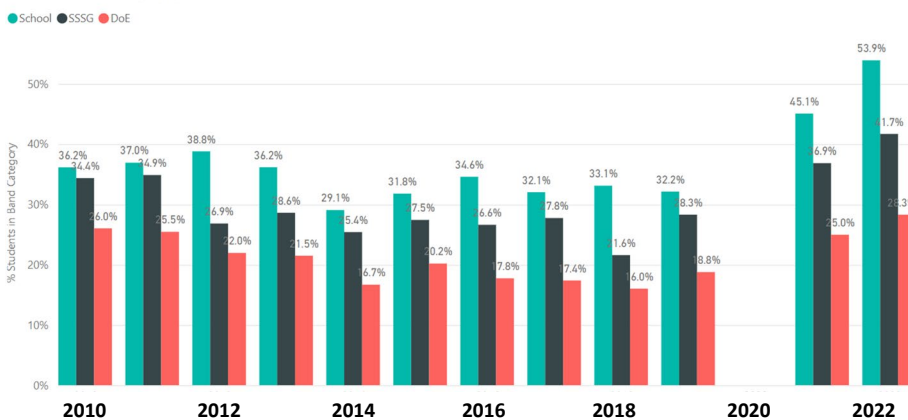


Y5 **CCPS Writing** performance has been improving over time and is above 'Similar Schools' and well above **State**

Band Category



% Students in Band Category by Calendar Year



Y5 Numeracy 'top two bands' **CCPS Writing** performance has been increasing over time from 2010 to 2022, outperforming 'State' and 'Similar Schools' in recent years. However, there is a discrepancy in girls' performance in comparison to boys. In 2022 70% of Y5 girls scored in the top two bands compared to 37% for boys. The discrepancy between girls and boys Writing performance has developed from 2020.

### NAPLAN WRITING PERFORMANCE 2023

In 2023, NAPLAN changed. 2023 data shows:

- 95% of CCPS Y3 students as 'Exceeding' or 'Strong' - thus meeting curriculum standards
- 5% of CCPS Y3 students were 'Developing' or 'Needs Support' - thus not meeting curriculum standards
- 91% of CCPS Y5 students as 'Exceeding' or 'Strong' - meeting curriculum standards
- 9% of CCPS Y5 students were 'Developing' or 'Needs Support' - this not meeting curriculum standards

\*This data shows more students in Y5 are not meeting the 'curriculum standard' as compared to Y3. This data differs from both Reading and Numeracy. We need to know why.

