

Como Public School Annual Report



2016



1605

Introduction

The Annual Report for 2016 is provided to the community of Como 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.

Annette Wein

Relieving Principal

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Message from the Principal

I am proud of the achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Como Public School has a dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. The Como Public School P&C are an integral component of our school. The school is very thankful and appreciative of the continued efforts from our school community to help support the social, emotional and educational needs of all our students through the support received from the Riverview Markets held each month at Como Public School.

I certify that the information provided in this report is the result of a rigorous self-assessment review process undertaken with staff, parents and student leaders and provides a balanced and genuine account of the school's achievements and areas of development.

Annette Wein

Relieving Principal

School background

School vision statement

At Como Public School we nurture each other in an inclusive, encouraging environment where staff and students care for and support each other. The staff and community work together to build confident, respectful and engaged learners who grow and flourish into resilient, active and responsible global citizens.

School context

Como Public School offers quality education in a caring environment on the banks of the Georges River. There is a strong academic focus with high expectations for learning. The school consists of 5 classrooms including some multistage classes. The teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. Our school is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential, academically, socially and emotionally. We are a welcoming and friendly school that values its successful partnerships with parents and the wider community.

Our partnership with the Heart of the Shire Community of Schools (HOTSCOS) provides a wealth of opportunities that include: professional learning opportunities leading to enhanced teaching/learning practice; creating close partnerships for our Stage 3 students to work closely with Stage 4 students; sharing of both human and material resources which all result in our ability to deliver rich, high quality learning opportunities for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In 2016, Como Public School staff used the School Excellence Framework as a tool to inform, monitor and evaluate teaching practice. Through Professional Learning, staff examined the School Plan 2015–2017 to determine areas of strength and identify areas needing further development in the effort to deliver quality educational experiences for students and excel in all areas of the School Excellence Framework.

Learning

In the domain of Learning, Como Public School focused on building staff capacity to implement NSW syllabus for the Australian Curriculum Geography K–6. Working with colleagues within the Heart Of The Shire Community of Schools (HOTSCOS), professional learning and K–6 teaching and learning programs were developed. A school scope and sequence for History, Geography and Science and Technology was developed to support syllabus implementation.

Teaching

In the domain of Teaching, Como Public School focused on building staff capacity. All staff developed professional learning goals as part of their Performance and Development Plans and participated in peer observations to build capacity, promote collegiality and develop collaborative practices that focus on improving student learning outcomes.

Student achievement tracked against the Literacy and Numeracy continuums was used to identify students not meeting grade expectations for inclusion in Learning and Support programs. Students were also identified for inclusion in enrichment programs in the areas of Mathematics, Creative Writing, Visual Arts, Drama, Science and Engineering at a school, Community of Schools and Ultimo Operational Directorate Level.

Leading

In the domain of Leading, Como Public School focused on building stronger, positive relationships with the community. To continue to improve and enhance communication methods the school built on the 2015 established Como Public School Facebook page to communicate weekly events and share student success. Information was disseminated via a variety of communication platforms for example weekly newsletters, email, school Facebook page, school website and school app to inform and share information within the school community and promote the school to the wider community.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Independent, self directed, successful learners.

Purpose

Our students will be independent, confident and adaptable learners who are critically reflective and develop a passion to become lifelong learners. They will become global citizens who are responsible, collaborative and successful.

Overall summary of progress

The school developed a Como Public School scope and sequence to assist with the implementation of NSW Syllabus for the Australian Curriculum Science, Geography, History and English. The scope and sequence supported the units of work developed as part of the Heart Of The Shire Community Of Schools (HOTSCOS) initiative. The impact has been greater consistency of implementation across the school to meet student learning needs.

All students K–6 tracked on PLAN for Literacy and Numeracy. Students not meeting grade expectations were targeted for inclusion in an intensive Literacy program. Students identified as Gifted and talented (GAT) students were offered opportunities to participate in a variety of in school and external enrichment programs, as part of the HOTSCOS initiative. The areas identified for enrichment were Drama, Visual Arts, Science, coding, Mathematics, Writing and Art.

