



## 2020 School Report

Golden Bay Primary School  
An Independent Public School

*Creating the future through a community  
of learners.  
Values: excellence, respect, and integrity.*

We Value: Excellence Respect Integrity

*Government schools are owned and operated by state and territory governments. The Australian Government provides supplementary funding. The Australian Education Act requires schools to report the following levels of achievement across a range of identified criteria. It is also an expectation that this information is provided to each relevant school community.*

### 2020 SCHOOL REPORT

This is the 2020 report for Golden Bay Primary School. In 2020, the sixth year of operation, Golden Bay Primary School continued to experience growth and celebrate successes across all year levels from kindergarten to year six, despite a significantly disrupted year due to COVID-19. High quality education was provided for children and young people, supporting their accomplishments.

A significant breadth of programs was delivered across the curriculum tailored to address the learning needs of highly able students and those requiring different accommodations. Our programs ensured that the arts (visual, performing, and instrumental), sports, Japanese language, ICT (for years Pre-primary to 6), and digital technologies, were well integrated as part of affirmative action to engage students and ignite their interest and passion.

Our work with parents, families, and other agencies continued in support of all students attending our school. Significantly, the leadership team continued to establish close links with the wider community to embed the school vision, values and general direction for education and the environment. Of note was the continued joint partnership with the City of Rockingham, the Lions Club of Comet Bay, YouthCare WA, OSHClub WA, and the school P&C. The P&C and OSHClub WA made sizeable contributions to supplement the \$35 000 grant from the City of Rockingham and \$25 000 from school funds to purchase new shade sails totaling \$75 000. The shade sails provide cover during play and physical education activities and support our sun smart message for young people and wider community.

## Golden Bay Primary School – an Independent Public School

### School Overview

Index of Community Socio-Educational Advantage (ICSEA) 971

Data Source: Parent information

Average ICSEA value is 1000

#### School Staff 2020

Teaching staff 32

Full-time equivalent teaching staff 27.6

Non-teaching staff 21

Full-time equivalent non-teaching staff 17.0

All staff meet the professional requirements set by their Awards and the Teacher Registration Board of Western Australia.

In 2020 there was a 100% retention rate for permanent staff. Parental leave has meant fixed term contracts.

School sector Government

School type Primary

Year range K-6

Total enrolments 499

Location South Metro

### Student Enrolments

Total enrolments	499
Girls	226
Boys	273
Full-time equivalent enrolments	472
Indigenous students	8.8%

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

### Our Beliefs

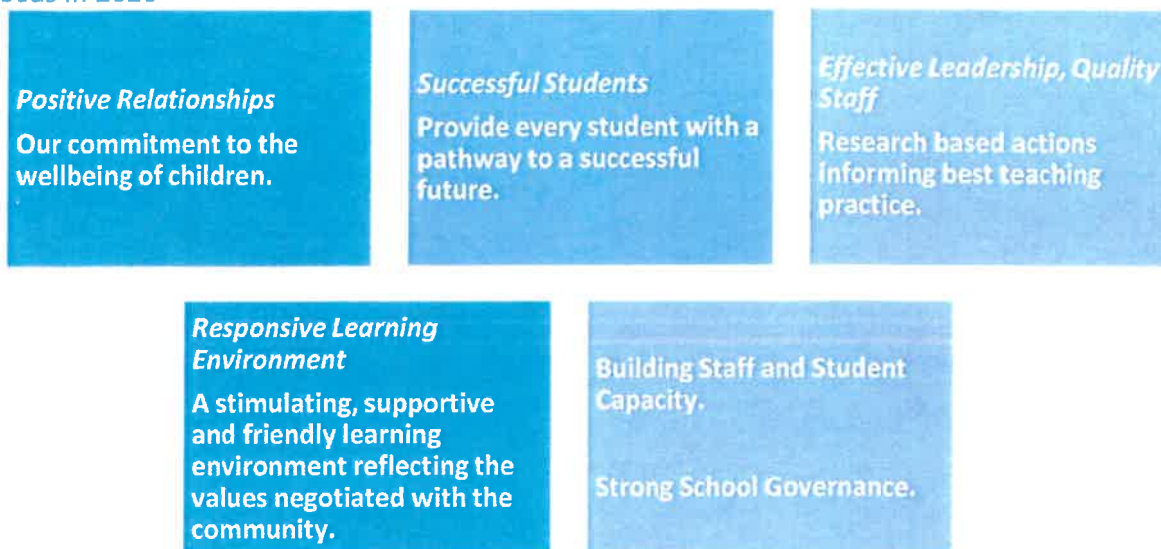
Our beliefs inform how we work together as a learning community.

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, and sense of belonging.

#### Focus in 2020



#### Effective Leadership, High Quality Staff

Peta Lawrence, appointed Principal of Golden Bay Primary School, led a highly committed, passionate, and empowered staff at Golden Bay Primary School. Golden Bay Primary School continued to attract high-quality staff members; decisively recruited and carefully selected for their strengths in curriculum delivery and preparedness to refine and build on their current practice. All incoming staff received a full orientation and induction program to ensure strong alignment with the Business Plan, school vision and strategic intent. The well-developed induction program is designed to empower staff, reduce variability across the school and provide a platform for student-centred learning towards advancing classroom learning. Staff recruitment was largely due to some staff accessing parental leave in 2020/21.

Selected programs used in the school focused on delivery of quality learning that engaged students while creating a positive and supportive culture. Continuous professional learning resulted in staff identifying and using researched tools that supported responsiveness and relevancy for learners, while designing integrated learning units of work. The work continued to be responsive to the profound changes with digital technology and science.

