



# WELCOME TO... **SAMSON PRIMARY SCHOOL**

**STRATEGIC PLAN 2025**

TOGETHER WE RISE





# Koorlbardi Journey

*Metaphor for a RISE to Excellence at Samson Primary School*

Long ago, when the world was still learning,  
And the sky held the wisdom of spirits returning,  
Two birds stood proud in feathers of white  
Koorlbardi and Waardong, both shining bright.

But pride and anger sparked a flame,  
A clash of will, and fiery blame.  
They struck the ground with furious cries,  
And fire rose up to the dreaming skies.

Waardong, the crow, was caught in the blaze,  
His feathers turned black in the smoke and the haze.  
Koorlbardi flew, but not untouched  
Sparks kissed his wings, their mark was clutched.

Now he wears both the dark and the white  
A symbol of strength, of courage, of flight.  
From fire he rose, not broken, but wise,  
A song in his heart and stars in his eyes.

At Samson Primary, we echo this tale.  
When faced with challenge, we never fail.  
We learn, we grow, we stand side by side,  
With purpose, with passion, with wings open wide.

Like Koorlbardi, we carry the flame.  
Of learning, of leading, of earning our name.  
We RISE to excellence, through effort and grace,  
With resilience and heart, we find our place.  
In each step we take, in all that we do,  
The spirit of rising shines bright and true.

From story to action, from dreaming to flight  
We are Koorlbardi, soaring toward the north east light.





# SAMSON PS STRATEGIC PLAN



## 1 Our School

Founded in May 1987, Samson Primary School is strategically located south of the Swan River in the heart of the Fremantle area, adjacent to the Samson Recreation Centre. Our intake area encompasses surrounding communities, including parts of Kardinya and O'Connor. We are also proud to extend our support to students beyond our local intake zone through our Specialised Learning Program for students with Autism.

In response to the growing number of students with a language background other than English, and with a dedicated focus on engaging students from marginalised and minoritised backgrounds, including our neurodiverse students with a diagnosed disability, Samson Primary is exceptionally well-equipped to meet the diverse needs of ALL learners.

The school is renowned for its proactive and supportive leadership, a committed and collaborative teaching staff, and a family-oriented culture that prioritises both student success and well-being. The core values of respect, inclusivity, safety, and self-awareness guide our continuous improvement agenda, which is focused on enhancing teaching and learning outcomes.

## 2 Our Vision

At Samson PS our vision is to work in unity to create a respectful, safe, and inclusive learning environment. Within this community we aim to help all students reach their highest potential and to become self-aware and curious learners.

## 3 Our Motto

Like the Koorlbardi, at Samson we RISE to excellence. We value our school culture and we embody the characteristics of building family-like relationships and deep connection with those around us. At Samson we create safe spaces for individuals to feel a deep sense of belonging. We understand that true growth is done together and starts with collective efficacy. From this foundation underpinned by strong relationships, we seek to accelerate learning outcomes for all students, in pursuit of excellence in teaching and learning. Together we rise.

## 4 2025 Strategic Plan

This plan is an overview of our strategic intent to deliver a quality education for our students. It highlights our priority focus areas to deliver on the aspirational goals we have set as part of our whole-school improvement agenda. The Strategic plan describes the key improvement areas we will focus on to ensure that every student has the opportunity to learn with the right support, to progress according to their individual needs, and grow as proactive and curious learners. This plan is mapped against the WA standard for public school education and is aligned, to Focus 2025. Work will be done in 2025 to align with the departments, new strategic plan 2025-2028

### Key Priority Areas from Focus 2025:

Priority 1: Provide every student a pathway to a successful future

Priority 5: Partner with families, communities, and agencies to support the engagement of every student

Priority 6: Use evidence to drive decision-making at all levels of the system

### WA Standard for Public Schools:

Relationships and Partnerships

Learning Environment

Leadership

Use of Resources

Quality Teaching

Student Achievement and Progress



# OUR VALUES



**R**  
Respect

- We are kind and caring towards others
- We follow instructions the first time
- We use our manners

**I**  
Inclusive

- We use teamwork
- We try to include everyone
- We encourage our friends
- We use kind words

**S**  
Safe

- We make safe choices
- We create safe environments
- We are mindful of how others feel

**E**  
Self-Aware

- We practice mindfulness
- We practice the Emotion Code
- We regulate ourselves first
- We ask for help when it's needed



