Department of
Education

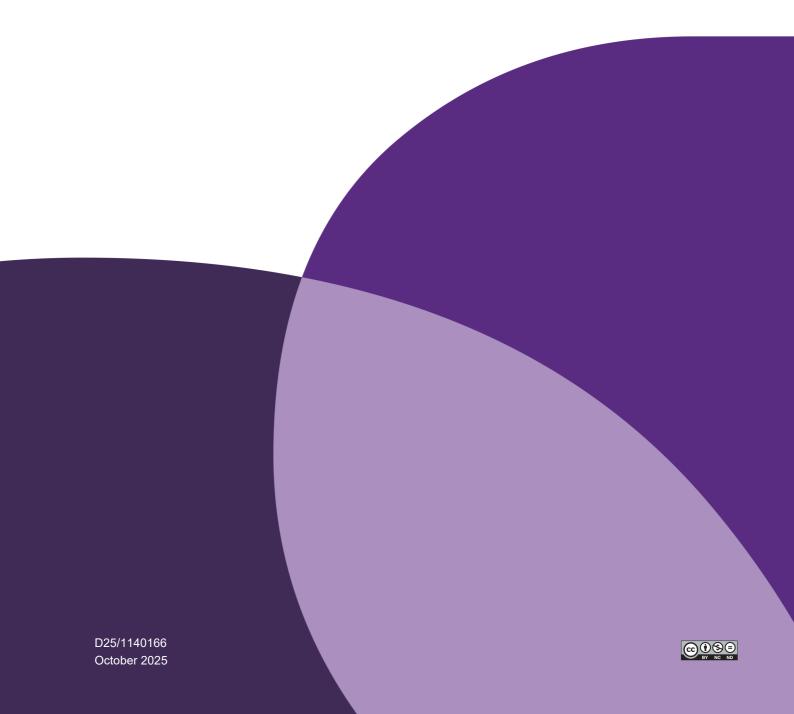GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Spring Hill Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Spring Hill Primary School is located in the suburb of Tapping, approximately 35 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

Established in 2011, Spring Hill Primary School gained Independent Public School status in 2015.

Opening with an enrolment of 461 students across Kindergarten to Year 2, student numbers have increased as new housing developments continue to expand within the surrounding areas. Currently, 722 students are enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1026 (decile 3).

The school is supported by an active Parent and Citizens' Association (P&C) and School Board.

The first Public School Review of Spring Hill Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- A comprehensive and inclusive self-assessment process, with 6 staff teams led by Deputy Principals engaging deeply in the review of specific domains, ensured consistency, collaboration, and collective ownership.

- Structured reflection and evidence gathering supported staff to develop a deeper understanding of the school's operations, strategic priorities and the interconnections between decision making, planning and resource allocation.

- As reported by the school, the review process enhanced alignment between strategic and operational planning, built confidence in leadership systems and identified future focus areas to strengthen data literacy, sustain improvement and extend student achievement.

- The organised Electronic School Assessment Tool (ESAT) submission, inclusive of a summary statement for each domain, clearly referenced the evidence that supported the school's performance judgements and narrative of inclusive engagement, connected whole-school practice and their clear focus on continual school improvement to meet the ongoing needs of its community.

- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, offering reflections that strengthened the review team's understanding of the strong and consistent school performance and improvement journey. Their passionate, honest and consistent insights added value to the ESAT submission across all domains.

The following recommendations are made:

- For future ESAT submissions, emphasise quality over quantity when selecting evidence and ensure selected evidence demonstrates the impact on school performance.

- When using survey data as evidence, include school analysis outlining key findings, planned actions and communication with stakeholders.

Relationships and partnerships

Embedded school practices foster professional collaboration, respectful relationships, inclusive communication and responsive engagement to create a purposeful and positive climate of trust and community of support.

Commendations

The review team validate the following:

- Structured collaboration through timetabled duties other than teaching engages staff in data analysis, co-planning and reflective practice, ensuring alignment with school priorities and continuous improvement. Staff wellbeing initiatives such as yoga and quiz nights foster collegiality and positive morale.
- Respect is nurtured through restorative practices, chaplaincy support and inclusive events like Book Week and sports carnivals to foster strong connections and a welcoming school culture.
- Communication via Compass, Facebook, newsletters, website and electronic signage, maintain strong stakeholder connections. Parent and carer voices are actively sought through surveys and events, with feedback directly informing school planning.
- Effective governance is demonstrated through the active engagement of the School Board and P&C. Both groups contribute meaningfully to decision making processes and provide strong support for initiatives such as infrastructure enhancements and community events, ensuring alignment with the Business Plan.
- Purposeful and sustainable partnerships with EdConnect volunteers, local sporting clubs and regional networks enhance student opportunities and reinforce the school's role as a community hub. Collaboration within the Wanneroo Education Network further strengthens system-wide knowledge sharing.

