



Comet Bay College

ANNUAL REPORT

2020



I commend the 2020 Annual Report to the Comet Bay College Education Community.

Comet Bay College continues to be the 'school of choice' for our community, with over 95% of eligible primary students choosing to enrol at our College. Student numbers continue to grow, our student population increasing from 1310 (2014) to 1843 (2019) enrolled students. This is the third year of reporting on our 2018-2020 Business Plan and the data presented validates our self-assessment processes and is helping to shape College priorities with decisions based on solid evidence from the wealth of performance data.



The College Business Plan outlines four areas of focus as well as our academic and non-academic targets for the three-year cycle. We aim to 'Seek Excellence' in **Student Achievement, Teaching and Leadership, Positive School Culture and Wellbeing**, and **Partnerships**. We are pleased to see achievement and progress in many of these target areas, indicating the effectiveness of our strategic investments in data literacy, curriculum review, effective staff and student support processes, instructional strategies, consistent curriculum delivery, and a belief that improvement is a continuous process.

Our Year 12 students continue to impress, with 8 individual SCSA Awards, and achieving a median ATAR of **84.0**. It is very rewarding to see a continued high WACE Achievement (Graduation) rate of 95% and an Attainment rate (students achieving an ATAR of 55 or greater and/or completion of a Certificate II qualification) of **98%**.

Current data indicates that continued Literacy and Numeracy support will improve OLN success rates. We are confident that our practices are continuing to empower students with the tools they need to progress successfully beyond school into tertiary study, training or employment.

Our points of difference

Our College *Vocational Education and Training Program* is setting new standards in effective secondary pathways with 21% of our Year 12 cohort (57 students) achieving a Certificate IV as a part of their WACE. A further 48 students achieved a Certificate III and 138 students achieved a Certificate II.

Gifted and Talented Education continues to produce outstanding results. 2020 marked another milestone for the program with a median ATAR for GAT students of 83.35.

We introduced our Literacy and Numeracy Intervention Program in 2019 providing tested students with targeted literacy and numeracy support in years 7 and 8. This program has already proven very successful in improving student's basic literacy and numeracy skills. I look forward to the development of the next phase of this program in 2021.

Developed in house by our dedicated staff our *Resilience, Emotional Awareness, Careers and Health (REACH)* program is integrated into the timetables of students across years 7 to 9 for two hours a week of social/emotional, health and career focused formal education. Our intent for this program is to support the development of the 'whole student' providing them with vital skills needed to be successful at school and beyond.

In recognition of the advances made in STEM education the College was selected as a *STEM Innovation Partnership - Teacher Development School*, in partnership with the Department and the Innovation Unit, showcasing our excellence in Science, Technology, Engineering and Mathematics Education, and to mentor schools across the state to support this Federal Initiative. A STEM Academy will be introduced for year 7 and 8 students in 2021. Providing selected students with the opportunity to specialise in this area four periods a week.

We have continued our intensive focus on improving teacher capacity in the classroom with Cohort 5 staff completing the five-day Advanced Instructional Intelligence Program(AIIP) as well as Instructional Coaches working with individual staff through classroom observation and feedback.

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 as well as 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 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.

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

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

Extension - Courses requiring greater Academic rigour 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

Colour coding key

Achieved

Good progress

Satisfactory progress

Unsatisfactory progress

Not achieved



Business Plan Data Targets – 2020

An Executive Summary

1. Seek Excellence in Student Achievement

Domain: 1 : 2 : 3 : 4

TARGETS: We will measure our success by:

NAPLAN

NAPLAN progress from Years 7-9 is at or above 'like schools' in all test areas		2019 – above in N, W, S, G 2020 – No data
Increase the percentage of Year 9 students across Bands 8-10 to 55% for all test areas		2020 – No data
The percentage of students achieving Band 8 or above in Writing increases from the 2017 results		2018 – 28% 2019 – 30% 2020 – No data
Decrease the percentage of Year 7 and 9 students below the National Minimum Standard to 10% or below in Writing		2019 – 7 (11%) 9 (15%) 2020 – No data

OLNA

95% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.		2018 WACE – 93.8% 2019 WACE – 90% 2020 WACE – 96%
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Year 7-10 Student Achievement

GAT: 95% of students to achieve an A or B learning area grade in MESH		<div>Yr 7 E: 87% M: 83% S: 93% H: 93%</div> <div>Yr 8 E: 81% M: 78% S: 90% H: 90%</div> <div>Yr 9 E: 50% M: 47% S: 91% H: 68%</div> <div>Yr 10 E: 84% M: 84% S: 100% H: 84%</div>
Extension: 80% of students to achieve an A or B learning area grade in MESH		<div>Yr 7 E: 75% M: 63% S: 86% H: 79%</div> <div>Yr 8 E: 75% M: 64% S: 87% H: 71%</div> <div>Yr 9 E: 76% M: 52% S: 75% H: 60%</div> <div>Yr 10 E: 46% M: 72% S: 52% H: 50%</div>
Mainstream: 65% of students to achieve a C learning area grade, or better, in MESH		<div>Yr 7 E: 75% M: 62% S: 62% H: 54%</div> <div>Yr 8 E: 75% M: 50% S: 53% H: 45%</div> <div>Yr 9 E: 67% M: 46% S: 49% H: 40%</div> <div>Yr 10 E: 72% M: 59% S: 50% H: 40%</div>
Enrichment: All students demonstrate annual progress against baseline on-entry test data		<div>Yr 7 E: — M: — S: ↓ H: —</div> <div>Yr 8 E: — M: ↓ S: — H: ↓</div> <div>Yr 9 E: ↓ M: — S: — H: —</div> <div>Yr 10 E: — M: — S: — H: —</div>
Increase the percentage of A and B grades in non-MESH learning areas		2020 PE : 62%, Tech : 50%, Arts : 54%
Decrease the percentage of students at E grade to 5% or less in all learning areas		2019 D : 11%, E : 6% 2020 D : 11%, E : 6%

Year 11-12 Student Achievement

Increase the percentage of students eligible for university entrance		2020 WACE – 16% Plus 21% (55 students) through TLC110 and Cert IV programs.
Improve the overall median ATAR to 75 or above		2019 – median ATAR 80.9 2020 – Median ATAR 84.0
20% or more of students achieve one or more scaled scores of 75+ in ATAR		2019 – 33% (14 students) 2020 – 21% (15 students)
95% of students enrolled in a qualification will achieve a Certificate II or higher by the end of Year 12		2019 – 87% completion 2020 – 94% completion 46% of students completed 2 or more qualifications
Increase Attainment to 100%		2018 WACE – 100% 2019 WACE – 98% 2020 WACE – 99%

2. Seek Excellence in Teaching and Leadership

Domain: 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8

TARGETS: We will measure our success by:

A minimum of 65 teaching staff to be trained in the Advanced Instructional Intelligence Program		2018 – 41 staff 2019 – a further 21 staff
Increase the percentage of teaching staff trained in Classroom Management Strategies Foundation Program to 85%		All staff have completed either the full or a modified CMS program.
Increase the number of Level 3 Classroom Teachers to 10 or more		6 rounds of between 16 and 24 staff have been completed.
All GAT and Extension teaching staff to have completed the GERRIC professional learning modules		90% of GAT and Extension teachers have completed the GERRIC modules.
All teaching staff to have participated in a minimum of two formal classroom observation visits per year aligned to their Performance and Development, with feedback provided		All teachers have engaged in P&D and observations are an expectation. Masterclass, AIIP, CWT
School Performance Data reflects improvement in teachers making consistent judgments of student performance		Assessment development PL Consistent Judgments

3. Seek Excellence in Positive School Culture and Well-being

Domain: 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8

TARGETS: We will measure our success by:

Student Attendance

Increase the attendance rate to 90% or above		Semester 2 2018 – 87.4% Semester 2 2019 – 86.8%
10% or less of students in the 60-80% attendance category		Semester 2 2018 – 12.2% Semester 2 2019 – 12.4%
4% or less of students in the 0-60% attendance category		Semester 2 2018 – 5.8% Semester 2 2019 – 6.4%

Student Engagement

Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all learning areas		Semester 2 2018 – 57.5% Semester 2 2019 – 57.7%
NSOS survey data indicates a level of engagement on the measurement scale at or above 4.0		Only 1/14 scores above 4.0 Student mean: 3.21

Relationships & Well-being

NSOS student/staff/parent survey data indicates a level of satisfaction on the measurement scale at or above 4.0		Parent mean: 3.66 Staff mean: 3.89
REACH pre and post-test longitudinal data demonstrates improvement in all survey areas		Murdoch University REACH Evaluation

4. Seek Excellence in Partnerships

Domain: 1 : 2 : 3 : 9

TARGETS: We will measure our success by:

NSOS survey data indicates a level of satisfaction on the measurement scale regarding safety/ care and feeling valued at or above 4.0		Safety mean: 3.6 Valued mean: 3.7
80% of parents regularly engage in the use of Connect to monitor their child's progress		School site access data indicates significant use of CONNECT by students and parents.
CBPLC survey data shows an improvement in collaboration to improve student learning outcomes		CBPLC Data

Seek Excellence in Student Achievement

NAPLAN

Target 1: NAPLAN progress from Years 7 to 9 is at or above “like Schools” in all test areas. 2019 data only due to COVID-19. This was achieved for Numeracy and Spelling. Reading and Grammar are close. Writing is a key focus for the College, as it is for most of the system.

Target 2: Increase the percentage of Year 9 students across Bands 8-10 to 55% for all test areas. 2019 data only due to COVID-19. This is an aspirant target but one that we believe is achievable. Numeracy, Reading, Grammar and Spelling are all within reach of the target. The College has invested heavily in a Whole School Literacy – Writing focus to address concerns in that area.

Target 3: The percentage of students achieving Band 8 or above in writing increases from the 2017 result. 2019 data only due to COVID-19. This target was achieved, increasing from 23% in 2017 to 30% in 2019.

Target 4: Decrease the percentage of Year 7 and Year 9 students below the National Minimum Standard to 10% or below in Writing. 2019 data only due to COVID-19. This target continues to be a work in progress and is heavily reliant upon the Whole School Literacy – Writing focus.

NAPLAN Proficiency Bands - 2019

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

						Year 7											
						Like Schools						WA Public Schools					
Band	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation		Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	
9 to 10	10%	6%	1%	6%	6%	12%	6%	4%	8%	10%		13%	7%	3%	8%	8%	
8	16%	14%	8%	16%	12%	21%	20%	13%	21%	17%		18%	18%	11%	19%	16%	
7	27%	29%	20%	25%	26%	31%	33%	26%	31%	27%		26%	28%	23%	28%	25%	
6	28%	29%	33%	32%	28%	23%	27%	32%	26%	26%		22%	25%	29%	24%	24%	
5	12%	15%	27%	13%	20%	10%	11%	20%	10%	15%		12%	14%	20%	12%	15%	
1 to 4	7%	6%	11%	7%	8%	3%	3%	6%	4%	6%		9%	9%	14%	9%	11%	

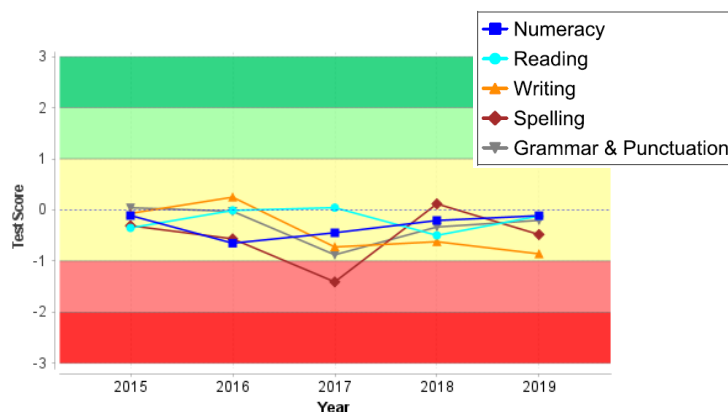
						Year 9											
						Like Schools						WA Public Schools					
Band	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation		Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	
10	2%	3%	2%	1%	3%	6%	4%	4%	4%	5%		8%	4%	3%	5%	4%	
9	14%	13%	11%	11%	11%	19%	16%	9%	16%	12%		16%	14%	10%	14%	12%	
8	31%	30%	17%	31%	22%	32%	34%	27%	32%	26%		27%	29%	21%	27%	24%	
7	37%	33%	26%	35%	37%	30%	29%	28%	32%	33%		29%	30%	26%	28%	29%	
6	14%	14%	29%	17%	20%	13%	13%	21%	12%	18%		16%	15%	21%	16%	18%	
1 to 5	1%	7%	15%	5%	7%	1%	4%	12%	3%	6%		4%	9%	19%	10%	13%	

Our Year 7 and 9 students sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in the areas of Reading, Writing, Spelling, Punctuation and Grammar and Numeracy (with and without calculators).

