



Madora Bay
PRIMARY SCHOOL

Business Plan

2024 - 2026

Our School Context



Madora Bay Primary School is situated in the beautiful beachside suburb of Madora Bay and opened its doors to 117 students from Kindergarten to Year 6 in January 2023.

At Madora Bay Primary School we value the importance of every child having a strong sense of belonging, safety and connectedness. We make a fundamental commitment to ensuring every child is valued as an individual in our community, through providing outstanding pastoral care to support the social and emotional wellbeing of all our students.

To ensure all students make ongoing progress and reach their academic potential, our staff provide highly engaging, responsive and contemporary teaching approaches in a learning environment characterised by trust, challenge, support and respect. An established culture of learning for all ensures our educators collaboratively commit to ongoing development to ensure the very best outcomes for our students.

We welcome our families and value their engagement and partnership with our school to ensure that together, we make a positive difference and that our school culture reflects the values and priorities held by the Madora Bay community.

Our Vision and Values

At Madora Bay Primary School, every child will gain the skills and attributes to achieve their life aspirations in an environment where they are connected, valued and counted.

Our school will work in close partnership with its community to strive for excellence, where outcomes for students guide all decision making, within a culture of high expectations, driven by a cohesive and highly skilled team of educators.

Respect

We accept that everyone brings something different to our learning environment and are respectful, tolerant and courteous towards everyone.

We are fair, open-minded and we work together as a team.

We have the courage to stand up for what is right and the confidence to make positive decisions.

Responsibility

We are trustworthy, reliable and safe at all times. We take responsibility for our actions and hold ourselves accountable. We care for our environment and make sustainable choices.

Kindness

We are thoughtful, caring and inclusive so that everyone feels connected, valued and counted. We appreciate others, accept people as they are and consider how our words and actions impact on others. We encourage and support each other and build positive relationships.

Excellence

We set high expectations for ourselves and others to be the best that we can be. We participate and cooperate to get the most out of every learning opportunity. We persevere when faced with challenges and celebrate our progress.



Strategic Directions for Public Schools 2020 - 2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

Our aspiration is for every student to:

Unlock and fulfil their learning potential.	Be equipped with contemporary and emerging work capabilities.	Develop the personal and social attributes that form the basis for future wellbeing.	Achieve year on year growth in their learning throughout their schooling.	Be well prepared to take the step beyond school into further education, training or work.
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Our Improvement Drivers:

- Provide every student with a pathway to a successful future.
- Strengthen support for teaching and learning excellence in every classroom.
- Build the capability of our principals, our teachers and our allied professionals.
- Support increased school autonomy within a connected and unified public school system.
- Partner with families, communities and agencies to support the educational engagement of every student.
- Use evidence to drive decision-making at all levels of the system.

