



An Independent Public School

Annual Report 2025

From the Principal - Graeme Watson

Thank you to our Comet Bay Primary School community for your continued support of our school, our programs and our staff throughout another challenging yet highly successful year. Your engagement and partnership are valued and never taken for granted.

We began 2025 with all staff engaging with our new Business Plan and exploring our Comet Bay Way document, which guides daily practice and decision making across the school. We also introduced our revised Supporting Positive Behaviour Guidelines and our Student Engagement and Wellbeing Policy, strengthening our shared commitment to safe, inclusive and supportive learning environments. Throughout the year, we continued our partnership with Real Schools, further embedding restorative practices and enhancing the positive culture that underpins our school community.

Our School Board has been actively involved across 2025, and I sincerely thank all members for their ongoing support and valuable feedback and providing governance for the school. This year we welcomed Matt Paki as a parent representative, and I would like to acknowledge and thank Claire Piper (parent) and Rob Schmidt (community representative) for their dedicated contributions over the past three years. I also extend my sincere appreciation to our P&C for their unwavering support and generous financial contributions, which enabled the installation of reverse cycle air conditioning in a further eight classrooms this year. In addition, our P&C continues to foster strong community connections through events such as school discos and the Rainbow Run, while also managing our canteen and uniform shop for the benefit of our families.

Looking ahead to 2026, we will continue to offer our Comet Bay Kitchen Program, free to all students, along with our Friday Breakfast Club. I remain extremely proud to lead our wonderful school community and am grateful for the ongoing support of our staff, students and families. I look forward to the opportunities, growth and successes that 2026 will bring.

From the Board Chairperson - Jacqueline Thompson

As we reflect on 2025, it has been another busy and productive year for the Comet Bay Primary School Board. Much like the vibe of the school year itself, our meetings brought thoughtful discussions, strategic decisions and a shared commitment to supporting the success of our students and school community. A key focus for the Board this year was supporting the implementation of the 2025–2027 Business Plan, with members reviewing progress and contributing valuable insights into the school's priority areas and future direction. It was pleasing to see the plan take shape and be shared with staff and the community.

