



NEWMAN SENIOR HIGH SCHOOL  
THE IRON HEART OF EDUCATION

# *Business Plan 2016 - 2018*

AN INDEPENDENT PUBLIC SCHOOL



A portrait of a young woman with dark hair pulled back, smiling gently. She is wearing a dark blue zip-up jacket with yellow piping along the collar and sleeves. On the left chest of the jacket is a circular yellow logo with a blue border. The logo contains a silhouette of a person standing on a rock in the water, with the text "NEWMAN SHS" at the top and "IRON HEART" at the bottom. A semi-transparent white banner is positioned across the middle of the image, containing the text "High Expectations" in a dark blue script font.

*High Expectations*

## IRON HEART

Newman Senior High School is the Iron Heart of Education in the mining town of Newman in the Pilbara. We pride ourselves on strong academic achievement, pastoral care and partnerships with the community. Through our strong pastoral care program, the school embraces the cultural diversity of students and teachers and promotes cultural acceptance. We strive for every student to be successful.

## OUR SCHOOL

We are proud to be an Independent Public School. Our merit-selected, dedicated staff, partner with the community to provide an enriched curriculum, responsive to community needs, where all students have the opportunity to participate in a wide range of academic, vocational and co-curricular activities.

These include Achieve Challenge Extend (ACE), our pathway to university program, Follow the Dream: Partnerships for Success and Western Australia's only specialist Mining Alliance Program (MAP). MAP is designed to provide selected students with the opportunity to explore mining-related experiences offering both academic enrichment and trade preparation within the school's world-class Trade Training Centre. Newman SHS has a proven record of both academic and vocational success. Our partnerships ensure our distance from Perth is no barrier to students interested in tertiary studies. Our strong vocational program boasts a high rate of student success in supporting the transition from school to employment or further education.

Through our strong pastoral care program, we strive to develop the 'whole' child. The school embraces the cultural diversity of students and teachers and promotes cultural acceptance. By upholding our values, The Newman Way, we partner with parents to provide a warm and friendly environment that supports the social and emotional needs of all students.

Our students have access to a range of impressive facilities. The school is engaged in an on-going building and landscaping program providing quality modern facilities. Our Physical Education (including the award winning Kicking Goals AFL program) and Performing Arts programs are enhanced by our access to the town's recreation and performing arts facilities.

The school receives outstanding support from the local community, in particular BHP Billiton Iron Ore, which provides significant funding to support a wide range of enriched learning activities designed to challenge students as they transition from secondary to tertiary education, training and employment.

Our motto, Iron Heart, represents the strength, resilience, character, care and compassion we develop in our students. We believe successful students have Iron Hearts.

## OUR MISSION

NSHS has high expectations for students and will deliver engaging and innovative curriculum pathways to meet their present and future academic or vocational aspirations and social and emotional needs.

## OUR VALUES

We describe our core values as The Newman Way. Members of the school community have collaboratively shaped the fundamental principles that underpin all dimensions of our school community environment. Our values are consistently applied and guide all that we do. They guide the behaviours we encourage from all school community members.

### CARE AND COMPASSION

We care for both ourselves and others by treating people fairly and protecting what we believe is important.

### RESPECT

As a school with diverse cultures we will treat each other with consideration, seek to be included and include others.

### RESPONSIBILITY

Whether personal, academic, social or environmental, all school members strive to embrace the opportunities we have, be accountable for our actions and resolve differences in appropriate ways.



# PRIORITY 1: STUDENT ACHIEVEMENT

Our goal is to raise the achievement of all students. Our teachers apply evidence-based strategies to suit the learning needs of all students to assist them achieve their vocational and academic goals.

## FOCUS: LITERACY AND NUMERACY

### KEY STRATEGIES

- Embed a Literacy and Numeracy Plan, led by the Literacy and Numeracy Committee, using common frameworks, language and techniques across learning areas.
- Inform classroom planning and programming of student learning with formative assessments, NAPLAN and OLNA results for Literacy and Numeracy.
- Use specialised teachers to support the development of programs, documented plans and professional learning for staff.

## FOCUS: OPTIMAL AND RESPONSIVE CURRICULUM PATHWAYS

### KEY STRATEGIES

- Promote and deliver pathways and programs that provide academic and vocational opportunities matched to the needs of our students, emphasising career development to assist students to make informed decisions regarding career aspirations.
- Continue the emphasis on STEM (Science, Technology, Engineering, Mathematics) education.

