



Government of **Western Australia**  
Department of Education Services

# **Nedlands Primary School**

**2016**

**Independent Review Findings**



**Independent Review of  
Independent Public Schools**

## Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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## **School and Review Details**

<b>Principal:</b>	Mr Russell Bembridge
<b>Board Chair:</b>	Mrs Anne Gribble
<b>School Location:</b>	35 Kingsway, Nedlands WA 6009
<b>Number of Students:</b>	502
<b>Reviewers:</b>	Mrs Georgina Detiuk (Lead) Mrs Margaret Brede Mr Tim Emery
<b>Review Dates:</b>	24 and 25 February 2016
<b>Initial Review:</b>	2012

## **Purpose of the Review**

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

## Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*® website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students. The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

## School Context

### ***What are the important features of this school's context that have an impact on student learning?***

The school educates children from Kindergarten to Year 6 with early learning programs provided at on-site facilities and at the offsite location of Nedlands Park Early Learning Centre which is situated at Melvista Park. A Kindergarten class, formerly operating on site at UWA, was relocated into a new transportable classroom at the offsite location in January 2015.

A Pre-primary/Kindergarten class is also accommodated adjacent to the Kindergarten room, at this site. In 2015, a former art room on the main school site was refurbished to accommodate a Pre-primary classroom giving the school the capacity to provide for three Pre-primary classes.

During the period of the 2013-2015 Business Plan, the school had four principals and several other changes to the membership of the Leadership Team. The appointment of the current Principal, for what is envisaged to be a substantial period, is seen by the school community as a positive and stabilising influence.

Kindergarten to Year 6 student enrolments are 502. Recent increases are largely due to international scholarship holders employed at the nearby University of Western Australia (UWA) or Sir Charles Gairdner Hospital. A number of these student enrolments vary in length from short to long term. There are 197 students with a Language Background Other Than English (LBOTE), representing 34 different languages. This diversity is considered by staff and parents as a complex yet positive feature of the school.

Six students are funded under Disability Resource funding, 46 students are high need English as an additional language or dialect (EAL/D) students who are supported by the school and there are an additional 25 students recorded in the Nationally Consistent Collection Data.

Student attendance is consistently above 95%. Student transiency is 12.2%.

The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1200. The Australian Curriculum, Assessment and Reporting Authority (ACARA) socio economic distribution table for 2015 places no students in the bottom quartile, 2% and 13 % in the middle quartiles and 84% in the top quartile.

Thirty per cent of graduating students enrol at Shenton College and approximately 50% attend local non-government schools. Several students each year are awarded scholarship entry to Perth Modern School.

The staff comprises 34 teaching staff (25.9 FTE), 19 Non-teaching staff (12.9 FTE) and four Administration staff (3.0 FTE). Staff members have been at the school for varied numbers of years, some for up to 20 years.

Nedlands Primary School has a reputable instrumental music tuition program which involves more than 140 children from Years 3 to 6. The school provides the opportunity for the children to participate in choir, a string orchestra and two school concert bands.

The school has maintained a strong focus on Information Communication Technology (ICT). There is a computer network throughout the school, providing each classroom with direct internet access via multiple computers per room, a wireless network, a computer lab and the availability of iPads. All classrooms have interactive whiteboards.

The seven member School Board provides oversight to ensure there is continuity and adherence to the objectives of the current Business Plan. A personalised induction process is provided for new Board members. The Board has a particular interest in the scrutiny of data and diligently pursues lines of inquiry that come from reports provided by the Principal.

There is a strong culture of parent volunteering. Parents anecdotally reported a high degree of satisfaction with the school and this is verified in the last parent survey.

The Parents and Citizens' Association (P&C) supports various teaching programs and projects, including the current construction of a nature play area on the northern boundary of the school.



## The School's Self-Review Process

### ***How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?***

The Business Plan 2013–2015 was created when the school's leadership was in a transitional phase. The current leadership has, with due consideration, been unable to develop genuine ownership of some aspects of the plan. This has impacted on the comprehensive nature of the subsequent self-review. The Board's self-review indicates some members feel a similar lack of ownership of the current Business Plan, although they express a keen interest in their involvement with the next iteration.