Intentional learning, essential questions, integrated key competencies, and useful learning tools continued to inspire individual learners in collaborative projects that reached out to our local community. The researched body of work is important for higher order critical and creative thinking, and for future student engagement with learning. Redesigned learning integrated competencies with

student achievement standards that served learners - both immediately and for their future. Researched competencies included critical thinking, problem solving, creativity and self-direction that enabled the learners to own their learning. Our continued collaboration with internationally recognised author, speaker and inspirational thinker, Lee Watanabe-Crockett and Kathleen Baker-Brown (Australian Director, Wabisabi Learning) resulted in deeper whole school professional learning and use of significant tools aligned with the General Capabilities that further enabled the learners. This level of professional excellence placed authentic learning and experiences in the hands of the learners. Year-long extensive professional learning further strengthened pedagogy that redesigned teaching and learning resulting in improvement with learning and learner engagement. Connecting essential fluencies with learner engagement successfully linked formal learning with wider societal problems that matter to the learners while attending to the achievement standards.

High quality teaching and learning, using effective classroom behaviour learning and identified whole school targets, was delivered in a nurturing learning environment within an embedded *Positive Behaviour Support (PBS) Framework*.

Assistant Principals shared leadership responsibility and accountability to ensure that the *Positive Behaviour Support Framework*, *Zones of Regulation*, *Bounce Back* program, and the *National Quality Standard* were implemented with fidelity and at the highest level across the school. Assistant Principals at Golden Bay Primary School continue to champion the Comet Bay Professional Learning Network - Deputy Principal team, and provided strong support for the STEM/Digitech, Higher Order Thinking, and ECE teams, as part of the professional learning network.

Staff engaged fully in whole school moderation of English and mathematics. This body of work enabled fair assessment and reduced variability of judgments towards summative assessments for parents each semester. Staff effectively used Kagan co-operative learning, our school developed *Critical and Creative Thinking Routines*, and intentional learning while delivering an integrated curriculum coupled with explicit teaching as required.

Fourteen trained GROWTH coaches consistently worked in different collegiate capacities as an extension of the leadership team. This provided practical, systematic, and explicit coaching for staff that supported the strategic directions to meet the performance measures outlined in the Business Plan. The strong alignment of the Business Plan, Strategic Planning documents, school policies and procedures has resulted in school targets being met that support the overall targets of the Department.

### **Building Capacity**

Throughout 2020 staff participated in a range of professional learning that enabled them to address differentiated student needs while creating a positive and responsive learning environment.

Professional learning and planned coordinated professional discussions supported staff to use and analyse data and information, set targets to improve student learning outcomes, and communicate effectively with parents. The teaching and learning encompassed: Early Years Assessment, early intervention strategies, work with the clinical speech pathologist team from Curtin University, *Positive Behaviour Support Framework*, Functional Behaviour Analysis, *Zones of Regulation*, *Bounce Back*, Kagan

tools and strategies for cooperative learning, guided reading, Critical and Creative Thinking routines, Tac-K assessments, On-Entry Pre-primary (and identified year 1) student assessments, *Progressive Assessment Testing* and analysis in English, mathematics and science, Positive Partnerships, STEM (science, technology, engineering and mathematics) research for integrated planning and learning, digital technologies, mathematics and use of resources produced by Dr. Paul Swan, and 'Brightpath' assessment and moderation resources headed by Dr. Sandy Heldsinger. All staff members remain committed to classroom observations and coaching as part of performance management and professional growth.

Selected staff members undertook further professional learning with the *Barton Spelling and Reading* program for dyslexic students, *PreLit*, *MiniLit* and *MacqLit* to support reading intervention with young readers using the researched based program in our school. Staff received professional learning with Oxford instruction in Term 1. Co-coaching is available to all staff to build fluency with this approach and ensure conformity with the work across the school.

Additional iPads and purchased Lego-Robotic kits further supported the development and integration of ICT with the Digital Technology and Enterprise program at Golden Bay Primary School. The Lego-Robotics program has been built in partnership with Comet Bay College for students in the middle and upper years. Coding used to activate Lego Robotic EV units continued to be an essential element of the work to support students as effective users of technology. Students won the major Regional Innovation Award in 2019. This award ensured an invitation to participate in the Australian Lego Robotic finals in 2020.

#### **Partnership with other schools and networks**

To support teaching staff with the delivery of high quality teaching and learning programs a strong partnership has been maintained with the *Comet Bay Professional Learning Community* (CBPLC) and *Connect Communities* (online). Staff from across four schools worked together throughout the year on key curriculum areas to strengthen and support strategies. Analysis of data (including Progressive Assessment Tests) formed part of this work. Strong network connectedness enabled smooth transitions in and between schools from kindergarten to year twelve.

Staff worked confidently and competently with the local school professional learning network in leading and sharing curriculum knowledge and ways to increase student engagement across all learning areas and phase of learning teams.

#### **High Expectations of Success**

Strategic leadership, high expectations and professional learning enabled the embedding of targeted initiatives. Sustained practice of broad meaningful student assessment across learning areas and teacher moderation for purposeful teaching and learning ensured that student learning outcomes were progressed. Focused teaching in English using researched reading and spelling programs, coupled with early intervention strategies, further increased student engagement resulting in improved progress in reading levels.

#### **Successful Students**



All students from Pre-primary to six studied percussion and other instruments as part of the school music program. The school again held our *Arts by The Bay* in 2020. A whole school performance was recorded and distributed to families to enjoy given that large gatherings were not permitted due to COVID-19. Many emails and phone calls of support, thankfulness and praise for our learners were received. The high level of performance and success was widely recognised and celebrated.

