



Spring Hill Primary School

# Strategic Plan 2026 - 2029

## Purpose:

The purpose of Spring Hill PS is to ensure students thrive; academically, socially and emotionally.

## Vision:

For SHPS to be an inclusive, culturally responsive professional learning community that creates successful, aspirational and empowered learners.

## Our Values

### Collaboration

We improve our instructional practice through professional conversations framed by analysis of learning data and evidence.

### Integrity

We are honest and consistently demonstrate an understanding of ethical and moral responsibility.

### Inclusivity

We do everything we can to ensure everyone feels welcome, safe and valued, enabling them to thrive.

### Respect

We are always considerate to everyone.



# Beliefs

We believe our students learn best when...

- They are engaged in authentic, purposeful learning experiences, delivered through effective, data informed, evidence-based instruction every day.
- Learning is made visible to them, and they can demonstrate and apply the skills of an agile, reflective learner.
- Teachers work collaboratively, using a structured whole school approach to interrogating and responding to data.
- They are provided with a safe, accountable and inclusive environment that is framed by restorative practice and an authentic student voice.
- They are cared for and have a strong sense of belonging.
- Our approach to resourcing is strategic, data informed and reflects contemporary educational thinking and innovative practices.

## Strategic Initiatives



Improving students' achievement and accelerate their progress through high quality teaching

***Supporting teachers' continuous improvement of effective instructional practice, pedagogical content knowledge and data literacy.***

### **We intend to:**

- Ensure all teaching staff have a clear and common understanding of what high quality teaching and learning at our school is, to ensure all students achieve and progress.
- Build staff capacity, enabling them to consistently demonstrate quality, contemporary curriculum, instructional and assessment knowledge.
- Continue to enhance staff data literacy skills, further enabling the interrogation of learning data to acquire a clear understanding of the impact of their teaching on their students' achievement and progress.

### **Our key strategies are:**

- Design and introduce an Instructional Curriculum that will result in staff being able to achieve a SHPS accreditation as a High Quality Teacher (HQT).
- Create a digital SHPS Handbook that will provide teachers easily accessible information about whole school expectations and evidence based whole school approaches.
- Harness the potential of Compass Pulse to record, store and visually represent a range of learning data allowing for collaborative analysis and effective tracking of student achievement and progress.

### **We are successful when:**

- Teaching staff choose to participate in the Instructional Curriculum professional learning and the participants achieve HQT accreditation.
- The SHPS Teacher Handbook is published, and usage data confirms that it is being referred to by teaching staff.
  - > Expectations are consistently demonstrated and whole school approaches are being actioned effectively and with fidelity.
- Compass Pulse is used to store and visually represent learning data from a range of identified assessment sources, and this is used to track progress at three levels.
  - > Whole school
  - > Cohort
  - > Classroom



## Creating an inclusive learning environment that results in high quality learning and enhances staff and student wellbeing

***To acknowledge, promote and support the importance of staff and student learning and wellbeing.***

### **We intend to:**

- Support students' health and wellbeing to ensure they can thrive at school.
- Provide engaging indoor and outdoor spaces that are contemporary, fit for purpose and support student learning.
- Design and create organisational structures that enhance and support student and staff well-being.
- Provide ICT resourcing to enhance learning programs and positively impact staff and their workload.

### **Our key strategies are:**

- Using the Student Council as a reference point to inform decisions on outdoor spaces, we will make strategic investments to increase their variety and functionality.
- To implement and embed the Australian Student Wellbeing Framework in our work to assess, support and monitor our students' mental health and wellbeing.
- Design and create a range of innovative learning environments and opportunities focused on catering for students with diverse needs and complex behaviours, ensuring that they thrive.
- Invest in a professional partnership with Using Technology Better (UTB) with a purpose of aligning our pedagogy with contemporary ICT resources for staff and students, including, professional learning and upgrading hardware and software.

### **We are successful when:**

- Outdoor spaces reflect the 'voice' of the students with regards to new physical structures and the range of regular organised activities in which students choose to participate.
- Data from the Australian Student Wellbeing Framework surveys demonstrate that our students are thriving.
- Evidence is compelling that students with diverse needs and complex behaviours are effectively included in learning environments and data confirms that they are making progress in their development.
- Evidence confirms that learning programs are enhanced by the effective and intentional use of ICT resources allowing students to connect their learning with the world and celebrate their learning in a digitally literate and creative way.
- Teacher administrative workload is reduced by the critical use of technology, and this allows them to focus on their instruction.



