



Comet Bay
PRIMARY SCHOOL

An Independent Public School

Annual Report 2020

From the Principal

Congratulations to the entire Comet Bay Primary School community for staying connected and focussed on our students' academic, social and emotional well-being during a challenging year. A year that will be remembered for COVID-19 and the adjustments we had to make to our personal and school routines. While there were times when our parents had to remain outside the classroom and even outside the fence, it gave an opportunity to show how independent and resilient our students can be.

I feel very proud of the professionalism, dedication and care our staff displayed throughout the year to ensure positive outcomes for the students in their care. Even though some events were changed or cancelled, we were still able to celebrate and enjoy our Growing Together Day, a local year 6 camp, graduation, an online learning journey, dance concerts and a Book Week parade. The end of 2020 saw the removal of a transportable from the kindy and from the main school, plus the start of construction to a new nature playground in our junior area. The school has plans in the new year to create an outdoor learning area which is incorporated into our kitchen garden area.

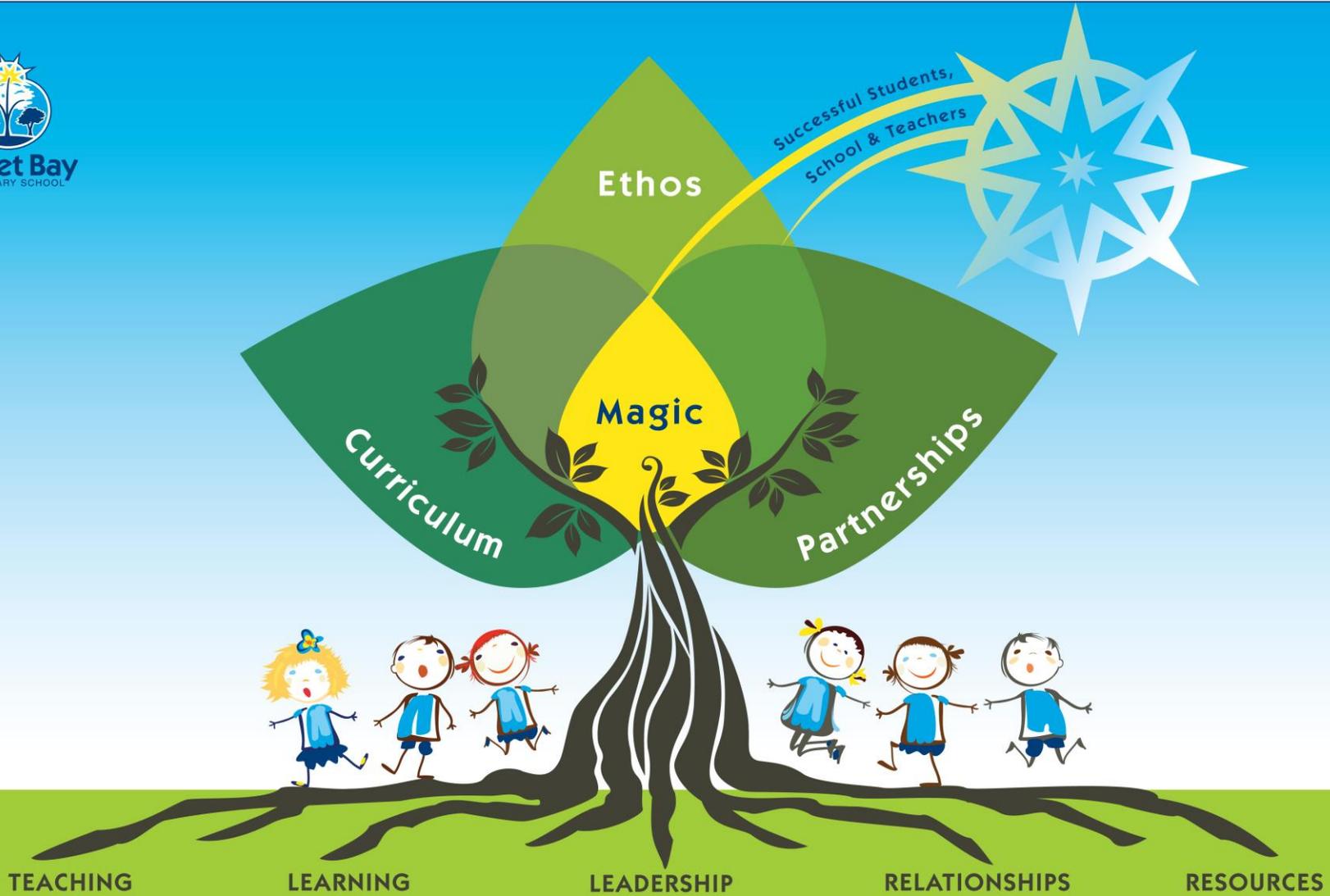
During 2020 we continued to develop our observation and feedback culture, aimed at improving the effectiveness of our teaching program, which is aligned with the departments strategic directions and our Business Plan. Research shows that this represents one of the strongest impacts on student outcomes. All teaching staff engaged in an ongoing coaching program which will be reviewed and revisited during 2021.

The School Board was productive throughout 2020, welcoming some new members and thanking others for their contributions. I would like to acknowledge and thank Sharni Gale who has stepped down from her role as board chair after 2 ½ years. A key component of the boards work throughout the year was the monitoring of our current Business Plan, while identifying opportunities for our next business plan, which will be a key focus in 2021. AS NAPLAN was not held due to COVID-19, many of our Business Plan targets could not be assessed, but other data sources indicate we remain on track to achieve our targets. 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, with a highlight being the addition of some new executive members and further innovations. The P & C also continue to provide funding to the school which is currently being used to help create our nature playground in the junior play area.

Looking ahead into 2021 we will again see a reduction in student numbers, which will lead to a reduction in the number of classes across the school. We will continue to ensure we provide a safe and inclusive environment to meet the needs of the whole child and seek and respond to feedback from our students, parents and staff.

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 2021.

Graeme Watson
Principal 2020



Contextual Framework

KEY FOCUS AREAS

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.

