



Comet Bay College

ANNUAL REPORT 2021



I commend the 2021 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 have decreased slightly over the last few years but this can be explained and understood largely due to two new local secondary schools being built in this region and TAFE offering more courses at a reduced cost. 2021 is the first year of reporting on our new 2021-2023 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.



Kelly Bennett, Principal

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 14 individual SCSA Awards, and achieving a median ATAR of **84.85**. It is very rewarding to see a continued high WACE Achievement (Graduation) rate of 96% and an Attainment rate (students achieving an ATAR of 55 or greater and/or completion of a Certificate II qualification) of **96%**.

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 20% of our Year 12 cohort (49 students) achieving a Certificate IV as a part of their WACE. A further 49 students achieved a Certificate III and 139 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 87.40.

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 2022.

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. The STEM Academy was 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.

Public School Review - 2021

Purpose

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

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

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

Context

Opened in 2006, Comet Bay College (the college) is located in the coastal suburb of Secret Harbour, approximately 65 kilometres south of Perth, within the South Metropolitan Education Region. In 2012, the college became an Independent Public School.

Currently, there are 1749 students enrolled from Year 7 to Year 12. The college has an Index of Community Socio-Educational Advantage of 1013 (decile 4).

The college offers Gifted and Talented and Australian Football programs, as well as arts and academic extension programs. Facilities include specialist science laboratories, a lecture theatre, fitness centre, metal fabrication and engineering studios and a performing arts theatre.

The College Board enables parents and community members to engage in activities to enhance the education offered by the college.

School self-assessment validation

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

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

- The college undertakes continual self-assessment, monitoring progress against three yearly business plan targets.
- All decisions made are evidence based and aligned to the business and operational plans, which allowed for seamless preparation for the Public School Review.

Leaders indicated that the biggest challenge was determining what to present in the Electronic School Assessment Tool (ESAT) submission, and provided further examples of relevant evidence and elaborations during the validation visit.

The Principal appreciated the benefit of having been a Public School Review peer reviewer prior to undertaking the process at Comet Bay College.

A broad selection of staff provided further evidence of the strategic scaffolding that exists across the college, each having intimate knowledge of and involvement in the domains discussed during the validation visit.

The following recommendation is made:

- Consider utilising the ESAT as part of the ongoing, robust college self-assessment process.

Relationships and partnerships

Strong relationships and sustained partnerships are integral to the overall strategic intent of the college in providing meaningful learning experiences and connections to benefit students.

Commendations

The review team validate the following:

- Highly professional relationships underpin collegiate and collaborative interactions between staff, who are united in their efforts for ongoing school improvement and success.
- Staff are committed to establishing respectful community partnerships that support programs through the building of genuine and positive relationships for the ongoing benefit of the college and its students.
- System and school partnerships in the area of science, technology, engineering, mathematics (STEM) have been carefully cultivated by the college, which is recognised as a leader in Teacher Development, STEM Enterprise and STEM mentor school roles.
- There has been a significant turnaround in the reputation of the college for parents and community over time. Survey data indicate parent satisfaction in communication with the college and appreciation for the high expectations for student learning.
- The Board are aware of their role in school governance and fully support the directions of the college.

Recommendation

The review team support the following:

- Continue to strengthen communication and engagement with parents and the local community.

Learning environment

Significant effort is directed to ensuring the conditions for learning are deeply embedded across the college, resulting in a safe, caring and inclusive learning environment for staff and students.

Commendations

The review team validate the following:

- The college leaves nothing to chance and actively monitors the degree to which staff and students are provided a positive environment that promotes learning.
- The establishment of the Positive Culture Team to develop and maintain whole-school initiatives and engagement programs has promoted positive student wellbeing and healthy competition.
- The Student Leadership Team engages 70 students in weekly meetings that enhance student voice in decision making. Students describe appreciation for the opportunities that exist at the college.
- Students at educational risk (SAER) are well catered for by the large, experienced and trained Student Support Team. Regular year group SAER meetings identify, plan for and monitor these students.
- The physical environment is afforded the same consideration as everything the college does to ensure students have the best chance of success. Ongoing maintenance is prioritised and the provision of responsive activity spaces ensures a quality learning environment for all.

Recommendation

The review team support the following:

- Continue to progress the plan for Aboriginal education, identified through the college audit, using the Aboriginal Cultural Standards Framework to guide planning and decision making.

Leadership

The Principal has engaged staff and the community in a deliberate and strategic change process to shift the culture and reputation of the college, leading to significant improvements in student achievement.

Commendations

The review team validate the following:

- The Principal has a clear vision for the college that is embraced by all staff. The alignment of every aspect and all levels of the college to the priorities and strategies of business and operational plans, is impressive.
- All decisions are evidence based and guided by assessment of impact. This ensures delivery on the targets of the business plan whilst reserving opportunity for innovation to benefit the college and students.
- There is a high level of trust for college leaders, who demonstrate respect and supportive accountability for staff. Staff feel empowered in their ability to support the college in achieving its goals.
- Leadership opportunities are provided for staff across the college to address business plan priorities. Leaders undertake intensive coaching and mentoring to support leadership development.
- All teaching staff participate in collaborative coaching through the Advanced Coaching and Teaching program as part of the performance and development process.

Recommendation

The review team support the following:

- Complete the intended review of the Advanced Coaching and Teaching program at the end of 2021.

Use of resources

As evident in each of the domains of the School Improvement and Accountability Framework, finance and resource decisions are aligned directly to the college business plan and future vision.

Commendations

The review team validate the following:

- Resources are allocated to the areas of greatest need to support the priorities of the college, including considerable human resourcing to provide time for leading quality teaching and student support.
- Gifted and Talented, STEM, and Enrichment and Intervention programs enhance the learning experiences for students, demonstrating effective use of student characteristics and targeted initiative funding.
- Prudent use of Vocational Education and Training funding and strategic timetabling provides flexibility to students and ensures funds successfully target all priority areas of the business plan.
- Financial management processes and practices are well understood by cost centre managers and are overseen by the Finance Committee and College Board.
- Workforce planning is ongoing, with consideration of the college's strategic objectives. This is particularly evident when recruiting new staff.

Recommendation

The review team support the following:

- Continue the current practice of future planning in line with projected student enrolments.

Teaching quality

The quality of teaching and learning is central to the operations of the college. Leaders and staff are focused on the consistency of pedagogy and engage fully in processes that promote reflective practice, such as ongoing classroom observation and feedback.

Commendations

The review team validate the following:

- There is a significant investment in creating the conditions for continuous improvement in teaching quality through the alignment of decisions, structures and resources for this purpose.
- The established instructional model 'Comet Bay Way' articulates the teaching and learning norms expected in every classroom, reducing variability of practice across the college.
- Providing Real Opportunity for Professional Educational Learning and Leadership (PROPELL) is building the capacity of all staff through targeted and evidence-based professional learning.
- The analysis of data informs planning. In response to OLNA¹ and NAPLAN² data and teacher judgements in writing, the introduction of the Literacy Committee is driving the whole-school literacy strategy.
- Enrichment and Intervention programs differentiate learning for identified students. Improvements in literacy for these students is evidenced through school-based data.
- The restructuring of mathematics and English learning area operations has resulted in improvement in student achievement data, in particular ATAR³ differentials and OLNA performance.

Recommendation

The review team support the following:

- Continue the professional collaboration with local primary schools through the Comet Bay Professional Learning Community, to improve current NAPLAN student achievement.

Student achievement and progress

Meaningful pathways for all students ensure authentic choice in a broad selection of offerings that cater for all abilities and interests. Many of these are 'point of difference' opportunities unique to the college.

Commendations

The review team validate the following:

- Comparative NAPLAN performance data are longitudinally as expected in Year 7 and Year 9 in all assessments.
- Year 12 Western Australian Certificate of Education eligibility and achievement and student attainment rates were higher than public and like schools in 2020.
- There is a marked improvement in the number of students pre-qualifying for the OLNA requirement in Year 9 and OLNA achievement in Year 12.
- Significant improvement in the median ATAR has resulted in measures above 80 in the last two years.
- Twenty-one per cent of Year 12 students successfully completed a Vocational Education and Training Certificate IV. This has provided them with increased choices in areas of interest, leading to genuine post-school pathways.

