

# Como Public School

## Annual Report



2017



1605

## Introduction

The Annual Report for 2017 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

Acting Principal

## School contact details

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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

Acting 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 multi-stage 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; and sharing of both human and material resources. These opportunities 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process in

### Learning Domain:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Learning, Como Public School is rated as Delivering in the elements of Wellbeing, Assessment and Reporting, and Sustaining and Growing in the elements of Learning Culture, Curriculum and Learning, and Student Performance Measures.

The evidence indicates that the teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. The staff are extremely committed within the school community to strengthen and deliver on school learning priorities with school programs addressing the needs of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Expectations of behaviour are explicitly taught to students and relate to a variety of school settings with positive, respectful relationships evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Attendance is regularly monitored with prompt action taken to address individual student issues. The school has well-developed and current policies, programs and processes to identify, address and monitor student learning needs.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes with students taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity with staff maintaining currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Curriculum provision meets community needs and expectations and provides equitable academic opportunities with

curriculum provision enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transition with effective plans for student transition in place. Teachers involve students and parents in planning to support students as they progress through the stages of education with systematic policies, programs and processes to identify and address student learning needs. The school provides a range of extra curricula offerings for student development with integrated technology, library and information services and teachers differentiating curriculum delivery to meet the needs of individual students.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation with parents updated on the progress of their children.

The school achieves value-added results with students at or above national minimum standards on external performance measures and students are showing expected growth on internal school performance measures. The school achieves good value-added results, and/or some 20 per cent of students achieve at high levels of performance on external performance measures.

### **Teaching Domain:**

The self-evaluation process results indicated that in the School Excellence Framework domain of Teaching, Como Public School is rated as Delivering in the elements of Effective Classroom Practice and Data skills and Use, and Sustaining and Growing in the elements of Collaborative Practice, Learning and Development, and Professional Standards.

Teachers regularly review and revise teaching and learning programs with teachers routinely reviewing content and previewing the learning planned for students.

Teachers incorporate data analysis in their planning and analysis and use student assessment data to understand the learning needs of students. The school leadership team regularly uses data to inform key decisions with data analysis informing the school's learning goals and monitoring progress towards them. The school's professional learning builds teacher's skills in the analysis, interpretation and use of student performance data.

Executive, staff and other meetings are used to review the curriculum and to revise teaching and learning programs with staff regularly evaluating teaching and learning programs including assessment of student outcomes and working together to improve teaching and learning across year groups, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice with processes in place to provide mentoring or coaching support to improve teaching and leadership practice. Experts identified within the staff are drawn upon to further develop the school's professional community.

The school has processes in place for teacher's performance and development with beginning and early career teachers provided with targeted support in areas of identified need and effective professional learning for induction, teaching quality, leadership preparation and leadership development. Teachers participate in professional learning targeted to school priorities and their professional needs, and actively share learning from targeted professional development with others. Teachers are actively engaged in planning their own professional development to improve their performance with a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas.

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes with teachers demonstrating responsibility, adaptability and ethical practice in working towards the school's goals. The school has a culture of supporting teachers to pursue higher level accreditation with teachers working beyond their classrooms to contribute to broader school programs and committed to their ongoing development as members of the teaching profession.

### **Leadership:**

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Leadership, Como Public School is rated as Delivering in the elements of School Planning, Implementation and Reporting, and Management Practices and Processes, and Sustaining and Growing in the elements of Leadership and School Resources.

The school community is positive about educational provision with parents and community members provided with opportunities to engage in a wide range of school-related activities. Como PS is committed to build the leadership capacity of staff and students. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and strong links with communities of schools, other educational providers and other organisations exist to support the school's programs. The school solicits and addresses feedback on school performance.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose of the school. The School Plan, including annual iterations focused on achieving identified improvements, is aligned to local and system priorities> This ensures responsiveness to emerging needs with planning and implementation including processes for resource allocation, professional learning, performance monitoring and reporting. The school articulates a commitment to equity and high expectations for learning for each student, is responsive to changing needs and acknowledges and celebrates a wide diversity of student, staff and community achievements.

School staffing ensures that full curriculum implementation and delivery requirements are met with systematic annual staff performance and development reviews conducted. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the School Plan. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, to provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs with physical learning spaces used flexibly, and technology accessible to staff and students.

The school leadership team communicates clearly about school priorities and practices with administrative practices effectively supporting school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community with streamlined, flexible processes existing to deliver services and information and strengthen parental engagement. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations with all school staff supported to develop skills for the successful operation of administrative systems.

Our self-assessment and the external validation 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-guide>

## 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

In 2017, Como Public School GAT students were identified and programs developed to enhance learning experiences. This was achieved through well-developed and current policies, programs and processes that identify, address and monitor student learning needs. The Como Public School GAT register was developed to identify individual students' talents and the HOTSCOS Community of Schools established the 2017 enrichment program to support these students. Identified students were offered the opportunity to participate in a variety of programs Film By The Sea, Create South, The Jannali High School enrichment program, mathematics, visual arts, environmental science, coding and STEM enrichment programs.