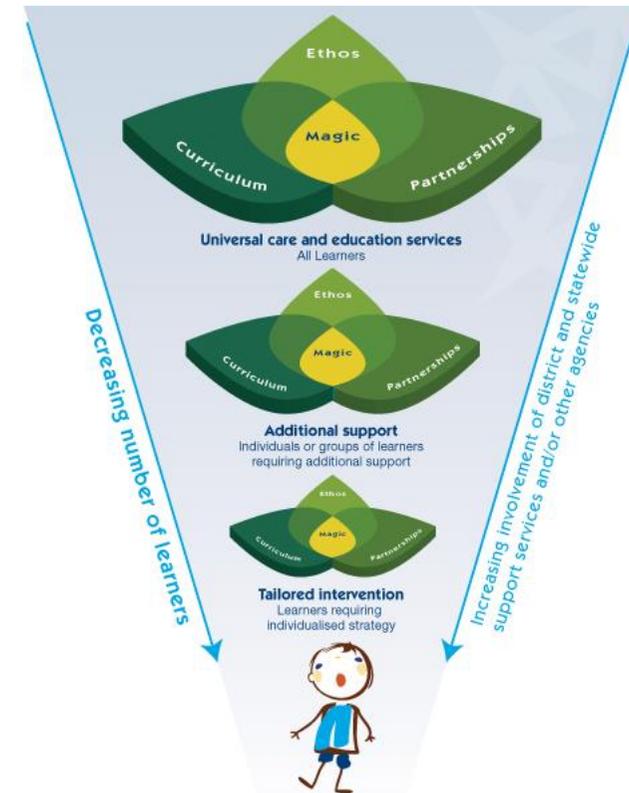
3. Partnerships

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;

- A safe, supportive and inclusive environment enhances student and staff performance.
- The social, emotional & academic needs of the student are required to be nurtured and developed.
- Teaching and learning must be visible and enable quality feedback and reflection.
- Teachers and students enhance their progress through utilising a growth coaching approach where observation and feedback occur regularly.
- Students need to be adaptable learners who can critically & creatively apply their skills in a digital world.
- Parents / carers are a valued partner in their child's development and learning.



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

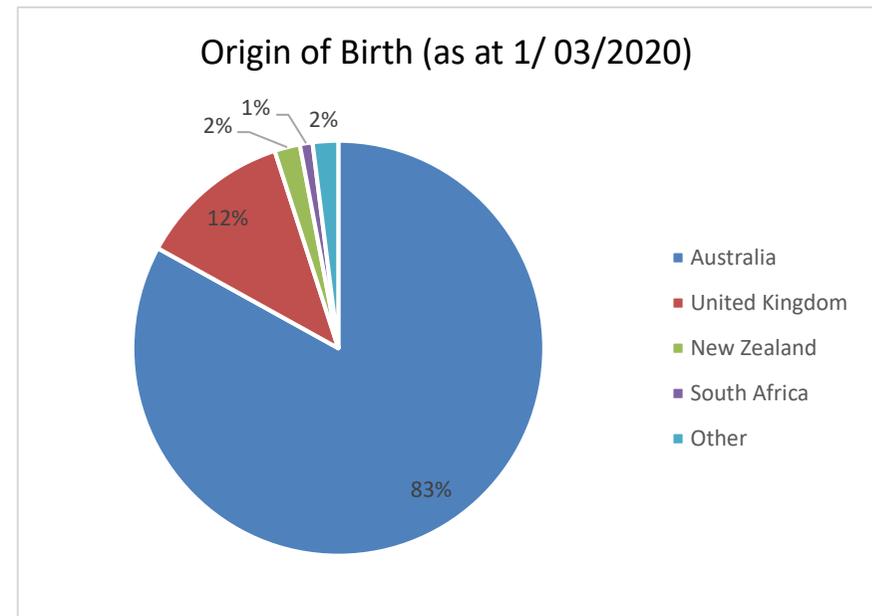
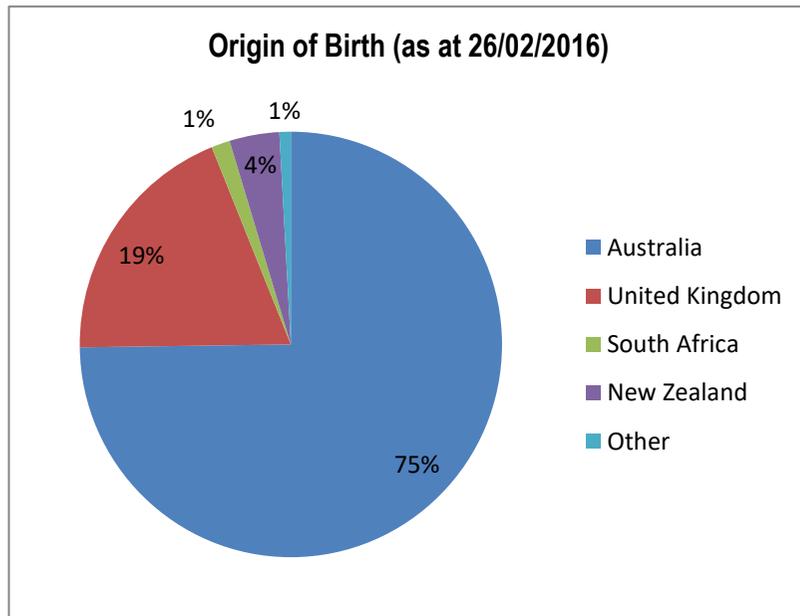
Comet Bay Primary School has an ICSEA of 1014 (State decile rank of 4). When "like school" comparisons are referred to in this report, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI : (Social Economic Index) and represents a more accurate ranking of our community. Like school comparisons include the following schools;

Name	ICSEA
Alkimos Primary School	1012
Falcon Primary School	1011
Forest Crescent Primary School	1018
Makybe Rise Primary School	1020
Oakwood Primary School	1004
Settlers Primary School	1007
Wellard Primary School	1015

CBPLC Schools	ICSEA
Golden Bay Primary School	971
Secret Harbour Primary School	1030

Demographics and Student Diversity

Almost 17% of students enrolled in our school were born outside of Australia which represents a gradual decrease over each of the past five 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.

