



Inspired to learn, empowered to excel

2017 Annual Report

The year in review

The 2017 Como Primary School Annual Report illustrates the dynamic nature of our school, our commitment to continued improvement and our pursuit of achieving *Only Our Best*. Our teachers are reflective and responsive to student needs and there is quality commitment from our school community.

2017 saw a year of substantial enrolment growth. A new class of students was added for the 2018 school year. 2017 also saw the end of the school's first business cycle as an Independent Public School. The Department of Education Services (DES) carried out an Independent Public School review in August of 2017. The DES reviewers reported significant 'areas of strength' in regards to the school's performance against the Delivery and Performance Agreement while making one comment in regards to an 'area for improvement' which has been incorporated into the next School Business Plan 2018-2020. National Australian Program Literacy and Numeracy (NAPLAN) 2017 results were strong with the school performing well above Like Schools in seven of the ten tests and above Like Schools for nine of the ten tests.

Established in 1916, Como Primary has been preparing children for the future, for a century. We focus on supporting all students to reach their full potential academically, socially and emotionally.

We pride ourselves on being inclusive, with 391 students, of which 126 are enrolled as English as Additional Language/Dialect students (EAL/D) representing 38 different languages at our school.

As an Independent Public School, Como Primary is shaping the future of our children with a focus on collaborative learning and local community engagement. Our parents, School Board and Parents & Citizens (P&C) play active and important roles in our school.

Como Primary has a clear vision and purpose, focused on inclusivity and striving for social and academic excellence. '*Building an inclusive community where all are inspired to learn and empowered to excel*'. Through our motto, '*Only Our Best*', we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to an ever changing world.

The school has strived to strengthen its position amongst like schools with growth in NAPLAN scores noted. Students are generally achieving and/or exceeding expected results against the Index of Community Socio-Educational Advantage (ICSEA) and the school has demonstrated value adding to the stable cohort of student performance for the 2015 Year 3 to 2017 Year 5 cohort across numeracy, reading, writing and punctuation and grammar in 2017 results.

The staff has worked to embed Phase 1 of the West Australian Curriculum in Mathematics, English, History/Geography and Science and is working to implement Phase 2. The depth and capacity of expert curriculum leadership has enabled a continued transition through effective, planned change management processes and Professional Learning.

Enrolments have increased throughout the 2015 - 2017 year from 350 to 391 student population.

The school will continue to strengthen working relationships with students, staff, parents and the wider community. I thank all members of the school community for their contribution; and acknowledge the commitment made by all the staff of Como Primary School.

Andrew Malcolm
Principal



Como Primary School - Only Our Best

OUR SCHOOL VISION:

"Building an inclusive community where all are inspired to learn and empowered to excel."

OUR SCHOOL CLASSROOM CORE VALUES:

- *Kindness*
- *Respect*
- *Honesty*
- *Tolerance*
- *Excellence*

OUR SCHOOL MOTTO:

"Only Our Best"

OUR SCHOOL COMMUNITY

The Como Primary School workforce has a composition of beginning and experienced staff that are committed to improving student outcomes and dedicated to providing a stimulating learning environment. Staff include specialist Art, English Language, Music, French and Physical Education teachers.

Our school motto is 'Only Our Best' and the whole community is committed to reinforcing this motto. Special programs include instrumental music, two choirs, student leadership opportunities, robotics and Primary Extension and Academic Challenge. Students are provided with many opportunities to be involved in community events including art displays, interschool sport, South Perth Young Writers Competition, Speak with Confidence competition and musical performances.

As the school is in 'the heart of Como', community involvement at Como Primary is important to us. Significant financial contributions from the P & C assisted in:

- the creation of a Nature Play Area
- the purchase of Literacy resources for student and staff use (library resource centre)
- ensuring that the cost of student funded activities such as excursions and graduations was family friendly
- supporting the employment of a general education assistant to work with children across the school

We have a School Board that meets twice a term, and an active Parents and Citizens Association that works to support the school.

FROM THE SCHOOL BOARD

The Como Primary School Board's role is to set the strategic direction for our school and ensure that we deliver against that strategy. Fundamental to this is what is in the best interests of our students and the broader school community.

The Board is broadly representative of our school community. It consists of representatives from the school community and staff whose collective responsibility is to monitor school performance by supporting the school to develop and deliver against our business plan. Members are elected by either the staff (for staff positions) or the community, and serve a three year term. The Chairperson is elected annually by the School Board from within its membership.

The Principal and Board (through the Chairperson) enter into a Delivery and Performance Agreement with the Director General of Education to ensure delivery of educational programs to our school in line with our business plan.

The Board's roles and relationship to the school administration are clearly outlined in our Terms of Reference.