Teachers differentiate curriculum delivery to meet the needs of individual students with teaching and learning programs demonstrating evidence of differentiation. Identified students have Individual Educational Plans identifying their areas of needs. Staff have implemented Bump It Up walls to promote student learning goals, learning intentions and success criteria. This has resulted in students beginning to become drivers of their own learning.

The GAT program addresses the needs of identified student groups with curriculum provision meeting community expectations and students offered a range of extra-curricula opportunities including differentiated curriculum delivery to meet students' individual needs. Feedback via Tell Them From Me surveys and in-school surveys highlighted the value placed on these opportunities by the Como Public School community and this was supported by the number of participants. Student performance measures, NAPLAN, PLAN and in-school data supports the benefits of these programs and identifies the school as Sustaining and Growing against the School Excellence Framework.

Curriculum provision meets community needs and expectations and provides equitable academic opportunities for all with the school plans elaborating on what all students are expected to know, understand and do. Staff developed a comprehensive and sequential K–6 Mathematics scope and sequence.

Teachers participated in professional learning targeted to school priorities and their professional needs and actively share learning from targeted professional learning with others.

Staff utilise benchmarking, SENA and PLAN data to develop Individualised Education Learning Plans.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to achieve at or above expected growth in Literacy and Numeracy from Years 3–5 and Years 5–7.	\$41 087	<p>NAPLAN data analysed to evaluate growth for students from years 3–5 and 5–7.</p> <p>In 2017, all students in year 5 demonstrated growth in Literacy and Numeracy from Years 3–5.</p> <p>* 61.5% achieved greater than or expected growth in Reading compared to 71.4% in 2016 and 57.1% in 2015.</p> <p>* 50% achieved greater than or expected growth in Spelling compared to 87.5% in 2016 and 64.3% in 2015.</p> <p>* 41.7% achieved greater than or expected growth in Grammar and Punctuation compared to 87.5% in 2016 and 57.1% in 2015.</p> <p>* 50% achieved greater than or expected growth in</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to achieve at or above expected growth in Literacy and Numeracy from Years 3–5 and Years 5–7.		<p>Numeracy compared to 75% in 2016 and 64.3% in 2015.</p> <p>Student achievement growth from Years 5–7 indicated students met or exceeded expected targets in Grammar and Punctuation, Writing and Numeracy and were below expected targets in Spelling and Reading.</p> <p>* 38.5% achieved greater than or expected growth in Reading.</p> <p>* 61.5% achieved greater than or expected growth in Spelling.</p> <p>* 61.5% achieved greater than or expected growth in Grammar and Punctuation.</p> <p>* 61.5% achieved greater than or expected growth in Numeracy.</p> <p>* 69.2% achieved greater than or expected growth in Writing.</p>
Increased middle bands growth in NAPLAN.	\$10 158	<p>Middle band growth in Literacy and Numeracy has fluctuated in Year 5 from 2015–2017. As a small school there is a large cohort affect.</p> <p>In Reading, middle band growth was 30.8% in 2017 as compared to 35.7% in 2015. Data indicated that four of the five identified students who did not meet targeted expected growth did demonstrate growth just not their targeted expected growth.</p> <p>In Writing, middle band growth was 72.8% in 2017 as compared to 85.2% in 2015 with two students not achieving their targeted expected growth.</p> <p>In Spelling, middle band growth was 33.3% in 2017 as compared to 42.9% in 2015 with six students demonstrating growth lower then their expected targeted growth.</p> <p>In Grammar and Punctuation, middle band growth was 66.7% in 2017 as compared to 42.9% in 2015 with seven students achieving growth below their expected targeted growth.</p> <p>In Numeracy, middle band growth was 58.3% in 2017 as compared to 28.5% in 2015. All students demonstrated improvement with six not meeting their expected targeted growth.</p>
Increased percentage of students exit Stage 1 at or beyond Cluster 8 for Literacy and at Facile for Early Arithmetic Strategies for numeracy.	\$10 158	<p>In 2017, 90% of students exited Stage 1 at or beyond Cluster 8 for Literacy.</p> <p>50% of students exited at Facile for Early Arithmetic Strategies in Numeracy.</p> <p>As this is a small school there is a large cohort effect.</p>

## Next Steps

- \* Develop explicit processes to collect, analyse and report on student and school performance.
- \* Staff participate in Positive Behaviour for Learning (PBL) professional learning and implement practices to promote student wellbeing.
- \* Implementation of Formative Assessment strategies and participation in professional learning as part of the 2018–2020 School Plan COS Visible Learning project.
- \* Professional learning in 'Writing Steps' project with COS school partner to build staff and student capacity in Writing.
- \* Review English units to ensure all outcomes are being addressed to build critical and creative learners.