Recommendation

The review team support the following:

- Continue to interrogate Year 12 course data at the classroom and teacher level to set targets for improvement.

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 latest Independent Review in March 2021, receiving overwhelmingly positive feedback and commendations in the areas of student learning, quality of the learning environment and sustainability.

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

OUR BUSINESS PLAN

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

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

OUR SELF-ASSESSMENT

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

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

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

Glossary

ACER - Australian Council for Educational Research

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

ESAT - Electronic Self Assessment Tool

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

2021 – 2023 Business Plan Data Targets

1. Seek *Excellence* in Student Achievement

NAPLAN

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

OLNA

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

Year 7-10 Student Achievement

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

Year 11-12 Student Achievement

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

2. Seek *Excellence* in Teaching and Leadership

Professional Learning

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

Leadership Development

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

Implementation of Teaching and Instructional Initiatives

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

3. Seek Excellence in College Culture and Learning Environment

Learning Environment

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

College Culture

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

Student Engagement

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

Student Attendance

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

Culturally Responsive College

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

4. Seek Excellence in Partnerships

Parents and Community

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

CBPLC and Networks

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

Industry Partnerships

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

Seek Excellence in Student Achievement

NAPLAN

NAPLAN

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

Year 9 – performance is below like schools. Year 7 – performance is above like schools.

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

An overall decrease in % of Year 9 students in Bands 8-10. An average of <40%

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

Year 9 Writing – up from 30% to 37%. Year 7 Writing – up from 9% to 19%.

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

Year 9 Writing – 15% below the standard. Year 7 Writing – 8% below the standard.

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

Mixed results, at this stage, as each student is on an individual education plan with specific learning targets.

NAPLAN Proficiency Bands - 2021

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

Year 7

Band	School				
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
9 to 10	11%	6%	4%	5%	8%
8	19%	14%	15%	19%	10%
7	23%	28%	24%	31%	21%
6	29%	30%	31%	24%	31%
5	12%	15%	18%	14%	19%
1 to 4	7%	8%	8%	8%	11%

Like Schools				
Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
9%	5%	4%	6%	8%
19%	16%	17%	23%	15%
29%	31%	26%	33%	22%
25%	28%	28%	21%	30%
11%	13%	17%	11%	16%
5%	6%	7%	5%	9%

WA Public Schools				
Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
12%	7%	5%	8%	9%
18%	16%	15%	20%	14%
25%	27%	25%	30%	23%
22%	26%	26%	22%	24%
13%	15%	16%	12%	16%
11%	10%	13%	8%	15%

Year 9

Band	School				
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
10					
9	13%	12%	7%	10%	12%
8	27%	30%	30%	30%	22%
7	36%	29%	25%	31%	30%
6	16%	18%	23%	18%	19%
1 to 5	4%	6%	13%	9%	13%
1	5%	5%	2%	2%	3%

Like Schools				
Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
15%	14%	10%	16%	13%
36%	29%	29%	33%	26%
31%	30%	28%	29%	29%
12%	14%	19%	15%	18%
2%	6%	11%	5%	9%
4%	6%	3%	3%	5%

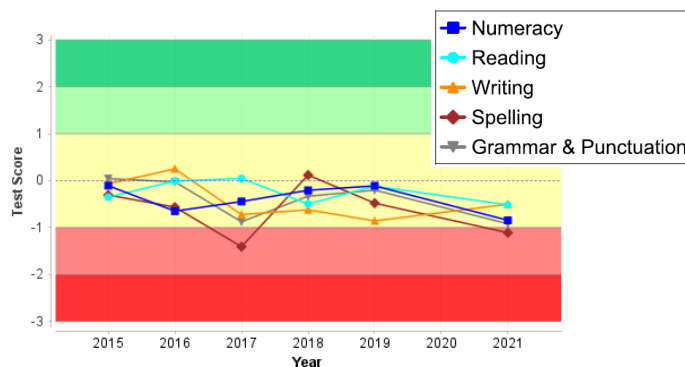
WA Public Schools				
Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
16%	16%	11%	15%	13%
29%	28%	23%	29%	24%
29%	30%	27%	28%	26%
14%	14%	19%	16%	17%
5%	10%	17%	10%	15%
7%	5%	3%	4%	5%

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 compares to Like Schools and WA Public Schools. A similar table, on the next page, shows those band percentages from 2018, 2019 and 2021. Overall, our NAPLAN results consistently improve as the College continues to raise academic standards and develop more rigorous practices.

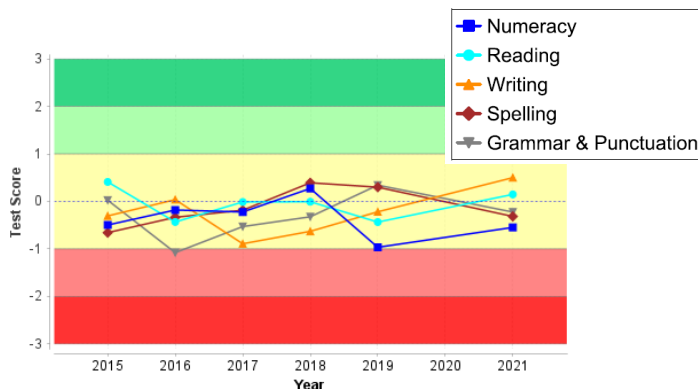
Comparative NAPLAN Performance

Year 7	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-0.1	-0.6	-0.4	-0.2	-0.1	-0.8
Reading	-0.3	0.0	0.0	-0.5	-0.1	-0.5
Writing	-0.1	0.3	-0.7	-0.6	-0.9	-0.5
Spelling	-0.3	-0.6	-1.4	0.1	-0.5	-1.1
Grammar & Punctuation	0.0	0.0	-0.9	-0.3	-0.2	-0.9



Comparative NAPLAN Performance

Year 9	Performance					
	2015	2016	2017	2018	2019	2021
Numeracy	-0.5	-0.2	-0.2	0.3	-1.0	-0.5
Reading	0.4	-0.4	0.0	0.0	-0.4	0.1
Writing	-0.3	0.0	-0.9	-0.6	-0.2	0.5
Spelling	-0.7	-0.3	-0.2	0.4	0.3	-0.3
Grammar & Punctuation	0.0	-1.1	-0.5	-0.3	0.3	-0.2



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

Band	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
10	9%	10%	11%	6%	6%	6%	1%	1%	4%	7%	6%	5%	12%	6%	8%
9	13%	16%	19%	15%	14%	14%	9%	8%	15%	18%	16%	19%	10%	12%	10%
8	29%	27%	23%	25%	29%	28%	16%	20%	24%	21%	25%	31%	29%	26%	21%
7	31%	28%	29%	35%	29%	30%	26%	33%	31%	33%	32%	24%	23%	28%	31%
6	16%	12%	12%	14%	15%	15%	34%	27%	18%	12%	13%	14%	18%	20%	19%
1 to 5	3%	7%	7%	5%	6%	8%	14%	11%	8%	8%	7%	8%	8%	8%	11%

Year 9

Band	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
10	7%	2%		6%	3%		2%	2%		6%	1%		8%	3%	
9	15%	14%	13%	14%	13%	12%	5%	11%	7%	13%	11%	10%	13%	11%	12%
8	26%	31%	27%	29%	30%	30%	21%	17%	30%	24%	31%	30%	31%	22%	22%
7	32%	37%	36%	28%	33%	29%	24%	26%	25%	30%	35%	31%	20%	37%	30%
6	17%	14%	16%	20%	14%	18%	26%	29%	23%	19%	17%	18%	21%	20%	19%
1 to 5	3%	1%	4%	4%	7%	6%	22%	15%	13%	8%	5%	9%	7%	7%	13%
1			5%			5%			2%			2%			3%

Seek Excellence in Student Achievement

OLNA

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

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 better than like schools.

