



Comet Bay
PRIMARY SCHOOL

An Independent Public School

Annual Report 2022

From the Principal

Thank you to our Comet Bay Primary School community for your support of our school and programs throughout another challenging year, which saw the majority of our students and staff miss time from school due to COVID isolation. I am very proud of our staff for the resilience they have shown during this period. Staff were often required to adapt their learning programs to accommodate student absences, cover additional classes, miss specialist classes and have meetings held by Zoom or in very small groups. Our students also showed a great attitude when they were required to wear masks at school or when they were engaging in learning from home, or their teacher was away isolating. Unfortunately there were also many events which were postponed or cancelled, including our Yr 2-6 swimming lessons. It was also a time in which the school distributed 20000 RAT tests to our school community.

In 2022 we welcomed our new Out of School Hours partner, Camp Australia, which has been a positive outcome for our students, families and school. We also congratulated our long standing Deputy Principal, Denise Duffy who was appointed as principal of Rockingham Beach PS on a permanent basis. I would like to personally thank Denise for the wonderful contribution she has made to Comet Bay. This opened the opportunity for the school to appoint Jaymi Evans to the Deputy role on a permanent basis.

During the year, the department had made the decision that our off site Kindy annexe would be decommissioned. This was taken with some sadness as the annexe provided a wonderful facility for our Kindy students, but also with excitement as it meant that all our students and staff would be back together on the one site for the first time in twelve years. I would like to thank the board and the department for their support during this time and am confident that our planning and preparation will result in a seamless transition. Planning has included storage, transportation, reshuffling of classes, and the operational routines for 2023.

As a school, we maintained our strong focus on further developing our staff through peer coaching, plus our observation and feedback culture, aimed at enhancing the effectiveness of our teaching program. We invested in building our staff's capacity to incorporate a greater aboriginal perspective into our learning programs through 2 outstanding professional learning opportunities.

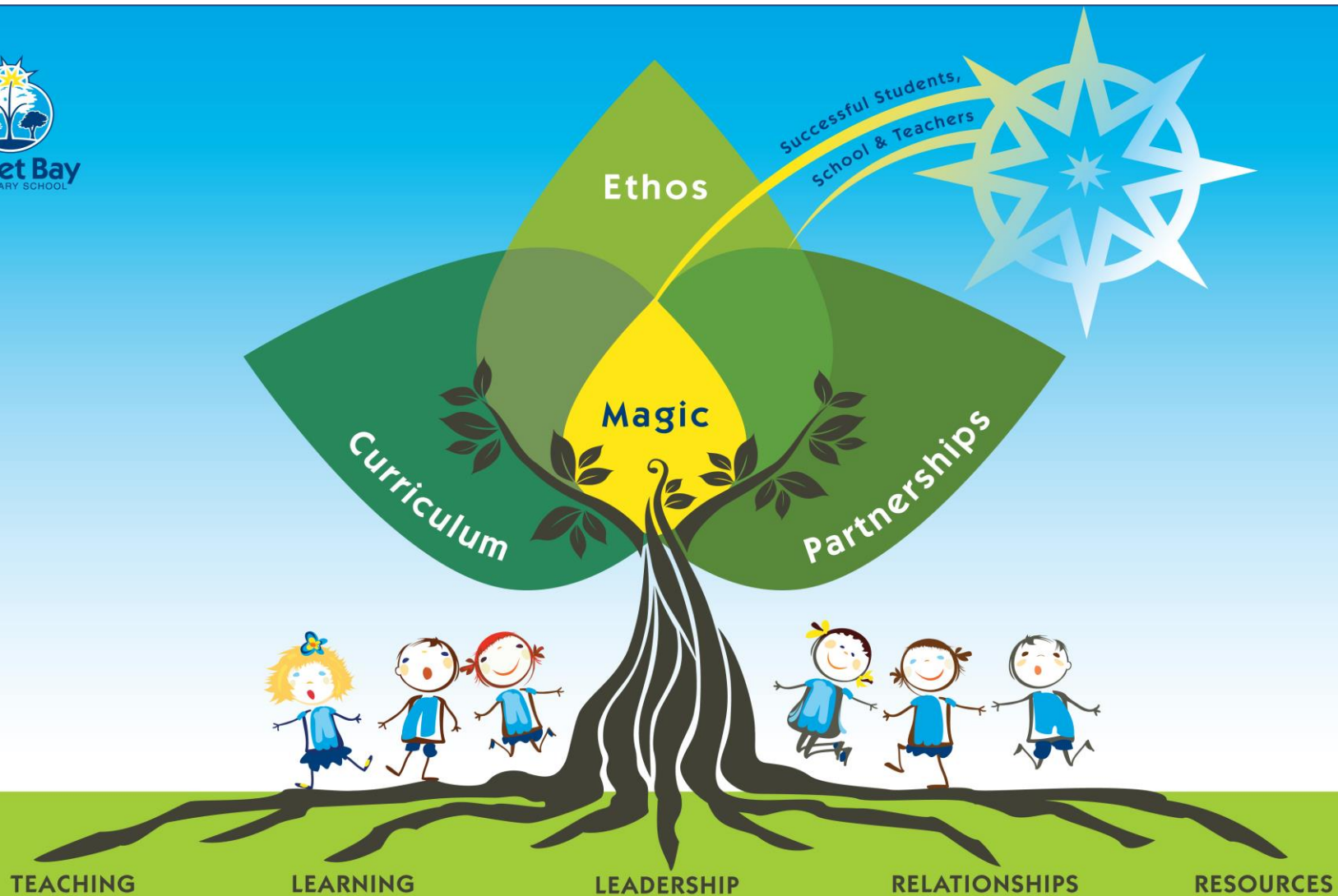
The School Board was busy throughout 2022 and I would like to thank all members of the board for their continued support and their valuable feedback on the direction and operations of our school. During the year we welcomed some new members and thanked others for their contributions. This year represented the first year of our new business plan which incorporates key focus areas, challenging academic and non-academic targets, plus the strategies that are required to achieve them.

