



Comet Bay
PRIMARY SCHOOL

An Independent Public School

Annual Report 2016

From the Principal

In 2016 we celebrated 10 years of providing outstanding educational opportunities to our Comet Bay PS community. This provided us with a wonderful opportunity to reflect on our growth as a school and our growth as a community, highlighting our school motto of 'growing together'. The highlight of the year was our 10th year celebration evening, which was attended by over 1500 people, including so many former students and staff. Our thanks goes out to our hard working staff and P & C for their efforts in making this a memorable evening. Special thanks goes to Mr Osborne for his vision, passion and boundless energy in leading our community for this event and throughout the year.

There were many other highlights throughout the year which included: Growing Together Day, successful music performances and sports carnivals, multiple incursions and excursions, the continued growth of the Comet Bay Professional Learning Community, Book Week dress up day, our dance program and 93 students attending our annual camp to Canberra.

The School Board remained active in 2016, welcoming some new members and thanking others for their contributions. The Board was proactive in reviewing our 2013-2016 Business Plan and developing our new 2016-2018 Business Plan. The Board also provided great support during our second Independent Public Schools external review, in which we received a positive endorsement and many commendations. I would like to thank all members of the Board for their continued support of the school and their valuable feedback on the direction and operations of our school. The P&C have again been an outstanding source of support for the school with a period of sustained stability and innovation. The P & C donated over \$80000 of funds to the school which have been directed to our solar program, a new shade on the oval and student resources and programs. The P&C have successfully hosted many events for the students and the community throughout the year including our Happy Walk, High Tea, discos and golf day.

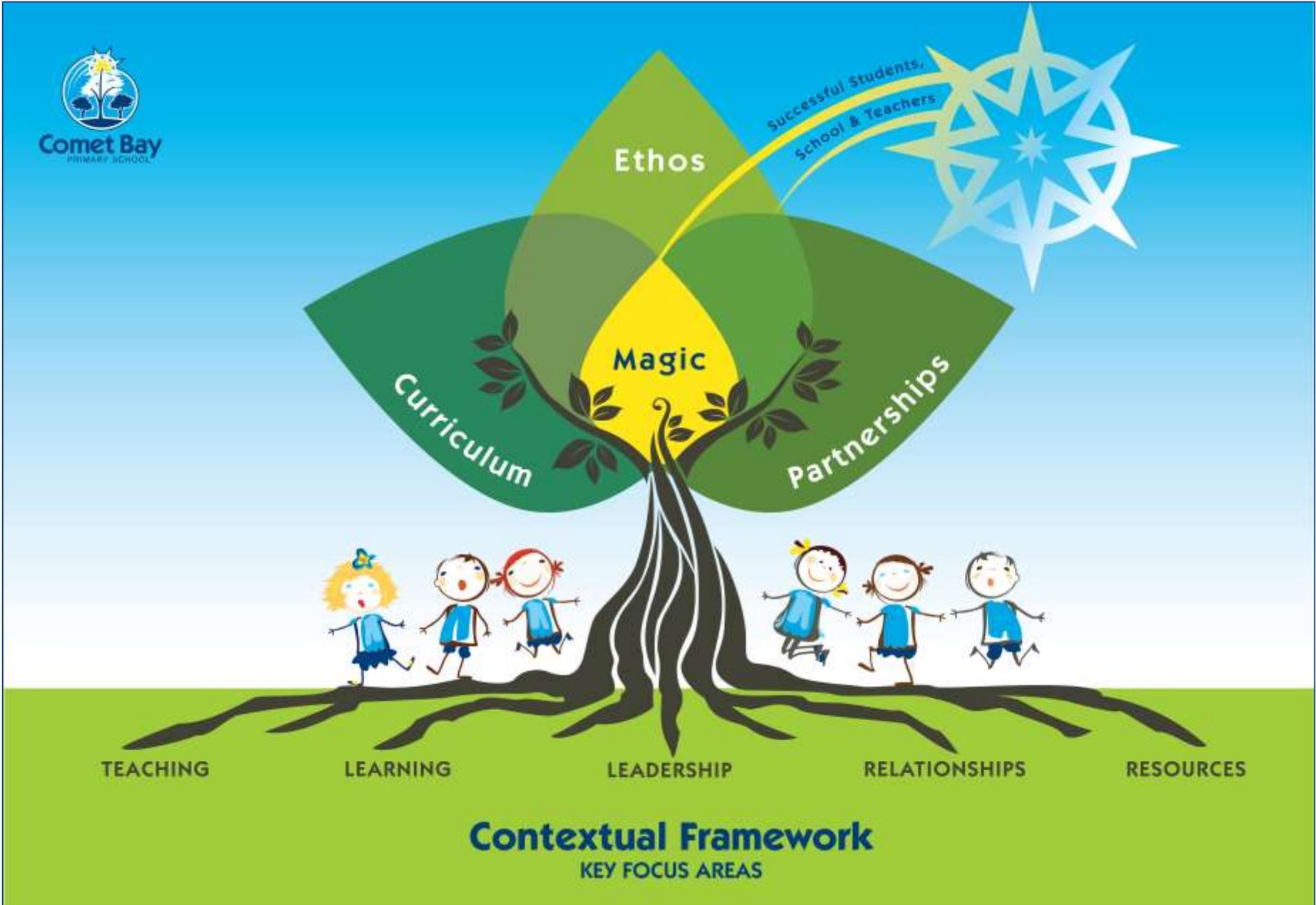
During the year we saw the removal of 2 transportables (one in our early childhood area and one at our Kindy annexe) plus the completion of our car park upgrades. This upgrade included the opening of over 40 new parking bays, the installation of a bus bay at the front of the school, the lengthening of our Kiss and Drive area and the paving of all the verges around the school to remove the pea gravel.

During 2016 we re-profiled our staffing to include a Literacy specialist to ensure that our literacy programs were current best practice and their delivery was consistent across the whole school. Visible Learning joined English and Mathematics as priorities across the school. Visible Learning is about children taking ownership for their own learning, articulating what they are learning and explaining the next steps in their learning

Looking ahead into 2017, our Foundation Principal Matt Osborne will take up a one year secondment as a Principal Advisor for school improvement across the Education Department. Our student numbers should remain steady at around 920 and we expect that some of our transportables may be removed and reinstated as grassed play areas. Our solar energy project should be completed and providing our school with energy from the sun and our students with a great educational opportunity around sustainability and the environment. We will continue to maintain our strong focus on quality instruction and supporting the whole child. Comet Bay Primary School is a great school as we have such dedicated staff, fantastic students and supportive parents. I feel very privileged and proud to have the opportunity to lead such a wonderful school.

I hope you enjoy reviewing our achievements throughout the year and our plans for continual improvement.

Graeme Watson
Principal 2017



Our Vision

To inspire life long learning

Moral Purpose

Staff at Comet Bay Primary School believe it is their moral purpose to provide a safe environment where students are given opportunities to develop the skills and knowledge they require to become resilient, well balanced, successful individuals who function positively in society through life.

Health Promoting Schools Framework

A Health Promoting School strives to nurture the social, emotional, physical, spiritual well-being, and cognitive development of its students, staff, and community. The Health Promoting Schools Framework is used within our school planning to describe the interconnectedness of Curriculum, Ethos and Partnerships within our school. The following diagram is a model that features in many of our planning models.

Strategic Intent

Within the Health Promoting Schools Framework there are three key objectives.

1. Inclusive Curriculum and Pedagogy

All students achieving to their potential through excellence in teaching and learning

2. Ethos and Learning Environment

Ensure all students feel safe, cared for and valued, to develop resilient young individuals.

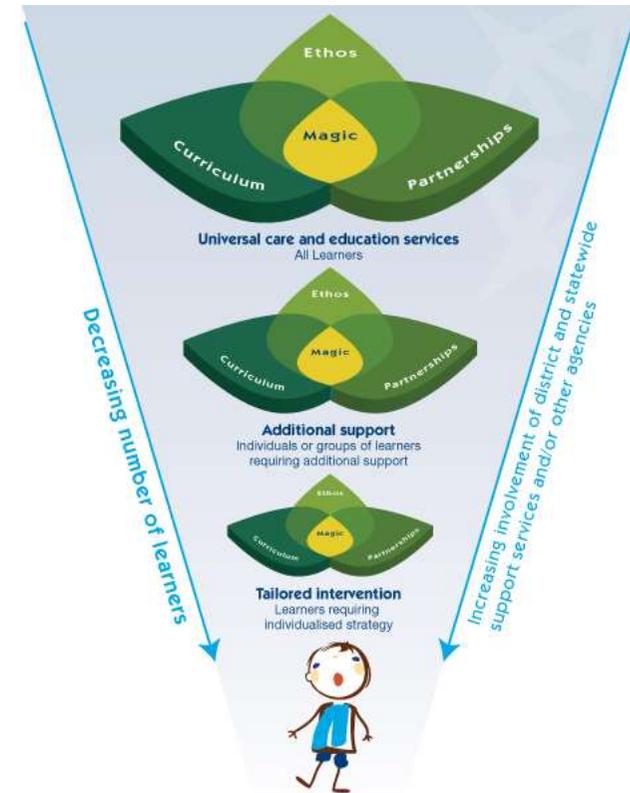
3. Partnerships

Working collaboratively with all stakeholders in the school and wider community.

Staff shared beliefs

The staff make decisions and develop strategies within the school based on the following shared beliefs;

- There is a need to develop the whole child - socially, academically, emotionally, creatively and physically.
- Resilience is an important life skill and needs to be developed and fostered in all.
- The learning environment needs to be safe, challenging and inclusive.
- Students and teachers need to be reflective and give and respond to feedback.
- Partnerships in learning are sought after and valued.
- High expectations are set academically and socially.
- Students learn best through collaborative inquiry based programs.
- Cultural diversity is valued and celebrated.
- Proactive early intervention is more effective than reactive measures.