All teaching staff participated in lesson observations as part of the Performance and Development process. Staff participated in filming teaching practice and then completing self-reflection tasks to identify areas for self improvement. To inform the next planning cycle, staff participated in a Growth Coaching session with the Relieving Principal to promote self reflection and identify areas for future development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students to achieve at or above expected growth in Literacy and Numeracy from Years 3–5 and Years 5–7.	<p>Naplan data analysed to evaluate growth for students from Years 3–5 and 5–7.</p> <p>In 2016, all students in Year 5 demonstrated growth in Literacy and Numeracy from Years 3–5.</p> <p>* 71.4% achieved greater than or expected growth in reading compared to 57.1% in 2015.</p> <p>* 87.5% achieved greater than or expected growth in spelling compared to 64.3% in 2015.</p> <p>* 87.5% achieved greater than or expected growth in grammar and punctuation compared to 57.1% in 2015.</p> <p>* 75% achieved greater than or expected growth in numeracy compared to 64.3% in 2015..</p> <p>Student achievement growth from Years 5–7 did not meet expected targets and was lower than 2015 Years 5–7 growth. The impact of the large cohort effect on student comparison results overshadows the growth obtained by these students.</p> <p>* 50% achieved greater than or expected growth in reading.</p> <p>* 100% achieved less than expected growth in spelling.</p> <p>* 50% achieved greater than or expected growth in grammar and punctuation.</p>	\$41 087

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students to achieve at or above expected growth in Literacy and Numeracy from Years 3–5 and Years 5–7.	* 50% achieved greater than or expected growth in numeracy.	
Increased middle bands growth in NAPLAN.	<p>Middle band growth in Literacy and Numeracy has demonstrated significant growth in Year 5 from 2014–2016.</p> <p>In reading, middle band growth grew from 33% in 2014 to 71% in 2015 and 90% in 2016 with 1 student in 2015 and 2016 not achieving targeted expected growth.</p> <p>In writing, middle band growth grew from 33% in 2014 to 100% in 2015 and 2016 with 1 student in 2014 and 2015 not achieving their targeted expected growth.</p> <p>In spelling, middle band growth grew from 67% in 2014 to 93% in 2015 and 100% in 2016 with all students meeting or exceeding targeted expected growth.</p> <p>In grammar and punctuation, middle band growth grew from 33% in 2014 to 79% in 2015 and 100% in 2016 with 2 students in 2015 not meeting targeted expected growth.</p> <p>In Numeracy, middle band growth grew from 67% in 2014 to 71% in 2015 and 100% in 2016 with 1 student in 2015 not meeting targeted expected growth.</p>	\$10 158
Increased percentage of students exit Stage 1 at or beyond Cluster 8 for Literacy and at Facile for Early Arithmetic Strategies for numeracy.	<p>An increase of 3% of students exited Stage 1 at or beyond Cluster 8 for Literacy.</p> <p>No growth was evidenced for students exiting Stage 1 at Facile for Early Arithmetic Strategies for Numeracy.</p> <p>As this is a small school there is a large cohort effect.</p>	\$10 158

Next Steps

- Develop explicit processes to collect, analyse and report on student and school performance.
- Staff complete professional learning Mathematics building blocks for Numeracy.
- Develop data walls to track student progress.
- Develop more explicit and formal processes to identify Gifted and talented students.
- Participate in Southern Sydney Governance Group (SSGG) – Leading the Wellbeing Framework for Schools.
- Staff participate in initial Positive Behaviour for Learning (PBL) professional learning in preparation for full implementation in 2018.

Strategic Direction 2

Collaborative, knowledgeable, quality teacher.

Purpose

Our teachers will be dynamic, innovative and collaborative educators who critically reflect on their pedagogy to build their professional capabilities and the collective capacity of the school.

Overall summary of progress

The school implemented a comprehensive program as part of the Heart Of The Shire Community Of Schools (HOTSCOS) initiative., to continue the implementation of NSW Syllabus for the Australian Curriculum Science, Geography, History and English. The focus was on developing units of work that adhered to the principles of the Quality Teaching Framework. This was facilitated through professional learning for team leaders around the syllabus content and the general capabilities prior to the delivery of in school professional learning and completion of the registered online course Your school and the Geography K–10 syllabus. The impact has been greater consistency of implementation across the school through increased collaboration and deeper knowledge of how to program.

