



Como Secondary College

2015 Annual Report



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

PRINCIPAL'S MESSAGE

2015 has been very significant in the College's forty seven year history. It has been a year of transformation.

The most significant change was the introduction of Year 7 students. This has resulted in a much bigger school in terms of numbers. To accommodate the Year 7 students many classrooms were re-painted and re-carpeted, new desks and chairs were purchased and new lockers were installed. The creation of a Year 7 quadrangle also led to many changes to the school grounds including new paths and paved areas, new gardens and lawns, and shaded seating. All-weather shade structures were constructed in the Year 7, 8, 10 and Upper School quadrangles. The School Board purchased 6 large shade umbrellas which have added an elegant touch to the gardens and lawns. In addition, the school purchased a new demountable and created another large classroom by combining C1 and C2. These physical changes have continued through the year including the re-surfacing of the verandahs outside of the Administration Building and B Block. Credit goes to our Business manager, Mrs Jo May, who has overseen the improvements and our two gardeners, Peter Scott and Ian Davis.



The introduction of Year 7 students has also re-vitalised the School Board and the Parents and Citizens' Association. The Quiz Night held in November was the first significant fundraising event in a decade and a testament to the renewed energy and support being provided by the P&C.

During the year the school was involved in a variety of community projects. Of particular note has been the re-establishment of bushland at the rear of the school in conjunction with the JMH Action Group. This was funded through a Natural resource management grant. Another great collaboration was the Combined Schools' Choir which saw over 300 primary school students perform in the school's gymnasium.

Along with the Year 7 students was influx of new teachers including Misses Cadee, Cattapan, Wild, Davis, Day, Fenn, Hegarty, Potts and McEwen; and Ms Hill, Clarke, and Yap. Mr Murphy was welcomed to the school and Mr Powell returned to Design and technology. Our new chaplain, Mrs Mandyczewsky was also appointed. A notable retirement at the end of 2014 was Mrs Ann Stingemore who made a remarkable contribution to the school. Planning to join Mrs Stingemore in retirement in 2016 are Mr Adian Porter and Mr John Glass. New appointments for 2016 will result in a staff quite different to that of just a few years ago.

Other notable events were visits by Indonesian and Japanese students and the winning of the Bell Cup by the boys' hockey side. Como was also runner-up and winner of the Meritorious Shield at both SSWA 'C' Division Swimming & Athletics Carnivals.

2015 was the school's third year as an Independent Public School and was therefore required to undergo an independent review by the Department of Education Services. The review was very positive about the school stating:

The reviewers, in discussions with Board members, the school leadership, HOLAs, student services personnel and teachers concluded that Como Secondary College is on the cusp of achieving the cultural change required to meet its vision.... Como Secondary College has since 2012 embarked on a journey of school improvement. It has been a considered and measured approach in developing a school culture to achieve a quality of teaching and learning commensurate with its 2020 vision. While the principal, leadership and staff acknowledge it is still on the journey it has made considerable progress towards attainment of its shorter term goals and has a clear view of what is required for the future.

Finally, I was very pleased with the way the Year 12 students left the school. They did themselves great credit and provided an excellent example to the other students. The change in school culture over the past eight years, as exemplified by the 2015 leavers, has been very satisfying. I wish them all the best for the future.

Digby Mercer

Principal

2015 DATA SUMMARY

In general, 2015 was a reasonable year for the school. There was a slight drop in numbers due to an expectedly large number of Upper School students going into TAFE or further training, however, measures of attendance and behaviour compared favourably to other WA public schools. Behavioural measures were the best they have been over an 8 year period.

The National Assessment Program Literacy and Numeracy (NAPLAN) data indicate that Year 9 Como students;

- generally achieved at a higher level and made more progress than students in Australian Schools
- achieved at a similar level to students in “like-schools”, but generally made less progress than students in other WA Public Schools. Like-schools also tended to make less progress than other WA Public Schools which may indicate that the improvement was in lower performing students however it is something that needs to be monitored in 2015.
- There was a noticeable improvement in the writing scores which was a focus in 2015.

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

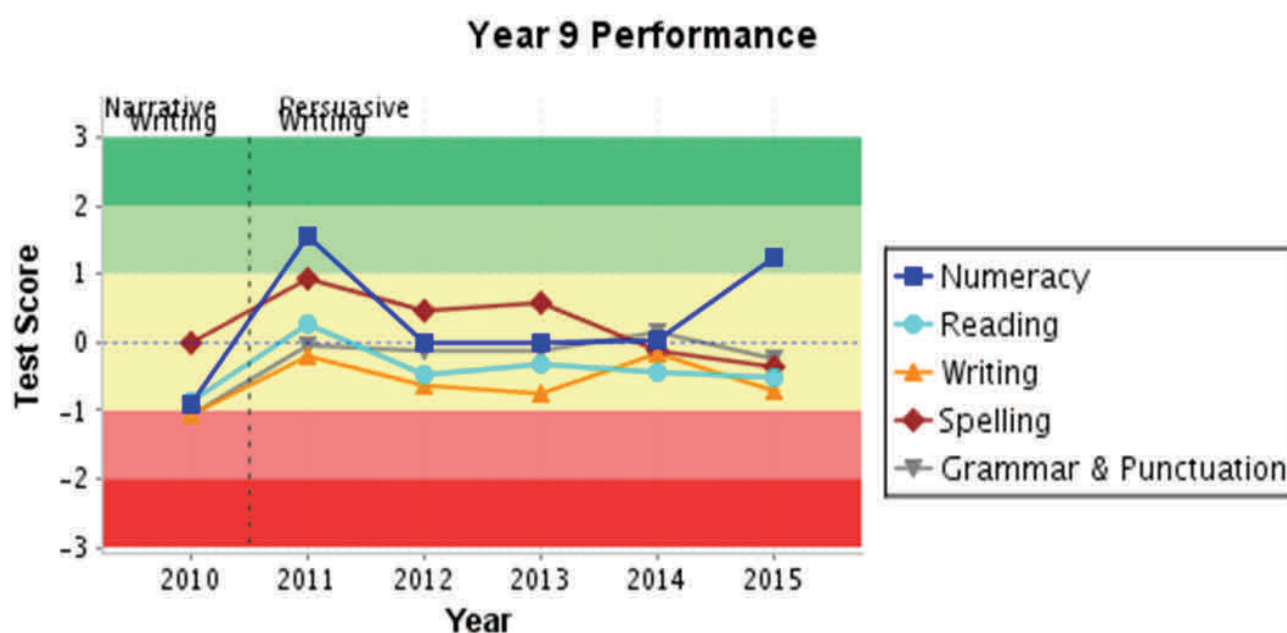
- In general, Como students are performing at a comparable level to students in other states.
- Progress from Year 7 to Year 10 is not uniform, which was also evident in the National norming sample.
- Plateauing is evident from Years 8 to 9 in Vocabulary, Spelling and Science, and from Years 7 to 8 and Years 9 to 10 in Mathematics and Comprehension. Progress also flattens out in Science and Spelling from Years 9 to 10. The school should therefore aim for more consistent progress across all the years from Years 7 to 10, although this is not typically seen in adolescent academic development.

The WACE and Senior Secondary data show the following:

- Overall ATAR performance as measured by median ATAR was better than “like-schools” and other WA Public schools.
- The graduation rate of 99% was the highest in three years.
- The percentage of students in the lower tercile is an area that needs to be addressed.
- The number of students registered as completing a Certificate II or higher was lower than in previous years due to a Registered Training Organization failing to process the students data by the agreed date. However, students still achieved the relevant qualification and when this is taken into account the attainment rate for Certificate II was comparable to other schools.

STUDENT ACADEMIC PERFORMANCE

NAPLAN Summary—Literacy and Numeracy Year 9



| Year 9 | Perform. | | | | | | Students | | | | | |
|-----------------------|----------|------|------|------|------|------|----------|------|-------|-------|-------|-------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Numeracy | -0.9 | 1.6 | -0.0 | -0.0 | 0.0 | 1.2 | 145.0 | 68.0 | 114.0 | 118.0 | 128.0 | 135.0 |
| Reading | -0.9 | 0.3 | -0.5 | -0.3 | -0.4 | -0.5 | 144.0 | 73.0 | 112.0 | 118.0 | 129.0 | 138.0 |
| Writing | -1.1 | -0.2 | -0.6 | -0.8 | -0.2 | -0.7 | 144.0 | 74.0 | 114.0 | 122.0 | 133.0 | 138.0 |
| Spelling | -0.0 | 0.9 | 0.5 | 0.6 | -0.1 | -0.4 | 145.0 | 74.0 | 116.0 | 121.0 | 131.0 | 137.0 |
| Grammar & Punctuation | -1.0 | -0.0 | -0.1 | -0.1 | 0.2 | -0.2 | 145.0 | 74.0 | 116.0 | 121.0 | 131.0 | 137.0 |

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

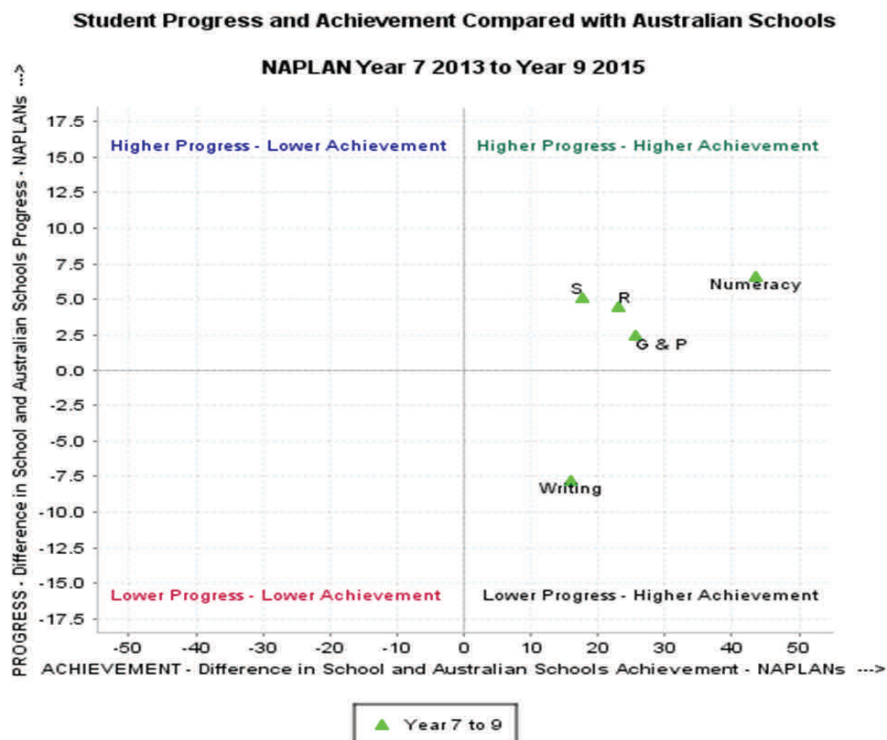
2 Expected - within one standard deviation of the predicted school mean

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 a significant improvement in numeracy, with students performing above the expected school mean. 2015 performance was similar to 2014 in reading. There was a decline in spelling and writing performance but it was still comparable to like schools. Reading performance remained at a similar level.

