

2023 Annual Report

Como Public School



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Introduction

The Annual Report for 2023 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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Year 6 2023.

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 is a small metropolitan school that offers quality education in a caring environment on the banks of the Georges River, South of Sydney.

Como Public School 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 its parents and the broader community. There is a strong academic focus, with high expectations for learning.

The school consists of 5 classes, including some that are multistage. Teachers use quality teaching strategies to cater for individual needs and learning styles within a stimulating environment. The 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 *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 school culture which 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; guitar and keyboard music tuition; dance ensembles; 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 to 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: 1. embedding a school wide culture strongly focused on wellbeing and engagement; 2. ensuring individual student learning goals in literacy and numeracy are consistently reviewed and supported by differentiated programs.



School captain and vice-captain at the Anzac Day dawn service Sutherland 2023.

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	2023 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 growth and performance	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
Aboriginal background
English language proficiency
Low level adjustment for disability
Socio-economic background
Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

The resources allocated to Strategic Direction One were predominantly aimed at providing continuing support to all staff in order to improve student learning outcomes. Como Public School established the Small Schools' Learning Alliance (SSLA) with Taren Point Public School, Jannali Public School, Waterfall Public School and Woronora River Public School, in order to facilitate team professional learning and collaboration for implementing the new English and mathematics curriculums. This initiative has been highly successful allowing the teachers to focus on their pedagogical practice and relationships with their students. The students have benefited from high quality teaching across the alliance and the teachers have benefited from working in teams where they may otherwise be working in isolation in their small schools.

At Como Public School, individual student learning goals are tracked using Sentral, capturing their goals over time. Individual achievements are monitored through the assessment tools: InitialLit and Essential Assessment including whole school scheduled assessment tasks. This approach ensures effective curriculum provision and supports personalised learning for students to excel academically.

As a result, moving forward, we will use the Small Schools' Learning Alliance as a platform for differentiation, discussions and devising effective assessment tasks that can be administered across the Small Schools' Learning Alliance to ensure consistent teacher judgement.

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
The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.	Como Public School's curriculum provision in 2023 was ranked at excellent. The school promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations such as the Small Schools' Learning Alliance (SSLA). The SSLA, established by Como Public School, has been an effective and beneficial collaboration between five small, local schools. Teacher planning time has

<p>Curriculum - curriculum provision-excelling</p>	<p>been reduced and this has resulted in more time to focus on individual learning needs of the students in each class. The Como Public School team actively collaborates to contextualise and develop learning resources for the mathematics and English units, aiming to reduce workload and share relevant materials effectively. Collegial discussions have led to greater consistency in reporting and assessing student progress across K-6, ensuring alignment with expectations and outcomes. Additionally in 2023, executive staff and aspiring leaders participated in the Three Rivers for Learning (3R4L) program, fostering a culture of ongoing improvement and professional development among the staff and the broader SSLA.</p>
<p>Internal school data shows an increasing percentage of students meeting their individual learning goals and showing positive growth</p>	<p>At Como Public School, students' individual progress towards their learning goals is monitored through Sentral, which cumulatively records their goals, ensuring visibility throughout their educational journey with us. Additionally, data on individual achievements is tracked using InitialLit, Essential Assessment and whole-school assessment tasks. This comprehensive approach ensures effective curriculum provision and facilitates personalised learning, enabling students to excel and realise their full potential.</p>
<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>Check-In assessment data shows a slight decrease in Year 5 reading scores from 58.4% in 2022 to 54% in 2023. To enhance reading comprehension, Como Public School has focused on explicit teaching of phonics, phonemic awareness and reading, alongside implementing the InitialLit program. This focus has improved reading and phonics results K-2. Year 3 reading Check-In results show impressive growth from 60.1% in 2022 to 77.2% in 2023, elevating Como Public School results from being aligned with statistically similar school groups and NSW Public Schools in 2022, to being significantly higher.</p>
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>Check-In data indicates an increase in the mean scaled score in Year 3 numeracy from 65.9% in 2022 to 81.7% in 2023, demonstrating that the Como Public School results are significantly higher than statistically similar school groups and the State. Our Year 5 numeracy results also increased from a mean scaled score of 57.5% in 2022 to 60% in 2023. Explicit teaching in mathematics continues to be a focus for 2024 and will be explored further in professional development with the Small Schools' Learning Alliance.</p>



Year 2 students exploring the school's bush tucker garden 2023..

