



Catholic Education Office
Archdiocese of Melbourne

External Review Report

Prepared for

St. Mary's School
Ascot Vale

2012

-
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 - Parish Priest Fr. Justin Ford
 - School Reviewer Jim Delaney
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1. Executive Summary

St. Mary's Parish Primary School, Ascot Vale is currently engaged in a process of renewal and rejuvenation following a period of organisational stress that resulted in a serious decline in morale and confidence in the school. This was accompanied by significant changes in leadership and staff at the end of 2010. The rejuvenation process began early 2011 when the current principal assumed duties. The change in leadership has resulted in the restoration of staff and student morale and a return of parental confidence in the school. The school now has clear direction and is strategically establishing a range of practices and understandings which are already clearly improving all spheres of school life.

In assessing progress towards the goals and intended improvement outcomes set in the current review period two things need to be kept in mind: namely that many of the original targets were set too high and secondly that the contextual issues impacted negatively on school improvement in the years 2009 – 2010. The data sets from 2011 indicate patterns of improvement across all spheres. Overall the school has achieved broad success against the goals and intended outcomes of its last School Improvement Plan. The school provides an orderly and supportive learning environment for its students. The students are highly motivated learners and enjoy positive nurturing relationships with staff and peers. The learning environment and relationships are shaped and supported by the Catholic culture of the school which is strongly embedded.

There is evidence of some improvement in outcomes in student learning during the period 2008 – 2011. The gains are more apparent in literacy than numeracy and also more so in earlier years than later years.

The school also aimed to improve student engagement in learning and the strengthening of student responses to the teaching and learning variables on the student survey between 2010 and 2011 indicates that the process has begun.

The review shows that school community has responded very positively to new leaders and new leadership structures; in particular the variables on the staff survey (2011) show that all variables not only recovered but exceeded the scores for 2008. This indicates there is a strong sense of unity and cohesion as the school sets its vision and improvement plans for the next four years. The reputation of the school is high in the community and this can be gauged by the fact that there is a waiting list of students for future enrolments.

The review process has highlighted many of the school's relative strengths and attributes about which it can be justifiably proud. These include:

- the relationship between the school and the parish and the strong Catholic identity of the school

- the renewal and rejuvenation that is occurring with school leadership and the injection of fresh thinking, direction and active support by the principal
- a growing capacity among teachers to understand and use student learning data to plan their teaching
- the high levels of parent engagement in a wide range of activities in the life of the school
- increasingly well resourced programs and I.C.T. infrastructure
- the inclusive, orderly and welcoming school environment that is able to support a diverse range of student learning needs

Overall the review indicated that the key challenge facing St. Mary's is to actively engage students to be purposefully and consistently involved in their learning. Encouraging students to have a voice in their learning and to take responsibility for their learning will present a challenge for some staff; thus an associated challenge will involve the ongoing development of a collaborative professional culture that will support/challenge staff to consistently use contemporary best pedagogical practice.

It will be evident from the preceding summary that St. Mary's Ascot Vale is an effective school, establishing a firm foundation of success as it moves into the next period with a new School Improvement Plan. It faces the future with enthusiasm and a deep commitment to its Catholic identity and a clear focus on effective learning.

The reviewer is confident that the school will establish highly effective practices across all spheres. On this basis the reviewer offers the following advice as to possible goals, improvement outcomes and key improvement strategies.

| Sphere of Schooling | ADVICE ON BROAD GOALS | INTENDED IMPROVEMENT OUTCOMES | FIRST ORDER KEY IMPROVEMENT STRATEGIES |
|----------------------------------|---|--|--|
| Education in Faith | Develop a goal that has a focus on: Catholic identity, inclusive community partnership and active, explicit Gospel values | That student engagement in Religious Education will improve | <ul style="list-style-type: none"> • Exercise professional leadership that gives direction and promotes a vision of contemporary learning and best practice |
| Learning and Teaching | Develop a goal that has a focus on: Purposeful teaching, stimulating environment, active engagement, consistent and innovative practices | That student outcomes in Numeracy will improve That student outcomes in Literacy will improve That student engagement in their learning will improve | <ul style="list-style-type: none"> • Ensure that students are consistently engaged in purposeful activities derived from a contemporary curriculum |
| Student Wellbeing | Develop a goal that has a focus on: Student voice, resilience, respect, relationships and personal awareness | That student Social/Emotional Learning will improve | <ul style="list-style-type: none"> • Sustain a culture of sharing and high levels of teamwork that enhance teacher capacity |
| Leadership and Management | Develop a goal that has a focus on: Staff wellbeing, empowerment, team work, shared vision and continuous improvement | That staff engagement will improve That staff learning will improve | <ul style="list-style-type: none"> • Ensure that the use of data underpins student and school improvement at every level |
| School Community | Develop a goal that has a focus on: Partnerships, learning, inclusive community, relationships and service to the world | That parent engagement in their children's learning will improve | |

2. Methodology

The review process commenced with two preliminary visits to the school prior to the first review day. This provided the opportunity to become familiar with the school in operation and to have informal discussions with the principal about the life of the school. Arrangements for the review activities were discussed and mutually agreed upon. Prior to the review the school made available a range of data and documentation including the School Reflection Report, School Improvement Reports, NAPLAN Reports, Early Years' Literacy Reports, The School Improvement Plan (2009 – 2012), Annual Action Plans, Reports to the Community, the Review Report (2008) and a copy of the School Vision Statement.

The review took place over two days. The first day involved interviews and conversations with a range of stakeholders. The reviewer also had the opportunity for interactions with members of the school community in the staff room, and the grounds.

Conversations and focus group discussions involved meeting with

- The Principal
- The Parish Priest
- The Leadership Team
- The Religious Education Leader
- The Student Wellbeing Leader
- The Maths Leader
- The Literacy Leaders
- The Director of Learning and Teaching
- The Community Team
- A Parent focus group
- Teaching Staff
- Student Leaders

Visits were made to a number of classrooms and there was an opportunity for playground observation and interaction.

The review panel meeting occupied the second day of the review. The panel was chaired by the reviewer Jim Delaney and comprised Graham Spence (Principal), Sandra Lind (Deputy Principal/Wellbeing Leader), Dot Crowley (Literacy/School Community), Caith Malone (Director of Learning and Teaching), Annie Vaughan (Maths Leader), Shelley Lynch (Parent), Maryanne Poursanidis (Parent) and Anne Killeen (R. P. C.)

