

2022 Annual Report

Como Public School



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Introduction

The Annual Report for 2022 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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Como Public School

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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: Primary Schools' Sports Association (PSSA) sport; band; dance ensembles; music tuition; preschool alliances; professional learning - leading to enhanced teaching/learning practice; partnerships for Stage 3 students to work closely with Stage 4 high schools; 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 focus areas, these include: embedding a school wide culture strongly focused on wellbeing and engagement, where there is a collective responsibility for student learning and success; and ensuring that individual student learning goals in literacy and numeracy are consistently reviewed and supported by differentiated programs.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student grows in their learning; through effective classroom practice and strong collaborations to strengthen teacher capabilities.

We will ensure that teachers grow in their teaching, through the support of effective curriculum implementation that is aligned with literacy and numeracy expertise.

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.

- Curriculum delivery
- Strengthening teacher capabilities through collaboration

Resources allocated to this strategic direction

Integration funding support: \$41,768.00

Socio-economic background: \$6,132.40

Aboriginal background: \$9,182.03

English language proficiency: \$5,214.36

Low level adjustment for disability: \$32,398.20

QTSS release: \$19,996.25

Professional learning: \$9,372.64

Literacy and numeracy: \$12,232.20

Summary of progress

In 2022 the school implemented projects in the following areas:

Learning and support

Students requiring learning adjustments and EaLD students were identified and supported by teachers and SLSOs to complete assessments and programs such as: Phonological awareness, SENA, Running records, MiniLit, Phonemic awareness. Identified students were supported with literacy and numeracy through the COVID intensive learning and support program throughout the year.

New curriculum reform - accelerated adopter school

The school was selected to participate in the Department of Education accelerated adopter program, which involved trialing the new K-2 literacy and numeracy syllabus. In addition to this, Como Public School formed a learning alliance with other local small schools, focused on building teacher capacity with the new syllabus. . The learning alliance collaboration proved to be an enabler for quality teaching and learning in the classroom. Teaching sprints were used to further enhance teacher capability in the teaching of literacy and numeracy throughout the year. A barrier we overcame was the consistency with use of internal and external school data to inform the teaching sprint focus and classroom practice.

Impact

As a small school, our NAPLAN results are impacted by cohort and we note that our Year 3 students are significantly stronger in literacy and numeracy than our Year 5 cohort. While 57.14% of Year 5 students in reading are in the top 2 bands, only 14.29% of Year 5 students are in the top 2 bands in numeracy. Numeracy is a priority area for the school in 2023. Year 3 reading shows that 61.54% of students achieved in the top 2 bands and 53.85% in the top two bands for numeracy. Check-in assessments show that reading is a school strength where all grades are above the State and statistically similar school groups. In numeracy, Year 3, 5 and 6 are above State on end of year Check-in assessments with Year 4 being a priority group for numeracy programs in 2023.

Tell them for me survey results for teaching staff place our school above state average on all measures of the eight drivers of student learning. The collaboration measure is on State mean, with a school strength being: "I talk with other teachers about strategies that increase student engagement" and "I discuss learning problems of particular students with other teachers".

Teacher confidence has improved through the use of teaching sprints, and classroom practices demonstrated the consistent use of quality teaching, including the improved use of data and strategies to support individual learning needs. As we continue to implement the new syllabus, we will continue to support improvement of teacher capabilities through our small school learning alliance.

Future directions

The school will continue with the small school learning alliance to support the implementation of the new K-6 syllabus' and in-school 6 week cycles of teaching sprints focused on numeracy to lift student results. Data will continue to inform the selection of students for individualized equity support. We will continue the COVID intensive learning support program, to move identified students toward achievement in the top 2 bands of literacy and numeracy.

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
Continue to exceed the percentage of students achieving in the Top 2 Bands of NAPLAN reading in Years 3-5 from 2021 - to at or above our upper bound target.	2022 NAPLAN data indicates 59.26% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.12%
Continue to exceed the percentage of students achieving in the Top 2 Bands of NAPLAN numeracy in Years 3-5 from 2021 - to at or above our upper bound target.	2022 NAPLAN data indicates 33.33% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, and did not progress beyond the target baseline.
Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. effective classroom practice- lesson planning S&G	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice- lesson planning.
Internal school data shows a baseline percentage of students meeting their individual learning goals.	In 2022 the school supported 37 students through COVID ISLP, LaST and individual learning plans. 92% of students achieved their individual learning goals . In 2022 all students K-6 had individual reading and numeracy goals to achieve that were aligned to syllabus outcomes and learning progressions . These were continually assessed and updated throughout the year for each child. By the end of term 4 2022, 98% of students in the school had achieved both of their reading and numeracy goals, set for the year.

Strategic Direction 2: Whole school wellbeing

Purpose

Our purpose is to embed a school wide culture that is strongly focused on wellbeing and engagement, where there is a collective responsibility for student learning and success.

We will ensure that students and teachers grow in their wellbeing so that positive, respectful relationships and optimal conditions for student learning exist.

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.