The success of the College's focus on OLNA support is evidenced by the 4.5% of students who do not meet the standard, compared to 13.3% for Like School.

Year 10 Students – Qualified In			
	Year 9	Year 10	Not Qualified
2021	152	75	104
	45.9%	22.7%	31.4%
Like Schools	40.0%	30.3%	29.7%

Year 11 Students – Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2021	46	115	40	41
	19.0%	47.5%	16.5%	16.9%
Like Schools	21.8%	37.2%	16.7%	24.4%

Year 12 Students – Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2021	78	113	37	24	12
	29.5%	42.8%	14.0%	9.1%	4.5%
Like Schools	25.0%	42.0%	13.4%	6.3%	13.3%



Seek Excellence in Student Achievement

Year 7-10 Student Achievement

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

Achieved in 9 of the 16 opportunities. The aim is to improve the consistency of assessment across our GAT students.

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

Only achieved in 4 of the 16 opportunities. Greater emphasis needs to be placed on internal moderation and consistency of grades between classes.

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

On track, but the data demonstrates that more work is required in internal moderation, to gain greater consistency of grades between classes.

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

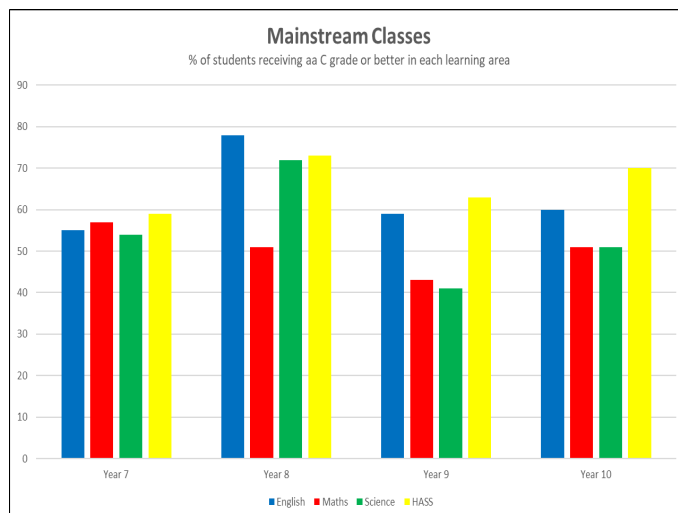
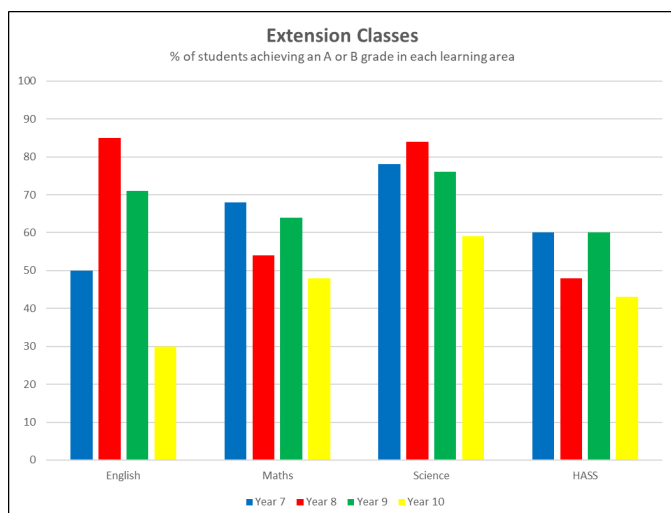
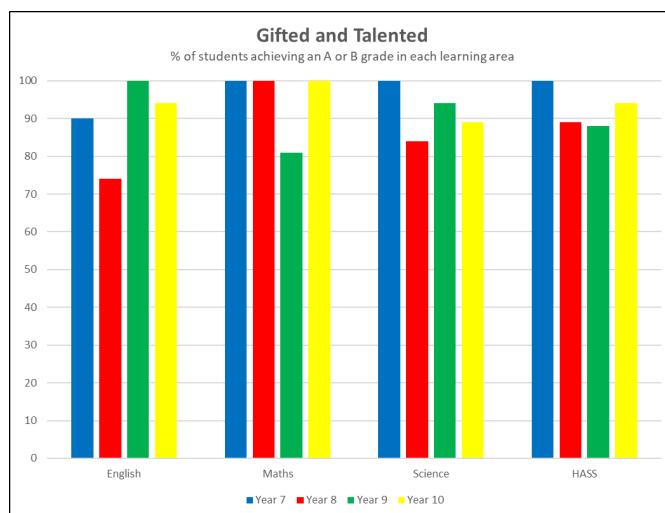
Enrichment students are tracked through SEN reporting and demonstrate achievement based on specifically targeted areas of need. These targets are individual to each student.

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

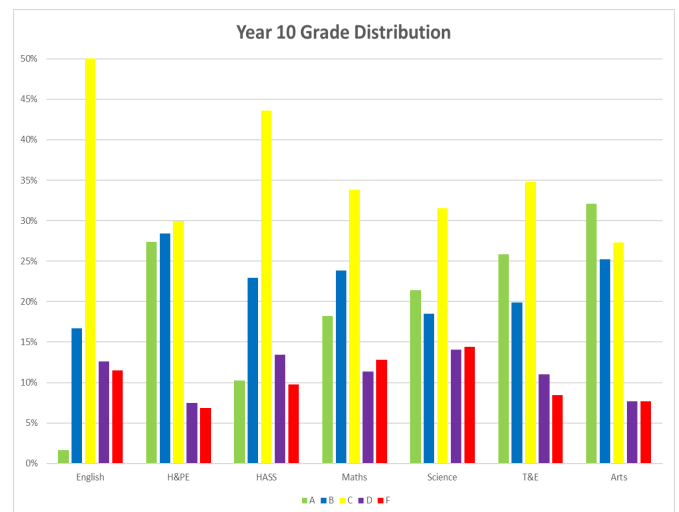
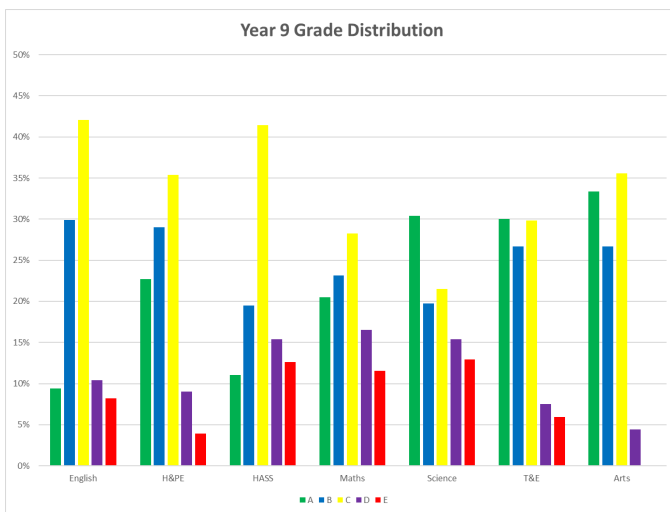
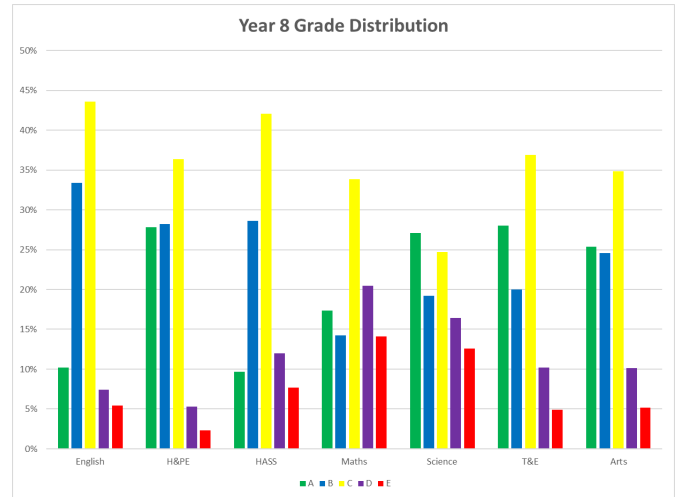
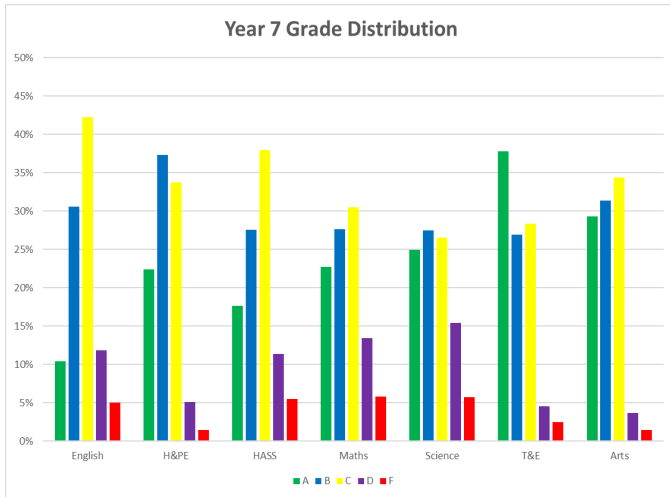
Courses in Health & Physical Education, Technology & Enterprise, and The Arts continue to achieve strong results in A and B grades.

