



*seek to Learn*



NEWBOROUGH PRIMARY SCHOOL

BUSINESS PLAN

2021-2024

Empower Successful Students



Enhance Collaborative Staff



Enrich Strong Community



# About Newborough Primary School

In partnership with the School Board, we are pleased to present Newborough Primary School's **2021-2024 Business Plan**. This plan reflects the evolution of the school planning that has served the school community well since becoming an Independent Public School in 2012. Keeping true to our long standing motto, our Business Plan is the road map to empower our students to '**Seek to Learn - Think - Create - Collaborate**' over the next four years.

Our focus, as always, is for '**Every student, every classroom, every day**'. We believe students learn best in a strong school community that collaborates together to provide a successful pathway for each child to learn. This begins by providing a learning environment that supports student's mental health, emotional wellbeing and academic progress and instils our PBS values of Respect, Kindness, Teamwork and belief to Challenge Themselves.

Through dedicated and skilled staff, we aspire to equip our students with the capacity to be lifelong learners who are able to be flexible, think critically, reflect, create, collaborate and innovate. These attributes are crucial to ensure students have the skills needed for future success in contemporary work places.

We embrace the direction offered through the Department of Education's '**Strategic Directions for Public Schools 2021-2024**' and associated direction documents including the Western Australian Curriculum. This Business Plan therefore aligns as a four year plan rather than the previous three year planning cycle.

In preparing the new Business Plan the school undertook a comprehensive consultation process with the school community including students, staff, parents and local extended community. This is reflected in the three key priority areas:

- **Empower** Successful Students
- **Enhance** Collaborative Staff
- **Enrich** Strong Community

Join us as we move forward together.

## Acknowledgment of Country

We respectfully acknowledge the past and present traditional custodians of this land on which we are meeting, the Wadjuk Noongar people. It is a privilege to be standing on Wadjuk Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education and reconciliation of all children and people in this country we all live in and share together - Australia.



## Our Vision

Newborough Primary School is a resilient, innovative learning community where everyone works collaboratively to support the life-long learning of our students.

We challenge and support our students in their pursuit of excellence in a safe, positive and inclusive environment.

## Our Purpose

- » Provide a safe, secure, engaging school environment
- » Develop the social, emotional and physical well-being of each child
- » Help each child to reach their full personal and academic potential
- » Develop social interaction within the school and wider community

## Our Values

- » Respect
- » Team Work
- » Kindness
- » Challenge Yourself

*think - create - collaborate*

Every student, every classroom, every day



# Strategic Directions for public schools 2020-2024

## 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

<b>Strategic Directions for public schools 2021-2024 Improvement Drivers</b>	Provide every student with a pathway to a successful future	Strengthen support for teaching and learning excellence in every classroom	Build the capacity 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
<b>Newborough Primary School Business Plan 2021-2024</b>	<b>Use evidence to drive decision-making at all levels of the system.</b>				
<b>Empower Successful Students</b>		<b>Enhance Collaborative Staff</b>		<b>Enrich Strong Community</b>	

## Our success will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in early years for continued success in school

3. Enhance student health and wellbeing
4. Progress student literacy and numeracy
5. Improve student attendance
6. Increase student participation in STEM

7. Increase retention and achievement of students in Year 12
8. Ensure students gain the skills, qualifications and knowledge needed to experience success

# Empowering Successful Students

Together we will provide every child with a pathway to a successful future through engaging students to become involved, capable, competent, creative and critical learners, empowered in becoming an agent for their own learning. Together we will support student's health and well-being and progress student achievement in all areas of the curriculum as a key aspiration

