



Department of
Education

Shaping the future

Nedlands Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Nedlands Primary School is situated 7 kilometres from the Perth central business district within the North Metropolitan Education Region.

Currently, the school enrolls 500 students from Kindergarten to Year 6. It has an Index of Community Socio-Economic Educational Advantage of 1178 (decile 1).

Established in 1913, Nedlands Primary School became an Independent Public School in 2010.

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

The first Public School Review of Nedlands Primary School was conducted in Term 2, 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:

- The Principal, leadership team, staff and school community demonstrated a genuine and consistent understanding of the school's context and strategic direction.
- The Public School Review process provided opportunities for staff to reflect on and celebrate their progress and examine their school self-assessment practice.
- The school's executive leadership demonstrated a nuanced approach to school self-assessment and a thorough understanding of The Standard and its contextual application to Nedlands Primary School. The staff were engaged in consultation that identified clear planned actions from rigorous data analysis.
- The executive leadership team led the coordination of information uploaded to the Electronic School Assessment Tool (ESAT) which reflected the work of all contributing staff.
- The staff, students and school community were widely represented during the validation visit and enthusiastically engaged in authentic discussions that enhanced the review team's understanding of the context of the evidence contained in the ESAT submission.

The following recommendations are made:

- Ensure that all pieces of evidence are submitted to the most appropriate domain.
- Notations against all submitted evidence would be effective in ensuring the review team understand the context of each and can clearly make links between evidence located in other domains.

Relationships and partnerships

A culture of authentic relationship building has been fostered across the school community. This has developed a refined sense of inclusion and belonging that has demonstrable links to student achievement.

Commendations

The review team validate the following:

- The school is highly valued by the parent and wider community. It fosters a high level of parent engagement and support through mutual respect and meaningful opportunity. This is characterised by the school's proactive engagement with families who have English as an Additional Language or Dialect (EAL/D).
- The Board is highly effective in providing governance, with clearly defined and understood roles and engagement in strategic direction and decision making processes.
- The P&C's highly valued partnership with the school provides targeted financial support and community building events, exemplified through the work of NedsLads and their commitment to the Fathering Project.
- Purposefully fostered strategic partnerships bolster academic impact for students, evidenced through the school's work with UWA¹ and MAWA².
- Professional and collaborative staff relationships foster a supportive and engaging environment that promotes a clear focus on delivering a balance between high academic achievement and student wellbeing.

Recommendations

The review team support the following:

- Develop and embed the recently introduced opportunity for 'three-way reflection' conversations that privilege the opportunity for student agency as an integral part of Reporting to Parents practice.
- Continue to explore ways to maximise engagement through the school's online communication platform.
- Further strengthen phase of learning team collaboration through the inclusion of staff meeting and School Development Day opportunities.

Learning environment

School-based processes and practices are driven by a strong moral purpose. This provides a safe, inclusive and connected learning environment that fosters academic challenge, partnered with a sense of belonging and place for students.

Commendations

The review team validate the following:

- The provision of an outstanding physical learning environment has been managed with a refined strategic approach that considers a significant level of local complexity.
- Effective processes and practices that support the identification of SAER³ is evident. Targeted extension is also a priority for the school, evidenced through the provision of a primary extension coach.
- The peer-support program is highly valued by students and parents and has a positive flow-on effect outside the school.
- There are authentic connections to Aboriginal culture. A Reconciliation Action Plan and recent engagement with the ACSF⁴ support a commitment to cultural responsiveness.
- Executive leaders ensure a focused balance is struck between supporting student physical and mental health and the pursuit of high academic achievement.
- The school has a celebrated arts program with music and visual arts highly valued by its community. Central to this, is the instrumental music program provided through the partnership between Instrumental Music School Services (WA) and the music specialist.

Recommendations

The review team support the following:

- Review and invigorate Positive Behaviour Support and embed its consistent delivery across all year levels.
- Prioritise engagement in a systemic NQS⁶ verification process to affirm self-assessment practices.
- Continue to provide strategic and authentic opportunities for student voice within the agreed shared pedagogical approach.

Leadership

The Principal and leadership team provide a high level of evidence-based strategic direction and differentiated support that is appreciated by all stakeholder groups. There is an established culture of calm, responsive and collaborative decision making.

