

An Independent Public School

Annual Report 2018

From the Principal

Congratulations to the entire Comet Bay Primary School community for a wonderful 2018 school year. 2018 featured many highlights which included: sports carnivals, dance lessons and concerts, numerous incursions / excursions, our ANZAC ceremony, choir performances, Canberra camp, Book Week activities, a highly successful Learning Journey and the graduation of 123 students. It was again a great honour to acknowledge many of our amazing volunteers during our Growing Together Day celebrations and Happy Walk.

During 2018 we continued to provide leadership opportunities for teachers in the areas of English, Mathematics and Visible Learning, all of which were priority areas in the school. These leaders have guided teams to ensure a consistent delivery of the curriculum across the school and the development and monitoring of improvement plans. We saw the remodelling of our library, an upgrade to our science facilities, the refurbishment of 2 transportables and the removal of one which provided some additional play space for our students. A 'bring your own device' program was successfully introduced for our students in Years 4-6 and a community story time introduced to engage our families with 0-4 year olds. The Ready to Read program was launched last year and will continue to provide opportunities for additional reading opportunities for students and for parents to engage within the classroom.

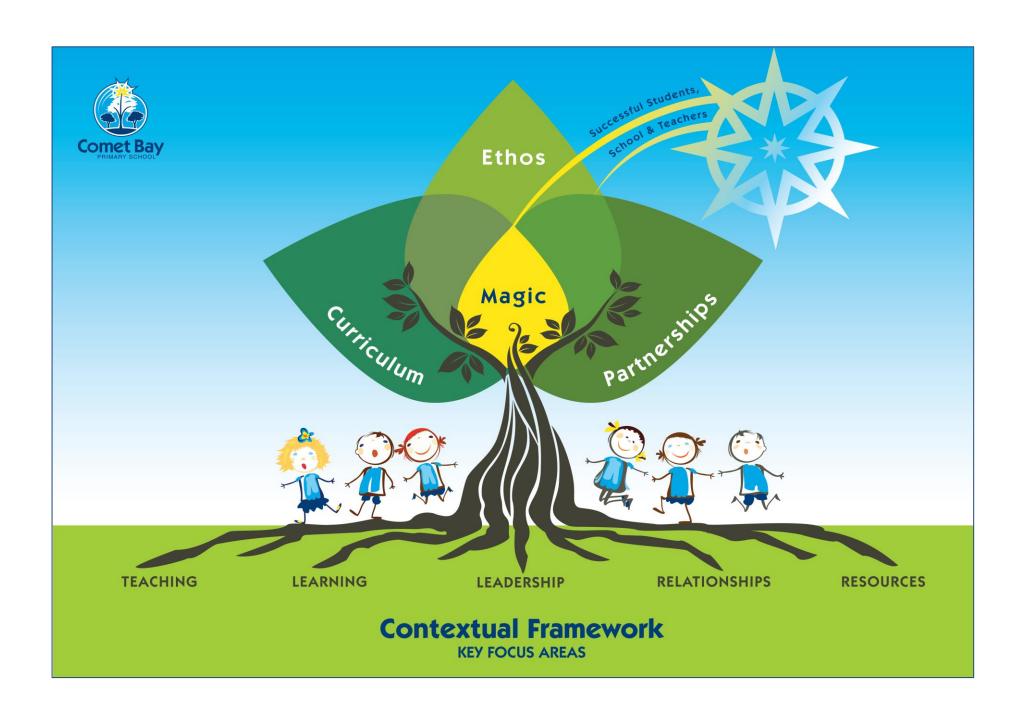
The School Board was productive throughout 2018, welcoming some new members and thanking others for their contributions. Sharnie Gale took over the role of school board chair at the start of the year as we farewelled Russell Trowbridge. I would like to acknowledge the significant contributions Russell made during his time on the board. A key component of the boards work throughout the year was the ongoing review of the current business plan and the development of the 2019-2021 Business Plan. I would like to thank all members of the board for their continued support and their valuable feedback on the direction and operations of our school. The P&C have again been an outstanding source of support highlighted by a period of sustained stability and innovation. The P & C also continue to provide funding to the school which has provided additional resources for our students and also built social capital through their successful running of events.

Looking ahead into 2019 we will see a slight reduction in student numbers, which may lead to a reduction in the number of classes across the school. We will continue our strong focus on Visible Learning, Tribes and Quality Instruction and ensure we provide a safe and inclusive environment to meet the needs of the whole child. A new nature play area will be introduced into the early childhood playground and changes made to the alfresco area of our kitchen garden.

Finally I would like to acknowledge the Comet Bay staff for their continued hard work, dedication, passion and commitment to providing the best possible educational experience for our students. I would also like to acknowledge our fantastic students and supportive parents for helping to create the 'magic' we have at Comet Bay. I feel very privileged and extremely proud to have the opportunity to lead our wonderful school in the capacity of Principal and look forward to the challenges and successes that lie ahead in 2019.

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

Graeme Watson Principal 2018



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.

