



A key to  
the future

# SPEARWOOD PRIMARY SCHOOL



**Business Plan  
2026-2028**



## Welcome to Spearwood Primary School

kaya ngalak djoorabiny  
noonook djinanginy Kitj Boorn  
(Spearwood) Kaadadjiny miya-p.  
Ngalak dandjoo Wadjak  
Noongar boodja-k.  
Ngalak Kaadatj Noongar Birdiya  
Koorra Koorra, yeyi wer  
boordakan.  
Kitj Boorn (Spearwood)  
Kaadadjiny miya-p baal  
yenkalang kwobidak djerap,  
derwer moort.

Hello, I'm happy to see you at  
Spearwood Primary School.  
We come together on Wadjak  
Noongar country.  
We acknowledge Noongar  
elders long ago, now and in the  
future.

Spearwood Primary School is  
surrounded by beautiful birds,  
plants and families.

### Common Ground

I have titled this painting **Common Ground** as Spearwood is a very multicultural area. This symbols in this painting depict the travel from home to meeting place (school) where teachers, children and parents travel to and from daily and how Spearwood is surrounded by freshwater holes and lots of good vegetation.

By Julie Waigana

# VISION

To develop the student's academic, social and physical skills so that they may develop a balanced attitude towards life and participate as a responsible member of society.

# OUR PLAN

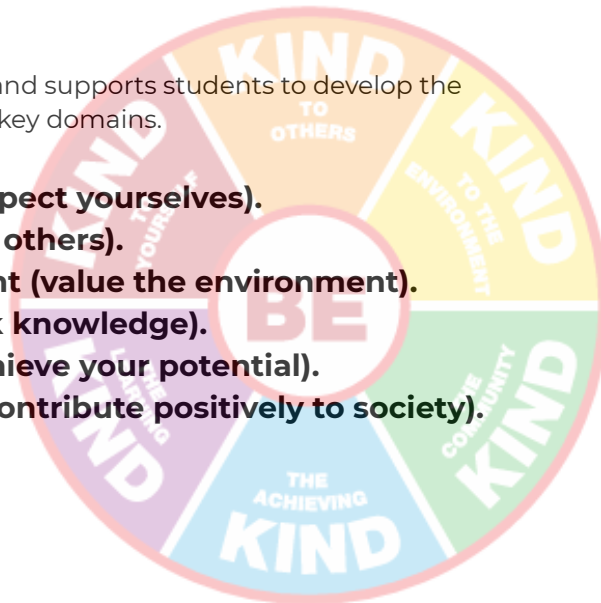
Spearwood Primary School is an Independent Public School. This Business Plan sets the strategic direction for Spearwood Primary School from 2026 – 2028. The Plan is aligned with the six key objectives of the Department of Education 2020 - 2027: Safe, healthy and resilient learners; Strong partnerships and collaboration; Good governance; Effective leadership; High quality teaching, and Contemporary curriculum and assessment. We have a strategic plan that will focus our resources and professional learning to achieve these whole school priorities. They have been identified through a careful analysis of student and school performance

# OUR VALUES

Spearwood Primary School incorporates the “The Six Kinds of Best” student values program into the school. Concepts taught through this program are aligned to the values of the National Frameworks’ Values in Australian Schools. They are simpler and more student focused.

The program's framework encourages and supports students to develop the values incorporated in the following six key domains.

1. **Being kind to themselves (respect yourselves).**
2. **Being kind to others (respect others).**
3. **Being kind to the environment (value the environment).**
4. **Being the learning kind (seek knowledge).**
5. **Being the achieving kind (achieve your potential).**
6. **Being the community kind (contribute positively to society).**



**Spearwood Primary School is focusing on six areas that will be the foundation for sustained student and school success.**



High Expectations for **Student Achievement**.



**High Quality Teaching** utilising explicit instruction and other evidence-based pedagogy, curriculum, and resources.



Effective **Leadership** and Governance.



Strong **Relationships**, partnerships with staff, students, parents, families and the wider community.



Safe, Supportive, **Learning Environment** catering for diversity of cultures represented within the school.



Robust protocols direct **Resources** to enhance student outcomes.

# School Profile

Spearwood Primary School is a school with over a hundred-year history and a community who holds the school with great affection. We have many multi-generational enrolments. The long standing of the school in the community and great affection for Spearwood Primary School feeds into all areas of the school and overall support. The school has a strong positive presence in the City of Cockburn, having been involved with the City Council in annual and varying community events.