The tables featured above show the percentages of our students in each band and in comparison to Like Schools and WA Public Schools. A similar table, on the next page, shows those band percentages from 2017, 2018 and 2019. Overall, our NAPLAN results consistently improve as the College continues to raise academic standards and develop more rigorous practices.

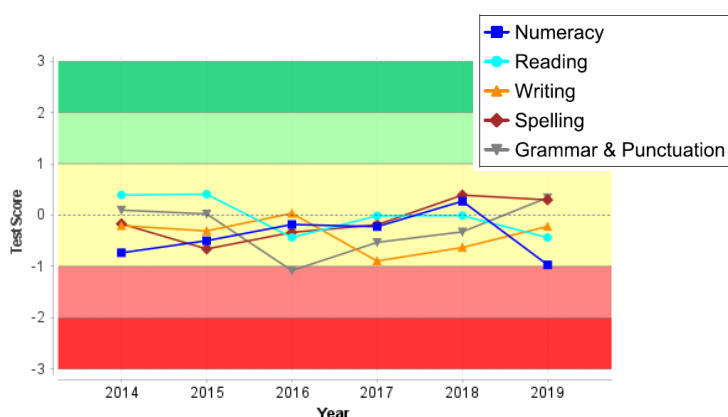
Comparative NAPLAN Performance

Year 7	Performance					
	2014	2015	2016	2017	2018	2019
Numeracy		-0.1	-0.6	-0.4	-0.2	-0.1
Reading		-0.3	0.0	0.0	-0.5	-0.1
Writing		-0.1	0.3	-0.7	-0.6	-0.9
Spelling		-0.3	-0.6	-1.4	0.1	-0.5
Grammar & Punctuation		0.0	0.0	-0.9	-0.3	-0.2



Comparative NAPLAN Performance

Year 9	Performance					
	2014	2015	2016	2017	2018	2019
Numeracy	-0.7	-0.5	-0.2	-0.2	0.3	-1.0
Reading	0.4	0.4	-0.4	0.0	0.0	-0.4
Writing	-0.2	-0.3	0.0	-0.9	-0.6	-0.2
Spelling	-0.2	-0.7	-0.3	-0.2	0.4	0.3
Grammar & Punctuation	0.1	0.0	-1.1	-0.5	-0.3	0.3



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

NAPLAN Proficiency bands – Longitudinal study

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard

				Year 7														
				Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
Band				2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
				2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
10				6%	9%	10%	6%	6%	6%	1%	1%	1%	2%	7%	6%	10%	12%	6%
9				14%	13%	16%	12%	15%	14%	7%	9%	8%	12%	18%	16%	14%	10%	12%
8				30%	29%	27%	32%	25%	29%	19%	16%	20%	37%	21%	25%	28%	29%	26%
7				33%	31%	28%	31%	35%	29%	30%	26%	33%	27%	33%	32%	23%	23%	28%
6				12%	16%	12%	14%	14%	15%	30%	34%	27%	13%	12%	13%	13%	18%	20%
1 to 5				5%	3%	7%	5%	5%	6%	12%	14%	11%	8%	8%	7%	12%	8%	8%

				Year 9														
				Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
Band				2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
				2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
10				6%	7%	2%	2%	6%	3%	2%	2%	2%	3%	6%	1%	4%	8%	3%
9				13%	15%	14%	12%	14%	13%	5%	5%	11%	15%	13%	11%	8%	13%	11%
8				27%	26%	31%	35%	29%	30%	16%	21%	17%	26%	24%	31%	26%	31%	22%
7				36%	32%	37%	22%	28%	33%	29%	24%	26%	30%	30%	35%	28%	20%	37%
6				18%	17%	14%	24%	20%	14%	28%	26%	29%	20%	19%	17%	20%	21%	20%
1 to 5				1%	3%	1%	5%	4%	7%	21%	22%	15%	6%	8%	5%	13%	7%	7%

Seek Excellence in Student Achievement

OLNA

Target 5: 95% of Year 12 students to achieve the OLNA requirement in Reading, Writing and Numeracy.

95.9% of Year 12 students met this requirement at according to the 2020 WACE data.

The effectiveness of the College's OLNA Strategy is highlighted by the 'value adding' evident in the longitudinal data. Our percentage of Year 9 students pre-qualified through NAPLAN testing is lower than like schools but, by the end of Year 12, our percentage of students not meeting the standard is significantly lower than like schools.

Year 10 Students – Qualified In			
	Year 9	Year 10	Not Qualified
2020	56	124	124
	18.4%	40.8%	40.8%
Like Schools	24.9%	41.6%	33.5%

Year 11 Students – Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2020	80	125	46	47
	26.8%	41.9%	15.4%	15.8%
Like Schools	25.1%	38.8%	16.7%	22.5%

Year 12 Students – Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2020	57	109	46	24	10
	23.2%	44.3%	18.7%	9.8%	4.1%
Like Schools	28.4%	38.8%	16.7%	6.0%	10.1%



Seek Excellence in Student Achievement

Year 7-10 Student Achievement

Target 6: GAT: 95% of students to achieve an A or B Learning area grade in MESH. Well on track with more than half of the combinations having achieved the target.

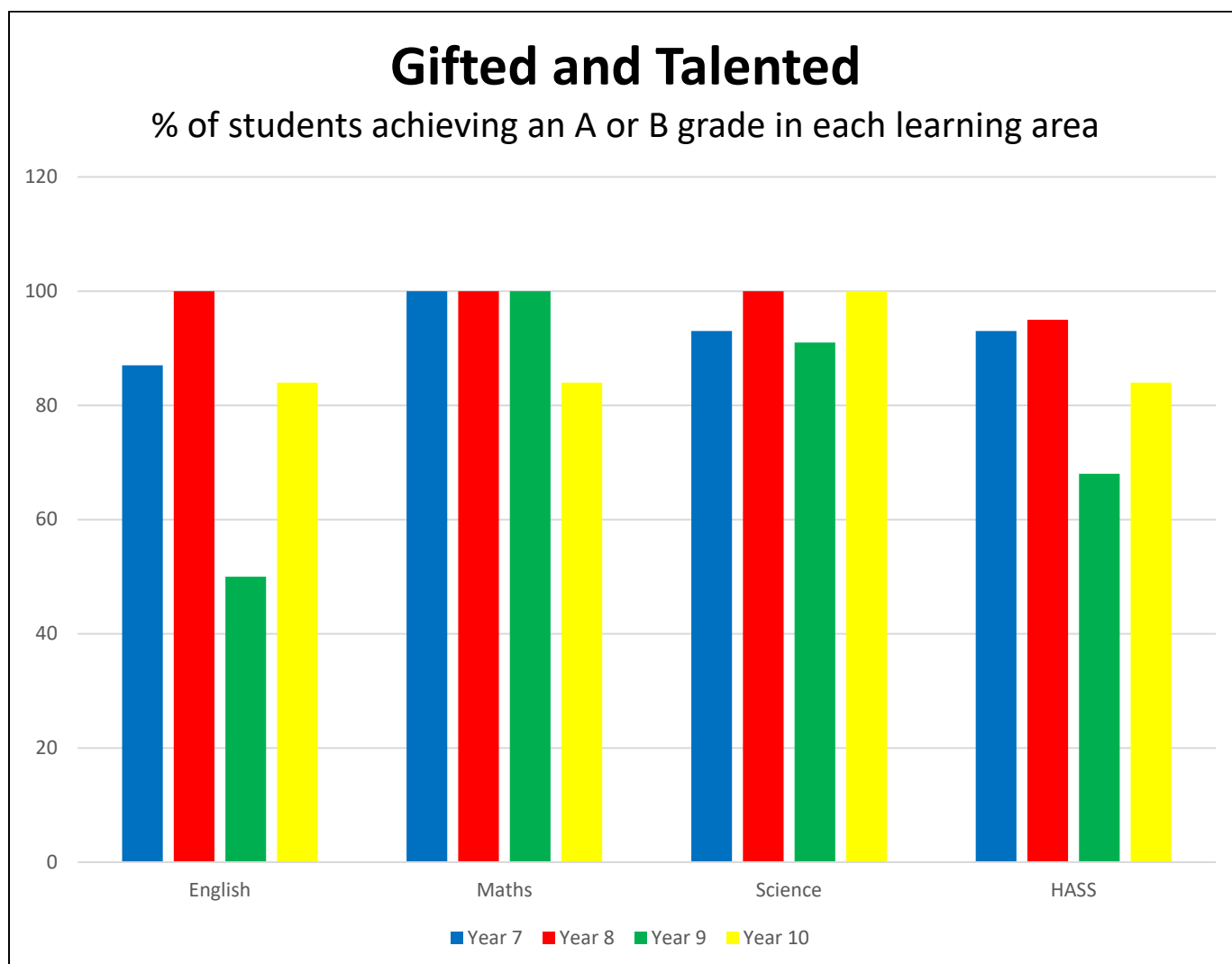
Target 7: Extension: 80% of students to achieve an A or B learning area grade in MESH. Grade data confirms that 2020 was a difficult year for students, with a mix of online work and disruptions to the home and learning environments.

Target 8: Mainstream: 65% of students to achieve a C learning area grade, or better, in MESH. More work is required in this area as target achievement is not consistent.

Target 9: Enrichment: All students demonstrate annual progress against baseline on-entry test data. There is no real consistency in the indicated progress of students in the enrichment classes. Considerable effort is going into refining and revising the curriculum and delivery in these classes to maximise the outcomes for students.

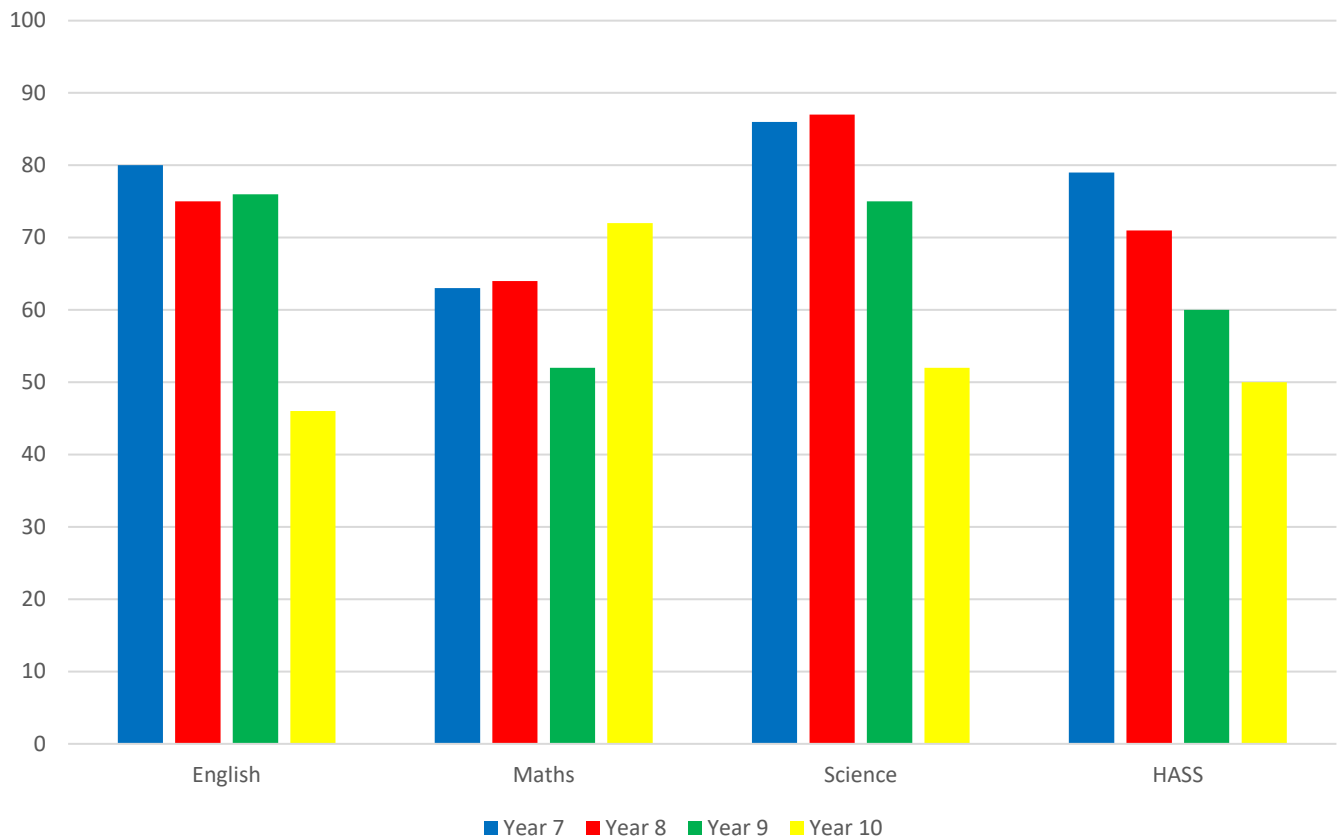
Target 10: Increase the percentage of A and B grades in non-MESH learning areas. These results are lower than expected with 62% A and B grades in PE, 50% in Technologies and 54% in the Arts.

