



2023 Annual Report

I commend the 2023 Annual Report to the Comet Bay College Education Community.



Principal's message

Reflecting on 2023, it became evident that it was a year marked by both challenges and triumphs for our College. Our community supported us through a devastating fire in Term 2 which saw a number of our senior school students and staff displaced to the Comet Bay Primary School annexe. Despite the upheaval, I am incredibly proud of our community's resilience, determination, and commitment to remain focused on teaching and learning.

In the face of adversity, our Year 12 cohort still celebrated outstanding results and this Annual Report will highlight these. I would like to acknowledge our staff whose collaborative efforts and unwavering support for one another played a pivotal role in navigating this challenging time. I would also like to extend sincere gratitude to our parents and the broader local community who were patient, understanding and supportive whilst we adapted to the circumstances.

Throughout the rest of 2023, our College embarked on the exciting journey of crafting our new Business Plan. Our future direction and focus areas have been guided by our Moral Purpose and we remain dedicated to "Seeking Excellence" by nurturing individual abilities, providing meaningful opportunities, and fostering positive respectful communities.

I present this report to our community, trusting it effectively portrays the significant contributions our College offers to enrich the lives of our students and ensure their future pathways.



Comet Bay College

School Overview

Comet Bay's motto is 'Seek Excellence' and this underpins everything we do. Students are encouraged to perform to their highest standard and are given the opportunity to excel in a number of high-quality programs. Comet Bay College has been a Department of Education-endorsed Gifted and Talented Academic Program school since 2007, providing a tailored, highly-stimulating and challenging program to all selected students. The College also offers students extension through Drama, Dance, Music and Art, as well as having a fully-accredited Australian Football Specialist Program with direct links to the Fremantle Dockers and Peel Thunder.

Comet Bay College is a modern, state-of-the-art educational facility catering for students in Year 7 to Year 12. The College is situated in Secret Harbour, a coastal community 64 kilometres from Perth and draws students from its partner primary schools in Golden Bay and Secret Harbour. Due to our popularity and the rapid expansion of residential development around the campus, the College is a local intake school.

College facilities include specialist science laboratories, a lecture theatre, fitness centre, metal fabrication and engineering studios, and a graphics/mechatronics studio. The College also has dedicated media and IT labs, a food technology fit out that will enable delivery of Certificate Courses, and a high-quality Performing Arts Theatre. These outstanding facilities combined with a broad range of teacher expertise ensure that all students entering the College are given access to a wide range of courses that are delivered to a very high standard.

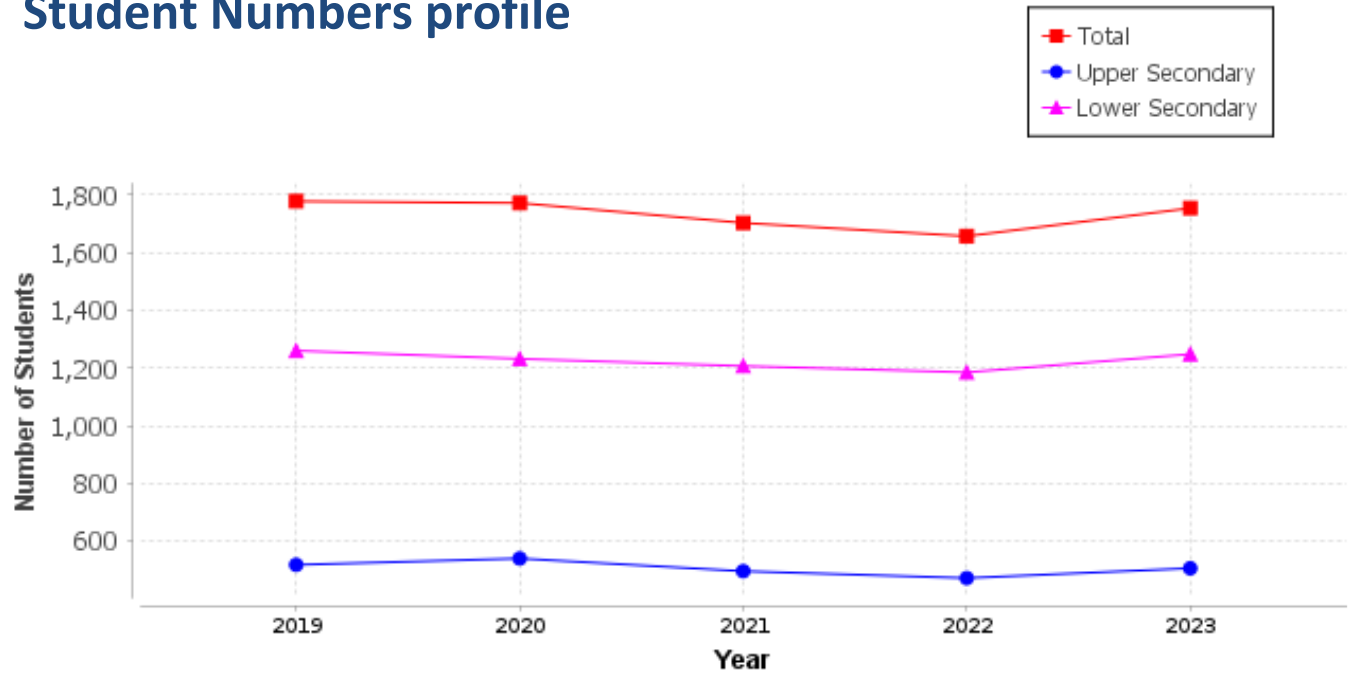
Comet Bay College staff understand the importance of senior schooling and the need to provide support across all areas of the student's learning. We are very proud of the continued strong performance of our students in our ATAR, VET (Vocational Education) and General Pathways.

As well as a significant investment in the buildings and grounds, the school also has a serious commitment to staff professional learning, with all staff given the opportunity to attend Classroom Management Strategies (CMS) training and Instructional Strategies training. This ensures our staff have the skillsets required to provide high-quality teaching and learning opportunities for all students.

A dedicated Student Support Team, which includes School Psychologists, a Chaplain, Youth Development Officers and a Defence School Mentor, provides students and staff with ongoing support and ensures all students' pastoral care needs are met. The introduction of the Resilience, Emotional Awareness, Health and Careers Program (REACH) in 2015 across Years 7-9 provides two-hours-a-week of strong social emotional and health and well-being support to all students.

Comet Bay College recognises the value of effective use of information technology (ICT) in the classroom, each year allocating significant resources to the ongoing development of ICT usage by students offering online learning curriculums, interactive televisions and projectors in every classroom, and dedicated STEM classroom learning spaces. Comet Bay College is a Connect School enabling our students, staff and parents to be connected at all times.

Student Numbers profile



	2019	2020	2021	2022	2023
Lower Secondary	1260	1232	1207	1185	1248
Upper Secondary	518	540	496	472	506
Total	1778	1772	1703	1657	1754

	Y07	Y08	Y09	Y10	Y11	Y12	Total
Full Time	294	322	310	322	263	243	1754

Gender	
Male	956
Female	791
Total	1754

Aboriginality	
Aboriginal	79
Non-Aboriginal	1675
Total	1754

Our Vision

To 'seek excellence' in all that we do

We will:

- Promote equity and excellence
- Ensure that all students become successful learners, confident and creative individuals, and active and informed citizens
- Build the capacity of the 'whole child' to meet their academic, social and emotional developmental needs

OUR SCHOOL

Comet Bay College is a large, modern, state-of-the-art educational facility catering for students in Years 7- 12, located in the coastal suburb of Secret Harbour in the South Metropolitan Region.

The College became an Independent Public School in 2012, and underwent its latest Independent Review in March 2021, receiving overwhelmingly positive feedback and commendations in the areas of student learning, quality of the learning environment and sustainability.

The College is part of the Comet Bay Professional Learning Community (CBPLC) which also comprises Comet Bay Primary School, Golden Bay Primary School and Secret Harbour Primary School.

OUR BUSINESS PLAN

The Business Plan references and implements the Department of Education Corporate Framework, including the Strategic Plan for WA Schools and the Director General's Classroom First Strategy. The plan outlines an overview of the strategic intent of the College towards quality improvement targets within academic and non-academic areas.

It has been informed by school performance data, student, staff and community feedback, and findings from the Independent Public School Review. The plan forms part of a suite of documents including annual Operational Plans, Learning Area Plans, Annual Report, Workforce Plan and the Delivery and Performance Agreement.

OUR SELF-ASSESSMENT

As part of the 'Comet Bay way', we utilise rigorous self-assessment to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. Our four focus areas are explicitly aligned to 'Seek Excellence' in **Student Achievement, Teaching and Leadership, Positive School Culture and Wellbeing, and Partnerships.**

The College continues to build a thriving coaching culture where there is a collective shared responsibility for maximising the potential of all. We utilise a growth coaching model for achieving systematic progress and as a framework for the development and review of all layers of school planning and assessment.

