



# Como Secondary College

## 2016 Annual Report



At Como Secondary College we achieve and celebrate our personal best through care, inquiry and empowerment.

# PRINCIPAL'S MESSAGE

A pleasing feature of the year has been the further development and consolidation of The Como Way. This was underlined by the exemplary behaviour of the Year 12 leavers and the warmth and respect shown to all. Como truly is a friendly and welcoming school where consideration for others is built into the fabric of the school. We continue to develop the values and attitudes underlying the school culture and ensure that the words are put into action.

During 2016 we farewelled Mr Adrian Porter, Mr John Glass and Mr Don Fiscus and Ms Ros Fisher, Gerald Thomas. We also welcomed many new teachers including Daine Lander, Kate Reid, Ronnie Naidoo, Margurite Richards, Adam Smith, Shaun Middleton, Annalise Fosbury, Mileva Tubbs, Charmaine Ford, Abdi Hussein, Anthony Woodhill, Ryan Docherty. The school now has a great blend of teaching and support staff of different backgrounds, ages and experiences who bring a variety of skills and expertise. This combination provides a fantastic platform to further develop the school's quality teaching agenda.



Sadly 2016 also saw the passing of our long serving canteen manager, Ruth Evans, following a long battle with cancer. Over the years Ruth touched the lives of thousands of students with her friendly smile and greeting each day. The past decade has been very difficult for the canteen. Last year however, the canteen emerged from this difficult period and has once again returned to profit. The various innovations introduced by Ruth and the other canteen staff have helped in this regard. The canteen provides a valuable service to the staff and students of this school and Ruth will live on in the memories of students and staff.

The school's infrastructure has also been improved. The Arts, English and Physical Education staff offices have either reconstructed, enlarged or renovated, as have the Home Economics rooms, some toilets and the woodworking rooms. Two more demountable classrooms (one school purchased) were added and an Outdoor Learning Centre created

Other features of 2016 included;

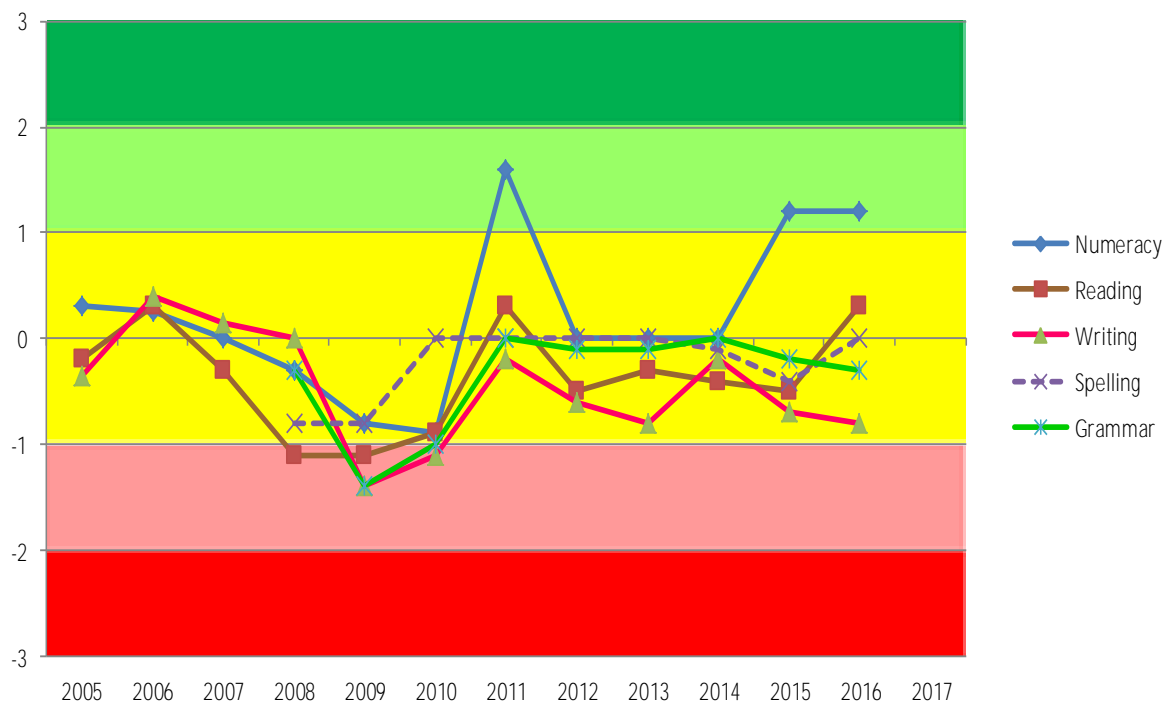
- Finalist in the Governor's School STEM (Science, Technology, Engineering and Mathematics) Awards.
- Fine performances at the Jazz Festival competition, WA Schools' Concert Band Festival and the WA Government Secondary Schools' Choral Festival the following weekend;
- Como EMITS performed very well at the WA Just Start It Competition (a competition is aimed at developing IT ideas), winning two places to the National competition in Melbourne.
- The P&C Quiz Night which was a fantastic effort by the P&C.
- The school convincingly proved that it is the State's leading hockey school by winning the all-schools boys' and girls' hockey competitions. The girls defeated Penrhos to win the Buchanan Cup and the boys defeated Aquinas to win the Bell Cup.
- Two PALS projects initiated by Mrs Monique Laves, acting Head of The Arts Learning Area. The College ran art and dance workshops on August 24. As well as holding the workshops, the school had Aboriginal musician Gina Williams perform and speak in front of the students. The students got involved in the workshops including dance, drama and visual arts. Gina Williams had a very positive impact on the students and strongly contributed to a very positive day.
- The School Ball, Year 12 dinner, Valedictory Assembly were all very successful and a credit to those involved.
- Visiting Chinese, Indonesian and Japanese students enriched the school through cross-cultural exchange. Thanks to the students, parents and staff who looked after our visitors and made them feel welcome.

In closing, I would like to sincerely thank all of the students, staff and parents who have contributed to 2016 being another successful year for the College.

Digby Mercer  
Principal

# STUDENT ACADEMIC PERFORMANCE

## NAPLAN Summary—Literacy and Numeracy



1

**Above Expected** - more than one standard deviation above the predicted school mean

2

**Expected** - within one standard deviation of the predicted school mean

3

**Below Expected** - more than one standard deviation below the predicted school mean

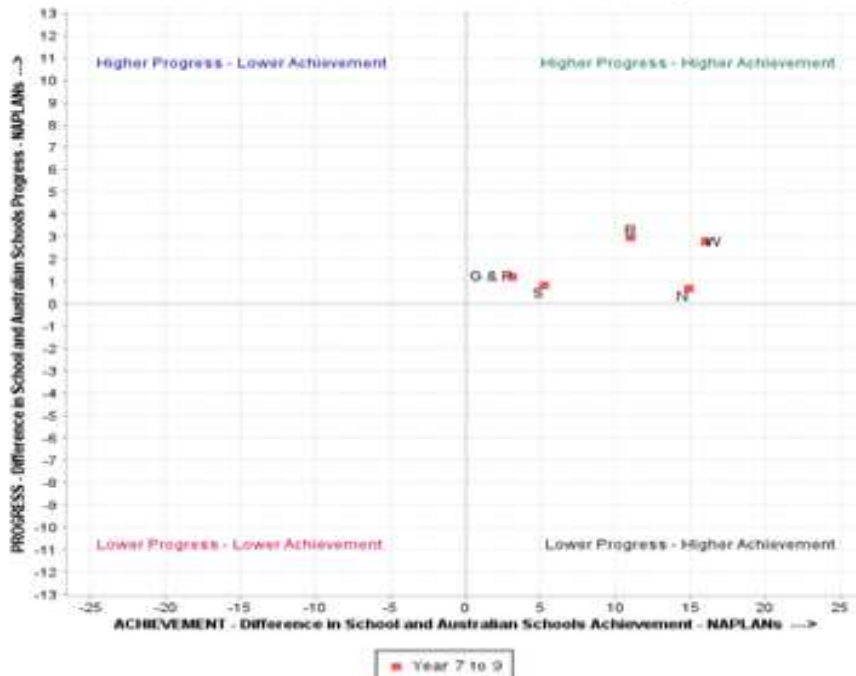
Comparative Performance—The graph above shows that Como students have performed at comparable levels to students in like schools. Writing remains an area for improvement. The comparative performance in Maths is pleasing.