Target 11: Decrease the percentage of students at E grade to 5% or less in all learning areas. These figures have remained consistent from 2019 to 2020.



Extension

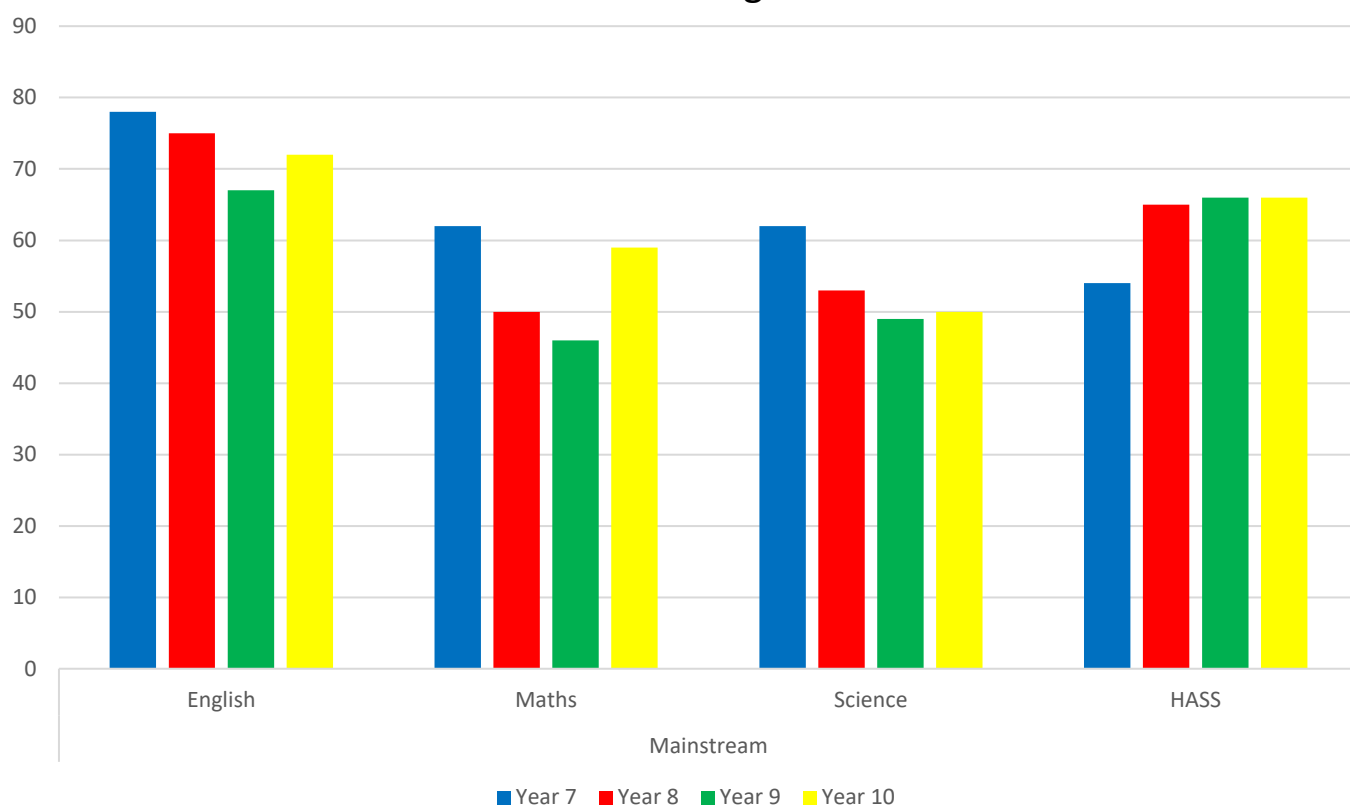
% of students achieving an A or B grade in each learning area



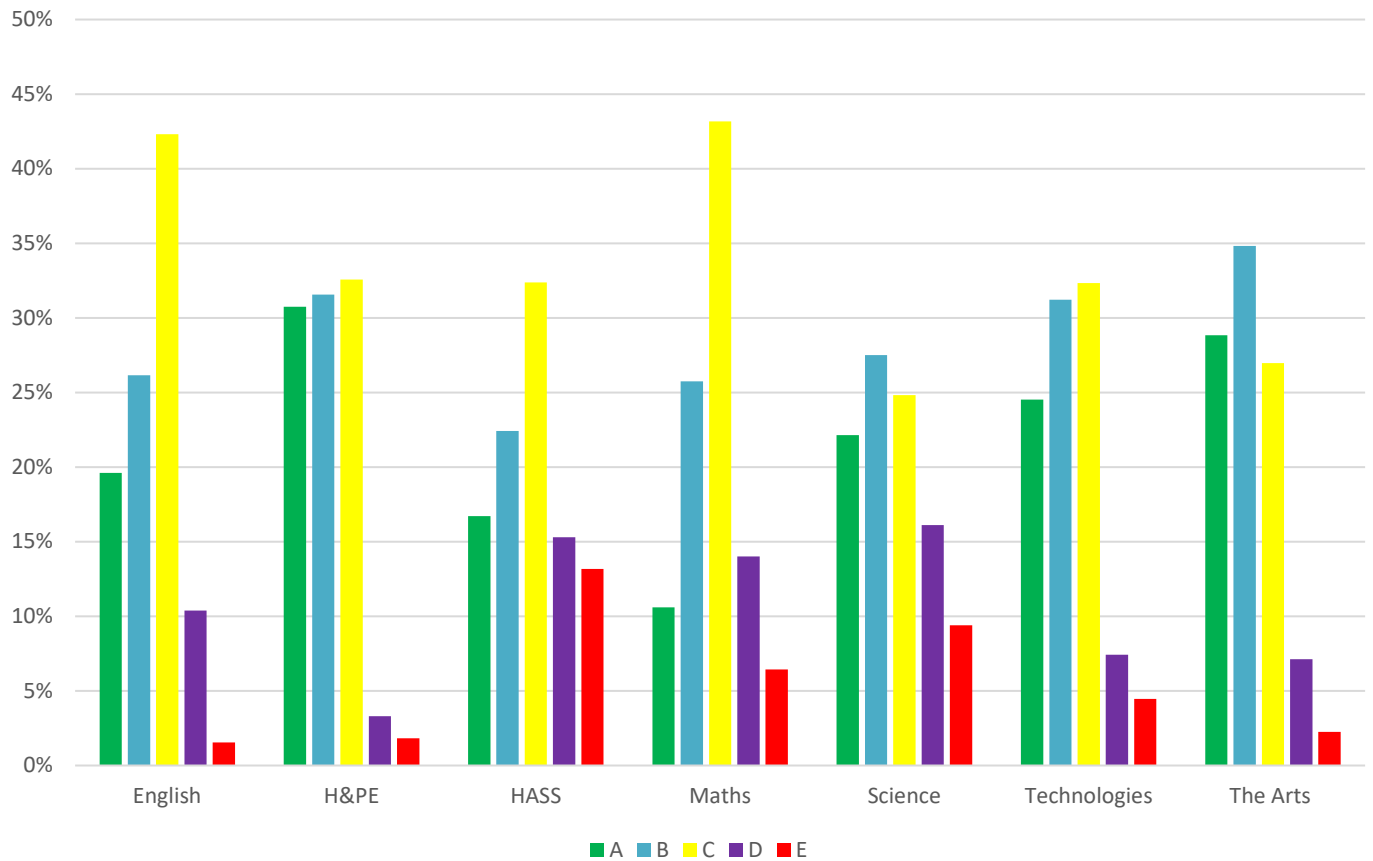


Mainstream

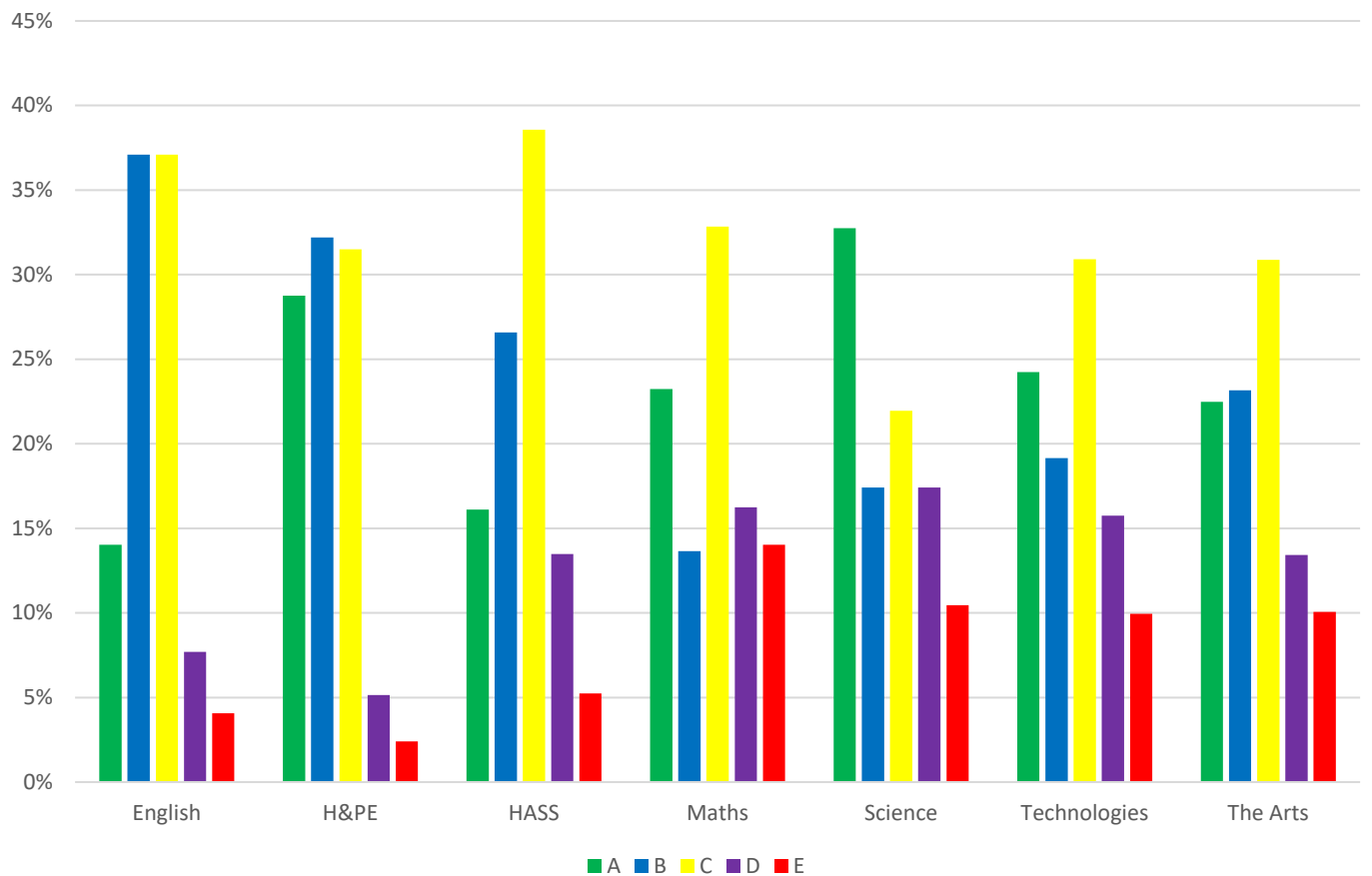
% of students achieving a C grade or better in each learning area