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

Reduction of D and E grades remains an aspirant target, particularly in MESH Learning Areas.



Year 7 to 10 Grade distributions across all Learning Areas



Seek Excellence in Student Achievement

Year 11 – 12 Achievement

13. 45% of students eligible for university entrance.

Successful. 23% through ATAR, 20% through Cert IV and entrance to Murdoch through the TLC program

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

Successful. Median ATAR of 84.85

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

Successful. 33% of students achieved one or more scaled scores of +75

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

Successful. 40% of students achieved a Cert III or greater (20% Cert III, 20% Cert IV)

17. WACE Achievement will be 95%.

Successful. WACE achievement was 96%

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

Mixed results. Some courses achieved a significantly higher % (Careers, Health, Integrated Science, Maths)

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

Mixed results. Apart from a few courses, numbers of D and E grades were lower than WA Public Schools

School Curriculum and Standards Authority Awards: number	
Beazley Medals	0
General Exhibitions	0
Subject Exhibitions	0
Subject Certs of Excellence	3
VET Exhibitions	0
VET Certs of Excellence	0
Certs of Distinction	0
Certs of Merit	14
Total # students awarded	14
# students with 2+ awards	3
ATAR performance – count of students (% of ATAR students)	
99+	0 (0%)
90-98.95	18 (31%)
80-89.95	23 (39%)
70-79.95	8 (14%)
55-69.95	6 (10%)
<55	3 (5%)
Uni English Competency (FSS 50+)	62 (105%)

Level of highest qualification achieved (of VET enrolled students)	
Diploma	
Certificate IV	49 (20%)
Certificate III	49 (20%)
Certificate II	139 (56%)
Certificate I	
No certificate completed	12 (5%)
Students with more than one qualification (% of VET enrolments)	
3+ quals	58 (23%)
2 quals	86 (35%)
Endorsed programs unit equivalents achieved	
Number	-
Science, Technology, Engineering and Mathematics (STEM) Participation	
>2 Course	83 (33%)
2 STEM Courses	86 (34%)
1 STEM Course	80 (31%)
>1 STEM Qualification	
1 STEM Qualification	45 (18%)
% of students enrolled in 2 or more STEM courses	74%

Median ATAR

	School	Like Schools	WA Public Schools
2018	76.35	75.45	79.5
2019	80.9	69.4	78.3
2020	84.0	72.95	79.25
2021	84.85	74.22	80.25

Overall ATAR Performance

	Relative Performance
2018	0.36
2019	1.3
2020	1.64
2021	1.4

Attainment

Attainment Rate	
School	96%
Like Schools	87%
Public Schools	82%



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
2018	216	53	25%
2019	232	43	19%
2020	244	52	21%
2021	254	58	23%

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2019	232	88%
2020	244	96%
2021	254	96%



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

STATE	ATAR Students						
	School				Like - Schools		
	2019	2020	2021		2019	2020	2021
Top 33%	33%	37%	36%		16%	18%	17%
Middle 33%	37%	33%	46%		32%	29%	33%
Bottom 33%	30%	31%	17%		52%	53%	50%

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	
2018	216	53	25%	212	73%	185	88%
2019	232	43	15%	248	79%	217	88%
2020	244	52	21%	257	78%	241	94%
2021	254	58	23%	249	79%	237	96%

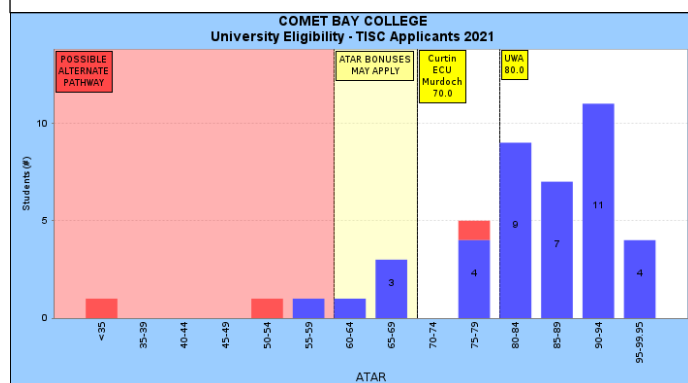
Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2018	53	10	19%
2019	43	14	33%
2020	52	15	29%
2021	58	19	33%

WACE Performance Graphs

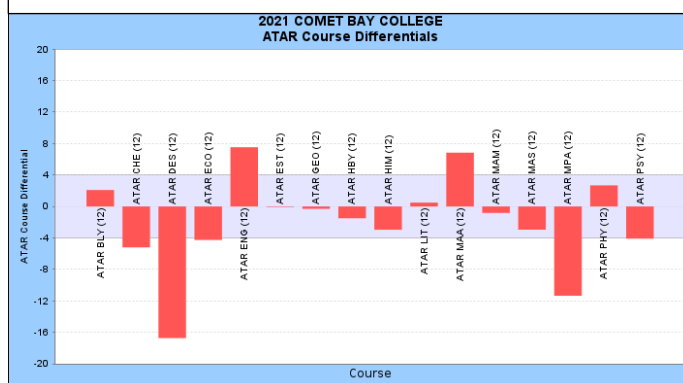
University Eligibility - TISC Applicants

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



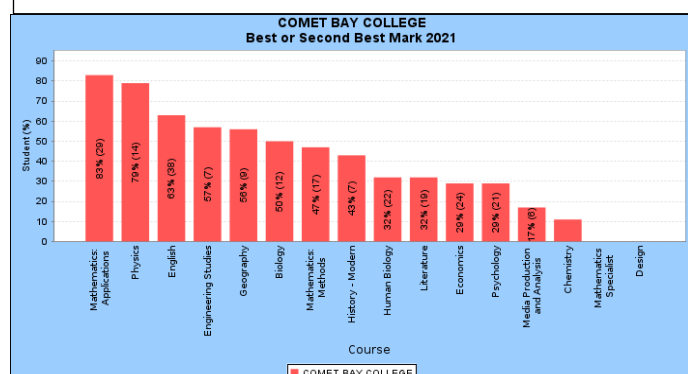
ATAR Course Differentials

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



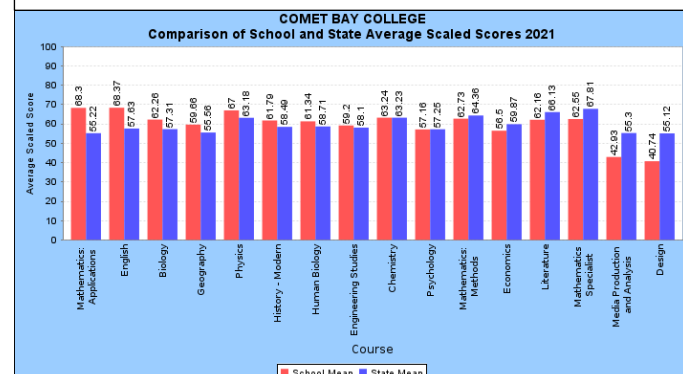
Best or Second Best Mark (Number of students in Course)

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

Professional Learning

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

A new cohort of 20 staff engaged in the AIIP training in 2021. Adding to the existing 61 staff who have completed the program.