## FOCUS: QUALITY TEACHING, ASSESSMENT AND REPORTING

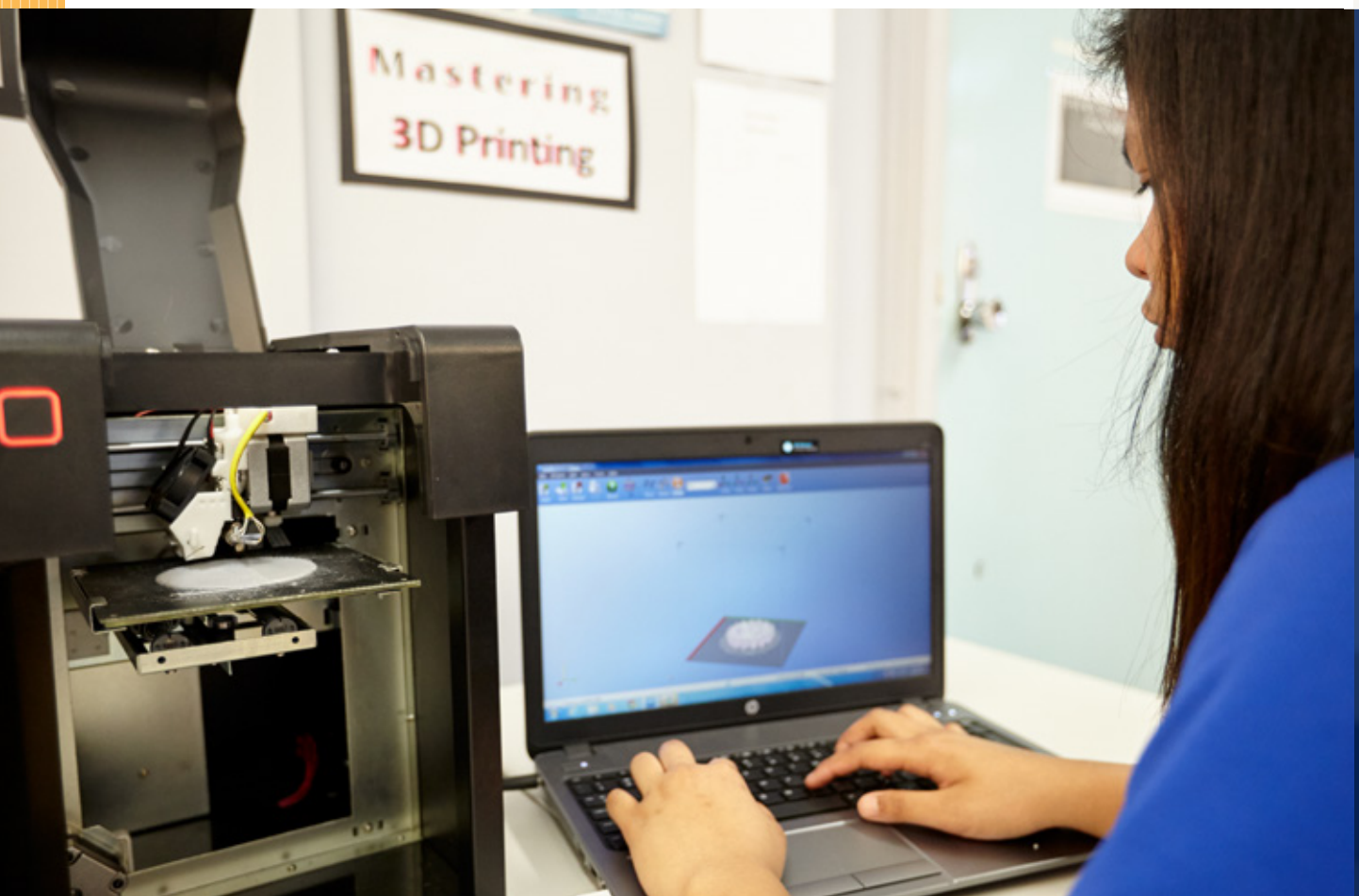
### KEY STRATEGIES

- Differentiate delivery of the curriculum to meet a variety of student needs and promote engagement.
- Implement effective assessment and reporting procedures.
- Strengthen 'Networks to Learn' partnerships to enhance the delivery of Senior School Courses.

## FOCUS: INFORMATION COMMUNICATION TECHNOLOGY

### KEY STRATEGIES

- Implement the school's ICT plan designed to evolve skills to engage, extend and enrich student and staff learning.
- Integrate new and developing technologies to enhance curriculum delivery.





