



Department of
Education

Shaping the future

Nulsen 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

Nulsen Primary School first opened in 1972 and is situated in Esperance, approximately 390 kilometres south of the city of Kalgoorlie, within the Goldfields Education Region.

The school has an Index of Community Socio-Educational Advantage of 845 (decile 10).

It currently enrolls 224 students ranging from Kindergarten to Year 6. Nulsen Primary School became an Independent Public School in 2020.

Support for the school is demonstrated through the work of the School Board and Parents and Citizens Association (P&C).

The first Public School Review of Nulsen Primary School was conducted in Term 4, 2018. This 2023 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 and members of the leadership team prepared comprehensive submissions for the Electronic School Assessment Tool (ESAT) ensuring staff had input into the process.
- The school's self-assessment was enhanced by conversations with a diverse range of staff who contributed their reflections and actively engaged in the validation visit.
- School Board and community members, P&C representatives and parents engaged positively in discussions, demonstrating mutually respectful relationships and a strong investment in the school.
- Students from Year 4 and Year 6 provided a tour and valuable insights into the school, especially sharing the impact of the Buzz Room.

The following recommendation is made:

- Continue to use the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycles.

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Relationships and partnerships

High levels of trust and respect are evident as the school, families and agencies work in partnership to ensure students thrive and achieve their potential. Professional and caring relationships alongside a culture of high expectations support the school's improvement journey.

Commendations

The review team validate the following:

- A strong culture of collaboration between staff is supported by mutual respect and a collective commitment to ensure success for every child. Staff reported feeling valued, supported by the leadership team and expressed their appreciation for transparent school decision making processes.
- An effective and engaged School Board demonstrate an understanding of governance requirements and value the opportunities to provide input through respectful dialogue.
- A committed P&C provides a platform for community engagement through their support for families experiencing hardship, facilitation of the breakfast club and volunteering at the school.
- A well established and regularly attended KindiLink program is providing high quality engagement in play and learning sessions for children and their families.
- Mutually respectful and beneficial partnerships have been developed between the school and a range of community partners including Allied Health Services, Nulsen Readers, Esperance Care Services, the Clontarf Foundation and Esperance Senior High School.

Recommendation

The review team support the following:

- Continue to explore opportunities to engage families in their children's learning.

Learning environment

A learning environment designed to maximise student engagement and inclusion is a whole-school priority at Nulsen Primary School. Strong advocacy for students and a deep understanding of each child's background is leading to collective staff responsiveness in establishing a safe and welcoming place.

Commendations

The review team validate the following:

- The recently developed Nulsen Agreements, aligned to TRIBES, set clear expectations for student behaviours and provide positive incentives to support their implementation.
- An Attendance Committee, comprising of key stakeholders in the school and community, has been formed to proactively monitor and address students' attendance in conjunction with their families. The Step In program is offering positive incentives while considering barriers for attendance.
- A daily breakfast club, before school running club and the Boost program are being embedded to support student engagement.
- A range of social and emotional programs, along with highly skilled education assistants, support students to understand and manage their emotions. Cluster hubs and the Buzz Room are providing safe and inclusive engagement techniques for students.

Recommendations

The review team support the following:

- Proceed with the intent to further develop the outside learning environment to cater for the diverse needs of students.
- Continue to build on teacher's knowledge and understanding of a trauma informed approach when supporting students' emotional needs.

Leadership

Underpinned by trust and respectful relationships, the leadership team, guided by the Principal, are committed to a school-wide culture of improvement, working alongside staff and the community to place student success at the heart of all decision making.

Commendations

The review team validate the following:

- The Principal and leadership team are relational, approachable and supportive, leading a culture of high expectations and a focused school improvement agenda.
- School strategic planning is aligned to the Department's direction, with an explicit intent to build staff capacity and embed high quality teaching and learning practices.
- The school's distributed leadership model creates meaningful opportunities to build the capacity of staff, recognising their skills and experience as they lead Professional Learning Communities and strategic priorities.
- A comprehensive induction booklet provides new staff with clear expectations of school priorities, as well as sample literacy and numeracy block formations.
- Performance management and development processes are linked to school priorities and provide feedback to support the further development of staff.