# STUDENT ACADEMIC PERFORMANCE

NAPLAN Year 9 Progress from Year 7 2012 to Year 9 2014 - Making a Difference

Student Progress and Achievement Compared with Australian Schools

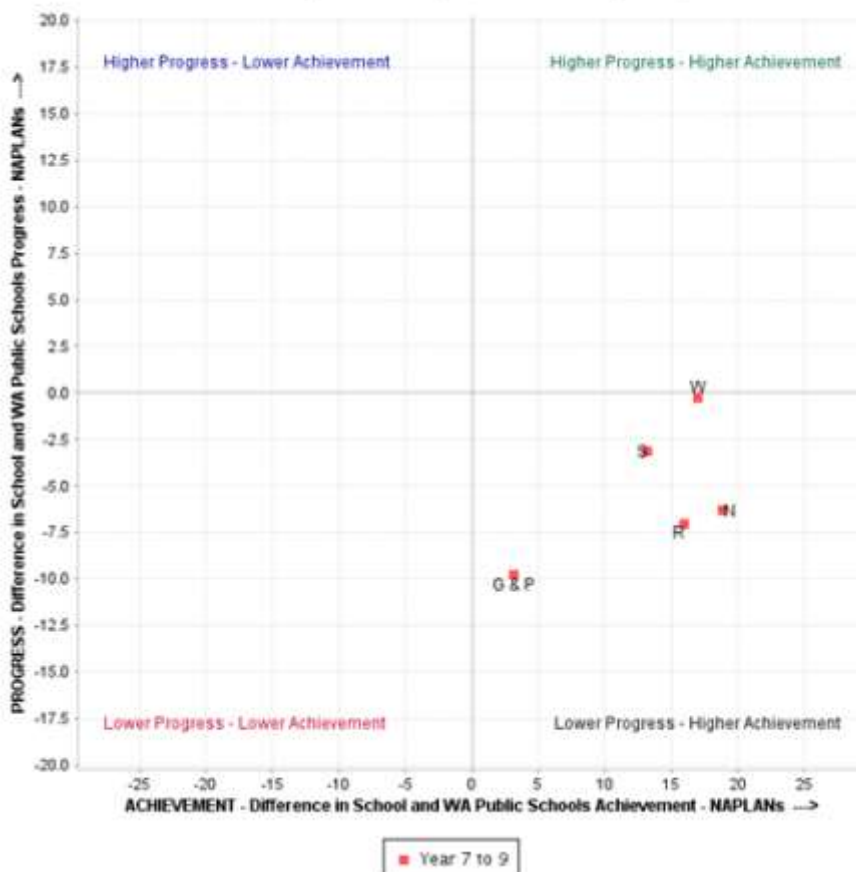
NAPLAN (2012 to 2014) - Como Secondary College



In 2014 Como students performed at a higher level than Australian schools in all areas, and made more progress in all areas.

Student Progress and Achievement Compared with WA Public Schools

NAPLAN (2012 to 2014) - Como Secondary College

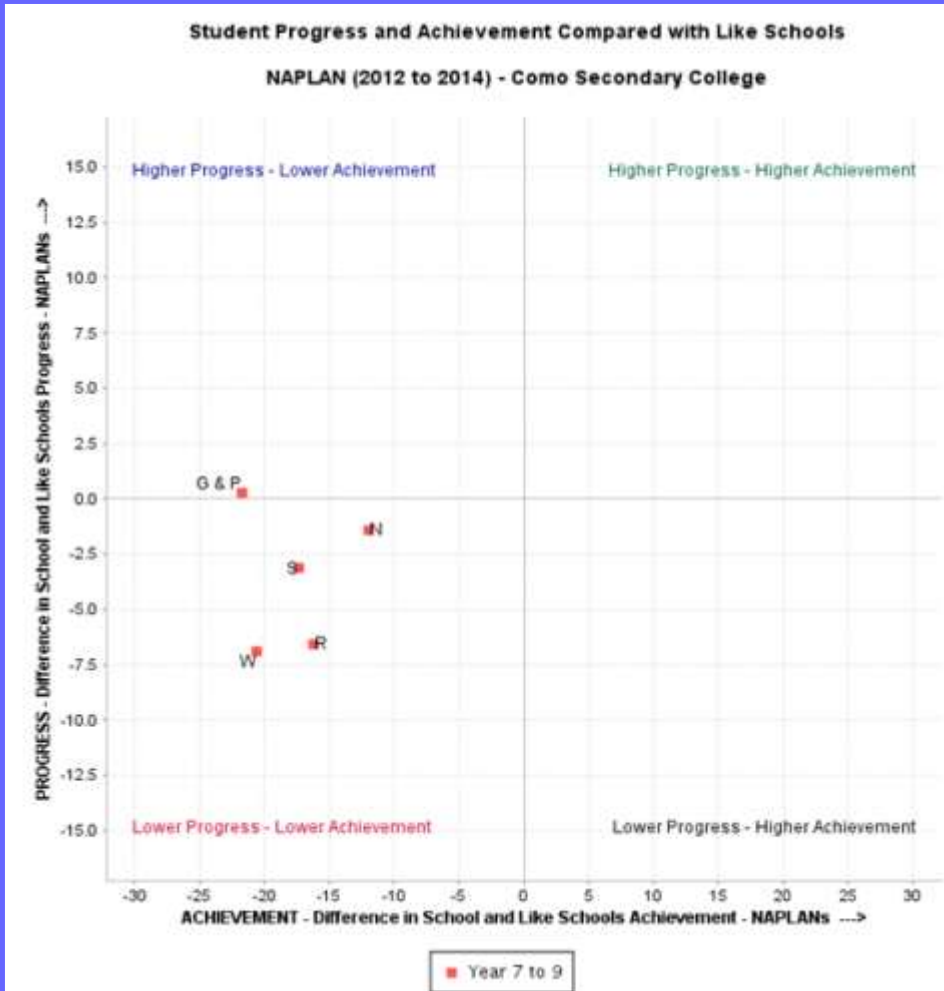


The chart at left shows that in 2014, compared to other WA public schools, Year 9 students at Como achieved at a higher level in all areas and made less progress in Reading, Numeracy, and Grammar and Punctuation as measured by NAPLAN. Progress was at similar levels in Writing and Spelling.



# STUDENT ACADEMIC PERFORMANCE

## NAPLAN

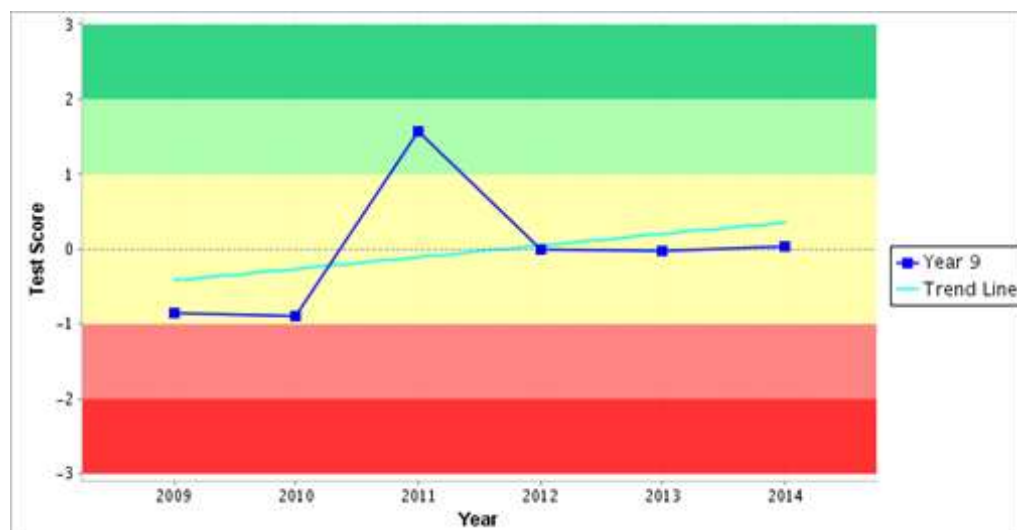


The chart at left shows that compared to other WA “like-schools”, Year 9 students at Como are achieved at a lower level but made similar progress in Grammar and Punctuation , Numeracy and Spelling but made less progress in Writing and Reading as measured by NAPLAN.



# STUDENT ACADEMIC PERFORMANCE

## NAPLAN—Year 9 Mathematics



Year 9 Mathematics performance was comparable to that of like schools and above the state average. The 2014 mean test score was slightly above the 2013 mean test score.

