

PRINCIPAL'S MESSAGE

Como Secondary College has consistently been one of Western Australia's top public schools over the past decade. The school's success has been the result of changes it made at the turn of the millennium including the establishment of Department of Education endorsed specialist programs in Music, Golf, Hockey and the Enriched Mathematics, Information Technology and Science programs. The school changed its name from Como Senior High School to Como Secondary College and was one of the first public schools to enrol international fee paying students.

Our programs have taken advantage of the school's close proximity to Curtin University, Collier Park Golf Course, the State hockey facilities, transport hubs and the Central Business District. The development of the surrounding suburbs and Curtin University, and the changing demographics of the area have made Como an increasingly diverse and multicultural school.

Now Como finds itself on the cusp of significant change brought about by emergent technologies, Government initiatives including the implementation of the Australian Curriculum and the Teese Review recommendations, and the introduction of Year 7 students to secondary school. Our intent is to grasp the opportunity and advance the school's reputation as an outstanding independent public school noted for our highly effective teaching, positive learning culture and the overall development of our students.

Digby Mercer
Principal



2020 VISION

Como will be recognised as one of Western Australia's outstanding secondary schools based on the excellence of its teaching and pastoral care. Como will build promising futures for our students through providing an excellent education and a rich range of curricula and extra-curricula opportunities. Central to the students' experience at Como will be a school culture that promotes learning. The school will be driven by the deep belief that every student is capable of successful learning and that it is the responsibility of every teacher to ensure that all students progress.

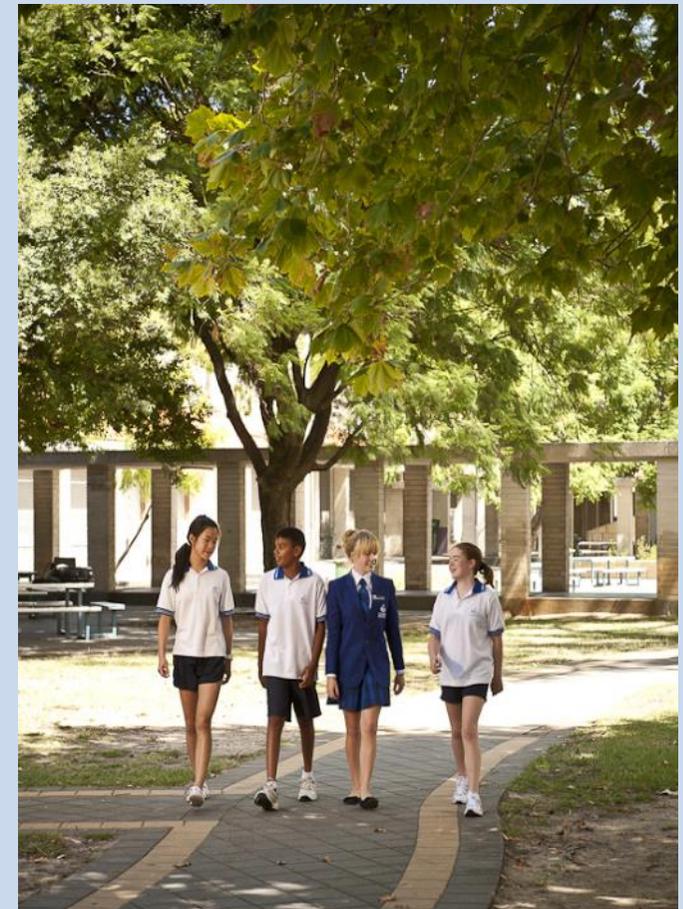
Como will embrace the opportunities and challenges of a rapidly changing world to change lives for the better. Students will receive every assistance to overcome obstacles to learning. The school and classroom environments will be safe, respectful, tolerant, inclusive and will promote intellectual rigour. There will be a strong collegial culture of mutual trust and support among teachers and school leaders, and positive, caring relationships between staff, parents and students.



MISSION

Teacher: To get the best out of every student by helping students overcome obstacles and in the firm belief that every student is capable of learning.

School: To maximise the achievement and all-round development of every student by maximising the effectiveness of our teaching and ensuring a culture that promotes learning.



