

Como Public School

Annual Report



2018



1605

Introduction

The Annual Report for **2018** 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.

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 all students. Como Public School has a dedicated staff who work together to provide an inclusive environment where 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 financial 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.

Nicole Gilmore

Principal

School contact details

Como Public School

Genoa St

Como, 2226

www.como-p.schools.nsw.edu.au

como-p.school@det.nsw.edu.au

9528 9003

School background

School vision statement

At Como Public School we nurture each other in an inclusive reflective environment where all stakeholders care for and support each other. The whole school community work together to build resilient, respectful and engaged learners within a future focused landscape.

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.

While there are elements in the self assessment that indicate the school is sustaining and growing in some themes, overall the results and analysis indicate that the school is currently delivering quality teaching practice across the three domains. We have aspirational goals in our school plan, and quality processes to achieve these goals, and we believe that we are on track to excel in each of the domains as we achieve these goals.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed, differentiated and enable students to develop strong identities as self-directed learners.

Overall summary of progress

In 2018, staff were trained in the use of the writing program "Seven steps". The program was utilised throughout class programs and significant improvement in individual student writing was noted. Use of the program will continue in all classes in 2019.

Teachers differentiate curriculum delivery to meet the needs of individual students with teaching and learning programs demonstrating evidence of differentiation. Identified students have Individual Learning Plans identifying their areas of needs. Staff have continued to implement Bump It Up walls to promote student learning goals, learning intentions and success criteria.

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
Increased proportion of students in top 2 bands NAPLAN	\$10 250	The emphasis on writing across the school from Day 1 Term 1 2018 has seen substantial improvement in internal school data. In addition, NAPLAN growth in spelling has been significant. Our 2018 NAPLAN results show a large improvement compared to 57% in last year's data. In addition, 64.5% of Year 3 students achieved results in the top two bands on NAPLAN writing. In addition our results showed improvement across the board in spelling and writing in both Years 3 and 5. We have also had a significant jump in the percentage of students above expected growth from Year 3 to Year 5.
Increasing proportion of students meeting expected growth targets in NAPLAN	\$5 650	66.7% of Como Public School students achieved at or above expected growth in Grammar and Punctuation and Spelling, out-doing similar schools and the State. There was a significant 66.7% of students who achieved at or above expected growth in Numeracy from Como Public School, compared with 56.5% for the State.
Consistent improvement in use of Visible Learning and formative Assessment strategies evident in classrooms, teaching programs and student learning	\$4 850	Professional learning focused on visible learning and formative assessment strategies. Expert staff from the school network who were trained in this area delivered workshops to Como PS teachers. Strategies were then trialled and evaluated and have now become a part of each classroom teacher's daily practise.
Consistent improvement in teachers (routinely) using evidence of learning, including a range of formative assessments to inform their teaching, adapt	\$2 500	Teachers visited other schools and observed best practice from colleagues in the area of visible learning and formative assessment. Staff worked collaboratively to embed formative assessment into their programming and collate the information to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
their practice and meet learning needs of students.		inform them of where to next with their teaching.

Next Steps

- Continue with the Seven steps to writing program subscription for all teachers and revisit professional learning of writing.
- Focus on consistent whole school mathematics programming and assessment that is curriculum aligned and differentiated for individual students.
- Staff to continue working collaboratively with school networks to improve their use of formative assessment strategies.
- Investigate the use of a whole school spelling program based on synthetic phonics strategies.
- Individual student learning goals are to be written in conjunction with students and parents reviewed regularly and displayed in classrooms where students have access to them.

Strategic Direction 2

Respectful Connected Communities

Purpose

To strengthen and develop positive productive relationships within our school, with other schools and the wider community that reflect 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

In 2018, 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 morning tea in Education week and a thankyou morning tea 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 and celebration method utilised by the school to improve communication, maximise parental attendance at school events and keep parents informed of school priorities. Parents have indicated through liking pages that the information is well received. ENews is a valuable digital resource that is accessed by families to read newsletters, notes sent home, make payments to school through and receive alert messages from the school. Use of this facility by the whole school community has increased the effectiveness of communication between home and school.

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 5/6 preschool buddy reading 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.

