Strategic Improvement Plan 2021-2024

Chullora Public School 3808

School vision and context

School vision statement

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

School context

Chullora Public School has an enrolment of approximately 382 students and caters to the needs of a low Socioeconomic status (SES) and high Non English Speaking Background (NESB) community. We have a relatively low number of students from an Aboriginal or Torres Strait Islander background, two or three children on average K-6. 99% of our students come from a Language Background Other Than English (LBOTE). Of this cohort, almost all students use and learn English as an Additional Language or Dialect (EAL/D). Most of our students are Australian born with less than 10% of our students born overseas. Almost half of our school community speaks Arabic at home. Languages becoming more predominant in our community include Urdu, Tongan, Bengali and Indonesian. Our families utilise one or more of 24 languages at home. Our school is investing in learning resources to support our recently upgraded Curriculum Scope and Sequences. Our latest addition is a state of the art reader room where students can select texts from a variety of genres and levels which meet requirements set out by NESA. Our extracurricular activities include PSSA, Breakfast Club, Games Room, Reading 4 Life, Speech Pathology, Robotics and Lego Club. There are 16 mainstream classes and a Support Unit with 3 classes for students with Autism and special needs. With a focus on explicit teaching, a major aspiration of Chullora Public School is that all students make significant gains in Literacy and Numeracy each year. A dedicated staff holds high expectations for teaching and learning and demonstrates this through commitment to their own ongoing learning, 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. To enhance learning, CPS has mutually beneficial partnerships with Foodbank, The Smith Family, Stewart House, Australian Catholic University, Exodus Foundation, Bankstown, PCYC and many other external agencies.

Strategic Direction 1: Student growth and attainment

Purpose

For every student at Chullora Public School to achieve growth in Literacy and Numeracy to his or her potential through the provision of data-driven programs utilising excellent pedagogy, differentiation and targeted interventions, whilst maintaining high attendance rates and demonstrating behaviours conducive to learning.

Improvement Measures

External - Monitored in SCOUT

- To increase the percentage of Year 3 students represented in the top 2 bands (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 23.7%, Writing to 34.0% and Numeracy to 19.8%.
- To increase the percentage of Year 5 students represented in the top 2 bands (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 23.7%, Writing to 6.5% and Numeracy to 19.8%.
- To increase the percentage of Year 5 students experiencing growth from Year 3 (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 57%, Writing to 54.6% and Numeracy to 55.7%.
- To reduce the percentage of Year 3 students represented in the bottom 2 bands (in line with Statistically Similar School Group average 2017 - 2019) for Reading to 29.8%, Writing to 15.3% and Numeracy to 29.5%.
- To reduce the percentage of Year 5 students represented in the bottom 2 bands (in line with Statistically Similar School Group average 2017 - 2019) for Reading to 32.7%, Writing to 34.7% and Numeracy to 38.7%.

Internal - Monitored in PLAN2

Early Stage 1

- Mathematics - 65% of students are on track in the areas of Additive Strategies, Quantifying Numbers and Number Patterns and Algebra.

Initiatives

Explicit Teaching - Phonological awareness

- K-6 - Phonological awareness
- Upskilling teachers through collaboration, stage meetings, co-planning (differentiated and identifying interventions), co-teaching, co-assessing, co-reflecting, data conversations, summative and formative assessments embedded within programs
- Demonstration lessons, team teaching, observations and feedback
- Phonological awareness assessment
- Embedded In K-6 English Scope and Sequence
- Executive teachers to conduct "walk through' observations across stage, then across stages (non-negotiables)

Explicit teaching - Focus on Reading (FoR) pedagogy and Focus on Understanding Texts

- Principal leading professional learning on FoR - K-6
- To include vocabulary, fluency, comprehension
- Collaborative cross stage professional learning (half days)
- Text complexity - including a variety of texts (decodables, interconnectors, National Geographic), (integrated KLAs cultural texts, Indigenous perspectives quality texts)
- Include PLAN 2 data, monitoring and tracking reading, reading and comprehension, understanding texts
- Utilising Spirals of Inquiry as a model for collaboration, assessing impact and formulating goals (CESE trainers to lead and build the capacity of the executive team) supported by *Revisit, Reflect, Retell*