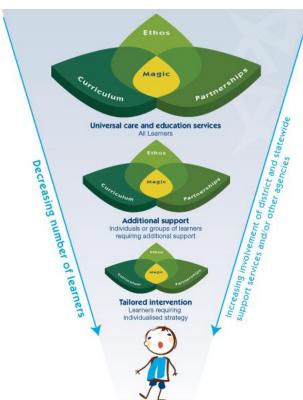
3. Partnerships

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 no further development in our catchment area, our enrolment is now steady around 900 students. Comet Bay PS operates in two locations: our main school (P-6) and our Kindy annexe (Surf Drive).

Comet Bay is a Health Promoting School and has embraced its motto 'Growing Together,' ensuring parents and the school work together to improve student outcomes. 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. Comet Bay PS enjoys the support of a proactive and committed school board and P&C.

Index of Community Socio Economic Advantage

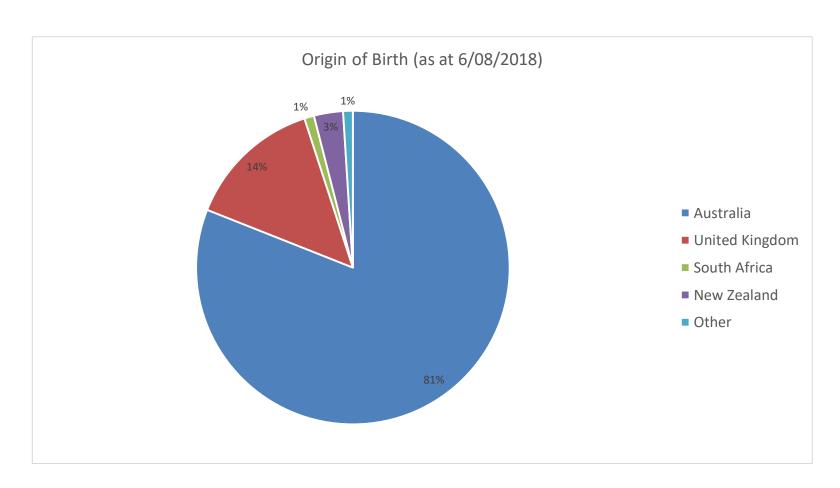
Comet Bay Primary School has an ICSEA of 1021 (State decile rank of 4). When "like school" comparisons are referred to in this report, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI: (Social Economic Index) and represents a more accurate ranking of our community. Like school comparisons include the following schools;

Name	ICSEA
ANZAC Terrace Primary School	1021
Belmont Primary School	1024
Craigie Heights Primary School	1020
Greenwood Primary School	1023
Jandakot Primary School	1024
Makybe Rise Primary School	1019
Parkwood Primary School	1024
South Halls Head Primary School	1024
West Morley Primary School	1020

CBPLC Schools	ICSEA
Golden Bay Primary School	967
Secret Harbour Primary School	1027

Demographics and Student Diversity

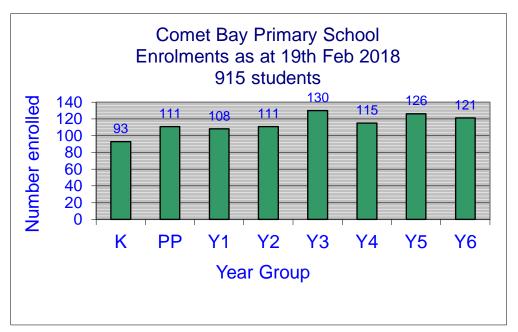
Almost 20% of students enrolled in our school were born outside of Australia which represents a gradual decrease over each of the past four years. We have a small but important group of families in the school who are attached to the Navy who are supported by our Defence Force Mentor. There is a small cohort of 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.

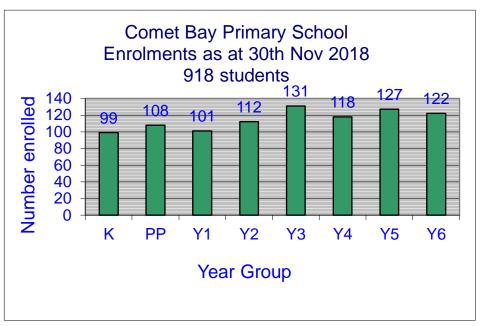


Enrolment Trends

Our enrolment was steady throughout the year with our enrolment numbers reflecting this. While our enrolment total remained very similar across the year, we actually welcomed 48 new students into the school during the year. It is predicted that our enrolment in 2019 will decrease with our larger cohorts graduating and smaller groups coming in through Kindy

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 2018)

Status	Number	Percentage
Total individual enrolments	918	
In boundary	736	80%
Out of boundary	182	20%
Total families	614	
In boundary	493	80%
Out of boundary	121	20%

This figure includes families who were in boundary when they enrolled and have since moved out of our catchment area.

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 and annually contributes \$20000 towards the school. The P & C also provide many social capital building events throughout the year. A strong partnership has also been developed with our local Woolworths store in which they support our Breakfast Club program and other healthy eating activities.