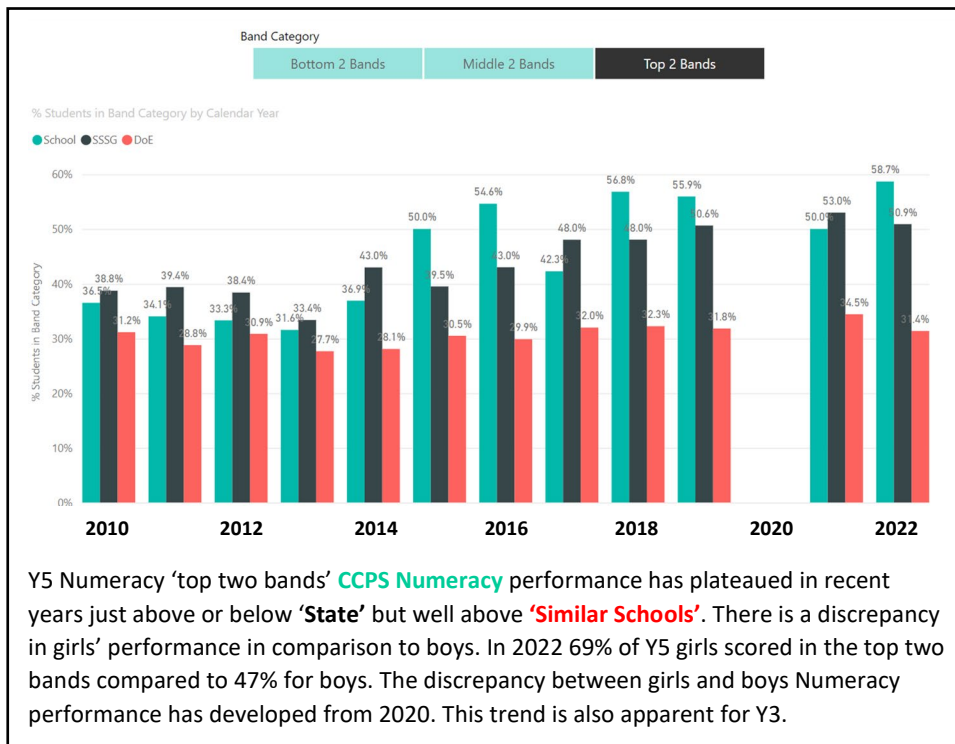
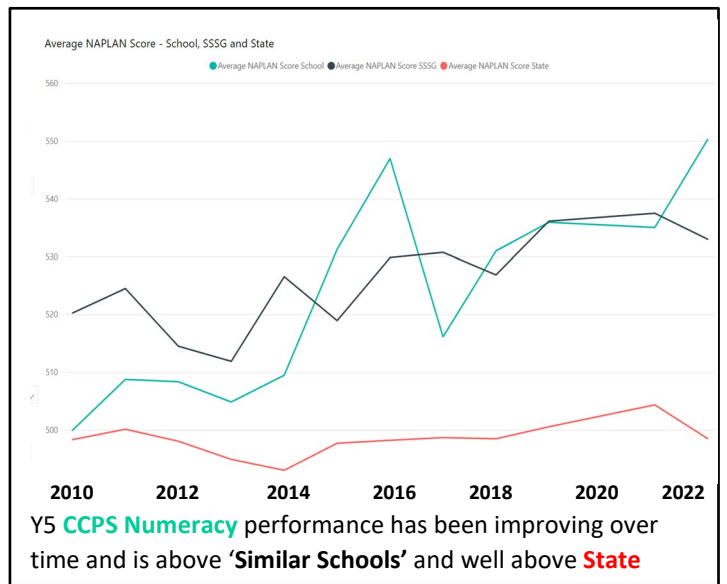
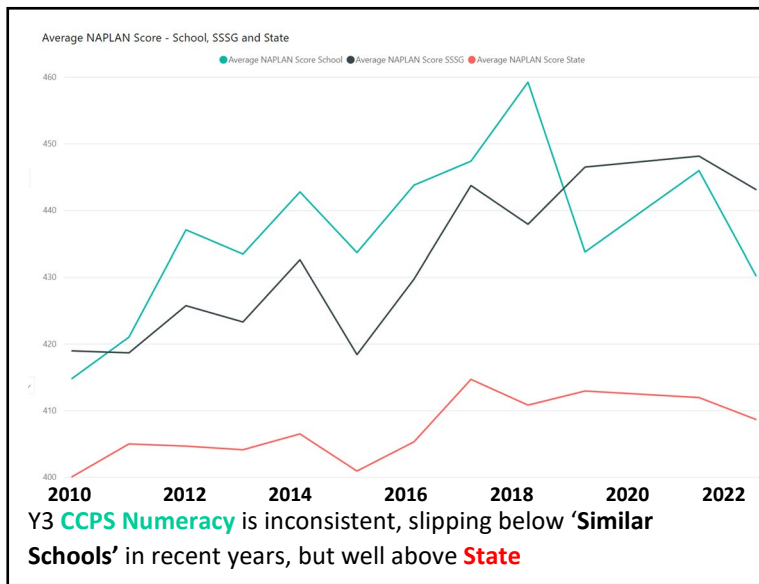
## CCPS SITUATIONAL ANALYSIS - NUMERACY

Data below evidences CCPS Numeracy performance. Please note that in 2023 NAPLAN changed to online branching assessment and thus **2023 data** is not comparable to all previous NAPLAN data. A summary of the 2010-2022 and the 2023 data points is written in the **BLUE BOX**.

### Summary: CCPS NAPLAN Numeracy Data

- Y3 and Y5 performance has been improving over time and is well beyond state and in line with 'Similar' schools
- Girls are outperforming Boys in Y3 and Y5 in recent years. We must support our boys to close this gap
- 2023 data shows there are less students meeting curriculum standard in Y3 as compared to Y5. We need to ensure sufficient support is in place to enable a higher percentage of Y3 students to achieve the standard

## NAPLAN NUMERACY PERFORMANCE 2010 - 2022



## NAPLAN NUMERACY PERFORMANCE 2023

In 2023, NAPLAN changed. 2023 data shows:

