

2021 Annual Report

Como Public School



1605

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

Thank you to all of our supporters, our parents and community, who have taken the time to work with us and have shown great understanding while we have navigated through many difficult times together again this year. In particular, a special mention to the P&C executive team and its members. This year the P&C have continued to work tirelessly for the school, despite the ongoing difficulties in meeting and entering the school site. Thank you for the fundraising that you have managed to complete before, during and after the COVID-19 restrictions this year.

Thank you also to the centenary committee for their efforts this year in planning for the community fair, that will now take place in late 2022. We look forward to welcoming new members to the P&C and continuing our partnership in 2022.

Our whole school community have shown great resilience once again this year: From the extraordinary learning from home period, to waiting outside the school at drop off and pick-ups, phone only interviews with staff, to QR code check ins, family zoom sessions for our new Kindergarten orientation and P&C meetings that have been run via zoom for the year.

2021 also saw the cancellation of many student sporting events, performances and excursions, just to name a few. The ongoing community support for our students and the staff during these times has been overwhelmingly positive.

Thank you to the staff, who work incredibly hard each day to support all students, I want to acknowledge the tremendous resilience you have shown during this past year. Your remarkable dedication kept learning going for the students in your classes during the lockdown period, you ensured that programs continued, that learning from home was interesting and that no child was disadvantaged or forgotten, all while continuing to support the students who were at school, your class learning from home and for some of you, your own children as well.

Congratulations to our graduating Year Six class, who are both anxious and excited for their new adventures in high school. We are extremely proud of all your achievements and the valuable contributions that you have made to the school during your time here. We wish you well in all of your future endeavours.

Thank you to our school Captain Lacey and Vice-Captain Jet, who have both been outstanding leaders and advocates for the school.

This year the annual national NAPLAN assessments for Year 3 and Year 5 students were held in May. Como PS' Year 3 achieved outstanding results in all areas of literacy and numeracy performing better than statistically similar school groups and the State, similarly the Year 5 results were also pleasing, given the disruptive year that had recently occurred.

Students in Years 3 to 6 also participated in the NSW Department of Education reading and numeracy Check-in assessments in term 2 and term 4. Our school results were also extremely pleasing in these assessments, indicating that the percentage of questions Como PS got correct in all grades was greater than statistically similar school groups and the state for reading and similar for numeracy.

The school results in both formative and summative assessments, since the return to school, demonstrate that Como PS students were not adversely affected in their learning from home. This is testament to the incredible work of our parents and carers during this period of time, in addition to the support from the teachers and hard work of the students.

Pleasingly, Como PS continues to exceed its 3-year agreed upper target bound of students in the top 2 bands for reading and we remain above the upper bound annual trajectory of students in the top 2 bands for numeracy, all of which needs to be achieved by 2022. With the programs and resourcing planned in our next 4-year school improvement plan, the academic future continues to look bright for all students Como PS.

Similarly, the agreed upper bound wellbeing targets for 2022 have already been achieved by the school and are currently 18% above the expected annual trajectory. Programs that have contributed to our wellbeing growth include the Fathering project, School Chaplain, Smiling minds lessons, Strengths coaching and PBL consistency. These programs will continue to be embodied throughout all school practices in 2022 and beyond.

On 24 August 2021, Como Public School had the opportunity to meet with an external panel of the Department of Education, to discuss our on-balanced judgements concerning school practices and the evidence that underpins each practice through the External validation process. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated over a 12 month period with staff.

At the conclusion of the meeting, it was determined by the panel that Como PS is **excelling** in the elements of Educational leadership, Curriculum provision, summative assessment, internal and external measures against the syllabus, classroom management, data and analysis, collaborative practice, coaching and mentoring, professional learning, community engagement, community satisfaction, service delivery, high expectations, and every element of both wellbeing and reporting. This is a huge achievement for the school and one we are very proud of. It is also a significant improvement on the previous external validation results from 2017.

