



NEWMAN PRIMARY SCHOOL
BUSINESS PLAN

2021-2023

together we grow



OUR SCHOOL

“Our school radiates a nurturing and welcoming atmosphere for all students, staff, parents and the wider community.”

Newman Primary School is a vibrant learning community that is located in the Pilbara mining town of Newman. Our school provides endless opportunities for students to experience success. Through the diversity of our programs, the enthusiasm of our staff and the support of our wider community, we strive to fulfil the goals outlined in our strategic plan in order to deliver quality learning outcomes for all students.



We are an Independent Public School, enabling localised planning and decision making to improve the outcomes for all students. Students, staff and community work together to achieve personal excellence in all they do. Our learning programs are challenging and innovative. We provide students with opportunities to find their strengths, interests and passions, as well as developing social and emotional competencies. The learning environment is enhanced with specialist programs including; Health and Physical Education, The Arts, Cultural Awareness (Martu Wangka) and Design and Digital Technologies.

together we grow



Shire of **EAST
Pilbara**
AUSTRALIA'S LARGEST SHIRE



Australian Government
Department of Health



Newman Primary School's connections with community heritage brings a wide array of skills and cultural awareness. Our learning environment flourishes with strong partnerships and opportunities. The support of community groups, businesses and industry leaders enables our school to embrace 21st Century Learning with high quality resources and professional expertise.

“

Growth for students
Growth for staff
Growth for community
partnerships

”



Our School Logo is comprised of a round element that signifies the setting sun and the earth. In the centre, three figures connect symbolising the coming together of different cultures, community and school.

It also symbolises the three collaborative elements necessary to realise the potential of every student; the child, parent or carer and teacher.

THE WAY FORWARD

At Newman Primary School we are committed to providing a holistic, relevant and targeted education for each child that will provide them with a strong foundation for future learning in a rapidly changing and diverse society.

OUR VALUES

Co-operation

Safety

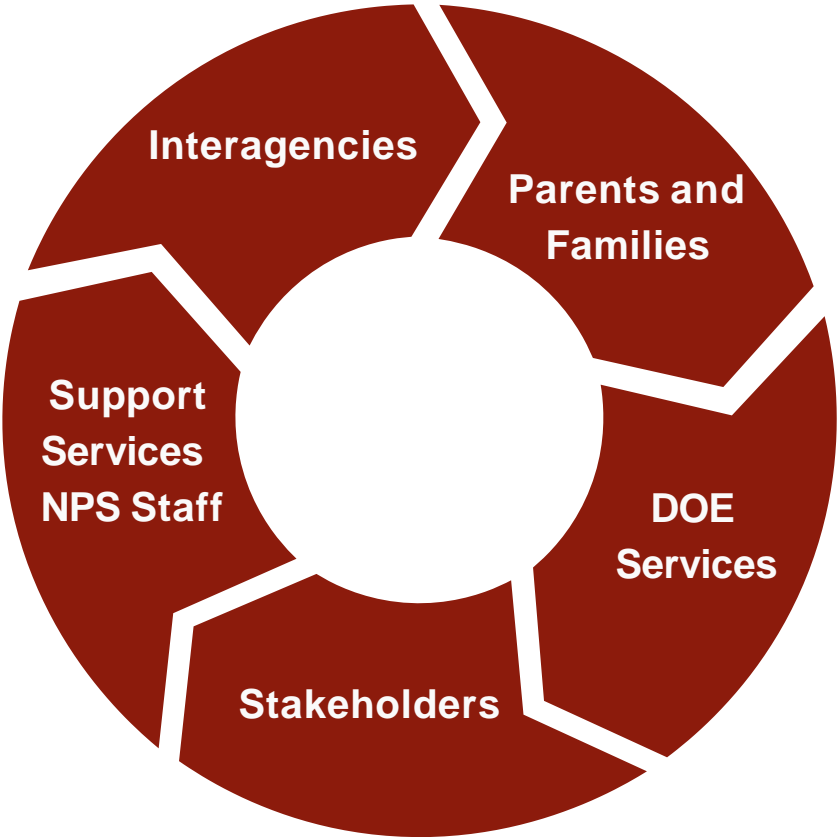
Respect

Responsibility

Newman Primary School has a strong ethos of being a caring and friendly multicultural community where every child is treated as a valued individual. The development of a consistent approach towards behaviour, has enabled a positive tone to flourish within the school. Our actions and conduct is guided by the four aspects of the Newman Primary School Code; Co-operation, Safety, Respect and Responsibility.