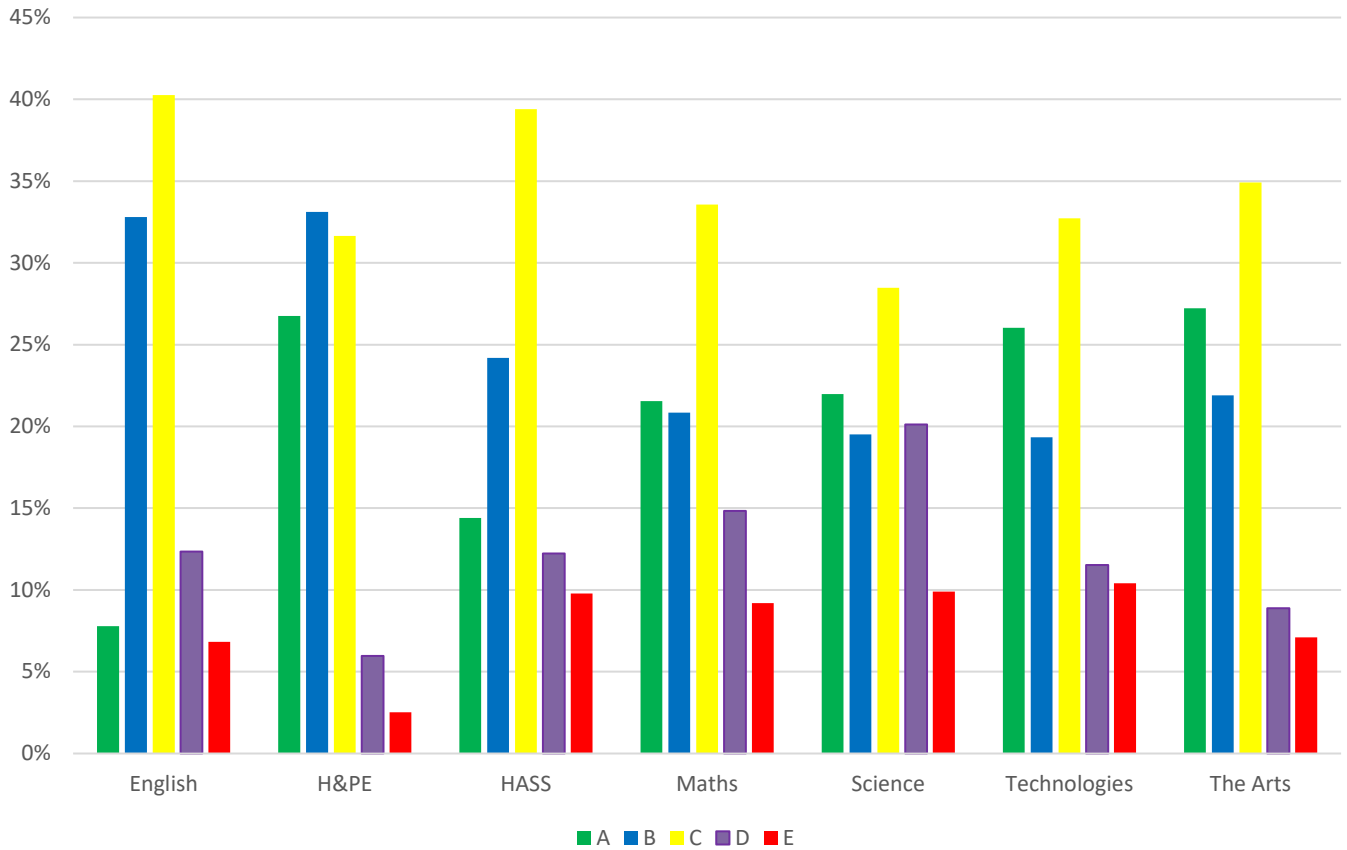
Year 7 Grade Distribution



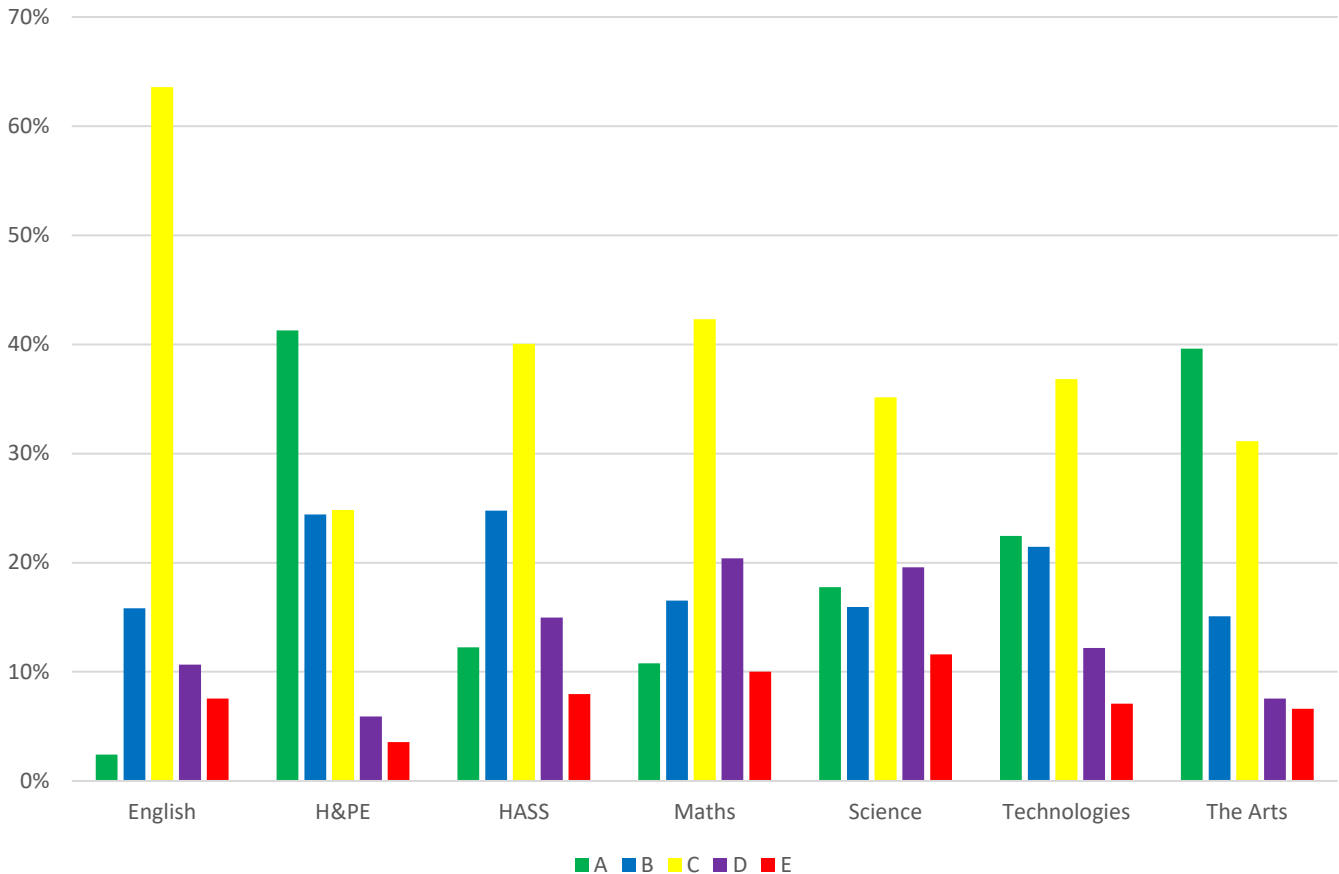
Year 8 Grade Distribution



Year 9 Grade Distribution



Year 10 Grade Distribution



Seek Excellence in Student Achievement

Year 11 – 12 Achievement

Target 12: Increase the percentage of students eligible for University entrance. 2020 WACE data shows 21% of students eligible for University entrance through ATAR scores. A further 21% of students were eligible for University entrance through completion of the TLC110 – Learning for Tomorrow program or a Certificate IV.

Target 13: Improve the overall median ATAR to 75 or above. The 2020 Median ATAR score was outstanding at **84.0**. The College has an aspirant target, as the school of choice in this area, of 80.

Target 14: 20% or more of students achieve one or more scaled scores of 75+ in ATAR. 15 out of 52 eligible students (29%) achieved scores of 75+. Several students achieved this feat a number of times with 23 scores in excess of 75+ being recorded.

Target 15: 95% of students enrolled in a qualification will achieve a Certificate II or higher by the end of year 12. More work is being done in the area of tracking student studying in the VET area, particularly in the Fee for Service qualifications, and the College's VET completion rate has improved to 94%.

Target 16: Increase Attainment to 100%. The Attainment rate was 99% in 2020.

School Curriculum and Standards Authority Awards: number	
Beazley Medals	0
General Exhibitions	0
Subject Exhibitions	0
Subject Certs of Excellence	0
VET Exhibitions	0
VET Certs of Excellence	0
Certs of Distinction	0
Certs of Merit	21
Total # students awarded	21
# students with 2+ awards	0
ATAR performance – count of students (% of ATAR students)	
99+	0 (0%)
90-98.95	13 (25%)
80-89.95	18 (35%)
70-79.95	7 (13%)
55-69.95	11 (21%)
<55	3 (6%)
Uni English Competency (FSS 50+)	56 (108%)

Level of highest qualification achieved (of VET enrolled students)	
Diploma	
Certificate IV	55 (21%)
Certificate III	48 (19%)
Certificate II	138 (54%)
Certificate I	
No certificate completed	16 (6%)
Students with more than one qualification (% of VET enrolments)	
3+ quals	29 (11%)
2 quals	90 (35%)
Endorsed programs unit equivalents achieved	
Number	155
Science, Technology, Engineering and Mathematics (STEM) Participation	
>2 Course	112 (46%)
2 STEM Courses	90 (37%)
1 STEM Course	41 (17%)
>1 STEM Qualification	
1 STEM Qualification	52 (21%)
% of students enrolled in 2 or more STEM courses	88%

Median ATAR

	School	Like Schools	WA Public Schools
2017	79.55	75.75	78.55
2018	76.35	75.45	79.5
2019	80.9	69.4	78.3
2020	84.0	72.95	79.25

Overall ATAR Performance

	Relative Performance
2017	0.75
2018	0.36
2019	1.3
2020	1.64

Attainment

Attainment Rate	
School	99%
Like Schools	97%
Public Schools	96%



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
2017	213	55	26%
2018	216	53	25%
2019	232	43	19%
2020	244	52	21%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2018	216	94%
2019	232	88%
2020	244	96%



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

STATE	ATAR Students						
	School				Like - Schools		
	2018	2019	2020		2018	2019	2020
Top 33%	23%	33%	37%		19%	16%	18%
Middle 33%	32%	37%	33%		34%	32%	29%
Bottom 33%	45%	30%	31%		47%	52%	53%

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	
2017	213	55	26%	159	67%	193	82%
2018	216	53	25%	212	73%	165	66%
2019	232	43	15%	248	79%	192	73%
2020	244	52	21%	257	78%	191	72%