This year the school identified the need to build teacher capabilities through collaboration with other similar small schools. A learning alliance with two other schools was established and our instructional leader supported teachers to:

- Engage with data in relation to whole school target
- Use Teaching Sprint tools to analyse relevant data with the purpose being to select a target student group to sprint with
- Conduct professional dialogue around reasons why the selected students are not making the desired progress through a series of sprint tools
- Connect to evidence/research to decide which interventions/strategies/approaches will be used throughout the sprint
- IL to run weekly check in sessions with staff involved in the sprint process to monitor the evidence of student learning progress that is being collected and support the teacher through short professional dialogue
- Enable the Learning Alliances to visit each other and participate in quality teaching rounds to connect, learn and engage

The impact on teaching practice, student outcomes and a deep evaluative professional learning culture was evidenced by outstanding teacher feedback, student performance data and student voice through the Tell Them from Me survey, highlighting both increased clarity and understanding in their classrooms and higher expectations from their teachers.

The school strategically aligned this initiative with the 2021-2024 strategic improvement plan to ensure sustainability and efficacy of the project. As a small school the impact of this high quality initiative continues to be seen across the alliance, professional learning is consistent and coherent and authentically focused on student need. As a cohort A school that completed External validation in 2021, this high impact professional learning strategy is now embedded in strategic direction 1 to enable the school to meet its system negotiated targets in the statewide focus of growth and attainment.

2021 has been another incredible and unprecedented year for us all to say the least, however, despite the challenges at the school level, we have all worked together to ensure that each student has continued to build on their individual capacity and grow as learners.

I am proud as always, to be the principal of Como Public School and I am very much looking forward to working alongside our students, staff and community in 2022.

Nicole Gilmore, Principal

Como Public School

Como Public School Parents and citizens association wants to congratulate everyone in the school community to have survived a difficult year of COVID restrictions and Term 3 lockdown not to mention, home schooling!! We are grateful to have made it through this year alongside some very dedicated and hardworking teachers, principal and staff of Como P.S. We would like to recognise all of their assistance and support during lockdown in helping to navigate a tumultuous and unpredictable year and supporting the children and parents. Como PS P&C are looking forward to starting 2022 together with a strong school community. Next year is going to be a year to support one another and look after our children. Everyone's focus will continue to be on student wellbeing and coming together as a community after a long two years of challenges and periods of home learning.

This year has been more important than ever to communicate and stay connected. The P&C has embraced online meetings via zoom and worked hard to carry out events with the students when we have been allowed to gather. We were happy to be able to celebrate Easter with one another. We organised an Easter raffle and egg guessing competition alongside the school's Easter hat parade which was a fun and successful fundraising effort.

In May we held our annual Mother's day stall and a successful colour run event at the Como oval. The colour run was enjoyed by all the students with many of the parents joining in with their children and volunteering their time to get everyone colourful!

The most difficult period we had in connecting was during the lockdown period in Term 3 however with Katherine Dowling's great efforts a wonderful care pack was sent to every student on behalf of the P&C to create connection, lift spirits and bring joy in the form of fun craft activities.

During 2021 the P&C continued to show ongoing support to the school via dedicated parents volunteering in the canteen every week and through the uniform shop. The P&C wants to especially thank the people who volunteered their time to these efforts. The Canteen was able to operate for most of the year and without dedicated parents to help in the day-to-day running of the canteen alongside our canteen manager Mrs Best this would not have been possible.

The uniform shop is run solely by the P&C and opens on school grounds fortnightly providing new and second-hand items for sale throughout the year. All profits from uniform sales are directed back to the agreed P&C resource goals for the year. We would like to thank Annie Smith our dedicated uniform coordinator for her efforts, organisational skills and continued efforts in the management of our uniform shop.

In 2021 the P&C Treasurer Alex Ryan and P&C Uniform shop coordinator Annie Smith conducted a comprehensive uniform price review, as a result, it was found that the prices and profit margins are competitive against the uniform providers prices and comparative against other local schools. This report is available for review on request. As a 2022 target P&C is moving the Uniform shop ordering online to improve the functionality of the operation.