Focused interventions - Literacy and Numeracy

- EAFS- Instructional leader- IL to provide intervention in Literacy and Numeracy across K-2/ Mentoring inspired leaders/Building capacity in Literacy and Numeracy across Stage 2
- Bump it Up teachers- to excel and extend proficient

Success criteria

Explicit Teaching in Literacy and Numeracy

Literacy

- There is evidence of Phonological knowledge, Word Function knowledge, Meaning knowledge and Word History knowledge in teaching programs.
- Students demonstrate learning through improved spelling and decoding
- Higher representation in upper bands and lower representation in lower bands for Year 3 and 5 NAPLAN Language conventions over time
- Teachers program for and students use 'Super Six' comprehension strategies of *Making Connections, Predicting, Questioning, Monitoring, Visualising and Summarising*.
- Assessment results demonstrate high levels of comprehension complemented by proficient decoding, sights word reading and overall fluency.
- Students demonstrate expected shifts in literacy and numeracy directly attributed to focused interventions
- There is a high correlation between adjustments and differentiation in programs with student learning needs.
- Student writing demonstrates an increasing level of sophistication in sentence structure, text structure, language features, vocabulary and punctuation.

Numeracy Lower to Upper Grades - Students: Early Stage 1

- locate and recognises key mathematical information in simple activities or texts
- use simple mathematical and personal problem solving strategies in highly familiar contexts
- use everyday informal oral language or highly familiar written representation to communicate simple mathematical information

Stage 1

Strategic Direction 1: Student growth and attainment

Improvement Measures

- English - 65% of students are on track in the areas of Understanding Text, Creating Text, Phonological Awareness and Phonic Knowledge and Word Recognition

Stage 1

- Mathematics - 65% of students are on track in the areas of Additive Strategies, Quantifying Numbers, Number Patterns and Algebra and Multiplicative Strategies.
- English - 65% of students are on track in the areas of Understanding Text, and Creating Text

Stage 2 and Stage 3

- Mathematics - 65% of students are on track in the areas of Multiplicative Strategies and Interpreting Fractions.
- English - 65% of students are on track in the areas of Understanding Text, and Creating Text.

External - Monitored in SCOUT

- To increase the percentage of Year 3 students represented in the top 2 bands (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 25.3%, Writing to 34.0% and Numeracy to 22.3%.
- To increase the percentage of Year 5 students represented in the top 2 bands (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 25.3%, Writing to 6.5% and Numeracy to 22.3%.
- To increase the percentage of Year 5 students experiencing growth from Year 3 (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 61.4%, Writing to 57.9% and Numeracy to 58.1%.
- To reduce the percentage of Year 3 students represented in the bottom 2 bands (in line with Statistically Similar School Group average 2017 - 2019) for Reading to 25.8%, Writing to 13.4% and Numeracy to 26.8%.

students (withdrawal groups)

- Learning support teachers-to provide support for students with additional needs through in class support
- Interventionist teachers - to work with 'off the boil' students who require minimal support to reach benchmarks
- EAL/D teachers - to work with New Arrivals, refugees, emerging, beginning and developing students through in class support unless negotiated with Stage AP
- Specialist teacher's programs, timetables, tracking and monitoring sheets, assessments, data conversations, collaborative quality practices
- Personalised Learning Plans (PLP) to be goal orientated and provide access to the curriculum
- Three way goal setting interviews (Semester 1 and 2) prior/after reporting
- Bill Crews Foundation to provide further reading interventions for students in Stages 2 and 3. through *The Everyone Can Read Program supported by School Learning and Support Officers (SLSOs)*