STUDENT ACADEMIC PERFORMANCE

NAPLAN Year 9 Progress from Year 7 2012 to Year 9 2015 - Making a Difference

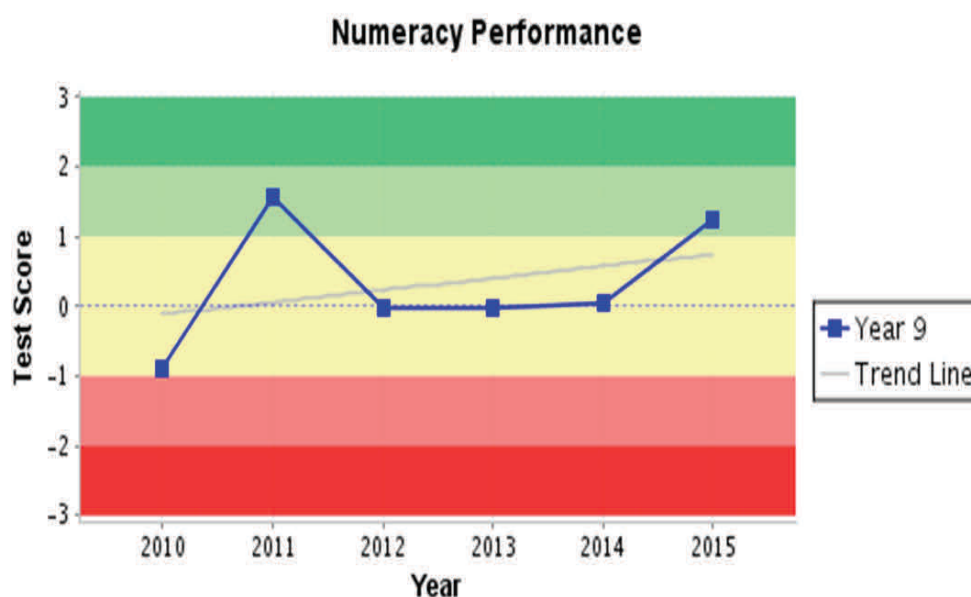


In 2015 Como students performed at a higher level than Australian schools in all areas, except writing.



STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Mathematics



Year 9 Mathematics performance was comparable to that of like schools and above the state average. The 2015 mean test score was above the 2014 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 | | | | | | | | |
|--------|-----------------|--------|--------|--------------|--------|--------|-------------------|-------|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 10 | 14.4% | 13.28% | 17.03% | 23.29% | 15.69% | 17.1% | 10.8% | 9.7% | 9.8% |
| 9 | 15.25% | 18.75% | 26.66% | 21.09% | 19.75% | 22.36% | 12.0% | 12.9% | 14.0% |
| 8 | 26.27% | 27.34% | 35.55% | 25.64% | 29.46% | 28.88% | 19.7% | 24.6% | 25.7% |
| 7 | 22.03% | 26.56% | 15.55% | 19.15% | 23.74% | 23.74% | 26.2% | 28.4% | 30.2% |
| 6 | 15.25% | 8.59% | 4.44% | 8.61% | 10.03% | 7.07% | 21.2% | 20.6% | 17.8% |
| 1 to 5 | 6.77% | 5.46% | 0.74% | 2.19% | 1.31% | 0.81% | 10.0% | 3.8% | 2.5% |

Compared to other State schools, Como had more students in the highest bands and less in the low-est. There was a significant improvement in the highest bands between 2014 and 2015.

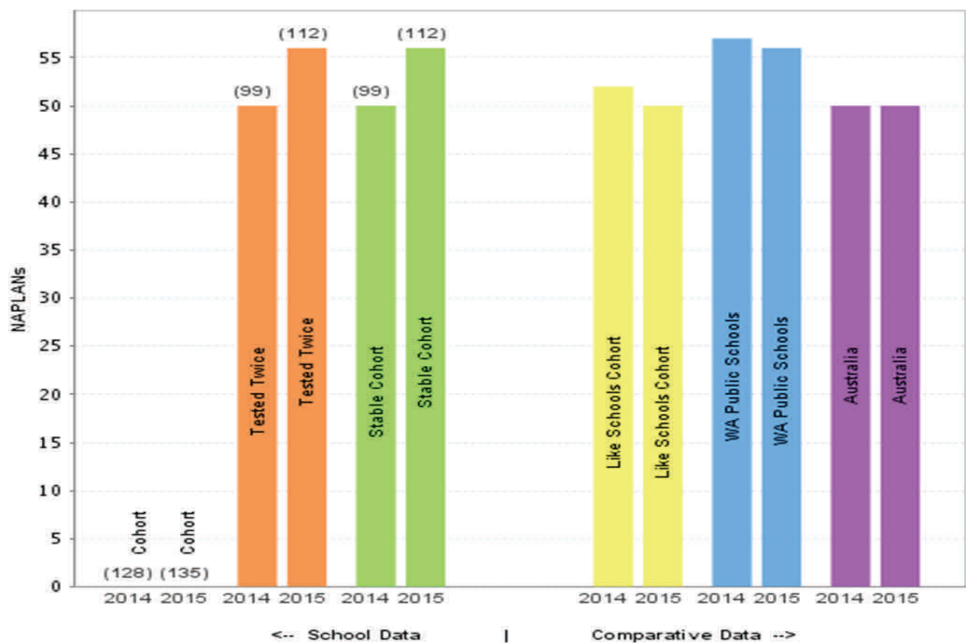
The percentage of students in the top and middle and bands has remained constant from 2011 to 2015 however the percentage in the bottom band decreased in 2015.

| WA Public Schools | Year 9 Numeracy | | | | | |
|-------------------|-----------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Top 20% | 25% | 31% | 36% | 42% | 32% | 34% |
| Middle 60% | 64% | 56% | 60% | 53% | 59% | 59% |
| Bottom 20% | 11% | 13% | 4% | 5% | 9% | 6% |

STUDENT ACADEMIC PERFORMANCE

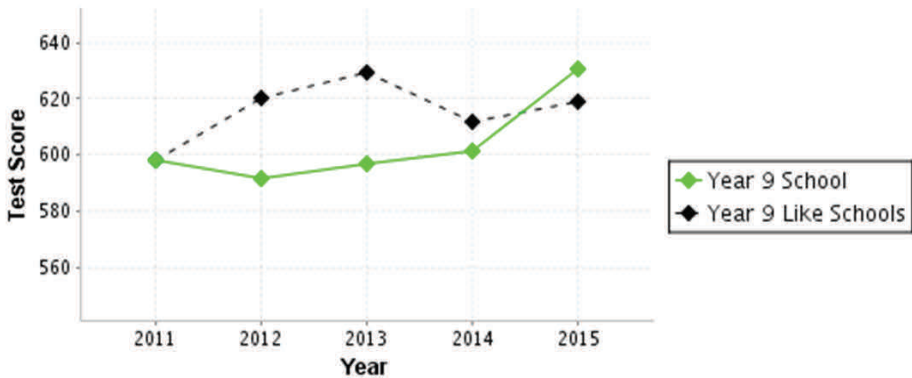
NAPLAN—Year 9 Mathematics

Progress from Year 7 to Year 9 - Numeracy



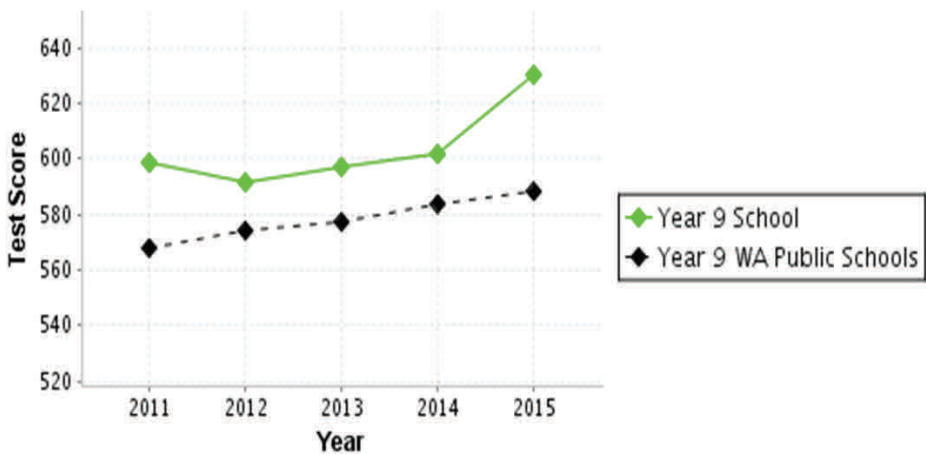
In contrast to the 2014 Year 9 cohort, the 2015 Year 9 students displayed similar progress to students in like-schools and Australian schools.

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 5 years. In 2015, Como students outperformed those students in like-schools.

