



Comet Bay
PRIMARY SCHOOL

An Independent Public School

Annual Report 2023

From the Principal

Thank you to our Comet Bay Primary School community for your support of our school, our programs and our staff over another challenging but successful year. We truly appreciate your support and engagement, which is not taken for granted.

2023 was the year that we put Covid behind us, and while the education system experienced staffing shortages, we were able to maintain our learning focus and the additional programs that are part of the Comet Bay magic. This year also saw our Kindy return to our main site after 12 years as an off site annexe. It has been wonderful to have all our students and staff back together on the one site.

Comet Bay started the year with all our staff receiving a full days training in Tribes, which is the process we use to create a positive, safe, inclusive learning environment for effective teaching and learning to take place. Tribes is the longest sustained program / process in our school. During the year we commenced our partnership with Real Schools to further enhance and understand our positive culture and to develop a whole staff understanding of restorative processes. These processes will lead to an established common language and approach to supporting students when things go wrong.

As a school, we were proud to be able to offer our Comet Bay kitchen program, free to all our students, following years of a user pay model. We are aiming to offer this program at no cost again next year. The school upgraded 100 iPads and renewed our lease for 90 desktop computers, as well as replacing one of our servers. We also completely refurbished our boys and girls toilets in Blocks 3 & 4 and invested significant funding on improving the playing surface of our oval.

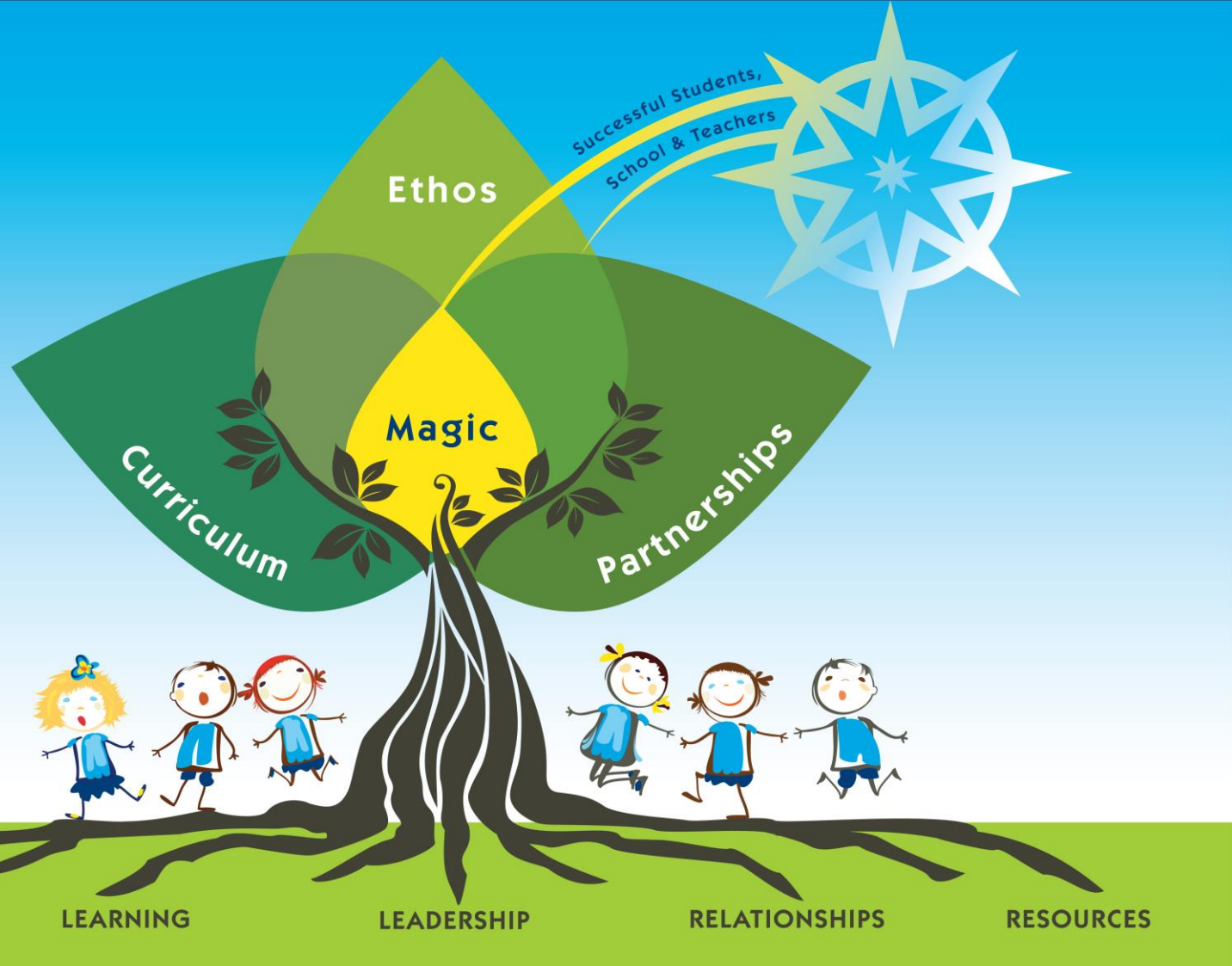
As a school, we maintained our strong focus on quality teaching through our engagement with the departments Teach for Impact document, which included making explicit links to our current practice. We also used the School Culture survey for the first time and were very pleased by the positive responses from our community and our staff. At the end of the year we farewelled our much loved and long serving school psychologist, Maxine Litwin, who has supported and guided countless families and staff throughout her career.