Whole School Building Blocks to Mathematics Success

- Each Mathematics lesson begins with a warm-up, e.g. skip counting, count on/back
- Learning Intention Success Criteria
- Strategic Questioning
- Differentiation in programs and in action
- Explicit Modelling and guided Practice
- Explicit teaching of language structures for a given purpose
- Assessment for Learning, Assessment as Learning and Assessment of Learning
- Provision of materials/concrete resources to facilitate student learning in Mathematics
- Lesson observation and feedback
- Fortnightly programming cycle

Evaluation plan

- Identify and comprehend relevant mathematical information in familiar activities or texts
- select and use appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts
- use informal and some formal oral and written mathematical language and representation to communicate mathematically

Stage 2

- select and interpret mathematical information that may be partly embedded in a range of familiar, and some less familiar, tasks and texts
- select from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts
- use a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically

Stage 3

- extract and evaluate the mathematical information embedded in a range of tasks and texts
- select from, and apply, an expanding range of mathematical and problem solving strategies in a range of contexts
- use a range of informal and formal oral and written mathematical language and symbols to communicate mathematically

Adapted from *The Australian Core Skills Framework* (ACSF)

Core Practice

Core Practice for Planning, Programming, Assessing and Reporting

Teachers:

1. collaborate and cooperatively plan so as to inform

Strategic Direction 1: Student growth and attainment

Improvement Measures

- To reduce the percentage of Year 5 students represented in the bottom 2 bands (in line with Statistically Similar School Group average 2017 - 2019) for Reading to 30.8%, Writing to 32.7% and Numeracy to 34.2%.

Internal - Monitored in PLAN2

Early Stage 1

- Mathematics - 75% of students are on track in the areas of Additive Strategies, Quantifying Numbers and Number Patterns and Algebra.
- English - 75% of students are on track in the areas of Understanding Text, Creating Text, Phonological Awareness and Phonic Knowledge and Word Recognition

Stage 1

- Mathematics - 75% of students are on track in the areas of Additive Strategies, Quantifying Numbers, Number Patterns and Algebra and Multiplicative Strategies.
- English - 75% of students are on track in the areas of Understanding Text, and Creating Text

Stage 2 and Stage 3

- Mathematics - 75% of students are on track in the areas of Multiplicative Strategies and Interpreting Fractions.
- English - 75% of students are on track in the areas of Understanding Text, and Creating Text.

External - Monitored in SCOUT

- To increase the percentage of Year 3 students represented in the top 2 bands (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 28.7%, Writing to 34.0% and Numeracy to 24.8%.
- To increase the percentage of Year 5 students represented in the top 2 bands (in line with

- Adherence to CPS Scope and Sequence
- Entering and reviewing PLAN2 Data
- Demonstration Lessons
- Newman's Error Analysis and Number Talks
- An emphasis on learning basic addition, subtraction, division and multiplication facts including factors

This initiative is supported by ***Quality Teaching Rounds*** - (QTR) an approach to teacher professional development, with impact on quality of teaching, teacher morale and school culture. QTR aims to enrich student learning through a collaborative, teacher-driven framework that enables participants to analyse and improve their practice. The approach applies across all subjects and year levels, and builds the confidence and capacity of teachers at all career stages.

Core Practice for Planning, Programming, Assessing and Reporting

- timetables for each Year/class showing the allocation of time and teachers for each KLA
- an overview of the school's educational program indicating:

the scope and sequence of learning/units of work in relation to outcomes of NESA syllabus for each KLA for each Year

an assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded

- an overview of the process for reporting student achievement for each Year/class:

teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work for that year

samples of student work that relate to the teaching program for that year

- evidence relating to the standard of teaching that

Evaluation plan

program details

2. take responsibility for programming their allocated KLAs for each term
3. ensure their grade/stage colleagues have the program to teach at least one week before it is to be taught
4. share resources with their grade/stage colleagues
5. regularly analyse samples of work so as to determine learning needs of students
6. submit completed term programs to Stage Assistant Principals by Friday of Week 5, each term
7. complete the CPS Class Program Checklist and Class Program Feedback form each term prior to meeting with the stage assistant principal
8. meet with and receive written feedback from Stage Assistant Principals based on the CPS Class Program Checklist and Class Program Feedback form
9. provide verbal and written feedback to students based on Learning Intentions and Success Criteria.

