

# Como Public School

## 2019 Annual Report



1605

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

The Annual Report for **2019** 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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## 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.

#### Improvement Measures

Increased proportion of students in top 2 bands NAPLAN

Increasing proportion of students meeting expected growth targets in NAPLAN

Consistent improvement in use of Visible Learning and formative Assessment strategies evident in classrooms, teaching programs and student learning

Consistent improvement in teachers (routinely) using evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

#### Progress towards achieving improvement measures

##### Process 1: Making Learning Visible

Implement explicit evidence based future focused teaching and learning programs underpinned by data driven quality teaching and learning assessments.

Evaluation	Funds Expended (Resources)
In 2019 a school goal was to make learning more visible and specific to every single student in the school. Individual student learning goals were established for all students K–6 in collaboration with the teacher, parents and students. Each child had a literacy and numeracy goal that was reviewed and adjusted throughout the year.	Time to develop a school spreadsheet of goals and individual achievement status

##### Process 2: Data Interpretation

Use data to drive and track student learning using PLAN and Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>In 2019 a review into the collation of data used in student reports was conducted. The findings indicated that an improved alignment with the formative and summative assessments utilized, based on syllabus outcomes was required. Staff then established informative reports with indicators for literacy and numeracy, written in plain English, with recommendations of further improvement for each child.</p> <p>Staff continued to engage in professional learning with the literacy and numeracy learning progressions and PLAN 2.</p> <p>Staff implemented assessment schedules in their learning programs throughout 2019. They collated information on all students to inform their practice and made judgments on groupings and individual learning. At the conclusion of the year the collated information was shared with the individual students' 2020 teacher to support a smooth transition into the new year and the continuity of learning for the student.</p>	<p>Coloured folders for each grade for literacy and numeracy data</p> <p>assessment scope and sequence and a timeline for gathering/plotting data</p> <p>Evidence of teachers utilising the data to inform their practice</p> <p>Evidence of impact on individual students academic results</p> <p>Release time to establish data collection systems</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1000.00)</li></ul>

#### Next Steps

In 2020, staff will continue implementing the K–6 individual learning goal program, however, the goals will be more closely aligned with the literacy and numeracy learning progressions and specific timelines for review and conferencing will be adhered to by all staff. Staff will record goals in SENTRAL to create a school–wide data base. A clear K–6 system for tracking/displaying of individual goals will be established and shared with students and their parents. Student placement on the learning progressions will be reflective of their goal achievement and teachers will continue to utilize such information to inform their teaching and learning programs and make adjustments specific to the individual student.

Feedback unanimously supported the improved Como PS report format, indicating it was a more informative document for parents to use and reflective of the students' strengths and areas for improvement. We will continue with this report format in 2020.

It has been identified that more teacher professional learning is required in 2020 to ensure learning programs and individual student goals are aligned with the learning progressions consistently across the school.

During 2019 numerous data collecting and analysis systems were successfully developed K–6. This was to ensure consistency with school–wide practices and accurate identification and monitoring of all students. All of these practices will continue throughout 2020.



## 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.

#### Improvement Measures

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.

Teacher Performance and Development reflections demonstrate an engagement with change and consistently improving teaching practice.

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.

#### Progress towards achieving improvement measures

##### Process 1: Student Wellbeing

Develop and implement a whole school integrated approach to Wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The implementation of Positive Behaviour for Learning (PBL) has had a significantly positive impact on the students' behaviour and the culture of the school. Clear behaviour expectations are regularly communicated to students and the community. The school has clear definitions for behaviours that interfere with academic and social success and a clear policy / procedure (e.g., flowchart) for addressing executive-managed versus staff-managed problems. Expected academic and social behaviours are taught directly to all students in classrooms and across other school settings/locations. The school has five or fewer positively stated behavioural expectations and examples by setting/location for student behaviours. School policies and procedures describe and emphasise proactive, instructive and /or restorative approaches to student behaviour that are implemented consistently. All students engaged in stage specific wellbeing lessons each week with a trained wellbeing expert. Activities presented helped the students to develop qualities such as mindfulness and kindness, resulting in improved wellbeing and the courage to identify and celebrate their own and others strengths.	PBL data Staff collaboration Class dojos Reward/consequence system Staff PL Student wellbeing journals and teacher manual

##### Process 2: Great Teaching Inspired Learning

Staff establish professional and personal goals. Engage in self and peer evaluation, feedback and observation to improve quality teaching practice inline with the Professional Teaching Standards.

Evaluation	Funds Expended (Resources)
Staff engaged in the dynamic process of the performance and development cycle. They were involved in ongoing feedback, reflection and refinement and achieved goals via professional learning, collation of evidence, discussions and lesson observations. The majority of staff completed their personal and school goals for 2019. Staff made adjustments to their PDP to meet professional learning needs where required.. Staff were supported throughout the PDP process by their supervisor, peers and network colleagues. One early career staff member worked closely with the principal throughout the year to complete proficient accreditation through NESA.	PDP and evidence Lesson observation proforma Meeting time Teacher release time to observe others and provide timely feedback \$1000

## Progress towards achieving improvement measures

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Beginning teacher and mentor teacher release time

Australian teaching standards

NESA Accreditation site

### Funding Sources:

- Support for beginning teachers (\$14000.00)
- Quality Teaching, Successful Students (QTSS) (\$1000.00)

## Process 3: Community Engagement

Improve communication structures between home and school through improved practices in areas such as P&C, Learning and Support and community consultation.