## 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

In 2017, all teaching staff developed personal learning goals as part of the Performance and Development Framework process. Teachers identified areas for development so as to build their capacity to improve student outcomes and developed personal learning goals. Teachers participated in professional learning targeted to school priorities and their professional needs. They actively shared learning from targeted professional learning with others to build their capacity.

Teachers participated in professional learning targeted to school priorities and their professional needs in Mathematics. This resulted in staff being supported in the development of a K–6 scope and sequence in Mathematics. The scope and sequence has ensured that staff are aware of the learning progression for all students and able to target learning to address the individual needs of their students.

Staff have utilised the newly developed scope and sequence to review previous content and preview the learning planned for students in class so that curriculum delivery is differentiated to meet the needs of individual students. Teaching and learning programs include whole class explicit teaching to deliver concepts and strategies which are also supported by differentiated small group tasks to support students learning goals. Through the implementation of differentiated programs curriculum provision meets community needs and expectations and provides equitable academic opportunities for all students.

Staff participated in the 'Mathematics building blocks for numeracy' professional learning demonstrating that they are committed to their ongoing development as members of the teaching profession. This has supported the staff's understanding of the numeracy continuum and data analysis. This knowledge has been transferred into the implementation of 'bump it up walls' in classrooms to support student learning goals and develop a more visible learning environment. Teachers analyse and use student assessment data to understand the learning needs of students so that they can target learning to meet needs, report accurately to parents, support individual student learning goals and ensure the curriculum is differentiated to address all students' needs. Teachers reported feeling they had a better understanding of their students' learning needs as a result of having developed the scope and sequence as it provided a basis for what skills students' needed to progress through the learning continuum.

Collaboration and knowledge sharing is of particular importance at Como Public School due to its small school context and staff career stages which impact on skill and knowledge base. As a learning community, the teachers have actively shared their learning from targeted professional development with others. Staff with expertise have shared their knowledge in building staff capacity to accurately gather and analyse data as well as develop a deeper understanding of the literacy and numeracy continuums. The development of the K–6 data wall has encouraged targeted discussions on how to address the learning needs of those students below and above expectations and built staff understanding that the learning needs of all students is a collective responsibility of all staff not just students' individual class teachers.

The school has processes in place for teacher's performance and development with a schedule developed and provided to all staff identifying key dates and actions required throughout the year to meet obligations. From this timeline professional learning, lesson observations, teacher reflection and feedback were all factored in to ensure provision and support for all staff. In 2017, four staff were working towards meeting accreditation with one staff gaining accreditation at maintenance, two staff achieving accreditation at proficient and one working towards gaining accreditation at proficient. The school is committed to the development of leadership skills in staff and students with staff provided with opportunities to develop their talents and lead programs. One staff member demonstrated leadership through developing and implementing a coding program for the enrichment program. From this program the school moved forward and implemented coding across the school in all classes. Resources were aligned and allocated to ensure the programs success. The coding program has been well received by the students, staff and the parent community.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Personal and professional goals achieved the implementation of the Performance and Development Framework.	QTSS funds allocated	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 to improve their practice.
Evidence if current pedagogies are incorporated into teaching and learning programs are implemented in classrooms and results are observed and reported on.	\$3000	<p>Teaching and learning experiences and programs incorporate 21st century technologies into everyday practice. Students utilise and access iPads and technology across all curriculum areas.</p> <p>Como Public School K–6 Mathematics scope and sequence developed to support the implementation of the NSW Syllabus for the Australian curriculum K–6 Mathematics syllabus outlining the sequential progression of learning outcomes for all students.</p> <p>Coding program developed and implemented K–6.</p> <p>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.</p>

## Next Steps

- \* Staff align Performance and Development Plan professional goals to the teaching standards. Staff reflection on Performance and Development process to ensure authentic evidence is collected and aligned to professional goals and school strategic directions.
- \* Expand collegial observation program to include various styles and purposes of observation, with oral and written feedback supplied at the conclusion of each observation.
- \* Build upon relationships with individual schools within the HOTSCOS group so that staff participate in professional learning across schools that include opportunities for staff to participate in lesson observation to build capacity, professional knowledge and collegiality.
- \* Develop staff leadership capacity through COS targeted professional learning.

### 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, promote positive relationships and encourage student voice, the PDHPE scope and sequence was reviewed to ensure implementation of programs to support student needs. An aspiring leader actively shared learning from targeted professional development with all staff around the Wellbeing Framework. This resulted in the establishment of the Como Public School Student Representative Council (SRC). The SRC actively engaged in identifying area for improvement or focus in 2017 which included implementing changes to the weekly school assembly, promoting the school values through values awards, supporting identified charities and events such as the Stewart House clothing appeal and share the dignity and giving back to the wider community through the Salvation Army Christmas appeal and visiting a local nursing home where the SRC handed out gifts to all the residents.

