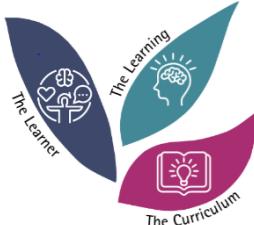


Pullenvale State School Strategic Plan 2025-2028



Pullenvale State School, established in 1874, is a nurturing and vibrant learning environment where young minds are inspired to explore and grow. Our dedicated educators are committed to fostering a love of learning, ensuring that every child feels valued and empowered to pursue their interests and be their best. With a strong reputation for academic excellence and holistic development, Pullenvale State School provides a supportive community that celebrates individual growth.

Our Vision (2025-2028)	Our Motto	Our Values	Our Mission	Expectations	School Houses	Our Tag
Inspiring lifelong learners through a safe, inclusive, and supportive community, where every student is empowered to achieve excellence and personal growth.	Only our best is good enough.	<p>We provide a holistic education underpinned by our school values of:</p> <ul style="list-style-type: none"> Brave: we are persistent even when challenged Collaborative: we support each other and work as a team Compassionate: we are inclusive and celebrate diversity Curious: we explore, observe, investigate and question Proud: we are proud of self, others and our achievements Serve: we give for the greater good. 	We are committed to building confident, resilient and well-educated young learners who are passionate about learning, engaged in their community and well equipped for their futures.	<p>Our Positive Behaviour for Learning (PBL) framework and mascot "Pullenvale Pete" leads our students to Be Safe, Be Respectful and Be a Learner.</p> 	<p>Our 4 houses at Pullenvale State School have a direct link to our school and community's history:</p> <ul style="list-style-type: none"> Bainbridge (Green) Herron (Blue) Jagera (Orange) Walker (Red) 	Proud to be Pullenvale

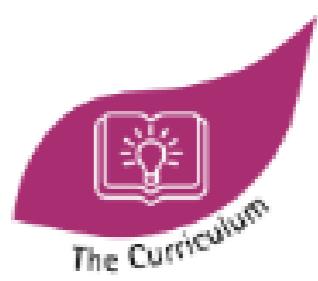


School Priorities

Pullenvale State School's 2025–2028 Strategic Plan is dedicated to maximising individual student growth, wellbeing, and engagement, optimising effective and engaging teaching practices, and strengthening curriculum alignment with the Australian Curriculum to ensure rigour and relevance.

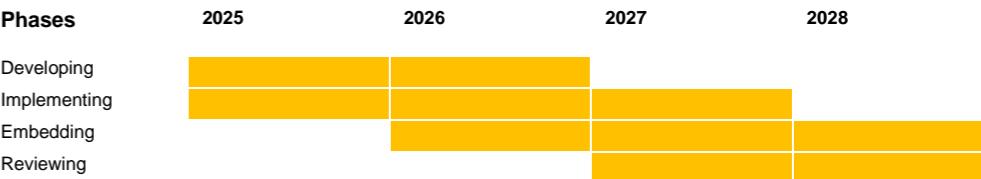
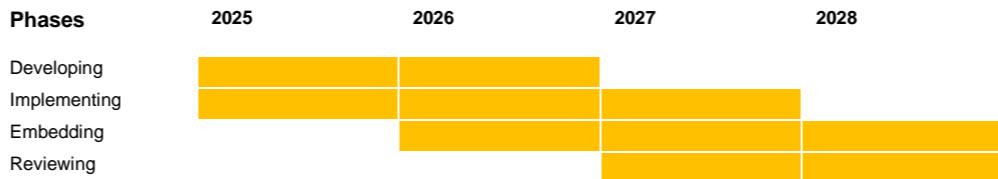
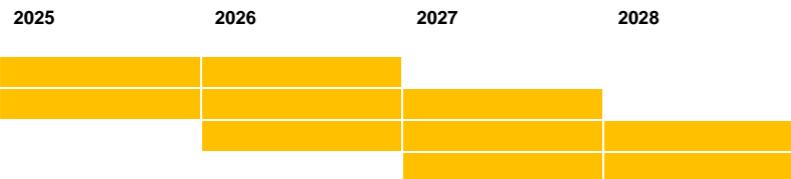
The eucalyptus leaves in our Strategic Plan symbolise the continuous growth and nourishment of our community, much like those that sustain Pullenvale Pete.