Evaluation	Funds Expended (Resources)
<p>Community engagement and advocacy for the school was evident in 2019. The school continued to improve their communication with the community by introducing the use of the Class Dojo online platform. This has enabled direct communication between parents and the class teacher, also an improved understanding of class activities and their child's daily behavioral progress.</p> <p>In term one Como Public School trialed three way interviews with parent/teacher/students. Mostly this was positively received, establishing clear communication and accountability between all parties. The interviews in term one allowed for an improved understanding of class expectations, student needs and goals to be achieved for the semester.</p> <p>In term one a school tour was organised for prospective kindergarten enrolments for the following year. This event was well publicised at local preschools and in community communications. School community parents assisted with the tour and openly engaged with visitors. Attendance figures were pleasing with 100% of attendees enrolling at the school following the tour.</p> <p>In 2019 the school joined with the <i>Fathering Project</i> to help establish greater connections between students and the father figures in their lives. A leader Dad and staff member were chosen to coordinate events. The school P&amp;C and Sutherland Rotary Club donated funds to cover the school's 12 month registration expenses. Four events were held throughout the year for just "Dads/Father Figures" and "Dads and Kids". Each event was extremely well attended and has contributed to improved community engagement, enhanced involvement of Dads with their children and increased family support for the school.</p> <p>The school introduced class bonding days at the start and end of the year to enhance student wellbeing. Teachers, students and parents participated in picnic and swim days at the local <i>Como Pleasure Grounds</i>. These events were well attended, enabling students to interact in a relaxed atmosphere with their classmates and share some fun times together.</p>	<p>Class dojo app – free</p> <p>School tour show-bag for students \$200</p> <p>Fathering project registration \$1000</p> <p>Como Pleasure Grounds – free entry</p>

## Next Steps

In 2020 the school will continue to implement and celebrate *Positive Behavior for Learning* throughout the school. Improved sustainable signage, displaying the expectations in different settings will be purchased and placed around the school. Staff will collaborate to develop clear staff expectations to strengthen positive and respectful relationships in the working environment. Parent and community members will work together with the PBL team to establish clear community expectations.

Wellbeing lessons will remain a valued component of all stage learning programs and students will continue to utilise their wellbeing diaries. The school will access a government grant to employ a Chaplain who will work with students, staff and the community with a focus on wellbeing programs ensuring optimum conditions for student learning across the whole school.

Parent/teacher interviews will continue in mid term one. Parents will be given the option to include their child in the interview. Teachers and parents will meet to establish a strong partnership between the home and school for the year ahead including the sharing of information and individual student goals, ILPs and PLPs where required.

The school will offer a school tour early in the year for prospective kindergarten enrolments to communicate expectations, opportunities and strengths that the school has to offer.

The *Fathering Project* will continue to be an integral part of the whole school wellbeing program. The school will endeavor to source financial support for the annual program registration and encourage more Dad's and father figures from the school to become involved in each event.

Special class bonding days will remain a preferred event during the warmer months of the year to encourage friendships and interactions with students, teachers and the community in a non-threatening way.