Aspirations	Improvement Drivers	Evidence
<b>The Early Years</b>		
<p><b>Support every student in the early year's social, emotional and wellbeing development and academic learning</b></p>	<ul style="list-style-type: none"> <li>• Develop and embed a Newborough Primary School Early Years' (K-2) Pedagogical Plan reflecting contemporary high quality evidence based early year's philosophy and informed best practice pedagogy including:               <ul style="list-style-type: none"> <li>» intentional, responsive, scaffolded, play-based and child-directed learning philosophies</li> <li>» a focus on inclusivity and valuing all students as competent and capable learners</li> <li>» student social, emotional and physical wellbeing, and student educational development and achievement</li> </ul> </li> <li>• Early childhood staff cultivate positive, respectful, responsive, trusting and meaningful relationships with students and families to engage and support each child to build their sense of Being, Belonging and Becoming</li> <li>• Early childhood staff deliver high quality educational early years curriculum programs informed by the Western Australian Curriculum, the Early Years Learning Framework (EYLF) and National Quality Standards (NQS)</li> <li>• Early childhood staff review the National Quality Standards (NQS) annual self-audit and critically reflect on their own practice to meet the Standards outlined</li> <li>• Programs focus on the explicit direct instruction of speaking and listening, phonological and phonemic awareness, spelling, vocabulary, comprehension and numeracy</li> <li>• Assessment data is used to identify and inform individual student's needs, including early intervention strategies and programs for students at educational risk, including potential non-achievers, students with disability; and early years' extension for academically capable students. Appropriate differentiation practices are evident in the early year's teaching and learning programs</li> </ul>	<p>NQS audit 2020-2024            NQS verification 2022            Kids Safe audit 2021, 2023            NPS Early Years Pedagogical Plan 2021            Outdoor Planners K-PP            On Entry assessment data            K-6 Literacy and Numeracy Plans            Personal, Social and Emotional and Attitude, Effort and Behaviour Reporting to Parents            Kindergarten Report            PP - Year 2 Reporting to Parents</p>
<b>Student Mental Health and Wellbeing</b>		
<p><b>Develop the personal and social attributes that enhance student health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Provide, establish and foster a well rounded education that attends to the development of the whole child, beyond the academic dimension. To achieve this, we have and will continue to align our approach to mental health and well-being with the SEARCH model with the purpose of making well-being visible in our school. Programs including Smiling Minds and Zones of Regulation and practices such as Yoga and Strengths Spotting will be introduced, implemented and consolidated. We will continue to work to integrate our well-being with our Positive Behaviour in Schools to develop our Positive Behaviour and Well-being approach at Newborough Primary School</li> </ul>	<p>Behaviour Management in Schools data            Schoolwide Evaluation tool (SET) data            Attendance data            Attitude, Effort, Behaviour and Personal and Social Learning data            Abilities Based Learning and Education Support Western Australian (ABLEWA) Assessment Tool            National School Opinion Survey for students, parents and staff            Referral to Student Services team            School Chaplain data</p>

# Empowering Successful Students

Aspirations	Improvement Drivers	Evidence
<b>Literacy and Numeracy</b>		
<p>Progress student's literacy and numeracy growth by a year every year</p>	<ul style="list-style-type: none"> <li>English year level curriculum teaching, learning and assessment planning reviewed Years 2-6 and informed by data and evidence and the Western Australian Curriculum</li> <li>Mathematics whole school programs and curriculum teaching, learning and assessment planning reviewed K-6 and informed by the Western Australian Curriculum, Early Years Learning Framework and National Quality Standards. New whole school evidence based mathematics program based around developing student's additive and multiplicative mathematics content knowledge investigated, selected and implemented 2022-2023</li> <li>Literacy and numeracy blocks maintained with a continued focus on the explicit direct instruction of the curriculum through high quality teacher delivery</li> <li>Students apply feedback to reflect on and set personal goals and work towards them</li> <li>Use assessment data, including formative assessment, to inform teaching and learning literacy and numeracy programs and identify individual students, group, class and cohort needs. Quality differentiated targeted teaching evident for the learning needs, abilities, cultures and diversity of all students. Case management provided for identified Tier 2 and Tier 3 students and students with disability</li> </ul>	<p>Refer to academic targets in English and Mathematics Strategic Plans</p> <p>K-6 English Plans</p> <p>K-6 Mathematics Plans</p> <p>Instructional Teaching Model</p> <p>Student Achievement Data (On-Entry, NAPLAN, PLD, PAT, Fountas &amp; Pinnell, Soundwaves, common assessment tasks)</p> <p>Documented Education Programs</p> <p>Students with Educational Needs (SEN) Plans</p> <p>English as a Second Language (EALD) Progress Maps</p> <p>Abilities Based Learning and Education Support Western Australian (ABLEWA) Assessment Tool</p> <p>Articulation Screening</p> <p>PP-Year 6 Reporting to Parents</p>
<b>Contemporary and emerging work capabilities</b>		
<p>Equip students with the contemporary and emerging work capabilities needed to ensure they have the skills needed for the future</p>	<ul style="list-style-type: none"> <li>Foster classroom environments that develop student's skills and abilities for collaboration, creative and critical thinking and reflection, higher order questioning, metacognition and communication. • Integrate, plan and apply authentic teaching and learning opportunities for students using the skills of STEM (Science, Technology, Enterprise and Mathematics) across the curriculum</li> <li>Provide a safe Information and Communication (ICT) rich classroom environment to improve opportunities for purposeful, authentic, appropriate and innovative integration of the ICT General Capability skills and the effective teaching and learning of the digital technologies curriculum</li> <li>Provide quality differentiated teaching programs (QDTP) and strategies to challenge and extend gifted and talented students across suitable learning areas</li> </ul>	<p>Whole school pedagogical approach to critical and creative thinking strategies.</p> <p>Framework for integrated STEM planning</p>
<b>Cultural responsiveness</b>		
<p>Enable Aboriginal students to succeed as Aboriginal people</p>	<ul style="list-style-type: none"> <li>Continue to move towards culturally responsive practices to respond to the specific learning needs of our Aboriginal students by using our knowledge of students' culture and histories, language background, family relationships and experiences, and assessment data to engage, inform, design or adapt resources and teaching and learning programs, strategies and activities</li> </ul>	<p>Aboriginal Cultural Standards Framework school self-assessment</p> <p>English as a Second Language (EALD) Progress Maps</p> <p>Attendance data</p> <p>Student assessment data</p> <p>Documented Individual Plans</p> <p>MiniLit assessment data</p>