The school has completed a summary of the responses to the recommendations in the 2012 Independent Review Findings. Some progress has been made in addressing two of the recommendations such as establishing formal communication processes for K-3 staff and the Board has taken steps to broaden its communication with the wider community, specifically by the translation of parent information packs and the establishment of the Chinese Liaison Committee. There remains the need to increase the description of the analysis of student performance information as included in the 2014 Annual Report and further effort to be made in the next Business Plan to include specific, measurable, achievable, realistic, timely (SMART) targets. Significant resources have been invested in support for teacher improvement.

The Principal provided documentation that tracked the evidence of progress towards the achievement of the specific measurable targets in the Business Plan and the implementation of the strategies described to achieve success in the areas of Student Performance, Staff Capacity, Community Partnerships and the Environment.

The process described included feedback to staff and reports to the Board. Discussions with staff indicated they had an understanding of the self-review process taking place, although documentation was not provided. Staff review and interrogation of whole-school data was limited to NAPLAN data. Although other data was collected at different phases of learning and different year levels, there was a lack of consistent, on-going longitudinal data collection and interrogation across the school to track student learning. This lack of aggregated data was highlighted in the Principal's comprehensive review of the Delivery and Performance Agreement.

Board minutes, Principal's reports to the Board and discussion with Board members confirmed that the Board is kept informed of student performance and progress towards Business Plan targets and that they take a very active role in interrogating the reports and the data.



## School Performance—Student Learning

***How well has the school performed in improving learning (achievement, progress and engagement) for all students?***

The Business Plan 2013–2015 is closely aligned to the Excellence and Equity Department of Education Strategic Plan for Western Australian Public Schools 2012–2015 and includes the priority areas of:

- Student Performance
- Staff Capacity
- Community Relationships
- Environment.

Focus statements and strategies to achieve success are key elements of each priority area.

The school review is predominantly accurate, although there is minimal evidence of continuity in annual school self-review analysis with associated longitudinal tracking of performance over time. The contextual factor of the school having four principals and several other changes to the membership of the leadership team during the cycle of the 2013–2015 Business Plan contributed to some lack of ownership and varied interpretation of several targets and stated strategies which highlighted the need for smart data informed targets.

The Business Plan, student performance is stated as “Indicators of Success – Specific Measurable Targets” and includes:

1. National Assessment Program Literacy and Numeracy (NAPLAN)
2. Western Australian Monitoring Standards in Education (WAMSE) - Science
3. Gender
4. Music

**Target 1.1** *A minimum of 50% of all Years 3 and 5 students in the top 20% of all students tested in each component in all areas NAPLAN.*

Compared to like schools, this target was achieved in 2013 by Year 3 in all areas tested. In 2014, the target was just achieved in grammar and punctuation (51%) with considerable decline in writing and spelling. The

reviewers noted Board member and staff disappointment in these results. Staff analysed NAPLAN data at test item and student level, followed by analysis for whole-school trends. Planning for small classes and additional teacher and assistant teacher support has continued for the 2014 Year 3 cohort of students with anticipation that the Year 5 results will indicate significant progress and achievement in 2016.

In 2015, the target was achieved by Year 3 in all areas with the exception of spelling.

Year 5 students achieved the target in 2013 and 2014 with the exception of spelling in 2013. The staff considered raising expectations to 55% to maintain the aspirational aspect of the target, though no formal monitoring has occurred.

The staff has responded by addressing the area of spelling by adopting a commercial spelling program. For writing, and grammar and punctuation, staff engaged in the analysis of student performance data at individual year levels, but this was not evident as an ongoing practice at phase-of-learning and whole-school level. Reviewers affirm the Principal's judgement of teachers monitoring student learning for the purpose of evidence-based instructional decisions and while there is monitoring of student learning at individual year levels, the school does not have sufficient aggregated data and consistency of information between levels. The reviewers recommend the school's assessment and monitoring schedule be updated to reflect increased standardised, consistent monitoring to facilitate the collection of longitudinal data to track student progress.

