



Department of
Education

Shaping the future

Comet Bay Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Established in 2007, Comet Bay Primary School is located in Secret Harbour, approximately 55 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio Educational Advantage rating of 1010 (decile 4).

Currently it enrolls 712 students from Kindergarten to Year 6. It became an Independent Public School in 2010.

Community engagement with the school is enhanced by the work of the dedicated School Board and an active Parents and Citizens' Association (P&C).

The first Public School Review of Comet Bay Primary School was conducted in Term 1, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The 2020 Public School Review recommendations were considered, and reflective comments were made when appropriate throughout the Electronic School Assessment Tool (ESAT) submission.
- The ESAT was used to provide an analysis of impact against each domain foci, with evidence numerically aligned to each entry, creating clear connections.
- School administrators reported the reflective process was beneficial for the preparation of focus areas for their upcoming Business Plan, identifying potential 'blind spots' and building staff capacity when engaging in self-assessment processes.
- Familiarity with the Standard is embedded through its deliberate use in the school's self-assessment methodology.
- Input into the ESAT submission was conducted by leaders, focus group experts and a broad range of staff indicating the strength of Comet Bay Primary School's collaborative culture.
- The ESAT submission reflected a confidence in the school's self-assessment methodology and staff capacity to convey judgements against the Standard through their direct input.

Relationships and partnerships

There is an embedded culture of genuine care, connection and mutual respect between staff, students and parents, creating a 'Comet Bay Family' with a positive sense of community throughout the school.

Commendations

The review team validate the following:

- Collaboration amongst staff thrives on trust and collegiality, supported by collaborative duties other than teaching time and allocation to a staff tribe.
- A robust Year 6 transition program and the Nautilus Club extension initiative, delivered by Comet Bay College, is a partnership that benefits student learning.
- Effective communication strategies, including The Comet bulletin and focus groups ensure two-way communication for staff, and platforms such as Audiri, Seesaw, and the P&C Facebook page keep parents informed.
- Feedback is gathered through both informal means and formal methods like the School Culture Survey and National School Opinion Survey.
- A stable School Board, comprising staff, parents, and community members, supports governance through ethical decision making and ongoing training.
- Termly Meet and Mingle events with parents and carers of children with special educational need have enhanced community appreciation for the school.

Recommendations

The review team support the following:

- Explore strategies to boost survey responses and ensure that the resulting themes and actions are clearly communicated to stakeholders, effectively closing the feedback loop.
- Collaboratively develop a set of consistent expectations around classroom communication to parents.

Learning environment

An individualised approach and appreciation of students for who they are underpins the school's learning environment and culture.

Commendations

The review team validate the following:

- The embedded Tribes agreements of mutual respect, attentive listening, the right to pass, and appreciations (no put-downs), underpin every facet of the school's learning community. This approach fosters a sense of value, amplifies student voice and encourages positive behaviour and engagement.
- Strengthening relationships with Aboriginal parents, staff engagement in professional learning such as Walking on Country and incorporating Aboriginal perspectives into learning programs, is creating a culturally responsive and safe learning environment.
- A streamlined process and support from the student services team ensures that students at educational risk have their needs met and the wellbeing of all students is considered and addressed. Responsibility is shared between the team of 2 learning support coordinators, school psychologist, special needs education assistant, chaplain, a representative from each phase of learning team and a deputy principal.
- The physical environment is well cared for and engages student learning through a range of elements, including a community garden, school chickens, worm farm, bush tucker garden and a school kitchen.

Recommendation

The review team support the following:

- Strengthen culturally responsive practices by collaboratively developing a Reconciliation Action Plan and measuring progress through the use of the Aboriginal Cultural Standards Framework continuum.

Leadership

Leadership structures, strategic direction and the trust of the school administration team has resulted in a highly motivated and reflective staff, who strive for the best outcomes for students.