In 2017, the school actively supported P&C run initiatives, including the Riverview Markets, to build the markets profile in the wider community and ensure its successful continuation. The school hosted breakfast in Education week and a thank you breakfast at the end of the year to build community spirit and engagement. Both events were well attended and received by the school community.

The Como Public School Facebook page is consistently used as a regular communication method utilised by the school to improve communication, maximise parental attendance at school events and keep parents informed of programs school priorities. Parents have indicated through liking pages that the information is well received.

Como Public School actively made connections and developed links with local preschools through personalised visits to all preschools in the local area, attending transition night talks at preschools, hosting local preschools at school events such as the Easter Hat and Book Week Parade, participating in a tree planting day with The Point Preschool and implementing a Year 5 / preschool buddy program with Como Preschool. Through these actions Como Public School has raised its profile within the wider school community as a school of choice for many families.

Como Public School has continued to strengthen its ties with local schools to ensure its student's have access to quality enrichment, leadership, public speaking and band programs as well as quality professional learning for staff and greater collegiality. Staff have attended Professional Learning at other schools and the HOTSCOS community provided teachers with the opportunity to observe formative assessment strategies across the learning community through school visits. These opportunities are highly valued by Como Public School staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental involvement in school and classroom based activities.	\$3000	<p>More than 90% of parents either attended face to face interviews or contacted teachers by telephone to discuss their child's progress at school during 2017.</p> <p>Parent helpers in classrooms increased with classes reporting consistent support throughout the year.</p> <p>Parent responses to requests for assistance at monthly P&amp;C run Riverview Markets has been very positive with volunteer positions filled each month.</p> <p>Market and Canteen coordinator positions were filled in 2017 from within the Como PS school community.</p> <p>School events are well supported by Parents,</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental involvement in school and classroom based activities.		Carers and visitors.  The school hosted an open day breakfast BBQ in Education Week and Thank you BBQ at the end of the year. Both events resulted in an increase in visitor numbers to the school and we well received by the school community.
Increased parent response to surveys.	No cost to school	The Tell Them from Me survey was offered to parents and staff in 2017. The small number of surveys completed by both groups resulted in neither survey being able to provide quality baseline data. Both surveys will be offered again in 2018.

## Next Steps

- \* Participation in student, staff and parent Tell Them From Me surveys to provide all stakeholders with the opportunity to provide feedback.
- \* 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.
- \* Promote Riverview Markets within both the school and wider school community to support the P&C run initiative.
- \* Targeted requests for parental assistance in classrooms K–6.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5888	<p>Student progress reported to parents. Personalised Learning Pathways (PLPs) developed and reviewed for all students.</p> <p>Additional Learning and Support Officers (SLSOs) support time allocated to support selected students to address learning and behaviour needs.</p>
<b>English language proficiency</b>	\$6370	An intensive Literacy program was implemented and School Learning and 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.
<b>Low level adjustment for disability</b>	\$28 189	<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>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$7516	Staff were supported through release to participate in peer observations and feedback as part of the Performance and Development Plans Framework.
<b>Socio-economic background</b>	\$4714 • (\$0.00)	<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>
<b>Support for beginning teachers</b>		Accredited Beginning Teacher funds not expended due to staff member being on part time maternity leave.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	43	46	55	57
Girls	38	43	46	42

Enrolments have slowly grown over the past four 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	2014	2015	2016	2017
K	96	94.8	92.1	95.1
1	93.8	96	91.4	92.5
2	94.9	95.1	95.8	93.2
3	93.6	94	91.1	92.2
4	93.6	95	95	91.6
5	95.7	91.8	89.5	91.7
6	93.9	96.3	92.2	95.6
All Years	94.5	94.6	92.7	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

School attendance is monitored by the Principal. Parents applying for extended leave for family holidays are encouraged and 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 Wellbeing 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 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.48
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

\*Full Time Equivalent

The Australian Education regulation, 2014, requires schools to report on Aboriginal composition of their workforce. No members of the schools workforce identify 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 2017, 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 were two staff who submitted and one staff member working towards gaining Board of Studies, Teaching and Educational Standards (BoSTES) accreditation and five staff maintaining at Proficient.

Staff led professional learning in Mathematics resulted in the development of a K–6 Scope and Sequence aligned to the NSW Syllabus for the Australian Curriculum Mathematics K– 6 Syllabus. A staff member delivered school based professional learning which concluded in the completion of the online DoE Mathematics building blocks for numeracy course. Staff then developed units of work which differentiated the curriculum to meet the needs of the students. A staff member also led professional learning coding which resulted in all classes K–6, participating in coding lessons and an enrichment coding being developed.

