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Department of
Education

Shaping the future

Yuluma 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

Yuluma Primary School is located in the suburb of Innaloo and is 11 kilometres north-west of the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1053 (decile 3). Currently, 368 students are enrolled from Kindergarten to Year 6.

Yuluma Primary School opened in 1997 following the amalgamation of North Innaloo Primary School and Birralee Primary School and gained Independent Public School status in 2015.

Strong community involvement is demonstrated through the work of the active Parents and Citizens' Association (P&C) and the School Board.

The first Public School Review of Yuluma Primary School was conducted in Term 3, 2021. 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 collaborative school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Genuine collaboration and high levels of staff engagement in the school self-assessment process, led by the Principal and deputy principal, underpins a school-wide culture where self-assessment is valued, regularly practised and is contributing to a sense of unity and purpose.
- Preparation for the review by school leaders was intentionally collaborative and well-structured, including staff use of the Standard to examine each domain and agree on an accurate representation of school performance.
- Staff identified areas of interest and strength, working in self-nominated groups to address domains, review practices and source evidence. Sharing of information at staff meetings ensured authentic collaboration, reduced duplication and reinforced pride in the school's achievements.
- The Electronic School Assessment Tool submission provided a clear narrative and authentic illustration of practice against the Standard, with statements of impact and carefully selected and curated evidence that supported the schools self-assessment.
- The validation process was enriched by a school tour delivered by Year 6 students whose insights reflected the school's diversity, their strong connection to staff, a clear sense of belonging and a genuine pride in their school and its learning environment.
- The participation of committed parents, the School Board chair and the OSHClub (Out of School Hours Care) service coordinator strengthened the review team's ability to validate the school's self-assessment and deepened their understanding of the individualised support provided and strong sense of community the school embodies.

Relationships and partnerships

An inclusive and caring school community underpins strong relationships and meaningful partnerships, with dedicated staff and a shared commitment to celebrating diversity and supporting every student.

Commendations

The review team validate the following:

- Responsive and approachable leadership, combined with welcoming and supportive staff, ensures strong relationships with families are established from first enrolment experiences, with parents well-informed and connected to the school and community.
- Clear and consistent internal communication is strengthened through weekly updates, regular staff meetings and hot-topic discussions, contributing to a cohesive, well-informed and collaborative staff culture.
- The School Board provides strong governance through diverse representation, transparent and strategic discussion and a shared commitment to school improvement, supported by Department training and structured induction processes.
- Valued partnerships with local universities, North Metropolitan TAFE¹, neighbouring secondary schools and the Ocean Net schools enrich staff professional learning, enhance student pathways and promote a culture of shared expertise and collaborative growth.
- The P&C plays a significant role in strengthening community connections and improving school resources, raising substantial funds to subsidise excursions, enhance facilities and support programs that enrich students' learning experiences.
- A reciprocal partnership with the OSHClub service supports student wellbeing and care, with contributions to P&C initiatives and fundraising efforts enhancing the school's learning environment.

Recommendation

The review team support the following:

- Review parent communication strategies with a view to streamlining communication platforms and responding to parent survey feedback.

Learning environment

A welcoming and connected learning environment is evident, with strong relationships, a sense of belonging and a community ethos that supports students to feel valued, engaged and confident in their learning.

Commendations

The review team validate the following:

- A strong commitment to cultural responsiveness is evident through shared access to Noongar resources, alongside the purposeful inclusion of Noongar language, music, murals and visual art across the school. This work is strengthened by the school's involvement in the Churchlands Cultural Responsiveness Network and the implementation of a Reconciliation Action Plan focused on listening, learning and leading.
- Restorative practice is deeply embedded, supported through the Real Schools partnership, creating a shared language and consistent approach to behaviour that focuses on affective language, curiosity, empathy and connection. This whole-school commitment has contributed to improved student wellbeing, positive relationships and increased in-class learning time.
- Student voice and agency is empowered through the Year 6 student leadership team and Years 4 to 6 Health and Wellbeing, Environmental, Arts and Library committees. Students contribute meaningfully to school initiatives, with clear roles and responsibilities and a focus on how they can influence school improvement.
- A strong focus on wellbeing is evident through a health and wellbeing operational plan, targeted social and emotional learning instruction, lunchtime interest clubs and the employment of a student wellbeing officer, contributing to a safe, supportive and welcoming environment for staff and students.

Recommendation

The review team support the following:

- Utilise the Grounds Committee and feedback from stakeholders to guide improvements to the physical environment, including the investigation of an equal access playground and sensory garden.

Leadership

Stable, visible and supportive leadership underpins a collaborative culture in which staff feel valued and empowered. Purposeful systems promote shared responsibility for school improvement and ensure leadership practices remain sustainable and evidence driven.