Programs at CPS:

1. reflect the needs, interests and abilities of students
2. are based on syllabus outcomes as outlined in the CPS Scope and Sequence and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
3. are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
4. include differentiation so as to cater for different levels of ability
5. include adjustments for students with special education needs
6. reflect school and sector priorities, values and initiatives
7. are a record of how syllabus requirements are met
8. are annotated by teachers to show completion of

Strategic Direction 1: Student growth and attainment

Improvement Measures

Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 28.7%, Writing to 6.5% and Numeracy to 24.8%.

- To increase the percentage of Year 5 students experiencing growth from Year 3 (in line with Statistically Similar School Group average 2017 - 2019 and School Target Setting) for Reading to 63.7%, Writing to 61.3% and Numeracy to 60.9%.
- To reduce the percentage of Year 3 students represented in the bottom 2 bands (in line with Statistically Similar School Group average 2017 - 2019) for Reading to 21.7%, Writing to 11.6% and Numeracy to 24.1%.
- To reduce the percentage of Year 5 students represented in the bottom 2 bands (in line with Statistically Similar School Group average 2017 - 2019) for Reading to 28.9%, Writing to 30.9% and Numeracy to 27.9%.

Internal - Monitored in PLAN2

Early Stage 1

- Mathematics - 85% of students are on track in the areas of Additive Strategies, Quantifying Numbers and Number Patterns and Algebra.
- English - 85% of students are on track in the areas of Understanding Text, Creating Text, Phonological Awareness and Phonic Knowledge and Word Recognition

Stage 1

- Mathematics - 85% of students are on track in the areas of Additive Strategies, Quantifying Numbers, Number Patterns and Algebra and Multiplicative Strategies.
- English - 85% of students are on track in the areas of Understanding Text, and Creating Text

Stage 2 and Stage 3

- Mathematics - 85% of students are on track in the areas of Multiplicative Strategies and Interpreting

includes:

consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching

programs, assessment records and samples of student work

records of teacher reflection/evaluation of the effectiveness of teaching and learning activities

records of the progressive achievement of students over time

records of the school's analysis of student achievement data to inform teaching and learning

records of teaching strategies to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students

- evidence relating to the student engagement in learning, that includes records of:

students' learning progress over time

teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander

students.

The system and/or school must have resources and equipment available for providing the required KLAs/courses.

Core Practice for Resourcing

The system and/or school must have resources and equipment available for providing the required KLAs/courses. (Registration Process for the NSW Government Schooling System Manual - March 2020 p.17)

Evaluation plan

activities, feedback and variations.

Core Practice for Resourcing

- gaps in resourcing identified and documented for English, Mathematics, Science, Human Society and its Environment, Personal Development, Health and Physical Education, and Creative Arts
- Resources purchased for KLA resources directly addressing gaps
- Core practice and high impact professional learning for borrowing, tracking and returning resources
- Years 3-6 Reader Room with borrowing, tracking, returning system through *Oliver - The school library system*
- Stage-based Mathematics resource rooms are established with associated core practice for resource tracking

Evaluation plan

Strategic Direction 1: Student growth and attainment

Improvement Measures

Fractions.

- English - 85% of students are on track in the areas of Understanding Text, and Creating Text.

- Conduct gap analysis between New Scope and Sequence and resources for each KLA in the following order:

- English- Mathematics- Science- Human Society and its Environment- Personal Development, Health and Physical Education- Creative Arts

- Strategic purchasing for KLA resources directly addressing gaps
- Structures and processes for borrowing, tracking and returning resources
- Years 3-6 Reader Room with borrowing, tracking, returning system through *Oliver - The school library system*
- Stage-based Mathematics resource rooms

Strategic Direction 2: Wellbeing for Learning

Purpose

Chullora Public School is introducing Positive Behaviours for Learning and utilising the Department of Education's strategic attendance design process for improving attendance as a means of bringing about a positive shift in student outcomes.