Staff further consolidated their professional learning in meeting the needs of students with additional support needs via the schools sensory room through participating in professional learning from a local occupational therapist 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 Wellbeing Framework. A staff member delivered school based professional learning on the Wellbeing Framework which resulted in the formulation of the Como PS Student Representative Council (SRC) to develop student voice. 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 fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	65,735
<b>Revenue</b>	1,091,973
Appropriation	1,014,234
Sale of Goods and Services	3,211
Grants and Contributions	73,903
Gain and Loss	0
Other Revenue	0
Investment Income	625
<b>Expenses</b>	-1,093,866
Recurrent Expenses	-1,093,866
Employee Related	-971,591
Operating Expenses	-122,275
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-1,893
<b>Balance Carried Forward</b>	63,842

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	850,511
Base Per Capita	15,435
Base Location	0
Other Base	835,075
<b>Equity Total</b>	45,162
Equity Aboriginal	5,888
Equity Socio economic	4,714
Equity Language	6,370
Equity Disability	28,189
<b>Targeted Total</b>	60,473
<b>Other Total</b>	40,209
<b>Grand Total</b>	996,354

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.



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

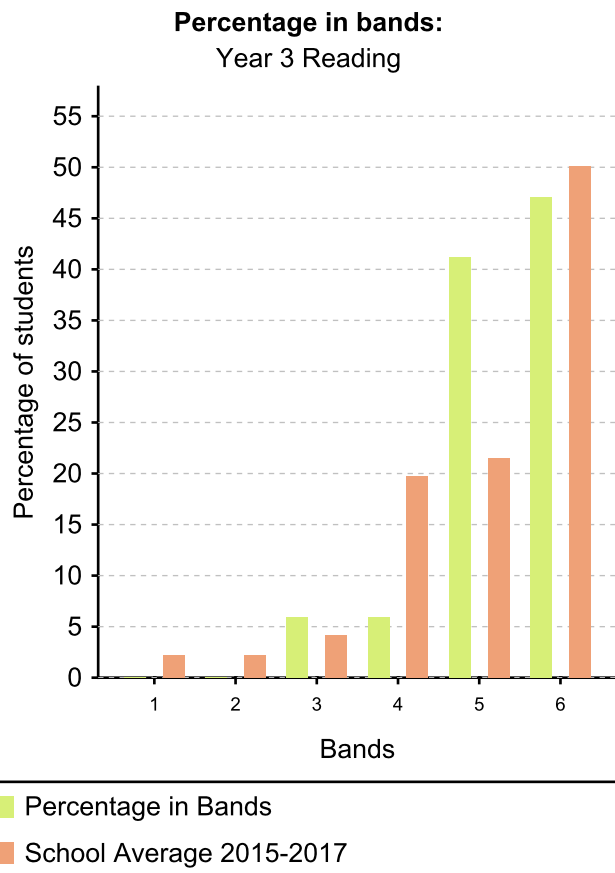
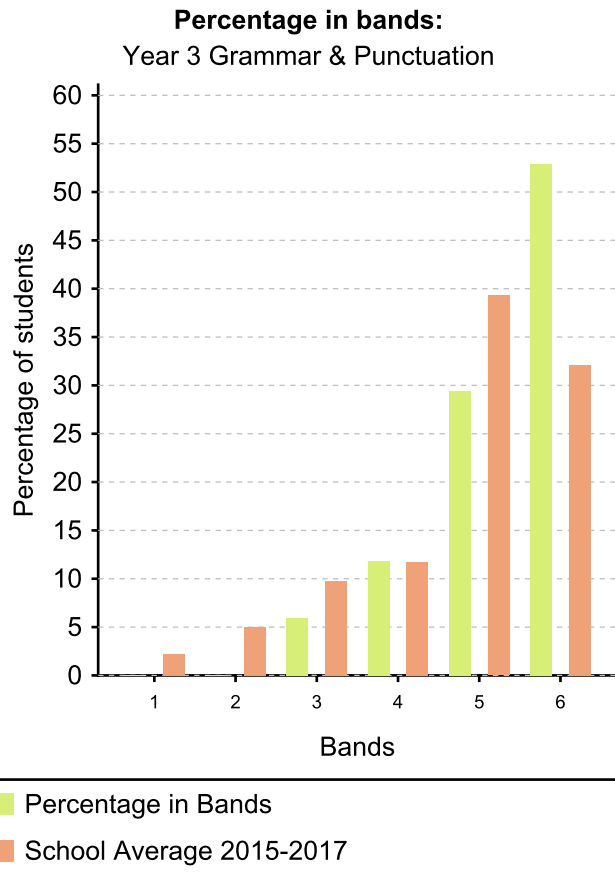
### NAPLAN

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.

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 Como Public School in the 'Find a school' and select 'Go' to access the school data.