The P&C have again been an outstanding source of support, highlighted by their financial contribution towards our new outdoor learning / meeting area, which was officially opened with a smoking ceremony. Our P & C continue to provide wonderful opportunities for our students and community throughout the year, including a car boot sale, disco, colour explosion and many student rewards.

Looking ahead into 2023, we will again see a reduction in student numbers, which will lead to a reduction in the number of classes across the school. We are excited to commence the new year with minimal (if any) restrictions put in place. Regardless, we will continue to ensure we provide a safe and inclusive environment to meet the needs of all our students and staff.

I am once again extremely proud to have the opportunity to lead our wonderful school in the capacity of Principal, with the support of our community, and look forward to the challenges and successes that lie ahead in 2023.

Graeme Watson
Principal 2022



Contextual Framework

KEY FOCUS AREAS

Our Vision

To inspire life long learning

Moral Purpose

To create a safe and engaging learning environment that encourages a love of learning.

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.

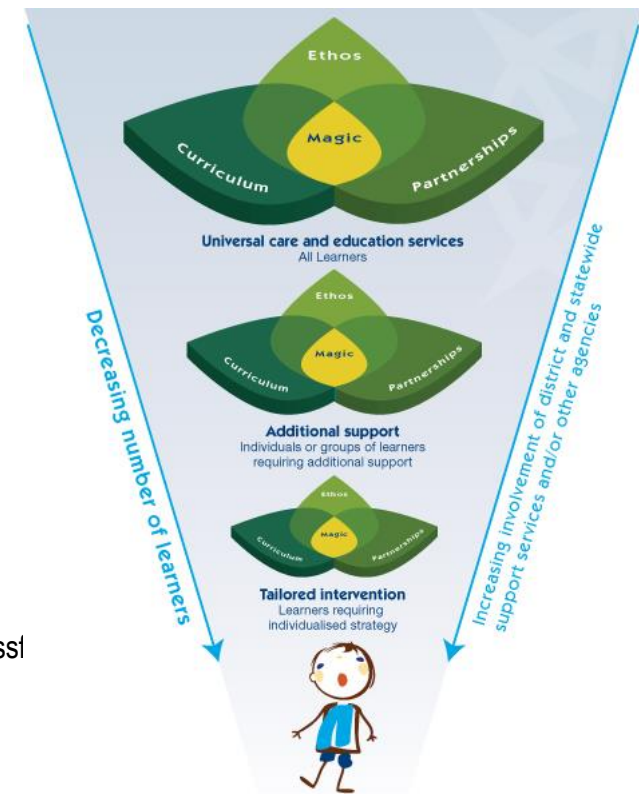
3. Partnerships

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

Staff shared beliefs

The staff makes decisions and develop strategies within the school based on the following shared beliefs:

- All students have the capacity to be successful
- Increasing staff capacity positively impacts student outcomes
- The needs of the whole child must be supported, nurtured and developed
- Critical and creative thinking, plus the Comet Bay Learning Dispositions prepare students for a successful future
- A strong home/school relationship enhances the potential outcomes for the child



School Overview

Comet Bay Primary School was established in 2007 and 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. At Comet Bay Primary School we have high expectations of success for every student. We believe in developing the whole child (socially, academically, emotionally, creatively and physically) so that all our students leave school well prepared for their future.

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 1013 (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
Aveley Primary School	1016
Bibra Lake Primary School	1009
Safety Bay Primary School	1011
Settlers Primary School	1014
Wellard Primary School	1013

CBPLC Schools	ICSEA
Golden Bay Primary School	971
Secret Harbour Primary School	1025

Demographics and Student Diversity

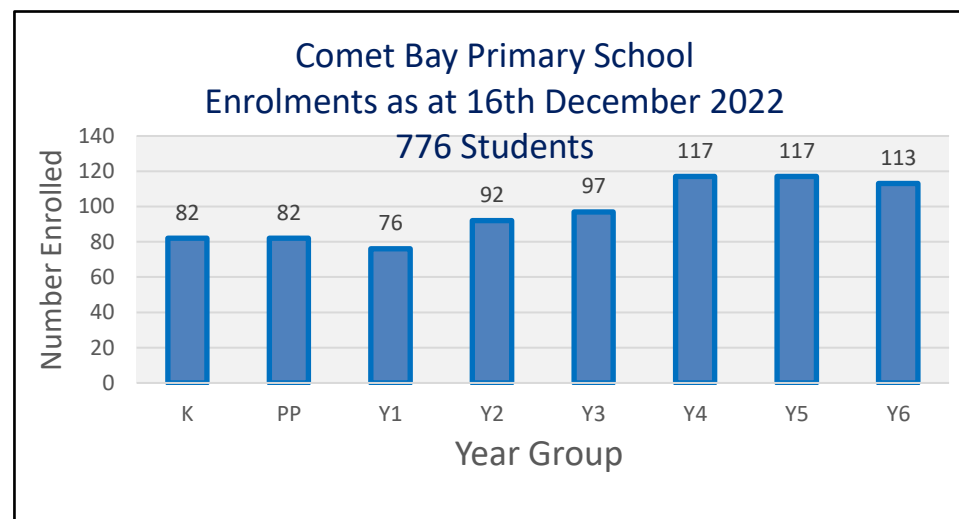
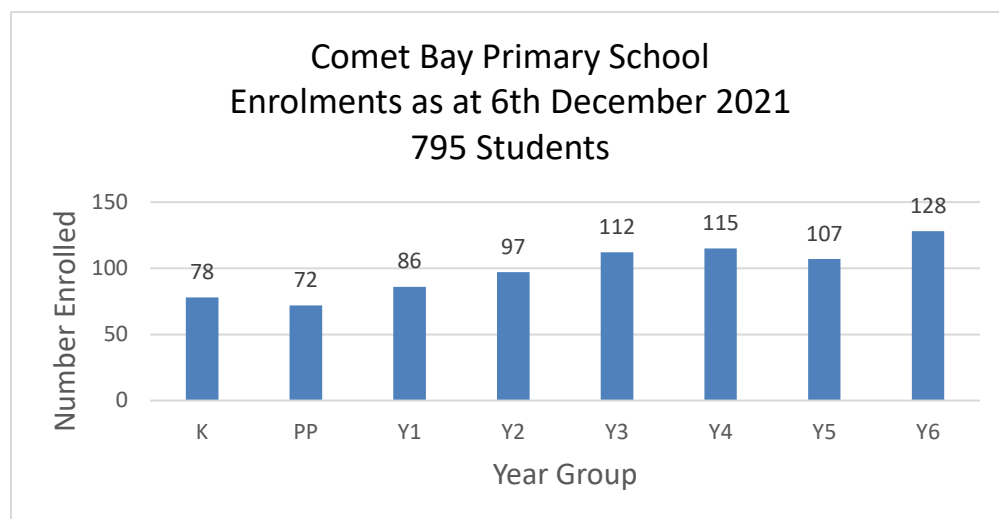
Almost 15% of students enrolled in our school were born outside of Australia which has been stable over the past 2 years. We have a small but important group of families in the school who are attached to the Navy who are supported by our Defence Force Mentor. There is a small cohort of aboriginal students in the school and we have established a positive relationship with Aboriginal elders in the community and their families.

