

# 2021 Annual Report

## Como West Public School



3896

# Introduction

The Annual Report for 2021 is provided to the community of Como West 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.

## School contact details

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## Message from the principal

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My first day as Principal of Como West Public School was in September, in the middle of a COVID lockdown., with our staff and students involved in *learning from home*. This meant my introduction to the majority of staff, students and parents, was via Zooms. Despite these limitations placed us through these restrictions, it was evident that every Como West student is known, valued and cared for.

Even when we did return to a face-to-face model at school, it looked very different with a Cohort approach, and Covid-safe requirements creating changes to some of our usual processes and practices. Throughout it all, we still managed to provide continuity of learning.

Our staff are hard-working and extremely capable. Our students are conscientious and resilient. Our P&C is active and involved and support the school financially, and through volunteering their time. We have a strong sense of whole-school support which encompasses students, staff, families, and the wider community. This support is underpinned by the collective desire to deliver the best educational outcomes for our students.

*Our Best Always* is our school motto and giving our best was exactly what we did in 2021. This document highlights some of the ways in which we did that and some of our achievements. With a growth mindset, this document also outlines future directions for our wonderful school.

Felicity Young

Principal

## Message from the school community

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At the end of 2020 I observed that it had been a 'one-of-a-kind' year, with COVID-19 flipping life on its head. Twelve months later and far from being one-of-a-kind, history repeated, and COVID-19 has had an even bigger impact at the school, and on our P&C. Unfortunately this meant that almost all regular P&C activities from fundraising and sponsorship to canteen and BASC were affected or cancelled, so limiting our ability to fundraise or operate as normal. Even so, it has been pleasing to see everyone stay engaged with the P&C, albeit through remote meetings, and the volunteers, subcommittees and executive have continued to work hard to achieve our goals of providing tools and resources to benefit our school, teachers and students.

2021 started with new faces on the executive and a new principal at the school, with Felicity starting in term 3 - just in time for omicron to really take hold. I don't envy anyone coming into her role at a new school in such uncertain circumstances and I hope we were able to provide a small degree of support that helped smooth the transition. I have enjoyed getting to know Felicity and starting to see her vision for the school over the past few months and I am excited to see her plans play out through 2022.

One big addition to the P&C operations this year was the establishment of the BASC subcommittee. This was something we had been working towards for some time. I am sure that the work they have done sets us in good stead both to improve our National Quality Standard rating to exceed in the next round of inspections and perhaps more importantly to continue to deliver a first-rate service for our school families. Of course, the BASC couldn't operate at all without our staff who, like the teachers at school, were on the front line of dealing with COVID.

Some of our other regular P&C activities were also hard hit. Canteen has been either closed, or running with no counter service or volunteers, for most of the year. However, in those windows we have been able to operate and make sure we are able to continue to serve healthy and hearty meals for those children at school.

Similarly for the fundraising and sponsorship subcommittees, COVID brought things to a shuddering halt, although we did manage to squeeze in a comedy night between COVID variants. This was the first time we have held this as part of our fundraising program but judging by the way it was received so enthusiastically, it certainly won't be the last. With lots of events on the calendar again for 2022, let's hope for a less disrupted and (hopefully) COVID-free 2022!

Adam Hill

P&C President

### Message from the students

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2021 was a year of many challenges, with the global pandemic impacting our schooling once again. We began the year with many restrictions but were still able to enjoy our regular events such as our sporting carnivals, as well as, special days like Harmony Day and Anzac Day. As restrictions became tighter, more and more events began to be cancelled. The Sutherland Shire School Music Festival which previously showcased our creative talents was one of these.

We all needed to show great resilience and manage to learn from home during the time the school was closed due to COVID. Our teacher's kept us engaged with home learning packs and regular Zoom meetings. It was great to be able to see our classmates and interact through the many Scavenger hunts and Kahoots each week. The teacher-made videos brought smiles to our faces and who could forget Mr Taunton dressed up as he presented his crazy science lessons. It was also during this time that we sadly said goodbye to our Principal Mrs Scott, but welcomed Ms Young to Como West Public School. She quickly tried to get to know us online and showed great concern for our wellbeing during this time.