Recommendations

The review team support the following:

- Progress the school's formative role in transitioning the Wanneroo Education Network to a network that provides opportunities for schools to collaborate in targeted network professional learning.
- Further strengthen relationships with families by expanding restorative practice education for parents and carers to build a shared approach to wellbeing and respectful relationships.

Learning environment

Inclusive practices create learning environments that accommodate student sensory needs and reflect the school's commitment to removing barriers to promote respect and belonging for every child.

Commendations

The review team validate the following:

- Behaviour and engagement through the SOAR (Safe, Organised, Achieve, Respectful)approach, guided by the Positive Behaviour Support framework, restorative practices via the Real Schools partnership, and Act-Belong-Commit, strengthen student regulation, resilience and community connection.
- The Support Intervention Readiness Classroom (SILC) initiative provides targeted support for Kindergarten to Year 2 (K-2) students, with students at educational risk (SAER) needs in a low-stimulus environment. A dedicated team focuses on developing curriculum and functional skills, supported by daily integration into mainstream classrooms. Progress is tracked using a 36 skill functional assessment, Abilities Based Learning and Education, Western Australia (ABLEWA) data, and social-emotional tools which inform IEPs[1].
- Targeted interventions, ABLEWA assessments and K-2 SILC cater for SAER with extension opportunities for high-achieving students provided through Primary Extension and Challenge (PEAC), art, music and the Have Sum Fun interactive mathematics quiz.
- Regular CARE team meetings and stakeholder collaboration ensure monitoring and wraparound support.
- Student voice is embedded through the Student Council, with meeting actions informing real school change, including installation of a playground chalk board and influencing a new playground design. Goal setting and 3-way conferences empower students to take ownership of their learning.
- Celebration of the school's diverse cultures and backgrounds through events like NAIDOC[2] Week, Reconciliation Week, Harmony Week and interschool activities such as the Multicultural Netball Carnival, builds respect, understanding, and a strong sense of community.

Recommendation

The review team support the following:

- Progress wider cultural connections across the school, including staff engagement with the ACSF[3], to further grow awareness and understanding of Aboriginal curriculum perspectives.

Leadership

Distributed leadership and strong alignment between system and school priorities drive collaboration, inclusivity and professional growth while engaging the community and embedding evidence-based practices.

Commendations

The review team validate the following:

- The business, operational, year-level and classroom plans ensure consistency and flexibility, and provide an evidence-based, data-driven planning framework that is aligned to student and community needs.
- Executive leadership is highly visible and responsive, engaging with students, staff and the community with a solution focused and collaborative mindset concentrated on what is best for students.
- The school's direction is shaped by a distributed leadership model that empowers staff to lead. Team structures, performance development plan goals and staff-led projects such as cultural events, carnivals and graduations identify opportunities. Teacher leaders deliver professional learning, mentor peers and participate in network forums, fostering shared ownership, professional growth and continuous school improvement.
- Leadership enhances student learning through a consistent cycle of coaching, mentoring and collaborative planning. Team meetings focus on data analysis, moderation and unit planning, while mentoring strengthens support for early career teachers.
- Change is timely, inclusive and transparent through clear communication and collaboration. Staff and family voice shape decisions and guide whole-school programs and processes. Professional learning and teamwork support the adoption of change initiatives, ensuring purposeful change is strategically embedded.
- Performance review and feedback are cyclical, collaborative and evidence-based. Through observation feedback, targeted professional learning, structured development plans, alignment with AITSL[4] standards and purposeful goal setting, staff are supported to continuously improve their practice.

Recommendations

The review team support the following:

- Strengthen executive leadership support for teachers leading cohort teams by providing targeted professional learning and guidance to further develop their influential leadership skills and capacity.
- Explore opportunities within the Wanneroo Education Network for staff leaders to be offered external opportunities to lead.

Use of resources

A strong, strategic approach to resource management ensures that financial, workforce and resourcing decisions are transparent, evidence-based and aligned with school priorities.