Successful students are at the core of our school improvement, with both academic, and social and emotional standards the central focus. All operations at Comet Bay College are ultimately evaluated in relation to their impact on student achievement and progress.

Glossary

ACER - Australian Council for Educational Research

AIP - Advanced Instructional Intelligence Program

ATAR - Australian Tertiary Admission Rank

CBPLC - Comet Bay Professional Learning Community

CMS - Classroom Management Strategies

Enrichment - Students requiring additional targeted support in literacy and numeracy

ESAT - Electronic Self Assessment Tool

Extension - Courses requiring greater Academic rigor and a goal of ATAR

GAT - Gifted and Talented

GERRIC - Gifted Education Research Resource and Information Centre

GROWTH - Goals, Reality, Opportunities, Will, Tactics, Habits

MESH - Mathematics, English, Science, Humanities and Social Sciences

NAPLAN - National Assessment Program in Literacy and Numeracy

NSOS - National School Opinion Survey

OLNA - Online Literacy and Numeracy Assessment

PROPELL - Providing Real Opportunities for Professional, Education, Learning and Leadership

REACH - Resilience, Emotional Awareness, Careers and Health

STEM - Science, Technology, Engineering and Mathematics

VET - Vocational Education and Training

WACE - Western Australian Certificate of Education

2021 – 2023 Business Plan Data Targets

1. Seek Excellence in Student Achievement

NAPLAN

1. NAPLAN progress from Years 7-9 is at or above 'like schools' in all test areas.
2. Increase the percentage of Year 9 students across Bands 8-10 to 45% for all test areas.
3. The percentage of students achieving Band 8 or above in Writing increases from the 2019 results.
4. Decrease the percentage of Year 7 and 9 students below the National Minimum Standard in Writing to 10% or below.
5. Intervention Program students make Moderate or Higher Progress in matched NAPLAN assessments.

OLNA

6. 95% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.

Year 7-10 Student Achievement

7. GAT: 95% of students to achieve an A or B learning area grade in MESH.
8. Extension: 70% of students to achieve an A or B learning area grade in MESH.
9. Mainstream: 55% of students to achieve a C learning area grade in MESH.
10. Enrichment: All students demonstrate annual progress against baseline on-entry test data.
11. Increase the percentage of A and B grades in non-MESH learning areas over the life of the Business Plan.
12. Decrease the percentage of students at D or E grade to 15% or less in all learning areas by the end of the cycle.

Year 11-12 Student Achievement

13. 45% of students eligible for university entrance.
14. Improve the overall median ATAR to 78 or above.
15. 20% or more of students achieve one or more scaled scores of 75+ in ATAR.
16. 40% of students will achieve a Certificate III or higher by the end of Year 12.
17. WACE Achievement will be 95%.
18. Higher percentage of A and B grades in General Courses in Year 12 compared to WA Public Schools.
19. Lower percentage of D and E grades in General Courses in Year 12 compared to WA Public Schools.

2. Seek Excellence in Teaching and Leadership

Professional Learning

20. Increase the number of teaching staff trained in the AIIP to a minimum of 85.
21. Increase the number of teaching staff trained in CMS Foundation Program to a minimum of 90.
22. All GAT and Extension teaching staff to have completed the GERRIC professional learning modules.
23. 90% of Education Assistants will participate in targeted professional learning programs.
24. Staff member to be identified and trained as a CMS Coaching Accredited Teacher.

Leadership Development

25. Increase the number of Level 3 Classroom Teachers to 10 or more.
26. Deans to undertake a targeted collaborative coaching program to support their teaching staff to participate in the ACT Program.

Implementation of Teaching and Instructional Initiatives

27. All teaching staff will undertake collaborative coaching through the ACT Program as part of Performance and Development.
28. All teaching staff will engage with work of WSLC through inclusion of literacy strategies in planning and instructional delivery.
29. All teaching staff will engage with the implementation of the Comet Bay College instructional model through planning and classroom delivery.

3. Seek Excellence in College Culture and Learning Environment

Learning Environment

30. Full implementation of the STEM Academy across Years 7-9.
31. Attain Specialist Program status for STEM Academy.
32. All Year 7-12 students will engage with targeted Career Development education programs.
33. National School Opinion Survey (NSOS) student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 on buildings and grounds maintenance.

College Culture

34. NSOS student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 across all attributes.
35. REACH pre and post-test longitudinal data demonstrates improvement in all survey areas.

Student Engagement

36. Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all learning areas.
37. NSOS data indicates a level of engagement on the measurement scale at or above 4.0.

Student Attendance

38. Increase the attendance rate to 90% or above.
39. 10% or less of students in the 60-80% attendance category.
40. 4% or less of students in the 0-60% attendance category.

Culturally Responsive College

41. Based on audit findings, the College will demonstrate progress along the continuum of performance descriptors for each dimension of the Aboriginal Cultural Standards Framework (ACSF).

4. Seek Excellence in Partnerships

Parents and Community

42. 80% of parents engage in the use of Connect to monitor their child's progress.
43. NSOS student/staff/parent survey data indicates a level of satisfaction on the measurement scale at or above 4.0 regarding the strength of relationship with the local community.
44. All College Board members will have completed School Board Training.

CBPLC and Networks

45. Achieve all relevant targets according to CBPLC Business Plan 2021-2023.

Industry Partnerships

46. Increase the number of formalised industry partnerships that value add to school-based programs.

Seek Excellence in Student Achievement

NAPLAN

1. NAPLAN progress from Years 7-9 is at or above ‘like schools’ in all test areas.

Year 7 and 9 NAPLAN performance is within expected parameters ... but the College has higher expectations and continues to develop strategies to improve student progress in literacy and numeracy.

2. Increase the percentage of Year 9 students across Bands 8-10 to 45% for all test areas.

NAPLAN assessment has moved away from BANDS. Proficiency level data indicates that more work is needed to move mid-level students upwards.

3. The percentage of students achieving Band 8 or above in Writing increases from the 2019 results.

Proficiency level data continues to show a ‘clumping’ in the mid-levels. More work is required to extend capable students into the STRONG and EXCEEDING levels of performance.

4. Decrease the percentage of Year 7 and 9 students below the National Minimum Standard in Writing to less than 10%.

Year 7 and 9 students at the “Needing Support” performance level remains around the 10% mark. The College continues to develop and implement a range of support strategies to move students to a higher achievement level.

5. Intervention Program students make Moderate or Higher Progress in matched NAPLAN assessments.

Intervention Program continues to support students who struggle with literacy and numeracy. Continued examination of longitudinal performance level data will help to refine the teaching and learning in the Intervention classes.

NAPLAN Proficiency Levels – 2023

Year 7

Proficiency level	NAPLAN score range	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
		School	Like Sch	State	School	Like Sch	State	School	Like Sch	State	School	Like Sch	State	School	Like Sch	State
Exceeding	632 and ↑	6%	7%	12%	11%	12%	17%	8%	8%	11%	11%	17%	22%	8%	8%	13%
Strong	500 - 631	50%	54%	49%	46%	50%	45%	43%	47%	45%	52%	53%	49%	43%	48%	44%
Developing	431 - 499	33%	28%	24%	28%	25%	22%	38%	34%	28%	27%	21%	18%	32%	29%	25%
Needing support	430 and ↓	11%	11%	13%	15%	13%	14%	11%	11%	14%	10%	9%	10%	17%	14%	16%

Year 9

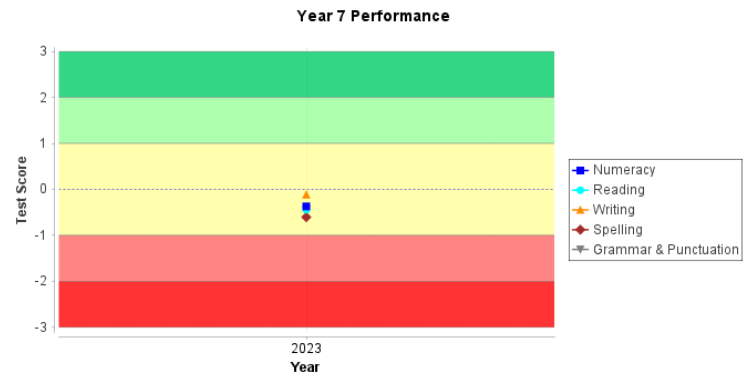
Proficiency level	NAPLAN score range	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
		School	Like Sch	State	School	Like Sch	State	School	Like Sch	State	School	Like Sch	State	School	Like Sch	State
Exceeding	673 and ↑	9%	6%	11%	12%	12%	17%	12%	10%	16%	11%	14%	19%	7%	9%	14%
Strong	536 - 672	50%	57%	53%	46%	50%	46%	40%	43%	40%	52%	56%	52%	40%	41%	40%
Developing	463 - 535	33%	27%	24%	33%	28%	25%	38%	36%	31%	25%	22%	19%	39%	36%	30%
Needing support	462 and ↓	9%	9%	10%	9%	9%	10%	9%	11%	11%	11%	8%	9%	14%	13%	14%

NAPLAN students’ results are now reported against four levels of achievement instead of the previous ten “proficiency bands”. These new levels are “**exceeding**”, “**strong**”, “**developing**” and “**needs additional support**”.