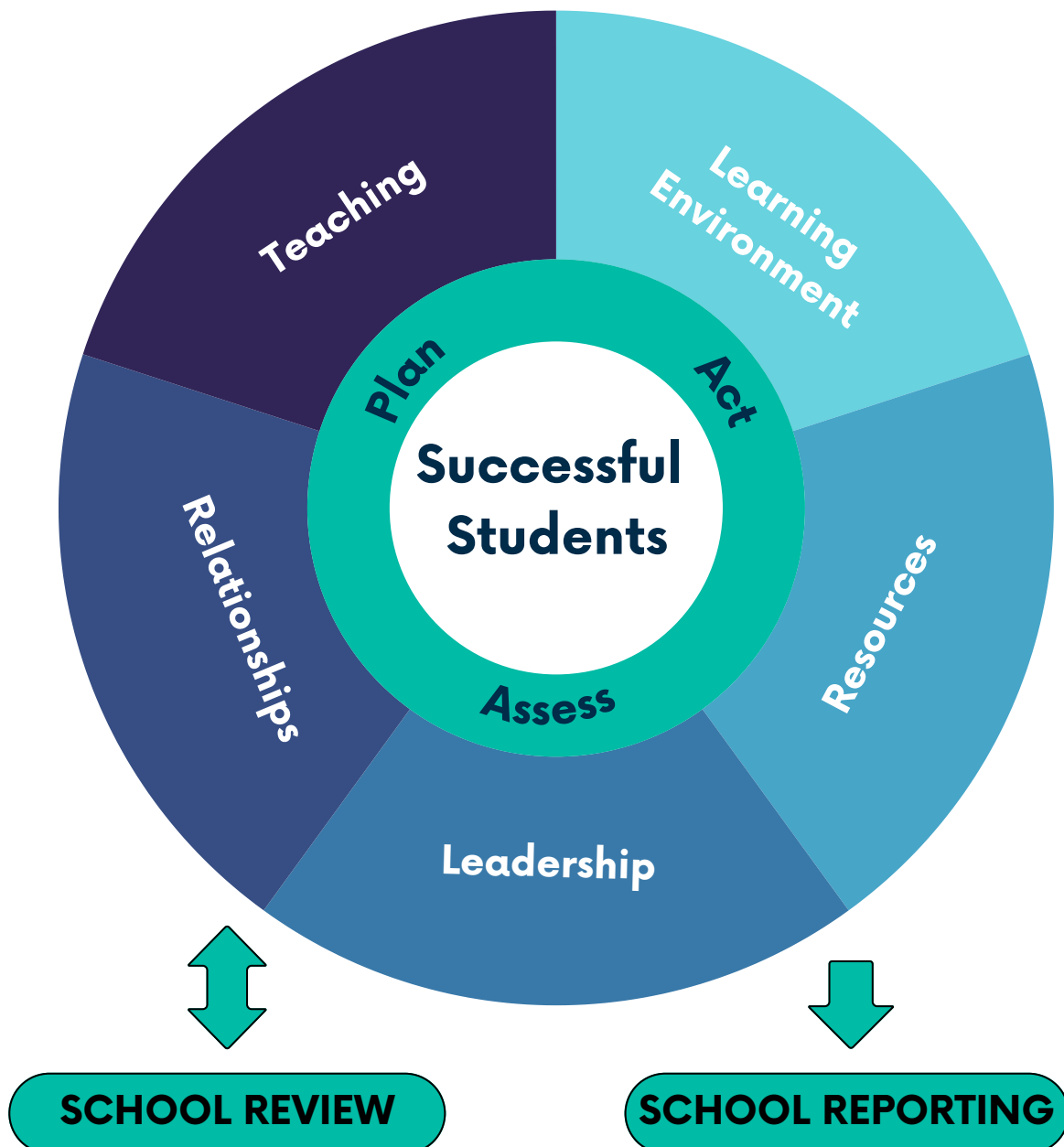
Our Success will:

- Enable Aboriginal students to succeed as Aboriginal people.
- Ensure students are on track in the early years for continued success in school.
- Enhance student health and wellbeing.
- Progress student Numeracy and Literacy.
- Improve student attendance.
- Increase student participation in STEM.
- Increase retention and achievement of students to year 12.
- Ensure students gain the skills, qualification and knowledge needed to experience success.

Self Assessment

At Madora Bay Primary School, we use the School Improvement and Accountability Framework and the National School Improvement Tool. These guide our self-assessment, reflection and judgement of our progress towards set targets, how we select and develop improvement strategies and track our progress over time.

We strongly acknowledge that high quality teaching and a positive learning environment which focuses on high expectations are prerequisites to successful students. Furthermore, strong leadership, positive relationships between students, staff and families and strategic use of resources enable high quality teaching at Madora Bay Primary School. Our school is committed to building an environment of learning, reflection and high expectations for all students and staff within a culture of high performance and high care.



Focus Areas

Strong and Authentic Relationships and Partnerships

We will nurture strong, meaningful and respectful relationships with our students and their families. We will work in partnership with parents and carers, seeking connection and feedback to ensure every child's needs are met.

Positive Climate for Learning

Our classrooms will be welcoming, safe and imaginative learning spaces where every child develops a sense of belonging and fosters strong, respectful connections to others. Staff will empower students to build school pride and promote inclusion with a focus on health and wellbeing. Positive Behaviour Support will underpin our school culture.

High Quality Teaching

Teaching will be engaging, relevant and based on sustained evidence to ensure all students make continual progress. Teachers will work collaboratively to ensure consistent approaches are implemented school-wide and instructional decisions are informed by collective student improvement data.