*Target 1.2 100% of Nedlands students achieve a score that is at, or above the National Minimum Standard in each component of the NAPLAN.*

While this target was achieved in 2013, there was partial achievement in 2014 and 2015. The staff has regarded this target as being unrealistic when taking into consideration the school profile of students funded through the Disability Resource funding, EAL/D students and students assessed by class teachers as having learning difficulties. Students at, or one NAPLAN band above the National Minimum Standard, were identified to be at educational risk and supported through case-management strategies including Individual Education Plans (IEPs). While information conveyed to reviewers confirmed the intent to develop a database record of students at educational risk, records of student longitudinal progress and achievement were not available.

*Target 1.3 Evidence of the retained (stable) cohort of students exceeding the progress of Western Australian Like Schools.*

The 2013 Annual Report contained detailed reporting of this target noting the target was achieved for Years 3-5 in punctuation and grammar and writing, close to achievement in spelling but was not achieved in numeracy and reading.

Evidence of achievement and progress can be ascertained from NAPLAN data. However, the school has not demonstrated a consistent structured and strategic approach to self-review with documented evidence, analysis and reporting that demonstrates the extent of achievement of this Business Plan target.

*Target 1.4 Students at Educational Risk (SAER) to achieve progress that is equal to at least 85% of Western Australian mean progress.*

The staff reported assessment of this target as problematic in view of the difficulty in obtaining statistical data to measure the expected progress. The reviewers confirm this target did not address any relevance to a specific number or cohort of students, assessment tool/s, or a timeframe for achievement.

In term 4 2015, the staff had written 58 Individual Education Plans (IEPs), 70 Group Education Plans (GEPs) and one Behaviour Management Plan (BMP). Students on these plans are recognised as students at risk, requiring monitoring through a case management process. The staff has increasingly adopted the Special Educational Needs (SEN) and Learning Difficulties support material and reporting process in order to more efficiently and effectively manage planning and recording of student progress. The school coordinator of students at risk is trialling a case management process within a Year 6 classroom.

Monitoring performance of LBOTE or EAL/D students has not been a focus of the current Business Plan. Of significance is the enrolment in 2016 of 197 LBOTE students from which 46 have been identified as EAL/D (an increase of 22 from term 4, 2015). These students are supported twice weekly through a withdrawal model by the school EAL/D teacher whose employment was extended from 0.2 FTE to 0.8 FTE in 2015 and continuing into 2016.

Reviewers noted in 2015 NAPLAN data that 10 students of the LBOTE cohort in Year 3 achieved above the school mean in writing and numeracy and 13 in

reading. Six students in the Year 5 LBOTE cohort achieved above the school mean in numeracy, seven in reading and five in writing.

A comprehensive and commendable enrolment process is conducted by the Principal when enrolling LBOTE or EAL/D students.

*Target 2.1 50% of Nedlands students in the top 20% of all students tested in science in the Western Australia Monitoring Standards in Education (WAMSE).*

The target was achieved in 2013. With WAMSE no longer available for the years 2014–2015, the staff selected *Primary Connections* as a resource for the teaching, learning and evaluating of science. In addition, staff year teams develop common tasks for assessment and grading of student performance. The continued and successful focus on science in the school is commendable. Science has been a theme of a school learning journey celebration, emphasising the focus on science technology, engineering and mathematics (STEM) bringing together parents and the community and supported by the Scitech support officer.

*Target 3.1 Male student performance in NAPLAN and WAMSE will be commensurate with female student performance by 2015.*

This target is stated in general terms and does not specify any year levels. Data became inconclusive due to WAMSE ceasing to be available. The school self-review stated this target in NAPLAN performance, as achieved, verified through Year 3 and Year 5 First Cut 2015 NAPLAN data. The staff plans to continue to focus on gender links in NAPLAN performance in numeracy for girls and writing for boys. Individual school staff have attended professional learning for *'Boys in Education'* which they reported has enabled them to adjust their learning programs and environment to better cater for the learning styles of boys.