Year six students were not able to attend the Study Tour of Canberra in term two as scheduled. Instead, they engaged with an array of activities inclusive of an additional on-site Team Building program. The Team Building program and a special 'long table lunch' were provided for students by funds raised by the school P&C. For the first time our year six students designed, prepared, and completed a major work of art titled '*Koala Blue*'. The artwork was framed and presented to the school from the year six students. This amazing piece of art hangs proudly in the foyer of the Administration Building.

Identified gifted and talented students are provided with the opportunity to engage in the local enrichment and extension program delivered at Comet Bay College. Students engage with like-minded peers in the prestigious Nautilus and Master Class programs achieving excellent outcomes. All students participated in our school based Critical and Creative thinking program premised on Gagne's model. Gagne's model values thinking and recognises the importance of developing skills in addition to natural abilities.

Students continued their environmental science work studying local flora as part of their science program inclusive of the year four Botany Club. This enabled students to achieve their set goals with plant propagation and re-vegetation of our distinctive coastal environment.

Golden Bay Primary School students in year four to six participated in interschool sporting events where possible, with demonstrated success in all disciplines. Importantly, students demonstrated the spirit of community and coherence during the times when they proudly represented their school and community. Parental involvement was somewhat less than in other years in alignment with the Department of Health advice to schools across time. Parental involvement is highly desirable and is a notable, and widely accepted, part of our school ethos under more regular conditions.

The highly respected gymnastics program continued in 2020 to support sequential learning across time. Golden Bay Primary School uses GymBus each year to address the gymnastic component of dynamic and flexible movement.

Student leaders worked closely with the Assistant Principals and Senior Teachers throughout the year. They consistently demonstrated a willingness to work as active citizens and young leaders in the school. The head boy and girl attended the City of Rockingham junior council meetings each month throughout the year where they learnt about local issues and governance. It provided our young leaders with a platform to share ideas (often used by the City to plan local initiatives that serve young people) and learn about how bills and bylaws are debated and legislated.

## Positive Relationships and Behaviour Support

The *Positive Behaviour Support Framework* encompasses our school values of *Excellence, Respect, Integrity*, while capturing sequenced learning outcomes for all areas of the school. Strategies support positive behaviour across all settings in the school. There is clear evidence that students, particularly those from our stable cohort, consistently demonstrate expected behaviours. The students continued to respond well to the targeted incentive systems in place that actively acknowledge and reward expected behaviours. Data collected from classrooms indicate that staff are increasingly acknowledging positive behaviours. This was further reflected in the Attitude, Behaviour and Effort (A, B & E) data in semester one and two report data. The data indicated measurable progress in individual A, B & E and a continued strengthening and embedding of the expected school culture.

To support resilience and emotional regulation of students, the introduction of '*Bounce Back*' was coupled with the continued use of '*Zones of Regulation*' and '*Mindfulness*' resources. All were explicitly taught, and used extensively, and, in classrooms. All programs have shown demonstrated positive outcomes and complemented the *Positive Behaviour Support Framework* in 2020.

Work with families in support of the *Aboriginal Cultural Standards Framework* supports the engagement of children and young people. Staff are careful to integrate and address the need to be responsive to cultural diversity and address inclusivity for all. Our work to strengthen curiosity, acceptance, and sense of belonging with young learners will continue to build a strong community and develop global citizens.

## Pastoral Care and School Psychology Services

Golden Bay Primary School engaged the services of *The EdConnect School Volunteer Program* and *Anglicare 'YOUTHCare' Chaplain Service* to support students in our care. The school Chaplain worked extensively with a number of children and families. Staff from the *School Volunteer Program* worked closely with classroom teachers and students in years three and six to support learning and engagement. Both service providers will continue with the school in 2021.

The Department's school psychology service worked closely with the Executive Team and families in case managing referrals. In line with our Service Agreement, individual management and education plans were developed to support students. Interagency work continues to be privileged in conjunction with strong case management for the young people in our care.

A total of thirty-two individual student referrals were case managed in 2020. This excludes speech and language referrals. Of those the majority of referrals required intervention relating to learning accompanied by individual learning and plans. Significant work related to disability diagnosis occurred. Other referrals included behavior, mental health and wellbeing, and social/relational matters. A number of child protection matters were managed, and formal risk assessments were also conducted in conjunction with safety planning and occasional external referrals. School processes and templates

were reviewed as part of our ongoing continuous improvement agenda.

Staff professional learning and support was provided for the writing and implementation of Individual Education Plans, Individual Behaviour Plans, and Escalation Profiles coupled with *Functional Behaviour Analysis*. All behaviour referrals were coupled with a functional behaviour analysis profile and associated plan for self-regulation and behaviour education. Staff were provided with professional learning and teaching strategies focusing on behavior education.

The school psychologist provided staff consultation at point of need. This supported young learners with autism and other disabilities or learning difficulties throughout the year. Regular reviews and consultation was provided regarding individual learning and behavior plans.

The Positive Parenting Program (PPP) was delivered on-site by the school psychologist in 2020. The School Psychologist was appointed permanently to Golden Bay Primary School in 2018 at 0.4 FTE to ensure continuity of service for families and sustainability of practice for staff. The school paid for 0.1 of the total 0.4 FTE. This decision reflected the continued rise in referrals in 2018/19 (up from thirty-five in 2018 to fifty-seven in 2019).

### Responsive Learning Environment

The announcement of COVID-19 and possible school closures in Term 1, 2020 required an immediate response to ensure the continuation of a supportive learning environment. A diverse team was immediately assembled to assess resource availability for immediate provision and delivery of learning materials and additional ICT requirements for staff to remain connected to our young learners using an on-line learning platform. Classes were restructures to accommodate students of essential services workers, and staff provided with professional learning to promote and maintain learning for students not attending school during terms one and two while health restrictions were in place across the state.