All teaching staff developed personal learning goals as part of the Performance and Development process. Teachers identified areas for development so as to build their capacity to improve student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personal and professional goals achieved the implementation of the Performance and Development Framework.	All staff completed a Performance and Development plan by writing personal learning goals, engaging in professional learning and classroom observations using self-reflection and feedback from peers to improve their practice.	\$3 047 QTSS funds allocated
Evidence if current pedagogies are incorporated into teaching and learning programs are implemented in classrooms and results are observed and reported on.	Teaching and learning experiences and programs incorporate 21st century technologies into everyday practice. Students utilise and access iPads and technology across all curriculum areas. Implementation of new syllabuses has encouraged more student centred learning opportunities with a focus on project based learning in Stage 3. Teaching observations, as part of the Performance and Development review provided opportunities for teacher reflection and feedback. All staff indicated they valued opportunities to participate in collegial dialogue.	No cost to the school

Next Steps

- Further development of units of work in Geography, Science, English and History with an emphasis on incorporating principles of the NSW Quality Teaching Framework (QTF) to collaboratively plan school programs.
- Develop a scope and sequence which aligns with the NSW Syllabus for the Australian curriculum Mathematics K–6.
- Professional learning on Formative Assessment with planning for implementation across the school.
- Expand collegial observation program to include various styles and purposes of observation. Ensure oral and written feedback is supplied at the conclusion of each observation.
- Reflect on Performance and Development process to ensure authentic evidence is collected and alignment with the school's strategic directions.

Strategic Direction 3

Shared partnerships for student learning.

Purpose

Our school community will build a shared identity and vision that reflects the aspirations of the school community focused on excellence, high expectations and inclusivity to ensure the continued growth of our school.

Overall summary of progress

To help build student resilience and promote positive relationships Bounce Back was implemented K–6. The program was embedded into the whole school scope and sequence and addressed through the Release from face to face (RFF) timetable to ensure consistency of message and program implementation. The impact has seen consistently low negative student behaviour in the playgrounds.

The Como Public School Facebook page has been established as a regular communication method utilised by the school to improve communication, maximise parental attendance at school events and keep parents informed of programs and school priorities. The school generates a weekly bulletin on Sunday nights to advise parents of events occurring during that week. Parents have indicated through liking pages that the information is well received.

The implementation of SENTRAL reporting system streamlined the reporting process for teachers to complete reports and offered an online booking service for parents which was well received. Staff found the software easier to navigate and more user friendly than previous templates. The attendance system facilitated the tracking and identification of student attendance. Staff were provided with professional learning to utilise the online calendar to track events for the year to avoid overbooking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parental involvement in school and classroom based activities.	<p>More than 75% of parents either attended face to face interviews or contacted teachers by telephone to discuss their child's progress at school during 2016.</p> <p>Parent helpers in classrooms increased with classes reporting consistent support throughout the year.</p> <p>Parent response to requests for assistance at monthly P&C run Riverview Markets has been very positive with volunteer positions filled each month.</p> <p>School events are well supported by Parents, Carers and visitors.</p>	\$4500
Increased parent response to surveys.	The Tell The From Me (TTFM) survey was not completed by Staff or Parents in 2016.	No cost to the school

Next Steps

- Participation in Student, Staff and Parent Tell Them from Me surveys.
- Targeted requests for parental assistance in classrooms K–6.
- Promotion of 'Riverview Markets' within school community to support the P&C run initiative.
- Strengthen transition programs for Kindergarten and Year 6 students through developing links and relationships with local preschools and feeder high schools to expand the transition programs.
- Strengthen ties with local schools as a member of the Heart of The Shire Community of Schools (HOTSCOS) to deliver quality enrichment, leadership and band programs as well as quality professional learning and collegiality.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Student progress reported to parents. Personal Learning Pathways (PLPs) developed and reviewed for all students.</p> <p>Additional School Learning Support Officers (SLSOs) support time was allocated to support selected students to address learning and behaviour needs.</p>	\$5869
English language proficiency	An Intensive Literacy program was implemented and School Learning Support Officers (SLSOs) were employed to support students with additional learning needs in the classroom. Students displayed improvement in reading levels and ability to work independently in the classroom.	\$3718
Low level adjustment for disability	<p>Personalised Learning Plans (PLPs) developed. Progress reviewed with parents and tracked on PLAN.</p> <p>Additional 1 day per week, Learning and Support Teacher (LaST) engaged to support students displaying additional learning needs who do not have targeted funding.</p>	\$27951
Quality Teaching, Successful Students (QTSS)	Evidence of Professional learning and achievements.	\$3047
Socio-economic background	<p>The school supports students and families through targeted learning and support and financial support to ensure equity and inclusion.</p> <p>School Learning Support Officers (SLSOs) were employed to support students with additional learning needs in the classroom.</p>	\$3549
Support for beginning teachers	Accredited Beginning Teacher funds not expended and rolled over into 2017 due to teacher being on maternity leave.	\$15000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	35	43	46	55
Girls	37	38	43	46

Enrolments have slowly grown over the past three years with students moving into the area and choosing Como Public School as their preferred school. Local preschools and day care centres highly recommend our school as an excellent school with caring staff and a friendly community.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.1	96	94.8	92.1
1	90.6	93.8	96	91.4
2	93.5	94.9	95.1	95.8
3	93.1	93.6	94	91.1
4	88.3	93.6	95	95
5	95.1	95.7	91.8	89.5
6	95	93.9	96.3	92.2
All Years	92.7	94.5	94.6	92.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School attendance is monitored by the Principal. parents applying for extended leave for family holidays were advised to plan vacations during school holidays to maintain students learning needs.