The cut points for each year level and proficiency level have been established and will not change in future years. This will allow the monitoring of school level performance over time. A new NAPLAN time series begins in 2023 and results from 2023 cannot be directly compared to previous results.

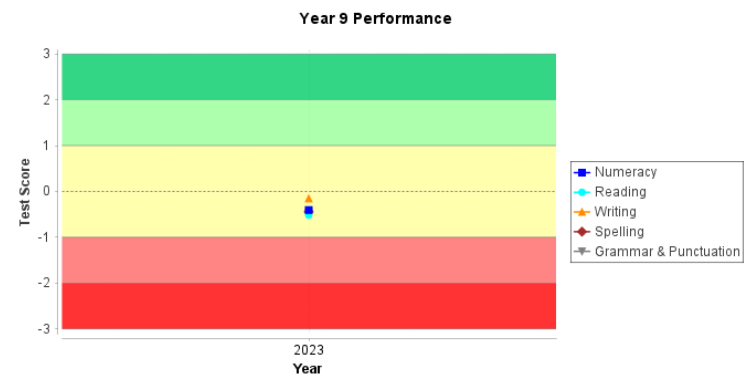
Comparative NAPLAN Performance

Year 7	Performance					2023
	2017	2018	2019	2021		
Numeracy	-0.4	-0.2	-0.1	-0.8	C	-0.4
Reading	0.0	0.5	-0.1	-0.5	O	-0.4
Writing	-0.7	-0.6	-0.9	-0.5	V	-0.1
Spelling	-1.4	0.1	-0.5	-1.1	I	-0.6
Grammar & Punctuation	-0.9	-0.3	-0.2	-0.9	D	-0.4



Comparative NAPLAN Performance

Year 9	Performance					2023
	2017	2018	2019	2021		
Numeracy	-0.2	0.3	-1.0	-0.5	C	-0.4
Reading	0.0	0.0	-0.4	0.1	O	-0.5
Writing	-0.9	-0.6	-0.2	0.5	V	-0.2
Spelling	-0.2	0.4	0.3	-0.3	I	-0.4
Grammar & Punctuation	-0.5	-0.3	0.3	-0.2	D	-0.5



- 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
- If blank, then no data or number of students is less than 6

OLNA

6. 95% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.
93.1% of students met the Literacy and Numeracy requirements.

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
	2023	76 23.2%	121 37.0%
Like Schools	19.2%	36.5%	44.3%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
	2023	74 26.1%	87 30.6%	45 15.8%
Like Schools	24.7%	36.7%	15.6%	23.1%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
	2023	134 51.7%	54 20.8%	34 13.1%	19 7.3%
Like Schools	45.3%	27.7%	9.4%	5.6%	12.0%

Year 7-10 Student Achievement

7. GAT: 95% of students to achieve an A or B learning area grade in MESH.

GAT students continue to achieve highly, and work is ongoing to ensure that teachers are simultaneously presenting work and concepts of appropriate challenge whilst grading achievement against the cohort descriptors and judging standards.

8. Extension: 70% of students to achieve an A or B learning area grade in MESH.

Student grades in extension programs appear to be below the expected range. This will need further investigation to ensure that student achievement is being assessed against the appropriate cohort descriptors and judging standards. Whilst the grade levels appear lower, the work samples and reference testing (eg, NAPLAN) indicate students are working in the appropriate range. Adjustments have been made to assessment policies to ensure that these are not disadvantaging students.

9. Mainstream: 55% of students to achieve a C learning area grade in MESH.

Most students in Mainstream programs are achieving as expected. Assessment review is being undertaken in Maths to ensure that assessment processes are reflective of student capacity.

10. Enrichment: All students demonstrate annual progress against baseline on-entry test data.

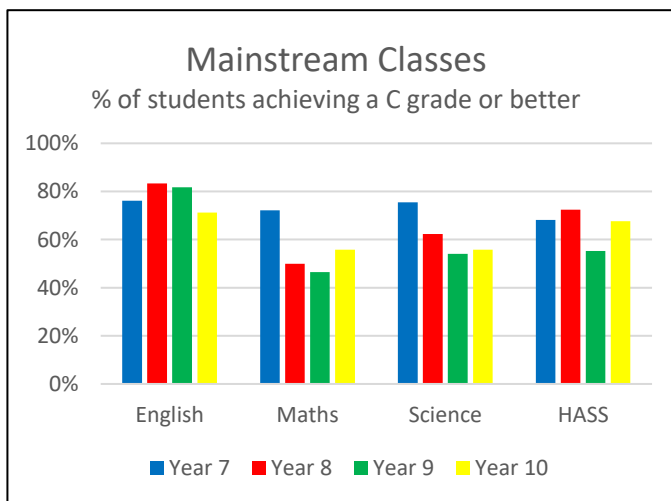
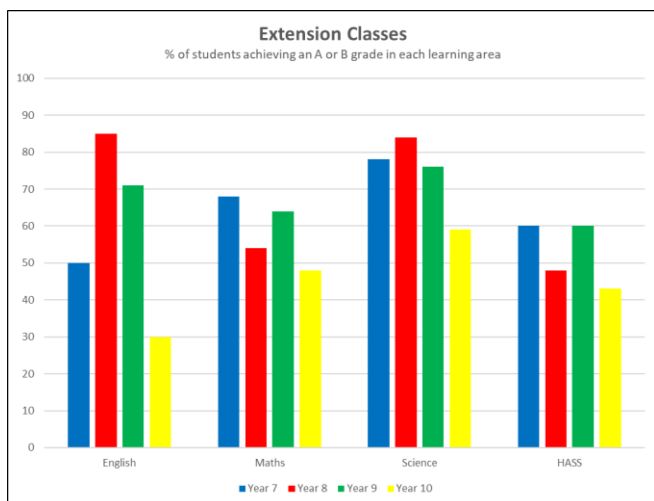
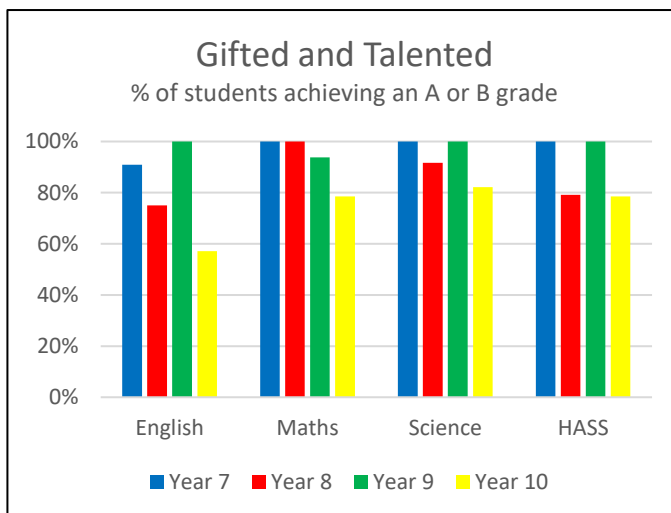
SEN reporting is used in Enrichment programs to track progress through the semester and annual reporting.

11. Increase the percentage of A and B grades in non-MESH learning areas over the life of the Business Plan.

In addition to improving instruction and engagement, assessment policies have been amended to ensure students are fairly and professionally assessed, increasing the percentage of A and B grades.

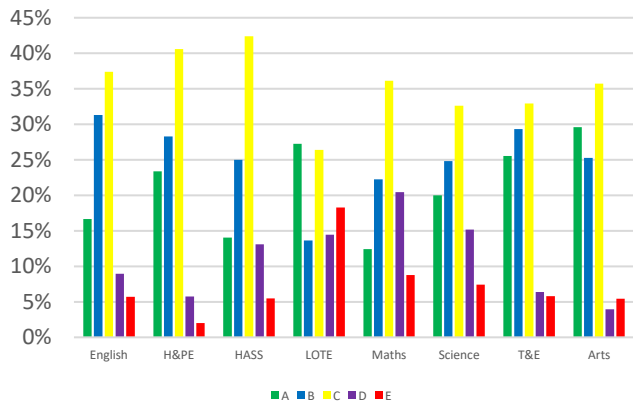
12. Decrease the percentage of students at D or E grade to 15% or less in all learning areas by the end of the cycle.

In addition to improving instruction and engagement, assessment policies have been amended to ensure students with attendance and engagement issues are still fairly and professionally assessed, reducing the percentage of D and E grades.

