



# BUSINESS PLAN 2018-20



## NEWMAN SENIOR HIGH SCHOOL

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NEWMAN SENIOR HIGH SCHOOL

Care and Compassion  
Respect & Responsibility

## OUR MISSION

Newman Senior High School 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

### THE NEWMAN WAY

Members of the school community have collaboratively shaped the fundamental values underpinning all dimensions of our school community environment. Our values are consistently applied and guide all that we do and we encourage our school community members to have these values guide their behaviours.

### CARE AND COMPASSION

We care for 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.

Newman Senior High School is the Iron Heart of Education in the mining town of Newman in the Pilbara.

As an Independent Public School, the school aims to provide a locally distinct education, in partnership with parents and the community.

The school is fortunate to have the outstanding support of the local community and business. This includes the Pilbara Education Partnership with BHP, Kicking and Shooting Goals programs in partnership with VSwans, the Graham Polly Farmer Foundation's Follow the Dream program, University of Western Australia's ASPIRE program and the McClements Foundation Challenge. Local businesses support our workplace learning program and increasing numbers of School-Based Traineeships.

Factors which impact on student achievement include the remote location of the school and support services available in town. The school's numbers have been relatively stable at around 300. The support of the Pilbara Education Partnership and use of the School of Isolated and Distance Education (SIDE) increase options available for students. Approximately 30% of the student population identifies as Aboriginal or Torres Strait Islander. 18% of students come from a language background other than English. Most students in Year 7 enter from South Newman and Newman primary schools. Our students are acknowledged as positive, polite and friendly. Literacy and numeracy achievement is a focus.

In March 2017, the school's ICSEA was 943, in decile 8. Student attendance rates have been increasing. A goal for this business plan is to narrow the gap between our attendance rates and state attendance rates.

The school has approximately 30 teaching staff members and 15 support staff. Many teachers are in their first positions, which means a core focus of the school is refining systems of support for all staff members.

The School Board has been recognised as being an exemplary Board. The support and creativity offered by the Board is crucial in the school's journey to develop an outstanding local education.

Special considerations which may impact on the school over Business Plan cycle include changes in the economic environment, with any changes to the mining industry impacting on student numbers; staff recruitment and retention, and access to support services for students with particular needs.

## IMPROVEMENT PLANNING



We aim to have rigorous self-assessment strategies, placing student learning and well-being at the centre of our planning, action and reflection processes. Our goal is to have strong systems and processes which are explicitly documented. The school's planning and self-review schedule will be rigorous. It will include documented systems, a focus on gathering appropriate data within agreed timelines and making judgements about our performance. This in turn will inform our strategies for improvement in this business plan. The focus of planning, acting and reflecting is to improve student performance, that is, students make progress. Progress in meeting the targets is routinely reported to the Board as part of formative self-assessment. The Annual Report underpins the school's summative self-assessment. The 2017 Independent Public School Review Findings noted strengths in areas including the school board, the level and quality of partnerships, VET pathways for students, and workforce planning. The review noted the school administration and board are aware of several major challenges:

- improvement in attendance for all students continued improvement in literacy and numeracy, particularly for students who have low levels of literacy on entry to the school
- the need to provide new staff members with induction and professional learning pathways that will ensure that there are consistent high quality teaching standards within all classrooms
- the engagement of all students in worthwhile educational experiences

The school's improvement planning includes yearly or short term operational planning at department, program or project level. The school is involved in reflection and improvement focus at every level: Principal, Deputy Principals, the school Leadership Team, Learning Areas, Vocational Education and Student Services, as well as individual staff members. This is an integral part of the school's explicit agenda to improve, make progress and have a high quality, distinctive local education. As recommended by the Independent Public School Review in 2017, this Business Plan focuses on educational outcomes of students rather than all areas of school endeavour, with the aim of articulating a clear direction.

The school values perspectives and opinions of students, parents and staff members. A range of strategies, including surveys, are used to ensure our connection to community is strong and engaging.

Planning processes that support the Business Plan include the Building, Grounds and Infrastructure Master Plan, Performance Development Plan, School Marketing Plan, the Workforce Plan and the annual budget. Operational plans focus the school's work each year.

This plan has been informed by the Strategic Plan for WA Public Schools 2016–2019 High Performance – High Care; Classrooms First; the school's Independent Public School Review Findings (2017), Vision 2020 parent and community consultation undertaken in 2017, and consultation with staff members during staff meetings and school development days.



