

East Brisbane State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **East Brisbane State School** from **13 to 16 February**.

The report presents 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 report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Wellington Road, East Brisbane
Education region:	Metropolitan Region
Year opened:	1899
Year levels:	Prep to Year 6
Enrolment:	243
Indigenous enrolment percentage:	4.1 per cent
Students with disability enrolment percentage:	3.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1084
Year principal appointed:	2017
Full-time equivalent staff:	13.75
Significant partner schools:	Eastern Alliance Schools Cluster, Budgie Cup Schools
Significant community partnerships:	The Gabba, The Church@TheGabba, Independent Grocers of Australia (IGA) Woolloongabba, St Laurence's College, University of Queensland (UQ)
Significant school programs:	Read It Again, Metalinguistics, LIFT, Advanced Technology, Advanced Writing, Advanced Philosophy, Budgie Cup



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Business Manager (BM), literacy coach, pedagogical coach, inclusion teacher, Support Teacher Literacy and Numeracy (STLaN), 13 teachers, seven teacher aides, schools officer, two administration officers, 39 students, two Parents and Citizens' Association (P&C) executive members and 31 parents.

Community and business groups:

- The Gabba CEO.

Partner schools and other educational providers:

- Principal Dutton Park State School and principal Coorparoo Secondary College.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Learning Walk Documentation
Investing for Success 2018	School newsletters and website
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Responsible Behaviour Plan
School based curriculum, assessment and reporting framework	School data plan



2. Executive summary

2.1 Key findings

A positive and calm tone is evident throughout the school.

The characteristics and feeling of a family-centred school is a feature staff members and parents acknowledge and seek to preserve. All members of the school community speak highly of the school and its positive reputation in the wider community. The learning environment of the school is engaging and offers a welcoming feel.

All staff members have high expectations for attendance, engagement and outcomes.

The 'East Brisbane Way' is known by members of the school community. This consistency of behaviour expectations, teaching of philosophy and engagement of students in their learning create an environment that is supportive of the learning and wellbeing needs of all students.

Positive relationships between all members of the school community are highly apparent across the school.

The school has an active Parents and Citizens' Association (P&C) that endeavours to raise funds for targeted enhancements to the school's learning environment. Parents, school leaders and teachers work together in collegial and supportive ways to create an inclusive environment that meets the learning needs of all students.

The principal has established a strong improvement agenda for the school that focuses on writing, embedding philosophical practices and consolidating reading.

The principal continues to develop the improvement agenda, drawing on school-established practices, refining teacher skills and introducing new expectations for teacher classroom practice. The improvement agenda describes a large number of beginning, consolidating and embedding actions. Targets for improvement are expressed in long-term measurable student outcomes with some timelines for implementation included.

The principal leads a strong focus on the critical role that data plays in teaching and learning.

Staff members speak positively of the professional discussions that occur in data meetings with the principal, and the support they receive from colleagues. Some class teachers speak of the modifications they make to their practice as a direct result of learnings from these data meetings. Teachers indicate the desire to enhance their data literacy skills to better inform their pedagogical practices that directly impact their daily teaching.

Teachers participate in quality professional learning aligned to the school improvement agenda.

All staff participate members in the Annual Performance Review (APR) process. The principal articulates the need to refine this process to better align with the school improvement agenda and staff members' individual learning needs.



The leadership team is committed to supporting teachers to enact high quality curriculum delivery processes.

Ongoing planning and Professional Development (PD) sessions support curriculum delivery. Teachers are released from class to cooperatively plan their units of work in the learning areas. Teachers' depth of understanding of the Australian Curriculum (AC) is variable and their ability to use it as the basis for planning the curriculum is still developing.

The principal and leadership team place a high priority on understanding and addressing the learning needs of all students in the school.

The principal indicates that a key strategy to enact the deployment of school-wide processes is the capability building and deepening leadership density of staff members. Allocation of funds to professional learning and teacher release to facilitate staff professional learning is a key feature of the school budget. Quality Assurance (QA) processes to measure the effectiveness of professional learning and its impact on improved student learning outcomes are yet to be established.

The school has developed a range of mutually beneficial partnerships with local community organisations, businesses, schools and parents.

These partnerships include the Gabba, a long-term partner of the school, and Church@TheGabba with which the school has a long-standing relationship. Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress is appreciated.



2.2 Key improvement strategies

Narrow and sharpen the school improvement agenda to strengthen clarity of direction and allow time for staff members to develop a deeper understanding of expectations and implementation.

Refine processes to enable staff members to develop a deeper understanding and knowledge of student achievement data and the purposeful use of this data to inform the next steps for teaching.

Engage all staff members in an authentic APR process aligned to the improvement agenda and PD plan that includes opportunity to build staff member capability in leading school initiatives now and in the future.

Provide PD opportunities for all staff members to increase their knowledge and understanding of the AC to inform the development of their classroom curriculum.

Develop QA measures to determine the effect human resource and financial allocations are having on improved student learning outcomes.