The School Board was busy throughout 2023 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. This year was a very stable one for the board as all members continued in their current terms. This year represented the middle year of our business plan which incorporates key focus areas, challenging academic and non-academic targets, plus the strategies that are required to achieve them. The board will be planning the structure and development our next business plan in 2024. The P & C have again been an outstanding source of support, highlighted by their financial contribution towards individual classroom resources and the start of our art room area upgrade. Our P & C continue to provide wonderful opportunities for our students and community throughout the year, including a car boot sale, paint and sip evening, disco, colour explosion and many student rewards.

Looking ahead into 2024, we will again see a reduction in student numbers, which is expected to lead to a reduction in the number of classes across the school. We are excited to welcome back our school community and continue to ensure we provide a safe and inclusive environment that meets 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 2024.

Graeme Watson
Principal 2023



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.

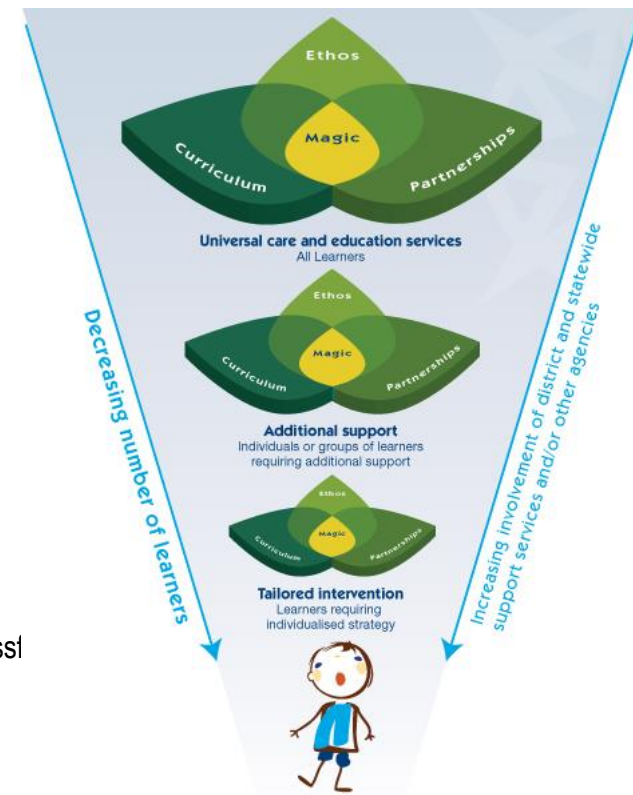
3. Partnerships

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 under a Health Promoting School framework. Comet Bay PS 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 1002 (State decile rank of 5). 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
Falcon Primary School	1002
Oakwood Primary School	997
Settlers Primary School	1001
South Coogee Primary School	1004

CBPLC Schools	ICSEA
Golden Bay Primary School	963
Secret Harbour Primary School	1017

Demographics and Student Diversity

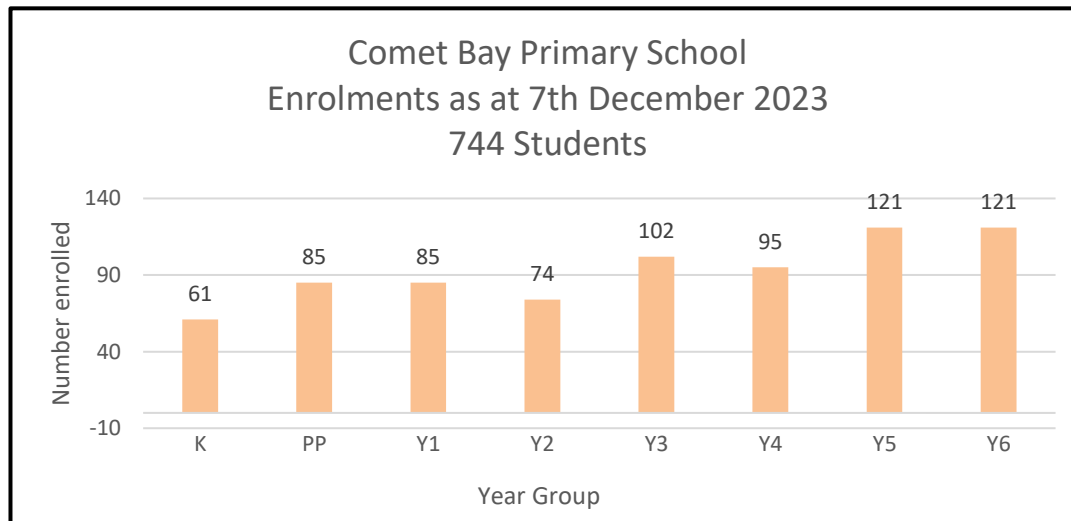
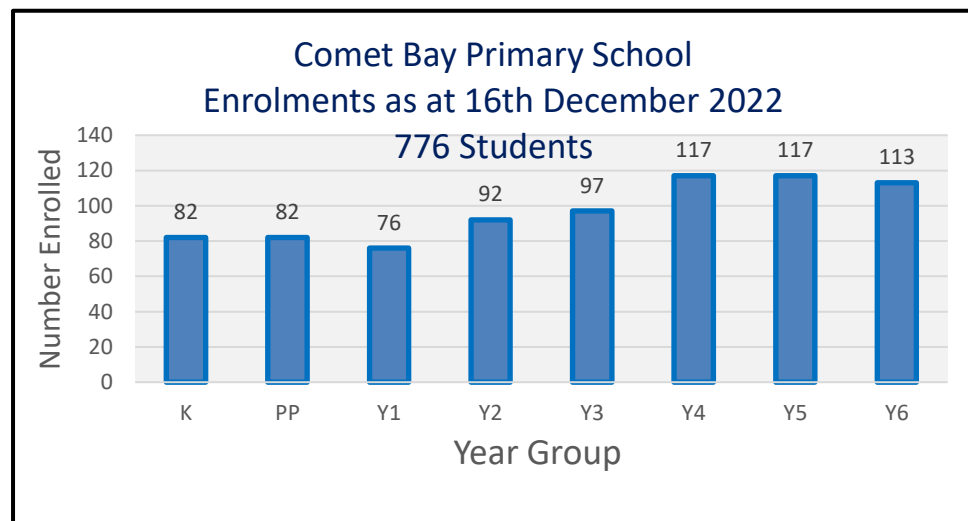
Almost 15% of students enrolled in our school were born outside of Australia which has been stable over the past 2 years. We have a small but important group of families in the school who are attached to the Navy who are supported by our Defence Force Mentor. There is a small cohort of aboriginal students 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 2022, which was expected, as our larger cohorts graduate, and smaller numbers join the school in Kindy. It is predicted that this will continue to have an impact for 2024 and 2025 as we farewell our 2 largest cohorts of students.

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



Percentage of enrolments in / out of boundary (as Feb 2024)

Status	Number	Percentage
Total individual enrolments	713	
In boundary	588	82.5%
Out of boundary	125	17.5%
Total families	467	
In boundary	383	82%
Out of boundary	84	18%

Student Transiency	2023	9.7% (3)
	2022	10.0% (3)
	2021	7.5% (2)
	2020	8.1% (3)
	2019	10.0% (3)

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 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 between \$15000 - \$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 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. Comet Bay PS is connected with our local schools as part of the Comet Bay Professional Learning Community (CBPLC)