In achieving our school vision and developing student values, our strategic plan will focus on the following three key areas.

PRIORITY AREAS



GROWTH
for
Students

GROWTH
for
Staff

GROWTH
for
Community
Relationships

Newman Primary School promotes initiatives linked to the Department of Education's Focus 2021 document and the Pilbara Education Regional Office Strategic Direction 2020-2024. In addition, our focus includes the Director General's Statement of Expectations 2021-2024 which clearly articulates the expectations and responsibilities of schools and the Department in student achievement and progress. In 2020, we successfully participated in the Public School Review. Our next review will be in 2023.

Focus 2021

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

Pilbara Education Regional Office Strategic Direction 2020-2024

- Attendance.
- Student engagement, participation and transitions.
- Education and community partnerships.
- Leadership support.
- School Psychology Services.
- Support of students with special needs.
- School management support.

Newman Primary School Business Plan 2021-2023

- **GROWTH** for Students.
- **GROWTH** for Staff.
- **GROWTH** for Community Relationships.

GROWTH FOR STUDENTS

Curriculum Strategies

Targets

Match or exceed the mean score for Reading and Writing of Western Australia (WA) Like Schools in On-Entry results and Year 3 and 5 NAPLAN.

Year 3 and 5 Stable Cohort will match or exceed WA's school mean in Numeracy by increasing the number of students in the "Good" and "Excellent" proficiency bands in NAPLAN and On-Entry.

Increase student engagement in STEAM and Information and Communication Technologies (ICT).

- Implement the use of a consistent whole-school data collection cycle to identify strengths and weaknesses.
- The use of evidence-based programs, outlined in the Literacy and Numeracy Operational Plans.
- Provide additional support through intervention programs for identified Students at Educational Risk.
- Implement K-10 Curriculum resources in line with STEAM and ICT Operational Plans.

Success Criteria

- Evidence will be collected and shared to meet the data collection cycle and these results will be used to inform teaching.
- Review of NAPLAN and On-Entry results in Reading, Writing and Numeracy through a Disciplined Dialogue Approach.
- Review of Student achievement results from Reporting to Parents (RTP).

Students at Educational Risk, Students with Special Needs and Students with English as an Additional Language or Dialect

Strategies

Targets

Monitor students identified at Educational Risk through consistent data informed practice to improve individual outcomes. This includes academic, social and emotional wellbeing and behavioural goals.

- Staff will ensure that Documented Plans are focused on supporting the needs of students who have challenges through the implementation of Key Stakeholders, Interagencies and DOE Support Services.
- Staff will be upskilled using SSEN and SAER processes to implement specific strategies to support the educational, behavioural and social and emotional needs of students.

Success Criteria

- Students with Documented Plans will be reviewed each term in consultation with key stakeholders.
- Students will make consistent, yearly progress through the EAL/D Progress Maps as they acquire their initial literacy and numeracy skills.

Assess and monitor students with EAL/D backgrounds using the EAL/D Progress Maps.

- The use of MiniLit and MacqLit literacy intervention programs for regular attendees.
- Staff to receive training from School of Special Educational Needs and the SAER Coordinator.

- Intervention programs have assisted students with Australian Standard English.
- EAL/D Progress Maps will be used in RTP in assessing student outcomes.

National Quality Standards (NQS) and Early Childhood Education

Strategies

Targets

Meet all seven quality areas of the NQS.

- ECE Professional Learning Committee will conduct a whole school annual audit, which will be completed by all staff.

Success Criteria

- All seven NQS standards will be identified as met.

GROWTH FOR STUDENTS

Aboriginal Education

Targets

Increase the number of standards NPS meets within the Aboriginal Cultural Standards Framework annually.

