



Como Secondary College

2017 Annual Report



At Como Secondary College we achieve and celebrate our personal best through care, ambition, integrity and effort.

PRINCIPAL'S REPORT

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.

In 2017, we farewelled Alyson McIntyre, Grace Laneaux, Sue Clay, Nadia Mandyczewsky, Jasmine Yap, Hadyn Tuia, Hallee Collard, Karen Hajigabriel, Alessia Robinson, Magda Cielma, Stephen Flavel, Anthony Woodhill, Katrina Beresford, Gavin Chester, Abigail Armstrong, Susanne Woodward. We also welcomed many new teachers including, Sophia D'Rozario, Deepa Biswasa, Grace Laneaux, Hadyn Tuia, Hallee Collard, Stephen Flavel, Abigail Armstrong and Susanne Woodward. 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, 2017 saw the passing of the Golf Academy Captain, Year 12 student Luan Wright, following a short battle with brain cancer. Luan was a was an exemplary student and a friend and role model to many. His passing deeply affected students and teachers. I was also affected by brain cancer, spending much of the year caring for my wife. During my absence, the school was very ably managed by Mr Matthew Burt and then Ms Leslie Carruthers who took on the role of acting Principal. Mr Burt knew the school very well having been a member of the school Board for the previous two years.

During the year, we continued to improve the school's facilities including the erection of a new shed and beginning construction of a second shed which is due to be completed in 2018. An extra demountable was also installed and two other transportable buildings refurbished to create additional classroom space.

Other features of 2017 included:

- Ten new inductees into the 95 Club.
- Our students won the Senior Students' section of Australian Information Industry Association's IT Innovation awards and were a merit recipient at the National awards with their Tolka linguist application.
- Fine performances at the Jazz Festival competition, WA Schools' Concert Band Festival and the WA Government Secondary Schools' Choral Festival the following weekend. In addition, our Music students were invited to perform at the IMSS Opus showcase concert, the WACSSO Conference and the 10th Annual Education Awards where they gave acclaimed performances.
- The Como Golf Academy won the Graham Marsh Junior Golf Tournament.
- 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 - namely, the Buchanan Cup, the Bell Cup and the Ross Meadows Shield.
- A project initiated by Mrs Monique Laves resulted in the addition of another fascinating surrealist mural to complete the façade of the Art Building. This artwork was a collaborative effort between Como staff and students under the direction of artist-in-residence, Jahn Rees.
- The School Ball, Year 12 Dinner and 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 2017 being another successful year for the College. I would also like to thank staff, students and parents for the support they showed me and the Wright family in what was a difficult year.



Digby Mercer
Principal



2017 HIGHLIGHTS

- Ten students scored an ATAR score of 95 or better and were inducted into the 95 Club
- EMITS students won the Senior Students' section of the Australian Information Industry Association's IT Innovation awards and were a merit recipient at the National awards with their Tolka linguist application.
- Fine performances at the Jazz Festival competition, WA Schools' Concert Band Festival and the WA Government Secondary Schools' Choral Festival. In addition, our Music students were invited to perform at the IMSS Opus showcase concert, the WACSSO Conference and the 10th Annual Education Awards where they gave acclaimed performances.
- The Como Golf Academy won the Graham Marsh Junior Golf Tournament.
- The P&C Quiz Night was once again strongly supported by parents and staff.
- Winners of the all-schools boys' and girls' hockey competitions—namely, the Buchanan Cup, the Bell Cup and the Ross Meadows Shield.
- A project initiated by Mrs Monique Laves resulted in the addition of another fascinating surrealist mural to complete the façade of the Art Building. This artwork was a collaborative effort of Como staff and students under the direction of artist-in-residence, Jahn Rees.
- The School Ball, Year 12 dinner and 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.
- Commencement of construction of the Outdoor Learning Area.
- Creation of additional recreational and seating areas around the school.
- Sharp improvement in the NAPLAN writing scores.
- Strong evidence of value-adding in Mathematics and Science learning areas.
- Continuing trend towards higher achievement and higher progress in NAPLAN scores in comparison to like-schools.
- Consistently higher level of performance in NAPLAN compared to WA Public Schools and Australian schools.
- Continuing growth in student enrolments.



2017 DATA SUMMARY

Some general trends were evident in the data from the NAPLAN and PAT tests. The NAPLAN (National Assessment Program Literacy and Numeracy) tests are given to students in Years 7 and 9 and examine writing, spelling, reading comprehension, grammar and punctuation, and mathematics. The PAT (Progressive Achievement Test), developed by the Australian Council for Educational Research (ACER), covers reading comprehension, spelling, vocabulary, science and mathematics. The PATs are first given to students at the end of Year 6 or in the first week or two of Year 7, and then at the end of Term 4, finishing in Year 10.

The NAPLAN data shows that:

- The 2015, 2016 and 2017 incoming Year 7 cohorts have been progressively stronger in all areas. This trend is also evident in the PAT data. Previous cohorts have been below the level of like-schools or at or below national means.
- Higher rates of progress are evident from Years 7 to 9 in the NAPLAN tests in most areas compared to Years 5 to 7. This indicates that Como is value-adding in comparison to the students' progress in upper primary school. This trend has also been evident in the PAT data where cohort performance on entry is below or at the National mean but finishes above the mean at the end of Year 10.
- Progress and performance are generally above those of Australian and WA Public schools, and at or above like-schools.
- The Year 9 writing NAPLAN scores showed a sharp improvement. The school has worked to improve writing but another couple of years of data is required to establish whether or not this is a sustained improvement.
- Mathematics remains a strong area of performance.
- Grammar and punctuation are areas that could be improved although performance is comparable to like-schools.

The Progressive Achievement Test (PAT) data show the following:

- There is strong and consistent evidence for value-adding in the PAT Science and Mathematics scores over the last 8 years.
- Reading, spelling and vocabulary are three areas where the performance of Como students is consistent with national levels but which would benefit from targeted strategies to boost performance, particularly in those years where little growth is evident.
- While there is reasonable consistency between cohorts over the years, occasionally there can be large differences between cohort performance on some tests. This is also seen in the NAPLAN data.

2017 DATA SUMMARY

The WACE and Senior Secondary data show the following:

- Students coming through the EMITS program performed strongly in the ATAR exams with 10 students achieving an ATAR of 95 or better, the best result in a number of years.
- In contrast to the above, there was a significant proportion of students who performed poorly in the ATAR exams which brought the median score to just below the average for WA Public schools, in contrast to the previous years where the performance has been at or above the average.
- English, The Arts and HASS are areas which will benefit from targeted strategies to improve performance.
- The distribution of grades in the General subjects was generally consistent with other WA Public schools.

Enrolments

- Enrolments are at their highest level in at least the past 11 years.
- There is a continuing upward trend which will put considerable pressure on accommodation.

Attendance

- Overall attendance levels (91.2%) are comparable to like schools and better than WA Public schools, as are the proportions of regularly attending students and at-risk students.

Behaviour

- As shown by suspension rates, there has been a considerable improvement in behaviour over the past 11 years.

CONTEXT FOR INTERPRETING DATA

There are three ways that the Department of Education gauges a school's performance:

- Comparison with the combined data for Australian schools
- Comparison with the combined data for WA public schools
- Comparison with "like" Western Australian public schools.

The method of establishing like-schools is based on the Socio-Economic Index (SEI). Each school will have a unique like-school group. In most cases, schools will be located at the centre of their like-school group.

For the majority of schools, the SEI range of their like-school group will be one or two SEI points. All other schools will be located in a group of schools that is most like them, even if the SEI point differences are significant. Like-school groups will range in size from 8 schools to 24 schools depending on the number schools with a like SEI.

A school with similar test scores to the like-school group would usually be considered to be performing as expected. A school with greater test scores than their like-school group would usually be considered to be performing somewhat better than expected. Each school will have a unique like-school group. In most cases, schools will be located at the centre of their like-school group.

The like-school comparisons for Como are very problematical and unrealistic. Applecross, Carine, Duncraig, and Mount Lawley, are large schools with Academic Talent Programs (ATP) or Gifted and Talented Education (GATE) programs and have the advantage of selective entry students. **Como is therefore performing very well indeed to be at a similar level.** The list below was for 2017.

Year 9 Like Schools

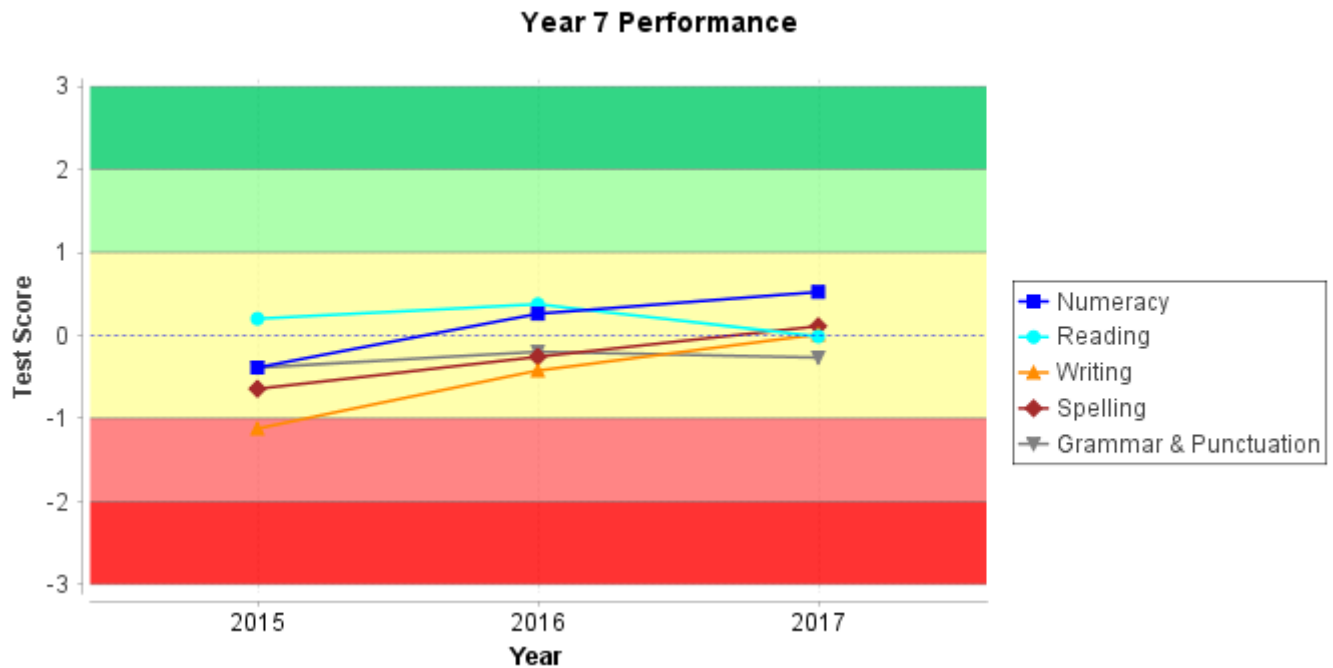
Applecross Senior High School
Beacon Primary School
Belridge Secondary College
Canning Vale College
Carine Senior High School
Como Secondary College
Denmark High School
Duncraig Senior High School
Exmouth District High School
Greenwood College
Harrisdale Senior High School
Leeming Senior High School
Margaret Senior High School
Melville Senior High School
Mount Lawley Senior High School
Northcliffe District High School
Ocean Reef Senior High School
Roleystone Community College
Woodvale Secondary College

Year 12 Like Schools

Applecross Senior High School
Belridge Secondary College
Canning Vale College
Carine Senior High School
Como Secondary College
Denmark High School
Duncraig Senior High School
Exmouth District High School
Leeming Senior High School
Manea Senior College
Margaret Senior High School
Melville Senior High School
Mindarie Senior College
Mount Lawley Senior High School
Ocean Reef Senior High School
Willetton Senior High School
Woodvale Secondary College

STUDENT ACADEMIC PERFORMANCE

Year 7 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. There was an improvement in writing which has been an area of relative weakness. 2017 performance was similar to 2016 performance in spelling, maths and reading. There was a slight decline in grammar and punctuation performance but it was still comparable to like schools; however, it is one area that we can focus on to continue the improvement in writing.

STUDENT ACADEMIC PERFORMANCE

Year 7 NAPLAN

WA Public Schools	Year 7 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	28%	25%	42%	36%	36%	33%
Middle 60%	66%	64%	51%	58%	57%	59%
Bottom 20%	6%	11%	8%	7%	6%	8%

The 2017 Year 7 cohort was unusual with a very high proportion of students (42%) being at a standard reached by only 20% of students in WA public schools and 33% of students in like schools. This was much higher than previous years.

WA Public Schools	Year 7 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	32%	28%	30%	31%	32%	31%
Middle 60%	58%	58%	60%	63%	59%	61%
Bottom 20%	9%	14%	10%	6%	9%	8%

The Year 7 distribution is very similar to like schools and in line with previous years.

WA Public Schools	Year 7 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	22%	29%	35%	33%	37%	33%
Middle 60%	63%	62%	56%	58%	58%	60%
Bottom 20%	15%	9%	8%	8%	5%	7%

From 2015 to 2017, there has been a steady improvement in the writing performance of successive Year 7 cohorts to now match the profile of students in like schools.

WA Public Schools	Year 7 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	31%	31%	29%	32%	36%	30%
Middle 60%	52%	57%	63%	60%	57%	62%
Bottom 20%	18%	11%	8%	9%	7%	8%

The spelling profile now matches that of like schools having shown an over-representation in the bottom 20% in 2015.

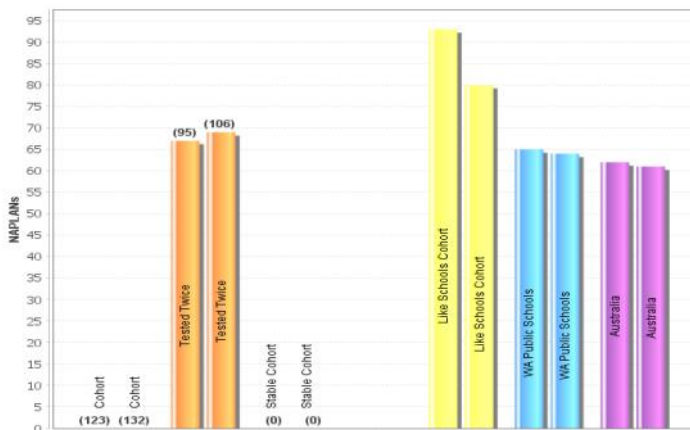
WA Public Schools	Year 7 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	26%	25%	34%	32%	32%	32%
Middle 60%	64%	63%	58%	61%	61%	58%
Bottom 20%	10%	12%	8%	7%	7%	9%

The grammar and punctuation profile has slightly results in the highest band and slightly less in the lowest band compared to like schools.

STUDENT ACADEMIC PERFORMANCE

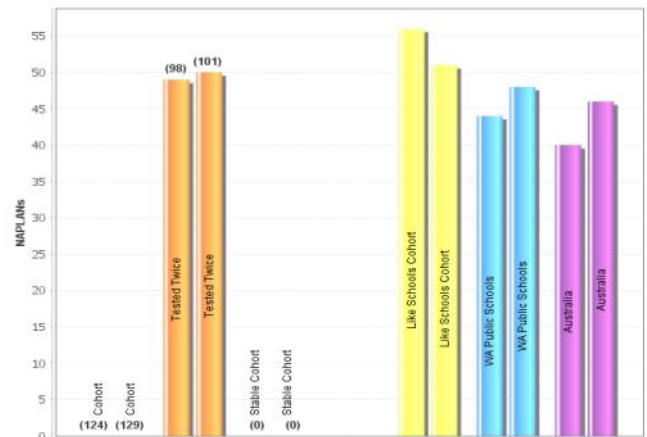
Year 5-7 NAPLAN Progress Summary—Literacy and Numeracy

Progress from Year 5 to Year 7 - Numeracy



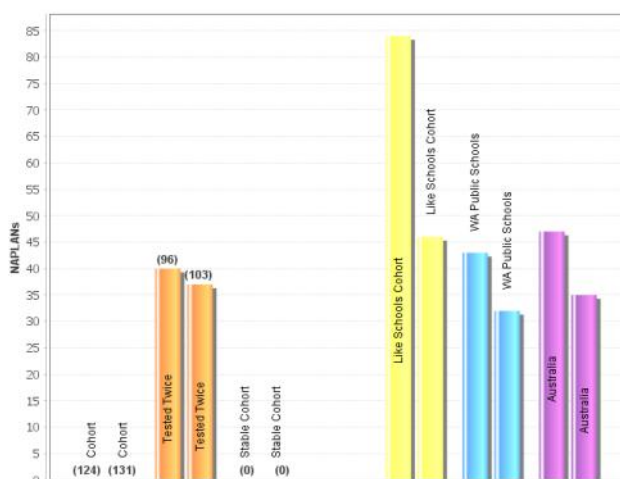
<- School Data | Comparative Data ->

Progress from Year 5 to Year 7 - Reading



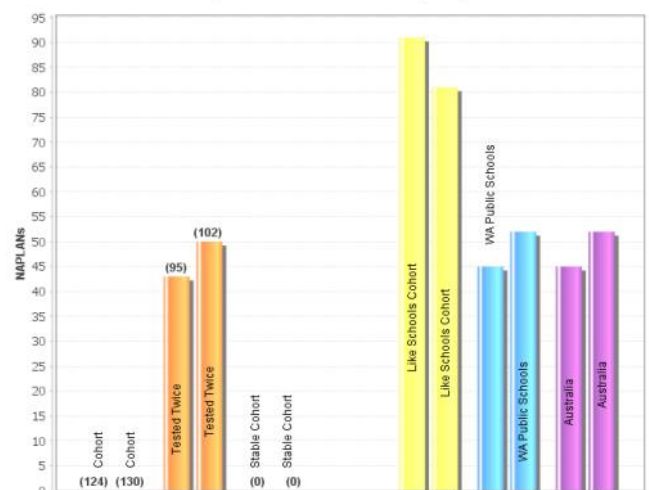
<- School Data | Comparative Data ->

Progress from Year 5 to Year 7 - Writing



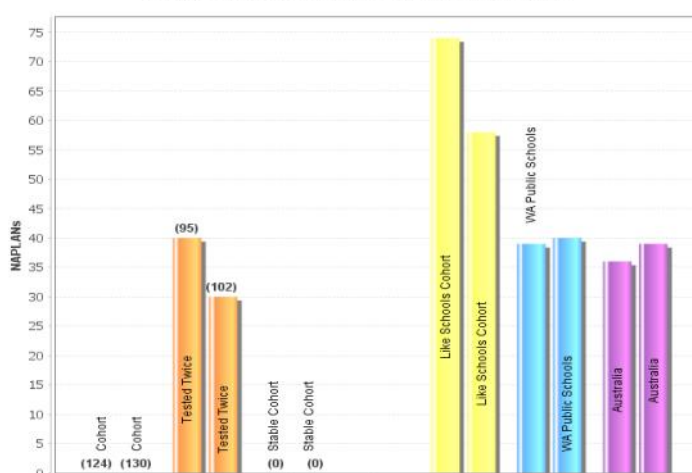
<- School Data | Comparative Data ->

Progress from Year 5 to Year 7 - Spelling



<- School Data | Comparative Data ->

Progress from Year 5 to Year 7 - Grammar & Punctuation

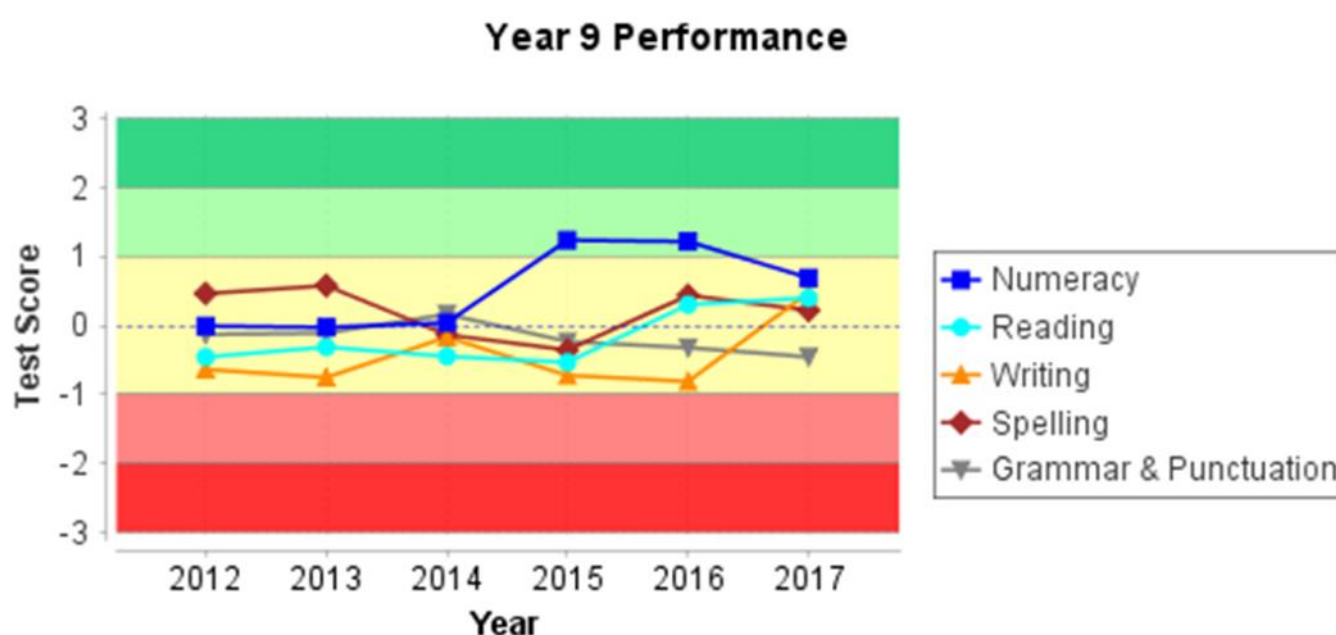


<- School Data | Comparative Data ->

Comparative Performance— In general, the progress made from Years 5 to 7 by Como students is similar to that seen in Australian schools and WA Public Schools; however, it is considerably less than that seen in like-schools.