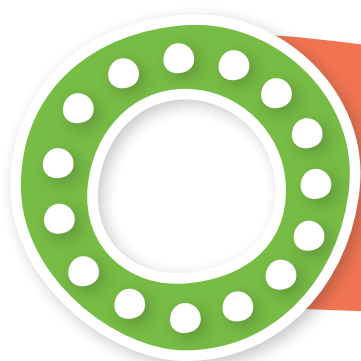
# Enhancing Collaborative Staff

Together we will support students to reach their full potential with dedicated and skilled staff committed to creating a supportive and collaborative learning environment that will have the maximum impact on enhancing student outcomes. Together we are dedicated to strengthening the support for teaching and learning excellence and high quality staff at our school

Aspirations	Improvement Drivers	Evidence
<b>Student Achievement Data</b>		
<p>Foster professional practices to ensure staff proficiency and collective understanding and reflection of relevant assessment data, analysis, and the informed impact on the teaching and learning program to drive student achievement</p>	<ul style="list-style-type: none"> <li>• Work collaboratively and use a disciplined dialogued line of inquiry on student achievement data to inform high quality planning, teaching and learning to generate improved student outcomes</li> <li>• Strengthen staff's knowledge and ability to use the English as a Second Language/Dialect (EALD) Progress Maps to plan, teach, assess and report from these</li> <li>• Engage in planned moderation strategies that enhance consistency and validity of teacher judgements and analysis of data interpretation of student work, grades, personal and social development and attitude, behaviour and effort</li> </ul>	<p>Refer to academic targets in Strategic Plans</p> <p>Reporting to Parents (RTP) Student Analysis Reports</p> <p>Online Student Information (OSI)</p> <p>NAPLAN</p> <p>On-Entry data</p> <p>Assessment data</p> <p>EALD Progress Maps</p> <p>Science PAT testing</p>
<b>Staff Development</b>		
<p>Strengthen support and enhance professional growth for all staff in all roles for a positive school culture that promotes an inclusive environment for teaching and learning excellence; and support and mentoring for aspirant leaders</p>	<ul style="list-style-type: none"> <li>• Strengthen processes that provide preventative and sustainable support for staff mental, physical and social health and wellbeing including access to Department of Education Health Providers</li> <li>• Foster a school culture of staff trust, value and being supported to improve teaching practices</li> <li>• Continue to have clear and high expectations of all staff</li> <li>• Extend the School's Instructional Teaching Practices suite to include a whole school evidence based cooperative practices framework and inquiry based learning model; while still consolidating the Explicit Direct Instruction (EDI) model</li> <li>• Continue to develop teacher's repertoire and common language of these instructional strategies; teacher instructional intelligence to select and apply effective teaching strategies and to reflect on and use evidence to understand the impact of these strategies on student achievement</li> <li>• Strengthen structures and processes that enable staff to collaborate effectively</li> <li>• Provide targeted professional learning to support the implementation of whole school pedagogical and feedback practices and programs</li> <li>• Further strengthen induction and mentor processes for new or returning staff</li> <li>• Enable teachers to observe colleagues in areas of whole school and individual need with the continued implementation of the School's Observation and Feedback model</li> <li>• Performance Management aligned to the aspirations of the Business Plan and conversations intentionally support teachers to move towards their identified areas of professional growth</li> <li>• Continue to work towards staff knowledge, understandings and inclusivity of cultural diversity</li> </ul>	<p>Staff attendance</p> <p>Staff Satisfaction Survey biennially</p> <p>Teachers demonstrate commitment to understanding and using the NPS Instructional Teaching Practices Performance Management underpinned by reflection against the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards</p>