Strategies

- Aboriginal Education Committee will identify areas of need through an audit of the Aboriginal Cultural Standard Frameworks.
- The Mobility Strategy will enable teachers to support Martu transient students by providing them with a smooth transition into the classroom.
- An increase in the integration of Aboriginal cultural learning and understanding across learning areas.
- Develop family relationships to support Aboriginal students to thrive academically and socially.
- Embracing Aboriginal cultural events, such as NAIDOC Week, Harmony Day and National reconciliation week.
- Introduction of a Primary Clontarf program for boys in Years 4 - 6.

Success Criteria

- There will be growth in the number of Aboriginal education standards being identified as met.
- Increased student achievement results for Aboriginal students.
- Increased number of Aboriginal families attending school events.
- Attendance improvement in students due to engagement in Clontarf program and other specific programs targeting ATSI students.

Attendance and Student Engagement

Targets

In line with the Pilbara Education Regional Office strategic directions, increase the number of students regularly attending school.

Strategies

- Staff will maintain consistent monitoring of student attendance through the use of the attendance process.
- Recognition of improved attendance of students through the use of The Attendance Cup.
- Promote the importance of attendance to parents and the community through the use of various communication platforms including Connect, Skoolbag and Facebook.
- A program will be implemented to support the transition of transient students into a full-time classroom.
- School Based Attendance Officer interventions and supports.

Success Criteria

- NPS's attendance and engagement will show a continual growth.
- Year 6 transition from primary to secondary school.
- Parent feedback through School Survey.
- Passport/Tracking System records for all students in Years 5/6 and then progressing through the whole school.

Targets

Create an environment that develops student wellbeing through inclusive practices and engagement in school curriculum, social interaction and increased participation in events and activities.

Strategies

- Promotion of social and emotional strategies including optimism, resilience, confidence and self efficacy through programs including: Be You; Aussie of the Month; Attendance Cup.
- Promotion of positive behaviour strategies including use of Restorative Justice processes, House Point System, Merit Certificates and acknowledgement of achievements across all learning areas.

Success Criteria

- Staff and Parent survey results will reflect positive school cultural outcomes.
- Student surveys, including the Be You survey, will reflect social and emotional development
- An increase in positive student interactions which will be supported by the NPS's BMIS, and House Point System.

GROWTH FOR STAFF

Targets

By the end of 2023 all teachers will demonstrate the implementation of the Improvement Cycle: assess; plan; and act, using NPS collected quantitative data.

Strategies

- Teachers to conduct the assessment cycle based on all operational plans.
- Data is transparent and utilised in future planning.
- Improvement Cycle is embedded into all learning areas.
- To support students with diverse abilities and cultures, teachers differentiate the implementation and delivery of the Improvement Cycle.

Success Criteria

- Teachers have an understanding of operational plan implementation. Leaders to audit collection of data in line with operational plans.
- Planning documents, work samples and moderation reflect the improvement cycle.
- Documentation of Individual Education Plans, oral assessments, small group activities, Education Assistant implementation, student conferencing, project/play based learning.

All staff participate in the Performance Management and Development Cycle linked to school focus areas and priorities.

- All staff to engage in Performance Management and Development Cycle.
- Staff to collaborate in standardised, transparent and via a negotiated classroom observational process.
- Timely and constructive feedback provided after observations.

- By the end of each year, staff have completed the Performance Management process.
- All staff have an understanding of the observational process.
- Staff receive feedback within a negotiated timeframe.

Promote and support staff passion in areas that can be developed into whole school events or learning experiences.

- Providing a safe environment for staff to express their interests and passions.
- Implement regular informal sharing afternoons based on staff passions, expertise and attended professional learning.
- Identify professional learning opportunities to develop staff passions and interests.
- Identify, support and develop aspirational leaders within the school.

- Develop a data base, based on teachers' strengths and interests. Sign in sheet of sharing sessions attended.
- Record of sharing sessions held Professional Learning documents included.
- Identify aspirational leaders through Performance and Development Plan discussions.

GROWTH FOR STAFF

Targets

Strengthen teaching and learning excellence via the implementation the curriculum and operational plans at NPS and maximise impact on student learning and wellbeing.