Enrolment Trends

Our enrolment was steady throughout the year with a small amount of growth across all year levels. Our transiency rate (students leaving or arriving during the school year) remains at a low rate, highlighting a stable population within our school community.

Our total enrolment decreased from 2021, which was expected, as our larger cohorts graduate and smaller numbers join the school in Kindy. It is predicted that this trend will continue over the next two years when it is expected that our enrolments should remain stable.

The following tables show the movement of our cohorts through the school.



Percentage of enrolments in / out of boundary (as Dec 2022)

Status	Number	Percentage
Total individual enrolments	775	
In boundary	628	81%
Out of boundary	147	19%
Total families	503	
In boundary	415	82.5%
Out of boundary	88	17.5%

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

Student Transiency	2022	10.0% (3)
	2021	7.5% (2)
	2020	8.1% (3)
	2019	10.0% (3)
	2018	11.2% (3)

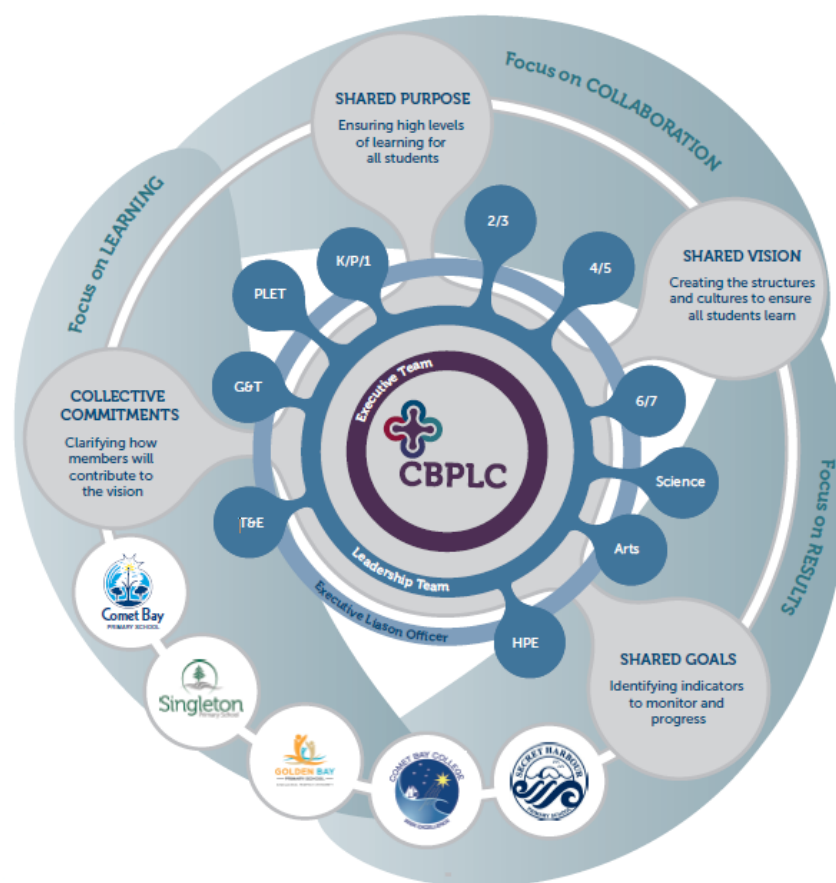
Parent / Community Involvement

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 and in classrooms for a variety of rosters. While COVID had an impact on parent availability / engagement early in the year, engagement rates return to their regular level in the latter part of the year. The P&C has been extremely active and supportive over the years and annually contributes \$20,000 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 and Foodbank in which they support our Breakfast Club program and other healthy eating activities.

Partnerships with surrounding schools

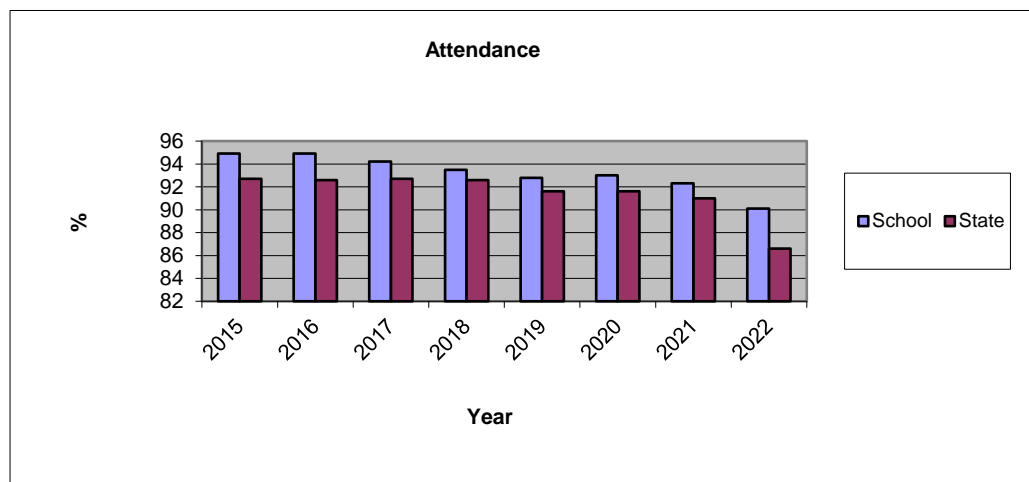
The school leadership has taken an active role in building positive partnerships with schools within the Network. The school has been one of the lead players in developing the Comet Bay Professional Learning Community over the past 8 years. The CBPLC is a strategic school improvement initiative between 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 Autism Association, Peel Language School, Murdoch University and numerous other schools throughout the state. The school is also a proactive member in the Peron South Network of schools.