- Whole school wellbeing
- High Potential and Gifted Education

Resources allocated to this strategic direction

Professional learning: \$200.00

Summary of progress

In 2022 the school implemented projects in the following areas: Flourish for schools, Better together professional learning for staff, School chaplain support programs, Positive Behaviour for Learning. The quality of these programs can be evidenced in our strong *Tell them from me* student wellbeing data. By increasing staff wellbeing through professional learning, student wellbeing was further enhanced. The school chaplain's programs also supported student wellbeing with small group activities and lunchtime programs focused on student engagement and sense of belonging. In PBL, the school focused on increased consistency of practice and further embedding the language and process of appropriate behaviour amongst students in all settings. In high potential and gifted education, staff were trained and new programs and policies initiated. A barrier we overcame included staff movement and re-training of new staff. An enabler for our success has been the high levels of collaboration where our staff worked together to overcome challenges and ensure continuity of practice.

Impact

Tell them from me survey results indicate students have high levels of positive wellbeing, with the school increasing in *Sense of belonging* and *Advocacy at school*. 86% of students report a positive sense of perseverance with a task and 89% of students report that they have positive behaviour at school compared to the State results of 83% of students. Staff reported through the *Tell them from me teacher survey* - "School leaders have supported me through stressful times" 8.1 > NSW Government norm. Additionally, staff have identified that the *learning culture at the school* is 8.3 > than the NSW Government norm. Staff wellbeing at Como PS is extremely positive.

2022 was impacted by COVID-19 restrictions and our decrease in attendance is consistent with the rest of the State.

We are still at the initiation stage of implementation of the new High Potential and Gifted Education policy, staff continue to identify and support students with appropriate programs.

Future directions

In 2023 we will continue with wellbeing programs, supported by the school chaplain. We will also continue to further enhance our High Potential and Gifted Education programs, including identification of students with the support of parents and carers.

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
<p>To increase or maintain the percentage of students with a positive sense of wellbeing to above our upper bound target of 71.5%.</p>	<p><i>Tell Them From Me</i> data shows a 12 month improvement of 4.42% of reported positive wellbeing among students. This result includes a 16% increase in sense of belonging, 3% increase in advocacy at school and 3% decrease in expectations of success.</p> <p>In 2022, the actual wellbeing results for the school were 92.38%, this result is 20.88% greater than our agreed upper bound target of 71.5%</p>
<p>Increase the number of students attending greater than 90% of the time to our lower bound target of 91%. Uplift 10%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 13.55%. Attendance data has been impacted by COVID-19 restrictions.</p>
<p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>Learning Culture- high expectations - S&G</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture - high expectations.</p>
<p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents.</p> <p>wellbeing - individual learning needs- excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing - individual learning needs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,768.00</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"> • Curriculum delivery <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 • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Funded students were supported with the implementation of their ILP and PLP through classroom adjustments and targeted programs. This ensured their success in a mainstream classroom. SLSOs supported medical interventions where necessary.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support students with ILPs and medical interventions.</p>
<p>Socio-economic background</p> <p>\$6,132.40</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"> • Curriculum delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Equity students supported with resources and additional learning and support time resulted in improved learning outcomes and ability to join in extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to continue support for equity students to access the full range of learning opportunities at Como Public School.</p>
<p>Aboriginal background</p> <p>\$9,182.03</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"> • Curriculum delivery <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$9,182.03</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: With 10% of our student population identified as Aboriginal we have supported personalised learning plan preparation and links with parents. Students K-6 engaged with a local Aboriginal artist to improve cultural understanding and create an artwork specific to our school setting.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will be used to employ an SLSO to support the individualised learning of identified Aboriginal students throughout the year.</p>
<p>English language proficiency</p> <p>\$5,214.36</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"> • Curriculum delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: This funding has been combined to fund our LaST position to support identified students through our learning and support processes. EaLD students' academic progress is equal to non-EaLD students in the school.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to utilise this funding to extend the LaST position and support identified students.</p>
<p>Low level adjustment for disability</p> <p>\$32,398.20</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"> • Curriculum delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Students supported through the LaSt program with MiniLit have demonstrated significant individual growth in literacy, including reading and writing.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$32,398.20</p>	<p>In 2023, funding will be used to employ an experienced learning and support teacher who will work with identified students and facilitate targeted programs delivered in the classroom and small groups.</p>
<p>Professional learning</p> <p>\$9,572.64</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Strengthening teacher capabilities through collaboration • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release staff for HPGE training • Purchase of Flourish and Better together professional learning for staff in wellbeing • Leadership professional development training <p>The allocation of this funding has resulted in the following impact: Funding was used for staff to engage in several module of Flourish for staff wellbeing training and Better together. This training resulted in strengthened staff wellbeing and improved collegiality. Funding was also used for the leadership team to complete the High potential and gifted education professional learning, resulting in the delivery of the new policy to staff at school and development of school policies and procedures for HPGE students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, professional learning funds will be used to continue with HPGE training for staff and support of school strategies, InitialLit training to support the implementation of the K-2 English syllabus., small school learning alliance teacher release to engage with the new curriculum and funds for engagement with DoE leadership opportunities.</p>
<p>Literacy and numeracy</p> <p>\$12,232.20</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 including:</p> <ul style="list-style-type: none"> • Strengthening teacher capabilities through collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in the Small school learning alliance. <p>The allocation of this funding has resulted in the following impact: This funding allowed us to engage with the Teaching sprint process with data indicating significant growth in teacher capacity in literacy and numeracy strategies and improved student growth. These funds also supported engagement in the Small school learning alliance that enhanced roll out of the new K-2 literacy and numeracy syllabus'.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding will be used to fund the new role of the AP C&I position one day per week.</p>
<p>QTSS release</p> <p>\$19,996.25</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>QTSS release</p> <p>\$19,996.25</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"> • Curriculum delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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 following impact: These funds have been utilised to enable the teaching principal to be released to take on the role of the instructional leader in the school and enhance the support provided to all staff to deliver quality teaching and learning. Tell them from me - Focus on learning teacher survey rates leadership significantly above the NSW Government norm: 8.1 > 7.1 and teachers rate the eight drivers of student learning above the State norm on all levels.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used in 2023 to maintain the teaching principal as instructional leader in the school.</p>
<p>COVID ILSP</p> <p>\$22,813.00</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 2022.</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 • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Ongoing and updated data at this point in time suggests that 90% of students have met their learning goals so far this year, resulting from explicit teaching and achievable expectations.</p> <p>After evaluation, the next steps to support our students will be: The school's COVID ILSP teacher will continue utilising both external and internal student results to determine groupings and target programs that align with the identified school targets in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	54	57	56	61
Girls	39	47	45	48