The school will continue to utilise several communication platforms to keep the community informed and remain responsive to feedback and concerns in a timely manner.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Materials were required to make art works</p> <p>Payment for the indigenous students to attend – One mob day</p> <p>Teacher release time to organise programs and resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$4 065.00)</li> </ul>	<p>Como PS improved whole school participation in NAIDOC celebrations and acknowledgement in 2019. All staff contributed to organised activities and the development of resources with the support of the AECG. Student feedback indicated an increased understanding of Aboriginal peoples and their linkages with the land. New library resources were purchased to support Indigenous programs and increase student understanding of Indigenous people. Individual indigenous student <i>Personalised Learning Plans</i> (PLPs) were developed in consultation with classroom teachers, the student, the learning and support team and parents/carers.</p>
<b>English language proficiency</b>	<p>EaLD teacher</p> <p>Program resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$9 723.00)</li> </ul>	<p>The additional teacher support provided to identified EaLD students in 2019 has contributed to their increased understanding of the English language. Access to specific class literacy and numeracy programs has been supported through EaLD programs that clearly identified and catered for individual students' phase of language acquisition. Due to the success of the EaLD program in 2019 the school will continue with a similar model in 2020.</p>
<b>Low level adjustment for disability</b>	<p>0.200 Learning and support teacher (LaST)</p> <p>School learning and support officers (SLSOs)</p> <p>MULTILIT program</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$30 713.00)</li> </ul>	<p>The learning and support (LaST) teacher, classroom teachers and the learning and support team collaboratively developed Individual Learning Plans (ILPs) for students with additional needs in learning, behaviour or social aspects. These plans were developed in partnership with parents and regularly reviewed and adjusted. Targeted and individualised support was explicitly given to upward of 30% of students through classroom programs and the MULTILIT program, facilitated by the LaST and delivered by school learning support officers (SLSOs). Individualised support for students with behavioural or social and emotional needs was provided in the way of classroom and playground interventions, supported by the school counsellor and the learning and support team. As a result of the programs implemented and the quality of individualised support facilitated by the learning and support team, strong student growth for the targeted students is evident. Consequently the school will continue utilising this effective model of low level adjustment for disability support throughout 2020 and increase support by including specific programs targeting numeracy for students identified through the Count me in too, TEN and TOWN programs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teacher release time</p> <p>Current research documentation and video clips/webinars</p>	<p>Staff investigated research by Dylan William, John Hattie and Viviane Robinson focusing on lifting student engagement through the use of visible learning strategies and building a culture of high expectations. Professional discussion helped identify the implications of</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Access to other schools engaging in the same research</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$19 529.00)</li> </ul>	<p>current research for Como PS specific setting. This project has seen a 90% increase in the use of formative assessment in classrooms K–6. Staff successfully utilised the Australian standards for teaching and engaged in quality teaching rounds in school and off site. They aligned their practice with current research and will continue to work toward embedding this in their daily practice throughout 2020.</p>
<b>Socio–economic background</b>	<p>Individual learning plans (ILPs)</p> <p>School support learning officers (SLSOs)</p> <p>School counsellor and learning and support team</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$4 744.00)</li> </ul>	<p>Individual learning plans (ILPs) were developed in consultation with parents. ILPs meet students emotional, social and academic learning needs and are regularly reviewed. Class programs and SLSO support helped to meet the learning needs of specifically identified individual students. In 2020 the school will continue to support the needs of all students' to ensure equitable access to the curriculum and programs throughout Como PS.</p>
<b>Support for beginning teachers</b>	<p>Beginning teacher release time</p> <p>Mentor teacher release time</p> <p>Professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 130.00)</li> </ul>	<p>Beginning teacher support was given throughout 2019 to an identified staff member who received an average of two hours release from class weekly to work with an experienced mentor teacher. The beginning teacher participated in lesson observations, visits to other school settings, networking with other experienced teachers from other schools, professional learning aligned with personal and school goals and assistance in the collation of evidence for accreditation. Subsequently the beginning teacher's confidence, knowledge and skills were enhanced and she achieved proficient accreditation by the end of term four.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	55	57	62	54
Girls	46	42	42	39

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	95.1	95.4	96.2
1	91.4	92.5	96.4	93.1
2	95.8	93.2	95	89
3	91.1	92.2	95.2	94.8
4	95	91.6	92.8	86.8
5	89.5	91.7	93.6	88.5
6	92.2	95.6	90.4	92.9
All Years	92.7	93.1	94.4	91.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.52
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	96,608
<b>Revenue</b>	1,044,369
Appropriation	990,236
Sale of Goods and Services	11,748
Grants and contributions	41,897
Investment income	488
<b>Expenses</b>	-1,001,830
Employee related	-866,530
Operating expenses	-135,301
<b>Surplus / deficit for the year</b>	42,538

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	67,188
<b>Equity Total</b>	49,245
Equity - Aboriginal	4,065
Equity - Socio-economic	4,744
Equity - Language	9,723
Equity - Disability	30,713
<b>Base Total</b>	801,614
Base - Per Capita	24,402
Base - Location	0
Base - Other	777,212
<b>Other Total</b>	42,693
<b>Grand Total</b>	960,740

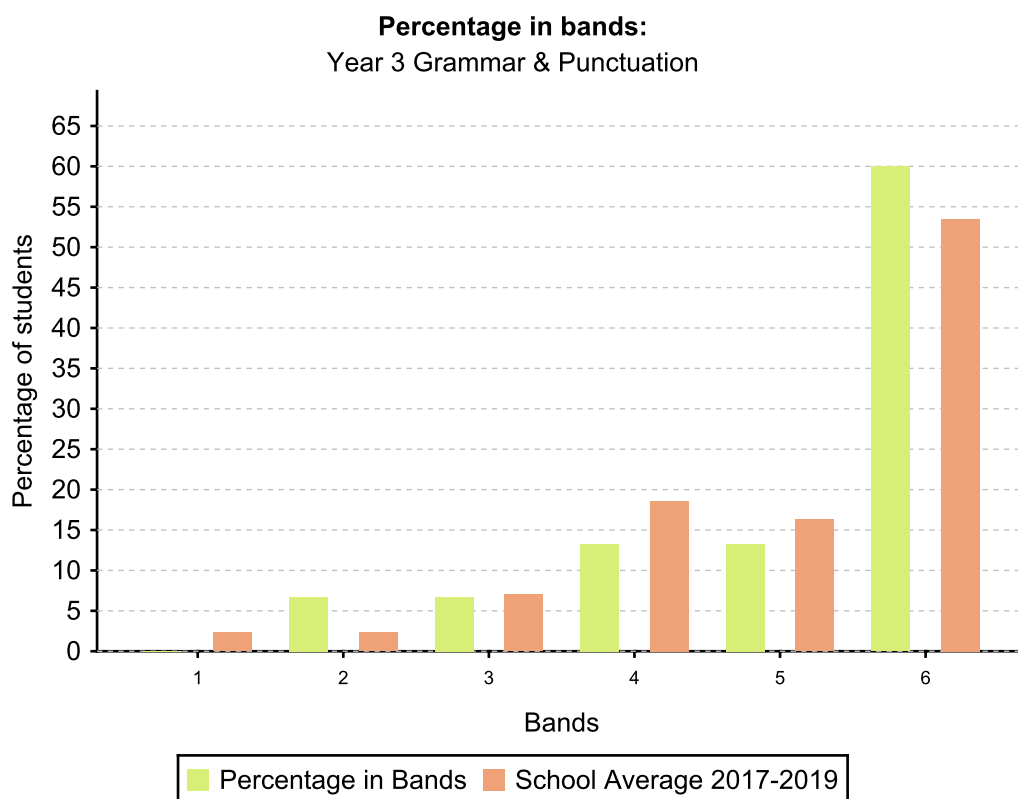
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