Non-Academic analysis

Attendance Data



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	77.5%	16.6%	4.9%	0.9%
2021	72.3%	22.2%	5.1%	0.4%
2022	62.9%	25.6%	10.7%	0.7%
Like Schools 2022	48.9%	34.7%	13.2%	3.2%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

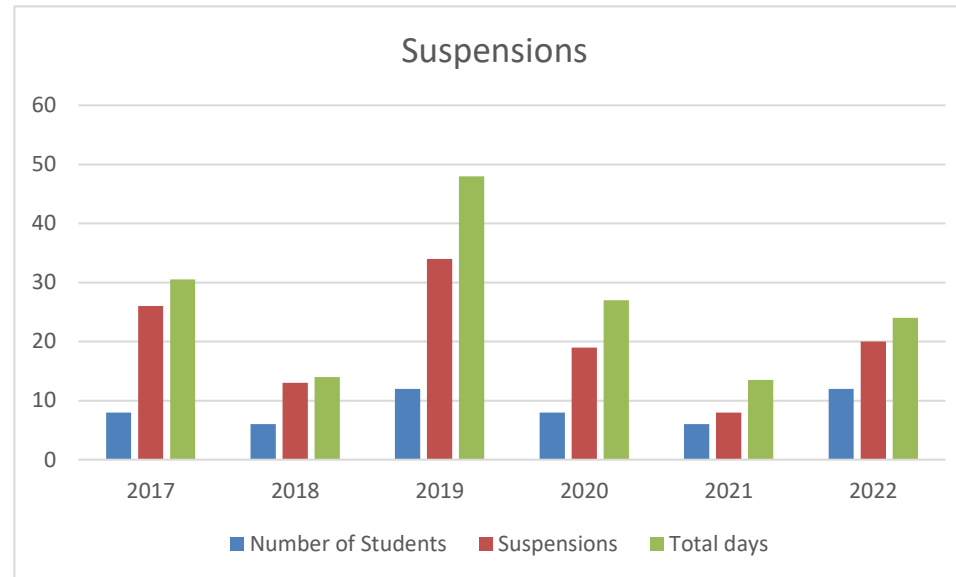
SUMMARY

- Our school attendance data is very positive in relation to 'like schools' and the state average.
- Our attendance rates were impacted significantly by COVID during the year.
- The percentage of students attending regularly, is significantly above 'like schools' and the state average.
- Comet Bay has very low numbers of students classified at 'moderately' or 'severely' at risk.
- A caring, inclusive environment achieved through Tribes and a positive BMIS strategy influences the attendance of students (which includes)
 - Brilliant Kids Morning Tea
 - Good Standing 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 (on the day of absence) and school generated letters (weekly)
- 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.

RECOMMENDATIONS

- Early interventions for students displaying anxiety issues.
- Continue providing positive whole school initiatives.
- Continue with SMS and letters to alert parents
- Maintain our personalised approach, while still continuing with 'At Risk' letters each term.
- Continue to alert parents when students are regularly late.
- Continue to promote attendance through newsletter.

Behaviour Management Data (2017 -2022)



	2022
% of Students Suspended	1.5%
Change	0.8%

SUMMARY

- There was an increase in the number of students suspended, the number of suspensions and days missed through suspensions. This is after a significant decrease the previous year.
- Resolutions have continued to decreased. 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

- Maintain Tribes as a school priority
- Train all staff in Tribes at the beginning of 2023
- Invest in 'restorative practices' PL for staff.
- Continue to promote 'good standing' amongst community and clearly link this to our reward days
- Maintain a good standing reward day each term.
- Review lunchtime programs to engage students.
- Continue with the use of short term classroom withdrawals

Community Survey Data Summary

The National School Opinion Survey is used to survey parents, students and staff. The ratings were 1.Strongly Disagree, 2.Disagree, 3.Neither, 4.Agree, 5.Strongly Agree

2022 Students Highest ranking items

Item	Mean Score
My teachers are good teachers.	4.6
Teachers at this school expect students to do their best.	4.5
My teachers care about me.	4.4
My teachers motivate me to learn	4.4

** There were only 3/14 scores (mean) below 4.0 (3.5, 3.8, 3.9)

2022 Parents Highest ranking items

Item	Mean Score
Teachers at this school care about my child.	4.5
My child likes being at this school.	4.5
My child feels safe at this school.	4.4
Teachers at this school expect my child to do their best.	4.4

** Only 'This school takes parents' opinions seriously' (3.9) received a score (mean) below 4.0

2022 Staff Highest ranking items

Item	Mean Score
Teachers at this school expect students to do their best.	4.8
Teachers at this school provide students with useful feedback.	4.6
Teachers at this school care about their students.	4.6
Teachers at this school treat students fairly.	4.6

** There were only 3/22 scores (mean) below 4.0 (3.7, 3.9, 3.9)

*** a score of 4 indicates that every respondent agrees with the statement (on average).

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 all groups.
- This survey will be conducted annually in Term 3 each year.