 <p>The Learner: Maximising individual growth, wellbeing, and engagement</p> <ol style="list-style-type: none"> Well-Being and Engagement: Strengthen student well-being and engagement through evidence-based programs and strategies. Data-Driven Decision-Making: Use assessment data and the Equity and Excellence priority support measures to monitor progress, identify areas for growth, and implement targeted interventions, ensuring each learner thrives. 	 <p>The Learning: Optimising effective and engaging teaching and learning</p> <ol style="list-style-type: none"> Evidence-Based Pedagogical Practices: Implement and monitor evidence-based pedagogies that align with students' learning stages, the nature of learning, and how learning occurs, using real-time assessment data to support their progress and development. 	 <p>The Curriculum: Sharpening alignment with the Australian Curriculum- rigour and context</p> <ol style="list-style-type: none"> Collaborative Curriculum Alignment: Implement the Australian Curriculum with fidelity through the enactment of the P-12 Curriculum, Assessment and Reporting Framework. Inclusive and Future-Focused Curriculum Design: Foster culturally responsive and inclusive teaching practices to ensure equitable access to learning, enhance student engagement, and promote lifelong learning and deep understanding.
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School Priority 1: The Learner – Maximising individual growth, wellbeing, and engagement	School Priority 2: The Learning – Optimising effective and engaging teaching and learning	School Priority 3: The Curriculum – Sharpening alignment with the Australian Curriculum- rigour and context
<p>Strategies</p> <p>3. Well-Being and Engagement: Strengthen student well-being and engagement through evidence-based programs and strategies.</p> <p>4. Data-Driven Decision-Making: Use assessment data and the Equity and Excellence priority support measures to monitor progress, identify areas for growth, and implement targeted interventions, ensuring each learner thrives.</p> <p>Measurable Outcomes</p> <p>1. Student Achievement: Increased percentage of students achieving at or above year-level standards in identified learning areas.</p> <p>2. Well-Being and Engagement: Improved attendance rates (target: above 95%), fewer behavioural incidents, and increased participation in well-being initiatives and extracurricular activities.</p> <p>3. Equity and Inclusion: Reduction in achievement and engagement gaps between diverse groups (e.g., Indigenous students, students with disabilities, and EAL/D learners).</p> <p>Success Criteria</p> <p>1. Students Can/Will: Demonstrate measurable progress on individual goals and assessments (e.g., NAPLAN, diagnostic testing). Regularly attend school, meeting attendance benchmarks (95%+). Show improved resilience and well-being, reflected in engagement surveys and participation rates. Actively engage in learning by setting personal goals, seeking feedback, and contributing to school life.</p> <p>2. Teachers Can/Will: Use data to identify needs and deliver targeted interventions. Develop and implement Personalised Learning Plans (PLPs) and Individual Curriculum Plans (ICPs) to support student growth. Foster inclusive, safe classrooms that promote equity and engagement. Provide constructive feedback to help students achieve goals.</p> <p>3. Leadership Team Can/Will: Monitor well-being and engagement initiatives. Analyse data trends to inform decision-making and address equity gaps. Allocate resources to ensure tailored support for all learners.</p> <p>Resourcing Needs</p> <p>1. Human Resources: Inclusion support staff, guidance officers, teacher aides and well-being worker. Professional development in differentiation, wellbeing and engagement initiatives, and culturally responsive practices.</p> <p>2. Financial Resources: Funding for well-being and engagement programs. Access to extracurricular and leadership opportunities.</p> <p>3. Material Resources: Adaptive learning tools, assistive technologies, and resources for PLPs</p> <p>4. Community Resources: Partnerships with local health services and cultural organisations for holistic student support.</p>	<p>Strategies</p> <p>2. Evidence-Based Pedagogical Practices: Implement and monitor evidence-based pedagogies that align with students' learning stages, the nature of learning, and how learning occurs, using real-time assessment data to support their progress and development.