The staff engaged in professional learning to implement "positive behaviour for learning" (PBL) in the school. A team of teachers have worked closely with regional consultants to begin the process of implementation involving staff students and parents. This is an ongoing program that will improve the learning and wellbeing of all students in the school and have a significantly positive affect on the classroom and playground behaviour of the students. The school have drafted an expectations matrix around the core values of being a safe, respectful learner. Playground "red cards" are issued to students not following the school expectations. Positive rewards are issued to individuals consistently throughout the school by all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive, respectful relationships are increasingly evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.	\$8 500	Attendance is recorded/ monitored through SENTRAL. Teachers follow up attendance issues with parents, and a system has been put in place where a green slip is to be sent home to students if an absence note has not be received in a timely manner. Respectful relationships are maintained with parents, teachers and students. During parent meetings, staff are required to fill in a file note with details of the conversation as a method of maintaining accurate information and actions to be undertaken.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive, respectful relationships are increasingly evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.		<p>Staff are now recording behavioural incidents on SENTRAL so that parents can be kept informed of any issues that may arise. Students needing additional support may also have a regular communication system established between home and school via a shared Google doc.</p> <p>Staff completed PBL training and began implementing PBL strategies in the school including new expectations for parents, staff and students. Behaviour/reward management has significantly improved through the use of the PBL strategies.</p>
Teacher Performance and Development reflections demonstrate an engagement with change and consistently improving teaching practice.	\$3 000	Teachers are able to reflect on their learning goals through the PDP process, and make improvements to their teaching practice. This has been facilitated by the formal review process, peer observations within Como Public School and at Bangor Public School and through scheduled collaborative teaching and learning discussions and PL sessions.
The school is recognised as increasingly excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.	\$14 000	<p>When meeting with the P&C twice per term, the community were informed about school programs and organisation. Community feedback was addressed in a supportive timely manner.</p> <p>The P&C supported additional SLSO funding so that individual students could receive additional learning support in the classroom. This is an excellent example of the close fostering of community engagement with school practice to ensure best possible outcomes for students at CPS.</p> <p>The collective fundraising through the participation of class stalls at the Riverview markets has been a successful initiative, and these funds will be fed into classroom resources to improve the learning environment for students.</p> <p>Como Public School have actively encouraged community engagement through open invitations to events including a welcome BBQ for families, Easter Hat Parade, Book week parade and morning tea and a thankyou breakfast for all parent helpers and community members in Week 10 Term 4.</p>

Next Steps

- As PBL continues to gain momentum, the review of recorded information in both the playground book and SENTRAL will be streamlined and analysed at PBL/admin meetings.
- Behaviour management flow chart to be established.
- Award/reward systems to be altered and in-line with PBL values.
- Continue with transparent and timely communication to the community across various platforms.
- Continue building relationships with surrounding preschools and networks of school.
- Introduce "The Fathering Project" to the Dad's in the school community to strengthen relationships and increase their participation in their child's lives.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4999	<p>PLPs were developed and updated in consultation with students, parents and teaching staff.</p> <p>Targeted projects ensure Aboriginal perspectives are embedded authentically within teaching and learning programs.</p>
English language proficiency	\$5459	<p>A trained EaLD teacher was employed to support students and their teachers with a focus on English language acquisition and achievement of stage outcomes in the areas of literacy and numeracy.</p>
Low level adjustment for disability	\$29726	<p>Learning and Support teacher and team developed Personalised learning and support plans for students with additional needs in learning, behaviour or social aspects.</p> <p>Targeted and individualised support was explicitly given to upward of 25% of students through the MINILIT and MULTILIT Programs.</p> <p>Individualised support for students with behavioural or social emotional needs was provided in the way of classroom and playground interventions.</p>
Quality Teaching, Successful Students (QTSS)	\$18324	<p>Supported by an instructional leader, Teachers were given time to use the Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their practice in their PDPs and lesson observations.</p>
Socio-economic background	\$4396	<p>ILPs were developed in consultation with parents. ILPs meet students emotional, social and academic learning needs and are regularly reviewed.</p> <p>Class programs and SLSO support meet the learning needs of the individual students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	46	55	57	62
Girls	43	46	42	42