STUDENT ACADEMIC PERFORMANCE

Year 9 NAPLAN Summary—Literacy and Numeracy



Year 9	Performance						Students					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Numeracy	0	0	0	1.2	1.2	0.7	114	118	128	135	112	148
Reading	-0.5	-0.3	-0.4	-0.5	0.3	0.4	112	118	129	138	113	152
Writing	-0.6	-0.8	-0.2	-0.7	-0.8	0.5	114	122	133	138	113	155
Spelling	0.5	0.6	-0.1	-0.4	0.4	0.2	116	121	131	137	113	153
Grammar & Punctuation	-0.1	-0.1	0.2	-0.2	-0.3	-0.5	116	121	131	137	113	153

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

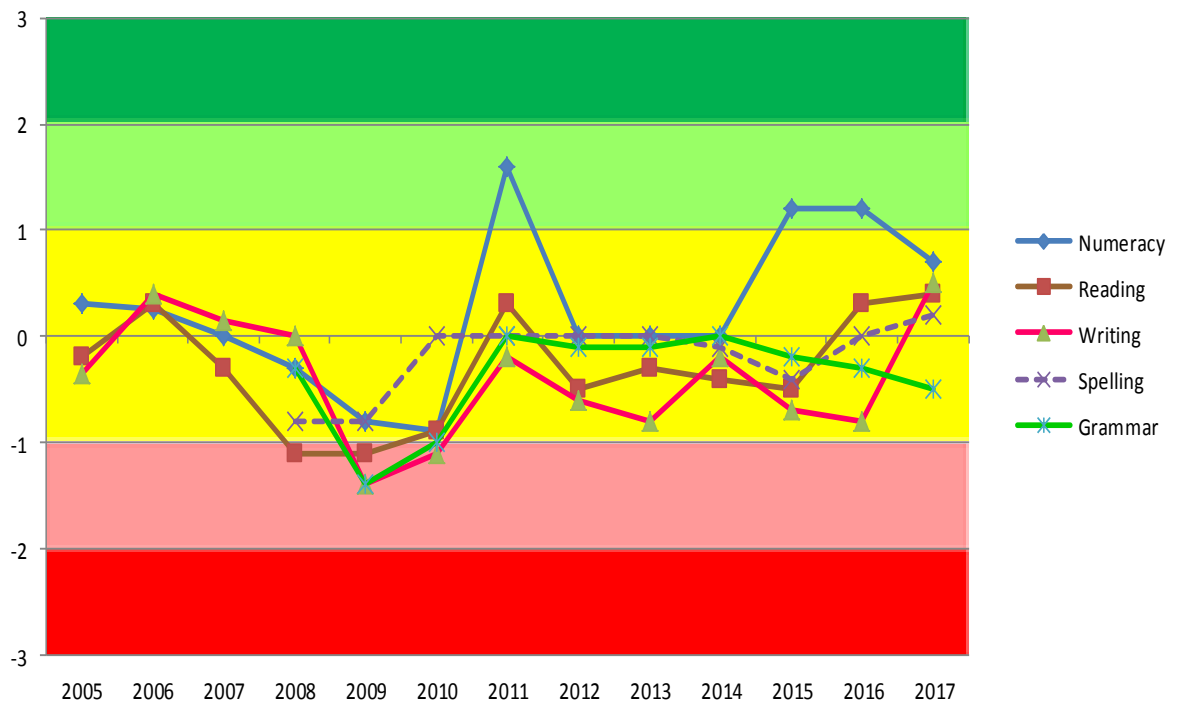
2 Expected - within one standard deviation of the predicted school mean

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. There was an improvement in writing which has been an area of relative weakness. 2017 performance was similar to 2016 performance in spelling, maths and reading. There was a slight decline in grammar and punctuation performance but it was still comparable to like schools. This is one area that we can focus on to continue the improvement in writing.

STUDENT ACADEMIC PERFORMANCE

Year 9 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 ,compared to 10 years ago, Como students have shown sustained improvement in all areas.

STUDENT ACADEMIC PERFORMANCE

NAPLAN Year 9 Progress from Year 7 2015 to Year 9 2017 - Making a Difference

Student Progress and Achievement Compared with Australian Schools

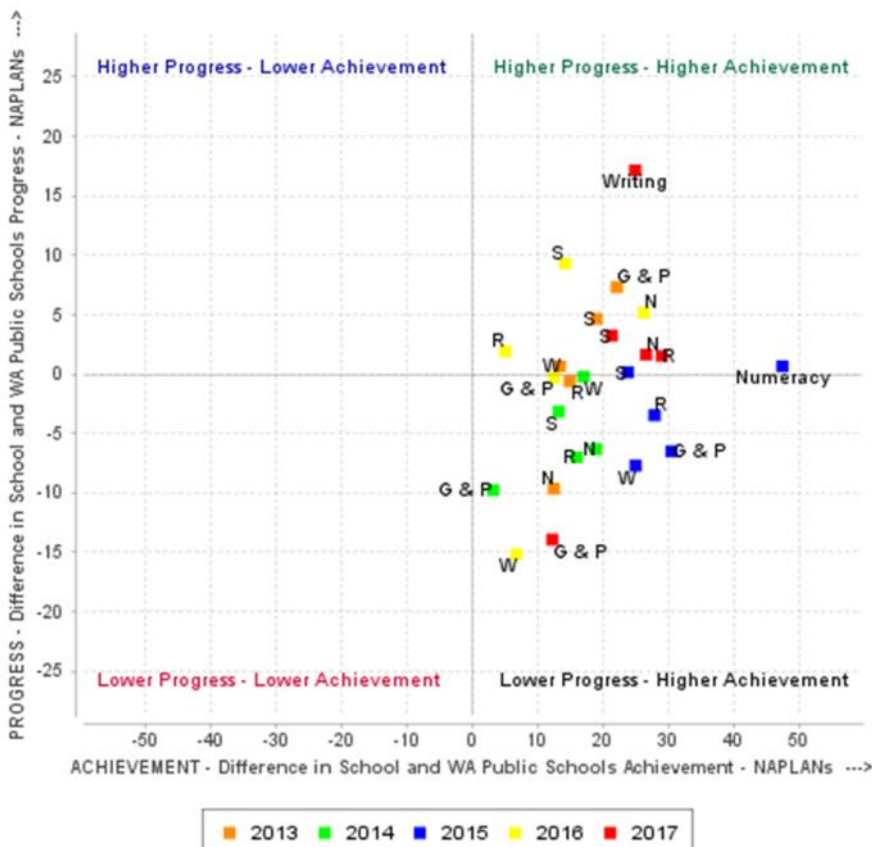
NAPLAN Year 7 to Year 9 Longitudinal



In 2017, Como students performed at a higher level than Australian schools in all areas, and made more progress in all areas with exception of grammar and punctuation where progress was the same as for Australian schools.

Student Progress and Achievement Compared with WA Public Schools

NAPLAN Year 7 to Year 9 Longitudinal

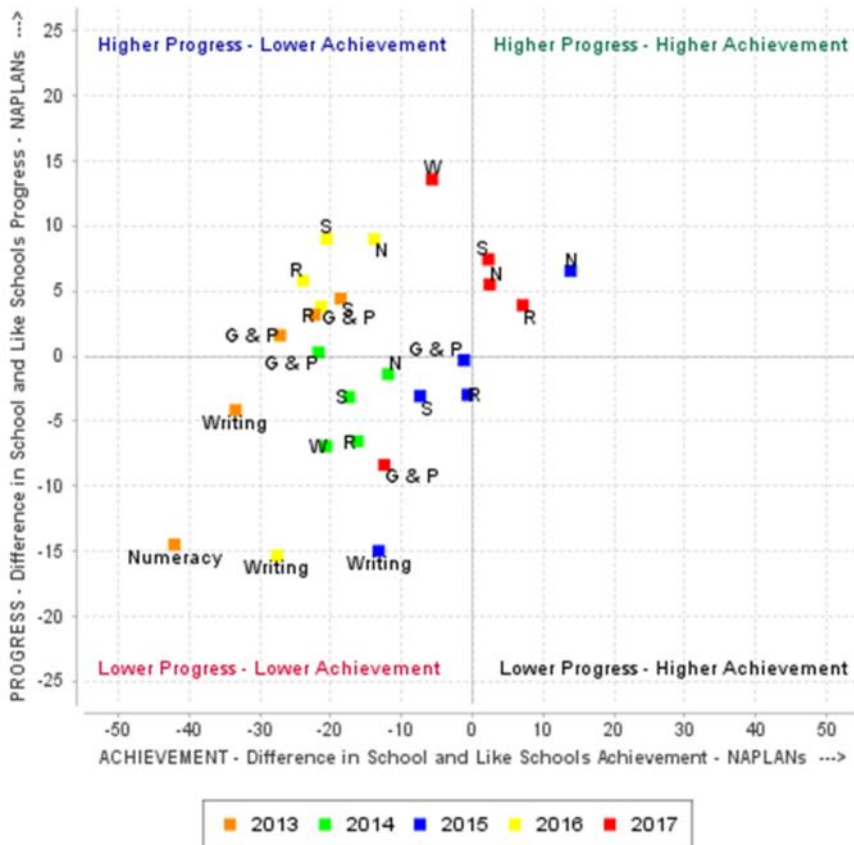


STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 7 to Year 9 Longitudinal



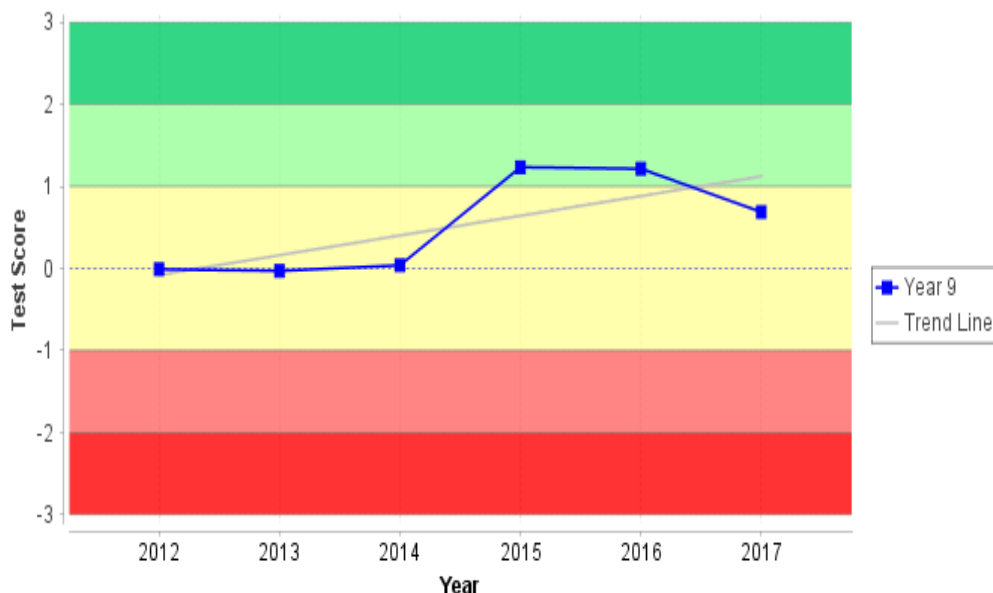
The chart at left shows that, compared to other WA “like-schools”, Year 9 students at Como in 2017 generally achieved at a higher level and made more progress in reading, writing, numeracy and spelling but made less progress in grammar and punctuation as measured by NAPLAN. A clear and steady trend is beginning to emerge towards higher rates of progress and higher achievement than like schools.



STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Mathematics

Numeracy Performance



Year 9 Mathematics performance was comparable to that of like schools and above the state average.

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	NAPLAN Score Range	Year 9 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	17%	16%	10%	17%	18%	10%	10%	9%	8%
9	634 - 685	27%	20%	24%	22%	25%	21%	14%	14%	14%
8	582 - 633	36%	29%	32%	29%	28%	36%	26%	25%	28%
7	530 - 581	16%	26%	26%	24%	22%	24%	30%	31%	29%
6	478 - 529	4%	10%	8%	7%	7%	9%	18%	18%	20%
1 to 5	Up to 477	1%	0%	0%	1%	1%	0%	2%	3%	2%

Compared to other State schools, Como had more students in the highest bands and less in the lowest. The 2017 profile compares favourably with like-schools.

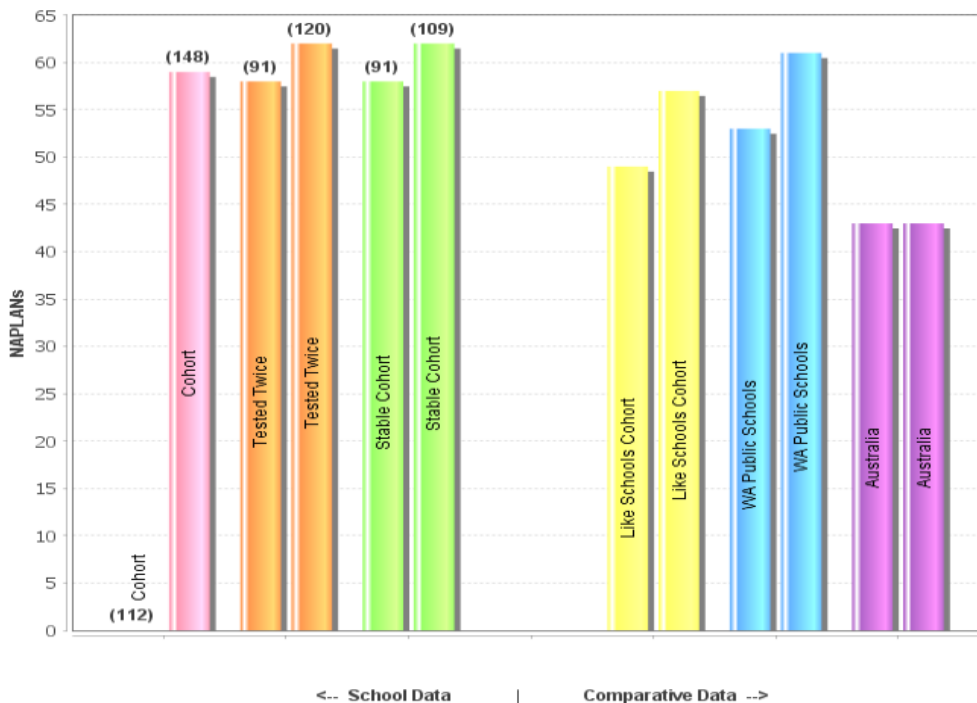
WA Public Schools	Year 9 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	36%	35%	28%	34%	40%	29%
Middle 60%	60%	58%	64%	59%	54%	65%
Bottom 20%	4%	7%	7%	6%	6%	7%

The percentage of students in the top, middle and bottom bands in 2017 was very similar to that of like-schools and reflected the drop in the percentage of students in the top band seen in like-schools.

STUDENT ACADEMIC PERFORMANCE

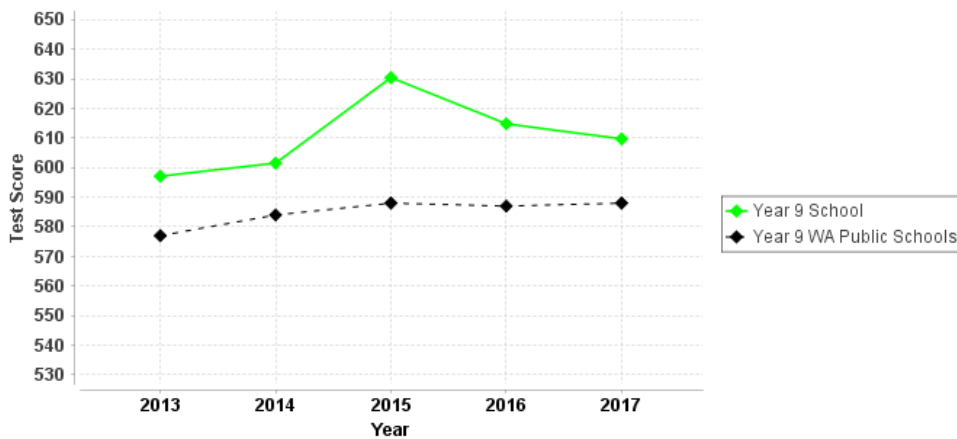
NAPLAN—Year 9 Mathematics

Progress from Year 7 to Year 9 - Numeracy



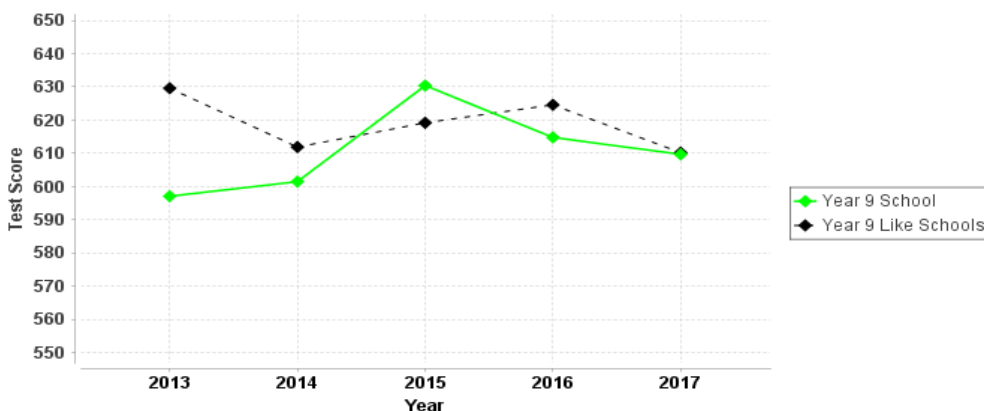
The progress made by Como students in 2017 from Year 7 to 9 was better than that of students across Australia or in like-schools and similar to that in WA Public schools. The progress from Years 7 to 9 stands in contrast to the progress made from Years 5 to 7, particularly in relation to like-schools where the performance of Como students was significantly less than students in like-schools. This is good evidence of value adding in secondary maths at Como.

Average Numeracy Score



In comparison to the mean test score for WA public schools, Como has maintained the 15-20 point differential seen over the past 10 years.