Work Force Data

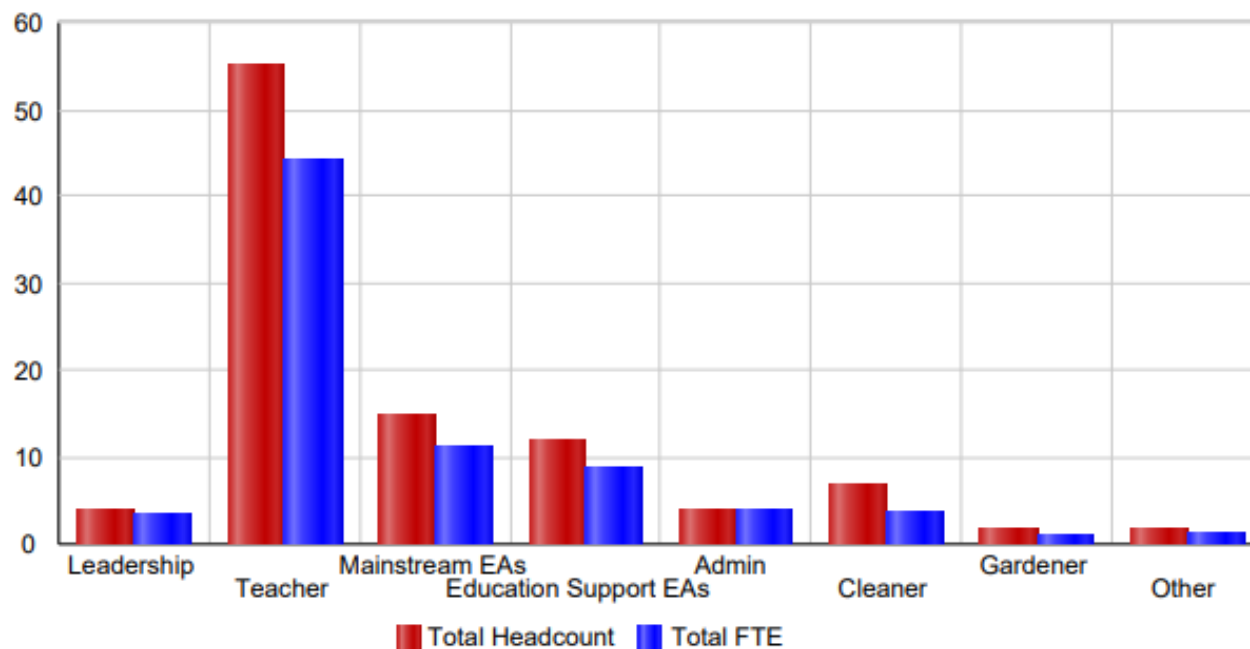
The information below represents the change in staff levels over the past 4 years and the breakdown of our occupation groups.

Students and Staff Trend

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	104	62	42	869
2020	99	58	41	804
2021	101	59	42	796
2022	101	59	42	751

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



Note: There is a number of staff who own full time positions on staff who are either on maternity leave or returning from maternity leave on a part time basis. Strategic management of this process will require temporary contracts in the Early Childhood / Junior Primary area of this school and this is where most are trained. It is anticipated that the total FTE required in the school will reduce slightly for the next 2-3 years.

Business Plan Progression Report (Dec 2022)



Executive Summary

2022 represented the first year of our new business plan. All strategies in the business plan have moved from the planning stage into the implemented or achieved phase. Our ongoing 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 progress reports are provided to the School Board on achievements and challenges for the school.

The table below provides an overview of the strategies achieved within each area of 2022 – 2024 Business Plan.



An Independent Public School

Tracking Matrix

Level of Implementation	Achieved / Embedded	Implemented	Planning	Not Achieved	Not applicable
	5	4	3		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

- Each year, 70% or above of our Year 4-6 students will be participating in our BYOD program.
- Each year, the percentage of students with regular attendance (90% or greater) will exceed that of 'like schools'.
- Annually, we will achieve positive perceptions from students, staff and parents, relative to our 2021 results, in the National Schools Opinion Survey.

Teaching:

- (1.1) Staff model and set high expectations and standards.
- (1.2) Staff to engage in coaching and observation opportunities and collaborative learning groups.
- (1.3) Strengthen the digital fluency of staff and students.

Learning Environment

- (1.4) Enhance opportunities for students to participate in pastoral and emotional care programs.
- (1.5) Support staffs' health and well-being to achieve a healthy and productive environment.
- (1.6) Maintain the common language of our Comet Bay Agreements and Dispositions.
- (1.7) Strengthen the use of our Tribes social model.

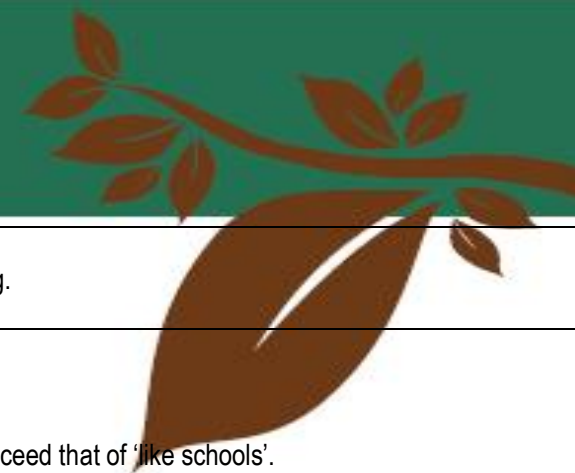
Relationships

- (1.8) Maintain positive and inclusive relationships with parents and care givers.
- (1.9) Provide support and individualised interventions for at risk students.
- (1.10) Support a proactive approach to attendance and engagement.

Leadership

- (1.11) Review, refine and communicate leadership roles and responsibilities to all staff.
- (1.12) Induct new staff in structures, processes, school plans and expectations.
- (1.13) Maintain distributed leadership structures to provide leadership opportunities for staff.
- (1.14) Embed a culture of self-reflection and continuous improvement across the school.

