Background:
Brisbane Central SS, established in 1860, is an inner city, co-educational primary school. Most students live in Spring Hill and the CBD area. Over 50 per cent of the families are from non-English speaking backgrounds. There has been an increase in student numbers and the school is now enrolment managed. There are currently 220 students in nine classes comprised of single year levels or multi-age groupings.

Commendations:
- The Principal and school leadership team are passionate and united in their core objective to improve student learning outcomes.
- All staff members are focused on the school’s explicit improvement agenda to improve reading comprehension and vocabulary. The focus areas are based on analysis of data trends and patterns.
- Since the previous Teaching and Learning Audit there has been significant progress in the Analysis and Discussion of Data. The Support Teacher Literacy and Numeracy (STLaN) has supported teachers by providing in-depth NAPLAN and reading data analysis for their classes.
- Teachers meet regularly with members of the leadership team to discuss data use and implications for their teaching and to plan units of work.
- Teachers have participated in action learning projects which include modelled lessons led by the English as a second language (ESL) teacher and in professional development in the analysis and use of PROBE and PM Benchmark reading data.
- Staff members of the school understand the importance of positive and caring relationships to successful learning. Interactions between staff members, students and parents are caring, polite and inclusive. Students are highly motivated and keen learners.
- The school has successfully implemented C2C units in English, mathematics and science this year while continuing to deliver essential learnings in the other key learning areas. There is a focus on using criteria sheets and exemplars. The ESL teacher is to be commended for her work in developing the Whole School Vocabulary Framework and the Curriculum Coordinator for her work in developing curriculum and assessment overviews for each year level.
- The school has developed programs to meet the individual learning needs of students and cohorts, such as, extension programs with the curriculum coordinator, support and extension with the intervention teacher, teacher aide time with ESL students and Support-a-Talker in the early years.

Affirmation
- There is a whole of school approach to implementing the Question Answer Relationship (QAR) strategy to improve reading comprehension. This has included modelling of lessons by the Year 6 teacher.
- The Principal has observed lessons and teachers are open to feedback.
- Teacher aides provide support for identified students in targeted areas of need.
- Volunteer community members provide regular support in reading and oral language development.
- Some year levels are goal setting with students.

Recommendations:
- Set targets in literacy, numeracy and science for year levels and cohorts, including higher achievers, which are accompanied by timelines. Use literacy, numeracy and science data to identify students’ strengths and weaknesses and to personalise teaching and learning activities.
- Develop a strong self-reflective and collegial culture which includes mentoring and coaching, teachers visiting each other’s classrooms and openness to critique by leaders and colleagues. Support teachers to use data on a regular basis as evidence of successful teaching.
- Extend the focus on improved teaching methods to include mathematics, science and writing.
- Ensure records of individual student needs, achievements and progress are maintained centrally and shared across year levels.
- Embed higher order thinking skills within all key learning areas (KLAs).
- Ensure vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling, with teaching in each year building onto and extending learning in previous years.
- Develop a whole of school approach to providing feedback to students which is individualised, timely and guides student action.