Improvement Measures

Attendance

Percentage of Students with a 90% or More Attendance Rate - Target: 73.1% from a baseline of 67.4%

Overall Attendance Rate - Target: 88.8% from a baseline of 86.8%

Parent Views

Parents perceive that their children have a clear understanding about the rules for school behaviour - Target: uplift of 0.4

Parents perceive that behaviour issues are dealt with in a timely manner - Target: uplift of 0.4

Parents perceive that their child feels safe at school - Target: uplift of 0.4

The school helps prevent bullying: Target: uplift of 0.4

Student Views

Extent to which students (Years 4 - 6): perceive that they feel accepted and valued by their peers and by others at their school - Target: uplift of 7%

Extent to which students feel they have someone at school who consistently provides encouragement and can be turned to for advice - Target: uplift of 0.2

Extent to which students believe that staff emphasise academic skills and hold high expectations for all students to succeed - Target: uplift of 0.2

Attendance

Initiatives

Chullora Public School is utilising the Department of Education's strategic attendance design process for improving attendance as a means of bringing about a positive shift in student outcomes.. This is in line with the School Attendance Policy. This policy sets out the requirements for the attendance of students in NSW government schools.

This is a five stage process:

- **Discover -** CPS will engage in gathering data and listening to relevant stakeholders to understand the underlying issues and causes. of habitual full-day and partial absence. This stage will test assumptions, challenge what seems immediately obvious and reveal insights and patterns associated with non-attendance.
- **Define** - The CPS learning and support team team will unpack the main themes and issues that emerge from the research and evidence collected. The goal is to establish a clear idea of exactly which issues to prioritise and address.
- **Decide-** CPS will make decisions at this point to address a specific issue or cluster of issues related to a particular theme.
- **Develop** - CPS in partnership with the community work together to generate as many ideas as possible, in response to the identified issues. This might include exploring solutions or strategies used for other initiatives, with different cohorts, or in the wider community.
- **Deliver** - CPS will articulate the ideas that meet the stated needs of our community and the agreed criteria for success. We will implement mechanisms for feedback and monitor the performance of our initiatives so that we can make the required adjustments.

Attendance for Learning will be supported by the following ongoing core practice:

- Staff induction - all staff to be informed of reporting procedures in regards to roll marking

Success criteria

Attendance

- Are all staff are inducted and informed on attendance reporting procedures?
- Are Practices regularly communicated to staff during meetings as documented in minutes?
- Do students who require attendance intervention are flagged as required as evident in learning and support team minutes?
- Are Lateness and Attendance Monitoring Programs (LAMP) sheets actioned and kept `as hard and soft copies?
- Is the Every minute counts' document distributed regularly and as required?

Are regular and incidental meetings with the Home School Liaison Officer (HSLO) held to examine specific attendance concerns?

Positive Behaviours for Learning

- Are problem behaviours defined clearly?
- Are expected student behaviours and routines in classrooms taught directly?
- Are expected student behaviours acknowledged regularly (greater than 4 positives to 1 negative)?
- Do problem behaviours receive consistent consequences?
- Are procedures for expected and problem behaviours consistent with school-wide procedures?
- Do classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs?
- Do teachers have regular access to assistance and recommendations (observation, instruction and coaching)?
- Are transitions between instructional and non-instructional activities efficient and orderly?
- Are significant family and/or community members involved when appropriate and possible?