We have spent 2017 continuing to position ourselves as a successful Independent Public School, a school of first choice in the area and to live up to our school motto – Only Our Best. During the year, among many other things, we have:

- Completed an Independent Public School Review by the Department of Education in August 2017
- Commenced preparation of the new Business Plan 2018-2020
- Updated a leadership action plan and workforce plan
- Developed a new homework policy and monitored/updated as needed the policies regarding communication, behaviour management, Health and curriculum assessment and reporting

The Como Primary School Board have had a busy year consolidating our plans, being clear on our direction, and setting our expectations for the school and student performances beyond just academic needs. This hard work has been reflected in improved outcomes for our children.

The IPS review was a culmination of months and years of hard work by the entire staff and community. The results from the intensive review were overwhelmingly positive; showing that we have a strong education plan with a forward thinking, child focused perspective. The Naplan results this year showed a continuing rise in scores which reflects on the student's abilities and staff hard work. While results are important, we also strive to ensure that all children have the opportunity to do their best both academically and also as an individual. The school continues to focus on the whole child and have listened to the community's request for continued access to pastoral care, music and a full time Physical Education teacher.

INFORMATION ABOUT STUDENT LEARNING**WHOLE SCHOOL PERFORMANCE**

The information presented in this report is referenced to WA Public Schools and Like Schools (the 16 schools closest to our ICSEA (Index of Community Socio-Educational Advantage) – 8 schools above and 8 schools below – ICSEA from 1123 to 1133). Como Primary School has a current ICSEA – 1127.

COMPARITIVE PERFORMANCE OVERVIEW

The following tables are comparative against a predicted school mean. Cohorts are measured as 1 standard deviation above or below the expected or within one standard deviation of predicted school mean.

Comparative Performance for Year 3

Year 3	Performance						Students					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Numeracy	0.2	1.0	-1.3	0.7	0.5	2.1	32	35	52	51	42	49
Reading	0.0	0.6	-1.4	0.7	1.0	1.4	32	35	52	51	42	48
Writing	-0.1	-0.5	-1.4	0.5	0.5	1.3	32	34	50	51	42	48
Spelling	0.0	0.3	-0.2	0.8	0.3	1.6	32	35	52	53	42	48
Grammar & Punctuation	-0.4	0.7	-1.0	0.2	0.2	1.2	32	35	52	53	42	48

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	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Comparative Performance for Year 5

Year 5	Performance						Students					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Numeracy	1.0	0.3	0.6	1.6	0.3	2.3	28	30	27	31	39	46
Reading	-0.1	0.4	-0.8	-0.2	-0.5	0.2	28	29	27	31	39	47
Writing	0.5	-0.6	-0.7	1.2	0.9	-0.2	28	29	27	31	39	46
Spelling	1.0	0.2	1.2	1.8	-0.2	1.4	28	29	27	31	39	47
Grammar & Punctuation	0.6	-1.2	-0.3	1.5	0.3	0.2	28	29	27	31	39	47

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	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

COMPARATIVE PERFORMANCE ANALYSIS

The results indicate significant progress (value adding) from 2015 Year 3 cohort to 2017 Year 5 cohort for Numeracy, Spelling, Reading and Grammar and Punctuation compared to like school performance. This reflects the effort by staff to apply explicit teaching strategies and some whole school programs implemented in 2015 and 2016. Reading will remain a focus area for 2018.

2017 SCHOOL OPERATIONAL PLAN ACHIEVEMENT TARGETS**LITERACY**

Target 1. Year 3 NAPLAN results 2017: Reading, Writing, Grammar & Punctuation and Spelling.

Bottom 20% achievement 0% - 4% of students

Top 20% achievement 35% - 40% of students

Target 2. Year 5 NAPLAN results 2017: Reading, Writing, Grammar & Punctuation and Spelling.

Bottom 20% Achievement 0% - 5% of students

Top 20% Achievement 35% - 40% of students

NUMERACY

Target 1. Year 3 NAPLAN results 2017: Numeracy

Bottom 20% achievement 0% - 4% of students

Top 20% achievement 35% - 40% of students

Target 2. Year 5 NAPLAN results 2017: Numeracy

Bottom 20% achievement 0% - 5% of students

Top 20% achievement 35%- 40% of students

2017 NAPLAN Results

This table shows the percentages of students in Years 3 and 5 achieving at and above the national literacy and numeracy minimum standards for their year.

	2016		2017	
Assessment Type	Year 3	Year 5	Year 3	Year 5
Numeracy	100%	97%	100%	100%
Reading	100%	97%	100%	98%
Writing	100%	100%	100%	98%
Spelling	100%	100%	100%	100%
Grammar/Punctuation	98%	100%	100%	96%

2017 NAPLAN Results – Articulating Expectations - Whole School

The tables that follow highlight student performance referenced to like schools. Please note the following points.

- Strengths have been highlighted **green** (celebrations)
- Areas where students performed close to as expected are highlighted **yellow**.
- Lines of inquiry are highlighted **orange**.