At Como Public School we take great pride in our environment. The school gardens receive a lot of love and care, and we are determined to direct more resources towards them. This year the school gardens received a lot of love and our wonderful parent Mikila Rosewall achieved another successful environment grant that brought a frog pond to the school grounds, and approved plans to add a stingless beehive to compliment the school gardens. In 2022 the P&C is looking forward to focusing on sustainability and educating the children on preserving our environment. We have already identified areas to improve sustainability in the school and have started reducing the waste stream from our canteen and classrooms.

In 2021 Como Public School reached our 100-year milestone on its current location in Genoa Street. Due to the community gathering restrictions it was decided to postpone celebrating this heritage milestone with the wider community until spring 2022. Como Public School is Sutherland Shire's first school and is renowned for its strong community connection. The school community is passionate to reignite this connection by offering a community day at the school site. We are looking to gather as many families as possible to help put together a successful Centenary Fair Day that offers activities for all ages. We have started planning the event to include a historical tour of the school, a reunion tent for former students, a traditional indigenous smoking ceremony, student and local artist performances, school and community-based stalls and more.

We are also looking forward to re-establishing our school markets on site with the first being planned for term 1. These markets are a fantastic community event, bring great publicity to our school and are a brilliant fundraiser for our P&C. We are currently organising a market committee for anyone interested and we welcome parent input and ideas and will appreciate any assistance on the days of these events.

The P&C wants to take a moment to thank its former President Dana Bloye for her efforts to better the functionality, reporting and accountability of P&C. Dana was President in the 2020/2021 period and she brought great operational improvements to the role - we would like to thank her for her efforts. I would also like to recognise the efforts of the current executive team comprising of Rochelle Kirk - who is the first to put her hand up to assist with all P&C activities, Alex Ryan - who as our treasurer has brought great organisational skills and transparency to the role, and Asta Polo as

secretary, for her tireless efforts in all aspects of the P&C and her dedication to the promotion of our school in the Como community. Thank you all for this substantial time commitment, the school community has benefitted greatly from all your efforts.

All executive positions will become available at the time of AGM at the start of next year, and we encourage parents to get involved and make a positive difference within their school community.

In 2022, the P&C is due to conduct another parent survey, like we have done in the past, to identify resource goals for future fundraising efforts. We are looking forward to welcoming new families, with fresh ideas, to our P&C and supporting them to be a part of our fabulous school community.

We would also like to take this opportunity to thank Mrs Gilmore, alongside the teachers and staff of Como Public School for the continuation of their support and assistance with P&C fundraising ideas and the execution of activities. We really appreciate all your efforts.

Finally, On behalf of the P&C we wish our year 6 students venturing off to high school all the very best for next year and the future. We thank them for all their contributions to Como PS.



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.

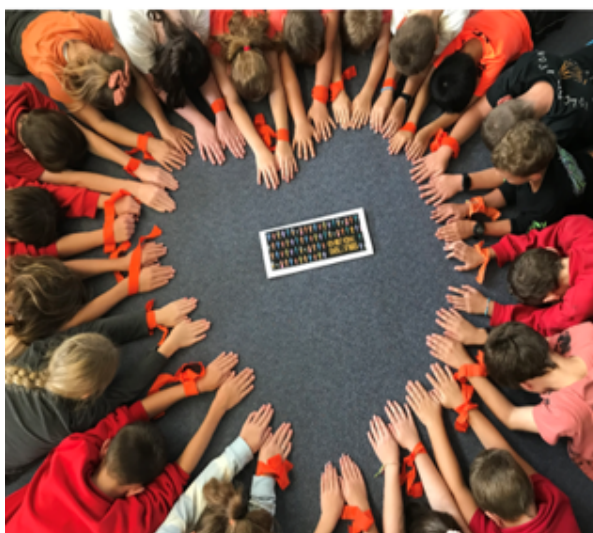
The school consists of 5 classes including some that are multistage. The teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. Our school is committed to providing differentiated programs to develop the individuals' skills in critical 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.

As a result of the Situational Analysis, the school has identified two key areas for improvement, these include: building staff capacity in the use of data informed practices to inform teaching and learning programs; and ensuring individual student learning goals in literacy and numeracy are consistently reviewed and supported by differentiated programs, leading to improvement.