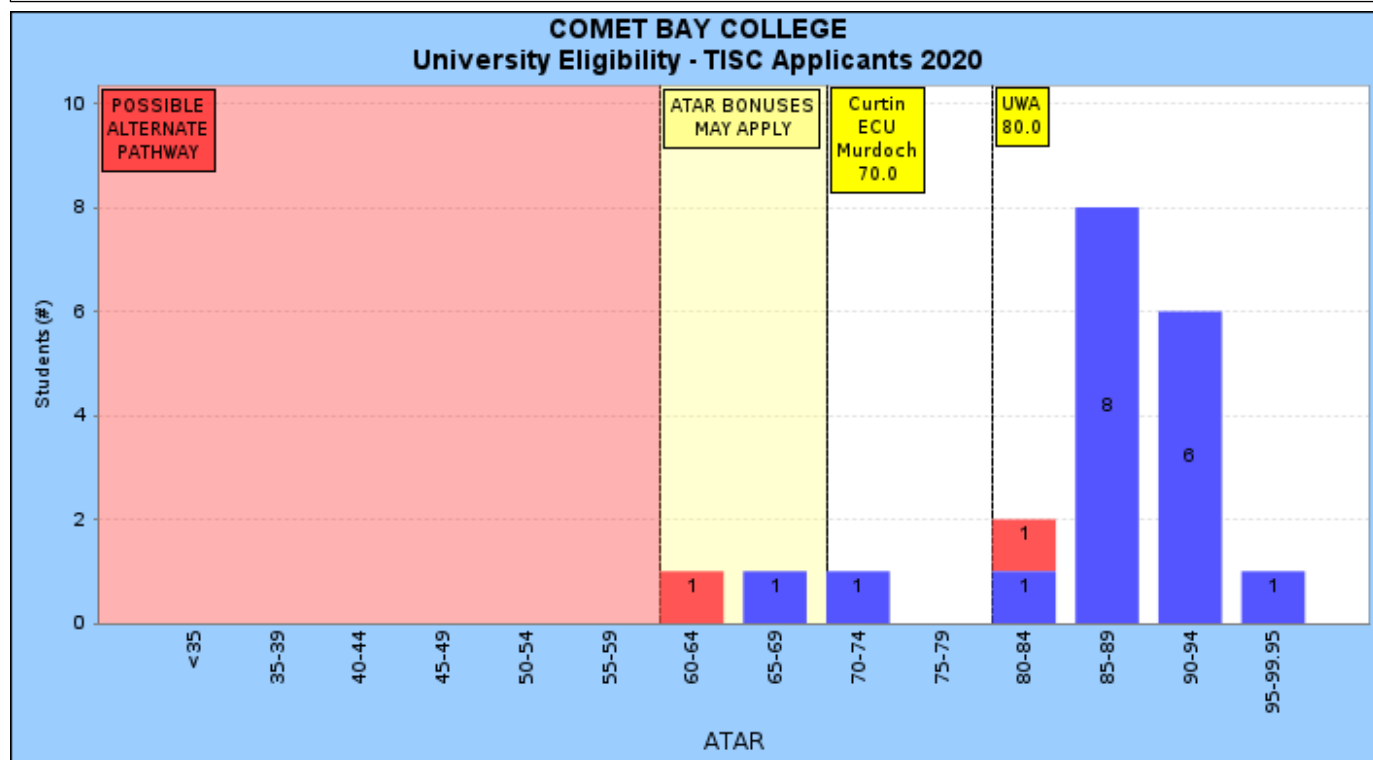
Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2017	55	15	27%
2018	53	10	19%
2019	43	14	33%
2020	52	15	21%

WACE Performance Graphs

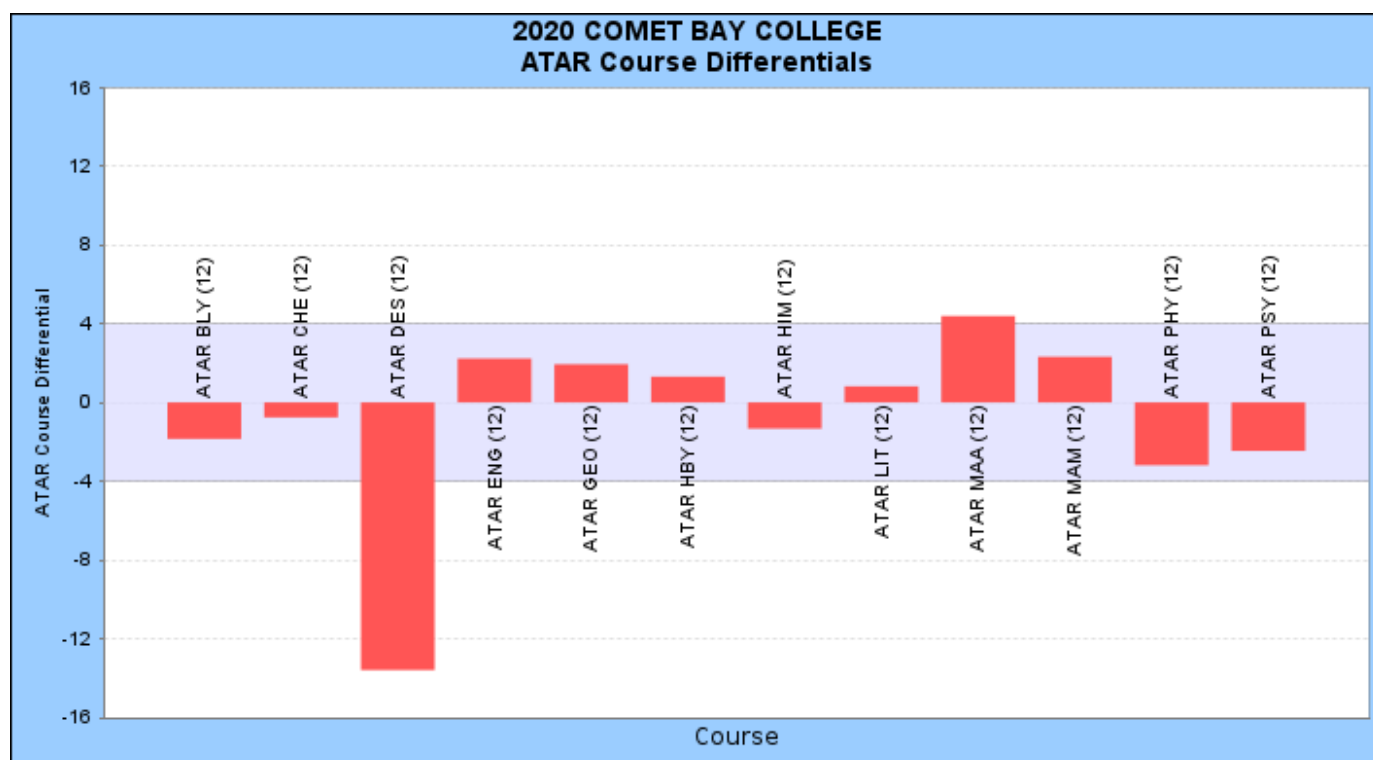
University Eligibility - TISC Applicants

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.



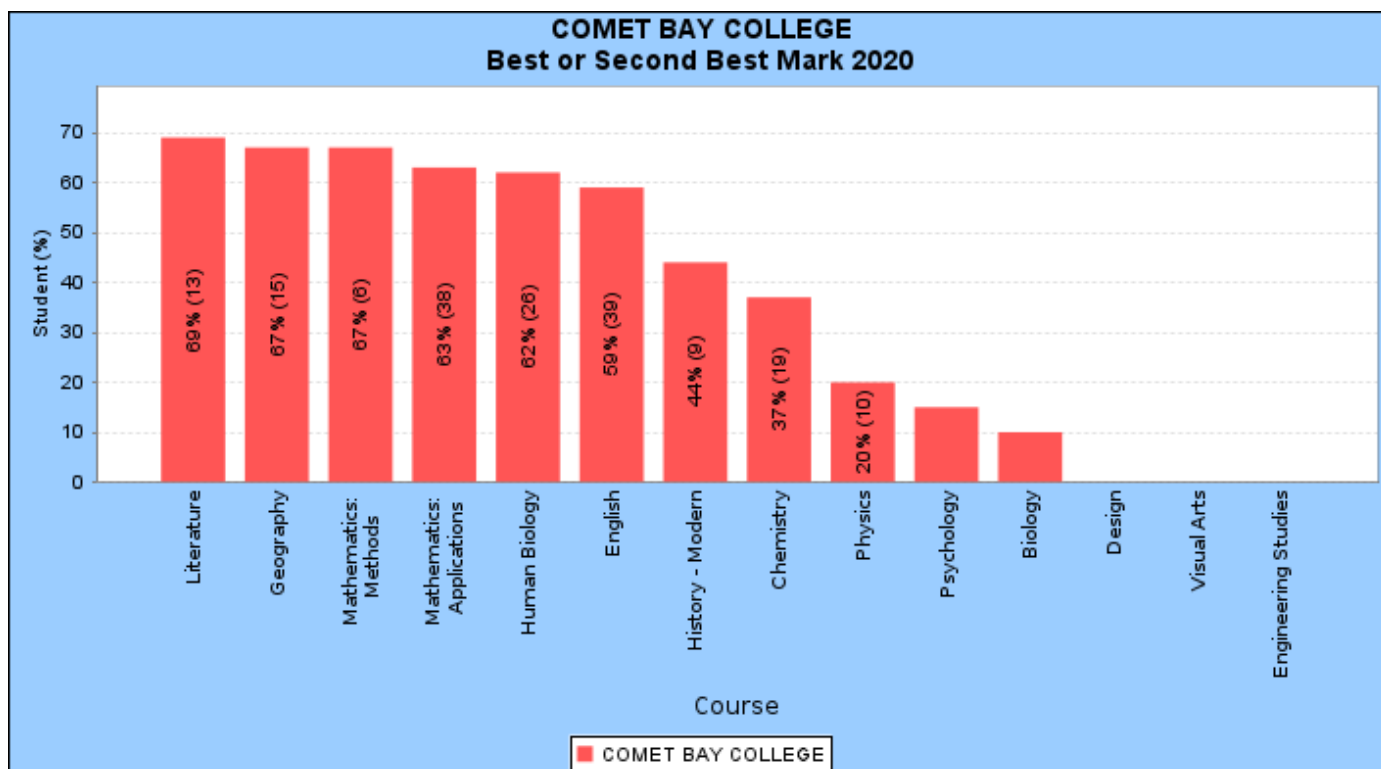
ATAR Course Differentials

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. This measure only uses results from your students (including results from SIDE and collaborative curriculum provision). It gives an indication of how students performed in a course compared to other courses at the school.



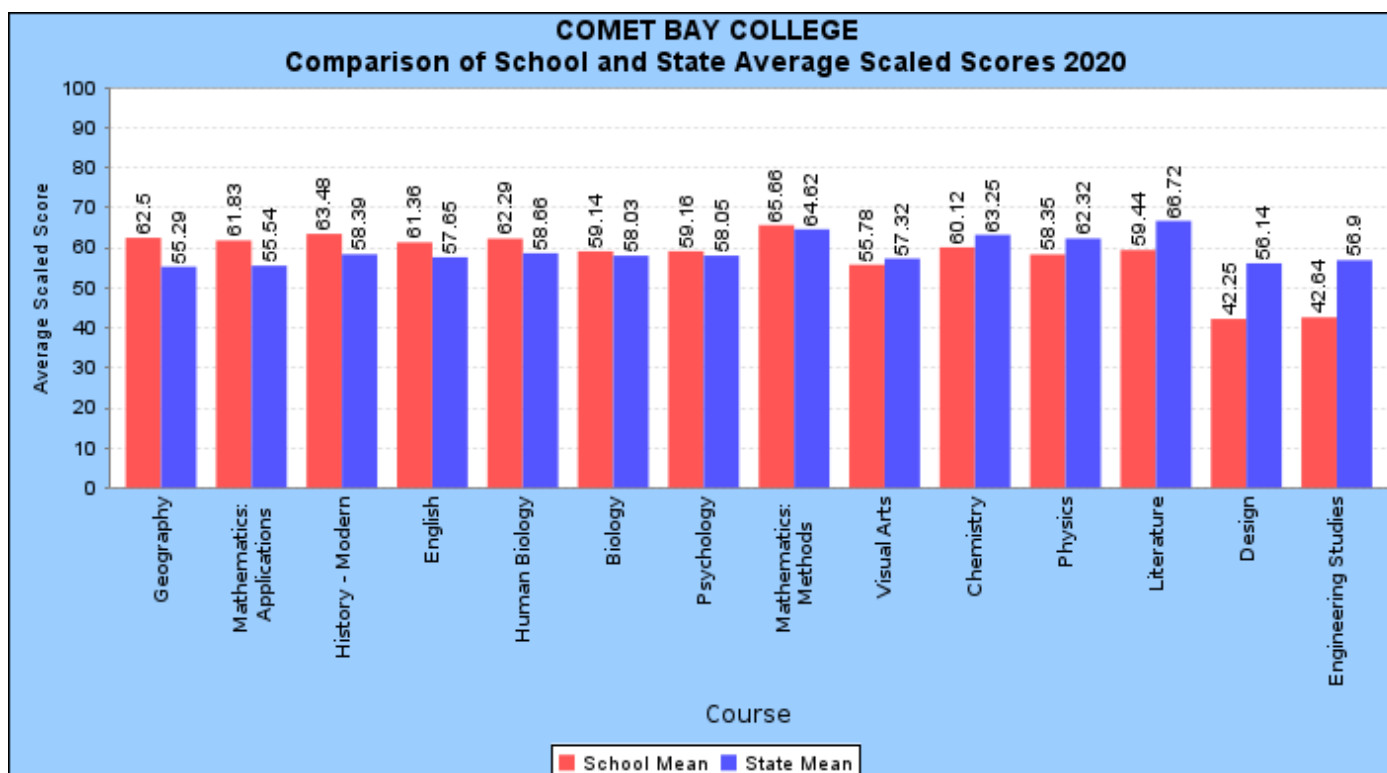
Best or Second Best Mark (Number of students in Course)

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. Only students with four or more ATAR course results are included.