Students with poor attendance rates were referred to the principal to contact parents and where possible

support through well being programs was provided to students. A greater focus on monitoring attendance and supporting students with diagnosed anxiety and mental health issues that impact on their attendance is planned for 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

The Australian Education regulation, 2014, requires schools to report on Aboriginal composition of their work force. One member of the School Administration and Support Staff identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

In 2016, Staff Development Days and weekly professional learning sessions were aligned to the school plan with a strong focus on building staff capacity and improving student learning outcomes. Staff completed mandatory training as per Public Schools NSW Department of Education guidelines in code of conduct, child protection and emergency care. There are two staff are working towards gaining Board of Studies, Teaching and Educational Standards (BoSTES) accreditation and five staff maintaining at Proficient.

Staff led professional learning using iPads in the classroom resulted in all classes K–6, regularly using iPads to support learning for all students. This included building staff knowledge of Google apps and their usage to support and enhance student learning opportunities.

A donation from a Como PS family to create an 'Engine Room', resulted in the establishment of a sensory room for students. The school worked closely with a local Occupational Therapist to guide the set up and provide professional learning to all staff on equipment usage to support the individual learning needs of the students.

As a Community of Schools member, Como PS worked in conjunction with colleagues from local primary schools to deliver professional learning on the NSW syllabus for the Australian curriculum K–6 Geography syllabus. A staff member delivered school based professional learning which included the completion of online DoE Geography syllabus training. Staff then developed units of work in preparation for implementation in 2017. The sharing of knowledge across the Community of Schools assists with the establishment of a broader network of support and mentoring to build staff capacity.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	133 907.22
(2a) Appropriation	109 932.81
(2b) Sale of Goods and Services	627.00
(2c) Grants and Contributions	23 293.48
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	53.93
Expenses	-68 171.99
Recurrent Expenses	-68 171.99
(3a) Employee Related	-45 192.38
(3b) Operating Expenses	-22 979.61
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	65 735.23
Balance Carried Forward	65 735.23

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	694 949.27
Base Per Capita	4 867.88
Base Location	0.00
Other Base	690 081.40
Equity Total	41 087.10
Equity Aboriginal	5 868.66
Equity Socio economic	3 549.07
Equity Language	3 718.19
Equity Disability	27 951.18
Targeted Total	69 330.01
Other Total	4 397.63
Grand Total	809 764.01

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

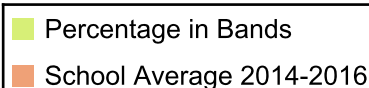
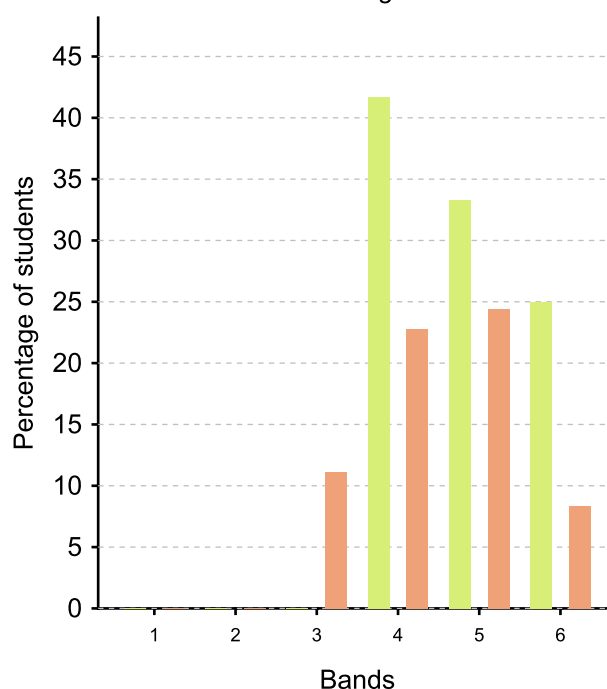
School performance

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.