Commendations

The review team validate the following:

- A collaboratively developed vision drives the moral purpose of the school. The 2024-2026 Business Plan informs decision making, documented in operational plans and policy statements.
- There is an effective distributed leadership model with invested collaborative decision making processes based on the analysis of appropriate data sets.
- An appropriate focus on effective self-assessment practice through the Schedule of Reviews outlines a shared approach to school-based quality assurance.
- Change management is premised on an evidence-based approach that is effectively planned and collectively embraced.
- Performance management processes are reflective, comprehensive and valued by staff for the identification of opportunities for professional growth and development.

Recommendation

The review team support the following:

- Continue to refine the identification and development of aspirants with a specific lens on leadership capabilities in order to support succession planning.

Use of resources

Thorough and well-planned resource management practices have enabled the school to provide an outstanding physical learning environment while also maintaining high quality educational resourcing.

Commendations

The review team validate the following:

- A recent desktop audit confirms that the school's financial practice is sound and complies with Department requirements. The manager corporate services (MCS) work in this respect has been recognised by providing mentoring support for several other schools.
- Clear links between the school's business plan and key operational plans are supported by thorough financial and resource management policy and practice.
- The Principal, MCS and Finance Committee comply with school governance procedures and ensure a high level of transparency in decision making and appropriate reporting to the School Board.
- Significant student characteristic revenue incorporated in the school's one-line budget is delivered to meet the needs of students in an effective and targeted manner. This is exemplified through the highly successful program of focused support for EAL/D students.
- A comprehensive and strategic workforce plan, that clearly identifies areas of future staffing risk and strategies to address them, further strengthens the school's direction.

Recommendations

The review team support the following:

- Continue to engage with system supports to manage the contextual complexity of the school's building and grounds management planning.
- Maintain the strategic approach to workforce planning to embed contemporary organisational practices.

Teaching quality
A passionate and committed teaching staff demonstrate a strong contextual understanding of the school and deliver whole-school programs that are selected through rigorous interrogation of appropriate data sets.
Commendations
The review team validate the following: - Whole-school teaching and learning programs are established and delivered with fidelity through literacy and numeracy blocks. Consistent delivery of these programs is ensured through a proactive approach to teacher collaboration that is resourced through common duties other than teaching. - The school seeks to balance explicit teaching strategies with play-based learning opportunities beyond Early Childhood years. - Individual student need is identified through consistent assessment practice and is addressed by teachers through differentiated instruction. An appropriate level of collaboration between classroom teachers and teachers of support and intervention programs ensures consistent understanding about student progress. - The provision of professional learning balances the strategic priorities of the school identified through the school's self-assessment practice and individual teacher requirements identified through individual performance management processes.
Recommendations
The review team support the following: - Establish an explicit link between the school's shared pedagogical beliefs and the Department's Teaching for Impact document, to further strengthen the consistency of instructional practice across the school. - Further develop and formalise opportunities for all staff to engage in planned peer observation and feedback on instructional practice opportunities.
Student achievement and progress
There is a rigorous approach to the analysis of systemic and school-based student achievement and progress data. This is supported by an assessment and data collection schedule and opportunities for staff to collectively respond to the trends identified.
Commendations
The review team validate the following: - The school has placed a focus on the critical application of progress data to affirm its approach to quantifying student growth. This informs judgements about the effectiveness of whole-school literacy and numeracy programs. - Establishing the role of a 'data coach' has supported the increased levels of data literacy and the application of educational measurement principles across the school. - Consistent application of a disciplined dialogue approach to data discussions enables staff to achieve common understandings and make valid judgements about student achievement and progress. - The school employs systemic, school-based and standardised assessments to triangulate data sets to ensure a thorough understanding of its data trends. The prudent use of PAT⁷ data has been prioritised to support the validity of judgements about student progress through the systemic interruption to available NAPLAN⁸ measures. - There is a sustainable approach to data literacy to inform the trajectory of whole-school approaches to mathematics. This work is strongly attributable to the outstanding Year 5 NAPLAN achievement data in numeracy. - The school's leadership has a refined and well-informed understanding of the application of systemic and standardised assessments within the EAL/D context.
Recommendation
The review team support the following: Continue to validate and reinforce teacher moderation practice through the agency of phase of learning teams and the Shenton Learning Network of schools.

Reviewers	
Craig Stanners Director, Public School Review	Phillp Springett Principal, Attadale 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.

Your next school review is to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 University of Western Australia
- 2 Mathematics Association of Western Australia
- 3 Students at educational risk
- 4 Aboriginal Cultural Standards Framework
- 5 Positive Behaviour Support
- 6 National Quality Standards
- 7 Progressive Achievement Tests
- 8 National Assessment Program – Literacy and Numeracy