It is pleasing to note that the overall 6-year trend line is positive.

- 1 Above Expected** - more than one standard deviation above the predicted school mean
- 2 Expected** - within one standard deviation of the predicted school mean
- 3 Below Expected** - more than one standard deviation below the predicted school mean

Band	Year 9 Numeracy - % of Students in Each Proficiency Band								
	School			Like Schools			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
10	6%	14%	13%	18%	23%	16%	9%	11%	10%
9	20%	15%	19%	23%	21%	20%	11%	12%	13%
8	27%	26%	27%	26%	26%	29%	19%	20%	25%
7	25%	22%	27%	22%	19%	24%	30%	26%	28%
6	17%	15%	9%	10%	9%	9%	23%	21%	21%
1 to 5	5%	7%	5%	1%	2%	2%	6%	10%	4%

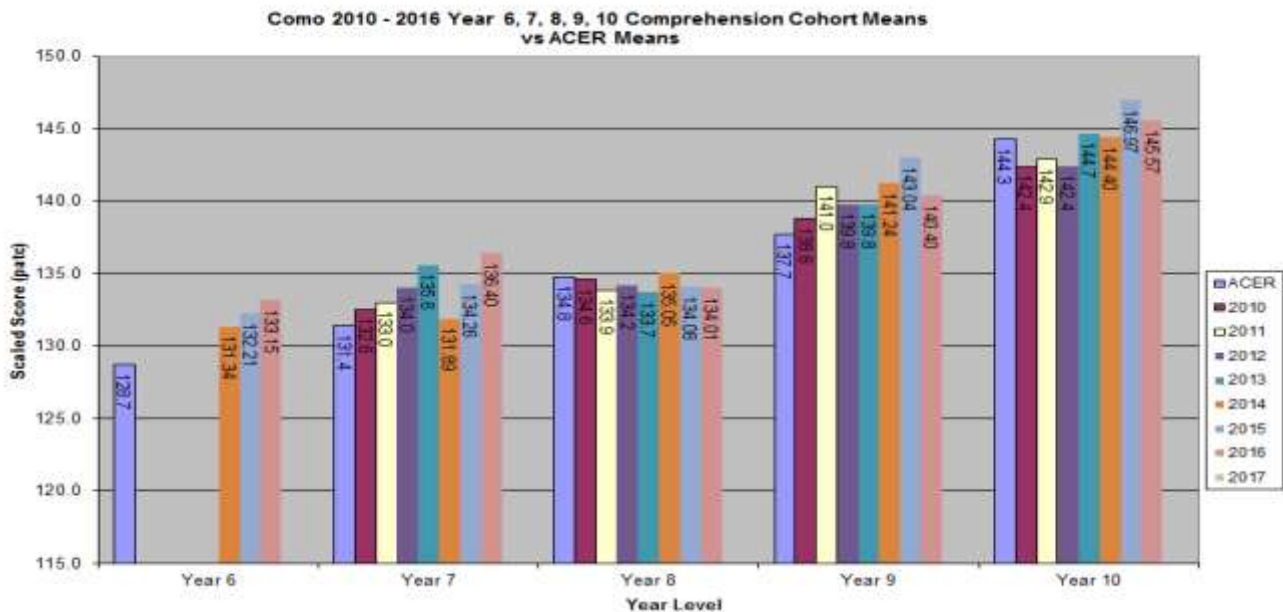
Compared to other State schools, Como had more students in the highest bands and less in the low-est. The pattern is reversed when compared to like schools. The latter pattern is not surprising given that most of the Como's like schools have GATE programs.

State	Year 9 Numeracy					
	School			Like Schools		
	2012	2013	2014	2012	2013	2014
Top 20%	26%	25%	31%	40%	42%	32%
Middle 60%	63 %	64 %	56%	55 %	53 %	59%
Bottom 20%	11 %	11 %	13%	4 %	5 %	9%

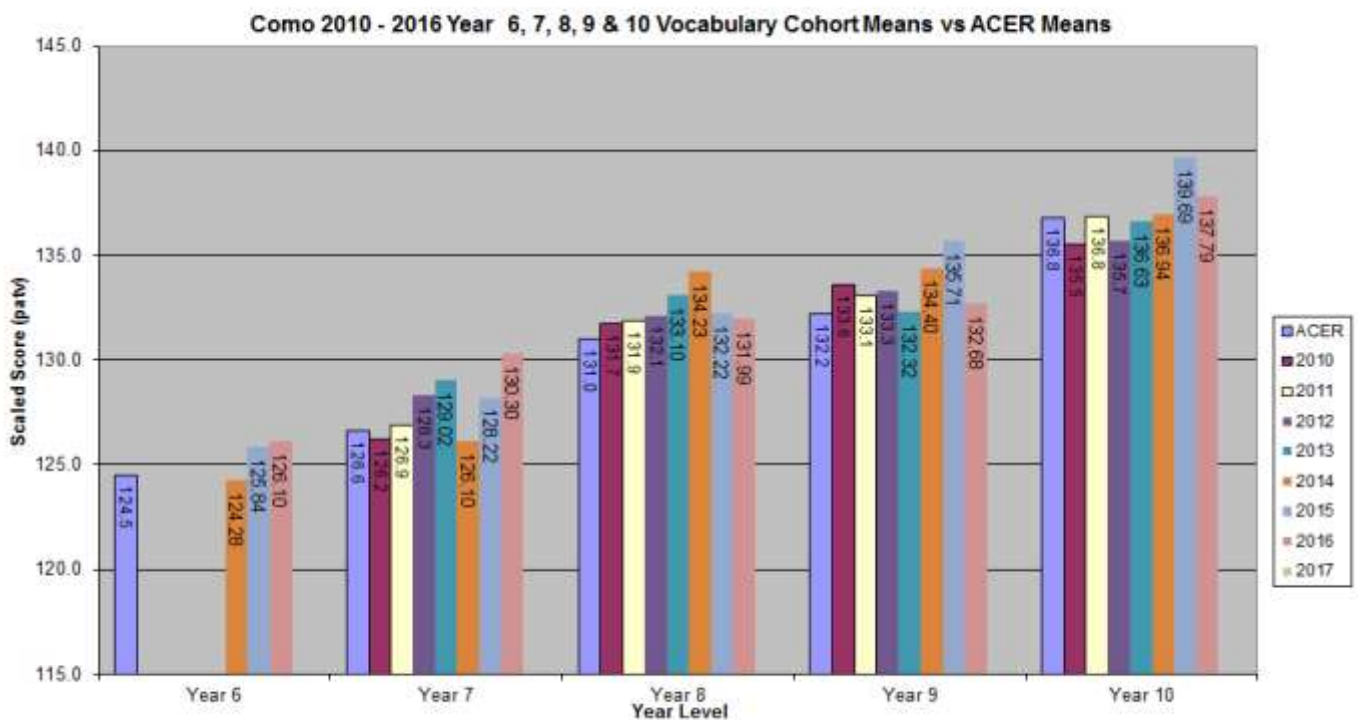
The percentage of students in the top, middle and bottom bands has remained constant from 2011 to 2013 however the percentage in the top band significantly increased.

