



Neerigen Brook Primary School

Public School Review

Public School Review

Purpose

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

Context

Neerigen Brook Primary School is located in Armadale, 36 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

Opened in 1970, Neerigen Brook Primary School became an Independent Public School in 2010.

Currently, there are 302 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 921 (decile 9).

Neerigen Brook Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Neerigen Brook Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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 school reported that reflections after the previous school review empowered staff to build a collective knowledge of the self-assessment process and to document and reflect school progress year to year through a data responsive focus.
- Professional learning alignment with the Electronic School Assessment Tool (ESAT) domains ensured that all staff were involved at all levels in the ongoing cycles of whole-school self-assessment to provide a consistent and representative voice.
- Whole-school and community voice was captured by including a diverse range of school and community members, inclusive of staff across areas of the school, students, parents, school partners and broader community members.
- The collation of evidence was a collaborative effort of school teams, supported by the learning support coordinator (LSC) who managed workload and compiled submissions for the ESAT
- The organised ESAT submission succinctly captured the school's narrative of engagement, cultural inclusion and a relentless focus on continual school improvement to meet the ongoing needs of its diverse school community.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants delivered strong and consistent messages that built on claims in all domains throughout these meetings.
- A dance performance by the Dardy Yorgas and Mooditj Boys celebrated the school's strong, rich and authentic cultural engagement focus.

The following recommendations are made:

- Use the Summary section of the ESAT to share with the review team the school's self-assessment methodology and engagement opportunities provided to staff and community members.
- Consider making improvement actions more targeted towards the identification of the 'big rocks' for improvement in each domain of the Standard.

Relationships and partnerships

Strong, purposeful relationships and partnerships enhance educational opportunities and community support. There is a strong sense of pride in the school and a united focus on improving opportunities for children.

Commendations

The review team validate the following:

- There is a deep commitment to reconciliation and culturally responsive practice. Partnerships with Aboriginal and non-Aboriginal stakeholders inform community voice to shape school initiatives, including the co-designed Reconciliation Action Plan 2022-2024, termly Reconciliation Committee meetings, and culturally safe Community Yarns.
- Events, activities, and community programs are promoted using Facebook, Compass and paper displays on classroom and office windows. Staff prioritise culturally safe and respectful engagement tailored to each family's needs, creating space for collaboration and trust.
- The P&C and School Board collaborate with staff to address challenges, celebrate successes, and strengthen relationships through joint initiatives. Events such as the Colour Run and targeted fundraising have delivered tangible benefits, including playground equipment that supports emotional regulation.
- Collaboration drives consistent, high quality teaching and learning. Weekly planning sessions enable staff to align curriculum, share expertise, and respond to student data. This team-led approach fosters professional growth, continuity of practice, and an environment where staff lead, learn, and celebrate.
- Engagement in the Early Years Partnership and close work with 54 Reasons sustains a lively playgroup and a 3-year-old program. These groups create opportunities for pre-enrolment engagement and the connecting of families with community services to support children's development and family wellbeing.

Recommendation

The review team support the following:

- Co-design with staff, students and the community a new feedback tool that captures community voice in a culturally responsive and safe way to guide school decision making.

Learning environment

A safe, caring and culturally responsive environment is fostered through an unwavering focus on student engagement, behaviour, wellbeing, and academic success. Students are seen, heard, and supported to thrive.

Commendations

The review team validate the following:

- Reconciliation is embedded at every level through raising school-wide awareness, celebration of culture through inclusive events, the curation of learning through Aboriginal perspectives and fostering Aboriginal partnerships that empower students to walk side by side on the reconciliation journey.
- A commitment to student voice, cultural inclusion, and purposeful learning is evident. Initiatives such as the Yarning Circle and Hands on Learning foster belonging, connection, and emotional wellbeing. Student-led inquiry, visual supports, and feedback mechanisms empower learners and shape responsive practices.
- Strategic, reflective, trauma-informed behaviour and engagement approaches aligned with restorative and Positive Behaviour Support practices, ensure consistency and cultural fit. Escalation profiles, safety plans, and visual supports, along with co-regulation strategies equip staff to meet diverse student needs with clarity and compassion.
- Proactive, data-informed approaches to improving attendance using incentive-based strategies, such as raffle draws with family-focused prizes, recognises attendance as a shared effort. Strong communication and relationship building have led to a dramatic reduction in unexplained absences and improved attendance.
- Clear interventions and a structured SAER¹ case management process empower staff to meet the needs of every child. Support provided by LSC ensure individual education plans incorporate disability, medical, and external provider information so that all at risk students and families are supported.

Recommendation

The review team support the following:

- Make the embedded school processes for supporting SAER more visible to all staff to ensure consistency.

Leadership

A shared vision of inclusion and unwavering focus on empowering and supporting staff with clear directions and expectations defines school leadership and drives a culture of trust, respect and collaboration.