Curriculum



(2.0) Inclusive Curriculum and Pedagogy

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

(2.0) Curriculum Targets

- Increase the percentage of Year 3 students who achieve in the top bands against 'like schools' in Reading and Spelling.
- Increase the percentage of Year 5 students who achieve in the top bands against 'like schools' in all areas of NAPLAN.
- The percentage of Year 3 and Year 5 students with moderate to very high progress in NAPLAN Reading and Numeracy, to exceed that of 'like schools'.
- Improve the school's performance against that of 'like schools' in English and Numeracy.
- The percentage of Pre Primary students, who scored below 0.5 on the On Entry reading assessment, progressing to the expected standard (C grade) by the end of Year One to exceed 50%.

Teaching

- (2.1) Focus on whole school approaches and explicit teaching in English and Mathematics as outlined in the Comet Bay Way.
- (2.2) Reflect upon AITSL Teacher Standards to support and improve teacher performance.
- (2.3) Use student data to inform the impact of teaching / programs on student learning.
- (2.4) Increase student knowledge, understanding and responsiveness to Aboriginal culture.
- (2.5) Enhance our 'assessment for learning' focus to direct future learning.

Learning Environment

- (2.6) Provide and grow opportunities for staff to work collaboratively.
- (2.7) Utilise whole school structures as outlined in the Comet Bay Way.
- (2.8) Continue to provide opportunities for project based learning, including our Innovation Challenge.
- (2.9) Extend students learning during incidental experiences and teachable moments, including those in the outdoor environment.

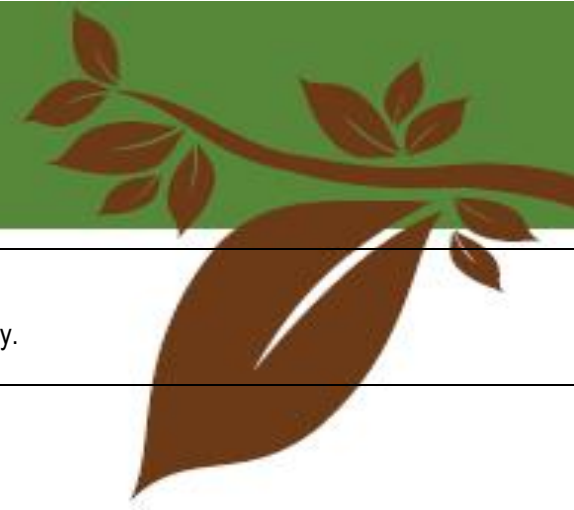
Relationships

- (2.10) Engage with the CBPLC to further develop critical and creative / higher order thinking within our school.

Leadership

- (2.11) Ensure access to coaching, observation and feedback for all staff.
- (2.12) Provide targeted extension and intervention programs.
- (2.13) Increase teacher awareness and capacity to embed Aboriginal culture into everyday learning opportunities.

Partnerships



(3.0) Partnerships

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

(3.0) Partnerships Objectives

- Maintain and develop opportunities for parents within the school and classrooms.
- Grow and celebrate partnerships within the community.
- Maintain a leadership role in the Comet Bay Professional Learning Community (CBPLC).

Teaching

(3.1) Provide opportunities that align with the aspirations of our families and community.

(3.2) Promote our current programs to engage families in the classroom.

Learning Environment

(3.3) Provide an open, welcoming, inclusive environment for the school community.

(3.4) Provide opportunities for authentic student decision making over matters that affect them.

Relationships

(3.5) Maintain a positive, productive and responsive relationship with our P & C.

(3.6) Communicate regularly via various platforms to engage and inform our community.

(3.7) Create opportunities to build relationships with prospective families in our community, focussing on the 0-4 age group.

Leadership

(3.8) Maintain strong School Board and governance processes to ensure school direction and decision making reflects community expectations.

(3.9) Seek feedback through our annual National School Opinion Survey to gauge community perceptions.

Ethos / Learning Environment targets summary from Business Plan

	Significant Gap	Similar	Achieved
	2022	2023	2024
1.1 Each year, 70% or above of our Year 4-6 students will be participating in our BYOD program.	45%		
1.2 Each year, the percentage of students with regular attendance (90% or greater) will exceed that of 'like schools'.	62.9%		
1.3 Annually, we will achieve positive perceptions from students, staff and parents, relative to our 2021 results, in the National Schools Opinion Survey.			

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.



Long term student improvement targets for priority areas

Significant Gap	Similar	Achieved							
			Year level	2022		2023		2024	
** Improvement targets are compared to previous year's results				Comet Bay	State	Comet Bay	State	Comet Bay	State
2.1	By 2024, the NAPLAN reading achievement will exceed the state average for Year 3 and 5.	Yr 3	399	416					
		Yr 5	483	493					
2.2	Annually, the NAPLAN numeracy achievement will exceed the state average in Year 3 and 5.	Yr 3	386	385					
		Yr 5	473	473					
2.3	Increase the percentage of Year 3 and Year 5 students who achieve in the top bands against the 'state' in Reading annually.	Yr 3	23	32					
		Yr 5	37	46					
2.4	By Year 3, 90% of students who were identified as scoring below the state median in the on entry reading assessment will be above the NAPLAN national minimum standard.		87%						

Significant Gap

Similar

Achieved

	Year level	2022		2023		2024	
		Comet Bay	Like schools	Comet Bay	Like schools	Comet Bay	Like schools
2.5 By Yr 2, 75% of students who were identified as scoring below the state median in the on entry reading assessment, to demonstrate average or above average progress from Module 1 (PP) to Module 3 (Yr 2).		62.5%					
2.6 The percentage of Year 3 and Year 5 students (stable cohort), with high to very high progress in NAPLAN Reading, to exceed that of ‘like schools’ annually.	3	17%	29%				
	5	N/A	N/A				

System level data

The following data provides a snapshot of NAPLAN data across the school. NAPLAN not held in 2020 due to COVID.