Partnerships with surrounding schools

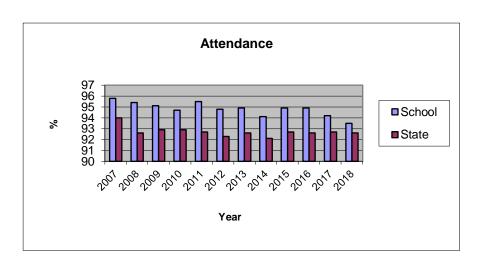
The school leadership has taken an active role in building positive partnerships with schools within the Network. The school has been one of the lead players in developing the Comet Bay Professional Learning Community over the past 7 years. The CBPLC is a strategic school improvement initiative between Comet Bay College, Comet Bay Primary School, Golden Bay Primary School and Secret Harbour Primary School.

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 is also a proactive member in the South Peron Network of schools.



Non-Academic analysis

Attendance Data 2007 - 2018



	Attendance Category			
	At Risk		Dogular	
	Regular	Indicated	Moderate	Severe
2016	85.7%	11.4%	2.6%	0.2%
2017	82.8%	13.5%	3.1%	0.6%
2018	78.5%	17.1%	3.7%	0.7%
Like Schools 2018	79.8%	14.6%	4.5%	1.2%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%

SUMMARY

- Comet Bay PS continues to have above average attendance, although there has been a reduction over the past 3 years.
- There has been an increase in the number of students who are classified in the 'indicated At Risk' category,
- 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
- Comet Bay PS has a small percentage of students in the 'Severely at Risk' category

- Early interventions for students displaying anxiety issues.
- Continue providing positive whole school initiatives.
- Continue with SMS and letters to alert parents
- Develop a more personalised approached, while still continuing with 'At Risk' letters each term.
- Continue to alert parents when students are regularly late.

Non-Academic analysis continued

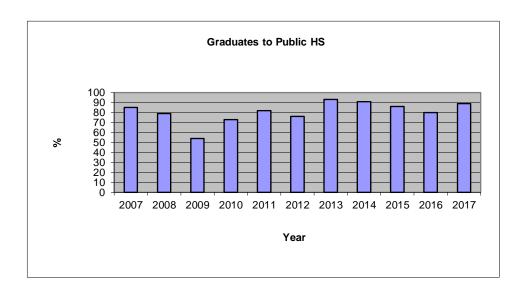
Transition Data 2007-2018

2019 school destinations of the 2018 student cohort

Year Level: Y06 ✓

Male: 51 Female: 73 Total: 124

Destination Schools	Male	Female	Total
4176 Comet Bay College	40	57	97
1373 Frederick Irwin Anglican School	3	6	9
1462 Mandurah Baptist College	4	3	7
4199 Coastal Lakes College	1	1	2
4159 Warnbro Community High School		2	2
4025 John Curtin College Of The Arts		1	1
1380 Mandurah Catholic College		1	1
1149 Mercedes College		1	1
1333 The King's College	1		1
4126 Willetton Senior High School		1	1

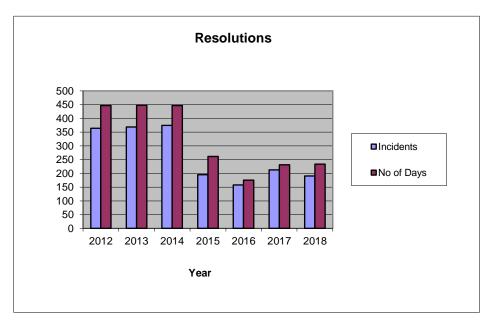


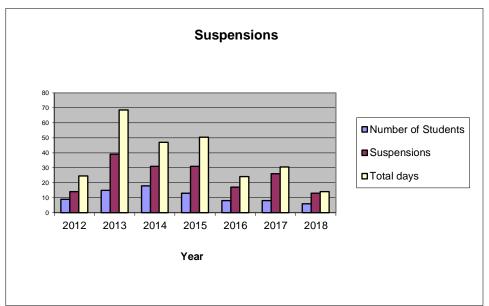
SUMMARY

- 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 continues to be one of the drivers to build community confidence.

- · Continue promoting the College through assemblies, newsletters and school tours
- Continue involving Yr 4/5 students in transition/information programs
- Continue with 3 day transition program for Year 6 students in 2019
- Continued support and promotion of the CBPLC

Behaviour Management Data (2011 - 2018)





	2018
% of Students Suspended	0.8%
Change	-0.1%

SUMMARY

- A slight decrease in the number of students suspended, while the number of suspensions was halved from the previous year. This represents our lowest level in the last 8 years.
- Resolutions decreased slightly and remain low.
- 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.

- Maintain Tribes as a school priority
- Promote and provide lunchtime programs to engage students.
- Include cyber safety learning opportunities for students.
- Continue with the use of short term classroom withdrawls
- Continue having restorative conversations with students where required.

