

School Report 2025

Comet Bay College

School Overview (source: Schools Online/School website)



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. Our Moral Purpose is that "*We strive for excellence by nurturing individual abilities, providing meaningful opportunities and fostering positive respectful communities".* We are a Positive Behaviour Support (PBS) school and Our Values are:

- To be Respectful
- To be Responsible
- To be Safe

Comet Bay College has been a Department of Education and Training 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 Specialist Australian Rules Football 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 of Comet Bay Primary, Golden Bay Primary and Secret Harbour Primary. Due to our popularity and rapid expansion of residential development around the college, 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 and 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 students 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 ensuring our staff have the skill set to provide high quality teaching and learning opportunities for all students.

A dedicated Student Services Team including a School Psychologist, Chaplains, Youth Development Officer and Defence Force Liaison Officer 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 strong social emotional and health and well-being support to all students.

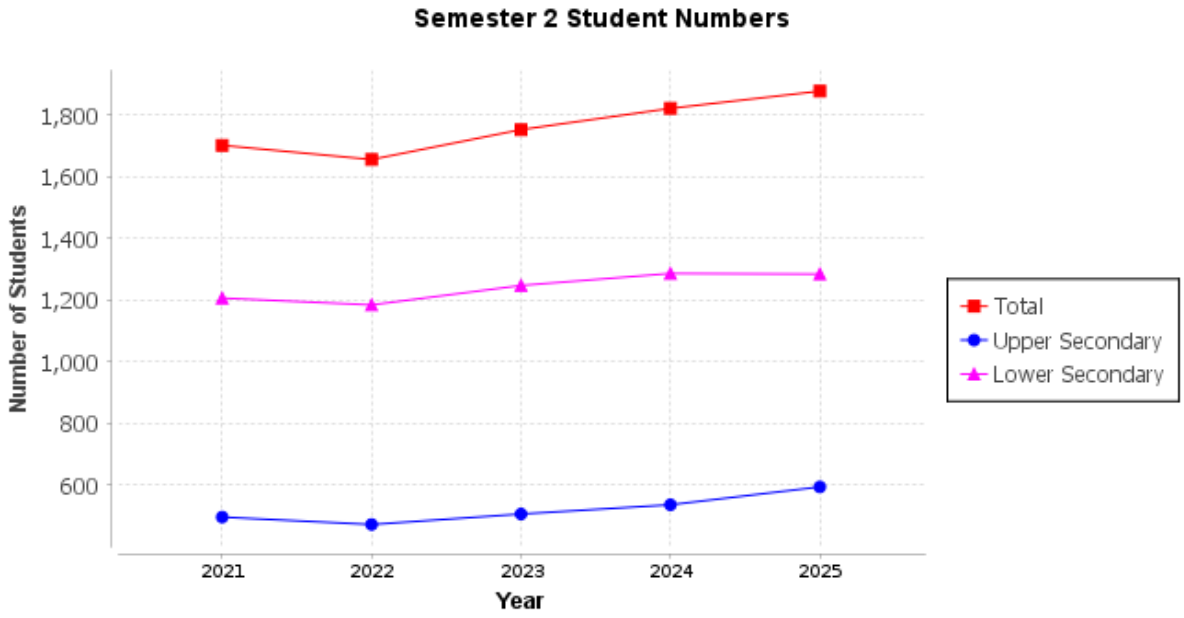
Comet Bay College recognises the value of effective use of information technology (ICT) in the classroom each year allocating significant resources to the ongoing development of ICT usage by students offering online learning curriculum, interactive televisions and projectors in every classroom and dedicated STEM classroom learning spaces.

Student Numbers and Characteristics (Data) (source: Schools Online)

Student Numbers - Trends

2025 Semester 2

<< 2025 Semester 1 Graph << 2024 Semester 2 Graph << 2024 Semester 1 Graph



Semester 2	2021	2022	2023	2024	2025
Lower Secondary	1207	1185	1248	1287	1285
Upper Secondary	496	472	506	536	594
Total	1703	1657	1754	1823	1879

Comments:

Comet Bay College continues to be the school of choice within the local community, with increasing demand, including consideration of out-of-area applications. Over the past five years, the College has experienced approximately 10% growth in overall enrolments, with the majority of this increase in the senior school.