The agenda was based on School Effectiveness Research (SER) and the C.E.O.M. Framework “Learning Centred Schools: A Sacred Landscape”. It included opportunities for the panel to reflect broadly on school performance issues as well as specific discussion around each of the spheres in relation to SER, “Sacred Landscape” and the School Self Reflection Report.

The external review process concluded after completion of the written report and a presentation to the school staff.

3. School Context

St. Mary's School Ascot Vale is preparing to celebrate 100 years of service to the community in 2013. It is one of two primary schools in the parish of Ascot Vale. The demand for placement at St Mary's is high, necessitating a ceiling on enrolments to ensure that class sizes of 25/26 students can be maintained. There are currently 356 students enrolled. It is anticipated that enrolments will continue at present levels for the foreseeable future.

The school population is culturally diverse with 30% of students coming from a language background other than English. This represents a decline of 8% since 2008. Currently 92% of students are Catholic which is a slight increase over the period; however there has been a consistent increase in the percentage of Catholic students entering at Prep. This percentage is now at 96.1%.

There is diversity in the socio-economic background of families associated with the school.

Approximately 17% of families are eligible for the Education Maintenance Allowance. The school has a Socio-Economic Score (SES) of 109 and the Index of Socio-Educational Advantage (ICESA) is 1102 compared to the national mean of 1000. ICESA indicates that 78% of families are above the median.

Students are organised into 14 class groupings: Prep x 2; Year 1X 2; Year 2 x 2; Year 3 x 2; Year 4 x.2; Year 5 x 2 and Year 6 x 2. For the purposes of co-ordination the school is organised into Junior School (Prep – 2); the Middle School (Yr. 3 & Yr. 4) and the Senior School (Yr. 5 & Yr. 6). Each part of the school has its own co-ordinator. The class programs are supported by a range of intervention and extension programs that support student learning including the learning needs of 15 integrated students. Specialist areas taught include L.O.T.E. (Italian), I.C.T., Library, Performing Arts and Health/P.E. The school employs 15 full-time teachers and 12 part-time teachers, 1 full-time secretary, 2 part-time secretary/school officers, 4 part-time integration aides and 2 part-time canteen managers. The principal is supported by the leadership team which comprises the Deputy Principal/Student Wellbeing Leader, the Religious Education Leader, the Director of Resources, P – 3 Literacy Leader, Numeracy Leader and Learning and Teaching Leader.

The school has recently completed a master plan which has established refurbishment priorities for the older buildings. These will be integrated into the contemporary buildings that were built as part of the BER in recent years. The school facilities are surrounded by a recently expanded play space that is well organised and allows for a range of student sporting events and recreational activities.

4. Evaluation of Performance

A. EDUCATION IN FAITH

i. What outcomes was the school trying to achieve?

Goals:

- *To further strengthen the Catholic Culture of the school community*
- *To enhance teaching and learning in Religious Education*

Intended Outcomes:

- *That Education in Faith continues to be a priority for all members of the school community.*
- *That all staff are given opportunities to develop their spirituality.*
- *That students live out gospel values.*
- *That students will be more engaged in the R.E. programme.*
- *That teachers will be more confident in the implementation, assessment and reporting of Religious Education, reflecting contemporary approaches to teaching and learning. (SSR p.9)*

ii. What did the school achieve?

Over the period 2009 – 2012 the school demonstrated a high level of commitment to its Catholic identity and the Catholic School Vision. In broad terms the school clearly demonstrated a vibrant Catholic symbolic culture through its active and rich sacramental, liturgical and prayer practices. These practices involved students, staff, parents and members of the parish community. The Catholic symbolic culture was further expressed and reinforced through the display and use of religious symbols and art work including the work of students. Congruent with the vibrant Catholic symbolic culture is an ethos and set of relationships that express in human behavioural terms the Gospel values of respect, care, justice and compassion. This is evident in the happy and harmonious environment which is characterised by positive, open and highly connected relationships.

The Catholic Culture data, especially for staff and students, showed a decline between 2008 and 2010; however the data indicates a significant strengthening by the end of the period. The parent data remained relatively stable with an across the board small increase in all variables except Social Justice which grew very strongly between 2010 – 2011. The student data shows that in all five variables student scores were above the 90th percentile. This is a particularly strong outcome. The staff and parent variables of Importance and Opportunity are all in the top quartile for Victorian Catholic schools. The parish priest, who is actively involved in the faith life of the school, affirms the role of

the school leaders and staff in building and sustaining a rich prayer and liturgical life for the students. This was confirmed by the parent focus group which also noted the school's strong connection with the parish.

In regard to specific improvement outcomes the school demonstrated sound progress. It is the reviewer's opinion that some of the targets were set too high and that others were not necessarily relevant, such as equating levels of accreditation with the development of staff spirituality. The fact that staff, student and parent scores for the variable Importance all fell in the top quartile indicates that the intended outcome: *Education in Faith continues to be a priority for all members of the school community*, was clearly achieved.

This is also indicative of a staff who acknowledge the importance of attending to their own spiritual development through utilising the opportunities that are afforded them. The staff score for the variable Opportunity is at the 87th percentile.

The intended improvement outcome for students that relates to living out the Gospel values appears to have been successfully achieved. This is indicated by the high scores in the Catholic Culture survey for variables such as Compassion and Social Justice. This is supported by Student Attitude to School survey which indicates that Wellbeing and Relationship variables are very positive.

Within this sphere, the school intended to improve student engagement in Religious Education and to enhance a range of contemporary teaching practices in Religious Education. The student data indicates that progress was made in this area especially in regard to the different ways R.E. is presented and how it helps students develop beliefs. The SSR (p.10) acknowledges that the data also points to areas for continued development. The staff data shows that overall staff are moderately confident in implementing R.E. Some aspects of the data relating to Teacher Professional Learning and Dialogue point to important areas for attention in the coming period. This appears to be particularly relevant to providing opportunities for rich professional dialogue in R.E. and for professional learning. Overall the building of teacher capacity in R.E. will be a continuing improvement strategy.

The review panel supported the findings of the SSR (p.12) that recommended *That students are more engaged in Religious Education*. Thus the recommended improvement outcome is that student engagement in R.E. will improve. Success should ensure that the school will move to the phase of sustaining high levels of practice and achievement over time in the sphere of Education in Faith.

iii. Why did the school achieve / not achieve its desired outcomes?