- 84% of CCPS Y3 students as 'Exceeding' or 'Strong' - thus meeting curriculum standards
- 16% of CCPS Y3 students were 'Developing' or 'Needs Support' - thus not meeting curriculum standards
- 90% of CCPS Y5 students as 'Exceeding' or 'Strong' - meeting curriculum standards
- 10% of CCPS Y5 students were 'Developing' or 'Needs Support' - thus not meeting curriculum standards

\*This data shows more students in Y3 are not meeting the 'curriculum standard'

## CCPS SITUATIONAL ANALYSIS – TELL THEM FROM ME

The data below shows parent responses from the recent TTFM parent and student surveys. The score is out of 10 in all data except the two rows with percentages in the parent data. TTFM is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

In looking at the data, we look for areas we are doing better than the state (the number in the brackets), making improvements or close to 10. When looking at the student data we have also shown the breakdown of females and males as this helps to identify any additional considerations. A summary of the data points is written in the **BLUE BOX**.

### Summary: CCPS TTFM Data

- Our parent results had a positive growth in 2022 across most areas
- Parent involvement in school committees is low
- Boys survey results are consistently lower than girls results indicating a bigger disconnect from school and learning
- 2 significant areas of advocacy and positive teacher -student relationships are not showing growth

### PARENT TELL THEM FROM ME SURVEY 2020-2022

	<b>2020</b> <small>(Number in brackets = state average)</small>	<b>2021</b> <small>(Number in brackets = state average)</small>	<b>2022</b> <small>(Number in brackets = state average)</small>
<b>Parents feel welcome</b>	6.6 (7.4)	6.9 (7.4)	7.6 (7.4)
<b>Parents feel informed</b>	5.1 (6.6)	6.3 (6.6)	7.3 (6.6)
<b>Parents support learning at home</b>	6.9 (6.3)	6.8 (6.3)	6.4 (6.3)
<b>School supports learning</b>	5.8 (7.3)	6.9 (7.3)	7.4 (7.3)
<b>School supports positive behaviour</b>	6.7 (7.7)	7.4 (7.7)	7.9 (7.7)
<b>Safety at school</b>	6.8 (7.4)	7.2 (7.4)	7.6 (7.4)
<b>The school is inclusive</b>	6.4 (6.7)	6.6 (6.7)	7.5 (6.7)
<b>The school provides enough resources to help students with disability or special needs</b>	50% agree	57% agree or strongly agree	74% agree or strongly agree
<b>Parents involved in school committees</b>	100% no (Covid)	10% yes	13% yes

### STUDENT TELL THEM FROM ME SURVEY 2020-2022

	<b>2020</b> <small>(Number in brackets = state average)</small>	<b>2021</b> <small>(Number in brackets = state average)</small>	<b>2022</b> <small>(Number in brackets = state average)</small>
<b>Students with a positive sense of belonging</b>	6.6 (8.1) 5.3 F v 7.6 M	7.0 (8.1) 6.5 F v 7.8 M	7.1 (8.1) 6.6 F v 7.6 M
<b>Students with positive relationships</b>	8.9 (8.5) 8.8 F v 9.1 M	8.6 (8.5) 8.5 F v 8.8 M	8.8 (8.5) 8.8 F v 8.8 M
<b>Students that value schooling outcomes</b>	8.8 (9.6) 9.1 F v 8.6 M	9.2 (9.6) 9.3 F v 9.0 M	8.9 (9.6) 9.5 F v 8.6 M
<b>Students with positive behaviours at school</b>	9.5 (8.3) 9.7 F v 9.3 M	9.6 (8.3) 10.0 F v 9.2	9.4 (8.3) 9.8 F v 9.0 M
<b>Students who are interested and motivated</b>	7.4 (7.8) 7.0 F v 7.7 M	7.0 (7.8) 7.8 F v 6.3 M	6.8 (7.8) 7.8 F v 6.2 M
<b>Effort</b>	9.2 (8.8) 9.1 F v 9.2 M	8.9 (8.8) 9.1 F v 8.9 M	8.9 (8.8) 9.2 F v 8.7 M
<b>Students who are victims of bullying**</b> <small>(This is the one area we wish to be lower than the state)</small>	2.1 (3.6) 3.3 F v 1.2 M	1.9 (3.6) 2.1 F v 1.6 M	2.1 (3.6) 2.5 F v 1.9 M
<b>Advocacy at school</b>	7.6 (7.7) 7.5 F v 7.7 M	7.7 (7.7) 7.8 F v 7.8 M	7.6 (7.7) 7.8 F v 7.6 M
<b>Positive teacher-student relationship</b>	8.6 (8.4) 8.6 F v 8.6 M	8.2 (8.4) 8.4 F v 8.1 M	8.2 (8.4) 8.4 F v 8.0 M