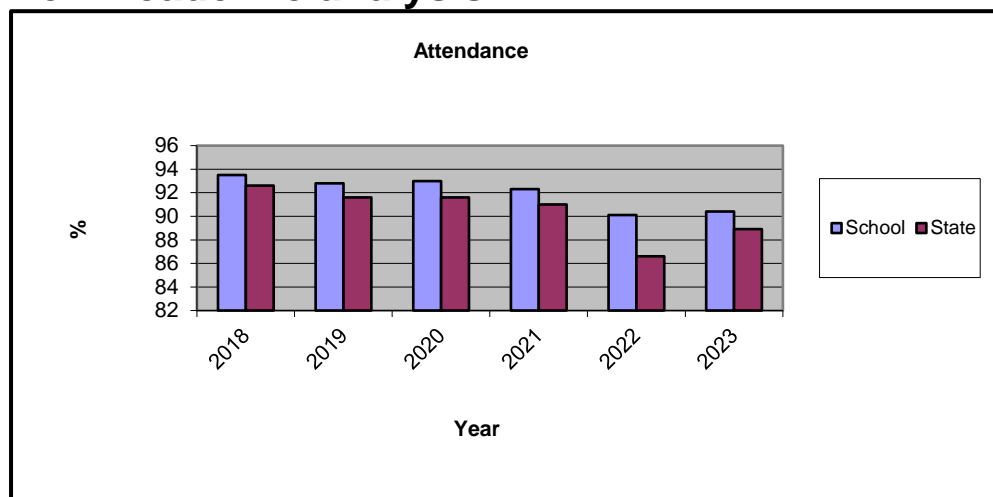
The CBPLC is a strategic school improvement initiative between Comet Bay College, Comet Bay Primary School, Golden Bay Primary School and Secret Harbour Primary School.

Our school is a proactive member of the broader Peron South network of schools.

The school has also set up successful partnerships with the Autism Association, Peel Language School, Murdoch University and numerous other schools throughout the state.



Non-Academic analysis



Attendance Data

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	72.3%	22.2%	5.1%	0.4%
2022	62.9%	25.6%	10.7%	0.7%
2023	62.5%	28.5%	8.3%	0.7%
Like Schools 2023	61.6%	27.1%	9.1%	2.3%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

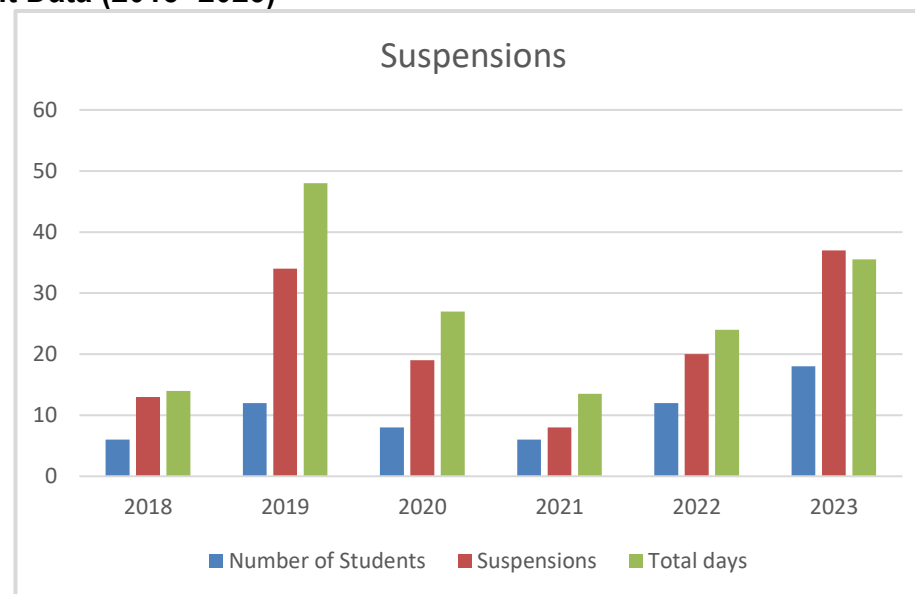
SUMMARY

- Our school attendance data is very positive in relation to 'like schools' and the state average.
- Our attendance rates, like the state, have not returned to pre COVID levels.
- The percentage of students attending regularly, is 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
 - Comet Coins
 - 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).

RECOMMENDATIONS

- Review our attendance policy / procedures.
- Engage support staff in supporting students with anxiety.
- Continue providing positive whole school initiatives.
- Continue with SMS and letters to alert parents
- Continue to alert parents when students are regularly late.
- Continue to promote attendance through newsletter.

Behaviour Management Data (2018 -2023)



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 also increased, with 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
- Review our BMIS policy
- Continue to provide professional development in Restorative Conversations
- Maintain a good standing reward day each term.
- Continue with the use of short term classroom withdrawals
- Identify ' alternative' in school programs for students at risk of not engaging or with significant behavioural challenges.

