

Newton Primary School Business Plan 2024-2026

Our Mission Statement

At Newton Primary we look forward to educating your child and seeing them grow, discover and prepare themselves for the future. Our success stems from a strong sense of community, a commitment to upholding our motto of “CARE”, and an undertaking to provide a balanced education that addresses the academic, social, physical, and emotional development of each and every child.

2024-2026 Business Plan Consultation

A rigorous consultation with our staff and wider community led to us acknowledging and forming our next set of shared beliefs for our new Business Plan 2024-2026. Our body of contributors were divided into 4 equal groupings of teaching and education support roles, as well as other community roles.

Each group recorded their beliefs under the 6 School Review criteria. Many beliefs were current practice, however new aspirational ideas and directions were also proposed.

Using a structured voting process whereby each member had 10 votes. Across 3 rounds of voting, our core beliefs for each heading were synthesized. Through analysis of the data collected from our groups, we were able to derive our strongest beliefs.

In subsequent sessions, we formalised our beliefs into the new formal Business Plan and set aspirational goals/targets and/or milestones to track our progress.



CARE at Newton Primary

Cooperation

Achievement

Responsibility

Endeavour

Our shared beliefs leading into our new Business Plan include:

- Every child has a right to feel safe and cared for in an inclusive and culturally responsive environment.
- Relationships are key to student learning success. We believe communication between staff, parents and students must be respectful, collaborative and sustainable.
- Community education includes support for emotional well-being, awareness of cyber safety and pastoral care.
- We plan to work collaboratively with our community around development of a Newton Primary RAP.
- We plan to develop a deeper awareness around Disability Support.
- Parent and community feedback is encouraged and feedback is acted upon.
- Student learning is enhanced by quality teaching, attendance, and appropriate engagement strategies.
- Student voice is regularly consulted and decisions are made accordingly.
- School planning aligns to Education Department priorities, in particular, the Teaching for Impact documentation, by utilising evidence-based programs, SCSA resources, whole school planning documents and a range of quality teaching reflective practices. These are aligned to the learning needs of students, following a rigorous and consistent cycle of teaching and assessment.
- Leadership is a core aspect for developing future upskilling across our staff and students.
- Shared beliefs around explicit teaching practices are rigorously debated and underpin our whole school practices.
- Staff collaborate and moderate in PLC's to support student learning and differentiation practices.
- An agreed assessment schedule demonstrates our commitment to improving student achievement and tracking progress.

Commonly used education acronyms

RAP = Reconciliation Action Plan

SCSA = School Curriculum and Standards Authority

PLC = Professional Learning Community

Relationships and Partnerships.

Trust and communication are core aspects.

Objectives	Key initiatives and strategies
Community involvement and Connection	Development of Reconciliation Action Plan (RAP) Developing a deeper community awareness around Disability Understanding and Acceptance (United Nations December 3) Newsletters to families, up to date website and school assemblies. Build opportunity for education assistants to be involved in PLC's.
Community Education	Introducing DiGii program to students with parent resources available to educate further for cyber safety practices. Parent information sessions focusing on parenting practices and skills (Triple PPP) and cyber safety. Well-being – Chaplaincy program, Zones of Regulation and Protective Behaviours. Successful school transition from Kindy to High School.
Responsible Citizenship	Creating a Newton Primary community code of behaviour – one standard for all- updated Code of Conduct.

When will we focus on these key objectives? Planning/Consulting Implementing Sustainable practice Review

Key objectives	Sem 2	Semester 1		Semester 2		Semester 1		Semester 2		Semester 1		Semester 2		Semester 1
	2023	2024				2025				2026				2027
Cyber Safety education DiGii program														
Reconciliation Action Plan														
Smiling Minds														
Disability awareness														
NPS Code of Responsible Citizenship														

By 2024, we will have developed and implemented a Reconciliation Action Plan to ensure cultural responsiveness that meets the needs of our Indigenous Community.

By 2024 we will have facilitated a plan to educate our community around disability to a more aware, positive and inclusive mindset.

By 2025, our students and community will have a deeper understanding of cyber safe practices using DiGii as the cyber awareness product.

By 2025, we will have an established community code of behaviour.

Leadership

Alignment to strategic Department of Education documents, opportunity to grow as a leader and leadership for change are core aspects.

Objectives	Key initiatives and strategies
Leadership opportunities	Community outreach – students and staff, opportunity to practice Active Citizenship. Future Leader’s Framework – professional development to grow aspirational leaders. Collaboration – upskilling, coaching of peers, pre-service teachers and education support staff, high school students/ other work placements.
Opportunity to create change and make an impact	Student voice and inclusion in both planning and actioning change at Newton Primary. Cultural immersion – links with City of Cockburn, Fremantle Football Club, planning for RAP. Student leadership – strengthen Eco Warrior Role in local community.
Strategic and Operational Planning	Review alignment with updated SCSA documentation. Review and finalise whole school Maths Plan – key focus 1) problem solving and 2) consistent daily maths teaching framework. Review and finalise whole school English Plan – key focus 1) vocabulary and 2) reading.