Student population increased during 2018 for Como Public School. After census date another 6 students enrolled finishing the year at 110 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	92.1	95.1	95.4
1	96	91.4	92.5	96.4
2	95.1	95.8	93.2	95
3	94	91.1	92.2	95.2
4	95	95	91.6	92.8
5	91.8	89.5	91.7	93.6
6	96.3	92.2	95.6	90.4
All Years	94.6	92.7	93.1	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Como Public School manages attendance concerns in accordance with the Department of Education policies and procedures. School executive monitors the attendance of all students and ensures proactive strategies are in place to ensure maximum attendance for all enrolled students. For students who were flagged at regular review, engagement of the Home School Liaison Office, Learning and Wellbeing team, parent and carers was made to ensure improvement to school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Como Public School do not currently have any staff who identify as Aboriginal or Torres Strait Islander in heritage.

In April of 2018 a permanent Principal was appointed to Como Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Professional learning which was undertaken during 2018 was in line with the schools current priorities, teaching staff PDP's, mandatory guidelines and induction processes. staff participated in these professional learning experiences at the school level through weekly and staff development day presentations, professional training providers, Community of School workshops and Department of Education provided PL. All staff were up to date with mandatory training requirements. Two staff completed their accreditation at proficient level. The main areas for 2018 professional learning were:

* Visible Learning* Spelling practices / programs

* PBL* Induction – Principal * Technology* Literacy & curriculum differentiation* Administration and financial management

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	63,842
Revenue	1,159,736
Appropriation	1,085,394
Sale of Goods and Services	6,024
Grants and Contributions	67,045
Gain and Loss	0
Other Revenue	0
Investment Income	1,273
Expenses	-1,126,970
Recurrent Expenses	-1,126,970
Employee Related	-990,517
Operating Expenses	-136,454
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	32,766
Balance Carried Forward	96,608

Management of the schools finances is through the budget committee. A full copy of the schools Annual Financial Statement is tabled at the annual general meeting of the Parents and Citizens (P&C). Further details concerning the statement can be obtained by contacting the school.

Thorough professional learning and support through DoE has been priority as the transition to the new financial system occurred.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	892,672
Base Per Capita	19,144
Base Location	0
Other Base	873,528
Equity Total	44,579
Equity Aboriginal	4,999
Equity Socio economic	4,396
Equity Language	5,459
Equity Disability	29,726
Targeted Total	79,838
Other Total	52,079
Grand Total	1,069,168

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Eleven Year 3 students sat 2018 NAPLAN tests. Most students were on or above State norms for their overall performance in each of the five NAPLAN domains. In Reading six students achieved higher band scores whilst two received middle band scores. Three students were below average on their aggregated and individual test scores impacting on the overall performance of the Year 3 cohort.

The best performing domain for Year 3 was Writing. The CPS average school score was 434.9, which is above the state average of 463.53 and also above the SSSG average.

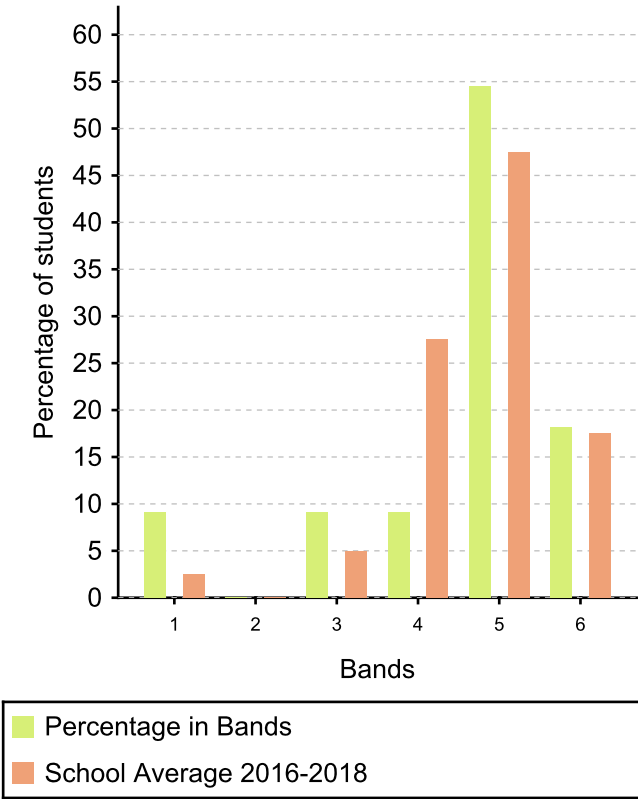
The lowest performing domain in comparison to other schools in NSW was Grammar and Punctuation, with a school score of 412.4 against a NSW average score of 428.27.

