



Comet Bay College

BUSINESS PLAN 2021 - 2023



Our School



"Comet Bay College, catering for in excess of 1800 students in Years 7- 12, is located in the coastal suburb of Secret Harbour in the South Metropolitan Region. Founded in 2006 and built on this site in 2007, the College is a large, modern, state of the art educational facility. "

The College became an Independent Public School in 2012, and underwent its first Independent Review in March 2014, receiving overwhelmingly positive feedback and commendations in the areas of student learning, quality of the learning environment and sustainability.

Comet Bay College's motto is "Seek Excellence", and the College focuses strongly on this, with excellence being reflected and aspired to in every aspect of the school. Ensuring our aim of achieving excellence for every student, in every classroom, everyday enables the College to achieve the highest educational objectives. At Comet Bay College, we strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual, with staff who care about each student's overall progress and well-being. Students are encouraged and supported to perform to the highest standard and are given the opportunity to excel in a number of high quality programs across the College.

The College has a highly successful Senior School Program with students performing to a high standard in *Australian Tertiary Admissions Rank* (ATAR) as well as gaining access to a very successful *Vocational Education and Training* (VET) Program that allows students access to Cert II, III and IV qualifications and real world work placement opportunities. Students in Years 7-10 have access to a number of educational pathways including enrichment, mainstream and extension. The College also runs a highly successful targeted intervention program that aims to fill in the gaps in student learning enabling them to transition successfully back into a mainstream environment.

Comet Bay College is a leader in the *Science, Technology, Engineering and Mathematics* (STEM) education field, utilising industry standard ICT infrastructure and resourcing as



we expose students to an innovative 21st Century learning approach that supports and encourages students to engage in a focus on critical thinking, problem solving and creativity.

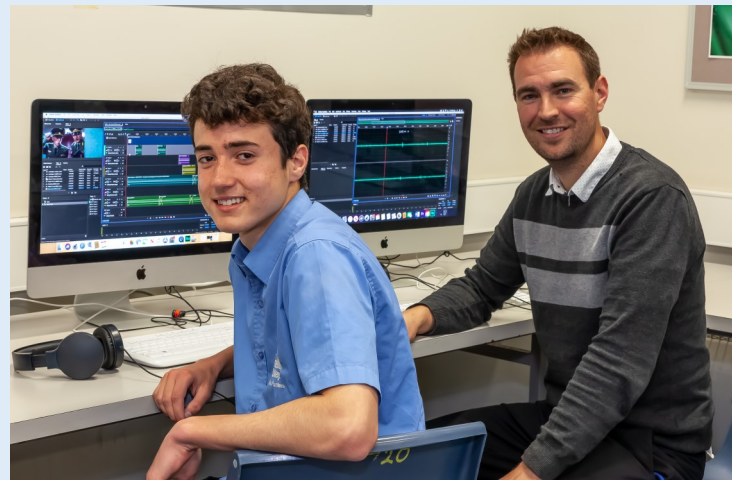
Comet Bay College's expertise in the STEM education field has been recognised with the College being granted *STEM Teacher Development School (TDS)*, *STEM Enterprise School*, and *STEM Mentor School* status.

Comet Bay College offers a number of high quality and very successful educational programs including a *Gifted and Talented Academic Program (GAT)* established in 2007, and a fully accredited specialist Australian Rules Football Program. The College places a high value on developing and maintaining positive, respectful relationships with all stakeholders; as we continually seek to enhance our whole of College positive culture. The College's *Resilience, Emotional Awareness, Careers and Health (REACH)* program supports our commitment to the development of the social and emotional intelligence of our students. The REACH program is supplemented with the new Career Development Program which will support students in all year groups to set learning and career goals as they work towards further education or employment beyond the College. The Positive Culture Team are focused on ensuring a fun, enjoyable and engaging whole of College culture is thriving. This ensures student and staff maintain a strong, positive connection to the College.

Our extensive Student Support team ensure that we maintain a safe, orderly environment that allows students to focus on their learning.

