



South Newman Primary School

Iron, spirit & courage



BUSINESS PLAN

2018 - 2020



ABOUT SOUTH NEWMAN PRIMARY SCHOOL

South Newman Primary School is an Independent Public School located in the heart of the Pilbara region of Western Australia. As an Independent Public School, our aim is to continue to target key areas to further develop our students as successful, motivated learners who strive to achieve standards of personal best in a supportive learning environment.

Our school caters for an ever-changing student population, reflective of the town's mining industry. We provide high quality education for students from 20 nationalities, many of whom enrol at our school with English as their second language. South Newman Primary School delivers evidence based curriculum programs, focused on developing student's academic and non-academic capabilities. We practice a collaborative and innovative approach to education which informs and guides teaching and learning and student performance. A high importance is placed on catering to individual student needs and valuing diversity amongst our school community.

We are confident that our focus on the development of each individual child and their learning can be achieved with the support of a strong partnership between the school and the school community. Together, as a community, we are building the learning foundations and futures of our children.

OUR PEOPLE

The dedicated teaching staff at South Newman Primary School come with a variety of experience

levels. Like our students, our teachers are constantly learning and reflecting on their practice. High quality support and training are provided to staff in order to ensure the most effective programs and learning environment are afforded to the students at our school to achieve success.

PARTNERSHIPS

South Newman Primary School actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their child's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources. We embrace all members of the community and strive to maintain a nurturing and welcoming environment that promotes community partnerships through a child focused vision.

OUR BELIEFS

We believe children learn best when:

- they are in a safe, caring and positive environment at school and at home;
- a range of meaningful and relevant learning, teaching and assessment strategies are used to cater for individual needs;
- the focus is on the development of the whole child - socially, academically, emotionally, creatively and physically;

- the environment is enriched by accessing a variety of resources; and
- the teacher is highly motivated, enthusiastic and skilled in current pedagogical practices.

OUR TEACHING AND LEARNING COMMITMENTS

At South Newman Primary School, we are committed to:

- providing a safe inclusive environment that values each child's individuality and promotes their independence as a learner;
- strengthening positive relationships between students, staff, parents and community members to enhance a sense of belonging;
- building resilience by promoting the belief that mistakes and challenges are opportunities for learning and growth;
- supporting students to be creative, critical and reflective thinkers preparing them to make valuable contributions to society;
- creating meaningful experiences and interactions that ignite a lifelong passion for learning; and
- supporting collaboration between teachers that promotes the sharing of effective practices within the school and wider networks.

A SUPPORTIVE LEARNING ENVIRONMENT

Significant support is provided to the students of South Newman Primary School to enhance their health and wellbeing and ensure that our school sets conditions for learning that are most conducive for happy and engaged students. Such initiatives include:

Social Worker and School Chaplaincy Program

- The school employs a full time qualified Social Worker, who supports students' emotional and social development both on an individual basis and small group sessions as required. South Newman Primary School is a part of the Youth Care Chaplaincy program.

School Psychology Service

- A school Psychologist also forms an integral part of the South Newman Primary School community. Our School Psychologist works collaboratively with all key stakeholders to support students in a holistic way - encompassing behaviour, learning, mental health and wellbeing and social and emotional development.

Students At Risk Educational Coordinator

- In addition to the support provided directly to students, our school has a Students At Educational Risk (SAER) Coordinator who provides support to Teachers. The SAER Coordinator works directly with teachers to develop students' personal education and behaviour plans to support health and wellbeing with the view to accessing and achieving academic success at South Newman Primary School.