Year 3 Numeracy (students)

State	Como PS	Like Schools
Top 20%	65%	43%
Middle 60%	35%	54%
Bottom 20%	0%	3%

Year 3 Reading (students)

State	Como PS	Like Schools
Top 20%	60%	47%
Middle 60%	40%	48%
Bottom 20%	0%	5%

Year 3 Writing (students)

State	Como PS	Like Schools
Top 20%	75%	45%
Middle 60%	25%	52%
Bottom 20%	0%	3%

Year 3 Spelling (students)

State	Como PS	Like Schools
Top 20%	50%	37%
Middle 60%	50%	57%
Bottom 20%	0%	6%

Year 3 Grammar & Punctuation (students)

State	Como PS	Like Schools
Top 20%	54%	40%
Middle 60%	46%	53%
Bottom 20%	0%	7%

Year 5 Numeracy (students)

State	Como PS	Like Schools
Top 20%	63%	47%
Middle 60%	35%	49%
Bottom 20%	2%	4%

Year 5 Reading (students)

State	Como PS	Like Schools
Top 20%	51%	44%
Middle 60%	40%	51%
Bottom 20%	9%	5%

Year 5 Writing (students)

State	Como PS	Like Schools
Top 20%	43%	47%
Middle 60%	54%	50%
Bottom 20%	2%	3%

Year 5 Spelling (students)

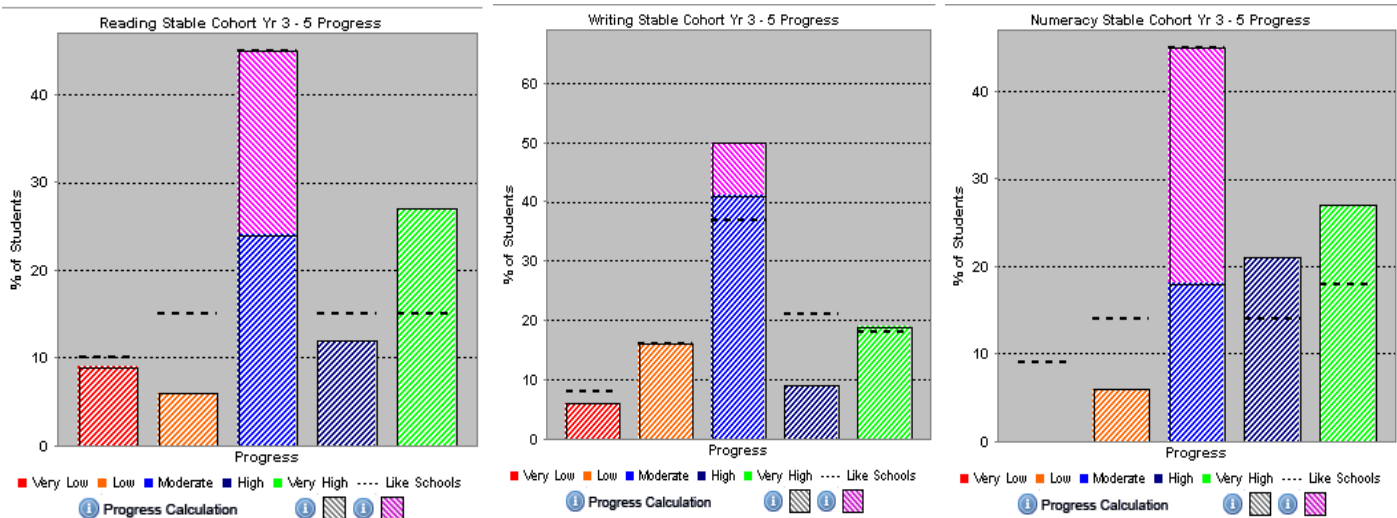
State	Como PS	Like Schools
Top 20%	49%	46%
Middle 60%	51%	51%
Bottom 20%	0%	4%

Year 5 Grammar & Punctuation (students)

State	Como PS	Like Schools
Top 20%	36%	45%
Middle 60%	60%	52%
Bottom 20%	4%	3%

DEMONSTRATING PROGRESSION

NAPLAN testing undertaken by Year 5 students in 2017 demonstrated that stable cohort students have made gains in their learning from when they were last tested in 2015 as Year 3 students. The degree of high and very high progress in Reading and Maths was similar to like schools. The tables below indicate the progress students are making at Como Primary School. The dotted lines represent the levels of progress made by like schools. The pink shaded area indicates students who were at an excellent level of achievement in Year 3 and who are again at an excellent level of achievement in Year 5 testing. While their achievement level is described as excellent their progress from Year 3 to Year 5 is moderate.



2015 to 2017 cohort displayed significant levels of achievement and improvement in Numeracy and Reading while Writing progress was very similar to like schools.