There are many reasons why the school achieved its desired outcomes despite the changes in leadership and staff. A key factor appears to be a strong staff knowledge and awareness of the school Vision. The School Review Tool showed an overall mean of 6.2 on a 7 point scale which indicates that the factor of a shared vision is very strong to exemplary. One staff member commented, *Our*

Vision statement is referred to whenever we are looking at policy or planning teaching practices. It is a living document.

Commitment to the school vision in terms of building and sustaining a strong Catholic symbolic culture is evidenced in the prayer, liturgical and sacramental practices in classrooms, school assemblies and staff meetings. This is supported by a weekly Mass which involves strong student involvement. The celebration of the Sacraments is integral to the life of the school and there is a whole school focus on the preparation for and celebration of First Reconciliation, First Eucharist and Confirmation.

This clear vision is maintained by effective leadership at all levels of the school community. The active role of the parish priest in the life of the school was commented on by many during the review process. Leadership has ensured that the R.E. Leader has the time and resources to support a wide range of facets of the sphere Education in Faith. There has also been an explicit focus on communicating with parents and the parish community on matters of faith development and Catholic culture. Feedback from the parent focus group was extremely positive about these initiatives particularly in regard to the parent education and preparation for sacramental programs.

School leadership is to be commended on the opportunities that have been created to promote and support staff spirituality. These include an annual staff spirituality day, the provision of dedicated staff R.E. meetings and P.L.Ts each term, the opportunity to attend Mass on a weekly basis and to have regular staff prayer.

The building and sustaining of a vibrant Catholic culture is an important element in developing highly effective learning and teaching practices in Religious Education, but this also requires the ongoing professional development of staff. The school is to be strongly commended on supporting teachers to gain their accreditation to teach R.E. The school now has 80% of its teachers accredited to teach R.E. which is significantly above like schools and all schools. It is anticipated that the support, encouragement and expectation to complete these requirements will be ongoing.

The data is suggesting that staff require more opportunity to engage in rich professional dialogue in R.E. This may be suggesting the need for more time or possibly the need for enriching existing opportunities or possibly more linkage and scaffolding between existing opportunities. These questions could form the basis of a collaborative review with staff.

The staff pedagogical data is suggesting that contemporary practice needs to be strengthened particularly in relation to assessment, the inclusion of student voice and the connection of student learning to local and global networks. The school has recognised these matters in the SSR (p.12) and has proposed some steps to be taken in the future. These issues relate to Learning and Teaching and especially to the development of a consistent school-wide approach to contemporary practice. The review is indicating that greater use could be made of coaching, mentoring and demonstration in the class setting for methodologies such as The Good Shepherd experience.

Overall the sphere of Education in Faith is a defining strength of the school. The active involvement of students in contributing to the school's Catholic culture is a very important element of this strength.

iv. Are the school's practices reflective of the school's vision?

At St. Mary's we believe that Jesus and the gospel values are central to our life long journey in the Catholic faith.

The review indicates that the school's practices are highly reflective of the school's Vision. It is clear that students, staff, parents and parishioners are on a life-long journey inspired by the Catholic faith.

v. What can the school do in the future to continue to improve?

The reviewer suggests, given changes in leadership, staff and school population, that in the coming period it might be beneficial to review and rearticulate the school's Vision Statement. It is also recommended that such a process involve leadership in the study of the outcomes of the Catholic Identity Project. The project highlighted that the notion of Catholic Identity is multifaceted and highly nuanced and these findings could well assist in developing a contemporary vision. There are further suggestions contained in the following table.

vi. **Recommendations for CEOM school review reports 2012**

The reviewer offers the following advice in relation to school planning in the sphere of Education in Faith:

| SCHOOL IMPROVEMENT PLAN | | | | |
|---|---|---|--|---|
| ANNUAL ACTION PLAN | | | | |
| Developing the broad goal[s] for this sphere | Intended outcomes [Specific areas for improvement] | Setting targets | Key Strategies [High order approaches that may be applicable to the achievement of more than one goal] | Examples of actions that may assist the school in the implementation of key strategies in this sphere, and the achievement of intended outcomes |
| Develop a goal that has a focus on: Catholic identity, inclusive community partnership and active explicit Gospel values | That student engagement in Religious Education will improve | Students That the R.E. Pedagogy Tool – Students – has a mean of 4.2 | Exercise professional leadership that gives direction and promotes a vision of contemporary learning and best practice | <ul style="list-style-type: none"> Review and rearticulate the Catholic School Vision That school leadership study and become familiar with the findings of the Catholic Identity Project Align the opportunities for spiritual reflection and growth |
| | | Staff That the R.E. Pedagogy Tool – Staff – has a mean of 4.1 | Ensure that students are consistently engaged in purposeful activities derived from a contemporary curriculum | <ul style="list-style-type: none"> Ensure there are regular opportunities in R.E. for students to receive and give feedback Explicitly incorporate thinking skills and problem solving into R.E. Incorporate student voice into R.E. planning and learning |
| | | That at least 25% of students receive an A or B in Religious Education (TASA) | Sustain a culture of sharing and high levels of teamwork that enhance teacher capacity | <ul style="list-style-type: none"> Encourage staff to include Faith/R.E. goals in their development plans Integrate R.E. across the curriculum in an explicit way Strengthen opportunities, processes and expectations re team planning |
| | | | Ensure that the level of data underpins student and school improvement at every level | <ul style="list-style-type: none"> Ensure that all staff can effectively use rich assessment tasks Provide opportunities for staff to moderate student work Ensure that all student learning is connected to concrete realities locally and globally |

B. LEARNING AND TEACHING

i. What outcomes was the school trying to achieve?

Goal:

- *To create high learning outcomes through improved student engagement*

Intended Outcomes:

- *That Writing outcomes across the school are improved with a particular focus on students in the middle/upper school.*
- *That Reading outcomes are improved, with a particular focus on students in the middle/upper school.*
- *That Oral Language and Word Attack skills are improved, particularly in the early years.*
- *That (Number and Mathematics) Numeracy outcomes for students are improved.*
- *That students are more engaged in a stimulating learning environment through the use of contemporary tools.* (SSR p.13)

ii. What did the school achieve?

St. Mary's continues to provide sound learning and teaching in an environment that is characterised by highly motivated students, strongly committed and enthusiastic staff and highly engaged parents. Feedback from staff identified parent engagement, strong leadership, a shared vision and an orderly learning environment as key factors that positively influence the performance of the school. The parent focus group indicated that St. Mary's enjoys a high reputation in the community because of the strong focus of care that is demonstrated and the emphasis that is being increasingly placed on contemporary learning. The engagement variables on the Student Attitudes to School survey, with the exception of Learning Confidence, exceed the Victorian primary and secondary school averages. This student data exceeds the strong scores that were recorded in 2008 and shows significant improvement over the 2010 scores.