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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
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: Student growth and attainment

Purpose

Our purpose is to ensure that every student grows in their learning; this growth is documented through individual learning goals, supported by the literacy and numeracy progressions.

We will ensure that teachers grow in their teaching, through the support of effective programming and differentiation that is aligned with qualitative and quantitative data.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Individualising student learning to ensure growth
- Student wellbeing and engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$32,054.00

English language proficiency: \$4,532.00

Integration funding support: \$62,183.00

Aboriginal background: \$5,323.09

Literacy and numeracy: \$12,230.00

Socio-economic background: \$5,976.71

QTSS release: \$13,310.00

Professional learning: \$4,174.00

Summary of progress

In 2021, the school ran an effective LaST/COVID ISLP program for students with additional needs. Individual learning goals were developed for all students in literacy and numeracy. An EaLD/Indigenous project was initiated and staff completed training in Critical and Creative Thinking Skills and High Potential and Gifted Education (HPGE).

Q - Are our students improving in their learning?

Strong NAPLAN and Check-in assessment data shows that students are continually improving, however, the school will continue its focus on expected growth for all students.

Q - What has been the impact of student support practices on student wellbeing and engagement?

The school notes that COVID-19 has impacted students and the community, therefore wellbeing strategies remain a priority focus moving forward.

Q - Has the rate of student attendance improved?

The rate of attendance has improved since 2019 due to increased monitoring of individual attendance rates, check-ins with families and improved wellbeing of students.

In 2022, we have identified a need to focus on a new Acknowledgement to country with help from students and AECG, professional learning

for staff on cultural awareness.

Moving forward, there will be a greater focus on numeracy in learning support programs next year to ensure that targeted students are developing both literacy and numeracy skills. The learning support teacher and COVID intensive learning support teacher will work together to ensure that both of these areas are being covered across the learning support programs. The learning support teacher will also be trained in the use of Interview for Student Reasoning- numeracy assessment (IfSR). The results of this assessment will be used to determine students who require small group or individual targeted intervention and the specific numeracy skills which need to be developed.

The school also identified that all staff need to consistently record observations using PLAN2 of students working towards achieving their goals, including consistency sharing goals with parents and carers as students progress throughout the year.

We need to continue using the progressions to determine goals throughout the year and use PLAN2 to record observations.

Staff need to consistently access and analyse NAPLAN, Check-in, PAT, IfSR and Plan2 data to inform teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students in Years 3-5 achieving in the top 2 bands of NAPLAN reading to be trending upwards above the system negotiated target upper bound target of 67.9%.	Data indicates 63.19% of students are in the top two skill bands for reading which is an increase against baseline data. (uplift = 6.02%), this is above our system negotiated lower bound target.
Increase the percentage of students in Years 3-5 achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated lower bound target 45.7%.	Data indicates 47.37% of students are in the top two skill bands for numeracy which is an increase against baseline data (uplift = 9.36%) towards our lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 60% in 2019 to 62% in 2021	Due to cohort size, expected growth data is not available. However, individual examination of NAPLAN data shows that 45% of students achieved expected growth in Year 5.
Increase or maintain the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 72.73% in 2019. School based target uplift 0.5% per year. 2021 = 73.23%	Due to cohort size, expected growth data is not available. However, individual examination of NAPLAN data shows that 40% of students achieved expected growth in Year 5.
2021 PAT numeracy baseline measure for effect size calculated	In 2021, PAT testing was used in grades 2-6. Calculations show that 68.4% of students achieved an effect size of 0.4 or greater
2021 PAT literacy baseline measure for effect size calculated	This measure has been delayed for priority later in the plan.
2021 PAT reading baseline measure for effect size calculated	In 2021, PAT testing was used in grades 2-6. Calculations show that 49% of students achieved an effect size of 0.4 or greater
Value added data in Scout for K-2 and Years 3-5 increases from Delivering to Sustaining and Growing.	Value added for years 3-5 remains at Delivering when measured against the School Excellence Framework.
2021 Kindergarten baseline measure for Level 4 of the understanding texts sub-element of the Literacy Progressions.	In 2021 100% of students achieved level 4 in understanding texts.
Establish the baseline percentage of targeted students (equity, ATSI, COVID ILSP, EALD,) achieving their individual learning goals /stage benchmarks so that equity gaps are closing.	In 2021 the school supported 37 students through COVID ISLP, LaST and individual learning plans. 92% of students achieved their individual learning goals.
Maintain the % of students with positive wellbeing to be above or within the school's agreed targets.	Tell Them From Me data indicates 87.96% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This was 14% above our upper bound target.
Increase the percentage of students	The number of students attending greater than 90% of the time or more has