### Building strong, sustainable and effective partnerships

***With parents, carers and the wider community.***

#### **We intend to:**

- Ensure external service providers and their staff have a clear and common understanding of school operations, expectations, processes and procedures.
- Acknowledge, respect, celebrate and support diversity throughout the school community.
- Continue to explore contemporary communication platforms, both formal and informal, and deploy them effectively.

#### **Our key strategies are:**

- Create a section in the SHPS Handbook that clearly articulates our beliefs, expectations, procedures and practices that external service providers will adhere to when working in our school.
- Explore a range of special days and innovative school activities that will increase the visibility of the cultures represented in our school and provide opportunities to celebrate them.
- Further enhance our communication to parents and carers with a focus on:
  - > Teaching and Learning
    - What students are learning
    - How they are learning
    - To what degree they have learned it
  - > School Happenings
    - Events, Successes & General Issues

#### **We are successful when:**

- Evidence confirms that external service providers understand the school's expectations, procedures and practices and their individual work practices are consistent with these.
- There is a measurable increase in the knowledge and understanding of the school's range of cultures and community members confirm that their cultures are acknowledged and celebrated by the school.
- Evidence confirms that the school's communication practices, and the platforms used are effective and the quality of information being conveyed is accurate and informative.



## Develop Staff Capacity through purposeful investment in their professional lives

***Provide authentic opportunities for staff to develop as professionals, increasing their skillset and support them to progress their career aspirations.***

### **We intend to:**

- Clearly articulate professional expectations and support staff to work in a manner that is consistent with them through a range of authentic reflective practices.
- Continue to apply the Future Leaders Framework to identify, develop and support aspirational school leaders.
- Support aspirational, accredited HQT teachers to progress to Level 3 classroom teacher status through the provision of opportunities to present to and support colleagues in their professional journeys.

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### **We are successful when:**

- Our lived experience confirms that the school's culture is supportive and positive, this is confirmed by staff feedback and our performance management process.
- Aspirational staff are identified and developed. These staff are applying for and winning promotional positions in a range of roles and school contexts.
- Evidence confirms that staff have a clear knowledge and understanding of high quality teaching and apply this in their work.
- The number of staff achieving Level 3 Classroom Teacher status reflects the aspirations indicated by staff members.

# Academic Targets

## Achievement

### Numeracy (Mathematics)

- In NAPLAN Numeracy assessments, over the period 2026 – 2029, a higher percentage of students in Year 3 & Year 5 will achieve proficiency levels of Strong and Exceeding than students in like schools.
- In NAPLAN Numeracy assessments, over the period 2026 – 2029, our school performance in Year 3 & Year 5 will consistently be above the predicted school mean.

### Literacy (Reading, Writing, Spelling & Grammar and Punctuation)

- In NAPLAN Literacy assessments, a higher percentage of students in Year 3 & Year 5 will achieve proficiency levels of Strong and Exceeding than students in like schools.
- In NAPLAN Literacy assessments, over the period 2026 – 2029, our school performance in Year 3 & Year 5 will consistently be above the predicted school mean.

## Progress

### Numeracy (Mathematics)

- In NAPLAN Numeracy assessments, over the period 2026 – 2029
  - > a higher percentage of students in Year 3 & Year 5 will achieve High and Very High Level of progress than like schools, and
  - > a lower percentage of students in Year 3 & Year 5 will achieve Low and Very Low level of progress than like schools.

### Literacy (Reading & Writing (Yr 5))

- In NAPLAN Literacy assessments, over the period 2026 – 2029
  - > a higher percentage of students in Year 3 & Year 5 will achieve High and Very High Level of progress than like schools, and
  - > a lower percentage of students in Year 3 & Year 5 will achieve Low and Very Low level of progress than like schools.

# Non-Academic Targets

## Student Focus

### Attendance

- Reduce the number of students who are not regular attendees i.e. attendance lower than 90%.

### Attitude, Behaviour and Effort (ABE)

- Increase the number of students achieving consistently across all descriptors on the students' semester reports.

### Student (Learner) Voice

- Increase the number of classes achieving an average ranking of 4 or above on a 5-point Leichardt scale, as ranked by students, in the areas of
  - > Learner experience
  - > Attributes of a good learner
  - > Knowledge of Learning Intentions & Success Criteria
  - > Receiving and responding to feedback
  - > Care & Support

## Parent, Carer & Community Focus

- Achieve a high level of satisfaction (average ranking of 4 or above on a 5-point Leichardt scale) in the areas of;
  - > Leadership
  - > Communication
  - > Teaching & Learning
  - > Student Wellbeing & Safety
  - > Resources & Facilities
  - > School Environment & Community

# Learning Together.... Growing Together







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