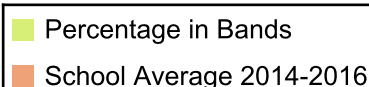
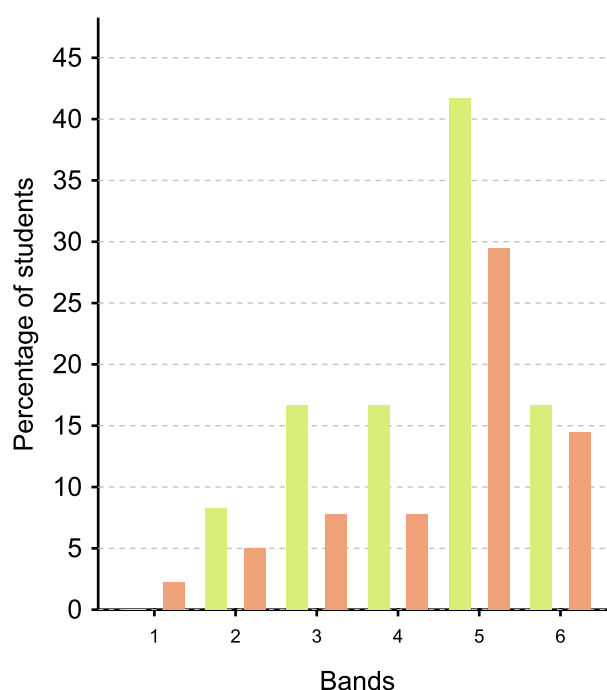
Percentage in bands:

Year 3 Writing

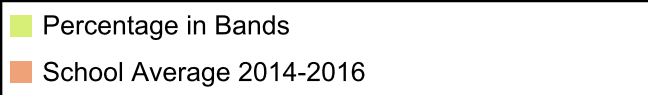
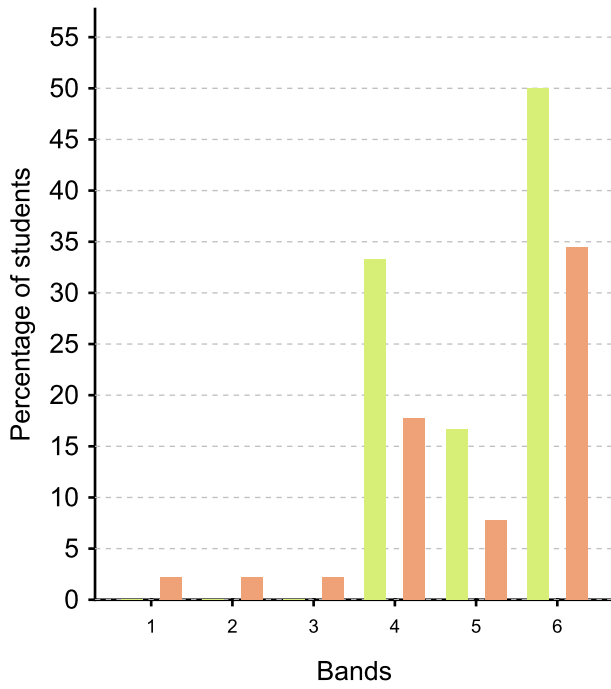


Percentage in bands:

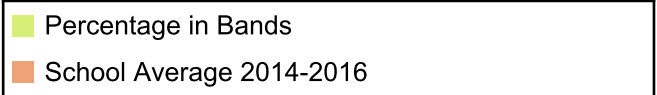
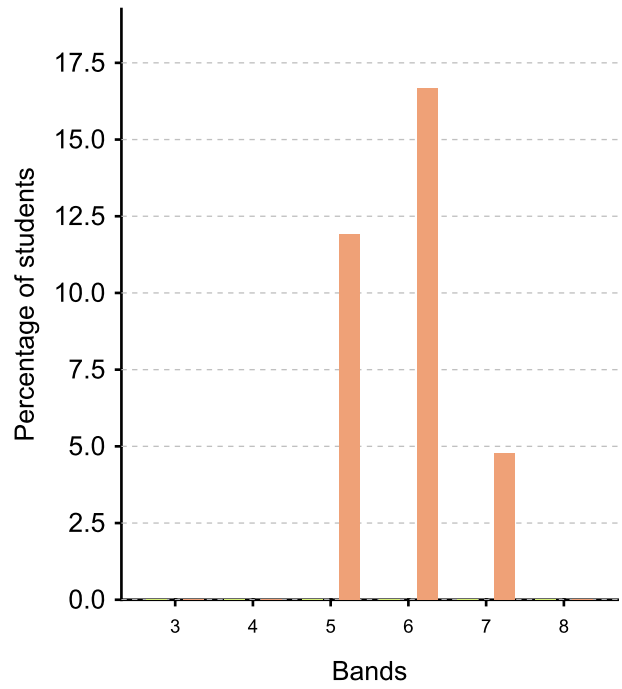
Year 3 Grammar & Punctuation