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

2018 Students

Highest ranking items

Item	Mean Score
Teachers at this school expect students to do their best.	4.5
Teachers at this school are good teachers.	4.4
This school looks for ways to improve.	4.4

2018 Students

Lowest ranking items

Item	Mean Score
Student behaviour is well managed at this school.	3.4
My school takes students' opinions seriously.	3.9
Students at this school can talk to teachers about their concerns	3.9

2018 Parents

Highest ranking items

Item	Mean Score
This school is well maintained	4.8
Teachers at this school expect students to do their best.	4.6
Parents at this school can talk to teachers about their concerns	4.5
This school is well led	4.5
Students like being at this school	4.5

2018 Parents

Lowest ranking items

Item	Mean Score
This school takes parents opinions seriously.	3.9
Student behaviour is well managed at this school.	4.0
This school works with parents to support students' learning.	4.0

2018 Staff

Highest ranking items

Item	Mean Score
This school is well maintained	5.0
Teachers at this school care about their students	4.9
This school is well led	4.9
This school looks for ways to improve	4.9
Teachers at this school expect students to do their best.	4.9

2018 Staff

Lowest ranking items

Item	Mean Score
I receive useful feedback about my work at this school.	4.6
Staff are well supported at this school.	4.6

Summary

- No items fell into the negative / unsatisfactory range from any of the surveyed groups.
- Overall the level of satisfaction across all groups has remained consistent over the past 3 years and is very positive.
- Caring for students and having high expectations are high ranking items amongst staff, students and parents.
- This survey will be conducted annually in Term 3 each year.

Work Force Data

The information below represents the change in staff levels over the past 4 years and the breakdown of our occupation groups.

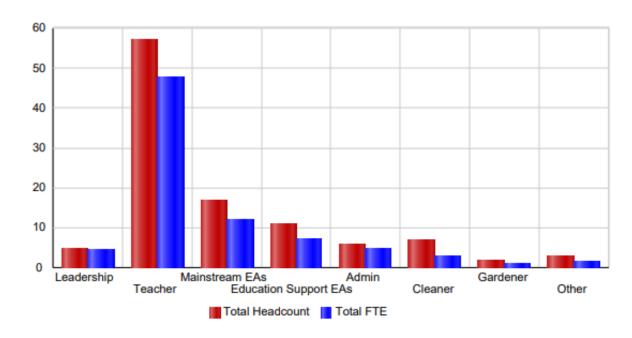
Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2015	103	65	38	925
2016	108	65	43	903
2017	105	63	42	922
2018	107	62	45	914

^{*} Note: student numbers are taken from Semester 1 schools online figures each year

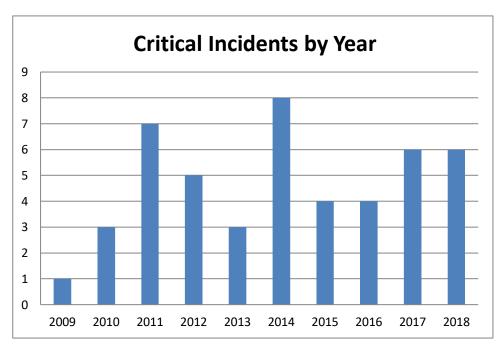
Occupation Groups 2018

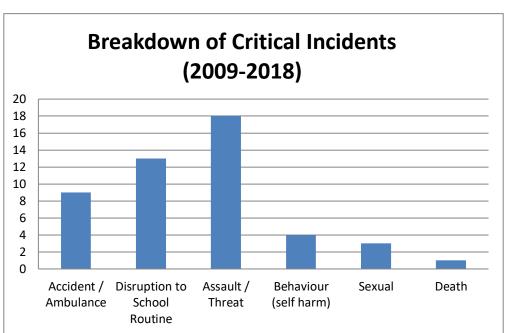
FTE and headcount of staff for occupation groups



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: Accidents, and a disruption to the school routine have formed the majority of our critical incidents over the last 2 years.

Business Plan Progression Report (Dec 2018)



Executive Summary

Comet Bay Primary School has achieved all the strategies set out in our Business Plan 2016 – 2018. The school operational and strategic planning supports the objectives of the Business Plan, and ultimately the schools Moral Purpose and Vision, to inspire life long learning.

Comet Bay Primary School engages in continual self reflection to refine its practice and ensure that staff are working from the most current best practice ensuring that our school is a successful school, with every student a successful student. Throughout the period of the Business Plan quarterly progress reports were provided to the School Board on achievements and challenges for the school.



An Independent Public School

2019 will see the introduction of a new Business Plan.

The table below provides an overview of the strategies achieved within each area of the 2016-2018 Business Plan.

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



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

(1.0) 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.

Teaching:

- (1.1) Continue to build high professional standards across the school amongst all staff.
- (1.2) Continue to implement the School Drug Education and Road Aware (SDERA) program across the school.
- (1.3) Staff will be trained in TRIBES and Classroom Management Strategies..
- (1.4) Survey staff and use of ABE data to gauge effectiveness of TRIBES.

Learning Environment

- (1.5) Maintain and implement a whole school approach to Classroom Management Strategies (CMS) approach and language
- (1.6) Continue to resource and implement the Tribes social model within the school community.
- (1.7) Continue to build community awareness of the Health Promoting School principles through outside agencies and professionals
- (1.8) Model and resource environmentally sustainable behaviour that promotes environmentally responsible attitudes and behaviours in our students.
- (1.9) Develop a whole school parent monitoring system to measure engagement in priority areas.

Relationships

- (1.10) Increase parent education opportunities in reading strategies and oral language.
- (1.11) Engage other agencies and community partners to address attendance issues for at risk students.
- (1.12) Provide support and tailored intervention for at risk students through support staff.
- (1.13) Maintain cohesiveness among the staff through appropriate professional learning.