BUSINESS PLAN NAPLAN TARGETS

Target 1: Progress in the Year 3-5 2015-2017 NAPLAN will demonstrate positive trends in the percentage of children in the moderate and high progress areas in NAPLAN Numeracy, Reading and Writing

Year 3 2014 to Year 5 2016 indicates High Progress-High Achievement for Writing while Higher Progress-Lower Achievement was achieved for Reading, Numeracy Grammar and Punctuation and Spelling. **Year 3 2015 to Year 5 2017** indicates Higher Progress-Higher Achievement in Reading, Numeracy, Spelling, Writing and Grammar and Punctuation. Data indicates that Target 1 was achieved for the **2015-2017** cohort in all subjects and for Writing in the **2014-2016** cohort.

Target 2: From 2015 – 2017 establish a positive trend in NAPLAN test results for Year 3 and Year 5

A rise in the school ICSEA in 2015 has influenced Year 3 school data however positive trends are evident in Reading and Numeracy while Spelling, Grammar and Punctuation and Writing trends are exhibiting a slight negative trend or are flat lining. All Year 3 performance except 2014 results is within one standard deviation of expected performance. Year 5 data indicate positive trends in Numeracy, Writing, Spelling and Grammar and Punctuation while Reading is exhibiting a negative trend.

Target 3: Achieve 30% to 40% of Como Primary School student achievement for each cohort in the top 20% of Australian student achievement for NAPLAN test results

Test	2016	2017	Test	2016	2017
Numeracy	Yr3-40% Yr5-38%	Yr3-65% Yr5-63%	Spelling	Yr3-36% Yr5-55%	Yr3-50% Yr5-46%
Reading	Yr3-52% Yr5-23%	Yr3-60% Yr5-51%	Grammar & Punctuation	Yr3-38% Yr5-51%	Yr3-43% Yr5-36%
Writing	Yr3-52% Yr5-46%	Yr3-75% Yr5-43%			

EXECUTIVE SUMMARY

WHAT IS THE DATA TELLING US?

Numeracy

- Our Year 3's and Year 5's performed well above like schools performance
- Students' progress demonstrated from Year 3 to Year 5 for high and very high achievement was above like schools
- Achieve our Numeracy Target in Year 3 in regards to the percentage of students (0%-4%) in the bottom 20%
- Achieved our Numeracy Target in Year 3 in regards to the percentage (30%-40%) of students in the top 20% – actual 65%
- Achieve our Numeracy Target in Year 5 in regards to the percentage (0%-5%) of students in the bottom 20% – actual 2%
- Achieved our Numeracy Target in Year 5 in regards to the percentage of students (30%-40%) in the top 20% – actual 63%

Reading

- Our Year 3's and Year 5's performed above and at expected (like schools)
- Percentage of students in Year 3 in the top 20% noteworthy – actual 60%
- Percentage of students above NMS above that of like schools in Years 3 and Year 5
- Students' progress demonstrated from Year 3 to Year 5 was above like schools in the high and very high progress area
- Students' progress demonstrated from Year 3 to Year 5 was like schools in the moderate progress area
- Achieved Reading target in Year 3 in regards to the percentage of students (0%-4%) in the bottom 20% - actual 0%
- Achieved Reading target in Year 3 in regards to the percentage of students (30%-40%) in the top 20% - actual 60%
- Did not achieved Reading target in Year 5 relating to the percentage of students (0%-5%) in the bottom 20% of student achievement – actual 9%. Achieved Reading Target for Year 5 in regards to the percentage of students (30%-40%) in the top 20% of student achievement – actual 51%.

Grammar and Punctuation (G&P)

- Our Year 3's and Year 5's performed as expected (like schools)
- Achieved Year 5 G&P targets, (30%-40%) in top 20% not achieved in the top 20% - actual 36%
- Achieved Year 3 G&P targets

Spelling

- Our Year 3's and Year 5's performed as expected (like schools)
- Achieved Year 5 Spelling targets, (30%-40%) in top 20% not achieved - actual 51%
- Achieved Year 3 Spelling targets

Writing

- Our Year 3's and Year 5's performed as expected (like schools)
- Achieved Year 3 Spelling targets, (0%-4%) percentage of student in the bottom 20% not achieved - actual 0%
- Percentage of students in Year 3 in the top 20% noteworthy – actual 75%
- Achieved Year 5 Writing targets

WHERE TO NEXT - Recommendations for the future (General)

Students identified at or below the National Minimum Standard will receive targeted support (Individual Plans, Learning Support Coordinator Teacher support, SAER Coordinator Teacher and the MiniLit, MultiLit program). Use 2018/20 specific Business Plan and Operational targets for student achievement referenced to like schools. Teacher judgements, reporting data and system information such as NAPLAN will be used to review progress and set priorities.

Meaningful target setting will reflect:

- The 'stable' cohort of students from one assessment period to the next (to allow us to measure progress over time).
- Data collected from valid and reliable sources – NAPLAN, Bright Path and teacher data awareness through whole school assessment tasks and whole school teaching practices.
- Expectations re student achievement (relevant like school comparisons).
- Engage extra support for students at the NMS and SAER students across the school.
- Provide ongoing Learning Support and SAER Coordinator in 2018.

