

NICHOLSON NETWORK
BLUEPRINT
2029





Acknowledgement

We acknowledge and respect the Whadjuk people of the Noongar nation, the traditional custodians of the lands and waters on which our students, staff and communities live, work, and are educated across the Nicholson Network. We celebrate the continuing traditions, living culture and connection to the land.

Our Vision

Together, we lead with purpose — connecting, learning, and growing as a network to achieve excellence and deliver the best possible outcomes for our students and school communities.

Who we are

The Nicholson Network is comprised of nineteen outstanding Public schools, serving diverse and growing communities. Our Network includes fifteen Primary schools, an Education Support Centre and three Secondary schools.

Schools in the Nicholson Network provide education to an enrolment of approximately 15,000 students, supported by a team of 1,800 staff.

Our schools choose to work in partnership to align professional learning, support and resources in ways that maximise opportunities for students.

Our Beliefs

We believe in building the professional capacity of our teachers and leaders to improve teaching and learning, enhance student outcomes, and grow future leaders across the network.

We believe in the power of collaboration — sharing expertise, resources, and best practice to strengthen instruction and support all learners, including through targeted intervention and extension.

We believe in open, respectful dialogue and mutual support among principals and school leaders, fostering collegiality, trust, and stability within our network.

We believe that student success is a shared responsibility, and that by working together with a clear, common purpose, we can provide equitable and high-quality learning opportunities across diverse contexts.

We believe in nurturing leadership at all levels, recognising and supporting aspirant leaders to build a strong leadership pipeline for the future of our schools.

We believe in maintaining a child-centred focus, where decisions and actions are guided by what is best for our students' wellbeing, achievement, and growth.

We believe in sustaining an engaged, connected, and forward-thinking network, committed to continuous improvement and to supporting one another to achieve collective excellence.





QUALITY TEACHING

As a Network, we commit to:

- Building the capacity of all staff to implement evidence-based, high-impact teaching strategies that drive improved student outcomes in every classroom.
- Learning with and from each other, fostering a culture of professional trust, reflection, and continuous improvement across schools.
- Reducing variability in teaching practice by strengthening a consistent understanding and application of effective instruction within and across our diverse school contexts.
- Fostering extension and gifted education opportunities across Network schools to support high-potential learners to be further challenged, engaged, and supported.

Strategic Actions:

- Use shared network-wide data to identify priority areas for professional growth and instructional focus.
- Co-construct a common language and shared understanding of quality teaching, grounded in research and responsive to the needs of our students.
- Leverage Professional Learning Community (PLC) structures to enable cross-school collaboration, including classroom observations, moderation, and reflective dialogue.
- Design and deliver targeted professional learning aligned with identified needs, drawing on both internal expertise and external specialists to build capability.
- Promote connected professional learning opportunities that showcase best practice and enable shared learning across schools and phases.
- Strengthen staff expertise in identifying and extending gifted and talented learners by providing targeted professional learning, embedding evidence-based differentiation, and developing network initiatives that foster creative and critical thinking across classrooms and schools.
- Recognise and utilise in-network expertise, empowering staff to lead, model, and mentor others in the implementation of effective teaching practices.

Success indicators:

- Evidence of improved student outcomes across literacy, numeracy, and other key learning areas.
- Widespread and consistent use of high-impact instructional strategies across classrooms and schools.
- Increased engagement and participation in Network PLCs and collaborative professional learning.
- Improved recruitment, development, and retention of high-quality teachers across the network.
- Recognition and advancement of teaching excellence, including the attainment of Level 3 Classroom Teacher and other promotional positions.





INCLUSIVITY & DIVERSITY

As a Network, we commit to:

- Building the capability and confidence of all staff to meet the needs of students from diverse cultural, linguistic, social, and learning backgrounds.
- Embedding inclusive and culturally responsive practices in every classroom, ensuring every student feels safe, valued, and supported to thrive.

Strategic Actions:

- Facilitate the sharing of strategies and evidence-informed practices to support EAL/D learners, Aboriginal and Torres Strait Islander students, students with disability, gender-diverse students, and those impacted by trauma.
- Promote and embed the Aboriginal Cultural Standards Framework as a tool for reflective practice and culturally responsive planning.
- Leverage Network Professional Learning Communities (PLCs) to focus on inclusivity, equity, and the celebration of diversity.
- Source and provide high-impact professional learning, drawing on both internal expertise and external providers to build staff capacity in identified priority areas.
- Support cross-school visits and collaborative learning opportunities, including observation, modelling, and sharing of inclusive strategies and approaches.
- Foster and support the development of student agency across Network schools.



Success indicators:

- Staff report increased confidence and efficacy in addressing the needs of all students through pre/post learning feedback and reflective practice tools.
- Growth in staff engagement in cross-network collaboration, including participation in learning visits, PLCs, and professional learning.
- Evidence of improvement in disaggregated student data, including outcomes for priority cohorts such as EAL/D and Aboriginal students.
- Increased visibility and application of inclusive and culturally responsive practices in classrooms and school environments.





LEADERSHIP DEVELOPMENT

As a Network, we commit to:

- Identifying, supporting, and developing current and future leaders through intentional collaboration, mentoring, and professional learning.

Strategic Actions:

- Create a network leadership strategy aligned with the Future Leaders Framework.
- Establish a leadership development pathway for aspirants, including mentoring, shadowing, and leadership opportunities.
- Host Network leadership forums, workshops, and communities of practice.
- Support succession planning across schools through talent mapping and collaboration.
- Support action research projects and practice, aligned to Network goals.
- Provision an annual subsidy for three school leaders (Principals and Deputies) from Network schools to participate in the THRIVE program.

Success indicators:

- Growth in leadership capability and confidence (self-assessments/pre-post feedback)
- Number of staff attaining promotional roles or entering aspirant programs
- Ongoing engagement in leadership development initiatives.





COLLEGIALITY

As a Network, we commit to:

- Fostering a culture of collaboration, mutual respect, and trust among schools and leaders through open communication and shared responsibility.
- Promoting practices that support seamless student transitions from Kindergarten through to Year 12, strengthening continuity of learning and care across all phases of schooling.

Strategic Actions:

- Maintain a regular and purposeful meeting schedule, underpinned by clear structures and shared goals.
- Embed positive, inclusive processes in meetings that build strong personal and professional relationships and promote shared leadership.
- Facilitate network-wide opportunities that support the wellbeing and professional connection of school leaders, recognising the importance of relational trust and support.
- Develop and implement a structured induction process for new members, ensuring they feel welcomed, informed, and empowered to contribute to the network's shared work.
- Leverage communication tools and systems to improve efficiency, transparency, and the sharing of relevant information and resources.
- Establish and grow collaborative practices that link primary and secondary schools, enabling resource sharing and aligned transition strategies that support student success.

Success indicators:

- Completion of an annual reflection on network effectiveness, assessing progress and refining approaches based on collective feedback.
- Evidence of productive and purpose-driven meetings, with clear outcomes and strong engagement.
- Increased and sustained engagement from member schools in shared activities, professional learning, and leadership initiatives.
- Enhanced cross-phase collaboration that supports smooth student transitions and shared curriculum planning between primary and secondary schools.