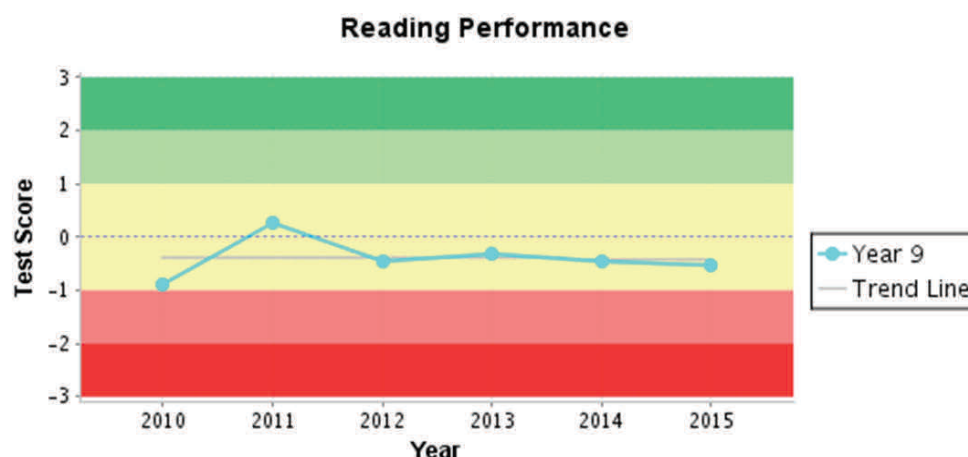
Average Numeracy Score



In comparison to the mean test score for like-schools, the differential significantly increased in comparison to 2014.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Reading



2015 NAPLAN Reading performance levels were slightly lower than 2014 levels but nonetheless the upward trend seen over the past 6 years was maintained.

- 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 Reading | | | | | | | | |
|--------|----------------|--------|--------|--------------|--------|--------|-------------------|-------|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 10 | 5.08% | 7.75% | 4.34% | 7.45% | 10.43% | 8.85% | 4.0% | 6.1% | 6.2% |
| 9 | 17.79% | 18.6% | 21.73% | 25.92% | 24.39% | 23.1% | 15.0% | 15.9% | 15.1% |
| 8 | 33.05% | 31.78% | 38.4% | 32.27% | 29.09% | 30.61% | 23.9% | 24.7% | 24.7% |
| 7 | 20.33% | 23.25% | 19.56% | 23.1% | 21.76% | 21.82% | 28.1% | 25.7% | 24.6% |
| 6 | 17.79% | 12.4% | 13.04% | 9.54% | 10.69% | 12.88% | 21.5% | 18.3% | 21.3% |
| 1 to 5 | 5.93% | 6.2% | 2.89% | 1.68% | 3.61% | 2.71% | 7.6% | 9.3% | 8.1% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

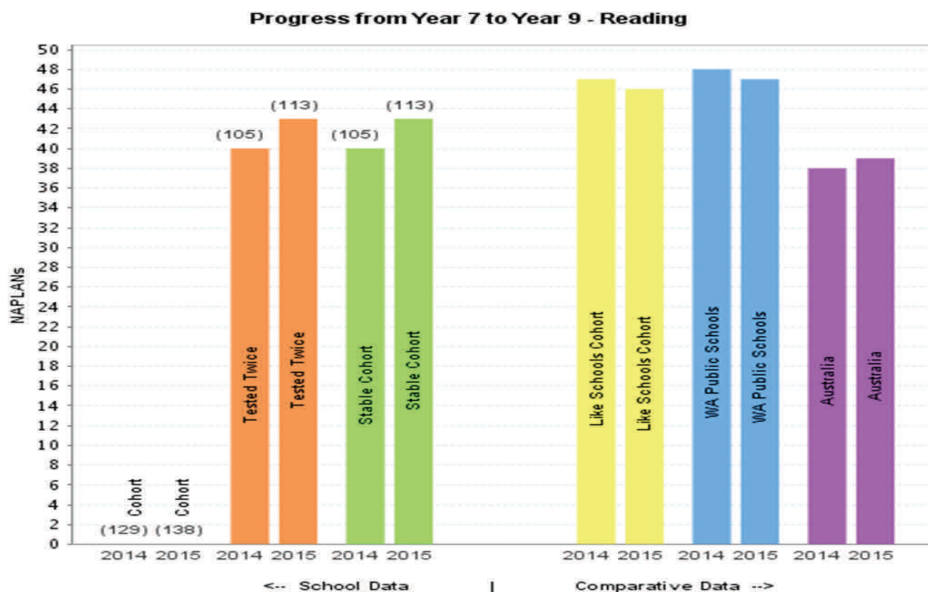
The 2015 distribution was between that of all State schools and that of “like-schools”. Compared to the 2014 cohort there was generally a greater representation in bands 8 and 9, with a decrease in band 10. Performance in the lower bands remains comparable to like-schools.

The 2015 cohort had a larger representation in the middle group and less in the top group compared to like schools. Compared to previous years there was a reduction in the percentage of students in the bottom group.

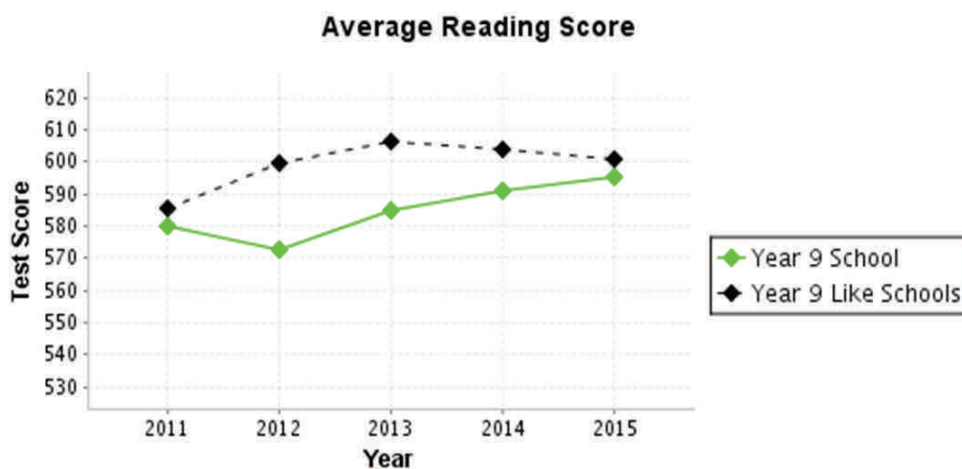
| WA Public Schools | Year 9 Reading | | | | | |
|-------------------|----------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Top 20% | 27% | 26% | 26% | 38% | 35% | 32% |
| Middle 60% | 55% | 64% | 63% | 56% | 57% | 59% |
| Bottom 20% | 18% | 10% | 11% | 6% | 8% | 9% |

STUDENT ACADEMIC PERFORMANCE

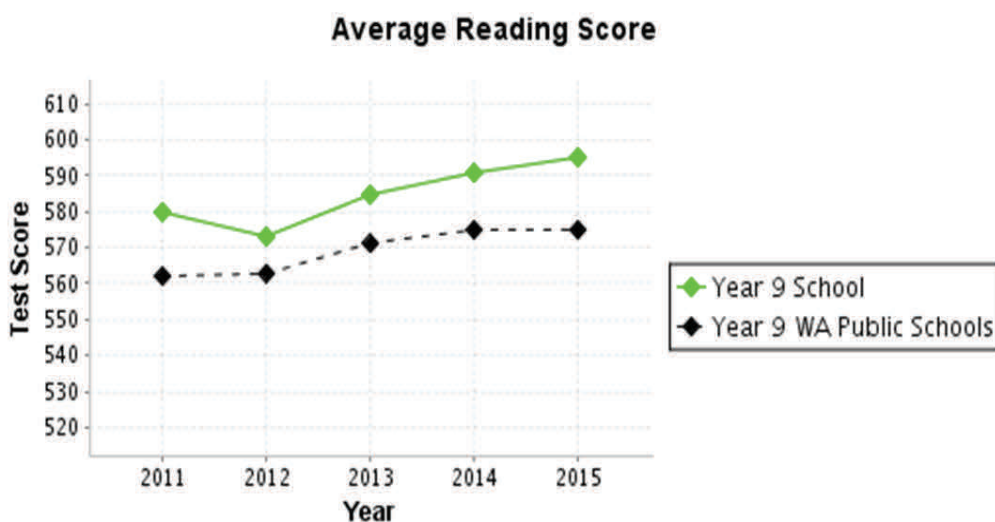
NAPLAN—Year 9 Reading



The 2015 Year 9 Como cohort made more progress than those in Australian schools, but slightly less than WA Public Schools and “like-schools”



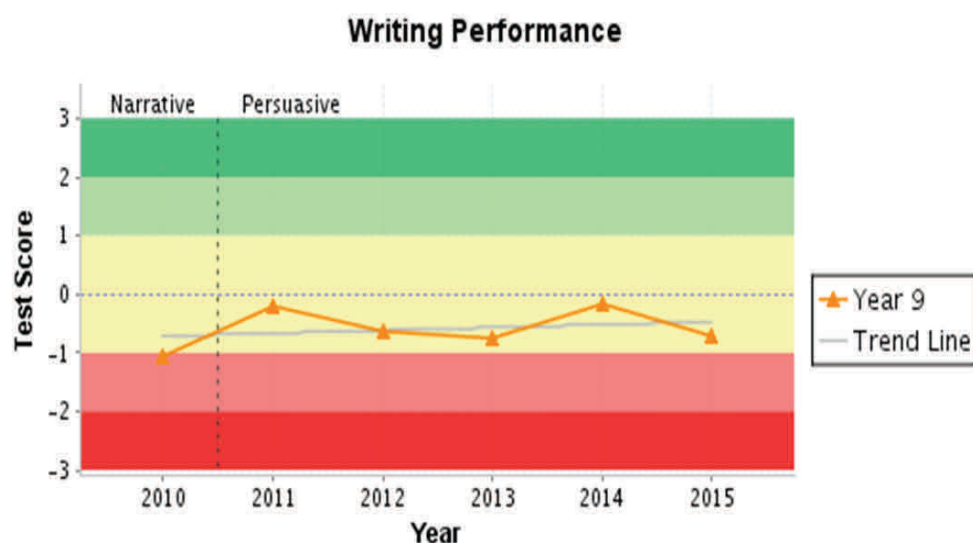
Year 9 performance in Reading was the highest in 6 years and above that of State schools in general, but slightly below that of “like-schools” although the gap has narrowed.



The mean test score of the 2015 Year 9 cohort increased which reflects 6 years of improvement. Como’s scores are consistently higher than the State average and reflect the programs put in place by the English learning area.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Writing



There was a slight downward trend in writing, however the school still 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 | Year 9 Writing | | | | | | | | |
|--------|----------------|--------|--------|--------------|--------|--------|-------------------|-------|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 10 | 4.09% | 11.27% | 3.62% | 9.99% | 10.0% | 7.12% | 5.4% | 6.1% | 4.5% |
| 9 | 8.19% | 14.28% | 10.86% | 14.38% | 13.68% | 12.3% | 8.6% | 9.5% | 7.8% |
| 8 | 21.31% | 28.57% | 31.88% | 29.97% | 29.99% | 32.72% | 20.7% | 22.3% | 24.0% |
| 7 | 27.04% | 15.03% | 26.81% | 22.37% | 23.53% | 22.77% | 23.0% | 23.8% | 22.3% |
| 6 | 24.59% | 16.54% | 11.59% | 15.12% | 13.81% | 14.54% | 20.2% | 18.8% | 19.0% |
| 1 to 5 | 14.75% | 14.28% | 15.21% | 8.14% | 8.96% | 10.52% | 22.2% | 19.5% | 22.5% |

In 2015 73% of students were above the National Minimum Standard and 29% at or below, reflecting the improvement seen in performance. Como had a lower percentage of students in Band 10 compared to “like-schools”.

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

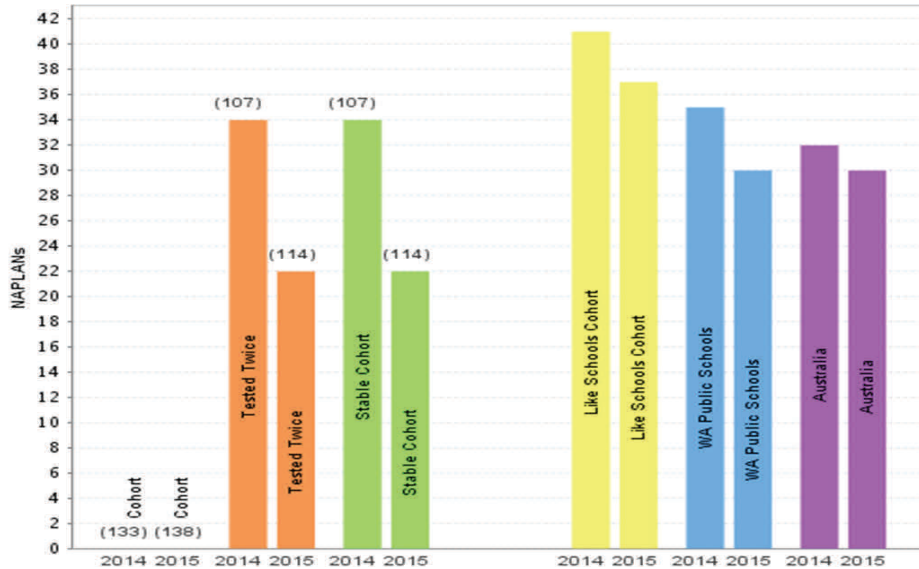
| WA Public Schools | Year 9 Writing | | | | | |
|-------------------|----------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Top 20% | 17% | 37% | 26% | 35% | 35% | 35% |
| Middle 60% | 72% | 49% | 62% | 59% | 56% | 57% |
| Bottom 20% | 11% | 14% | 12% | 6% | 9% | 8% |

The performance of the 2015 cohort in contrast to previous years has seen an improvement in the middle 60% and bottom 20% by contrast, there was dip in the top 20%.

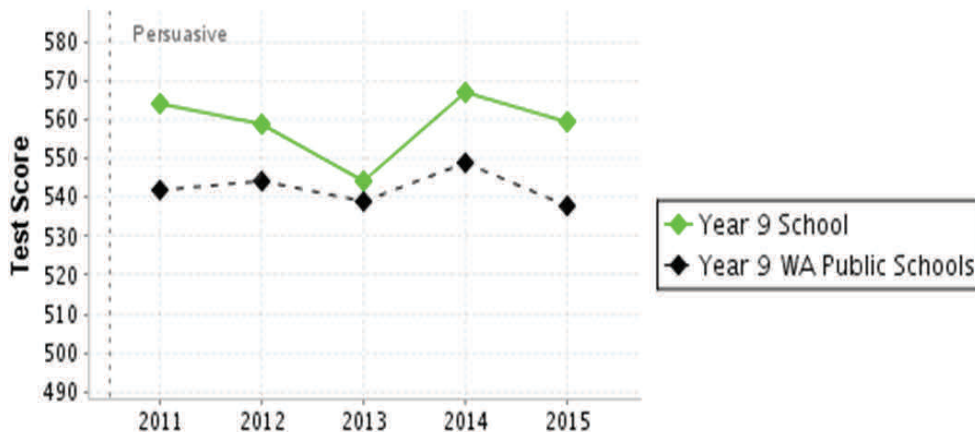
STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Writing

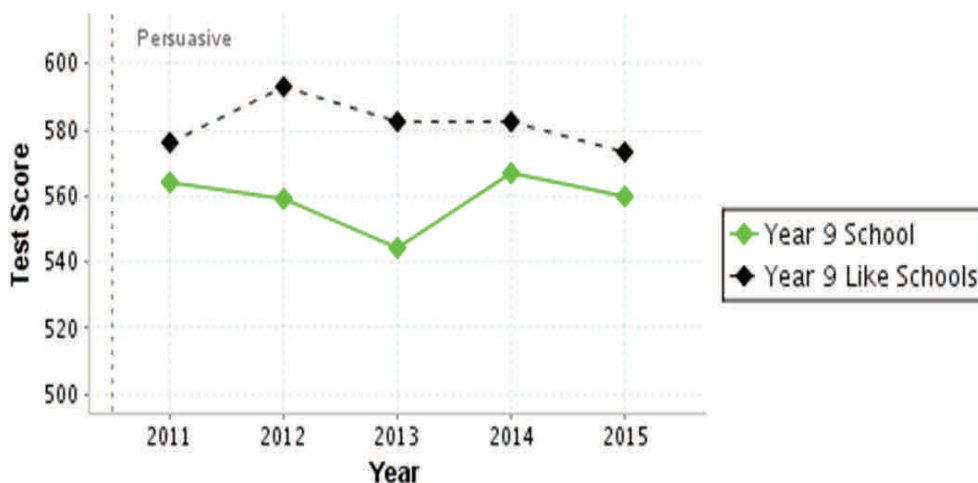
Progress from Year 7 to Year 9 - Writing



Average Writing Score



Average Writing Score



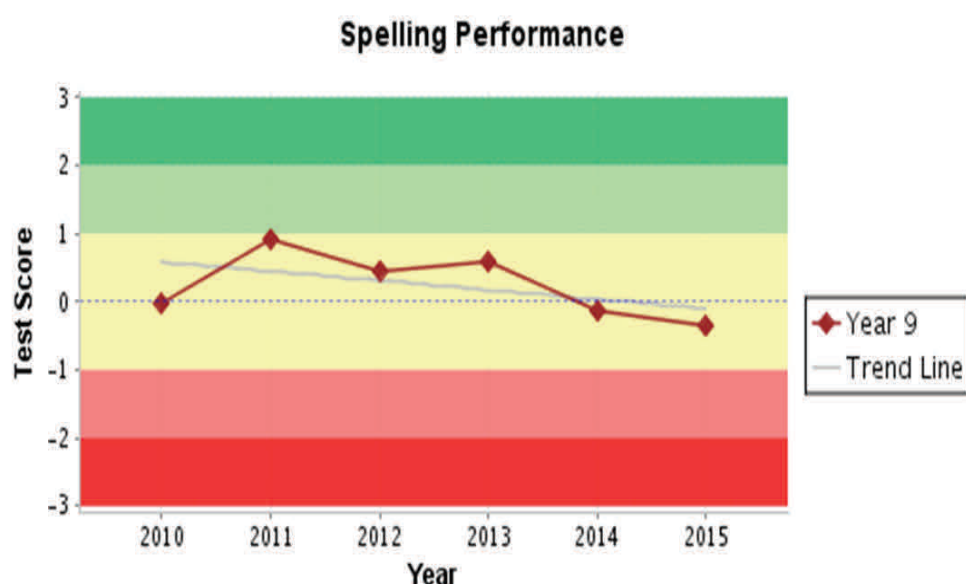
Progress in writing in 2015 was lower than WA Public schools, Australian schools and like schools.

Although the focus on writing remained a priority in 2015, there was a slight dip in writing results which reflects the results for WA public schools also.

The comparable performance with “like-schools” has remained steady since 2009. There was a slight decline in Como’s performance in 2015.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Spelling



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 | Year 9 Spelling | | | | | | | | |
|--------|-----------------|--------|--------|--------------|--------|--------|-------------------|-------|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 10 | 12.39% | 11.45% | 9.48% | 11.56% | 13.23% | 8.94% | 6.0% | 8.7% | 6.1% |
| 9 | 14.87% | 12.21% | 22.62% | 19.02% | 17.21% | 23.58% | 11.5% | 12.1% | 15.7% |
| 8 | 31.4% | 28.24% | 27.73% | 34.55% | 30.36% | 35.08% | 27.7% | 25.9% | 29.8% |
| 7 | 23.14% | 25.95% | 22.62% | 24.97% | 24.83% | 19.14% | 29.5% | 27.7% | 23.6% |
| 6 | 9.91% | 13.74% | 12.4% | 7.45% | 9.38% | 8.07% | 15.2% | 14.5% | 12.9% |
| 1 to 5 | 8.26% | 8.39% | 5.1% | 2.42% | 4.96% | 5.16% | 10.2% | 11.1% | 11.9% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

82% of Year 9 students were at or above the National Minimum Standard in Spelling in 2015. There was a significant increase in the % of students in band 9. Como sits above students in WA public schools in bands 9 and 10 and remains comparable to WA public schools in band 6.