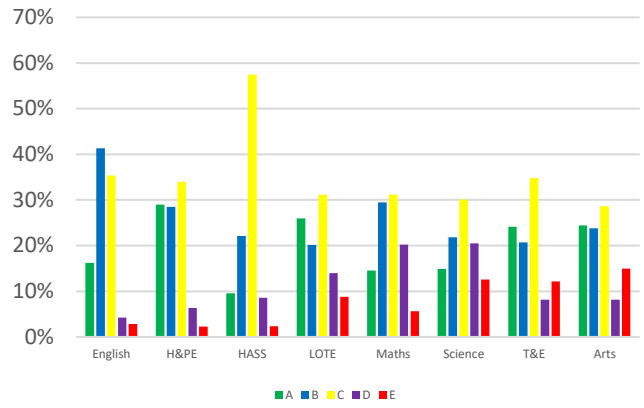


Year 7 to 10 Grade distributions across all Learning Areas

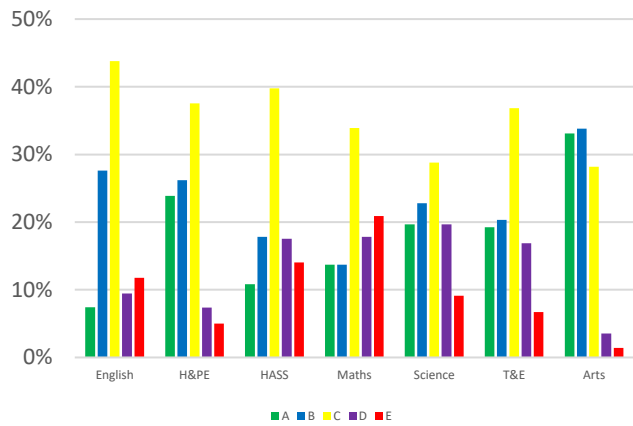
Year 7 Grade Distribution



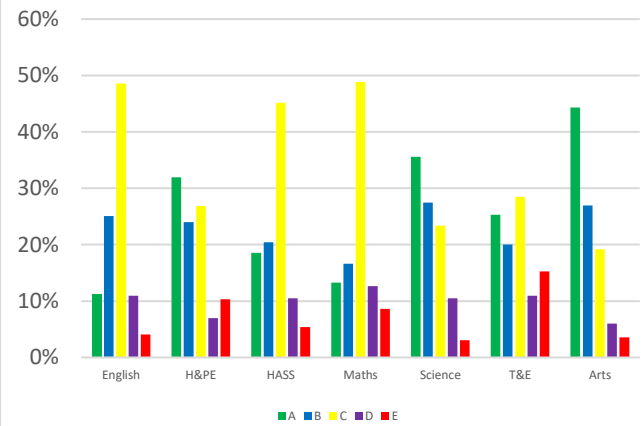
Year 8 Grade Distribution



Year 9 Grade Distribution



Year 10 Grade Distribution



Year 10-12 Student Achievement

13. 45% of students eligible for university entrance.

Students choose appropriate courses to align to their capabilities. Alternative paths are sourced through pre-university entrance programs and Certificate IVs, as well as the direct ATAR entry pathway. This has enabled such a high proportion of university eligibility.

14. Improve the overall median ATAR to 78 or above.

The ATAR median has consistently improved due to outstanding and experienced ATAR teaching, extensive pathway counselling, support for struggling students, after-school tutoring, intensive revision, and one-on-one mentoring.

15. 20% or more of students achieve one or more scaled scores of 75+ in ATAR.

Ensuring the highest achieving students reach their potential has been identified as an issue in earlier years, which through targeted PL has ensured this target has been easily met.

16. 40% of students will achieve a Certificate III or higher by the end of Year 12.

The extensive VET program, with 2 days at TAFE and work placement, together with a unique one-day off-site access to external qualifications at RTOs, has enabled access to an array of Cert III and IV qualifications, and subsequently the most achieved in the state. In 2023, 51% of students achieved a Cert III or higher.

17. WACE Achievement will be 95%.

WACE achievement continues to be strong. This is due to intensive OLN support program, in addition to targeted SAER tracking for all students at risk of not achieving WACE.

18. Higher percentage of A and B grades in General Courses in Year 12 compared to WA Public Schools.

Through the AIPP program, staff have been skilled at ensuring enhanced instruction and providing relevant and engaging curriculum to improve attainment of As and Bs for Year 12.

19. Lower percentage of D and E grades in General Courses in Year 12 compared to WA Public Schools.

In addition to improving instruction and engagement, assessment policies have been amended to ensure students with attendance and engagement issues are still fairly and professionally assessed, reducing the percentage of D and E grades.

School Curriculum and Standards Authority Awards: number	
Beazley Medals	0
General Exhibitions	0
Subject Exhibitions	0
Subject Certs of Excellence	1
VET Exhibitions	0
VET Certs of Excellence	0
Certs of Distinction	4
Certs of Merit	14
Total # students awarded	18
# students with 2+ awards	1
ATAR performance – count of students (% of ATAR students)	
99+	0 (0%)
90-98.95	15 (34%)
80-89.95	11 (25%)
70-79.95	10 (23%)
55-69.95	4 (9%)
<55	4 (9%)
Uni English Competency (FSS 50+)	36 (82%)

Level of highest qualification achieved (of VET enrolled students)	
Diploma	
Certificate IV	37 (18%)
Certificate III	70 (33%)
Certificate II	86 (41%)
Certificate I	
No certificate completed	16 (8%)
Students with more than one qualification (% of VET enrolments)	
3+ quals	71 (34%)
2 quals	66 (32%)
Science, Technology, Engineering and Mathematics (STEM) Participation	
>2 Course	78 (33%)
2 STEM Courses	74 (31%)
1 STEM Course	80 (34%)
>1 STEM Qualification	
1 STEM Qualification	53 (23%)
% of students enrolled in 2 or more STEM courses	64%

Median ATAR

	School	Like Schools	WA Public Schools
2019	80.9	69.4	78.3
2020	84.0	72.95	79.25
2021	84.85	74.22	80.25
2022	87.5	74.2	81.9
2023	83.73	75.3	82.8

Overall ATAR Performance

	Relative Performance
2019	1.3
2020	1.64
2021	1.4
2022	1.67
2023	1.08

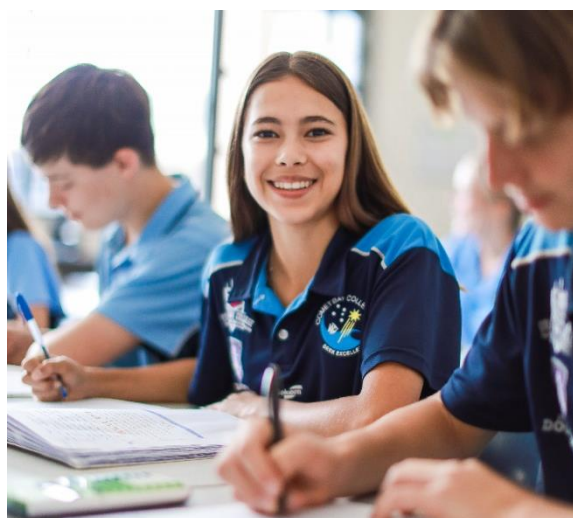
Attainment

Attainment Rate	
School	90%
Like Schools	83%
Public Schools	80%

■ **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
 If blank, then no data or number of students is less than 6

WACE Examinations – Overall

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2021	254	58	23%
2022	173	32	18%
2023	238	44	18%



WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2021	244	96%
2022	167	97%
2023	228	97%

Percentage of students in the TOP, MIDDLE and BOTTOM thirds of the State

STATE	ATAR Students						
	School				Like - Schools		
	2021	2022	2023		2021	2022	2023
Top 33%	36%	37%	34%		17%	17%	17%
Middle 33%	46%	50%	30%		33%	30%	32%
Bottom 33%	17%	12%	36%		50%	53%	51%

Year 12 Participation

	Eligible Year 12 Students	Number acquiring an ATAR		VET – No of students		VET – No of students completing a Cert II or higher	
2020	244	52	21%	257	78%	241	94%
2021	254	58	23%	249	79%	237	96%
2022	173	32	18%	174	61%	151	87%
2023	238	44	18%	209	72%	193	92%

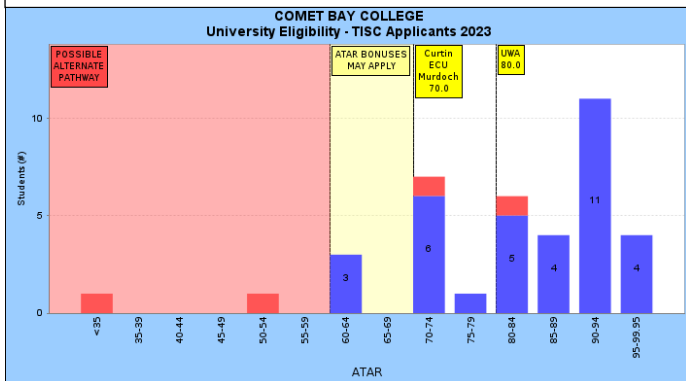
Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2019	43	14	33%
2020	52	15	29%
2021	58	19	33%
2022	32	11	34%
2023	44	10	23%

WACE Performance Graphs

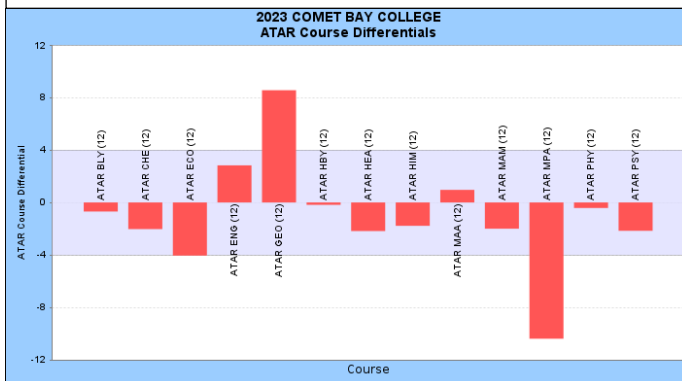
University Eligibility - TISC Applicants

Description: This graph provides the ATAR students' university eligibility arranged by ATAR. The graph only includes those students who applied for university entry through TISC using their ATAR.



