



Como Secondary College

Business Plan 2021-2023

MA ALI

The College and its community have collected the services of the famous artist of Perth, Lynette Currie. During her visit, she has been inspired by the natural environment of the College grounds and the surrounding area. Lynette's artwork is a representation of the College's environment and the surrounding area.

This sculpture is a permanent feature of the College's environment. It was funded by the Como Secondary College P&C.

PRINCIPAL'S MESSAGE

This business plan aims to provide a solid platform for development in the context of the challenges posed for all schools by a rapidly changing world. The events of 2020 have highlighted the need for a highly developed online learning platform, the importance of mental health and well-being, and careful planning for the use of financial and human resources.

The next five years will be a period of regeneration which will build on the school's solid reputation and meet the challenges of a rapidly educational and societal landscape. The drive and enthusiasm of a new generation of teachers combined with the wisdom and knowledge of established staff will drive the school's development.

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 challenges brought about by emergent technologies and a rapidly changing world context. 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

2023 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.

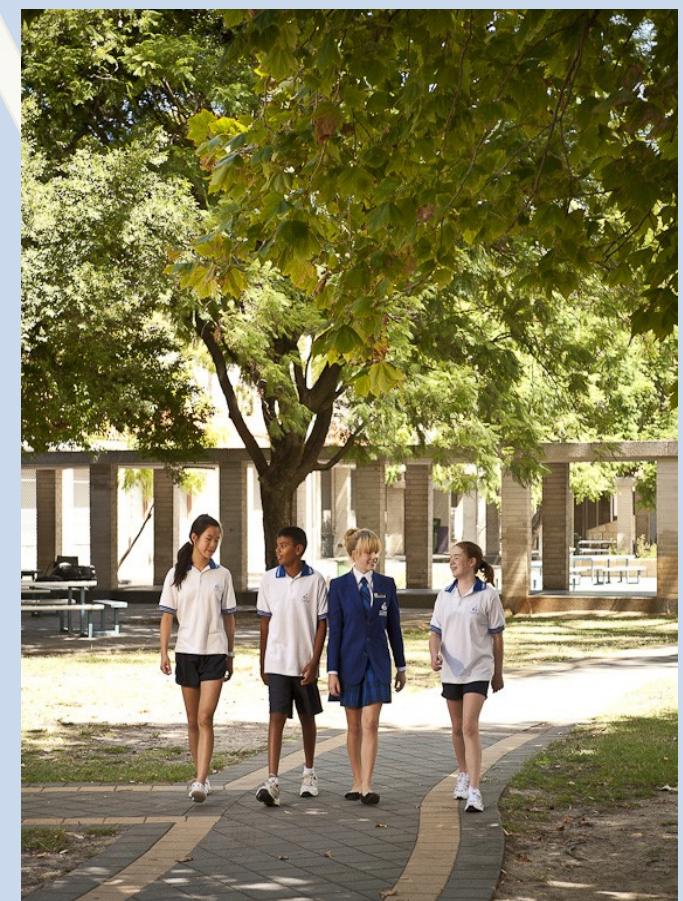
Como will embrace the opportunities and challenges of a rapidly changing world to change lives for the better. Students will receive every assistance to overcome obstacles to learning. The school and classroom environments will be safe, respectful, tolerant, inclusive and will promote intellectual rigour. 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.

Our aspiration is progress for every student. We will use between school measures comparing Como with four other secondary schools having similar ICSEA and demographic distributions. Our Year 9 NAPLAN achievements, Year 7 to 9 NAPLAN progress and median ATAR comparable to or better than those similar schools.

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: All members of the school community work to nurture and challenge every student through quality teaching and a connected school experience to become confident, engaged and responsible citizens.



THE PRIORITIES



Introduction

This school development plan has sharpened its focus to concentrate on the core functions of a school - teaching and learning. The priorities of "Effective Teaching" and "A Culture that Promotes Learning" have been retained from the previous plan.

It is important to have a clear understanding of what is teaching and what is learning to guide the development of a new and effective plan and then efficiently implement it.

Teaching at Como is defined as the conveying of ideas through relationships and the engineering of effective learning environments for students. Learning is defined as a change in long term memory.

From these definitions it follows that the aim of teaching is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned. Any instructional recommendation that does not or cannot specify what has been changed in long-term memory, or that does not increase the efficiency with which relevant information is stored in or retrieved from long-term memory, is likely to be ineffective. The goal for teachers is to give learners specific guidance about how to cognitively manipulate information in ways that are consistent with a learning goal, and store the result in long-term memory.