Commendations

The review team validate the following:

- Strategic, responsive operational planning, explicitly linked to the business plan targets and informed by multiple data sources, ensure alignment with student and staff needs. Collaborative input, targeted resource allocation and annual reviews ensure continuous improvement and consistency in curriculum delivery.
- Coaching is embedded as a clear and continuous process, with staff supported by multiple leaders using varied approaches. Resourcing enables release time for a Centre for Excellence in the Explicit Teaching of Literacy intern and level 3 teacher to lead coaching and observation.
- Change management is driven by collaboration, with staff perspectives gathered through conversations, surveys, and structured sharing. The Board understands its role contributing to the process of improvement and change and is informed by staff consultation and data reflection.
- Performance development is well-structured and supportive. Staff are provided with clear expectations, resources, and designated contacts to guide their growth. Processes are collaborative, with regular check-ins, goal setting, and constructive feedback. Walkthrough checklists aligned with AITSL², Early Years Learning Framework, and National Quality Standard ensure clarity and consistency.
- A strategic approach to leadership development identifies and supports emerging leaders through mentoring and tailored learning. Staff voice through feedback, reflection, and collaboration drives planning, policy, and the provision of professional learning to grow the collective leadership capacity of all staff.

Recommendation

The review team support the following:

- Develop a shared understanding and agreement on the school's peer observation and feedback process to further build collective instructional efficacy across the school.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Resources are strategically allocated to support case management approaches across academic and non-academic domains. Financial investment is aligned to planning priorities, enabling whole-school programs, professional learning, infrastructure, and technologies that drive improved educational outcomes.
- A representative Finance Committee ensures transparent financial planning and regular oversight. Information is shared across teams, enabling staff input into resourcing decisions and strengthening whole-school financial management processes.
- The Musica Viva Program residency has enriched student learning, upskilled staff and demonstrated the impact of music on cognition, wellbeing, and engagement. Increased attendance, student participation, and reduced behavioural issues reflect targeted use of resources to maximise learning outcomes for students and staff.
- Staff are supported to take on leadership roles and explore new approaches. The executive leadership team provide ongoing support, resources, and encouragement to support continual progress. Investing in leadership development is seen as an essential element of allocating resources.
- Successful grant applications support the resourcing of high quality learning experiences. Cultural collaborations such as the Binar Mural and Deadly Deeds initiatives foster deep student engagement with Noongar culture through art, music, and storytelling. Collaboration with local artists ensures authentic learning, with student voice central to concept development and creative expression.
- Funding of the Complex Behaviour Support Coordinator role has strengthened the school's capacity to support students with complex needs. This initiative has enhanced behaviour, wellbeing, and engagement strategies through targeted expertise and structured support.

Teaching quality

Evidence-based teaching reflects a shared commitment of staff to collaboration, differentiated learning, and high expectations to provide quality teaching and learning for every student.

Commendations

The review team validate the following:

- Collaborative planning drives the implementation of whole-school strategies. Data reviews using tools such as DIBELS³, InitialLit, Spelling Mastery, Progressive Achievement Tests (PAT), and Stepping Stones inform instructional adjustments. Targeted monitoring identifies learning gaps, reinforcing a culture of continual growth and evidence-based practice.
- Participation in the Centre for Excellence in the Explicit Teaching of Literacy program has strengthened staff confidence in explicit teaching and high-impact literacy practices. Interns lead the implementation of daily reviews and support new staff through coaching, fostering consistent routines and shared language across all classrooms.
- Whole-school implementation of daily review routines in English and mathematics provides consistency and clarity across classrooms. Standardised templates, shared engagement norms, and best-practice video resources support high expectations and cohesive instruction.
- Consistent reading routines are embedded across classrooms and supported with dedicated time. Additional staffing enhances opportunities for students to read with adults, fostering a strong reading culture. Recognition of effort and achievement, including 'reading champions' and Principal engagement, promotes motivation and connectedness.
- InitialLit provides a consistent, evidence-based synthetic phonics approach that is embedded in all Kindergarten to Year 2 literacy lessons. Aligned with whole-school instructional practices, it is strengthening cohesion and enhancing student learning outcomes.
- Professional learning is purposefully selected to build staff capacity and refine practice. Completion of the English as an additional language or dialect (EALD) hub learning modules reflects a commitment to meeting the diverse needs of every student.

Recommendation

The review team support the following:

- Use the school's comprehensive data tools to identify students requiring differentiated teaching that supports academic extension.

Student achievement and progress

A commitment to improving the academic achievement and progress of all students drives a focused approach on teaching, assessment, and reporting to inform a clear understanding of student growth.

Commendations

The review team validate the following:

- Consistency in data collection and moderation is provided by the whole-school assessment schedule. Senior leaders guide staff in the use of a range of data tools. The building of staff data literacy and engagement in disciplined dialogue informs teaching, resource allocation, and intervention planning.
- A school-based assessment approach using PAT-M³, PAT-R⁴ Adaptive, and DIBELS⁵ has improved data quality and staff engagement. Data informs teaching and the creation of a dynamic triangulation spreadsheet that tracks student growth to support targeted and responsive instruction.
- The 2025 NAPLAN⁶ performance demonstrates improved achievement and progress across all areas. Years 3 and 5 performance in literacy and numeracy is at or above the level of contextual similar schools in most areas. Year 5 writing and spelling demonstrate notable growth, reflecting teachers' effective use of data to drive targeted improvement strategies.

Recommendation

The review team support the following:

- Continue building staff capability in data use, with a whole-school focus on reducing variability in Tier 1 instruction.

Reviewers

Steve Dickson
Director, Public School Review

Grant Kennedy
Principal, North Balga 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 to your school's next scheduled review. This notification will be provided in 2030.



Steve Watson
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 Australian Institute for Teaching and School Leadership
- 3 Progressive Achievement Test – Maths
- 4 Progressive Achievement Test – Reading
- 5 Dynamic Indicators of Basic Early Literacy Skills
- 6 National Assessment Program – Literacy and Numeracy