THE PRIORITIES



A DISTINCTIVE SCHOOL

The aim of this priority is to maintain and develop aspects of Como that make it the school of choice for students within our enrolment boundaries, for students pursuing their passion in music, golf, hockey or mathematics, science and information technology, and for international fee-paying students

We want the local community to feel that Como Secondary College is their school, embedded in their community, reflecting their values and aspirations for their children. Collaboration and networking with our local primary schools and neighbouring secondary schools will be a key strategy. The introduction of Year 7 students in 2015 will be used as a catalyst for renewal and re-invention of the school.

The plan is to create a learning community where life-long learning takes place for all stakeholders for their own continuous growth and development, teachers act as exemplary learners, students are prepared adequately for the future, and mistakes become agents for further learning and improvement. In addition, it will be a place where collaboration and mutual support is nurtured, clear shared visions for the future are built, and the physical environment contributes to learning.

Recognising that student learning is heavily dependent on teacher learning, teacher learning communities will be the main vehicle for staff professional development and a distinctive feature of the school. A key element of this plan is the establishment of a strong collegial culture in which teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. Teachers will regularly invite leaders and their colleagues to visit their classrooms to observe their teaching.

EFFECTIVE TEACHING

This priority is derived from a large body of research that has clearly shown that the major influences on student achievement are the teacher and the quality of his or her teaching, along with the individual student and his or her prior achievement. Thus, of the factors under school control, improving the effectiveness of teachers will do more to improve student learning than any other single factor.

The focus over the next five years we will to develop the Como Model of Teaching which is based on explicit instruction and the application of the principles of effective instruction and feedback. Explicit teaching at Como is defined as those actions which a teacher takes to clearly and in detail impart knowledge or instruct someone how to do something leaving no room for confusion or doubt. It is a very active process that can be thought of as the engineering of effective learning environments.

Como's leaders and teachers will plan, proceed, assess, evaluate and modify as necessary on the basis of evidence. There will be a focus on mapping student progress and both students and their parents will be provided with timely information on performance. Key foci of the plan are to improve formative assessment and develop information systems that provide performance data that is easy to access and interpret.

It is expected that as learning areas implement the Australian Curriculum that the Como Model of Teaching, whole school literacy strategies, formative assessment, the use of digital technology and Asia literacy will be embedded in the lesson planning.

A CULTURE THAT PROMOTES LEARNING

The aim of this priority is to develop a school culture that promotes learning and the well-being of all. An important aspect will be the development of a strong student culture based on appropriate values and behavioural norms. The Schoolwide Positive Behaviour Support model will be used as a framework to implement a variety of strategies.

At Como we define school culture as the way things are normally done in the school and members of the school community normally relate to each other, based on the behaviours, beliefs, values, and symbols that the school community accepts over a long period of time, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next, and constantly reinforced for people both consciously and unconsciously.

Pastoral care will remain a strong element of the plan. Pastoral care is concerned with promoting students' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst students, teachers and adults other than teachers; through the arrangements for monitoring students' overall progress; through academic systems; and through extra-curricular activities and the school ethos.

Pastoral care involves all teachers and is aimed at helping pupils to achieve success. In such a context it offers support for the learning behaviour and welfare of all pupils, and addresses the particular difficulties some individual pupils may be experiencing. It seeks to help ensure that all pupils, are enabled to benefit from the full range of educational opportunities that schools offer.

MAJOR STRATEGIES



A DISTINCTIVE SCHOOL

- **Specialist Programs** - maintaining and developing the EMITS, Music, Golf and Hockey programs.
- **International Student Program** - maintain and develop the school's long running program.
- **A Multicultural School with a Global Outlook** - celebrating diversity, international links, Asia Literate Program
- **School Structure and Organisation for a Yr 7 to 12 school** - includes the physical environment, timetable, curriculum and pastoral care.
- **Marketing and Networking** - maintaining and developing links with local schools, networks and families across WA and the world.
- **An Independent Public School** - continuing development of autonomy and self-determination.



EFFECTIVE TEACHING

- **Como Model of Teaching** - based on explicit instruction and 10 principles of effective instruction.
- **Formative Assessment** - a two year program of 18 sessions using the "Embedding Formative Assessment" program.
- **Using Data To Monitor Student Progress and Effectiveness of Teaching** - Including systemic, school and teacher generated data.
- **Whole School Highly Reliable Literacy Practices** —school-wide implementation in all learning areas of reading and writing strategies.
- **SAER Program** - explicit teaching of students at educational risk including direct instruction in literacy and numeracy.
- **Digital Classroom** - the effective and creative use of technology to enhance learning, provide feedback, communicate and work more efficiently.
- **Australian Curriculum** - continue the rollout and incorporate the Como Model of Teaching into lesson planning.