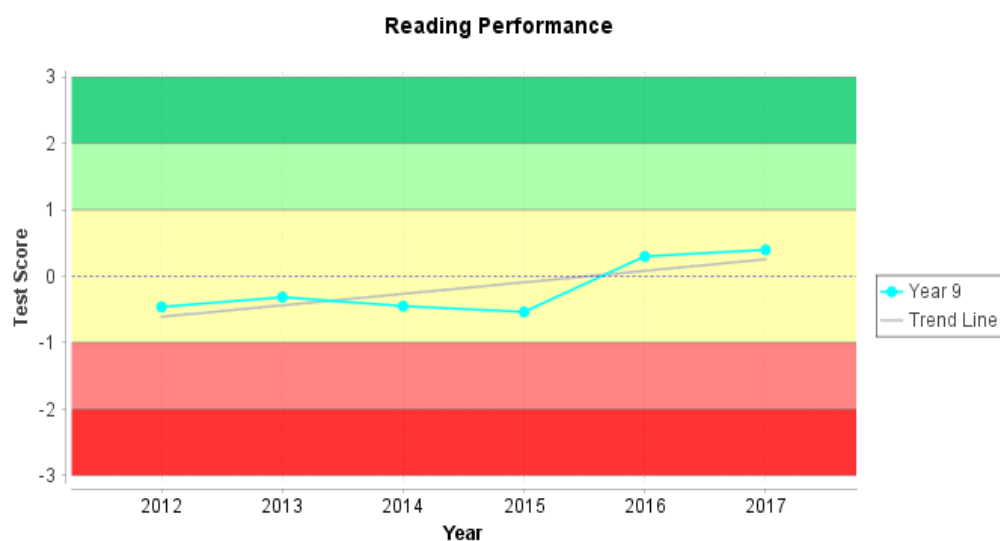
Average Numeracy Score



In comparison to the mean test score for like-schools in 2013, there has been little or no difference between Como and like-schools.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Reading



2017 NAPLAN Reading performance levels continued the upward trend seen over the past 6 years .

- 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	NAPLAN Score Range	Year 9 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	4%	4%	8%	9%	9%	6%	6%	6%	5%
9	634 - 685	22%	20%	16%	23%	23%	17%	15%	15%	13%
8	582 - 633	38%	24%	38%	31%	31%	38%	25%	26%	31%
7	530 - 581	20%	29%	23%	22%	25%	23%	25%	28%	23%
6	478 - 529	13%	20%	12%	13%	10%	12%	21%	19%	19%
1 to 5	Up to 477	3%	3%	4%	3%	2%	4%	8%	6%	9%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

The 2017 distribution was comparable to that of “like-schools” and better than WA Public Schools. Compared to the 2016 cohort, there was generally a greater representation in the higher bands.

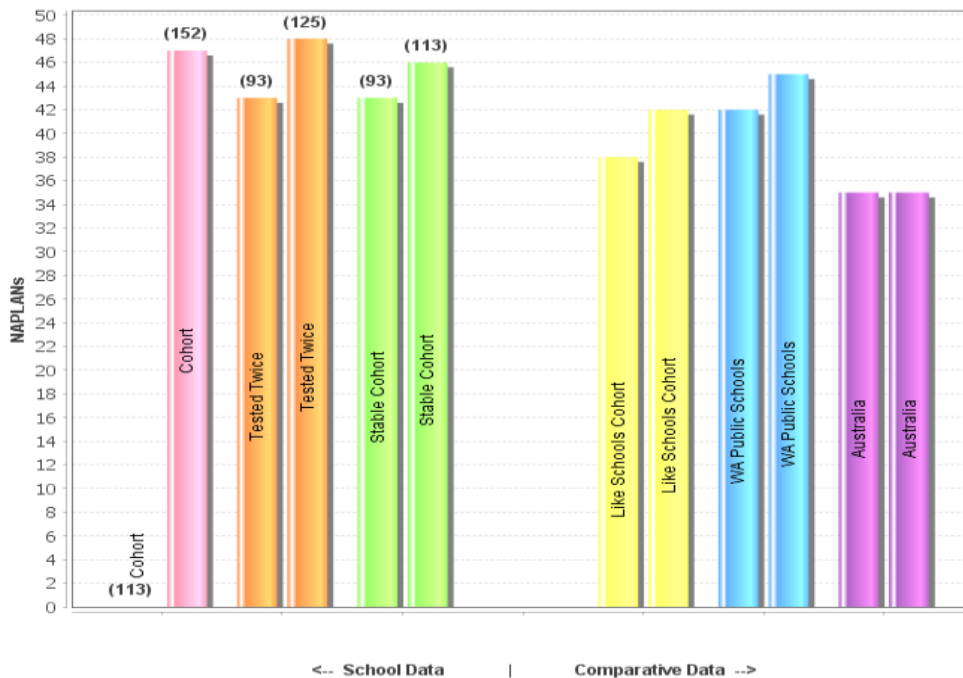
The increased percentage of students seen in the top band and a corresponding decrease in the bottom band was very pleasing. Como compares favourably with like-schools. The decrease in the bottom band may be pointing to the positive effects of the SAER program.

WA Public Schools	Year 9 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	26%	24%	32%	32%	32%	28%
Middle 60%	63%	62%	61%	59%	60%	63%
Bottom 20%	11%	14%	7%	9%	8%	9%

STUDENT ACADEMIC PERFORMANCE

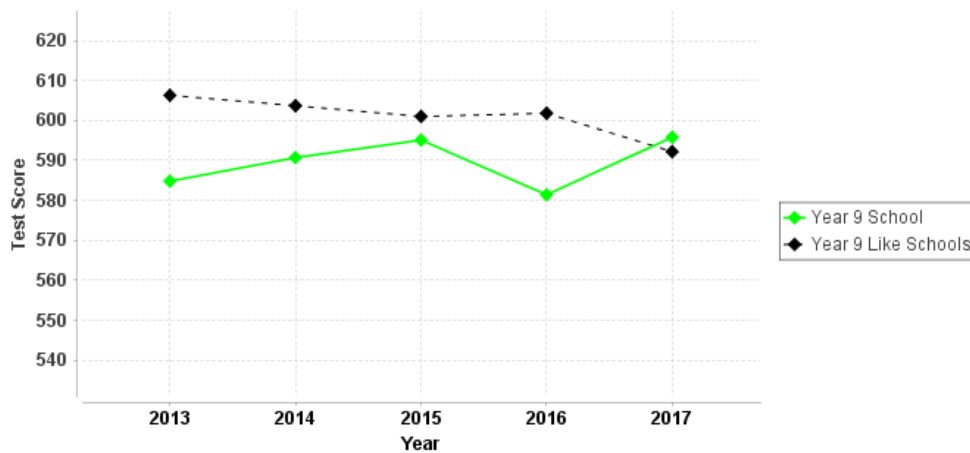
NAPLAN—Year 9 Reading

Progress from Year 7 to Year 9 - Reading



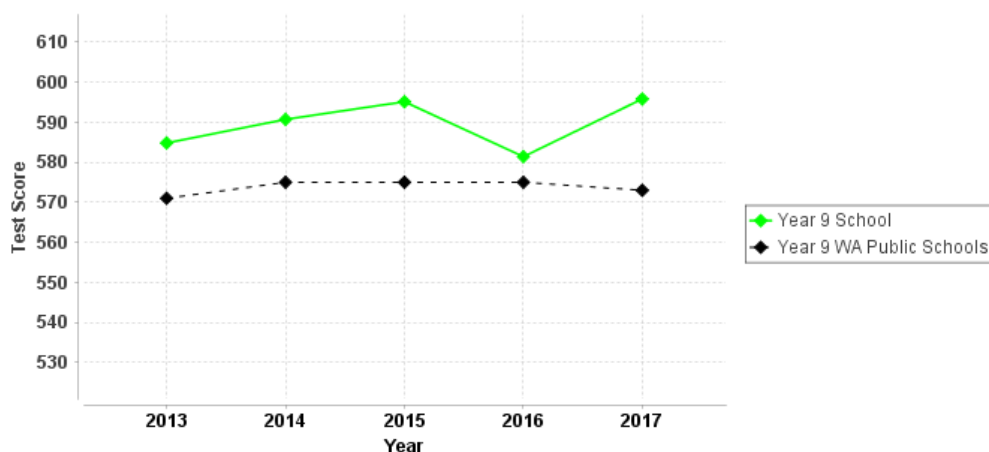
The 2017 Year 9 Como cohort made more progress than those in Australian schools, and was similar to that in WA Public Schools. Progress was substantially better than that seen in “like-schools”, continuing a trend seen in 2016.

Average Reading Score



Year 9 performance in Reading was the highest in 6 years and above that of State schools in general, and matched that seen in “like-schools”.

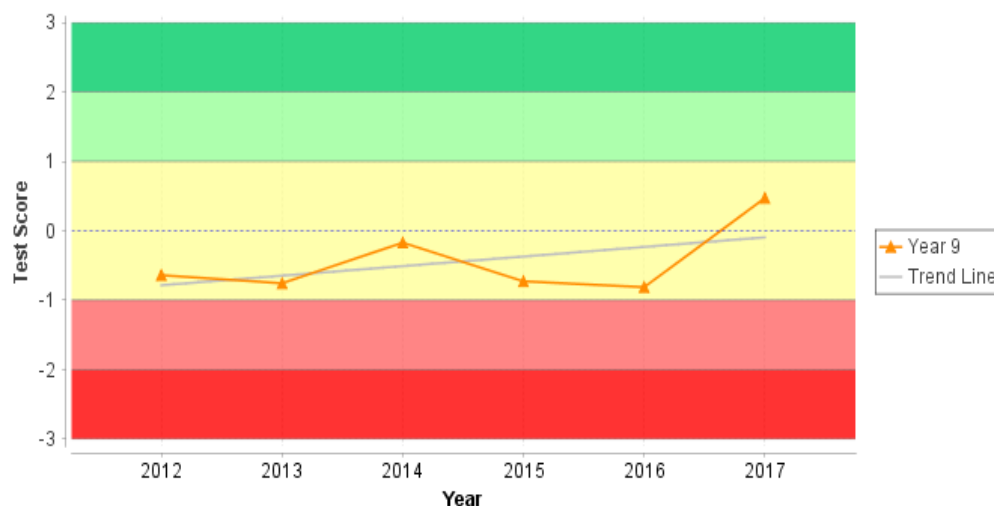
Average Reading Score



STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Writing

Writing Performance



For the first time in 3 years, the 6-year trend is showing an upward trend which is very encouraging and shows that the school compares favourably with “like-schools”.

- 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	NAPLAN Score Range	Year 9 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	4%	2%	5%	7%	6%	6%	4%	4%	5%
9	634 - 685	11%	7%	12%	12%	13%	13%	8%	8%	9%
8	582 - 633	32%	26%	22%	33%	29%	29%	24%	22%	22%
7	530 - 581	27%	28%	30%	23%	27%	24%	22%	26%	23%
6	478 - 529	12%	21%	14%	15%	18%	17%	19%	23%	20%
1 to 5	Up to 477	15%	16%	17%	11%	7%	11%	22%	17%	21%

- Above National Minimum Standard**
- At National Minimum Standard**
- Below National Minimum Standard**

The school’s profile is between that of Like-schools and WA Public Schools. There was an increase in the percentage of students in Bands 9 and 10 but work remains to be done in the lower bands to help students progress to higher levels of performance.

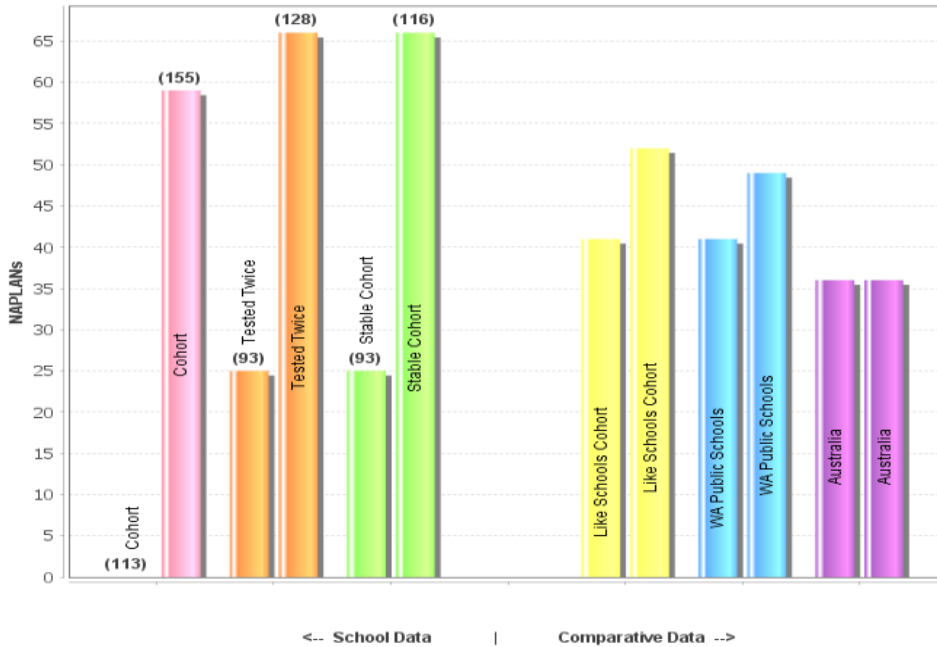
WA Public Schools	Year 9 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	26%	21%	25%	35%	34%	28%
Middle 60%	62%	63%	61%	57%	59%	63%
Bottom 20%	12%	16%	14%	8%	7%	9%

The performance of the 2017 cohort in contrast to previous years has a significant improvement, particularly in the representation of Como students in the top 20%.

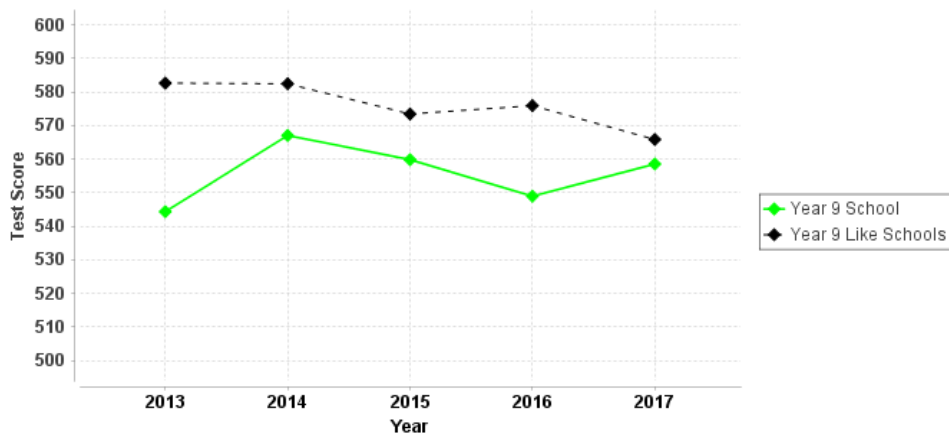
STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Writing

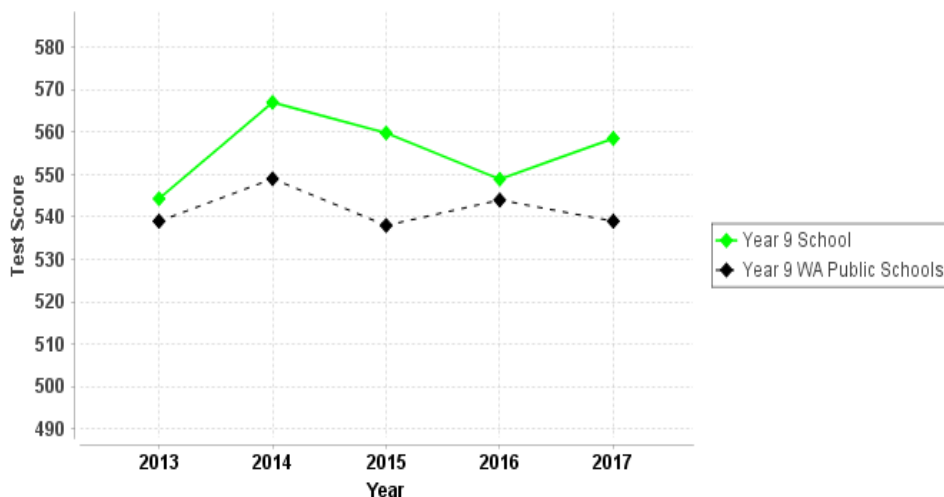
Progress from Year 7 to Year 9 - Writing



Average Writing Score



Average Writing Score



Progress in writing significantly improved in 2017 compared to WA Public schools, Australian schools and particularly like-schools. This was in stark contrast to 2016 comparisons.

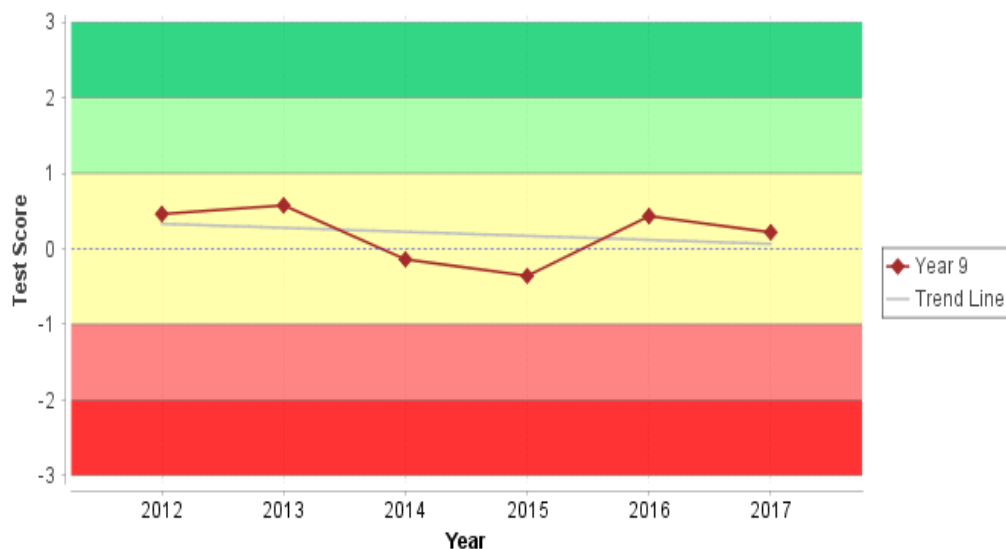
The focus on writing in 2017 was reflected in a pleasing improvement in performance to match that of like-schools.

Como's performance in comparison to WA Public Schools improved in 2017.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Spelling

Spelling Performance



Year 9 Spelling performance dropped slightly to be on a par with “like schools”.

- 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	NAPLAN Score Range	Year 9 Spelling								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	9%	12%	13%	9%	12%	8%	6%	7%	7%
9	634 - 685	23%	13%	18%	24%	22%	22%	16%	15%	18%
8	582 - 633	28%	27%	21%	35%	31%	27%	30%	27%	22%
7	530 - 581	23%	19%	29%	19%	21%	28%	24%	23%	28%
6	478 - 529	12%	19%	12%	8%	9%	12%	13%	15%	16%
1 to 5	Up to 477	5%	10%	6%	5%	5%	4%	12%	12%	9%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

In 2017 the band distribution of Como students was similar to that of like-schools and WA Public Schools although Como had a higher proportion of students in the highest band.