This trend reflects the strengths of our senior school offerings, including a broad range of pathways that align with students interests and aspirations. The College has developed a strong reputation for achieving positive senior school outcomes.

It is also pleasing to note improved retention rates, with more students choosing to remain at school through to the completion of Year 12

While our feeder primary schools indicate a potential stabilisation or slight decline in enrolments in coming years, due to flattening growth trends. The College anticipates continued stability.

Workforce composition (Data) (source: Schools Online)

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	6	6.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	7	6.8	0
Total Administration Staff	20	19.8	0
Teaching Staff			
Level 3 Teachers	8	7.6	0
Other Teaching Staff	109	102.8	2
Total Teaching Staff	117	110.4	2
Allied Professionals			
Clerical / Administrative	25	22.4	1
Gardening / Maintenance	5	4.4	0
Instructional	1	1.0	0
Other Allied Professionals	42	35.3	1
Total Allied Professionals	73	63.1	2
Total	**210**	**193.3**	**4**

Comments:

All appointments were undertaken through a strategic and considered workforce planning process. The college maintained salary expenditure within its allocated student-centred funding, and despite ongoing teacher shortages, successfully recruited staff to meet its workforce requirements.

Comet Bay College has maintained a strong focus on succession planning within the Executive team, recognising that several members are considering retirement over the coming years. This proactive approach has created valuable acting and leadership development opportunities for middle leaders, while also supporting the emergence of new teacher leaders across the college.

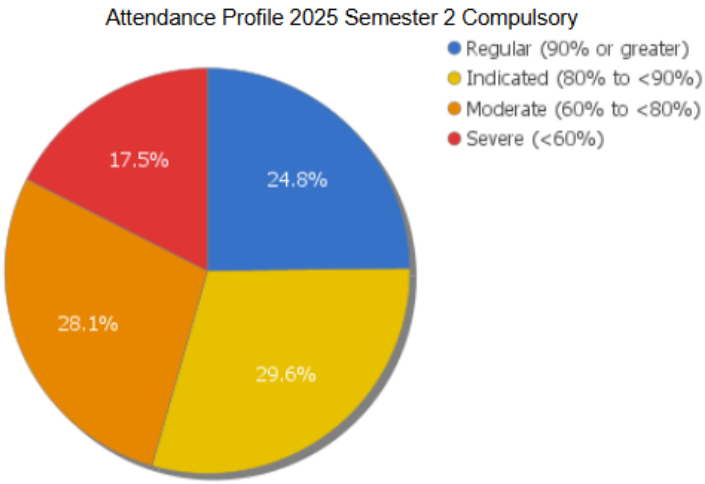
The College has also prioritised workload reduction strategies through a review of roles, responsibilities and portfolio structures. This has resulted in the reprofiling of key operational areas and the recruitment of additional allied professionals to better support with the increasing operational demands of the school.

Student Attendance (Data) (source: Schools Online)

Attendance Overall

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	82.1%	84.5%	84.9%	67.2%	68.3%	59.2%	81.4%	83.9%	82.5%
2024	81.1%	83.5%	84.7%	71.3%	68.1%	57.6%	80.6%	83.0%	82.2%
2025	81.0%	84.0%	84.5%	68.1%	58.6%	55.6%	80.3%	82.6%	81.7%



Describe your analysis and impact of evidence

Attendance continues to be an area of challenge. Our focus has been to improve systems around recording and communicating attendance, particularly through the change of systems from SIS to Project Kaartdijin in 2024. A new attendance policy and case management approach has seen an increased focus on attendance by Year Coordinators, Heads of Student Support, Participation officer and the attendance team. Whole school retention has increased, however one impact has been a reduced attendance rate, as many of these students have poor attendance. Deeper analysis of cohort-by-cohort data shows some areas of individual improvement in reduced rates of severe and moderate attendance.

Describe how non-attendance is managed by the school

Non-attendance is addressed through a range of strategies providing differentiated supports in relation to the various concerns that contribute to non-attendance. A full-time Participation Officer engages with families and students to provide resources and facilitate access to alternative learning opportunities, coordinates Notices of Arrangement and Exemptions. This positive work enables the school to maintain contact with disengaged students and support their efforts to engage with suitable employment and learning opportunities. Year Coordinators and Heads of Student Support closely monitor students in the Severe and Moderate categories of attendance, working with families by developing plans, accessing internal or external supports and conducting home visits. Regular letters are sent home to families to ensure they are aware of their child's rate of attendance and requesting information about unexplained absences.

Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

Proficiency Level	Year 7 Numeracy									Year 9 Numeracy								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	6% (17)	8% (23)	10% (29)	7%	7%	9%	11%	11%	13%	9% (24)	5% (16)	6% (18)	6%	5%	7%	10%	9%	11%
Strong	50% (146)	57% (170)	50% (141)	54%	52%	52%	50%	49%	48%	50% (138)	58% (180)	57% (162)	57%	58%	60%	53%	55%	52%
Developing	33% (95)	26% (77)	29% (81)	28%	29%	25%	24%	24%	23%	33% (90)	31% (95)	30% (86)	27%	28%	24%	25%	25%	23%
NAS	11% (33)	9% (26)	11% (32)	11%	13%	14%	14%	13%	15%	9% (24)	6% (17)	7% (20)	9%	9%	9%	11%	10%	11%

Proficiency Level	Year 7 Reading									Year 9 Reading								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	11%	10%	13%	12%	14%	13%	15%	15%	16%	12%	11%	11%	12%	14%	14%	16%	17%	16%
Strong	46%	49%	41%	50%	45%	47%	45%	44%	44%	46%	53%	55%	50%	51%	52%	46%	47%	48%
Developing	28%	29%	33%	25%	25%	27%	24%	24%	24%	33%	30%	27%	28%	27%	25%	26%	25%	25%
NAS	15%	12%	13%	13%	16%	13%	14%	15%	14%	9%	6%	6%	9%	8%	9%	11%	10%	10%

Proficiency Level	Year 7 Writing									Year 9 Writing								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	8%	9%	12%	8%	10%	10%	12%	15%	14%	12%	16%	20%	10%	15%	16%	15%	20%	19%
Strong	43%	49%	48%	47%	45%	44%	44%	43%	42%	40%	45%	45%	43%	43%	41%	39%	38%	38%
Developing	38%	36%	30%	34%	33%	33%	27%	26%	27%	38%	29%	29%	36%	32%	34%	31%	28%	28%
NAS	11%	6%	9%	11%	12%	12%	16%	14%	15%	9%	9%	7%	11%	9%	8%	14%	12%	13%

Proficiency Level	Year 7 Spelling									Year 9 Spelling								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	11%	15%	14%	17%	18%	18%	21%	23%	23%	11%	8%	11%	14%	12%	16%	17%	15%	18%
Strong	52%	50%	51%	53%	52%	52%	48%	47%	46%	52%	59%	52%	56%	59%	54%	51%	55%	52%
Developing	27%	22%	25%	21%	20%	20%	19%	19%	19%	25%	23%	30%	22%	21%	23%	21%	20%	20%
NAS	10%	14%	10%	9%	10%	10%	10%	10%	10%	11%	9%	7%	8%	7%	7%	9%	8%	8%

Proficiency Level	Year 7 Grammar & Punctuation									Year 9 Grammar & Punctuation								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	8%	9%	7%	8%	10%	10%	12%	14%	14%	7%	11%	11%	9%	12%	13%	13%	14%	15%
Strong	43%	39%	46%	48%	44%	44%	45%	42%	40%	40%	39%	34%	41%	37%	39%	40%	38%	38%
Developing	32%	36%	28%	29%	31%	27%	25%	25%	25%	39%	33%	42%	36%	36%	33%	31%	30%	29%
NAS	17%	16%	20%	14%	16%	19%	16%	18%	20%	14%	17%	13%	13%	15%	15%	14%	16%	16%

Describe your analysis and impact of evidence

Student achievement data from NAPLAN indicates that CBC is performing in line with like schools and Western Australian public schools overall, with particularly strong outcomes in literacy. In Year 9, Reading and Writing results show sustained improvement over the three-year period, with increased proportions of students achieving in the Exceeding and Strong proficiency bands and a corresponding reduction in students in the Developing and NAS categories. Writing is a notable area of success, with significant growth in the highest achievement band.

In Year 7, Writing and Spelling results also demonstrate positive trends, including growth in higher achievement bands and a reduction in the proportion of students in Developing. Reading shows a modest increase in students achieving at the highest level, although there has been some movement from Strong into Developing, which will be an area for continued focus.