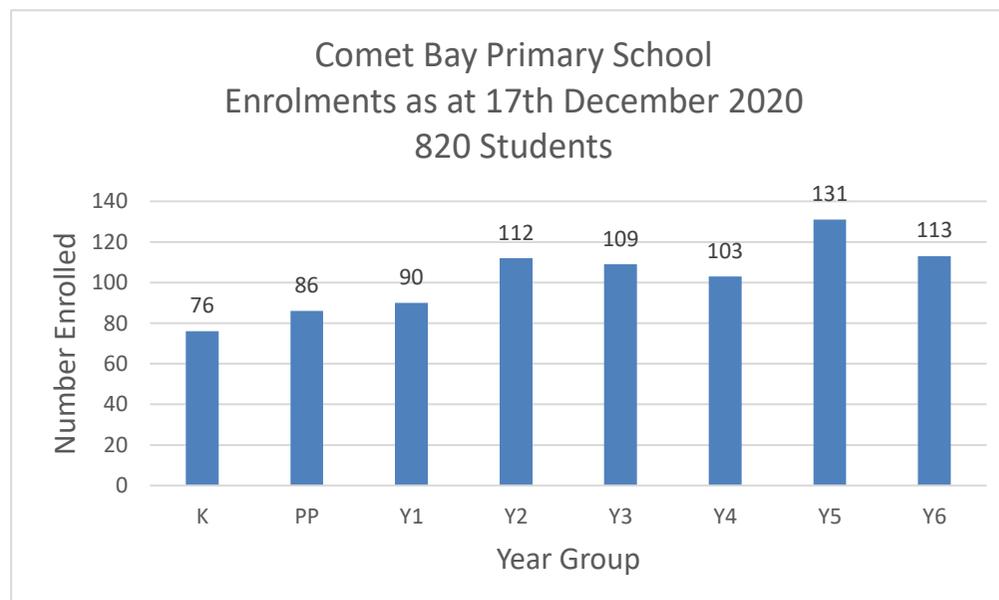
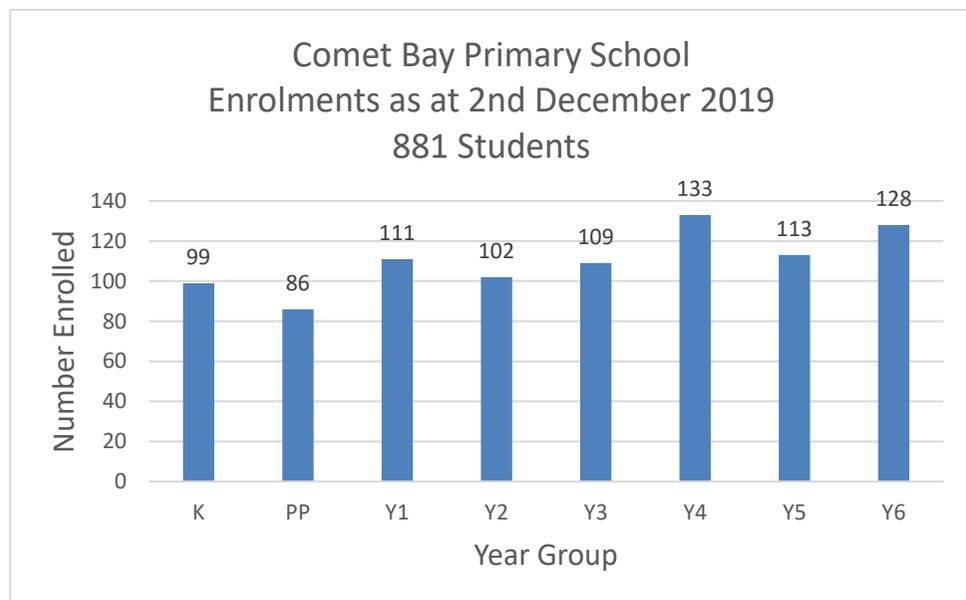


Enrolment Trends

Our enrolment was steady throughout the year with 43 students joining CBPS after the start of the year and 22 students leaving. Our transiency rate (students leaving or arriving during the school year) is at its lowest rate for the past 5 years, highlighting a stable population within our school community.

Our total enrolment decreased from 2019 as our larger cohorts graduate and smaller numbers join the school in Kindy. It is predicted that this trend will continue over the next few 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 Nov 2020)

Status	Number	Percentage
Total individual enrolments	824	
In boundary	680	82.5%
Out of boundary	144	17.5%
Total families	547	
In boundary	450	82.5%
Out of boundary	97	17.5%

Student Transiency	2020	8.1% (3)
	2019	10.0% (3)
	2018	11.2% (3)
	2017	13.4% (4)
	2016	14.6% (4)

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

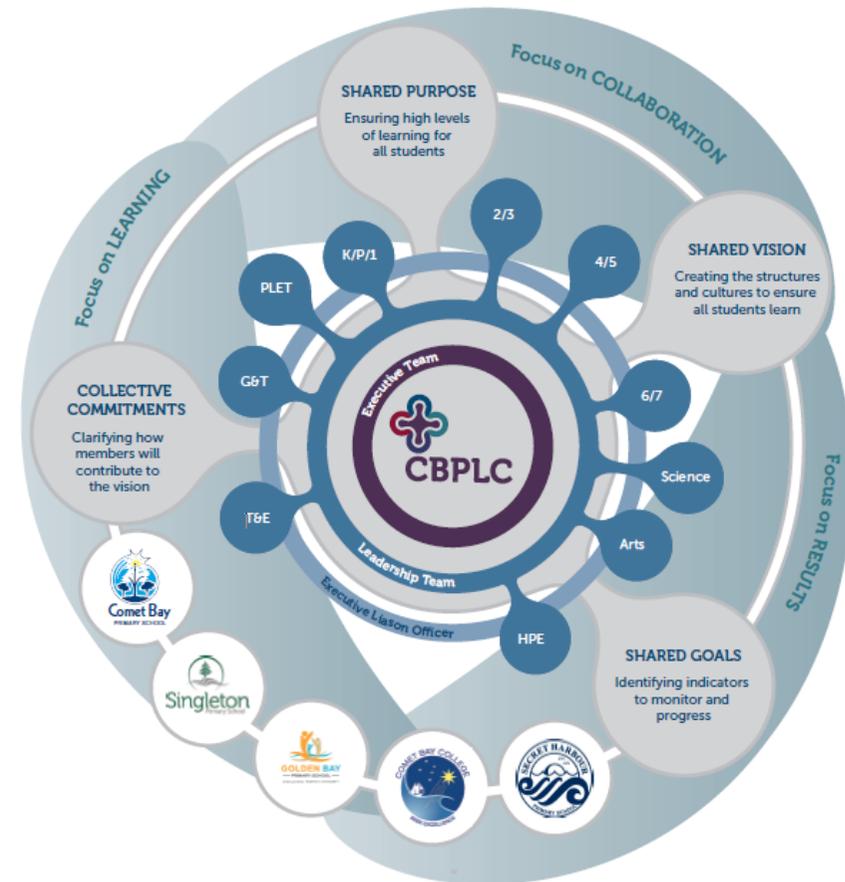
Parent / Community Involvement

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 \$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