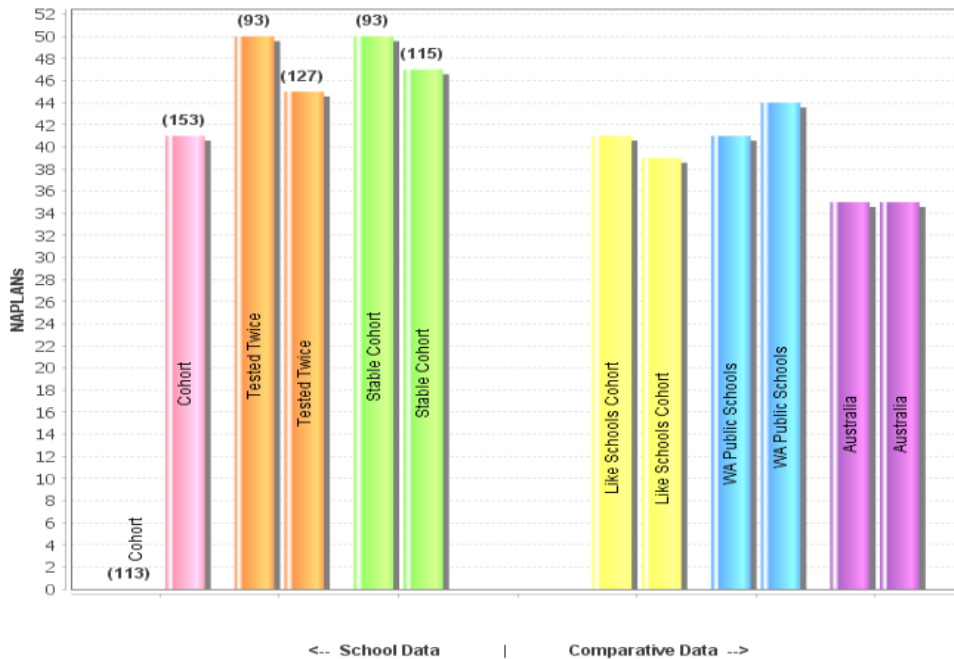
WA Public Schools	Year 9 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	32%	26%	29%	33%	34%	23%
Middle 60%	55%	58%	57%	59%	57%	68%
Bottom 20%	12%	16%	14%	9%	8%	9%

From the table at left it can be seen that the distribution of students in 2017 was better than other public schools, and better at the higher level than “like schools”.

STUDENT ACADEMIC PERFORMANCE

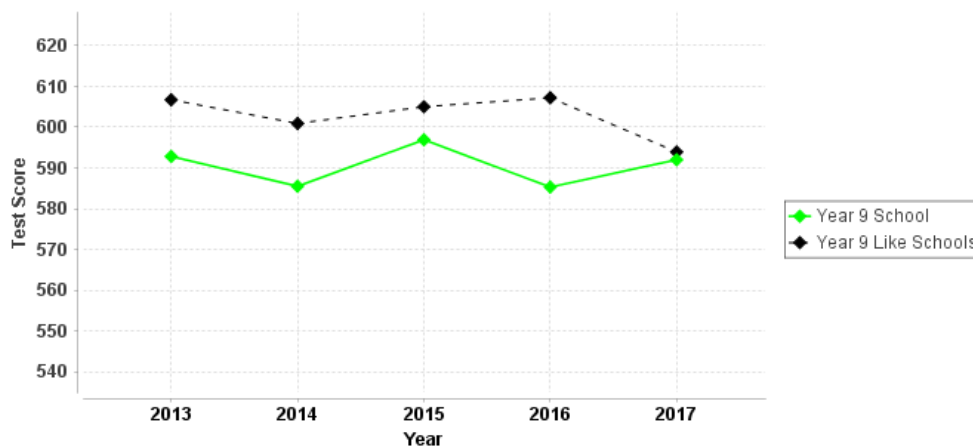
NAPLAN—Year 9 Spelling

Progress from Year 7 to Year 9 - Spelling



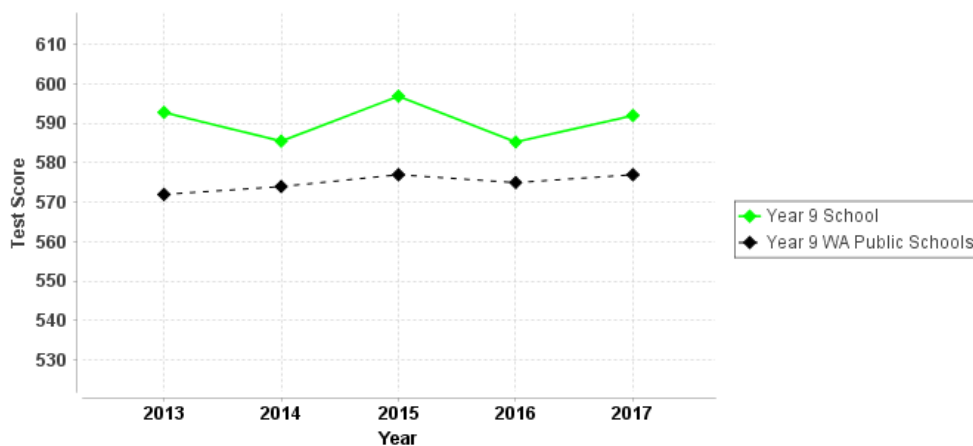
The rate of progress in Spelling in the Year 9 cohort from Year 7 was above that of Australian schools, WA Public Schools and “like schools”.

Average Spelling Score



The mean test score of the 2017 Year 9 cohort matched that of like-schools and closed a gap seen over the previous 6 years.

Average Spelling Score

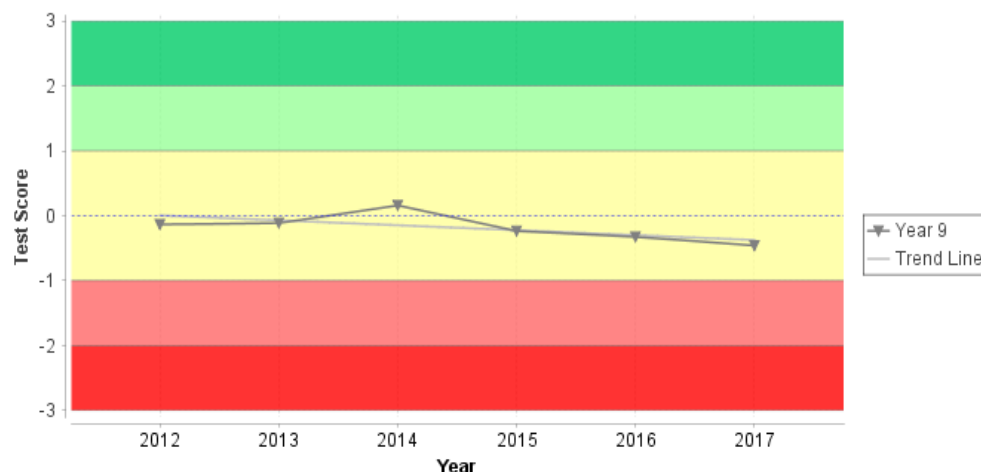


The spelling performance of Como students maintained the 15 point advantage seen over the past 6 years.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Grammar and Punctuation

Grammar & Punctuation Performance



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	NAPLAN Score Range	Year 9 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	6%	11%	5%	9%	14%	9%	6%	8%	7%
9	634 - 685	15%	12%	18%	17%	18%	14%	11%	12%	11%
8	582 - 633	36%	18%	25%	32%	23%	29%	26%	18%	24%
7	530 - 581	19%	31%	27%	21%	29%	27%	22%	30%	26%
6	478 - 529	18%	24%	14%	16%	12%	14%	23%	19%	19%
1 to 5	Up to 477	7%	5%	10%	5%	5%	6%	13%	12%	13%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

WA Public Schools	Year 9 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	33%	26%	31%	33%	39%	33%
Middle 60%	58%	65%	54%	60%	53%	58%
Bottom 20%	9%	10%	15%	7%	7%	9%

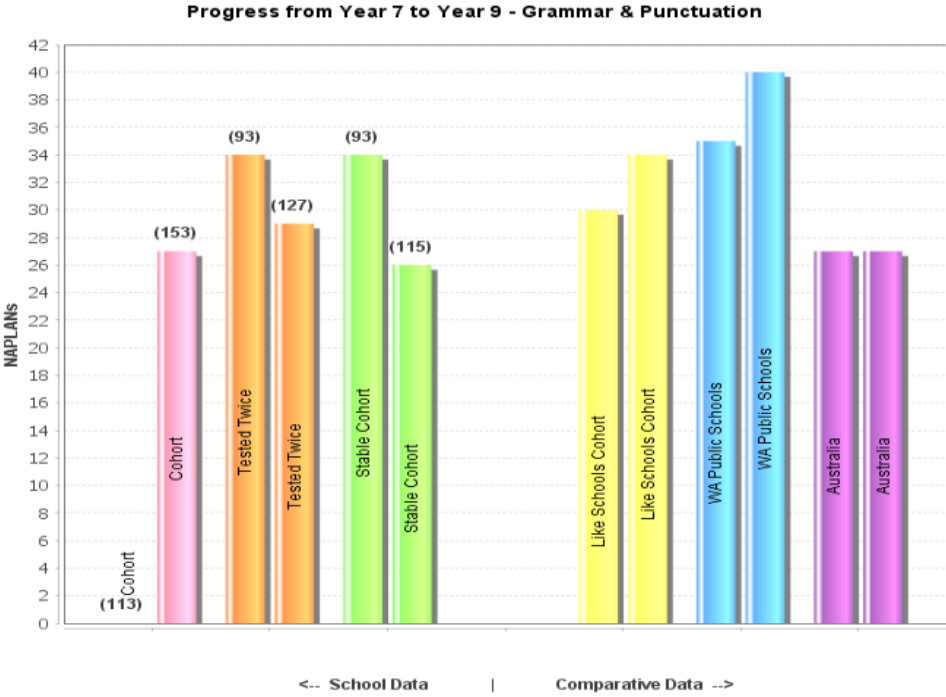
Grammar and punctuation scores dropped slightly, but are still on a par with like-schools. However, it remains an area for improvement and a literacy focus.

The school's distribution of scores in the bands is similar to that like schools. 76% of students were above the National Minimum Standard.

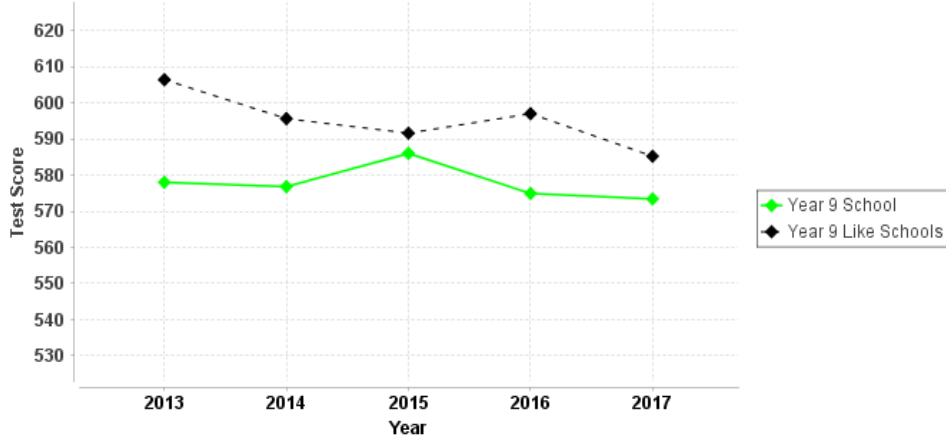
Compared to the State, the 2017 Year 9 Como cohort performed very well in grammar and punctuation, but needs to focus on building the competencies of struggling students.

STUDENT ACADEMIC PERFORMANCE

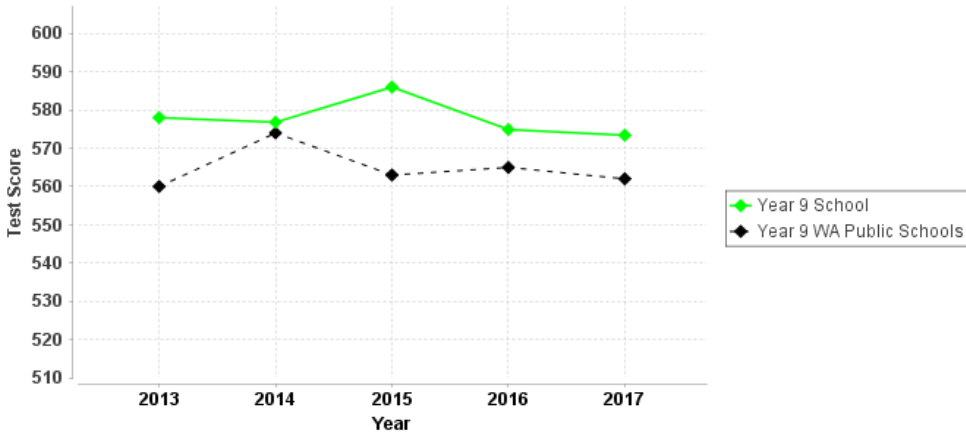
NAPLAN—Year 9 Grammar and Punctuation



Average Grammar & Punctuation Score



Average Grammar & Punctuation Score



The 2017 cohort made about the same level of progress seen in Australian schools but less than that in WA Public Schools and like-schools. Comparative progress is a particular concern from Year 5 to 7, and remains so for Years 7 to 9.

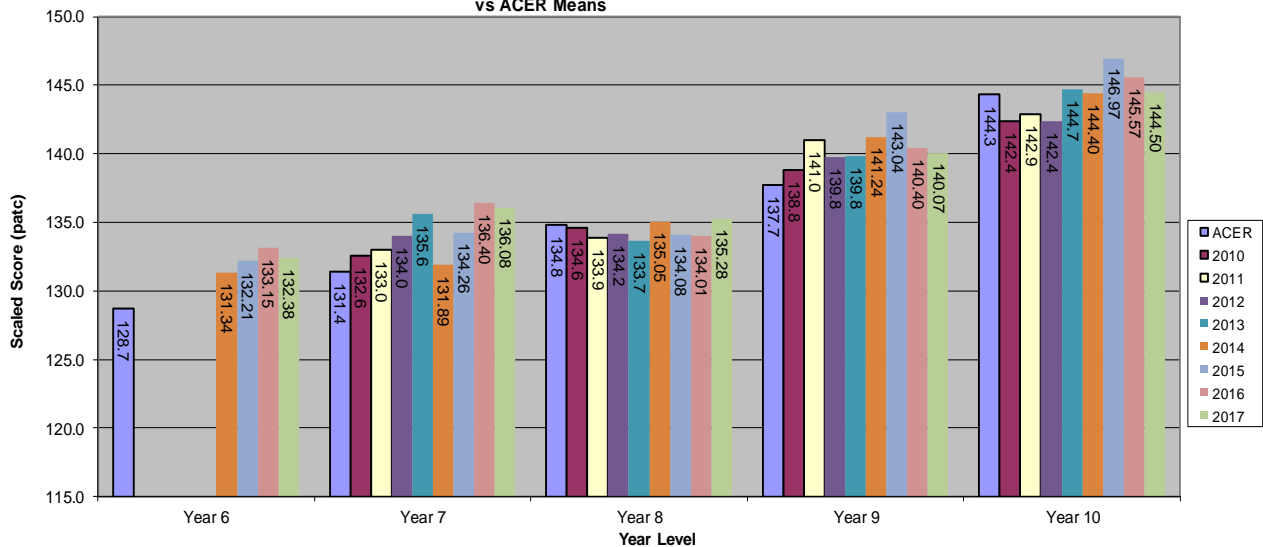
There was a slight decline in performance compared to 2016.

While Como students still perform at a slightly higher level than students in other WA Public Schools it remains an area that requires improvement. Improvement in grammar and punctuation may also help improve the writing scores.

STUDENT ACADEMIC PERFORMANCE

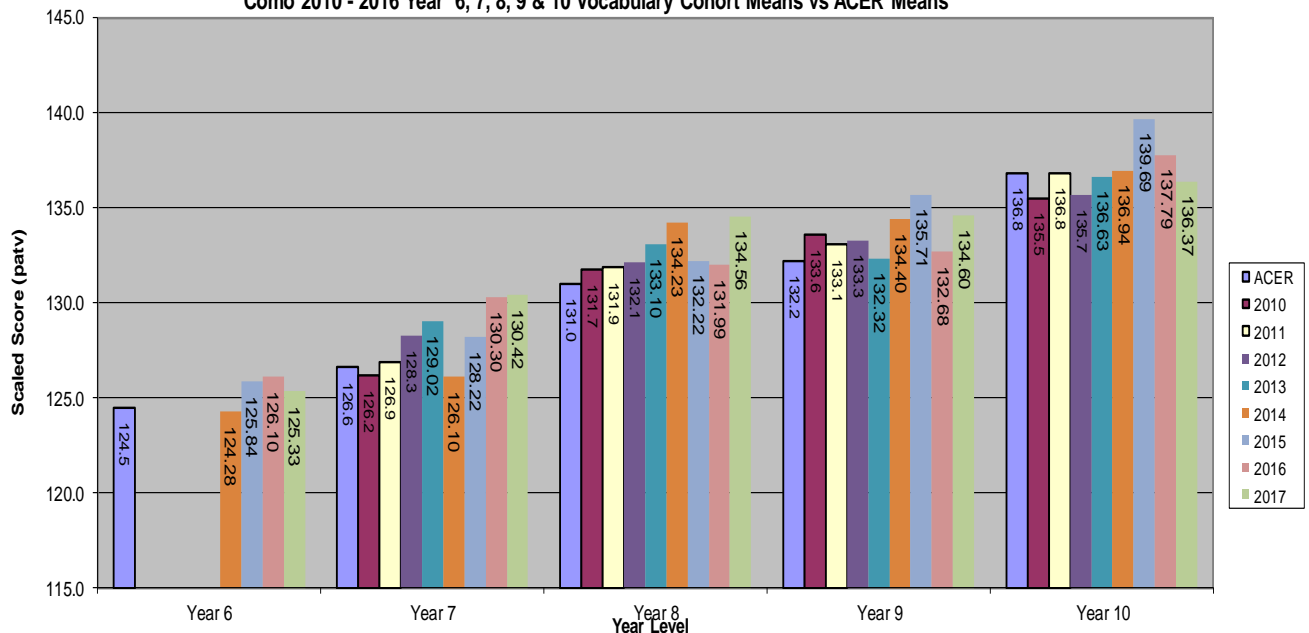
Progressive Achievement Test (PAT) - Annual Results

Como 2010 - 2017 Year 6, 7, 8, 9, 10 Comprehension Cohort Means
vs ACER Means



The attainment levels of the 2017 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 or at 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 in Year 8.