School Culture Survey

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

2023 Parents Highest ranking items

Item	Mean Score
I am made to feel welcome when I attend the front office.	4.7
I frequently see school leaders around the school.	4.6
I feel well informed about the activities of this school.	4.6
The staff care about my children.	4.6
My children have a strong sense of belonging and pride in our school.	4.5
I believe our school is well led.	4.4

** There were only 14/48 scores (mean) below 4.0 (3.5 I have had the opportunity to participate in school planning, was the lowest) These results were impacted by a significant of question responses being 'unsure'.

2023 Staff Highest ranking items

Item	Mean Score
Our school culture supports staff professional growth.	4.9
I am clear on what effective teaching looks like in my school context.	4.9
Student wellbeing and care is a priority at our school.	4.8
Our school provides a safe, orderly and inclusive learning environment.	4.8
Our school has a culture where mutually respectful relationships are promoted and valued.	4.8

** There were only 4/91 scores (mean) below 4.0 (3.6 was the lowest)

*** 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.
- A caring, inclusive environment 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.

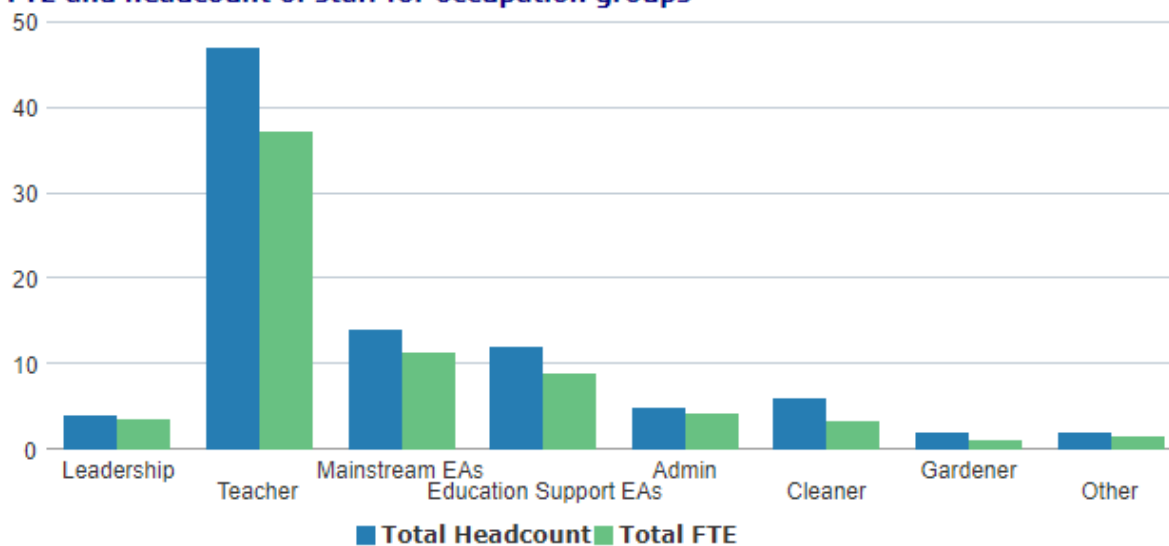
Students and Staff Trend

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	99	58	41	804
2021	101	59	42	796
2022	101	59	42	751
2023	94	51	43	719

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

FTE and headcount of staff for occupation groups



Note: There is a significant percentage of teachers who work part time in the school, which is reflected in the difference between the number of teachers who work at the school (head count) and the number of full time teachers it would take to fill all the positions (FTE). It is anticipated that the total FTE required in the school will reduce slightly over the next 2 years.

Business Plan Progression Report (Dec 2023)



Executive Summary

2023 represented the middle year of our business plan. All strategies in the business plan have been achieved embedded with the exception of 'Engage with the CBPLC to further develop critical and creative / higher order thinking within our school', which was put on hold due to the impact of COVID and a staffing shortage across the system. 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	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

- 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

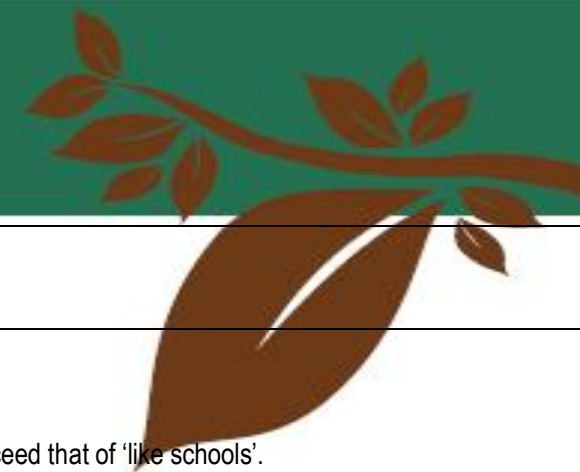
(1.11) Review, refine and communicate leadership roles and responsibilities to all staff.