*Target 4.1 The musical instrumental program to extend to at least 75% of all eligible Year 4-7 students. (Now Year 4-6 students)*

This target has been consistently achieved. Based on results of the Music Aptitude Indicator (MAI) assessment tool, provided through the School of Instrumental Music, the number of Nedlands Primary School students offered places in instrumental classes is consistently higher than State norms.

Students at Nedlands Primary school have mainly achieved the academic targets with student performance predominantly above that of like schools. Early Childhood staff recognise the value of data obtained from Pre-Primary and Year 1 On-Entry Assessments. Early reporting to parents of Kindergarten students' achievements reflects early assessments. The staff has yet to address cohort data to establish targets linked to on-entry assessments.

In the development of the next Business Plan, and informed by student achievement data and self-review information, it is recommended:

- SMART targets are set for academic and non-academic student achievement and planned strategies, reflective of focus areas, are identified as operational strategies necessary to achieve the student achievement targets
- the diversity of students is recognised to include specificity in targets for identified student cohorts
- the language of targets is clarified to ensure clear and specific data collection
- a range of measurements is identified to ascertain achievement of targets.

The school review of the National Quality Standard, not aligned to the 2013–2016 Business Plan, has provided a revitalised focus on the K–2 area of the school, resulting in the K-2 team developing strategic planning for 2015–2016, identifying what is being achieved and what requires further implementation and or attention. The school has met the mandated requirement to conduct a self-review. An external NQS review has been conducted, for which written verification is yet to be received. The school improvement planning is to include consideration of matters identified in the school and external verification process.

## School Performance—Quality of the Learning Environment

***How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?***

The school has a warm, inclusive multi-cultural environment steeped in its own history. A wealth of pictorial and other records of the school community's 2013 centenary celebrations were in evidence throughout the original, well-maintained buildings and in the more recent additions.

A full hour before formal classes commenced, students and parents were arriving at the school for extra-curricular activities which was the first evidence of the school community practising the motto of *Semper Altius* (Always Higher) and enacting the school vision to *Experience the Opportunities*. Approximately 15 students from Years 2 to 6 were working in the library on a self-paced coding program, CoderDojo, supported by a group of interested parents and a staff member. Students, parents and staff involved in the club demonstrated the same level of enthusiasm and commitment to the intellectually challenging coding languages leading directly to full robotics programs. A similar number of students were expected for the same program after school when Pre-primary students participate with parental support. Both groups are run on a less formally structured club basis where more experienced students act as peer mentors to others. Despite the informality, all students were thoroughly focused and working determinedly on their individual projects. Numbers of participants are limited by the availability of parent volunteers with the clubs highly sought after by students. There is a waiting list of students wishing to participate.

At the same time, the Nedlands Primary School Orchestra was rehearsing under the leadership of a renowned conductor jointly funded by the school and the Parents and Citizens' Association and supported by the music teacher and deputy principal. The orchestra is highly-valued by the school community for the wide range of instrumental music offered to students, the enthusiastic commitment of staff and students and the very high quality of performances.

The staff is commended for the rigour of the extra-curricular programs of music and the coding program, CoderDojo, supported by students, staff and parents that demonstrate the embedded nature of the school vision to *Experience the Opportunities*.



The significant 2013 Centenary Year included extensive musical performances by the school choirs, string orchestra, the concert bands and performances from classes of the early years. The reviewers attended a performance of the string orchestra and one of the concert bands, and were impressed by the musical presentation and the support, involvement and investment by the parents, staff and students in the music program.

The school is commended on the high standard and breadth of participation in the music program.

The school has enrolments of nearly two hundred students for whom English is an additional language. Discussions with staff, Board members, students and parents indicated to the reviewers that this cultural diversity is highly-valued and widely perceived as a unique quality of the school community, while recognising the challenges it brings for student learning. In particular, the Chinese Liaison Committee has been established to coordinate the Chinese community group in support of the school. Parents who are nominated as Class Representatives make contact with new parents to welcome them, provide packs with an assortment of local information and organise social opportunities. The school is commended on the manner in which their cultural diversity is embraced and valued.