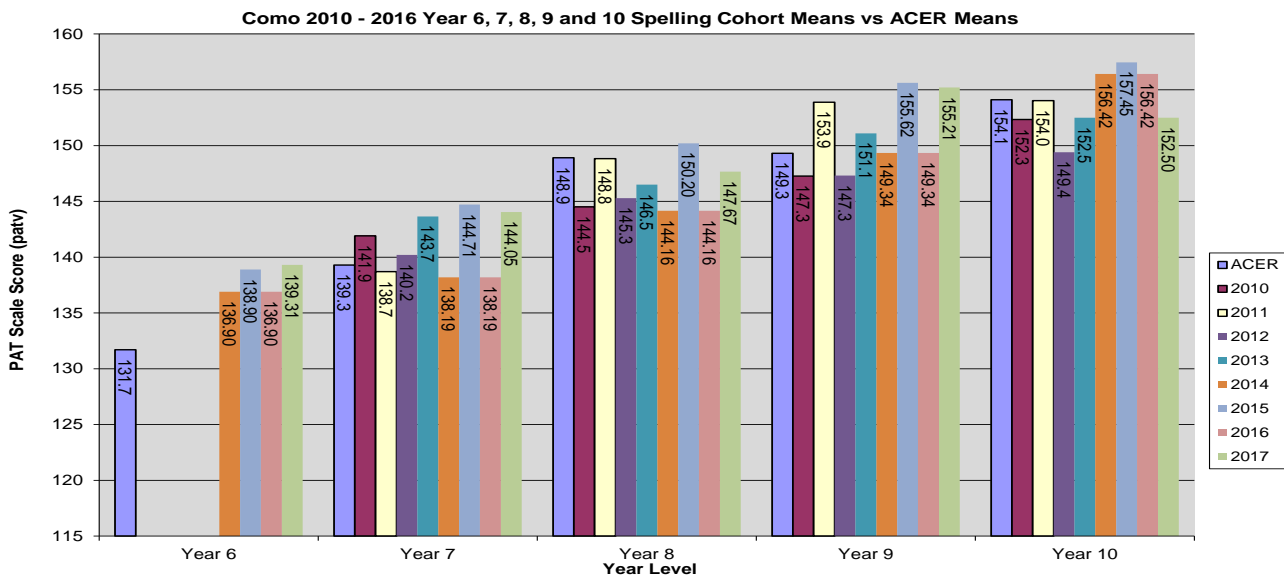
Como 2010 - 2016 Year 6, 7, 8, 9 & 10 Vocabulary Cohort Means vs ACER Means



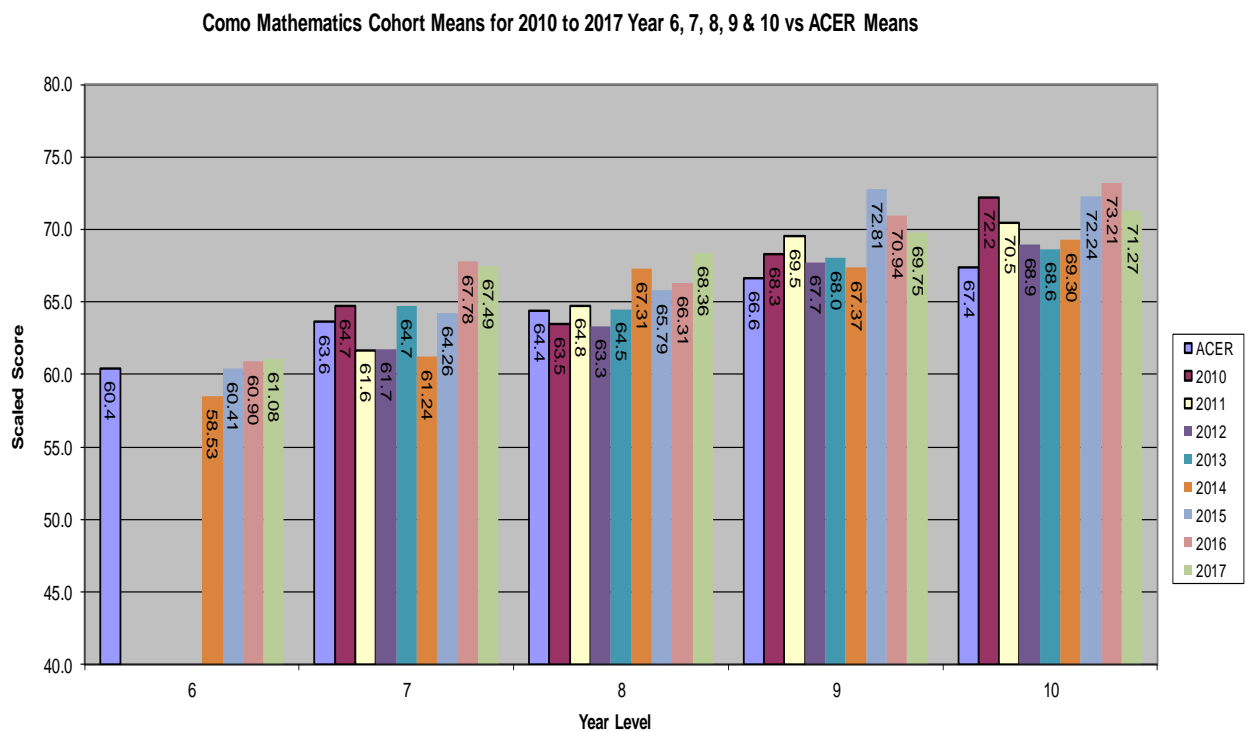
Cohort vocabulary levels have generally improved over the past years. There is a levelling out of performance from Year 8 to 9 which could be a focus area in the future.

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. In 2017, the Year 6, 7, and 9 cohorts were above the ACER mean but the 8 and 10 cohorts were below. Whilst spelling is not specifically taught, it is an area in which strategies for improvement need to be investigated and implemented.

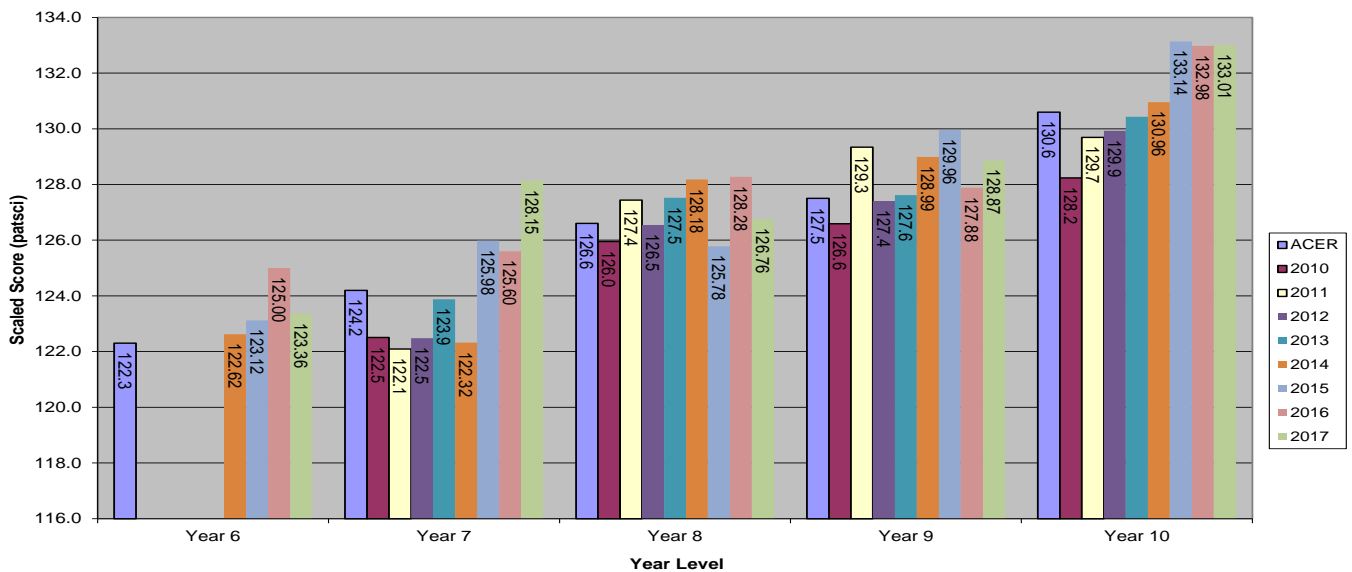


The value-adding trend seen in Maths PAT scores over the past 8 years has continued with cohorts beginning high school at or below the Australian mean and leaving in Year 10 above the mean. The biggest improvement occurs in the first year of secondary school, Year 7, and Year 9. (The change from Third Edition Maths PAT to Fourth edition requires a –70 adjustment to the scaled score.)

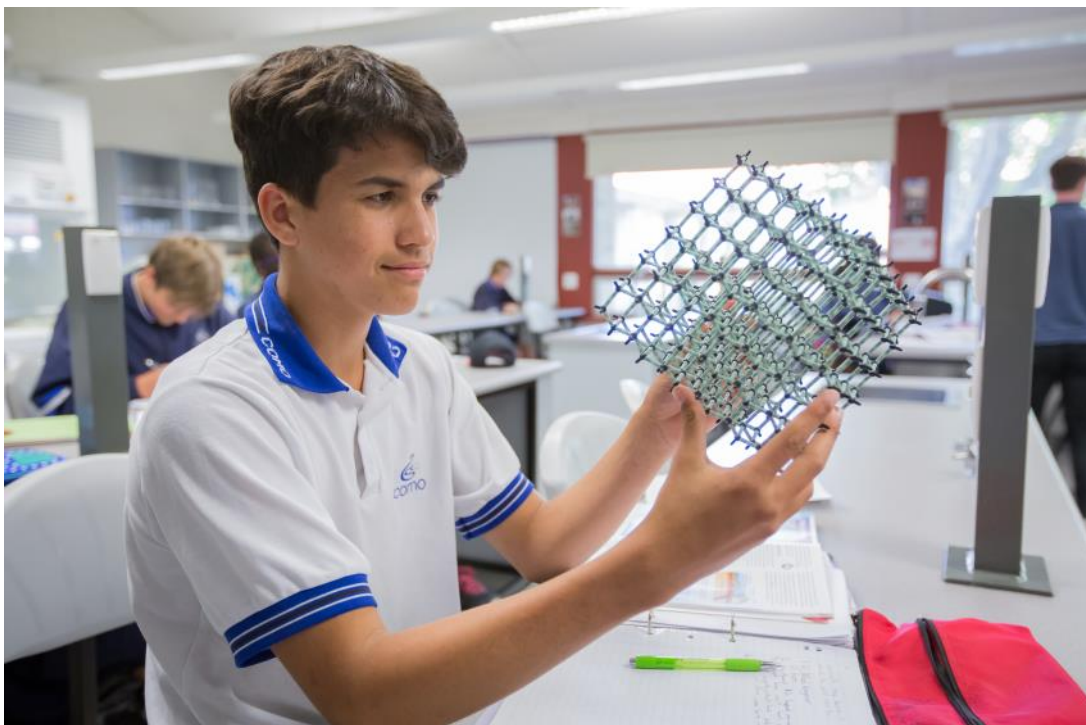
STUDENT ACADEMIC PERFORMANCE

Progressive Achievement Test (PAT) - Annual Results

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



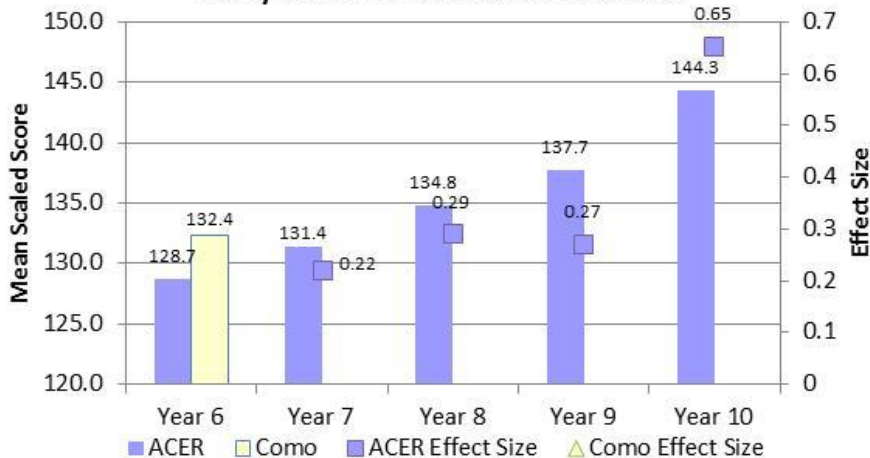
Generally, cohorts have entered Como in Year 8 at or below the ACER mean prior to 2015. Since 2015, students have entered secondary school in Year 7 and have been above ACER mean. In both cases, entry into secondary has boosted performance in Science, with further slight improvement in Year 9 and then greater improvement in Year 10. In the last four years, the Year 10 performance 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 4 Year 6 cohorts have been above the ACER mean so it will be of interest to see their attainment levels in Year 10.



STUDENT ACADEMIC PERFORMANCE

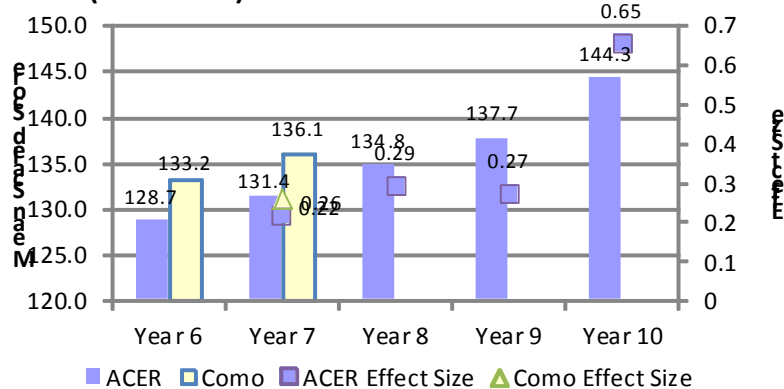
Progressive Achievement Tests—Cohort Progress

2018 Cohort PAT Comprehension Yrs 6, 7, 8, 9, 10 (2017-2021) vs ACER Means and Effect Sizes



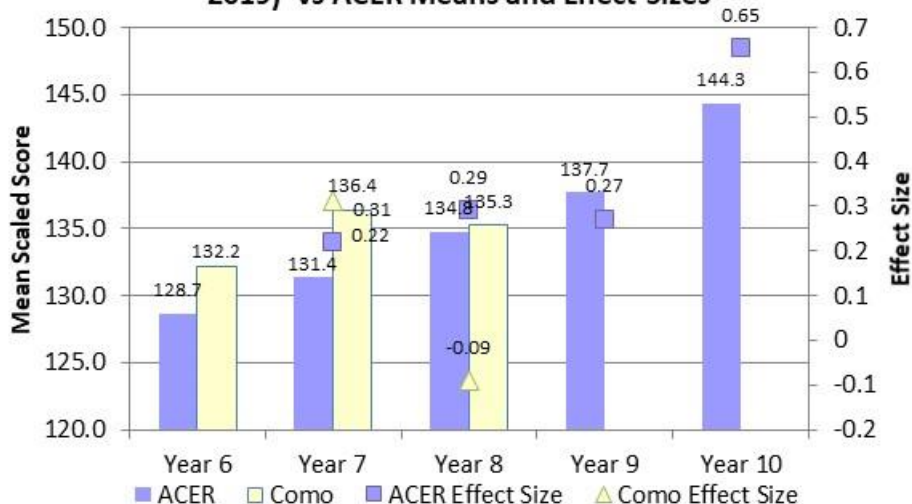
The incoming 2018 Year 7 students are above the National mean.

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



The 2017 Year 7 students made the progress expected in comparison to National mean scores

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

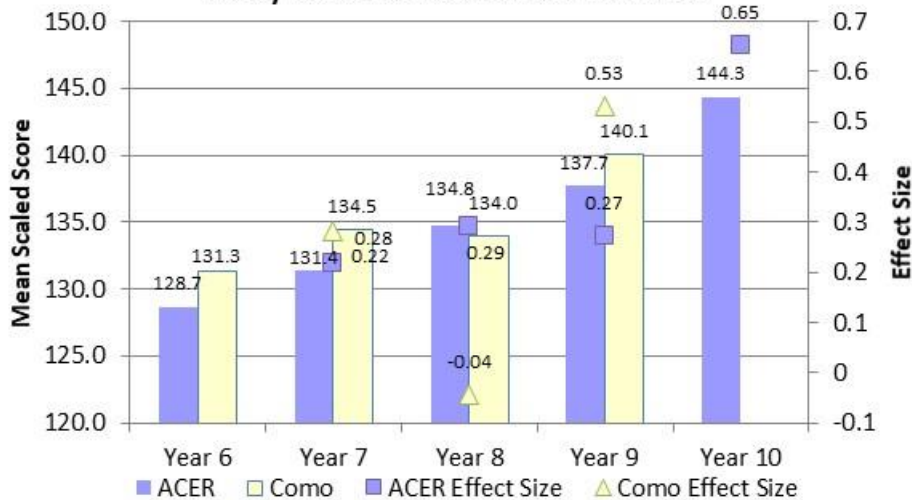


The Year 8 cohort did not improve over their 2016 cohort mean, a finding also made with the 2015 cohort. Reading comprehension needs to be a focus for this cohort (Year 9) in 2018.

STUDENT ACADEMIC PERFORMANCE

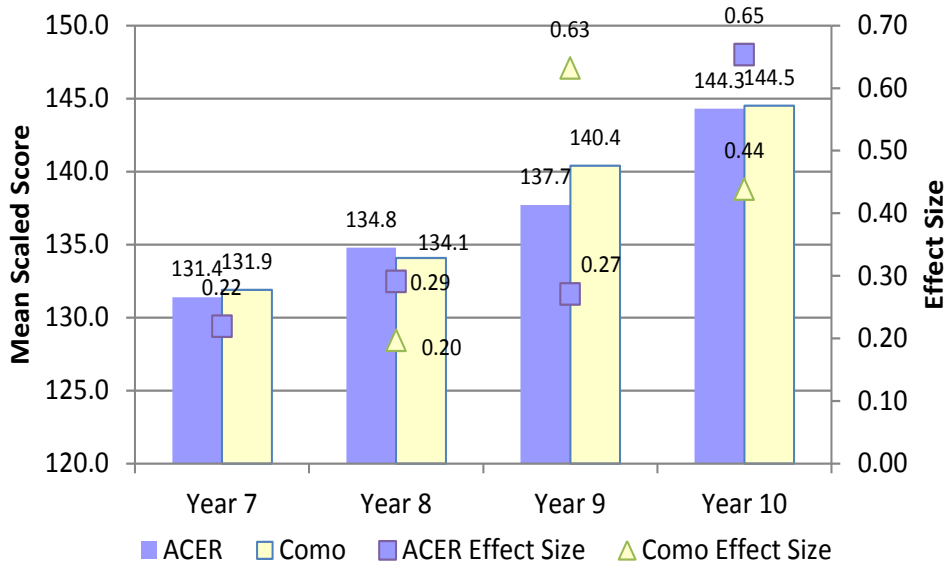
Comprehension Progressive Achievement Tests—Cohort Progress

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



The Year 9 cohort made a significant improvement in reading comprehension performance, the effect size (0.53) being 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 previous cohorts

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



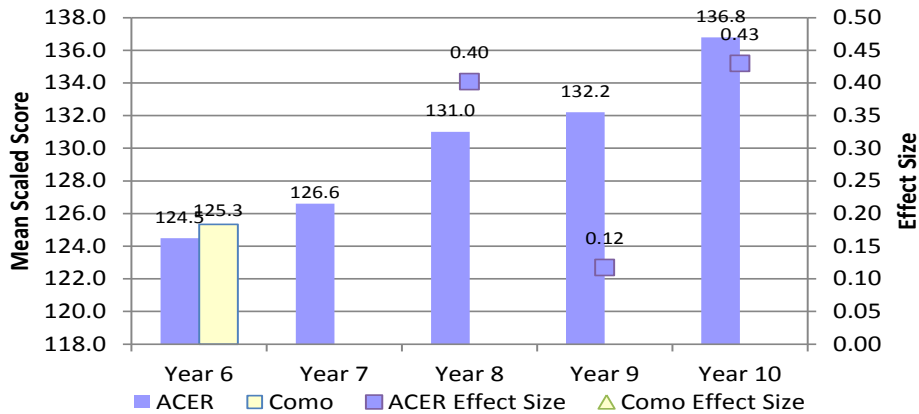
The Year 10 cohort improved over their Year 9 mean. The effect size (0.44) was much less than seen in the National sample (0.65) but was sufficient for this cohort to finish above the National mean.

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

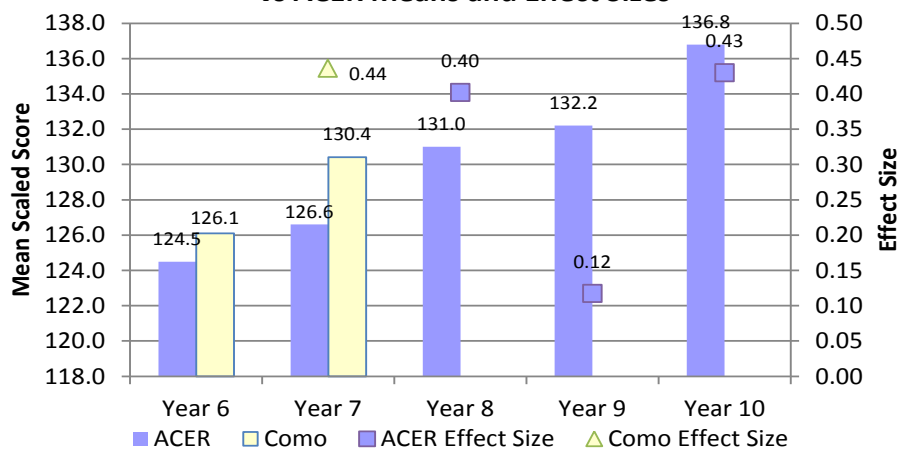
Vocabulary Progressive Achievement Tests

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



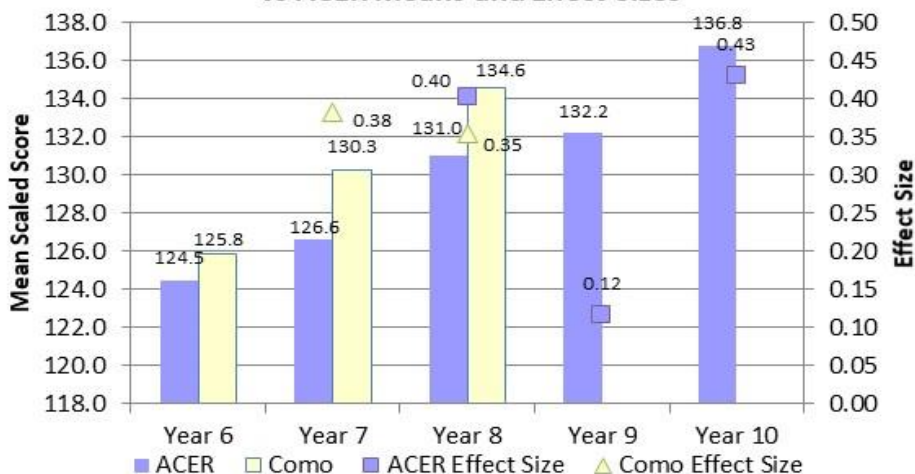
The 2017 Year 7 cohort performed slightly above the National sample mean.