Strategic Direction 2: Wellbeing for Learning

Improvement Measures

Percentage of Students with a 90% or More Attendance Rate - Target: 74.1% from a baseline of 67.4%

Overall Attendance Rate - Target: 90.8% from a baseline of 86.8%

Parent Views

Parents perceive that their children have a clear understanding about the rules for school behaviour - Target: uplift of 0.6

Parents perceive that behaviour issues are dealt with in a timely manner - Target: uplift of 0.6

Parents perceive that their child feels safe at school - Target: uplift of 0.6

The school helps prevent bullying: Target: uplift of 0.6

Student Views

Extent to which students (Years 4 - 6): perceive that they feel accepted and valued by their peers and by others at their school - Target: uplift of 12%

Extent to which students feel they have someone at school who consistently provides encouragement and can be turned to for advice - Target: uplift of 0.5

Extent to which students believe that staff emphasise academic skills and hold high expectations for all students to succeed - Target: uplift of 0.5

Attendance

Percentage of Students with a 90% or More Attendance Rate - Target: 75.1% from a baseline of 67.4%

Overall Attendance Rate - Target: 92.8% from a baseline of 86.8%

Parent Views

Parents perceive that their children have a clear

- Updated Wellbeing documents and practices regularly communicated to staff during meetings
- Wellbeing Coordinator to review Sentral attendance data every two weeks and flag students who require intervention
- Lateness and Attendance Monitoring Programs (LAMP) for students whose attendance needs to be addressed
- Working in partnership with parents/carers in regards to developing strategies to ensure students attend school - Reference to the 'Every minute counts' document
- Home School Liason Officer (HSLO) engages with the school and parents to work collaboratively to promote consistent attendance

Initiative - Positive Behaviour for Learning

Behaviours for Learning in the Classroom

- All classes have the 'Chullora PBL Behaviour Chart Guide' and use it consistently in their classroom including the reflection sheet
- Value Rule posters to be displayed in each classroom and explicitly shared with staff and students during Monday morning assemblies
- Student Expectation Matrix to be visible and used to teach expected rules in each setting
- PBL lessons updated and distributed to classroom teachers to allow for consistent teaching of the school rules
- Classes to line up in allocated areas

Behaviours for Learning outside the classroom

- Positive behaviour for learning launch including all stakeholders
- Student representative council to vote for school mascot which will represent the school
- Remodel structure of the award system
- Minor and Major Behaviours followed as addressed in

Evaluation plan

- Does CPS include formal opportunities for families to receive training on behavioural support/positive parenting strategies?
- Is behaviour monitored and feedback provided regularly to the learning and support team and relevant staff?

Evaluation plan

Strategic Direction 2: Wellbeing for Learning

Improvement Measures

understanding about the rules for school behaviour - Target: uplift of 0.8

Parents perceive that behaviour issues are dealt with in a timely manner - Target: uplift of 0.8

Parents perceive that their child feels safe at school - Target: uplift of 0.8

The school helps prevent bullying: Target: uplift of 0.8

Student Views

Extent to which students (Years 4 - 6): perceive that they feel accepted and valued by their peers and by others at their school - Target: uplift of 18%

Extent to which students feel they have someone at school who consistently provides encouragement and can be turned to for advice - Target: uplift of 0.8

Extent to which students believe that staff emphasise academic skills and hold high expectations for all students to succeed - Target: uplift of 0.8

guide and monitored through the data produced on Sentral

- White Slip and Reflection Room to be put in place to ensure students have adequate time to process repercussions of their actions and debrief with their classroom teacher

High Impact Professional Learning

- Teachers to be up-skilled through professional learning
- Staff meetings used to communicate and ensure consistency of the value and rules that will be focussed on for the fortnightly rotation
- PBL team meetings to focus on the where to next and how best to guide the teachers
- BSPs to be developed by the Learning and Support Team in conjunction with the Stage AP and classroom teacher for Tier 3 students who require additional support
- Teachers to feed back to PBL team with the annual survey

Strategic Direction 3: Parents as Partners in Learning

Purpose

Parents, families and carers are a child's first and most important teachers. Chullora Public School aims to work in partnership with these most significant teachers to promote reading for enjoyment and learning outcomes for all students. As partners in learning we will support parents, families and carers by facilitating targeted workshops and connect families with community organisations to further support student wellbeing and learning.