RESPECT

INCLUSIVE

SAFE

SELF-AWARE



# RELATIONSHIPS AND PARTNERSHIPS

At our school, we place a high priority on building and nurturing positive relationships with all members of our community, including staff, students, parents, caregivers, and the wider community. We foster a shared commitment to student success through a school culture grounded in respect, care, and emotional intelligence. Our approach is guided by restorative practices, conflict resolution, and a strong belief in student and staff agency. We encourage curiosity and compassion in the face of challenges, promoting self-awareness and emotional regulation to support thoughtful and inclusive decision-making. We view our school as an extended family, where every interaction is shaped by mutual respect and a commitment to shared values. This relational foundation strengthens our collective capacity to support student wellbeing, learning, and long-term success.

## Targets

- Develop and strengthen community relationships.
- Improve communication at all levels of the school community
- Build a staff culture of collaboration

## Strategies for Improvement

- Encourage active participation of parent representatives for each classroom to support communication and parent volunteer involvement in classrooms.
- Develop a school website that is maintained and consistent with like schools in WA.
- Consultation with School Council and P&C on communication and community perception
- Increase frequency of parent/teacher events to review student achievement
- Attend scheduled meetings with the Fremantle Cockburn Network schools.
- Review, maintain and develop further communication channels.
- Ratified strategic plan that highlights key actions of the CRC team, including observation/ feedback coaching cycles to support teachers to implement culturally responsive teaching strategies.
- Maintain and regularly update Facebook Page and website
- Strengthen collaboration of teaching staff through PLC cycles to promote effective teacher efficacy
- Upskill an instructional coach to assist in building capacity by mentoring and coaching.
- Use the communications strategy to effectively communicate staff expectations.
- Identify process for aspiring leaders.

## Measurements & Milestones:

- Collaboration with local councils and local organisations (Cockburn RSL, Friends of Samson Park, Samson Retirement Village, and local sporting clubs)
- Collaboration with elders in the Fremantle region – Art project, storytelling and guest speakers and performers.
- Survey the school community annually on all aspects of school's performance.
- Teacher/ Parent evenings
- Fund raising events for school-based projects.
- Teacher wish lists – aligned to our school priorities.
- Establishing classroom representatives to assist with parent networks.
- Orientation programs with feeder high schools
- Develop a communication strategy to ensure clear communication through the school community.
- Regular newsletters to parents with shared calendar
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- Regular updates on individual class DOJO stories
- Write a detailed Parent Handbook for all parents (place on website)
- Parent information evenings week 3 term one
- Open night week 10, term 4 across the school showcasing all classes.
- Analyse the data and planning obtained from the PLC and Committee meetings.
- SAER team consisting of two teachers, school psychologist, Deputy Principal and SLP coordinator.
- Use Microsoft TEAMS as a daily communication tool and shared platform.
- Staff meetings and professional learning days prioritise collaboration and school planning.
- All staff familiar with and contents of staff handbook.
- Induct all new staff with a formal induction process.



# LEARNING ENVIRONMENT

At our school, we work together to cultivate a learning environment that is safe, respectful, and inclusive. One where every student feels a keen sense of belonging and connection to become curious and self-aware learners. We believe that wellbeing is the foundation for learning, and through our relational experiences we create family-like learning environments to help students rise to excellence. We are committed to supporting all students to become confident, capable, and successful learners. Through collaborative efforts across our school community, we foster positive relationships, celebrate diversity, and ensure that every student is known, valued, and supported.

## Targets

- The learning environment is safe, caring, inclusive and culturally responsive
- Differentiation provided for students at educational risk
- The physical learning environment adds value to student learning
- Increase effectiveness of SLP transition into Generalist classrooms and exiting the program
- Student voice informs school decision making

## Strategies for Improvement

- Identify and support students with additional needs and cater for the needs of all students.
- SLP leaders and staff support generalist teachers to implement best practice for teaching neurodiverse students.
- The Culturally Responsive Committee assist teachers to use teaching practices aligned to the Aboriginal Cultural Standards Framework
- Continue to refine, improve and embed frameworks and programs to support mental health and wellbeing of staff, students and families.
- Provide opportunities for every student to achieve their full potential in relation to need and ability.
- Student Services team support teachers to differentiate the learning and develop effective documented plans.
- EA's lead high functioning intervention programs for targeted small groups