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. Courses are ordered by the difference in these results.



Seek Excellence in Teaching and Leadership

Target 17: A minimum of 65 teaching staff to be trained in the Advanced Instructional Intelligence Program (AIIP).

The evolution and succession planning of AIIP and CMS programs have ensured both sustainability and long term embedding of consistent practice. There have been 6 successful completion rounds of 16 to 24 staff. All Deans are trained in consistent observation and feedback model which has further improved transference, consistency and sustainability.

Target 18: Increase the percentage of teaching staff trained in Classroom Management Strategies – Foundation Program to 85%.

All College staff will be trained in a full or modified program of CMS.

Target 19: Increase the number of Level 3 classroom teachers to 10 or more.

Three College staff have attained Level 3 Classroom Teacher status with a further 6 teachers applying in 2021.

Target 20: All GAT and Extension teaching staff to have completed the GERRIC professional learning modules.

More than 90% of GAT and Extension teachers have completed their GERRIC modules.

Target 21: All teaching staff to have participated in a minimum of two formal classroom observation visits per year aligned to their Performance & Development, with feedback provided.

The Performance and Development cycle is aligned specifically to the Comet Bay Way (CBW) and CMS model, supported through the ACT process. Struggling and inexperienced staff are provided with specific and intensive support. All staff are actively engaged in the P & D cycle, with much positive anecdotal feedback. LA Deans have numerous opportunities to develop leadership through preparation and delivery of subject specific PL modules, utilizing the Comet Bay Way, ensuring all PL is aligned.

Target 22: School Performance data reflects improvement in teachers making consistent judgements of student performance.

Assessment development PL on SDD term 3 was considered very valuable by staff in supporting the development of assessments that align with Curriculum requirements. Consistent judgements need to be considered in the context of consistency between classes and alignment to the objective standards. There is still considerable work to be done in this area, but teachers are becoming more aware of the standards.

Extensive staff and student surveys together with significant improvement across all standardised data are testament to the effectiveness of the CBC pedagogical improvement program. Classroom observations, classroom walk-throughs and survey data indicate there is a significant shift across all staff in the effective understanding and implementation of the Comet Bay Way. Learning intentions are clearly visible across the College, predominantly aligned to Bloom's taxonomy and levels of thinking.

Consistent Judgements

Grade Allocation A-E	2019 (2)	2020 (2)
Overall Relative Judgement	-0.08	0.10
- English	0.29	0.80
- Mathematics	-0.68	-0.49
- Science	-0.50	0.34
- Humanities	0.57	-0.24

Attitude, Behaviour and Effort	2020
Secondary	
- English	2%
- Mathematics	4%
- Science	2%
- Humanities	4%

Percentage of students achieving 8 ratings of Seldom or Sometimes.

NAPLAN Alignment to Grade Allocations

2019 (1)					2019 (2)				
Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

Year 9

Mathematics / Numeracy	311 (89%)	58% (10%)	47% (11% Below)	23%	31%	323 (86%)	59% (10%)	42% (17% Below)	23%	34%
English / Reading	311 (91%)	58% (7%)	60% (2% Above)	14%	26%	323 (88%)	57% (8%)	57% (At)	17%	26%
English / Writing	311 (91%)	57% (8%)	58% (1% Above)	29%	14%	323 (88%)	56% (9%)	53% (3% Below)	31%	16%

Seek Excellence in Positive School Culture and Wellbeing

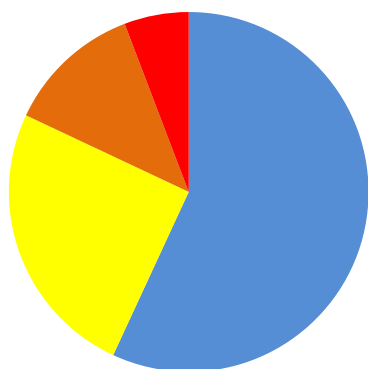
Student Attendance

Target 23: Increase the Attendance rate to 90% or above. 2019 data only due to COVID-19. The College's Attendance rate at the end of 2019 is at 86.9% - down from a high of 89.4% in 2016. This continues to be a focus, both for accuracy in attendance data and for increased engagement for students.

Target 24: 10% or less of students in the 60-80% category. 2019 data only due to COVID-19. We see these students as the group that we can have the greatest influence on with regard to attendance. Generally, they have drifted away from school and are not set in a school avoidance mentality. There continues to be a significant focus on monitoring students in this range and generating more effective strategies to increase their attendance.

Target 25: 4% or less of students in the 0-60% category. 2019 data only due to COVID-19. The students in this category are those at greatest risk of being left behind by a formal education system. We actively seek to engage these students in viable and interesting alternative educational programs.

Attendance Profile Semester 2 2019



	Attendance Category			
	Regular >90%	Indicated 80-90%	Moderate 60-80%	Severe 0-60%
2016	61.7%	24.9%	9.6%	3.6%
2017	58.0%	26.3%	10.3%	5.3%
2018	56.9%	25.1%	12.2%	5.8%
2019	55.3%	25.8%	12.4%	6.4%
Like Schools 2019	60.8%	22.7%	11.3%	5.3%
WA Public Schools 2019	60.0%	22.0%	11.0%	7.0%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	87.9%	89.6%	89.7%	82.4%	74.6%	68.0%	87.8%	89.2%	87.9%
2016	89.5%	90.0%	89.5%	86.1%	80.0%	67.4%	89.4%	89.8%	87.7%
2017	88.1%	90.5%	89.7%	79.2%	80.4%	66.6%	88.0%	90.2%	87.8%
2018	87.5%	88.9%	89.6%	80.1%	78.4%	66.0%	87.4%	88.5%	87.6%
2019	86.9%	88.8%	88.8%	81.0%	75.0%	65.8%	86.7%	88.3%	86.8%

	Y07	708	Y09	Y10	Y11	Y12
2016	92%	90%	88%	87%	90%	89%
2017	92%	91%	87%	85%	84%	89%
2018	90%	89%	89%	84%	87%	85%
2019	91%	87%	86%	85%	86%	86%
WA Public Schools 2019	90%	87%	85%	85%	86%	87%

Suspensions	2019
% of students suspended	6.9%
Change	-0.8

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	69%	68%	52%	63%	51%	56%	53%	57%	51%	59%	57%	57%
At Risk - Indicated	20%	20%	28%	20%	30%	23%	24%	22%	28%	21%	24%	23%
At Risk - Moderate	9%	8%	13%	10%	12%	12%	13%	12%	14%	12%	14%	13%
At Risk - Severe	2%	4%	7%	7%	7%	9%	10%	10%	6%	8%	6%	7%

Seek Excellence in Positive School Culture and Wellbeing

Student Engagement

Target 26: Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all learning areas. Some very positive results with increases in the percentage of students achieving "consistently" in ABE data across all years and all Learning Areas. While the trend is small it does show improvement across all ABE domains.

Target 27: NSOS survey data indicates a level of engagement on the measurement scale at or above 4.0. Students and parents rate the statement that "My teachers expect me to do my best" at a 4.2. Staff rate their effectiveness at 4.3. This is a consistent indication that staff efficacy is valued through the school community.

Works to the best of his or her ability

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	45%	46%	46%	30%	30%	30%	18%	18%	16%	6%	5%	5%	1%	2%	2%

Shows self-respect and care

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	68%	69%	70%	22%	20%	20%	7%	8%	6%	2%	1%	1%	1%	2%	2%

Shows courtesy and respect for the rights of others

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	66%	67%	68%	21%	21%	20%	9%	9%	8%	2%	2%	2%	1%	2%	2%

Participates responsibly in social and civic activities

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	62%	63%	64%	23%	23%	22%	11%	10%	9%	3%	2%	2%	1%	2%	2%

Cooperates productively and builds positive relationships with others

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	60%	62%	63%	24%	24%	22%	11%	11%	10%	3%	2%	2%	1%	2%	2%

Is enthusiastic about learning

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	48%	49%	49%	27%	26%	28%	18%	18%	16%	6%	6%	5%	1%	2%	2%

Sets goals and works towards them with perseverance

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	49%	50%	49%	27%	25%	27%	17%	18%	17%	6%	5%	5%	1%	2%	2%

Shows confidence in making positive choices and decisions

	Consistently			Often			Sometimes			Seldom			N/A		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Overall	56%	56%	57%	26%	25%	26%	13%	14%	12%	4%	3%	3%	1%	2%	2%

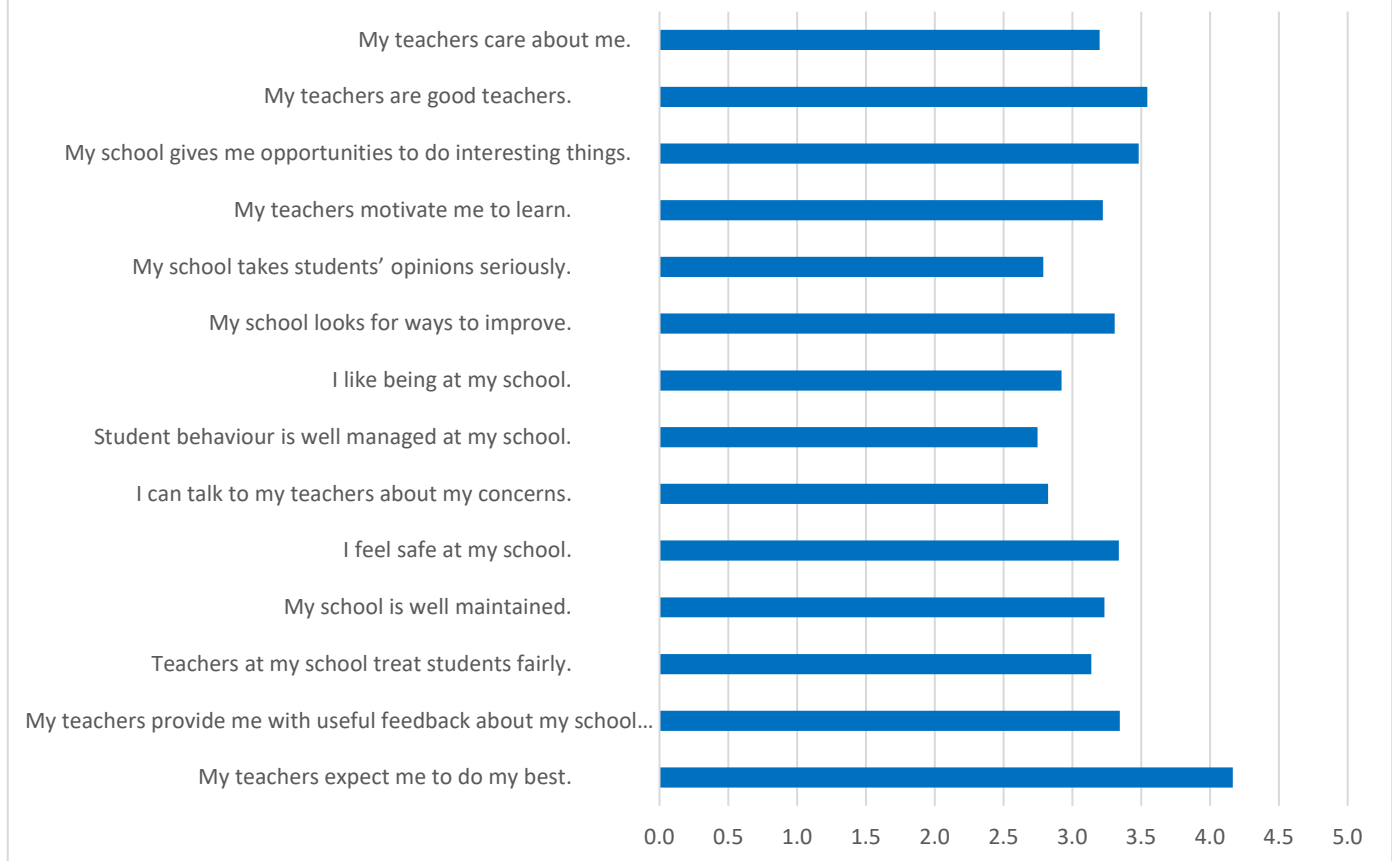


Seek Excellence in Positive School Culture and Wellbeing Relationships and Wellbeing