Numeracy outcomes across both year levels remain stable, with most students achieving in the Strong band. While there has been growth in Exceeding, further work is required to extend high-achieving students and increase the proportion reaching the top band.

Overall, the data reflects a positive trajectory in literacy achievement and a consistent performance in numeracy, with clear priorities identified to support continued improvement across all learning areas.
















Economics
History
Geography

Year 12 outcomes (DATA) including VET (source: SAIS WACE Report)

SECTION 1: COHORT AND STUDENT ACHIEVEMENT

Table 1. Student numbers						
	2020	2021	2022	2023	2024	2025
Semester 1 Census	252	269	194	251	228	298
Semester 2 Census	247	258	180	243	230	277
Students reported to the Authority	264	272	213	272	252	282
Students in the cohort	330	317	284	333	296	336
Alternative pathways: count(% of students in the cohort)						
Year 11 repeat			2	1	1	
Left school – NOA	32	32	45	47	39	32
Left school – other verified	13	5	15	14	9	14
Left school – unverified	21	9	21	17	12	12
Total (%)	66 (20%)	46 (15%)	83 (29%)	79 (24%)	61 (21%)	58 (17%)

Table 2. WACE						
WACE eligible students: count (%)						
	2020	2021	2022	2023	2024	2025
School – cohort	244 (74%)	254 (80%)	172 (61%)	235 (71%)	216 (73%)	249 (74%)
Like Schools	71%	73%	68%	71%	73%	73%
State - DOE	70%	70%	64%	68%	69%	71%
WACE achievement rate: count (%)						
School – cohort	235 (71%)	244 (77%)	167 (59%)	228 (68%)	198 (67%)	225 (67%)
School – WACE eligible	235 (96%)	244 (96%)	167 (97%)	228 (97%)	198 (92%)	225 (90%)
Like Schools (%)	88%	89%	90%	92%	90%	90%
State – DOE	89%	89%	89%	90%	90%	90%
WACE requirements met*: count(%)						
Breadth and depth	242 (99%)	253 (100%)	172 (100%)	235 (100%)	216 (100%)	247 (99%)
C grade (Achievement standard)	243 (100%)	252 (99%)	170 (99%)	234 (100%)	215 (100%)	238 (96%)
English completion	243 (100%)	254 (100%)	172 (100%)	235 (100%)	216 (100%)	249 (100%)
Literacy and numeracy	236 (97%)	245 (96%)	169 (98%)	228 (97%)	198 (92%)	231 (93%)

**WACE eligible students*

Table 3. OLNA						
Number of students who met the standard: count (%)						
	2020	2021	2022	2023	2024	2025
Reading						
School (Cohort)	268 (81%)	270 (85%)	209 (74%)	256 (77%)	228 (77%)	267 (79%)
School (WACE eligible)	238 (98%)	251 (99%)	172 (100%)	234 (100%)	208 (96%)	241 (97%)
Writing						
School (Cohort)	261 (79%)	261 (82%)	199 (70%)	250 (75%)	221 (75%)	261 (78%)
School (WACE eligible)	238 (98%)	248 (98%)	169 (98%)	229 (97%)	207 (96%)	238 (96%)
Numeracy						
School (Cohort)	266 (81%)	272 (86%)	206 (73%)	259 (78%)	221 (75%)	261 (78%)
School (WACE eligible)	243 (100%)	254 (100%)	172 (100%)	234 (100%)	208 (96%)	237 (95%)

Table 4. Secondary metrics						
	2020	2021	2022	2023	2024	2025
Completion rate	72.3%	73.5%	57.3%	70.1%	67.3%	70.5%
Apparent retention rate	77.2%	82.7%	60.8%	72.8%	80.4%	89.4%
Progress and achievement – Students per NAPLAN band (% meeting the achievement threshold)						
10					29 (31%)	27 (33.3%)
9					59 (32.2%)	55 (29.1%)
High band 8					37 (27%)	38 (34.2%)
8					61 (37.7%)	67 (41.8%)
7					64 (45.3%)	76 (56.6%)
6					20 (50%)	20 (60%)
Band 5 or exempt					4	4
Incomplete/No NAPLAN					20	32
Grand total					**294 (37%)**	**319 (42.8%)**