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

Low level adjustment for disability

Summary of progress

Our High Potential and Gifted Education (HPGE) students had individual programs set up in Sentral to track their goals and progress. Through the Three Rivers for Learning project, Como Public School collaborated with Lansvale Public School to observe their program focused on students identified as being gifted in the HPGE social and emotional domain. This partnership has proven highly successful, with reciprocal visits between students and teachers from both schools. At Como Public School, the Buzz Club was established for HPGE students in the social and emotional domain from Year 4 and 5, to serve as playground mentors. This initiative has been very effective, empowering the Buzz Club mentors to confidently assist their peers in resolving minor issues and fostering positive relationships on the playground.

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
To increase or maintain the percentage of students with a positive sense of wellbeing to above our upper bound target of 71.5%.	In the Tell Them From Me survey, 88% of our students conveyed positive relationships, while an overwhelming 97% expressed appreciation for their education, recognising its practical value in their daily lives and believing their education would have a significant impact on future prospects. The assessment of staff wellbeing resulted in an overall score of 8.4 out of 10 in critical areas such as school leadership, collaborative efforts, fostering a conducive learning environment, utilising data for informed practices, employing effective teaching strategies and maintaining inclusivity within the school community.
Increase the number of students attending greater than 90% of the time to our lower bound target of 91%. Uplift 10%.	Como Public School achieved an attendance rate of 90% in 2023, surpassing both the neighbouring network schools' average of 88.8% and the statewide average of 86.7%. The Department of Education recognised Como Public Schools' attendance success and featured the school in a good news article, highlighting the school initiatives driving the improvement. The whole staff approach to cultivating an inclusive environment where students and families feel welcome has been instrumental in this achievement. By prioritising inclusivity, Como Public School fosters a supportive learning environment that encourages consistent student engagement with programs that cater for individual learning needs.
The school's curriculum provision supports high expectations for student	Como Public School teaching staff participated in High Potential and Gifted Education (HPGE) professional learning.

learning through High Potential & Gifted Education student strategies.

Curriculum- curriculum delivery - S&G

Individual Learning Plans (ILPs) were written for 22% of our students who were recognised as having High Potential and Gifted status in one or more of the four domains. The ILPs were migrated to Sentral to allow for cumulative tracking of intellectual, creative, physical and social-emotional goals. Individual plans are regularly reviewed and adjusted.

During 2023, three staff members participated in the High Potential and Gifted Social and Emotional Domain project with schools from the Sutherland and Fairfield networks. This led to the creation of the playground Buzz Club with identified HPGE social and emotional students. Participation in the HPGE project has contributed to the successful identification of HPGE students and development of specific programs to support their potential.



Year 3/4 camp bonding activity 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,680.00</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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: At Como Public School, Individual Learning Plans (ILPs) were tailored for students with specific needs using testing data and teacher insights. Programmes were delivered in individual and small group sessions to provide personalised attention, with a focus on numeracy skills and support for Stage 3 students at Stage 1 level. The school utilised PLAN 2 for progress monitoring and transitioned to IFSR for data collection. One-to-one assessments were integrated into teaching programmes to support students within regular classroom settings. The Year 1 Phonics Screener assessment helped identify students needing additional assistance, with 54% on track, 30% needing monitoring, and 16% receiving extra support. To improve monitoring, we refined the assessment schedule to align with individualised learning goals, ensuring comprehensive support for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve student outcomes through our Individual Learning Goals based on real-time testing data and teacher insights. Increase proficiency in numeracy skills and phonics through targeted intervention strategies.</p>
<p>Socio-economic background</p> <p>\$5,924.83</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"> • professional development of staff to support student learning • employment of additional staff to support program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: At Como Public School, socio-economic background equity loading is employed to aid students facing educational challenges due to their socio-economic circumstances. We ensure all students are able to participate fully in the activities and programs the school has on offer, and their families financial situation is not an impediment. Uniforms, excursions and incursions are all covered when there is family need.</p> <p>After evaluation, the next steps to support our students will be: Community Engagement: continue to foster positive relationships with families in the school community so we are aware of changes in circumstances and possible student need.</p>

