Newton Moore
Senior High School

Business Plan
2015 - 2017

Achieving Today for Tomorrow
Our school is a caring school and we treat everyone fairly. We have strong working relationships, which are based on trust, mutual respect and acceptance of responsibility. At Newton Moore Senior High School, student achievement incorporates more than academic success. We focus on nurturing academic, emotional and social capabilities, ensuring students are well prepared for further learning and the workforce, whilst actively contributing to society.

We provide a safe, welcoming environment, with programs that challenge and engage our students. Ultimately, we want our students to be happy and secure in themselves and ready to contribute to their community.

We have strong academic rigour, yet at the same time we have wrap-around support, where every child is catered for as an individual. Our high quality staff and our results indicate that we value-add. We understand that the basis for improving student learning outcomes is high quality teaching and leadership.
At Newton Moore Senior High School we provide students with a personalised, but globally aware, educational experience.

One of our main goals is to provide students with a holistic education. We aim to prepare students to be global citizens, who are innovative, who critically consider choices and ideas, and who communicate effectively. Our students also develop essential life skills which help them to succeed.

Our students accomplish significant academic achievements. However, we recognise that academic success is only one dimension of preparation at a school.

To complement their academic success, the school community enhances the social, emotional and personal development of our students.

We have a long and proud tradition of achieving a balanced education, which enables our students to become active and productive members of a global community. Our students live the vision: ‘Achieving Today, for Tomorrow’.

We have strong links with a range of partners within the education community: parents, government and non-government agencies as well as industry.

We share our knowledge and work with these groups to improve student outcomes.

At our school, we ensure that we have stimulating and innovative educational programs. We have an unwavering commitment to prepare students thoroughly for their future.

“A high quality school education for every child - whatever their ability, wherever they live, whatever their background”

ACADEMIC ACHIEVEMENT

We look closely at the academic performance of our students. We utilise snapshots of data, in time and over time, to reflect on student achievement and progress. Statewide assessments, such as ATAR examinations and National assessments, such as NAPLAN, help us to measure our students’ performance against other schools. Diagnosis of internal assessments, such as class tests, promote professional discussions and maintain consistent judgments within our teaching staff. We are committed to providing the very best service and this information is vital, as we strive continually to improve.

COMMUNITY FEEDBACK

We are very keen to hear what staff, students, parents and the wider community feel about how we are performing as a school. We conduct annual surveys, requesting feedback on many areas of our work, including: school leadership; quality feedback to students; communication with parents; safe and positive learning environment. Our School Board and Parents and Citizens have a strong involvement in our school.

EVIDENCE OF STUDENT ENGAGEMENT

We know that before learning can occur students must be motivated and engaged. We offer a wrap-around service, attending to more than just the academic achievements of students. We also monitor students’ attendance, behaviour, connections with staff and peers, happiness and well-being. This focus not only provides us with an understanding of the whole child and guides our work across the entire school, but it also helps us to monitor and assess the individual needs of our students.
Our Vision and Values at NEWTON MOORE SENIOR HIGH SCHOOL

Newton Moore Senior High School is committed to living consistently by our vision and values.

VISION
Achieving Today for Tomorrow,
Knights of the Moore, we can, we will.

K nights of

N ewton Moore value

I nclusivity
Everyone is considerate of the differences of others and is accepting of our diverse school culture.

G lobal Awareness
Students have an increased understanding of the globalised world through improved communication and networking.

H appiness
Our students show joy, interest and enthusiasm and find school a positive experience; a place they want to be.

T eamwork
Students understand the importance of working as a collaborative team and the power of the collective.

S uccess
Students have high expectations of all our staff and themselves and we all like to celebrate our achievements.
Newton Moore Senior High School Business Plan 2015 – 2017

We are delighted to present this plan, which sets the strategic direction for our school.

This business plan for Newton Moore Senior High School has been generated through a whole school approach involving all stakeholders. It has been refined after many discussions and meetings, which have included individuals from all areas of our entire school community. We have focussed on having the whole school community take responsibility for school improvement and the development of this business plan.

Staff at our school have been given time throughout 2014, to collaborate, so they can drive our whole school strategies. Through our planning it was agreed that all teachers will be part of one of our two Professional Learning Communities and will be responsible for taking action to achieve our goals.