Students reported feeling safe within the school environment where relationships were respectful and newcomers were openly welcomed and supported, specifically through initiatives such as the *language buddy* system whereby incoming students for whom English is an additional language are buddied with an existing student with the same language background. The school has a comprehensive Behaviour Management Policy where rules are based upon *Safety*, *Caring* and *Consideration* but the general standard of behaviour and the inclusive nature of the school community as a whole requires minimal reference to the sanctions described in the school policy.

A major focus for the school, referred to as an indicator of success in the *Community Partnerships* section of the Business Plan, was the high level of community support for the centenary initiatives. It was clear to the reviewers that this had been an outstanding success on several levels. Parents, staff, students and Board members who had been at the school in the centenary year of 2013 were unanimous in their enthusiasm for the events throughout the year and reflected on the success of the celebrations as a unifying community event. Key amongst this has been many ex-students reconnecting with the school, as evidenced by the music concert which brought together



past and present students to perform together. The school has capitalised on this through the development of a database to maintain connection with ex-students and engage them in future support of the school.

An associated initiative to the Business Plan target of male student performance in NAPLAN and WAMSE to be commensurate with female student performance was the forming of a fathering group known as the *Nedslads*, to encourage fathers and father figures to become active 'dads'. The group plans engagement days such as 'camp outs' with the children. *Nedslads* has proven very effective as a cross-cultural group with 90 fathers attending the latest school busy bee. There is now sufficient momentum within the group that the school has stepped back from active involvement to maintain a supportive role.

Identified gifted and talented students participate in the Department of Education's Primary Extension and Challenge (PEAC) program through the North Metropolitan Regional Office. Students from Year 1 to 3 are identified through the On-entry testing and teacher nomination to participate in the Early Years Extension (EYE) program at the regional office. The staff is exploring professional learning opportunities to enable extension and challenge programs to be offered within classroom teaching programs.

The Acts of Service program for all students from Kindergarten to Year 6 evolved as a part of the planning for the centenary celebrations. The staff reports that the Indicator of Success within the Business Plan of registering 500 students, including 30 who were awarded badges for completing 100 hours of service, was achieved. The continuation of this program is dependent upon developing an improved electronic recording system.

The school P&C is an extremely active, effective fundraising body which has provided significant financial support to enhance the learning programs and the school environment. Information and communication technologies have received significant on-going funding for the supply of robotic equipment required in the development of the coding and robotics program. With the limitations of the school boundaries, the P&C is proactive in developing the spaces available to ensure a safe and stimulating environment for the students. To this end, they are funding an extensive nature playground for the Junior Primary years and considering ways to develop the play area for the Pre-primary classes recently moved on site. Parking and traffic flow around the school are safety issues actively pursued with the Nedlands Council by

parent representatives who invest time in developing positive relationships with the Council on behalf of the school.

New students arrive from overseas throughout the year. As students with English as an Additional Language or Dialect (EAL/D) they are entitled to attend the Intensive Language Centre at Highgate Primary School. Although the school has succeeded in obtaining a bus service to transport students to Highgate Primary School, most parents elect to keep their students with EAL/D at Nedlands Primary School. In an effort to provide the best opportunities for these students, the school has increased the fulltime equivalent of the EAL/D teacher and structured class placements to optimise the learning environment for all students.

The school has implemented learning area teams ensuring teams have shared common non-contact time and structured agendas to maximise effective use of time, opportunities for collaborative planning and positive impact on learning programs for students.

Considerable time and resources have been allocated to developing a culture of change within the staff team through the Department of Education endorsed Change 2 process. An external facilitator is working with the school leadership team, leading teachers and the staff through the complete change cycle. The workshops aim to establish a culture of reflective and innovative practice and collaboration. Through the staffing flexibility of the IPS structure, an additional teacher has been employed as a teaching coach to support and encourage innovative practice and increase effective classroom teaching.

The professional learning of staff is supported further through partnerships with Shenton College and the Shenton Network, TeachMeet WA together with links to Perth Modern School and Scitech. Important community partnerships are nurtured with the City of Nedlands Council, Rotary and the Red Cross. The School Board initiated a seminar for Board members, staff and parents titled '*Power of Learning - A Mindset for Success*'. Feedback rated the seminar and topic as highly successful and a repeat of the seminar has been requested.