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

71 staff trained with a further 16 staff to be trained in 2022

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

All GAT Teachers have access to GERRIC Modules during workshop sessions on Professional Development Days

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

Targeted Professional Learning for EAs is a regular feature of every Professional Development Day

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

Two staff members are enrolled for this training.

Leadership Development

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

Currently at 8 staff, but with a training and support program in place to encourage more applicants.

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

This Collaborative Coaching program is underway and is supported by a 0.2 FTE investment for each Dean

Implementation of Teaching and Instructional Initiatives

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

Participation in the ACT Program is built into the Performance and Development process.

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

All Learning Areas have participated in targeted professional learning, led by members of the WSLC, within Learning Area contexts

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

All staff have participated in specific instructional professional learning within their Learning Area contexts

Consistent Judgements

Grade Allocation A-E	2020 (2)	2021 (2)
Overall Relative Judgement	0.10	-0.52
- English	0.80	-0.89
- Mathematics	-0.49	-0.74
- Science	0.34	0.44
- Humanities	-0.24	-0.90

Attitude, Behaviour and Effort	2021
Secondary	
- English	2%
- Mathematics	4%
- Science	2%
- Humanities	4%

Percentage of students achieving 8 ratings of Seldom or Sometimes.

Learning Environment

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

Success of the STEM Academy, at Year 7 and 8, has meant that there is a strong cohort of Year 9 in 2022

31. Attain Specialist Program status for STEM Academy.

This target remains on hold as DET is not approving Specialist Programs at this stage

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

There is a much stronger focus on Careers with the introduction of a Careers Practitioner for 2022

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

An aggregated score of 3.8 on the 2020 NSOS data. The next survey opportunity is in 2022.

College Culture

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

Parents and Staff rate the school at around 4.0. Students ratings are around 0.5 lower and their concerns are being addressed through the Student Leadership Team.

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

The assessment methodology, for the REACH Program, is currently being evaluated and restructured.

Seek Excellence in Positive School Culture and Wellbeing

Student Attendance

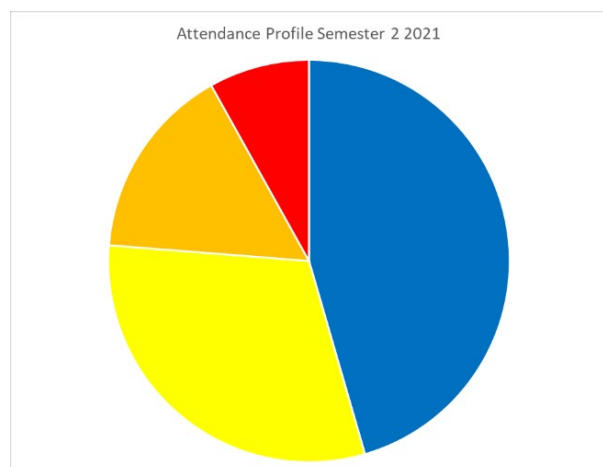
Student Engagement

36. 10% or less of students in the 60-80% attendance category.

This at-risk category (60 – 80%) has grown significantly as more of our regular attending students have had time away from school. Much of this increase has been attributed to COVID but still needs to be addressed.

37. 4% or less of students in the 0-60% attendance category.

This target has not been met, across all year groups.



	Attendance Category			
	Regular >90%	Indicated 80-90%	Moderate 60-80%	Severe 0-60%
2019	55.3%	25.9%	12.5%	6.4%
2020	58.8%	25.0%	11.4%	4.8%
2021	41.0%	33.3%	18.0%	7.7%
Like Schools 2021	50.9%	27.7%	14.1%	7.3%
WA Public Schools 2021	51.0%	26.0%	14.0%	9.0%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	86.9%	88.8%	88.8%	81.0%	75.1%	65.8%	86.8%	90.2%	87.8%
2020	88.5%	89.5%	89.2%	80.9%	77.5%	65.9%	87.4%	88.3%	87.3%
2021	84.0%	86.1%	86.5%	80.6%	71.1%	62.6%	86.7%	83.9%	84.4%

	Y07	708	Y09	Y10	Y11	Y12
2019	91%	87%	86%	85%	86%	86%
2020	90%	88%	87%	85%	90%	90%
2021	88%	85%	83%	80%	85%	84%
WA Public Schools 2021	88%	85%	83%	82%	83%	84%

Suspensions	2021
% of students suspended	6.7%
Change	0.5

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	53%	61%	45%	53%	40%	49%	29%	46%	41%	49%	43%	46%
At Risk – Indicated	61%	23%	34%	26%	31%	27%	38%	27%	34%	26%	29%	29%
At Risk – Moderate	10%	10%	16%	13%	21%	14%	22%	15%	18%	15%	22%	17%
At Risk - Severe	5%	6%	6%	8%	8%	10%	12%	12%	8%	11%	7%	8%

Seek Excellence in Positive School Culture and Wellbeing

Student Engagement

Student Attendance

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

Actual attendance rates remain below our target, while consistent with the WA Public School's average (COVID related).

The College has a revised Attendance Policy and Procedures for the 2021-2023 Business Planning Cycle,

39. Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all learning areas.

Slight downturn in results is generally considered to be a hang-over from COVID.

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

Staff and Parent responses are at or around 4.0. Student results are around 0.5 lower.

Culturally Responsive College

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

Work is currently under way to evaluate school performance across each dimension of the ACSF.

Works to the best of his or her ability

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	46%	46%	46%	30%	30%	31%	18%	16%	15%	5%	5%	4%	2%	2%	3%

Shows self-respect and care

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	69%	70%	67%	20%	20%	22%	8%	6%	6%	1%	2%	2%	2%	2%	3%

Shows courtesy and respect for the rights of others

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	67%	68%	65%	21%	20%	24%	9%	8%	8%	2%	2%	2%	2%	2%	3%

Participates responsibly in social and civic activities

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	63%	64%	62%	23%	22%	26%	10%	9%	8%	2%	2%	2%	2%	2%	3%

Cooperates productively and builds positive relationships with others

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	62%	63%	61%	24%	22%	25%	11%	10%	9%	2%	2%	2%	2%	2%	3%

Is enthusiastic about learning

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	49%	49%	50%	26%	28%	28%	18%	18%	15%	6%	5%	4%	1%	2%	2%

Sets goals and works towards them with perseverance

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	50%	49%	49%	25%	27%	29%	18%	17%	15%	5%	5%	4%	2%	2%	3%

Shows confidence in making positive choices and decisions

	Consistently			Often			Sometimes			Seldom			N/A		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Overall	56%	57%	55%	25%	26%	29%	14%	12%	11%	3%	3%	3%	2%	2%	3%

Seek Excellence in Positive School Culture and Wellbeing

Relationships and Wellbeing

Parents and Community

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

The parent community is receiving task mark reports for every assessment. Consistent usage patterns indicate that the College is one of the highest users of Connect as both an LMS and a communication tool

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

Staff and Parents both rate this criteria at 3.5, indicating that work is required on strengthening our relationship with the community.