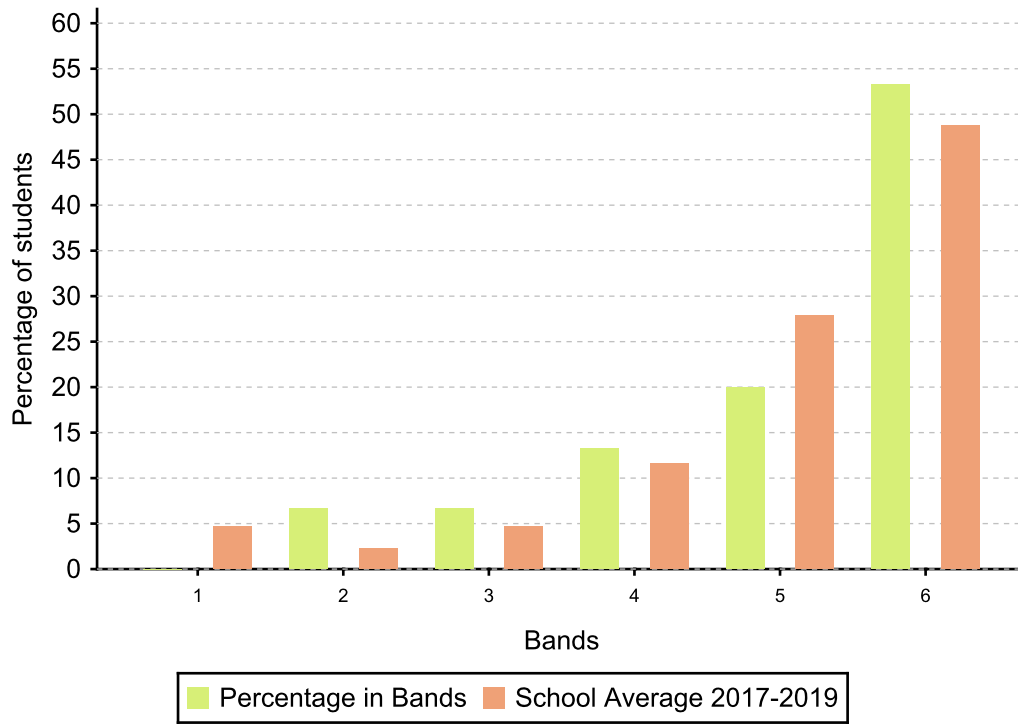
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	6.7	13.3	13.3	60.0
School avg 2017-2019	2.3	2.3	7	18.6	16.3	53.5