# STUDENT ACADEMIC PERFORMANCE

## Progressive Achievement Test (PAT) - Annual Results



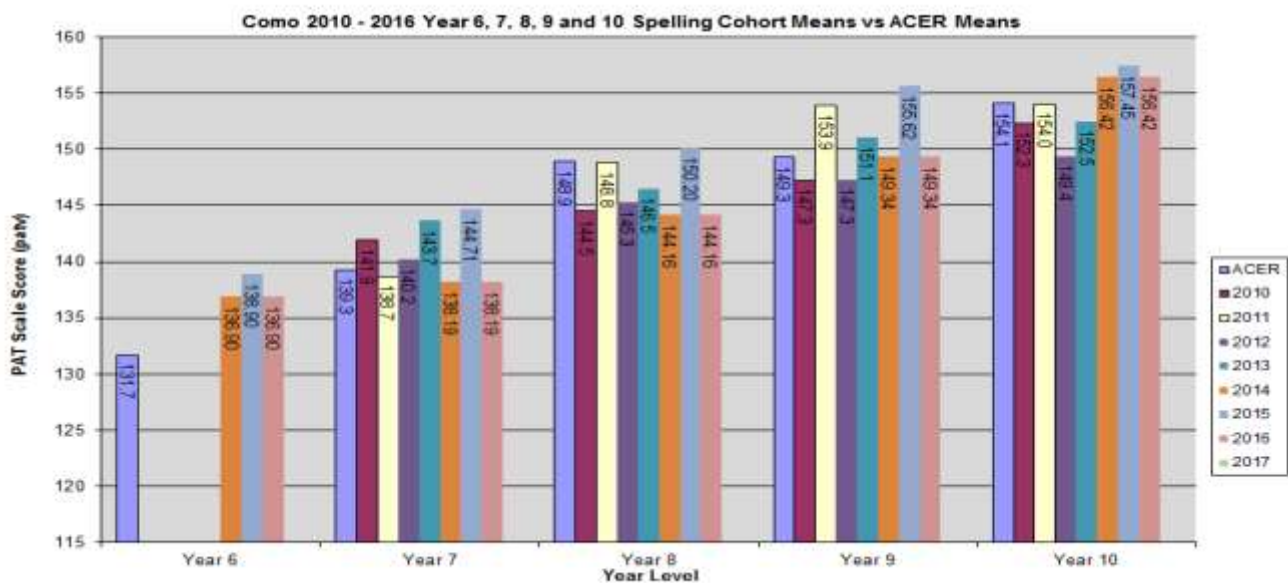
The attainment levels of the 2016 cohorts were comparable to previous years and the ACER means. A clearly evident trend is the dip in comprehension scores from Year 7 to Year 8 to below the ACER mean, an improvement in Year 9 to above the ACER mean and then a more modest improvement in Year 10 to above the ACER mean in the last two years. Comprehension needs to be a focus across all years but particularly Year 8.



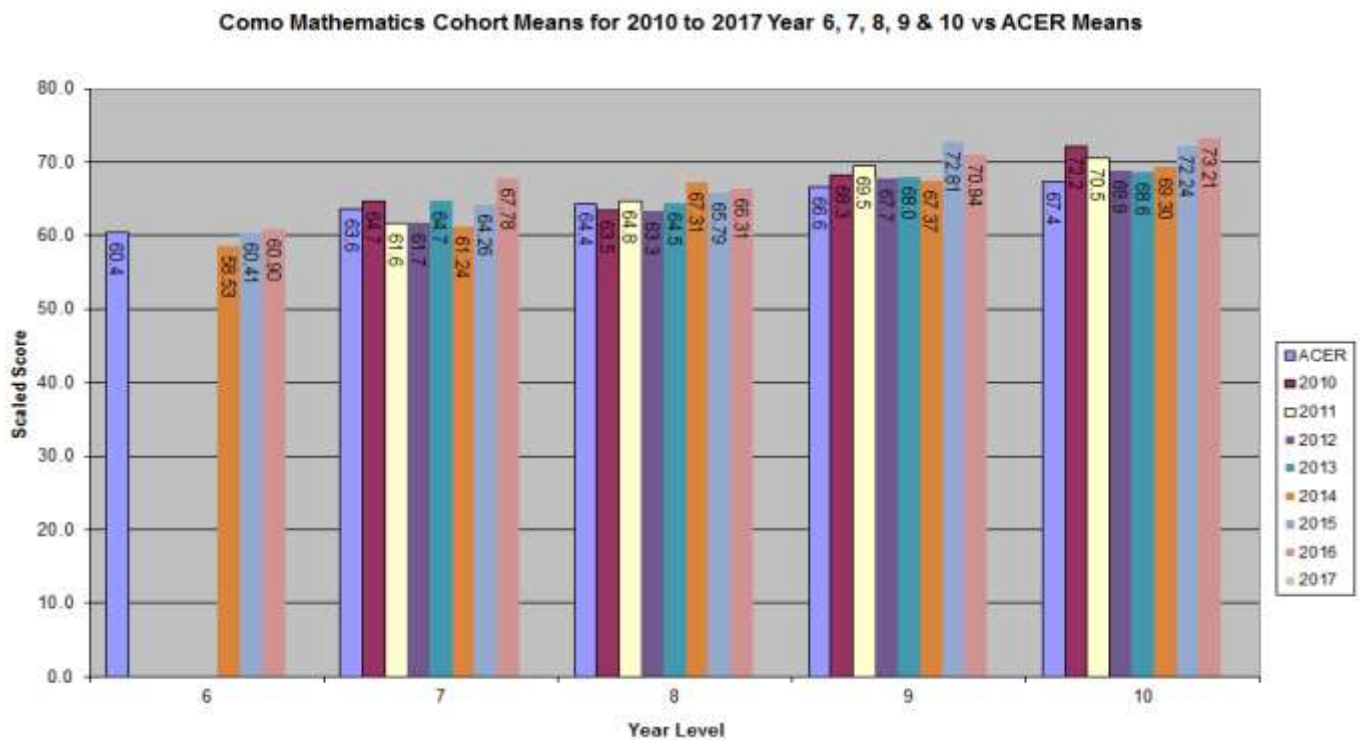
Cohort vocabulary levels have generally improved over the past years. There is a levelling out of performance from Year 8 to 9 which could be a focus area in the future.

# STUDENT ACADEMIC PERFORMANCE

## Progressive Achievement Test (PAT) - Annual Results



There is a lot of variability in the spelling performance between cohorts across the years. Compared to the ACER mean most cohorts underperformed in Year 8. A pleasing trend over the past three years is an improvement in spelling performance to above the ACER mean.



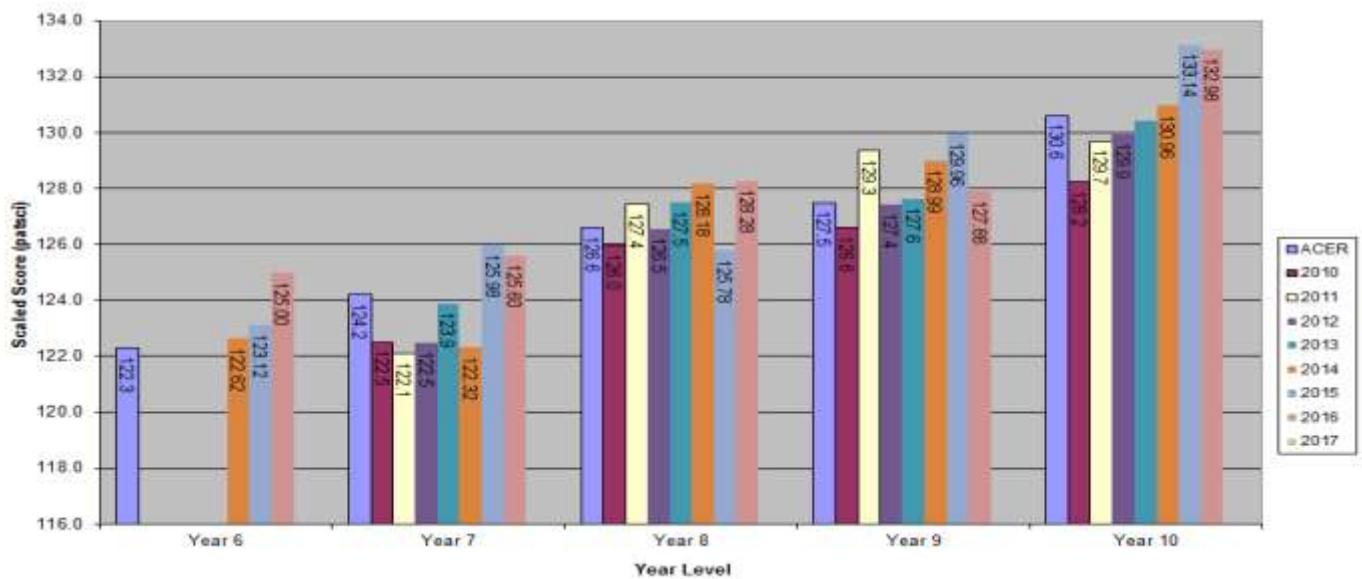
The value-adding trend seen in Maths PAT scores over the past 6 years has continued with cohorts beginning high school at or below the Australian mean and leaving in Year 10 above the mean. This is consistent with the trend seen in NAOLAN scores. A pleasing feature of last year's data was the big improvement shown by the Year 7 cohort from 2015.