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

Another round of training was run in 2021, including all but one Board member

CBPLC and Networks

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

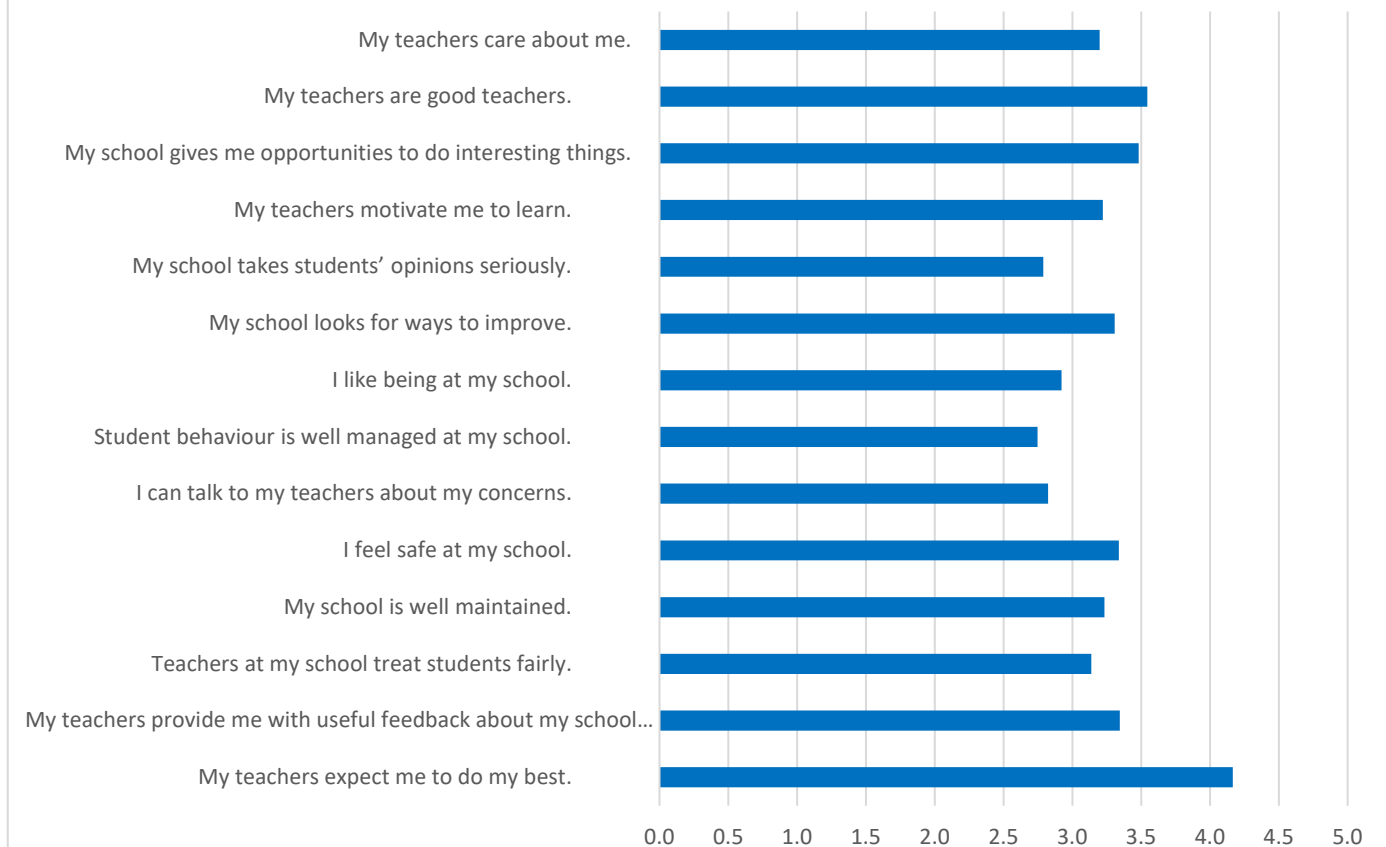
CBPLC targets continue to be addressed by the teams leading each of the targets.

Industry Partnerships

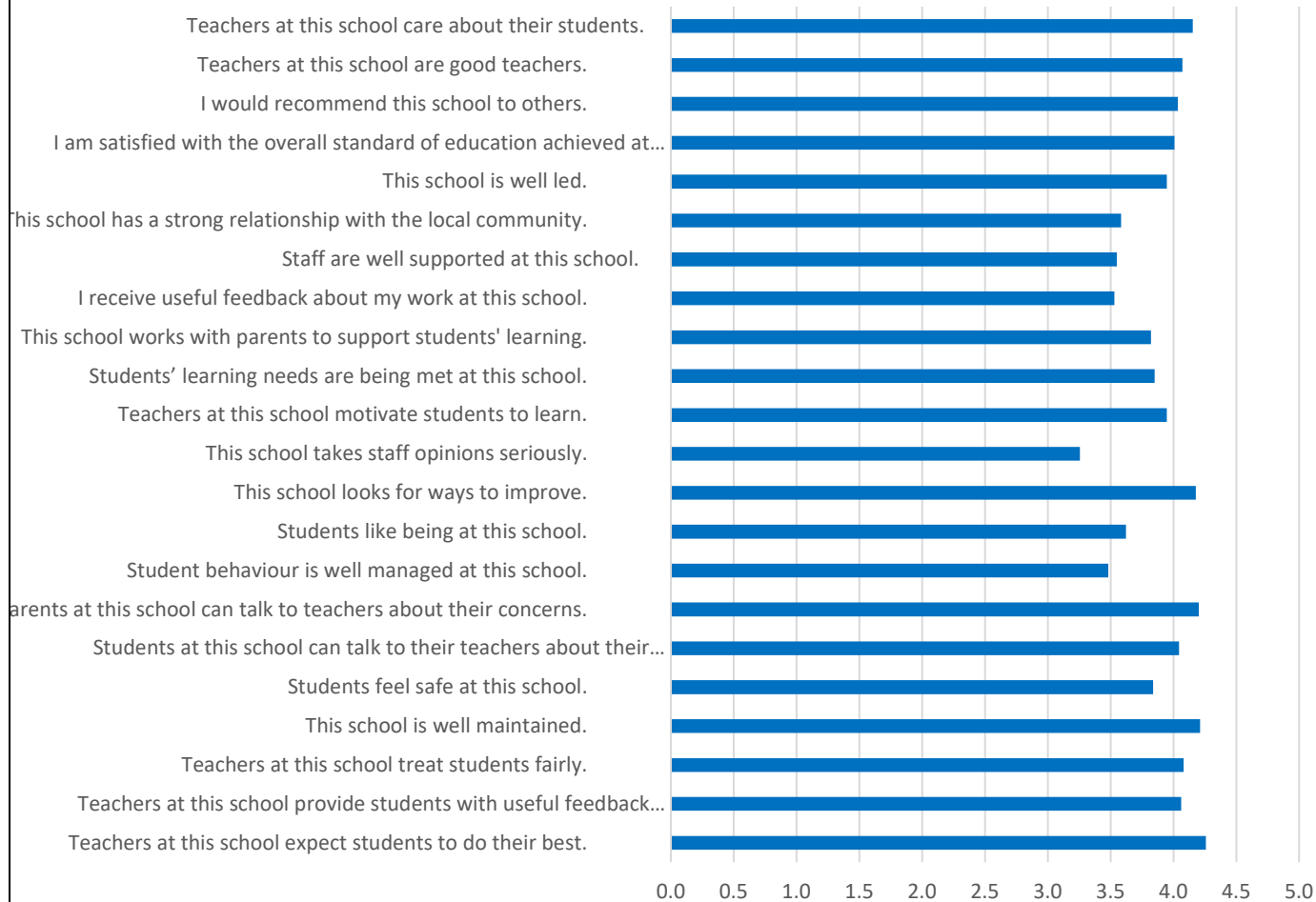
- 46.** Increase the number of formalised industry partnerships that value add to school based programs.