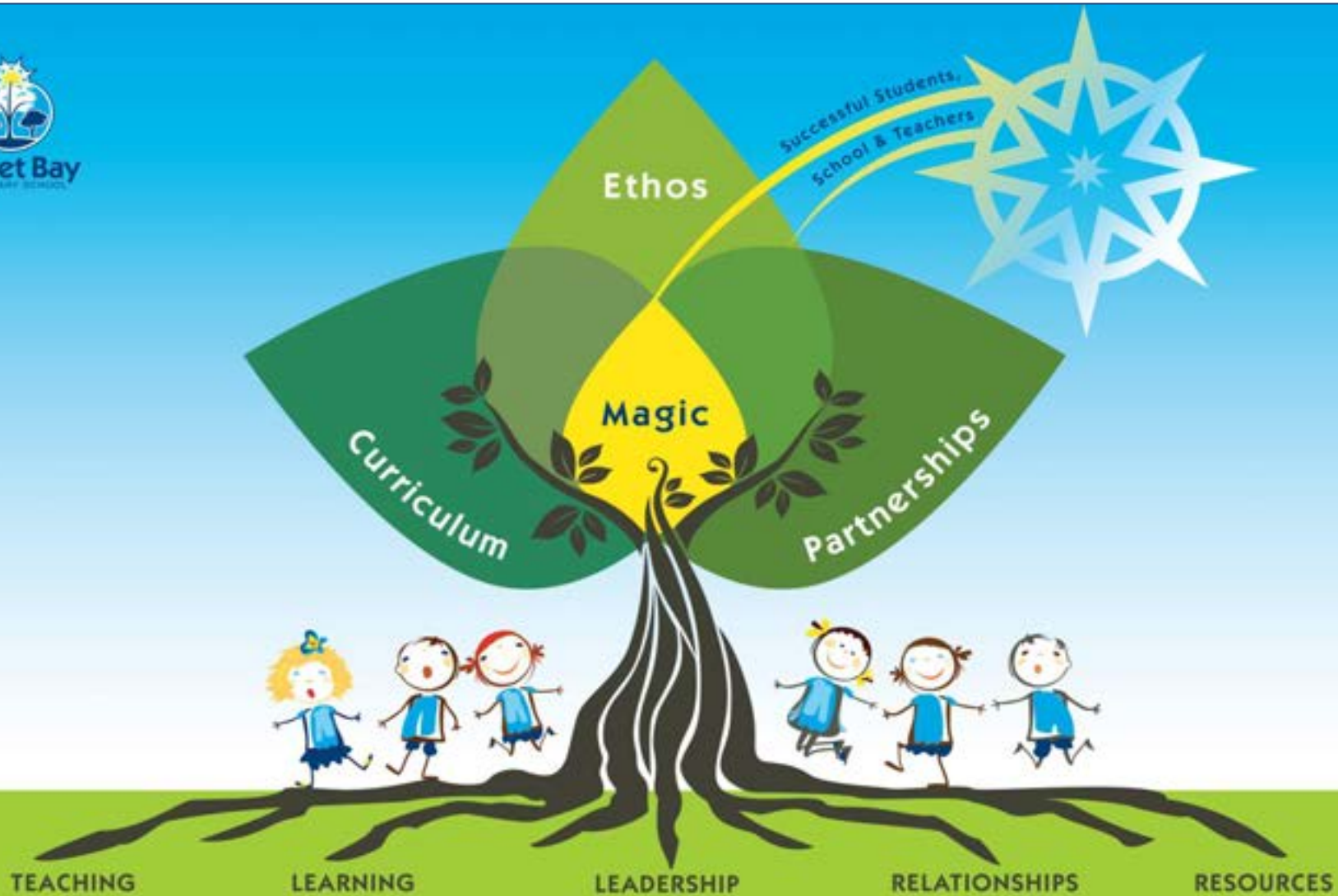
Throughout the year the Board reviewed a range of important school data and operational matters, including NAPLAN results, school culture and resilience surveys, enrolment trends and staffing considerations, ensuring the Board remained well informed and able to provide strong governance and guidance for the school. We also fulfilled its governance responsibilities by reviewing the school budget, financial reports, voluntary contributions, booklists and charges, ensuring decisions support the needs of students and families. The Board also reviewed and approved updates to the Student Dress Code, helping ensure the policy remains clear, practical and reflective of the expectations of our school community.

Another focus this year was strengthening communication with our community. Following feedback that some parents were unsure about the role of the School Board, members explored ways to increase awareness, including improving website information, sharing Board updates and developing a profile flyer outlining the role and responsibilities of the Board.

This year we also welcomed Matt Paki back to the Board as a parent representative, bringing valuable experience and insight. At the same time, we thank Claire Piper and Rob Schmidt for their contributions to the Board and the thoughtful perspectives they brought during their time as board members. On behalf of the Board, I would like to thank Principal Graeme Watson and the entire Comet Bay staff for their dedication to creating a safe, engaging and supportive learning environment for our students.

A heartfelt thank you to our Board members who generously volunteer their time and expertise to support the governance of the school. I have truly valued my time on the Board and the opportunity to work alongside such dedicated people who care deeply about our school community. As my time comes to an end, I am confident the new Board member and Chairperson will continue to guide the school with fresh ideas and enthusiasm.

Thank you to our broader school community for your continued support and engagement. As we look ahead to 2026, we are excited for another year of learning, collaboration and opportunity at Comet Bay Primary School.



Contextual Framework

KEY FOCUS AREAS

Our Vision

To inspire life long learning

Moral Purpose

To create a safe and engaging learning environment that encourages a love of learning.

Health Promoting Schools Framework

A Health Promoting School strives to nurture the social, emotional, physical, spiritual well-being, and cognitive development of its students, staff, and community. The Health Promoting Schools Framework is used within our school planning to describe the interconnectedness of Curriculum, Ethos and Partnerships within our school. The following diagram is a model that features in many of our planning models.

Strategic Intent

Within the Health Promoting Schools Framework there are three key objectives.