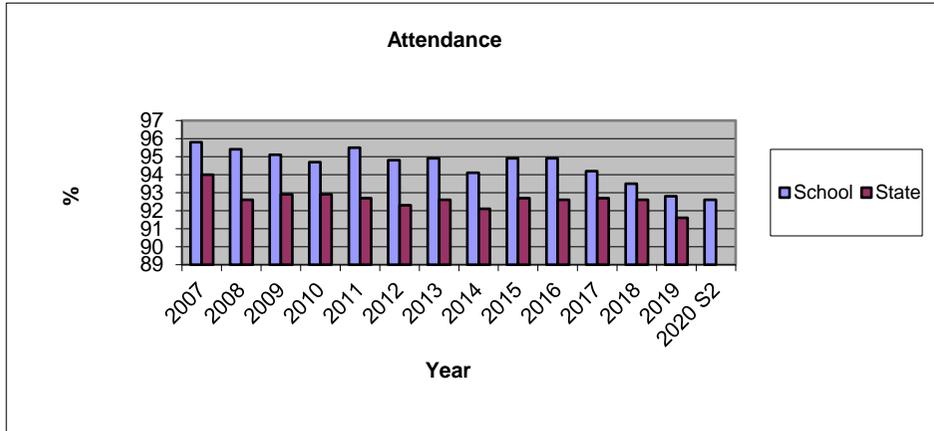
The school leadership has taken an active role in building positive partnerships with schools within the Network. The school has been one of the lead players in developing the Comet Bay Professional Learning Community over the past 8 years. The CBPLC is a strategic school improvement initiative between 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 2007 - 2020



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	82.8%	13.5%	3.1%	0.6%
2018	78.5%	17.1%	3.7%	0.7%
2019	73.5%	22.8%	3.2%	0.5%
Like Schools 2019	76.0%	17.6%	5.1%	1.2%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

* 2020 data not available

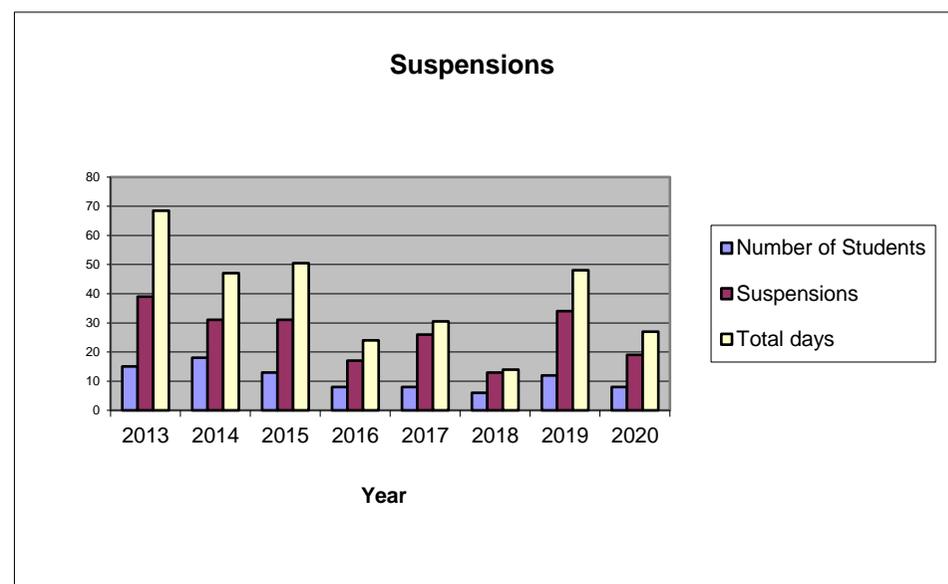
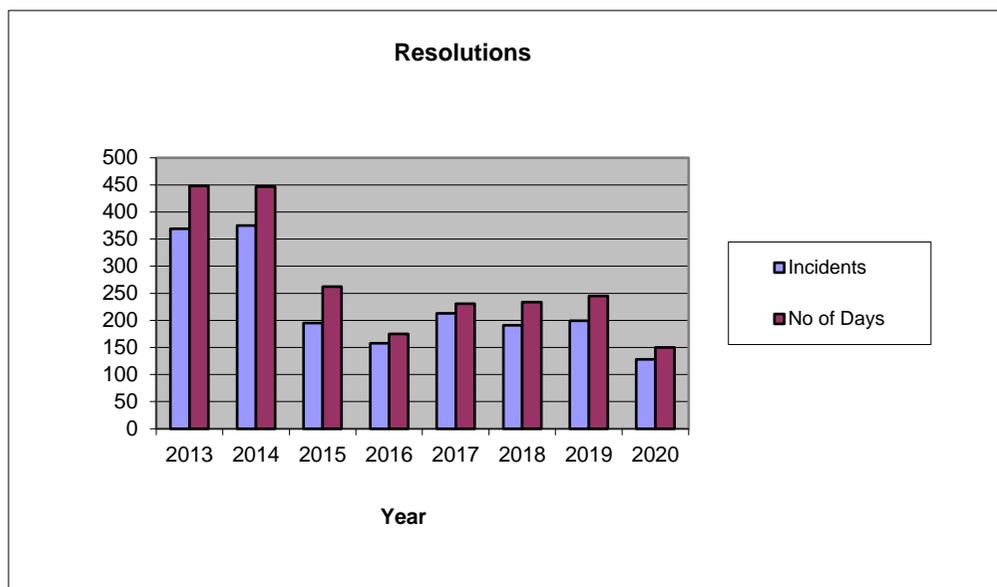
SUMMARY

- The 2020 school attendance data reflects the increased absences during the initial phases of COVID.
- The Department has not provided system wide data as these are not comparable to previous years
- Our attendance rates had shown improvement pre COVID and again at the end of the year. We are confident that the decrease in attendance rates over the previous 3 years has stabilised and steadied.
- 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 (2013 -2020)



	2020
% of Students Suspended	0.9%
Change	-0.5%

SUMMARY

- There was a decrease in the number of students suspended, the number of suspensions and days missed through suspensions.
- Resolutions significantly decreased. After taking into account days missed through COVID, it would be expected that there would still have been a decrease.
- 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
- Continue to promote 'good standing' amongst community and clearly link this to our reward days
- Include a good standing reward day each term.
- Review lunchtime programs to engage students.
- Continue with the use of short term classroom withdrawals
- Provide staff with refresher professional learning in Restorative Justice.