The school continued to perform at a very sound level relative to other schools but had mixed outcomes relative to its intended improvement outcomes. Early Years Literacy data and NAPLAN data for the period 2008 – 2011 indicate that the school performed above the state mean and generally better than like schools in literacy and numeracy. The Early Years data shows that St. Mary's is exceeding system targets on a range of assessments; however it needs to be noted that there are significant variations in results from year to year on the same test (e.g. Record of Oral Language), and between different tests involving the same cohort of students. The school demonstrated, however, that it improved oral language and word attack skills by exceeding or nearly achieving its targets. The school also set out to improve student outcomes in Numeracy. A range of data indicates that the school did not achieve its targets but rather declined in performance:

- at both Year 3 and Year 5 NAPLAN data shows that the school mean has declined from being above the state mean to being below
- the percentage of students achieving at or above VELT level has fluctuated over the period but is now below the level of 2008
- extracted NAPLAN data shows that there has been a significant decrease between 2008 – 2011 in the percentage of students scoring 12 months or more above the state mean
- extracted NAPLAN data indicates that there has not been any significant change in the percentage of students scoring 12 months or more below the state mean
- the matched cohort data for 2008 – 2010 and 2009 – 2011 shows that the school average growth for numeracy was well below the average for the state
- teacher assessment (TASA) for students P – 6 indicates that approximately 86% of students achieved at or above the expected level

The desired improvement outcome in Reading (Yr 5) as measured by the set target was not achieved, however the school performed significantly stronger than like schools. The Reading scores over the period, however, while remaining reliably above the state mean were variable. With regard to Writing (Yr 5) there has been a downward trend in the school mean in the period. It has moved from well above the state mean to just below.

An analysis of the extracted data shows that there has been a significant increase in the percentage of students in Year 5 who had a score of 12 months or more below the state mean and there has been a large decline in the percentage scoring 12 months or more above the state mean.

A key finding coming out of the review is that whilst the school meets or exceeds state benchmarks its outcomes over time are characterised by significant variability.

In the period 2009 – 2012 the school sought to improve student engagement. Student data shows that the targets were not reached and that there was a significant decline between 2008 and 2010 in the Engagement variables; however these variables recovered between 2010 and 2011. This suggests that students experienced a decline in the quality of teaching, including the student-teacher relationship, engagement in learning and students' belief in their own ability to learn. The improvement in scores means that the school is now moving towards the targets that were set in the 2009 – 2012 SIP. The student focus group confirmed the positive relationships that exist between teachers and peers. They also confirmed that learning was generally interesting and stimulating but clearly indicated a desire for more challenging learning. A key strategy that was employed to meet the student engagement outcome was to build teacher capacity. The data based on the Inquiry Learning Tool indicates that while many teachers are confident in their capacity to engage students in their own learning there is still a significant minority who are not as confident or knowledgeable in their use of contemporary pedagogy.

The review panel essentially supported the recommendations contained in the SSR (p.16). It was agreed that the intended improvement outcomes for the next SIP would be to improve student outcomes in numeracy, literacy and student engagement. It was agreed that a goal be developed that would include a focus on purposeful teaching, active engagement, consistent and innovative practices.

iii. Why did the school achieve / not achieve its desired outcomes?

In the period 2009 – 2012 the school experienced significant staff turnover and changes in leadership at school, sphere and discipline levels. The SSR (p.15) suggests that these changes contributed to a lack of consistency in practice. In 2009 – 2010 the school was involved in the Leadership for Contemporary Learning Project (LCLP) which had a multi domain focus linking Writing, ICT and Inquiry and was to be a key improvement action underpinning the SIP. The leadership and staff changes have to a large extent negated the impact of the LCLP on school improvement.

The review process indicated that the improvement thrust in Numeracy was not adequately supported in terms of adequate leadership provision (time), intervention programs and staff professional learning and development. This situation has been progressively monitored and attended to since 2011. A Numeracy Leader has been appointed, facilitated planning is being introduced and regular PLTs have been timetabled and conducted. Intervention programs have been established in the junior and middle schools and extension activities are offered in the senior school. Over the period the staff have progressively developed their skills in collecting and analysing data e.g. NAPLAN and SINE.

Literacy outcomes continued to be generally consistently strong in the early years. It would appear that the level of leadership and staff change in this area of the school was relatively minor. PLTs occurred regularly over the period with a clear improvement focus on oral language. Data has been extensively used to track individual learners and to identify priority areas for improvement.

The development of the Inquiry Approach has been impacted by staff changes, however the data indicates an overall moderate level of confidence and expertise. The data all show that there are a number of staff who are highly confident and prepared to share and demonstrate their skills and approaches to colleagues. Staff are supported by the Learning and Teaching Leader through scheduled facilitated planning sessions.

There has been a growing emphasis on providing a range of contemporary learning and teaching tools: interactive whiteboards have been installed in all learning areas, a computer lab has been established, the number of computers available to students has been greatly expanded and iPads were introduced at the Year 6 level. School-wide P – 6 ITC lessons are conducted by a specialist teacher and these lessons involve the class teacher as a learner.

Curriculum processes, that is the extent to which there is effective communication in the planning of the curriculum, are sound and match the state benchmark. Staff feedback during the review indicated that staff believe that the school is proactive in building and sharing contemporary curriculum;

however the feedback suggests that there is not a consistent whole-of-school approach to engaging students in meaningful and challenging activities. This involves contemporary pedagogical practices such as giving students a voice in their own learning through student goal setting, self assessment and self reporting. While there has been growth in confidence and capacity to use data, staff feedback during the review indicated that 40% of staff are only moderately confident about the use of data to drive student learning improvement.

The Staff Climate Survey data (2011) indicates that the variables that relate to Teaching and Learning, that is the extent to which staff create an effective teaching and learning environment for students, are all at or above the state benchmark for all Victorian schools. This indicates that staff are both confident and enthusiastic about their own professional responsibility, namely teaching and learning. The reviewer believes that the school is well placed over the next School Improvement Period to move from developing to sustaining effective practice in the sphere of Learning and Teaching.

iv. Are the school's practices reflective of the school's vision?

We educate children to become life long learners, actively engaged in a changing world.