# *Quality Education*

## HOW WILL WE MEASURE OUR SUCCESS?

The stable cohort of Year 9, regularly attending students will demonstrate satisfactory or better progress from Year 7-9 NAPLAN in Reading, Writing and Numeracy.

All students, with regular attendance, achieving a Band 7 NAPLAN in Year 9, achieve OLNAs 3s in Year 10 in the corresponding assessment component.

All students achieving a Band 6 NAPLAN in Year 9, achieve OLNAs 3s by Year 12 in the corresponding assessment component.

The student timetable demonstrates a broad range of programs within pathways.

Establish trends:

- Students in the stable cohort will demonstrate higher achievement and progress than like schools from Year 7-9 in all NAPLAN tests
- Aspire to have one third of all students with an ATAR above 75
- Decrease the percentage of students with an ATAR below 60
- Annually be in the top 50 schools for SCSA VET achievement
- Annually achieve 100% attainment (Cert II completion and/or ATAR above 55)
- Aspire to have 100% WACE achievement each year

Students enrolled in Follow the Dream meet annual targets annually.

Connect to Classroom data, collected by school partners, demonstrates an increasing proportion of students achieving their first choice post-school destination.

Annual Year 12 course moderation indicates teachers are assessing accurately against the standards.

All staff members are confident in the use of school ICT as measured in staff surveys and against Department standards.





## *The Newman Way*

## PRIORITY 2: POSITIVE CULTURE

**Students and staff will work together to establish and maintain a positive culture; a culture that is innovative, responsible and accountable.**

### FOCUS: AN INCLUSIVE, INSPIRING AND POSITIVE SCHOOL

#### KEY STRATEGIES

- Embed a positive education philosophy across the curricular and co-curricular program including the explicit teaching of values.
- Develop and embed policies, programs and processes to ensure staff and students feel safe and supported.
- Maintain the School Community Partnership plan with Aboriginal families, taking into consideration the Aboriginal Cultural Standards Framework.

### FOCUS: ATTENDANCE AND PUNCTUALITY

#### KEY STRATEGIES

- Improve whole school attendance and punctuality consistent with Department of Education policies.
- Deliver the Martu Education program to engage students and encourage increased attendance.

### FOCUS: PROMOTING THE NEWMAN WAY

#### KEY STRATEGIES

- Celebrate positive behaviour encapsulated by the school's values.
- Staff demonstrate professional standards of conduct and ethical behaviour, championing The Newman Way.
- Promote the school's values and ethos to the Newman community.

### FOCUS: STUDENT LEADERSHIP

#### KEY STRATEGIES

- Expand the school leadership program to increase the number of students who access leadership development opportunities.
- Foster opportunities for a diverse range of students to participate in programs that promote civic responsibility and leadership.
- Provide opportunities for the Student Council to contribute to the life of the school, school decision-making and take on day-to-day responsibilities.

## HOW WILL WE MEASURE OUR SUCCESS?

In the relevant satisfaction survey, parents, students and the staff responses indicate strong positive statements related to the school.

Establish attendance trends demonstrating:

- an increase in the percentage of students classified as regular (>90%) to equal and/or out-perform like schools
- an attendance rate equal to or higher than like schools
- a declining percentage of Aboriginal students moving from Year 10 – 11 who are referred to Participation without achieving a Notice of Arrangement
- Martu students are meeting Individual Attendance goals

Using the Aboriginal Cultural Standards Framework, the annual staff consensus indicates the school is moving toward 'Proficient' in all standards.

SIS data will demonstrate an increase in the frequency and volume of students recognised for embracing The Newman Way.

Community groups indicate through survey and focus groups that there is a heightened awareness of the school's values.

Increase the proportion of students being rated by teachers through formal reporting as 'consistently' and 'often' demonstrating positive behaviours.

Student and staff survey data indicates they feel safe and supported.

SIS behaviour data indicates an overall improvement in student behaviour, comparing stable cohorts over time.

Student survey data indicates students have had broad access to leadership opportunities and decision making.

Survey and focus group data of Aboriginal families indicates targets within the partnership agreement are being met.



## PRIORITY 3: COMMUNITY PARTNERSHIPS

All staff will work with key community groups to foster and embed strong and sustainable relationships and communication.

### FOCUS: PUBLIC RELATIONS

#### KEY STRATEGIES

- Promote the school brand and reputation in the community.
- Enhance the reputation of the school through attention to matters of public interest such as dress code, student behavior and school communications.

