

Pullenvale State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Pullenvale State School** from **12 to 16 March 2020**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Lesley Vogan	Internal reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Grandview Road, Pullenvale	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	394	
Indigenous enrolment percentage:	1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1150	
Year principal appointed:	May 2019 – acting	
Significant partner schools:	Kenmore State High School – feeder high school, Runcorn State High School – touch football, Kenmore Alliance: Chapel Hill State School, Brookfield State School, Fig Tree Pocket State School, Karalee State School, Kenmore South State School, Kenmore State School, Kenmore State High School, Moggill State School, Mount Crosby State School, Pullenvale Environmental Education Centre (PEEC), Upper Brookfield State School	
Significant community partnerships:	Parents and Citizens' Association (P&C); Jabiru Outside School Hours Care (OSHC); Pullenvale Hall; local kindergartens – Goodstart Early Learning Pullenvale, Mother Duck Childcare Bellbowrie, Bellbowrie Early Education Centre, Childcare and Kindergarten (C&K) Bellbowrie Kindergarten and Preschool, Kenmore Park Kindy, Kenmore District Kindergarten; F45 Pullenvale – Prodigy and BodyLife; Pullenvale Independent Grocers of Australia (IGA); University of Queensland (UQ) sport – touch and athletics, Helping Hands Network – charity organisation	
Significant school programs:	MiniLit, MacqLit, Reading Our Way, phonemic awareness, Touch Academy, wellbeing club, dance troupe – junior and senior, choir, band, craft club, chaplaincy, interschool sport, Zones of Regulation, Japanese – Katori City relationship	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, deputy principal, deputy principal/Engineering, Maths, Science Teacher (EMST), Head of Curriculum (HOC), Head of Inclusion (HOI), school council chair, Parents and Citizens' Association (P&C) president, 18 teachers, two teacher aides, chaplain, 24 parents and 37 students.

Community and business groups:

- F45 Pullenvale, Pullenvale Goodstart Early Learning and Jabiru OSHC.

Partner schools and other educational providers:

- Kenmore State High School and PEEC.

Government and departmental representatives:

- Councillor for Pullenvale Ward Brisbane City Council, Member for Ryan and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2019)
School Opinion Survey 2019	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2020	School differentiation flowchart
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
Headline Indicators (October 2019 release)	Report card and NAPLAN update Semester 1 2019
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A strong sense of community and positive and caring relationships are cited by parents and community members as the strengths of the school.

The school places an emphasis on student wellbeing and a student learning and wellbeing framework is developed. The framework clearly outlines the whole-school approach to developing 'healthy, confident and resilient young people'. It captures the diverse range of supports, opportunities and contributions students can access or make across the school.

A school academic tracking tool maps the content and concepts covered for students with an identified disability and who are supported by an Individual Curriculum Plan (ICP).

This tool assists conversations between teachers, support teachers and parents regarding curriculum choices for students and when aspects of the curriculum are covered. A further tracking tool that maps students against the Australian Curriculum (AC) general capabilities identifies where further differentiation can support students in the personal and social capability and ethical understanding areas. Parents speak positively of the tracking tool and the clarity it is providing them regarding their child's learning.

The school recognises the importance of a sequenced curriculum plan.

The school is in the process of establishing a sequenced plan for curriculum delivery to support consistent teaching and learning expectations and to provide a reference for monitoring learning across the year levels. Teachers meet once per term for a curriculum planning day in addition to the moderation and data days. Teachers report they value the time allocated to planning and appreciate the school leadership team's commitment to curriculum implementation. As part of the school's Explicit Improvement Agenda (EIA) the school is working towards introducing three consistent levels of curriculum plans including a whole-school curriculum plan, year level plans and learning area unit plans. The extent to which current plans consistently describe unit scope and sequences, learning goals and success criteria, selected content descriptions and achievement standards varies across the school. The school is yet to establish a consistent approach to planning across the school.

Teachers and school leaders recognise that the teaching of reading and writing is key to improving student learning.

Teachers indicate they are engaging in a range of guided, modelled, shared and independent reading activities as part of literacy rotations in their class reading groups and whole-class reading lessons. Teachers are additionally employing a wide range of strategies to support writing. School leaders identify the need to establish a consistent approach to the teaching of reading and writing at the school. The extent to which the breadth of strategies employed at the school is explicitly aligned to the reading and writing expectations of the AC is yet to be clear, and is yet to be a feature of the school's curriculum planning process.



School leaders view the school-wide collection and analysis of data as central to supporting teaching and learning at the school.

The school is collecting a range of student outcome data. Teachers express the belief that the breadth and usefulness of the full range of data collected does not optimally contribute to improving the learning outcomes of students at the school. Teachers report they highly value the time that the leadership team has allocated to the analysis and discussion of data and indicate that the process has the potential to further strengthen their capabilities in this area.

Teaching staff members understand the need to address the diverse learning needs of students.

Teachers readily discuss their belief that all students can learn although they may be progressing at different rates. The school continues to build strong inclusive practices to meet the needs of all diverse learners including students with disability. A whole of school and community understanding of an inclusive approach to education for all students is developing.

The principal has commenced team building activities informed by the work of Patrick Lencioni¹ – ‘The Five Dysfunctions of a Team’.

Building a strong collegial culture of mutual support and trust amongst all staff members is an ongoing school priority. Staff members acknowledge the re-instatement of school committees including the Local Consultative Committee (LCC) in conjunction with the introduction of time for collaborative curriculum planning, data conversations and internal moderation are positive steps towards enabling opportunity for staff voice and transparency in school decision-making processes. At the time of the review staff members express a feeling of optimism for the school moving forward.

There are high levels of skill amongst teaching staff members and teachers speak confidently of their ability to support the learning needs of students.

Staff express a commitment to the school and their students and understand the importance of the continuous improvement of their teaching practice. Staff members are supportive of the new team structures established and report the return of specialised curriculum and organisational committees as enabling a staff voice in decision making and the future direction of the school. Staff articulate the belief that the curriculum teams will support a consistent focus for the school that will include ongoing professional learning opportunities.

¹ Lencioni, P. (2006). *The five dysfunctions of a team*. John Wiley & Sons.



Students are provided with a range of learning experiences that enable them to develop skills in areas of passion or interest.

The school promotes the Arts through its dance, instrumental music, strings, and choral programs. Sporting opportunities are promoted through interschool competitions within the Kenmore Alliance cluster. Students are offered the opportunity to participate in a range of other co-curricular academic activities, including robotics, coding and science clubs, music camp and a wide range of environmental activities. Students express appreciation for the time school staff take to provide them with these learning experiences. Parents speak highly of these opportunities for engagement in co-curricular learning, provided before, during and after school.



2.2 Key improvement strategies

Establish a consistent and collaborative approach to curriculum planning to ensure that all required aspects of the AC are taught and assessed, and teachers' understanding of the AC is further enhanced.

Establish a consistent approach to the teaching of reading and writing across the school including strategies to monitor students' learning over time.

Examine the breadth and depth of student achievement data collected across the school and evaluate the extent to which it aligns to the school's EIA.

Collaboratively build a whole of school and community understanding of an inclusive approach to education for all students.

Collaboratively develop strategies to build a strong collegial school culture of mutual support and trust amongst all staff members.