Strategies

- All teachers have an understanding of the Operational Plans in place at NPS.
- Regular classroom observations. Identify relevant Professional Learning including Curriculum Development and Reviews.
- Collaborative planning time. Peer mentoring.
- Varied assessment tools. Ongoing review of Operational Plans using a distributed leadership model in Learning Committee areas.
- Support for Graduate Teachers through PLC and mentor programs.

Success Criteria

- All staff are able to access Operational Plans.
- Implementation of Operational Plans is discussed during performance and development meetings.
- All staff have an understanding of the observation and feedback process.
- Shared planning time with mentors and across year levels.
- Working database assessment tools on shared drive.
- Operational Plans are working documents and are updated in accordance with SCSA requirements.

Enhance the wellbeing of all staff.

- Anonymous well-being survey once a semester.
- All new staff undergo the induction process as they start at Newman Primary School.
- Staff are aware of Mental Health First Aid practitioners on staff.
- All staff are aware of external Mental Health Service Providers. Staff are provided with opportunities to engage in positive interactions within and outside of school Social Club.
- Positive Staff Affirmations.

- Stable positive staff feedback. All incoming staff have an understanding of the workings and processes of Newman Primary School.
- Staff access Mental Health First Aid when required.
- Mental Health First Aid practitioners identify staff that may require further assistance. Pro-active Well-being Committee display visible and accessible affirmations for staff and delivery of well-being moments.
- Awareness of Employee Assistance Scheme.

GROWTH FOR COMMUNITY PARTNERSHIPS

Targets

Strategies

Success Criteria

Maintain and strengthen positive family/carers and community relationships to support student engagement.

- Provide a range of formal and informal opportunities for community involvement in school events.
- Use a range of digital platforms including Connect, School website, Skoolbag App, Facebook to streamline communication.
- Expand our positive partnerships to support effective transitions to secondary school and within Early Years.
- Cultural Centre for Indigenous Parents and families.

- High attendance of participation and volunteers at all major school events.
- Biannual parent survey to analyse which apps are used effectively.
- Survey at the end of each program to analyse the effectiveness of the transitions.
- Monitor attendance and promote engagement in the 0-3 Early Learning Program (BHP Pilbara Educational Partnership. Continual engagement with Indigenous families through funded programs articulated in the Operational Plans.

Increase community engagement for all students to develop resilience and confidence.

- Martu Cooperation and Graham Polly Farmer Bus to incorporate and include attendance initiatives. Provide a range of formal and informal strategies to help with student's success.
- Develop partnership with home and school to increase student engagement.

- Increased student engagement and attendance. Increased parent and family involvement in their children's learning and utilisation of the Cultural Centre.
- Value add to children's education through positive partnership opportunities.

Increase our student's understanding and responsibility awareness to environmental issues.

- Classes to utilise the Newman Primary School community garden initiative.
- Encouraging organic recycling and the use of organic materials for everyday use.
- Link Curriculum Learning Areas to promote sustainability in a STEAM capacity.
- Whole school approach to reduction of water and energy consumption in partnership with community industries.

- Development of whole school recycling program in partnership with the NPS community garden. All classes have a weekly lesson in the garden.
- STEAM expo.

Foster opportunity for parent/community voice and contributions.

Develop highly functioning School Board comprised of engaged visible and committed members reflecting the school and local community.
Increase P&C and School Board attendance.
Increase skill session to help develop P&C support.

Evidence of School Board meetings and members' attendance and upskilling.
Evidence of P & C meetings, stable participation and the completed skills development sessions.





School Song

**We grow together, that's our creed,
having the knowledge that we need,
I go to Newman Primary.**

Chorus

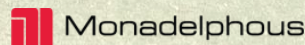
**Going to be all that I can be,
Boom Boom Boom, Da, da, da, da**

**We live and learn as best as we can,
respecting the rights of my fellow man
I go to Newman Primary.**

Chorus

**This school gives to me every opportunity
to show what I can be
with my teacher helping me.**

Chorus



**Australian Government
Department of Health**



**Shire of EAST
Pilbara**
AUSTRALIA'S LARGEST SHIRE



together we grow