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



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

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



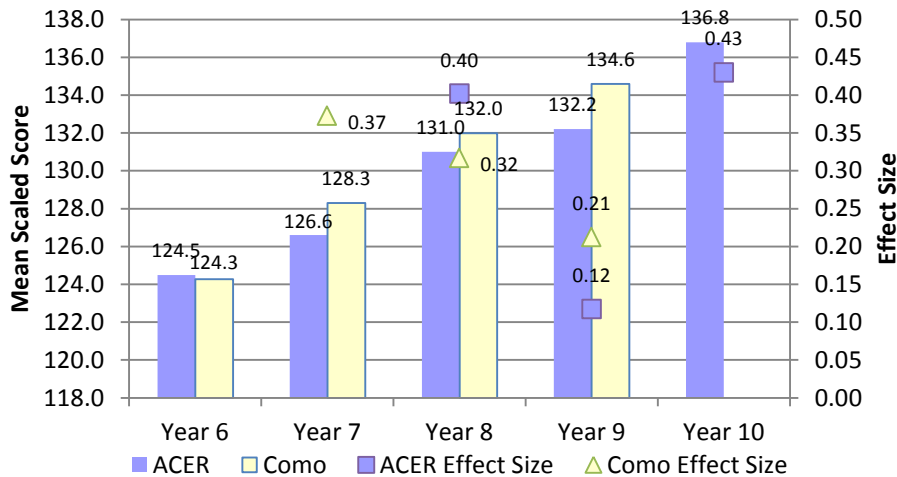
The Year 8 students maintained a steady improvement in their vocabulary.

STUDENT ACADEMIC PERFORMANCE

Vocabulary Progressive Achievement Tests

2015 Cohort PAT Vocabulary Yrs 6, 7, 8, 9, 10 (2014-2018)

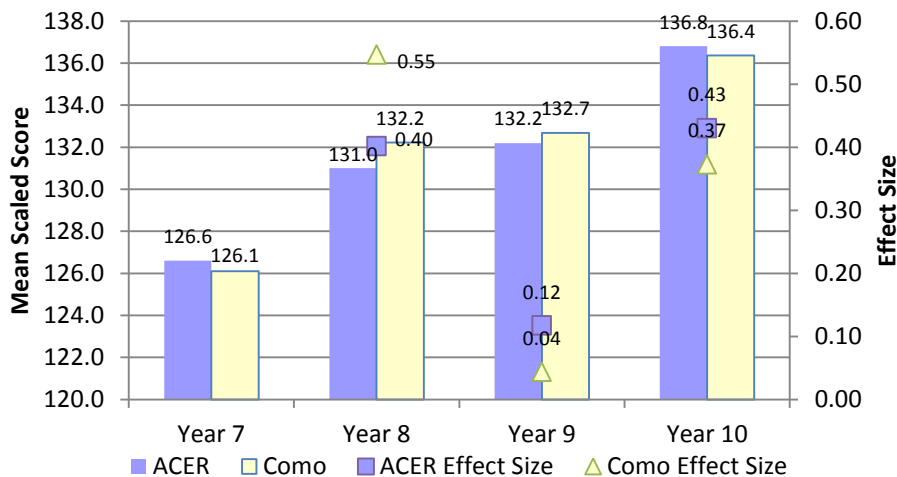
vs ACER Means and Effect Sizes



The Year 9 students made reasonable improvement in their vocabulary and remained above the National mean.

2014 Cohort PAT Vocabulary Yrs 7, 8, 9, 10 (2014-2017)

vs ACER Means and Effect Sizes



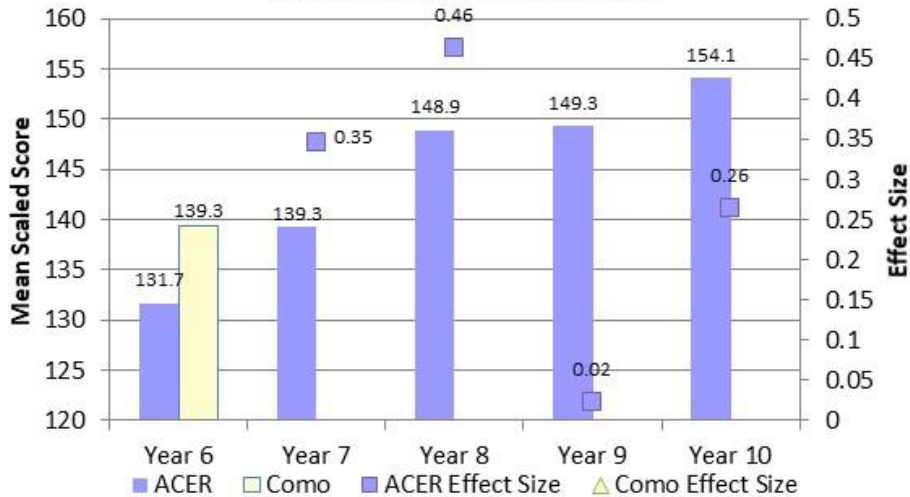
The Year 10 students maintained their steady improvement from Year 7, although the degree of progress from Year 9 to 10 was less than that seen in the National sample.

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

STUDENT ACADEMIC PERFORMANCE

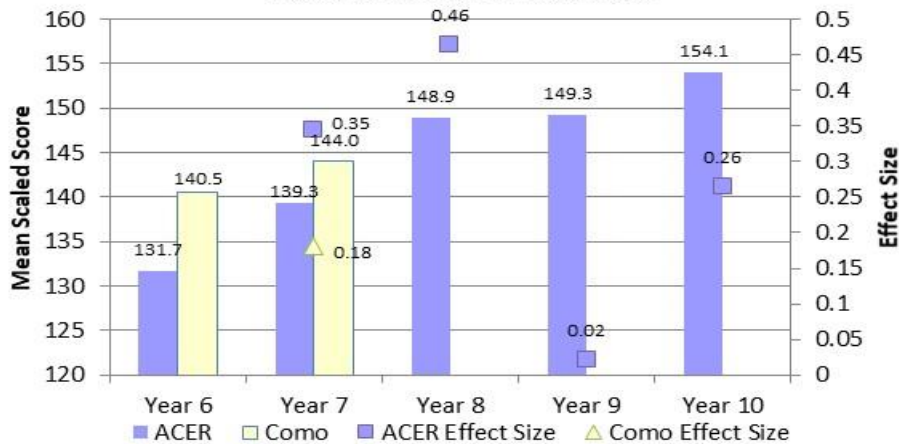
Spelling Progressive Achievement Tests

**2018 Cohort PAT Spelling Yrs 6, 7, 8, 9, 10 (2017-2021) vs
ACER Means and Effect Sizes**



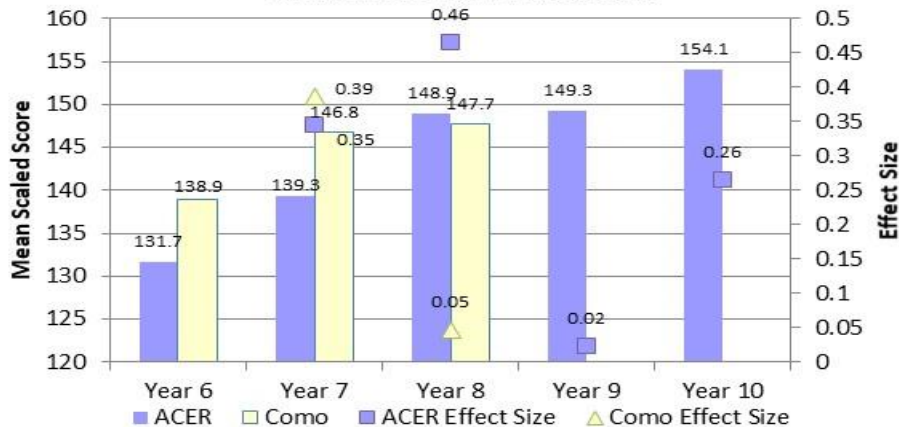
The incoming Year 7 cohort were well above the National mean score in spelling, a trend evident since 2015 and in contrast to previous incoming cohorts.

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



Last year's Year 7 students showed a modest improvement from Year 6.

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

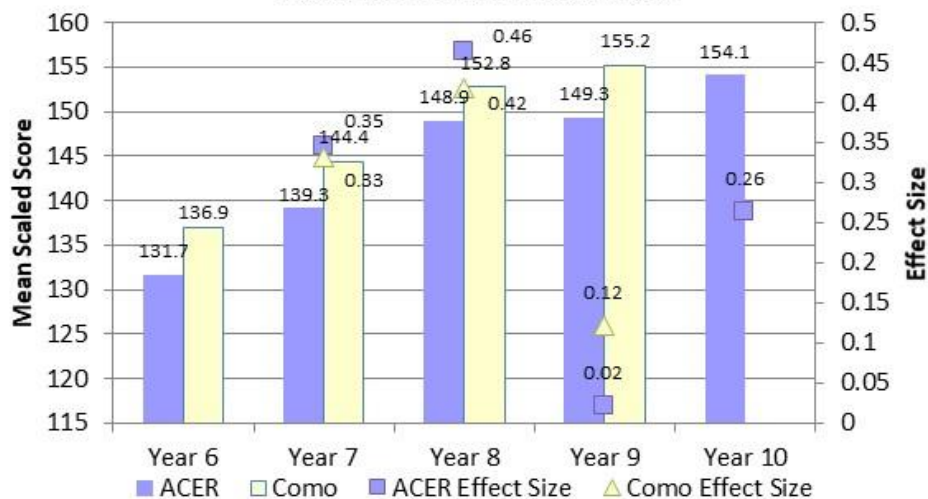


The Year 8 students made little progress in 2017.

STUDENT ACADEMIC PERFORMANCE

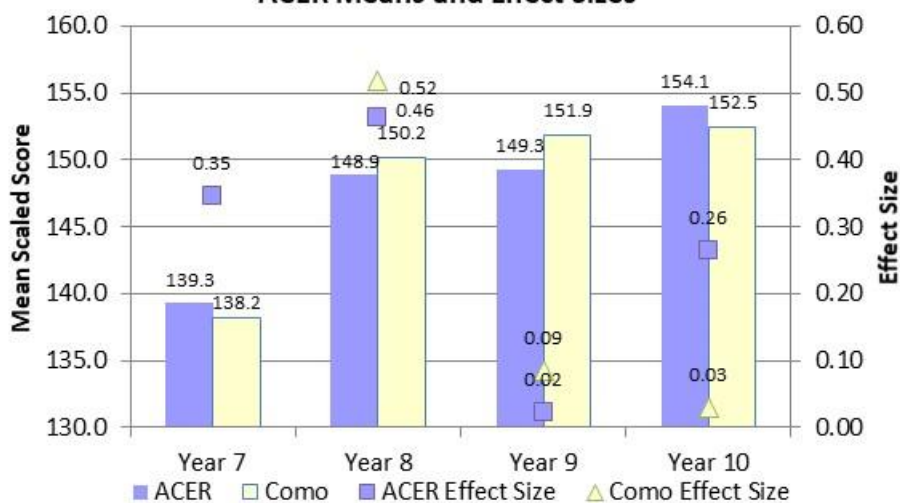
Spelling Progressive Achievement Tests

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



The Year 9 cohort has maintained a steady rate of progress consistent with the national sample.

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

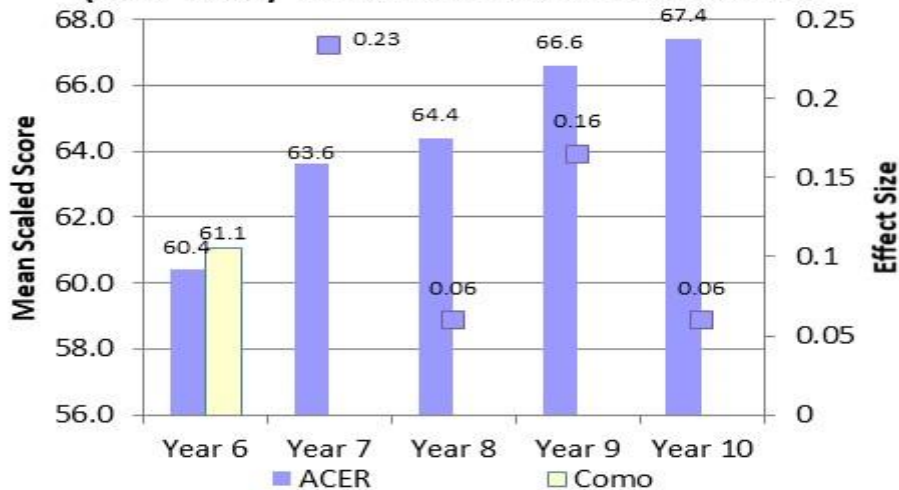


Last year's Year 10 students showed little improvement from Year 9 and ended in the same relative position to the National sample as they entered in Year 7.

STUDENT ACADEMIC PERFORMANCE

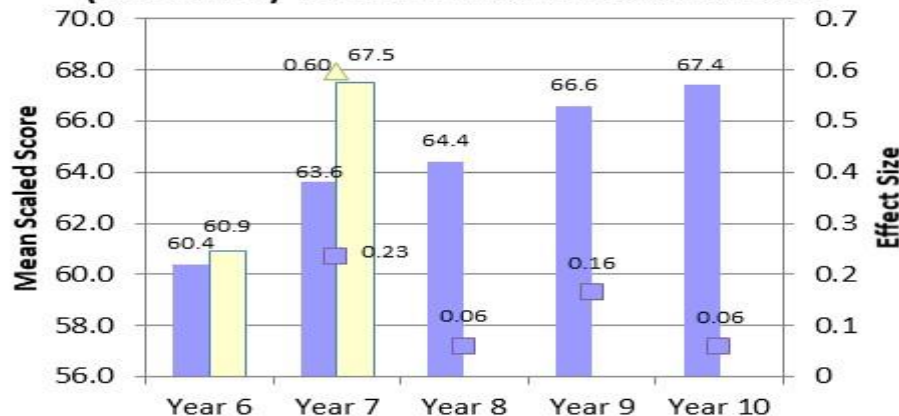
Mathematics Progressive Achievement Tests

**2018 Cohort PAT Maths Yrs 6, 7, 8, 9, 10
(2017-2021) vs ACER Means and Effect Sizes**



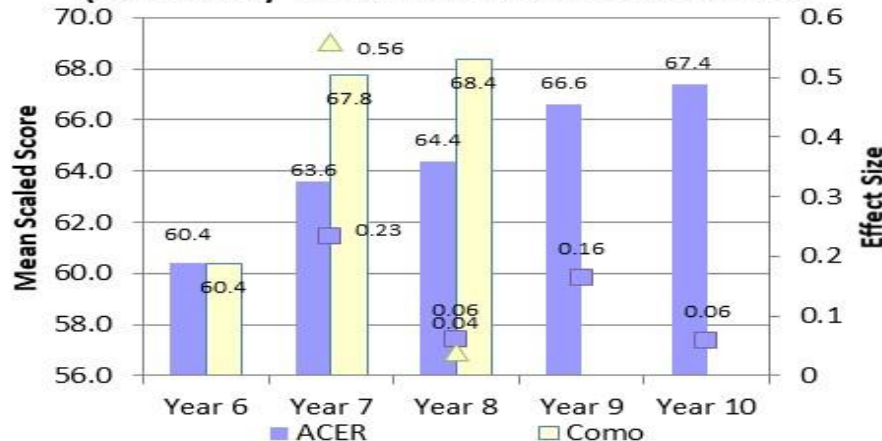
The mean score of the incoming 2018 Year 7 students is slightly above the National mean.

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



The 2017 the Year 7 students made an impressive improvement in performance from Year 8 (Effect size = 0.6), than would be expected from the ACER data (ES = 0.23). This cohort of students is performing at a higher level compared to the national sample (i.e. ACER means).

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

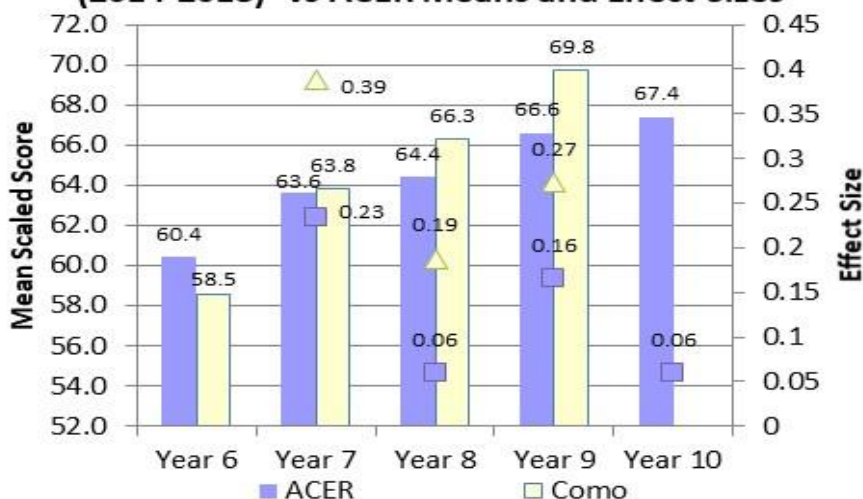


In 2017, the Year 8 students made little improvement in mathematics from Year 7 (Effect size = 0.04), which is consistent with the ACER data (ES = 0.06). This cohort of students made a large improvement in Year 7 and still performed at a higher level compared to the national sample (i.e. ACER means).

STUDENT ACADEMIC PERFORMANCE

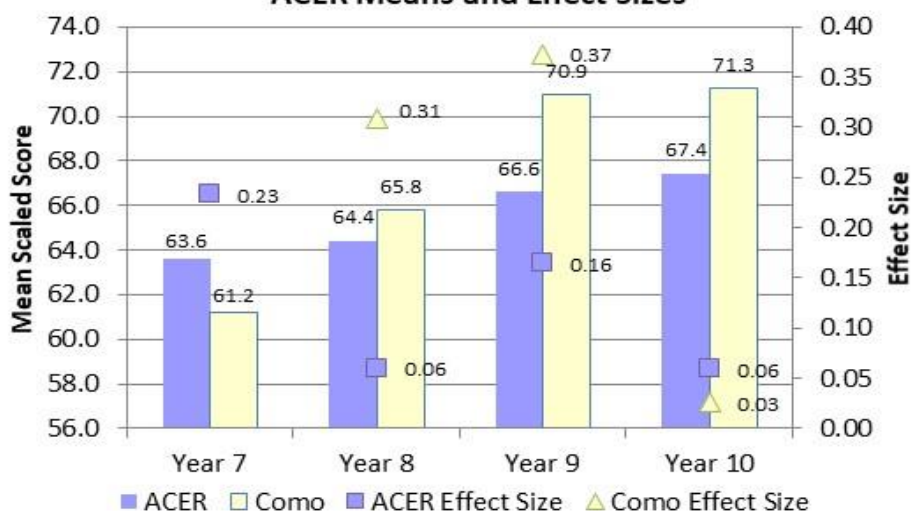
Mathematics Progressive Achievement Tests

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



In 2017, the Year 9 students made more improvement in mathematics from Year 8 (Effect size = 0.27), 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) and has shown consistent progress.