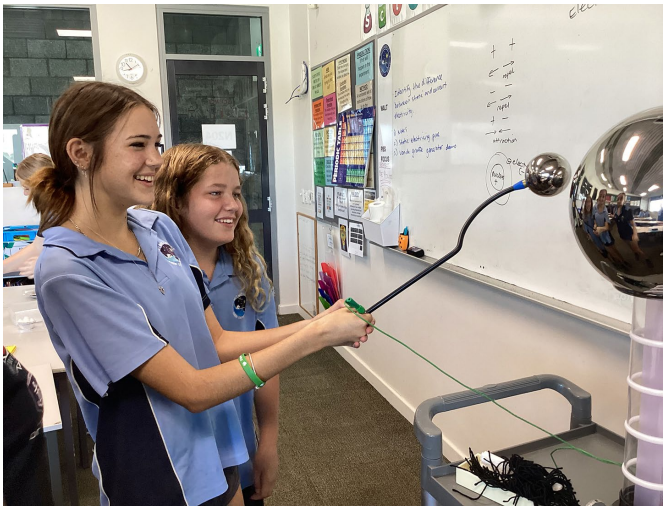








Table 5. Secondary metrics - Progress and achievement

	WACE Achieved								No WACE												
NAPLAN Band	01. ATAR 85+	02. ATAR 70+	03. Diploma	04. ATAR	05. CERT IV	06. CERT III	07. CERT II	08. General	09. ATAR	10. CERT II+	11. General	12. CERT I or NOA	13. Prelim or Foundation	14.No outcome	Total	Met threshold	Denominator	% met threshold	Met pre-threshold	Denominator	% in pre-threshold
10	9	6		2			3	5		1		1			27	9	27	33.3	6	27	22.2
9	9	7		6	3	11	11	6		1		1			55	16	55	29.1	6	55	10.9
High band 8		1		1	11	12	7	4		1		1			38	13	38	34.2	12	38	31.6
8		1		2	12	13	11	11		5	2	7		3	67	28	67	41.8	11	67	16.4
7				1	8	16	18	2		6	3	13	1	8	76	43	76	56.6	2	76	2.6
6					1		1			10	1	4		3	20	12	20	60.0			
Band 5- or Exempt					1									3	4						
Incomplete/ No NAPLAN	1	1			2	1	2	6		7	2	3		7	32						
Grand Total	19	16	0	12	38	53	53	34	0	31	8	30	1	24	319	121	283	42.8	37	263	14.1

Table 6. Student pathways						
ATAR						
	2020	**2021**	**2022**	**2023**	**2024**	**2025**
ATAR participation rate: count (% of cohort)						
School	52 (16%)	59 (19%)	33 (12%)	44 (13%)	56 (19%)	47 (14%)
WACE eligible	21%	23%	19%	18%	26%	19%
Year 12 ATAR enrolments: count (% of ATAR students)						
6+ ATAR courses					1 (<1%)	
4-5 ATAR courses	52 (16%)	59 (19%)	33 (12%)	44 (13%)	55 (19%)	47 (14%)
ATAR performance: count (% of ATAR students)						
99+						1 (2%)
90-98.95	13 (25%)	18 (31%)	12 (36%)	15 (34%)	11 (20%)	12 (26%)
80-89.95	18 (35%)	23 (39%)	12 (36%)	11 (25%)	14 (25%)	12 (26%)
70-79.95	7 (13%)	8 (14%)	6 (18%)	10 (23%)	15 (27%)	10 (21%)
55-69.95	11 (21%)	6 (10%)	2 (6%)	4 (9%)	13 (23%)	6 (13%)
<55	3 (6%)	3 (5%)		4 (9%)	3 (5%)	6 (13%)
English scaled score 50+	56 (108%)	62 (105%)	31 (94%)	36 (82%)	54 (96%)	41 (87%)
ATAR performance (triciles): count (% of ATAR students)						
High	19 (37%)	21 (36%)	12 (36%)	15 (34%)	11 (20%)	11 (23%)
Mid	17 (33%)	27 (46%)	16 (48%)	13 (30%)	20 (36%)	21 (45%)
Low	16 (31%)	10 (17%)	4 (12%)	16 (36%)	25 (45%)	15 (32%)
VET						
VET participation rate: count (% of cohort)						
School VET enrolments	257 (78%)	249 (79%)	174 (61%)	209 (63%)	160 (54%)	195 (58%)
Funded VET students	72%	72%	72%	72%	75%	76%
Level of highest qualification achieved: count (% of VET enrolled students)						
Diploma						
Certificate IV	55 (21%)	49 (20%)	36 (21%)	37 (18%)	27 (17%)	40 (21%)
Certificate III	48 (19%)	49 (20%)	37 (21%)	70 (33%)	41 (26%)	70 (36%)
Certificate II	138 (54%)	139 (56%)	78 (45%)	86 (41%)	80 (50%)	71 (36%)
Certificate I						
No certificate completed	16 (6%)	12 (5%)	23 (13%)	16 (8%)	12 (8%)	14 (7%)
Students with more than one qualification: count (% of VET enrolments)						
3+ qualifications	29 (11%)	58 (23%)	44 (25%)	71 (34%)	53 (33%)	57 (29%)
2 qualifications	90 (35%)	86 (35%)	50 (29%)	66 (32%)	43 (27%)	64 (33%)
Endorsed programs						
Unit achievement: count (% of cohort)						
All endorsed programs	163	243	187	212	193	270
General						
<4 ATAR and no VET participation rate: count (% of cohort)						
	2020	**2021**	**2022**	**2023**	**2024**	**2025**
1-3 ATAR and General		5 (2%)	5 (2%)	5 (2%)	6 (2%)	12 (4%)
General only		2 (1%)	7 (2%)	11 (3%)	11 (4%)	23 (7%)
Foundation, General and/or Preliminary		2 (1%)	3 (1%)	2 (1%)	3 (1%)	1 (<1%)
Preliminary only						