Consolidate Whole School Literacy, Numeracy, Science and History Planning. Implement a new Strategic Business Plan and updated Operational Planning. Utilise evidence based strategies. Continue to develop staff curriculum leaders – English, Mathematics, Science and History. The school teaching staff will continue to participate in peer coaching, to provide quality feedback through data collection, as a result of ongoing classroom observation. Explicit teaching using evidence based teaching strategies will be evident in classrooms along with a real focus on classroom curriculum differentiation and the identification and support of precocious students.

CELEBRATIONS 2017

Our P&C worked extremely hard to raise funds for, and create, an outstanding Nature Play area for our students. The combined efforts of so many parents to provide the school with this play area is much appreciated and showed what a caring and supportive community we have at Como Primary School. The Nature Play Area was completed just before the start of the 2018 school year.



We have a very multicultural community that helps to enrich our school. We celebrate our rich cultural diversity during Harmony Day and throughout the year. Our full time English as an Additional Language or Dialect teacher works across the school to improve English skills and worked with our Chaplain to host information sessions for parents of EALD students each term.



We continued to excel in The Arts and Physical Education. Our Junior and Senior Choirs performed beautifully throughout the year. Our Visual Arts Program included an exhibition of student - made digital art and our sporting achievements reflected improvements to our physical fitness.



Economics and STEM studies combined when the older students designed a business plan of their choice for a location in Como. Their sales pitch included a model of the proposed business and a costing / viability report.



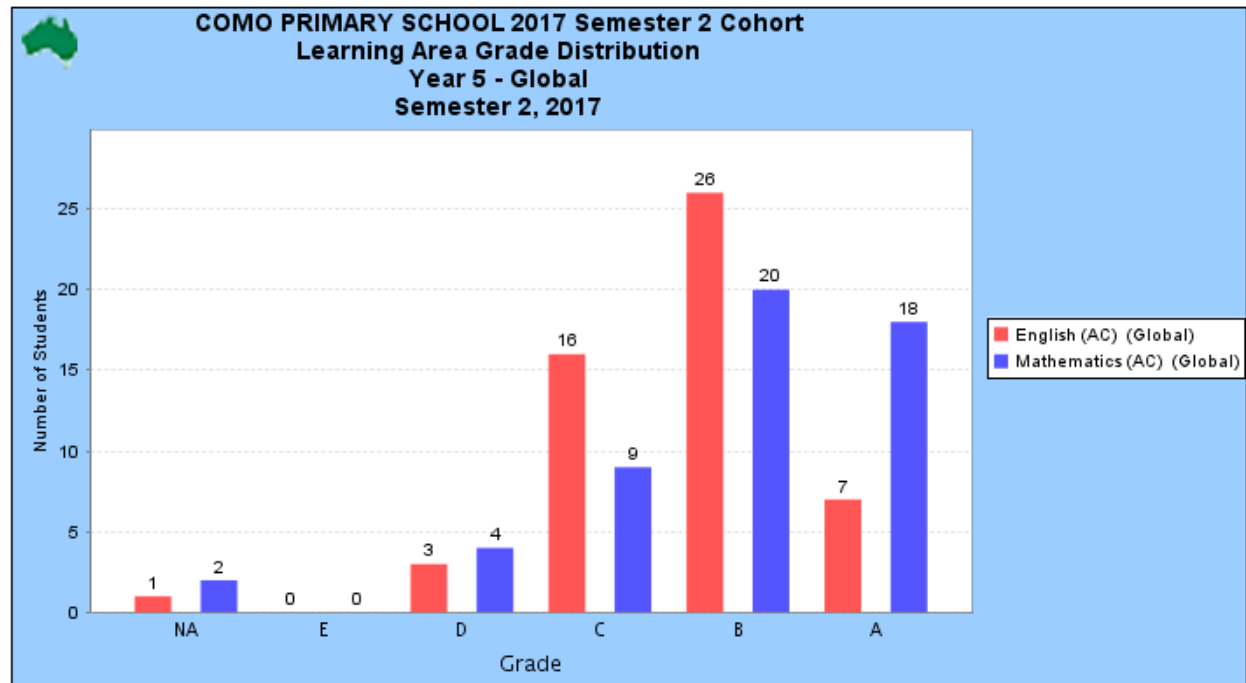
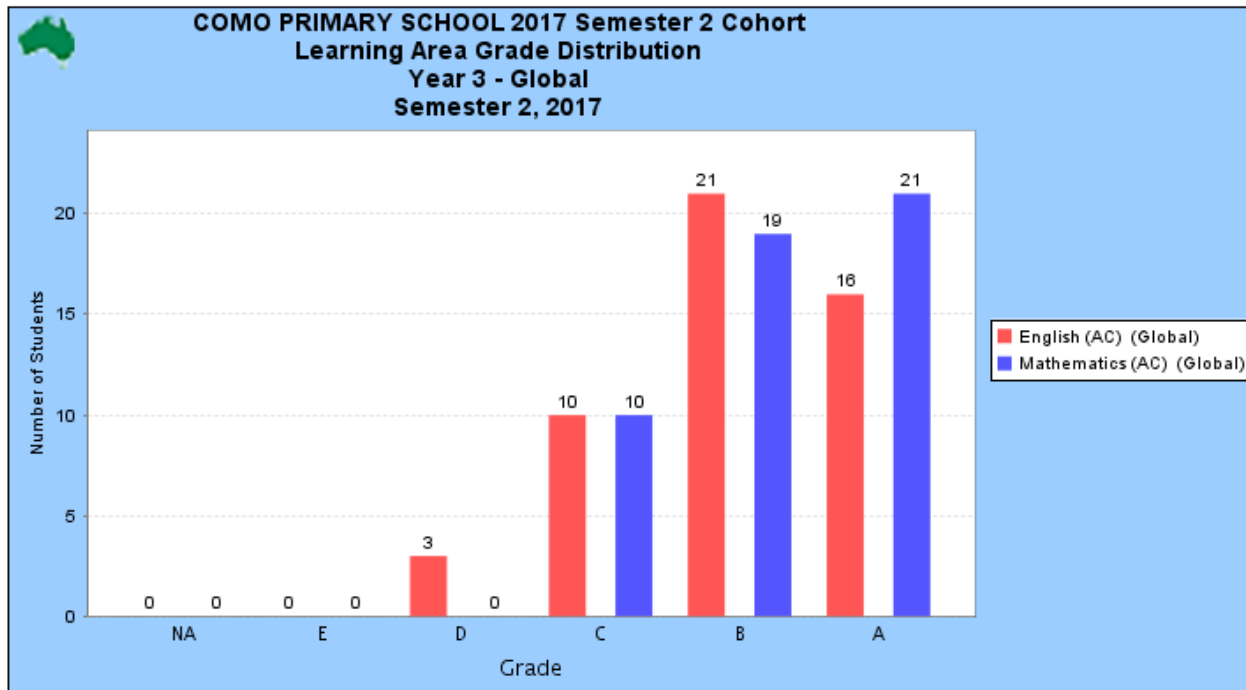
Our Library is used for:

- Reading and borrowing a wide range of quality, current and classical and non-fiction books.
- A student run, lunch time robotics session.
- Chess lessons
- Multi Lit classes
- Meeting with Volunteer Mentors
- To listen to stories
- Participate in chess lessons each Monday
- Buddy Time activities
- And Italian classes after school.

We especially love our library during Book Week each year!



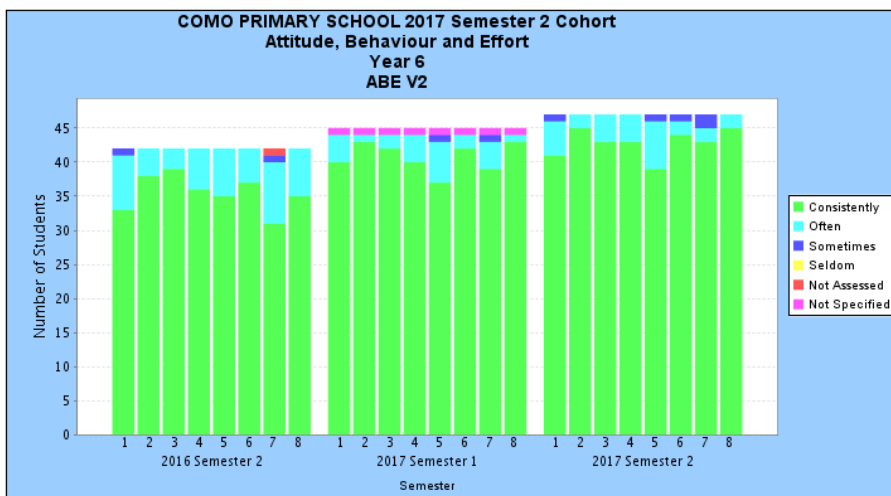
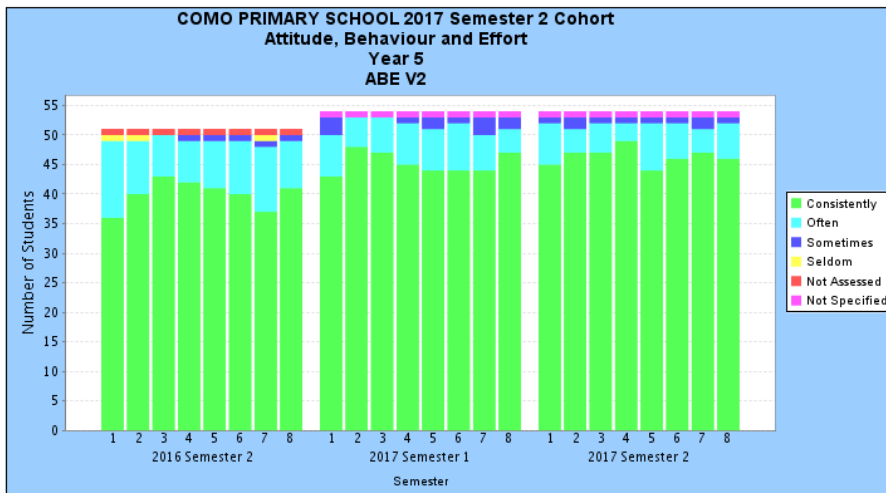
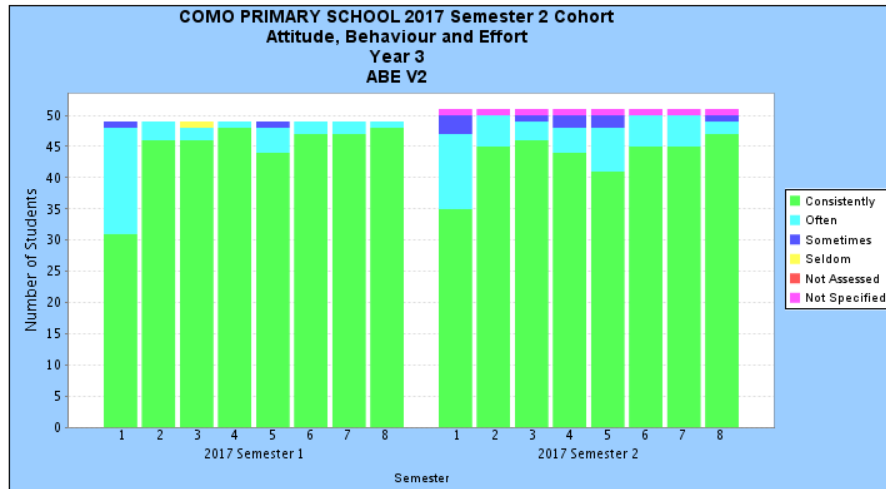
TEACHER JUDGEMENTS YEAR 3 AND YEAR 5 ENGLISH AND NUMERACY



