



School Improvement Unit Report

Brisbane Central State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Brisbane Central State School from 7 to 11 May 2015. 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

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| Location: | Rogers Street, Springhill |
| Education region: | Metropolitan |
| The school opened in: | 1875 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 277 |
| Indigenous enrolments: | 1 per cent |
| Students with disability enrolments: | 2 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1168 |
| Year principal appointed: | 2014 |
| Number of teachers: | 20 |
| Nearby schools: | New Farm State School, Windsor State School, Milton State School, Wilston State School, Newmarket State School, Kelvin Grove State College. |
| Significant community partnerships: | Police Citizens Youth Club (PCYC), Sparks Reading. |
| Unique school programs: | Stay and Play, Brisbane Central Playgroup and Parent English Classes |



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 principal supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Four members of the leadership team
 - 20 classroom teachers and specialist teachers
 - Business Services Manager (BSM)
 - Ten non-teaching staff
 - 15 parents
 - Parents and Citizens' (P&C) association executive.
 - 45 students including student leaders, students in classrooms and the playground.
 - Representatives from community groups.
 - Local Councillor - Vicky Howard
 - City Cluster Chair

1.4 Review team

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| Patrick Murphy | Internal Reviewer, SIU (review chair) |
| David Curran | External Reviewer |
| Andrew Hurst | Peer Reviewer |



2. Executive summary

2.1 Key findings

- There is strong evidence of positive, caring relationships between staff, students and parents.

The school has a strong sense of community that supports learning. This sense of community provides new and existing families with a positive family environment away from their country of birth and the extended family relationships. School teaching staff and support staff play an active part in providing and nurturing this environment.

- The school has an experienced team of staff who are working in a collegial manner to deliver the best outcomes for the students of Brisbane Central State School.

The leadership team are viewed by staff as supportive of and developing their involvement in the day-to-day practice and learning of teachers. Both school leaders and teachers speak of their collective responsibility for ensuring successful student learning outcomes. There is a dedicated professional learning team for each of the key focus areas - literacy, oral language development, parent involvement and behaviour. These teams consist of teaching staff and teacher-aides.

- There are a number of outstanding pedagogical practices evident throughout the school.

The implementation of the pedagogical framework is at a formative stage. There is evidence of a number of quality teaching practices as observed in some parts of the school.

- An explicit improvement agenda is clear to staff in some areas and formative in others.

The school is driving an explicit improvement strategy based on enhancing the teaching of reading, assessment pedagogy and oral language. This improvement agenda has been recently refined from a significantly broader range of actions. The narrowing and sharpening of actions has been appreciated by staff members who are committed to a narrow and sharp agenda.

- The school has invested in additional roles to support the implementation of the school improvement agenda.

The school has recently developed a new leadership structure. The team of staff bring a depth of experience and skills to their new roles. The roles lack clarity for staff at this stage.

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- There is strong evidence of alignment between curriculum, assessment and reporting.

Teachers expressed agreement about clarity and consistency of curriculum expectations, assessment and reporting. Priority needs to be given to developing a consistent approach to the teaching of reading and numeracy.

- Teaching staff use a range of teaching strategies to differentiate curriculum delivery in their classrooms.

The school has a diverse student population where 73 per cent of students are recognised as being students with English as an Additional Language/Dialect. Greater than 60 per cent of all students achieve in the upper two bands of the National Assessment Program – Literacy and Numeracy. Some staff indicated that they may require additional training and support to cater for more able and gifted students.



2.2 Key improvement strategies

- Embed the explicit improvement agenda of the school, ensuring that there is clear timelines and targets for action. Widely communicate the improvement agenda to staff, parents and the wider school community.
- Establish structural accountability measures to ensure that alignment and consistency of staff practice and school policy are clearly measured and delivered through establishing timelines and review mechanisms.
- Build on the strong foundations for differentiation evident in most classrooms to identify and communicate specific pedagogical strategies for individual students. Develop and promote an approach to the teaching of more able and gifted students that can be implemented throughout the school.
- Develop and embed a pedagogical framework that is owned and understood by all staff to provide a consistent teaching and learning framework in all classrooms throughout the school.
- Implement processes to ensure that a documented curriculum plan is developed and implemented. Establish agreed school-wide approaches to support the teaching and learning of literacy and numeracy.