<p>Socio-economic background</p> <p>\$5,924.83</p>	<p>Program Evaluation: assess the educational value of external programs with a cost associated to determine whether they add value.</p>
<p>Aboriginal background</p> <p>\$10,604.07</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 include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • Students from an Aboriginal background provided with learning support to ensure they meet Stage based learning goals. <p>The allocation of this funding has resulted in the following impact: Empowering Aboriginal Students: By providing tailored learning support, students from an Aboriginal background were able to meet their stage-based learning goals. This initiative ensured that all students, regardless of their background, have the necessary resources and support to thrive academically, fostering equity and inclusivity within the school community.</p> <p>After evaluation, the next steps to support our students will be: Sustain Support: Maintain tailored learning assistance for Aboriginal students to consistently achieve their stage-based learning goals through ongoing monitoring and adjustment. Cultural Training: Provide cultural sensitivity training for staff to better support Aboriginal students, fostering inclusivity and understanding. Community Collaboration: Strengthen partnerships with Aboriginal communities to ensure their input shapes effective support strategies, promoting equity and inclusion.</p>
<p>English language proficiency</p> <p>\$6,017.20</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"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs <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. EAL/D students' academic progress is equal to non-EAL/D students in the school.</p> <p>After evaluation, the next steps to support our students will be: In 2024, 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>\$34,310.15</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>Low level adjustment for disability</p> <p>\$34,310.15</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 • Whole school wellbeing <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <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: In 2024, 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>\$10,092.93</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 • Whole school wellbeing • 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"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Staff became familiar with the new Syllabus documents in Mathematics and English and worked collaboratively with our Small Schools Network to explore strategies that would enhance student learning outcomes. We presented to other networks to share professional knowledge on HPGE Social and Emotional Domain. A team of executive and identified future leaders participated in the Three Rivers for Learning Leadership Project resulting in the development of the Small School Learning Alliance community with five local schools to support curriculum delivery, programming and student experiences. Through participation in the Three Rivers for Learning Leadership Project the teachers have earned the equivalent of half a Masters of Educational Leadership degree via Wollongong University.</p> <p>After evaluation, the next steps to support our students will be: Curriculum Enhancement: Continuously explore strategies with the Small Schools Learning Alliance to improve student outcomes in Mathematics and English. Knowledge Sharing: Extend presentations on HPGE Social and Emotional Domain to other networks for broader professional development. Leadership Development: The executive team will support teachers with</p>

Professional learning \$10,092.93	program delivery and engagement with new curriculum. Additionally, they will continue their leadership development by completing the second half of their Masters in Educational Leadership with Wollongong University.
QTSS release \$21,187.87	<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"> • 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <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: In 2024, this funding will continue to be used to enable instructional leaders of the school to develop the support and develop explicit instruction aligned with the new curriculum in all classrooms.</p>
COVID ILSP \$17,110.09	<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 2023.</p> <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 targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Throughout the year, Como Public School implemented targeted support programs to enhance student learning outcomes. In Term One, the COVID ILSP numeracy program utilised data from NAPLAN and Check-in results to tailor teaching strategies, resulting in increased student engagement. Small group tuition effectively addressed specific learning needs identified through pre-assessments and collaboration with classroom teachers. In Term Two, tailored literacy support aimed at vocabulary development and descriptive writing skills saw positive outcomes, with observations in PLAN 2 indicating progress. In Term 3, the focus shifted to persuasive writing, with continued emphasis on student-centred learning and skill development. Overall, the school's commitment to personalised learning and collaboration with teachers resulted in significant improvements in student achievement and engagement throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Term 1 Continuation: The COVID ILSP numeracy program will continue, using data-driven strategies to enhance student engagement. Terms 2-4 Support: The COVID ILSP teacher will provide explicit teaching support to classroom teachers, focusing on skill development. Ongoing Monitoring: Como Public School will monitor student progress and</p>