School Overview

Comet Bay Primary School was established in 2007 and grew to one of the largest primary schools in the State in 2014 with over 1100 enrolments. With the Year 7 students relocating to the College and no further development in our catchment area, our enrolment is now steady around 920 students. Comet Bay PS operates in two locations: our main school (P-6) and our Kindy annexe (Surf Drive).

Being selected as an Independent Public School in 2010 has provided the school community with the ability to cement the school's ethos and directions. The school community has enjoyed the additional autonomy and the flexibilities provided from being an Independent Public School.

This year we completed our second Independent Review as part of the quality assurance processes set up for Independent School. The findings from the review are available on our website.

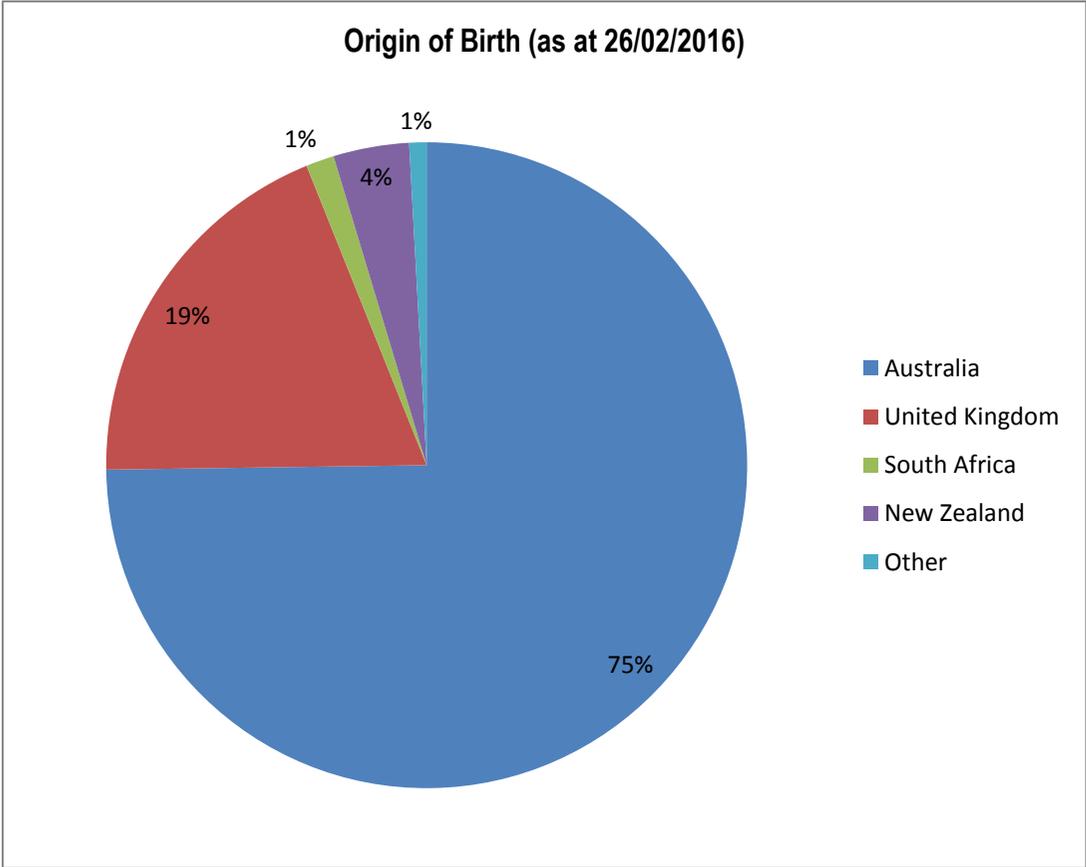
Index of Community Socio Economic Advantage

Comet Bay Primary School has an ICSEA of 1015 (State decile rank of 4). When "like school" comparisons are referred to in this report, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI : (Social Economic Index) and represents a more accurate ranking of our community. Like school comparisons include the following schools;

Name	ICSEA
Butler Primary School	1024
Clifton Hills Primary School	1014
Eneabba Primary School	1025
Forest Crescent Primary School	1024
Gibbs Street Primary School	1018
Gidgegannup Primary School	1016
Helena Valley Primary School	1016
Makybe Rise Primary School	1020
John Butler Primary College	1019
Joondalup Primary School	1013
Quinns Rock Primary School	1014
Settlers Primary School	1019
South Halls Head Primary School	1022

Demographics and Student Diversity

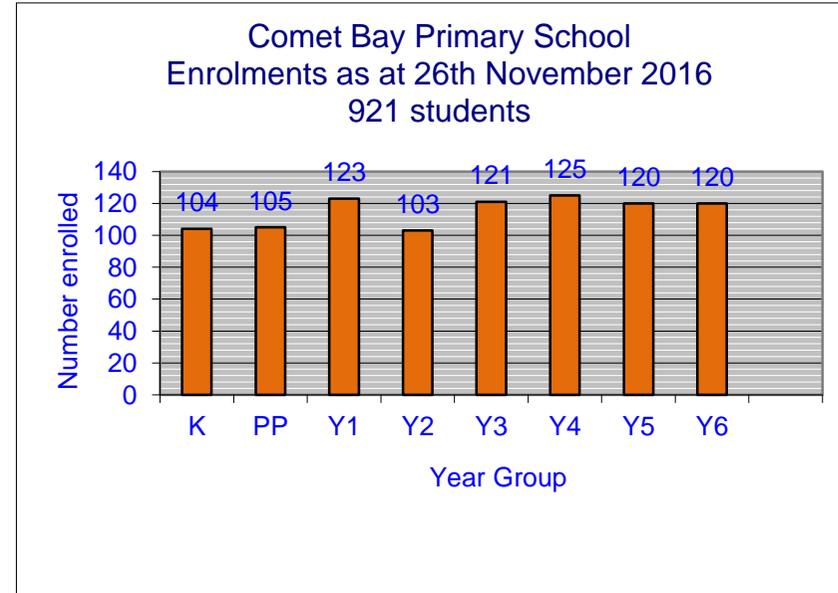
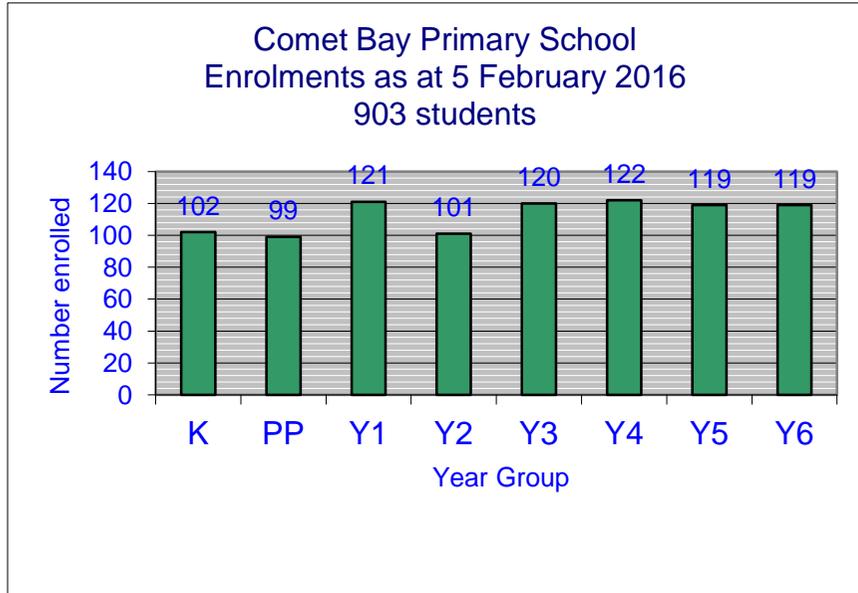
Nearly 20% of students enrolled in our school are from the United Kingdom which is a slight decrease from 2014. We have a small but important group of families in the school who are attached to the Navy and involved in high risk operations around the world. Defence provide support to these families by providing the school with a Defence Liaison Officer. FIFO workers also make up a significant proportion of our families and the recent downturn in the economy (mining sector) has significantly affected many families placing them in financial hardship. There are few aboriginal students in the school and we have established a positive relationship with Aboriginal elders in the community and their families. The data provided below displays the student origin of birth however there are a considerable number of students who have parents from the United Kingdom who were born in Australia, not reflected in these percentages.



Enrolment Trends

Our enrolment was steady throughout the year with a small amount of overall growth. While we grew by only 18 students during this period, we actually welcomed 41 new students into the school during the year. It is predicted that our enrolment in 2017 will be similar to this year.

The following tables indicate that the school is still experiencing growth throughout the year.



Analysis of current enrolments: Percentage of in / out of boundary (as Nov 2016)

Status	Number	Percentage
Total individual enrolments	921	
In boundary	786	85%
Out of boundary	135	15%
Total families	626	
In boundary	535	85%
Out of boundary	91	15%

Parent / Community Involvement

The school has been able to maintain a personable approach with parents and maintained a positive reputation in the community. We enjoy the support of parents in the canteen, uniform shop, Kitchen Garden, Kiss and Drive, support a reader programme and in classrooms for a variety of rosters. The P&C has been extremely active and supportive over the years. In 2016, the P & C contributed \$80000 towards the school. Over the previous 3 years they have contributed \$20 000 (each year) to provide additional resources for our students.

Partnerships with surrounding schools

The school leadership has taken an active role in building positive partnerships with schools within the Network. The school has been one of the lead players in developing the Comet Bay Professional Learning Community over the past 3 years. The school has also set up successful partnerships with, the Western Australian Primary Principal's Association, Murdoch University and numerous other schools throughout the state. The school has taken a proactive role in working in the South Peron Network and has held a position on the management group.



WHAT IS CBPLC?

The Comet Bay Professional Learning Community continuously seeks out and shares learning, and then acts on that learning.

The goal of our collective actions is to enhance our effectiveness as professionals, so that all our students benefit.

We are a cohesive K-12 professional learning community organised into interdependent collaborative teams, united by a professional learning community foundation.