Spearwood Primary School is an inclusive Kindergarten to Year Six school. Throughout the years the school has always had a diverse multicultural base. There are many culturally and linguistically diverse students at Spearwood Primary School. The culturally and linguistically diverse families are very supportive of the school. They are aspirational for their children and know and believe that education is the key to their children's future success.

Spearwood Primary School has a very accomplished Student Services team that comprises of: School Psychologist, Deputy Principal, Learning Support Coordinator, School Support Chaplain and the Principal. We have a complete wrap around approach to student welfare. Spearwood Primary School is a small level four school and as such, student services and transitions are much easier and outstandingly effective.

The School has an outstanding and successful P & C Committee and School Board. This small group of parents work for the benefit of Spearwood students. All P & C events are well attended with the usual small group of hard-working parents and community members making ideas, realities.

The leadership profile of the staff is very diverse with leadership roles spread across an experienced staff. There are experienced staff, a Deputy Principal and Senior Teachers Levels One and Two who take leadership roles. Over the next three years Spearwood Primary School will continue to build on the excellent work it has carried out in previous Business Plans.

# 1.High Expectations for **Student Achievement**

Key Objective	Performance Indicators
<p><i>Regular Attendance is the first key to success for students.</i> Staff at Spearwood Primary School to work with parents and carers to ensure that students attend regularly.</p>	<p>Attendance Targets are met. Plans are in place for students at risk.</p>
<p>Students will develop knowledge, skills, behaviours and dispositions that will assist them to live and work successfully in the 21st century through the implementation of the Western Australian Curriculum.</p> <p>Spearwood Primary School sets and works towards high standards.</p> <p>The school focuses on: Literacy and Numeracy through setting of targets based on rigorous analysis of data including standardised data from: NAPLAN, Bright Path, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Progressive Achievement Tests (PAT)</p>	<p>National Assessment Program: Literacy and Numeracy – (NAPLAN) Literacy and Numeracy results compared to ‘Like schools’ and Business Plan targets.</p> <p>Effective student plans in place: Individual Education Plans, Attendance plans, Group Education Plans, Health Plans, EALD Plans, Disability plans based on needs and student data.</p> <p>On-Entry data used to target students in the early years for early intervention.</p> <p>Data Collection Plan is embedded in school planning and student results are regularly reviewed at staff meetings and on School Development Days.</p>
<p>The school has an explicit focus on Science, Technology, Engineering and Mathematics (STEM) to increase interest and competence.</p> <p>There is school-wide pedagogy and planning in the learning areas of Humanities and Social Sciences (HASS) and Science through the use of the program Inquisitive.</p> <p>Specialist Programs combine with increased classroom integration to increase student General Capacity: Information and Communication Technology (ICT) capacity.</p>	<p>Increase students results as measured by Science Progressive Achievement Tests.</p> <p>Computer Literacy taught by class teachers allocated time in the Library computer laboratory and through iPad use in classrooms.</p> <p>Increase in student ICT capacity as measured by class teacher using checklist to show progress over time from Pre-Primary to Year Six.</p>
<p>The staff utilise the Aboriginal Cultural Standards Framework to model expected practice and behaviour in school to achieve high standards for Aboriginal and non-aboriginal students.</p> <p>Our School continually works on progress and maintenance of items in Reconciliation Action Plan (RAP) developed over time and updated in 2026.</p>	<p>To determine progress along the continuum from Cultural awareness to Cultural responsiveness within the Framework:</p> <ul style="list-style-type: none"> <li>• Board and Staff do audit of Spearwood Primary School.</li> <li>• Staff to do self-audits.</li> </ul> <p>Cultural Committee determines progress in RAP and items underway, completed or ongoing are recorded in minutes of meetings.</p>