Commendations

The review team validate the following:

- Financial management with oversight from the manager corporate services, Principal and School Board is guided by strategic planning, regular Finance Committee reviews and staff training through the school's Financial Handbook.
- Resource allocation is data-driven and targeted to improve student outcomes. All initiatives are resourced based on evidence and staff input. Major purchases follow a rigorous cost-benefit analysis.
- Workforce planning is responsive to student needs and enrolment trends. Programs like SILC exemplify targeted staffing to support complex needs. Succession planning and leadership development pathways ensure sustainability and future capacity.
- Targeted funding supports students with Aboriginality, disability, English as an additional language or dialect (EALD) and social disadvantage through initiatives such as chaplaincy, cultural events and enrichment programs in the arts and sport, fostering inclusion and engagement.
- Staff are supported to take on leadership roles and explore new approaches. The executive leadership team provide ongoing support, resources and encouragement to support continual progress. Investing in leadership development is seen as an essential element of allocating resources.

Recommendation

The review team support the following:

- Expand the range of staff representation on the Finance Committee to ensure a more comprehensive perspective to financial decision making.

Teaching quality

High-quality teaching is seen as the foundation for ensuring all students are supported to thrive academically, socially and emotionally, and to embed a culture of high expectation and continuous improvement.

Commendations

The review team validate the following:

- Staff shared beliefs about teaching and learning are evident through their support of school-wide practices which enable a common understanding of planning expectations, teaching, learning and assessment.
- Purposeful structures enable staff to plan collaboratively, act on and assess student learning through whole-school approaches, aligned scope and sequence documents and common duties other than teaching time. Vertical collaboration through cross-cohort feedback fosters consistent practice across all phases of learning.
- Differentiated teaching is guided by clear learning intentions and success criteria. Surface, deep and transfer learning strategies are used to meet diverse student needs. Tools such as artificial intelligence (AI) bots and individual education plans support tailored instruction and targeted interventions.
- Data-informed practice by analysing systemic and school-based data guides planning and refines instruction. A wide range of assessment data is used to collaborate, adjust teaching and monitor progress. The Hattie effect size tool supports teachers in understanding their impact on student outcomes.
- Transparent assessment and reporting practices ensure regular communication with parents about student achievement. Classroom communications, targeted meetings, merit awards and 3-way conferences provide comprehensive feedback, support goal setting and strengthen partnerships across the school.
- Staff development is a priority, with structured induction for new staff, mentoring for graduates and ongoing professional learning aligned to school priorities. Training includes classroom management strategies, EALD and instructional coaching.

Recommendations

The review team support the following:

- Explore with staff the development of a purposeful and agreed classroom observation process that supports teachers to further strengthen and improve the quality of their teaching practice.
- Create, publish and support the implementation of the Spring Hill Primary School Instructional Playbook.

Student achievement and progress

A comprehensive, evidence-based approach ensures accurate and transparent monitoring of student achievement and progress.

Commendations

The review team validate the following:

- Collective responsibility, professional reflection and targeted instructional improvement are driven by an evidence-informed approach to data analysis. Collaborative meetings, disciplined dialogue and cohort-based planning use school and system-level data to design responsive, differentiated programs.
- Termly assessments, including mathematics and science Progressive Achievement Tests (PAT), On-entry Assessment Program, and reading and fluency exams, Tests of Reading Comprehension and Renaissance Star Reading, provide both quantitative and qualitative insights into student achievement and the identification of individual and group learning needs.
- In response to below-expected Year 5 spelling results in 2025 NAPLAN[5], the school is trialling the Word Origins program. Led by the English leadership team, the trial, including PAT spelling assessments, is showing positive student engagement and growth in vocabulary and morphemic knowledge.
- Brightpath professional learning and café sessions support staff to collaboratively and effectively moderate student writing using a more consistent and informed approach to ensure accurate grading and reporting.

Recommendations

The review team support the following:

- Progress the implementation of Word Origins to reverse the decline in student achievement and progress.
- Strengthen the use of Compass to improve the access and analysis of student performance data for staff.

Reviewers	
Steve Dickson **Director, Public School Review**	Taylor Webb **Principal, Dunsborough Primary School** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.

Steve Watson
Deputy Director General, Schools

References
1 Individual education plans
2 National Aborigines and Islanders Day Observance Committee
3 Aboriginal Cultural Standards Framework
4 Australian Institute for Teaching and School Leadership
5 National Assessment Program – Literacy and Numeracy