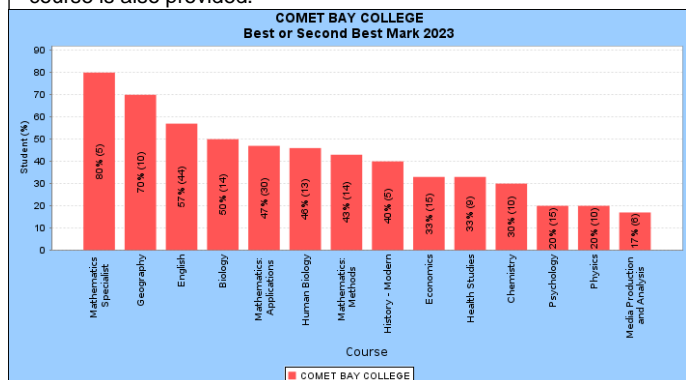
ATAR Course Differentials

Description: This graph provides the average differential for all courses offered. The differential is calculated by finding the difference between each student's final scaled score in the specified course and the average (mean) of their scores in their other ATAR courses. The mean of these differences is then calculated.



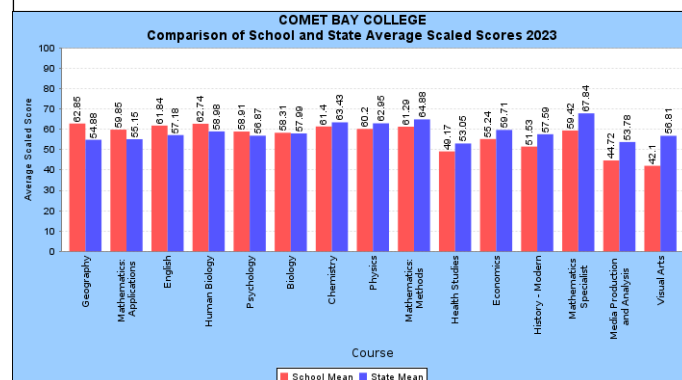
Best or Second Best Mark (Number of students in Course)

Description: This graph shows the courses where students achieved their best or second best scaled score, as a percentage of the course cohort. The overall count of students enrolled in each course is also provided.



Average Scaled Score School vs State (WA)

Description: This graph allows comparison of the school mean for each Year 12 course offered with the state mean. Mean scaled score is the mean of all students with a final scaled score in the course.



Seek Excellence in Teaching and Leadership

Professional Learning

20. Increase the number of teaching staff trained in the AIIP to a minimum of 85.

The number of teaching staff trained has been impacted by COVID. Courses over 2021 and 2022 were not completed or did not run. The program has picked up again in 2023.

21. Increase the number of teaching staff trained in CMS Foundation Program to a minimum of 90.

We currently have 65 staff who have completed the CMS Foundation course. Training has picked up again in 2023, after COVID caused cancellations in 2022.

22. All GAT and Extension teaching staff to have completed the GERRIC professional learning modules.

All GAT and Extension teachers have participated in a range of PL experiences to support the delivery of academic learning programs.

23. 90% of Education Assistants will participate in targeted professional learning programs.

All Education Assistants have been participating in appropriate and targeted professional learning programs.

24. Staff member to be identified and trained as a CMS Coaching Accredited Teacher.

We have successfully had two staff members trained as CATs and a staff member became an accredited Teacher Consultant during 2023.

Leadership Development

25. Increase the number of Level 3 Classroom Teachers to 10 or more.

Due to teacher transience this goal has not been achieved. There are currently 5 L3CTs on staff. Staff continue to apply and progress through the program.

26. Deans to undertake a targeted collaborative coaching program to support their teaching staff to participate in the ACT Program.

All staff have been engaged with the Collaborative Coaching plan. There have been disruptions due to staffing shortages impacting the capacity of all Learning Areas to engage fully.

Implementation of Teaching and Instructional Initiatives

27. All teaching staff will undertake collaborative coaching through the ACT Program as part of Performance and Development.

All staff have been engaged with the Collaborative Coaching plan. There have been disruptions due to staffing shortages impacting the capacity of all Learning Areas to engage fully.

28. All teaching staff will engage with the work of the Whole School Literacy Committee through the inclusion of Literacy strategies in planning and instructional delivery.

The impact of COVID has reduced the capacity of staff to engage with committee processes. We continue to focus on including literacy strategies in lesson design and programming.

29. All teaching staff will engage with the implementation of the Comet Bay College instructional model through planning and classroom delivery

The 'Comet Bay way' continues to be supported and implemented in all classrooms. Opportunities to extend learning are provided at all SDDs and in Learning Area meetings.

Seek Excellence in Positive School Culture and Wellbeing

Learning Environment

30. Full implementation of the STEM Academy across Years 7-9.

Good, strong Year 7, 8 and 9 classes in place, with a further 85 applications for 2024.

31. Attain Specialist Program status for STEM Academy.

No longer applicable. DoE is not approving Specialist Programs.

32. All Year 7-12 students will engage with targeted Career Development education programs.

Career Education programs are run through REACH in Years 7 and 8. Specific Careers classes in Year 9.

33. National School Opinion Survey (NSOS) student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 on buildings and grounds maintenance.

The survey average is 3.5, with Parents and Staff at 3.8 and 3.9. The student response average is 2.7.

College Culture

34. NSOS student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 across all attributes.

There is a College Culture of High Expectation, as identified with all three respondent groups averaging above 4.0.

35. REACH pre and post-test longitudinal data demonstrates improvement in all survey areas.

The timetable structure has changed for REACH, so it is essential to view next year's data in light of the changes and review the impact those changes may have had.

Student Engagement

36. Increase the % of students achieving “consistently” in attribute data, in formal reporting, across all learning areas.

Structural changes in student attendance tracking have led to significantly improved data collection and allowed for more accurate allocation of resources to supporting student attendance.

37. NSOS data indicates a level of engagement on the measurement scale at or above 4.0

2022/2023 data did not follow the trend of improvement in this area. The year had so many challenges that positive engagement appeared quite difficult to maintain. (Note: NSOS data is gathered every 2 years).

Meets deadlines

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	64.4	18.6	10.3	4.3	2.4
Year 8	60.2	17.9	12.1	6.4	3.4
Year 9	58.0	20.4	9.9	5.5	6.2
Year 10	60.2	20.2	10.5	3.9	5.2
Year 11	62.3	20.2	11.1	5.2	1.1
Year 12	56.0	20.2	14.7	9.2	0.0

Is well organised

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	56.0	24.6	13.5	4.2	1.6
Year 8	53.0	24.0	14.8	6.7	1.5
Year 9	53.2	23.4	14.4	4.8	4.2
Year 10	56.2	23.1	11.8	4.6	4.3
Year 11	57.6	24.7	10.6	5.8	1.2
Year 12	54.4	18.4	17.6	9.6	0.0

Works to the best of their ability

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	52.2	27.4	15.0	3.8	1.6
Year 8	50.4	26.1	15.7	6.4	1.5
Year 9	46.6	28.5	15.8	4.8	4.2
Year 10	51.9	25.3	14.1	4.5	4.3
Year 11	51.0	29.5	12.5	5.6	1.3
Year 12	55.2	23.2	16.8	4.8	0.0

Behaves appropriately

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	62.7	23.8	10.0	1.9	1.6
Year 8	58.7	25.0	10.9	3.9	1.4
Year 9	59.4	26.4	7.7	2.3	4.2
Year 10	65.4	20.2	8.4	1.8	4.2
Year 11	74.8	17.9	4.1	1.9	1.3
Year 12	75.2	13.6	8.8	2.4	0.0