# STUDENT ACADEMIC PERFORMANCE

## Progressive Achievement Test (PAT) - Annual Results

Como Science Cohort Means Years 6, 7, 8, 9 & 10 2010 to 2016 vs ACER Means

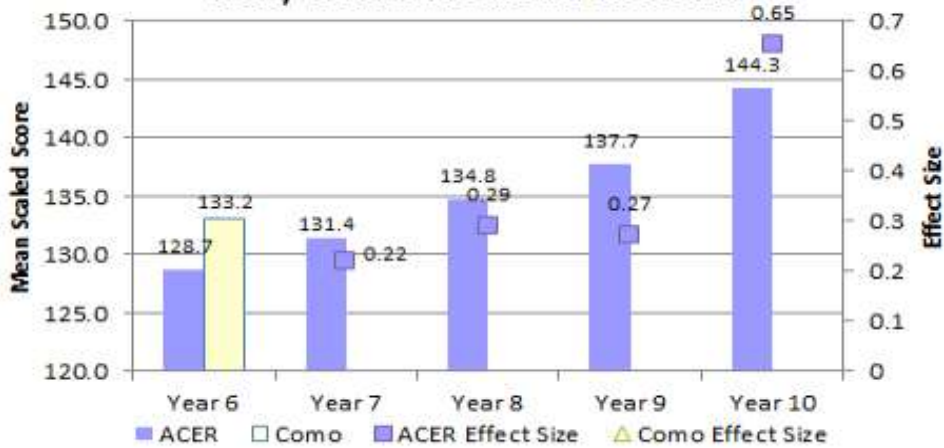


Generally cohorts have entered Como at or below the ACER mean shown substantial improvement in Year 8, further slight improvement in Year 9 and then greater improvement in Year 10. In the last three years the improvement has been greater than the ACER mean which is a clear indication of value adding because these cohorts entered the school below the National average. The last three cohorts to enter the school from Year 6 have been above the ACER mean so it will be of interest to see their attainment levels in Year 10.

# STUDENT ACADEMIC PERFORMANCE

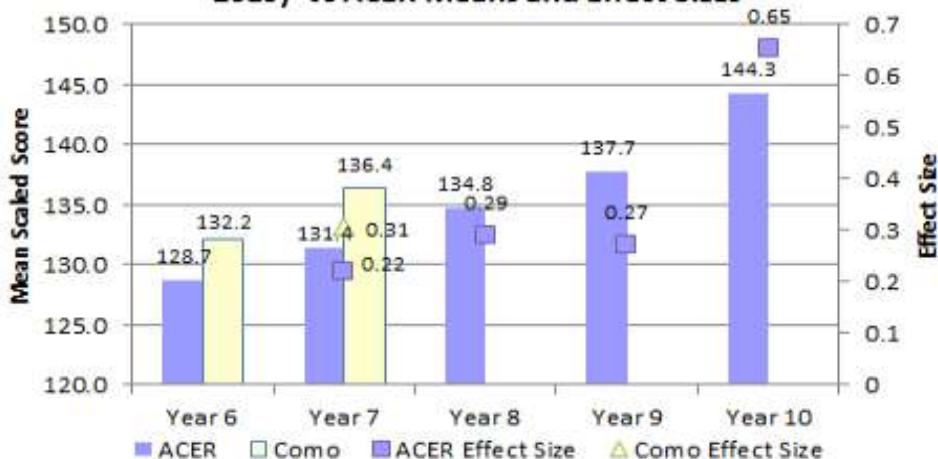
## Progressive Achievement Tests—Cohort Progress

**2017 Cohort PAT Comprehension Yrs 6, 7, 8, 9, 10 (2016-2020) vs ACER Means and Effect Sizes**



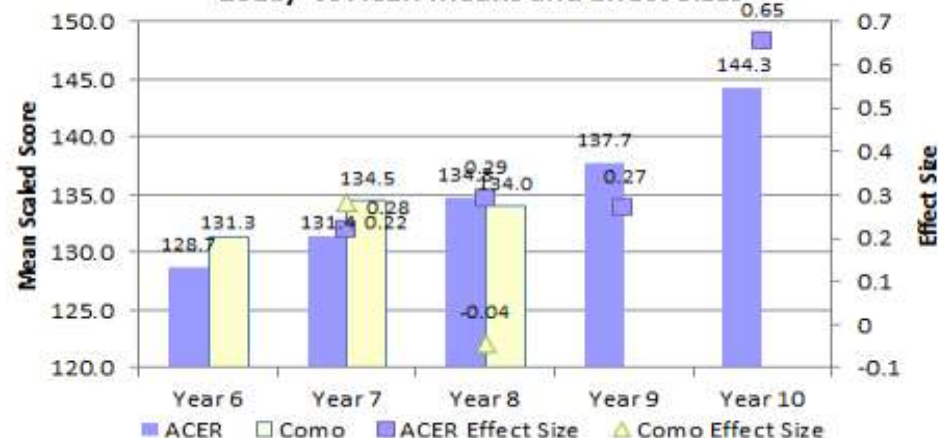
The incoming 2017 Year 7 students are above the National mean.

**2016 Cohort PAT Comprehension Yrs 6, 7, 8, 9, 10 (2015-2019) vs ACER Means and Effect Sizes**



The 2016 Year 7 students made good improvement from the Year 6 cohort mean, as shown by an effect size of 0.31 compared to the National improvement effect size of 0.22

**2015 Cohort PAT Comprehension Yrs 6, 7, 8, 9, 10 (2014-2018) vs ACER Means and Effect Sizes**

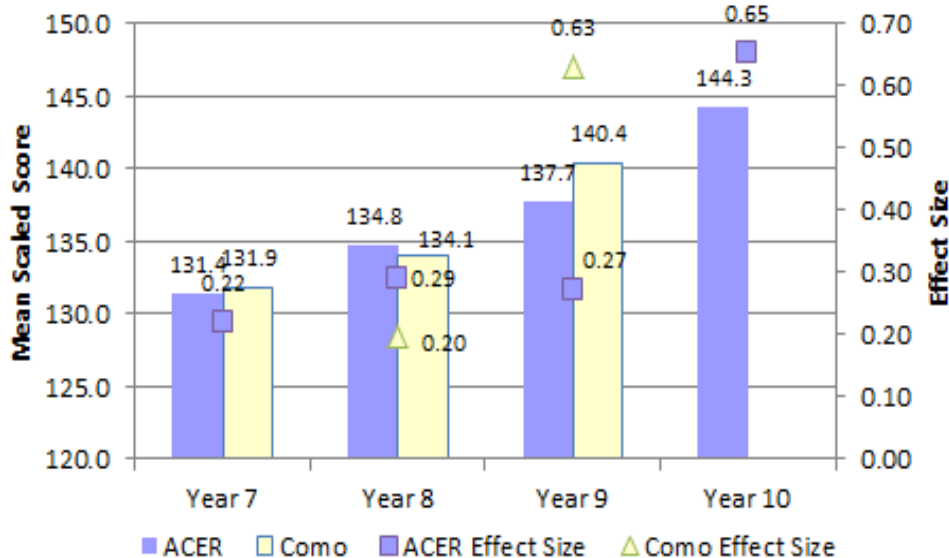


The Year 8 cohort did not improve over their 2015 cohort mean. Reading comprehension needs to be a focus for this cohort (Year 9) in 2017.

# STUDENT ACADEMIC PERFORMANCE

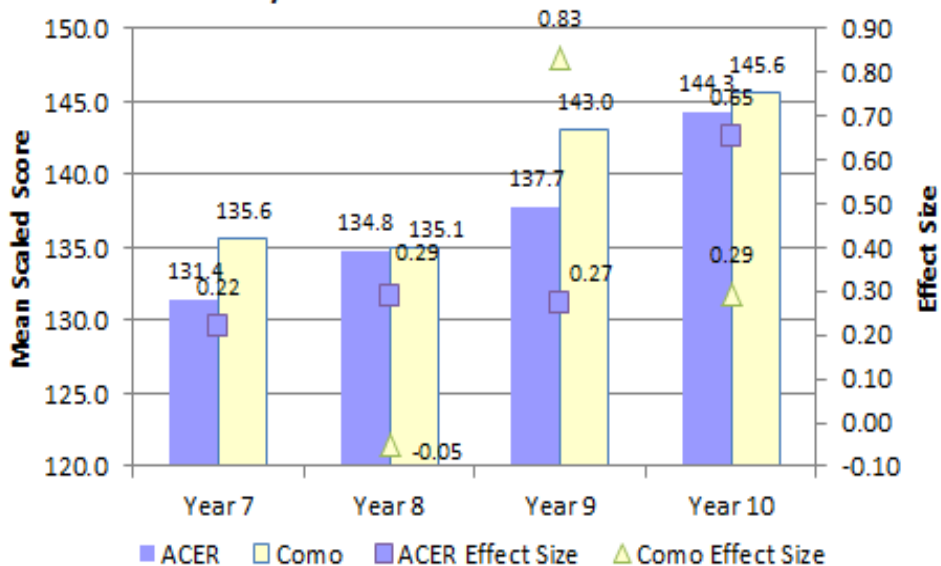
## Comprehension Progressive Achievement Tests—Cohort Progress

**2014 Cohort PAT Comprehension Yrs 7, 8, 9, 10 (2014-2017) vs ACER Means and Effect Sizes**



The Year 9 cohort made a significant improvement in reading comprehension performance, the effect size (0.63) being very strong, particularly in relation to the effect size for the National sample (0.27). The cohort mean was significantly above the National mean. The improvement from Year 8 to 9 contrasts with the small improvement seen from Year 7 to Year 8. The lack of improvement from Year 7 to 8 was also seen in the 2015 cohort data.