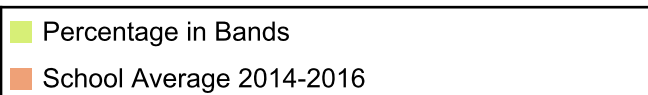
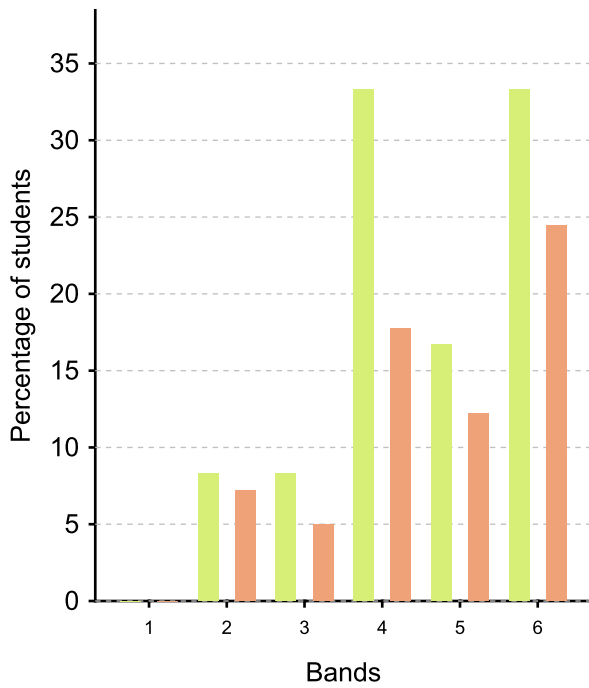
Percentage in bands:
Year 3 Reading



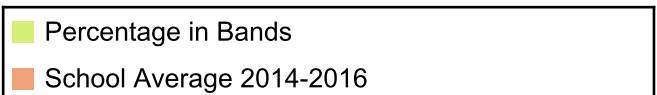
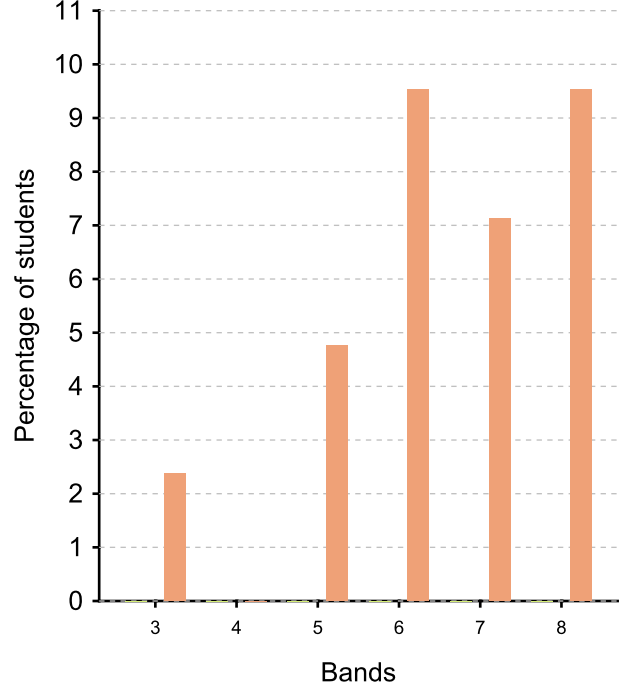
Percentage in bands:
Year 5 Writing