# Enhancing Collaborative Staff

Aspirations	Improvement Drivers	Evidence
<b>Leadership Strategy</b>		
<p>Enhance a strong performance culture of leaders across the school</p>	<ul style="list-style-type: none"> <li>• School Administration (Principal and Deputy Principals) undertake self-reflection against the Principal Performance Improvement Tool and/or the 360 Degree Feedback (AITSL)</li> <li>• Identify and select potential leaders for leadership development and support through the Western Australian Public Schools Leadership Strategy</li> <li>• Continue to distribute leadership across the school</li> <li>• Provide authentic leadership opportunities, training and support for aspiring staff in leadership roles</li> </ul>	<p>Principal and Deputy Principal self-reflection surveys biennially</p> <p>Performance Management underpinned by reflection against the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards</p> <p>Staff nominated for, and participating in leadership roles</p> <p>Distributed Leadership Framework</p>
<b>School Improvement</b>		
<p>Use evidence to drive decision making for school improvement</p>	<ul style="list-style-type: none"> <li>• School has effective self-assessment and quality improvement processes in place, and uses data and evidence, to plan for improvement, report on performance and progress and act upon review processes</li> </ul>	<p>School Self-Assessment Schedule</p> <p>Independent Public School Review Term 4 2021</p> <p>Continuous self-reflection on student achievement data</p> <p>Student, staff and school surveys</p>



“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

*malcolm x*

# Enriching Strong Community

Together we will partner with our school community to ensure we have an enriched environment where students can experience success through a sense of connection, belonging and value

Aspirations	Improvement Drivers	Evidence
<b>Decision Making</b>		
<p>School, School Board, P &amp; C, parents, students and community members have meaningful roles in school decision-making at different levels of responsibility</p>	<ul style="list-style-type: none"> <li>Principal, School Board, and staff work together to achieve the aspirations set in this Business Plan and enrich the Newborough Primary School community</li> <li>School Board aspires to be high functioning and comprises a diverse range of engaged, committed and visible parent and community members who refer to the School Board's Terms of Reference to guide their roles and responsibilities in effectively contributing to the governance of the School</li> <li>School conducts mandated biennial student, staff and parent satisfaction surveys for data and feedback and then reflects upon, responds to and uses data to help inform directions in the school in 2022 and 2024</li> <li>Feedback from School Board, P&amp;C, parents, staff and students is responded to and considered when making decisions</li> <li>School, School Board and P&amp;C establish a Community Committee to implement a coordinated approach to the development of community</li> <li>School and P&amp;C work in partnership to plan for fundraising initiatives and events throughout the year</li> </ul>	<p>School Business Plan and One line budget approved by the School Board</p> <p>Fundraising for key school initiatives</p> <p>P&amp;C agenda and minutes to be included on the School Website.</p> <p>Communication Plan</p> <p>Cross Curriculum Strategic</p> <p>Attendance data</p> <p>Plan foci on events such as Harmony Day, NAIDOC Week and ANZAC Day</p> <p>Gather data from staff, students and parents through surveys that indicate:</p>
<b>Communication</b>		
<p>Use a range of effective and contemporary communication strategies to foster positive school-community relationships</p>	<ul style="list-style-type: none"> <li>Review current communication strategies and develop a cohesive Communications Plan to ensure communication strategies are inclusive, accessible, effective, consistent, regular and transparent from a whole school and classroom level</li> <li>Establish norms for respectful bidirectional communication between school and family</li> <li>Ensure current information is available to families on approved Department of Education media sources, including the school website about the school, relevant community services and resources to support parenting and family wellbeing</li> <li>Increase family education sessions on the key aspirations and programs across the school</li> </ul>	<p>Increased improvement of family-school relationships community</p> <p><b>Measuring Success:</b></p> <ul style="list-style-type: none"> <li>National School Opinion Survey to achieve at least a 3.5 out of 5 point scale on all areas and a 4 and above for the following questions:               <ol style="list-style-type: none"> <li>I would recommend this school to others (parent and staff response)</li> <li>My child likes being at this school (parents, staff and student responses)</li> <li>This school is well lead (parent and staff responses)</li> </ol> </li> </ul>
<b>Community Collaboration</b>		
<p>Enhance strong school, family and community partnerships to improve student wellbeing, engagement and learning outcomes</p>	<ul style="list-style-type: none"> <li>Ensure all aspects of the school environment are welcoming, professional, inclusive, helpful and positive</li> <li>Enhance, value and promote opportunities for community and family expertise and involvement in the school</li> <li>Partner with families to share in decision-making about student's learning and wellbeing, respecting the family's expertise, culture, values and beliefs that may impact on decisions.</li> <li>Access government agencies and specialised support services where needed</li> <li>Strengthen partnerships with City of Stirling, local businesses, high schools, universities and sports clubs that provide services to students, parents and the wider school community</li> <li>Build mutually respectful relationships with local cultural communities and acknowledge, celebrate and draw upon their diversity and strengths</li> </ul>	<p>Annual School Board Survey</p> <p>Attract and retain School Board members</p> <p>Chaplaincy support data</p>



“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

*Clay P. Bedford*

seek to Learn



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Newborough Primary School

Independent Public School

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