Parents were given daily and regular updates from the school principal via Connect notifications. Two hard copy work packages and stationery goods were made available for each student by the end of Term one, and on-line lessons provided by their class teachers from the beginning of Term two. Highly positive parent feedback was received regarding the ongoing updates and quality of the on-line learning. Some families did experience difficulties depending on home Wi-Fi capability.

Ongoing staff professional development has continued to further expand knowledge and enhance on-line learning should further lock downs occur in the future.

### Parent/Community Partnerships

All school staff members have been proactive in connecting and working with parents and families; recognising that families are by far the most important influence on a child's life. While 2020 presented a different set of challenges, staff worked intensively to remain connected with parents wherever and whenever possible. Our personable approach with parents maintains a positive school reputation in the community. Our school actively encourages parents to work in partnership with us in supporting each child with their personal, social, and academic development.



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## **OSHClub**

*OSHClub* organisers continue to provide before and after school care for children to meet the needs of working parents in our growing community. *OSHClub* remained on school site when the school was open throughout 2020. Parent satisfaction, and continued growth in numbers attending after school care was notable.

## **Conclusion**

The successes highlighted in the Annual Report are only possible because of the tremendous commitment and professionalism of staff at Golden Bay Primary School. I acknowledge their hard work and devotion to the children and young people who attend the school. Staff are to be commended for their amazing dedication and adaptation to work in what was a disruptive teaching year. Their flexibility with adjustments made for on-line learning, and collegiality was exceptional.

I also acknowledge our close partner schools and their collaboration with us throughout the year.

My appreciation is extended to our students and families for their active participation, good-will, and responsiveness to the service we provide. We enjoy a strong bond with our community and trust that a high value is placed on the opportunities provided by the school to inspire each child in identifying their talents and potential.

Finally, I express my gratitude to members of the School Board for their strong governance, and to the Parents and Citizens Association for their continued support of the school executive team, staff and students. Your loyalty, energy and enthusiasm inspire others to become involved with our school and promotes our school in a positive way to our community and beyond. Your work is greatly valued by all.

*PETA LAWRENCE*

*PRINCIPAL*

## Academic Results

### English and Mathematics

Student Performance NAPLAN – nil available in 2020

In 2020 no year 3 students nor year 5 students from Golden Bay Primary School sat the National Assessment Program in Literacy and Numeracy (NAPLAN). The NAPLAN assessment was cancelled due to COVID-19.

Under regular circumstances tables would be used to show the percentage of students at or above the National Minimal Standard (NMS) both across Western Australia and at Golden Bay Primary School..

2020 was the sixth year of operation at Golden Bay Primary School. Student numbers fluctuated throughout the year. Students arrived from a number of different schools across the year. A stable school cohort would not have been used to report NAPLAN data.

2019 Year 3 data – last available.

Golden Bay Primary School – Year 3 (48 students tested)						
		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Percentage (%) of students who achieved the NMS	WA Schools	96	98	not available	not available	95
Percentage (%) of students who achieved the NMS	School	96	97	91	90	96

2019 Year 5 data – last available.

Golden Bay Primary School – Year 5 (42 students tested)						
		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Percentage (%) of students who achieved the NMS	WA Schools	94	86	not available	not available	98
Percentage (%) of students who achieved the NMS	School	100	98	90	95	95

### NAPLAN

Year 3 to 5 longitudinal student progress data and progress compared to like schools in 2019:

- Increased progress with spelling
- Higher progress and achievement with reading
- Higher progress and achievement with writing

### NAPLAN (continued)

- Higher progress with numeracy
- Increased progress with grammar and punctuation.

Year 3 to 5 longitudinal student progress data and progress and achievement compared to all WA Schools in 2019:

- Higher progress in reading (with all students above the National Standard) compared with all WA schools with 6% below National Standard.
- Higher progress in numeracy with 98% above National Standard compared with all WA schools with 5% below National Standard.
- Higher progress and achievement in writing with 98% above National Standard compared with all WA schools with 9% below National Standard.
- Increased progress with grammar and punctuation and spelling.

Stable Cohort data for Year 3 to 5 longitudinal student progress data and achievement compared to all WA Schools in 2019 showed:

- Increased progress across all areas tested with significant improvement in relative assessment scores in writing, reading and numeracy compared to previous years. Grammar and punctuation will remain an area for further attention in 2020. Early reading intervention for all students remains an ongoing significant focus for many young learners at our school to achieve progress results in all assessments over time.

LBOTE and ATSI results: All year 3 students attending Golden Bay Primary School are performing at, above or well above the National Standard in numeracy, reading and writing except one student below the National Standard for writing only.

All year 5 students attending Golden Bay Primary School are performing at or above the National Standard in numeracy, reading and writing.

The school data from 2017 to 2019 showed continued improvement with higher progress achieved with all test elements. Year 5 Writing and Reading also showed higher achievement. Student enrolments continued in 2019 however there was continued transiency during this period. Improved performance against the results in the middle and upper NAPLAN bands were achieved by the 2019 cohort. Continued improvement towards higher achievement is worthy of note when setting future targets.