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



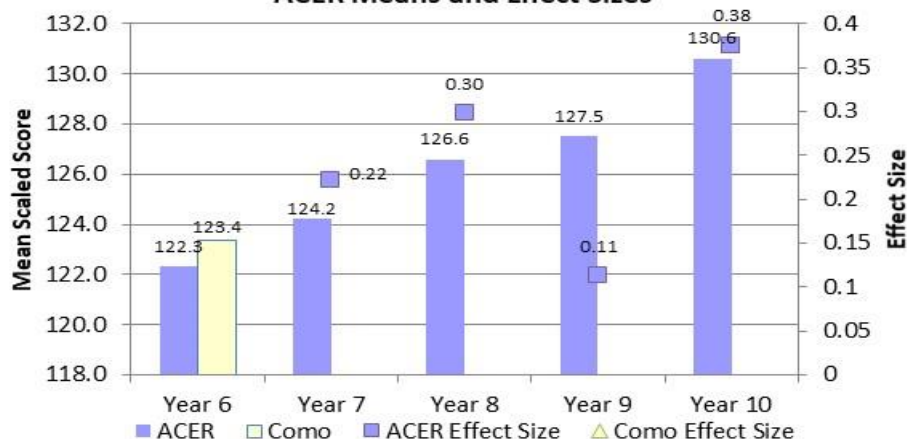
In 2017, the Year 10 students made little improvement in mathematics from Year 9 (Effect size = 0.03), which is consistent with the ACER data (ES = 0.06). This cohort of students performed at a higher level compared to the nation sample (i.e. ACER means).

Strong results have been consistently achieved in mathematics over the past 8 years with students' achievement being taken from mainly below ACER means in Years 6 or 7 to consistently above ACER means in Years 8 and 9.

STUDENT ACADEMIC PERFORMANCE

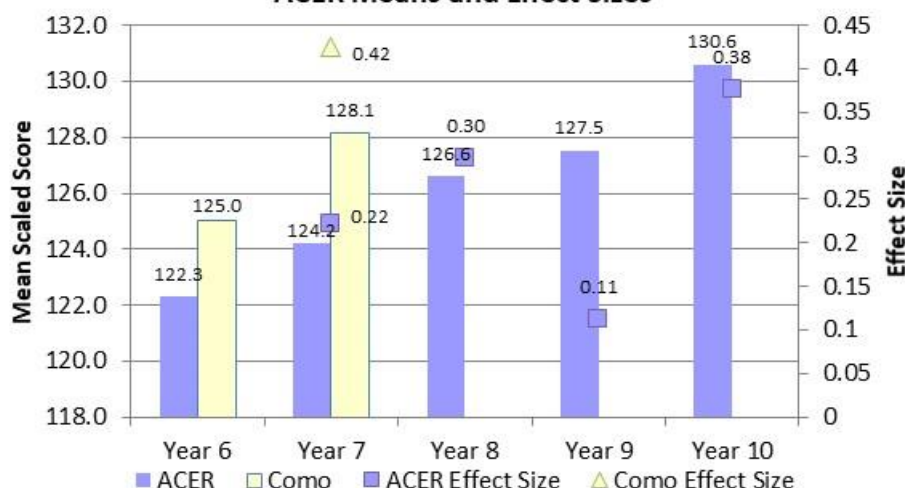
Science Progressive Achievement Tests

2018 Cohort PAT Science Yrs 6, 7, 8, 9, 10 (2017-2021) vs ACER Means and Effect Sizes



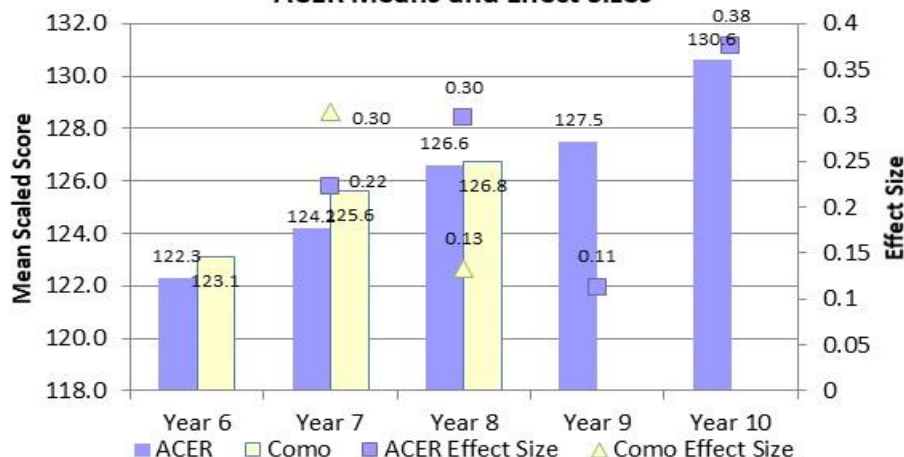
In contrast to when students entered secondary school in Year 8 being below the ACER mean, the cohorts entering in Year 7 are typically above the mean as was the case for 2018.

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



The Year 7 students made good progress during 2017 with an effect size of 0.42 compared with an effect size of 0.22 seen in the National sample.

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

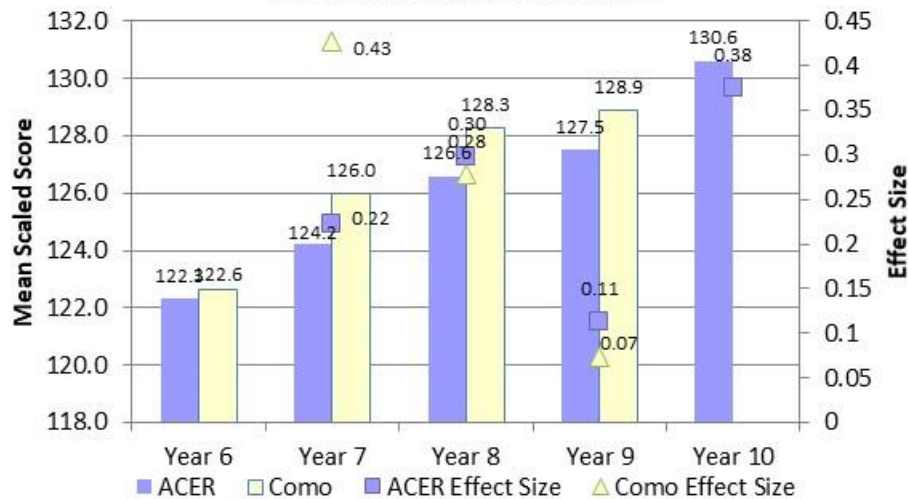


The Year 8 students improved their Science performance from Year 7 (Effect size = 0.30), which was greater than that seen in the national sample (ES=0.22).

STUDENT ACADEMIC PERFORMANCE

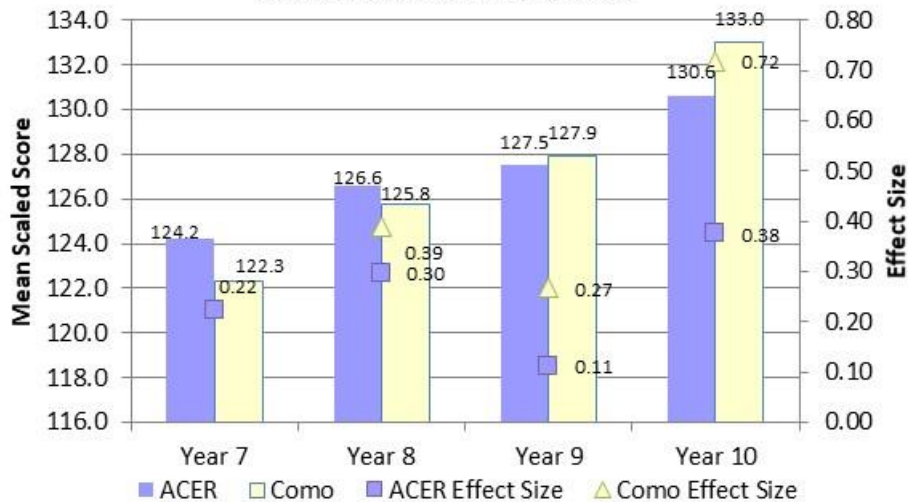
Science Progressive Achievement Tests

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



The Year 9 students made little improvement in their Science performance, although it was still above the ACER mean.

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



The Year 10 students strongly improved their Science performance from Year 9 (Effect size = 0.7). This cohort shows clear "value adding" having started in Year 7 below the National mean.

STUDENT ACADEMIC PERFORMANCE

YEAR 12 RESULTS

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2018						
2017	131	5 (3.8%)	64 (48.9%)	54 (41.2%)	8 (6.1%)	0 (0.0%)
2016	121	21 (17.4%)	43 (35.5%)	46 (38.0%)	11 (9.1%)	0 (0.0%)

In 2017, most students did a Certificate II or higher including a higher proportion of ATAR students.

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2018						
2017	0	0.0%	86	72.9%	32	27.1%
2016	0	0.0%	80	89.9%	9	10.1%

	Eligible Year 12 Students	Percentage achieving WACE
2011	140	98%
2012	110	94%
2013	126	98%
2014	80	99%
2015	107	99%
2016	106	96%
2017	114	93%
2018		

The percentage of students achieving a WACE declined, primarily through a higher proportion of students not achieving OLNA through English being their second language and a few non-triers.

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2011	140	76	54%
2012	110	58	53%
2013	126	70	56%
2014	80	43	54%
2015	107	62	58%
2016	106	64	60%
2017	114	69	61%
2018			

There has been an increasing proportion of students doing ATAR.

STUDENT ACADEMIC PERFORMANCE

YEAR 12 RESULTS

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2011	76	20	26%
2012	58	10	17%
2013	70	19	27%
2014	43	10	23%
2015	62	15	24%
2016	64	20	31%
2017	69	15	22%
2018			

The percentage of students achieving a scaled score over 75 was comparable to previous years but at the lower end.

	School	Like-Schools	State
2011	76.8	76.8	75.6
2012	72.7	78.4	75.9
2013	76.1	76.3	75.3
2014	76.5	74.8	75.6
2015	76.0	77.0	76.0
2016	81.4	79.3	78.2
2017	74.9	79.2	78.7
2018			

The median ATAR was disappointing and reflected the poor performance of less academic students. (See below).

The over-representation of students in the lower level, seen in the table at left, is symptomatic of the school's philosophy of giving students every opportunity to pursue their ambitions. However, reducing the proportion of students in the bottom third will be a focus in the next several years including examining our teaching, course offerings and counselling students and parents towards more realistic choices and considering alternative pathways to higher education or training.

State	ATAR Students											
	School						Like-Schools					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Top 33%	29%	26%	26%	36%	28%		34%	28%	32%	33%	33%	
Middle 33%	33%	35%	35%	31%	25%		35%	36%	36%	37%	35%	
Bottom 33%	39%	40%	39%	33%	48%		31%	36%	33%	30%	32%	

STUDENT ACADEMIC PERFORMANCE

Student Performance– WACE Examination Courses

Course	Performance							Students						
	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
Applied Information Technologies	2	2	2					12	8	8	13			
Biological Sciences		1	2	2					12	7	6			
Chemistry	2	2	2	2	2	2		23	41	21	39	32	34	
Economics		3		2					15		12			
English	2	2	2	2	2	2		49	53	26	49	52	55	
English as an Additional Language / Dialect		2	2	1	2	1			18	17	18	14	7	
Geography	2	2	2	2	2	2		12	13	10	15	19	16	
Human Biological Science	2	2	2	1	2	2		25	14	9	33	48	43	
Mathematics Applications					1	2						42	39	
Mathematics Methods					2	2						25	32	
Mathematics Specialist	2	2	2	3	2	3		20	13	14	14	15	14	
Modern History	3	3	2		2	2		10	21	15		19	18	
Music						3							7	
Physical Education Studies	2	2		2	2	2		22	7		13	17	14	
Physics	2	2	2	3	1	2		22	32	22	27	21	26	
Visual Arts		3	3	3		3			8	6	9		8	

- 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

Limitations of the Data:

Data will only be displayed for a subject if the school has at least 6 students with a scaled score in the course and there were at least 20 schools with students undertaking the course.

Overall ATAR Performance

Relative Performance	
2015	0.3
2016	0.6
2017	-0.2
2018	

Student performance levels were within expectations for all subjects with the exception of Visual Arts, Music and Mathematics Specialist. The new HOLA of the Arts will be looking to address the issues in Visual Arts and Music. Music is new for the school and is under development. The Maths Specialist performance is a concern and a subject in which the Maths Learning Area is working to improve.

STUDENT ACADEMIC PERFORMANCE

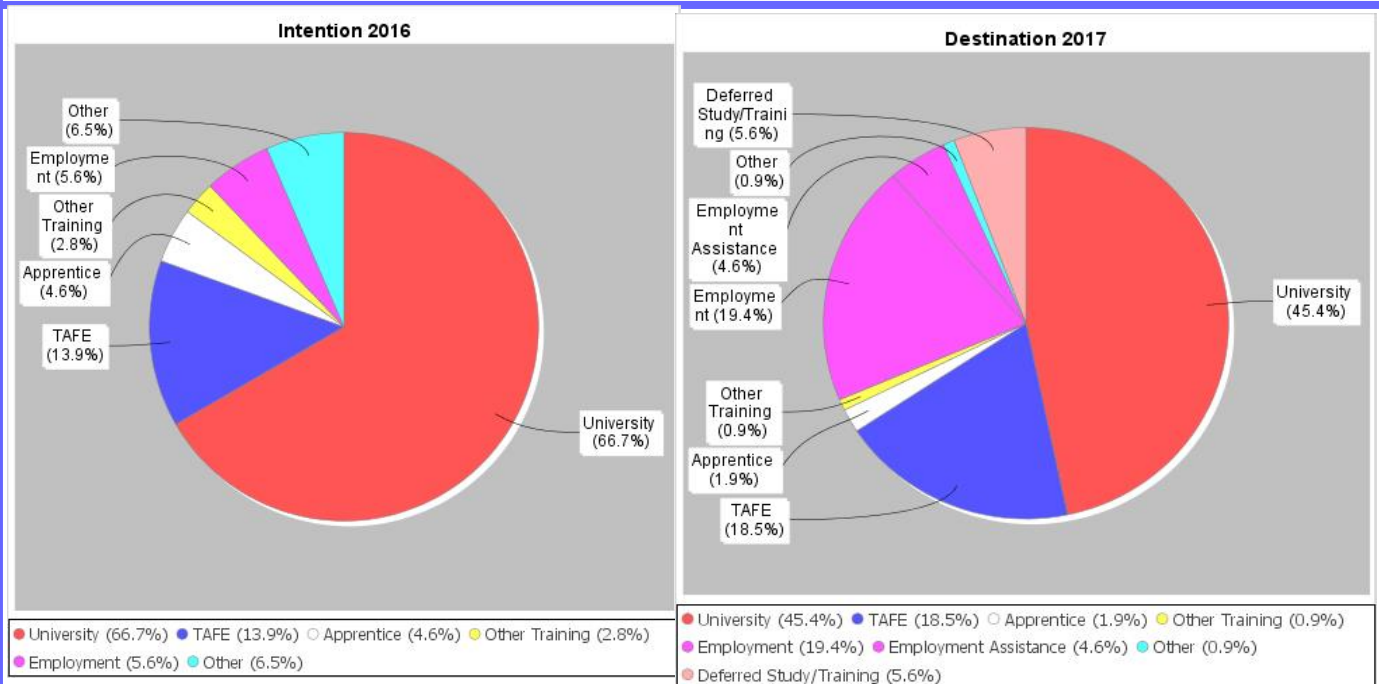
Student Performance – WACE Stage 1 Courses 2017

Course	School Percentages					WA Public Schools Percentages				
	A	B	C	D	E	A	B	C	D	E
Career and Enterprise	22	39	39	0		17	29	42	7	
Design	20	27	53	0		13	29	46	7	
English	8	33	56	4	0	9	26	52	6	6
Food Science and Technology	13	27	27	20		15	30	42	7	
Health Studies	11	17	56	17	0	16	29	41	7	7
Integrated Science	6	24	59	12	0	15	27	46	8	4
Materials, Design and Technology	11	17	61	11	0	8	21	54	10	7
Physical Education Studies	0	19	75	3	3	11	26	50	9	4

There is not a lot of between-school moderation in regards to General courses; therefore, it is not possible to make truly meaningful comparisons with State percentages. In general, the grade distributions were comparable to other schools. The exception was Physical Education Studies where the main grade was a C (25% more than the State) and no As were awarded in contrast to other schools where 11% of students were awarded an A.

STUDENT ACADEMIC PERFORMANCE

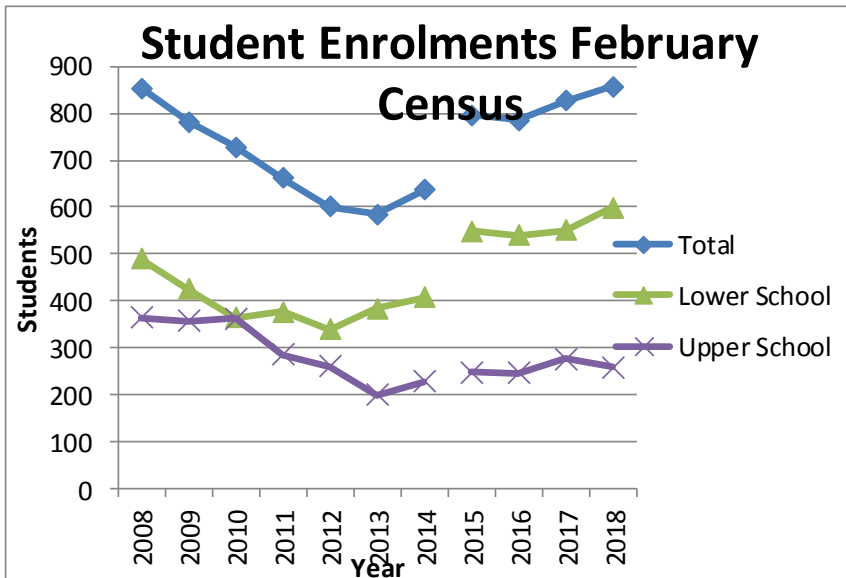
Year 12 Intentions and Destinations



	Intention 2016 School	Intention 2016 State	Destina- tion 2017 School	Destina- tion 2017 State	Variation School	Variation State
Return To School		0.6%		0.6%		0.0%
University	66.7%	48.7%	45.4%	35.2%	-21.3%	-13.5%
Uni Offer - No Placement						
TAFE	13.9%	19.1%	18.5%	22.1%	4.6%	3.0%
Apprentice	4.6%	10.7%	1.9%	2.0%	-2.8%	-8.7%
Traineeship		1.9%		2.2%		0.3%
Other Training	2.8%	2.9%	0.9%	1.3%	-1.8%	-1.6%
Employment	5.6%	11.9%	19.4%	16.0%	13.9%	4.1%
Employment Assistance			4.6%	7.1%		
Other	6.5%	4.2%	0.9%	2.3%	-5.6%	-1.9%
Deferred Study/Training			5.6%	9.4%		
Total	100%	100%	100%	100%	-	-
% of students responding	99%	0.0%	99%	0.0%	-	-

There were significant differences between intentions and destinations. The biggest difference was in the larger number of students finding employment, going to TAFE or an apprenticeship or deferring study in contrast to their intentions and the smaller number actually choosing to start university.

STUDENT ENROLMENTS



At the February 2017 census, there were 827 students enrolled. This represented an increase of 41 students compared to the 2016 census. The increase was primarily due to more students in Upper School. Numbers remained steady throughout the year with 825 students being recorded at the August census.

	Year Group						Total
	7	8	9	10	11	12	
2008		130	168	192	193	171	854
2009		131	126	168	184	173	782
2010		64	157	144	188	174	727
2011		123	84	169	133	153	662
2012		127	128	85	157	104	601
2013		130	125	129	86	114	584
2014		137	142	129	142	86	636
2015	153	116	135	144	130	118	796
2016	125	157	112	146	133	113	786
2017	138	132	164	116	150	127	827
2018	153	136	136	173	120	138	856

Into the future, numbers are expected to increase. It can be seen in the data that there was a smaller than usual enrolment in Year 8 in 2015, the dual 7/8 enrolment year. The uncertainty around when Year 7 would shift from primary school to secondary school seems to have contributed to the lower number enrolling due to parents enrolling students outside of the Public school system. This small cohort has carried to 2018 with just 120 students in Year 11. Numbers are expected to jump when this cohort exits at the end of 2019.