## STUDENT IMPROVEMENT TARGETS

These targets focus the improvement cycle on student progress. In 2018 the school will develop student well-being milestones and milestones related to student, staff and parent feedback.

The school strives to achieve the following targets by 2020:

1. By 2020, the percentage of students who attend at least 90 per cent of the time increases 1.5% per annum.

Baseline 2017 Semester 1 52.4% (data source SAR)	
2018 milestone:	53.9%
2019 milestone:	55.4%
2020 get:	56.9%

2. By 2020, in NAPLAN Year 7 to NAPLAN Year 9 (Reading, Writing, Numeracy), in the 'As Tested' group, the percentage of students whose progress is Moderate to Very High increases.

3. By 2020, the percentage of students achieving WA Certificate of Education is at or above like schools.

Baseline 2017:	
School:	76%
Like schools:	79%
Public Schools:	88%

4. By 2020, the percentage of students in Year 12 achieving Attainment (Cert II or higher, or an ATAR above 55) is at or above like schools

Baseline 2017:	
School:	96%
Like schools:	94%
Public schools:	96%

To achieve the student improvement targets, the school has developed a range of strategies within four interconnected priority areas, which focus on progress for all students.

## PRIORITY 1: BEST POSSIBLE TEACHING PRACTICE

Our focus is to build a collaborative professional culture with an emphasis on teacher development, so that teachers have maximum impact on student learning.

### We will

- Develop an explicit agenda for high quality teaching, with a shared vision and collaboration.
- Maintain a strong focus on literacy and numeracy, including systems of support and intervention.
- Develop an ongoing professional learning program for new teachers, with a focus on common practices linked to the school priorities.
- Engage all teachers in relevant professional learning, to develop their instructional skills in a high trust, collaborative environment.
- Establish a performance and development culture where staff develop their expertise through classroom observations and feedback, student feedback, and discussion of data, ensuring whole school practices are implemented and monitored regularly.
- Ensure all teachers and classroom support staff participate in classroom observation and conferencing.
- Develop a documented school-wide approach to data collection and analysis with a focus on monitoring student progress and how this informs classroom practice.
- Investigate and apply technology that enhances student learning.
- Set high expectations and targets for the progress of specific students (or groups) based on analysis of performance data.
- Explore futures focused education directions including digital technologies, Science Technology Engineering and Mathematics (STEM) approaches, as well as innovation, creativity and entrepreneurial approaches.

## PRIORITY 2: POSITIVE RELATIONSHIPS AND WELL-BEING

Positive relationships underpin and enable students to make progress.

### We will

- Continue to develop rigorous engagement programs and attendance systems and processes.
- Work with families to increase the rate of regular attendance, alongside school-wide strategies.
- Review and refine the school focus on well-being, resilience and provision of quality interventions at whole school, group and individual levels.
- Develop an explicit positive behaviour support framework.
- Create opportunities for students to demonstrate leadership and care in the school and wider community.
- Provide well-articulated pathways and programs for all students.
- Provide high quality programs and support for students with learning difficulties and disabilities, including quality individual case management.





## PRIORITY 4: EFFECTIVE LEADERSHIP

Leadership development will focus on lifelong learning and building capacity across the whole school.

### We will

- Develop leadership capacity including: instructional leadership, analysis of data, strategic planning, leading change, and coaching skills - and provide appropriate professional learning, ongoing support and feedback.
- Mentor and develop middle leadership.
- Articulate a vision for high quality performance management and development, including linking professional learning to targeted areas for improvement.
- Implement the Aboriginal Cultural Standards Framework with clear statements of expected practice and behaviour, and a focus on improving Aboriginal student achievement.
- Review and refine attraction, recruitment and retention strategies.
- Incorporate perspectives of students, staff, parents and the community in reviewing and planning.

## PRIORITY 3: POSITIVE PARTNERSHIPS

We will build an enriched and engaging education for our students by continuing to build positive partnerships shaped by a clear vision of ensuring students make progress and have clear pathways.

### We will

- Continue to develop school-wide procedures for high quality, high credibility communication with parents.
- Review our transition programs with a focus on strengthening relationships.
- Develop strong relationships with the Shire of East Pilbara with a focus on implementing a community compact of support for education, including attraction and retention of teachers.
- Develop a 'marketing' focus for high quality interactions with parents, community, business and industry.
- Maintain and enhance relationships with external partners with a focus on improving student outcomes.
- Continue to develop school networks, including the Three Schools (Newman and South Newman Primary Schools, Newman Senior High School) partnership, Karijini Network and PACE.