Our Executive Team

The CBPLC Executive Team is comprised of representatives from the following schools;

Jamie Hayres - Principal - Comet Bay College
 Matt Osborne - Principal - Comet Bay Primary School
 Peia Lawrence - Principal - Golden Bay Primary School
 Lisa Fletcher - Principal - Secret Harbour Primary School
 Bevan Ripp - Principal - Singleton Primary School

Our Leadership Team

The CBPLC Leadership Team is comprised of representatives from each school and works with our Executive Team and our Executive Liaison Officer.

Our Professional Learning Coordinator

Our Professional Learning Coordinator - Jen Roberts from Comet Bay PS works with our Executive Liaison Officer in the coordination, development and delivery (as applicable) of our professional learning arm.

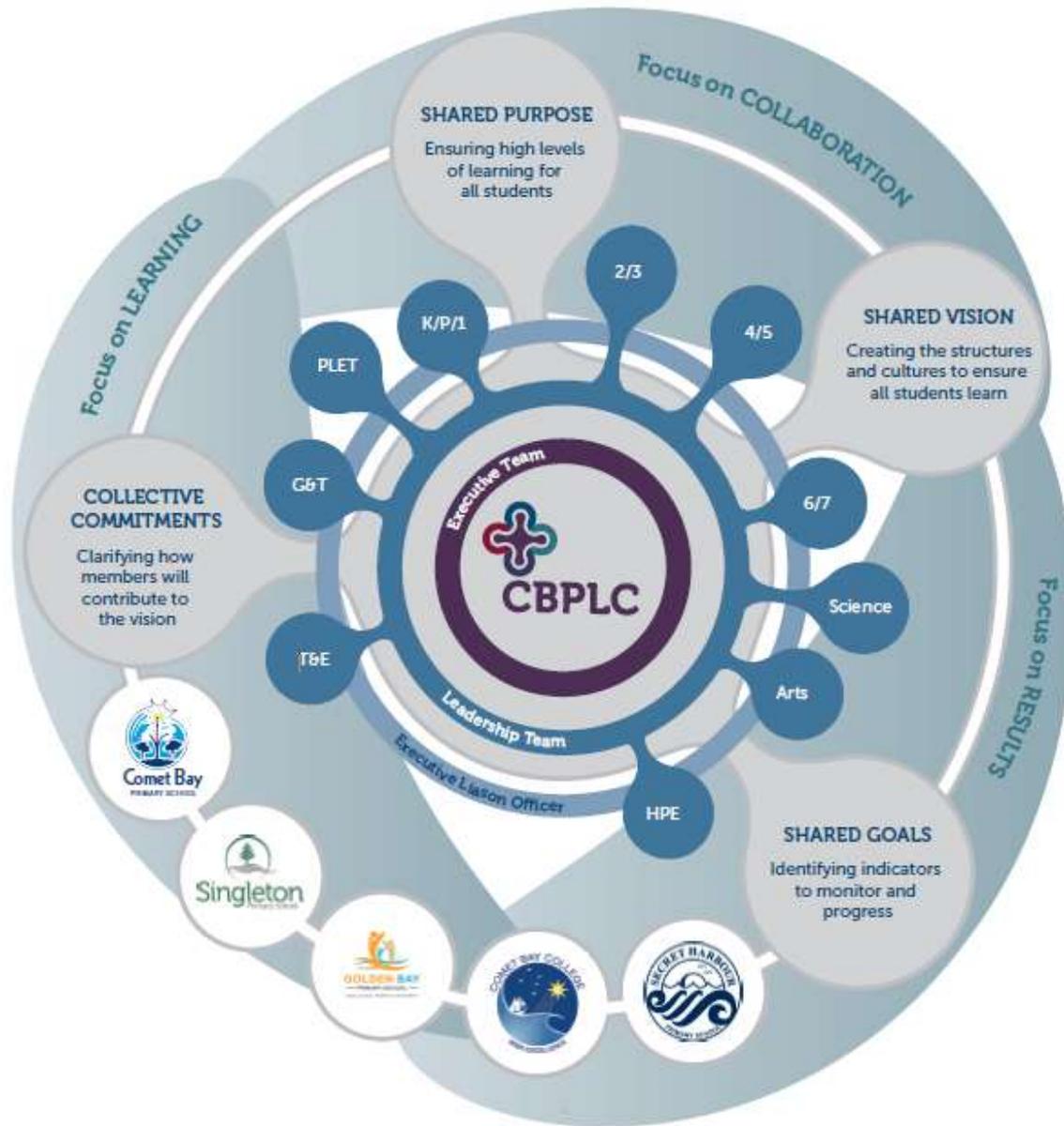
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The CBPLC Executive Team work to create the optimum learning environment for all students.
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CBPLC Leadership Team - Information flows from each focus pod and the 4 pillars - **SHARED PURPOSE, SHARED VISION, SHARED GOALS & COLLECTIVE COMMITMENTS** are reinforced.
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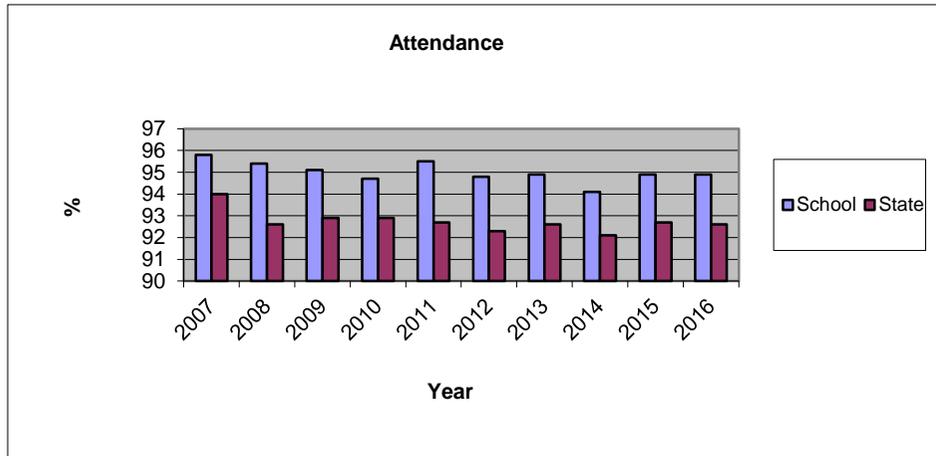
The core foundation for CBPLC is comprised of Focus on **LEARNING**, Focus on **COLLABORATION** & Focus on **RESULTS**.
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The Four schools in the CBPLC community collaborate and share information and results to improve learning across each school.



Non-Academic analysis

Attendance Data 2007 - 2016



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	83.6%	13.0%	2.8%	0.4%
2015	86.5%	10.1%	3.0%	0.2%
2016	85.7%	11.4%	2.6%	0.2%
Like Schools 2016	79.7%	15.1%	4.0%	1.0%
WA Public Schools 2016	77.0%	15.0%	6.0%	2.0%

SUMMARY

- Comet Bay PS continues to have above average attendance.
- A caring, inclusive environment achieved through Tribes and a positive BMIS strategy influences the attendance of students (which includes)
 - Brilliant Kids Morning Tea
 - Whole School Reward
 - House Competitions and Rewards (each term)
 - Bronze, Silver, Gold and Platinum Certificates are provided for our students.
- Parents are made aware of absences via SMS Messaging and school generated letters
- The admin inform parents of students attendance rates when they indicate they are going on holiday in the form of a letter sent from the school.
- Admin follow up with parents for individual case management
- At risk attendance (<70% and <80%) are followed up with a letter each term
- Comet Bay PS has a small percentage of students in the 'Severely at Risk' category

RECOMMENDATIONS

- Continue providing positive whole school initiatives
- Continue with SMS and letters to alert parents
- Continue with 'At Risk' letters each term
- Alert parents when students are regularly late via a letter

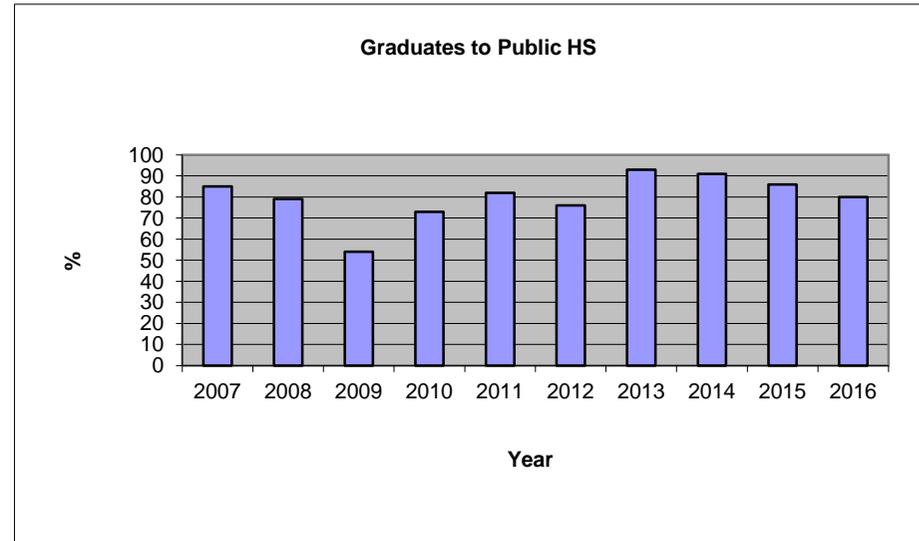
Non-Academic analysis continued

Transition Data 2007-2016

2017 school destinations of the 2016 student cohort

Year Level : Male: 67 Female: 55 Total: 122

Destination Schools	Male	Female	Total
4176 Comet Bay College	52	42	94
1462 Mandurah Baptist College	4	4	8
1373 Frederick Irwin Anglican School	1	1	2
4054 Rockingham Senior High School	2		2
1329 Cornerstone Christian College Ltd		1	1
4116 Darling Range Sports College	1		1
1412 Foundation Christian College	1		1
4150 Lakeland Senior High School	1		1
1380 Mandurah Catholic College	1		1
1149 Mercedes College		1	1
1322 Rockingham Montessori School	1		1
1324 South Coast Baptist College	1		1
1406 Tranby College	1		1