<p>COVID ILSP</p> <p>\$17,110.09</p>	<p>adjust support programs as needed. Reflect and Adapt: Regular reviews will ensure effectiveness and responsiveness to student needs throughout the year.</p>
<p>Per capita</p> <p>\$28,368.34</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Como Public School</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funding has been used to acquire resources for students to support teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: Stage 2 and 3 students have a one:one ratio of Chromebooks for use in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Integration of Technology: Explore ways to integrate Chromebooks more effectively into classroom activities, ensuring they are utilized to enhance learning experiences for Stage 2 and 3 students. Professional Development: Provide training and support for teachers to effectively integrate Chromebooks into their teaching practices, promoting innovative and engaging learning opportunities. Ongoing Maintenance and Upkeep: Establish protocols for the regular maintenance and updating of Chromebooks to ensure they remain functional and up-to-date for student use.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Strengthening teacher capabilities through collaboration <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: At Como Public School, the impact of Assistant Principal Curriculum and Instruction (APCI) was evident in their support of curriculum implementation initiatives tailored to the specific needs of our students. By championing innovation in teaching methods and educational practices, the APCI teacher contributed to the continuous improvement of academic standards and student outcomes at our school. They collaborated closely with fellow teachers to implement instructional approaches that promoted student engagement and success.</p> <p>After evaluation, the next steps to support our students will be: Enhanced Support: The APCI will provide continued tailored support for curriculum initiatives, adapting to students' changing needs. Promoting explicit teaching methods, the APCI will support colleagues to align explicit teaching strategies with the delivery of the new curriculum. Sustained Collaboration: Maintaining close collaboration with fellow</p>



Year 5/6 visit to the snowfields 2023.



Clean up Australia Day 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	57	56	61	59
Girls	47	45	48	53

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	93.5	89.1	93.6
1	92.0	94.8	89.3	90.4
2	93.0	93.5	89.9	89.3
3	93.8	90.6	91.6	90.4
4	90.6	94.3	90.2	89.6
5	89.8	93.7	92.7	89.1
6	96.5	93.5	89.8	94.5
All Years	93.3	93.6	90.2	90.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Assistant Principal(s)	0.2
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	140,056.01
Revenue	1,352,051.55
Appropriation	1,267,200.53
Sale of Goods and Services	14,039.00
Grants and contributions	65,824.16
Investment income	2,569.43
Other revenue	2,418.43
Expenses	-1,349,883.73
Employee related	-1,205,632.18
Operating expenses	-144,251.55
Surplus / deficit for the year	2,167.82
Closing Balance	142,223.83

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.

	2023 SBAR Adjustments (\$)
Targeted Total	39,680
Equity Total	56,856
Equity - Aboriginal	10,604
Equity - Socio-economic	5,925
Equity - Language	6,017
Equity - Disability	34,310
Base Total	1,024,372
Base - Per Capita	28,368
Base - Location	0
Base - Other	996,004
Other Total	83,570
Grand Total	1,204,478

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Kindergarten 2023 working happily in the classroom at Como PS.



Students outside the office 2023.

Parent/caregiver, student, teacher satisfaction

Student satisfaction survey - Tell them from me

In 2023, 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 2023 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 2023, 17 parents were surveyed through the partners in learning parent survey. Parents surveyed 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 High potential and gifted education *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 2023, 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 2024 with the expansion 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 and integrated extra-curricular experiences for students.

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.