When will we focus on these key objectives? Planning/Consulting Implementing Sustainable practice Review

Key objectives	Sem 2	Semester 1		Semester 2		Semester 1		Semester 2		Semester 1		Semester 2		Semester 1
	2023	2024				2025				2026				2027
Future Leader’s														
Community Outreach														
Student Voice														
Review SCSA alignment														
Review Maths Plan														
Review English Plan														

By 2024, we will have developed and embedded a formal tier of Future Leadership for staff at Newton Primary.

By 2024 we will have formalised processes for including student voice on a range of decision making at NPS, including extending Outreach opportunities.

By mid 2024 we will have an updated and finalised Whole School Maths Plan.

By mid 2025, we will have an updated and finalised Whole School English Plan.

Teaching Quality

Shared teaching practice beliefs, collaboration, alignment of quality learning to WA Curriculum/SCSA and differentiation are core aspects.

Objectives	Key initiatives and strategies
Use evidence-based programs	Maintain and upskill staff (teachers and EA's) in these programs. (Sounds Write, Talk 4 Writing, Cracking Code, PLD, 1,2,3 Magic, Zones of Regulation, Inquisitive, OCHRE)
Differentiation	Maintain, grow and extend student differentiation opportunities –numeracy support and extension, Spelling and Reading differentiation, reading support and writing extension. Utilise ICT – apps, Immersive Reader to support differentiation across both learning and demonstrating assessment
Teaching for Impact : Explicit Teaching	Gradual Release, common literacy/numeracy blocks, streamed spelling (Juniors), use of concrete materials, explicit teaching of core vocabulary across literacy and numeracy. Opportunities for feedback to student learning. Shaping Minds Professional development 2024-2025
Updated NPS whole school Maths and English Plans	Use SCSA documents to update, use, align and review whole school planning documents. As part of updated whole school plans, a Newton Primary School shared statement of beliefs to be developed, demonstrating consistent core elements of best practice which supports student learning, such as warmups, gradual release, explicit teaching and feedback based on cognitive teaching strategies (Shaping Minds)

When will we focus on these key objectives? ■ Planning/Consulting ■ Implementing ■ Sustainable practice ■ Review

Key objectives	Sem 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1
	2023	2024		2025		2026		2027		
Evidence Based Programs	■	■	■	■	■	■	■	■	■	■
Differentiation	■	■	■	■	■	■	■	■	■	■
Teaching for Impact	■	■	■	■	■	■	■	■	■	■
Review Maths Plan		■	■	■	■	■	■	■	■	■
Review English Plan		■	■	■	■	■	■	■	■	■

By 2024, we will have upskilled any existing or new teachers/EA staff who require upskilling in our evidence-based programs.

By 2025 clear evidence of using ICT to support differentiation in learning and assessment will be evident daily in every classroom (years 1-6)

By 2025, a formalised repertoire of feedback practices will be visible daily in every classroom.

By 2024 teaching practice of daily reviews, modelling, GRR and Feedback to students will be visible daily in every classroom.

By 2026 sustainable extension programs in Maths and English will support students identified via data.

Learning Environment

Providing a safe environment which values the health and wellbeing of students, identifying and supporting our students at academic risk. The physical learning environment and incorporating student voice are core aspects. These aspects support student behaviour, attendance, and engagement.

Objectives	Key initiatives and strategies
Wellbeing programs explicitly taught to embed social emotional learning and develop self-regulation in students.	Zones of Regulation, Aussie Optimism, Protective Behaviours, Rainbows, SCSA Health curriculum, Early Years Learning Framework (play based)
Chaplain impact and support	Utilise school chaplain support for relationships, problem solving, family support.
Discovery Hub	Real life learning, areas of passion for both students and teachers, multi age relationship building.

When will we focus on these key objectives? ■ Planning/Consulting ■ Implementing ■ Sustainable practice ■ Review

Key objectives	Sem 2 2023	Semester 1 2024	Semester 2 2024	Semester 1 2025	Semester 2 2025	Semester 1 2026	Semester 2 2026	Semester 1 2027
Use of social emotional programs								
Chaplain								
Discovery Hub								

A Student and Staff wellbeing survey to be researched, developed specifically for Newton Primary context and implemented by end of 2024.

By 2024, we will have a yearly plan for Discovery Hub, which includes parent or community inclusion, with ongoing Pre-primary inclusion with “taster” sessions.