The Welcome Room

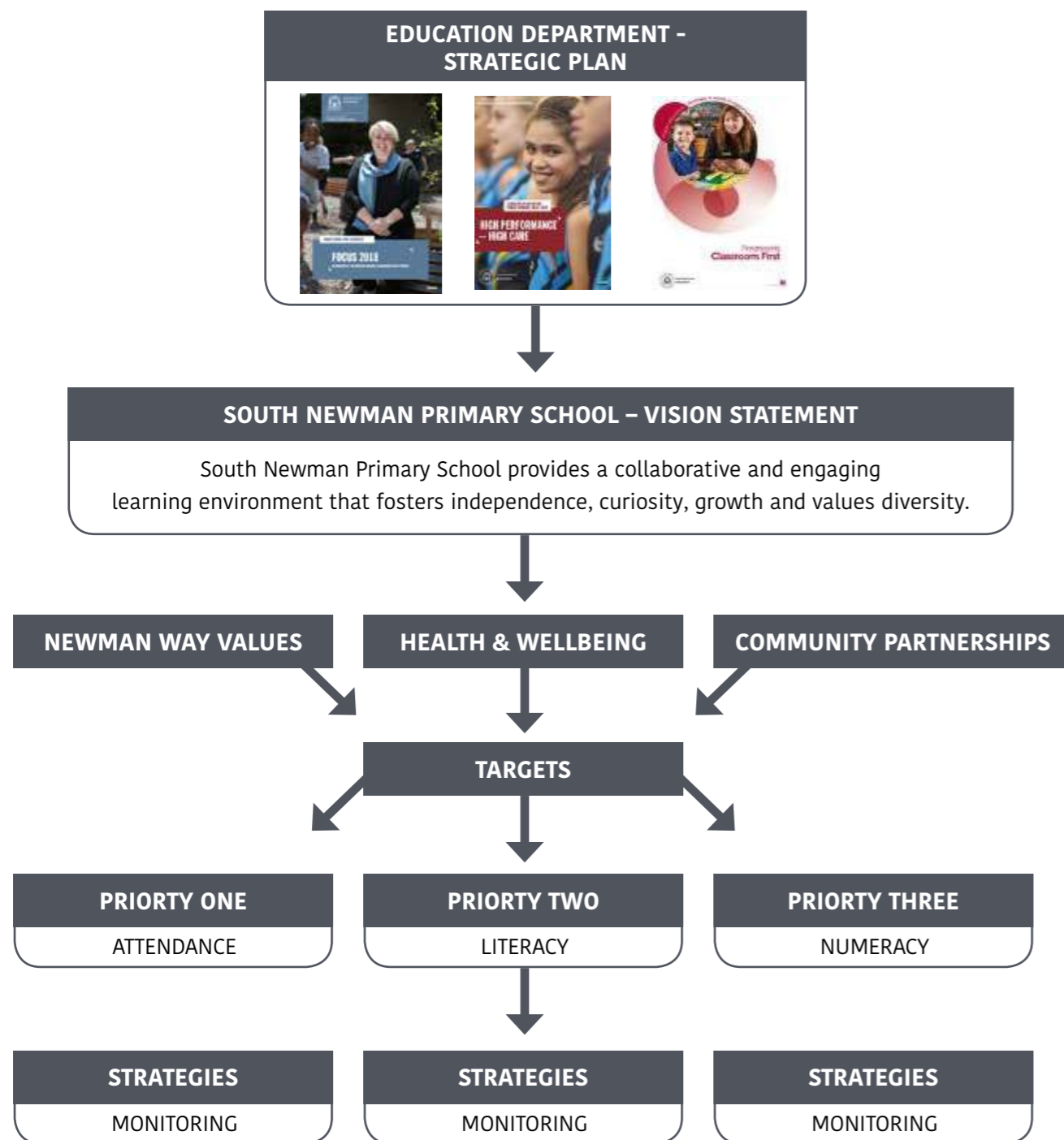
- South Newman Primary School makes the start of each day a positive experience for all students with the provision of a Welcome Room. Our Welcome Room provides uniforms and breakfast for all students to ensure that everyone has the same opportunity to have their basic needs met.

Friendly Schools Plus

- Friendly Schools Plus program is adopted and delivered as the main Health program across the school in Health lessons. Friendly Schools aims to increase understanding and awareness of bullying; improve communication about bullying; foster adaptive responses to bullying; encourage peer and adult support for students who are bullied; and promote peer and adult discouragement of bullying behaviour. The initiative also addresses the development of qualities like resilience, positive self esteem, empathy, social skills, self management skills, decision making skills and conflict resolution - which directly complement our Newman Way Values program.



2018 - 2020 BUSINESS PLAN SCHOOL FLOW CHART



OVERVIEW OF SCHOOL SELF-ASSESSMENT PROCESSES

At South Newman Primary School, we aim to use thorough self-assessment processes in all areas of school operations to ensure that we continually demonstrate accountability to our school community.