Leadership

- (1.14) Provide opportunities for <u>leadership</u> and <u>career development</u> through Australian Institute of Teaching and School Leadership (AITSL)
- (1.15) Continue to implement a distributed leadership model across the school.
- (1.16) Maintain the GROWTH coaching model in staff development.
- (1.17) Develop and implement comprehensive induction processes for new administration and staff.

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 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 for 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.

Teaching

- (2.1) Improve English and Mathematics standards across the school through the implementation of the WA Curriculum and Assessment Outline.
- (2.2) Improve the fusion between assessment and instruction processes at a whole school and classroom level.
- (2.3) Explicitly teach students the necessary skills and knowledge through improved instructional quality and differentiation.
- (2.4) Develop an accessible data management process across the school.
- (2.5) Strengthen digital fluency across all year levels specifically in English and Mathematics.
- (2.6) A Comet Bay Kindergarten curriculum is continually developed, implemented and refined.
- (2.7) Teaching staff have implemented the Australian Curriculum (Phase 1-3) as per SCSA schedule.
- (2.8) Key visible learning features including negotiated goal setting, feedback, making learning intentions explicitly known to students are used across the school.
- (2.9) ACARA General Capabilities in Information and communication technology (ICT) and critical thinking are embedded in teaching and evident in student learning.

Learning Environment

- (2.10) Improve the consistency of expectations of English and Mathematics blocks between teachers and classrooms
- (2.11) Increase student and teacher access to and availability of ICT.

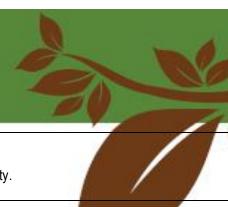
Relationships

(2.12) Further enhance collaborative relationships within the Comet Bay Professional Learning Community and outside agencies to cater for the diverse needs of students.

Leadership

- (2.13) Provide targeted professional learning for potential coaches in the school.
- (2.14) Develop opportunities to value teacher judgement across all curriculum areas and year levels.
- (2.15) Align Performance and Development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards
- (2.16) Create opportunities for additional disciplined dialogue on assessment data across all year levels.
- (2.17) Develop the roles of Impact Coaches in line with the school capability assessment.
- (2.18) Employ coaches to implement the INSTRUCTIONAL coaching model to improve classroom practice.

Partnerships



(3.0) Partnerships

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

(3.0) 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.

Teaching

- (3.1) Create and resource opportunities for whole school staff collaboration within the Comet Bay Professional Learning Community.
- (3.2) Review and implement professional learning communities at a school level.
- (3.3) Further integrate the SAKG program into classroom programs.

Learning Environment

(3.4) Create a sustainable model to further enhance the use of school facilities by the community and the after school care program.

Relationships

- (3.5) Increase and celebrate professional relationships with local businesses and community groups.
- (3.6) Work with other professionals and outside agencies to maintain an inclusive learning environment.
- (3.7) Build partnerships with the school community through the Stephanie Alexander Kitchen Garden programme.
- (3.8) Develop and maintain a database of past students, staff and P&C members.
- (3.9) Engage with the Professional Learning Institute to build leadership capacity.
- (3.10) Develop an incentives programme for parent engagement in the classroom. (not achieved)
- (3.11) Seek accreditation as a Visible Learning School.

Leadership

- (3.12) Contribute to the development and management of the Comet Bay Professional Learning Community.
- (3.13) Provide the structure for regular meaningful collaboration in learning teams.

Ethos / Learning Environment targets summary from Business Plan

Not a	chieved	Similar	Achieved		<u> </u>		1	1		1
							2016	2017	2018	WA Public Schools
1.1		nd improve studult from mandate		staff satisfaction	on survey results.					
1.1.1	Maintain a	nd improve stud	dent satisfaction	survey results	3.		4.28	4.20	4.11	
1.1.2			ent satisfaction s				4.35	4.33	4.32	
1.1.3		· 	ff satisfaction sur				4.8	4.7	4.77	
1.2					eving 'consistently' th perseverance'.	P-2	65%	67%	68%	
						Yr 3-6	70%	72%	74%	
1.3	(average ii	nteractions per v	week, data collec		school support programme 3)	es	interactions	82	90	
	Does n	ot include SARF	•				parents	46	48	
1.4	Student at	tendance to be	maintained at 94	1% or Above.			94.9%	94.2%	93.5%	92.7%
1.5	Reduce ou	r carbon footpri	nt in the commur	nity.						



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 achiev	Similar	Achieved			T		ı		Γ	
				Year level	20	16	201	17	20	18
2.1		ercentage of students who acl ard against 'like schools' in all			Comet Bay	Like School	Comet Bay	Like School	Comet Bay	Like School
2.1.1	Decrease the perminimum standa	ercentage of students who acl ard in Reading.	nieve below the	3	4%	4%	3%	6%	5%	6%
				5	11%	7%	4%	5%	6%	7%
2.1.2	Decrease the perminimum standa	ercentage of students who acl ard in Writing.	nieve below the	3	4%	1%	1%	3%	5%	3%***
				5	5%	5%	5%	9%	10%	10%
2.1.3		ercentage of students who acl ard in Numeracy.	nieve below the	3	2%	4%	2%	3%	2%	2%
				5	6%	4%	4%	3%	2%	3%

^{***} Only area where we have more students below the minimum standard than 'like schools"