with attendance greater than 90% of the time by 2% +

increased to 82.63%. towards our lower bound target. This is an increase of 8% since 2019.

Strategic Direction 2: Strengthening teacher capabilities through collaboration

Purpose

Our purpose is to strengthen teacher capabilities in the teaching of numeracy and reading using instructional leadership and learning alliances, focused on research and inquiry.

We will use collaborative strategies, with an emphasis on explicit teaching and feedback where teachers support each other and engage in action research and professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strengthening teacher capabilities

Resources allocated to this strategic direction

6101- instructional leadership: \$22,424.00

Professional learning: \$4,174.96

QTSS release: \$7,320.51

Summary of progress

In 2021, the school initiated learning alliances with 2 other statistically similar schools and coordinated quality teaching rounds and teaching sprints with all teaching staff from each school.

Q - Have we improved teacher capabilities in reading and numeracy through collaboration?

71% of teachers found it most valuable when engaging and analysing in high quality data.

85% of teachers rated their confidence as high in regards to analysing data to identify specific areas of learning that require student improvement.

In Term 4, two schools committed to a 3 week teaching sprint process and 2 days of Quality Teaching Rounds. Evaluations showed 100% of teachers gained valuable insights from both experiences and both Teaching Sprints and Quality Teaching Rounds are planned to be embedded in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Form alliances to support the improvement of professional knowledge and practice. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups.	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Learning and development - collaborative practice and feedback-sustaining and growing Learning alliances were formed between three statistically similar schools.
Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.	Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Effective classroom practice - explicit teaching - Sustaining and Growing

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Moving towards effective classroom practice - feedback - Excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,183.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Como Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Support provided for individual students in the classroom and needs based programming.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this program next year.</p>
<p>Socio-economic background</p> <p>\$5,976.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Como Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Last program to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Professional learning for staff in cultural awareness and resourcing for equity students in classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To be further enhanced in 2022. A new Acknowledgement to country with help from students and AECG PL for staff on cultural awareness.</p>
<p>Aboriginal background</p> <p>\$5,323.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Como Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students

<p>Aboriginal background</p> <p>\$5,323.09</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Increased support for Indigenous students with specific needs in literacy and numeracy and support with resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: To be continued in 2022.</p>
<p>English language proficiency</p> <p>\$4,532.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Como Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Specific support for students identified as EaLD in the classroom and in small group lessons. Support for classroom teachers to assist students with literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the support provided for EaLD students and their classroom teacher in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$32,054.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Como Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an additional teacher to support students with identified needs. • Identification and facilitation of programs for SLSO implementation to support students with identified needs within classrooms. <p>The allocation of this funding has resulted in: Specific and targeted programs have been implemented by the LaST teacher and S:LSOs to support the needs of identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Data gathered on individual students will be used to identify areas requiring further support. Similar successful programs will be implemented in 2022.</p>
<p>Literacy and numeracy</p> <p>\$12,230.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Como Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$12,230.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in preparing and reporting on individual student learning goals in literacy and numeracy. • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: 100% of students in the school have literacy and numeracy goals that are shared with parents and continually worked on and reviewed with the student. All teaching staff align the student goals with the literacy and numeracy progressions that has enabled clear and transparent individual student differentiation to occur in literacy and numeracy programs and student performance is demonstrated in the expected range.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue supporting teachers to prepare, share and review individual learning goals aligned to the progressions each year.</p>
<p>QTSS release</p> <p>\$20,630.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Como Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualising student learning to ensure growth • Strengthening teacher capabilities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The success of the school learning alliances, quality teaching rounds and teaching sprints.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the supporting teaching staff with the learning alliance with the two schools from 2021 and consider involving other statistically similar schools in 2022..</p>
<p>COVID ILSP</p> <p>\$28,516.61</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who required support in literacy and numeracy following the learning from home period. <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$28,516.61</p>	<p>Ongoing and updated data indicates that 96% of students have met their learning goals, resulting from targeted explicit teaching and achievable expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Moving forward in 2022, the COVID ILSP will continue utilising both external and internal student results to determine groupings and targeted programs. The highly experienced teacher who provided extensive support to the students in 2021 will continue in this role for 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	62	54	57	56
Girls	42	39	47	45