## Measurements & Milestones:

- Systematic whole school processes (SAER policy) and RISE whole school plan and delivery to identify, support and track students at educational risk.
- Maintain a tracking tool for SAER team to monitor progress and record observations.
- SAER team, including School Psychologist meet weekly to prioritise cases.
- Conduct case conferences with parents to understand student needs and inform personalised learning plans.
- Collaboration with allied health professionals and Statewide services to assist with students with additional needs – SSENb, SSEND
- Students at educational risk to be supported through documented plans.
- Regular planned cultural events and celebrations in term planners
- Support from local Aboriginal organisations to integrate Aboriginal language, traditions and learning on country activities.
- Workload committee identified and established – Feedback provided measure the impact of workload on staff.
- Evaluating implementation of Respectful Relationships and Emotion Code frameworks
- Targeted and challenging learning tasks used to consolidate and build on prior learning for all students.
- Differentiated teaching in all classrooms.
- All teachers using SEN planning to create IEPs for students with a disability.

- Provision for up to date, effective technologies infrastructure and tools to support teaching and learning in every classroom.
- Learning area team lead inclusive and flexible learning environment agenda.
- Library improvement project to create multipurpose, dynamic learning spaces.
- Establish a structure for timetabling collaboration of SLP and Generalist teaching staff.
- Support SLP and Generalist staff to create and monitor IEP goals and transition plans
- Continue activating student voice to make improvements to the strategic and operational matters of the school.
- Create a layer of student consultation for all major changes and whole-school strategic planning.
- Increased support for SLP students to become a student leader.
- Provide roles and responsibilities for student leaders to develop leadership skills.

- Observation/feedback data shows accelerated achievement for students requiring extra support.
- Data from intervention programs display student progress
- ICT strategic resource plan informs budget allocation and spending.
- Teaching using outdoor spaces to enrich and extend the learning programs (new outdoor seating and yarning space, clear wet areas for shared activities, upgraded science/art room)
- Auditing and removing obsolete resources and furniture and create a financial plan with our 'reserves'
- Transition plans developed for students between SLP and Generalist teachers including Specialist Teachers.
- Continue to collaborate with local high schools to ensure a smooth transition.
- Information sessions
- Orientation for K, PP students in the last term
- Student Leaders – 2025 new policy. Weekly meetings, lunchtime clubs, student surveys, student voice
- Student leaders use student perception data to create plans to address to barriers to student learning.
- Identified SAER students are supported by Emotion Code Wellness Warriors student leaders, through small group activities.
- Student councillor selection and Faction captains



# LEADERSHIP

At our school, we are committed to developing leadership at all levels among staff, students, and within our broader community. We promote a culture of shared responsibility where instructional and curriculum leadership is distributed and focused on continuous improvement in teaching, learning, and school operations. Change is guided by evidence and implemented strategically, with genuine consultation across stakeholders and a strong awareness of staff wellbeing and workload. We uphold high expectations and accountability, supported by transparent decision-making, open communication, and collaborative planning processes. Through this approach, we work collectively to ensure every student is given the opportunity to succeed and thrive.

## Targets

- A school vision that aligns with departmental expectations
- Change is applied in a timely, informed and inclusive manner
- Staff are provided with opportunities to lead
- Professional review processes help staff grow

## Strategies for Improvement

- Whole school consultation and professional alignment with our strategic plan and whole-school improvement agenda
- Unpacking and aligning department strategic plan and Focus documents.
- Continue mapping all school strategic plans to the ACSF, TFI and the SLP Blueprint
- Use all six school governance structures to establish priority areas for improvement and update change agenda and timelines frequently.
- Use data to set teaching and learning achievement goals for whole school literacy and numeracy
- Continue to develop and support internal leadership opportunities for staff.
- Build capability of middle managers and aspiring leaders to champion key strategic priorities and distribute leadership.
- Line Managers help staff develop appropriate professional goals to help them improve.
- School leadership use general themes regarding staff goals to identify focus areas for school wide PL sessions
- Establish RISE to Excellence (Whole School Pedagogical Framework) Steering committee to create leadership action plan to set goals for student achievement, by improving teaching capability to implement high impact teaching and learning strategies

