



# ***Business Plan*** ***2018 - 2020***



**GOLDEN BAY**

— PRIMARY SCHOOL —

EXCELLENCE. RESPECT. INTEGRITY

*Proudly an Independent Public School*



# ***Creating the future through a community of learners focused on excellence, respect and integrity***

## ***Our School***

**We are committed to providing learning in a safe and caring environment that fosters each child's specific abilities and interests. Each unique individual will be encouraged to develop a pride of place and self, while respecting and absorbing the world around them.**

Our dedicated staff seek continuous improvement. We constantly strive to make learning an enjoyable experience while achieving excellence through setting high standards and expectations for all who work and learn at Golden Bay Primary School.

Our first class educators and support staff deliver deep learning and high quality inclusive programs that encompass critical and creative thinking skills to engage children and facilitate learning. All children are actively engaged towards developing the capacity to work both independently and collaboratively while positively interacting and learning with, and from, others.

As part of a learning community children engage with the learning process, develop a positive attitude to school and teachers, and feel confident in their self and their own abilities.



## ***Our Beliefs***

Our beliefs inform how we work together as a learning community.

We believe that:

- » **Every child is capable of successful learning.**
- » **Self-discipline, working and learning with and from others, develops a positive self-esteem and desire to learn.**
- » **Families and community members are essential partners to enrich learning and engage children with authentic experiences.**
- » **Cultural diversity and inclusive education strengthens our learning and sense of community.**





## **Our Business Plan**

This Business Plan positions the school to implement the Department of Education's corporate framework, Strategic Plan for Western Australia and the Director General's Classroom First direction for public schools. The plan provides an overview of the strategic intent of the school towards continuous improvement across academic and non-academic areas.

The Business Plan is used in conjunction with key school documentation including the Annual Operational Plans, Workforce Plan and the Delivery and Performance Agreement.



## **Our Self-Assessment**

Golden Bay Primary School utilise the Principles of Contemporary Quality and the National School Improvement Tool to make observations. This sets clear direction which allows for organisational alignment and a focus on the achievement of our goals.

The National School Improvement Tool consists of the nine inter-related domains that include:

An explicit improvement agenda; Analysis and discussion of data; A culture that promotes learning; Targeted use of school resources; An expert teaching team; Systematic curriculum delivery; Differentiated teaching and learning; Effective practice and school-community partnerships.

Our sustainability will continue to be strengthened through our ability to create and deliver value for all stakeholders. Leadership at Golden Bay Primary School is founded on the Principles of Contemporary Practice that empowers staff in a supportive culture that is built on mutual trust. This culture empowers through building competency and providing clarity of direction within the school. Growth Coaching for staff supports continual improvement and innovation at system, school and the individual level by engaging the energy, enthusiasm, passion and resourcefulness that each professional brings to our school.

Understanding what students need and value now and in the future will influence our organisational direction, strategy and action for continued achievement and progress.

# Positive Relationships & Behaviour Support

Our commitment to the wellbeing of children.



## Focus:

- Use a common language between home and school.
- Embrace and value diversity.
- Embed expected school behaviours.
- Access a breadth of community and interagency support.

## We will:

- Embed the Positive Behaviour Support framework with staff using sequenced lessons.
- Use and role model Positive Behaviour Support.
- Teach social and emotional skills and self-regulation linked to Attitude, Behaviour and Effort.
- Use Positive Behaviour Support tracking sheets across all year levels.
- Build capacity of staff to use the Department's Attendance Strategy.
- Tailor intervention for at risk students.
- Display Visible Learning promises to students.
- Purposefully engage parents and agencies to support student transitions.
- Support the School Board in promoting the school.

## Performance Information:

- School data at or above state attendance data.
- Positive Behaviour Support tracking data.
- Attitude, Behaviour and Effort data.
- Student resilience data.
- Visible community involvement.
- Survey data indicating strong support of the school, with staff, student and community engagement.



# Effective Leadership, High Quality Staff

Research based actions to inform best teaching practice.



## Focus:

- Make thinking visible and connected to teaching and learning.
- Develop staff leadership to drive school initiatives.

## We will:

- Provide clarity of school vision.
- Grow leadership competency that supports empowerment of staff.
- Drive high-level leadership practice.
- Improve teaching effectiveness through targeted reflective practice for greater impact on student learning.
- Embed the National Quality Standard.
- Complete observations and feedback for staff.
- Embed observable effective teaching in action.
- Promote and support staff wellbeing.

## Performance Information:

- Ongoing school self-assessment against the Australian Curriculum and Standards.
- Continuous improvement in the achievement of each of the National Quality Standard elements.
- Growth Coaching opportunities for staff.
- Teacher peer review and classroom observations as an improvement tool.
- Staff self-assessment against the progressions in the Quality Standards for Teachers.

# Responsive Learning Environment

A stimulating, supportive and friendly learning environment reflecting the values negotiated with the community.



## Focus:

- Staff and students actively embedding a positive and caring learning environment.
- Empower staff to act, model, teach and promote positive behaviour.

## We will:

- Promote a balance between school work and home life.
- Adjust teaching in response to individual needs.
- Implement cooperative learning across the school.
- Maintain buildings and grounds to support a positive school image in accordance with school plans and schedules.
- Engage parents using the Connect community.

## Performance Information:

- Staff, student and parent surveys to gauge confidence in the working and learning environment.
- Positive Behaviour Support implementation matrix.
- Value added achievement for all students at educational risk.



# Successful Students

High Performance, High Care: Students reaching their academic and creative potential.



## Focus:

- High standards of literacy and numeracy.
- Develop critical and creative potential.
- Promote individual talents and leadership potential.

## We will:

- Build fluency and understanding in literacy and numeracy coupled with targeted early intervention strategies.
- Teach Critical and Creative Thinking.
- Build science, technologies and sustainability projects using an integrated STEM learning model.
- Develop student leadership within the school, community and beyond.
- Target opportunities through The Arts.
- Use play based learning in Early Childhood.

## Performance Information:

- Progress over time as a result of early interventions and measured against school data, On-Entry Assessment data and speech screening.
- NAPLAN data shows continuous improvement above the national minimum standards with overall value added school data.

## Strong School Governance

### A culture of active parent and community involvement:

As an Independent Public School we have established a school board whose elected members work with the principal and the community to achieve the best outcomes for students effectively linking funding and planning.

Our school board has members who share their experience and bring ideas that support strategic planning and community partnerships. The board supports the principal in strengthening the school's capacity to meet the needs of its students.

The board monitors and reviews our systems, practices and governance framework to ensure they remain relevant and current to maintain public trust. Our board has effective systems and processes in place to shape and enable the management and effective running of the school.



The principal is responsible for the day-to-day operations of the school.

## Peta Lawrence

PRINCIPAL

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FIND GOLDEN BAY PRIMARY SCHOOL  
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