Pullenvale State School
School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.

Acknowledgement of Country

Pullenvale State School acknowledges the Jagera and Turrbul people who are the traditional custodians of Meanjin (Brisbane). We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	398
Indigenous enrolments	1.02%
Students with disability	12.14%
Index of Community Socio-Educational Advantage (ICSEA) value	1119

About the review

3 reviewers from 2 to 3 October 2024	130 participants	37 school staff
61 students	23 parents and carers	9 community members and stakeholders

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 1: Driving an explicit improvement agenda
Collaboratively build short-and long-term improvement priorities, with associated feedback cycles, strategies, actions and outcomes, to guide the future school direction.

Domain 6: Leading systematic curriculum implementation
Sharpen processes that support teachers and leaders in collaboratively planning curriculum units aligned to the Australian Curriculum to build consistency and alignment across year levels.

Domain 8: Implementing effective pedagogical practices
Implement collaborative opportunities for developing shared understanding of the 3 principles of pedagogy to guide the selection of effective, evidence-informed pedagogical practices and teaching strategies.

Domain 2: Analysing and discussing data
Strengthen processes for consistent data analysis and evidence-informed decision-making to evaluate and inform support for student learning, engagement, wellbeing and transitions.

Domain 7: Differentiating teaching and learning
Establish a shared vision for differentiated teaching and learning with staff, parents and students to ensure all students are appropriately engaged, challenged and extended.

Domain 5: Building an expert teaching team
Strengthen planned opportunities for members of the teaching team to showcase effective practice and learn from each other to promote a self-reflective culture focused on improving classroom teaching and learning.

Key affirmations

A strong sense of community, pride and belonging is apparent throughout the school and local community.
Parents and staff speak of their 'love for the school' and the strong family connections that are established. Staff, parents and students describe the school as a 'family' where everyone knows and welcomes each other. Parents speak highly of staff and the significant role they play in their child's learning and wellbeing. Parents, students and staff describe the small school size and community approach to education as genuine strengths of the school.

Staff and community members describe a culture of professionalism throughout the school.
Staff convey dedication to their students and speak of their strong commitment to the school. They describe high levels of mutual trust between staff and leaders, and comment that this supports a sense of unity. Leaders and staff speak of providing support for one another. They describe treating each other as professionals, and with courtesy and mutual respect. Staff attribute the high level of staff morale to this positive and professional work culture.

The strategic leadership team is highly valued by staff and provides clarity for the school's direction.
Staff and leaders speak of a narrow and precise improvement agenda that drives school operations and certainty of expectations. Staff are familiar with the school priorities, which leaders explain inform resourcing decisions. Consistency of school-wide learning expectations is supported through the Professional Learning Team (PLT) process, which includes school leaders and year level colleagues. Staff express appreciation for the consistency of the school's direction and foci, which are guided by the published strategic documents.
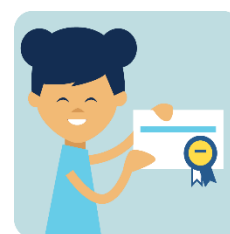
Students' conduct and engagement with learning is praised by staff and school visitors.
Leaders and staff proudly speak of the culture of high expectations for students. Teachers describe classrooms as positive places of learning, with students actively engaging in curriculum activities. Adults from outside the school community describe student interactions as polite, respectful and articulate. Students are recognised within the community as positive ambassadors for their school. Staff actively work to maintain positive student relationships and high standards for student conduct.

Leaders express high expectations for all staff to commit to continuous improvement of their capability.
Staff relate they are encouraged to collaborate in a range of capability development opportunities. These include working together on curriculum, teaching and learning through PLTs; staff collaborations that focus on professional learning; opportunities for collegial engagement; and support in achieving personal learning goals. The 2023 School Opinion Survey shows 91.9% of staff believe they have access to professional learning aligned to school priorities.

Students appreciate the broad range of learning opportunities to develop their skills in areas of expertise, passion or interest.
Staff communicate they value offering co-curricular learning opportunities in sporting, cultural and academic pursuits to complement classroom learning. Parents discuss they value these learning experiences offered to their child, and the celebrations of success that occur throughout the year to recognise excellence in student outcomes. Students, parents and leaders appreciate the dedication of teachers who provide many of these experiences outside of regular work commitments.

Queensland Government