**2013 Cohort PAT Comprehension Yrs 7, 8, 9, 10 (2013-2016) vs ACER Means and Effect Sizes**



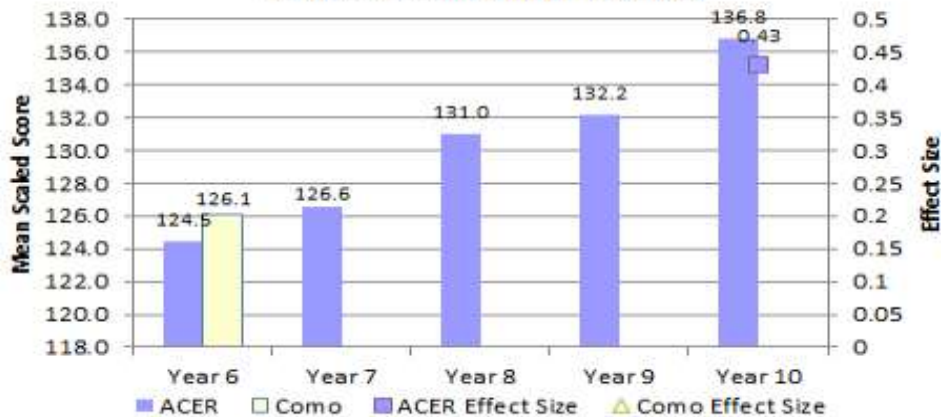
The Year 10 cohort improved over their Year 9 mean. The effect size (0.29) was much less than seen in the National sample (0.69) but was sufficient for this cohort to finish above the National mean.

A CONSTANT THEME EMERGING FROM EXAMINING COHORT PROGRESS OVER THE PAST 6 YEARS IS THE LACK OF PROGRESS FROM YEAR 7 TO 8. SOME COHORTS MADE NO PROGRESS AT ALL. THIS NEEDS TO BE A SCHOOL FOCUS FOR YEAR 8.

# STUDENT ACADEMIC PERFORMANCE

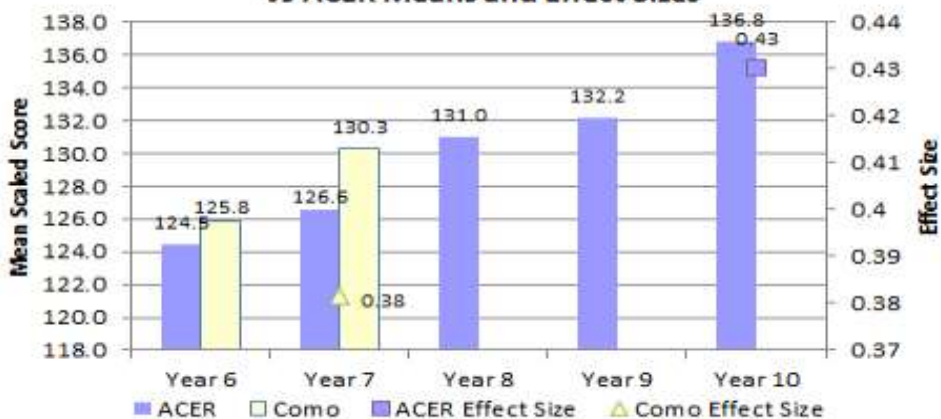
## Vocabulary Progressive Achievement Tests

**2017 Cohort PAT Vocabulary Yrs 6, 7, 8, 9, 10 (2016-2020)  
vs ACER Means and Effect Sizes**



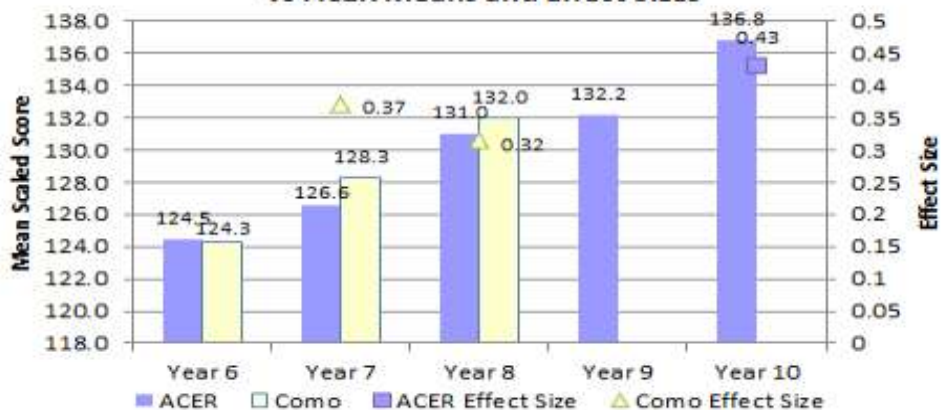
The 2017 Year 7 cohort performed slightly above the National sample mean.

**2016 Cohort PAT Vocabulary Yrs 6, 7, 8, 9, 10 (2015-2019)  
vs ACER Means and Effect Sizes**



The Year 8 students made a solid improvement in vocabulary from Year 7.

**2015 Cohort PAT Vocabulary Yrs 6, 7, 8, 9, 10 (2014-2018)  
vs ACER Means and Effect Sizes**

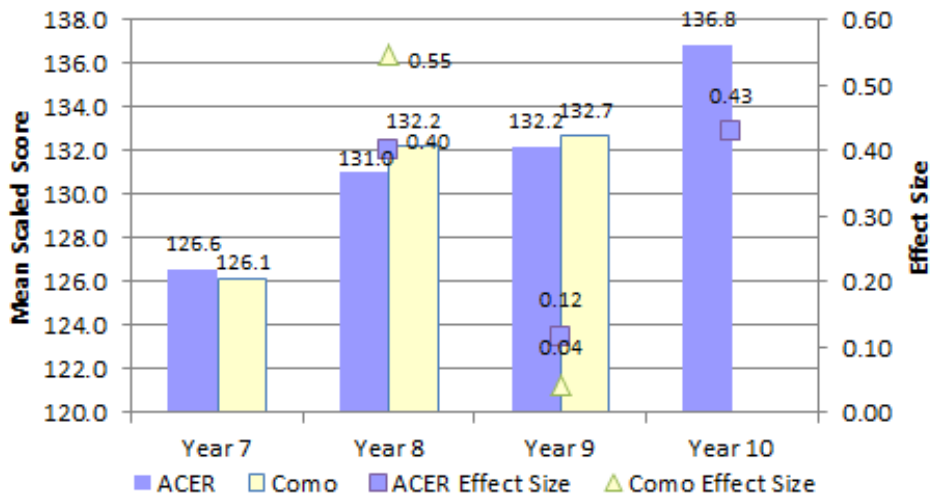


The Year 8 students maintained a steady improvement in their vocabulary.