The review has demonstrated that the school is highly committed to its vision. Through the positive relationships that currently exist, the school is dedicated to developing life long learners through active engagement in a rich curriculum within a challenging, supportive learning environment.

v. What can the school do in the future to continue to improve?

The reviewer believes that the key source for improvement in the sphere of Learning and Teaching is to develop consistent whole-of-school pedagogical practices. This will depend to some extent on ensuring that staff have the skills to use data to differentiate the learning needs of students. Further advice is contained in the table on the next page.

vi. **Recommendations for CEOM school review reports 2012**

The reviewer offers the following advice in relation to school planning in the sphere of Learning and Teaching:

| SCHOOL IMPROVEMENT PLAN | | | | |
|---|---|--|---|--|
| ANNUAL ACTION PLAN | | | | |
| Developing the broad goal[s] for this sphere | Intended outcomes [Specific areas for improvement] | Setting targets | Key Strategies [High order approaches that may be applicable to the achievement of more than one goal] | Examples of actions that may assist the school in the implementation of key strategies in this sphere, and the achievement of intended outcomes |
| <p>Develop a goal that has a focus on: Purposeful teaching, stimulating environment, active engagement, consistent and innovative practices</p> | <p>That student outcomes in Numeracy will improve That student outcomes in Literacy will improve That student engagement in their learning will improve</p> | <p>That 65% of students will receive scores above the state mean in Reading and Writing at Year 5 (NAPLAN)</p> | <p>Exercise professional leadership that gives direction and promotes a vision of contemporary learning and best practice</p> | <ul style="list-style-type: none"> • Ensure that leaders have the capacity and time to provide coaching and mentoring • Build a strong shared understanding and vision of contemporary learning amongst leaders and staff • Explore the possibility of the school participating in CTLM |
| | | <p>That 65% of students will receive scores above the state mean in Numeracy at Years 3 & 5 (NAPLAN)</p> | <p>Ensure that students are consistently engaged in purposeful activities derived from a contemporary curriculum</p> | <ul style="list-style-type: none"> • Review and revise school curriculum statements in the light of AUSVELS • Promote and provide staff learning in learning styles, thinking skills, multiple intelligences • Ensure that learning intentions and success criteria are used |
| | | <p>That 30% of students will achieve scores above the expected level in domains and dimensions of AUSVELS (TASA)</p> | <p>Sustain a culture of sharing and high levels of teamwork that enhance teacher capacity</p> | <ul style="list-style-type: none"> • Review existing practices in relation to PLTs and facilitated planning to ensure coverage for priority areas • Ensure consistent practices across teams and the school • Explain strategies for sharing between junior, middle and upper schools |
| | | <p>Ensure that the level of data underpins student and school improvement at every level</p> | <p>Ensure that the level of data underpins student and school improvement at every level</p> | <ul style="list-style-type: none"> • Develop a set of shared understandings P-6 about what constitutes high expectations • Develop rigorous data triangulation practices • Ensure teachers and teams use formative assessment to identify what students learn |

C. STUDENT WELLBEING

i. What outcomes was the school trying to achieve?

Goal:

- To strengthen student wellbeing and positive relationships

Intended Outcomes

- *That student safety and classroom behaviour improve.*
- *That students demonstrate an understanding of the core values of the school social skills program.* (SSR p.17)

ii. What did the school achieve?

The Student Wellbeing sphere at St. Mary's continues to be a central feature of the school's identity and ethos. St. Mary's has demonstrated that the creation and maintenance of a safe, secure, orderly and engaging learning environment is at the heart of the school's mission. It has built a strong sense of school community where students experience respect and recognition as unique human beings. A strong sense of connectedness has been established for all students with their peers, staff, school community and the parish.

Student Wellbeing data indicates that Student Attitudes to School scores generally declined between 2008 and 2010 but by 2011 the scores exceeded those of 2008. This suggests that the contextual issues and changes that occurred in that period impacted on students to some extent. The data is now indicating very sound levels of Student Wellbeing, Engagement and Relationships. This is supported by staff and parent data that point to very strong levels of student connection with peers and the school. All three groups report high levels of student motivation. Focus group discussions with students, parents and staff confirmed that relationships at St. Mary's are positive and that students are highly engaged and enjoy coming to school. Staff data collected during the review identified the existence of an orderly learning environment as one of the prevailing strengths of the school. One staff member described the situation in these terms:

Teachers provide students with a safe and caring working environment. A positive learning environment provides for effective learning.

This assessment is supported by a strong student score for the variable Teacher Empathy which measures the extent to which teachers listen and understand student needs and assist with student learning.

In framing the SIP the school aimed to improve student safety and classroom behaviour. Secondly it wanted students to demonstrate an understanding of the core values of the school social skills program. From the reviewer's perspective significant progress was made towards the safety target which was

probably a little too high. The staff, student and parent data for 2011 for the variable Student Safety was above the benchmark for all Victorian schools. The student focus group displayed a clear understanding of the anti-bullying and resilience processes that are followed at St. Mary's. The student focus group, like the parent focus group, believed that any bullying that occurred was relatively minor and isolated and that the school takes immediate action to follow up any instances or concerns.

The variable Classroom Behaviour did not reach the target score of 80 on the student survey. This target was clearly too high and discussions with the student focus group established that in their experience it was not a major day to day problem. The students' responses, however, are below the state benchmark and the reviewer believes the issue would benefit from a structured investigation. An analysis of staff climate data in terms of the variables Student Behaviour (Time) indicates that 27% of teachers spend 11% or more of class time on average dealing with student misbehaviour. Analysis of the variable Student Behaviour (Classroom) indicates that approximately 30% of teachers have some degree of difficulty with disruptive behaviour in class. This might suggest that some teachers could benefit from support in refining class management strategies. The overall impression formed by the reviewer is that the school does not have significant behavioural or discipline issues. If this is the case, then encouraging and supporting students to learn and develop self-managing/self-directing classroom behaviours could be one way of addressing this issue.

The intended improvement outcome with students demonstrating an understanding of the core values of the social skills program appears to have been emphatically achieved. The targets that were set were achieved and all fell into the top quartile for Victorian schools.

The school is to be commended on its achievements in the sphere of Student Wellbeing.

In considering what to achieve in the future the SSR p.20 *identified that students be engaged in more purposeful teaching*. The reviewer strongly supports this recommendation but suggests that it is essentially a strategy and as such has been incorporated into a Key Improvement Strategy. The panel agreed that an important improvement outcome would be to improve student Social Emotional Learning.

iii. Why did the school achieve / not achieve its desired outcomes?