STUDENT ATTENDANCE

	Non-Aboriginal			Aboriginal			Total		
	Como	Like	WA Public	Como	Like	WA Public Schools	School	Like	WA Public
2012	91%	92.5%	89.3%	80.2%	85.8%	67.9%	90.7%	92.5%	87.7%
2013	91.2%	92.4%	89.1%	68.8%	81%	67.2%	90.4%	92.3%	87.4%
2014	90.8%	91.4%	88.6%	61.9%	83.3%	66.3%	89.7%	91.2%	86.9%
2015	92.6%	92.1%	89.7%	76.5%	82.6%	68.0%	91.9%	92.0%	87.9%
2016	92.6%	92.9%	89.5%	76.1%	82.8%	67.4%	92.0%	92.8%	87.7%
2017	91.6%	91.8%	89.7%	80.5%	82.0%	66.6%	91.2%	91.7%	87.8%

The overall attendance dropped slightly and remains significantly better than the State average across all years and all categories, a testament to the high level of pastoral care provided at Como from all staff and the Student Services team in particular. The attendance of Aboriginal students has improved significantly since 2014 and is comparable to like-schools.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2011	68.8%	20.3%	7.8%	2.9%
2012	70.6%	17.5%	8.5%	3.2%
2013	68.9%	18.6%	7.7%	4.5%
2014	69.5%	16.3%	9.4%	4.7%
2015	75.6%	14.9%	6.1%	3.2%
2016	74.6%	15.6%	6.7%	2.9%
2017	72.0%	16.9%	6.6%	4.6%
Like Schools 2017	72.0%	18.5%	7.2%	2.3%
WA Public Schools 2017	62.0%	20.0%	11.0%	7.0%

The proportion of students in at-risk categories is lower than the state and similar to like-schools.

	Y07	Y08	Y09	Y10	Y11	Y12
2011		91%	88%	90%	91%	92%
2012		93%	89%	89%	91%	93%
2013		91%	89%	88%	90%	93%
2014		93%	88%	88%	91%	89%
2015	93%	94%	93%	88%	92%	92%
2016	93%	92%	93%	90%	92%	93%
2017	93%	91%	92%	92%	91%	89%
2018						
WA Public Schools 2017	91%	89%	87%	85%	87%	88%

Attendance in all year levels is better than the state average; however, the Year 12 level dropped below 90% which is unacceptable and needs to be addressed.

Only 57% of Year 12s were in the "Regular" attendance category versus 61% for WA Public Schools, while 28% were in the "At Risk—Indicated" category compared to 22% for the State. This may have been an important contributing factor to last year's poor ATAR results.

STUDENT BEHAVIOUR

Suspensions

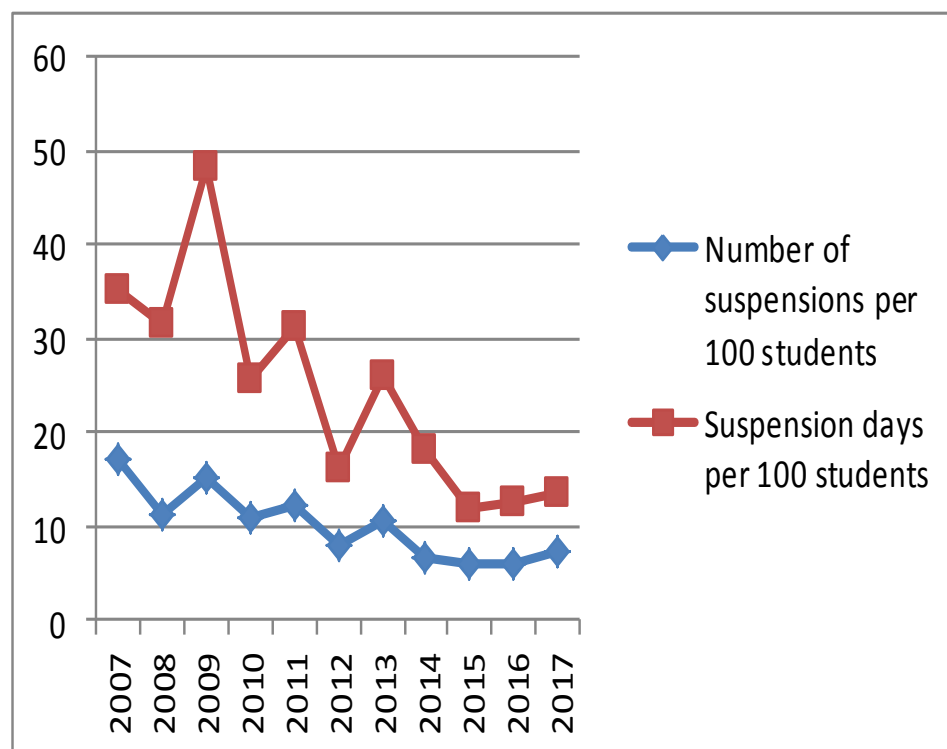
Year	Number of Suspensions	Number of Suspensions / 100 S's	Suspension Days	Suspension Days / 100 Students	School Population
2007	152	17.1	312	35.2	887
2008	93	11.2	263.5	31.6	834
2009	123	15.1	395	48.3	817
2010	76	11.0	178	25.8	690
2011	77	12.1	199	31.2	638
2012	48	8.0	98	16.3	601
2013	70	10.6	171	25.9	661
2014	42	6.6	115.5	18.2	635
2015	48	6.0	93.5	11.8	794
2016	48	6.1	98	12.5	786
2017	61	7.4	113	13.7	827

There has been a very steady and significant improvement in behaviour at Como as measured by the number of suspensions per year. The annual rate of suspensions per 100 students is less than a half of what it was in 2007, creating a school environment that is calm and orderly but where inappropriate behaviour is firmly and fairly dealt with. The rate over the last 3 years has remained steady and at a low level.

Of the 61 suspensions in 2017, 49 were males and 12 were females. The actual number of individuals was actually smaller because an individual may have multiple suspensions in a year.

Eighteen of the suspensions were for verbal abuse or harassment of staff, 24 for physical assault or intimidation of other students and 19 for a variety of misdemeanours including violation of the School Code of Conduct, behaviour management plan, classroom or school rules. Most students were suspended once only.

In general, the figures reflect the general impression that Como provides a calm learning environment and where the students are friendly, accommodating and well-behaved.

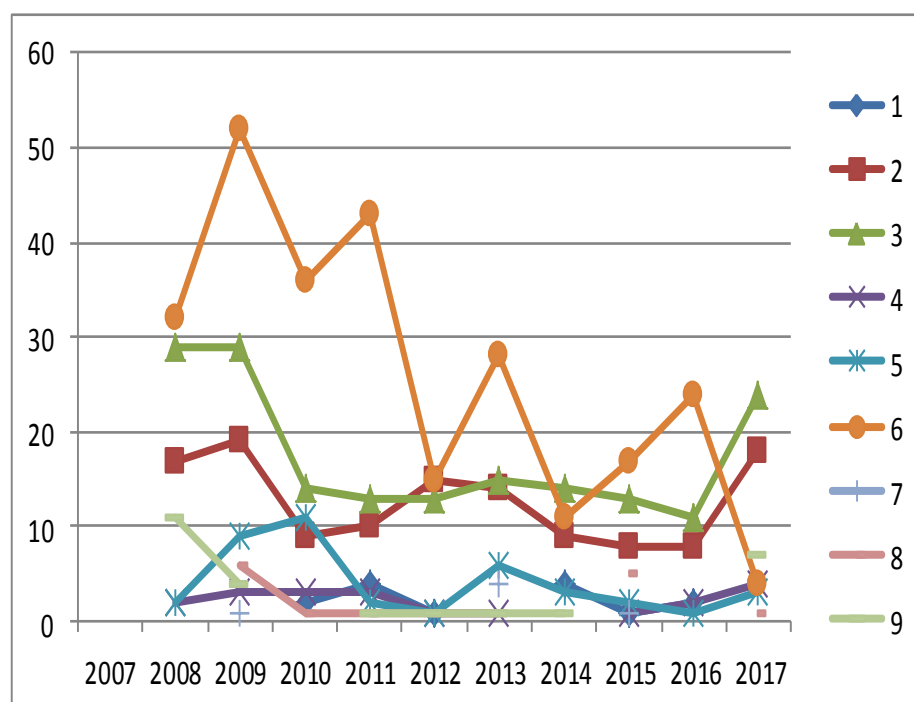


STUDENT BEHAVIOUR

Suspensions

	Behaviour Category								
Year	1	2	3	4	5	6	7	8	9
2007									
2008		17	29	2	2	32			11
2009		19	29	3	9	52	1	6	4
2010	2	9	14	3	11	36		1	
2011	4	10	13	3	2	43		1	1
2012	1	15	13	1	1	15		1	1
2013		14	15	1	6	28	4	1	1
2014	4	9	14		3	11			1
2015	1	8	13	1	2	17	1	5	
2016	2	8	11	2	1	24			
2017		18	24	4	3	4		1	7

1	Physical aggression toward staff
2	Abuse, threats, harassment or intimidation of staff
3	Physical aggression toward students
4	Abuse, threats, harassment or intimidation of students
5	Damage to or theft of property
6	Violation of Code of Conduct or school/classroom rules
7	Possession, use or supply of substances with restricted sale
8	Possession, use or supply of illegal substance(s) or objects
9	Negative behaviour - other



It can be seen from the table and graph that there has been a significant decline in all suspension categories over the past 10 years. The trend would be even more noticeable if the size of the school population was taken into account. Most suspensions were for Category 2 (Abuse, threats, harassment or intimidation of staff), Category 3 (Physical aggression toward students) and Category 6 (Violation of Code of Conduct or school/classroom rules). The decrease in the latter category over the past decade has been consistent and dramatic. The reason is not clear but it may be that the introduction of alternative courses through the SAER program and Futurelinks may have had an effect.

In 2017, there was an upturn in suspensions for Categories 2 and 3, and these will become a focus for the school's positive behaviour support program.

BUSINESS PLAN 2017

EFFECTIVE TEACHING

The following activities were carried out in relation to the effective teaching priority:

- During 2017, the classroom observation and coaching strategy was further developed. The professional learning communities were re-configured and training provided to the PLC leaders in group facilitation and leadership. These activities were coordinated by one of the operations program coordinators. Training was provided on using classroom observation as a vehicle for developing teacher skills, sharing knowledge in an open, collegiate way and embedding assessment for learning. With the structures and processes becoming more refined and the use of formative assessment more embedded, the PLCs were used to introduce aspects of the “Como Model of Teaching” and whole school literacy strategies. However, this was only a beginning and much remains to be done.
- The introduction of the last stages of the Western Australian Curriculum was trialled in The Arts, Technologies and Health and Physical Education in preparation for full implementation in 2018.
- The Student at Educational Risk program, begun halfway through 2013, was extended to include mathematics and focussed on students in Years 8 and 9. The PAT testing program has proved its worth in identifying those students at need of remedial education in literacy and numeracy who may otherwise not have received timely assistance.
- CMOT—The Como Model of Teaching continued to be developed in 2017, particularly in consolidating formative assessment and learning intentions. The turnover of new staff will require revisiting of these areas in 2018.
- Writing - A focus was placed on writing which was identified as an area of weakness. There was an extensive search of the literature to try and determine “best practice”. There was a pleasing improvement in NAPLAN performance but much more work remains to be done in this area.
- The extension of Futurelinks into Year 12 was consolidated in 2017. A part-time education assistant was also appointed to support students.

Distinctive Schools

- Construction began on the Outdoor Learning Centre. Two sheds have been erected, the second to be fully completed by the end of Term 1, 2018. Works remaining to be done include the provision of staff parking, paving and the erection of a shade structure.
- New lockers have now been fully installed throughout the school including many extra-size lockers to accommodate students’ golf and hockey equipment.
- Teaching spaces – A new teaching space has been created and another extended through school-funded renovations.
- The school continued to liaise closely with local primary schools and Kent Street SHS to promote secondary education in public schools. Specialist programs were promoted at country field days in collaboration with Rotary College where country students reside to attend one Como’s specialist programs. This is a continuation of a long-standing, beneficial, relationship which has strengthened in recent years and provided benefits such as the provision of additional Chaplain time to the school.
- Asia Literate activities included home-stay visits by Indonesian students from our sister school SAIMS as well as visits by Japanese and Chinese students.
- Specialist Programs – New coordinators were appointed to the Hockey and Golf programs. All the programs have held their numbers and there was a pleasing increase in Golf. As measured by performance in elite competitions, all of the programs are performing at the highest level. The programs remain healthy and underpin the character of the school.
- International fee-paying students. Changes in fee structures and the administration of international fee-paying students, and increased competition from the Eastern States have reduced numbers but the school remains ready to increase numbers when conditions improve.



BUSINESS PLAN 2017

A Culture that Promotes Learning



- The Como Way – The development of this idea has taken root among the students with “The Como Way” increasingly being mentioned in student speeches. The concept will continue to be developed in 2018 with a clear articulation of the values underlying it being a focus for both staff and student workshops.
- Como Grows – The Como Grows model of personal and collective development continued to be developed and implemented using the Professional Learning Communities as a vehicle.
- Schoolwide Positive Behaviour Plan - The final draft of this plan was completed by the Student Services Team and will be outlined to staff during 2018.
- Follow the Dream—This program has continued and consolidated.
- Staff facilities – the completion of the Health and Physical Education staff room was another milestone in the improvement of staff facilities.
- Staff were exposed to a variety of workshops and information sessions designed to provide them with the information and skills needed to effectively care for the social and emotional needs of their students as well as effectively manage the behaviour of students. Depression and other mental issues would appear to be more prevalent; therefore, the school has been proactive in networking with a wide variety of agencies and organisations to ensure that students and parents are supported.
- All lower school students participated in a social skills and awareness program which was very successful. It is planned to build upon and extend this program in 2018.
- The end of the school year for Year 12s was very successful and consolidated improvements in school culture seen over the past two years in particular.

PARENT, STAFF AND STUDENT SATISFACTION

Staff Qualifications

All teaching staff met the professional requirements to teach in West Australian public schools, are registered with the Teacher Registration board of WA and have Working with Children clearances.

Parents, students and teachers were invited to participate in an online survey prepared by the department of education. A total of 62 parents, 37 staff and 620 students participated in the survey. The students surveyed were in lower school and did not include upper school students.

The parents who responded to the survey were highly supportive of the school in all aspects. Staff and students also gave responses which indicated that they were generally very satisfied with the school.

There is a generally shared view across all three groups that Como is well organised and runs smoothly with a clear sense of pride in achievement with a good sense of self-worth being demonstrated. Similarly, there was an overwhelming percentage who agreed that students enjoyed being at our school and that there is a very good sense that teachers and students care about each other. An exceptionally high percentage of students, parents and staff agreed that our school strives for high academic standards.

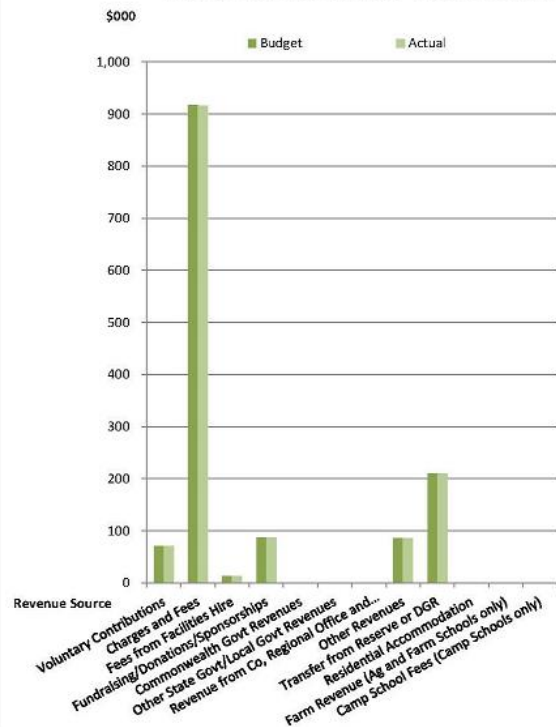
There are some discrepancies in some areas between staff perceptions and student perceptions which warrant further investigation in areas such as stimulating learning environments, respect and behaviour management.



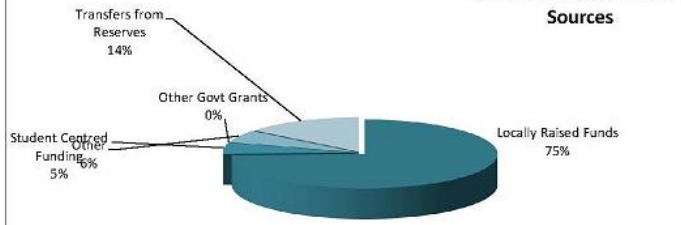
Como Secondary College Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 70,955.00	\$ 70,935.40
2	Charges and Fees	\$ 916,802.00	\$ 915,927.81
3	Fees from Facilities Hire	\$ 12,698.00	\$ 12,634.07
4	Fundraising/Donations/Sponsorships	\$ 86,712.00	\$ 86,480.02
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 85,228.00	\$ 85,229.89
9	Transfer from Reserve or DGR	\$ 209,566.00	\$ 209,566.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,381,961.00	\$ 1,380,773.19
	Opening Balance	\$ 435,539.00	\$ 435,539.23
	Student Centred Funding	\$ 80,492.00	\$ 77,926.26
	Total Cash Funds Available	\$ 1,897,992.00	\$ 1,894,238.68
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,897,992.00	\$ 1,894,238.68

Locally Generated Revenue - Budget vs Actual

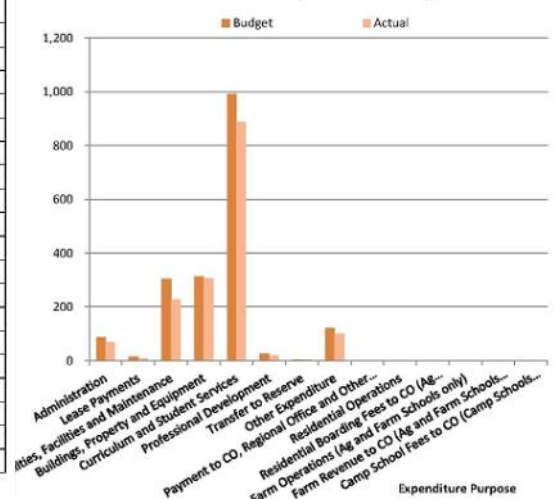


Current Year Actual Cash Sources

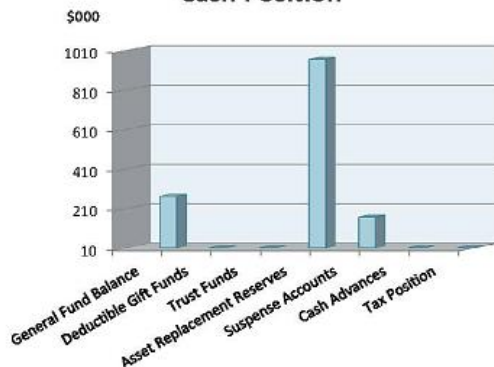


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 86,331.98	\$ 68,886.59
2	Lease Payments	\$ 15,000.00	\$ 7,799.48
3	Utilities, Facilities and Maintenance	\$ 303,298.00	\$ 227,113.63
4	Buildings, Property and Equipment	\$ 312,656.00	\$ 306,620.79
5	Curriculum and Student Services	\$ 990,928.00	\$ 886,962.68
6	Professional Development	\$ 25,200.00	\$ 20,268.77
7	Transfer to Reserve	\$ 3,950.00	\$ 3,950.00
8	Other Expenditure	\$ 121,958.00	\$ 101,285.12
9	Payment to CO, Regional Office and Other Schools	\$ 1,100.00	\$ -
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	\$ 1,860,421.98	\$ 1,622,887.06
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,860,421.98	\$ 1,622,887.06
	Cash Budget Variance	\$ 37,570.02	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 1,391,804.17
Made up of:	
1 General Fund Balance	\$ 271,351.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 964,587.27
5 Suspense Accounts	\$ 165,689.28
6 Cash Advances	\$ 600.00
7 Tax Position	\$ 9,224.00
Total Bank Balance	\$ 1,391,804.17