1. Inclusive Curriculum and Pedagogy

All students achieving to their potential through excellence in teaching and learning

2. Ethos and Learning Environment

Ensure all students feel safe, cared for and valued, to develop resilient young individuals.

3. Partnerships

Working collaboratively with all stakeholders in the school and wider community.

Staff shared beliefs

The staff makes decisions and develop strategies within the school based on the following shared beliefs:

- ★ All students have the capacity to be successful
- 🌱 Students are most successful when we develop the whole child
- 🏠❤️🏡 The home/school relationship enhances the potential outcomes for the child
- 🌍 A school wide restorative approach has a positive impact on the culture of the school and the community.
- 🤝 All staff are integral to a healthy work environment
- 🔍 We 'approach with curiosity'



School Overview

Comet Bay Primary School was established in 2007 and operates under a Health Promoting School framework. Comet Bay PS has embraced its motto 'Growing Together,' ensuring parents and the school work together to improve student outcomes. At Comet Bay Primary School we have high expectations of success for every student. We believe in developing the whole child (socially, academically, emotionally, creatively and physically) so that all our students leave school well prepared for their future.

Comet Bay PS enjoys the support of a proactive and committed school board and P&C.

Index of Community Socio Economic Advantage

Comet Bay Primary School has an ICSEA of 1008(State decile rank of 4). When “like school” comparisons are referred to in this report, they are made with schools with a similar ICSEA. The average ICSEA across Australia is 1000. The ICSEA has replaced the SEI : (Social Economic Index) and represents a more accurate ranking of our community. Like school comparisons include the following schools;

Name	ICSEA
Oakwood Primary School	1005
Makybe Rise Primary School	1009
South Halls Head Primary School	1008
Safety Bay Primary School	1006

CBPLC Schools	ICSEA
Golden Bay Primary School	965
Secret Harbour Primary School	1012

Demographics and Student Diversity

Approximately 15% of our students were born outside of Australia, a figure that has remained stable over the past four years. This consistency reflects the culturally diverse nature of our school community.

We also have a small but significant number of families connected to the Navy. These families are supported through our Defence Force Mentor program, which plays an important role in assisting students to transition smoothly and remain connected during periods of change.

