



Comet Bay
PRIMARY SCHOOL



Business Plan

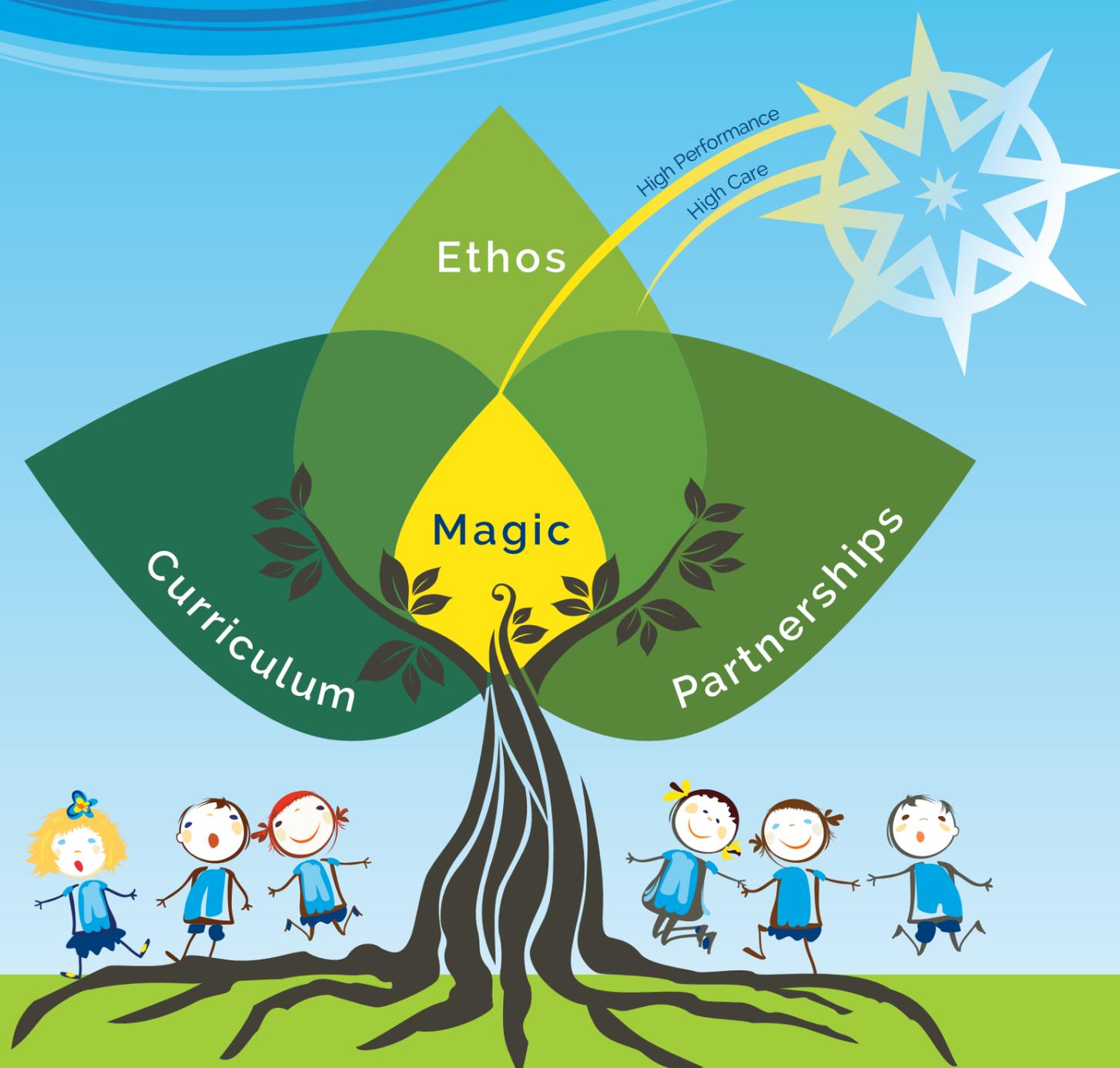
2016-2018



Growing Together



Comet Bay
PRIMARY SCHOOL



TEACHING LEARNING LEADERSHIP RELATIONSHIPS RESOURCES

School Review Framework

KEY FOCUS AREAS



Message from
the Principal

This business plan is the guiding document that all decisions, structures, profiles and resources will align with over the next three years. All aspects of what we do support the improvement of student outcomes within the school. A cycle of self-assessment will occur each year using all available and relevant sources of data, so that the school can ensure our targets within the Business Plan are achieved.

Matt Osborne
School Principal

Moral Purpose

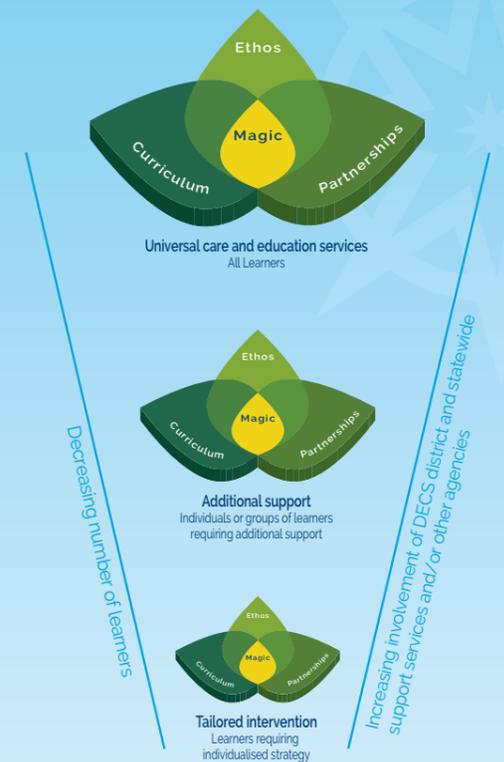
Staff at Comet Bay Primary School believe it is their moral purpose to provide a safe environment where students are given opportunities to develop the skills and knowledge they require to become resilient, well balanced, successful individuals who function positively in society throughout life.