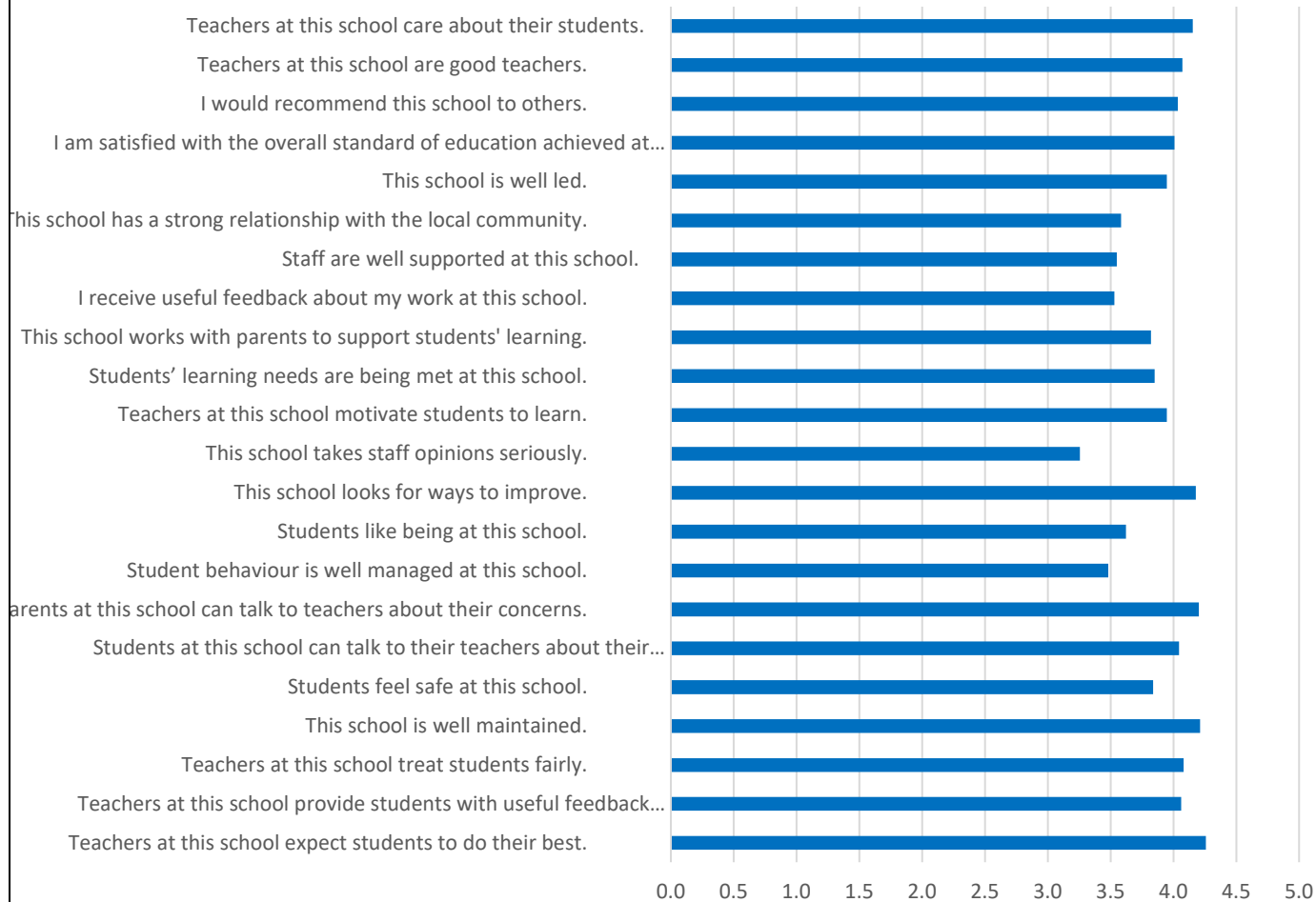
Target 28: NSOS student/staff/parent survey data indicates a level of satisfaction on the measurement scale at or above 4.0. There are many significant positives in this data with parents and staff believing this is a good school, a safe school, an effective learning environment, and a school with high expectations. The perception of behaviour continues to be the lowest result and is the focus of continuous efforts to improve.

Target 29: REACH pre and post-test longitudinal data demonstrates improvement in all survey areas. Overall, the preliminary findings from a Murdoch University research report indicate that students participating in the REACH program are not experiencing greater improvements in the targeted risk or protective factor outcomes when compared against the population control sample of Mandurah. In addressing the aims of this preliminary evaluation on the impact of the REACH program, these findings indicate that the program has not yet achieved its aims as we continue to see greater degrees of poorer outcomes when comparing outcomes against a population control sample and within the cohorts of students over time.

2020 Student Survey

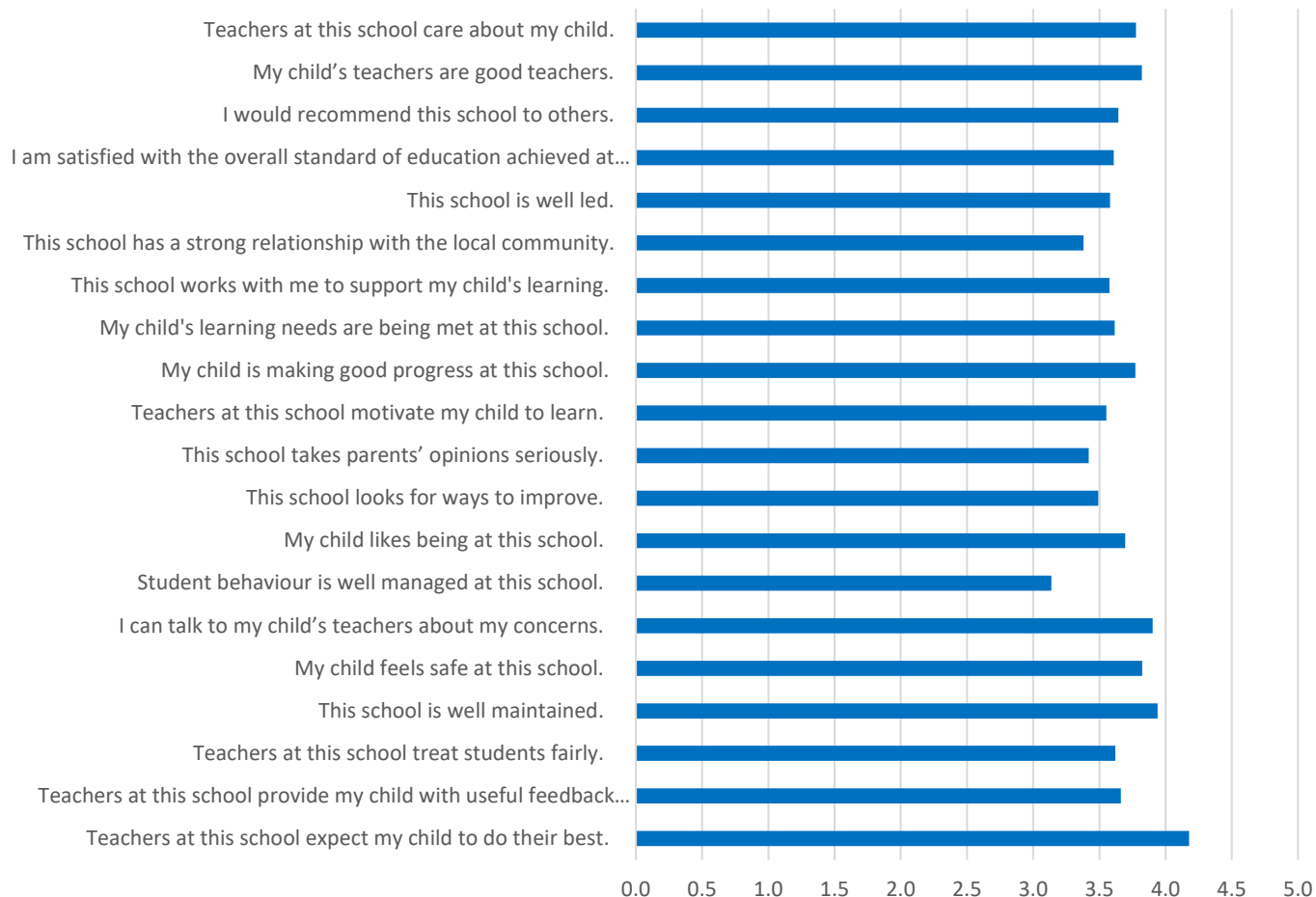


2020 Staff Survey





2020 Parent Survey



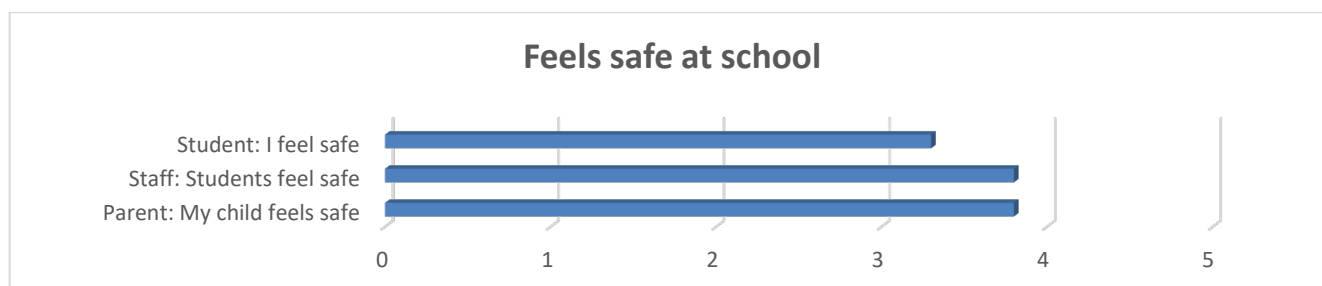
Seek Excellence in Positive School Culture and Wellbeing

Relationships and Wellbeing

Target 30: NSOS survey data indicates a level of satisfaction on the measurement scale, regarding safety, care and feeling valued, at or above 4.0. Feeling safe and being valued are both concepts that can be challenging to quantify. In the case of the NSOS data we can see that parents place a higher value on their perception of safety than either students or staff. There is significant work being done in effective behaviour management and communication. Feeling valued is a concept with many facets. For the purpose of this target we have looked specifically at the impression of being listened to. Students have a significantly reduced perception compared to parents and staff. The College has invested heavily in a Student Leadership program and in raising awareness of who to speak to if you want your opinion heard.

