Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Kulin District High School

Public School Review

D25/0783769
August 2025

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Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review. 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

Kulin District High School is located approximately 280 kilometres south-east of Perth in the Wheatbelt Education Region.

Opened in 1966, the school became an Independent Public School in 2013.

There are currently 119 students enrolled from Kindergarten to Year 10.

The school has an Index of Community Socio Educational Advantage of 1014 (decile 4).

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

The first Public School Review of Kulin District High School was conducted in Term 1, 2022. This 2025 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 school reported that the recommendations from the previous Public School Review guided a self-reflection process involving all staff and the School Board. Staff indicated that this process enabled them to reflect on and articulate the school's improvement journey.
- The school's Electronic School Assessment Tool (ESAT) submission was developed in alignment with the Standard, creating a well-structured and clear narrative of school performance across each domain.
- A tour of the school provided the review team with a clear view of the school's strong sense of pride and community focus and highlighted the impact of the grounds and physical learning environment on fostering engagement and a sense of belonging for students, staff, and the wider 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 meetings.
- Community members gave an overwhelming endorsement of the school's self-assessment and described the school as an integral part of the Kulin community, proactively engaging in all aspects of community life and fostering strong, positive connections.
- Students provided enthusiastic and well-articulated contributions to validation discussion, expressing their gratitude and appreciation for the school, the staff and the support of, and connection to, the community.

Relationships and partnerships

A relentless and clear focus is placed on developing and nurturing positive, respectful, and purposeful relationships across the school community, supporting both the learning needs of students and the teaching needs of staff.

Commendations

The review team validate the following:

- Strong, consistent communication provided through multiple platforms, including Audiri, ClassDojo, Microsoft Teams, and newsletters, ensure families are regularly informed about student learning, wellbeing, and school events.
- Microsoft OneNote provides a central platform for staff communication, planning, and collaboration, including the consistent documentation of support for students with special needs, ensuring smooth transitions and targeted, consistent care.
- Initiatives such as ‘cuppa’ mornings, surveys, and parent feedback, inform forward planning and strategic direction and reinforce that parents and carers are welcome, valued, and integral partners in learning.
- Strong, mutually beneficial partnerships with businesses, feeder schools and the wider community, enrich student learning and school resourcing. Initiatives such as School Grounds Community Cuppa; the school coffee van, Super 6’s Day and a humanitarian partnership in Cambodia reflect the pride and collective investment of the Kulin community in its school.
- The School Board and P&C play a highly active and student-focused role, contributing significantly to the school’s success through strong governance and collaboration on initiatives such as the Belongingness Camp. The P&C has made substantial contributions to enhancing the school’s physical environment.

Recommendation

The review team support the following:

- Explore with the School Board of the need to gather feedback about school communication processes.

Learning environment

A safe, caring, inclusive and community responsive learning environment is nurtured through an unwavering focus by staff to support student engagement, behaviour, wellbeing, and academic success.

Commendations

The review team validate the following:

- Staff are professional, collaborative, and deeply committed to fostering a culture of respect, connection, and continual growth. Success, Thankful, Respect, Inspire, Vision and Endeavour (STRIVE) values guide positive behaviour and strong relationships across the school with school leadership actively engaging with students to build trust and a calm, respectful atmosphere.
- Stable staffing has strengthened student relationships. Student voice and mutual feedback are valued, supporting both academic growth and wellbeing. Student survey feedback validates the strength of these relationships and the positive culture, which is evident across the school.
- Staff training in Youth Mental Health First Aid and Gatekeeper Suicide Prevention Training programs have enabled responsive and timely support for students and families aligned to student needs. The introduction of a student wellbeing officer and a dedicated wellbeing centre has had a significant positive impact on students.
- Aboriginal cultural responsiveness is demonstrated through access to professional learning, reflective use of the Aboriginal Cultural Standards Framework continuum, and the celebration of cultural days, fostering connections and community respect.
- The physical environment reflects both community pride and a commitment to student wellbeing. Generous community contributions have enabled the redevelopment of outdoor spaces, creating playgrounds and nature areas that enhance play, learning, and a sense of ownership among students and families.

Recommendations

The review team support the following:

- Clearly document school processes for supporting students at educational risk to embed the agreed Multi-tiered system of support and to complement the work of the valued learning support coordinator.
- Reflect the school’s embedded STRIVE values and clear focus on restorative practice in the Positive Behaviour Plan.