Professional Learning Communities

- **PLC 1: Quality Teaching and Learning**
- **PLC 2: Relationships and Partnerships**

Through our business plan, our school strives to provide educational programs which prepare each student with the skills, understanding and values to reach their academic potential and contribute to society.

We will maintain our commitment to provide every student with a high quality education: whatever their ability, wherever they live, whatever their background. We see ourselves as a school of choice.

At Newton Moore SHS, we are aligned with DoE (WA) values:

**Learning**: We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

**Excellence**: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

**Equity**: We recognise the differing circumstances and needs of our students, and are dedicated to achieving the best possible outcomes for all. We strive to create a workplace and learning environment that is free of discrimination, abuse or exploitation.

**Care**: We treat individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community.
### Priority 1: Quality Teaching and Learning

#### Our Priority

Our core business of providing quality teaching and learning to our students is supported by all roles in the school, with the sole purpose of improving students’ educational outcomes. We understand that the basis for improving student learning outcomes is high quality teaching and leadership. We support teachers to improve continually. Teachers are given opportunities to expand their repertoire of instructional and classroom management strategies through professional development and learning, performance management and shared teaching and learning strategies. We acknowledge expertise within our system and promote its use. We prepare staff to implement effectively ongoing local, state and national curriculum change.

#### Key Focus

- **Teaching, Learning and Assessment**
  - Expanding our repertoire of skills
  - Improving teaching and learning through collaboration
  - Ensuring student assessment is reliable, comprehensive and informative
  - Implementing a consistent whole school approach to literacy and numeracy
  - Differentiated curriculum

- **Continual Improvement**
  - Strategic professional learning
  - Targeted resourcing
  - Evidence informed curriculum delivery
  - Interactive and reflective practices

### Glossary

- **ATAR** - Australian Tertiary Admission Rank
- **OLNA** - Online Literacy and Numeracy Assessment
- **NAPLAN** - The National Assessment Program – Literacy and Numeracy
- **HOLA** - Head of Learning Area
- **WACE** - Western Australian Certificate of Education
- **ICT** - Information Communication Technologies
- **DoE** - Department of Education
- **STEM** - Science Technology Engineering and Mathematics
- **LSC** - Learning Support Coordinator
- **EA** - Education Assistant
- **SSO** - Student Support Officer
- **SAIS** - Student Achievement Information System

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**Achieving Today for Tomorrow**

* Maintain a strong school reputation
* Reflective culture
* High expectations
* Evidence based decision making
* Act to ensure our community knows we care
* Collaborative culture