(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.

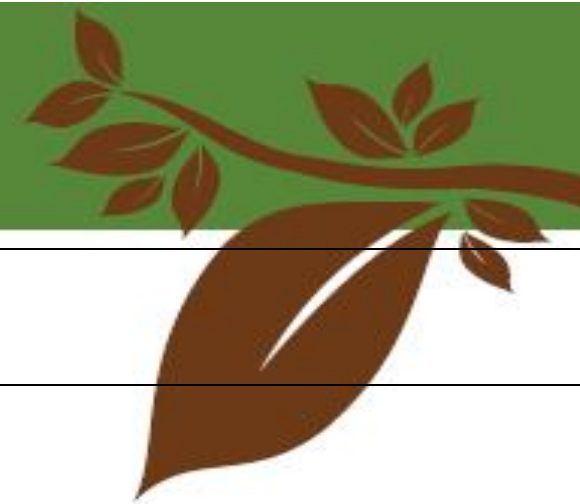
Leadership

(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%	46%	
1.2 Each year, the percentage of students with regular attendance (90% or greater) will exceed that of 'like schools'.	62.9%	62.5%	
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	383	390						
	Yr 5	483	493	459	484						
2.2 Annually, the NAPLAN numeracy achievement will exceed the state average in Year 3 and 5.	Yr 3	386	385	397	398						
	Yr 5	473	473	454	480						
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	N/A	N/A						
	Yr 5	37	46	N/A	N/A						
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%		N/A							

N/A- Department no longer use 'bands' or 'national minimum standards' for comparison.

Significant Gap **Similar** **Achieved**

	Year level	2022		2023		2024	
		Cornet Bay	Like schools	Cornet Bay	Like schools	Cornet 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%		60%			
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%	31%	34%		
	5	N/A	N/A	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)

Yr 3		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*	2021	2022	2023	
	Numeracy	Below Expected	Below Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
	Reading	Expected	Below Expected	Expected	Expected	Below Expected	Below Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Below Expected	Expected	Expected	
	Writing	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
	Spelling	Expected	Expected	Expected	Below Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
	Punctuation & Grammar	Below Expected	Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
Yr 5		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019					
	Numeracy	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below Expected
	Reading	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
	Writing	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
	Spelling	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below Expected
	Punctuation & Grammar	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
Yr 7		2008	2009	2010	2011	2012	2013	2014										
	Numeracy	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
	Reading	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
	Writing	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
	Spelling	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected
	Punctuation & Grammar	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected

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.

* Not held due to COVID(2020)

2023 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.
- Enhanced Letters and Sounds Training for some p-3 staff.
- Heggerty program resourced in all K-3 classrooms.
- New Running Records implemented.
- Decodable Readers Assessment Files for P/1 Teachers
- Purchasing of Oral Language resources for year levels
- Moved Brightpath Assisted marking from Implement to maintain.
- Book Week Storyteller
- PAT Reading yr. 2-6, used to track growth.
- Changes made to Brightpath assessment schedule to ease the load on teachers.

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
- Coaching Roles within the Focus Group
- Oral language is promoted school wide in the playgrounds.
- 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.
- Oral language Play scripts purchased Year 4-6
- Reading Eggs Subscription

PARTNERSHIPS:

- SARP Program – new parents trained.
- Ready to Read program.
- Community Story Time for 0-4
- Kids R Kids speech and OT therapy at Kindy for early identification/intervention
- Peel Language Development school – relationship maintained.
- Connection with Paper Bird Authors

Future Recommendations:

- Guided Reading coaching
- Update the T4W scope and sequence
- T4W PL for all Year 2-5 teachers
- Train our Year 6 teachers in Seven Steps for Writing
- Heggerty PL for Yr2/3, new and returning staff
- Letters and Sounds intervention to complement SHARP program in Year 2/3 & 4/5.
- Encourage the use of Elastik's WriteMark software to assess writing.
- Review the number of Brightpath assessments done in 2024
- Book Week Storyteller
- Letters and Sounds Trackers to be completed for all K-3 students
- Letters and Sounds to be the core phonics program in Year 2/3

MATH: Successes

ETHOS AND LEARNING ENVIRONMENT:

- Small group targeted intervention aimed at gap filling concepts identified through Elastik in order to 'pop bubbles'. Utilising our EA's to run and facilitate some of these groups. Bubbles also popped through team focuses determined by members of the MFG.
- Staff PL on Paul Swan Maths games and hands on learning aligned with NQS.
- 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 showcased to staff in SDD professional learning and through emails and team meetings.