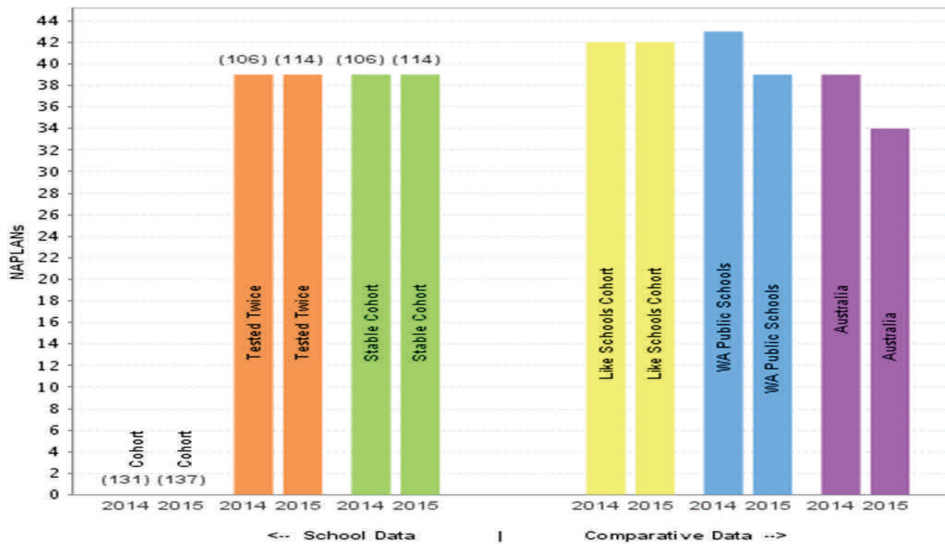
| WA Public Schools | Year 9 Spelling | | | | | |
|-------------------|-----------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Top 20% | 32% | 24% | 32% | 35% | 30% | 33% |
| Middle 60% | 54% | 60% | 55% | 58% | 60% | 59% |
| Bottom 20% | 14% | 17% | 12% | 6% | 10% | 9% |

The distribution of students in 2015 was comparable to other like schools. Como's distribution in the top 20% was significantly higher than 2014, with a lower distribution in the bottom 20%.

STUDENT ACADEMIC PERFORMANCE

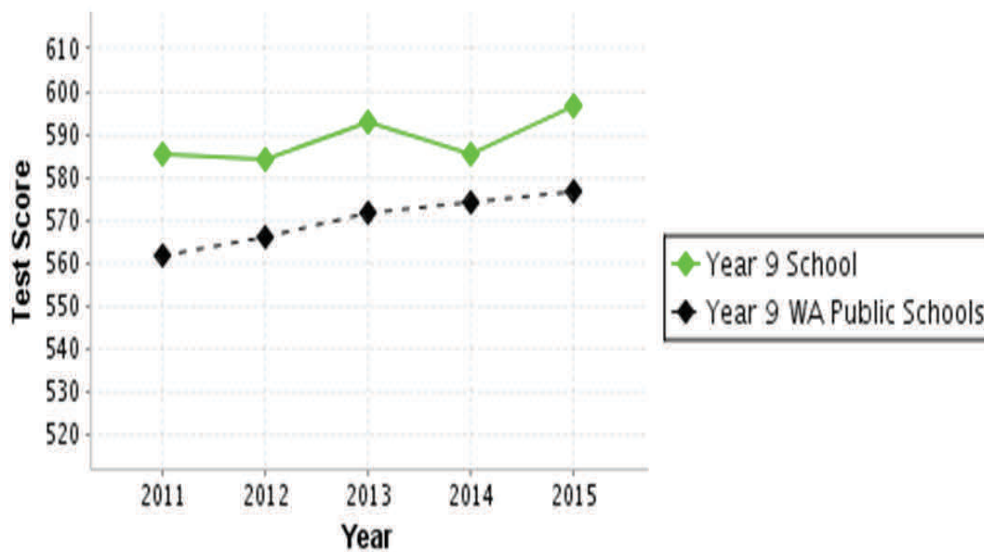
NAPLAN—Year 9 Spelling

Progress from Year 7 to Year 9 - Spelling

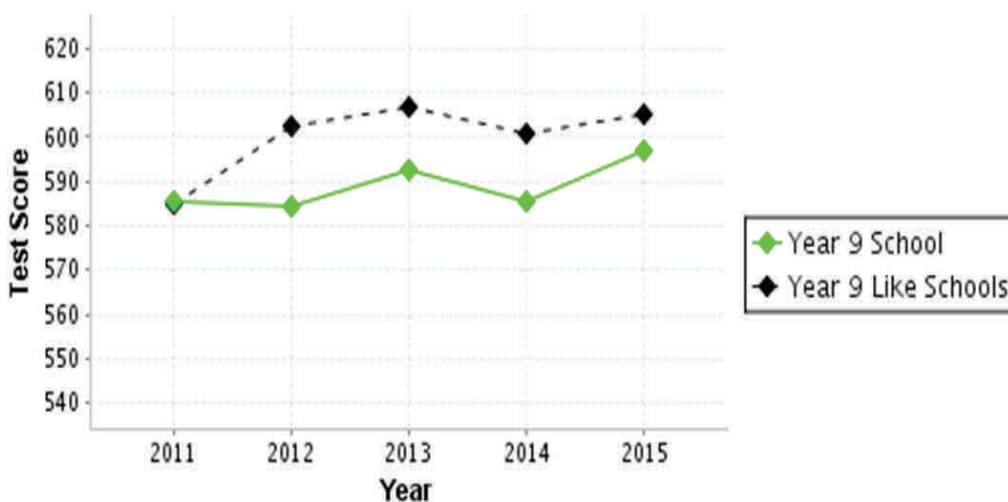


The rate of progress in Spelling in the Year 9 cohort from Year 7 was above that of Australian schools and a bit less than WA Public Schools and “like schools”.

Average Spelling Score



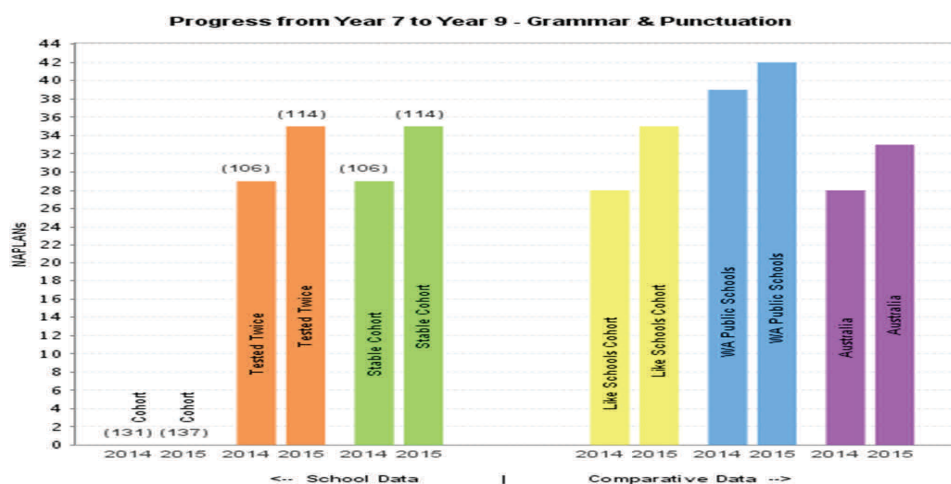
The mean test score of the 2014 Year 9 cohort has increased and still reflects 6 years of improvement. Como's scores are consistently higher than the State average and reflect the programs put in place by the English learning area.



The increase in mean test scores reflects that seen in “like schools”. There results over the last 5 years indicate an upward trend.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 9 Grammar and Punctuation



Grammar and punctuation scores improved slightly, in line with an upward 6-year trend . They remain on par with like schools and Australian, but still below that of 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 | Year 9 Grammar & Punctuation | | | | | | | | |
|--------|------------------------------|--------|--------|--------------|--------|--------|-------------------|-------|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 10 | 9.91% | 6.87% | 5.83% | 14.08% | 9.03% | 8.59% | 7.0% | 5.5% | 5.7% |
| 9 | 14.04% | 14.5% | 15.32% | 16.78% | 21.51% | 16.64% | 9.2% | 13.8% | 11.4% |
| 8 | 23.14% | 22.9% | 35.76% | 27.73% | 22.87% | 32.23% | 20.4% | 18.3% | 25.7% |
| 7 | 24.79% | 26.71% | 18.97% | 27.18% | 25.78% | 21.11% | 30.0% | 26.6% | 21.8% |
| 6 | 15.7% | 16.79% | 17.51% | 9.48% | 14.56% | 16.06% | 17.6% | 22.2% | 22.7% |
| 1 to 5 | 12.39% | 12.21% | 6.56% | 4.72% | 6.22% | 5.34% | 15.7% | 13.6% | 12.8% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

The school's distribution of scores in the bands is similar to that like schools. 76% of students were above the National Minimum Standard, a slight increase on 2014 results.

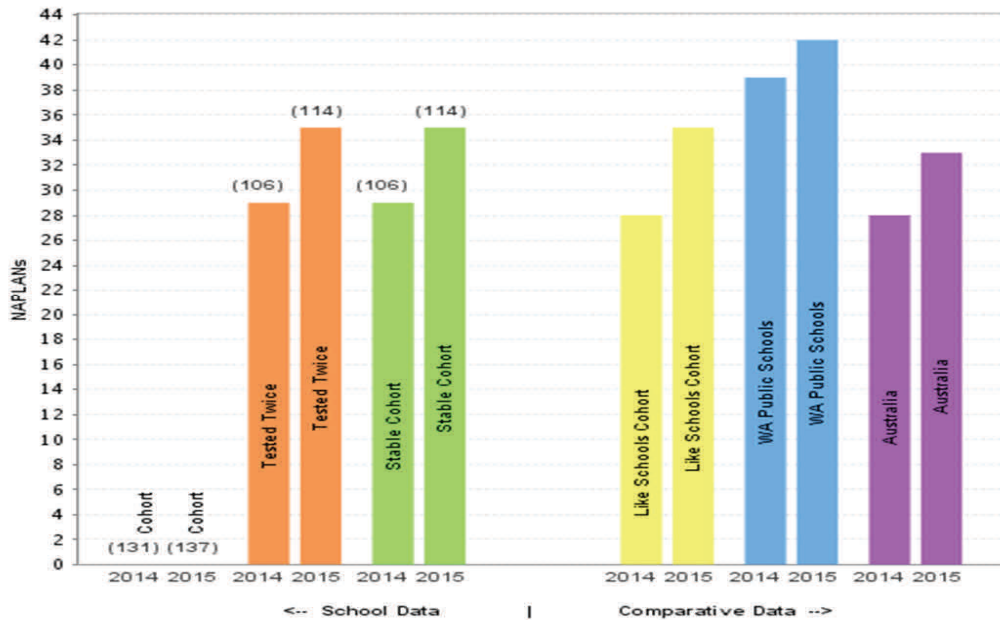
| WA Public Schools | Year 9 Grammar & Punctuation | | | | | |
|-------------------|------------------------------|------|------|--------------|------|------|
| | School | | | Like Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Top 20% | 32% | 27% | 33% | 41% | 38% | 33% |
| Middle 60% | 55% | 58% | 58% | 55% | 53% | 60% |
| Bottom 20% | 12% | 15% | 9% | 5% | 8% | 7% |

Compared to the State, the 2015 Year 9 Como cohort performed well in grammar and punctuation, meeting the same levels as like –schools.