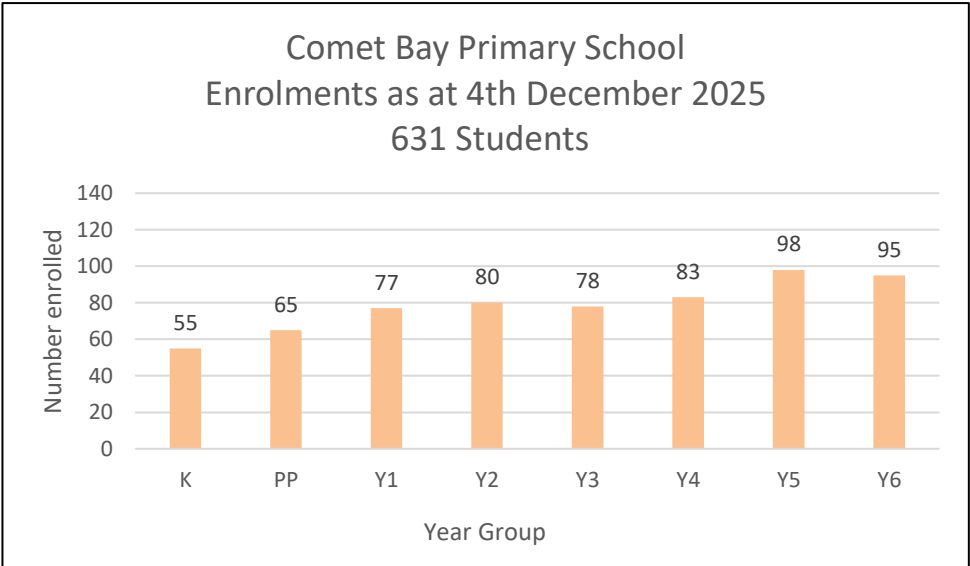
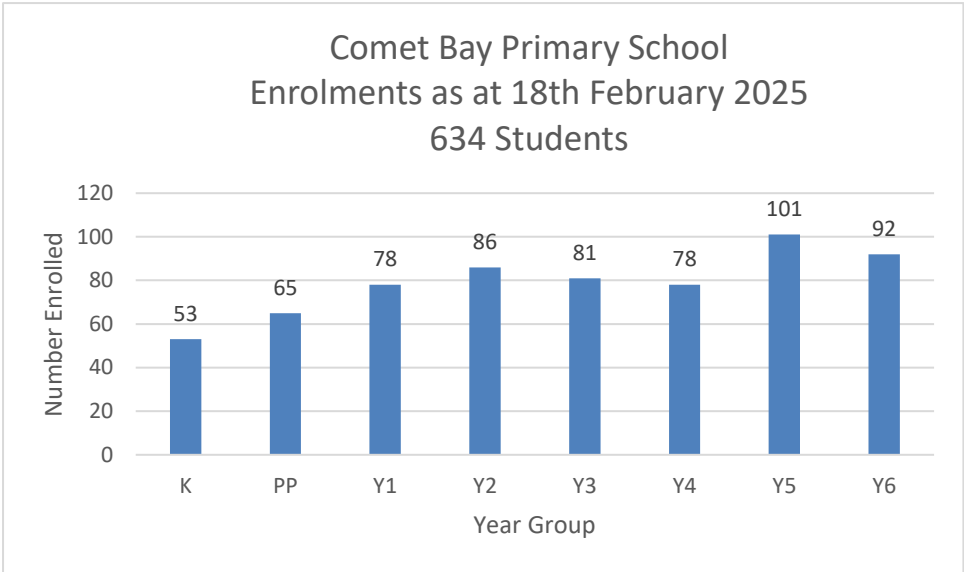
There is a small cohort of Aboriginal students within our school. We value these students and their families and have established positive, respectful relationships with local Aboriginal elders and community members. These connections strengthen our commitment to cultural understanding, inclusion and support for all students.

Enrolment Trends

Our enrolment remained steady throughout the year, with our transiency rate (students enrolling or leaving during the school year) also remaining low. This reflects a stable and consistent population within our school community.

Overall enrolment decreased compared to 2024, which was anticipated. This is largely due to larger year groups graduating and comparatively smaller cohorts commencing in Kindergarten. Current projections indicate this trend is likely to continue for the next two years before stabilising. As a result, our total student numbers are currently the lowest they have been since our foundation year.

The following tables show the movement of our cohorts through the school.



Percentage of enrolments in / out of boundary (as Feb 2025)

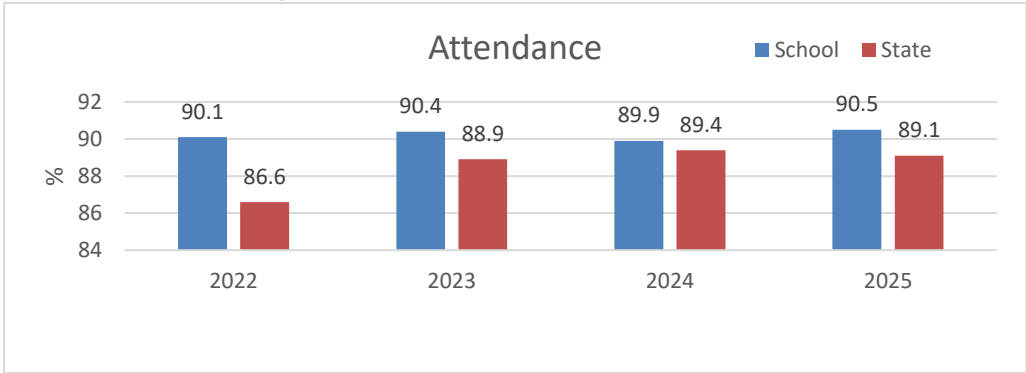
Status	Number	Percentage
Total individual enrolments	634	
In boundary	499	78.71%
Out of boundary	135	21.29%
Total families	445	
In boundary	352	79.10%
Out of boundary	93	20.89%

This figure includes families who were in boundary when they enrolled and have since moved out of our catchment area.