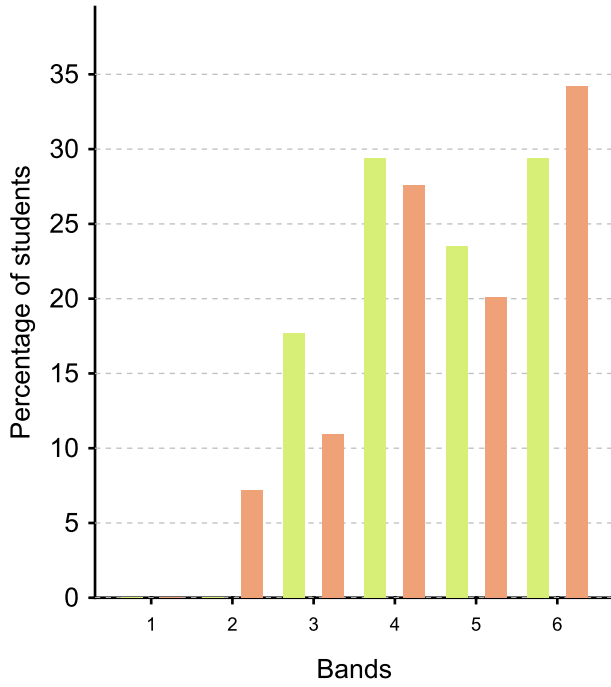
In Year 3, all students scored above the national minimum standards in Literacy with 100% of students participating in the assessments. In Literacy, 88.3% of the students scored in the top two bands for Reading, 64.7% scored in the top two bands for Writing, 52.9% scored in the top two bands for Spelling and 82.3% scored in the top two bands for Grammar and Punctuation.

In Year 5 one student scored below the national minimum standard in Reading and one in Spelling. All other students scored above the national minimum standards in Literacy. Of the thirteen students enrolled in Year 5, three did not participate in the assessment. 38.5% of students achieved in the top two bands in Reading, with 18.2% in writing, 50% in Spelling and 25% in Grammar and Punctuation.

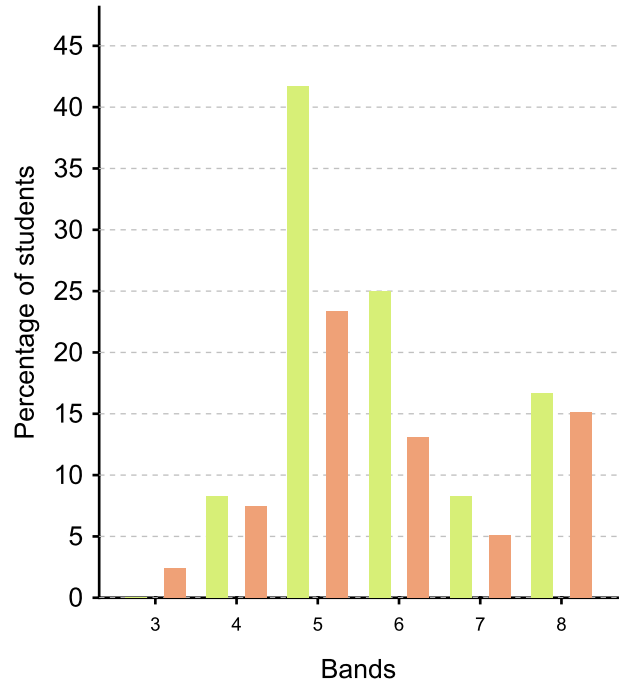




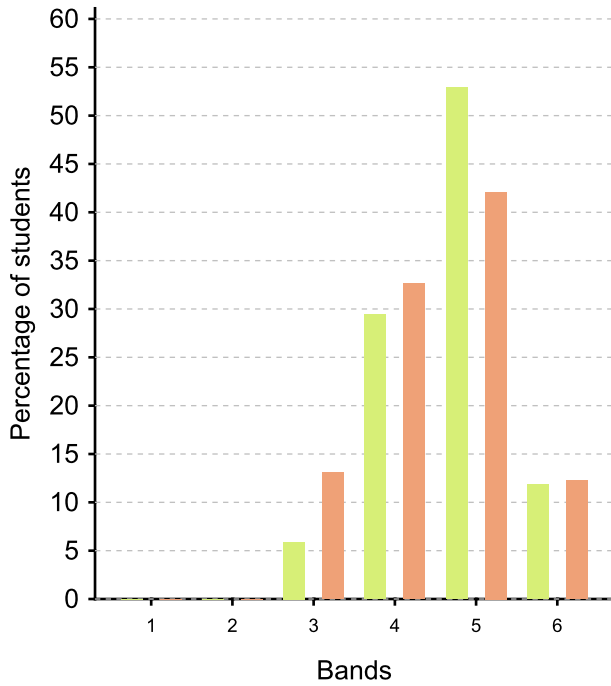
**Percentage in bands:**  
Year 3 Spelling



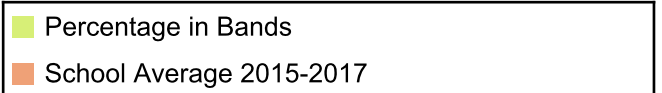
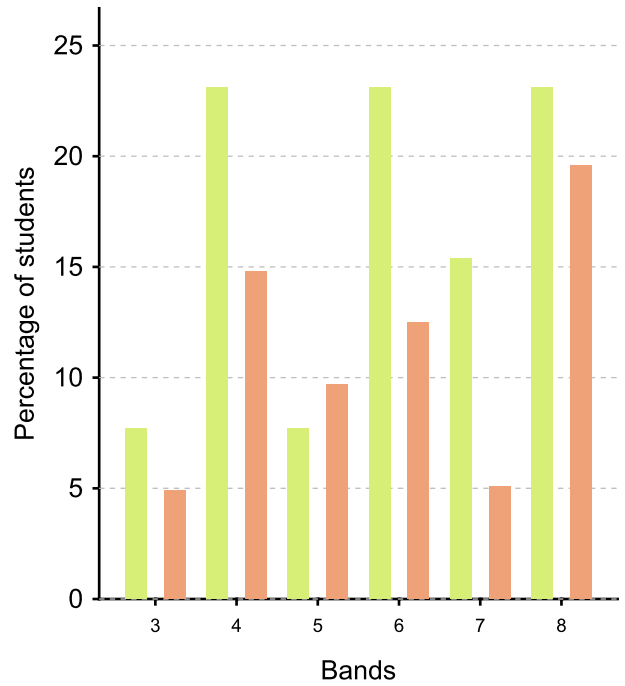
**Percentage in bands:**  
Year 5 Grammar & Punctuation



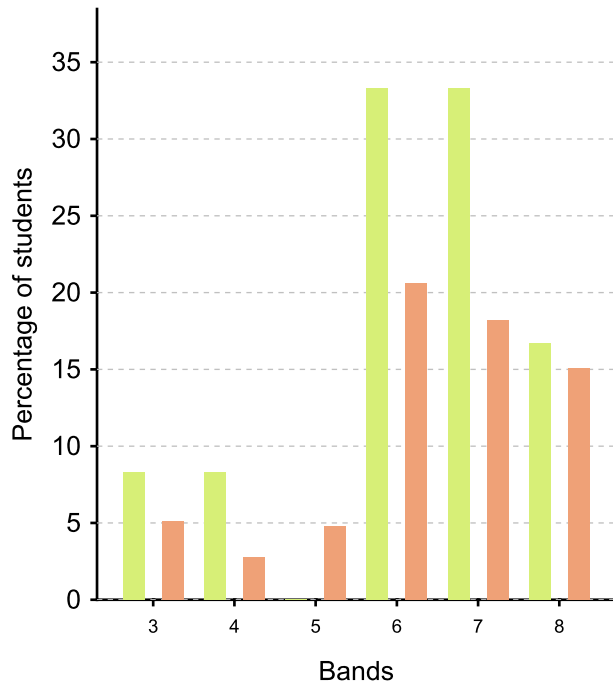
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