Teachers have been conscious in comparing and judging student work to the standards as set by the Department of Education WA. Teachers use common assessment tasks as a means of levelling students within the school context among other assessments of student achievement. These graphs represent teacher grade allocation in English and Mathematics in Semester 2 2017 for Years 3 and 5 Student Summative Reports.

The graphs below indicate teacher judgements in student achievement in Attitudes, Behaviour and Effort for Semester 2 2017 for Years 3, 5 and 6 Student Summative Reports.

TEACHER JUDGEMENTS ATTITUDE BEHAVIOUR AND EFFORT



Student Attitude, Behaviour and Effort as judged by teachers' generally improve as they progress through the grades at Como Primary School.

ATTENDANCE

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	92%	94%	95%	94%	93%	95%	95%
2016	93%	96%	95%	96%	94%	95%	96%
2017	94%	96%	97%	97%	96%	95%	96%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

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Attendance Category as at Semester 1, 2017

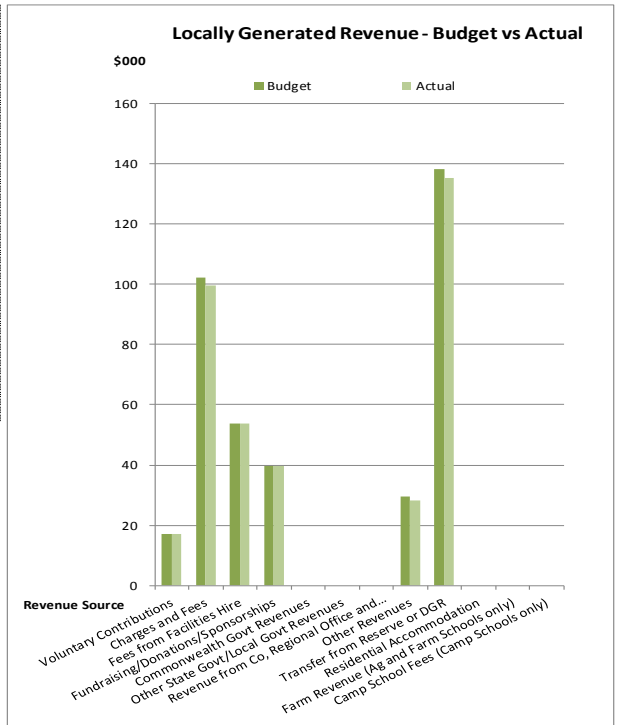
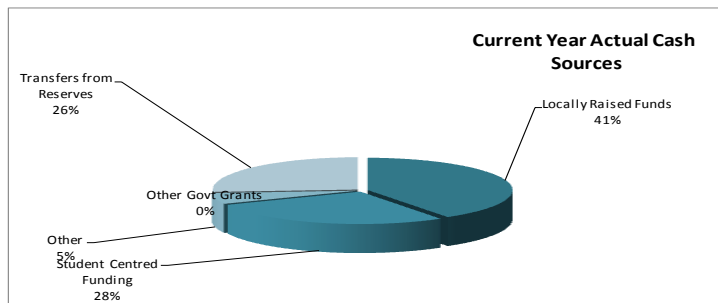
Attendance Category	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	84%	73%	89%	76%	89%	77%	96%	79%	90%	78%	81%	78%	89%	78%
At Risk - Indicated	13%	18%	11%	16%	9%	16%	4%	14%	10%	15%	17%	15%	9%	14%
At Risk - Moderate	2%	7%	0%	6%	2%	5%	0%	5%	0%	5%	0%	5%	2%	6%
At Risk - Severe	0%	2%	0%	2%	0%	2%	0%	2%	0%	2%	2%	2%	0%	2%