Student Transiency	2025	8.7% (3)
	2024	8.5% (2)
	2023	9.7% (3)
	2022	10.0% (3)
	2021	7.5% (2)

Non-Academic analysis

Attendance Data



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	62.5%	28.5%	8.3%	0.7%
2024	60.5%	30.8%	6.7%	1.9%
2025	66.0%	24.0%	8.5%	1.5%
Like Schools 2025	64.3%	24.3%	8.8%	2.6%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

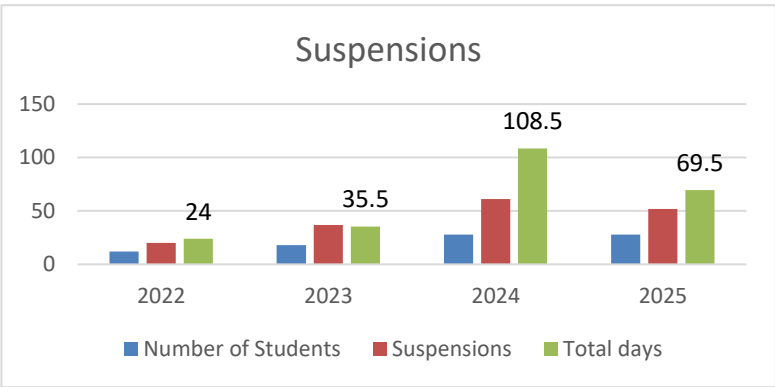
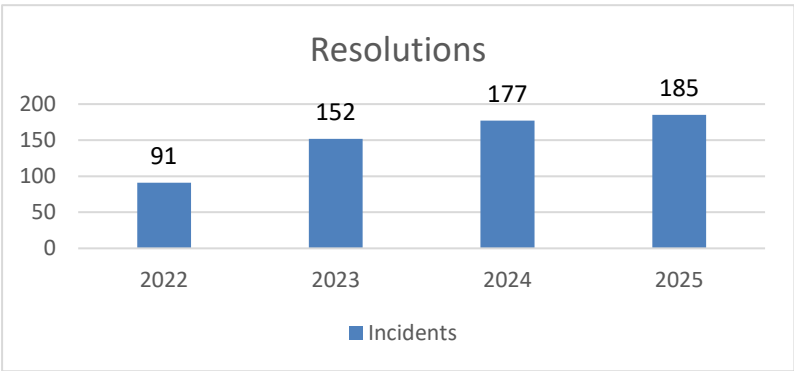
SUMMARY

- Our school attendance data is very positive in relation to ‘like schools’ and the state average.
- The percentage of students attending regularly, is above ‘like schools’ and the state average.
- Comet Bay has very low numbers of students classified at ‘severely’ at risk.

RECOMMENDATIONS

- Create our ‘growth room’ to support anxious students arriving at school in the morning. Resource with education assistant.
- Alert parents to ‘at risk’ attendance in Week 7 Term 1 & 3.
- Contact parents following 3 consecutive days of absence.

Behaviour Management Data (2022 -2025)



SUMMARY

- There was a decrease in the number of suspensions and a significant decrease in the number of days missed through suspensions. This is after a significant decrease the previous year.
- Resolutions increased slightly, with boys make up the vast majority of all BMIS incidents.

RECOMMENDATIONS

- Engage our CMIS coaches to provide coaching and supports in the classroom.
- Have a focus on students transitioning into school and in from breaks.
- Continue to focus on social / emotional supports.