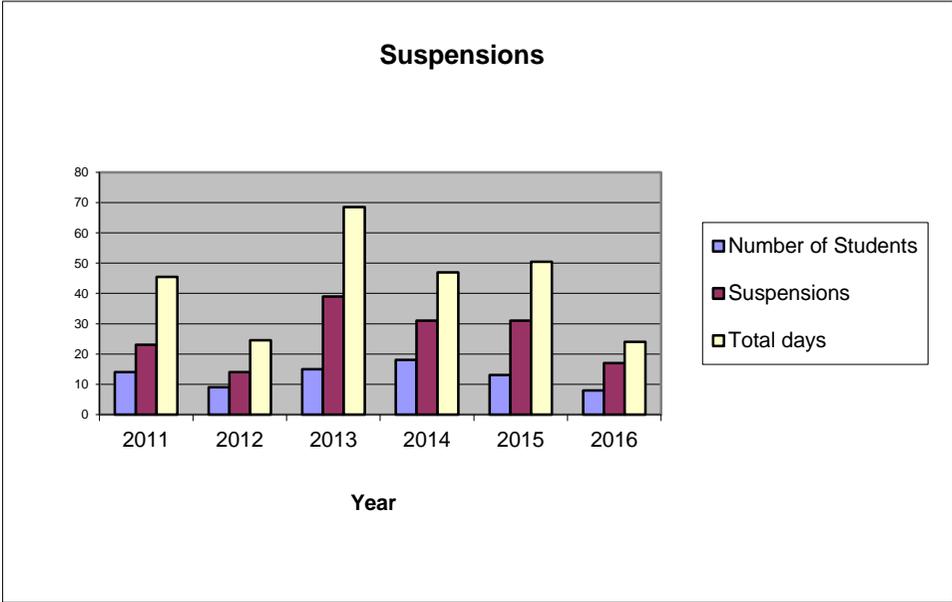
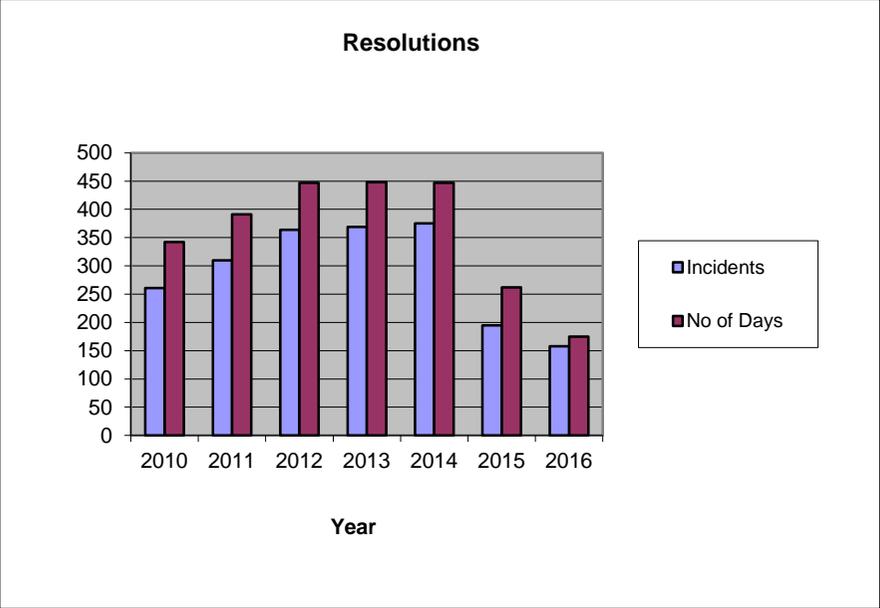
SUMMARY

- Data indicates that Comet Bay College continues to be the school of choice for our students.
- A comprehensive transition program commencing in Year 4/5 and our Involvement in the CBPLC has been one of the drivers to build community confidence.

RECOMMENDATIONS

- Continue promoting the College through assemblies, newsletters and school tours
- Continue involving Yr 4/5 students in transition/information programs
- Provide opportunities for our staff to visit the College
- Continue with 3 day transition program for Year 6 students in 2017
- Continued support and promotion of the CBPLC

Behaviour Management Data (2008 -2016)



	2016
% of Students Suspended	1.1%
Change	-0.5%

SUMMARY

- The number of students suspended and the number of suspensions decreased.
- Resolutions have been reduced for a second consecutive year.
- Boys make up the vast majority of all BMIS incidents.
- Majority of students who receive a resolution do not re-offend in the same term.
- Majority of resolutions and suspensions are playground based.

RECOMMENDATIONS

- Review BMIS and Bullying policies
- Maintain Tribes as a school priority
- Promote and provide lunchtime programs to engage students.
- Continue to survey students using the National School Opinion survey
- PL staff in Restorative Justice

Community Survey Data Summary

Comet Bay PS uses the National School Opinion Survey to survey parents, students and staff

The ratings key was 1.Strongly Disagree 2.Disagree 3.Neither 4.Agree 5.Strongly Agree

2016 Students Highest ranking items

Item	Mean Score
Teachers at this school care about their students	4.6
Teachers at this school are good teachers	4.6
Teachers at this school expect students to do their best.	4.6

2016 Students Lowest ranking items

Item	Mean Score
Student behaviour is well managed at my school.	3.8
My school takes students' opinions seriously.	3.9
I can talk to my teachers about my concerns.	4.1

2016 Parents Highest ranking items

Item	Mean Score
This school is well maintained.	4.8
Parents at this school can talk to teachers about their concerns	4.7
Teachers at this school care about their students	4.6
My child likes being at this school.	4.6

2016 Parents Lowest ranking items

Item	Mean Score
This school takes parents opinions seriously.	3.9
Students' learning needs are being met at this school.	4.0
Teachers at this school provide students with useful feedback about their school work.	4.0

**2016 Staff
Highest ranking items**

Item	Mean Score
Teachers at this school care about their students	5.0
This school looks for ways to improve	5.0
This school is well maintained	5.0
Teachers at this school treat students fairly.	5.0
Teachers at this school expect students to do their best.	5.0

**2016 Staff
Lowest ranking items**

Item	Mean Score
I receive useful feedback about my work at this school.	4.2
Teachers at this school provide students with useful feedback about their school work.	4.5
This school takes staff opinions seriously.	4.5

Summary

- No items fell into the negative / unsatisfactory range from any of the surveyed groups.
- Overall the level of satisfaction across all groups has increased from previous year and is very high.
- 'Taking opinions seriously' scored in the lowest ranking items amongst staff, students and parents
- This survey will be conducted annually in Term 3 each year. Improvements were made in all the lowest ranking items from the previous year.

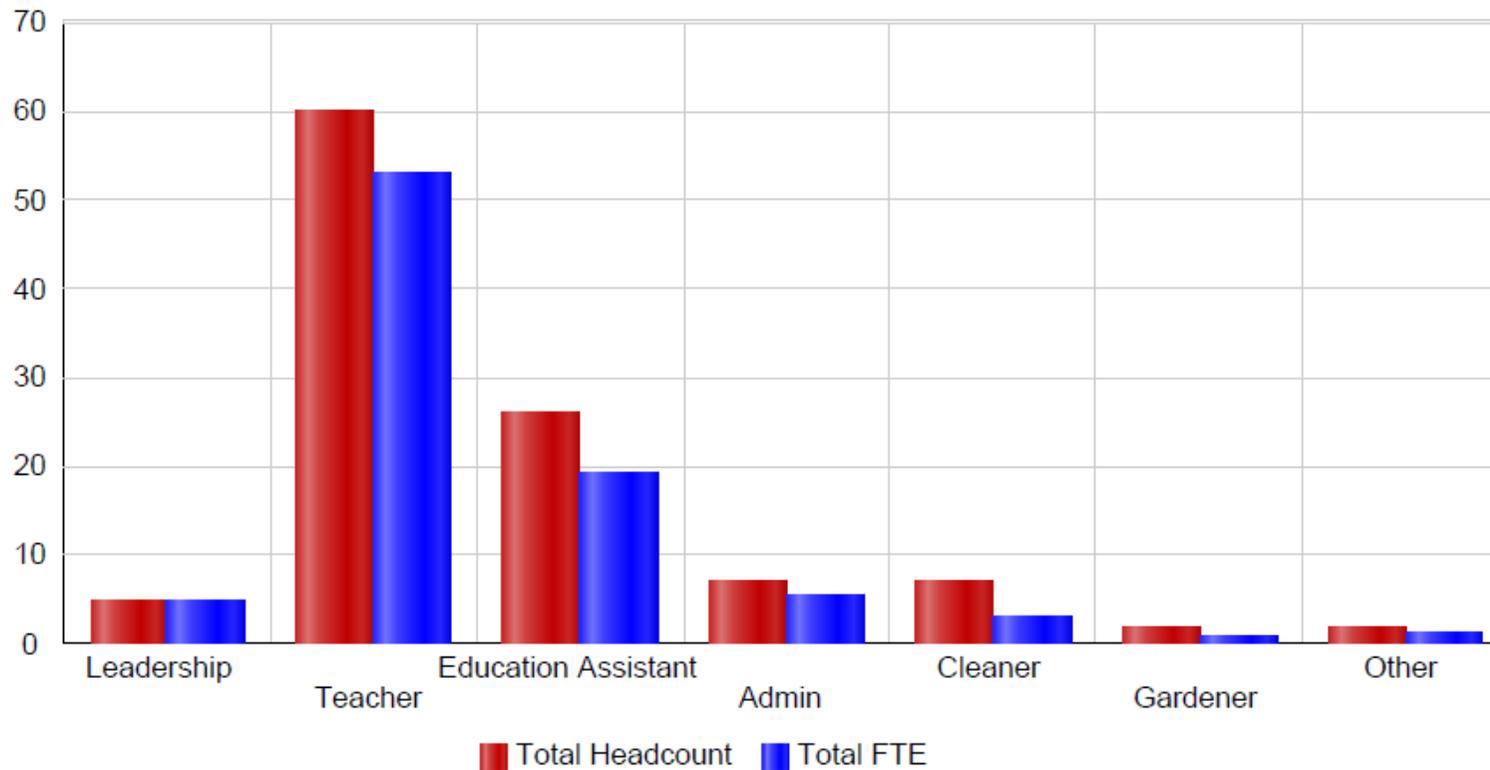
Work Force Data (as of Nov 2016)

