

2020 Annual Report

Como Public School



1605

Introduction

The Annual Report for 2020 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

Como Public School

Genoa St

Como, 2226

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

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

9528 9003

Message from the principal

The Annual Report for **2020** 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.

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

Message from the school community

The P&C committee welcomed 4 new executive members in **2020**. The committee is now made up of five members being the President, two vice Presidents, Treasurer and Secretary.

During 2020 the committee:

- spent time investigating possible online solutions and improvements for communication, management for fundraisers and uniform orders.
- sent a survey to parents/carers for direction as to where to spend money raised through fundraising events
- started reporting via the fortnightly newsletter the money raised and spent by the P&C

The fundraising events run during the year were the Father's Day Stall, two casual wear days, a meditation course and the sale of Christmas cards designed by the students. The uniform shop continued operating during the year and was the biggest fundraiser for the committee. The funds raised were used to fund the purchase of decodable readers. These readers will be used as part of the literacy program for the students.. Funds also went toward insurances and small gifts purchased for previous committee members, volunteers and teachers.

The school's garden club, managed by a resourceful and dedicated family, obtained a grant from the local Trade Union Club. The grant was used to purchase and install a solar operated sprinkler system for the vegetable patch. During the year, four worm farms were donated by the community and are now operating with several composting bins. The scraps generated from the canteen are sent to the worm farm and/or composting bins. The vegetable patch produce was used in the canteen and cooking lessons run with the students.

Como Public School will be celebrating their 100-year anniversary in the current location during 2021. The committee and financial members of the P&C have started the exploratory work of the history of the school and have put together a subcommittee for the planning and operation of the celebrations during the year.

The P&C would like to thank all teachers, staff and volunteers for their time and dedication in making Como Public School a great place to be.

Dana Bloye

P&C President

School vision

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

School context

Como Public School offers quality education in a caring environment on the banks of the Georges River in the southern suburbs of Sydney. There is a strong academic focus, with high expectations for learning.

The school consists of 5 classes including some that are multistage. The teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. Our school is committed to providing differentiated programs to develop the individuals' skills in critical thinking, problem solving, communication, collaboration and technology; enabling all students to reach their full potential, academically, socially and emotionally.

Como Public School is a small metropolitan school that is welcoming and friendly. It values its successful partnerships with parents and the wider community. The school is committed to building a culture of high expectations and inclusion through authentic engagement with parents and the broader community.

Como Public School is a *Positive Behaviour for Learning* school, with behaviour expectations that focus on students being safe, respectful, learners. The school uses an evidenced-based framework to support the development of a school wide approach to wellbeing and fosters a school culture that is strongly focused on learning.

Como Public School's partnership with local communities of schools provides a wealth of opportunities that include: Public Schools Sports Association (PSSA) sport; band; professional learning - leading to enhanced teaching/learning practice; partnerships for Stage 3 students to work closely with Stage 4 high school students; enrichment opportunities for high potential and gifted students; and the sharing of resources which support the delivery of rich, high quality learning opportunities for all 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>

Self-assessment using the School Excellence Framework

Elements	2020 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)
<p>Individual student reading goals:</p> <p>Students can identify their reading goal in the classroom in an age appropriate way. They know when their goal has been achieved through assisted conferencing with their teacher. They strive to achieve their goal to support them moving forward in their learning.</p> <p>All classroom teachers have analysed reading goals in two ways: students as individuals and as a class cohort to determine success and where to next. Individual student' reading goals are shared with parents. In the lower years reading goals are attached to weekly home reading logs. In the higher years, reading goals have been given to parents at meetings and interviews and then updated regularly throughout the year on a common template, as students move to new goals.</p> <p>Teacher professional learning was undertaken to ensure learning programs and individual student goals were aligned with the learning progressions consistently across the school.</p> <p>Online learning during COVID:</p> <p>Survey results demonstrate how teachers used online platforms in their teaching practice during the learning from home period. Results indicate teachers are confident in using online platforms and have further developed their skills with various platforms to support student learning and communication. Feedback from teachers and parents indicates that most students in Stage 2 and 3 can independently use online platforms to access and complete learning tasks. Students in the younger years required more support during online learning from home.</p> <p>Whole School Narrative and Writing Assessment:</p> <p>All student results were entered into SENTRAL and used by all staff to inform further teaching and learning programs. Further collaborative evaluation is</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$600.00)• Professional learning (\$500.00)• Quality Teaching, Successful Students (QTSS) (\$2000.00)

Progress towards achieving improvement measures

needed on the whole school writing rubric to ensure relevance to progressions and improved teacher practice.