		Year level	2016		2017		2018	
2.2	Increase the percentage of students who achieve in the top bands against 'like schools' in all areas for NAPLAN.		Comet Bay	Like School	Comet Bay	Like School	Comet Bay	Like School
2.2.1	Increase the percentage of students who achieve in the top bands for Reading.	3	31%	41%	39%	46%	47%	48%
		5	16%	30%	24%	35%	24%	32%
2.2.2	Increase the percentage of students who achieve in the top bands for Writing.	3	38%	45%	54%	51%	45%	41%
		5	10%	12%	9%	12%	13%	12%
2.2.3	Increase the percentage of students who achieve in the top bands for Numeracy.	3	17%	28%	28%	37%	40%	37%
		5	20%	20%	15%	23%	13%	22%

		Year level	2016	2017	2018
2.3	Improve the school's performance against that of 'like schools' in the 2016 - 2019 NAPLAN testing period for English and Mathematics.				
2.3.1	Improve the school's performance against that of 'like schools' in the 2016 - 2019 NAPLAN testing period for Reading.	3	-19	-10	-9
		5	-20	-10	-18
2.3.2	Improve the school's performance against that of 'like schools' in the 2016 - 2019 NAPLAN testing period for Writing.	3	-9	+6	+3
		5	-4	+6	-1
2.3.3	Improve the school's performance against that of 'like schools' in the 2016 - 2019 NAPLAN testing period for Numeracy.	3	-4	-8	+11
		5	-4	-7	-5

		2016	2016			17			
		Comet Bay	State	CBPLC	Comet Bay	State	CBPLC	Comet Bay	State
2.4	Increase the percentage of pre-primary students in Reading 'On-Entry Assessment' reaching progression points (0.5-1.0) as compared to the state-wide group and CBPLC.	47%	40%	54%	43%	46%	47%	44%	44%

^{**} NB- The target has changed to reading and not 'English" as the "all literacy' data set is not a consistent data set.

		2016	2017	2018
2.5	Decrease the percentage of students in reading 'On-Entry Assessment' reaching below progression point 1.5 by the end of Year 1.	31%	30%	N/A
2.6	Kindergarten to Year 2 programs meet the requirements of the National Quality Standard areas.	5/7	5/7	7/7
2.7	Meet the visible learning targets identified through the school capability assessment.			
2.7.1	Increasing percentage of Instructional Feedback v Praise	50%	78%	91%
2.7.2	Increase frequency of class warm ups at the beginning of structured English and Maths blocks.	33%	64%	71%
2.7.3	Increase frequency of class feedback / reflection at the end of structured English and Maths blocks.	25%	58%	67%

NAPLAN 2018

Reading					
	School	Like Schools	Difference	State	Difference
Yr 3	411	420	9	417	6
Yr 5	479	497	18	496	17

Writing					
	School	Like Schools	Difference	State	Difference
Yr 3	407	404	3	397	10
Yr 5	460	461	1	455	5

Spelling					
	School	Like Schools	Difference	State	Difference
Yr 3	392	408	16	407	15
Yr 5	477	497	20	495	18

Numeracy					
	School	Like Schools	Difference	State	Difference
Yr 3	414	403	11	402	13
Yr 5	478	483	5	489	8

Grammar					
	School	Like Schools	Difference	State	Difference
Yr 3	424	422	2	419	5
Yr 5	483	497	14	496	13

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

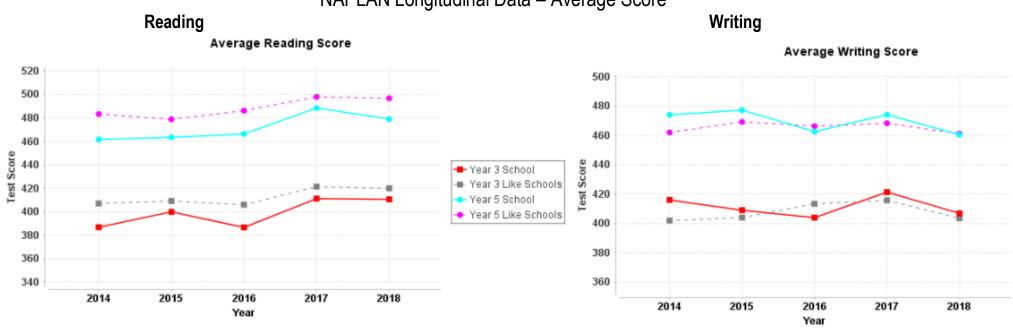
Analysis

Numeracy saw the greatest area of growth against state and like schools.

Writing remains an area of strength.

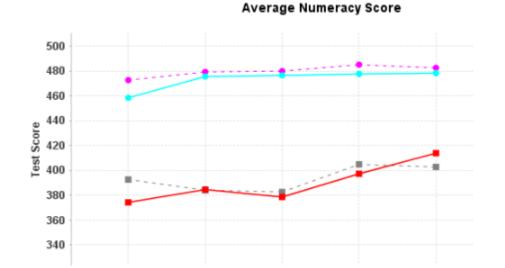
Spelling remains an area of concern and a new program will be introduced and resourced in 2019.