Community Survey Data Summary

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

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

2020 Students Highest ranking items

Item	Mean Score
Teachers at this school expect students to do their best.	4.6
Teachers at this school are good teachers.	4.6
Teachers at this school care about their students.	4.5
Students feel safe at this school.	4.4

2020 Students Lowest ranking items

Item	Mean Score
Student behaviour is well managed at this school.	4.0
My school takes students' opinions seriously.	4.0

2020 Parents Highest ranking items

Item	Mean Score
I would recommend this school to others.	4.7
Teachers at this school are good teachers.	4.7
Teachers at this school care about their students.	4.7
Students like being at this school.	4.6
Parents at this school can talk to teachers about their concerns	4.6

2020 Parents Lowest ranking items

Item	Mean Score
This school takes parents opinions seriously.	4.1
The school has a strong relationship with the local community	4.2

**2020 Staff
Highest ranking items**

Item	Mean Score
Teachers at this school care about their students.	4.9
Teachers at this school expect students to do their best.	4.9
This school is well maintained.	4.9
I would recommend this school to others	4.9
Students feel safe at this school.	4.8

**2020 Staff
Lowest ranking items**

Item	Mean Score
I receive useful feedback about my work at this school.	4.5
This school takes staff /parents/students opinions seriously.	4.5

*** 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.
- All responses were rated at 4.0 or higher
- 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

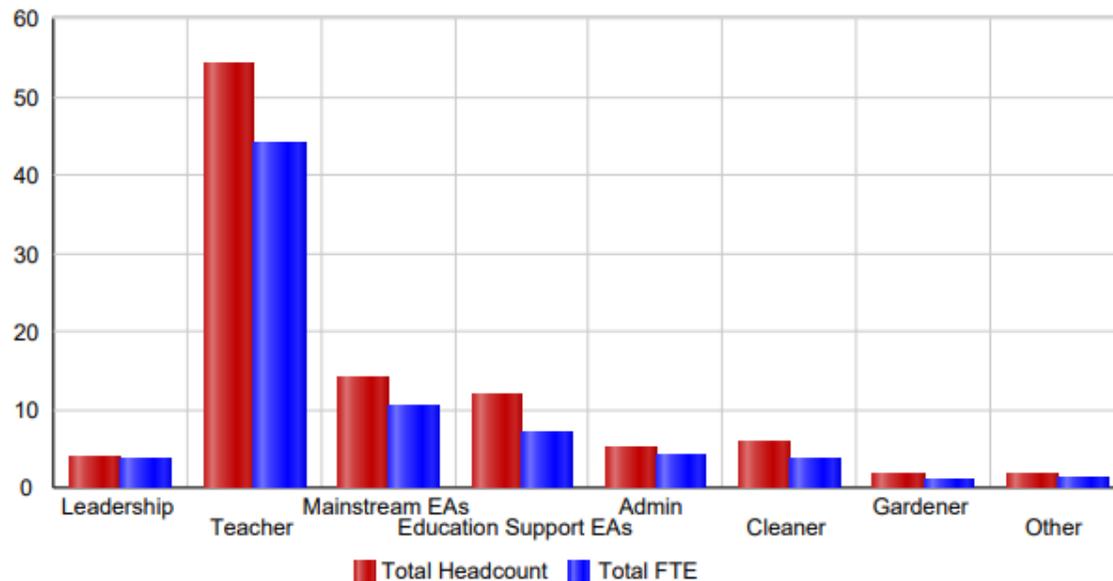
The information below represents the change in staff levels over the past 4 years and the breakdown of our occupation groups.

Students and Staff Trend

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2017	105	63	42	922
2018	107	62	45	914
2019	104	62	42	869
2020	99	58	41	804

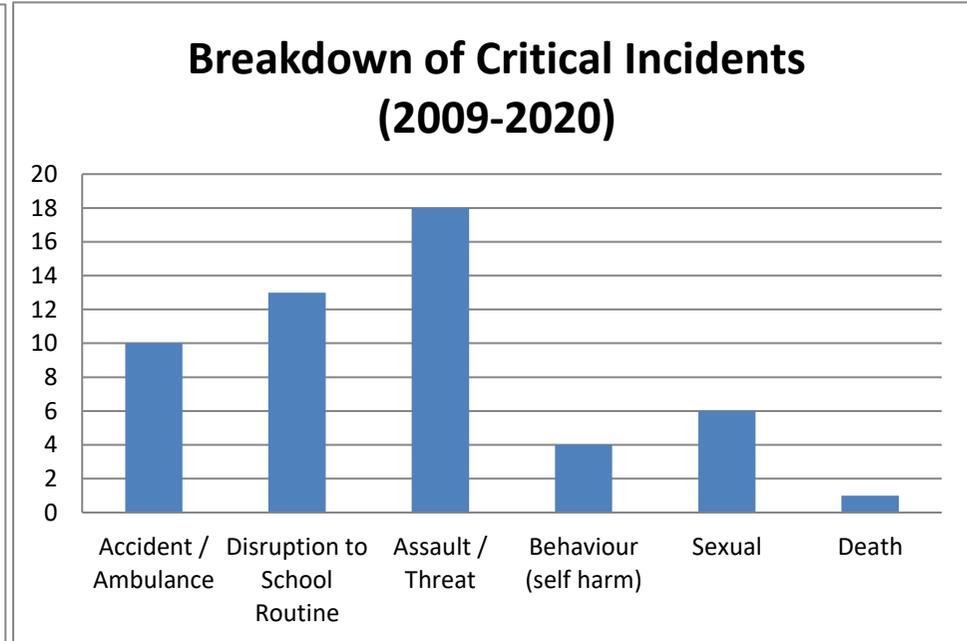
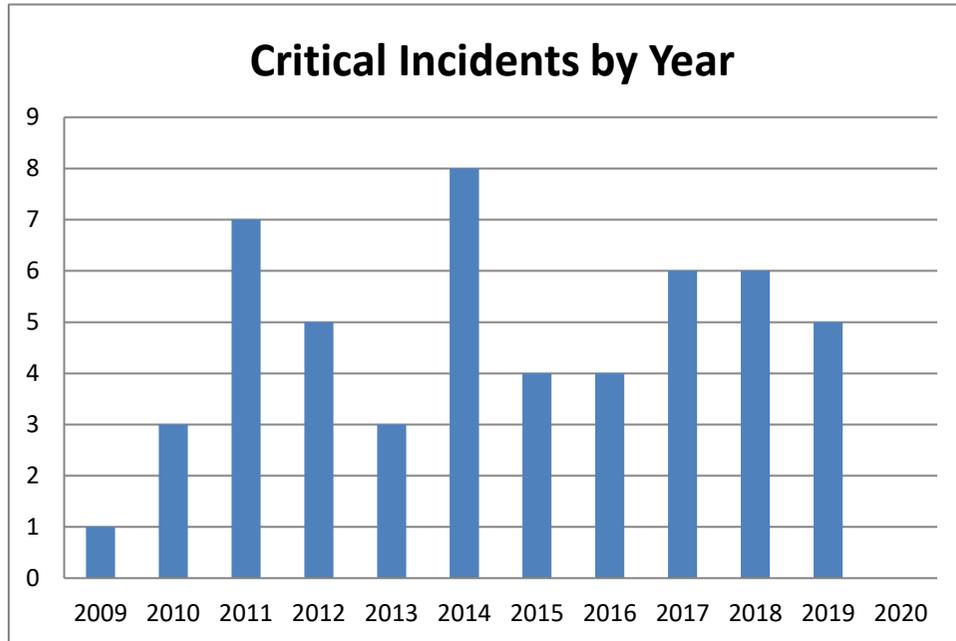
* Note: student numbers are taken from Semester 1 schools online figures each year



Note: There are a large number of staff who own full time positions on staff who are either in acting promotional positions, 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.