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	96.2	95.4	93.5
1	96.4	93.1	92	94.8
2	95	89	93	93.5
3	95.2	94.8	93.8	90.6
4	92.8	86.8	90.6	94.3
5	93.6	88.5	89.8	93.7
6	90.4	92.9	96.5	93.5
All Years	94.4	91.5	93.3	93.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	4.59
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	147,422
Revenue	1,289,709
Appropriation	1,233,081
Sale of Goods and Services	27,329
Grants and contributions	29,247
Investment income	52
Expenses	-1,256,488
Employee related	-1,123,064
Operating expenses	-133,425
Surplus / deficit for the year	33,221
Closing Balance	180,643

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.

	2021 SBAR Adjustments (\$)
Targeted Total	62,183
Equity Total	47,885
Equity - Aboriginal	5,323
Equity - Socio-economic	5,977
Equity - Language	4,532
Equity - Disability	32,053
Base Total	983,468
Base - Per Capita	25,638
Base - Location	0
Base - Other	957,830
Other Total	86,604
Grand Total	1,180,140

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.

Parent/caregiver, student, teacher satisfaction

Student satisfaction survey - Tell them from me

In 2021, Years 4-6 students were surveyed twice using the student outcomes and school climate survey. 100% of the students surveyed identified **strong expectations for success** and **advocacy at school** with 67% of students indicating satisfaction with their **sense of belonging**. Students' **sense of belonging** has been identified as an area for school focus in 2022.

Students also identified the importance of sport and extra-curricular with positive behaviour at school and effort equal to the state mean. Importantly, explicit teaching practices and feedback (school = 8.0) were above the NSW Government norm (7.5), where teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. This has been a school priority from our *School Improvement Plan* and affirms our progress in explicit teaching.

The school mean (9.1) for positive student teacher relationships, was above the state norm (8.4) and students feel that the teachers of Como PS are responsive to their needs and encourage independence with a democratic approach.

72% of students are proud of Como Public School.

In "Student Perseverance" (the extent to which students can pursue their goals to completion - even faced with obstacles), results decreased between term 1 and term 4 and this is probably due to the impact of the learning from home situation throughout all of term 3. 56% of students did not feel connected to school, however, clear teaching instructions and resourcing in "Home learning" were identified as strengths.

Overall, the school has identified a need to further strengthen wellbeing programs to enhance the students' interest and motivation, so that **sense of belonging** is a priority.

Parent Survey

In 2021, parents were surveyed through the partners in learning parent survey. 44% of parents responded to the survey. Parents identified that they felt welcomed, and they had supported learning at home.

Parents identified that they would like to be more informed about their child's social and emotional development. They also identified that they need to talk to their children about how important schoolwork is.

Parents identified that teachers show an interest in their child's learning and that they are clear about their rule for school behaviour. They noted that their child feels safe at school and that school staff take an active role making sure that all students are included in school activities.

Parents identified that during learning from home, resourcing, school contact and school support were very strong.

91% of parents agree or strongly agree that they would recommend Como Public School to other parents, no parents disagreed with this statement.

Areas the school will focus on will include how the school moves forwards to further support learning following COVID-19 and how the school supports positive behaviour. The school will consider further reporting on individual students' social and emotional wellbeing to parents.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.