## 2. High Quality Teaching utilising explicit instruction and other evidence-based pedagogy, curriculum, and resources.

Key Objective	Performance Indicators
Teachers use explicit instruction and common approaches to teaching and learning of the skills and content of the Western Australian curriculum.	Spearwood Primary School Instructional Framework guides teachers.
Staff utilise effective curriculum delivery to lift student and school performance.	Staff able to demonstrate their active participation and professional advancement through their individual performance management planning and review.
Teachers utilise the Spearwood Primary School Instruction Framework to design program and lessons.	Timetables with embedded allocations for programs.
Teachers apply best pedagogical practice to the carefully selected explicit instruction-based programs through the school including: <ul style="list-style-type: none"> <li>Talk for Writing P – 6,</li> <li>University of Florida Literacy Institute (UFLI) P – 2,</li> <li>Oxford Maths P – 6, Mathematics,</li> <li>Heggerty Phonemic Awareness K – 2,</li> <li>Soundwaves Literacy 2 – 6,</li> <li>Cracking the Code K,</li> <li>Inquisitive HASS and Science P – 6.</li> </ul>	Teachers trained and resourced in explicit instruction-based programs.
	Line Manger Walk Through Checklists - show best practice on school wide, outstanding programs.

Key Objective	Performance Indicators
Australian Institute for Teaching and School Leadership (AITSL) Standards are used to discuss all areas of student learning and teaching for staff to reflect upon and develop their own capacity.	All staff managed through a Performance and Development process. Teachers' self-reflection, discussion and Performance and Development Plan is based on AITSL standards.
Through Performance and Development Management (PDM) and Professional Learning (PL) the school builds on the high-level capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans including students with disability.	Classroom observations of self-filmed explicit instruction are utilised to provide robust, professional feedback for teachers as part of Teacher Performance Management.
Analytical, evaluative, and self-reflective practices. Staff take personal and collective responsibility for the continuous improvement of their teaching and leadership to improve student learning through data analysis and Performance Management and Development.	
Ensure all new staff participate in an induction process.	Mandated courses completed and monitored.
Teachers refine analytical and evaluative practices. interpret and respond to a wide range of student data to inform their practice.	Student outcomes linked to planning and teaching for target individual and groups of students. Teachers use data and additional evidence to explain what they do and the impact it has on student learning.
Teachers work with colleagues on the moderation of assessments.	Class Teachers moderate student work samples with levelled samples.
Teachers give quality feedback to students.	Students are aware of lesson intention in individual and series of lessons. They know what they need to do and can articulate this



### 3. Effective **Leadership** and Governance

Key Objective	Performance Indicators
School Leaders work in collaboration with staff to develop a shared vision of high-quality teaching that drives school level recruitment, professional development, collaboration among staff and Performance and Development Management.	Documentation of shared teaching and learning vision is utilised in Performance and Development Management.  Shared vision used by whole staff to implement Spearwood Primary School Business Plan 2026 — 2028.
The school develops leadership potential and interest in staff.	Staff interested in Senior Teacher status attain this. Individual staff have clear long-term goals in Performance Management agreements.
The school provides opportunities for students to develop leadership skills through designated roles, public speaking, sporting events and organisation of school events.	Evidence of student leadership included in newsletters and on the schools' website.
The staff continue to strengthen links with Network and neighbouring schools with a particular focus on small schools.	Staff record attendance and share resources and information at staff meetings.  Invitations to and from neighbouring schools to increase individual and small group staff professional learning.
School leaders drive continual improvement agenda driven by self-reflection and School Review 2026.	Reports to School Board to outline improvement in review items.



# 4.Strong **Relationships**, partnerships with staff, students, parents, families and the wider community.

Key Objective	Performance Indicators
School Board works with school through Delivery and Performance Agreement.	High functioning School Board has met all compliance requirements.  School Board contributes to and ratifies School Strategic and Operational Planning.  School self-assessment cycle in place.
The school works with the Parents and Citizens Association (P & C) to support students including the running of the Canteen and Uniform Shop.  School Chaplain to work with Foodbank to support students with Breakfast Club and weekly fruit deliveries.	P & C maintains successful running of one day a week Canteen and uniform shop.  Breakfast club available to students once a week during school term.  Invitations go widely for events held each semester which are celebrated in the fortnightly Newsletter and on the Spearwood Primary School Website.
Community events are highlighted and valued.	Maintain high Parent biennial survey results to above 4.0 for the following items: <ul style="list-style-type: none"> <li>• The school looks for ways to improve (2025 result 4.1).</li> <li>• The school takes parent's opinions seriously. (2025 result 3.9).</li> </ul> Parents involved in student centred meetings including for: IEPs, GEPS, BMPs, Attendance Plans etc