Critical Incidents Data

The following data describes some of the critical incidents that have been experienced in the school over the last 12 years.



Summary: There were no incidents that required reporting to, or support from Regional Office in 2020.

Business Plan Progression Report (Dec 2020)



Executive Summary

Comet Bay Primary School is in the first year of our 2019 – 2021 Business Plan. 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 are provided to the School Board on achievements and challenges for the school.



An Independent Public School

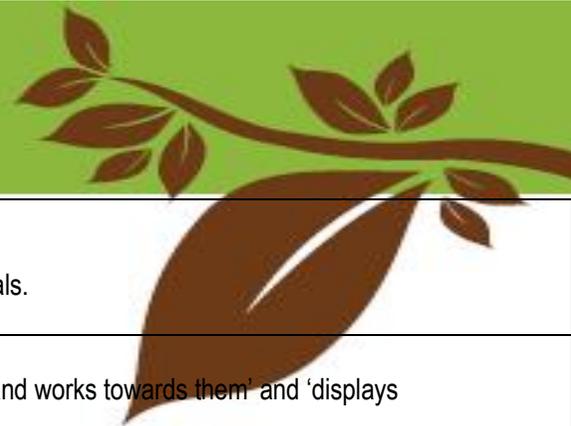
The table below provides an overview of the strategies achieved within each area of the 2019-2021 Business Plan.

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

- Increase the percentage of students in the Pre Primary – Year 2 cohort achieving ‘consistently’ on the descriptors; ‘set goals and works towards them’ and ‘displays perseverance’.
- Increase the percentage of students in the Year 3 - Year 6 cohort achieving ‘consistently’ on the descriptor; ‘set goals and works towards them with perseverance’.
- The percentage of students with regular attendance (90% or greater) to exceed 82%.

Teaching:

- (1.1) Continue to build high professional teaching standards across the school amongst all staff.
- (1.2) Staff set high expectations and standards
- (1.3) Continue to deliver the School Drug Education and Road Aware (SDERA) program across the school
- (1.4) Staff will be trained in Tribes and Classroom Management Strategies
- (1.5) Engage with the CBPLC Attitude, Behaviour and Effort matrix

Learning Environment

- (1.6) A whole school approach to Classroom Management Strategies (CMS) and the Tribes social model.
- (1.7) Embed the Comet Bay Learning Dispositions into our school culture.
- (1.8) Acknowledge and celebrate student success.

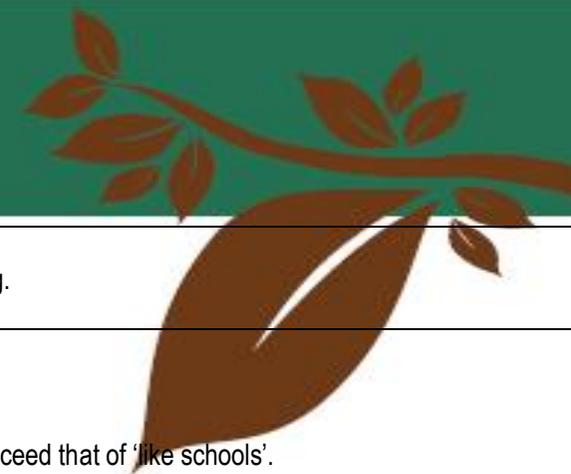
Relationships

- (1.9) Maintain positive relationships with parents and care givers.
- (1.10) Provide support and tailored intervention for at risk students.

Leadership

- (1.11) Maintain the focus on a positive and inclusive learning environment.
- (1.12) Maintain a comprehensive induction process for new staff.
- (1.13) Support the proactive approach to attendance and engagement

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) Provide a high level of instructional quality and differentiation.

(2.2) Utilise whole school structures as outlined in the Comet Bay Way.

(2.3) Investigate, implement and monitor a new whole school spelling intervention..

(2.4) A focus on using 'assessment for learning' to direct future learning..

(2.5) Key visible learning features are used across the school.

(2.6) Utilise a case management approach to meet individual needs.

(2.7) Strengthen digital fluency across all year levels..

Learning Environment

(2.8) Maintain the structure and consistency of English and Mathematics blocks

(2.9) Digital technologies to be fully integrated into the learning environment.

Relationships

(2.10) Provide extension opportunities through the Comet Bay Professional Learning Community and outside agencies.

Leadership

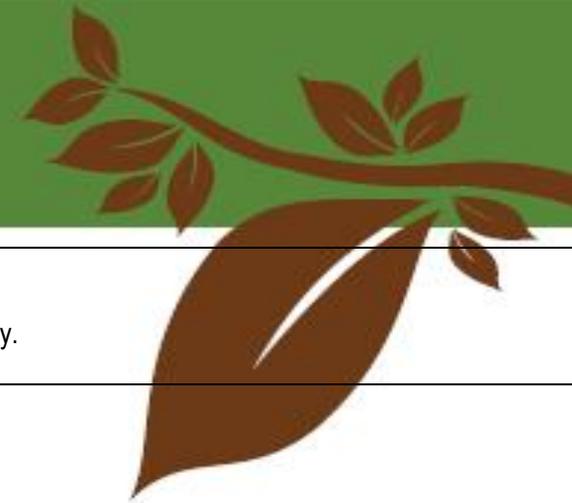
(2.11) Provide appropriate support and professional learning for staff to enhance our culture of self-reflection and continuous improvement.

(2.12) Ensure access to growth coaching opportunities for all staff.

(2.13) Embed processes for regular disciplined dialogue on assessment data.

(2.14) Utilise curriculum leaders to enhance teaching and learning.

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) Staff use current programs to engage parents in the classroom.

(3.2) Utilising the knowledge and skills of our families and community members to enhance student learning.

Learning Environment

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

Relationships

(3.4) Investigating opportunities for new partnerships within the community.

(3.5) Acknowledge ongoing contributions by parents and community partners.

(3.6) Maintain the high profile of school / community events and celebrations

Leadership

(3.7) Provide leadership within the Comet Bay Professional Learning Community.

(3.8) Modelling a collaborative approach to working with parents and the wider community.

