

Brisbane Central State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Brisbane Central State School** from **10 to 12 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

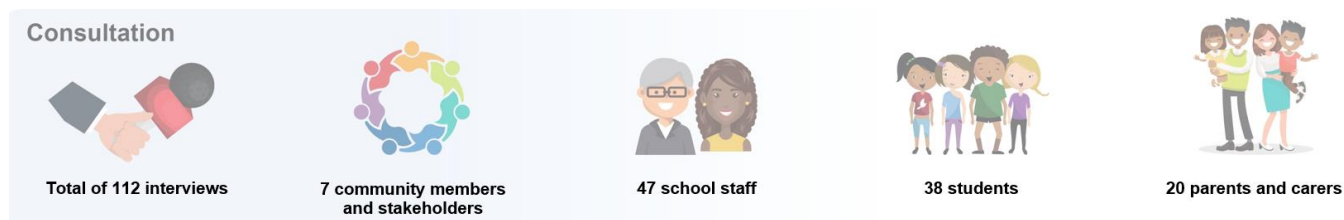
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Mark Allen	Peer reviewer
Valerie Hadgelias	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Jugera and Turrbul nation and the Jugera and Turrbul people of the Jugera and Turrbul language region.
Education region:	Metropolitan North Region
Year levels:	Prep to Year 6
Enrolment:	524
Indigenous enrolment percentage:	2.5%
Students with disability percentage:	14.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	1123

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19 to 21 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1152 and the school enrolment was 420 with an Indigenous enrolment of 1% and a student with disability enrolment of 2.5%.

The key improvement strategies recommended in the review are listed below.

- Provide opportunities for members of the leadership team to develop a cohesive and coordinated approach to promoting effective operation of the school and to leading curriculum, teaching and learning. (Domain 3)
- Develop consistency of practice of school values and expectations that are promoted by all staff and students with clear standards of what constitutes appropriate behaviour with known rules and consequences. (Domain 3)
- Collaborate with all staff to define the agreed practices relating to the Explicit Improvement Agenda (EIA), what this looks like in classrooms, and regularly monitor implementation to promote consistency of practice. (Domain 1)
- Promote further conversations between the teaching team and school leaders that collaboratively interrogate school-based achievement data and promote conversations relating to further improvements in student outcomes. (Domain 2)
- Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching. (Domain 5)

2. Executive summary

2.1 Key affirmations

Staff are focused on collaboration in the best interests of their students, with an emphasis on implementing effective practice in all aspects of teaching and learning.

Leaders comment that teamwork supports staff to be adaptable and flexible to meet the needs of learners and the school community. The principal discusses the importance of developing a true team through high levels of staff collaboration, focusing on the best interest of students. Staff members place students at the core of all they do, and indicate openness and willingness to be challenged by different perspectives in order to improve student learning outcomes.

Leaders express pride in the development of strong Professional Learning Teams (PLT) whose members support one another during times of change.

Leaders comment that PLTs support teachers to work collaboratively to identify what to do next to maximise the potential of every student. Teachers share the belief that they are concentrating energy and resources on the right work. They express appreciation at being provided a genuine voice in setting the strategic direction of the school and articulate a view that the improvement agenda is being led through strong leadership structures with clear roles and responsibilities.

Leaders and staff share the belief that every student should feel a sense of belonging and be able to access and participate in high-quality education.

Staff express pride that diversity is celebrated and inclusion is embedded in all aspects of school life. Leaders and teachers share their pride in understanding their students and creating respectful and supportive classrooms built on a model of inclusion. Teachers articulate that they receive strong in-class and professional support from the Head of Department – Inclusion (HOD-I). They explain that they adapt content, pedagogy and learning environments to meet students' individual needs. They further discuss fostering learning environments that provide open-ended opportunities for students to demonstrate their skills and achievement.

Leaders describe staff as passionate about imparting a love of learning through implementing a curriculum that develops 21st century lifelong learners.

Leaders explain that collaborative processes ensure teachers have a thorough understanding of the depth and breadth of the Australian Curriculum (AC). They articulate that in addition to transdisciplinary units of work that focus on conceptual understanding, a strong emphasis is placed on students finding their own information and constructing their own understandings through a model of inquiry. Teachers express their appreciation for the knowledge and guidance of the Head of Department – Curriculum (HOD-C) throughout the moderation process.

2.2 Key improvement strategies

Domain 8: Effective pedagogical practices

Embed agreed pedagogical practices through ongoing observation and feedback processes by leaders to ensure integrity and consistency of implementation.

Domain 6: Systematic curriculum delivery

Refine processes for developing marking guides to ensure consistent understanding of what constitutes 'A' and 'B' standard student achievement.

Domain 7: Differentiated teaching and learning

Build the capability of the teaching team to differentiate for the range of learners to ensure all students are appropriately engaged, challenged and extended.

Domain 9: School-community partnerships

Build the cultural competency of all staff to improve understanding of students' cultural backgrounds and improve links between home and school.