The graphs below represent the change in staff levels and types over the past 4 years

Total employment 2013-16 (includes staff on leave)

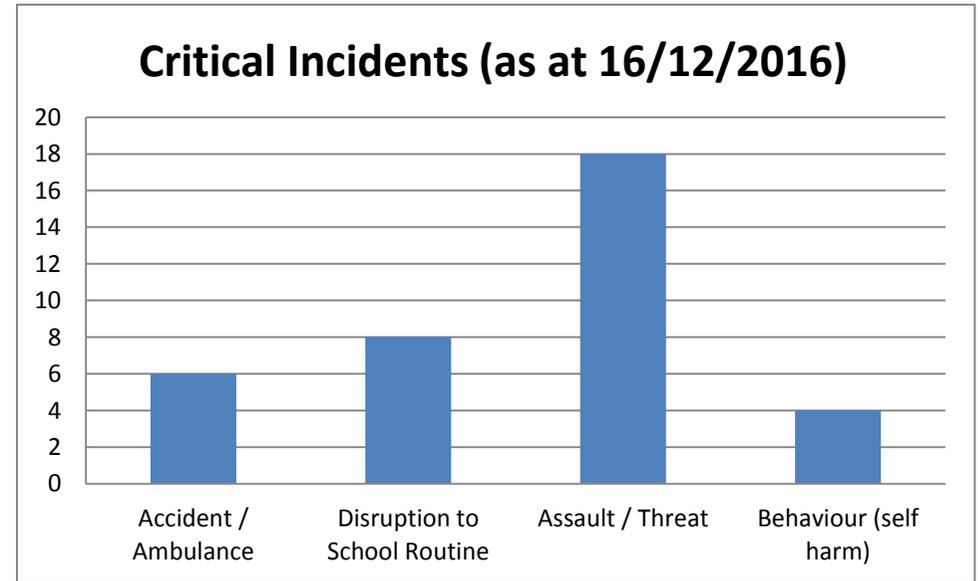
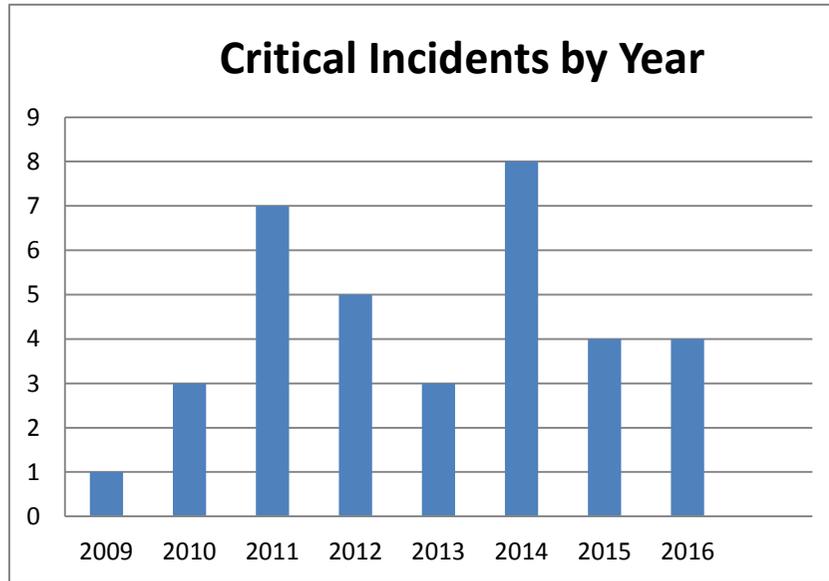
Year	Headcount	FTE
2013	113	96.2
2014	111	92.1
2015	103	84.8
2016	108	88.0

Occupation Groups 2016



Critical Incidents Data

The following data describes some of the critical incidents that have been experienced in the school over the last 10 years.



Summary: Assaults from students against staff, form the majority of our critical incidents over the last 10 years.

Business Plan Progression Report (Dec 2016)



Executive Summary

Comet Bay Primary School developed a new Business Plan in 2016 while continuing to adhere to our 2013-2016 Business Plan.

The table below provides an overview of the strategies achieved within each area of the 2013-2016 Business Plan.

The schools' operational and strategic planning supports the achievement and implementation of the strategies within the Business Plan 2013 – 2016, and ultimately the school's Moral Purpose and Vision, to Inspire Life Long Learning.

Throughout the period of the Business Plan quarterly progress reports were provided to the School Board on achievements and challenges for the school. The school actively engaged in continual self-assessment to refine its practice and ensure that our school is a successful school, with every student a successful student.



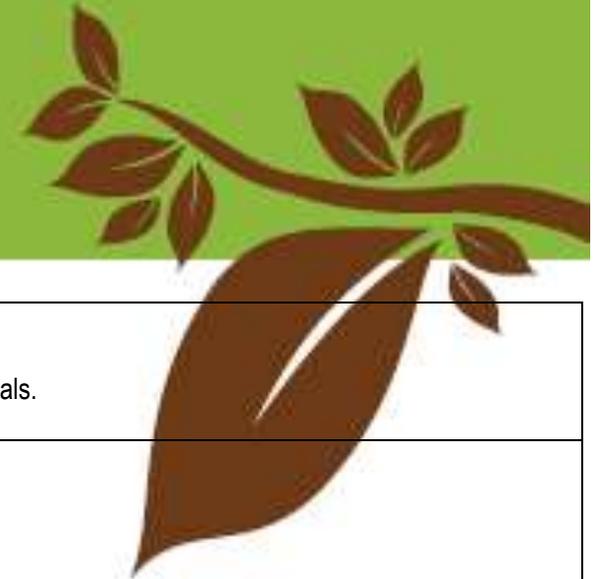
An Independent Public School

Tracking Matrix

Level of Implementation	Achieved	Implemented	Planning	Not Achieved	Not applicable
	5	4	3	2	1

	Teaching	Learning Environments	Relationships	Leadership
(1.0) Ethos and Learning Environment				
(2.0) Inclusive Curriculum and Pedagogy				
(3.0) Partnerships				

Ethos



(1.0) Ethos and Learning Environment

Ensure all students feel safe, cared for, valued, and promote resilient young individuals.

(1.0) Ethos / Learning Environment Targets

- Student attendance to be maintained at 94% or above.
- Maintain and improve student, parent and staff satisfaction survey results.

Teaching:

(1.1) Continue to build high professional standards across the school amongst all staff.

Learning Environment

(1.2) Continue to build a cohesive school community where staff, parents and students are working together to achieve agreed outcomes

(1.3) Maintain and implement a whole school approach to Classroom Management Strategies (CMS) approach and language.

(1.4) Continue to resource and implement the TRIBES social model within the school community

(1.5) Continue to build community awareness of the Health Promoting School principles through outside agencies and professionals

(1.6) Model environmentally sustainable behaviour and implement a curriculum that promotes environmentally responsible attitudes and behaviours in our students.

Relationships

(1.7) Increase parent education around bullying.

(1.8) Engage other agencies and community partners to address attendance issues.

(1.9) Provide support and tailored intervention for at risk students through support staff.

(1.10) Maintain cohesiveness among the staff cohort through appropriate professional learning

Leadership

(1.11) Provide opportunities for leadership and career development through the AITSL standards

(1.12) Continue to implement a distributed leadership model across the school

(1.13) Implement The GROWTH coaching model in staff development

Curriculum



(2.0) Inclusive Curriculum and Pedagogy

All students achieving their potential through excellence in teaching and learning.

(2.0) Curriculum Targets

- Decrease the percentage of students who achieve below the minimum standard in all areas of NAPLAN.
- Increase the percentage of students who achieve in the top bands for NAPLAN.
- Close the gap between the school's performance and that of like schools in the 2013 - 2015 NAPLAN testing period for Literacy and Numeracy.
- Improve the median performance of students in Monitoring Standards in Education (MSE) Science testing.
- The staff will set classroom and year level targets in operational plans which will be reviewed annually.

Teaching

(2.1) Improve Literacy and Numeracy standards across the school through the implementation of the Western Australian Curriculum.

(2.2) Improve the fusion between assessment and instruction processes at a whole school and classroom level.

(2.3) Employ Science Specialists across the school (P-7).

(2.4) Improve processes for identifying students at risk and provide intervention.

(2.5) Explicitly teach students through improved instructional quality the necessary skills and knowledge.

(2.6) Refine data management processes across the school.

Learning Environment

(2.7) Improve the consistency of expectations and delivery across curriculum and between teachers and classrooms.

(2.8) Increase the use of ICT within curriculum delivery.

Relationships

(2.9) Develop collaborative relationships within the Comet Bay Professional Learning Community and outside agencies to cater for diverse student needs.