*N.B. Significant progress made by individual students is not always evident when viewing the broader NAPLAN achievement results captured in the tables of this report.*

## Reading – value added progress with community support

### **Early intervention reading strategies – additional daily support**

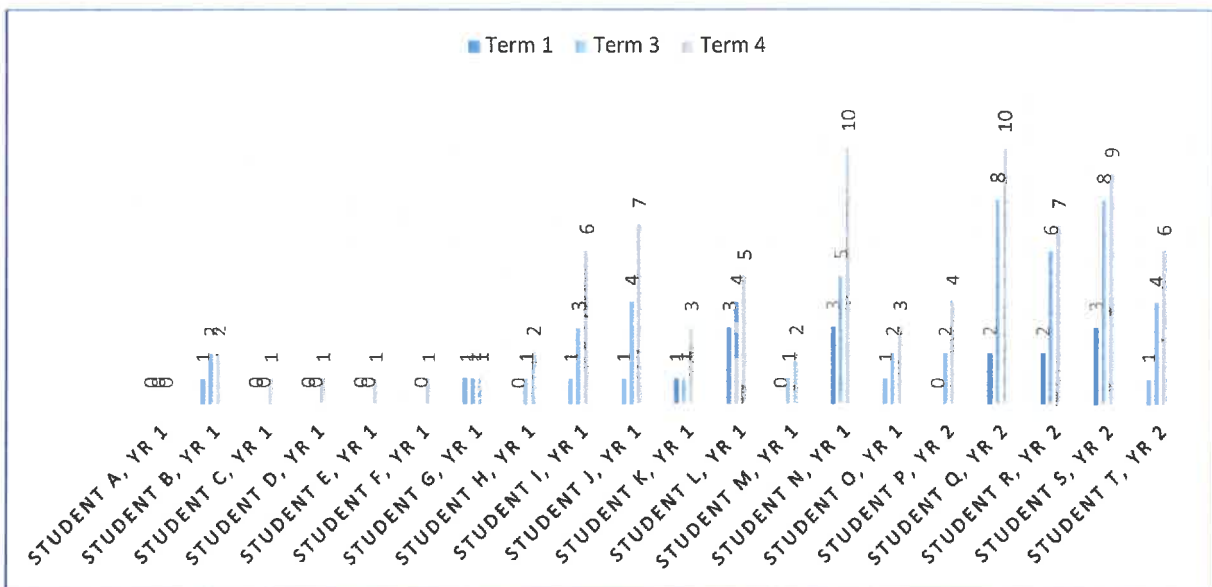
In 2020 identified students engaged in *PreLit*; *MiniLit*; and *MacqLit* school-based programs. While a significant number of students continued to require intervention support in 2020, the programs were hampered due to school interruptions and staff availability. The intake for 2020 was limited to students in years one and two. Students in these programs were highly supported by staff (and community volunteers where possible).

The Tier 1 *PreLit* Program intervention strategy and use of Letter and Sounds program developed early literacy skills with Pre-primary students.

A total of twenty students in years one and two received intensive *MiniLit* and *MacqLit* instruction. All students progressed their reading levels.

All progress was measured against the Instructional Oxford Reading Levels. Four students entered without any pre-reading capacity with success over time despite only achieving level 1 in Term 4. There was a strong correlation between overall progress and attendance.

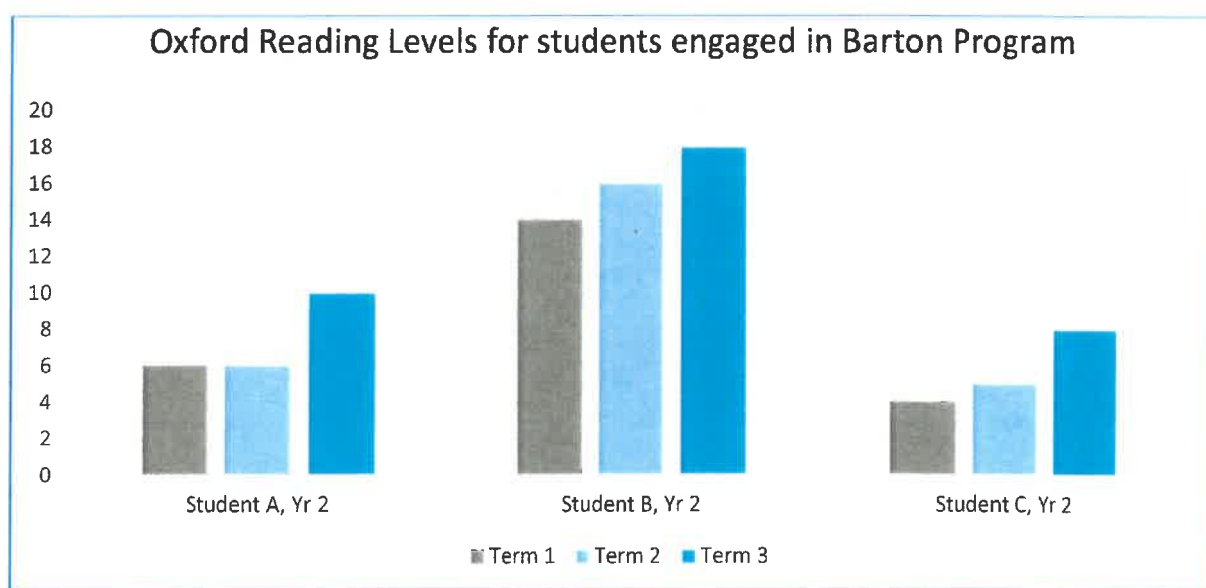
### **Years 1& 2 Oxford Reading Assessments 2020**



## ***Barton Reading Assessment for identified students in 2020***

### ***Oxford Reading Levels for students engaged with Barton Program***

Assessments also identified three students with dyslexia. Students were provided with one-on-one coaching using the Barton (Orton-Gillingham based) multisensory phonics instructional program. The program supports students to effectively identify and use the basic units that help form words to support reading. Progress is usually demonstrated at a slower pace, and students can remain on a level for a number of months (and at times longer). It is important to note that dyslexia is not a learning disability. The brain is simply wired differently requiring a different approach to learning how to read words. Many people with dyslexia are highly able with exceptional skills and capable of very high achievement. Dyslexia fonts are available for use on all school computers, and therefore, interactive whiteboards.