Process 2: Data Interpretation

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

Evaluation	Funds Expended (Resources)
<p>Whole school data base</p> <p>In 2020 a whole school data base was created on SENTRAL to record every students' instructional reading level and narrative writing results. All staff engaged in a series of professional learning workshops to equip them with the skills to enter data correctly on SENTRAL, analyse the data and then program and report on the data through individual student learning goals in reading and half yearly and yearly academic reports to parents.</p> <p>All students' reading and writing levels are now tracked using SENTRAL. This has enabled teachers to carefully monitor and track expected growth and ensured consistency in assessing and reporting across the school. This tracking will continue to be used by teachers in 2021.</p> <p>Phonological Awareness diagnostic test</p> <p>The DoE <i>Phonological awareness diagnostic test</i> was implemented with identified learning and support students in Years one and two working below expected targets in literacy.. The LaST teacher analysed and shared these results with the classroom teacher and LaST team to support the development of quality, targeted phonemic awareness activities for the individual students.</p> <p>Students needs were identified and programs were put in place to specifically meet those needs of the individual students. Subsequently, all students have indicated individual growth in the identified areas. The success of this program has prompted us to continue into 2021.</p>	<p>Teacher release time to analyse student results and plan learning programs and goals \$1500</p>

Next Steps

A priority for teaching and learning at Como Public School in 2021 are the development of individual numeracy goals for students K-6 and professional learning in numeracy, with a focus on working mathematically for staff.

Students K-6 will be supported to access online learning in the classroom and taught explicit technology skills at stage level throughout 2021 to improve their confidence and use of devices. Explicit technology lessons will be embedded throughout all learning areas and teachers will follow a school wide scope and sequence for the teaching of these skills.

In 2021 teaching staff will work on the development of specific marking rubrics for writing that are stage based, consistent with outcomes and learning progressions and reflective of A-E marking scales.

In 2021 the school will continue to record student results online to help identify gaps and areas of need K-6. Teachers will use PLAN2 to record and monitor results.

The success of the Phonological Awareness Program has prompted the school to continue into this in 2021.

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)
<p>The addition of the School Chaplain to the staffing team at Como PS in 2020 has been instrumental in improving the wellbeing of both staff and students. Como Public School have been successful in obtaining a Commonwealth National School Chaplaincy grant to employ a School Chaplain for three years.</p> <p>Throughout 2020 when we were faced with the many challenges of the COVID-19 pandemic, the support of the School Chaplain program assisted both staff, students and families to navigate through the difficult times.</p> <p>The Chaplain works closely with the Principal, School Counsellor and the Learning and Support Team to ensure the needs of students are being adequately met. Students are referred to the School Chaplain for social and emotional assistance in the classroom and playground. The Chaplain communicates with staff and parents in a supportive professional manner and coordinates individual, small group and whole school activities. Staff and families are also included in wellbeing activities organised by the Chaplain.</p> <p>As a result of the outstanding success of the Chaplaincy program this year and the improved wellbeing culture throughout the school community, Como Public School will continue to employ the School Chaplain to support wellbeing programs in the school in 2021.</p>	<p>\$20280 National School Chaplaincy Program - Commonwealth grant</p>

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)
<p>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</p>	<p>PDP mid and end-year review</p> <p>Evidence of goal achievement</p>

Progress towards achieving improvement measures

and lesson observations. The majority of staff completed their personal and school goals for 2020, despite the challenges of the global pandemic and disruptions to teaching and learning during 2020. 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.

Procedures currently in place that support and inspire teachers will continue at Como Public School in 2021

Access to NESA accounts

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 hampered by the global COVID-19 pandemic in 2020. For the majority of the year, community members were restricted from entering the school grounds and also fundraising for the school.</p> <p>Throughout the learning from home period communication between home and school was supported by online platforms such as Class Dojo, Zoom and Seesaw. Despite the technology challenges for some families, the majority of the school community managed to continue utilising the strong lines of communication already established at Como PS.</p> <p>P&C meetings were held online via Zoom and saw an increase in participants due to the ease of access from home. This has become a preferred way of meeting for the P&C who would like to continue this in 2021.</p>	

Next Steps

The National School Chaplaincy Program will continue to support the wellbeing of staff, students and families in 2021. The school Chaplain will continue with the rich and dynamic activities she has developed for the students of Como PS and will work closely with students and their families.

Personal and professional development that supports and inspires staff to improve their practice and share their knowledge with other school learning alliances, will be a focus at Como Public School in 2021.

Use of online platforms to communicate with the school community will continue to be utilised by staff to connect and collaborate. The staff will be responsive to the preferred methods of communication of individual parents and timely in their responses.

The P&C and wider parent community will be warmly welcomed to work closely with the school to improve learning and resourcing, once COVID-19 restrictions ease.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher release time to organise programs and resources</p> <p>Materials were required to make art works</p> <p>Subscription to the online learning for staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$5 331.00) 	<p>Como PS continued with whole school participation in NAIDOC celebrations and acknowledgement in 2020. 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</p> <p><i>Annual Personalised Learning Plans (PLPs)</i> were developed in consultation with classroom teachers, the student, the learning and support team and parents/carers.</p> <p>Staff engaged with Indigenous Australian online professional learning to broaden their knowledge and ability to embed learning for students in all classroom programs. The Indigenous Australian online learning will continue for staff in 2021.</p> <p>During 2020 schools were impacted by the global pandemic, preventing combined school activities such as "One mob" to proceed. Como Public School will endeavor to participate in such programs again in the future.</p>
English language proficiency	<p>EaLD teacher</p> <p>Program resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$2 629.00) 	<p>The additional teacher support provided to identified EaLD students in 2020 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 2020 the school will continue with a similar model in 2021.</p>
Low level adjustment for disability	<p>0.200 Learning and support teacher (LaST)</p> <p>School learning and support officers (SLSOs)</p> <p>MULTILIT program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$21 877.00) Integration funding support (\$105 839.00) 	<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 40% 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</p>

<p>Low level adjustment for disability</p>	<p>0.200 Learning and support teacher (LaST)</p> <p>School learning and support officers (SLSOs)</p> <p>MULTILIT program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$21 877.00) • Integration funding support (\$105 839.00) 	<p>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 2021 and increase support by including specific programs targeting numeracy for students identified through the Count me in too, TEN and TOWN programs.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Teacher release time</p> <p>Current research documentation and video clips/webinars</p> <p>Access to other schools engaging in the same research</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$17 830.00) 	<p>Staff continued to investigate research by Dylan Wiliam, 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 current research for Como PS specific setting. This project has seen a 95% 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 2021.</p>
<p>Socio-economic background</p>	<p>Individual learning plans (ILPs)</p> <p>School support learning officers (SLSOs)</p> <p>School Counsellor and learning and support team</p> <p>School Chaplain</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$4 470.00) 	<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, support from the School Chaplain and targeted SLSO support helped to meet the learning needs of specifically identified individual students.</p> <p>In 2021 the school will continue to support the needs of all students' to ensure equitable access to the curriculum and programs throughout Como Public School.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	57	62	54	57
Girls	42	42	39	47

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.4	96.2	95.4
1	92.5	96.4	93.1	92
2	93.2	95	89	93
3	92.2	95.2	94.8	93.8
4	91.6	92.8	86.8	90.6
5	91.7	93.6	88.5	89.8
6	95.6	90.4	92.9	96.5
All Years	93.1	94.4	91.5	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4.57
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	139,146
Revenue	1,291,919
Appropriation	1,233,448
Sale of Goods and Services	25,159
Grants and contributions	33,245
Investment income	66
Expenses	-1,283,643
Employee related	-1,119,278
Operating expenses	-164,365
Surplus / deficit for the year	8,275
Closing Balance	147,422

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.

	2020 Approved SBA (\$)
Targeted Total	105,839
Equity Total	43,936
Equity - Aboriginal	5,331
Equity - Socio-economic	4,470
Equity - Language	2,629
Equity - Disability	31,506
Base Total	972,433
Base - Per Capita	22,367
Base - Location	0
Base - Other	950,066
Other Total	80,429
Grand Total	1,202,638

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.