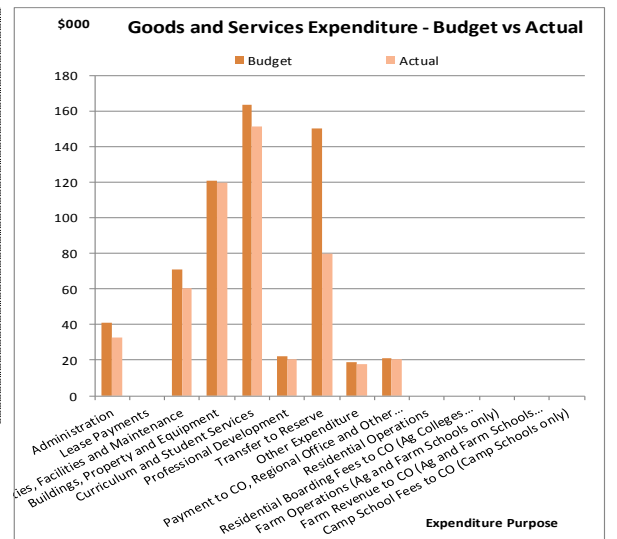
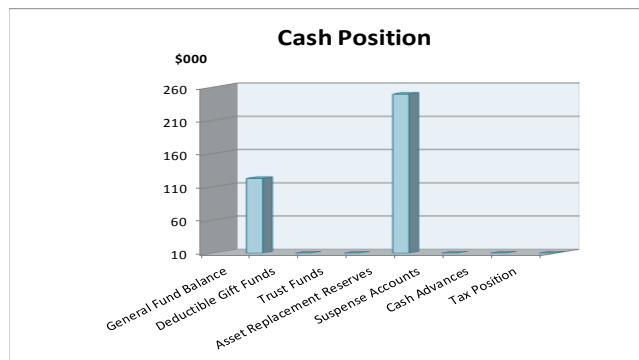


Como Primary School
Financial Summary as at
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 17,190.00	\$ 17,190.00
2	Charges and Fees	\$ 102,250.00	\$ 99,585.46
3	Fees from Facilities Hire	\$ 53,897.00	\$ 53,896.85
4	Fundraising/Donations/Sponsorships	\$ 39,835.00	\$ 39,835.55
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 29,614.00	\$ 28,251.59
9	Transfer from Reserve or DGR	\$ 138,325.00	\$ 135,325.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 381,111.00	\$ 374,084.45
	Opening Balance	\$ 108,418.00	\$ 108,417.55
	Student Centred Funding	\$ 142,850.00	\$ 142,850.00
	Total Cash Funds Available	\$ 632,379.00	\$ 625,352.00
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 632,379.00	\$ 625,352.00



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 40,809.00	\$ 32,933.98
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 71,123.00	\$ 60,476.75
4	Buildings, Property and Equipment	\$ 120,646.00	\$ 119,482.78
5	Curriculum and Student Services	\$ 163,214.00	\$ 151,002.00
6	Professional Development	\$ 22,155.00	\$ 20,654.66
7	Transfer to Reserve	\$ 150,000.00	\$ 80,000.00
8	Other Expenditure	\$ 18,957.00	\$ 17,809.98
9	Payment to CO, Regional Office and Other Schools	\$ 20,770.00	\$ 20,615.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 607,674.00	\$ 502,975.15
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 607,674.00	\$ 502,975.15
	Cash Budget Variance	\$ 24,705.00	



Cash Position as at:	
Bank Balance	\$ 370,663.33
Made up of:	
1 General Fund Balance	\$ 122,376.85
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 249,235.05
5 Suspense Accounts	\$ 1,548.43
6 Cash Advances	\$ -
7 Tax Position	\$ 2,497.00
Total Bank Balance	\$ 370,663.33

Glossary

HASS – Humanities and Social Sciences

SAER – Students at Educational Risk

LSC – Learning Support Coordinator

NAPLAN – National Assessment Plan Literacy and Numeracy

NMS – National Minimum Standards

2017 OPEN NIGHT



SIGNATURES

Andrew Malcolm
Como Primary School Principal

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Ingrid Meyer
Chairperson Como Primary School Board

..... ()