# STUDENT ACADEMIC PERFORMANCE

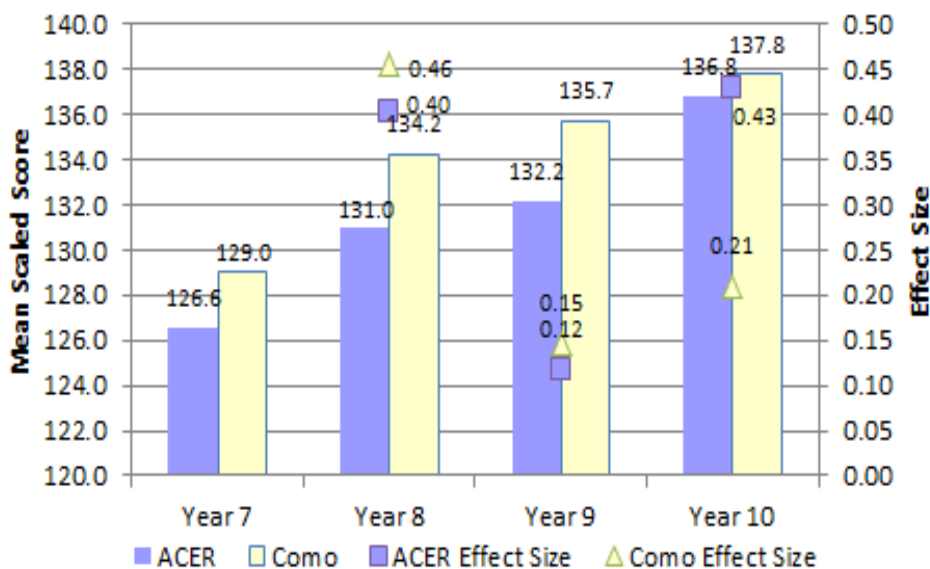
## Vocabulary Progressive Achievement Tests

**2014 Cohort PAT Vocabulary Yrs 7, 8, 9, 10 (2014-2017)  
vs ACER Means and Effect Sizes**



The Year 9 students made a little improvement in their vocabulary but were still above the National mean

**2013 Cohort PAT Vocabulary Yrs 7, 8, 9, 10 (2013-2016)  
vs ACER Means and Effect Sizes**



The Year 10 students maintained their steady improvement from Year 7 although the degree of progress from Year 9 to 10 was less than that seen in the National sample.

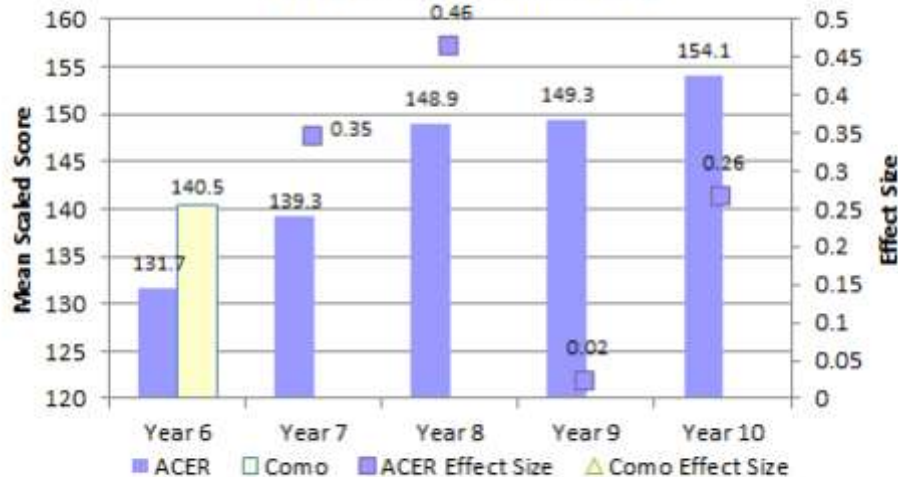
OVERALL COMO STUDENTS STEADILY IMPROVE THEIR VOCABULARY FROM YEAR 7 TO YEAR 10.



# STUDENT ACADEMIC PERFORMANCE

## Spelling Progressive Achievement Tests

**2017 Cohort PAT Spelling Yrs 6, 7, 8, 9, 10 (2016-2020) vs ACER Means and Effect Sizes**



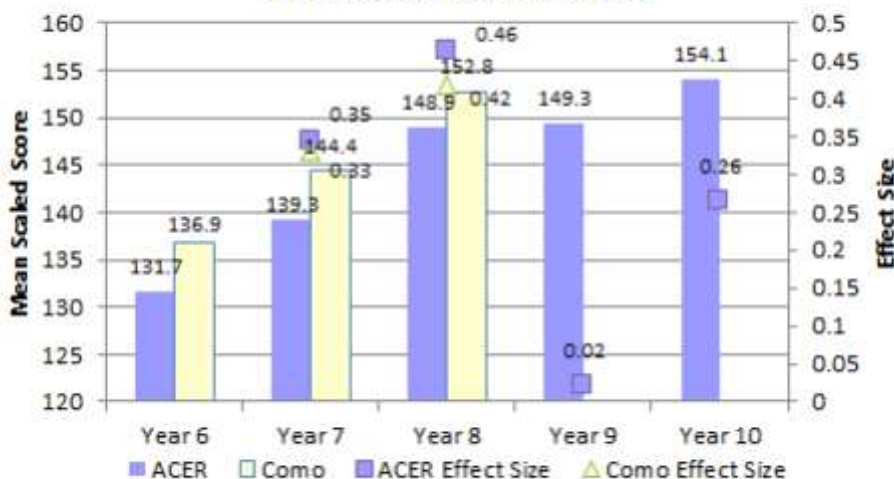
The Year 8 cohort made only a small improvement in spelling. However, the Year 8 cohort has a significant number of students at risk, with a number enrolling after the Year 7 testing leading to a smaller than expected improvement

**2016 Cohort PAT Spelling Yrs 6, 7, 8, 9, 10 (2015-2019) vs ACER Means and Effect Sizes**



In 2014 the Year 9 students improved in spelling from Year 8 (Effect size = 0.31), more than would be expected from the ACER data (ES = 0.02) building on improvements from Year 7 to 8

**2015 Cohort PAT Spelling Yrs 6, 7, 8, 9, 10 (2014-2018) vs ACER Means and Effect Sizes**

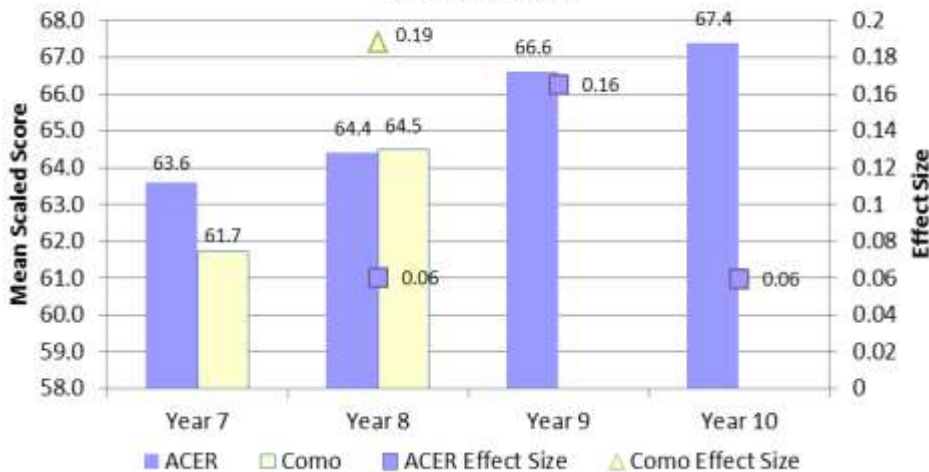


In 2014 the Year 10 students improved in spelling from Year 9 (Effect size = 0.29), in line with the expected improvement from the ACER data (ES = 0.26). Less than expected improvement in Years 8 and 9 resulted in the positive Year 7 differential not being maintained.