Commendations

The review team validate the following:

- Annual reflection and review of the Comet Bay Way ensures relevance, alignment to Departmental initiatives and reflects staff beliefs and expectations of one another.
- The Principal is visible, approachable, and committed, demonstrating a high level of care that is mirrored by the entire administration team.
- Change continues to be effectively managed through the consistent application of change management models such as the missing elements matrix and the use of reflective surveys.
- Instructional support is multifaceted, inclusive of classroom walk throughs, pedagogical 'Fishing Trips', coaching check-ins, focus group leaders and classroom observations, all of which support individual performance development plans.
- There are both informal and formal opportunities to seek leadership opportunities and receive support and development. These include expressions of interest, regular leadership rotation practices and enrolment and financial support in leadership development initiatives such as The Raft Project or Emerging and Team Leaders program.

Recommendation

The review team support the following:

- Formalise the identification and development of aspiring leaders through the use of the Western Australian Future Leaders Framework.

Use of resources

School leaders and embedded resource management practices ensure that resources are targeted and aligned to meeting identified school and student needs.

Commendations

The review team validate the following:

- Deliberate cost analysis processes, monthly team leader reconciliation and detailed reserve plans ensure sustainable decisions are made and financial resources are effectively managed.
- Budgeting and resource management practices are embedded and effective, including oversight by a trained and representative Finance Committee and a purchasing officer, ensuring the prudent procurement and alignment of resources to school planning.
- School operational planning reflects budgetary considerations, including teacher relief and professional learning required to support improving learning outcomes and identified targets.
- Additional funding such as student and school characteristic funding is targeted towards identified needs. Examples include additional human resources in early childhood classes, small group intervention programs and provision of sensory resources.

Recommendations

The review team support the following:

- Continue to apply audit and review practices to direct additional funding sources purposefully.
- Maintain relevance of the workforce plan by continuing to regularly review pending needs and plan accordingly.

Teaching quality

Purposeful teaching aligned to evidence-based best practices, shared staff expectations of their own and one another's performance and accepted school-wide practices reflects the Comet Bay Way.

Commendations

The review team validate the following:

- Buy-in to the Comet Bay Way is deep, committed, and transparent. It has evolved appropriately over time to meet changing school, community and student needs.
- The whole-school composite class structure, looping arrangements, and regular teacher rotations across year levels challenge teachers to adapt and grow, thereby enhancing their capacity and teaching flexibility.
- Data tracking tools to support multi-aged grouping and looping practices and provide staff significant capacity to collaborate and plan for differentiation, catering for the learning needs of students.
- Professional learning is focused on building staff capacity in maintaining school culture, delivering whole-school programs and pedagogical practices, including Talk for Writing, Real Schools and evidence-based vocabulary instruction.
- Clearly documented expectations around lesson structures and associated components has resulted in significant levels of connected practice and low variability in teaching across the school.

Recommendation

The review team support the following:

- Continue to focus on implementing the work commenced around the learning through play pedagogy.

Student achievement and progress

High levels of analysis and awareness of student achievement and progress is viewed as everyone's responsibility and has resulted in an overarching commitment to raising student academic performance.

Commendations

The review team validate the following:

- Whole-school and individual student tracking, quality handovers and class structuring ensures efficient and effective transitions at the start of each year.
- Review of the purpose of data collection and streamlining processes has resulted in an improved assessment regime, including adherence to timeframes.
- The introduction and use of Elastik as a tool for supporting data analysis has improved identifying concept gap analysis. This in turn has led to sharing with the relevant year group, who intentionally target the concept in subsequent plans.
- Common assessment, pre and post-concept testing and moderation practices provides confidence for parents and carers in the allocation of grades.

Recommendations

The review team support the following:

- Continue to develop staff data literacy, providing opportunities to use data and standardised assessments to validate teacher judgments.
- Identify aspirational targets to channel the whole-school focus upon high achievement.

Reviewers

Darren Greaves
Director, Public School Review

Charlie Serravite
Principal, Parkfield Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Melesha Sands
Deputy Director General, Schools