## CCPS SITUATIONAL ANALYSIS - ATTENDANCE DATA

\*NB Please note attendance data for 2021 and 2022 was impacted by Covid. In 2021 students learnt from home for approximately 14 weeks and attendance was higher as students were marked as present if they engaged in school work. In 2022 students were asked to stay at home for the first half of the year if they, or family members, exhibited Covid symptoms. Additionally, borders had opened up and many people choose to travel if possible. These factors explain some of the low and / or high attendance rates at particular times.

### Summary: CCPS TTFM Data

- Both our attendance rate and the number of students attending more than 90% of the time have improved this year compared to last year
- Our lowest attendance rates tends to be towards or at the end of each term
- We have less unexplained absences in 2023, this could be a direct result of the new attendance procedures put in place in 2022 and the use of Sentral
- There is less leave (justified leave for travel or reasonable considerations) and sick leave in 2023 compared to 2022

### ATTENDANCE DATA 2021 - 2023

	Attendance Rate (% in brackets = state average)	Students attending more than or equal to 90% of the time (% in brackets = state average)
<b>2021</b>	95.2% (89.9)	89.8% (65.4)
<b>2022</b>	89.1% (84.7%)	51.5% (41.7%)
<b>2023</b>	91.4% (87.1%)	68.6% (54.5%)

### PERCENTAGE OF STUDENT ATTENDANCE BY WEEK

Week	Term 1		Term 2		Term 3		Term 4	
	2022	2023	2022	2023	2022	2023	2022	2023
1			89.0%	89.1%	92.1%	93.5%	89.2%	91.4%
2	90.9%	89.6%	88.6%	91.9%	90.6%	94.2%	90.5%	92.2%
3	93.9%	92.3%	90.1%	93.5%	89.2%	93.3%	86.9%	91.0%
4	91.8%	92.8%	90.0%	92.3%	89.6%	92.5%	88.7%	
5	92.4%	92.4%	89.9%	89.1%	90.6%	93.1%	89.7%	
6	87.6%	93.7%	88.3%	90.4%	90.8%	93.0%	90.7%	
7	84.8%	92.8%	88.0%	90.4%	92.0%	92.6%	90.4%	
8	83.5%	93.0%	88.2%	89.3%	92.2%	91.8%	89.7%	
9	84.2%	93.2%	91.4%	89.7%	91.2%	92.6%	88.0%	
10	86.3%	90.6%	87.0%	81.3%	86.4%	87.9%	83.2%	
11	84.9%	87.6%						

### TYPES OF LEAVE BY NUMBER OF DAYS ACROSS A SCHOOL YEAR

	Leave		Sick		Unexplained		Unjustified	
	2022	2023	2022	2023	2022	2023	2022	2023
<b>Kindergarten</b>	646	495	1469	891	107	73	138	128
<b>Year 1</b>	890	449	1293	982	186	16	68	245
<b>Year 2</b>	920	563	1669	849	217	57	135	230
<b>Year 3</b>	764	562	1628	1103	159	49	240	125
<b>Year 4</b>	1140	476	1757	1029	311	42	141	265
<b>Year 5</b>	671	454	1352	1121	190	57	243	270
<b>Year 6</b>	903	428	1976	1096	475	43	360	232

## Parent Feedback for the 2024-2027 Strategic Improvement Plan

Parent name \_\_\_\_\_

Student name: \_\_\_\_\_ Class \_\_\_\_\_

Student name: \_\_\_\_\_ Class \_\_\_\_\_

Student name: \_\_\_\_\_ Class \_\_\_\_\_

Student name: \_\_\_\_\_ Class \_\_\_\_\_

Would you be happy to be contacted in regards to your feedback if additional information is sought? Yes / No.

Phone number \_\_\_\_\_

**In looking at the data, what strengths do you see?**

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**In looking at the data, what areas for improvement do you see?**

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**In looking at the data, what do you see as the school's biggest priority?**

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**What is the school not doing now that you think we could be doing?**

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