There were very good results for most students in Year 3 across all domains.

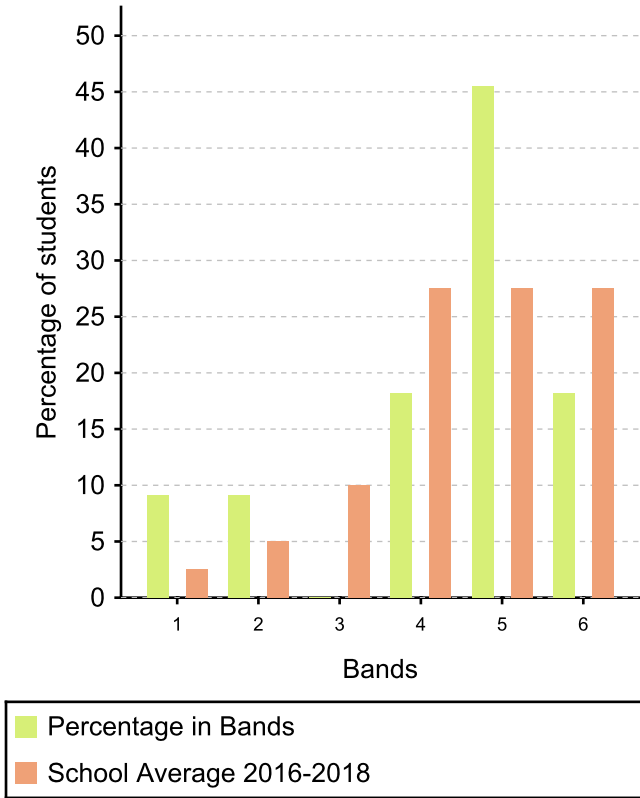
Ten Year 5 students sat 2018 NAPLAN tests. Eight students were on or above State norms in Reading, two students achieved lower band scores. The cohort received higher than state norms across all five NAPLAN domains. The best performing domain for Year 5 was Grammar. The Como Public School average school score was 520.8, which is above the state average of 500.82.

There were impressive results for the majority of students in Year 5 across all domains, with 66.7% of Como Public School students achieving at or above expected growth in Grammar and Punctuation and Spelling, out doing similar schools and the State.

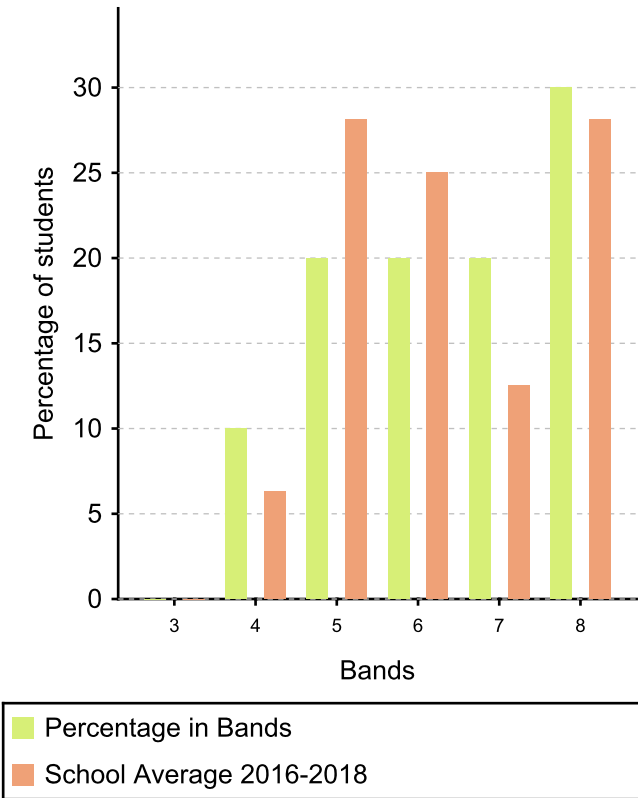
Percentage in bands:
Year 3 Writing



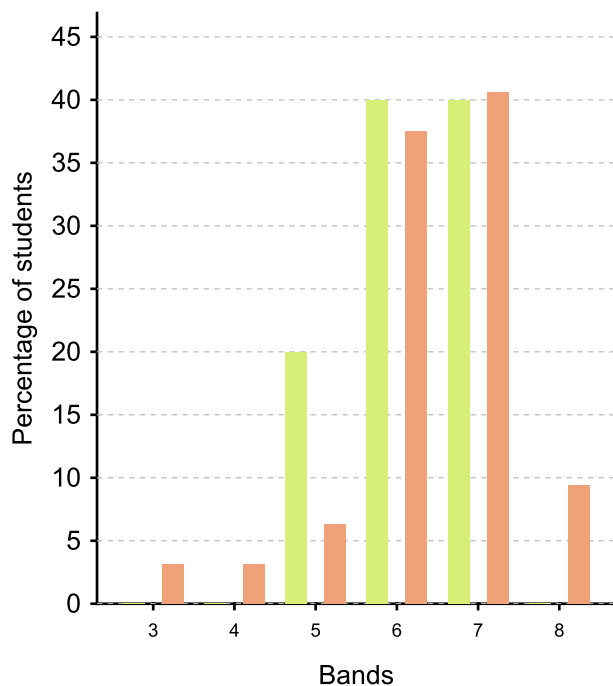
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



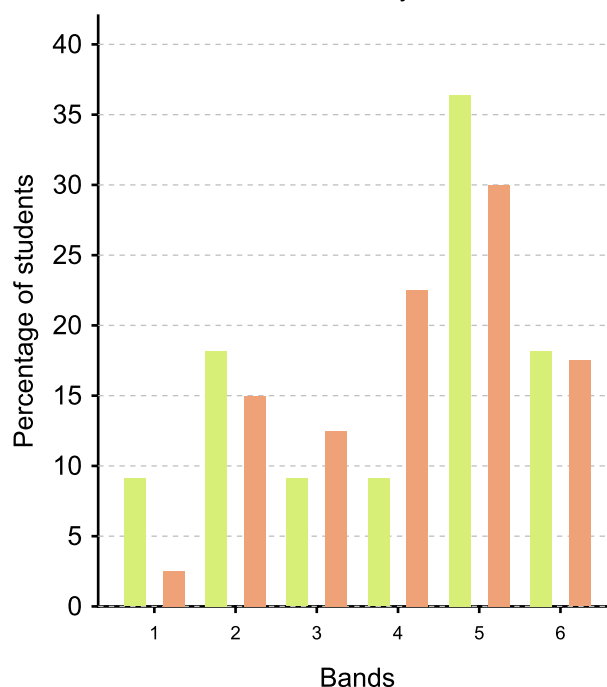
Percentage in Bands
School Average 2016-2018

Eleven Year 3 students sat 2018 NAPLAN Numeracy test. Most students were on or above State norms for their overall performance. Seven students achieved scores above the NSW state average. Six students performed in the top two bands.

Ten Year 5 students sat 2018 NAPLAN Numeracy test. Six students performed at or above the NSW average. Two students performed in the top two bands and Seven students performed in the middle two bands.