Table 7. SCSA exhibitions and awards						
AWARD	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Beazley Medal						
General Exhibition						
Subject Exhibition						
Subject Certificate of Excellence		3	2	1		
VET Exhibition						
VET Certificate of Excellence						
Certificates of Distinction			2	4		1
Certificates of Merit	21	14	8	14	10	11
Students with awards	21	14	10	18	10	12
Students with 2+ award		3	2	1		

Describe your analysis and impact of evidence

In 2025, the school demonstrated **improved retention, stable achievement, and strong pathway outcomes**.

Student numbers increased to **336**, with attrition reduced to **17%**, the lowest in recent years. Retention rose significantly to **89.4%**, indicating improved student engagement.

WACE achievement remained strong, with **90% of eligible students achieving WACE**. All students met **English requirements (100%)**, while breadth and depth (99%) and C grade achievement (96%) remained high. Literacy and numeracy attainment was solid at **93%**.

OLNA results were consistent, with around **78–79% of the cohort meeting standards**, and over **95% success among WACE-eligible students**.

Pathways data shows a continued shift toward VET, with **58% participation**, while ATAR participation declined to **14%**. VET students achieved strong qualification outcomes, particularly at Certificate II and III levels.

Secondary metrics progress improved, with **42.8% of students meeting benchmarks**, up from 2024.

The school also saw growth in **endorsed programs (270 students)** and a modest increase in **SCSA awards**.

















Teacher satisfaction with the school. Source: PAWS Survey

Comet Bay College - PEOPLE AT WORK
OVERVIEW REPORT JULY 2025

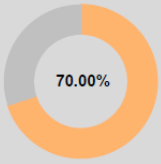
People AT WORK

ABOUT PEOPLE AT WORK

People at Work helps organisations to assess key psychosocial hazards and factors that have been associated with poor mental health and wellbeing, job burnout, lower productivity, increased sickness absence and physical disorders, amongst others. In Australia, employers are required by law to provide and maintain a working environment that is safe and without risks to both psychological and physical health.