By 2024, we will implement a formal referral process for our Chaplain to assist with student engagement.

By 2025, student attendance goal of 80% of students attending 90% or better, with an overall goal of school rate of student attendance to be 92% or better.

ABE goals PP-2 : 1. Students to be able to reflect on and talk about their own learning.

2. 85% of students to *consistently* or *often* set learning goals and check on achievement.

ABE goals 3-6 : 1. Students to develop stronger cooperative and positive relationship skills.

2. 85% of students to *consistently* or *often* set learning goals and check on achievement.

(ABE = Attitude, Behaviour and Effort)

Student Achievement

We are committed to our students showing consistent progress and achieving at least to Australian minimum standard or above. We want more of our higher achieving students to achieve in the top 50% of grade achievement. To achieve this we will further develop our teachers expertise in knowledge of data and moderation, using SCSA documentation for awarding of grades as core aspects in this domain. Extension programs to support higher ability students will be developed and implemented.

Objectives	Key initiatives and strategies
Assessment schedule and moderation of data – develop staff data knowledge	School assessment schedule adhered to with time in staff meetings and PLC to plan for and moderate student work, as well as use Elastik/SAIS data to set student learning goals. Dedicated time for data investigation to be set aside each term. Teachers will use system and school software platforms to track longitudinal progress of individual students and year level cohorts, and validate teacher judgements.
Every child to achieve success – GOAL setting	Clear evidence of learning goals in student learning, evidence of student goal setting in classrooms. Extension opportunities for capable students. Develop Literacy extension programs for able students. Developing challenging learning goals in classrooms. 80% of all students should meet the Australian achievement standards.
Timely Intervention	Use of SEN (IEP's and GEP's) for setting and recording progress, ensuring timely intervention, explore ABLEWA

When will we focus on these key objectives? ■ Planning/Consulting ■ Implementing ■ Sustainable practice ■ Review

Key objectives	Sem 2 2023	Semester 1 2024	Semester 2 2024	Semester 1 2025	Semester 2 2025	Semester 1 2026	Semester 2 2026	Semester 1 2027
Data Knowledge								
Successful students - Goal setting								
Intervention								

By 2024, all teaching staff will be involved and trained in Elastik Data training sessions with data “bubbles” being used to focus intervention (gap) teaching.

By mid 2024, all classrooms will demonstrate visible learning goals and students will have clear evidence of goal setting.

By Mid 2024, any student requiring intervention will be either on a formal GEP or IEP recorded in SEN. SEN reports printed out and maintained in classroom SAER files.

By 2025, the percentage of students in the top two NAPLAN proficiency bands is 65% or greater.

Newton School Mean is to be equal to or exceed the Western Australian NAPLAN average.

By 2026, 90% of stable cohort to make ‘moderate’ or higher progress between years 3 and 5.

By 2024, 90% of stable cohort to make ‘moderate’ or higher progress between pre-primary and year 3.

Resources

Teaching Quality, Student Achievement and Leadership are core aspects in this domain.

Objectives	Key initiatives and strategies
Leadership	Teacher relief to support Future Leaders aspirants/mentors.
Community & Student Education	DIGII cybersafety program years 1-6 \$1500
Teaching Quality	Sounds Write PD \$3300, Teacher Release for Elastik and OCHRE, Online Reading Program Trial (950) and Shaping Minds Research to Impact (Maths- \$16000)
ICT Infrastructure	Upgrading of WIFI – cabling and WAPS, 32 desktop lease, staff devices (\$60000)
Student Achievement	Teacher relief Elastik (data review, assessment \$6700), effective education assistant support with learning programs.
Minor Works	Pre-primary Fitness (\$2000), completion of Middle Block Kitchen space (\$7000), extension of Pre-primary verandah space, restoration of basketball courts (long term project)

When will we focus on these key objectives? ■ Planning/Consulting ■ Implementing ■ Sustainable practice ■ Review

Key objectives	Sem 2	Semester 1		Semester 2		Semester 1		Semester 2		Semester 1		Semester 2		Semester 1
	2023	2024				2025				2026				2027
Leadership														
Community/Student education														
Teaching Quality														
Student Achievement														
Minor Works														
ICT														

By end 2024, we will have fully upgraded our ICT infrastructure, 90% of student/staff devices and new teaching/admin desktops.

From 2024, Elastik will be used as a tool by staff to investigate data and modify teaching and learning programs.

By end of 2025 all staff will have completed Shaping Minds to Impact Professional Development. From 2024 staff will be utilising this to fully enhance quality teaching and learning for all students.

By end of 2025, we will have trained up 3 additional leaders towards aspirational and strategic leadership, mentor and coaching roles.

By early 2024, all wet area spaces will have received refurbishment (completion of 3 year project)