# STUDENT ACADEMIC PERFORMANCE

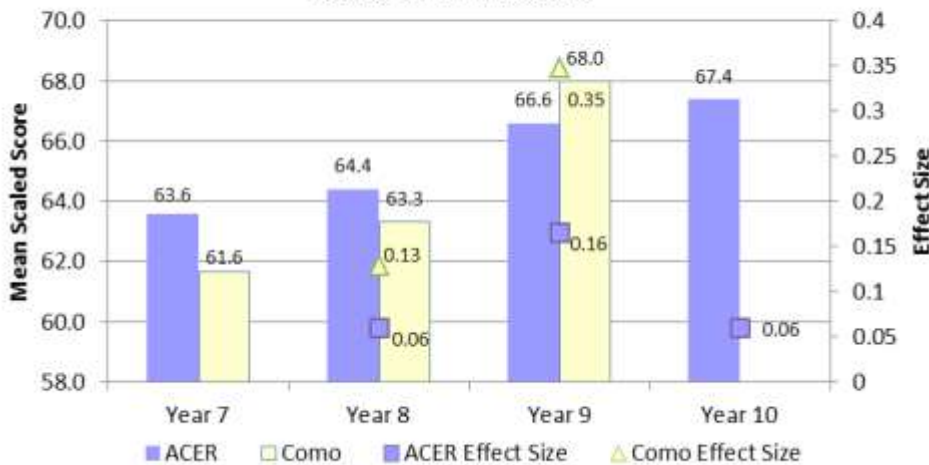
## Mathematics Progressive Achievement Tests

**2012 Cohort PAT Maths Yrs 7 & 8 (2012-2013) vs ACER Means and Effect Sizes**



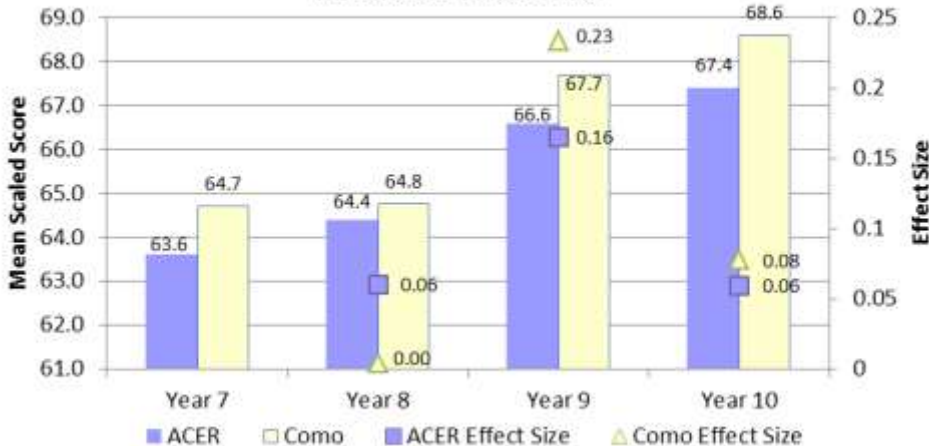
Strong results have been consistently achieved in Mathematics over the past 3 years with students' achievement being taken from mainly below ACER means in Years 7 and 8 to consistently above ACER means in Years 8 and 9. This was again the case with the Year 8 students improving more than would be predicted from the ACER data.

**2011 Cohort PAT Maths Yrs 7, 8 & 9 (2011-2013) vs ACER Means and Effect Sizes**



In 2012 the Year 9 students made more improvement in mathematics from Year 8 (Effect size = 0.35), than would be expected from the ACER data (ES = 0.16). This cohort of students is performing at a higher level compared to the national sample (i.e. ACER means).

**2010 Cohort PAT Maths Yrs 7, 8, 9, 10 (2010-2013) vs ACER Means and Effect Sizes**

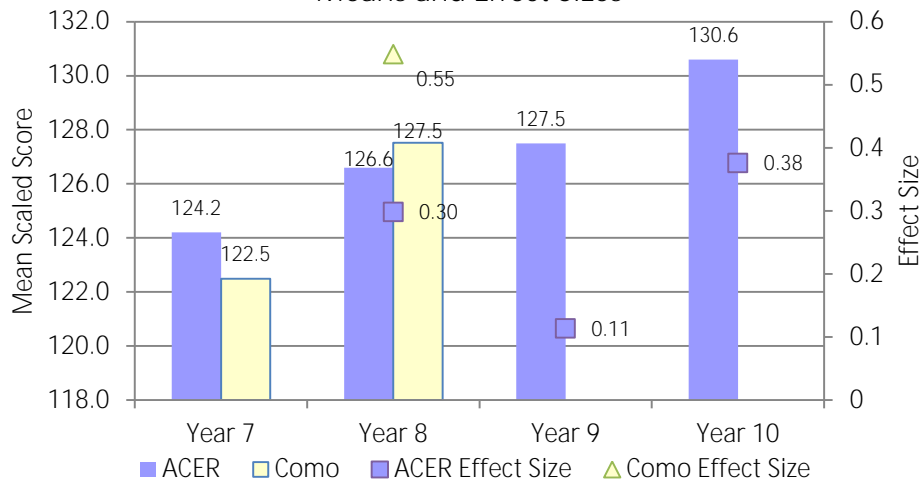


In 2014 the Year 10 students made little improvement in Mathematics from Year 9 (Effect size = 0.08), which is consistent with the ACER data (ES = 0.06). This cohort of students performed at a higher level compared to the nation sample (i.e. ACER means).

# STUDENT ACADEMIC PERFORMANCE

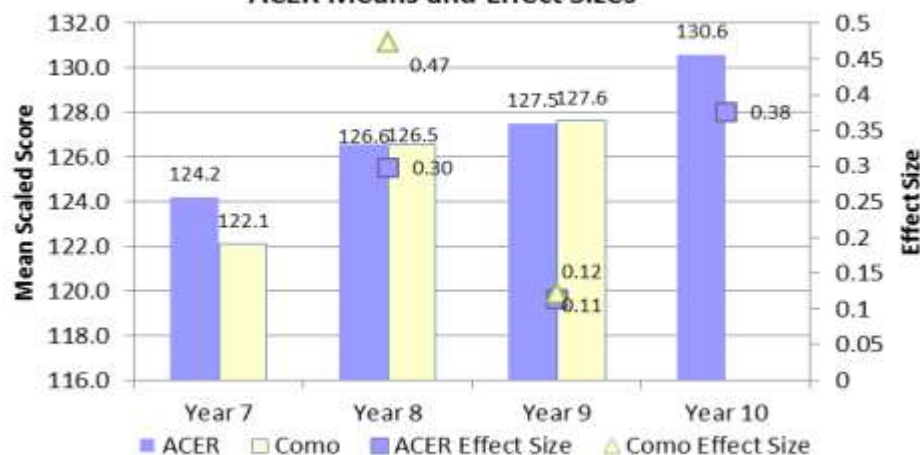
## Science Progressive Achievement Tests

2012 Cohort PAT Science Yrs 7 & 8 (2012-2013) vs ACER Means and Effect Sizes



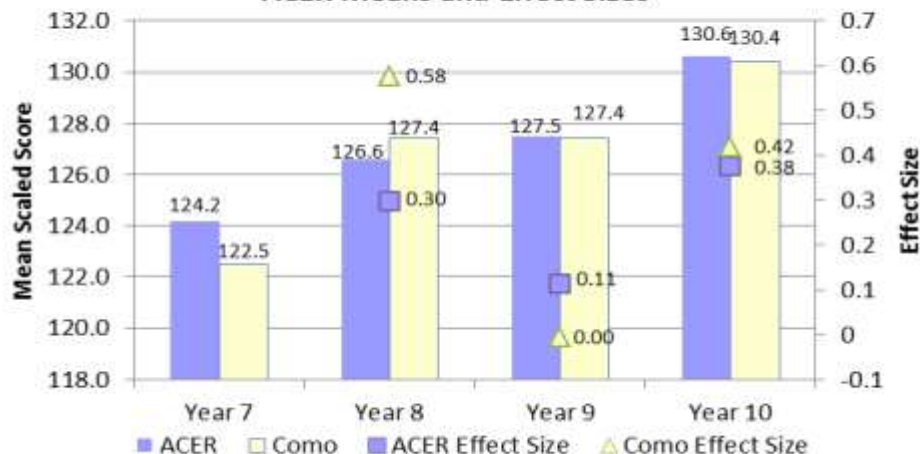
The Year 8 students showed a moderate improvement in their Science performance, starting below the ACER mean in Year 7 and finishing on par at the end of Year 8, i.e. the Year 8 students showed a stronger improvement than would have been predicted from the ACER effect size.

2011 Cohort PAT Science Yrs 7, 8 & 9 (2011-2013) vs ACER Means and Effect Sizes



In 2012 the Year 9 students slightly improved their Science performance from Year 8 (Effect size = 0.12), however, the ACER data (ES = 0.11) also showed little improvement. This followed a strong improvement by the same students from Year 7 to Year 8.

2010 Cohort PAT Science Yrs 7, 8, 9, 10 (2010-2013) vs ACER Means and Effect Sizes



The Year 10 students improved their Science performance from Year 9 (Effect size = 0.42), This followed a moderate improvement by the same students from Year 7 to Year 8 but none from Year 8 to 9. Overall the cohort, which started below national performance levels, improved to the national standard.