</p> <p>Measurable Outcomes</p> <p>1. Teaching Staff Capability: Demonstrated and consistent application of high-impact teaching strategies, supported by increased teacher and teacher aide expertise as evidenced through professional development participation, reflective feedback cycles, and classroom observations.</p> <p>2. Student Engagement and Achievement: Improved engagement and performance as demonstrated by formative assessments, summative assessment and monitoring strategies, and active participation in learning activities.</p> <p>3. Collaborative Impact: Evidence of PLT/PLC/COPS effectiveness through shared effective practices, data-informed teaching adjustments, and action plans positively influencing student outcomes.</p> <p>Success Criteria</p> <p>1. Students Can/Will: Actively engage in lessons by collaborating, asking questions, and applying learning to real-world situations. Use teacher feedback to refine understanding and enhance their work.</p> <p>2. Teachers Can/Will: Collaborate with colleagues to refine practices and share insights on student progress. Consistently implement high-impact teaching strategies to promote critical thinking and active learning. Use real-time assessment data to adjust teaching and meet diverse student needs.</p> <p>3. Leadership Team Can/Will: Facilitate professional learning, planning and data analysis sessions to align pedagogy with student outcomes. Monitor teaching quality through observations and learning walks to ensure alignment with best practices.</p> <p>Resourcing Needs</p> <p>1. Human Resources: Instructional coaching or mentoring to guide teachers in implementing evidence-based pedagogical practices for learning. Allocated time for teachers to engage in PLT/PLC/COPSs and planning sessions.</p> <p>2. Financial Resources: Funding for teachers to engage in PLT/PLC/COPSs and planning sessions</p> <p>3. Professional Development: Focused on evidence-based pedagogical practices for learning, data analysis, and classroom innovation.</p> <p>4. Material Resources: Equip staff with tools and resources for implementation evidence-based pedagogical practices for learning, data analysis, and classroom innovation.</p> <p>5. Community Resources: Access to local experts and professional networks for staff development and resource sharing.</p>	<p>Strategies</p> <p>3. Collaborative Curriculum Alignment Implement the Australian Curriculum with fidelity through the enactment of the P-12 Curriculum, Assessment and Reporting Framework.</p> <p>4. Inclusive and Future-Focused Curriculum Design Foster culturally responsive and inclusive teaching practices to ensure equitable access to learning, enhance student engagement, and promote lifelong learning and deep understanding</p> <p>Measurable Outcomes</p> <p>1. Curriculum Alignment 100% compliance with the Australian Curriculum scope and sequence across all year levels, with 3 levels of planning systematically reviewed for depth, rigor, and alignment.</p> <p>2. Student Achievement and Engagement Increased A-C and A-B Levels of Achievement in English and Mathematics, with literacy and numeracy data exceeding state and similar schools.</p> <p>3. Future-Focused Learning Cross-curricular priorities and General Capabilities are embedded in all teaching units, ensuring relevance and context.</p> <p>Success Criteria</p> <p>1. Students Can/Will Access and participate in all Australian Curriculum learning areas. Achieve proficiency in curriculum-aligned assessments, demonstrating skills, knowledge and understanding of key content and skills.</p> <p>2. Teachers Can/Will Plan and teach using the Australian Curriculum, incorporating General Capabilities and cross-curricular priorities. Provide engaging, inclusive, real-world, and culturally relevant learning experiences.</p> <p>3. Leadership Team Can/Will Ensure curriculum alignment and cross-curricular integration, guaranteeing full alignment with the Australian Curriculum, focusing on rigor and context while embedding cross-curricular priorities.</p> <p>Resourcing Needs</p> <p>1. Human Resources: Collaborative teams to analyse student performance data and to ensure effective curriculum alignment. Leadership Team staffing model.</p> <p>2. Professional Development: Equip staff with the skills to utilise data for informed decision-making and to support equitable outcomes for all students.</p> <p>3. Material Resources: Equip staff with tools and resources for implementation of Australian Curriculum so it is engaging, inclusive, real-world and culturally relevant to reflect regional, national and global contexts.</p> <p>4. Community and Cultural Resources: Engage with local and global communities to support students to reflect on culture, and cultural diversity to become responsible local and global citizens.</p>



Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P&C/School Council

School Supervisor

Pullenvale State School Annual Implementation Plan 2025

 School Priority 1: The Learner: maximise individual growth, well-being, and engagement						
Strategy/ies:	Key Actions:	Long term measurable/desired outcomes:	AIP measurable/desired outcomes:	Resources & Artefacts:	Resp. officer:	
	Well-Being and Engagement: <ul style="list-style-type: none"> Strengthen student well-being and engagement through evidence-based programs and strategies. Data-Driven Decision-Making: <ul style="list-style-type: none"> Use assessment data and the Equity and Excellence priority support measures to monitor progress, identify areas for growth, and implement targeted interventions, ensuring each learner thrives. 	Well-Being and Engagement: <ol style="list-style-type: none"> Sharpen Tier 1 processes of Positive Behaviour for Learning (PBL): Educators effectively implement high-impact PBL strategies, creating a consistent, supportive, and engaging learning environment that enhances student wellbeing and success. Build Personal and Social General Capability through the implementation of Respectful Relationships (RR) & The Resilience Project (TRP): Resilience, emotional intelligence, and respectful relationships are developed through consistent, explicit teaching, with ongoing evaluation to ensure continuous improvement and effectiveness Data-Driven Decision-Making: <ul style="list-style-type: none"> Prioritise collaborative data analysis to inform decision-making, to maximise individual growth, well-being, and engagement: Data-driven decision-making is embedded across the school, ensuring targeted interventions/enrichments and support that enable every learner to thrive and achieve their full potential. 	Measurable Outcomes <p>Student Achievement:</p> <ul style="list-style-type: none"> Increased percentage of students achieving at or above year-level standards in identified learning areas. <p>Well-Being and Engagement:</p> <ul style="list-style-type: none"> Improved attendance rates (target: above 95%), fewer behavioural incidents, and increased participation in well-being initiatives and extracurricular activities. <p>Equity and Inclusion:</p> <ul style="list-style-type: none"> Reduction in achievement and engagement gaps between diverse groups (e.g., Indigenous students, students with disabilities, and EAL/D learners). <p>Success Criteria</p> <p>Students Can/Will:</p> <ul style="list-style-type: none"> Demonstrate measurable progress on individual goals and assessments (e.g., NAPLAN, diagnostic testing). Regularly attend school, meeting attendance benchmarks (95%). Show improved resilience and well-being, reflected in engagement surveys and participation rates. Actively engage in learning by setting personal goals, seeking feedback, and contributing to school life (e.g., leadership or extracurricular roles). <p>Teachers Can/Will:</p> <ul style="list-style-type: none"> Use data to identify needs and deliver targeted interventions. Develop and implement Personalised Learning Plans (PLPs) and Individual Curriculum Plans (ICPs) to support student growth. Foster inclusive, safe classrooms that promote equity and engagement. Provide constructive feedback to help students achieve goals. <p>Leadership Team Can/Will:</p> <ul style="list-style-type: none"> Monitor well-being and engagement initiatives. Analyse data trends to inform decision-making and address equity gaps. Allocate resources to ensure tailored support for all learners. 	Well-Being and Engagement: <ul style="list-style-type: none"> Improve overall attendance rates to 95%. Reduce major behavioural incidents by 10% compared to the previous year (2.28 incidents daily average). Increase SOS Student results: 'Student behaviour is well managed at my school' 69.1% and 'I am interested in my schoolwork' 73.9% (SOS 2024). 