

Albuera Street Primary School

2025 External School Review Executive Summary

DECYP is committed to supporting and improving the educational outcomes and achievements of our students. The purpose of External School Review is to support schools to raise student achievement and sustain high performance.

Acknowledgement of Country

We acknowledge Palawa as the traditional and continuing custodians of Lutruwita.

About the review



September 8-10, 2025



25 school staff



25 students



4 stakeholder groups

School context

Table 1: School context

Location:	10A Albuera Street, Hobart
Year levels:	Kindergarten to Year 6
Enrolment:	236.4 FTE
Year opened:	1948
Principal:	Joanne Waldon
Year Principal appointed:	2021
First Nations enrolment percentage:	3.56%
Students with a disability enrolment percentage:	11.78%
Index of Community Socio-Educational Advantage (ICSEA) value:	1138
Full-time equivalent staff members:	24.53 FTE

Focus domains

In considering the school’s data, supporting documentary evidence, a presentation by the leadership team and input from Learning Services, the Review panel explored the following School Improvement Tool Domains to evaluate the school’s effectiveness towards raising student achievement and sustaining high performance:

Domain 1 – Driving an explicit improvement agenda

Domain 2 – Analysing and discussing data

Domain 3 – Promoting a culture of learning

Domain 5 – Building an expert teaching team

Domain 6 – Leading systematic curriculum implementation

Domain 7 – Differentiating teaching and learning

Domain 8 – Implementing effective pedagogical practices.

Key affirmations

Key affirmations identify effective practice that has a positive impact on improvement.

Domain 1: Driving an explicit improvement agenda



The Lifting Literacy Roadmap Implementation Plan is providing clarity to staff on the strategic approach to delivering the DECYP Literacy Strategy.

Domain 2: Analysing and discussing data



Teachers value the dedicated time for collaborative discussions focused on student data, viewing it as a strong indicator of the school’s commitment to building data literacy—particularly in the analysis and of DIBELS results.

Domain 3: Promoting a culture of learning



Staff morale is extremely high, underpinned by a collegial culture of trust and mutual respect between staff and leadership—fostering a supportive environment.

Domain 3: Promoting a culture of learning



There is a strong sense of optimism that every student will experience success.

Domain 5: Building an expert teaching team



Leaders and staff emphasise their professional dedication to the school, resulting in a stable and committed staff and leadership team.

Domain 7: Differentiating teaching and Learning



The co-construction and termly updating of Learning Plans—driven by collaboration between support and classroom teachers—is a well-established process that prioritises student and family voice, ensuring a personalised and inclusive approach to learning.

Key improvement strategies

Key improvement strategies indicate the school’s priority focus areas in the next 4-year strategic planning period.

Domain 1: Driving an explicit improvement agenda



Co-develop an explicit and aspirational school vision for learning, engagement, and wellbeing, to provide a clear direction and purpose to support decision making.

Domain 3: Promoting a culture of learning



Systematically enact student voice to promote and celebrate the school values and deepen a sense of belonging for all.

Domain 5: Building an expert teaching team



Strengthen the structures for collaborative inquiry processes, to ensure staff are planning for and assessing learning in ways that inform and evaluate the effectiveness of their teaching.

Domain 6: Leading systematic curriculum implementation



Co-create and document an explicit, coherent, and sequenced plan for implementing the curriculum to ensure alignment between curriculum, pedagogy, and assessment.

Domain 7: Differentiating teaching and learning



Review and implement Tier 1 differentiated practices, reflecting students’ needs, readiness, interests, aspirations, and motivations to ensure all students are engaged, challenged, and extended.

Domain 8: Implementing effective pedagogical practices



Build a shared commitment of evidence-based pedagogy, to foster deep learning by emphasising concepts, underlying principles, and big ideas. Refer to DECYP Pedagogical Framework.