Recommendations

The review team support the following:

- Proceed with the intent to identify and further develop the skills of middle leaders to lead Professional Learning Communities.
- Explore opportunities with the 'Scaling up to Success' Goldfields initiative to embed a culture of observation and feedback to support the effective delivery of teaching and learning.

Use of resources

The Principal and manager corporate services provide open and transparent financial management structures in collaboration with the School Board, Finance Committee and staff. This is developing a shared understanding of the complex nature of school resourcing.

Commendations

The review team validate the following:

- A solutions-focused approach and evidence-based decision making is apparent as targeted initiatives, and school characteristics funding, is deployed to support students' academic and social and emotional needs.
- The allocation of targeted funding, to appoint 2 behavioural coaches and additional staff to lead the Step In and Boost programs, is supporting the delivery of trauma informed practices as well as addressing engagement and attendance needs.
- The school has been able to attract additional funding to target priorities through strategic applications for grants.
- Additional provision of time for DOTT¹ is budgeted to provide teachers with opportunities to undertake leadership responsibilities and collaborate with peers.
- A detailed workforce profile has enabled the analysis of the imminent and emerging staffing, recruitment and succession planning requirements of the school. Building the capacity of relief staff in whole-school approaches is a key priority in the plan.

Recommendation

The review team support the following:

- Continue to upskill staff to develop their understanding of the decision making processes used to allocate resources in the one-line budget.

Teaching quality

With teaching quality the focus for school improvement, staff demonstrate a professional responsibility and personal accountability to support teaching and learning. Shared staff beliefs underpin a commitment to the regular analysis of data, collaboration, reflection and professional learning that is enabling more connected practice across the school.

Commendations

The review team validate the following:

- A partnership with Shaping Minds and a pedagogical framework, encompassing explicit direct instruction and engagement norms, are supporting the school's intention to enhance consistency of teaching practice.
- The recent implementation of evidence-based programs and targeted professional learning is enabling staff to begin to embed agreed practices and school priorities.
- Staff work together to use achievement and performance data to drive teaching and learning decisions and identify students requiring intervention.
- A structure of streamlining time for DOTT is supporting successful transition processes for students and creating meaningful opportunities for staff to collaborate in phases of learning and specialist areas.
- Data informed practice and curriculum differentiation are a priority for staff at the school. A range of academic, attendance and behavioural data is used to monitor, track and address student performance.

Recommendation

The review team support the following:

- Proceed with the intent to further embed the instructional framework and consistent pedagogies.

Student achievement and progress

Mindful that some students are not making 'year on year' academic growth, the school is consolidating its approach to the collection and analysis of a range of student data to inform teaching programs and address students' engagement and attendance.

Commendations

The review team validate the following:

- The school has identified, through the analysis of systemic data, the gaps in student achievement and proactively initiated strategies to address them.
- A comprehensive Curriculum Assessment and Reporting Policy and a well-structured assessment schedule, identify a range of system and school assessments with detailed data collection and analysis processes.
- The introduction of Elastik is providing staff with a comprehensive data platform to streamline the collection of achievement data and address gaps in student learning.
- Behaviour and attendance data is rigorously tracked, monitored and interrogated to ensure resources are allocated and student needs are met.

Recommendations

The review team support the following:

- Continue to develop the data literacy of staff to enable teaching and learning adjustments to reflect student needs.
- Monitor closely the progress of students from On-entry to Year 3, to determine the effectiveness of programs and instructional approaches in the early years.
- Provide opportunities for staff to engage in moderation activities within phases of learning and the Esperance Network to accurately make judgements and allocate grades.

Reviewers

Natalie Tarr
Director, Public School Review

Daniel Mort
Principal, Guildford 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

Reference

1 Duties other than Teaching