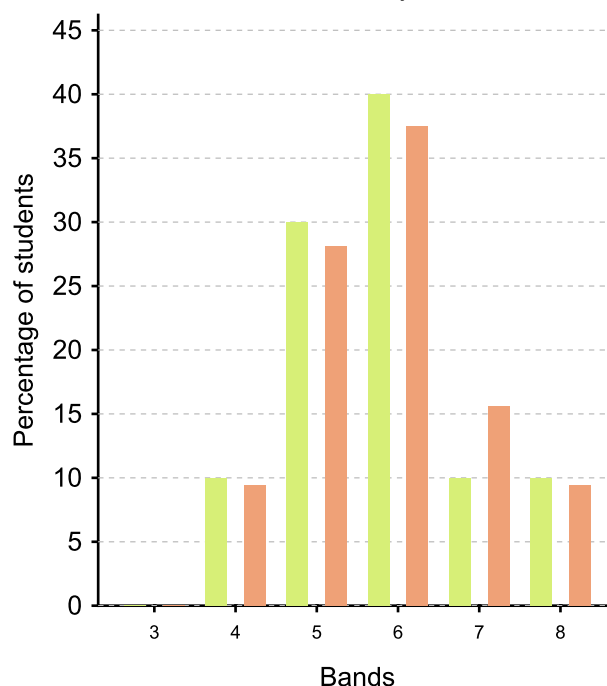
There was a significant 66.7% of students achieving at or above expected growth in Numeracy from Como Public School compared with 56.5% for the State.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Como Public School is committed to improving education results in alignment with the state priorities.

Our school strategic directions for the current school plan have ensured the focus on teaching and learning is impacting student growth for both literacy and numeracy. It can be seen in the above description of performances of literacy and numeracy that the school is seeing upward trends, particularly in spelling and writing and numeracy. We anticipate significant growth in all learning areas over the next few years due to targeted programs implemented in alignment with our school plan.

Parent/caregiver, student, teacher satisfaction

Como Public School actively seeks the opinions of parents, students and staff about the school. We continue to work collaboratively with the school community on our strategic directions towards school improvement and growth. We value the input from the parent community. The results of the data collection found the following results. The scores for the Likert format questions (i.e. strongly agree to strongly disagree) have been converted to a 10 point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement.

Students

* 97% of students value schooling outcomes.* Student behaviour in the learning environment, is closely linked to classroom management and classroom interventions that are designed to promote socially responsible behaviour at school. We saw an increase throughout 2018 of students showing positive behaviour at school.* A 20% rise in student interest and motivation toward their learning* 97% of students try hard to succeed in their learning, which is 9% higher than the NSW Government norm.* A increase was noted in sport participation, however, an equally opposite increase in the participation of extracurricular activities was noted.* A noticeable decrease was found in students who are subjected to moderate to severe physical, social or verbal bullying sitting at 13% lower than the NSW Government norm.

Teachers

* 88% of teaching staff either agree or strongly agree that school leaders are leading improvement and change and have clearly communicated their strategic vision and values of the school.* School leaders work with staff to create a safe and orderly school environment and work with teachers to improve their teaching.* Staff collaboration on teaching strategies for student engagement and learning problems – 9.2 and 9.3* 9.2 teachers set high expectations for their learning* Teachers highlighted that they are starting to use work samples to assist students with their learning goals and success criteria.

* Personalised learning for students with special learning needs is evident across teacher responses with inclusive education a priority at 9.3.* Parent involvement(7.4) above the NSW Government norm (6.8) particularly working with parents to solve problems

interfering with their child's progress – 8.9.

Parents

* A positive response from the parent community was received during 2018, resulting in active participation in school events. Parents volunteered at carnival events as well as excursions to support the extra-curricular and off site learning activities.* Parents supported the transition to online communication methods, with 100% of families using the schools preferred method.

We continue to work collaboratively with the school community towards our strategic directions for school improvement and growth. We value the input from the parent community and endeavour to increase formal feedback through the Tell Them For Me platform and other opinion gathering platforms.

Policy requirements

Aboriginal education

The school supported 6 students from Aboriginal background during 2018. Personalised learning planning involved family to ensure students learning and cultural goals were identified. Teachers further developed educational plans which identify the learning goals of each student and monitor progress regularly. All students assessment data showed appropriate growth during the 2018 school year. Connections have been made with the local AECG to develop the knowledge and awareness of staff to the support available for students. Students participated in cultural awareness days at local high schools and funding was used to support this and the building of cultural awareness throughout the school community.

Multicultural and anti-racism education

At Como Public School we acknowledge diversity of cultural backgrounds and have approximately 12% of the school population who are exposed to another language at home on a regular basis. We celebrate diversity through the celebration of Harmony Day. The school wore orange, participated in classroom activities and as a whole school fund-raised to assist primary school aged student across the world who were in much need of school equipment. The school has an anti racism officer, in 2018 no reports were made concerning racism.