The school continued to achieve very good outcomes in this sphere and to build improvements for a range of reasons. School leadership in its SIP and Annual Action Plans had a clear strategic direction which was maintained under difficult circumstances. In particular it should be noted that the Wellbeing Leader, who also holds the role of Deputy Principal, had periods as Acting Principal in 2010 and 2011.

The Wellbeing Leader completed her Masters in Wellbeing during the period thus bringing the number to three on staff who have formal qualifications and expertise in this sphere. This depth of experience and knowledge adds to the school's capacity to respond creatively and soundly to opportunities and challenges.

Over the period 2009-2012 Restorative Practices and the Bounce Back program were embedded across the school. Restorative Practices underpins the school's behaviour management policy and procedures. Key to this approach is a common language and consistent approaches to discipline across the school. Anecdotal evidence gained during the review suggests that there are still some staff who do not consistently use the language of Restorative Practices. This may need some attention.

A common theme that seems to permeate the school's work in this sphere is a commitment to student voice. This is expressed through the use of Circle Time, the negotiation of classroom rules, the promotion of student leadership roles and the formation of the Student Representative Council.

The success in developing student social skills can be attributed to the school-wide implementation of the Bounce Back program. The parent focus group displayed a deep grasp of the key concepts. One parent concluded that Bounce back:

..has given me a whole new way of talking meaningfully with my children. It is fantastic.

A related aspect of Student Wellbeing is the notion of student welfare and special needs. The success of this element is that 15 students with a wide range of special needs have been successfully integrated into the school. Provision is also made for a range of 'at risk' students who require specific attention and programs. The school is to be commended for its capacity to meet the needs of a diverse range of students.

iv. Are the school's practices reflective of the school's vision?

Each child has the right to feel happy, safe and valued...

The review has highlighted how St. Mary's recognises the importance of relationships as part of providing a safe, secure and stimulating learning environment. It also has highlighted the many and varied opportunities that have been created for a diverse range of students to flourish as learners at St. Mary's.

v. What can the school do in the future to continue to improve?

The key recommendation relates to embedding Social and Emotional Learning into the curriculum. It is suggested that this is best done through the domains of Interpersonal Development and Personal Learning. It is further suggested that the first step is to develop a strategic plan for Student Wellbeing. Further advice is contained in the table on the following page.

vi. Recommendations for CEOM school review reports 2012

The reviewer offers the following advice in relation to school planning in the sphere of Student Wellbeing:

| SCHOOL IMPROVEMENT PLAN | | | | |
|---|---|--|--|---|
| ANNUAL ACTION PLAN | | | | |
| Developing the broad goal[s] for this sphere | Intended outcomes [Specific areas for improvement] | Setting targets | Key Strategies [High order approaches that may be applicable to the achievement of more than one goal] | Examples of actions that may assist the school in the implementation of key strategies in this sphere, and the achievement of intended outcomes |
| Develop a goal that has a focus on: Student voice, resilience, respect, relationships and personal awareness | That student Social/Emotional learning will improve | That the Student Engagement Index be at least 85.6 | Exercise professional leadership that gives direction and promotes a vision of contemporary learning and best practice | Develop a set of shared expectations about what constitutes positive school-wide behaviours Provide coaching/mentoring of staff re classroom management strategies Develop a whole school approach to implementing SEL Develop a strategic plan to guide developments in student wellbeing |
| | | | Ensure that students are consistently engaged in purposeful activities derived from a contemporary curriculum | Further develop student opportunities for leadership Develop school-wide practice of seeking student feedback Continue to build student voice in the planning and evaluation of learning |
| | | | Sustain a culture of sharing and high levels of teamwork that enhance teacher capacity | Revisit Restorative Practices with a view to ensuring total compliance Develop staff skills in implementing Personal Learning and Interpersonal Learning |
| | | | Ensure that the level of data underpins student and school improvement at every level | Assist teachers to make accurate assessment decisions re Interpersonal Development and Personal Learning Gather a variety of data on classroom behaviour Monitor the variable Learning confidence |

D. LEADERSHIP AND MANAGEMENT

i. What outcomes was the school trying to achieve?

Goals:

- *To strengthen the leadership of the school through enhanced staff engagement*
- *To update the resources/master plan/capital works of the school*

Intended Outcomes:

- *That staff feel empowered and are involved in school decision making processes.*
- *That staff satisfaction with school feedback and appraisal practices improve.*
- *That staff confidence in their professional competence will be enhanced.*
- *That staff perceptions of excessive work demands are reduced whilst maintaining high student outcomes.*
- *That space in the school is efficiently utilised.*
- *That the Master Plan is underway.*
- *That contemporary technology is available to all teachers and students. (SSR .p21)*

ii. What did the school achieve?

As noted in the Executive Summary, St. Mary's experienced significant organisational stresses in the period 2009-2010. The impact of these stresses and the subsequent renewal and rejuvenation are clearly chronicled in the Staff Climate Survey scores for the period. For example, Staff Morale declined 23 points between 2008 - 2010 and then improved by 26 points between 2010 and 2011. The variable Empowerment declined by 16 points (2008-2010) and then improved by 31 points (2010-2011). The review has revealed that the sphere of Leadership and Management is a strength of the school. The Principal and Leadership Team have engendered a sense of confidence and cohesion. Leadership (2011) quickly and comprehensively demonstrated the capacity for articulating and communicating authentically the Catholic School Vision. The expectation has been established that Leadership will lead and sustain a school culture of evidence based school improvement and high performance across all spheres of schooling.

The data relating to this sphere is very strong. School Morale, Individual Morale and School Distress are all on the cusp of the top quartile for Victorian schools. This indicates that there are very strong levels of staff wellbeing which points to high levels of motivation and professional commitment. This data resonates with the reviewer's impressions of the staff that were formed through a variety of interactions during the review.

The variable of Supportive Leadership was scored highly indicating high levels of support, reliability and approachability. Data from the reviewer's survey tool confirmed that staff believe that school has

strong, effective leadership that is shared. The mean score of 6.3 on a 7 point scale indicates that leadership at St. Mary's is assessed as being very effective to exemplary. Feedback from staff was consistently positive and the following quotes are indicative of what was reported.

- *Leadership is transparent and all staff are encouraged to be leaders.*
- *There are positive open relationships within the school.*

Role clarity also improved but is not as strong as supportive leadership relative to other Victorian schools. This suggests that any improvement focus should be on role clarity rather than supportive leadership.