Stalled. Significant workload and supply restrictions, due to COVID, have curtailed efforts to attract further partners

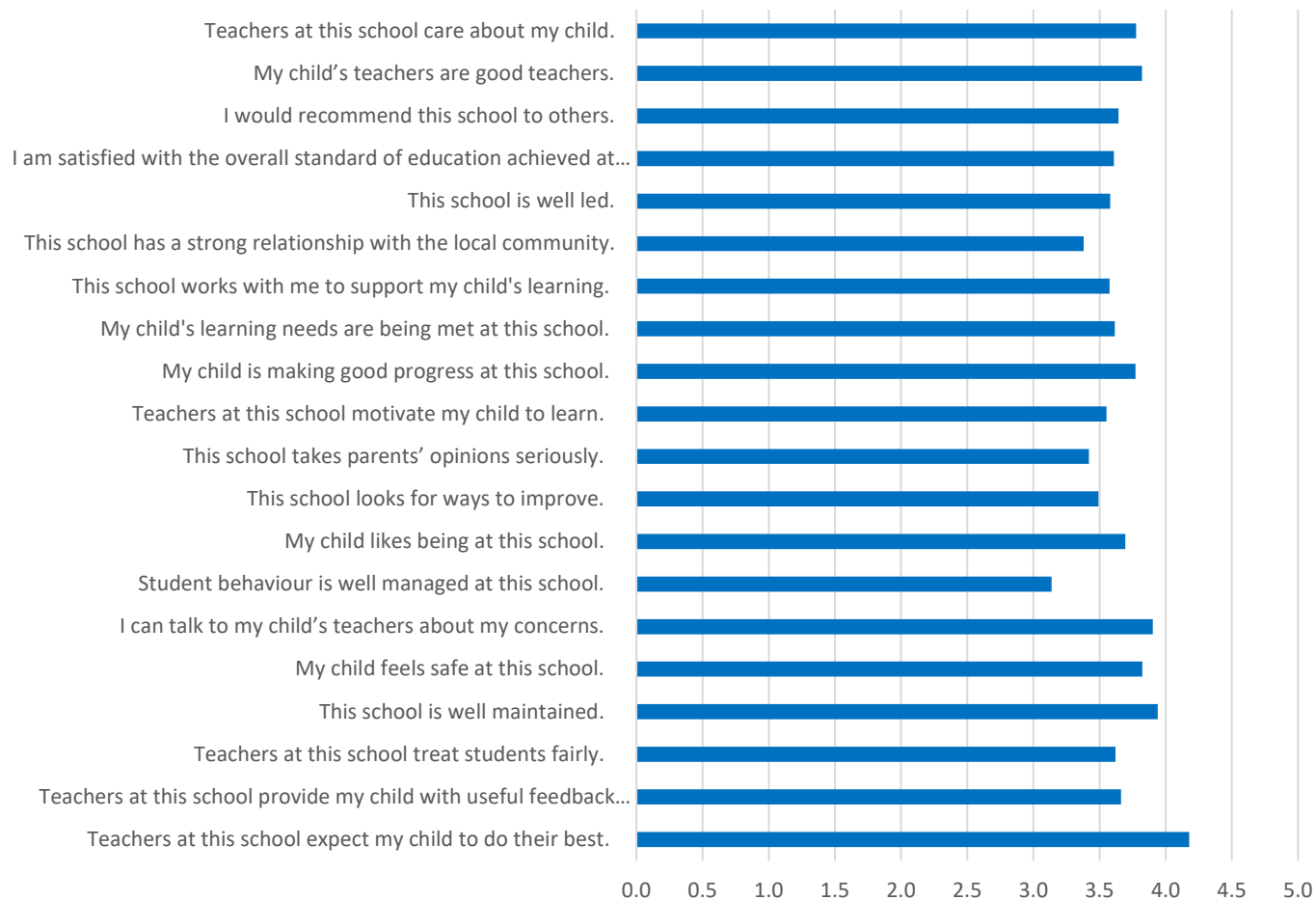
2020 Student Survey



2020 Staff Survey

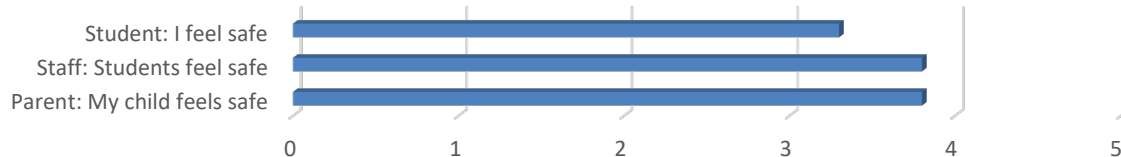


2020 Parent Survey



Each team draws deeply on the wealth of knowledge and the breadth of experience from primary and secondary teachers.

Feels safe at school



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 2021

- Participation in the Australian Geography and History Competitions by students in the Gifted and Talented Program continue to attain outstanding results.
- 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.
- 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

Of the 22 Year 12 GAT students in 2021, 15 of them completed an ATAR pathway.

The median ATAR of GAT students was 87.4.

GAT students achieved 9 of the 15 ATAR scores over 90, with 5 achieving scores over 95.

Joseph Cook	ATAR = 98.65	Emma Harris	ATAR = 94.25
Eryn Stephen	ATAR = 98.25	Finley Rogers	ATAR = 94.15
Ryan Baronne-Piper	ATAR = 97.95	Hunter Hill	ATAR = 93.55
Caleb Langan	ATAR = 97.65	Murray Buchan	ATAR = 90.80
Heath Sturgess	ATAR = 95.75		

Australian Football Specialist Program

The Australian Football Specialist Program (AFSP) saw many achievements throughout 2021. Through the Program, students completed the Yr 8 / 9 WAFC Cup with distinction in the elite division working their way to the State-wide semi-final. Our Year 11 / 12 Group had an incredible season winning the State-wide WAFC Simply Energy Cup championship and being crowned state champions! One student was selected in the WA AFL under 17's team, while another was selected in the WA AFL 19's. Two students were selected in WA State Schoolboys under 15's team and 241 students have now played Colts for Peel Thunder in the WAFL. In addition, 35 former students made their WAFL League Debut, whilst 4 former students have played a combined total of 260 AFL Matches.

Year 8 program students also took part in a pilot program in collaboration with the Fremantle Dockers, Purple Hands Foundation and Lifeline which involved educational experiences in elite football, nutrition, and mental wellbeing strategies.

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

Vocational Education and Training

Number of students that took up apprenticeships in 2021 directly from the STEP program and an overview of the Industries they went into.

- 21 students (Year 12 STEP 2021) who have taken up apprenticeships. Industries: B&C, Electrical, Landscaping, Childcare, WaterCorp Traineeship, Auto, Boat building (Fabrication).
- Number of Certificate II/ III and IV Qualifications and number of students that completed these in 2021. These figures include qualifications delivered as Auspice arrangements within school and external delivery by private RTO's and TAFE.

The below level of completion success can be attributed to the rigorous, regular and ongoing tracking of student progress throughout the school year.

	Enrolled	Achieved
Cert II	353	274
Cert III	115	95
Cert IV	52	49

Total number of full qualification enrolments = 487, 425 Achieved.

Number of Auspice qualifications running at CBC and number of completions across these qualifications in 2021

Qualification	Enrolments	Completions
Certificate II in Workplace Skills	117	108
Certificate II in Creative Industries	23	21
Certificate II in Music Industry	14	14
Certificate III in Music Industry	7	7
Certificate III in Screen and Media	16	16
Certificate II in Sport and Recreation	56	52
Certificate II in Sport Coaching	19	19
Certificate III in Sport and Recreation	9	6

2021 – Student Centred Funding



Comet Bay College (4176)

Student-Centred Funding

Student-Centred Funding - 2021

Per Student Funding	\$	16,051,385.00
Student and School Characteristics	\$	1,661,656.46
Disability Adjustments	\$	21,413.79
Targeted Initiatives	\$	811,114.93
Operational Response Allocation	\$	226,616.14
Regional Allocation	\$	0.00
Total 2021	\$	18,772,186.32
Transition Adjustment	\$	0.00
Total After Transition Adjustment	\$	18,772,186.32

The School Funding Agreement is a system-generated annual tool that identifies each element of the Student-centred Funding Model and the One Line Budget.