Target 31: 80% of parents regularly engage in the use of CONNECT to monitor their child's progress. Engagement with the CONNECT learning management suite is positive but relies heavily on teacher input. The College's Professional Learning plan includes opportunities for staff to increase their capacity to manage effective and engaging CONNECT spaces for their courses. Comet Bay College was extremely well placed to move to online curriculum delivery in 2020, at the height of the COVID-19 lockdown. Most of the curriculum materials were already on CONNECT, and staff were well placed to add Webex online sessions and fine-tune their CONNECT communication strategies.

Target 32: CBPLC survey data shows an improvement in collaboration to improve student learning outcomes. CBPLC survey data shows an improvement in collaboration to improve student learning outcomes. Each CBPLC committee met regularly throughout 2019 to develop teacher capacity and improve student learning outcomes through their specific lens. The PLET team developed a comprehensive approach to assessing ABE's which was shared across the collaborating schools for progressive implementation. The Thinking First and STEM-Digitech teams discussed the implications of a project-based learning approach to developing thinking skills within integrated-curriculum projects. Each team draws deeply on the wealth of knowledge and the breadth of experience from primary and secondary teachers.



Gifted and Talented Selective Entrance Program

The Department of Education's 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. 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, 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

Highlights of the Gifted and Talented Program 2020

- Due to COVID-19 the Literature Centre in Fremantle offered an online program that the GAT English teachers adapted so our students from Years 7 - 9 were able to continue to actively participate in the Young Writers' Program and Youth Literature Days. Sincere thanks to the flexibility and initiative shown by the participating teachers as this highly valued program really extends and enriches the learning of the GAT students.
- WA Schools Health Innovation Think Tank. This excursion/competition is an example how we expose students from the GAT program to extend their learning and give them opportunities beyond the classroom. Students from 10.1 joined students from nine other metropolitan secondary schools for this competition. This unique experience allowed the students to apply STEM concepts to solve real health problems while promoting other skills such as problem solving, critical thinking, teamwork and public speaking.
- Participation in the Australian Geography and History Competitions by students in the Gifted and Talented Program continue to attain outstanding results.
- A number of Year 9 GAT students undertook the Duke of Edinburgh Award and achieved their Bronze Award while Year 10 GAT students pursued and attained the Silver Award. Participants are required to complete four sections at each level: voluntary service, skill, physical recreation and an adventurous journey. This award is a framework that enables young people to demonstrate self-development that is internationally recognised and therefore really helps students when applying for scholarships.
- Providing challenging extension activities is just one-way Comet Bay College aims to provide breadth and depth while meeting the needs of students in the Gifted and Talented Education Program. The purpose of the excursions is to promote unity and a team spirit, consolidate mutual trust and support, build on teamwork and promote leadership skills through a series of problem solving challenges to develop persistence and perseverance in readiness for upper school. Venues included the Escape Hunt Experience, the Circus Centre and Woodman Point.
- Comet Bay College continues to build staff capacity to cater to the needs of Gifted and Talented students. Many professional learning opportunities have been provided to current GAT teachers as well as interested staff. Some of the workshops were offered through Gifted WA; others, such as the 'Educating the Gifted and Talented' 3-day course were delivered by well-known reputable consultants, who drive the implementation of high quality, research-based policy and pedagogy.

Points of difference

Providing challenging extension activities is just one-way Comet Bay College aims to provide breadth and depth while meeting the needs of students in the Gifted and Talented Education Program. The purpose of the excursions is to promote unity and a team spirit, consolidate mutual trust and support, build on teamwork and promote leadership skills through a series of problem solving challenges to develop persistence and perseverance in readiness for upper school.

Top performing Year 12 GAT students

Jaime Morrow – Dux - ATAR = 96.95 Jaime is studying Law and has been awarded a Curtin Excellence Scholarship to the value of \$15,000 for academic merit

Abigail Lowery - ATAR = 93.10 Abigail has gained entry for the Direct Pathway to Optometry at UWA and won a Hackett Scholarship

Queeneth Peters-Ibekwe - ATAR = 91.05 Queeneth is studying Pharmacy at Curtin University and plans to then move into Medicine

Nautilus Club / Masterclass

- Once again this program continues to attract and cater for the brightest primary students. 5 classes are running – 3 Nautilus Club groups for students from Year 1 to Year 4 inclusive and 2 Master Class groups for students in Year's 5 & 6
- Subs in Schools Competition**
A Year 6 team from the Masterclass competed in Bunbury and became the State Champions. Their results were actually better than all the secondary team groups who competed.
- Once again another five students from Masterclass gained entry into the Year 7 GAT class for 2021 which shows the value of the Nautilus Club in catering for their needs.

Rationale

- Few resources or extension opportunities are provided for an early age group.*
- Early school experiences set the stage for later academic success.*
- Early intervention and provision for gifted students will enable us to provide appropriate learning experiences so that these selected students can thrive at school.*
- Provides a chance for a group of students identified to successfully continue into PEAC and GAT programs at Comet Bay.*

Purpose

- Provide an opportunity to develop levels of thinking and skills beyond a regular classroom.*
- Provide opportunity to develop HOT skills and learn thinking tools.*
- Provide a chance for students to share and interact with like-minded peers.*

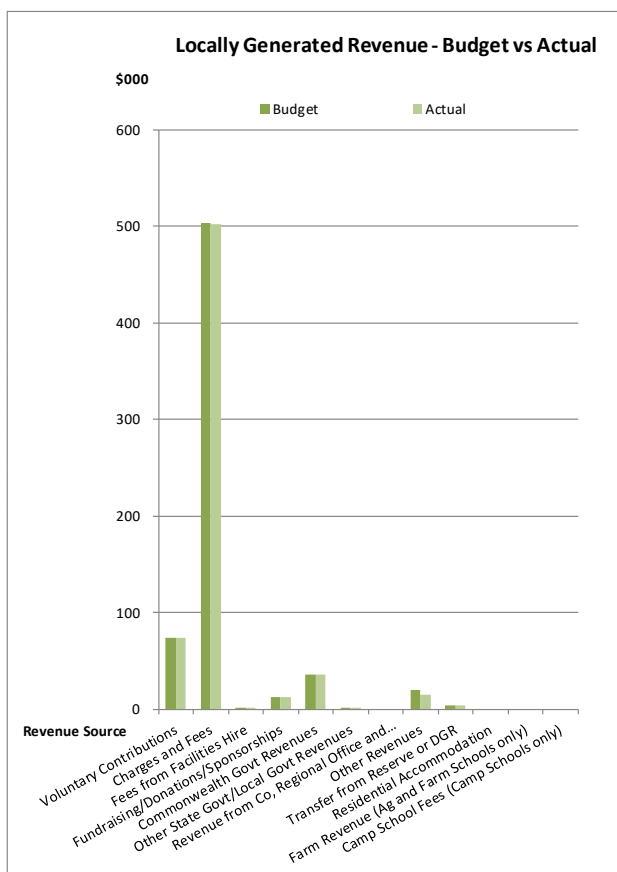
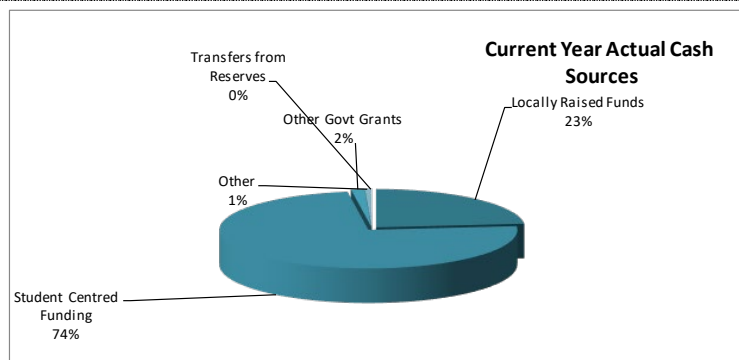
Identification

Process needs to be:

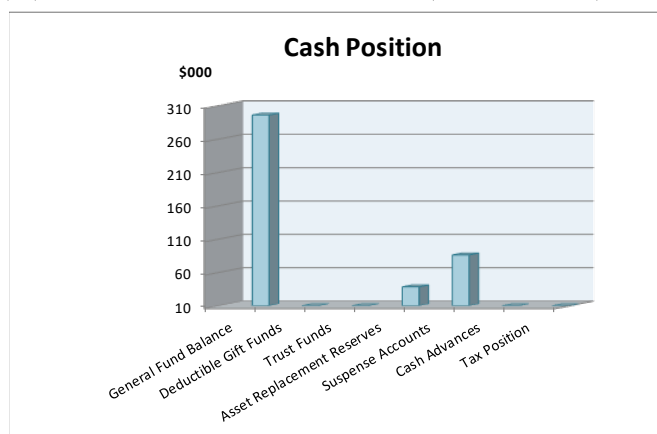
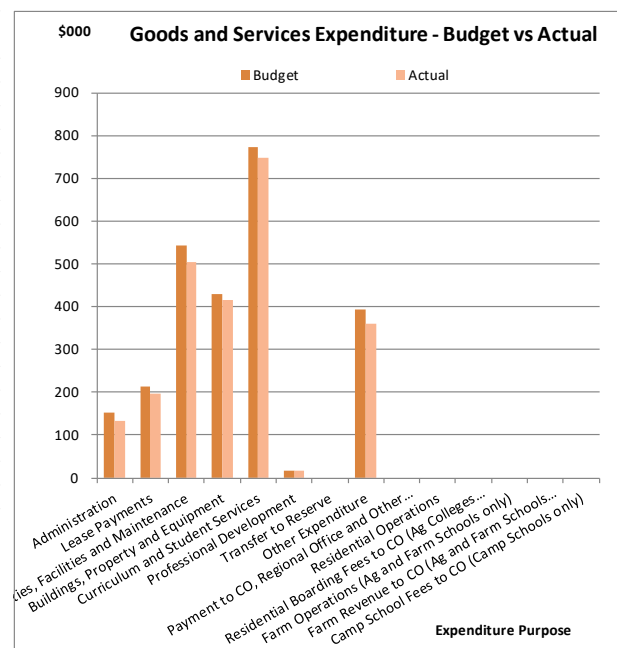
- Accurate, to include gifted students not just highly able or bright students.*
- Reliant on multiple types of information and sources.*
- Ongoing, to reflect a student's changing development and needs.*

2020 Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 74,186.00	\$ 74,186.34
2	Charges and Fees	\$ 504,036.00	\$ 502,097.02
3	Fees from Facilities Hire	\$ 1,927.00	\$ 927.27
4	Fundraising/Donations/Sponsorships	\$ 12,640.00	\$ 12,049.27
5	Commonwealth Govt Revenues	\$ 36,000.00	\$ 36,000.00
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 19,320.00	\$ 15,548.87
9	Transfer from Reserve or DGR	\$ 3,377.00	\$ 3,377.25
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 652,586.00	\$ 645,286.02
	Opening Balance	\$ 156,437.00	\$ 156,436.54
	Student Centred Funding	\$ 1,866,748.00	\$ 1,866,747.50
	Total Cash Funds Available	\$ 2,675,771.00	\$ 2,668,470.06
	Total Salary Allocation	\$ 20,622,362.00	\$ 20,622,362.00
	Total Funds Available	\$ 23,298,133.00	\$ 23,290,832.06



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 151,287.51	\$ 133,332.55
2	Lease Payments	\$ 212,127.00	\$ 197,958.88
3	Utilities, Facilities and Maintenance	\$ 543,465.49	\$ 502,851.05
4	Buildings, Property and Equipment	\$ 429,804.00	\$ 414,784.58
5	Curriculum and Student Services	\$ 772,344.78	\$ 747,744.18
6	Professional Development	\$ 15,716.00	\$ 15,715.57
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 392,298.00	\$ 360,022.55
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,517,042.78	\$ 2,372,409.34
	Total Forecast Salary Expenditure	\$ 17,528,815.00	\$ 17,528,815.00
	Total Expenditure	\$ 20,045,857.78	\$ 19,901,224.36
	Cash Budget Variance	\$ 158,728.22	



Cash Position as at:	
Bank Balance	\$ 400,490.34
Made up of:	
1 General Fund Balance	\$ 296,060.70
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 38,458.59
5 Suspense Accounts	\$ 86,217.05
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (19,546.00)
Total Bank Balance	\$ 400,490.34