### Percentage in bands:

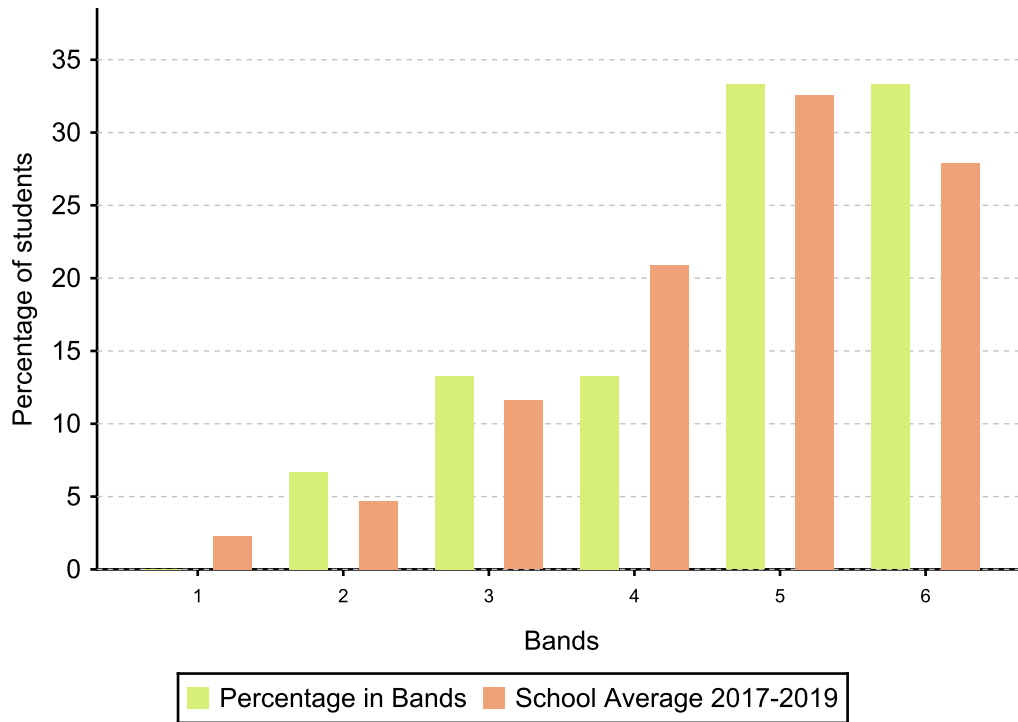
#### Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	6.7	13.3	20.0	53.3
School avg 2017-2019	4.7	2.3	4.7	11.6	27.9	48.8

### Percentage in bands:

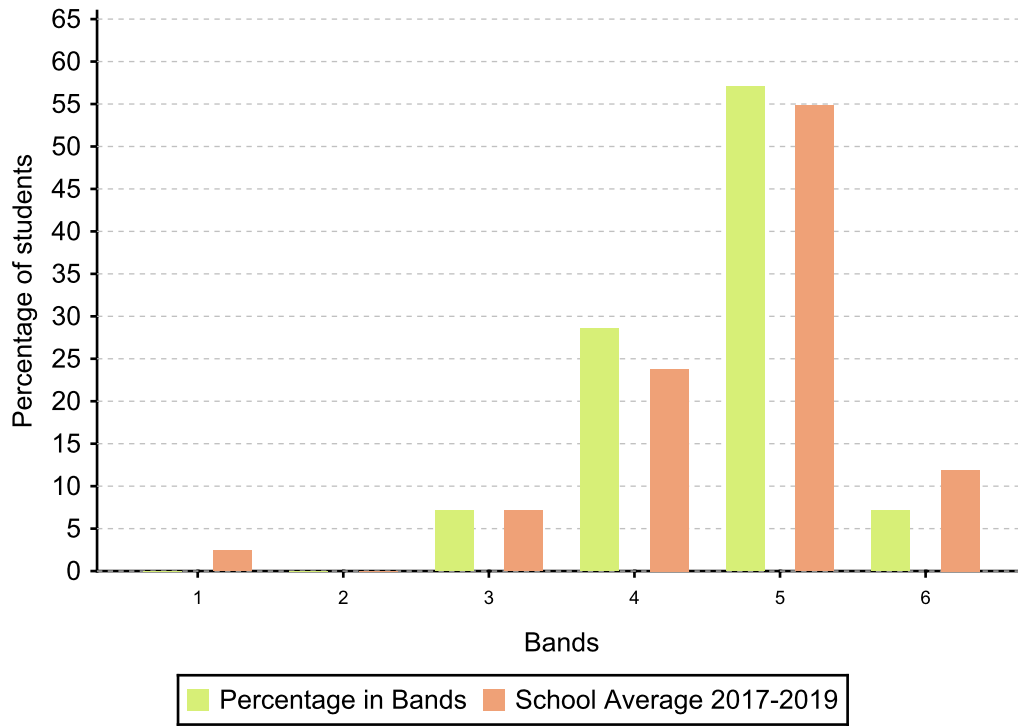
#### Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	13.3	13.3	33.3	33.3
School avg 2017-2019	2.3	4.7	11.6	20.9	32.6	27.9