The College has built a best practice professional learning culture that is relevant, collaborative and future-focused. The PROPELL (Providing Real Opportunities for Professional, Education, Learning and Leadership) targeted professional learning strategy, underpinned by a coaching approach and supported with a focus on classroom observation and feedback develops individual and collective capacity across the College; supporting staff to 'seek excellence' as they reflect on, and consciously improve their teaching practice. The implementation of an explicit pedagogical framework ensures a consistent approach to teaching and learning in the classroom at Comet Bay College.

The College is part of the *Comet Bay Professional Learning Community (CBPLC)*; which comprises Comet Bay Primary School, Secret Harbour Primary School and Golden Bay Primary School. Staff across the schools work collaboratively to develop a cohesive, K-12 learning approach. This highly effective collaborative partnership means that students transitioning from these primary schools are already connected to the college and experience a seamless transition to high school as they are exposed to a number of innovative programs such as Nautilus academic extension, STEM and Community Leadership.



Our Vision

To 'seek excellence' in all that we do.

We will:

- *Promote equity and excellence;*
- *Ensure that all students become successful 21st Century learners, confident and creative individuals and active and informed members of the community;*
- *Build the capacity of the 'whole child' to meet their academic as well as social and emotional developmental needs.*

Our vision is underpinned by a professional learning community foundation, which is driven by the following three elements:

1. LEARNING

All students and staff are engaged and committed to their lifelong learning.

2. COLLABORATION

Helping all students and staff requires a collaborative and collective effort.

3. RESULTS

To assess our effectiveness the College focuses on results and uses that evidence to inform and improve our professional practice.



Our Business Plan

The Business Plan references and implements the Alice Springs (Mparntwe) Education Declaration 2019, Department of Education Corporate Framework, including the Strategic Directions for WA Public Schools 2020-2024, Aboriginal Cultural Standards Framework and the annual Focus documents. The plan outlines an overview of the strategic intent of the College towards quality improvement targets and strategies 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, Workforce Plan and the Delivery and Performance Agreement.

Our Self-Assessment, Review and Target Setting

As part of the 'Comet Bay Way', the College continues to focus on establishing and reviewing systematic methods for collecting and interpreting evidence to identify and build upon excellent teaching and learning, improve school performance in all areas, embed innovation and creativity and ensure a continued commitment to maintaining a positive culture within the College. This commitment to self-assessment and self-reflection ensures that the College embarks on an annual process of self-review of all relevant school performance data that informs all school planning and resource allocation. The inclusion of a broad array of targets encompassing all learning areas, years of schooling and dimensions of student learning (achievement, progress and engagement) is an approach that continues to build a whole of school improvement culture.

This comprehensive self-review process determines our whole of College priorities, targets and strategies to achieve them.

The business plan is operationalised through a series of connected operational plans. The whole of college operational plan is further operationalised through a standardised approach to Learning Area and College team operational plans. These operational plans are updated annually to reflect the progress being made toward the overarching targets.



Our Priorities and Strategies

1. Seek *Excellence* in Student Achievement

Targets – We will measure our success by:

NAPLAN

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

OLNA

- ◆ 95% of Year 12 students to achieve OLN requirement in Reading, Writing and Numeracy.

Year 7-10 Student Achievement

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

Year 11-12 Student Achievement

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



Strategies – We will achieve our targets through the following broad strategies:

- ◆ Collect, analyse and use a range of student achievement data to track individual student achievement and progress to improve student engagement and increase student connection to their learning.
- ◆ Continue to build staff capacity in analysing, interpreting and using a range of student performance data to inform teaching and learning programs.
- ◆ Support the delivery of effective teaching and learning programs in Gifted and Talented Education, Specialist, Extension, Mainstream, Intervention and Enrichment pathways in Years 7-10.
- ◆ Support the delivery of effective teaching and learning programs in ATAR, General, Foundation and VET pathways in Years 11-12.
- ◆ Expansion of Fee for Service Qualification offerings for Year 11-12.
- ◆ Support student university aspirations through TLC and other bridging courses.
- ◆ Continue to implement a targeted plan as developed by the Whole School Literacy Committee ensuring agreed literacy strategies are implemented and consistently reviewed by each learning area.
- ◆ Continue to review curriculum provision, which provides a basis for ongoing discussions about student achievement and supports teachers to construct learning experiences that are relevant, engaging and challenging.
- ◆ Continue to implement consistent and authentic moderation processes across all learning areas.
- ◆ Build upon and enhance the College NAPLAN and OLN student support structures.



2. Seek *Excellence* in Teaching and Leadership

Targets – We will measure our success by:

Professional Learning

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

Leadership Development

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

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



Strategies – We will achieve our targets through the following broad strategies:



- ◆ Support the successful implementation of the ACT Program across priority and focus areas of the Comet Bay Way Teaching and Learning Excellence flow chart.
- ◆ Implement the Performance and Development ACT Program for teaching staff.
- ◆ Continue to focus on building staff capacity and engaging students through AIP and other relevant instructional design support strategies.
- ◆ Build leadership capacity through a variety of opportunities and support with the aim of facilitating staff development, innovation and promoting positive change.
- ◆ Continue to implement the Comet Bay Way - Classroom Instruction and engagement focus.

- ◆ Develop high quality teachers through the PROPELL targeted professional learning strategy including focusing on areas of whole school priorities and the innovative use of ICT and STEM based learning strategies to support a 21st century classroom environment.
- ◆ Differentiate teaching practices through the use of data, formative assessment, and instruction and feedback models.
- ◆ Continue to implement a targeted plan as developed by the Whole School Literacy Committee (represented by an Associate Dean of each Learning Area) ensuring agreed literacy strategies are implemented and consistently reviewed by each learning area.
- ◆ Build upon Performance and Development self-reflective processes for both teaching and non-teaching staff.



3. Seek *Excellence* in College Culture and Learning Environment

Targets – We will measure our success by:

Learning Environment

- ◆ Full implementation of the STEM Academy across years 7-9.
- ◆ Attain Specialist Program status for STEM Academy.
- ◆ All year 7-12 students will engage with targeted Career Development education programs.
- ◆ 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

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

Student Engagement

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

Student Attendance

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

Culturally Responsive College

- ◆ 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).



Strategies – We will achieve our targets through the following broad strategies:



- ♦ Strategic use of resources to support target and strategy achievement.
- ♦ Develop and implement a whole school approach to positive school culture.
- ♦ Ensure the well-being of students, with a continued focus on their social and emotional health through the REACH Program in Years 7-9.
- ♦ Develop a Year 10-12 structured approach to support student well-being, including Teen Mental Health program.
- ♦ Implement sustainable approaches that support the physical, mental and social well-being of staff.
- ♦ Develop and implement a year 7-12 Career development and education plan.
- ♦ Continue to grow and develop school based learning and engagement programs increasing access to post-school pathways.
- ♦ Increase the recognition of positive contributions within our school community.
- ♦ Continue to implement a multi-faceted approach to improve student attendance.
- ♦ Introduce STEM Project Based Learning Cross-Curricular opportunities across years 7-10.
- ♦ Maintain buildings and grounds to a high standard.
- ♦ Develop College cultural responsiveness to improve awareness and educational outcomes for students.

4. Seek Excellence in Partnerships

Targets – We will measure our success by:

Parents and Community

- ◆ 80% of parents engage in the use of Connect to monitor their child's progress.
- ◆ 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.
- ◆ All College Board members will have completed School Board training.

CBPLC and Networks

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

Industry Partnerships

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

Strategies – We will achieve our targets through the following broad strategies:

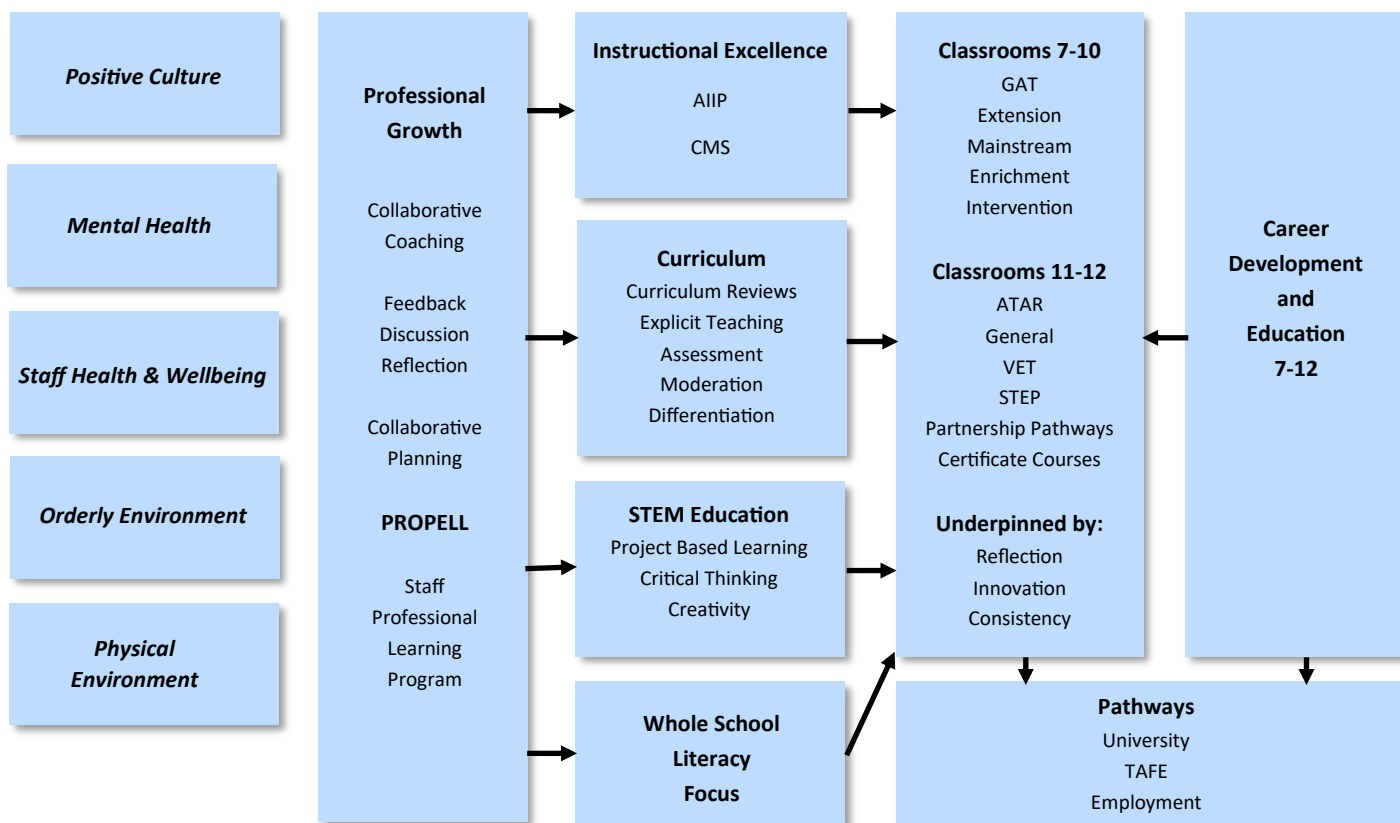


- ◆ Continue to identify and develop community, education and business partnerships to support improved student achievement, well-being and career pathways.
- ◆ Continue to seek strategic partnerships and competitions to support the College STEM vision.
- ◆ Continue to promote the College to the wider community through website, Facebook, email and key promotional events.
- ◆ Continue to build upon the Comet Bay Professional Learning Community (CBPLC) K-12 strategic improvement initiative.
- ◆ Continue to develop the School Board membership to be an efficient and effective leadership group to support and promote the school vision providing training where appropriate.
- ◆ Engage with the broader community (where applicable) as a resource in the development and delivery of learning.

The Comet Bay Way

Teaching and Learning Excellence

Pedagogical Framework



GLOSSARY



ACER

Australian Council for Educational Research

ACSF

Aboriginal Cultural Standards Framework

AIIP

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

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