Ethos / Learning Environment targets summary from Business Plan

		2018	2019	2020	2021
1.1a	Increase the percentage of students in the Pre Primary – Year 2 cohort achieving 'consistently' on the descriptor; 'set goals and works towards them'	68%	77%	72%	
1.1b	Increase the percentage of students in the Pre Primary – Year 2 cohort achieving 'consistently' on the descriptor; 'displays perseverance'.	68%	73%	65%	
1.2	Increase the percentage of students in the Year 3 - Year 6 cohort achieving 'consistently' on the descriptor; 'set goals and works towards them with perseverance'.	74%	72%	72%	
1.3	The percentage of students with regular attendance (90% or greater) to exceed 82%.	78.5%	73.5%	unavailable	

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. Targets related to our NAPLAN – National Assessment Program Literacy and Numeracy were unable to be assessed due to the cancellation of these assessments due to COVID.



Long term student improvement targets for priority areas

		Not achieved		Similar		Achieved			
		Year level		2019		2020		2021	
				Comet Bay	Like School	Comet Bay	Like School	Comet Bay	Like School
** Improvement targets are compared to previous year's results									
2.1	Increase the percentage of Year 3 students who achieve in the top bands against 'like schools' in Reading and Spelling.	Reading	44	50	N/A	N/A			
		Spelling	30	47	N/A	N/A			
2.2	Increase the percentage of Year 5 students who achieve in the top bands against 'like schools' in all areas of NAPLAN.	Reading	29	34	N/A	N/A			
		Spelling	26	32	N/A	N/A			
		Numeracy	25	23	N/A	N/A			
		G & P	30	32	N/A	N/A			
		Writing	10	14	N/A	N/A			

2.3.1 The percentage of Year 3 students with moderate to very high progress in NAPLAN Reading and Numeracy to exceed that of 'like schools'. * stable cohort	Reading	52%	67%	N/A	N/A		
	Numeracy	50%	67%	N/A	N/A		
2.3.2 The percentage of Year 5 students with moderate to very high progress in NAPLAN Reading and Numeracy to exceed that of 'like schools'. * stable cohort	Reading	72%	69%	N/A	N/A		
	Numeracy	79%	71%	N/A	N/A		

		Similar	Achieved				
				Year level	2019	2020	2021
2.4.1 Improve the school's performance against that of 'like schools' in English.	3				-9	N/A	
	5				-5	N/A	
2.4.2 Improve the school's performance against that of 'like schools' in Numeracy.	3				+6	N/A	
	5				+2	N/A	
2.5	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%.				47.5	49%	

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
	Numeracy	Below Expected	Below Expected	Expected	Expected	Below 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	
	Writing	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	
	Punctuation & Grammar	Below Expected	Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
2020		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	
	Reading	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Below Expected	Expected	Expected	Expected	
	Writing	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	
	Punctuation & Grammar	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
		2008	2009	2010	2011	2012	2013	2014						
	Numeracy	Expected	Below Expected	Expected	Expected	Expected	Expected	Expected						
	Reading	Expected	Expected	Below Expected	Expected	Expected	Expected	Expected						
	Writing	Below Expected	Expected	Expected	Expected	Expected	Expected	Expected						
	Spelling	Expected	Expected	Expected	Expected	Expected	Expected	Expected						
	Punctuation & Grammar	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.

2020 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:

- All teachers participating in our Guided Reading Coaching PL program
- Learning continued through distance learning during COVID
- Double marking through Brightpath confirms teacher judgement
- Successful Book Week activities
- Talk 4 Writing PL
- Ongoing success of our Community Storytime program
- Implementation of our Grammar and Punctuation Scope and Sequence
- Staff engaging in English focused Fishing Trips
- High quality of Classroom Displays.

INCLUSIVE CURRICULUM:

- Review and refocus on our English Block Structure (K/P/1)
- Implemented Reading enrichment program (Years 1 and 3)
- Guided reading focus in Classroom Walk Throughs
- Soundwaves embedded in all Yr 2-6 classrooms
- Team meeting agendas with strong English focus and sharing
- Disciplined dialogue occurring in team meetings across all phases of learning

PARTNERSHIPS:

- Providing information and support to Brightpath about implementing new initiatives
- Engagement with schools within our CBPLC
- Enhanced our relationship with Peel Language Development School
- Continuation of relationship with Kids R Kids (OT / Speech)

Recommendations

- Identify longer term trends to support the development of our new Business Plan
- Review target group for Reading Enrichment intervention P - 3
- Provide new staff with Guided Reading Coaching and rotate existing staff through.
- On entry assessment to occur in PP and Yr 2
- Collaboration and moderation to ensure consistent teacher judgements
- Utilise both indoor and outdoor learning environment as per NQS verification recommendation
- Learning environment to be culturally inclusive
- Evidence of guided reading resources being used in the classroom
- Evidence of T4W displays (K-3)
- Parent participation with a focus of early language

Mathematics: Successes

Ethos and Learning Environment

- Team meeting agendas have a clear focus on using data for learning
- CWT were useful to identify curriculum areas to focus on as a reflection tool
- Further development and additions to our Maths USB
- COVID difficulties accommodated for by teachers with positive feedback from parents and students alike
- Maths trail set up around school to provide a Maths outside learning opportunity (links to NQS)
- Whole school card game focus and resource building

Inclusive Curriculum and Pedagogy:

- Provision of targeted teaching resources to match focuses
- Whole school focus on Basic Math milestones with supporting documentation and assessments
- Edits to Maths challenge to better reflect our Golden Sheet
- Continuity of learning provided during COVID restrictions through online learning
- Problem of the fortnight tailored to reflect learning needs and whole school focuses
- Feedback being provided to students about their learning is timely and targeted (as per student survey feedback)
- Planning and provision of Math's Week activities
- Successful Numero extension and competition

Partnership:

- Fishing Trips valued and well received by staff
- Twilight Maths parent evening well attended
- Julie Richards Numero workshop
- Paul Swan Staff PL on SDD
- MFG PL opportunities
- Maths Coach has been highly effective
- Successful in our application to be part of the Brightpath Mathematics trial
- Successful induction of new MFG members
- Strong student engagement during our Professor maths incursions

Recommendations

- Identify longer term trends to support the development of our new Business Plan
- Participate in the Empowering Leaders of Mathematics PL program
- Use of progress tracker to track student progress (implemented in student diary for 2021)
- RUCSAC focus possible Fishing Trip/video
- Presentation of Maths block expectations at SDD
- Include CBW Maths targets in Priority Plan
- Creation of a set of videos filmed to show best practise in different areas of Maths and Maths Blocks (privileged time during Team Meetings)
- Create a term planner for MFG members which outlines distribution of key concepts and illustrations of practise (videos)
- Creation of common assessments specifically linked to the curriculum and Judging Standards for each team to enhance pre/post testing, student monitoring of progress and team moderation
- Increase Golden Sheet to Essential assessment every term
- Participation in new Brightpath Maths Assessment
- Put the Basic Facts assessment into the CBW for Term 1 and 4 (recommended)