Key Objective	Performance Indicators
Teachers report regularly to parents on achievement and progress.  Parents of students at risk are well informed of learning differentiation.	Teachers meet with parents for the purpose of reporting: literacy, numeracy, behaviour and attendance twice a year in terms one and three.  Parents receive semester summative reports with student achievement and success twice a year in terms two and four.  Meetings for all students in terms one and three.  Parent meetings for SAER or at parent request are recorded appropriately on plans.
Local Community partnerships are formed and valued.	The school's website is a major communication tool providing opportunities to share school events and news. Website Calendar Events demonstrate positive and productive relationships throughout the community.  Fortnightly Sway Newsletters promote the successful students and recent events. The newsletter is also used to share upcoming school events, news and community events.  School working with National Disability Insurance Scheme (NDIS) suppliers to enable access during school hours on site.



## 5. Safe, Supportive, **Learning Environment** catering for diversity of cultures represented within the school.

Key Objective	Performance Indicators
Financial management complies with the expectations of the Funding Agreement for schools.	<p>Finance Committee on Roles and Responsibility document for school year.</p> <p>Finance Committee meeting minutes are shared with School Board.</p> <p>School Board notes annual budget at first meeting.</p> <p>Spearwood Primary School Board Chair signs Funding Agreement with Principal after it is presented and discussed at Board meeting.</p>
Budget and resource management practices support school planning.	<p>Finance Committee and School Board monitors School budget and Business Plan including allocated resources as indicated by meeting minutes.</p> <p>P &amp; C acknowledgment of donations in notes for example swimming, interschool and excursion bus donations. P &amp; C acknowledged on website, in newsletters and at assemblies.</p>
Targeted Students are supported in classrooms.	<p>All students at risk are on Attendance Plans.</p> <p>Absences are followed up upon by the class teacher. The Learning Support Coordinator and/or administration may also support.</p> <p>Kindergarten is staffed and supported for increasing days in semester two.</p> <p>Students with disabilities have Individual Education Plans and work with Education Assistants in class or small group withdrawal. School subsidizes extra FTE to all these students.</p>
Workforce planning is carried out to highlight best use of limited resources of a small school.	Sharing and discussion of workforce planning in the minutes of staff meeting and board meetings.



## 6. Robust Protocols direct **Resources** to enhance student outcomes.

Key Objective	Performance Indicators
Financial management complies with the expectations of the Funding Agreement for schools.	<p>Finance Committee on Roles and Responsibility document for school year.</p> <p>Finance Committee meeting minutes are shared with School Board.</p> <p>School Board notes annual budget at first meeting.</p> <p>Spearwood Primary School Board Chair Signs Funding Agreement with Principal after it is presented and discussed at Board meeting.</p>
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## Students' Academic Performance Improvement Targets

Spearwood Primary School Board and staff have analysed the data and set the following Academic Performance Targets in the key General Capabilities.

### Literacy

Literacy Progress and Achievement Goals for this business plan are:

- Achieve NAPLAN results that are above 'like schools' in the Literacy areas of Writing, Reading and Spelling.
- Achieve NAPLAN results that are equivalent to or above 'like schools' in the Literacy area of Grammar and Punctuation.

### Numeracy

Numeracy Progress and Achievement Goals for this business plan are:

- Achieve Numeracy NAPLAN results that are above or equivalent to 'like-schools'.

## Students Non-academic Performance Improvement Targets

### Attendance

- Student attendance to be at or above that of 'like schools'.
- Reduce the percentage of students at Risk in Severe category. (11% in 2025).
- Reduce the percentage of students at Risk in Indicated category. (29%. In 2025)

### Behaviour

- To maintain the Parent, and Staff National School Opinion Survey Average rating to above 4 for the item "Student Behaviour is well managed at this school". (2025 - Parent 4.1, Staff 4.2)
- Raise the Student Survey average rating for "Student behaviour is well managed at my school" (2025 - 3.6).

### Retention

- To promote Government schools with the aim to sustain the high percentage of students choosing Government High Schools.

While the Academic and Non-Academic targets are the focus of this Business Plan, Spearwood Primary School works in all our interactions to develop a child with a balanced attitude to life who is a responsible member of society.

The Social and Emotional Program of Highway Heroes and the Six Kinds of Best Values Program work in tandem with the academic program making resilient students with strong values.