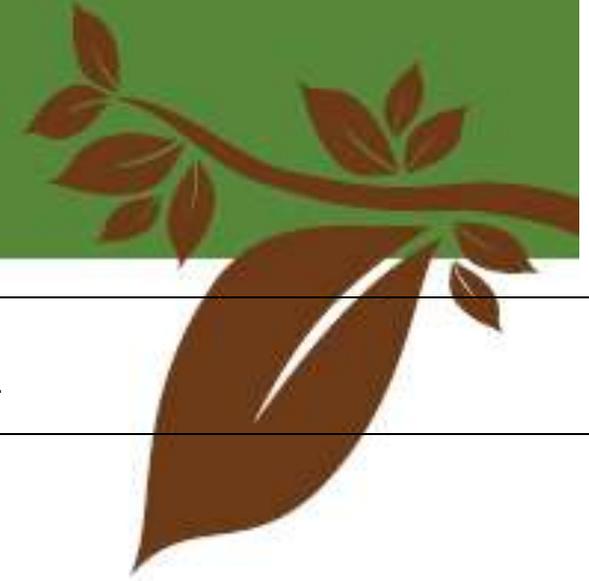
(2.10) Foster collaborative relationships to improve curriculum delivery K-12 through the Comet Bay Professional Learning Community.

(2.11) Enhance volunteer relationships to improve student outcomes and engagement.

Leadership

(2.12) Provide targeted professional learning for potential leaders in the school.

Partnerships



(3.0) Partnerships

Working collaboratively with all stakeholders in the school and wider community.

(3.0) Partnerships Objectives

- Participation of all staff in the Comet Bay Professional Learning Community (CBPLC).
- Participation of selected leaders in the South Peron Network (20 schools).
- Maintain and improve relationships with partners in the community.

Teaching

(3.1) Create and resource opportunities for teacher collaboration within the Comet Bay Professional Learning Community.

Relationships

(3.2) Increase professional relationships with local businesses and community groups.

(3.3) Work with other professionals to maintain the inclusive learning environment.

(3.4) Build partnerships with the school community through the Stephanie Alexander Kitchen Garden programme.

(3.5) Increase parent participation in the school through the implementation of the Passport system.

Leadership

(3.6) Contribute to the development and management of the Comet Bay Professional Learning Community.

(3.7) Develop relationships with Murdoch University to engage pre-service teachers.

(3.8) Continue to refine and develop strategies for teacher recruitment.

Ethos / Learning Environment targets summary from Business Plan



		2013	2014	2015	2016	WA Public Schools
1.1	Student attendance to be maintained at 94% or Above.	94.9%	94.1%	94.9%	94.9	92.7%
1.2	Maintain and improve student, parent and staff satisfaction survey results. (mean result from mandated questions)					
1.2.1	Maintain and improve student satisfaction survey results.	***	4.07	4.10	4.28	
1.2.2	Maintain and improve parent satisfaction survey results.	***	4.16	4.42	4.35	
1.2.3	Maintain and improve staff satisfaction survey results.	***	4.68	4.63	4.81	

*** Comet Bay PS adopted the National School Opinion Survey in 2014.

Ratings: 3- Neutral 4- Agree 5- Strongly agree

Curriculum strategic targets summary from Business Plan

Curriculum strategic targets summary

The following table outlines student performance in the National Testing program in Literacy and Numeracy.



		Not achieved		Similar		Achieved					
		Year level		2013		2014		2015		2016	
				Comet Bay	Like School						
2.1	Decrease the percentage of students who achieve below the minimum standard in areas of NAPLAN.										
2.1.1	Decrease the percentage of students who achieve below the minimum standard in Reading.	3	2%	3%	8%	6%	8%	7%	4%	4%	
		5	2%	2%	13%	9%	6%	6%	11%	7%	
		7	2%	4%	4%	4%					
2.1.2	Decrease the percentage of students who achieve below the minimum standard in Writing.	3	1%	1%	3%	3%	3%	4%	4%	1%	
		5	6%	5%	6%	10%	7%	6%	5%	5%	
		7	2%	5%	8%	8%					
2.1.3	Decrease the percentage of students who achieve below the minimum standard in Numeracy.	3	5%	3%	5%	4%	6%	5%	2%	4%	
		5	4%	4%	11%	6%	3%	3%	6%	4%	
		7	0%	1%	3%	2%					

		Year level	2013		2014		2016		2016	
			Comet Bay	Like School						
2.2	Increase the percentage of students who achieve in the top bands for NAPLAN									
2.2.1	Increase the percentage of students who achieve in the top bands for Reading.	3	19%	44%	32%	43%	33%	40%	31%	41%
		5	23%	33%	22%	26%	14%	27%	16%	30%
		7	15%	27%	20%	30%				
2.2.2	Increase the percentage of students who achieve in the top bands for Writing.	3	51%	50%	51%	40%	42%	41%	38%	45%
		5	21%	19%	16%	12%	17%	12%	10%	12%
		7	16%	25%	13%	16%				
2.2.3	Increase the percentage of students who achieve in the top bands for Numeracy.	3	16%	30%	22%	35%	32%	27%	17%	28%
		5	15%	23%	17%	17%	12%	20%	20%	20%
		7	19%	30%	13%	24%				

** Please note the low base line data in 2013 used for comparison.

	Year level	2013	2014	2015	2016
2.3	Close the gap between the school's performance and that of like schools in the 2013-2015 NAPLAN testing period for Literacy and Numeracy.				
2.3.1	Close the gap between the school's performance and that of like schools in the 2013-2015 NAPLAN testing period for Reading.				
	3	35	20	9	19
	5	13	21	15	20
	7	14	24		
2.3.2	Close the gap between the school's performance and that of like schools in the 2013-2015 NAPLAN testing period for Writing.				
	3	1	+14	+5	9
	5	+3	+12	+7	4
	7	15	3		
2.3.3	Close the gap between the school's performance and that of like schools in the 2013-2015 NAPLAN testing period for Numeracy.				
	3	24	19	+1	4
	5	20	15	3	4
	7	23	23		

Business Plan 2016 – 2018 Targets



Ethos / Learning Environment Targets

- Maintain and improve student, parent and staff satisfaction survey results.
- Increase the percentage of students in each cohort achieving 'consistently' on the descriptor; 'set goals and works towards them with perseverance'.
- Maintain and improve the level of parent engagement in school support programmes.
- Student attendance to be maintained at 94% or above.
- Reduce our carbon footprint in the community.

Curriculum Targets

- Decrease the percentage of students who achieve below the minimum standard against 'like schools' in all areas of NAPLAN.
- Increase the percentage of students who achieve in the top bands against 'like schools' in all areas of NAPLAN.
- Improve the school's performance against that of 'like schools' in the 2016 - 2019 NAPLAN testing period for English and Mathematics.
- Increase the percentage of pre-primary students in English 'On-Entry Assessment' reaching progression points (0.5-1.0) as compared to the state-wide group and CBPLC.
- Decrease the percentage of students in reading 'On-Entry Assessment' reaching below progression point 1.5 by the end of Year 1.
- Kindergarten to Year 2 programs meet the requirements of the National Quality Standard areas.
- Meet the visible learning targets identified through the school capability assessment.

Partnerships Objectives

- Participation of staff in the Comet Bay Professional Learning Community (CBPLC).
- Participation of selected leaders in the South Peron Network.
- Maintain and improve relationships with partners in the community.
- Improve curriculum collaborative processes between teachers.
- Raise the profile of the School Board in the school community.
- Maintain and promote high levels of community use of school facilities.

NAPLAN 2016

Reading							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	387	415	28	416	29	426	39
Yr 5	466	496	30	495	29	502	36

Writing							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	404	419	15	414	10	421	17
Yr 5	463	474	11	470	7	476	13

Spelling							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	386	412	26	412	26	420	34
Yr 5	469	490	21	488	19	493	24

Numeracy							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	379	394	15	395	16	402	23
Yr 5	476	487	11	486	10	493	17

Grammar							
	School	Like Schools	Difference	State	Difference	Australia	Difference
Yr 3	406	425	19	425	19	436	30
Yr 5	482	499	17	499	17	505	23

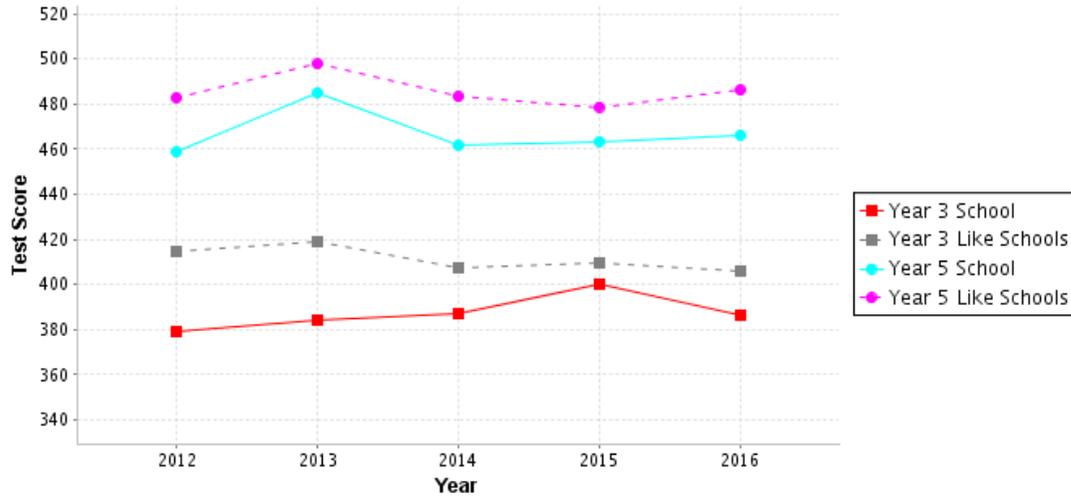
	Above average
	Within 5% below average
	Over 5% below average

Analysis

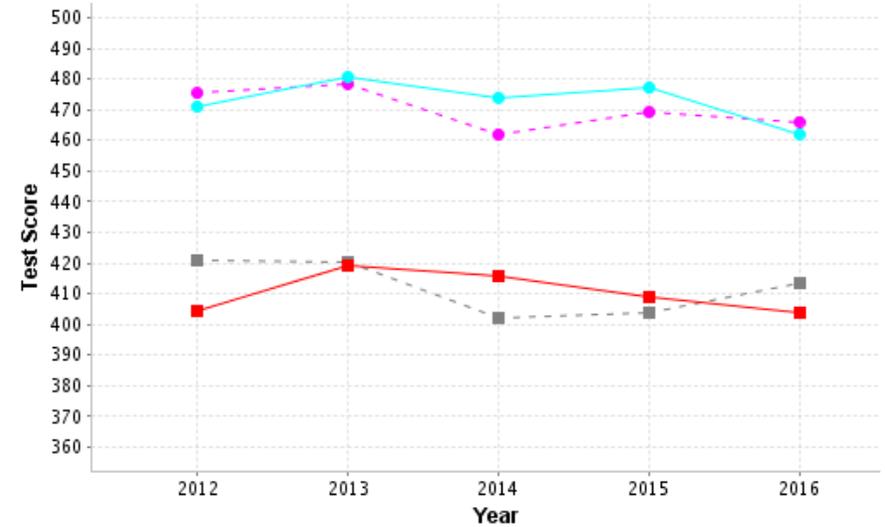
Latest NAPLAN analysis suggests that Reading across the school will need to continue as a priority. A spelling intervention will be required to complement Reading strategies.