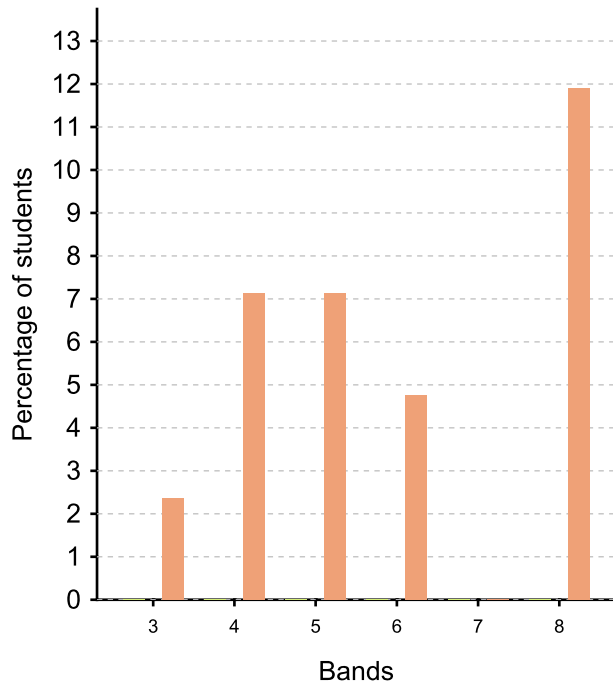
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Spelling

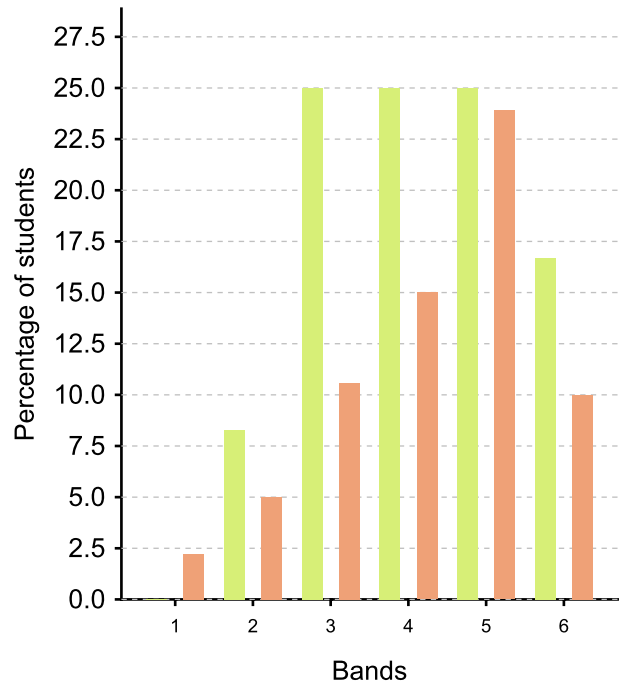


Percentage in bands:
Year 5 Reading



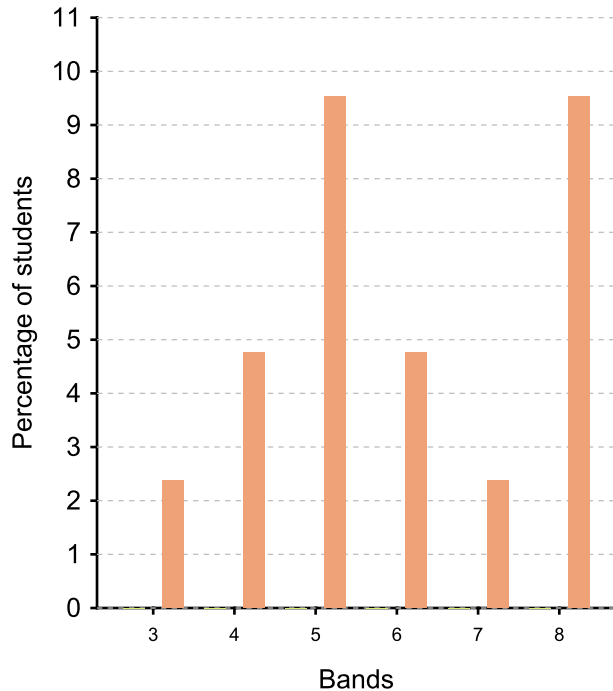
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