## Measurements & Milestones:

- A strategic plan reflecting a shared vision for the future and clear direction in collaboration with the staff and community.
- Whole-school improvement and change agenda plans ratified.
- RISE to Excellence framework is mapped to Aboriginal Cultural Standards Framework (ACSF), Teach for Impact framework (TFI) and the SLP Blueprint framework.
- At least a 0.4 effect size (one year's growth) in a year for all learners, with a specific 0.6 effect size (one and half year's growth) for some of our marginalised student groups
- Change management model is used to celebrate success.
- Perception surveys reflect satisfaction of key stakeholders in relation to the change agenda.
- Whole school improvement agenda
- Opportunities created to build leader capacity through distributed leadership model.
- Aspirant, rising leaders and Senior teachers provided with support, Professional learning, mentoring and opportunities to gain experience.
- Measure effect sizes from diagnostic and summative PAT data
- Performance management processes are implemented consistently with fidelity.
- Delivery of targeted PL
- Instructional coaching and mentoring through observation/feedback cycles



# RESOURCES

At our school, we strategically and purposefully allocate all available resources, human, physical, and financial, to support the learning and wellbeing of every student. Our decision-making is driven by a clear focus on continuous improvement and maximising student outcomes. This approach ensures that resourcing is responsive to student needs and aligned with school priorities, creating an environment where every learner can thrive.

## Targets

- Resource allocation clearly aligns with strategic and operational planning
- Workforce planning processes fulfill requirements in accordance with the school's strategic priorities
- Students learn in contemporary learning environments

## Strategies for Improvement

- The Principal and the Manager of Corporate Services (MCS) and the Finance Committee will work together to provide financial oversight and ensure that school funding, professional development and resources are allocated in line with student, staff and school needs.
- Teaching and learning plans are aligned to department and school expectations and inform our financial resourcing of the school.
- Evaluate effectiveness of currently active improvement strategies
- Develop a functioning asset register to monitor resources.
- Reserve accounts built to ensure funding for major projects and annual leases. Reserve account balances will be linked to future projects and recurrent commitments, including monitoring of our physical learning environments.
- Attract staff with skills and experience aligned to our strategic direction.
- Continuing refining our RISE recruitment process.
- Develop plans to minimise the large percentage of staff on part-time reduced FTE arrangements
- Audit and declutter learning spaces.
- Provide access to information and communications technology (ICT) to enhance learning outcomes.
- Investment in hardware, network, professional learning to enhance staff and students' technological capabilities.
- Ongoing refurbishment of classrooms and learning spaces – sensory room, library upgrade, wet area upgrade

## Measurements & Milestones:

- Budgets are linked to school priorities.
- Physical assets managed through maintenance and replacement plans.
- Equipment, furniture, and resources maintained and upgraded as specific replacement schedules.
- Our financial and human resources to match the priorities outlined in the strategic plan.
- Ad-hoc spending minimised and resourcing is well justified through thorough data-informed planning processes.
- Updated financial handbook and Principal Financial Handover documents.
- Finance committee fully functional and compliant with department's Statement of Expectation and Funding Agreements
- Budget routinely noted by school council.
- Student characteristics and targeted initiative funding that assists student learning.
- Resources allocation decision making that is evidence based and aligned with student needs.
- Plans in place to spend at least 95% of funding each year. Compliance and reporting against Funding Agreement to school community

- Recruitment of teachers with high quality instructional practice and strong interpersonal skills.
- Merit selection for all vacancies based on the needs and priorities of our school.
- New staff embody the RISE values and compliment our school culture and ethos
- Learning environments are well-managed.
- Leasing of iPads and smartboards
- A STEAM program that is well resources according to needs
- Staff capability in display competence in using latest ICT infrastructure and devices.
- New outdoor seating plan – Yarning space, collaborative tables and chairs are culturally responsive.
- Data collected by Learning Environment committee shows progress in staff and student perceptions in relation to school resourcing



# QUALITY TEACHING AND LEARNING

At our school, we recognise that teachers have the most significant impact on student learning outcomes. We are committed to building a highly skilled and confident teaching team through collaborative, whole-school approaches that support continuous professional growth. Our staff engage in reflective practice and ongoing improvement processes, guided by the Australian Professional Standards for Teachers (AITSL), to ensure their work is purposeful, evidence-informed, and student-centred. Together, our educators take collective responsibility for the achievement and progress of every student, delivering high-quality, targeted, and engaging learning programs that meet diverse needs across all year levels. Our instructional practices are underpinned by evidence-based strategies, mapped to the Aboriginal Cultural Standards Framework, the Teaching for Impact strategy and the Specialised Learning Program (SLP) Blueprint, and are targeted at improving outcomes for our most marginalised and minoritised groups and therefore, benefit all.