NAPLAN Longitudinal Data – Average Score

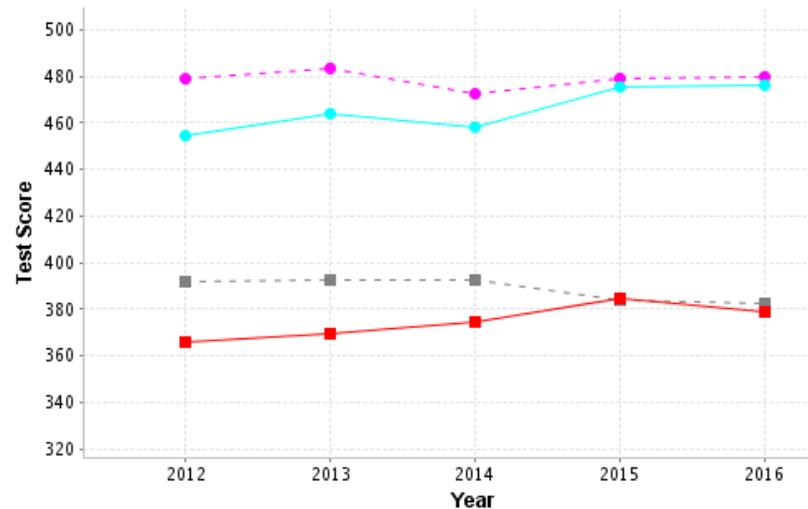
Reading



Writing



Numeracy



SUMMARY

- Writing continues to be an area of strength, although the Yr 3 and 5's dipped below 'like schools' for the first time in 3 years.
- Numeracy continues to perform similar to 'like schools'.
- Progress was steady from our Year 3 2014 cohort to 2016 in reading and very strong in maths.

RECOMMENDATIONS

- Continue to invest in the English and Maths Focus groups to drive curriculum in their learning teams.
- Invest in quality PL in Spelling and Reading
- Invest in English and Maths coaches
- Use 'Best Performance' data to identify strengths and areas of concern at individual classroom level.

Self Reflections from Learning Area Co-ordinators

The following indicates feedback from learning area co-ordinators on achievements and future directions.

English Achievements 2016

- Professional Learning – Chris Killey, Brightpath, Assessing Writing, Running Record moderation.
- Fishing trips – WTW and Guided Reading, Letters and Sounds
- Restructuring Letters and Sounds program in K, P, 1.
- Development of Comet Bay alphabet in warm-ups.
- Revisit English Block whole school structure.
- Extra support in Literacy Coach – additional 2 days (data analysis, shared drive revamp, warm up development)
- Speech and OT screening of all Kindy children
- Brightpath research project with UWA

Recommendations for 2017

- Maintain English coaching role
- Identify new leaders in English area
- Revisit reading comprehension strategies book in guided reading tubs
- Re-evaluate WTW program and how it is implemented across yrs. 2-6.
- Brightpath – move to an information report focus, however judge a narrative once to measure effect size.

Mathematics achievements 2016

- Problem of the day used in mental starter across the school
- Mental maths strategy scope and sequence utilised
- Warm up power points for each year level made with mental starter
- Worded problem solving has been a success and will drive forward into 2017
- Having two numeracy specialist for semester 2

Recommendations for 2017

- Scope and sequence across the school aligned with Western Australian Curriculum.
- Maintain Maths coaching role (1-2 days per week)
- Survey for problem solving project (balanced use of concrete, pictorial and abstract; Paul swan games; Numero, Rowco, Combo)
- Tailored PD for education assistants.
- Focus on Rowco (P/1), Combo and Numero in upper school- once a week in mental maths time.

Student Services Achievements in 2016

- Introduction of a more whole-school approach to protective Behaviours and Growth and Development.
- Ongoing up-skilling and provision of professional learning for SNEAs.
- Updated Chaplain Referral process and the successful introduction of a Chaplain Referral form.
- Refinement of the Handover Form.
- Autism Awareness Week and Positive Partnerships.
- The creation of a long-term timeline for case conferences

Recommendations for 2017

- Adopt a whole-school approach (Scope and Sequence) to the teaching and learning of Protective Behaviours (K-6) and Growth and Development (Yrs. 4-6).
- Dyslexia awareness across the school will move from introduction to full implementation phase in 2017.
- Improve the electronic saving and storage of Targeted Plans.
- A group of at least 4 members of the Student Services Focus Group to attend Positive Schools professional learning.

Visible Learning (instructional quality) Achievements in 2016

- Visible Learning introduction PL for all staff
- Visible Learning leaders and coaches identified
- Additional teachers trained in CMS: 4 day course
- 8 teachers attended the first day of the Instructional Strategies course and 1 session of coaching
- Classroom walkthroughs continued with data collated for Visible Learning project
- Successful Fishing Trips with both a numeracy and literacy focus.
- Performance development meetings and informal check-ins.

Recommendations for 2017

- Additional Visible Learning PL for all staff
- Continue Instructional Strategies course with newly trained teachers and develop them as mentors across the school.
- Instructional Strategies course to be offered to team leaders.
- Team leaders trained in Team Coaching 2 day course through Growth Coaching International

Tribes Achievements in 2016

- Tribes 24hour training 13 staff
- 10th year celebrations, Tribes leaves and bunting
- Growing Together Day - community focus including Growing Together Awards

- Staff Tribes
- Buddy class relationships

Recommendations for 2017

- 24hour Tribes Training for all staff not trained
- Intensifying certain elements of Tribes (inclusion, I-messages, reflection, etc.)
- Growing Together Day committee
- Growing Together Day and happy walk at both schools
- Tribes Pass Card implemented during team meetings
- Tribes information in school newsletter

Science Achievements for 2016

- Full implementation and assessment of all aspects of the Australian Curriculum with a focus on Human Endeavour using the A-E descriptors from SCISA
- On-going assessment using PAT Science testing for years 3-6 to make comparison with base-line data collected in 2015 for setting future achievement targets.
- Trial and moderation with cluster schools of Science Assessment for Year 4 students for modification and implementation in 2017
- Design and trial the Science Assessment for year 6 students in collaboration with cluster schools from CBPLC
- Designed, administered and assessed CAT (Common Assessment Task) for years 4-6 to build science skills in relation to isolating variables at the beginning and end of the year.
- Range of warm-ups, programs and assessment in all strands of the Australian Curriculum have been developed and implemented.
- More extensive use of ICT in science through use of Word, Excel, Power Points, You-tube and Apps enabled by the provision of Apple TVs
- Environmental Ambassadors in place to continue provision of educational sessions to the chicken coop for all students (PP – year 6) and a greater focus on sustainability initiatives to support environmental awareness and the Human Endeavour aspect of the Australian Curriculum.

Recommendations for 2017

- Implement science assessment developed by CBPLC for all year 4 students and use collected data to moderate between cluster schools and set achievement targets.
- Trial the science assessment for Year 6 in collaboration with CBPLC cluster schools to collect data and make appropriate modifications for full implementation.
- Design and develop science assessment for Year 2 students in collaboration with CBPLC cluster school.
- Administer and assess CAT (Common Assessment Task) on graphing skills at the beginning and end of the year to track progress in 2017 and make comparison with 2014 data.
- Design a scope and sequence (pp-6) matrix of scientific terminology related to Science Inquiry Skills.
- Introduction of Success Criteria Key Pointers related to concept attainment and Science Inquiry Skills (year pp-3) to support Visible Learning initiatives.
- Introduction of Success Criteria Key Pointers related to Human Endeavour (year 4-6) to support Visible Learning initiatives.

ICT Achievements for 2016

- Apple TV's or Interactive TV's in all rooms
- Increased iPads (8 per 2 classes)
- iPad for all teachers
- Additional day of ICT technical support (2 days per week)
- Introduction of ICT coaches
- Extension and lunchtime groups for robotics and coding
- Use of swivl in some classes for self reflection
- NAPLAN Online

Recommendations for 2017

- Review asset replacement schedule for ICT
- Investigate the leasing of all ICT equipment
- Introduce ICT scope and sequence to staff(including Checklist for General capabilities)
- Explore the Digital technologies curriculum (reporting in 2018)

Visual Arts Achievements for 2016

- NAIDOC Week – Collaborating with Mary Indich an aboriginal parent (Skye PP) and creating the Waagyl banner.
- Waagyl Mosaic – celebrating 10 years of CBPS – Yr 6 farewell project.
- Art Exhibitions held through 'Street Hassle Events' – Spring Fair.
- Bunning's Port Kennedy Christmas Tree competition display using recycled materials.
- Autism display featured in the library – created through art club
- 10th Year celebration flower arrangement displayed in the block alcoves.
- Providing artwork for the library- raising the profile of art within the school

Recommendations for 2017

- Raise the profile of Arts in the community – Paul Papalia MLA, parent involvement, Secret Harbour Shopping Centre displays, Castaways and other opportunities that may arise throughout the year.
- Investigate a class set of iPads – introduce Visual Art Technology (Junior and Senior).
- Continue with 'Artist of the week' awards daily (Junior).
- Continued participation in relevant local and National Art competitions – Shaun Tan and Australian Art Awards.

