



# ***Business Plan*** ***2021-2023***



*Proudly an Independent Public School*





# Creating the future through a community of learners

**We value excellence,  
respect and integrity**

## Our School

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

Our dedicated staff seek continuous improvement. We consistently strive to make learning an engaging and purposeful experience while achieving excellence through setting high standards, expectations and achievable goals for all learners at Golden Bay Primary School.

Our knowledgeable staff deliver deep learning and high quality inclusive programs. Our programs encompass critical and creative higher order thinking skills to engage children and facilitate learning. All learners use and apply thinking fluencies to positively interact with others as part of their learning experience. Learners at Golden Bay Primary School have a sense of ownership of their learning.

Our learning community engages with real world problems; developing an inquiring mind and the capacity to have an impact on the world around them. Learners develop a positive attitude to school, staff, and others in their community while building confidence and resilience in themselves and their own capabilities.



## Our Beliefs

Inform how we work together as a learning community.

We believe that:

- » **Every child can be a successful learner using twenty-first century fluencies and critical & creative thinking routines.**
- » **Self-regulation and resilience develops positive self-esteem and connects learners.**
- » **Achievement, motivation, persistence with tasks, and responsibility for self, helps to improve task performance.**
- » **Families and community members are essential partners to enrich learning and engage children with authentic real world experiences.**
- » **Responsiveness to cultural diversity and inclusivity strengthens our curiosity, acceptance, creativity, and sense of belonging.**



## 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 Delivery and Performance Agreement, Operational Plans, and the Workforce Plan.



## Our Self-Assessment

Golden Bay Primary School utilises the Principles of Contemporary Quality, system and school assessments, 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 success 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:

- To grow a place where learners feel they belong and know that everyone believes in them.
- To use a common language that may be used for home and school.
- To be responsive to diversity and inclusivity.

## We will:

- Continue to embed the Positive Behaviour Support framework using sequenced lessons.
- Continue to embed agreed school behaviour expectations.
- Continue to access targeted community and interagency support.
- Create the environment for learners to develop self-awareness and identity.
- Teach social and emotional skills, self-regulation and resilience, linked to the reporting of Attitude, Behaviour and Effort.
- Build capacity of staff to use the Department's Attendance Toolkit.
- Target intervention for at risk students.
- Support the School Board in promoting the school and further raising the profile in the local community.
- Work in partnership with stakeholders to support learners' needs

## Performance Information:

- School data at or above like school attendance data.
- Positive Behaviour Support tracking data.
- Attitude, Behaviour and Effort reporting data.
- Student resilience data from Bounce Back program.
- 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 informing best teaching practice.



## Focus:

- Make learning intentions clear and connected to teaching and learning experiences that matter to the learner.
- Develop staff to lead system and school initiatives.

## We will:

- Clearly align school vision, values and goals.
- Grow leadership competency that supports enablement of staff.
- Drive high-level clear leadership practice that develops competency, meaning and confidence to impact strategic organisational direction and action.
- Improve teaching effectiveness through targeted reflective practice for greater impact on student learning.
- Continue to embed the National Quality Standard with observable effective teaching.
- Promote and support staff wellbeing.
- Understand, respond to, and value what is required for learners now and in the future.

## Performance Information:

- Ongoing school self-assessment against the Australian Curriculum and Standards.
- Continue school-based Leadership in Action program to develop sustainable leadership within the system and the school.
- Continuous improvement in the achievement of each of the National Quality Standard elements.
- Staff self-assessment using the GBPS Locus of Control assessment tool.
- Coaching opportunities for staff.
- Staff well-being reflection.



# 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.
- Enable staff to 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 assessment tool.
- Zones of Regulation and Bounce Back information using assessment tools.
- Value added achievement for all students at risk.

# Successful Students

Provide every student with a pathway to a successful future.



## Focus:

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

## We will:

- Build fluency and understanding in literacy and numeracy together with targeted intervention strategies.
- Teach Critical and Creative Thinking routines.
- Use an integrated learning model across the school and all learning areas, with a focus on solving real world problems.
- Build skills and fluencies to create unique opportunities through The Arts, Physical Education and Languages for all learners.
- Develop student leadership within the school, community and beyond.
- Use play based learning and oral language in Early Childhood Education to enrich learning experiences.

## Performance Information:

- Progress tracked over time through early interventions and measured against school and individual student data, On-Entry Assessment data, speech screening.
- Use system and school data, and information, to monitor student teaching and learning needs for continuous improvement.
- Monitor quality teaching practice.



## 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 and staff 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.

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### Peta Lawrence

PRINCIPAL

P 08 9583 8800

[WWW.GOLDENBAYPS.WA.EDU.AU](http://WWW.GOLDENBAYPS.WA.EDU.AU)