## Targets

- Whole- school approaches in Literacy and Numeracy increase the consistency in quality teaching and standardised assessment practices across SLP and Generalist classrooms
- Collection and ongoing analysis of data to inform teaching and learning plans
- Building staff capability through instructional coaching

## Strategies for Improvement

- Implement a consistent approach to curriculum planning and assessment.
- Build staff capability to develop consistency in planning and implementing quality assessment strategies.
- Classroom support to ensure differentiation is embedded in teaching and learning.
- PLC and Committee meeting platforms are used to use data effectively to implement school-wide programs in classrooms to support our literacy and numeracy priorities.
- Use PLCs to do professional learning and build the capability of staff to use the RISE to excellence 'Teacher Profile' to use high impact, evidenced-based pedagogical practices.

## Measurements & Milestones:

- Consistency in teaching and learning plans through the development of scope and sequence plans.
- Introduction of Progressive Assessment Testing to highlight student achievement and areas of growth
- Updated learning area annual operational plans with justified financial resourcing.
- A whole-school approach to reading
- Establish a strategic transition plan, as well as tailoring individual plans for students in SLP to successfully transition into Generalist classrooms.
- The establishment of focus area committees aligned to our whole school improvement agenda to create and monitor strategic and operational plans.
- Creation of a whole school data collection system to inform plan, teach, assess cycles.
- Whole school moderation of writing tasks four times a year.
- All literacy and numeracy data uploaded centrally in a timely matter.
- Impact coaches engaging all staff in instructional coaching impact cycles.
- Use PAT data to measure the impact of implementing the 'RISE to excellence' whole-school pedagogical framework



# STUDENT ACHIEVEMENT & PROGRESS

At our school, we are committed to creating a collaborative and inclusive learning environment where every student is supported to reach their full potential. Our teaching and learning programs are shaped by evidence-informed practices, ensuring decisions are guided by data at the individual, class, year level, and whole-school level. We place a strong emphasis on consistency and clarity in assessment and reporting, with moderation processes in place to align outcomes with the Western Australian Achievement Standards. This shared approach fosters high expectations, supports professional growth among staff, and ensures that every student's progress is recognised and celebrated in meaningful ways.

## Targets

- Improve NAPLAN results to 'above like schools'
- Improve teacher capability to effectively plan and monitor student achievement
- Embed a whole-school approach to data collection, management, and analysis
- Embed a whole-school framework for planning, clarifying, confirming, and improving student assessment and achievement

## Strategies for Improvement

- Teachers actively unpack NAPLAN data in their learning area meetings and PLCs and set goals based on areas of improvement.
- Develop a whole-school plan for addressing improvements in grammar and punctuation.
- Implement Progressive Assessment Testing (PAT) PAT-R and PAT-M in years 1-6.
- Identify areas of growth for PP-Yr1 writing and develop a plan.
- Teachers develop high expectations for the attendance, retention, engagement and academic achievement of all students.
- Using gaps in data to implement a whole-school approach for numeracy
- Implement a reading approach for students in years 3-6.
- Teachers maintain reporting expectations at the end of the IEP cycles through SEN planning

- Use PLCs to have disciplined-dialogue and analyse student achievement data to determine impact of teaching strategies on learning.
- Use data to understand the impact of current intervention that targets accelerating learning outcomes for SAER. Persist or pivot.
- Improve SLP evaluation and end of year reporting processes
- Instructional coaching to teachers helps develop assessment capable students, through formative assessment strategies.
- Design enriched learning programs for students requiring extension.
- Students identified in the On-entry assessments as needing additional support or extension are targeted in learning programs

## Measurements & Milestones:

- Evidenced-based, data informed approaches in literacy and numeracy are embedded in every classroom.
- Continue achieving 'above' like schools in Brightpath comparison data.
- Scope and sequence for whole-school English and Maths
- Targeted approaches are implemented for students at educational risk.
- Differentiated learning plans are developed for individual students.
- Analysis of Brightpath Writing and Brightpath maths achievement data is shared and discussed frequently.
- Explicit intervention programs support students at educational risk.
- Use Abilities Based Learning Education WA (ABLEWA) to accommodate for students with disabilities or at educational risk
- Whole-school data processes inform plan, teach and assess cycles at all levels.
- Quality teaching and learning plans ensure that strategic allocation of financial resourcing is defensible.
- Assessment schedules clearly communicate data collection expectations.

- Common assessment tasks provide longitudinal data to inform plan, teach, assess cycles at class, cohort, and whole school level.
- Assessment and reporting schedules are consistently followed.
- Intensive intervention programs are implemented with EA and teacher support