### FOCUS: POSITIVE RELATIONS WITH PARENTS

#### KEY STRATEGIES

- Increase parental support for the school in the education of their child.
- The school will provide multiple opportunities for parents and carers to be informed about and to discuss their child's progress, well-being and ways to be positively involved.
- Teachers engage parents and carers with regular updates through school processes.

### FOCUS: PARTNERSHIPS, COMMUNITY GROUPS AND OTHER KEY STAKEHOLDERS

#### KEY STRATEGIES

- Implement all aspects of the Pilbara Education (BHP) Partnership to provide high level success for all students and teachers involved in programs.
- Maintain and evolve partnerships with government, non-government and industry groups to ensure longevity and success of programs.
- Develop and expand our formal partnerships and agreements with:
  - Local business and employers;
  - Industry;
  - Universities (pre-service teachers and interns);
  - Private training providers; and
  - Alumni.
- Work effectively with the School Board to achieve enriched outcomes for students:
  - develop an alumni
  - source opportunities for donations and sponsorship.







# *Community Partnerships*

## HOW WILL WE MEASURE OUR SUCCESS?

Improved perceptions of the school's reputation in the community, measured by National School Survey of students, parents and staff.

Focus groups affirm positive statements related to the school's reputation and delivery of educational opportunities.

Increased involvement of parents, measured by interactions using mechanisms such as Connect, Skoolbag, website and attendance at parent meetings.

Annually all Key Performance Indicators outlined within the Pilbara Education Partnership are achieved.

Annually the number of ex-students who join the alumni and have involvement with school programs increases.

School Board Meeting records demonstrate existing partnerships are maintained and new partnerships evolved to increase the dollar and in-kind value of donations and sponsorships to the school.





# *Leadership*



## PRIORITY 4: QUALITY PROVISION OF EDUCATION AND LEADERSHIP

We are committed to foster the talents of all staff to promote a professional learning community to improve professional practice and student achievement.

### FOCUS: WORKFORCE PLANNING

#### KEY STRATEGIES

- Develop and implement an appropriate workforce plan that anticipates issues and addresses attraction recruitment and retention of quality staff using IPS flexibilities.

### FOCUS: WHOLE SCHOOL PEDAGOGY

#### KEY STRATEGIES

- All teaching and appropriate support staff complete classroom management and instructional strategies professional learning.
- All staff participate in cultural awareness training to ensure a consistent approach to identified outcomes.

### FOCUS: PROFESSIONAL LEARNING FOR STAFF

#### KEY STRATEGIES

- Facilitate and deliver professional learning catering to all staff, consistent with roles and school priorities.
- Provide opportunity for key staff to be trained in programs identified to
  - ensure breadth of vocational offerings
  - build a safe and supportive learning environment
- Integrate new and emerging technologies into the classroom.

### FOCUS: PROFESSIONAL LEARNING FOR SCHOOL LEADERS

#### KEY STRATEGIES

- Executive team participate in 360 degree feedback within the planning cycle to guide professional learning.
- Identify and access appropriate professional learning for school leaders to develop themselves and others to deliver the priorities within the Business Plan.
- Maintain an Aspirant Leaders' program to support leadership development and career pathways.

### FOCUS: PERFORMANCE DEVELOPMENT

#### KEY STRATEGIES

- Develop a culture of effective performance development through reflection, observation, coaching, mentoring, quality feedback and professional learning.
- Support provisionally registered teachers to full registration.
- All new staff participate in an induction program.
- Provide opportunities for staff to engage in professional conversations about teaching and learning.
- Assist teachers to use the AITSL standards to provide improved educational outcomes for students.

### FOCUS: STAFF HEALTH AND WELLBEING

#### KEY STRATEGIES

- Support Health and Wellbeing practices for staff, recognising workload issues, contextual factors and the value of collegiate support.

### HOW WILL WE MEASURE OUR SUCCESS?

The school's annual review of the Workforce Plan guides the employment of staff to ensure the delivery of priority areas within the Business Plan.

Increase in percentage of staff who voluntarily attend school-based professional learning and the aspirant program.

Staff surveys indicate all staff have access to quality professional learning and are well supported to achieve their short and medium term career goals.

Teaching staff survey indicates the school's in-class observation program is valued highly.

Staff survey indicates cohesion between Performance Management Agreements and professional learning opportunities and that they are addressing and embedding key strategies of the Business Plan in daily practise.

## PRIORITY 5: POSITIVE PHYSICAL LEARNING ENVIRONMENT

We will work together to develop a modern facility and infrastructure that meets the educational needs of the community.