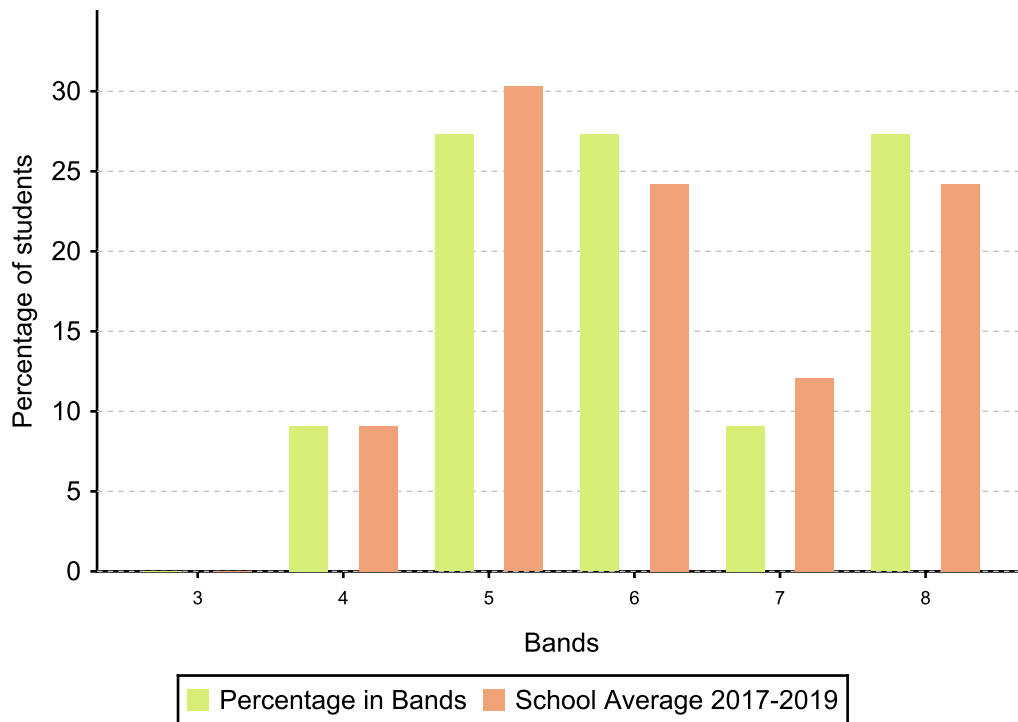
### Percentage in bands:

#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.1	28.6	57.1	7.1
School avg 2017-2019	2.4	0	7.1	23.8	54.8	11.9

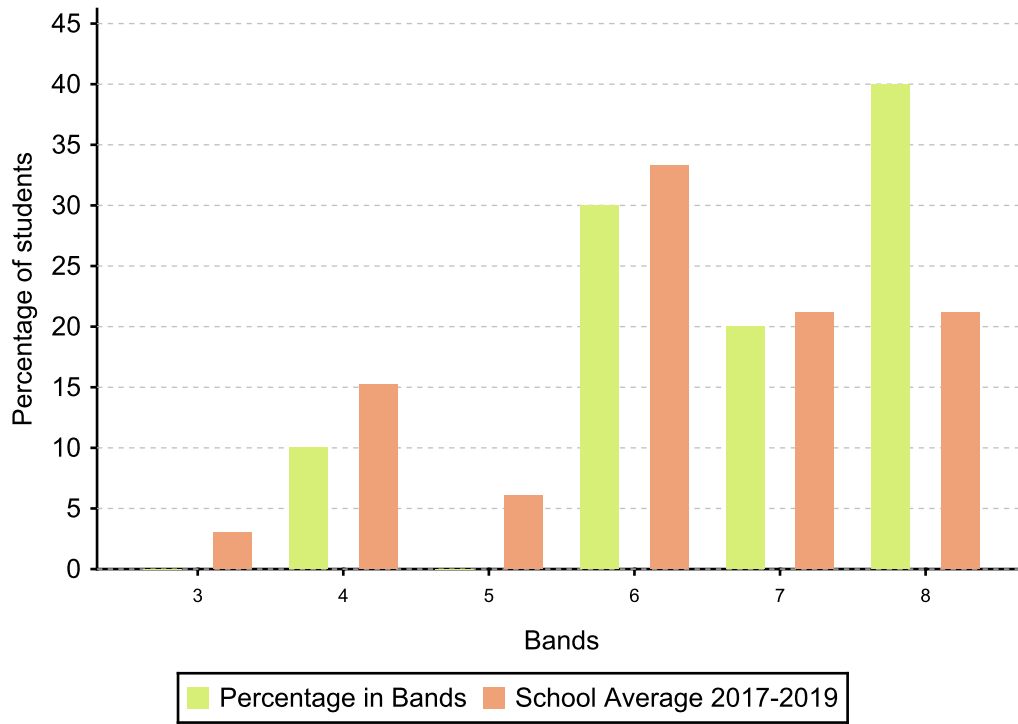
### Percentage in bands: Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	27.3	27.3	9.1	27.3
School avg 2017-2019	0	9.1	30.3	24.2	12.1	24.2