NAPLAN Longitudinal Data – Average Score



SUMMARY

- Writing continues to be an area of strength, with the Yr 3's above 'like schools' and the Yr 5's comparable to 'like schools'.
- Despite a dip in the trend line, progress was made in reading from Yr 3 2016 to Yr 5 2018.
- Progress was made in numeracy across both groups, with the Yr 3's achieving above 'like schools'.



2016

Year

2017

2018

2015

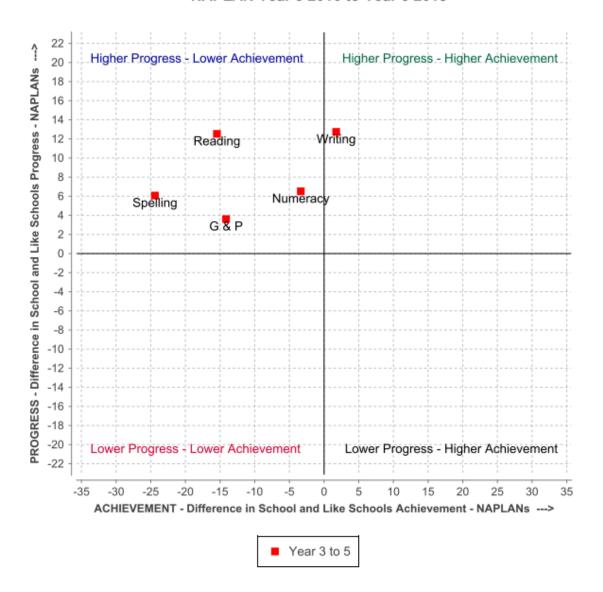
2014

Numeracy

- Continue to invest in the English and Maths Focus groups to drive curriculum in their learning teams.
- Include reading as a key focus area in the 2019-2021 Business Plan
- Use DataHub to track progress at an individual and classroom level.
- Maintain a focus on 'assessments for learning'.
- Implement new spelling program.
- Provide increased opportunities for students to read at school and home.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



Analysis

Higher progress was made in all areas of NAPLAN when compared to 'like schools' for this cohort.

2018 Successes and Recommendations - Priority Plans

The following indicates feedback from leaders of our priority areas on achievements and future directions.

ENGLISH: Successes

Ethos and Learning Environment

- New Staff have been inducted and supported successfully
- Book Week- library displays / storyteller / student potato character competition / staff book selfie competition / guess the book competition
- All Kindy children receiving a book during Book Week
- The Implementation of the Ready to Read initiative
- Introduction of community story time in the library.

Inclusive Curriculum and Pedagogy:

- Talk4Writing professional learning with additional classes trialling
- Assemblies with a Talk4Writing base
- Researching and recommendation of new spelling program.
- Use of Oxford Owlonline reading resource across the whole school
- Transition of new English coach in the role.
- EFG Members throughout the school
- Above 'like school' progress in NAPLAN results
- Information reports analysed using Brightpath rulers

Partnership:

- Reading logs
- Parent Expo
- Community story tellers
- Certificates for Nights of Reading sent home to parents
- SARP
- NAPLAN relationship between Year 6 students and staff and Comet Bay College

Recommendations

- PL for Talk 4 Writing
- Soundwaves PL all staff
- Brightpath to work with student work samples (double marking service)
- Continue to provide English Coach time
- Continue with English Block structures
- Explicit teaching of Reading comprehension strategies – focus area

Mathematics: Successes

Ethos and Learning Environment

- NAPLAN results showing we have a robust knowledge of mathematical concepts and strategies
- Teachers using more concrete materials for Geometry and Measurement activities
- Assessment of learning through disciplined dialogue and sharing of best practice in team meetings and collaborative DOTT
- Connection to Visible Learning with displays in all classrooms
- Mathematics flash drive with all requirements for PL
- Distributed leadership model- Mathematics Focus Group.
- Professional Learning sessions- RUCSAC, Problem Solving
- Fishing Trips

Inclusive Curriculum and Pedagogy:

- Learning Intentions and Success Criteria evident across school in Mathematics.
- Maths block structure in all classrooms
- Strong progress made in numeracy across the school

Partnership:

- Newsletter problem of the fortnight
- Paul Swan and Paul Woodley Measurement and Geometry project PL and follow-up mentoring
- Moneysmart
- Finalist in state-wide Numero competition

Visible Learning: Successes

Ethos and Learning Environment

- Improvement in percentage of students receiving 'consistently' on the descriptor -: 'Sets goals and works towards them with perseverance' as compared with previous year.
- A process has been developed across the school for sharing assessment information with students through VL walls, classroom walkthroughs, feedback to teachers' survey, and VL performance management goals for teachers.

Inclusive Curriculum and Pedagogy:

- Successfully improved English and Mathematics standards across the school through the explicit use of learning intentions, success criteria, rubrics and providing feedback based on the success criteria.
- Key visible learning features including negotiated goal setting, feedback, making learning intentions explicitly known to students have been successfully developed and maintained throughout the school.
- The role of Impact Coaches has been successfully developed in line with the school capability assessment.

Partnership:

- Continued to seek accreditation as a Visible Learning School through the School Capability Assessment with Corwin.
- Collaboration with other Visible Learning schools.