### ***SUMMARY***

Due to COVID-19 all school intervention programs, and parent supported programs, were significantly disrupted during 2020.

Results in the tables above demonstrate progress for the many students receiving additional reading support using researched programs as outlined above. A strong correlation between progress made and attendance continues to be evident with data collected over past years.



## Student Attendance

### Attendance Overall Primary

Data typically reported on Schools Online was not available for 2020 school year. In 2020 school data would have been inclusive of the learning at home period for all students in WA.

The table shows the last available attendance rate data for students in years Pre-primary to year 6 at Golden Bay Primary School. The information reflects data from semesters one and two in 2019.

Attendance at Golden Bay Primary School was consistently above the WA Public School and Like Schools average in 2019. Regular attendance is actively encouraged with students engaging in the attendance monitoring each morning.

It is acknowledged that our school First Nation population was fewer than forty in 2019.

Classroom teachers undertake the class roll each morning and afternoon using our student management system. Parents who have not notified the school of an absence are sent an SMS text message to indicate the absence from school.

### Attendance Overall Primary

Non Aboriginal			Aboriginal			Total		
School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
91.8%	91.8%	92.7%	80.1%	84.6%	79.5%	90.9%	91.1%	91.6%

In 2019 the overall total attendance data is slightly below that of like schools 2018-2019. Aboriginal attendance data has consistently remained above state however is below that of like schools for the second consecutive year since opening in 2015. On balance, Golden Bay Primary School parents continued to successfully ensure a positive attendance career for their children. Systems are in place that enable effective communication between parents and the school to report student absences and obtain support if required.

Attendance has four categories that are viewed when considering students and their educational and attendance careers: regular; at risk indicated; moderate; and severe. Continuous work and support occurs with parents of any students identified as being at moderate to severe risk. Currently, 70% of students are attending regularly with 19% indicated at risk and a further 11% identified as moderate to severe risk.

Students at moderate to severe risk were from across all year groups. It is considered that attendance below ninety percent places a student at educational risk.

When children are not in attendance for greater than three days without notification a follow up phone call is made to the family. To achieve the overall attendance results eleven percent of students required

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regular attendance tracking. This was inclusive of phone calls, home visits, individual meetings between parents and executive staff, follow up letters from the school, and involvement of the Regional Attendance Officer. In the event of a child being unwell or hospitalized, arrangements were made with the classroom teacher to provide a work package for the student.

During the significant lock down period in 2020, school attendance records were maintained and reflect a considerable number of students engaging in on-line learning with class teachers.

## Directions & Opportunities

### School Value Added Activities

<p>Lego League and Mechatronics program.</p> <p>Positive Partnerships Program - supporting children and young people on the Autism Spectrum.</p>	<p>Provision of the Albany Adventure Camp for year 6 students.</p> <p>Involvement of students years Pre-primary to six in the whole school Arts By The Bay 2020.</p> <p>Provision of the highly regarded gymnastics (Edgym) and dance (Footsteps) programs in 2020.</p>	<p>Involvement in the Department's GATE program for Identified students.</p> <p>Provision for participation of students in years two to six in the Comet Bay College Nautilus and Master Class programs in 2020.</p>
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### ***Classrooms First***

#### **Success for All Students**

As evidenced in this Annual Report, staff and parents strongly demonstrate ongoing commitment to providing a stimulating and supportive learning environment with high expectations for every student at Golden Bay Primary School.

Various researched programs and rich learning opportunities have been fully implemented to engage students with learning and improve outcomes. The school has a rich learning environment with opportunities inclusive of: visual and performing art exhibitions, instrumental music and Bandwagon after school activities, Future Focused Learning with Higher Order Thinking, the Golden Bay Primary School sequenced Critical and Creative Thinking Routines, STEM (science, technology, engineering and mathematics), integrated learning with community involvement, SCOPE IT, lego robotics, digital technologies, athletic and sporting carnivals, Curtin Speech and Language intervention partnership in the early years, reading intervention programs, student leadership, and gymnastics.

Our Continued partnership with Curtin University Speech and Language Clinical School supported kindergarten and Pre-primary student assessment, early identification, and deeper teaching and learning for the early years learners. The focus of the work remained on: oral comprehension – expressive and receptive language for understanding context; grammar and phonological awareness – sound structure; segmenting and blending (oral language); phonological awareness, and speech articulation.

All year six students transitioned successfully to high school. The majority of students attended nearby state high schools while four students went on to private schools.

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## High Quality Teaching and Leadership

Golden Bay Primary School continues to place an emphasis on the development of staff for classroom, school and system leadership. All professional learning is aligned with our Business Plan and the Australian Standards for Teachers. The development of our collaborative and reflective approach improves teacher quality and leadership development. Staff and the School Board engage in ongoing self-assessment for whole school improvement.

Engagement in professional learning is critical to building the competencies of staff to progress student learning. Our school and system was strengthened and enriched with staff members completing professional learning in Future Focused Learning (10 Essential Shifts of Practice); General Capabilities and higher order thinking; the use of mathematic materials produced by Dr Paul Swan; STEM work in partnership with Comet Bay College as part of our professional learning community; digital technologies; KAGAN cooperative learning; and reading interventions programs. Distributed leadership and growth opportunities provided staff with a voice in what we do and how we do it. This further supported staff empowerment within a positive and vibrant environment. Access to high quality professional learning and services (although reduced in 2020 due to unexpected circumstances) supported the quality of service that our students and school community has come to expect, enjoy and deserve.