STUDENT ACADEMIC PERFORMANCE

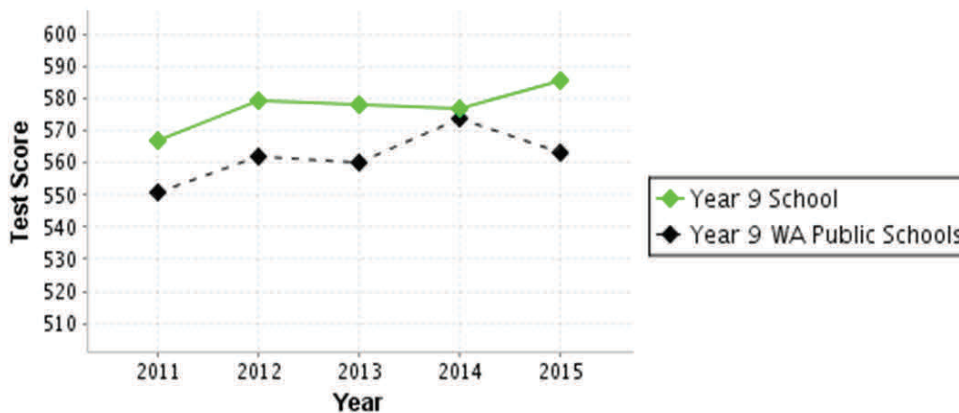
NAPLAN—Year 9 Grammar and Punctuation

Progress from Year 7 to Year 9 - Grammar & Punctuation



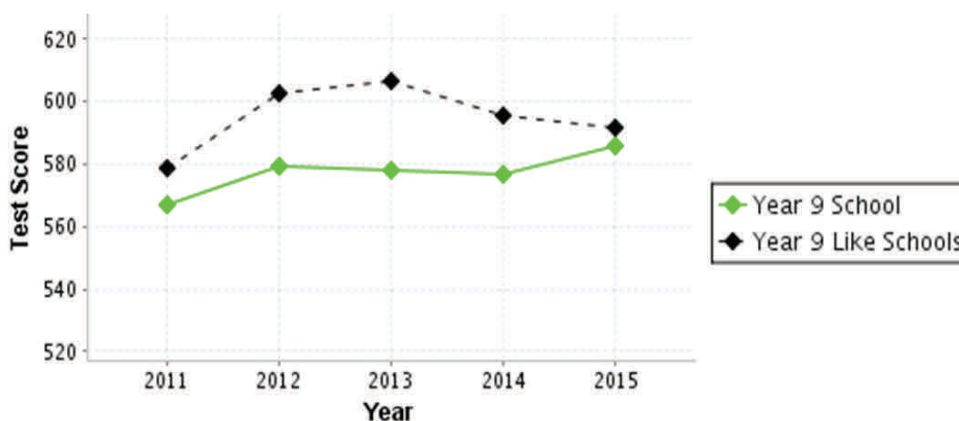
Although typically an area of weakness for WA students, our Year 9 students in both 2014 and 2015 have made good progress relative to like and Australian schools but not WA Public Schools in general.

Average Grammar & Punctuation Score



There has been a significant improvement in the performance of the Year 9 cohorts over the past three years in contrast to the improvement in other public schools.

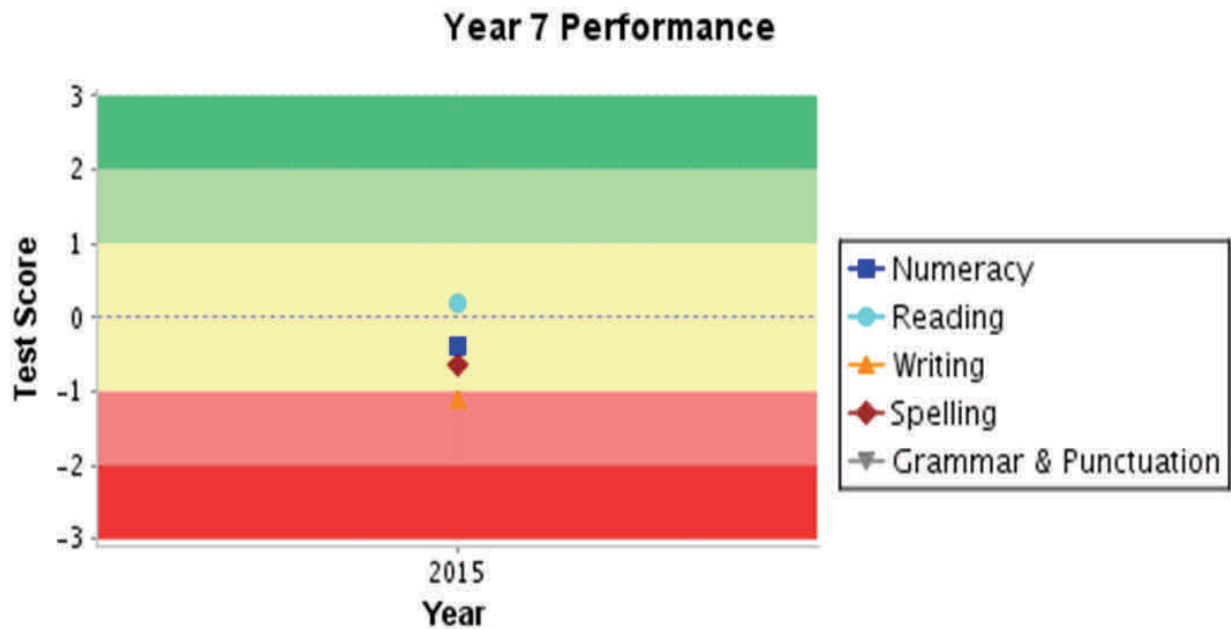
Average Grammar & Punctuation Score



Both the 2014 and 2015 Year 9 cohorts' achievement was less than that of like schools but their progress was greater indicating that the students started from a lower base than those in like schools and Como value-added.

STUDENT ACADEMIC PERFORMANCE

NAPLAN Summary—Literacy and Numeracy Year 7



| Year 7 | Perform. | Students |
|-----------------------|----------|----------|
| | 2015 | 2015 |
| Numeracy | -0.4 | 146.0 |
| Reading | 0.2 | 148.0 |
| Writing | -1.1 | 147.0 |
| Spelling | -0.6 | 147.0 |
| Grammar & Punctuation | -0.4 | 147.0 |

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

The year 7's performed within the expected range for numeracy, reading, and writing, but below the expected range for writing.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 7 Reading

| Band | Year 7 Reading | | | | | | | | |
|---------|----------------|--|--------|--------------|--|--------|-------------------|--|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | | | 2015 | | | 2015 | | | 2015 |
| 9 to 10 | | | 4.05% | | | 11.96% | | | 8.1% |
| 8 | | | 29.05% | | | 22.25% | | | 15.6% |
| 7 | | | 27.02% | | | 29.39% | | | 23.5% |
| 6 | | | 26.35% | | | 25.88% | | | 28.7% |
| 5 | | | 11.48% | | | 9.18% | | | 18.8% |
| 1 to 4 | | | 2.02% | | | 1.31% | | | 5.3% |

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

| WA Public Schools | Year 7 Reading | | | | | |
|-------------------|----------------|--|------|--------------|--|------|
| | School | | | Like Schools | | |
| | | | 2015 | | | 2015 |
| Top 20% | | | 32% | | | 31% |
| Middle 60% | | | 58% | | | 63% |
| Bottom 20% | | | 9% | | | 6% |

Compared to other State schools and like schools, Como had less students in the highest bands and less in the lowest.

The percentage of students in the top, middle and bottom bands is comparable to like-schools.



STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 7 Writing

| Band | Year 7 Writing | | | | | | | | |
|---------|----------------|--|--------|--------------|--|--------|-------------------|--|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | | | 2015 | | | 2015 | | | 2015 |
| 9 to 10 | | | 1.36% | | | 3.35% | | | 2.7% |
| 8 | | | 8.84% | | | 16.57% | | | 10.9% |
| 7 | | | 20.4% | | | 27.32% | | | 19.2% |
| 6 | | | 29.25% | | | 29.05% | | | 26.7% |
| 5 | | | 28.57% | | | 17.17% | | | 24.2% |
| 1 to 4 | | | 11.56% | | | 6.51% | | | 16.3% |

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

| WA Public Schools | Year 7 Writing | | | | | |
|-------------------|----------------|--|------|--------------|--|------|
| | School | | | Like Schools | | |
| | | | 2015 | | | 2015 |
| Top 20% | | | 22% | | | 33% |
| Middle 60% | | | 63% | | | 58% |
| Bottom 20% | | | 15% | | | 8% |



Compared to other State schools, Como had comparable numbers of students in the highest bands and slightly more in band 5. The pattern is reversed (except for band 6) when compared to like schools. The latter pattern is not surprising given that most of the Como's like schools have GATE programs.

The percentage of students in the top is lower than like schools, comparable to like schools in the middle and higher than like schools in the bottom.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 7 Spelling

| Band | Year 7 Spelling | | | | | | | | |
|---------|-----------------|--|--------|--------------|--|--------|-------------------|--|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | | | 2015 | | | 2015 | | | 2015 |
| 9 to 10 | | | 7.48% | | | 10.42% | | | 6.8% |
| 8 | | | 32.65% | | | 32.05% | | | 23.0% |
| 7 | | | 24.48% | | | 29.1% | | | 26.8% |
| 6 | | | 17.0% | | | 18.01% | | | 21.3% |
| 5 | | | 12.24% | | | 6.47% | | | 11.2% |
| 1 to 4 | | | 6.12% | | | 3.91% | | | 11.0% |

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

| WA Public Schools | Year 7 Spelling | | | | | |
|-------------------|-----------------|--|------|--------------|--|------|
| | School | | | Like Schools | | |
| | | | 2015 | | | 2015 |
| Top 20% | | | 31% | | | 32% |
| Middle 60% | | | 52% | | | 60% |
| Bottom 20% | | | 18% | | | 9% |

Compared to other State schools, Como had more students in band 8 than WA public schools and compares favourably with like schools.

The percentage of students in the top and middle bands compares favourably to like schools, however the percentage in the bottom band is significantly higher than like schools.

STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 7 Grammar and Punctuation

| Band | Year 7 Grammar & Punctuation | | | | | | | | |
|---------|------------------------------|--|--------|--------------|--|--------|-------------------|--|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | | | 2015 | | | 2015 | | | 2015 |
| 9 to 10 | | | 11.56% | | | 18.1% | | | 11.0% |
| 8 | | | 19.72% | | | 20.87% | | | 15.0% |
| 7 | | | 27.89% | | | 25.12% | | | 21.4% |
| 6 | | | 25.17% | | | 23.36% | | | 26.1% |
| 5 | | | 8.16% | | | 7.77% | | | 13.5% |
| 1 to 4 | | | 7.48% | | | 4.74% | | | 13.0% |

Compared to other State schools and like schools, Como has comparable results in the highest bands and less in the lowest.

- 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

| WA Public Schools | Year 7 Grammar & Punctuation | | | | | |
|-------------------|------------------------------|--|------|--------------|--|------|
| | School | | | Like Schools | | |
| | | | 2015 | | | 2015 |
| Top 20% | | | 26% | | | 32% |
| Middle 60% | | | 64% | | | 61% |
| Bottom 20% | | | 10% | | | 7% |

The percentage of students in the top, middle and bottom bands is comparable to that of like schools.



STUDENT ACADEMIC PERFORMANCE

NAPLAN—Year 7 Numeracy

| Band | Year 7 Numeracy | | | | | | | | |
|---------|-----------------|--|--------|--------------|--|--------|-------------------|--|-------|
| | School | | | Like Schools | | | WA Public Schools | | |
| | | | 2015 | | | 2015 | | | 2015 |
| 9 to 10 | | | 12.32% | | | 14.65% | | | 8.0% |
| 8 | | | 15.75% | | | 21.06% | | | 13.1% |
| 7 | | | 30.13% | | | 30.53% | | | 24.5% |
| 6 | | | 27.39% | | | 23.63% | | | 29.5% |
| 5 | | | 13.69% | | | 9.4% | | | 21.8% |
| 1 to 4 | | | 0.68% | | | 0.7% | | | 3.2% |

Compared to other State schools and like schools, Como had more students in the highest bands and less in the lowest.

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

| WA Public Schools | Year 7 Numeracy | | | | | |
|-------------------|-----------------|--|------|--------------|--|------|
| | School | | | Like Schools | | |
| | | | 2015 | | | 2015 |
| Top 20% | | | 28% | | | 36% |
| Middle 60% | | | 66% | | | 58% |
| Bottom 20% | | | 6% | | | 7% |

The percentage of students in the top, middle and bottom bands are comparable to that of like schools.



STUDENT ACADEMIC PERFORMANCE

YEAR 12 RESULTS

| | Eligible Year 12 Students | Number acquiring an ATAR | | VET - No of students | | VET - No of students completing a Cert II or higher | |
|------|---------------------------|--------------------------|-----|----------------------|-----|-----------------------------------------------------|-----|
| 2013 | 126 | 70 | 56% | 92 | 73% | 56 | 44% |
| 2014 | 80 | 43 | 54% | 56 | 70% | 28 | 35% |
| 2015 | 107 | 62 | 58% | 56 | 52% | 56 | 52% |

| | Eligible Year 12 Students | Percentage achieving WACE |
|------|---------------------------|---------------------------|
| 2013 | 126 | 98% |
| 2014 | 80 | 99% |
| 2015 | 107 | 99% |

| | Eligible Year 12 Students | ATAR Students | % ATAR Students |
|------|---------------------------|---------------|-----------------|
| 2013 | 126 | 70 | 56% |
| 2014 | 80 | 43 | 54% |
| 2015 | 107 | 62 | 58% |

| | Number acquiring an ATAR | Number achieving one or more scaled scores of 75+ | Percentage achieving one or more scaled scores of 75+ |
|------|--------------------------|---------------------------------------------------|-------------------------------------------------------|
| 2013 | 70 | 19 | 27% |
| 2014 | 43 | 10 | 23% |
| 2015 | 62 | 15 | 24% |

| | School | Like-Schools | WA Public Schools |
|------|--------|--------------|-------------------|
| 2013 | 76.1 | 76.3 | 75.3 |
| 2014 | 76.5 | 74.8 | 75.6 |
| 2015 | 76.0 | 77.0 | 76.0 |

| State | ATAR Students | | | | | |
|------------|---------------|------|------|--------------|------|------|
| | School | | | Like-Schools | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| Top 33% | 29% | 26% | 26% | 34% | 28% | 32% |
| Middle 33% | 33% | 35% | 35% | 35% | 36% | 36% |
| Bottom 33% | 39% | 40% | 39% | 31% | 36% | 33% |

The percentage of Year 12 students acquiring an ATAR has remained steady from 2013 to 2015, with the number of VET students dropping by 21% since 2013.

99% of Year 12 students achieved their WACE.

The percentage of students achieving one or more scaled scores of 76+ has remained constant from 2013 to 2015.

In general the ATAR performance was average but slightly below expectations.

A highlight of the WACE results were the three students who joined the 95 Club by achieving an ATAR of 95 or better.

Another highlight was the performance of our EALD students where once again Como was one of the best schools in WA in terms of ATAR performance.

The median ATAR improved slightly to 78.5 and was the best in four years. It was slightly higher than that of like schools which given the differential that can be seen in the Lower School NAPLAN results indicates that Como "value-adds" when it comes to students' Upper School performance.

The over-representation of students in the lower level is symptomatic of the schools philosophy of giving students every opportunity to pursue their ambitions. However, reducing the proportion of students in the bottom third continues to be a focus in the next several years.

STUDENT ACADEMIC PERFORMANCE

Student Performance – WACE Stage 1 Courses

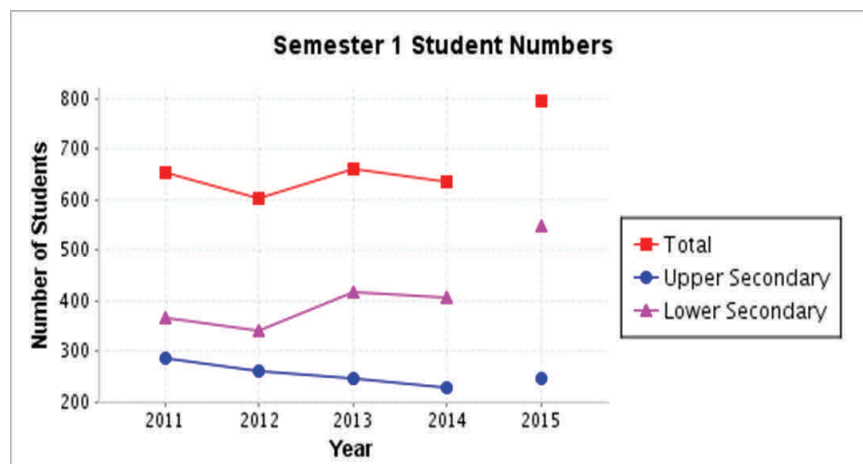
| Course | School Percentages | | | | | WA Public Schools Percentages | | | | |
|----------------------------------|--------------------|----|----|----|----|-------------------------------|----|----|---|---|
| | A | B | C | D | E | A | B | C | D | E |
| Building and Construction | 5 | 27 | 57 | 0 | 11 | 13 | 27 | 47 | 6 | 7 |
| Dance | 40 | 30 | 20 | 0 | 10 | 24 | 37 | 36 | 3 | 2 |
| Design | 25 | 27 | 23 | 20 | 5 | 20 | 28 | 40 | 7 | 5 |
| English | 12 | 22 | 51 | 11 | 4 | 14 | 30 | 47 | 5 | 4 |
| Food Science and Technology | 57 | 24 | 16 | 0 | 3 | 21 | 32 | 38 | 6 | 4 |
| Integrated Science | 38 | 34 | 17 | 3 | 7 | 22 | 30 | 39 | 6 | 4 |
| Mathematics | 40 | 18 | 37 | 2 | 3 | 22 | 27 | 38 | 8 | 5 |
| Materials, Design and Technology | 8 | 17 | 58 | 0 | 17 | 13 | 28 | 46 | 8 | 5 |
| Physical Education Studies | 5 | 28 | 46 | 13 | 8 | 18 | 33 | 40 | 6 | 3 |
| Visual Arts | 10 | 10 | 71 | 10 | 0 | 15 | 30 | 43 | 7 | 4 |
| Workplace Learning | 30 | 28 | 39 | 4 | 0 | 30 | 30 | 27 | 4 | 9 |

There is not a lot of between-school moderation in regards to Stage 1 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 exceptions were EALD where there was a higher proportion of students being awarded higher grades— however, as can be seen from the Stage 3 results, this is an area where the school performs quite well in relation to other schools. , Dance, Food Science and Mathematics were areas where the school has awarded a higher proportion of higher grades. In contrast, Physical Education Studies, Visual Arts and Materials and Design awarded a higher proportion of lower grades.

STUDENT ENROLMENTS AND ATTENDANCE

| Secondary | Y07 | Y08 | Y09 | Y10 | Y11 | Y12 | Total |
|-----------|-----|-----|-----|-----|-----|-----|-------|
| Full Time | 153 | 118 | 134 | 143 | 129 | 117 | 794 |

At the August 2015 census, there were 801 students enrolled. This represented an increase due to the start of year 7 students in secondary school..



| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| Lower Secondary | 366 | 341 | 416 | 408 | 548 |
| Upper Secondary | 286 | 261 | 245 | 227 | 246 |
| Total | 652 | 602 | 661 | 635 | 794 |

Attendance

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 proportion of students in at-risk categories is lower than the state. An area that needs to be addressed is the attendance of Aboriginal students which continues to fall below the rate for WA Public Schools.