Unfortunately, as the year went on we missed many opportunities such as PSSA and more whole school events, however, we lived through an important part of history and will have many stories to tell in the future, about how life and school changed in 2021.

Zac Holley on behalf of the student body.

## School vision

***Every student thriving through deep connections.***

We believe that every student can thrive academically, socially and emotionally when we:

- build positive relationships and connections across the school community
- provide appropriate support and challenge in literacy and numeracy
- connect students to their own learning and allow them to view themselves as a learner
- use evidence-informed practices to tailor learning and wellbeing support
- deliver an integrated curriculum which promotes deep learning.

## School context

### School context

Como West Public School is situated in the Sutherland Shire, south of Sydney. The school's current enrolment is 320 students. Como West Public School is an inclusive, cohesive and dynamic learning community, where students become highly numerate and literate individuals.

The school strives to provide the best possible education for every child in a caring atmosphere. A dedicated and professional staff provides quality teaching and learning experiences that cater for our diverse learners.

The delivery of evidence-based practices in literacy and numeracy supports our students to achieve high educational outcomes. An explicit focus on learning dispositions encourages successful self-regulated learning.

The school offers an extensive range of educational and extracurricular programs, with a strong focus on sporting endeavors and creative arts opportunities. Encouraging student voice allows our students to be actively involved in their learning and the school.

Parents support all school activities and participate in the daily life of the school. Our Parents and Citizens Association coordinates our Before and After School Care, canteen and uniform shop.

Como West Public School is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

Through our situational analysis, we have identified a need to use explicit teaching and evaluative practices to effectively support and challenge our students to thrive academically. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students including those identified as high potential and gifted. NAPLAN and check-in assessment analysis identifies vocabulary as an area for improvement. A school-wide approach to wellbeing is required to promote an increase in the positive wellbeing of our students.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student achievement in literacy and numeracy by using effective classroom practices which cater for every student.

### Initiatives

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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.

- Numeracy
- Vocabulary

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$20,000.00

**Professional learning:** \$7,000.00

**Beginning teacher support:** \$2,000.00

**QTSS release:** \$4,000.00

### Summary of progress

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Learning Intentions and Success Criteria (LISC) are evident in teaching and learning programs across the school. Staff have developed a shared understanding of what good practice looks like in relation to the role LISC plays in explicit teaching. Classroom observations were scheduled to determine whether students were aware of what they were learning and could articulate when and how they had been successful. Due to Covid lockdown, these did not occur. They will carry forward into 2022.

The Leadership team participated in Leading Evaluation, Evidence and Data Professional Learning in the area of Assessment. An action plan was developed to determine staff capacity in understanding the elements of effective assessment and the importance of validity in assessments. Due to Remote Learning, there was insufficient time and data to implement the plan. We will continue as a LEED school in 2022 and adapt our action plan accordingly.

Stage 1 teachers participated in High Impact Professional Learning delivered through online learning modules and workshops provided by the NSW Maths Team. They gained knowledge and skills about the big ideas and core concepts of mathematics to increase student engagement and challenge within whole number. The ideas and concepts were practised in classrooms and shared at stage meetings to build the capacity of teachers. Due to COVID lock down, external professional learning sessions ceased. The release of new K-2 Mathematics Syllabus documents in 2022 will determine if this is still a relevant activity moving forward.

At the Term 1 parent-teacher interviews, Stage 3 students were included for the first time and completed three-way goal setting using SMART goals. The teachers had a SMART goal setting sheet to fill in with the student and parents. Evidence from student and teacher feedback suggests that this practice was not successful as there was not a consistent and clear understanding of goal setting. In 2022, Stage supervisors will investigate authentic goal setting practices in the classroom to achieve classroom consistency and clarity before revisiting 3-way goal setting in the future.

Literacy support programs - MiniLit and MaqLit - were conducted in Semester 1 and resumed in October when students returned to face-to-face learning. Students' assessment data was tracked. MiniLit students met or exceeded their individual learning goals and closed gaps on stage benchmarks. MiniLit and MaqLit will continue to be a priority in 2022.