### Percentage in bands:

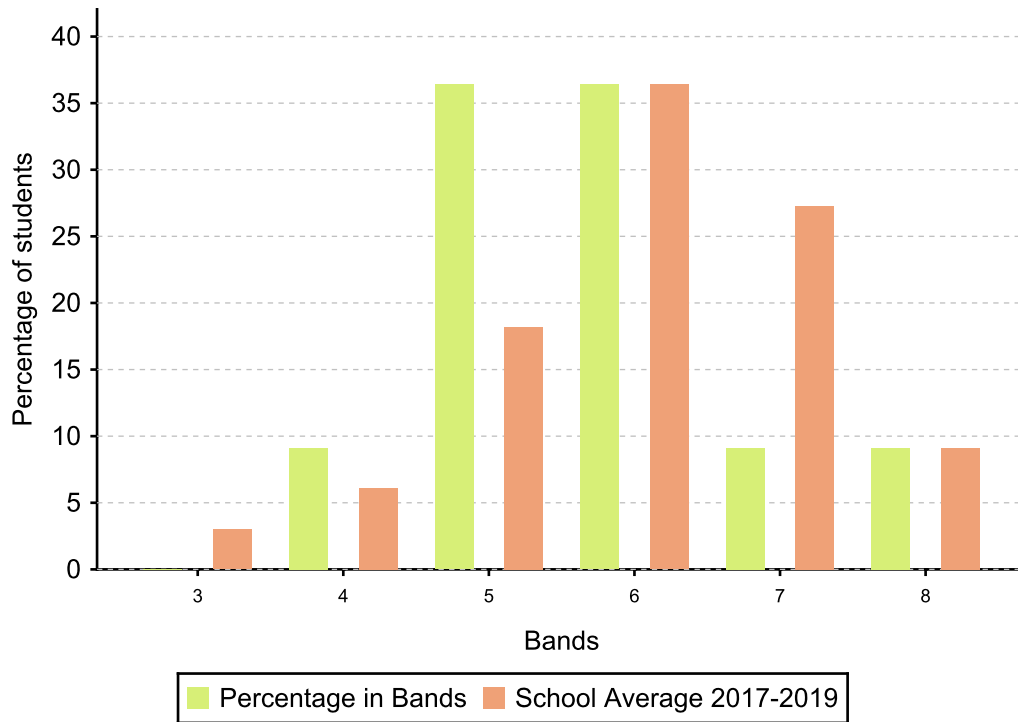
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	0.0	30.0	20.0	40.0
School avg 2017-2019	3	15.2	6.1	33.3	21.2	21.2

### Percentage in bands:

#### Year 5 Spelling

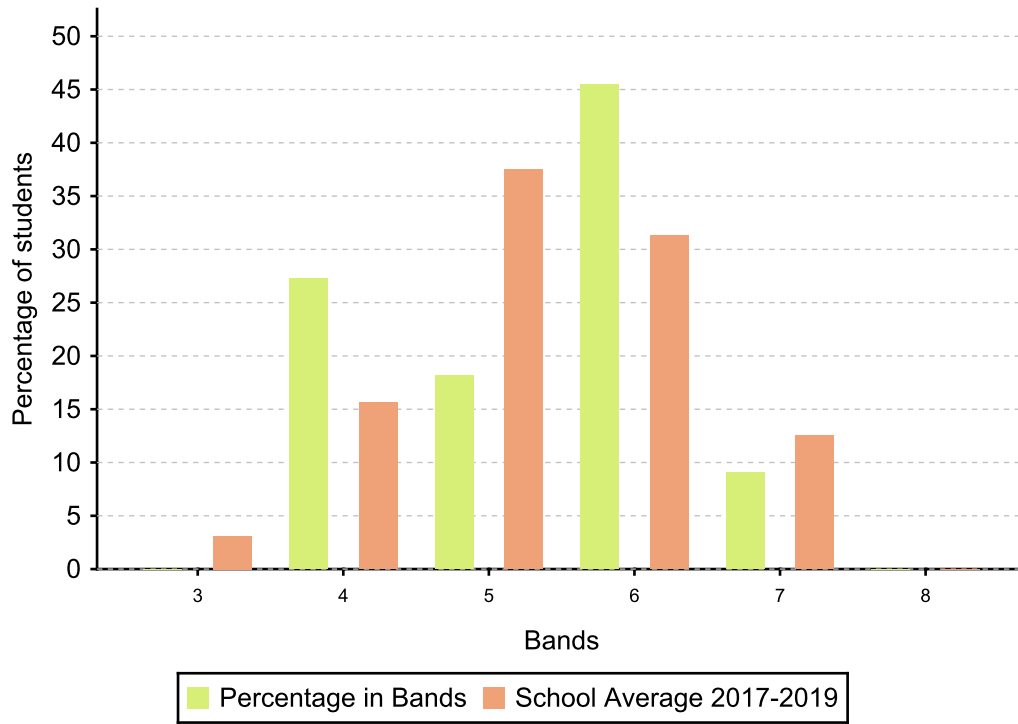


Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	36.4	36.4	9.1	9.1
School avg 2017-2019	3	6.1	18.2	36.4	27.3	9.1