School Culture Survey

The National School Opinion Survey is used to survey parents, students and staff. The ratings were 1.Strongly Disagree, 2.Disagree, 3.Neither, 4.Agree, 5.Strongly Agree

2025 Community Highest ranking items

Item	Mean Score
I frequently see school leaders around the school.	4.5
I believe our school is well led.	4.4
I feel welcome in my children's classrooms.	4.4
I feel welcome when I am in the school.	4.4
My children have a strong sense of belonging and pride in our school.	4.3
The school recognises students for their progress and achievements.	4.3
My children's teachers provide a stimulating environment and make learning opportunities interesting and enjoyable.	4.3

** There were only 7/48 scores (mean) below 4.0 (3.2 -Teachers ask me about my aspirations for my child, family and community, was the lowest)

2025 Staff Highest ranking items

Item	Mean Score
I believe that all students bring strengths that allow for their success.	5.0
I believe my performance impacts student outcomes.	5.0
Student wellbeing and care is a priority at our school.	4.9
I believe that staff should support each other's development as well as their own	4.9
Staff are supported to practice self-care.	4.9
School leaders convey the expectation that staff will treat one another with respect.	4.8
There is a strong culture of belonging and pride in our school.	4.8
I am clear on what good performance looks like in my role.	4.8
I reflect upon the way I do my job to maximise my impact on student learning.	4.8
I am a better teacher for working at this school.	4.8

** There were only 3/91 scores (mean) below 4.0 (3.7was the lowest)

*** a score of 4 indicates that every respondent agrees with the statement (on average).

Summary

- No items fell into the negative / unsatisfactory range from any of the surveyed groups.
- Overall the level of satisfaction across all groups has remained consistent over the past 3 years and is very positive.
- Nine questions in the Community survey had over 25% of responses in the 'unsure' category.
- Feeling welcome and a sense of pride were themes that rated highly across all groups.

Work Force Data

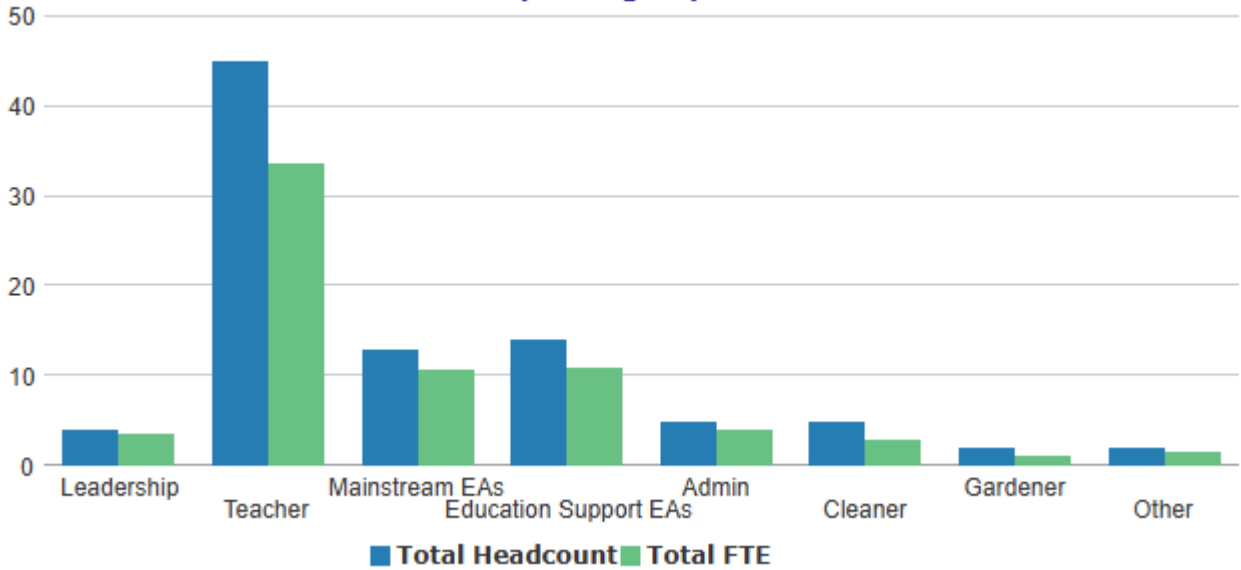
The information below represents the change in staff levels over the past 4 years and the breakdown of our occupation groups.

Students and Staff Trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2022	102	59	43	751
2023	94	51	43	719
2024	90	49	41	712
2025	89	49	40	633

* Note: student numbers are taken from Semester 1 schools online figures each year

FTE and headcount of staff for occupation groups



Note: There is a significant percentage of teachers who work part time in the school, which is reflected in the difference between the number of teachers who work at the school (head count) and the number of full time teachers it would take to fill all the positions (FTE). Based on current enrolment trends, it is anticipated that the total FTE required at the school will continue to decrease in line with projected student numbers.