Recommendations

- Implement moderation of individual class assessments at a team level.
- Increase the use of Numero throughout the Years 4-6 classes.
- Implement Case Management Plans for targeted groups of students to increase progress.
- Focus on use of digital technologies.
- Whole school focus on time and money.
- Further PL with Dr Paul Swan.
- Change Money Smart to Term 1 to increase knowledge of money concepts and financial literacy capabilities of students.
- Continue scheduled discipline dialogue of Maths assessments to increase assessment for learning and provide opportunities for students to be visible learners.

Recommendations

- Showcase and video students talking about their learning journey, the learning pit and ways to progress their learning. Including time to provide feedback to students within short-term planning documents.
- Increase Visible Learning presence on our Comet Bay website.
- Continue to embed a shared language of learning with students and parents.

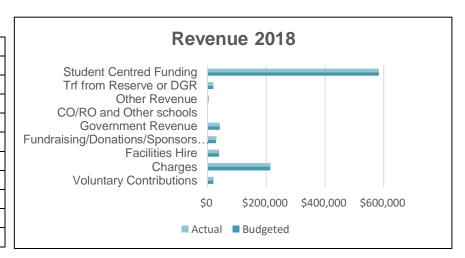
Finance Overview 2018

Student Centred Funding Salary Overview

Salary Carry Forward	SSF Salary Allocation	Total Salary Funds Available	Transferred to Cash	Salary Expenditure	Salary Variance
\$298,064	\$7,655,728	\$7,953,792	\$446,694	\$7,067,285	\$439,813

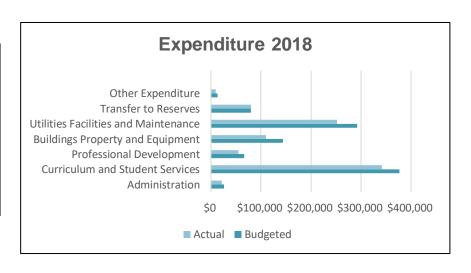
Revenue Overview 2018

	Budgeted	Actual	
Voluntary Contributions	\$20,258	\$20,663	2%
Charges	\$213,835	\$215,333	22%
Facilities Hire	\$39,409	\$39,409	4%
Fundraising/Donations/Sponsorship	\$28,927	\$30,640	3%
Government Revenue	\$41,446	\$41,446	4%
CO/RO and other schools	\$1,075	\$1,075	1%
Other Revenue	\$4,110	\$5,659	2%
Transfer from Reserve or DGR	\$19,591	\$19,591	2%
Student Centred Funding	\$582,985	\$582,985	60%
Total Revenue 2018	\$951,636	\$956,801	100%



Expenditure Overview 2018

	Budgeted	Actual	
Administration	\$26,173	\$21,672	2%
Curriculum and Student Services	\$376,782	\$341,632	39%
Professional Development	\$66,538	\$54,872	7%
Buildings Property and Equipment	\$143,612	\$109,991	13%
Utilities, Facilities and Maintenance	\$292,130	\$251,863	29%
Transfer to Reserves	\$80,000	\$80,000	9%
Other Expenditure	\$13,629	\$9511	1%
Total Expenditure 2018	\$998,864	\$869,541	100%



Message from the Board Chairperson

Another school year has flown by and 2018 has been another successful and productive year for Comet Bay Primary School. The School Board in conjunction with the school staff recognise the importance of academic achievement but also instilling resilience, independence, creativity, reflection and perseverance in each of our students for their continued personal growth and success.

The functions of the Board include establishing strategic direction and priorities for the school, monitoring and reviewing the school's performance, analysing school community feedback via the school survey, approving school fees and contributions, and approving the school's budget. This is done in partnership with the Principal and we met numerous times throughout the year to discuss all these issues.

The major focus of School Board this year was to continue the strategic direction of the school and we worked in collaboration with the school staff in developing the new 2019-2021 Business Plan. The Business Plan guides decisions, profiles, structures and resources over the next three years at Comet Bay Primary School and we have aligned this with the three key objectives form the Health Promoting Schools Framework:

- Ethos and Learning Environment
- Inclusive Curriculum and Pedagogy
- Partnerships

Moving ahead we look forward to monitoring the school progress towards implementing the strategies within the Business Plan, as well as the achievement of milestones and targets and the continued growth of our students and school.

2018, also saw some significant changes to the makeup of the School Board, we farewelled our Board Chairperson, Mr Russell Trowbridge who stepped down from his position this year. The Board would like to acknowledge the contribution and commitment Russell made during his time on the School Board and wish him luck with his future endeavours. We also welcomed Mrs Hazel Herd, Mrs Brenda Broad and Mrs Michelle Nash to the Board and they have bought with them their passion for education and our students and we look forward to new and refreshing perspectives for the future direction of the school.

Overall, 2018 has been a fantastic year for Comet Bay Primary School, and on behalf of the board I would like to thank Graeme Watson and all the wonderful staff for continuing to provide our students with a quality education in a caring and supportive environment. Also, we would like to thank all those who have volunteered and dedicated time to assist with many of the school activities and programs that occurred throughout the year, without your support these events would not have been have as successful as they were. We look forward to a very successful school year in 2019.

Sharnie Gale

Board Chairperson 2018