Works well with others

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	66.0	20.7	9.6	2.0	1.6
Year 8	63.0	20.2	11.7	3.7	1.4
Year 9	62.1	22.5	9.1	2.1	4.2
Year 10	66.8	20.1	7.3	1.6	4.3
Year 11	71.1	19.4	5.8	2.3	1.3
Year 12	74.4	13.6	9.6	2.4	0.0

Student Attendance

38. Increase the attendance rate to 90% or above.

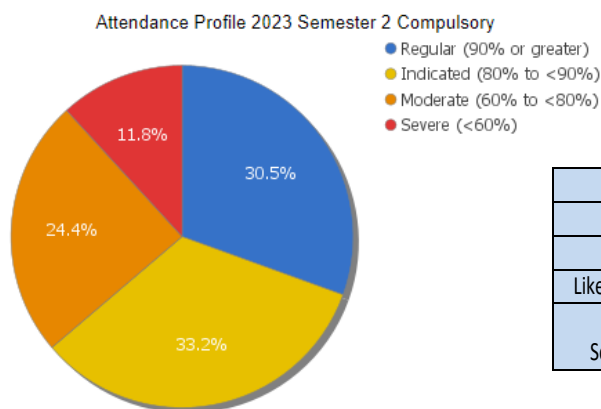
Unfortunately, our attendance has not achieved our targets. We reviewed our processes and have made several structural and process changes, which included increased resourcing and the introduction of Home Rooms. While there have been improvements, we are not yet where we want to be.

39. 10% or less of students in the 60-80% attendance category.

Improvement in that category has not occurred as expected. Structural changes in student attendance tracking have led to significantly improved data collection and allowed for more accurate allocation of resources to supporting student attendance.

40. 4% or less of students in the 0-60% attendance category.

This measure remains higher than expected and indicates greater need in this space. Resources have been allocated to improved tracking, communication, and home visits where necessary.



	Attendance Category			
	Regular >90%	Indicated 80-90%	Moderate 60-80%	Severe 0-60%
2021	41.0%	33.3%	18.0%	7.7%
2022	22.5%	37.5%	28.5%	12.0%
2023	37.1%	31.4%	21.5%	10.1%
Like Schools 2022	45.0%	28.7%	17.6%	8.8%
WA Public Schools 2022	47.0%	26.0%	16.0%	11.0%

	Non – Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	84.0%	86.1%	86.5%	80.6%	71.1%	62.6%	86.7%	83.9%	84.4%
2022	78.9%	82.3%	83.0%	71.6%	68.8%	55.2%	78.6%	81.8%	80.4%
2023	82.1%	84.5%	84.9%	67.2%	68.3%	59.2%	81.4%	83.9%	82.5%

	Y07	708	Y09	Y10	Y11	Y12
2021	88%	85%	83%	80%	85%	84%
2022	85%	79%	77%	75%	77%	79%
2023	87%	83%	79%	79%	80%	81%
WA Public Schools 2022	87%	83%	81%	80%	82%	83%

Suspensions	2022
% of students suspended	9.2%
Change	2.6

Attendance Category	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	52%	57%	36%	47%	35%	43%	30%	42%	36%	48%	36%	45%
At Risk – Indicated	29%	25%	36%	27%	27%	26%	37%	26%	29%	25%	30%	28%
At Risk – Moderate	15%	12%	22%	16%	25%	17%	20%	18%	25%	15%	23%	17%
At Risk – Severe	5%	6%	7%	10%	13%	16%	14%	14%	11%	12%	11%	10%

Culturally Responsive College

41. Based on audit findings, the College will demonstrate progress along the continuum of performance descriptors for each dimension of the Aboriginal Cultural Standards Framework (ACSF).

The College is still at the beginning of its Culturally Responsive journey, but has taken significant steps that will improve this space in years to come.

Seek Excellence in Positive School Culture and Wellbeing

Parents and Community

- 42.** 80% of parents engage in the use of Connect to monitor their child's progress.

Connect content and notices had over 12,000 parent views in Term 1. Connect carries a significant load of our school-parent and teacher-parent communication.

- 43.** NSOS student/staff/parent survey data indicates a level of satisfaction on the measurement scale at or above 4.0 regarding the strength of relationship with the local community.

NSOS data indicates a sound average of 3.6, but it is one of those aspects that the College aims to improve.

- 44.** All College Board members will have completed School Board Training.

Formal College Board training was conducted in 2020.

CBPLC and Networks

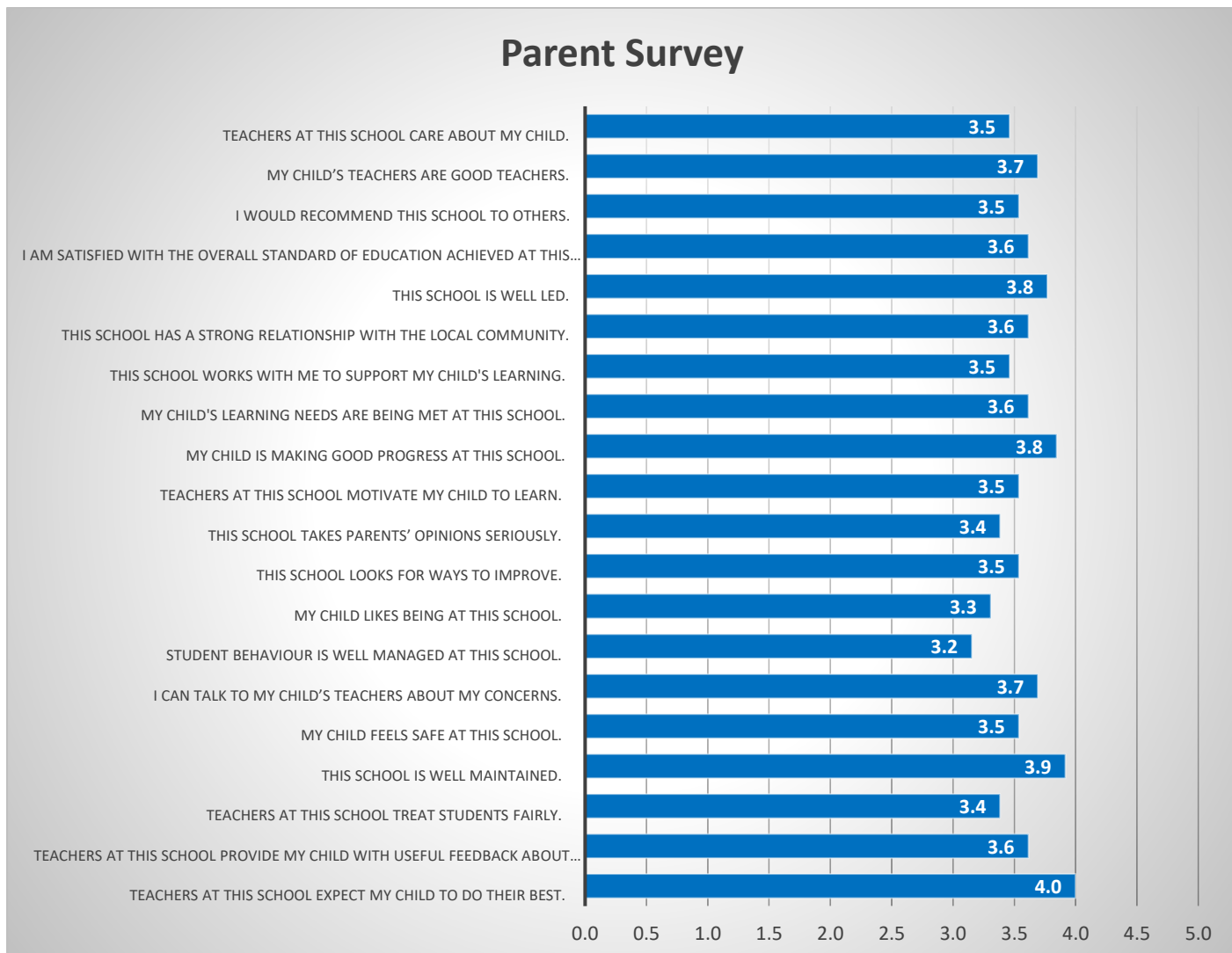
- 45.** Achieve all relevant targets according to CBPLC Business Plan 2021-2023.

Many of the CBPLC activities have been placed on the back-burner during the two years of COVID-19 disruptions, as it became more and more difficult to meet.