Health Promoting Schools Framework

A Health Promoting School is a school that is constantly strengthening its capacity as a healthy setting for living, learning and working.

It implements policies and practices that respect an individual's wellbeing, provides multiple opportunities for success, and acknowledges good efforts and intentions as well as personal achievements.

The Health Promoting Schools Framework is used within our school planning to describe the inter-connectedness of Curriculum, Ethos and Environment and Partnerships within our school. The diagram on the right is a model that features in many of our planning models.



Our Vision
To inspire
life-long
learning





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, valued, and develop resilient young individuals.

3. Partnerships

Working collaboratively with all stakeholders in the school and wider community to improve student outcomes.



Staff shared beliefs

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

- There is a need to develop the whole child - socially, academically, emotionally, creatively and physically.
- Resilience is an important life skill that needs to be developed and fostered in all.
- The learning environment needs to be safe, challenging and inclusive.
- Teaching and learning must be visible and enable reflection with quality feedback
- Partnerships in learning are sought after and valued.
- High expectations are set academically and socially.
- Students learn best through the Gradual Release Model (I do, we do, you do)
- Diversity is acknowledged, valued and celebrated.
- Proactive early intervention is more effective than reactive measures.

School Context

Comet Bay Primary is a Level 6 school serving families in Secret Harbour. The school opened in 2007 with approximately 420 students and gained Independent Public School (IPS) status in 2010. As of April 2016 there are 905 students enrolled in the school.

The school is part of the South Metro Education Region, the South Peron Network and the Comet Bay Professional Learning Community (CBPLC) which includes Comet Bay College, Singleton, Golden Bay and Secret Harbour Primary Schools. The continual development of the Comet Bay Professional Learning Community over the next three years will form a major component of this Business Plan.

Buildings & Facilities

The school is set across two sites, the main campus on Miltona Drive and the Early Childhood Annexe located just over 2 km from the main campus on Surf Drive. The main campus is an attractive brick building



with a colour bond roof, with multiple transportable buildings strategically placed to manage growth. The school is equipped with specially designed playgrounds, a hard court, oval, multimedia equipped undercover area, alfresco dining area, aquaponics and vegetable and herb gardens. The Annexe which houses all Kindergarten students consists of three transportable buildings with storage sheds.

Index of Community Socio Economic Advantage (ICSEA)

The average ICSEA across Australia is 1000. Comet Bay Primary School has an ICSEA of 1019. When 'like school' comparisons are referred to in this document they are made with schools with a similar ICSEA.

Demographics and Student Diversity

The following table provides an overview of the student demographics in the school.

Migrant families	25%
Defence families	4%
Aboriginal	1%
Non English Speaking background	1%



1 Ethos and Learning Environment

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

Targets

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



The following strategies will be implemented in order to achieve our targets;

Teaching

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

Learning Environment

- Maintain and implement a whole school approach to Classroom Management Strategies (CMS) approach and language.
- Continue to resource and implement the TRIBES social model within the school community.

- Continue to build community awareness of the Health Promoting School principles through outside agencies and professionals.
- Model and resource environmentally sustainable behaviour that promotes environmentally responsible attitudes and behaviours in our students.
- Develop a whole school parent monitoring system to measure engagement in priority areas.

Relationships

- Increase parent education opportunities in reading strategies and oral language.
- Engage other agencies and community partners to address attendance issues for at risk students.

- Provide support and tailored intervention for at risk students through support staff.
- Maintain cohesiveness among the staff through appropriate professional learning.

Leadership

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



2 Inclusive Curriculum and Pedagogy

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

Targets

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

The staff will set year level targets in operational plans which will be reviewed annually. These targets are set out in the *Comet Bay Way – Curriculum Companion*.



The following strategies will be implemented in order to achieve our targets;

Teaching

- Improve English and Mathematics standards across the school through the implementation of the WA Curriculum and Assessment Outline.
- Improve the fusion between assessment and instruction processes at a whole school and classroom level.
- Explicitly teach students the necessary skills and knowledge through improved instructional quality and differentiation.
- Develop an accessible data management process across the school.
- Strengthen digital fluency across all year levels specifically in English and Mathematics.
- A Comet Bay Kindergarten curriculum is continually developed, implemented and refined.
- Teaching staff have implemented the Australian Curriculum (Phases 1-3) as per SCSA schedule.

- Key visible learning features including negotiated goal setting, feedback, making learning intentions explicitly known to students are used across the school.
- ACARA General Capabilities in Information and communication technology (ICT) and critical thinking are embedded in teaching and evident in student learning.

Learning Environment

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

Relationships

- Further enhance collaborative relationships within the Comet Bay Professional Learning Community and outside agencies to cater for the diverse needs of student.

Leadership

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

3 Partnerships

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

Partnership Objectives

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



The following strategies will be implemented in order to achieve our targets;

Teaching

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

Learning Environment

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

Relationships

- Increase and celebrate professional relationships with local businesses and community groups.
- Work with other professionals and outside agencies to maintain an inclusive learning environment.
- Build partnerships with the school community through the Stephanie Alexander Kitchen Garden programme.
- Develop and maintain a database of past students, staff and P&C members.
- Engage with the Professional Learning Institute to build leadership capacity.

- Develop an incentives programme for parent engagement in the classroom.
- Seek accreditation as a Visible Learning School.

Leadership

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





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