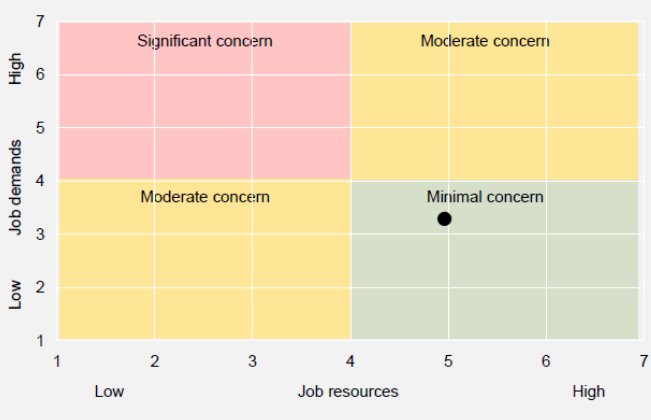
YOUR RESPONSE RATE

Your survey response rate was 70.00%. For response rates that are below 50% results should be interpreted with caution as the results may not be an accurate representation of the workplace as a whole.

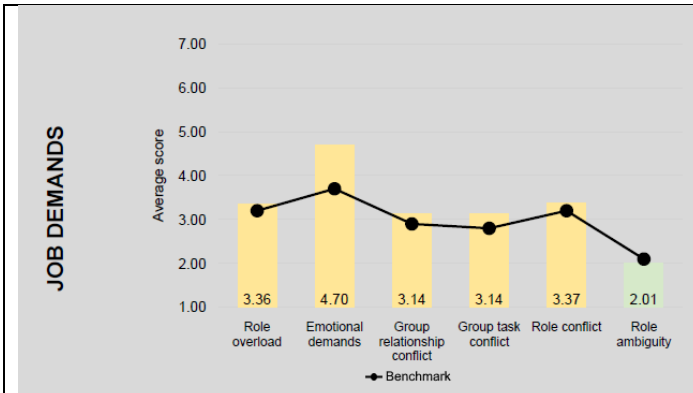


OVERALL RESULTS

Job demands refer to aspects of the job that require sustained psychological or physical effort and job resources are aspects of the job that are helpful for workers in achieving work goals. When there is a combination of high job demands and low job resources this can result in negative outcomes for workers such as psychological strain, burnout and sprain and strain. The graph shown averages your results across the different job demands and job resources to assess your overall level of risk.

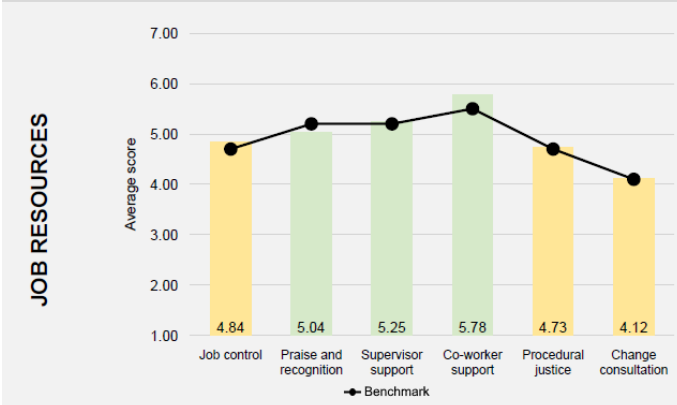


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The report is to be used in accordance with the People at Work terms of use.



Score interpretation			
↓ Lower is preferable			
Range	Low	Moderate	High
Scale Values	1.00 - 3.00	3.01 - 4.99	5.00 - 7.00
Action	Good, but monitor	Could be Improved	Immediate attention required

When workers perceive job demands to be high it can result in psychological harm. Workplaces should aim for job demands to be in the low range. Results should be followed up with a focus group to explore results further and an action plan developed. Some possible suggestions can be found in our guidance. For further detail see the comprehensive report.



Score interpretation			
↑ Higher is preferable			
Range	Low	Moderate	High
Scale Values	1.00 - 3.00	3.01 - 4.99	5.00 - 7.00
Action	Immediate attention required	Could be Improved	Good, but monitor

When workers perceive job resources to be low it can result in psychological harm. Workplaces should aim for job resources to be in the high range. Results should be followed up with a focus group to explore results further and an action plan developed. Some possible suggestions can be found in our guidance. For further detail see the comprehensive report.

Describe your analysis and impact of evidence

The College utilised the People at Work survey as art of its ongoing commitment to evidence informed improvement and staff well-being. It provided valuable insights into staff perceptions of workplace demands, resources, support structures and organisational culture. This evidence has directly informed the development of the Comet Bay – Workplace Way, which focuses on positive workplace culture, strengthening professional relationships, enhancing staff voice, supporting wellbeing, and implementing workload conscious practices to ensure staff feel valued, supported and connected with the College community.