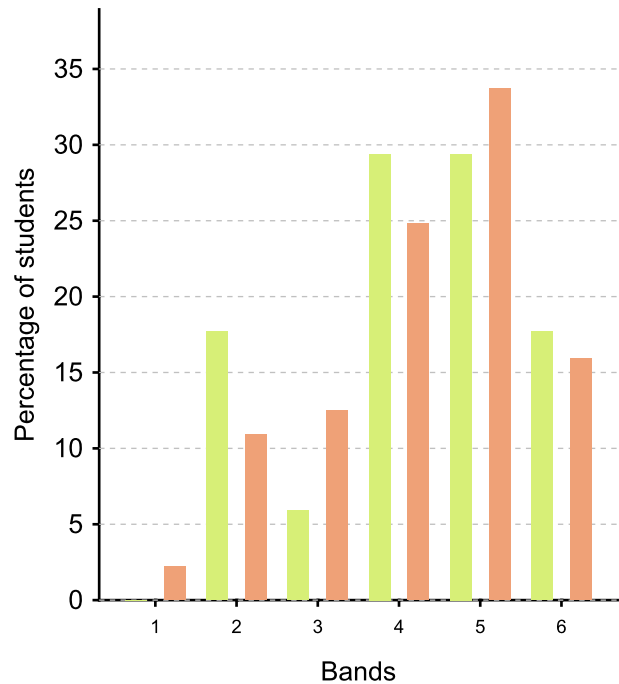


**Percentage in bands:**  
Year 5 Spelling

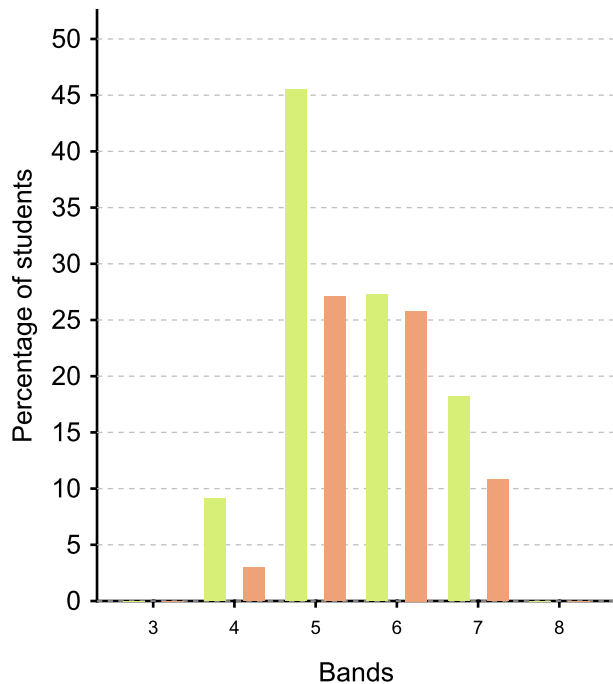


students scored in the top two bands in the areas of Data, Measurement, Space and Geometry and 16.61% in Number, Patterns and Algebra.

**Percentage in bands:**  
Year 3 Numeracy

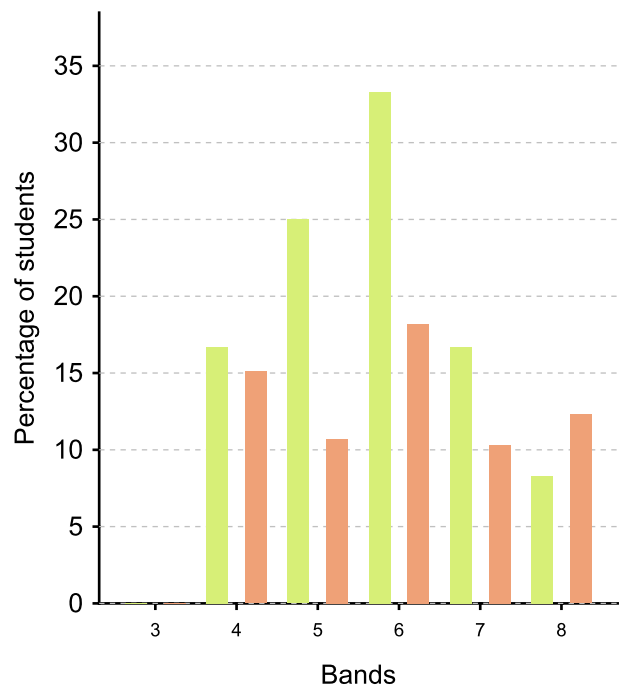


**Percentage in bands:**  
Year 5 Writing



**Percentage in Bands**  
**School Average 2015-2017**

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in Bands**  
**School Average 2015-2017**

In Year 3 Numeracy, 47% of the students scored in the top two bands in the areas of Data, Measurement, Space and Geometry and 47.1% in Number, Patterns and Algebra. All students achieved above the national minimum standards in Numeracy.

In Year 5 all students achieved above the national minimum standards in Numeracy. 33.4% of the

## Parent/caregiver, student, teacher satisfaction

In 2017, students were invited to participate in the Tell Them From Me survey. The survey was completed by 33 students in Semester One and 32 students in Semester Two from Years 4, 5 and 6. The survey showed that students at Como Public School, when compared to NSW Govt norms, have positive relationships with students indicating that they have friends at school that they can trust and who encourage them to make positive choices. Students also reported above the NSW Govt norms for high positive behaviour at school with students identifying the majority of students do not get in trouble at school for disruptive or inappropriate behaviours.

77% of students reported they believed students tried hard to succeed in their learning at the beginning of the year. This increased to 82% by the end of the year.

The survey showed that students at Como Public School, when compared to the NSW Govt Norms, have higher rates of participation in school sports. Data identified students in Year 4 and 5 developed their sense of belonging during the year and felt more accepted and valued by their peers and others at the school by the end of the year.

The parent Tell Them From Me survey was offered to the school community; however, only four responses were received which was not enough to compare. The Tell Them from Me survey will again be offered in 2018.

## 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 connections with the Australian land. The connections 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 all school assemblies.

Como Public School celebrated NAIDOC week with a variety of Dreaming Stories and class based activities. These activities helped develop the students knowledge about Aboriginal histories, culture and perspectives.

Aboriginal students were invited to attend The Jannali High Schools 'Gamarada Day', which means 'friendship' in 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 the school's 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 2017, the students participated in Harmony Day, where students engaged in team building activities based around belonging. 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 produced a belonging wall display to remind us that we are all valued.

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.