## Spearwood Primary School Board – Meetings’ Plan

Each meeting the Spearwood Primary School Board attends to: Minutes and Business Arising.

Financial Review – Budget, Finance Committee Minutes, Contributions and Charges Rates; Sub Committee Reports and Principal’s Report.

This table indicates the reports to be tabled and key business for the School Board meetings held usually twice a term (6 to 8 meetings per year).Extra-Ordinary meetings will be called as required.

Meeting	Report	Key Business
<b>2026 Term One</b>	<ul style="list-style-type: none"> <li>• School Structure</li> <li>• Business Plan Draft Review</li> <li>• Budget Planning - Draft</li> <li>• 2025 Attendance Data</li> <li>• 2025 School Annual Report</li> <li>• School Review Semester Two 2026 Planning</li> <li>• Published Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>• Board membership and composition review</li> <li>• New member Induction – Supply files with relevant material: Terms of Reference, Code of Conduct, Business Plan and five Independent Public-School Modules</li> <li>• Review Terms of Reference and School Board Code of Conduct</li> <li>• Review School policy and practice on Religious Education</li> <li>• Advertising and Sponsorship</li> </ul>
<b>2026 Term Two</b>	<ul style="list-style-type: none"> <li>• School Funding Portal presentation</li> <li>• School Review Planning.</li> <li>• Published Business Plan presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Review School Dress Code</li> <li>• Workforce Plan 2026 – 2028</li> <li>• Review Student Code of Conduct</li> </ul>
<b>2026 Term Three</b>	<ul style="list-style-type: none"> <li>• Semester One Attendance Data</li> <li>• Evidence of School, Student and other progress in School Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• New member Induction – Modules 1 – 5, Plus, other resources from Connect group “On Board for Education: Independent Public School Board Governance Training” library.</li> </ul>
<b>2026 Term Four</b>	<ul style="list-style-type: none"> <li>• NAPLAN data</li> <li>• Planning for School 2026 Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions and Charges Schedule including Personal Items List 2027</li> <li>• School Development Days planned and published</li> </ul>



Meeting	Report	Key Business
<b>2027 Term One</b>	<ul style="list-style-type: none"> <li>• School Structure</li> <li>• 2026 Attendance Data</li> <li>• 2026 School Annual Report</li> <li>• Budget Planning – Draft</li> <li>• Published Annual Report presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Board membership and composition review</li> <li>• New member Induction – Supply files with relevant material: Terms of Reference, Code of Conduct, Business Plan and five Independent Public-School Modules .</li> <li>• Review Terms of Reference and Code of Conduct</li> <li>• Advertising and Sponsorship</li> </ul>
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<b>2027 Term Four</b>	<ul style="list-style-type: none"> <li>• NAPLAN data</li> <li>• Planning for 2027 Annual School Report</li> <li>• School Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• School Development Days planned and published</li> </ul>



Meeting	Report	Key Business
<b>2028 Term One</b>	<ul style="list-style-type: none"> <li>• School Structure</li> <li>• 2026 – 2028 Business Plan Review</li> <li>• 2027 Attendance Data</li> <li>• 2027 School Annual Report</li> <li>• Budget Planning – Draft</li> <li>• Published Annual Report presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Board membership and composition review</li> <li>• New member Induction – Supply files with relevant material: Terms of Reference, Code of Conduct, Business Plan and five Independent Public-School Modules</li> <li>• Review Terms of Reference and Code of Conduct</li> <li>• Advertising and Sponsorship</li> </ul>
<b>2028 Term Two</b>	<ul style="list-style-type: none"> <li>• School Funding Portal presentation</li> <li>• Planning for School Review 2029 new Business plan 2029 – 2031</li> </ul>	<ul style="list-style-type: none"> <li>• New member Induction – Modules 1 – 5, Plus, other resources from Connect group “On Board for Education: Independent Public School Board Governance Training” Library</li> <li>• Review School Dress Code.</li> </ul>
<b>2028 Term Three</b>	<ul style="list-style-type: none"> <li>• Semester One Attendance Data</li> <li>• Evidence of School, Student and other progress in 2026-2028 School Business Plan</li> <li>• School Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Review School policy and practice on Religious Education.</li> <li>• Contributions and Charges Schedule including Personal Items List 2029</li> </ul>
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