GROWTH Coaching is integral to the learning culture of our school. In 2020 we have a team of fourteen trained coaches. Purposeful learning included trusting conversations between staff that ensured clarity and built competence that created a climate of sharing and responsibility to support strategic growth that aligned with organisational needs. This supported individual Locus of Control and defined roles and language for the school.

A strong partnership with Curtin University Speech and Language Clinical School was established in 2020. A team consisting of a Clinical Speech Pathologist, third and fourth (final) year Speech and Language students worked with staff, students and parents one day each week throughout the year. This supported assessment, early identification, teaching and learning in the early year learners. The reciprocity of information and in-class learning was of tremendous benefit to both school staff and the Curtin University Speech and Language team.

Professional learning consolidated teaching adjustments to support learning of social and emotional skills. The principles of *Positive Behaviour Support* remain integral to our goals for academic and behaviour success. The continued focus on self-regulation linked to attitude, behaviour and effort will value add for students at educational risk. *Zones of Regulation* and *mindfulness* were continued to be embedded in classes across the school in 2020. The *Bounce Back* (resiliency program) was researched, trialed and commenced across classrooms as planned.

*Positive Behaviour Support* work builds student understanding of our *Behaviour Matrix* with the development of explicit teaching and interactive mini lessons linked to each behaviour agreements within the school matrix.

*Positive Partnerships* professional development provided staff with the opportunity to plan the implementation of the program with targeted school-developed resources to support staff build their understanding, skills and expertise to work capably and confidently with children on the autism spectrum. Differences and needs were catered for comprehensively through multiple transition opportunities within the school for students with social and emotional needs.

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The Manager of Corporate Services and Principal attended financial professional learning as mandated in the Act and Regulations.



## Future Work and Opportunities

In 2021 we aim to further value add with attention to the following in line with the new School Business Plan 2021-2023:

- Continue with Tier 1 *PreLit* Program intervention strategy and use of Letter and Sound programs to develop early literacy skills with Pre-primary students.
- Continuation of structured *MiniLit* and *MacqLit* early intervention programs for identified students from years one to five.
- Continuation with the *Orton-Gillingham* based *Susan Barton Phonemic Reading and Spelling Program* to support students with dyslexia in consultation with parents and the school psychologist.
- Promote the *Reading at Home* resources and our *On-Line Library* with parents to further support student progress.
- Continue to engage staff with the research and work of Lee Watanabe-Crockett as an essential part of staff professional learning for purposeful pedagogical thinking towards shifts of practice that focuses on essential questions, Blooms Taxonomy, and learning for the future that engages learners with things that matter – to them.
- Promote the principles of *Positive Behaviour Support*, *Zones of Regulation* and *Bounce Back* (resiliency program) as part of our behaviour education for academic and behaviour success.
- Continue the embedding of the *Zones of Regulation* program coupled with the implementation of the *Bounce Back* program.
- Review the Aboriginal Framework and directions in the Departments new Strategic Plan.
- Embed integrated learning using digital technologies, *GBPS Critical and Creative Thinking Routines*, and STEM resources to increase student engagement with higher order thinking.
- In class coaching of Digital Technologies and STEM as part of everyday classroom and enrichment work that supports young learners to develop as global digital citizens while being engaged with higher order thinking and innovation.
- Continue our support of the local network and *Professional Learning Community* (PLC) through sharing our researched pedagogy. Golden Bay Primary School staff will continue in partnership with the local college and primary schools in sharing our *Future Focused Learning* work (Lee Watanabe-Crockett); micro-shifts of practice; Higher Order Thinking tools, and *GBPS Critical and Creative Thinking Routines*. This will support intentional learning and provide clarity to support learners with their learning beyond the content of the curriculum against the achievement standards. Competencies will include critical thinking, problem-solving and creative thinking that enables the learner to own their learning using essential questions.
- Continue with instrumental music as a whole school single subject for students in Pre-primary to year six.
- Embed the Japanese language program.
- Continue to work in partnership with the Defence School Transition Aide program in support of the defence families attending our school.
- Promote our partnership with parents through purposeful school activities and after school events that embrace our vision of a learning community (as permitted, and in accordance with Department of Health advice). Focus will include Sporting events, The Arts, STEM activities.

- Continue partnerships between the City of Rockingham and the school with Student Councillors, and the Parents and Citizens Association.