We commit to:

DEVELOPING AND EMBEDDING targeted self-assessment processes as a key component of our planning and improvement cycle;

MAKING REGULAR AND CONSISTENT informed judgements about the standards of student achievement; and

CONTINUALLY REVIEWING the effectiveness of school processes in maximising student achievement.

We will structure our self-assessment according to the Department of Education School Improvement and Accountability Framework.

Our school improvement cycle is an ongoing process encompassing the Assess, Plan, and Act components.

We assess data and other evidence related to student achievement and school operations.

We plan to improve the standards of student achievement.

We act to implement planned strategies.

Teaching and non-teaching staff members will be active participants in the collection, analysis and ongoing review of school data; contributing to the planning and the implementation of school improvement strategies across our school curriculum (academic and non-academic).

A wide range of data will be critically assessed throughout the life of the plan, including but not limited to:

DATA SOURCE	PURPOSE
National Assessment Program Literacy and Numeracy (NAPLAN)	Analysis of student performance across Years 3 and 5 in Reading, Writing, Language Conventions and Numeracy is used to set targets for student achievement in School Operational Plans and identify areas of student strength and areas requiring additional focus.
Student Achievement Information System (SAIS)	This system is used for moderation for reporting, assessment and comparative purposes to determine how closely our teacher judgements correlate with national assessment data.
On Entry Assessment	Assists to identify student needs of PP cohort (Module 1) and evaluate the effectiveness of the PP program and individual student progress and achievement at Year 1 (Module 2).
Behaviour Data	Provides feedback about the effectiveness of the whole school behaviour management plan and values program.
Attendance Statistics	Identifies students at risk of under-performing due to tardiness and poor attendance rates.
School Community Surveys	Provides feedback about community attitudes and perceptions about the school and its programs.
Australian Early Development Census (AEDC)	Provides a snap shot of children's early development before commencing formal education which helps provide planning direction for the school.
The National Quality Standard	The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood.



STUDENT IMPROVEMENT TARGETS

South Newman Primary School strives to achieve the following targets by 2020:

NUMERACY

- 80% of students completing On Entry in Numeracy achieving 0.5 points of growth between Term 1 Pre-primary and Term 1 Year 1 in 2018, 2019 and 2020.
- Sustain 70% of students achieving moderate to very high progress from On Entry data to Year 3 NAPLAN in Numeracy.
- By the end of 2020, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Numeracy.
- By the end of 2020, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Numeracy.

READING

- 80% of students completing On Entry in Reading achieving 0.5 points of growth between Term 1 Pre-primary to Term 1 Year 1 in 2018, 2019 and 2020.
- Sustain 70% of students achieving moderate to very high progress from On Entry data to Year 3 NAPLAN in Reading.
- By the end of 2020, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Reading.
- By the end of 2020, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Reading.

WRITING

- By the end of 2020, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Writing.
- By the end of 2020, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Writing.

ATTENDANCE

- Increase regular student attendance to be at or above 70%.
- Aboriginal regular attendance rate to reach 80% by 2020.

PRIORITY 1: ATTENDANCE

TARGETS	BUSINESS PLAN COMMITMENTS	MONITORING STRATEGIES
<p>Increase regular student attendance to be at or above 70%</p> <p>Aboriginal regular attendance rate to reach 80% by 2020</p>	<ul style="list-style-type: none"> • Follow up phone calls by teachers when students have been absent without notification • School Based Attendance Officer • Individual Attendance plans • Provide education to parents and staff about Section 24 which allows students to temporarily enrol in another school while maintaining their permanent place at our school • Aboriginal Engagement Class • Advertise and raise awareness of the importance of attendance and its effects on educational success • Conduct home visits as necessary, with Administration staff as appropriate • Implement the Cultural Standards Framework • Visit families in their home and in the community to build rapport and trust • Regular analysis and communication of attendance data with staff • Attendance rewards • Scheduled attendance meetings • Remote Schools Attendance Strategy • Follow Education Department Attendance policy and procedures • Individual and class attendance award at assembly • Graham (Polly) Farmer Bus Service • Welcome Room and Breakfast Club 	<p>School Based Attendance Officer</p> <p>Review attendance data at staff meetings</p> <p>Fortnightly attendance data given to teachers</p> <p>Regular monitoring and recording of attendance data</p> <p>Reporting to parents</p>