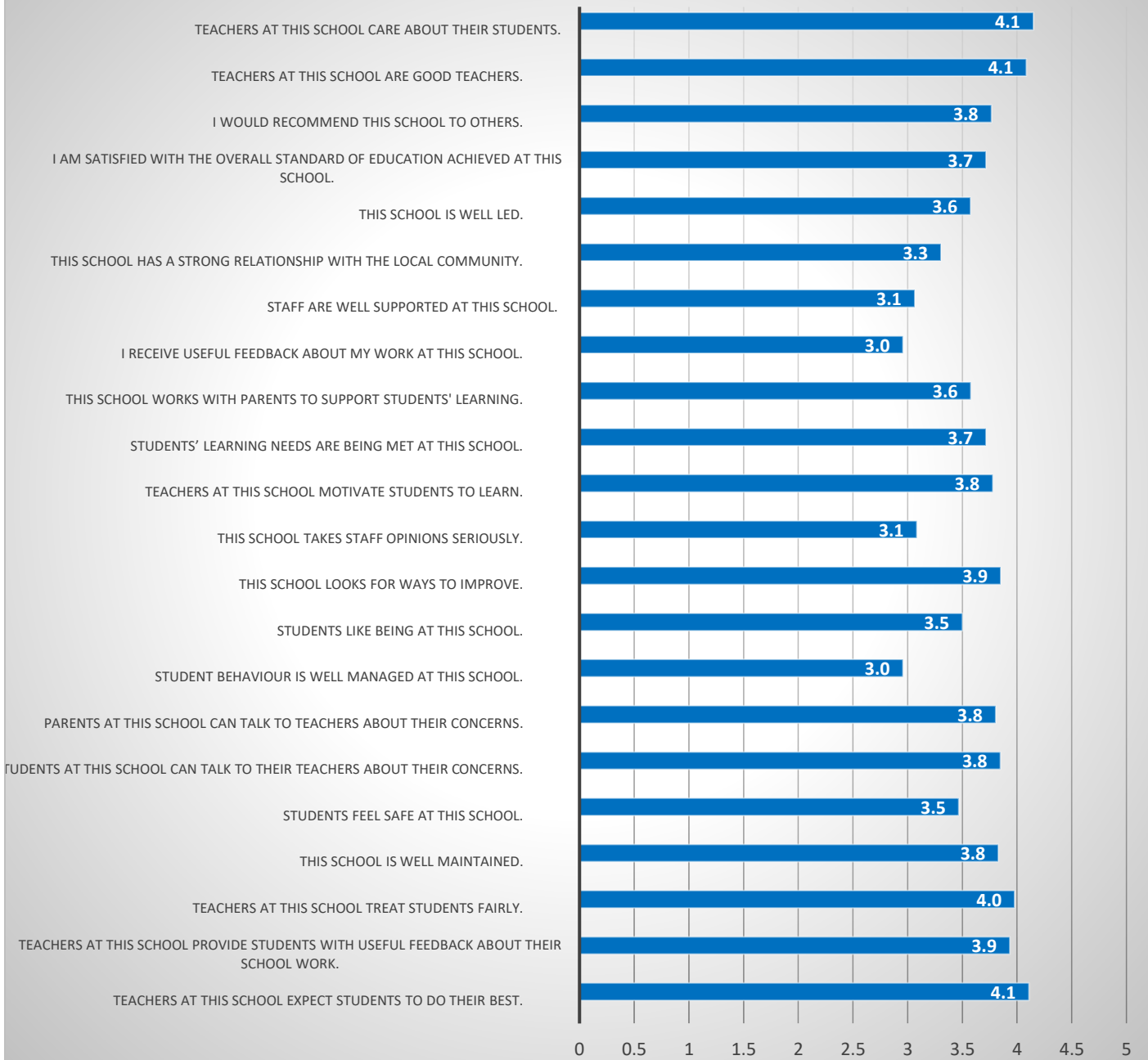
Industry Partnerships

- 46.** Increase the number of formalised industry partnerships that value add to school-based programs.

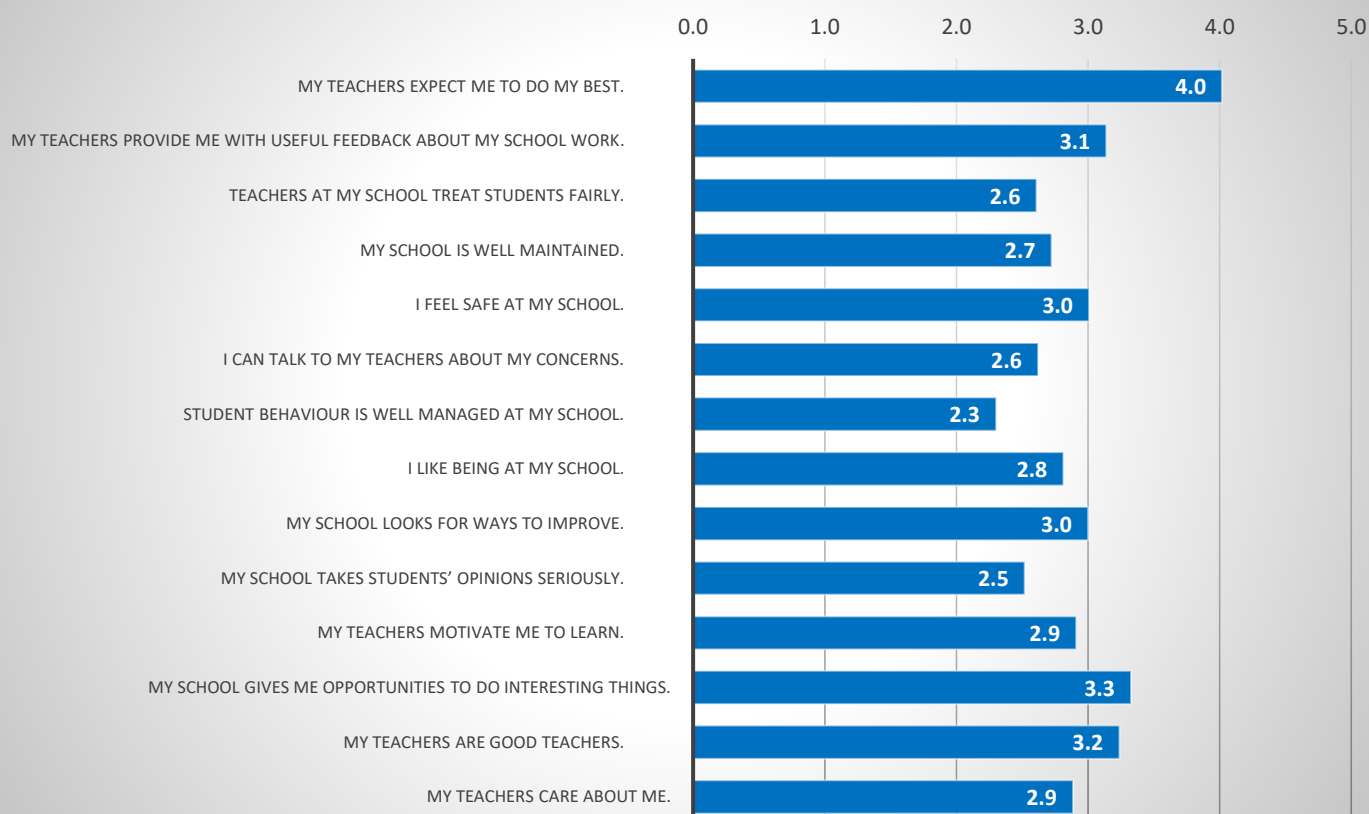
Significant time and energy is invested into relationships with industry in Allied Defence Industries, Career Support venture and training, STEM-related industries, and local Service Organisations.



Staff Survey



Student Survey



Vocational Education and Training

Below is an overview of the destinations and completions of our Vocational Pathway specific program (STEP) and internal and externally delivered Vocational qualifications. The number of students that took up apprenticeships in 2023 directly from the STEP program was 16 from a cohort of 43. The industry areas that these students went into are: Automotive, Building and Construction, Electrotechnology, and Plumbing. The tables show the number of Certificate II/III and IV Qualifications selected by students, and the amount that were completed in 2023. These figures include qualifications delivered as Auspice arrangements within school and external delivery by private RTOs and TAFE.

	Enrolled	Achieved
Cert II	351	281
Cert III	85	74
Cert IV	41	37

Number of Auspice qualifications running at CBC and number of completions across these qualifications in 2023

Qualification	Enrolments	Completions
Certificate II in Workplace Skills	90	74
Certificate II Skills for Work and Vocational Pathways	44	43
Certificate II in Creative Industries	25	19
Certificate II in Music Industry	22	20
Certificate III in Music Industry	7	5
Certificate II in Sport and Recreation	38	29
Certificate II in Sport Coaching	56	36
Certificate III in Sport and Recreation	12	9

Gifted and Talented Selective Entrance Program

The Department of Education Gifted and Talented (GAT) Program exists to enable academically-talented students to collaborate and interact with their intellectual peers at a higher level of intensity than would otherwise be possible in mainstream school. By offering students a variety of educational challenges and opportunities, the program provides a rigorous and diverse curriculum which is tailored to the individual needs of each student. Participation in the program is based on the results of state-wide testing coordinated by the Department of Education, which is offered to all gifted and talented education applicants.