A CULTURE THAT PROMOTES LEARNING

- **Teacher Learning Communities** - a collaborative, classroom based professional development process utilising the teacher expertise .
- **Schoolwide Positive Behaviour Support** - A framework that will guide the process of changing culture and behaviour management.
- **School Culture Audit and Adjustment** - includes the physical environment as well as relationships and the way things are done.
- **Standards and Expectations** - Reach a consensus and then explicitly state, teach and reinforce.
- **Attitudes and Beliefs** - Reach a consensus and then explicitly state, teach and reinforce "The Como Way".
- **Digital Citizenship** - including appropriate use of social media
- **Teacher Recruitment** - selecting teachers who are able to promote and exemplify the ethos of the school.
- **Social Skills** - explicitly teaching and reinforcing appropriate social skills.

TARGETS AND MILESTONES



A DISTINCTIVE SCHOOL

TARGETS

- Enrolments into Year 7/8 are maintained or increased from 2012 levels.
- Applications for all specialist programs are maintained or increased from 2012 levels.
- Enrolments of international fee-paying students are maintained or increased from 2012 levels.
- School maintains the DOE approved status for all specialist programs.



EFFECTIVE TEACHING

TARGETS

- Progress as measured by effect size and achievement of lower school cohorts on PAT tests of comprehension, spelling, vocabulary, maths and science are at or above those of the ACER national norming sample.
- Progress and achievement levels on NAPLAN tests of comprehension, spelling, writing, grammar and punctuation, and mathematics are at or above those of like-schools.
- Student achievement on the WAMSE tests of Science and Society and Environment are at or above those of like schools.
- All learning areas are able to demonstrate individual student and class progress on internal assessments through effect sizes of 0.4 or greater.
- Median ATAR is maintained at 75 or better.
- “Outstanding” ACER review ratings on the “Teacher and Learning School Improvement Framework” domains of “An Explicit Improvement Agenda”, “Analysis and Discussion of Data”, “An Expert Teaching Team”, “Systematic Curriculum Delivery”, “Differentiated Classroom Learning”, and “Effective Teaching Practices”.

MILESTONES

- All staff have completed the embedded formative assessment program.

A CULTURE THAT PROMOTES LEARNING

TARGETS

- Graduation levels are maintained or improved from 2012 levels.
- All students either achieve a Certificate II or an ATAR of 55.

MILESTONES

- Teacher learning communities are self-sustaining as evidenced by the involvement of all staff in regular meetings and activities.



ACKNOWLEDGEMENTS

The three school priorities were selected by staff and endorsed by the school community. This plan arising from the priorities is based on a thorough and extensive review of the education literature to find what works. Education is a field where fads and opinion can dominate therefore careful research is required to sort fact from fiction. The implementation of strategies or initiatives will be done on the basis that there is solid and creditable educational research to support their efficacy. If such evidence is lacking, they will be implemented such that student performance data is gathered so that informed decisions can be made regarding the effectiveness of the strategy and the usefulness of its continuation.

The work of ACER researcher and Chair of the 2005 National Inquiry into the Teaching of Literacy, the late Dr Ken Rowe, has been influential in the formation of this plan as has been that of Professors Stephen Dinham, John Hattie, Dylan Wiliam, John Munro, Barak Rosenshine, Helen Timperley and many others. The Friendly Schools Plus document, "Evidence for Practice—Whole School Strategies to Enhance Students' Social Skills and Reduce Bullying in Schools" has been helpful in developing the school culture section of the plan, as has the work of Professor George Sugai. The 2010 ACER and Queensland Department of Education document, "Teaching and Learning School Improvement Framework" by Professor Geoff Masters has also been used to help frame elements of the plan. The work of former Australian Principal of the Year, John Fleming, has also been influential in shaping aspects of the plan.

EVALUATION OF THE PLAN

Strong self-assessment processes are an integral part of the college's accountability and planning processes. A range of data is collected and reviewed at administration, pastoral care, learning area and whole of staff meetings. The data collected and analysed includes:

- Teacher assessments
- System data
- School Data
- Staff, Student and parent surveys

A part of each school development day will be set aside to review progress against the plan and make adjustments where necessary.

Each year the school will be assessed against the ACER Teaching and Learning Framework either internally and/or externally.