**INCLUSIVITY - GLOBAL AWARENESS**

**TEAMWORK - SUCCESS - HAPPINESS**
<table>
<thead>
<tr>
<th><strong>WHAT WE WILL DO:</strong></th>
<th><strong>HOW WE WILL ACHIEVE THIS:</strong></th>
<th><strong>Targets</strong></th>
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<tbody>
<tr>
<td><strong>Teaching, Learning and Assessment</strong></td>
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<tr>
<td>Expand our repertoire of skills.</td>
<td>• New staff to the school are linked with a mentor.</td>
<td>All staff can competently use classroom based technology, such as docking stations, laptops, projectors, document readers. At least one staff member shares recent professional learning or classroom success at each staff meeting.</td>
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<td>Improving teaching and learning through collaboration.</td>
<td>• Opportunities are provided for staff to share successful practices at learning area meetings.</td>
<td>Collaborative STEM plan is developed. The following certificates are added to NMSHS scope of delivery: • Cert II Outdoor Education • Cert II Digital Media • Cert II Sport &amp; Recreation</td>
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<td>Student assessment is reliable, comprehensive and informative.</td>
<td>• Common assessment tasks are reviewed after use. • School Assessment Policy is reviewed annually. • Learning Areas are provided with collaborative opportunities to conduct moderation activities.</td>
<td>100% of courses have two or more common assessment tasks each year (Electives, Health and PE have one common assessment and marking key per semester. All other subjects will have two per semester). 100% of teachers are involved in cross-marking activities twice per semester. Assessment outlines are used for all courses, with results entered as tasks are completed.</td>
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<td>Consistent whole school approach to literacy and numeracy.</td>
<td>• Explicit whole school strategies are developed to improve students’ reading and writing skills. • All staff utilise the Whole School Literacy and Numeracy Guide. • Specific teaching is provided to support students to achieve the OLNA standard.</td>
<td>Whole School Literacy and Numeracy Guide is reviewed biennially. Tips to support students’ reading, writing and problem solving skills will be issued at least 3 times a term.</td>
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<tr>
<td>Continual Improvement</td>
<td>Strategies</td>
<td>Targets</td>
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| Strategic professional learning | • Review the Professional Learning Application process biannually.  
• Professional learning in line with the business plan is shared with professional learning community members. | A whole school Professional Learning Plan is developed.  
A register of Professional Learning attended by all staff is maintained.  
All professional learning aligns with the Professional Learning plan. |
| Targeted resourcing | • The timetable is designed to reduce the number of staff teaching in more than one learning area.  
• An ICT and classroom furniture replacement schedule is developed. | All computers used in classrooms are under warranty.  
90% of staff teach in only one learning area.  
A 5% portion of the annual cash budget is allocated to improving the school environment. |
| Evidence informed curriculum delivery | • Use data to quantify the effectiveness of enrichment and remediation programs.  
• HOLAs utilise longitudinal data to inform curriculum delivery for their Learning Area.  
• State wide services to assist us to analyse system and school data. | Year 7 PATR (literacy and numeracy) testing is conducted in Mathematics and English in Year 7, Term 1 and Year 8, Term 4.  
The equivalence of one day is allocated annually to the analysis and response to school data. |
| Interactive and reflective practices | • National Opinion surveys conducted biennially.  
• Design and implement ‘The Moore Way’ peer observation model. | All teaching staff are engaged in reflective practices: peer observation, self-reflective review and Performance Management. |
| Differentiated curriculum | • Professional Learning is conducted to help teachers support students with learning difficulties/delay.  
• Learning Support Coordinator to target students at risk of achieving age level minimum standards. | 100% of students with a diagnosed disability will have a documented plan.  
Learning Support Coordinator and/or other trained staff deliver on site professional learning to assist in addressing the needs of students with disabilities. |
## Priority 2: Relationships and Partnerships

### Our Priority

**Our Principle**

At Newton Moore Senior High School, students achievement incorporates more than academic success. We focus on nurturing academic, emotional and social capabilities, ensuring students are well prepared for further learning and the workforce, whilst actively contributing to society.

We acknowledge the importance of maintaining a sense of community and partnerships with outside agencies and businesses to enhance student learning.

### Key Focus

- **Staff and Student Wellbeing:**
  - Positive, inclusive and safe school environment
  - Explicit teaching of social, emotional and behavioural skills
  - Student attendance is supported by consistent whole school processes
  - Developing leadership skills through meaningful opportunities

- **Quality Relationships and Partnerships**
  - Commitment to our school values
  - Consultative decision making
  - Positive and productive relationships
  - Sustainable community partnerships