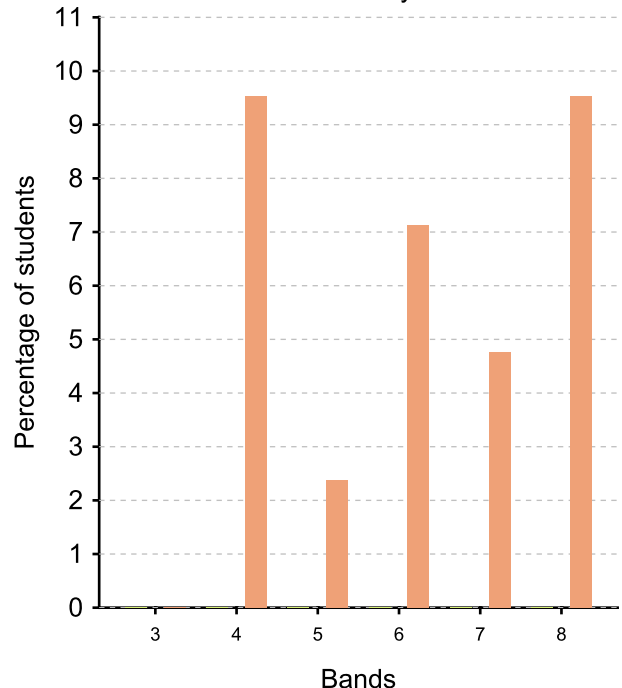
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In Year 3, all students scored above the national minimal standards in Literacy with 100% students participating in the assessments. In Literacy 66.6% of the students scored in the top two bands for Reading, 58.3% scored in the top two band for Writing and Grammar and Punctuation and 50% achieved the top two bands in Spelling.

All Year 5 students scored above the national minimal standards in Literacy. 40% of students achieved in the top two bands in Reading, with 30% in Writing, 60% in Spelling and 50% in Grammar and Punctuation. Year 5 students achieved particularly well in Spelling with all students achieving in the top three bands.

In Year 3 Numeracy, 41.7% of students achieved the top two bands in the areas of Data, Measurement, Space and Geometry, Numeracy and Number, Patterns and Algebra. All students achieved above the national minimum standards in Numeracy.

In Year 5 all students scored above the national minimal standards in Numeracy. 30% of students achieved in the top two bands in Numeracy, with 50% in Data, Measurement, Space and Geometry and 40% in Number, Patterns and Algebra.

Parent/caregiver, student, teacher satisfaction

In 2016, students were invited to participate in the Tell Them From Me survey. The survey was completed by 36 students in Semester 1 and 31 students in Semester Two from Years 4, 5 and 6. The survey showed that students at Como Public School, when compared to NSW norms, have higher rates of participation in school sports and extra curricula activities. They also generally feel that learning time is used effectively, instruction is relevant to their lives and that classroom instruction is well organised with appropriate feedback given to them to learn.

88% of students felt that behaviour in the school was positive compared to the state norm of 83%.

94% of students indicated that they believed that students tried hard to succeed in their learning at Como Public School compared to the state norm of 88%. This was an increase from 86% at the beginning of the year.

72% of students indicated that they expected to go to University when they finished school this was a decline from 85% at the beginning of the year.

Music and Clubs were the most popular activities that students participated in throughout the year.

The parent and teacher Tell Them From Me surveys were not completed in 2016.

Policy requirements

Aboriginal education

Aboriginal perspectives and education have been embedded as part of both the culture and curriculum of the school. Students in Years K–6 developed an appreciation for Aboriginal art, stories, traditions and Aboriginal connection with the Australian land. The connection between the Aboriginal people and the land was further reinforced through the continued incorporation of the Dharawal acknowledgement of country and the singing of the Dharawal verse of the Australian National Anthem at school assemblies.

Como Public School celebrated NAIDOC week with a special incursion that shared dreaming stories and identified bush tucker located within our school environment. Throughout the year, Aboriginal Students and the Aboriginal SLSO shared Dreaming Stories and developed their knowledge about Aboriginal histories, culture and perspectives.

Aboriginal students were invited to attend The Jannali High Schools 'Gamarada' Day, which means 'friendship' in the Dharawal language. The students were welcomed by local Aboriginal elders and participated in boomerang throwing, dreaming stories and face painting.

Multicultural and anti-racism education

Como Public School is proud of its rich multicultural community with approximately 18% of the students having a language background other than English. English as an Additional Language/Dialect (EAL/D) is supported at the school.

The school community promotes tolerance and acceptance through our school values of Respect, Cooperation, Integrity, Fairness and Responsibility. The school provides students with an inclusive education where cultural and linguistic diversity are recognised and celebrated. In 2016 Como Public School hosted a Multicultural Olympics Day. On the day students participated in a variety of activities prior to sharing a picnic lunch with students bringing a plate of food from their native country to share. The students also celebrated Harmony Day, where students participated in team building activities based around water so as to highlight the need for water in countries less fortunate than ours. As students explored their similarities and differences, they began to realise just how diverse we are at Como Public School. As a school community, we also raised funds through donations and a cupcake stall to fund a Water Well.

The school has a trained anti-racism contact officer (ARCO) who acts as a support person in helping students understand the negative effects of racism.