Leadership

A shared vision of inclusion and an 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:

- Inclusive consultation and collaboration have established a clear and strategic approach to school improvement. The 2025–2027 Business Plan, developed in partnership with the School Board and staff, is driving alignment with Department priorities and reflecting shared school-wide goals.
- Staff are supported to take on leadership roles aligned to school priorities, with curriculum leaders in literacy, numeracy, and mathematics. This is strengthening whole-school capacity by leading professional learning, data analysis, and interventions such as DeltaMath to improve student outcomes.
- Student leadership is promoted through roles such as Student Council, faction captains, and primary leadership positions, with lead teachers mentoring and fostering leadership skills across all year levels.
- Performance management builds staff capacity through clear expectations, structured goal setting and review cycles. Classroom observations, and self-reflection tools are aligned with the Instructional Framework to provide consistent, meaningful feedback and enhance teaching practice.
- Executive leadership has strategically guided the school improvement agenda, using data-informed decision making and long-term planning to drive cohesive, high-impact initiatives that benefit staff, students, and that promote community-focused initiatives to strengthen student outcomes.

Recommendations

The review team support the following:

- Document and make visible the school's change management process to ensure ongoing transparency.
- Document a comprehensive school induction process to support new staff to consistently implement agreed whole-school programs and practices.

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:

- Strategic distribution of financial and physical resources enhance educational programs, directly supporting student and staff wellbeing, learning, engagement and inclusion. Data-driven funding decisions maximise academic and social outcomes.
- Transparent budgeting processes ensure staff are kept informed and offer opportunities to contribute to school financial management processes through the Finance Committee, cost centre management, and classroom budgets.
- Resource allocation decisions are aligned to school priorities and have enabled targeted investment in literacy interventions such as InitiaLit, MiniLit, and MultiLit, that are embedded across the primary years.
- The Finance Committee meets regularly to set budgets, monitor expenditure, and review priorities, with transparent processes including shared agendas, recorded minutes, and School Board oversight.
- A strong commitment to building workforce stability, through the conversion of high quality fixed-term staff into permanent roles through programs such as Leap, reflect a culture of shared decision making, job security, and collective responsibility for student success.
- Strategic use of funding, such as the District High School targeted initiative, has enabled single streaming of core subjects in Years 7–10, directly supporting student engagement, progress and achievement.

Teaching quality

A collegial and dedicated staff collaborate to implement effective and targeted whole-school pedagogical practices and are collectively committed to meeting the teaching and learning needs of all students.

Commendations

The review team validate the following:

- The Instructional Framework, refined through staff input and Teach Well professional learning, incorporates daily reviews to strengthen lesson delivery and enhance student outcomes.
- Successful embedding of Explicit Direct Instruction, as the foundation of Tier 1 classroom practice, supports high quality, evidence-based programs such as InitiaLit, SpellEx, and Stepping Stones in the primary years. Data analysis, using Elastik, further guides teaching and reinforces learning progress.
- Collaborative development of literacy and numeracy operational plans align instruction and curriculum coverage with whole-school programs and processes to collectively drive targeted improvement.
- Teachers collaboratively map students onto the Multi-tiered systems of support framework to ensure wellbeing, engagement, and learning needs are clearly understood, guiding targeted interventions. There is focused and strong commitment to targeted support, cultural responsiveness, and innovative learning opportunities.
- Professional learning is embedded through phase of learning meetings, peer observations, and reflective practices aligned to the Instructional Framework. Staff capacity is further enhanced through initiatives such as ChalkTalks, where teachers share strategies, successes, and insights to support ongoing growth.

Recommendation

The review team support the following:

- Engage with the Teaching for Impact resources to strengthen student feedback by linking it to scaffolded success criteria that identify actionable steps that support improved learning progress.

Student achievement and progress

Whole-school approaches to curriculum delivery and teaching instruction are effective and supported by the targeted collection and use of data to inform student performance and progress.

Commendations

The review team validate the following:

- Comparative NAPLAN[1] data from 2023 to 2025 informs improvement in literacy for Years 3 and 5 when measured against like schools and national means, and celebrates the impact of the InitiaLit, MacqLit and MiniLit intervention programs to effectively support early literacy development.
- Diagnostic testing informs Tier 2 and Tier 3 literacy and numeracy support, delivered consistently by upskilled education assistants alongside classroom teaching.
- Refinement of the school assessment schedule to include diagnostic tools such as DeltaMath and Dynamic Indicators of Basic Early Literacy Skills in literacy and numeracy has enabled more precise identification of student learning needs.
- Enhanced school reporting processes provide timely, task-based feedback for secondary students, replacing interim reports and keeping families well informed.
- Centralised tracking documents give teachers quick access to academic histories, support trend monitoring, and guide intervention decisions.
- The learning support coordinator plays a key role in supporting staff to ensure the reporting of student achievement and progress is personalised, accurate and aligns to targeted School of Special Educational Needs planning.

Reviewers	
Steve Dickson **Director, Public School Review**	Stuart Klose **Principal, Walpole 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 2028.

Steven Watson
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy