



School Improvement Unit Report

East Brisbane State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at East Brisbane State School on 11, 13 and 14 August, 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

Location:	56 Wellington Road, East Brisbane
Education region:	Metropolitan
The school opened in:	1899
Year levels:	Prep to Year 6
Current school enrolment:	203
Indigenous enrolments:	4.4 per cent
Students with disability enrolments:	0.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1081
Year principal appointed:	2015 Term 2 (acting principal) 2012 (substantive principal)
Number of teachers:	17 (inclusive of part-time and specialist teachers)
Nearby schools:	Coorparoo Secondary College, Buranda State School, Dutton Park State School,
Significant community partnerships:	Gabba corporation, Gabba Church, Mary Crest Retirement Home
Unique school programs:	Philosophy in Schools, Information and communication technologies (ICT) Enrichment Program



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:
 - Substantive and acting principal
 - Head of Curriculum (HOC) / coach
 - 12 classroom and specialist teachers
 - Four teacher aides
 - Three non-teaching staff
 - Students
 - Three members of the Parents and Citizens' Association (P&C)
 - Eight parents
 - Two community partners
 - Two cluster principals

1.4 Review team

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| • Michelle D'Netto | Internal Reviewer SIU (Review chair) |
| • Renee Howard | Peer reviewer |
| • Mel Phillips | External reviewer |



2. Executive summary

2.1 Key findings

- Philosophy is the cornerstone that underpins the culture of this school.

The school credits the teaching of philosophy as a major factor in whole-school academic achievement, behaviour and tone, through creating a learning environment for all students that is safe, respectful, tolerant and inclusive and that promotes intellectual rigour.

- There is a strong commitment to the school improvement agenda.

The school leadership team is driving a school-wide improvement agenda. The two main improvement agenda items are: to deepen and consolidate pedagogical practices through the application of the whole school explicit teaching model and to develop staff knowledge, understanding and application of assessment throughout the teaching and learning process.

There are seven other priorities stated in the Annual Implementation Plan. These include reading, writing, numeracy, philosophy, science, implementation of the Australian Curriculum and promoting the school.

- The school celebrates the diversity of its community.

Positive, caring relationships between staff, students and parents are evident. Parents comment on these qualities in their children's teachers, stating that their children love coming to this school. Care, politeness, inclusivity and respect are evident. The school has made an effort to understand where students are at in their learning and their achievement levels. There is a strong recognition of cultural and social diversity.

- The school has a comprehensive, clearly documented curriculum plan.

The school places a high priority on making the curriculum locally relevant and accessible to all students. Alternative programs to meet diverse student learning needs, for example the *Language for Learning - Break it Down, Build it Up* program, are embedded in classroom practice. There is thorough monitoring of the schools' curriculum and its alignment to the Australian Curriculum.

- The school leadership team sees the development of staff as central to improvement in student outcomes.

The principal conducts walkthroughs that are student focused and the observations collected are shared with teachers. The Head of Curriculum models instructional processes and follows these up with group reflective discussions. There is some peer to peer mentoring but these processes are informal. The implementation of instructional coaching, peer coaching and mentoring as differentiated processes is not yet formalised. Resource allocation determines the process and its sustainability.



2.2 Key improvement strategies

- Develop clarity around the improvement agenda, its tracking and alignment to student outcomes.
- Maintain the teaching of philosophy as the cornerstone of all school operations.
- Identify instructional coaching, peer coaching and mentoring as differentiated processes and develop formats for implementing these in a structured manner.
- Continue to align the resources to the priority areas of the improvement agenda with particular attention given to the sustainability of the coaching and mentoring processes.