### FOCUS: MASTER PLAN

#### KEY STRATEGIES

- Create a Buildings, Grounds and Infrastructure master plan to guide school redevelopment and refurbishment.
- Explore funding opportunities for major redevelopment.
- Maximise refurbishment and development to improve teaching and learning facilities.

### FOCUS: GROUNDS AND AMENITIES

#### KEY STRATEGIES

- Initiate processes to enhance the physical aspects of the school grounds, the classroom and learning environment.
- Create a welcoming environment for Aboriginal students and families.
- Upgrade the physical, recreation and performing arts facilities in cooperation with the Shire of East Pilbara.

### FOCUS: SUSTAINABLE PROVISION OF INFORMATION TECHNOLOGY ACCESS

#### KEY STRATEGIES

- Develop a plan to sustain and improve ICT access for all students which can adapt to a changing technology environment.
- Investigate and implement a long term and sustainable strategy for student access to ICT education.
- Establish a resource centre located in the library as an ICT learning environment and hub.
- Employ quality staff to manage and develop IT infrastructure and resources to a 'best practice' level.

### FOCUS: TRADE TRAINING CENTRE (TTC)

#### KEY STRATEGIES

- Establish a TTC advisory group to strategically plan for sustainability.
- Investigate and establish partnership opportunities to obtain cost neutral resourcing and reduce running costs of the centre.
- Establish reserve funding to ensure sustainability of the program and equipment.







## *Modern Facilities*

### HOW WILL WE MEASURE OUR SUCCESS?

A Master Plan guides the development and refurbishment of the school grounds and buildings.

Increased sources of funding and resources from external sources.

All joint use aspects of the Recreation Centre will be upgraded by 2018.

The ICT plan drives the decision-making for purchase of new equipment and funding of innovation.

A plan for sustainable student access to technology will be developed and implemented.

A system for quality assured digital resources that are easy for users to locate, access and use will be developed.

The TTC will be advised by a group who will develop a plan to reduce the annual running costs of the TTC.

A TTC equipment replacement schedule will be developed to ensure reserve funds are available as required.





*Student Achievement*



## HOW OUR BUSINESS PLAN WORKS

The Newman Senior High School Business Plan 2016-2018 provides clear direction and broad strategies for the school. It aligns to the Plan for Public Schools, focus documents and the views of our school and broader community. An emphasis is placed on quality teaching and designing curriculum pathways that suit the needs of our students and the community of Newman.

Within this framework, Operational Plans are developed annually and drive the outcomes and targets we strive to achieve. These documents are supported by Learning Area Plans, Workforce Management Plans and the One Line Budget. Teachers work together to achieve identified targets through their classroom planning.

The school annually undertakes a Plan – Act – Review cycle.



### GLOSSARY OF TERMS:

AITSL Standards	Australian Institute for Teaching and School Leadership Standards. The Australian Professional Standards for Teachers defines the work of teachers and makes explicit the elements of high-quality, effective teaching.
ATAR	Australian Tertiary Entrance Rank. The primary means used to assess and compare the results of school-leaving applicants for entry to University.
ITC	Information Communication Technology.
NAPLAN	National Assessment Program – Literacy And Numeracy. Testing is conducted in May each year with students in Years 7 and 9.
OLNA	Online Literacy and Numeracy Assessment. A series of tests designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in that component and will not be required to sit the corresponding OLNA assessment.
SCSA	School Curriculum and Standards Authority. The Authority sets the standards of student achievement for the assessment and certification of student achievement, develops the outline of curriculum and assessment in schools that students are expected to acquire and develops and accredits courses for schools.
SIS	Student Information System. A software tool used for recording and tracking student information such as attendance and behaviour.
STEM	Science, Technology, Engineering, Mathematics.
TTC	Trade Training Centre. A purpose built, industry-standard facility designed to provide students with the opportunity to complete a nationally recognised vocational qualification.
VET	Vocational Education and Training. Students participate in work-related learning towards a nationally recognised vocational qualification within the Australian Qualifications Framework.
WACE	The Western Australian Certificate of Education. The Western Australian Certificate of Education (WACE) is awarded to students who satisfy its requirements. It is a senior secondary certificate recognised nationally by universities, industry and other training providers. To achieve WACE, students must meet breadth, depth and achievement standards, including demonstration of the minimum standard of literacy and numeracy tested by the OLNA.



**Student Achievement**  
**Positive Culture**  
**Community Partnerships**  
**Quality provision of education and leadership**  
**Positive physical learning environment**



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