Parents reported to the reviewers they were satisfied with the level of communication from the school concerning student progress. In addition to scheduled interviews and formal reports, the student diaries are effective communication tools. Teachers operate an *open-door policy* and parents feel confident and willing to request meetings when required. The Parent

Satisfaction Survey conducted by the Board, however, indicated some parents would appreciate more informal anecdotal feedback and the staff is encouraged to continue exploring the opportunities to use electronic communication tools for this purpose.

Annual staff and student satisfaction surveys have not been conducted. It is recommended that these surveys be administered, analysed and acted upon as soon as possible.

Nedlands Primary School clearly provides a safe, nurturing, inclusive learning environment where the wider school community comes together to offer students opportunities to grow through participation in challenging academic, cultural and sporting programs.

## School Performance—Sustainability

### *How well placed is the school to sustain and improve its performance into the next planning cycle?*

The Principal, appointed to the school mid-2014, conducted an internal review, concluding that while high levels of student performance were consistently achieved, embedded whole-school practices and shared ownership of improvement and innovative practices indicated further development was required. A defining factor of Nedlands Primary School and largely the result of the Principal's internal review, has been acceptance by the staff to participate in the Change 2 process which commenced in 2015. Staff conveyed to reviewers their commitment to the process, recognising it as a complete cycle for change. Objectives have been identified and set to:

- effect change within the organisation
- develop a professional learning community
- have enthusiastic teachers who are reflective and display high quality teaching using innovative teaching and learning programs
- develop effective and efficient teacher collaboration
- achieve high levels of student performance and engagement.

The process, in its early stages, has made significant impact in revitalising collaborative team meetings, the purpose of voluntary committees and is incrementally introducing a comprehensive Curriculum Planning Model with close links to phase-of-schooling teams. Development of comprehensive and responsive operational plans is recommended.

Measurable identified outcomes of the change process include established protocols for teacher reflection linked to performance management and common understanding of high quality teaching encompassing the 'Australian Professional Standards for Teachers'.

A Teaching and Learning Support role has been established to assist with:

- ICT and tablets as a tool to enhance effective teaching
- Enhanced capacity for differentiation in classes to cater for extension and challenge
- NQS Quality Area 1, Program and Practice
- Trial of a case management process, Year 2 and Year 6.

Reviewers affirm the intent of the adopted Change 2 process to address the shortcoming of alignment of Business Plan targets, and associated whole-school strategies within detailed operational plans.

The Principal demonstrates an understanding of the value of shared leadership in the school improvement process, particularly pertinent to maintaining a vital, positive and inclusive school culture. Staff are encouraged and supported to develop leadership aspirations and several key personnel have been identified to provide leadership within the Change 2 process.

The School Board is well established with informed members who are well known within the school community. Members are collectively skilled across educational and corporate areas and are committed to understanding their role in an educational context. Reviewers noted that Board membership does not currently represent the cultural diversity of the school and recommend extending the Board membership by including a parent or community member representative of the diverse cultural community. Members ask pertinent questions related to school performance data, reports presented to them and parent survey results. They are committed to having a contributing role in the future school improvement planning, including the development of the 2016-2018 Business Plan. The Board has conducted an extensive self-review of its operations to ensure its contribution is effective. Board agendas have included discussion on school performance data, monitoring implementation of the components of the DPA, examining financial statements and endorsing the school budget, monitoring the Kindergarten and Pre-primary accommodation and safe access to the school. The Change 2 process is supported by the Board with strong endorsement of the focus on high-quality teaching.

The Board acknowledges the contribution each relieving principal has brought to the school, regretting the frequent change during the three year cycle of the Business Plan, and that having a principal substantively appointed will enable:

- continuity in leadership
- direction of whole-school planning and resource allocation
- more effective monitoring of school development and improvement
- greater continuity in Board operations and administrative advice, and
- connecting with the community through a leadership/team role.