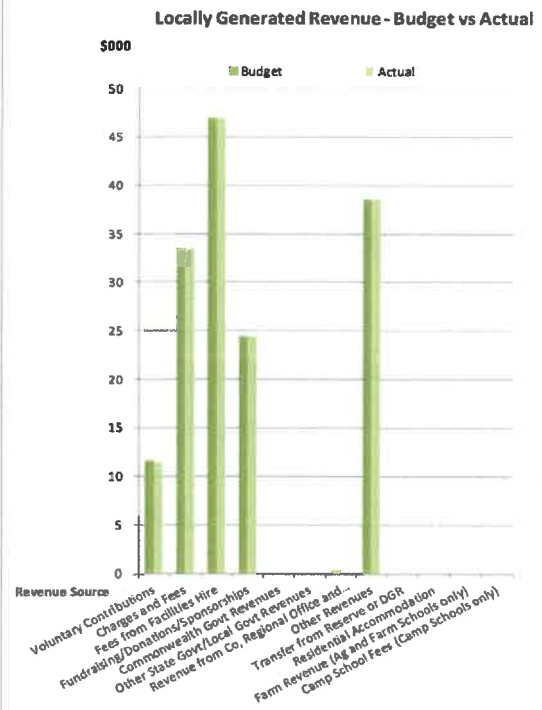
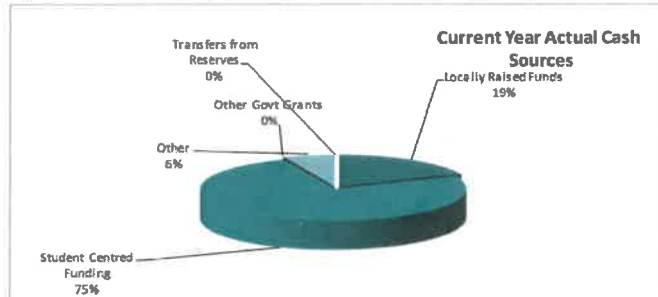
Golden Bay Primary School, in its sixth year of operation, continued to enjoy success with engaged students, quality staff, and partnerships with parents, outside agencies, and the wider community. The School Board continued to recognise the exceptional work of staff and promote the achievements and highlights in the wider community. Their support and recognition was met with great pride that strengthened a continued belief in our school and staff as a learning community.

We have sustained a positive learning environment and connection with parents despite a year that held numerous challenges for our nation, state, community, and school. I encourage your continued partnership, and appreciate the opportunity you afford us to further develop a close connection with you and the community we serve.

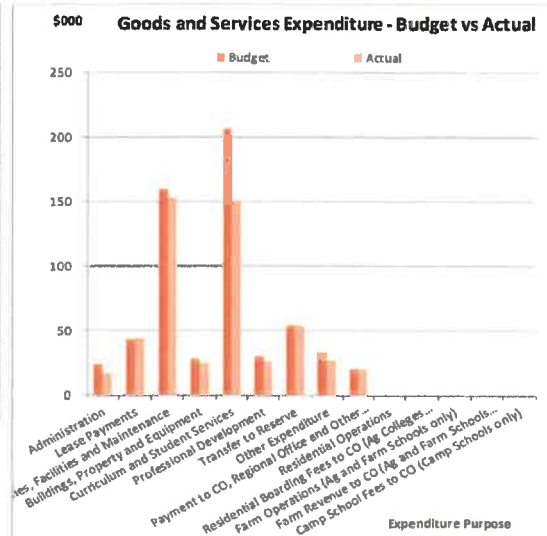
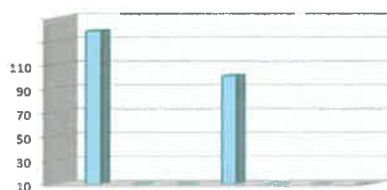
*PETA LAWRENCE*  
*PRINCIPAL*

**Golden Bay Primary School**  
Financial Summary as at  
18 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,675.00	\$ 11,503.95
2	Charges and Fees	\$ 33,525.00	\$ 33,432.31
3	Fees from Facilities Hire	\$ 46,977.00	\$ 46,977.27
4	Fundraising/Donations/Sponsorships	\$ 24,488.00	\$ 24,487.66
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 350.00	\$ 5.00
8	Other Revenues	\$ 38,616.00	\$ 38,549.64
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 155,631.00</b>	<b>\$ 154,955.83</b>
	Opening Balance	\$ 30,424.00	\$ 30,424.08
	Student Centred Funding	\$ 468,250.00	\$ 468,250.49
	<b>Total Cash Funds Available</b>	<b>\$ 654,305.00</b>	<b>\$ 653,630.35</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 654,305.00</b>	<b>\$ 653,630.35</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,950.00	\$ 16,701.32
2	Lease Payments	\$ 43,200.00	\$ 43,639.82
3	Utilities, Facilities and Maintenance	\$ 159,339.90	\$ 153,192.57
4	Buildings, Property and Equipment	\$ 27,930.00	\$ 24,352.93
5	Curriculum and Student Services	\$ 206,160.00	\$ 150,440.57
6	Professional Development	\$ 30,000.00	\$ 25,793.33
7	Transfer to Reserve	\$ 54,100.00	\$ 54,100.00
8	Other Expenditure	\$ 32,879.00	\$ 27,006.03
9	Payment to CO, Regional Office and Other Schools	\$ 20,000.00	\$ 20,000.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 597,558.90</b>	<b>\$ 515,226.57</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 597,558.90</b>	<b>\$ 515,226.57</b>
	Cash Budget Variance	\$ 56,746.10	



<b>Cash Position as at:</b>	
Bank Balance	\$ 239,385.98
Made up of:	
1 General Fund Balance	\$ 138,403.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 100,600.00
5 Suspense Accounts	\$ 2,674.20
6 Cash Advances	\$ -
7 Tax Position	\$ (2,292.00)
<b>Total Bank Balance</b>	<b>\$ 239,385.98</b>

## Signatures

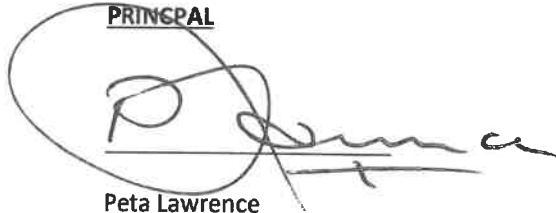
The Golden Bay Primary School Board hereby endorses the 2020 Annual report as an accurate account of the current information available.

### School Board Chair



Leah Zoszak

### PRINCIPAL



Peta Lawrence

### School Board Representatives



Stuart Catlin



Cherie Raymond



Eisha Eaton



Sophie Graham



Alexander Kelly



Russell Newbound



Nicole Rice



Sarah Hull