



School Improvement Unit Report

Pullenvale State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Pullenvale State School from 6 to 8 June 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	120 Grandview Road, Pullenvale
Education region:	Metropolitan Region
The school opened in:	1874
Year levels:	Prep to Year 6
Current school enrolment:	434
Indigenous enrolments:	1.3 per cent
Students with disability enrolments:	0.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1152
Year principal appointed:	2012
Number of teachers:	23.3 (full-time equivalent)
Nearby schools:	Moggill State School, Kenmore State School, Brookfield State School, Upper Brookfield State School, Kenmore State High School, Pullenvale Environmental Education Centre
Significant community partnerships:	University of Queensland (UQ) Education Honours program, Queensland Country Women's Association (QCWA), Kenmore/Moggill Returned and Services League of Australia (RSL) Sub-Branch
Significant school programs:	Japanese exchange program, chess club, choir, dance and drama club, Readers Cup, instrumental music program, music tuition program, Kids Matter



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two deputy principals
 - Literacy and numeracy teacher
 - Business Services Manager (BSM)
 - 24 teachers, including specialists
 - 21 students
 - 20 parents
 - Chair of the School Council
 - President of the Parents and Citizens' Association (P&C)
 - Two principals from neighbouring schools
 - State Member for Moggill, Dr Christian Rowan
 - Representatives from three community partners – UQ, local RSL sub-branch and early learning centre.

1.4 Review team

Gary Austen	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU
Tony McGruther	External reviewer



2. Executive summary

2.1 Key findings

- The school is held in high esteem by students, staff members, parents and the broader community.

The school enjoys widespread support and commitment from the people and communities it serves. Strong enrolment demand, a positive learning culture and high expectations for behaviour, learning and attendance characterise the school. The leadership team and the school council are exploring ways to drive and monitor school performance and to establish a strong and sustainable strategic direction for the school's future.

- Student academic performance using both school-based assessments and the National Assessment Program – Literacy and Numeracy (NAPLAN) highlight high levels of academic achievement at the school.

The leadership team, staff members, parents and students articulate pride with regards to improved academic achievement over time. Students in particular express a desire to further extend these levels of performance. Potential exists to embed a more strategic approach to the development of intellectual rigor and the teaching of higher-order thinking across the curriculum.

- The school has a documented and embedded pedagogical framework. This framework underpins and supports both student emotional wellbeing, and engagement and effective teaching.

The leadership team has prioritised over time the development of evidence-based and data-informed educational practice. Teacher capability and stability of staffing have underpinned sophisticated and differentiated approaches to responding to student need.

- The school uses data to inform practice and to reflect on and respond to student achievement trends.

A data and assessment schedule guides teaching staff in the collection and consideration of a range of evidence for student learning. This evidence informs starting points for teaching, and varying levels of differentiated classroom-based learning. The way in which teaching staff systematically engage in in-depth discussions regarding the performance of individuals and cohorts, including across year levels, is yet to be embedded into practice.



- Teachers use a range of effective approaches to differentiate for the range of students in their classrooms.

Most teachers display skill in planning for and responding to differentiated student need in their classroom. Potential exists to further develop the use of digital pedagogies to enable enhanced levels of differentiated teaching and learning, particularly for high-performing students.

- The school is identifying local approaches to implementing the Australian Curriculum (AC).

The leadership team is leading a process to progressively align curriculum programs with the full expectations of the AC. The work in English is well advanced and is under way in mathematics. Concurrently, there is an explicit intention to improve mathematical thinking and to extend the engagement of all students in higher-order problem solving and enquiry. Staff members support the processes and direction. They express a need for a greater depth of understanding of the AC, its components and assessment processes, in order to plan, deliver and monitor achievement effectively.



2.2 Key improvement strategies

- Develop a clearly articulated school vision and associated strategies to drive a longer-term explicit and detailed local school improvement agenda. Express this agenda in terms of clear targets and timelines related to student wellbeing and academic achievement.
- Progress the work that has been undertaken in curriculum selection, implementation and assessment with respect to the AC and provide a shared vision for systematic design and delivery, relevant to the needs of students and the school community.
- Build processes to develop the capacity of teachers' data literacy skills. Provide opportunities for staff members to engage in in-depth analysis of data in relation to the learning of individual students and cohorts of students, and to inform teaching practice.
- Develop staff members' capability in using digital pedagogies across the curriculum. Align the implementation of this strategy with classroom differentiation and the extension of high achieving students.
- Develop whole-school capacity to embed the teaching of higher-order thinking across the curriculum. Promote a culture of innovation and inquiry in classrooms for all students.
- Further develop local accountability measures to ensure that the school is achieving effective return on investment in the way in which it targets key resources. Use a range of data sources and monitoring tools to regularly evaluate the effectiveness of prime school improvement strategies and programs. Communicate the progress and outcomes with the school community.