Improvement Measures

Tell Them from Me (TTFM) Parent, Teacher and Student Survey Data

The extent to which parents report that they support learning at home:

- 2020 CPS baseline: 7.7, NSW State mean: 6.3
- Target: 7.9

The extent to which teachers perceive that parents are involved in their children's learning:

- 2020 CPS baseline: 7.5, NSW State mean: 6.8
- Target: 7.7

The extent to which students perceive that they do homework for their classes with a positive attitude and in a timely manner:

- 2020 CPS baseline: 46%, NSW State mean: 63%
- Target: 53%

Tell Them from Me (TTFM) Parent, Teacher and Student Survey Data

The extent to which parents report that they support learning at home:

- 2020 CPS baseline: 7.7, NSW State mean: 6.3
- Target: 8.1

The extent to which teachers perceive that parents are

Initiatives

Each Class will have a set of levelled take home readers. Take home reading has been the usual practice from Kindergarten to Year 2. This initiative will be extended to Stages 2 and 3 (Years 3 - 6). To support this initiative, new quality texts have been acquired for Years 2 to 6.

Every student at Chullora Public School will be encouraged to take home a reader at an appropriate level so as to:

- read aloud for 10 to 15 minutes per night with an adult
- use reading as part of the quality time spent with family
- promote reading for learning and enjoyment
- encourage reading as a regular activity
- read a quality text as an integral part of homework with an associated comprehension activity

Fathering Project

1. The Fathering Project aims to improve child development outcomes by inspiring and equipping fathers and father figures to effectively engage with their children. This Project delivers resources, programs and events specific to the engagement style and needs of dads and father-figures to deliver improved: child development, health outcomes and school results.

Activities:

- 'Males that Matter' BBQ
- Cooking
- Fundraising events
- 'Males that Matter' sports gala
- 'Males that Matter' morning tea and assembly
- 'Males that Matter' careers day
- K-2 teddy bear picnic
- STEM challenge

Success criteria

Are parents reporting that they:

- discuss how well their child is doing in his or her classes?
- talk about the importance of schoolwork?
- ask about any challenges their child might have at school?
- encourage their child to do well at school.?
- take an interest in their child's school tasks?

Are teachers reporting that they:

- work with parents to help solve problems interfering with their child's progress?
- share students' learning goals with their parents?
- use strategies to engage parents in their child's learning?
- ensure that parents understand the expectations for students in their class?
- inform parents regularly about their child's progress?

Are students:

- completing set tasks for homework
- completing their reading log
- exchanging home readers regularly
- providing positive feedback on the quality readers?
- asking clarifying questions about the homework when required?

Evaluation plan

Strategic Direction 3: Parents as Partners in Learning

Improvement Measures

involved in their children's learning:

- 2020 CPS baseline: 7.5, NSW State mean: 6.8
- Target: 7.9

The extent to which students perceive that they do homework for their classes with a positive attitude and in a timely manner:

- 2020 CPS baseline: 46%, NSW State mean: 63%
- Target: 58%

Tell Them from Me (TTFM) Parent, Teacher and Student Survey Data

The extent to which parents report that they support learning at home:

- 2020 CPS baseline: 7.7, NSW State mean: 6.3
- Target: 8.3

The extent to which teachers perceive that parents are involved in their children's learning:

- 2020 CPS baseline: 7.5, NSW State mean: 6.8
- Target: 8.1

The extent to which students perceive that they do homework for their classes with a positive attitude and in a timely manner:

- 2020 CPS baseline: 46%, NSW State mean: 63%
- Target: 63%

- 'Males that Matter' movie night
- Males that Matter sport @ school
- Males that Matter shoot hoops @ school
- Males that Matter cooking@ school
- Males that Matter reading @ school

Parent Workshops

- Homework
- Kindergarten transition
- Technology for learning
- National Disability Insurance Scheme
- Quality Time in an Information Age
- Support Unit Transition
- Transitioning to High school
- Supporting Mathematics Success
- Supporting Positive Behaviour

External Partners Supporting Parents

- Bankstown Police Community Youth Club
- Lebanese Muslim Association
- Lighthouse Community Support
- Smith Family
- Canterbury Bankstown Council
- Mission Australia
- Other people and organisations