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

| | 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% |

| | Attendance Category | | | |
|------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2011 | 68.80% | 20.30% | 7.80% | 2.90% |
| 2012 | 70.60% | 17.50% | 8.50% | 3.20% |
| 2013 | 68.90% | 18.6% | 7.7% | 4.5% |
| 2014 | 69.50% | 16.3% | 9.4% | 4.7% |
| State 2012 | 59.0% | 22.0% | 11.0% | 7.0% |

| | 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% |
| State 2014 | 89% | 86% | 85% | 87% | 88% |

STUDENT BEHAVIOUR

Suspensions

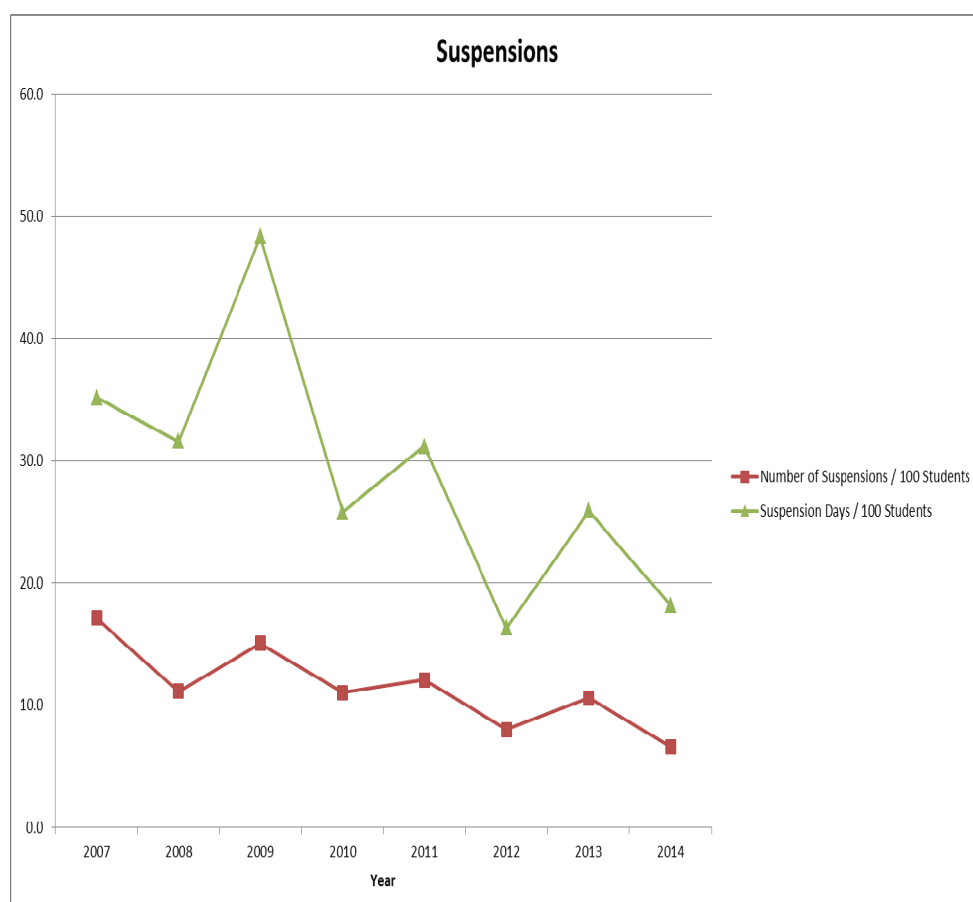
| Year | Number of Suspensions | Number of Suspensions / | Suspension Days | Suspension Days / 100 | School Popula- |
|------|-----------------------|-------------------------|-----------------|-----------------------|----------------|
| 2007 | 152 | 17.1 | 312 | 35.2 | 887 |
| 2008 | 93 | 11.2 | 263.5 | 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 |

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 has more than halved since 2007, creating a school environment that is calm and orderly but where inappropriate behaviour is firmly and fairly dealt with. There was a decrease in 2014 levels over 2013 to the lowest rate per 100 students in 8 years.

Of the 42 suspensions 34 were males and 8 females, in contrast to 2012.

Nine of the suspensions were for verbal abuse or harassment of staff, 14 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.

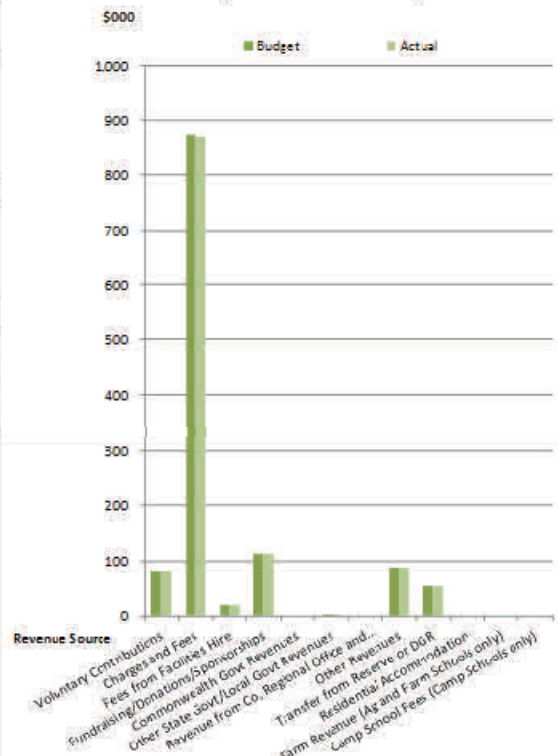




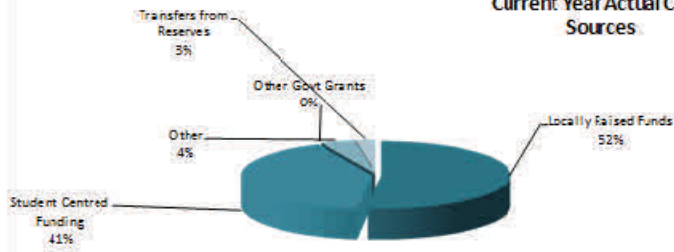
Como Secondary College Financial Summary as at 31 December 2015

| Revenue - Cash | Budget | Actual |
|------------------------------------------------------|------------------------|------------------------|
| 1 Voluntary Contributions | \$ 81,895.00 | \$ 81,895.95 |
| 2 Charges and Fees | \$ 679,290.00 | \$ 679,893.44 |
| 3 Fees from Facilities Hire | \$ 13,694.00 | \$ 13,693.95 |
| 4 Fundraising/Donations/Sponsorships | \$ 212,991.45 | \$ 212,991.41 |
| 5 Commonwealth Govt Revenues | \$ - | \$ - |
| 6 Other State Govt/Local Govt Revenues | \$ 393.00 | \$ 392.79 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 Other Revenues | \$ 67,970.00 | \$ 67,972.65 |
| 9 Transfer from Reserve or DGR | \$ 93,284.67 | \$ 93,284.67 |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 1,229,255.27 | \$ 1,326,631.10 |
| Opening Balance | \$ 587,676.53 | \$ 587,676.53 |
| Student Centred Funding | \$ 800,000.00 | \$ 800,000.15 |
| Total Cash Funds Available | \$ 2,606,693.60 | \$ 2,684,475.78 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 2,606,693.60 | \$ 2,684,475.78 |

Contingencies Revenue - Budget vs Actual

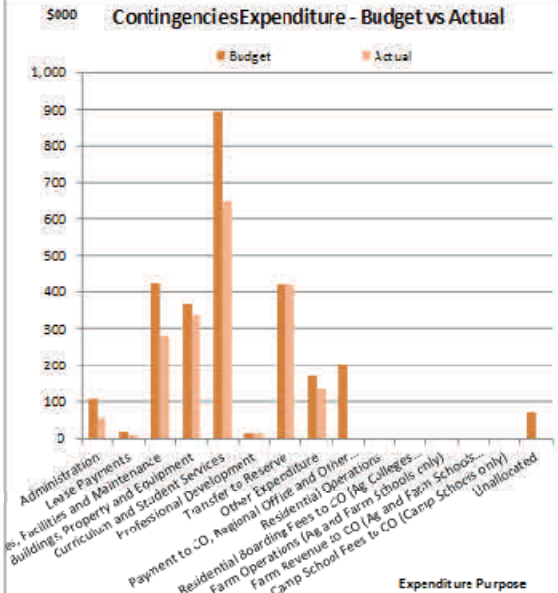


Current Year Actual Cash Sources

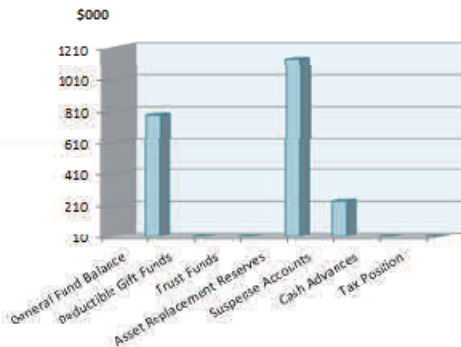


| Expenditure | Budget | Actual |
|-------------------------------------------------------|------------------------|------------------------|
| 1 Administration | \$ 108,995.00 | \$ 95,900.14 |
| 2 Lease Payments | \$ 20,000.00 | \$ 9,540.69 |
| 3 Utilities, Facilities and Maintenance | \$ 422,779.00 | \$ 380,670.99 |
| 4 Buildings, Property and Equipment | \$ 315,684.00 | \$ 354,171.98 |
| 5 Curriculum and Student Services | \$ 654,218.77 | \$ 676,955.49 |
| 6 Professional Development | \$ 26,995.00 | \$ 14,736.67 |
| 7 Transfer to Reserve | \$ 418,494.00 | \$ 418,494.00 |
| 8 Other Expenditure | \$ 168,769.36 | \$ 195,440.36 |
| 9 Payment to Co, Regional Office and Other Schools | \$ 201,768.00 | \$ - |
| 10 Residential Operations | \$ - | \$ - |
| 11 Residential Boarding Fees to CC (Ag Colleges only) | \$ - | \$ - |
| 12 Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 Farm Revenue to CC (Ag and Farm Schools only) | \$ - | \$ - |
| 14 Camp School Fees to CC (Camp Schools only) | \$ - | \$ - |
| 15 Unallocated | \$ 49,743.87 | \$ - |
| Total Goods and Services Expenditure | \$ 2,606,693.60 | \$ 1,695,989.42 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 2,606,693.60 | \$ 1,695,989.42 |

Contingencies Expenditure - Budget vs Actual



Cash Position



| | |
|----------------------------|------------------------|
| Bank Balance | \$ 2,146,774.36 |
| Make up of: | |
| General Fund Balance | \$ 788,488.95 |
| Charitable Gift Funds | \$ - |
| Trust Funds | \$ - |
| Asset Replacement Reserves | \$ 1,139,776.95 |
| Suspense Accounts | \$ 289,115.65 |
| Cash Advances | \$ 900.00 |
| Tax Position | \$ 14,300.00 |
| Total Bank Balance | \$ 2,146,774.36 |