### Glossary

<table>
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<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>BMS</td>
<td>Behaviour Management Strategy</td>
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<td>IEP</td>
<td>Individual Education Plan</td>
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<td>PBS</td>
<td>Positive Behaviour in Schools</td>
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<td>EALD</td>
<td>English as a Second Language/Dialect</td>
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<tr>
<td>CMS</td>
<td>Classroom Management Systems</td>
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<tr>
<td>Staff and student well being</td>
<td>Strategies</td>
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<tr>
<td>Positive, inclusive and safe school environment.</td>
<td>• Whole school PBS approach to managing student behaviour is implemented.</td>
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<td>• Explicit behaviour expectations outlined in the Behaviour Matrix.</td>
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<td></td>
<td>• Implement a U-Knighted Anti-bullying policy.</td>
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<td>• Bullying and Cyberbullying curriculum is explicitly taught.</td>
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<td>• Regular health and wellbeing activities are provided to staff.</td>
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<td>• Debriefing opportunities provided to all staff.</td>
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<td>• A whole school classroom resources schedule is implemented.</td>
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<td>Explicit teaching of social, emotional and behavioural skills</td>
<td>• Social and emotional learning are explicitly taught.</td>
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<td>• Behaviour expectations are explicitly embedded in curriculum, across all Learning Areas.</td>
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<td>• Increase positive recognition of students, who meet the schools behaviour expectations.</td>
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<td>Student attendance is supported by consistent whole school approaches</td>
<td>• School attendance panels are offered to families of students in the severe attendance category.</td>
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<td>• Students who achieve 90% or better attendance are positively acknowledged.</td>
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<td>• All staff are responsible for improving student attendance.</td>
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<td></td>
<td>• All staff are upskilled in, and complete online attendance, daily.</td>
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<td>Developing leadership skills through meaningful opportunities</td>
<td>• Support and develop leadership form groups.</td>
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<td></td>
<td>• Provide opportunities for staff to undertake leadership roles.</td>
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<tr>
<td>Quality Relationship and Partnerships</td>
<td>Strategies</td>
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</table>
| Commitment to our school values     | • The school’s values will be explicitly taught through the curriculum.  
• The school will be actively involved with charities. | 4 charities will be supported annually. Biannually our vision and values are presented to school staff and students. |
| Consultative decision making        | • Staff meetings are used as a forum for collaborative discussion making.  
• The Board is involved in the development of school wide policies and plans.  
• Survey responses are utilised to make decisions about change to school policy and practice.  
• Student voice surveys will be conducted and used to support change to school policy. | A 5% positive improvement in staff, parent and student National Opinion Survey for the following question:  
• This school takes staff / student / parent opinions seriously. |
| Positive and productive relationships | • School practices focus on building and maintaining good relationship with students and their parents/carers.  
• Staff and students are acknowledged for positive contributions.  
• The school is actively involved in the Beyond Bullying project.  
• The school develops a “U-knighted We Stand” positive bystanders program. | 10% increase in positive behaviour acknowledgements.  
A 5% positive improvement in the U-knighted survey. |
| Sustainable community partnerships   | • Established Aboriginal programs are utilised to facilitate school collaboration with families.  
• Working relationships are enhanced with our Noongar and Community Elders.  
• Create connections and partnerships with agencies who help provide wrap around support to students.  
• Work collaboratively with other schools and educational institutions to offer a wide range of pathways and courses.  
• Create connections and develop partnerships that allow our school to share expertise and be innovative. | Establish at least 2 new partnerships annually.  
Maintain a positive trend and improve to a 4.0 average rating, the parent survey responses to the National Opinion Survey questions:  
• I can talk to my child’s teachers about my concerns.  
• This school works with me to support my child’s learning. |
How Our Plan Works

**Future Direction**
- The Department of Education Strategic Plan defines the Department’s goals and describes the strategic outcomes expected from the education system and from our school.
- The Focus documents provide an outline of key areas, which need to be addressed annually and are initiated by the Department of Education.
- The Business Plan is a three-year plan, which defines the strategic direction and key areas of focus for our school.
- The Delivery and Performance Agreement recognises IPS initiatives and sets out performance and accountability expectations.

**Planning**
- The Operational Plans are one-year plans that identify the areas of strategic focus for sub groups within the school. These plans are developed by the leadership team in consultation with staff and operationalise the Business Plan.
- Specific Improvement Plans are to address specific whole school focus areas and system initiatives such as Aboriginal Education and attendance.
- Learning area plans provide information to teachers about future focuses for their particular teaching area.

**Performance Review and Reporting**
- The School Review Report is a school accountability document, that is presented to the Director General of Education and is drawn from audit documents that review how the school is performing against objectives and strategies in the Business Plan.
- The Annual Report describes and provides the community with information about our performance in a particular year.
- The School Self Reflective Process involves a visit to each learning area to interview and observe teaching and learning and planning and to conduct student voice surveys.
Student Voice

As the members of the 2015 Student Executive of Newton Moore Senior High School, we believe that what sets our school apart is the strong sense of school spirit and comraderie amongst the student body. The students of Newton Moore embody the school values of teamwork, success, global awareness, happiness and inclusivity through their actions, both at the school and in the community. From the day we Executive members first started at Newton Moore in Year 8, we have worn our school uniforms with immense pride and respect. Throughout our five years as students at Newton Moore we have experienced many fantastic opportunities, both sporting and academic, made available to us because of the efforts of the caring, passionate and experienced staff members here at Newton Moore Senior High School.

Student voice is important to us as a school as we believe positive change comes with strong consultation with our students.

Susan Kerr  M.Ed.Admin, B.Ed, Dip.Teach
Principal

Michael Douglas
School Board Chairperson