Effective Leadership

Leaders will actively guide the moral purpose of the school and demonstrate a relentless commitment to the education and care of every student. The leadership team will be highly visible in the school community, building authentic relationships with students, staff and families. Leaders will be committed to their own professional development and that of others to ensure a culture of excellence and improvement.



Strong and Authentic Relationships and Partnerships

We will:

- Build and maintain positive relationships with our families and our wider community as the basis for effective partnerships.
- Communicate effectively with the school community as per our Communication Charter, valuing face to face interactions as our primary means of communication.
- Establish community partnerships which are mutually productive.
- Access external agencies as a means of broader support for families.
- Provide planned opportunities for families to engage with our school, such as playgroup, parent workshops and special events.
- Provide planned opportunities for parents and carers to volunteer and support our school and enhance outcomes for students.
- Utilise the Aboriginal Cultural Standards Framework to develop school wide cultural responsiveness.
- Recognise, understand and celebrate the rich diversity of Aboriginal and Torres Strait Islander histories and cultures, empowering students to build meaningful connections beyond the school environment.
- Track, review and manage attendance to optimise learning opportunities for all students.
- Work with families to support all students to attend school regularly.



Positive Climate for Learning

We will:

- Build belonging, safety and connectedness for every child through strong pastoral care.
- Create classrooms and learning spaces which are welcoming, safe, inclusive and engaging.
- Embed Positive Behaviour Support, a whole school framework characterised by proactive practices to define, teach and support appropriate student behaviour.
- Develop a Health and Wellbeing framework incorporating social and emotional learning, protective behaviours, self-regulation and resilience-building.
- Offer specialist opportunities for all students to engage in Science, Physical Education, Performing Arts and Languages.
- Implement a tiered approach to intervention (Universal, Targeted & Intensive) to meet the diverse social and emotional needs of all students.
- Develop robust processes to identify and support students at educational risk.
- Upskill all staff to meet the needs of students with complex needs.
- Provide planned opportunities for student voice to inform decision making.
- Develop a physical environment which adds value to the learning experiences of all students.



High Quality Teaching

We will:

- Deliver engaging, responsive and evidence-based approaches to teaching fundamental curriculum areas including reading, writing and mathematics.
- Implement a High Impact Instruction Framework across the school.
- Embed full participation through engagement strategies at the core of every lesson.
- Develop and refine English and Mathematics Curriculum Guides to guide teaching practices and curriculum delivery, in line with the School Curriculum and Standards Authority expectations.
- Collaborate with a shared and relentless focus on student progress, taking collective responsibility for all of our students.
- Develop strong assessment practices to track student progress and make data-informed decisions about teaching.
- Deliver an effective blend of explicit teaching and intentional open-ended play in the early years of education (K-2).
- Embed high quality early years practices aligned to the Early Years Learning Framework and National Quality Standard.
- Embed digital technologies purposefully throughout the curriculum to enhance learning experiences.
- Establish differentiation and targeted intervention to meet the diverse needs of our students.
- Implement a framework for classroom observations, enabling all teachers to reflect on, refine and enhance their own practice.
- Support continuous improvement through high quality professional learning and coaching for all staff.



Effective Leadership

We will:

- Ensure our school's vision and priorities align with the Department of Education's expectations.
- Facilitate optimal conditions for learning - a safe, orderly and inclusive learning environment, and drive high expectations for student progress and outcomes.
- Embed leadership practices which drive the school's vision, ensuring our actions align to our targets.
- Provide guidance and instructional support to staff.
- Develop our school culture to support staff wellbeing.
- Establish a strong School Board and school governance processes to ensure our school direction aligns to the Department of Education and reflects community expectations.
- Implement a rigorous cycle of self-review which incorporates data sets and feedback from students, staff and families.
- Develop robust selection and induction processes to safeguard staff alignment to the vision and priorities of our school.
- Utilise Performance Management practices which align to the Department of Education, the AITSL standards and the school's priorities for all staff.
- Manage and deploy resources to support priorities and optimise outcomes for students.





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'Our place to be'