The endeavours of the Principal, Board and the P&C are aligned. During the review process, it became apparent that the school funds are significantly augmented each year by the P&C through fundraising efforts in response to school requests for additional resources and facilities. Parents are willing to assist as volunteers and their contributing expertise is valued. The strength and cohesion of the parent community in supporting the school is commendable.

The school buildings and grounds are well maintained and presented.

There occurs some uncertainty of enrolment due to the school not having information on the employment by nearby UWA and Sir Charles Gairdner Hospital of international scholarship holders who select Nedlands Primary School as their school of choice and subsequently choose a place of residence to meet the criteria of the school local intake policy.

The Annual Report is a key accountability document for the school to report to the School Board, school community and the Director General of the Department of Education. Reviewers recommend publishing in the Annual Report the school's performance against targets and focus areas of the Business Plan and conclusions drawn from the analysis of results together with feedback of parent, teacher and student surveys as per the requirements of the Delivery and Performance Agreement.

Workforce planning is strategically managed through an informed workforce plan. Accumulated leave liability and maternity leave have contributed to multiple fixed-term appointments in classroom roles ranging from a few weeks to a year. Permanent teacher appointments are made when possible, with due celebration of the calibre of teachers who are selected for employment at the school.



## **Conclusion**

The Principal and Board have systematically reviewed their roles and responsibilities in line with the requirements of the DPA. The Business Plan 2016-2018 is currently being developed through a consultative process involving teaching staff and the Board.

The school has commenced a significant journey to develop a professional learning community. High-quality teaching is central to the Change 2 process being implemented. The provision of opportunities to enable students to be challenged and engaged in their learning to develop to their full potential academically, physically, socially and ethically is of paramount importance in the school.

Observations made during the review visit, together with evidence from 2015 parent survey data, discussion with parents, students and teachers confirmed Nedlands Primary School is a safe, caring and inclusive environment where parents are welcomed as partners and where there is a committed and supportive school Board.



## Commendations

***The following areas are commended:***

- the coding program, CoderDojo, and the rigour of the extra-curricular music program
- the high standard and breadth of participation in the highly successful music program and the accomplished string orchestra, concert bands and choirs
- the inclusive manner in which the cultural diversity of the school is embraced and valued
- the continued and successful focus on science
- the comprehensive enrolment process conducted by the Principal when enrolling LBOTE or EAL/D students
- the strength and cohesion of the parent community in supporting the school.

## Areas for Improvement

***The following areas for improvement are identified:***

- For the next iteration of the Business Plan:
  - (i) SMART targets are set for academic and non-academic student achievement
  - (ii) planned strategies are identified as operational strategies necessary to achieve the student achievement targets
  - (iii) recognise the diversity of students to include specificity in targets for identified student cohorts
  - (iv) clarify the language of targets to ensure clear and specific data collection
  - (v) identify a range of measurements to ascertain achievement of targets
- develop a consistent, structured and strategic approach to self-review with documented evidence, analysis and reporting that demonstrates the extent of achievement of targets of the Business Plan

- the development of comprehensive and responsive strategic operational plans
- staff and student satisfaction surveys be administered, analysed and data acted upon
- the assessment and monitoring schedule be updated to reflect increased standardised and consistent monitoring to facilitate the collection of longitudinal data to track student progress
- publish in the Annual Report the school's performance against targets and focus areas of the Business Plan, conclusions drawn from the analysis of results, and feedback of parent, teacher and student surveys
- extend the Board membership to make it more inclusive and representative of the cultural diversity of the school community.

## Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Nedlands Primary School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mrs Georgina Detiuk, Lead Reviewer

2 June 2016

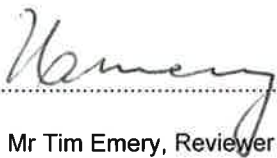
Date



Mrs Margaret Brede Reviewer

1 June 2016

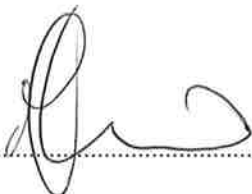
Date



Mr Tim Emery, Reviewer

1 June 2016

Date



Mr Richard Strickland, Director General,  
Department of Education Services

10/6/16

Date