Commendations

The review team validate the following:

- Clear organisational roles and a strong distributed leadership model empower staff at all levels, from senior teachers to aspirant leaders, to contribute meaningfully to school improvement, fostering sustainability and building leadership capacity across the school.
- Regular whole-staff review of and reflection on the business and operational plans, including consideration of what to stop, start and elevate, ensures strategic documents remain responsive and aligned to student needs and promote shared ownership of school improvement.
- Change processes are transparent, consultative and grounded in data and evidence, with leaders applying a measured, solution-focused approach that ensures initiatives are incremental and add clear value to school improvement.
- Reflective and highly valued performance management processes, supported by the AITSL² self-reflection tool, align staff goals with school priorities and promote meaningful professional growth through support provision and regular feedback from line managers.

Recommendation

The review team support the following:

- Review and refine leadership structures to effectively integrate the additional deputy principal role in 2026 and ensure leadership capacity meets the needs of school expansion.

Use of resources

Strategic, transparent and carefully planned resource management ensures resourcing remains responsive to student needs and supports long-term organisational sustainability.

Commendations

The review team validate the following:

- Financial planning processes are transparent and consultative, with cost centre managers and the Finance Committee actively engaged in aligning expenditure to school priorities and operational plans.
- The comprehensive Financial Management Handbook, prepared by the manager corporate services, provides clear guidance to staff on financial procedures, purchasing, asset management and responsibilities, promoting consistency and accountability across the school.
- Careful planning and creative problem solving underpin the school's approach to information and communications technology resourcing, ensuring technology equipment is allocated strategically, used efficiently and enhances student learning across all year levels.
- A well-maintained replacement plan ensures the long-term sustainability of resources, with funding decisions consistently aligned to student needs and strategic priorities.
- Strategic workforce planning ensures staffing decisions are responsive to both current strengths and future needs, supported by strong partnerships with tertiary institutions that enhance recruitment pathways. Induction and mentoring processes further enable new staff to understand expectations and maintain continuity of learning for students.

Recommendation

The review team support the following:

- Maintain a focus on strategic forward planning and flexible allocation of resources to support the increasing number of student enrolments.

Teaching quality

High expectations and a shared belief in every student's capacity to achieve underpin high quality teaching, strengthened by collaborative, consistent and targeted practices informed by a strong understanding of students' learning needs.

Commendations

The review team validate the following:

- Fortnightly phase of learning team meetings enable teachers to analyse data, share strategies and moderate student work, promoting coherent and aligned practice. This collaboration promotes low variation and supports consistent teaching quality across the school.
- Clear processes for identifying and monitoring students at educational risk ensure teachers implement purposeful and consistent differentiation. Tiered tasks, targeted scaffolds and higher-order questioning enable all students to engage and achieve.
- Collaborative structures for duties other than teaching and the use of Microsoft SharePoint enable same-year teachers and specialists to plan and share resources efficiently, strengthening consistency, reducing classroom variation, supporting new staff and streamlining workload.
- Timely and constructive student feedback is used effectively to support student growth, with the development of goals that help students understand their next steps in learning. Attainment of goals is reinforced through communication with parents and caregivers to strengthen learning partnerships.
- Specialist learning areas, including visual arts, music, Japanese and physical education, offer inclusive and engaging programs that broaden students' skills and interests. These programs are highly valued by the school community and ensure students' abilities are recognised, nurtured and extended.

Recommendation

The review team support the following:

- Embed peer observation and walkthroughs into expected practice strengthening collective efficacy and the maintenance of low variance curriculum.

Student achievement and progress

Strong data-informed collaboration underpins the school's approach to monitoring student achievement and progress, supported by clear systems that guide responsive improvement.

Commendations

The review team validate the following:

- A clearly documented whole-school assessment schedule provides a consistent and coherent framework for data collection, analysis and reflection, enabling staff to align teaching and intervention practices with school improvement priorities.
- Whole-staff and phase of learning team meetings provide structured opportunities for analysing assessment data, strengthening a culture of evidence-based decision making and ensuring planning is responsive to trends, cohort needs and individual student progress.
- The systematic use of whole-school longitudinal data spreadsheets enhances staff visibility of student growth over time, supporting smooth transitions, informed differentiation and targeted support for students at risk and those requiring extension.
- Annual administration and review of Progressive Achievement Tests provide valuable diagnostic insights that inform instructional adjustments, with teachers using longitudinal results to evaluate the impact of their practice and refine classroom approaches.
- When student achievement does not meet expectations, staff demonstrate a measured and reflective response grounded in data analysis, reviewing teaching plans and implementing targeted interventions to maintain a strong focus on year-on-year improvement.

Recommendation

The review team support the following:

- Review whole-school programs, with a particular focus on Years 3 to 6, to ensure instructional practices and targeted interventions remain contemporary, evidence-based and maximise student achievement and progress.

Reviewers

Danielle Roache
Director, Public School Review

Jamie Adair
Principal, Cowaramup 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 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 Technical and Further Education
- 2 Australian Institute for Teaching and School Leadership