Most activities planned for Semester 2 were unable to occur due to remote learning. The implications and next steps are:

- Stage-based collaborative planning and programming embedded into a whole-school timeline
- CWPS Google Drive established for stage-based teaching and learning programs
- New Numeracy and Vocabulary teams established with representation of teachers from every stage in each team
- Whole school familiarisation of the new K-2 English and Mathematics Syllabuses in accordance with the DoE roll-out
- Early Stage 1 trialling content from the new K-2 Mathematics Syllabus
- Early Stage 1 and Stage 1 trialling units of work from the new K-2 English Syllabus
- The introduction of a synthetic phonics program for Early Stage 1 and Stage 1
- The creation of an Assistant Principal Instructional Leader to build teacher capacity in teaching reading in K-2, aligning with the new syllabus
- Trialling differentiated Number groups across the whole school
- Creation of a whole school Assessment Tool for tracking student achievement and growth in Number

- Classroom observations and collaborative Stage Planning and programming to determine consistency in the metalanguage of LISC in Mathematics
- Using Check-in Assessment data and NAPLAN data to identify gaps in student learning, thus driving teaching and learning programs
- Tracking students in PLAN3 upon its release
- The MAPPEN program no longer being used. Stage 3 will continue to implement explicit vocabulary instruction with other stages to trial strategies
- New Vocabulary Team to pursue HIPL and department resources to deepen staff understanding of explicit vocabulary instruction
- Classroom observations to occur as part of an authentic PDP cycle.

### 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
Achievement of system-negotiated targets: <ul style="list-style-type: none"> <li>• increase of 2% of students achieving expected growth in NAPLAN numeracy.</li> <li>• increase of 2% of students achieving expected growth in NAPLAN reading.</li> </ul>	The percentage of students achieving expected growth in NAPLAN numeracy decreased by 14.5%, indicating progress yet to be seen towards the system negotiated target.  The percentage of students achieving expected growth in NAPLAN reading decreased by 18%, indicating progress yet to be seen towards the system negotiated target.
Achievement of system-negotiated targets: <ul style="list-style-type: none"> <li>• increase of 4% of students achieving in the top two bands in NAPLAN numeracy.</li> <li>• increase of 4% of students achieving in the top two bands in NAPLAN reading.</li> </ul>	43% of students are in the top two skills bands (NAPLAN) for numeracy. This indicates a 6% decline from baseline data.  58% of students are in the top two skill bands (NAPLAN) for reading. This indicates a 0.8% increase from baseline data.
Delivering in <b>Effective Classroom Practice (Explicit Teaching)</b> as measured by the School Excellence Framework	Staff are working towards Delivering in Effective Classroom Practice (Explicit Teaching). They are making explicit teaching the main practice used in the school, reflecting the current evidence base.
Sustaining and Growing in <b>Curriculum (Teaching and learning programs)</b> as measured by the School Excellence Framework.	Staff are working towards Sustaining and Growing in Curriculum (Teaching and learning programs). Teaching and learning programs describe what all students are expected to know, understand and do.

## Strategic Direction 2: Using data to improve learning

### Purpose

To monitor student achievement and progress in order to reflect on teaching effectiveness and inform student learning, ensuring appropriate challenge for every child.

### 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.

- Data Skills and Use
- High potential and gifted students

### Resources allocated to this strategic direction

**P&C Donation to the School:** \$35,000.00

**Professional learning:** \$1,500.00

**QTSS release:** \$1,000.00

### Summary of progress

The Leadership team participated in Leading Evaluation, Evidence and Data Professional Learning in the area of Data Skills and Use. Teachers' understanding of data literacy increased in relation to the What Works Best themes, resulting in improved teacher capacity in collecting and analysing data to inform practice. Planned professional learning delivered by DoE Advisors was cancelled due to no visitors allowed on site. Next steps in 2022 include analysing student progress using Check-in Assessment data, and establishment of a data collection and analysis cycle.

Check-in Assessments were conducted for students in Years 3-6 and the Phonics Screener assessment was conducted for Year 1. Teacher capability in administering these types of assessments improved as a result. Due to the impact of COVID, planned analysis of the data to identify a stage trend and respond through modification of programs did not occur. Next steps for 2022 include professional learning to build staff capacity in triangulating data from external and internal assessments to target student need in their classroom and across a stage, as well as finding stage and school trends.

A High Potential Gifted Education (HPGE) Team was created. They received professional learning delivered by HPGE consultants, resulting in raised awareness of the HPGE Policy and related resources in readiness for its implementation across the school. The HPGE Team then developed and delivered High Impact Professional Learning (HIPL), sharing their knowledge on Staff Development Day Term 2 in order to ensure consistent practice in supporting HPGE students. Next steps in 2022 will involve staff completing the DoE Canape professional learning module to identify HPGE students in the HPGE domains.

Most activities planned for Semester 2 were unable to occur due to remote learning. The implications and next steps are:

- CWPS Google Drive for whole school data collection.
- Assistant Principal Instructional Leader to promote and demonstrate professional learning in data concepts, analysis and use of student assessment data and related tools in reading.
- Creation of a data wall to track student growth in reading.
- Development of a whole-school assessment schedule to drive data use in teaching.
- Stage meeting agendas to include measures to build consistent and comparable judgement of student learning.
- Completion of the HPGE Assessment Tool
- Development of a plan for identifying and assessing HPGE students
- Effectively consult with staff and use evidence-based research and departmental resources to inform our planning
- Have evidence of the 5 key actions outlined by the DoE as a framework for effective implementation of the HPGE Policy

### 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
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<p>Delivering in <b>Assessment (Whole school assessment and monitoring)</b> as measured by the School Excellence Framework.</p>	<p>Staff are working towards Delivering in Assessment (Whole school assessment and monitoring). The design of a whole-school assessment strategy is commencing to ensure that the learning of all students is systematically monitored.</p>
<p>Sustaining and Growing in <b>Data Skills and Use (Data Literacy)</b> as measured by the School Excellence Framework.</p>	<p>Teachers are Delivering in Data Skills and Use (data Literacy). They access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p>
<p>Increased percentage of students (at least 47%) in the <b>High Skills High Challenge</b> quadrant in the Tell Them From Me survey.</p>	<p>38% of students are in the High Skills High Challenge Quadrant demonstrating progress yet to be seen towards this school-based progress measure.</p>

## Strategic Direction 3: Student Wellbeing

### Purpose

To increase the number of students reporting positive wellbeing.

### 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.

- School-wide approach to wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$1,500.00

**QTSS release:** \$12,000.00

: \$0.00

### Summary of progress

The Wellbeing Team undertook evidence-based research and identified current approaches in each of the wellbeing domains (cognitive /emotional /social /spiritual /physical). The team used their knowledge to deliver professional learning on the Wellbeing Framework and Self-Assessment Tool to whole staff on the Term 2 Staff Development Day. This resulted in raised awareness of the Wellbeing Framework across the school and improved teacher understanding of the wellbeing domains. Further learning with the Wellbeing Team is required in 2022 to build their knowledge and confidence in looking critically at identified programs in order to make future decisions on those that have the most impact, and how do we know (evidence).

Teachers implemented the Peaceful Classrooms program to improve positive wellbeing in all students. Teachers changed their practice to include strategies shared by identified teacher-experts as they worked alongside them in an instructional leader model. Pre and post student survey data reflected positive impact in relation to self-regulation and focus in the classroom. In 2022, new staff will need to be trained in the Peaceful Classrooms program. A refresher for all staff will be required so that it can be successfully implemented as a school-wide approach to improving wellbeing. Peaceful Parents couldn't be implemented due to COVID-19 and moving forward it is still a goal in 2022.

Staff used evidence of impact of the COVID lockdown in Term 3 to plan and implement "Finish-it Friday" to support student and family wellbeing whilst working from home. Parent forum feedback reflected the initiative had a positive impact on the wellbeing of their children. Upon return to face-to-face teaching in Term 4, all teachers were provided with a pack of Peaceful Classrooms activities, meditations and movements to use with their class to support wellbeing. In addition, the Learning and Support Teacher facilitated Peaceful Kids intervention groups for identified students, where pre and post surveys reflected that identified students felt they were successful in identifying strategies to assist them to self-regulate.

Teachers and School Administration Support Staff participated in an Attendance Survey where they identified that they value the importance of monitoring attendance, and actively follow up unexplained absences so that there is a school-wide consistent approach in order to improve attendance percentages. There is a need for some future professional learning around the link between engagement and attendance, and the development of procedures to ensure discussions around attendance rates become a part of practice on a regular basis to ensure best practice.