### Percentage in bands:

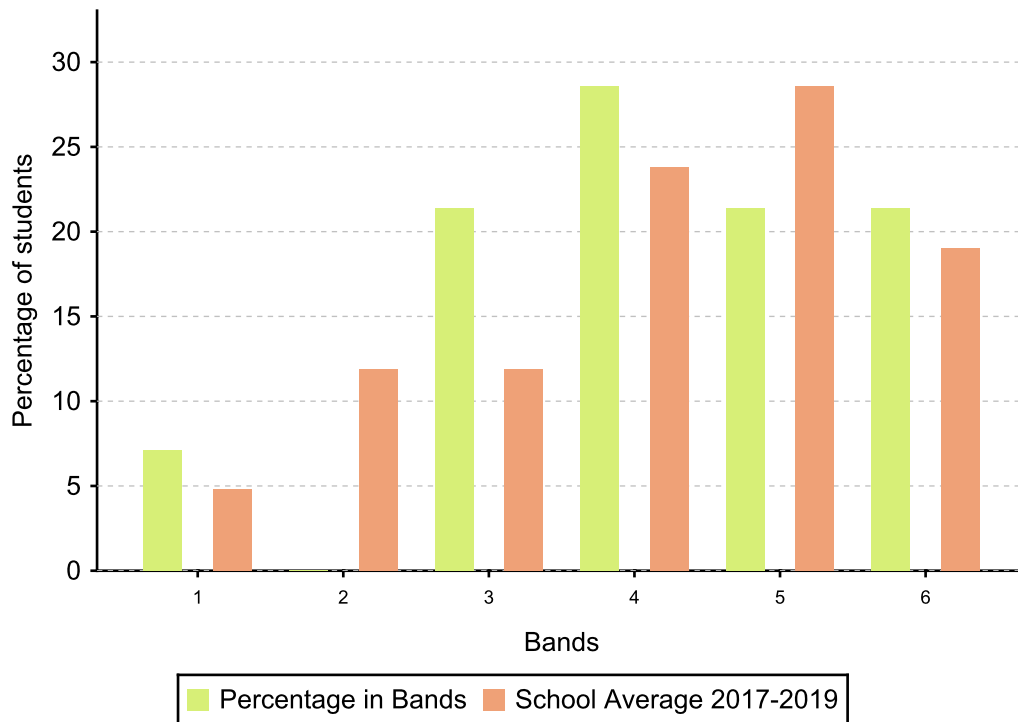
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	27.3	18.2	45.5	9.1	0.0
School avg 2017-2019	3.1	15.6	37.5	31.3	12.5	0

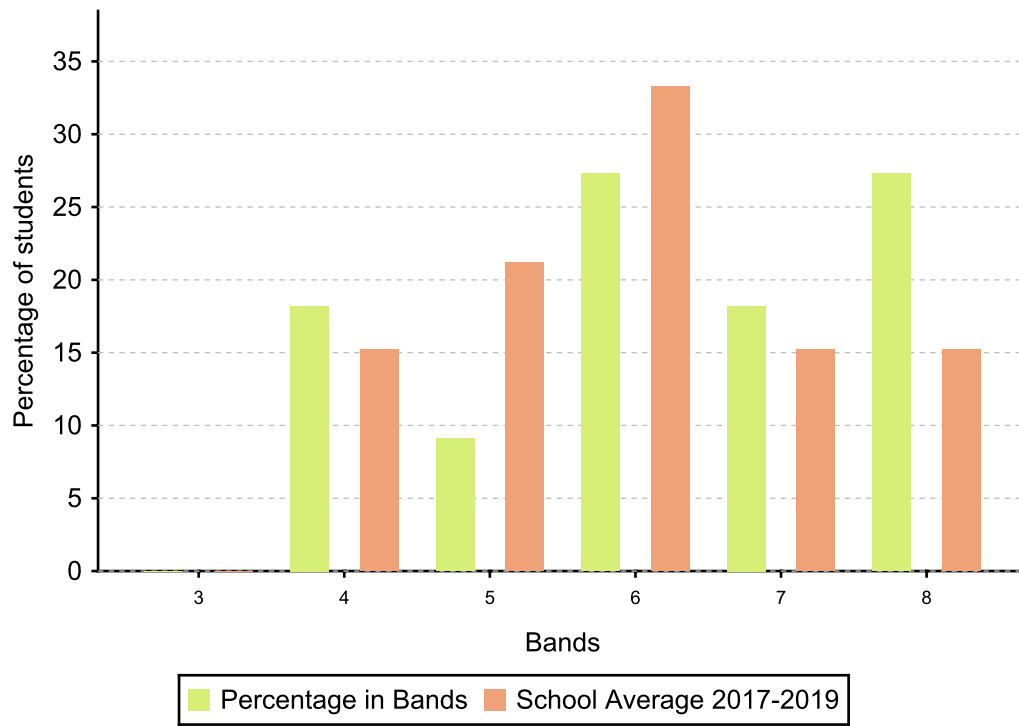
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	7.1	0.0	21.4	28.6	21.4	21.4
School avg 2017-2019	4.8	11.9	11.9	23.8	28.6	19

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	18.2	9.1	27.3	18.2	27.3
School avg 2017-2019	0	15.2	21.2	33.3	15.2	15.2

## 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 a significant increase throughout 2019 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. An 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

80% 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 The school achieved 9.0 school mean compared with 8.0 NSW Govt norm for teachers setting high expectations for student learning Teachers highlighted that they are starting to use work samples to assist students with their learning goals and success criteria. Personalized learning for students with special learning needs is evident across teacher responses with inclusive education a priority at 9.3.

### Parent involvement

Parent involvement scored 7.4 above the NSW Government norm of 6.8. Particular strengths identified were – working with parents to solve problems interfering with their child's progress – 8.9. A positive response from the parent community was received during 2019, 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 From Me* platform and other opinion gathering platforms.





# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.