

Springwood Road State School 2026 - 2029 Strategic Plan **Courage and Compassion. Potential for All.**

Springwood Road State School demonstrates courage and a strong willingness to be responsive to the needs of our students now and into the future. Our staff lead by example, taking intentional risks with their own learning so that students feel safe and secure to take guided risks in their learning — fostering a growth mindset. Our focus is on developing a community that values inclusivity, respects diversity and is actively engaged in all aspects of school life.

School Priority 1: Educational Achievement:

- Build a shared, evidence-based approach (MTSS) to teaching and learning where:
- curriculum intent is consistently and responsively enacted
 - neuroscience-informed differentiation enables every student to achieve their learning potential.



School Priority 2: Belonging and Engagement:

- Create a compassionate, connected and inclusive learning culture where neuroscience-informed Multi-Tiered Systems of Support (PBL) are consistently enacted, enabling all community members to thrive.

Key school improvement indicators:

Scale up opportunities to partner with parents and community members to enhance engagement, belonging and collective effort in improving student outcomes

Systematically enact collaborative quality assurance processes for leaders to establish clear lines of sight from the planned to enacted curriculum

Strengthen moderation throughout the teaching sequence to drive evidence-informed adjustments to pedagogical approaches and instructional practices, improving targeted responses to student learning needs.

Strengthen the Multi-Tiered Systems of Support (PBL) processes, practices and expectations grounded in neuroscience to establish and maintain an orderly environment that supports and encourages learning for all community members.

- **Exploring** – what's in place, opportunities, shared understanding
- **Embedding** – consistent school-wide application, fidelity monitored

- **Emerging Implementation** – partial adoption, early testing, initial monitoring
- **Sustaining** – critical evaluation to determine impact and next strategic plan opportunities

Strategies to meet key improvement indicators and priority aspiration	2026	2027	2028	2029	Strategies to meet key improvement indicators and priority aspiration	2026	2027	2028	2029
Strengthen staff capability to implement reading instructional routines with rigour and intentionality, ensuring excellence in student academic achievement across every classroom. These are documented within the school's MTSS framework. The focus of these routines will be dependent on the school's mapping of progress on the Department's Reading through the Australian Curriculum signpost continuum.	■	■	■	■	Quality assure Whole-school PBL routines and processes to consistently enact this shared understanding with rigour and intentionality, improving belonging and engagement of all community members. Documented within the school's MTSS framework, these practices foster a Positive Culture for Learning, where all community members are deeply committed to the school values and vision.	■	■	■	■
Embed a coherent and consistent unit planning framework (including moderation) that aligns achievement standards, curriculum content, pedagogical approaches and assessment practices to ensure high-quality and equitable teaching across classrooms and year levels.	■	■	■	■	Strengthen classroom, Tier 2 and Tier 3 evidence-based practices to drive a commitment to strong relationships, fostering engagement and belonging. Documented within the school's MTSS framework, these practices support a relational and responsive culture, where staff seek to understand behaviour, respond with evidence-based practices aligned to neuroscience research.	■	■	■	■
Strategies to meet ALL key improvement indicators and priority aspirations						2026	2027	2028	2029
Sharpen Professional Learning Team (PLT) processes as a mechanism for strengthening commitment to effective professional development, strategic resource allocation and collective efficacy, horizontally and vertically.						■	■	■	■
Consolidate instructional leadership practices to build a culture of collaborative professional growth, ensuring continuous development of staff capability to improve academic achievement for all students.						■	■	■	■
Maintain purposeful, reciprocal partnerships with families and community, ensuring academic achievement initiatives are evaluated, impactful, and embedded in the life of the school						■	■	■	■

Priority 1 Measures

Priority 2 Measures

Performance:	Engagement:	Performance:	Engagement:
Relative proportion of students achieving C and above, A or B English and Mathematics MTSS framework NAPLAN inter-assessment agreement Performance gaps closed for diverse learners (DDA and FN) Levels of agreement of Student, Parent and Staff School Opinion Surveys are similar to or better than the region and state.	Students can/will: demonstrate strong growth and achievement in reading and across the curriculum through confident engagement in evidence-based instructional routines and differentiated learning aligned to the Australian Curriculum. Teachers can/will: consistently and expertly enact agreed Tier 1 instructional routines, effective pedagogies, use of high-quality data to differentiate teaching, and collaboratively refine practice through embedded PLT processes. Teacher aides can/will: independently and consistently implement agreed MTSS-aligned support practices, contributing to targeted Tier 2 and Tier 3 interventions that accelerate student learning. Community can/will: understand how reading is taught at the school and actively engage in partnerships and targeted initiatives that support student learning at home and school. Leadership team can/will: quality assure curriculum enactment and reading practices through structured PLTs, data reviews and the Collaborative Capability	MTSS framework EBS data Days of learning – Attendance/SDAs Levels of agreement in relevant Student, Parent and Staff School Opinion Surveys are similar to or better than the region and state. Levels of agreement in relevant dimensions of QEW Survey are like or better than the state.	Students can/will: demonstrate increased belonging and positive engagement by consistently meeting school expectations and contributing voice through student agency opportunities. Teachers can/will: consistently implement whole-school PBL and relational classroom practices, using MTSS processes to understand behaviour and respond with evidence-based, neuroscience-informed strategies. Teacher aides can/will: apply agreed PBL routines and Tier 2/3 supports with fidelity, contributing to consistent behaviour responses and strong student relationships across learning environments. Community can/will: actively engage with and support the school's belonging and engagement initiatives through clear communication, consultation opportunities and participation in targeted events. Leadership team can/will: monitor and strengthen the implementation of MTSS and PBL through regular executive review, data analysis and targeted coaching to ensure a positive culture for learning.

Development Framework, ensuring clear alignment from planning to enacted practice.