Planned activities for student-voice around wellbeing in order to improve their sense of advocacy and belonging were delayed due to time constraints and then lockdown learning from home. Staff identified that there were many wellbeing programs/approaches occurring, and that many of these only addressed the needs of a few/some students. Next steps include exploring which of the current wellbeing approaches are making the most impact on our students, and how do we know?

Most activities planned for Semester 2 were unable to occur due to remote learning. The implications and next steps are:

- Completing the Wellbeing Self-Assessment Tool
- Include valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole-school approach
- Creation of a CWPS Wellbeing Procedures document
- Review and streamline PBL processes.

## Progress towards achieving improvement measures

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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
Base data being collected in relation to student wellbeing	84.88% of students reporting expectations for success, advocacy and sense of belonging at school.
Base data being collected in relation to student wellbeing	Baseline data indicates proportion of students attending 84.94% of the time.
Sustaining and Growing in <b>Wellbeing (A planned approach to wellbeing)</b> as measured by the School Excellence Framework.	Staff are Sustaining and Growing in Wellbeing (A planned approach to wellbeing). The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$19,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Como West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of targeted students made progress on the EALD scales.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> tracking of student progress against the EALD scales and increased positive partnerships with the families of new arrivals.</p>
<p>Integration funding support</p> <p>\$88,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Como West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students being provided with in class support. All eligible students have personalised learning goals and all ILPs are regularly monitored and updated according to learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of funding additional SLSOs for students who require support to access the curriculum and ensuring funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$6,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Como West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$6,000.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of targeted students demonstrated growth in literacy against baseline data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> increasing teacher capacity through working alongside an Instructional Leader - Literacy.</p>
<p>English language proficiency</p> <p>\$10,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Como West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student progress showing growth on the EAL/D learning progressions. There has been a growth in confidence in emerging EAL/D learners.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will be supported in 2022 through a synthetic phonics approach to reading in K-2.</p>
<p>Low level adjustment for disability</p> <p>\$109,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Como West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the learning and support programs implemented by the Learning and Support teacher being monitored. They provided the required support to students resulting in expected growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> a more consistent approach to student learning support and interventions with a review of PLSP processes and documentation.</p>
<p>Literacy and numeracy</p> <p>\$20,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Como West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul>

<p>Literacy and numeracy</p> <p>\$20,000.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Executive Team participate in the Leading Evidence and Evaluation Data (LEED) project.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff evaluating what best practice looked like in the school and the creation of action plans. This work is strategically aligned to current and future syllabus implementation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> additional PL to support teachers with new syllabus implementation within their classrooms.</p>
<p>QTSS release</p> <p>\$62,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Como West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Vocabulary</li> <li>• Data Skills and Use</li> <li>• School-wide approach to wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers reported greater confidence in Student Wellbeing and Assessment strategies to support student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the employment of an above establishment Assistant Principal Instructional Leader to improve teacher quality.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Como West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of targeted students making progress against standardised testing in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> an improved teacher to student ratio to allow for greater differentiation &amp;</p>

<p>Literacy and numeracy intervention</p> <p>\$22,000.00</p>	<p>support within each classroom.</p>
<p>COVID ILSP</p> <p>\$21,000.00</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 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> PLAN2 data indicating student growth and achievement in literacy outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing the implementation of literacy small group tuition in 2022.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	173	180	169	164
Girls	190	186	162	150

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.9	95	95.4	95.8
1	93.6	93.8	95.4	93.9
2	95.8	95.7	94.1	95.4
3	96.4	95.2	94.1	93.9
4	95.2	95.1	95.4	94.8
5	95.2	94.7	93.6	94.2
6	94.7	94.6	93.2	94
All Years	95.1	94.9	94.5	94.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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



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

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

## Management of non-attendance

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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)	3
Classroom Teacher(s)	11.6
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	-3,701
<b>Revenue</b>	3,119,621
Appropriation	2,921,910
Sale of Goods and Services	17,665
Grants and contributions	179,884
Investment income	62
Other revenue	100
<b>Expenses</b>	-2,921,078
Employee related	-2,681,243
Operating expenses	-239,835
<b>Surplus / deficit for the year</b>	198,543
<b>Closing Balance</b>	194,842

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.

Surplus funds have been intentionally put aside for 2022 to support the introduction of an above establishment Assistant Principal Instructional Leader, and the purchase of a synthetic phonics program and decodable readers. Our anticipated outcome is to align our practices with the new K-2 Syllabus and to improve student academic results in Reading.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	63,403
<b>Equity Total</b>	125,783
Equity - Aboriginal	0
Equity - Socio-economic	5,986
Equity - Language	9,995
Equity - Disability	109,803
<b>Base Total</b>	2,413,016
Base - Per Capita	81,597
Base - Location	0
Base - Other	2,331,419
<b>Other Total</b>	162,959
<b>Grand Total</b>	2,765,161

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](https://myschool.edu.au) to access the school data.

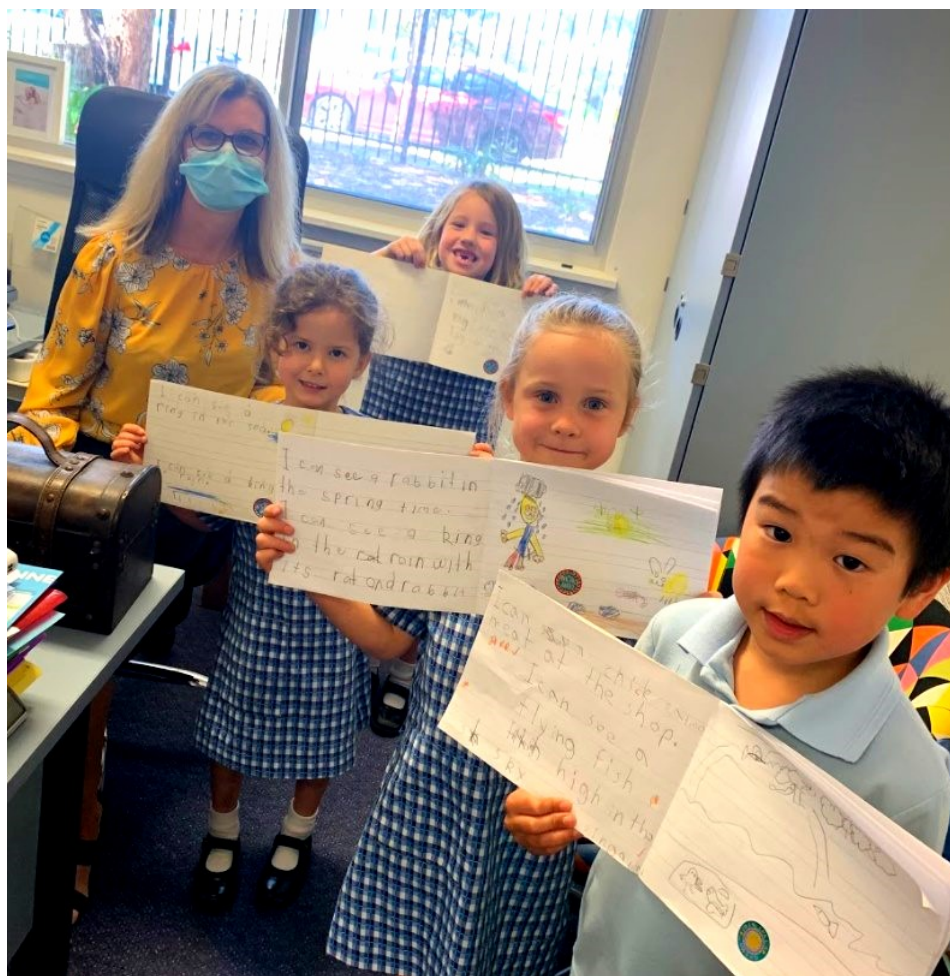
## Parent/caregiver, student, teacher satisfaction

Parent satisfaction data indicates parents feel welcome at school and the school supports positive behaviour.

Student advocacy at school has increased to 88% and 97% of students have positive expectations for success.

Teacher Tell Them From Me data indicates an increased teacher satisfaction in the following areas:

- Inclusivity
- Learning culture
- Data informing practice
- Teaching strategies
- Overcoming obstacles to learning







# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.