Ethos / Learning Environment targets summary from Business Plan

	Significant Gap	Similar	Achieved
	2025	2026	2027
Each year, the percentage of students with regular attendance (90% or greater) to exceed the state average or 70%, which ever is higher.	66%		
Comet Bay will have at least 2 fully trained Tribes facilitators and 3 CMS Conference Accredited Trained (CAT) coaches by the end of 2025.			
Achieve a rating of 4.0 or higher in the student and parent survey item 'student behaviour is well managed at my school'			
Annually we will achieve positive perceptions from students, staff and parents, relative to our 2023 results, in the School Culture Survey.			

Curriculum strategic targets summary from Business Plan

Curriculum strategic targets summary

The following table outlines student performance in the National Testing program in Literacy and Numeracy.



Long term student improvement targets for priority areas

Significant Gap	Similar	Achieved						
** Improvement targets are compared to previous year's results					Year level	2025	2026	2027
By 2027, NAPLAN numeracy, reading and writing results will exceed that of like schools in Year 3 and Year 5. (percentage above / below)	Numeracy	Yr 3	-3%					
		Yr 5	-2%					
	Reading	Yr 3	-5%					
		Yr 5	-2%					
	Writing	Yr 3	-1%					
		Yr 5	-2%					
Annually, increase the percentage of students in the Strong or Exceeding proficiency band against that of like schools.	Numeracy	Yr 3	-5					
		Yr 5	+1					
	Reading	Yr 3	-13					
		Yr 5	-4					
	Writing	Yr 3	-7					
		Yr 5	-5					
Annually, reduce the percentage of students in the Bottom 20% (WA Public Schools) of Year 3 NAPLAN performance by at least 5 percentage points compared to their Pre-primary On Entry result.								
Annual PAT Maths progression to be greater than the national rate across each of our cohorts from Year 2-6.						0/5 progress 5/5 achievement		

Partnership objectives summary from Business Plan

Significant Gap	On Track	Achieved	
	2025	2026	2027
Through collaboration, develop, implement and monitor the progress our School RAP			
Double the percentage of parents responding to our community survey by 2026, relative to our 2023 survey			
Ensure that relationships with outside agencies are well-known and recognised across the school and community			

The table below provides an overview of the strategies achieved within each area of the 2025 -2027 Business Plan.

Tracking Matrix

Level of Implementation	Achieved / Embedded	Implemented	Planning	Not Achieved	Not applicable
	5	4	3	2	1

Teaching	Learning Environments	Relationships	Leadership

System level data

The following data provides a snapshot of NAPLAN data across the school.

NAPLAN RESULTS (as per Schools Online)

Yr 3		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*	2021	2022	2023	2024	2025
	Numeracy																		
	Reading																		
	Writing																		
	Spelling																		
	Punctuation & Grammar																		
Yr 5		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019						
	Numeracy																		
	Reading																		
	Writing																		
	Spelling																		
	Punctuation & Grammar																		
Yr 7		2008	2009	2010	2011	2012	2013	2014											
	Numeracy																		
	Reading																		
	Writing																		
	Spelling																		
	Punctuation & Grammar																		

Key:

- 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.

* Not held due to COVID(2020)

2025 Successes and Recommendations - Priority Plans

The following indicates feedback from leaders of our priority areas on achievements and future directions.