The Engagement variables also experienced significant improvement with Teamwork and Ownership being slightly lower in percentile ranking compared with Empowerment. The Reviewer Survey Tool showed that in terms of staff judgement the factor relating to a culture of responsibility that leads to high levels of teamwork while having a strong score of 5.4 on a 7 point scale was assessed as the least effective of the ten factors that were considered. The following staff quote is indicative of what is generally a strong factor in the school:

Whilst most staff are extremely collegial I believe this is an area for improvement as some teams in the school still operate as individuals.

There has been significant improvement in the Learning variables of Appraisal and Recognition and Professional Growth. This indicates that staff feel strongly that their efforts are being recognised and their capability is being developed through appropriate learning and development activities. Staff feedback during the review again confirmed this as a strength of the school. The Staff Climate data shows Professional Growth with a higher percentile ranking than Appraisal and Recognition. This is possibly suggesting that the impetus and opportunity for professional growth is resting more with the individual staff member than with the professional culture of teams and the school.

In terms of intended improvement outcomes that were included in the 2009-2012 SIP the reviewer observes that the targets were probably too high and secondly the changed context has rendered such targets irrelevant. The target relating to excessive work demand has been met but the reviewer thinks this may be an outcome of enhanced staff morale and greatly increased empowerment of staff.

Over the past 18 months there have been significant management actions and decisions which have contributed to the renewal and rejuvenation of St. Mary's. These include the restructure of leadership, aligning resources with school priorities, strengthening processes for staff appraisal and feedback, bolstering safety and security, establishing a master plan and extending and reorganising the playground. The above list is only indicative of the many management decisions that have been taken to enhance the school and its educational mission.

In its SSR (p.24), the school recommended that *the staff engage more effectively to support professional learning*. The reviewer recommends that staff engagement be the focus of a specific intended improvement outcome because the data is pointing to the desirability of enhancing the associated variables of Ownership and Teamwork. Professional learning is likely to be enhanced, not

only by improved teamwork but also by a range of Appraisal and Recognition activities such as coaching, mentoring, the giving and receiving of feedback, goal setting and collegial observation and reflection.

It is the reviewer's belief that the sphere of Leadership and Management is a strength of St. Mary's and that in a relatively short time highly effective practices have been developed. The school is moving to the phase of not only developing even more effective practices but also of sustaining such practices over time.

iii. Why did the school achieve / not achieve its desired outcomes?

The renewal and rejuvenation of St. Mary's is to be found in the leadership style and vision of the new principal. This has resulted in the improvement of staff morale and enthusiasm. The data indicates that there has been a significant lift in staff empowerment which means that staff have the opportunity to be involved in decisions that affect their day to day work.

Leadership has been restructured at St. Mary's and now involves two groups, (i) Sphere Leaders, (ii) Coordinators (Junior, Middle, Upper, Specialist). The Principal and Deputy Principal meet on a regular basis with each group and from time to time they meet together. A key focus of each group is to ensure that staff are fully briefed and consulted about operational and strategic issues. Significant decisions are only made after full and transparent discussion at staff level. A staff member's comment illustrates the decision making process at St. Mary's:

Decisions are made collectively and everyone is included and taken into account.

There is a strong sense of cohesion at St. Mary's in terms of a clear direction that is based on contemporary teaching and learning. The Reviewer Survey Tool found that a shared vision pervades the school in terms of learning and teaching. This vision is based on the school's recently completed Contemporary Learning Policy. Leadership has attempted to provide a range of resources that help staff incorporate the policy into their practice. A key achievement has been the priority that has been given to embed ICT into the curriculum and into its learning and teaching practices across the school. A feature of the leadership structure has been the appointment of a Specialist Coordinator who liaises regularly with the specialist staff. Feedback during the review affirms this arrangement:

I feel as though I am contributing to the whole school not just providing teacher release time.

The new leadership structure has resulted in greater levels of shared and distributed leadership. This has been supported through encouraging emerging and aspiring leaders to formulate leadership development goals and to undertake professional development. There is a clear sense in the school that leadership is open to all and this is supported by the expectation that all leaders are teachers. This means that all formal leaders including the Principal have regular teaching responsibilities.

iv. Are the school's practices reflective of the school's vision?

St. Mary's leadership and management teams value, support and empower members of the school community.

The review has affirmed that this sphere has impacted positively on all members of the school community and on all aspects of school life.

v. What can the school do in the future to continue to improve?

The reviewer recommends that Leadership explore the concept of a Performance and Development Culture. The elements of a Performance and Development Culture are as follows:

- Induction of staff new to the school or of staff new to a role within the school
- Use of multiple sources of feedback on effectiveness for individuals and teams
- Personalised development plans based on personal goals, student needs and school priorities
- Quality professional development opportunities to meet individual development needs. This could include on-site activities such as coaching, observation and professional dialogue
- Belief by staff that the school has a Performance and Development Culture

Taken as a whole these elements contribute to building a school environment where high expectations of student learning are matched by high expectations of staff learning.

The reviewer believes that many of the elements that have been outlined are already in place. By making intentional and explicit links between the elements the reviewer believes that this will strengthen the professional culture of the school. The CEVN site has a link to the Leadership Standards and Performance Management Strategy which could be a very useful resource.

vi. **Recommendations for CEOM school review reports 2012**

The reviewer offers the following advice in relation to school planning in the sphere of Leadership and Management:

| SCHOOL IMPROVEMENT PLAN | | | | |
|--|--|---|--|---|
| ANNUAL ACTION PLAN | | | | |
| Developing the broad goal[s] for this sphere | Intended outcomes [Specific areas for improvement] | Setting targets | Key Strategies [High order approaches that may be applicable to the achievement of more than one goal] | Examples of actions that may assist the school in the implementation of key strategies in this sphere, and the achievement of intended outcomes |
| Develop a goal that has a focus on: Staff wellbeing, empowerment, team work, shared vision and continuous improvement | That staff engagement will improve That staff learning will improve | That the Staff Climate Index be at least 83.0 | Exercise professional leadership that gives direction and promotes a vision of contemporary learning and best practice | Review and revise the school's Vision Statement Review leader role description with the view of including coaching/mentoring Develop a leadership Development Plan for the school Ensure there is an alignment between school priorities and PLTs/Planning |
| | | | Ensure that students are consistently engaged in purposeful activities derived from a contemporary curriculum | Progressively ensure that all school curriculum documentation is aligned with AUSVELS Regularly use the Contemporary Learning Policy to monitor teaching practice Provide staff with opportunities that meet their learning needs |
| | | | Sustain a culture of sharing and high levels of teamwork that enhance teacher capacity | Implement a Performance Management strategy Provide staff with opportunities to better understand what good team work is |
| | | | Ensure that the level of data underpins student and school improvement at every level | Ensure that data is used to monitor the progress of intended improvement outcomes Regularly monitor the progress of the Annual Action Plan |

E. SCHOOL COMMUNITY

i. What outcomes was the school trying to achieve?

Goal:

- *To optimise inclusiveness through the strengthening of partnerships between home, school, parish and wider community*

Intended Outcomes:

- *That parents are more involved in the decision making processes of the school*
- *That parent satisfaction with reporting is improved*
- *That the school is a welcoming environment where opportunities are provided for all to celebrate together*
- *That opportunities are provided for teachers, students, to liaise with parent bodies*
- *That learning is linked to the wider community* (SSR .p25)

ii. What did the school achieve?

The school appears to have had success in enhancing a sense of inclusiveness through the strengthening of partnerships between home, school, parish and wider community. This sense of inclusiveness was negatively impacted on in the period 2009-2010. The renewal and rejuvenation process has involved an emphasis on creating and sustaining a welcoming environment. There are a series of welcome rituals aimed at recognising and including new families into the community. The Parent Satisfaction Index was at 68.2 in both 2010 and 2011. The variables School Improvement and Parent Input both improved significantly, however the variable Reporting and Homework declined. School Improvement measures the extent to which parents believe the school has a focus on improving its performance and Parent Input refers to the extent to which parents have an opportunity and are encouraged to make a contribution to school planning. These are pleasing gains and were confirmed by the parent focus group who were very positive about the culture of the school, its ethos of care and sense of partnership with parents. The staff responses to the reviewer's survey scored the factor relating to parent engagement and partnership with the school as a major strength of St. Mary's. Staff believe there are many opportunities afforded to parents to be involved in the life of the school. The parent focus group spoke very positively about the many links there are between the school and parish in terms of prayer, liturgy and social justice activities. They also value the visibility and work of the parish priest with staff and students. Parent survey responses indicated that respondents placed a high value on the opportunity for students to celebrate Mass.

In terms of the specific intended improvement outcomes the school had mixed success. As already noted the Parent Input variable improved, suggesting some improved capacity for parent involvement

in school decision making processes. The target for Reporting was not reached and in fact the score regressed. The improvement in the Approachability score meant that the target was achieved. The school also had an outcome that linked learning to the wider community. The data indicates that the target was not quite achieved.

iii. Why did the school achieve / not achieve its desired outcomes?

The school provides authentic opportunities for parents to have input into policy, direction setting and specific actions and events. These include meetings, surveys and broad-based consultation through parent bodies. The school has a very well designed website which highlights a range of information for parents. With the introduction of ICON there may be an opportunity for greater two-way communication regarding directions and particular issues.

It is disappointing to the school that the score for the variable Reporting did not improve given the many initiatives the school has taken and the immense time put in by teachers. This could well be an opportunity for the school to dialogue with parents to identify what they want and what is reasonably feasible.

The school has a number of structures that promote parent participation in all facets of the life of the school and which contribute to nourishing a network of relations that create and sustain a sense of community. The parent focus group indicated that the various parent groups valued the support and confidence of school leadership. There appears to be an open two-way conversation between these groups and the school which indicates to the reviewer that there is a shared vision regarding the future direction of St. Mary's.

The SSR (p.28) notes *parents are welcomed into the classroom to assist with the Literacy Block in Prep –2 area*. The reviewer suggests that the school could explore and promote a wider range of options for parents to be actively involved in the student learning process.

The review panel agreed that the intended improvement outcome will be that parent engagement in their children's learning will improve. The reviewer has not included an additional outcome concerning stronger links with the community as discussed with the panel but suggests it be treated as a continuing outcome that is now essentially embedded into the curriculum.

iv. Are the school's practices reflective of the school's vision?

We are a welcoming inclusive and supportive community that values genuine relationships.

The review has clearly shown that St. Mary's is a welcoming community that is characterised by high levels of approachability and hospitality. Many opportunities are created to invite people to be involved in a wide range of diverse activities and events.

v. *What can the school do in the future to continue to improve?*

The school is committed to implementing a contemporary curriculum and associated pedagogy. In this context it is important to not only inform and educate parents about what this means but also to dialogue with them about their role in their children's learning. The following page contains some advice that could contribute to this process. Reference is made to 'Outward Facing Schools'. Information on this concept is available from the Student Wellbeing Staff at the C.E.O.M.

vi. **Recommendations for CEOM school review reports 2012**

The reviewer offers the following advice in relation to school planning in the sphere of School Community:

| SCHOOL IMPROVEMENT PLAN | | | | |
|--|--|--|--|---|
| ANNUAL ACTION PLAN | | | | |
| Developing the broad goal[s] for this sphere | Intended outcomes [Specific areas for improvement] | Setting targets | Key Strategies [High order approaches that may be applicable to the achievement of more than one goal] | Examples of actions that may assist the school in the implementation of key strategies in this sphere, and the achievement of intended outcomes |
| Develop a goal that has a focus on: Partnerships, learning, inclusive community, relationships and service to the world | That parent engagement in their children’s learning will improve | That the Parent Satisfaction Index will be at least 76.3 | Exercise professional leadership that gives direction and promotes a vision of contemporary learning and best practice | <ul style="list-style-type: none"> • Involve parent groups and parents in ongoing dialogue regarding contemporary learning • Create a variety of forums to elicit parent input and voice • Develop a strategic plan for how the introduction of ICON can engage parents in their children’s learning |
| | | | Ensure that students are consistently engaged in purposeful activities derived from a contemporary curriculum | <ul style="list-style-type: none"> • Provide information for parents re AUSVELS and assessment standards • Involve parents in learning about school priorities such as Maths and Social Emotional Learning • Develop clear expectations about the role of homework |
| | | | Sustain a culture of sharing and high levels of teamwork that enhance teacher capacity | <ul style="list-style-type: none"> • Carry out an audit of how parents are currently engaged in their child’s learning • Develop clear expectations with staff re parent engagement in classrooms P-6 • Encourage teachers to draw on the skills of parents and community to enrich student learning |
| | | | Ensure that the level of data underpins student and school improvement at every level | <ul style="list-style-type: none"> • Explore the concept of ‘Outward Looking Schools’ and collect relevant data to guide decision making • Introduce the notion of Community Classrooms |