The Agreement also outlines the accountability for The Department and for the School's management of that funding.

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	188	86	\$2,455,880.00
Year 8	210	96	\$2,742,750.00
Year 9	202	93	\$2,643,620.00
Year 10	232	107	\$3,037,770.00
Year 11	183	83	\$2,571,221.00
Year 12	185	84	\$2,600,144.00
Total	1,200	549	\$16,051,385.00

Student and School Characteristics Funding - At Census

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	56.00	\$114,968.00
Disability	149.58	\$1,200,080.45
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	435.25	\$346,608.01
Sub Total		\$1,661,656.46
School Characteristics		
Enrolment-Linked Base		\$0.00
Locality		\$0.00
Sub Total		\$0.00
Total		\$1,661,656.46

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: Gifted and Talented Education Program	\$353,389.00
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,132.67
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,479.51
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,479.51
Targeted Initiative: Teacher Development Schools	\$44,000.00
Targeted Initiative: VET delivered to secondary students	\$357,154.74
Total	\$811,114.93

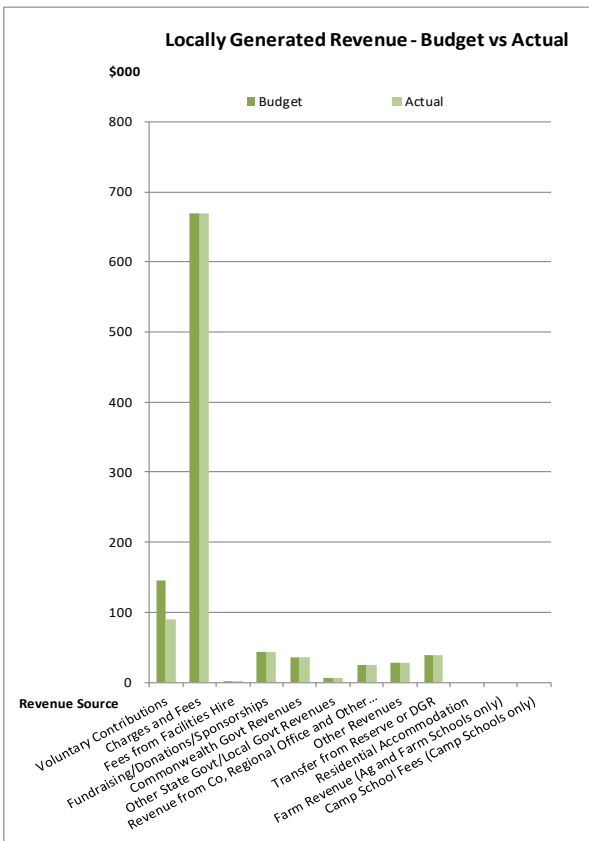
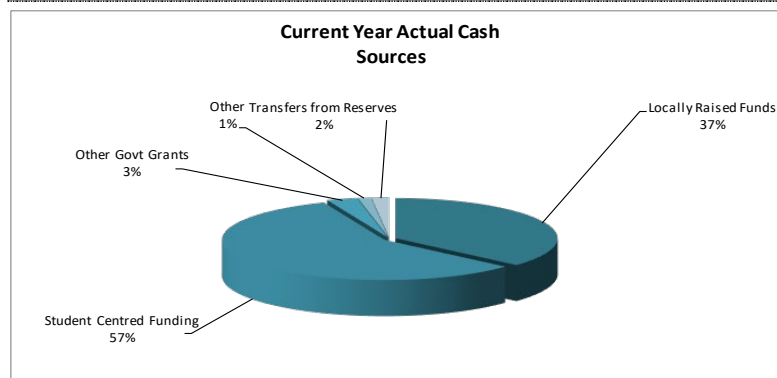
Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$58,326.14
Operational Response: Faults Management Program	\$167,960.00
Operational Response: Host School Psychologists	\$330.00
Total	\$226,616.14

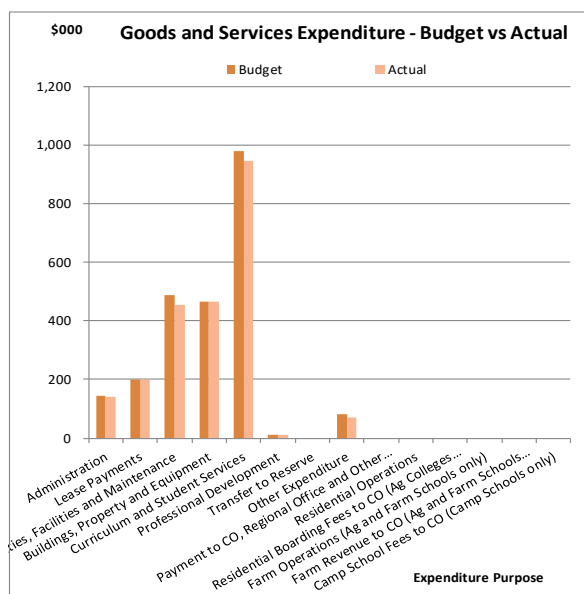
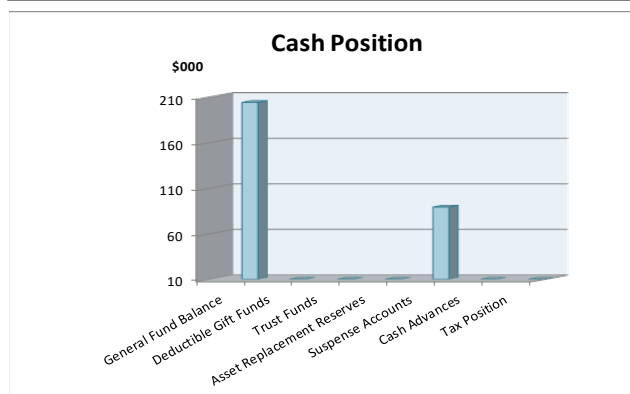
2021 Financial Summary

Comet Bay College Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 145,000.00	\$ 90,028.49
2	Charges and Fees	\$ 670,010.00	\$ 669,185.85
3	Fees from Facilities Hire	\$ 918.00	\$ 918.18
4	Fundraising/Donations/Sponsorships	\$ 42,945.22	\$ 42,939.52
5	Commonwealth Govt Revenues	\$ 36,000.00	\$ 36,000.00
6	Other State Govt/Local Govt Revenues	\$ 6,350.00	\$ 6,350.00
7	Revenue from Co, Regional Office and Other Schools	\$ 24,100.00	\$ 24,100.25
8	Other Revenues	\$ 28,207.94	\$ 28,690.46
9	Transfer from Reserve or DGR	\$ 38,459.00	\$ 38,458.59
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 991,990.16	\$ 936,671.34
	Opening Balance	\$ 296,061.00	\$ 296,060.70
	Student Centred Funding	\$ 1,255,789.95	\$ 1,255,789.51
	Total Cash Funds Available	\$ 2,543,841.11	\$ 2,488,521.55
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,543,841.11	\$ 2,488,521.55



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 144,686.60	\$ 141,397.15
2	Lease Payments	\$ 199,699.00	\$ 197,906.41
3	Utilities, Facilities and Maintenance	\$ 486,019.00	\$ 452,503.31
4	Buildings, Property and Equipment	\$ 464,349.00	\$ 464,272.29
5	Curriculum and Student Services	\$ 979,716.07	\$ 944,663.69
6	Professional Development	\$ 12,813.00	\$ 12,323.13
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 80,458.83	\$ 71,342.97
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	\$ 2,367,741.50	\$ 2,284,408.95
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,367,741.50	\$ 2,284,408.95
	Cash Budget Variance	\$ 176,099.61	



Cash Position as at:	
Bank Balance	\$ 269,279.82
Made up of:	
1 General Fund Balance	\$ 204,112.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 0.71
5 Suspense Accounts	\$ 89,222.51
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (23,356.00)
Total Bank Balance	\$ 269,279.82