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	95.4	93.5	89.1
1	93.1	92.0	94.8	89.3
2	89.0	93.0	93.5	89.9
3	94.8	93.8	90.6	91.6
4	86.8	90.6	94.3	90.2
5	88.5	89.8	93.7	92.7
6	92.9	96.5	93.5	89.8
All Years	91.5	93.3	93.6	90.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.58
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	151,320
Revenue	1,463,025
Appropriation	1,406,273
Sale of Goods and Services	18,240
Grants and contributions	37,779
Investment income	733
Expenses	-1,474,289
Employee related	-1,306,386
Operating expenses	-167,903
Surplus / deficit for the year	-11,264
Closing Balance	140,056

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.

	2022 SBAR Adjustments (\$)
Targeted Total	41,768
Equity Total	52,927
Equity - Aboriginal	9,182
Equity - Socio-economic	6,132
Equity - Language	5,214
Equity - Disability	32,398
Base Total	1,004,954
Base - Per Capita	25,521
Base - Location	0
Base - Other	979,433
Other Total	108,258
Grand Total	1,207,907

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 2022, Year 4-6 students were surveyed twice, using the student outcomes and school climate survey. 97% of the students surveyed identified strong expectations for success and advocacy at school with 83% of students indicating satisfaction with their sense of belonging. Students' sense of belonging had been identified as an area for school focus in the previous year. The wellbeing programs that were delivered in 2022, in addition to the increased learning time for students at school since pandemic lock downs has contributed to a 16% improvement.

Importantly, in explicit teaching practices and feedback, where teachers set clear goals for learning, establish expectations, check for understanding and provide feedback: Como Public School = 8.1, was above the NSW Government norm = 7.5. This has been a school priority in our School Improvement Plan and affirms our progress in the explicit teaching area.

83% of students are proud of Como Public School.

Overall, the school has identified a need to continue to foster the good work being done with wellbeing programs which enhance students' interest and motivation. This will ensure that their *sense of belonging* continues to flourish and they feel confident to set challenging goals for themselves, aiming to do their best.

Parent satisfaction survey - Tell them from me

In 2022, parents were surveyed through the partners in learning parent survey. Parents identified that they felt welcomed by the school.

Parents indicated 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 the rules for school behaviour. They noted that their child feels safe at school and that school staff take an active role making sure all students are included in school activities.

84% of parents agree or strongly agree that they would recommend Como Public School to others.

Areas the school will continue to focus on include implementation and education of parents and carers on the new *Inclusive, engaging and respectful schools' policy*. The school will consider ways to further improve reporting to parents on individual students' social and emotional wellbeing.

Teacher satisfaction survey - Tell them from me

In 2022, Como Public School teachers participated in the *Tell them from me survey*. 100% of teachers agree that the school is a welcoming place and is culturally safe for all students.

77% of teachers were either highly likely or more than likely to recommend Como Public School to others.

100% of teachers agree or strongly agree that they have the skills and confidence to meet the learning needs of students with disability or special needs.

The school sits above the NSW government norm in all areas of the *Eight drivers of student learning*: Leadership, parent involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and collaboration. The school's average "likert" score for being an inclusive school was 8.8 compared to the government norm of 8.2 out of 10.

The school has identified that teachers require support to create cross-curricular or common learning opportunities by working with others. This area will be closely addressed in 2023 with the continuation of the Small school's learning alliance, established by Como Public School to support all teachers from local small schools with the new curriculum reform.

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.