School Income by Funding Source (DATA) (source: Schools Resourcing System)

Operational-Dec 20 2

Operational One Line Budget Statement

Issued on 15 April 2026

School: Comet Bay College **School Year:** Dec 2025 (Verified Dec Cash)

Region: South Metropolitan Region **Aria:** 0

Distance to Perth (km): 52.17

One Line Budget – Dec 2025

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	723,439	723,439	-0
Carry Forward (Salary):	$	1,140,004	1,140,004	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	24,495,091	24,495,091	-0
Locally Raised Funds:	$	1,197,008	1,053,807	143,201
Total Funds:	$	27,555,542	27,412,341	143,201
EXPENDITURE				
Salaries:	$	21,989,009	21,989,009	0
Goods and Services (Cash):	$	3,907,827	3,622,837	284,990
Total Expenditure:	$	25,896,836	25,611,846	284,990
Variance:	$	1,658,706	1,800,494	-141,788

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	**$723,438.90**	**$723,439.00**	**$-.10**
Carry Forward (Salary)	**$1,140,003.85**	**$1,140,003.85**	**$.00**
Student-Centred Funding (including School Transfers & Department Adjustments)	**$24,495,090.94**	**$24,495,090.94**	**$-.00**
Per Student	$19,859,192.00	$19,859,192.00	$.00
School and Student Characteristics	$3,085,037.74	$3,085,037.74	$.00
Disability Adjustments	$-36,236.29	$-36,236.29	$.00
Targeted Initiatives	$1,315,018.68	$1,315,018.68	$-.00
Operational Response Allocation	$228,520.64	$228,520.64	$.00
Regional Allocation	$1,517.00	$1,517.00	$.00
School Transfers – Salary	$-1,600,484.09	$-1,600,484.09	$.00

Operational-Dec 2025

School Transfers - Cash	$1,704,819.12	$1,704,819.12	$.00
Department Adjustments	$-62,293.86	$-62,293.86	$.00
Locally Raised Funds (Revenue)	**$1,197,007.99**	**$1,053,806.74**	**$143,201.25**
Voluntary Contributions	$135,123.00	$99,908.00	$35,215.00
Charges and Fees	$870,717.00	$832,901.04	$37,815.96
Fees from Facilities Hire	$227.00	$227.27	$-.27
Fundraising/Donations/Sponsorships	$16,173.00	$16,173.29	$-.29
Commonwealth Govt Revenues	$69,000.00	$.00	$69,000.00
Other State Govt/Local Govt Revenues	$2,466.00	$2,466.36	$-.36
Revenue from CO, Regional Office and Other schools	$24,288.00	$23,578.47	$709.53
Other Revenues	$79,013.99	$78,552.31	$461.68
Transfer from Reserve or DGR	$.00	$.00	$.00
Residential Accommodation	$.00	$.00	$.00
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees (Camp Schools only)	$.00	$.00	$.00
Total	**$27,555,541.68**	**$27,412,340.53**	**$143,201.15**

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	**$21,989,008.77**	**$21,989,008.77**	**$.00**
Appointed Staff	$20,295,658.73	$20,295,658.73	$.00
New Appointments	$.00	$.00	$.00
Casual Payments	$1,580,005.93	$1,580,005.93	$.00
Other Salary Expenditure	$113,344.11	$113,344.11	$.00
Goods and Services (Cash Expenditure)	**$3,907,827.07**	**$3,622,837.45**	**$284,989.62**
Administration	$206,067.00	$182,388.00	$23,679.00
Lease Payments	$156,815.09	$156,815.19	$-.10
Utilities, Facilities and Maintenance	$936,606.77	$897,977.51	$38,629.26
Buildings, Property and Equipment	$949,099.50	$833,816.96	$115,282.54
Curriculum and Student Services	$1,534,814.71	$1,445,481.25	$89,333.46
Professional Development	$51,779.00	$51,778.64	$.36
Transfer to Reserve	$.00	$.00	$.00
Other Expenditure	$71,270.00	$53,204.90	$18,065.10
Payment to CO, Regional Office and Other schools	$1,375.00	$1,375.00	$.00
Residential Operations	$.00	$.00	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00
Total	**$25,896,835.84**	**$25,611,846.22**	**$284,989.62**






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