HaSS Achievements for 2016

- Developed and implemented a two year plan for the teaching of HaSS Knowledge and Understandings PP-Yr6.
- Developed and implemented the HaSS skills matrix.
- Matrix developed to ensure that a student entering PP in 2016 and exiting in year 6 will be exposed to at least 80% of the curriculum content as set out in the SCSA Scope and Sequence
- Aboriginal incursion through Bindi Bindi Dreaming for the 2/3 and 4/5 year levels

Recommendations for 2017

- Inclusion of threads from the Cultural Standards Framework
- Teachers develop cross-curricula perspectives in their teaching
- Review of the two year plan
- Visit and collaborate with Meadow Springs Primary School specialist HASS teacher

Health and Physical Education achievements in 2016

- Gained funding from Sporting Schools to run extension programs involving external partners.
- Successfully gained Sun Smart reaccreditation
- Maintained parent involvement through opportunities to volunteer.
- Junior focus on FMS linked to the Western Australian Curriculum

Recommendations for 2017

- Adjust Middle School and Senior Sport in response to teacher feedback
- Liaise with staff to develop a Comet Bay scope and sequence aligned with the Australian Curriculum
- Identify additional support required to support reporting on WA Curriculum

Music Achievements in 2016

- Continued use of iPads in Music lessons to assist with instrument awareness, notation skills, composing and recording of performances
- Lunchtime Music workshops for Year 2-6 students in general instrument use
- Consolidation of the Musical Futures Approach to teaching and learning in Music - purchase of additional instruments
- Showcase the use of Musical Futures through hosting of PL days and visiting teachers
- Showcase of past students in the CBPS 10th Year Celebrations

Recommendations for 2017

- Continue P/1 Classroom Music Programme to facilitate skill development in lower years
- Continue Year 6 Classroom Music Programme to facilitate Musical Futures
- Develop closer links with instrumental programme at CBC, through workshops / performance opportunities and ensemble participation
- Continue lunchtime workshops for Year 2 - 5 students, focusing on skills development on specific instruments

- Extension of SIM program with introduction of percussion lessons to selected Year 6 students

Cultural Studies (Indonesian Language) Achievements in 2016

- Developed an Indonesian/Cultural Studies Operational Plan
- Co-ordinated and hosted a visiting teacher Pak Yudis from Bali, Indonesia
- Indonesian excursion to Indonesian Consulate and food tasting at Tasik Indonesian restaurant for selected Year 5 students
- Indonesian breakfast for selected year five students as a term reward for showing great aptitude and consistently showing the Comet Bay Agreements
- Involvement in SAKG by developing cooking recipes for cooking classes

Recommendations for 2017

- Continue to implement the use of Ipads and Apple TV/smart board
- Continuing the upgrade of resources especially in the areas of Asian Studies and Aboriginal Studies
- Continue the involvement in the Stephanie Alexander Kitchen Garden (Asian recipes for cooking classes)
- Continue Asian/Indonesian breakfast for selected Year 4 and Year 5 students
- Co-ordinate and host two Indonesian visiting teachers (Term 2) BRIDGE Program
- Indonesian excursion for selected Year 5 students (Term 3)
- Implement WA Curriculum for Indonesian

Sustainability Achievements in 2016

- Sustainability Committee formed.
- Solar Panel project commenced
- High level of produce was grown and harvested in our SAKG garden, allowing the program to become more sustainable.
- Ample amount of produce allowed interested classes to attend the garden and learn the cycle of the SAKG (Grow, Harvest, Prepare and Share).
- Successful appointment of our Kitchen Specialist, Casual Gardener and Produce Chef.
- Excellent efforts and consistent contributions made by our Kitchen Specialist, Casual Gardener and Produce Chef.

Recommendations for 2017

- Staff, student and community education around our new solar initiative
- Ensure the 2017 committee is represented from teachers across the school and all learning areas.
- Action to reinstate Waste Wise Wednesdays throughout the schools.
- Each class to be supplied with a poster depicting the schools' main objectives promoting environmentally attitudes and behaviours.
- Improve the level of communication of sustainability initiatives between the home and school.

Finance Overview 2016

Student Centred Funding Salary Overview

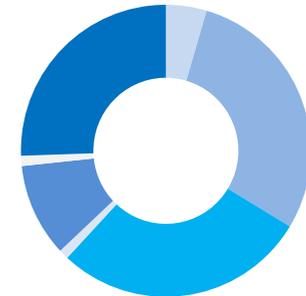
Salary Carry Forward	SSF 2016	Total Salaries available	School Transfer to Cash	DoE Adjustment	Salary Expenditure	Salary Variance
\$184,733	\$7,077,568	\$7,262,301	\$220,024	\$13,711	\$6,833,877	\$194,689

Cash Expenditure Overview 2016

	Budget	Actual	
Administration	\$79,906	\$50,175	4%
Buildings, Property and Equipment	\$330,601	\$321,343	29%
Curriculum and Student Services	\$331,280	\$311,882	29%
Other Expenditure	\$10,259	\$11,932	1%
Professional Development	\$90,633	\$114,023	11%
Transfer to Reserve	\$12,423	\$12,423	1%
Utilities, Facilities and Maintenance	\$280,969	\$281,863	25%
Total Cash Expenditure 2016	\$1,136,071	\$1,103,641	100%

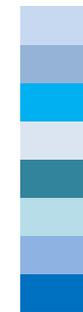


Expenditure

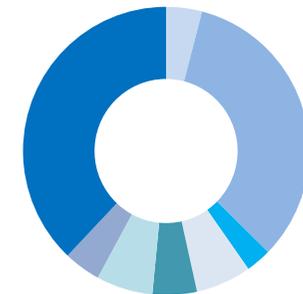


Revenue Overview 2016

	Budget	Actual	
Voluntary Contributions	\$26,303	\$26,303	4%
Charges	\$217,481	\$215,956	33%
Hire of Facilities	\$18,925	\$18,925	3%
Fundraising/ Donations/ Sponsorships	\$40,672	\$40,672	6%
Government Revenue	\$32,495	\$32,495	5%
CO/ RO and other school Revenue	\$41,431	\$41,431	7%
Other Revenue	\$32,363	\$26,903	4%
Transfer from Reserve or DGR	\$245,827	\$245,827	38%
Total Revenue 2016	\$655,947	\$648,512	100%



Revenue



Independent Review Findings 2016

In 2016 Comet Bay PS participated in our second Independent Review of Independent Public Schools process. The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review was on

- How well the school has implemented self-review
- How well the school has improved student learning (achievement, progress and engagement) for all students
- How well the school has created an environment that promotes learning and student wellbeing
- How well the school is placed to sustain and improve its performance.

The following are the commendations Comet Bay PS received:

- Leadership and staff for quality, collaborative self-review processes that are used to inform decisions on planning for improvement at an individual, group, class and school level
- Leadership and staff for the embedded focus on high expectations and maintaining standards of student performance
- The use of research and evidence-based planning to support the development of effective instructional practice and collaborative team structures
- The leadership team and staff for their endeavours to sustain and develop an environment that engages all students in their learning
- The staff commitment to ensuring all students are supported in their learning by ensuring a consistent and positive learning environment is in place across the school
- The student service team members for their dedication and continuing efforts to ensure that the needs of individual students at risk are supported to achieve success in their learning
- The Principal and leadership team for engaging in collaborative relationships within the Comet Bay Professional Learning Community to improve teacher curriculum delivery, staff connectedness, transitions and supporting the learning needs of students
- The Principal for strong, supportive leadership over time that is responsible for a staff culture of expectations of high standards, commitment to improving student learning and developing instructional practice with staff through access to quality professional learning and support
- The Principal for developing the long-term vision for the school through planning that drives and leads improvement while being responsive to changing circumstances to maximise teaching and learning opportunities.

The following are the areas for improvement are identified:

- the setting of realistic, achievable targets in academic and non-academic areas to determine student achievement and progress
- the School Board to raise its profile to demonstrate its representation of the community in carrying out its governance roles and responsibilities on the community's behalf.

Message from the Board Chairperson

Comet Bay Primary School continues to approach its future strategically, and most importantly, from a student-centred perspective. The school inspires lifetime learning by providing a safe environment where students are given the opportunity to develop the skills and knowledge they require to become resilient, well balanced, successful individuals who function positively in society throughout life.

It has been ten years since my oldest son was one of the first students enrolled at Comet Bay Primary School in 2007. My fellow board members and I are all invested in Comet Bay Primary School and we passionately believe in public education. In 2016, we welcomed some new members to the board and I thank all of the board members who have volunteered their time and lent expertise to the strategic planning and community partnerships of Comet Bay Primary School. Our Board's skills in management, finance, procurement, marketing and cultural knowledge have supported Comet Bay Primary School's capacity to meet the needs of its students. I specifically acknowledge City of Rockingham Councillor Chris Elliot for his contribution. Councillor Elliot retired from our board at the end of 2016 after serving two terms as a co-opted community member.

The Board's core function in 2016 has been about reviewing the 2013-2016 Business Plan and developing our new 2016-2018 Business Plan. We also had a significant role to play in the school's second review since becoming an Independent Public School (IPS). The review process is applied equally to all IPS schools across Western Australia and enables comparison between participating schools. Overall, there were eleven recommendations from the review including nine commendations and two areas for improvement. The two areas for improvement were about setting realistic targets for NAPLAN in the business plan and raising the profile of the school board. The commendations presented a common theme that indicated that the staff at Comet Bay Primary school are absolutely dedicated and passionate about setting the highest expectations on students within an engaging, consistent and positive learning environment. The conclusion of the 2016 IPS review validates the view of the board that students at Comet Bay Primary School are receiving an education that is on par with the best schools in Western Australia.

Russell Trowbridge

Board Chairperson 2016