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.

This priority aims to maximize the effectiveness of every teacher through a continuous process of professional development. The cornerstone of this priority is the Como Model of Teaching. This model is based on the concept of gradual release of responsibility in which ideas are conveyed from the teacher to the learner and which can be summarized as the teaching phases of I Do, We Do, You Do. In the "You Do" phase, students may involve independent practice, rich tasks, inquiry learning and problem solving, but only after they have mastered the basic knowledge and skills taught through explicit instruction.

In the Como Model of Teaching, attention is seen as the gateway to learning: Virtually no information will be memorized if it has not previously been amplified by attention and awareness. Teachers should become masters at capturing their students' attention and directing it to what matters. This implies carefully getting rid of any source of distraction.

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 subconsciously.

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; the nature of relationships amongst students, teachers and adults other than teachers; the arrangements for monitoring students' overall progress; academic systems; and through extra-curricular activities and the school ethos.

Pastoral care involves all teachers and is aimed at helping students to achieve success. In such a context it offers support for the learning behaviour and welfare of all students, and addresses the particular difficulties some individuals 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

Introduction

The over-arching strategy will be participation in the Fogarty Edvance program. This will be the main vehicle for operationalizing the plan.

Within the Operational Plan there are three major work streams:

- A. Leadership and Management
- B. Professional Learning
- C. Conditions for Learning and Student Voice

EFFECTIVE TEACHING

- **Como Model of Teaching** - based on explicit instruction, 10 principles of effective instruction and Cognitive Load Theory.
- **Using Data To Monitor Student Progress and Effectiveness of Teaching** - Including systemic, school and teacher generated data.
- **Digital Classroom** - the effective and creative use of technology to enhance learning, provide feedback, communicate and work more efficiently. This includes the implementation of SEQTA.
- **Whole School Highly Reliable Literacy Practices** — school-wide implementation in all learning areas of vocabulary, reading and writing strategies. Writing will be a particular focus.

A CULTURE THAT PROMOTES LEARNING

- **Como Grows** - a collaborative, classroom based professional development process utilising Fogarty EDvance.
- **School and Classroom Culture Audit and Adjustment** - includes the physical environment as well as relationships and the way things are done utilising student voice.
- **Standards and Expectations** - Reach a consensus and then explicitly state, teach and reinforce. Utilise student voice.
- **Digital Citizenship** - appropriate use of social media and the school's network developing the skills to determine what is misinformation and what is reliable and factual. Also includes software selec-
- **Teacher Recruitment** - selecting competent teachers who are able to promote and exemplify the ethos of the school.
- **Social and Emotional Learning** - explicitly teaching and reinforcing appropriate social skills. Building effective teacher-student relationships.
- **Occupational Safety and Health** - creating a safe school and workplace environment

TARGETS AND MILESTONES

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.
- OLNA - Increase proportion of students achieving OLNA through Years 10 to 12.
- 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.

MILESTONES

- SEQTA—Attendance Module is fully implemented and other modules as required..
- Publish and distribute the Como Model of Teaching to all teaching staff and education assistants.
- The core principles and strategies of the Como Model of Teaching can be articulated by staff and are evident in their everyday classroom practice.
- Feedback from classroom observation, formative assessment and student surveys is used by all involved in teaching to guide instruction



A CULTURE THAT PROMOTES LEARNING

TARGETS

- The regular attendance level is maintained or improved over the period of the plan.
- ATAR scores distribution is in line with the State distribution.
- Achieve “proficiency” on each of the 6 standards continua in the Aboriginal Cultural Standards Framework.
- OHI scores are in the top quartile.
- TTFM scores steadily improve over the three years.

MILESTONES

- A culture of peer observation and collaboration is embraced and practised by all teachers.
- Implement annual reviews against the Aboriginal Cultural Standards Framework.
- The core values underlying the “Como Way” can be articulated by students, parents and staff, both teaching and non-teaching.



ACKNOWLEDGEMENTS

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 Paul Kirschner, John Hattie, Dylan Wiliam, John Munro, Barak Rosenshine, Helen Timperley, Geoff Masters, George Sugai and many others.. Particularly influential has been Rosenshine's Principles of Effective Instruction and John Sweller's Cognitive Load Theory. 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 and through the Fogarty Program's TTFM and OHI surveys.