NAPLAN RESULTS (as per Schools Online)

Year 3		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*	2021	2022
	Numeracy															
	Reading															
	Writing															
	Spelling															
	Punctuation & Grammar															
Year 5		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019			
	Numeracy															
	Reading															
	Writing															
	Spelling															
	Punctuation & Grammar															
Year 7		2008	2009	2010	2011	2012	2013	2014								
	Numeracy															
	Reading															
	Writing															
	Spelling															
	Punctuation & Grammar															

Key:

- Above Expected** - more than one standard deviation above the predicted school mean
- Expected** - within one standard deviation of the predicted school mean
- Below Expected** - more than one standard deviation below the predicted school mean.

2022 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:

- Bright Path double marking for those who haven't taken part – all teachers were very accurate with their original markings and received great feedback from Brightpath on our teachers.
- Trained all P/1 staff in Letters and Sounds – Online PL.
- P/1 staff received PL in Heggerty Phonemic Awareness
- Purchased new BrightPath rulers for all year levels.
- PROBE is used to extend all 4-6 students who have achieved Level 30.
- PAT Reading yr 2-6, used to track growth
- Changes made to Brightpath assessment schedule to ease the load on teachers
- Purchase Heggerty Phonemic Awareness books so that all K-3 staff have access

INCLUSIVE CURRICULUM:

- Reading enrichment intervention program SHARP year 2/3 very successful, with groups moving up an average of 2 PM Benchmark levels in 1 term
- English coach mentoring new staff
- Oral language is promoted in Early Childhood playgrounds through set up of outdoor play
- Collab DOTT used to moderate writing
- Purchase Phonics Play subscription for K-1 use
- Purchase decodables and ensure each P/1 class has a decodable set

PARTNERSHIPS:

- SARP Program – new parents trained
- Ready to Read program
- Story Time for 0-4
- Kids R Kids speech therapy at Kindy for early identification/intervention
- Peel Language Development school – relationship maintained
- Connection with Comet Bay College for English curriculum connection

Future Recommendations:

- Guided Reading coaching
- T4W scope and sequence
- T4W PL for new and returning staff
- Whole school writing program – T4W
- Heggerty PL for Yr2/3, new and returning staff
- SHARP program in Year 4/5 as intervention
- Purchase an online reading program.
- Purchase Brightpath rulers to continue to promote Visible Learning in all class P-6
- Book Week Storyteller
- Continue to increase culturally aware texts and include local texts in library.
- Pie Corbett – complete the set and set up for teacher use
- Letters and Sounds Trackers to be completed in K-1 > follow students to year 2/3
- Increase the number of levelled guided readers – Level 8-12

<p>MATH: Successes</p> <p>ETHOS AND LEARNING ENVIRONMENT:</p> <ul style="list-style-type: none"> • Small group targeted intervention aimed at gap filling concepts identified through Edcompanion. Utilising our EA's to run and facilitate these groups. • Staff PL on Maths games. • Math vocabulary focus through the Comet Bay Vocab menu and consistent reminders and ideas/activities promoted to staff throughout the year. • Successful use of visible learning displays and student use of progress trackers in student diaries. • New resources purchased and shown to staff in SDD professional learning. • Successful Maths week with Professor Maths incursion. • Data analysis at team level has included teachers in the creation of the Lines of Inquiry document. Celebrations, investigations and where to next focus? • Maths CWT occurred providing successful feedback to teachers. <p>INCLUSIVE CURRICULUM and PEDAGOGY:</p> <ul style="list-style-type: none"> • Online resources found and purchased to encourage times tables practise. • NUMERO extension groups and success in regional competition. • NAPLAN extension groups hosted for Year 3 and 5 students in Term 1. • NAPLAN extension groups hosted for Year 2 and Year 4 in Term 4. • Successful use of CAT with the creation and sharing of pre-post tests. • Successful focus on worded problems and RUCSAC strategy through the Problem of the Fortnight, purchase of problem solved differentiated books for each class and EA's. • Provision of all staff with a Comet Bay Maths USB including warm-ups, resources and assessments. <p>PARTNERSHIPS:</p> <ul style="list-style-type: none"> • Two staff online professional learning sessions held with Paul Swan. • Annual membership with MAWA purchased. • Application made to become a Maths Active school through MAWA. • Successful parent night held with Professor Maths. • Incursion with Julie Richards and the NUMERO extension class. • Comet Bay hosting the inter-school NUMERO Coastal Heats. 	<p>Recommendations</p> <ul style="list-style-type: none"> • Change in the way Maths Challenge is provided to an A-G system of delivery rather than year level. • Change in the way Golden Sheet assessment is delivered, matching with the A-G Maths Challenge system. Encouraging of differentiation and assessment of skills being practised in the classroom. • Opportunity for staff to have PL with Julie Richards on NUMERO. • Focus on inclusion of mental math strategies in teacher planning. • Term plan for mental math strategies across year levels. • Host a Professor Maths parent evening night. • Continue to focus on worded problems and RUCSAC. • NUMERO extension group to expand to include year 2-3 students.
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Finance Overview 2022

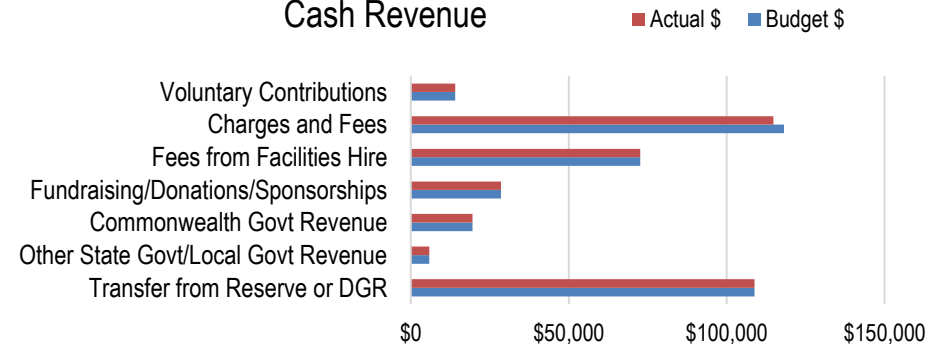
Salary Overview

Salary Carry Forward	Student Centred Funding Allocation	Total Funds Available	Transferred to Cash	Salary Expenditure	Salary Variance
\$728,269	\$7,015,987	\$7,744,256	\$454,055	\$6,663,438	\$626,763

Cash Overview

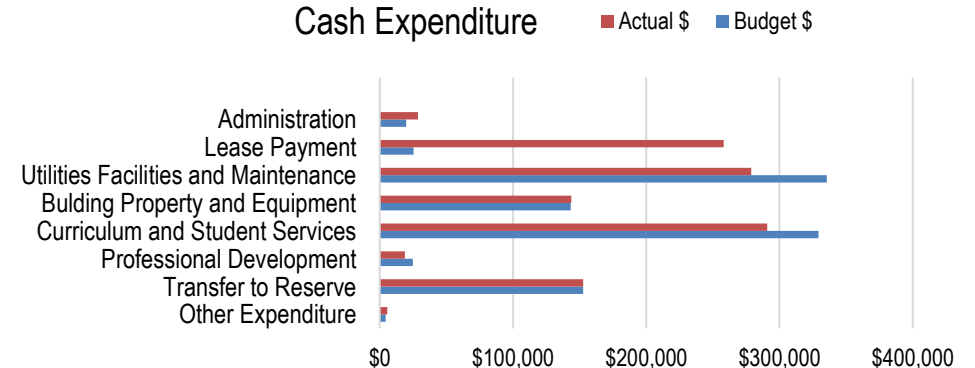
Cash Revenue	Budget \$	Actual \$
Voluntary Contributions	\$14,038.90	\$14,038.90
Charges and Fees	\$118,186.39	\$114,805.09
Fees from Facilities Hire	\$72,664.52	\$72,664.52
Fundraising/Donations/Sponsorships	\$28,535.96	\$28,535.96
Commonwealth Govt Revenue	\$19,500.00	\$19,500.00
Other State Govt/Local Govt Revenue	\$5,837.89	\$5,837.89
Transfer from Reserve or DGR	\$108,782.91	\$108,782.91
Totally Locally Raised Funds	\$381,802.36	\$378,423.27
Opening Balance	\$113,980.00	\$113,980.08
Student Centred Funding	\$554,102.78	\$554,102.78
Total Cash Funds Available	\$1,049,885.14	\$1,046,506.13

Cash Revenue



Cash Expenditure	Budget \$	Actual \$
Administration	\$19,800.23	\$28,599.37
Lease Payments	\$25,248.00	\$25,227.84
Utilities, Facilities and Maintenance	\$335,581.00	\$278,714.18
Buildings, Property and Equipment	\$143,428.61	\$143,809.99
Curriculum and Student Services	\$329,352.92	\$290,867.96
Professional Development	\$24,760.00	\$18,775.98
Transfer to Reserves	\$152,638.30	\$152,638.30
Other Expenditure	\$4,359.10	\$5,705.74
Total Goods and Services Expenditure	\$1,035,168.16	\$944,339.36
Cash Budget Variance		\$14,716.98

Cash Expenditure



Message from the Board Chairperson

Kaya, Comet Bay PS is a great school, with wonderful students, amazing staff and supportive families. As Chairperson of the board feel privileged and proud to be partnered in Comet Bay Primary School children's learning journey. 2022 might well be remembered as the year of many floods in Australia but it was also the year a deadly war broke out in Ukraine, Queen Elizabeth II passed away, the World population crosses 8 billion, Anthony Albanese won the 2022 federal election, Novak Djokovic spent the night in Melbourne immigration detention, the fabulous Ash Barty & Dylan Alcott make history at Wimbledon and after 697 days, the state of Western Australia reopened its borders.

Amongst all this noise our Comet Bay community was resilient and supportive of our school especially as Covid-19 cases were on the rise, teachers modified programs to continue to positively impact student outcomes, adapting while nurturing and developing the needs of the whole child. Communication and supportive relationships were the key to this. I would like to thank both the staff and community for assisting our teachers to create a safe and engaging learning environment that encourages a love of learning.

2022 saw the school move into the first year of the 2022-2024 business plan monitoring the school's progress towards planning and implementing strategies to achieve the outcomes. In conjunction with the school, the School Board worked cohesively to make informed, empowered, and strategic decisions to ensure all students continued to develop their skills and knowledge for the future. The Board took part in the shaping and monitoring of the school's objectives, priorities and general policy directions. Regular review of the school's financial position throughout the year; Review of the school's performance in academic and non-academic areas; Sighting and monitoring of the school's budget; Completion of the Board self-evaluation survey; Review of the annual survey and assessment of the findings to show areas of strength and those requiring attention.

Great successes came to 2022:

- New Business Plan
- First vaccination clinic
- NAPLAN completed successfully
- Opening of the refurbished Comet Bay Kitchen
- New cultural meeting place outdoor learning space
- Air con installed in all wet areas
- Virtual ANZAC service across school with art installation
- Last day of an offsite kindy
- Year 6 camp to Swan Valley Adventure Centre with 99 students
- Our community aspirations & staff shared beliefs for the future were investigated through surveys.

The makeup of the School Board underwent minimal changes this year. We farewelled Ash Dixon and Hema Wadhwa, and we sincerely thank them for their contributions and commitment to the school during their tenures on the Board. We also had the pleasure of welcoming two fresh faces to the Board, Mrs Claire Piper and Mr Rob Schmidt we look forward to their ongoing commitment. On behalf of the Board, I would like to acknowledge the wonderful and dedicated staff of Comet Bay led by Principal Graeme Watson. All of whom continue to inspire lifelong learning.

2022 School Board Members

Graeme Watson: Principal

Jacqueline Thompson: Staff Member & Chairperson

Dan Turner: Staff Member

James McRae: Community Member

Wesley North: Community Member

Robert Schmidt: Community Member

Matt Paki: Parent Member

Claire Piper: Parent Member

Yanga Boorda,
Jacqueline Thompson,
Board Chairperson