Successes	Recommendations
ENGLISH: - Fluency routines and DIBELS assessments are being used in each classroom. - Writemark assessment is being trialled across the school. - Word Origins has been successfully trialled. - EA led small group interventions with Yr2-6 students. - Reading raffle valued by our students.	- Fine tune fluency routines and use of DIBELS data. - Writemark added to our assessment schedule for Yrs 1-6. - Word Origins to be used across Yr 3-4, and expanded to Yr 5-6 the following year. - Fluency, Word Origins and collaborative data sessions are focuses in the 2026 Comet Bay Way
MATH: - Maths Challenge revised to have stronger alignment to year level curriculum and development. - Introduction of FOPS as our worded problem strategy. - Increased number of Gap analysis and reviews being completed. - New maths resources purchased to support outdoor learning opportunities.	- Fishing Trips to support FOPS strategy - Gap analysis and review to become timetabled parts of our collaborative group meetings. - Investigate Matharoo as a support resource - Revamp of maths strategy posters - Paul Swan PL to support Australian Curriculum updates
STUDENT SERVICES - Development of Student Engagement and Wellbeing policy and guidelines - Updated Supporting Positive Behaviours, Attendance and Learning Support policies and guidelines. - Development and implementation of 'Outdoor Engagement' program. - Development of SNEA Guidelines document. - Parent engagement strategies included Kindy Café and Meet & Mingle.	- Increase learning support time by addition 1-2 days. - Create 'low stimulus' room. - PL staff of MTSS and Tiered strategies. - Realign therapy practices to department requirements - Increase school wide use of visual aides as part of Tier One supports - ATAPS website subscription for all staff to access 'student engagement and wellbeing' PL. - Streamlining Documented Planning and Case Management processes to align with Department directions.

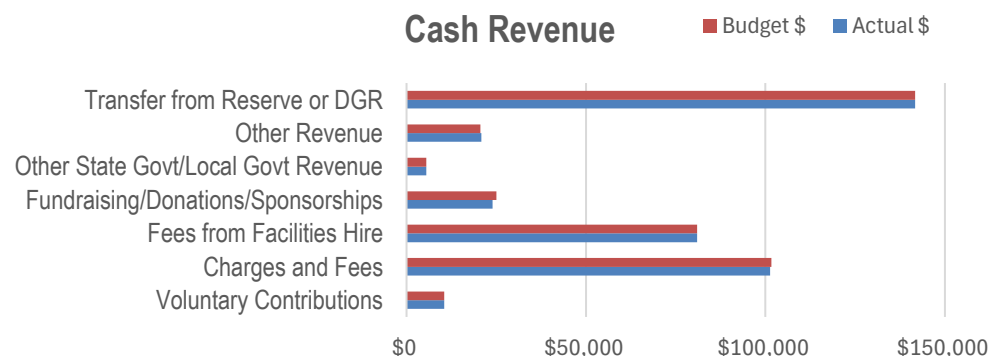
Finance Overview 2025

Salary Overview

Salary Carry Forward	Student Centred Funding Allocation	Total Funds Available	Transferred to Cash	Salary Expenditure	Salary Variance
\$620,858	\$7,250,533	\$7,871,391	\$342,605	\$6,970,900	\$557,886

Cash Overview

Cash Revenue	Budget \$	Actual \$
Voluntary Contributions	\$10,537.09	\$10,537.09
Charges and Fees	\$101,691.02	\$101,293.58
Fees from Facilities Hire	\$80,985.45	\$80,985.45
Fundraising/Donations/Sponsorships	\$25,029.00	\$23,969.36
Other State Govt/Local Govt Revenue	\$5,500.00	\$5,500.00
Other Revenue	\$20,627.06	\$20,841.81
Transfer from Reserve or DGR	\$141,717.49	\$141,717.49
Totally Locally Raised Funds	\$386,087.11	\$384,844.78
Opening Balance	\$103,857.00	\$103,857.00
Student Centred Funding	\$495,422.39	\$495,422.39
Total Cash Funds Available	\$985,366.50	\$984,124.17



Cash Expenditure	Budget \$	Actual \$
Administration	\$24,779.00	\$22,310.85
Lease Payments	\$34,524.69	\$34,657.13
Utilities, Facilities and Maintenance	\$237,187.04	\$222,853.28
Buildings, Property and Equipment	\$281,525.69	\$256,751.07
Curriculum and Student Services	\$315,945.97	\$279,723.07
Professional Development	\$42,260.00	\$42,305.14
Other Expenditure	\$10,335.00	\$6,218.26
Total Goods and Services Expenditure	\$946,557.39	\$864,818.80
Cash Budget Variance		\$119,305.37