100% of teachers implementing PBL, RR and TRP <p>Equity and Inclusion:</p> <ul style="list-style-type: none"> Reduce achievement gaps for students with disabilities 	<p>Resourcing Needs</p> <ul style="list-style-type: none"> Human Resources: Inclusion support staff, guidance officers, teacher aides and well-being worker. Professional development in differentiation, well-being and engagement initiatives, and culturally responsive practices. Financial Resources: Funding for well-being programs (e.g., PBL, mindfulness initiatives). Access to extracurricular and leadership opportunities. Material Resources: Adaptive learning tools, assistive technologies, and resources for PLPs Community Resources: Partnerships with local health services and cultural organisations for holistic student support. <p>Artefacts</p> <ul style="list-style-type: none"> A visual representation/document outlining the tiered approach to student well-being and engagement, including interventions and support services at each tier. Workshop materials, presentations, and teaching guides for PBL, RR and TRP. Guides for teachers/teacher aides on restorative practices and positive reinforcement. Supporting documents for tracking and improving attendance and engagement in school initiatives. Resources for embedding culturally responsive teaching practices. Templates and tools for gathering student feedback on policies and well-being initiatives. Event plans, promotional materials for showcasing student learning at learning expositions. Data Plan Collaborative analysis tools for tracking individual and cohort data, identifying trends, and setting goals. ICP trackers converted to V9 Annual ICP and PLP cycles of review and processes document Data discussion protocols, reflection templates, and presentation slides to review trends and align strategies PLT minutes and Marker Student evidence NAPLAN and Diagnostic Assessment Reports Attendance and Behaviour SORD Dashboards Engagement and Resilience Surveys Leadership team and Support Staff Role & Responsibilities Professional Development Schedules Budgets and expenditure reports for well-being programs, adaptive tools, and extracurricular opportunities 	Inclusive of, but not limited to: Teachers Teacher Aides Non-teaching staff Primary Leadership Team: Principal, Deputy Principal, Head of Inclusion, Head of Department Curriculum, Business Manager Inclusion Team: Inclusion Teachers, Guidance Officer, Wellbeing Worker
	Strategy/ies:	Actions: <p>Evidence-Based Pedagogical Practices:</p> <ol style="list-style-type: none"> Examine principles of A Whole School Approach to Pedagogy: Engagement is strengthened through the use of evidence-based programs and strategies, with pedagogies effectively tailored to meet diverse learning needs. Formalise enactment of evidence based pedagogical practices through investigation of Pedagogical Practices for Learning (PP4Ls): Data-driven adoption of PP4Ls and evidence-based pedagogical practices foster a learning environment where students progress from dependent to independent learners. 	Long term measurable/desired outcomes: <p>Teaching Staff Capability:</p> <ul style="list-style-type: none"> Demonstrate and consistent application of high-impact teaching strategies, supported by increased teacher and teacher aide expertise as evidenced through professional development participation, reflective feedback cycles, and classroom observations. <p>Student Engagement and Achievement:</p> <ul style="list-style-type: none"> Improved engagement and performance as demonstrated by formative assessments, summative assessment and monitoring strategies, and active participation in learning activities. <p>Collaborative Impact:</p> <ul style="list-style-type: none"> Evidence of PLT/PLC/COPS effectiveness through shared effective practices, data-informed teaching adjustments, and action plans positively influencing student outcomes. <p>Success Criteria</p> <p>Students Can/Will:</p> <ul style="list-style-type: none"> Actively engage in lessons by collaborating, asking questions, and applying learning to real-world situations. Use teacher feedback to refine understanding and enhance their work. <p>Teachers Can/Will:</p> <ul style="list-style-type: none"> Collaborate with colleagues to refine practices and share insights on student progress. Consistently implement high-impact teaching strategies to promote critical thinking and active learning. Use real-time assessment data to adjust teaching and meet diverse student needs. <p>Leadership Team Can/Will:</p> <ul style="list-style-type: none"> Facilitate professional learning, planning and data analysis sessions to align pedagogy with student outcomes. Monitor teaching quality through observations and learning walks to ensure alignment with best practices. 	AIP measurable/desired outcomes: <p>Improved Student Performance:</p> <ul style="list-style-type: none"> Increase students meeting or exceeding year-level expectations in literacy, numeracy, and A-C subject achievement, as evidenced by NAPLAN results, diagnostic assessments, and semester reporting. <p>Improved Student SOS:</p> <ul style="list-style-type: none"> Achieve a 10% increase in students SOS agreement 'I am interested in my schoolwork' (73.9% 2024) <p>Enhanced Teacher Capability:</p> <ul style="list-style-type: none"> The majority of teachers demonstrate proficiency in implementing evidence-informed teaching strategies as evidenced by classroom observations, feedback cycles, and self-assessments. 	<p>Resources & Artefacts:</p> <p>Resourcing Needs</p> <ul style="list-style-type: none"> Human Resources: Instructional coaching or mentoring to guide teachers in implementing evidence-informed pedagogical practices. Allocated time for teachers to engage in PLTs & PLT/PLC/COPSs and planning sessions. Professional Development: Focused on evidence-informed pedagogical practices, data analysis, and classroom innovation. Material Resources: Tools and resources for implementing evidence-informed pedagogical practices, including access to data platforms (OneSchool/ SORD). Assessment exemplars, and 3 levels of planning. Community Resources: Access to local experts and professional networks for staff development and resource sharing. <p>Artefacts</p> <ul style="list-style-type: none"> Pedagogical Framework: Documented high-impact teaching strategies aligned with curriculum and learner needs. Professional Development Materials: Workshop presentations, guides, and resources for evidence-based teaching practices. PLT/PLC/COPS Action Plans: Meeting templates, collaborative protocols, and data discussion tools. Observation and Feedback Templates: Tools for instructional coaching, learning walks, and reflective feedback cycles. Student Voice Mechanisms: Surveys, focus group protocols, and feedback tools for incorporating student input into teaching and learning practices. 	Inclusive of, but not limited to: Teachers Teacher Aides Non-teaching staff Primary Leadership Team: Principal, Deputy Principal, Head of Inclusion, Head of Department Curriculum, Business Manager Inclusion Team: Inclusion Teachers, Guidance Officer, Wellbeing Worker
	Strategy/ies:	Actions: <p>Collaborative Curriculum Alignment:</p> <ol style="list-style-type: none"> Implement the Australian Curriculum v9.0 English and Maths: Implementation of the Australian Curriculum v9.0 English and Maths with fidelity through the enactment of the P-12 Curriculum, Assessment, and Reporting Framework, ensures aligned, consistent, and high-quality teaching and learning across all year levels. Refine moderation processes to align with A Whole-school Approach to Moderation: Adoption of the four components A Whole-school Approach to Moderation maximises achievement, engagement, and wellbeing, supporting teacher collaboration and aligning curriculum, pedagogy, assessment, and reporting. Inclusive and Future-Focused Curriculum Design: <ul style="list-style-type: none"> Strengthen teaching and learning through the application of selected General Capabilities (Digital Literacy, Literacy and Numeracy) as part of v9.0 English and Maths implementation: Implementation of The Australian Curriculum three-dimensions, incorporating learning areas, general capabilities, and cross-curriculum priorities provides the essential knowledge, understanding, and skills all students need to learn, contribute, and shape their world now and in the future. 	