PRIORITY 2: LITERACY

TARGETS	BUSINESS PLAN COMMITMENTS	MONITORING STRATEGIES
<p>READING 80% of students completing On Entry in Reading achieving 0.5 points of growth between Term 1 Pre-primary to Term 1 Year 1 in 2018, 2019 and 2020</p> <p>Sustain 70% of students achieving moderate to very high progress from On Entry data to Year 3 NAPLAN in Reading</p> <p>By the end of 2020, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Reading</p> <p>By the end of 2020, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Reading</p>	<ul style="list-style-type: none"> Literacy scope and sequence documents; Collaborative Teacher planning Specified Literacy Block within the whole school timetable Personalised Learning Plans Peer coaching support Staff professional learning Explicit teaching of all elements of the English Curriculum using the whole school programs outlined below <p>PRE-LITERACY</p> <ul style="list-style-type: none"> Sounds for Success Words Grammar Fun Cracking the Code <p>READING</p> <ul style="list-style-type: none"> Guided Reading Accelerated Reader Program Vocabulary Phonics Letters and Sounds MiniLit MacqLit <p>WRITING</p> <ul style="list-style-type: none"> Talk 4 Write <p>SPELLING AND GRAMMAR South Newman Spelling Program</p>	<p>Letters and Sounds Assessment Cycle and Screening</p> <p>Reading PM Benchmark Assessment</p> <p>MultiLit Assessment Cycle</p> <p>Cracking The Code Assessment Cycle</p> <p>Reading Tracker</p> <p>South Australian Spelling Test</p> <p>Moderation Tasks</p> <p>Accelerated Reader Assessment</p> <p>MIS Data Collection Cycle</p> <p>On Entry Assessment</p> <p>NAPLAN</p> <p>Reading Data Meetings</p> <p>Words Grammar Fun Screening</p> <p>Probe Reading Comprehension Assessments</p> <p>Reporting to Parents</p> <p>Whole school Literacy Data representations</p> <p>Regular analysis of literacy data including NAPLAN</p>
<p>WRITING By the end of 2020, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Writing</p> <p>By the end of 2020, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Writing</p>		



PRIORITY 3: NUMERACY

TARGETS	BUSINESS PLAN COMMITMENTS	MONITORING STRATEGIES
<p>80% of students completing On Entry in Numeracy achieving 0.5 points of growth between Term 1 Pre-primary and Term 1 Year 1 in 2018, 2019 and 2020</p> <p>Sustain 70% of students achieving moderate to very high progress from On Entry data to Year 3 NAPLAN in Numeracy</p> <p>By the end of 2020, an average of 80% of Year 3 students will have achieved Band 3 or above in NAPLAN Numeracy</p> <p>By the end of 2020, an average of 80% of Year 5 students will have achieved Band 5 or above in NAPLAN Numeracy</p>	<ul style="list-style-type: none"> Numeracy scope and sequence documents; Collaborative Teacher planning Specified Numeracy block within the whole school timetable Learning Plans Peer coaching support Numeracy Coordinator Staff professional learning <p>Explicit teaching of all elements of the Mathematics Curriculum using the whole school programs outlined below:</p> <p>TARGETED WHOLE SCHOOL PROGRAMS</p> <ul style="list-style-type: none"> First Steps in Mathematics Student reflective Mathematics journals; Number of the day Focus on the language of Mathematics ICT; iPads, coding 	<p>First Steps in Mathematics diagnostic tasks</p> <p>Regular analysis of numeracy data including NAPLAN</p> <p>Westwood Basic Facts Assessment</p> <p>PAT Mathematics Assessment</p> <p>NAPLAN Assessment across Year 2-6</p> <p>On Entry Testing</p> <p>Moderating tasks</p> <p>Whole school Numeracy data representations</p> <p>Term summative assessments</p> <p>Reporting to parents</p> <p>MIS Data Collection Cycle</p>



SCHOOL SONG

With a green flag flying above us
And our best friend by our side
Iron, spirit and courage
Our hearts are full of pride.
Iron, spirit and courage
To face up to the test
Iron, spirit and courage
South Newman is the best.



Gregory Avenue
NEWMAN WA 6753

T: 08 9175 1061

F: 08 9177 8381

www.snps.wa.edu.au