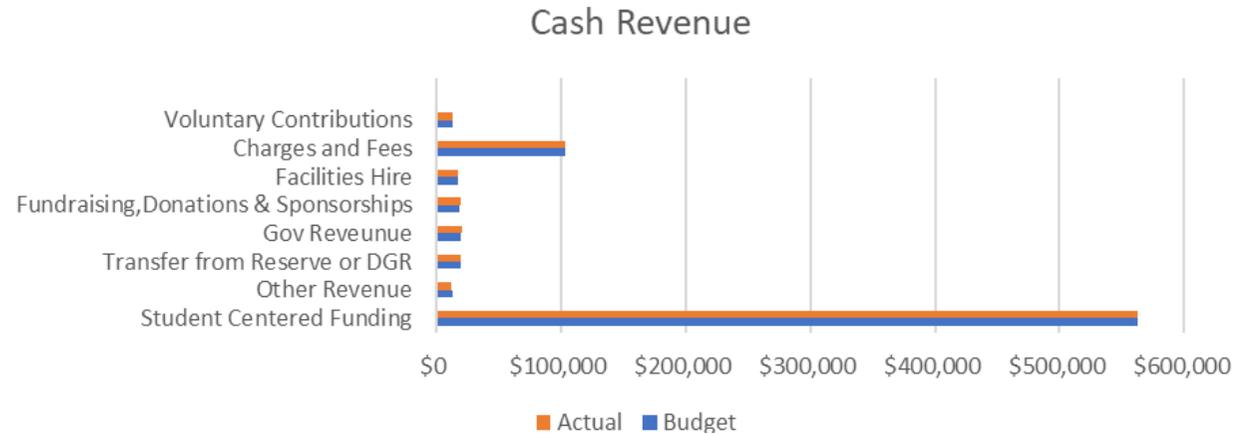
Finance Overview 2020

Salary Carry Forward	Student Centred Funding Allocation	Total Funds Available	Transferred to Cash	Salary Expenditure	Salary Variance
\$562,884	\$7,179,170	\$7,742,054	\$437,733	\$6,696,367	\$607,954

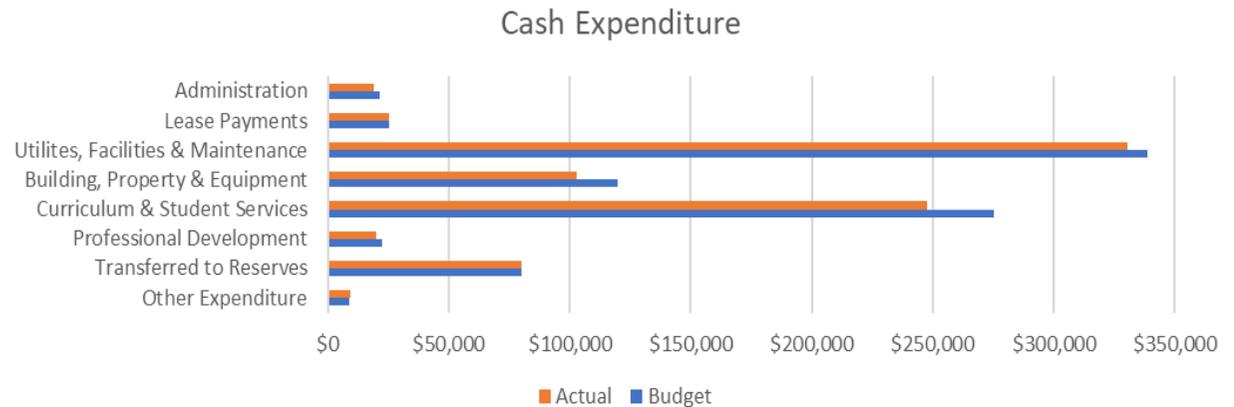
One Line Budget Salary

Cash Overview 2020

Cash Revenue	Budget \$	Actual \$
Voluntary Contributions	12946.50	12946.50
Charges and Fees	103357.46	103357.46
Facilities Hire	17895.45	17895.45
Fundraising/Donations/Sponsorships	18632.01	19957.61
Commonwealth Govt Revenue	17500.00	18409.09
Other State Govt/ Local Govt Revenue	2714.16	2714.16
Transfer from Reserve or DGR	20025.00	20025.00
Other Revenue	12833.69	12556.95
Total Locally Raised Funds	205,904.27	207,862.22
Opening Balance	144,277.00	144,277.06
Student Centred Funding	562,245.51	562,245.51
Total Funds Available	912,426.78	914,384.79



Cash Expenditure	Budget \$	Actual \$
Administration	21,480.49	18,897.14
Lease Payments	25,227.00	25,259.84
Utilities, Facilities & Maintenance	338,681.44	330,501.77
Building, Property & Equipment	119,855.73	102,809.00
Curriculum & Student Services	275,191.58	247,763.24
Professional Development	22,627.00	20,168.55
Transferred to Reserves	80,000	80,000
Total Goods & Services Expenditure	891,697.21	834,976.65



Message from the Board Chairperson

2020 provided significant challenges for Comet Bay and the wider community as a result of COVID 19. I was very proud of how the school and community adapted and made changes while still keeping a strong focus on supporting our students develop and reach their potential. The onset of distance education was the most visible change to occur, alongside an extended period where parents were asked to remain outside of the classrooms. I would like to thank our community for your support.

With this said, the function of the school remained the same as Comet Bay welcomed new kindy students and we farewelled our year six cohort. The School Board in conjunction with the school, strived to make informed, empowered and strategic decisions to ensure all students continue to develop their skills and knowledge for the future. 2020 saw the school move into the second year of our business plan, with the Board continuing to monitor the school's progress towards embedding strategies to achieve the set milestones and targets. The board were very pleased with the positive perception we enjoy from our parents, our staff and our students as shown in our surveying the community results.

During the year the Board's other roles and responsibilities included:

- 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; and
- Review of the annual survey and assessment of the findings to identify areas of strength and those requiring attention.

The makeup of the School Board underwent some changes this year and we farewelled Mrs Cass Levitzki, Mrs Rachelle Case, Mrs Hazel Herd and Mrs Donna Swanson and we sincerely thank them for their contribution and commitment to the school during their tenure on the Board. We also had the pleasure of welcoming two new faces to the Board, Mrs Jacqui Thompson and Mr James McRae and to date they have brought new and refreshing perspectives to our school and we are looking forward to their ongoing commitment. We also farewelled and acknowledged Sharni Gale for her work as board chair over the past 2 ½ years and the stability she provided during this period.

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 ensure our students are provided with a safe and inclusive learning environment where they can grow and reach their potential. We hope our school community continue to volunteer their time to assist the school's many activities and programs which our students enjoy. We look forward to another successful year in 2021.

Michelle Nash

Board Chairperson