Long term measurable/desired outcomes: <p>Measurable Outcomes</p> <ul style="list-style-type: none"> Curriculum Alignment 100% compliance with the Australian Curriculum (v9.0) scope and sequence across all year levels, with 3 levels of planning systematically reviewed for depth, rigor, and alignment. Student Achievement and Engagement Increased A-C and A-B Levels of Achievement in English and Mathematics, with literacy and numeracy data exceeding state and similar schools (e.g., NAPLAN). Future-Focused Learning Cross-curricular priorities and General Capabilities are embedded in all teaching units, promoting relevance and inclusivity. <p>Success Criteria</p> <p>Students Can/Will:</p> <ul style="list-style-type: none"> Access and participate in all Australian Curriculum learning areas. Achieve proficiency in curriculum-aligned assessments, demonstrating mastery of key content and skills. <p>Teachers Can/Will:</p> <ul style="list-style-type: none"> Plan and teach using the Australian Curriculum (v9.0), incorporating General Capabilities and cross-curricular priorities. Provide engaging, real-world, and culturally relevant learning experiences. <p>Leadership Team Can/Will:</p> <ul style="list-style-type: none"> Ensure Curriculum Alignment and Cross-Curricular Integration: Guarantee full alignment with the Australian Curriculum, focusing on depth, rigor, and relevance while embedding cross-curricular priorities such as Aboriginal and Torres Strait Islander Histories and Cultures. Monitor, Evaluate, and Collaborate: Use data and feedback to assess curriculum effectiveness and collaborate with parents, cultural leaders, and community organizations to enhance relevance and authenticity. 	<p>AIP measurable/desired outcomes:</p> <p>Increased Curriculum Alignment</p> <ul style="list-style-type: none"> Evidence of 100% compliance with the Australian Curriculum (v9.0) English and Maths across all year levels. This includes the systematic implementation and review of the three levels of planning to ensure rigor and contextual relevance. <p>Consistency in Moderation and Curriculum Alignment:</p> <ul style="list-style-type: none"> 100% of teachers participate in regular, school-wide moderation sessions, with evidence of consistent application of achievement standards and marking guides across all year levels. <p>Improved Integration of Cross-Curricular Priorities and General Capabilities</p> <ul style="list-style-type: none"> All curriculum units demonstrate an explicit integration of a Cross-Curricular Priority and/or a General Capability. <p>Enhanced Teacher Capability and Collaboration</p> <ul style="list-style-type: none"> Increased teacher confidence and proficiency in planning and delivering curriculum-aligned units, as evidenced by teacher feedback and classroom observation data. <p>Increased Equity in Student Outcomes</p> <ul style="list-style-type: none"> Evidence of differentiated teaching practices being implemented across all classrooms, with 100% of teachers providing tailored strategies and resources for diverse learners. 	<p>Resources & Artefacts:</p> <p>Resourcing Needs</p> <ul style="list-style-type: none"> Human Resources: Collaborative teams to analyse student performance data and to ensure effective curriculum alignment. Leadership Team staffing model. Professional Development: Equip staff with the skills to utilise data for informed decision-making and to support equitable outcomes for all students. Material Resources: Equip staff with tools and resources for implementation of Australian Curriculum so it is engaging, inclusive, real-world and culturally relevant to reflect regional, national and global contexts. Community and Cultural Resources: Engage with local and global communities to support students to reflect on culture, and cultural diversity to become responsible local and global citizens. <p>Artefacts:</p> <ul style="list-style-type: none"> 3 levels of planning and aligned to Australian Curriculum (v9.0) for English and Maths 3 levels of planning for all other learning areas (v8.4) Professional development materials on Cross-Curricular Priorities, General Capabilities, and inclusive teaching practices. Feedback templates and reports from PLT/PLC/COPS sessions, student focus groups, and community consultations. Data reports demonstrating student progress Setting Professional Goals Framework Collegial Engagement Framework PLT/PLC/COPS and PD schedules and action plans aligned with curriculum priorities. Moderation and Alignment Tools: Shared assessment tasks, responses, and templates for recording moderation. Curriculum and Assessment Plans: Clear, visual representations of curriculum alignment, assessment expectations and adjustments/differentiation. 	Inclusive of, but not limited to: Teachers Teacher Aides Non-teaching staff Primary Leadership Team: Principal, Deputy Principal, Head of Inclusion, Head of Department Curriculum, Business Manager Inclusion Team: Inclusion Teachers, Guidance Officer, Wellbeing Worker