INCLUSIVE CURRICULUM and PEDAGOGY:

- Successful implementation of the A-G Maths Challenge system and Golden Sheet to support differentiation.
- Online resources found and purchased to encourage times tables practise.
- Over \$6000 worth of resources purchased to support hands on learning of mathematics concepts from K-6.
- NUMERO extension groups and success in regional competition.
- NAPLAN extension groups hosted for Year 3 and 5 students in Term 1.
- Successful use of CAT with the creation and sharing of pre-post tests.
- Provision of all staff with a Comet Bay Maths USB including warm-ups, resources and assessments.

PARTNERSHIPS:

- Successful Professor Maths family evening sponsored by the P&C.
- Annual membership with MAWA purchased.
- Application made to become a Maths Active school through MAWA.
- Incursion with Julie Richards and the NUMERO extension class.
- Comet Bay hosting the inter-school NUMERO Coastal Heats.

Recommendations

- Clear MFG member roles outlined with specific responsibilities to complete through the year in place of having a Maths Coach. Distributed leadership opportunities.
- Members of MFG to analyse data from PAT Maths, NAPLAN etc in order to target bubbles to pop in teams.
- Members of MFG to coach members of their team on accessing their data through Elastik and how to utilise this data.
- Focus on inclusion of mental math strategies in teacher planning.
- Term plan for mental math strategies across year levels.
- Add relevant planning documents to the Staff Planner for easier staff reference and use.
- Continue to focus on worded problems and RUCSAC.
- Return of CWT's to capture feedback on student understanding of worded problems and RUCSAC.
- Continue encouragement of the use of the resources on the Maths USB.
- MFG members to attend Paul Swan's Teach For Impact PL in Feb 2024.

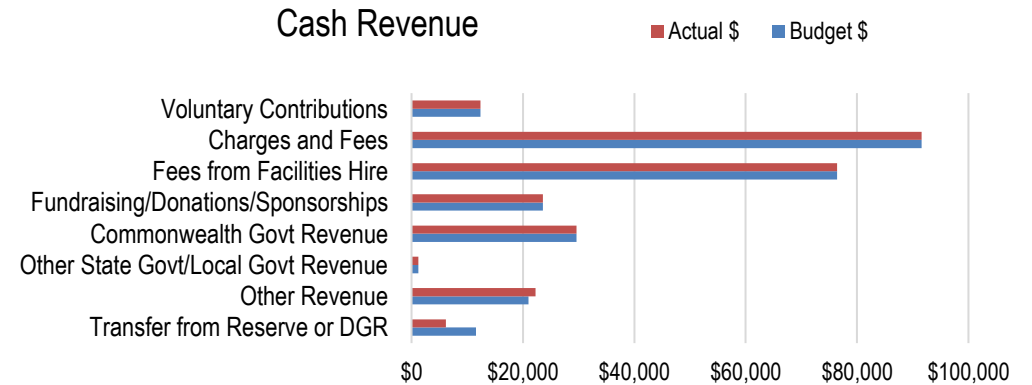
Finance Overview 2023

Salary Overview

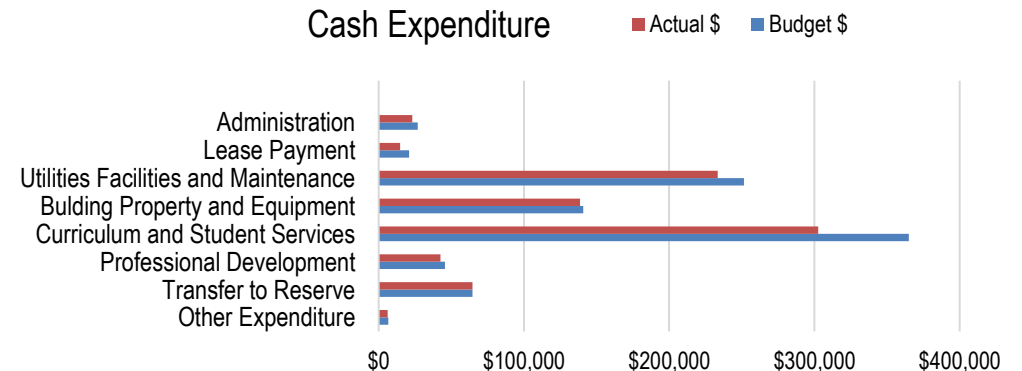
Salary Carry Forward	Student Centred Funding Allocation	Total Funds Available	Transferred to Cash	Salary Expenditure	Salary Variance
\$626,763	\$7,256,543	\$7,883,306	\$447,433	\$6,851,060	\$584,813

Cash Overview

Cash Revenue	Budget \$	Actual \$
Voluntary Contributions	\$12,351.00	\$12,351.00
Charges and Fees	\$91,564.85	\$91,564.85
Fees from Facilities Hire	\$76,429.06	\$76,429.06
Fundraising/Donations/Sponsorships	\$23,558.80	\$23,558.80
Commonwealth Govt Revenue	\$29,650.00	\$29,650.00
Other State Govt/Local Govt Revenue	\$1,243.14	\$1,243.14
Other Revenue	\$21,014.73	\$22,284.97
Transfer from Reserve or DGR	\$11,561.20	\$6,141.20
Totally Locally Raised Funds	\$267,372.78	\$263,223.02
Opening Balance	\$102,166.77	\$102,166.77
Student Centred Funding	\$568,051.98	\$568,051.98
Total Cash Funds Available	\$937,591.53	\$933,441.77



Cash Expenditure	Budget \$	Actual \$
Administration	\$26,827.83	\$23,062.95
Lease Payments	\$21,040.00	\$14,801.84
Utilities, Facilities and Maintenance	\$251,483.73	\$233,387.68
Buildings, Property and Equipment	\$140,869.81	\$138,728.75
Curriculum and Student Services	\$364,902.10	\$302,656.52
Professional Development	\$45,549.34	\$42,498.96
Transfer to Reserves	\$64,700.00	\$64,700.00
Other Expenditure	\$6,605.01	\$6,215.48
Total Goods and Services Expenditure	\$921,977.82	\$826,052.18
Cash Budget Variance		\$107,389.59



Message from the Board Chairperson

Kaya, Comet Bay PS community,

Comet Bay Primary School has continued to shine brightly in 2023, thanks to the dedication of our students, staff, and families. As the Chairperson of the board, I am honoured to be part of this remarkable journey alongside you all. Amidst the global events that have shaped 2023, including fires, floods, geopolitical tensions, Collingwood winning the AFL Premiership, Women's World Cup Soccer, and Cold Play in Perth, our school community has remained steadfast in its commitment to fostering a safe and nurturing environment for learning. The COVID-19 pandemic has presented ongoing challenges, but through effective communication and collaboration, we have adapted and thrived. Our community has shown resilience and support, navigating through the complexities of a changing world while staying focused on our shared goals.

2023 marked the continuation of our business plan, monitoring the school's progress towards planning and implementing strategies to achieve the outcomes. The School Board has played a vital role in shaping the direction of our school, making informed decisions to ensure the success of every student. Regular reviews of our financial position, academic performance, and community feedback have guided our priorities and initiatives. We conduct regular assessments of the school's financial status, monitoring it consistently throughout the year. Additionally, we evaluate the school's performance across academic and non-academic domains. This includes overseeing the budget and completing a self-evaluation survey as a board. Furthermore, we analyse the results of the annual survey to identify areas of strength and areas needing improvement.

We are proud to celebrate the achievements of 2023, including:

- Continued progress on our 2022-2024 Business Plan
- Innovative approaches to commemorating ANZAC Day
- Engaging onsite kindergarten programs
- Achievements in NAPLAN assessments
- Memorable excursions and year 6 camp, enriching the student experience
- Infrastructure improvements including the upgrade to the Oval and After school care area.
- Ongoing efforts to foster a sense of community and shared values

Together, we are committed to supporting Principal Graeme Watson and the entire Comet Bay team in their dedication to lifelong learning.

2023 School Board Members

Graeme Watson: Principal

Jacqueline Thompson: Staff Member & Chairperson

Dan Turner: Staff Member

Claire Piper: Parent Member

Wesley North: Community Member

Robert Schmidt: Community Member

Matt Paki: Parent Member

Deborah Smith: Secretary

As we reflect on the past year, we also bid farewell to the valued Board Member James McRae.

I look forward to the continued success and growth of Comet Bay Primary School in the year ahead.

Yanga Boorda,
Jacqueline Thompson
Board Chairperson