As a designated GAT Program institution, Comet Bay College continually strives to enrich, extend, and accelerate the learning of our most capable students. Curriculum differentiation is an especially important area of focus, and each of our Learning Area Plans is carefully designed to stimulate the enthusiasm that our students have for learning, by exposing them to higher-order thinking skills, real-world problems that require critical thinking and collaboration, and meaningful opportunities to apply their talents outside the classroom. GAT students at Comet Bay College are also encouraged to always ask questions, both to deepen their knowledge, and to help them create connections between the various elements in their learning experience.

ATAR Success

In 2023, Comet Bay College achieved a median ATAR of **83.7** in comparison to like schools who had a median ATAR of 75.3. A total of 13 GAT students completed their WACE requirements through ATAR study. From this group the following results ensued.

ATAR Score	Number of GAT Students
98+	2
95+	1
90 – 95	2
85 – 90	2

The following 2023 SCSA Exhibitions and Awards were presented:

- *Subject Certificate of Excellence: ATAR English*
- *Certificate of Distinction* (4 x Students)
- *Certificate of Merit*

Pastoral Care Program

In 2023, CBC initiated a GAT pastoral care program that is designed to meet the specialised health and wellbeing of students within the program. Students attend pastoral class for one period each week, for a tailored, niche program to address the identified areas of need. We introduced iYarn, a survey tool that the GAT team use to track students' stress, social and emotional health and general wellbeing; allowing the team to be proactive with any student issues and assist them in developing the tools to manage and solve them. Students have reported a reduction in stress, workload, and developed appropriate skills and strategies to support and encourage their wellbeing.

Duke of Edinburgh

GAT students in Year 9 complete the Duke of Edinburgh Award which requires participants to commit time to improving their community through service, show persistence to improve a personal skill, regularly perform physical exercise and complete an adventurous journey as a team that is both challenging and requires resilience to overcome.

The award gives participants confidence and an edge over others when applying for TAFE, university or a job. Beyond your academic achievements, universities want to see evidence of other skills that students have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. A DofE Award provides students with the opportunity to demonstrate this.

Awardees also report the experience boosts character traits, such as confidence and resilience, that can improve their mental health and wellbeing, and help them face and overcome personal challenges. Within Comet Bay College, we have seen past students show a significant increase in social belonging and leadership skills after partaking in the award.

Geography and History

Participation in the Australian Geography and History competition saw GAT students continue to receive outstanding results.

Peer Excursions

GAT students attended incursions/excursions in 2023 in mixed year groups and within their own cohort. Through a variety of events, students learned to take safe risks, work in mixed year groups to complete challenges and support others, build unity, and consolidate trust. Peer mentoring and problem-solving provided students with access to other peers within the program and expand their network of support.

Teacher Development

Comet Bay College continues to build staff capacity to cater to the needs of Gifted and Talented students. Professional learning opportunities are designed to support student learning and outcomes, or sourced through reputable external consultants who drive the implementation of high quality, research-based policy and pedagogy.

SEN Reporting

Special Educational Needs Reporting was put in place in all Year 7-9 MESH classes in 2023. This is used to assess students against the curriculum as they are working on more complex concepts, content, and skills to provide more accurate and reliable assessment marks.



Australian Football Specialist Program

The Australian Football Specialist Program (AFSP) saw many achievements throughout 2023. Our Year 8/9 Boys won the WAFC Eagles Cup Division 1 contest for the second year in a row. They won the hard-fought state-wide Grand final against Sacred Heart College, marking an undefeated season.

Our Year 8/9 Girls were also crowned State Champions, bringing home the Dockers Cup after a convincing win over Mater Dai College, repeating their feat from 2022!

Our Year 7 Boys were also crowned State Champions after taking out the WA Football Commission Metro School Carnival.

In the boys' program, one student was selected in the WA AFL under 16s team, while two were selected in the WA AFL 18s. One of our students was selected in WA State Schoolboys under 15s team and 332 students have now played Colts for Peel Thunder in the WAFL. In addition, 48 former students made their WAFL debut, whilst 4 former students have played a combined total of 260 AFL matches.

In our girls' group, two students were selected in the WA AFL 18s, while two girls represented WA in the WA State Schoolgirls 15s.

2023 saw our 8th Player in 17 years being drafted, with Reece Torrent heading to the Brisbane Lions

Our Year 8 program participants (both boys and girls) once again took part in a pilot program in collaboration with the Fremantle Dockers, Purple Hands Foundation and Lifeline, which involved educational experiences in elite football, nutrition, and mental-wellbeing strategies.

Our Year 10 AFSP students took part in the Tomorrow Man/Woman program designed to equip students with the skills to break the stereotypes around gender roles and to care for individual mental health.



ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	918,648	918,648
Carry Forward (Salary):	657,654	657,654

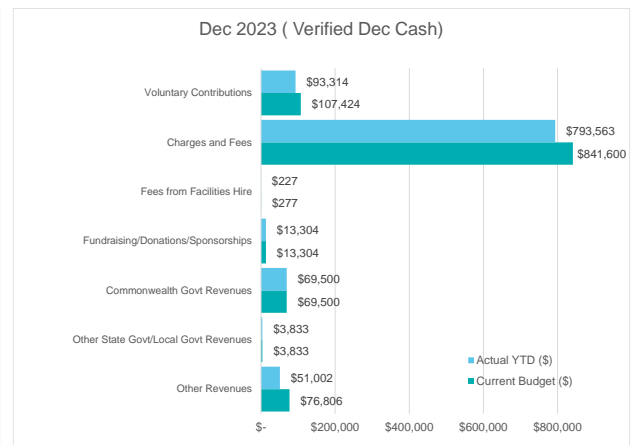
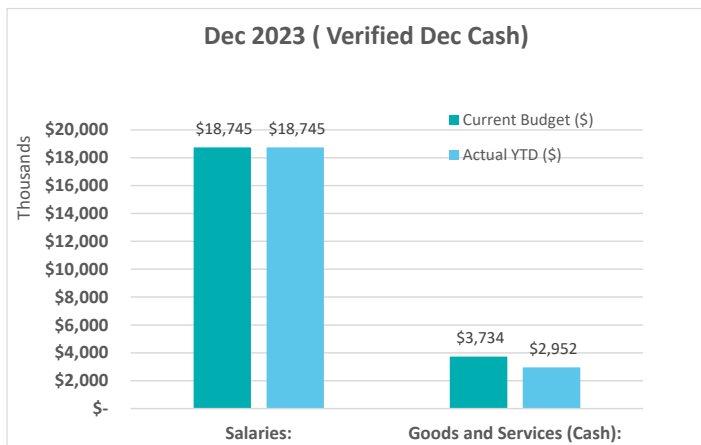
INCOME

Student-Centred Funding (including Transfers & Adjustments):	21,190,266	21,190,266
Locally Raised Funds:	1,140,542	1,052,541
Total Funds:	23,907,110	23,819,109

EXPENDITURE

Salaries:	18,745,494	18,745,494
Goods and Services (Cash):	3,733,708	2,952,409
Total Expenditure:	22,479,202	21,697,903

VARIANCE:	1,427,908	2,121,206
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INCOME - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	918,648	918,648
Carry Forward (Salary)	657,654	657,654

STUDENT-CENTRED FUNDING

Per Student	17,500,200	17,500,200
School and Student Characteristics	2,161,304	2,161,304
Disability Adjustments	40,415	40,415
Targeted Initiatives	1,182,426	1,182,426
Operational Response Allocation	249,853	249,853
Total Funds:	21,134,198	21,134,198

TRANSFERS AND ADJUSTMENTS

Regional Allocation	3,400	3,400
Transition Adjustment	#N/A	#N/A
School Transfers – Salary	(1,456,324)	(1,456,324)
School Transfers - Cash	1,508,993	1,508,993
Department Adjustments	0	0
Total Funds:	#N/A	#N/A

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	107,424	93,314
Charges and Fees	841,600	793,563
Fees from Facilities Hire	277	227
Fundraising/Donations/Sponsorships	13,304	13,304
Commonwealth Govt Revenues	69,500	69,500
Other State Govt/Local Govt Revenues	3,833	3,833
Revenue from CO, Regional Office and Other scho	27,798	27,798
Other Revenues	76,806	51,002
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	1,140,542	1,052,541

TOTAL

#N/A

#N/A



EXPENDITURE - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	17,233,915	17,233,915
New Appointments	0	0
Casual Payments	1,375,006	1,375,006
Other Salary Expenditure	136,573	136,573
Total Funds:	18,745,494	18,745,494
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	369,718	356,556
Lease Payments	211,540	201,766
Utilities, Facilities and Maintenance	670,799	602,013
Buildings, Property and Equipment	853,359	354,135
Curriculum and Student Services	1,402,023	1,238,314
Professional Development	49,734	47,874
Transfer to Reserve	88,203	88,203
Other Expenditure	88,332	63,548
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	3,733,708	2,952,409
TOTAL	22,479,202	21,697,903



