

Business Plan

2025 - 2027



Our Vision

"We are committed to inspire all students towards their pursuit of a successful pathway, which enables positive growth and contribution to community".

Newman Way Values

*Respect
Responsibility
Care & Compassion*

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PRIORITY 1 <i>A positive and inclusive learning environment</i>	PRIORITY 2 <i>Quality teaching and learning in every classroom</i>	PRIORITY 3 <i>Every student achieving their potential</i>	PRIORITY 4 <i>Purposeful leadership that builds and enhances an inclusive school community</i>	PRIORITY 5 <i>Relationships and partnerships that support and strengthen student pathways</i>
We are committed to creating and sustaining a positive, inclusive, and culturally responsive learning environment, where student and staff wellbeing is prioritised and all students are supported to engage, learn, and succeed.	We are committed to continuous self-improvement in delivering high-quality teaching and learning in every classroom.	We are committed to supporting, challenging, and empowering every student to achieve their personal best academically, socially, and emotionally.	We are committed to a school-wide culture of improvement, placing student needs and success at the centre of all decision making.	We are committed to fostering collaboration among all stakeholders, ensuring learning experiences are connected, relevant, and responsive to student needs.
We will: - Implement a Positive Behaviour Support Framework with consistent expectations, language, and practices across all learning environments. - Develop a culturally responsive school environment ensuring cultures, identity, and perspectives are embedded in school practices. - Strengthen whole-school processes that support the ongoing improvement of student and staff wellbeing. - Implement and refine a strong student support model, providing targeted, coordinated support for students' academic, social, emotional, and behavioural needs.	We will: - Develop a consistent and responsive approach to teaching and learning. - Implement a Quality Teaching Instructional Model across all curriculum areas of the school. - Deliver evidence-informed literacy and numeracy approaches across all curriculum areas. - Establish a whole school classroom observation and feedback model.	We will: - Use student achievement, attendance, and wellbeing data to identify individual learning needs and inform targeted support and extension. - Implement differentiated teaching and learning practices to meet the diverse needs of all students. - Strengthen student engagement, attendance, and wellbeing through coordinated whole-school and individual support strategies. - Expand pathways, opportunities, and guidance to support students in achieving successful post-school pathways.	We will: - Align planning, performance data, and resource management to inform classroom practice and improve student outcomes. - Promote responsive improvement through shared decision-making and distributed leadership. - Strengthen staff capability through consistent pedagogy, instructional leadership, targeted professional learning, and ongoing feedback aligned with school priorities. - Build a shared belief that all students can learn and lead, embedding strong educational values, curriculum expectations, and respect for all cultures and languages.	We will: - Build trust-based, respectful relationships across the school community, with proactive strategies to address challenges and support student wellbeing and success. - Strengthen collaborative practice among staff to improve teaching and student progress, while fostering culturally responsive partnerships with all stakeholders. - Implement clear, reliable communication systems that actively seek and respond to parent and community feedback. - Support effective governance and develop strong partnerships with community organisations, service providers, and local businesses to enhance learning programs and student outcomes.
We will achieve this when: <i>Positive Behaviour in Schools</i> (PBS) expectations and practices are consistently visible and applied across the school, with improved student behaviour, engagement, and attendance data. - Teaching, learning, and school practices reflect the <i>Aboriginal Cultural Standards Framework</i>, with Aboriginal students and families reporting a strong sense of belonging and cultural safety. - Clear, proactive wellbeing processes are embedded across the school, with staff and students accessing timely and effective support. - A coordinated student support model is in place, with clear referral pathways, effective case management, and improved outcomes for students requiring additional support, including students with disabilities.	We will achieve this when: - A shared teaching and learning framework, aligned with DoE <i>Teaching for Impact</i>, is embedded, with staff demonstrating common language, expectations, and pedagogical practices across the school. - The N.E.W.M.A.N.W.A.Y Quality Teaching Instructional Model is consistently evident in lesson planning, classroom practice, and teacher reflection across all curriculum areas. - Evidence-informed literacy and numeracy strategies are routinely integrated across all curriculum areas, resulting in improved student engagement and achievement data. - A whole-school classroom observation and feedback process is implemented, with regular cycles of observation, professional dialogue, and targeted feedback supporting teacher growth.	We will achieve this when: - Student data is consistently used by teachers and leaders to identify and monitor students requiring intervention or extension, with targeted plans in place and regularly reviewed. - Differentiation is evident in classroom practice, assessment, and curriculum planning, enabling all students to demonstrate growth from their starting points. - Student engagement, attendance, and wellbeing data show sustained improvement, with students reporting a strong sense of belonging and connection to the school. - Students are supported to make informed pathway choices, with increased participation, retention, and successful transitions to further education, training, or employment.	We will achieve this when: - A shared vision and core values are clearly understood and consistently enacted, reflecting high expectations for all students and alignment with Department and curriculum requirements. - Staff capability is strengthened through instructional leadership, consistent pedagogy, targeted professional learning, and regular feedback aligned to school priorities. - Planning and resource management are strategically aligned to support effective classroom practice and improved student outcomes. - Leadership is shared and improvement-focused, enabling staff and students to lead, collaborate, and drive innovation in response to identified needs.	We will achieve this when: - Staff and student survey data indicate improved levels of trust, respect, and wellbeing, with fewer relational concerns and evidence of effective responses. - Regular staff collaboration is evident through shared planning, professional learning, improved teaching practice and student progress. - Parents and community members report clear understanding of, and satisfaction with, school communication, with feedback informing documented actions. - Strong school engagement is demonstrated through active participation, informed decision-making, and partnerships that deliver measurable benefits to student programs and outcomes.