



**Catholic Education
Archdiocese of Brisbane**

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EXTERNAL SCHOOL REVIEW PANEL REPORT

School	St Peter Chanel, The Gap	
Principal	Margo Carwardine	
	Name	Role
School Representative	Tim Cotter	APRE
School Representative	Veronica King	Primary Learning Leader
School Representative	Donna Blaker	Support Teacher Inclusive Education
School Representative		
School Representative		
School Representative		
	Name	Professional Position
External School Review Panel		
Panel Chair	Tony Harkness	Educational Consultant
School's Area Supervisor	Peter Stower	Area Supervisor – Cluster 10
External Validator and Panel Member	Gerard Hore	Director Faith, Mission and Identity Diocese of Toowoomba
Panel Member	Christine Ioannides	Principal St Joachim's School Holland Park
Panel Member	Paul Allen	Director – School Operations
Panel Member		
Panel Visit Date	Wednesday 4 th October 2017	
* Attached Documentation for NSSA Board	<ul style="list-style-type: none"> • Five year Schedule for School Cyclical Review • Validated Internal School Review Records for Components 3.5 (Accountability and Compliance) and 4.5 (School Improvement) • Evaluative commentary on how school addresses accreditation requirements with evidence of same audited by area supervisor • Schedule for External Review Day 	

Section A: School Context

This section includes the panel's observations on the school's current context, strengths and associated challenges as it is impacting on review and improvement.

St Peter Chanel College was established in 1972 as a Catholic co-educational primary school. The school is located within the suburb of The Gap, an inner west suburb of Brisbane, and offers education from Preparatory Year to Year 6. The school celebrates the charism of Marist Fathers and the Sisters of Charity who were involved in the foundation of the school. The school has administrative governance through Brisbane Catholic Education (BCE).

The school operates 19 classes with three in each year cohort from Preparatory Year to Year 4 and two classes each for Years 5 and Year 6. There are presently 444 students enrolled at the school. At the end of Year 4 a small number of boys, averaging around 9 students, typically transfer to a local Religious Institute school.

Improvements to teaching and learning facilities have been made over the last five years. Enhanced facilities include a new multi-purpose facility, redevelopment of the lower classrooms in the Faber Block and a new administration building. The school has managed its financial resources effectively to maintain ongoing capital improvements. The panel inspected the classrooms and facilities whilst students were beginning classes and it was clear that there was a strong sense of order and engagement among students, teachers and learning.

The school has a low ESL and ATSI enrolment and has 72% of students identifying as Catholic. The proportion of students verified with disabilities (SWD) has increased recently to 3.6%. The most recent ICSEA (2016) rating for the school stands at 1122.

Historically there has been low staff turnover at the school but since 2014 twenty new teachers have joined the teaching staff, inclusive of the appointment of a Primary Learning Leader and a new Principal (2016).

The panel saw evidence of a very effective working relationship between the school leadership team and the Parish Priest, Fr Tuong, who indicated that he had a high level of trust in the school. The school and parish work together in the delivery of the Parish sacramental program and the parish multi-cultural day. The panel was made aware of the upcoming appointment of a parish administrator from 2018 when Fr Tuong will take up an appointment as Parish Priest in Goodna.

The school is effectively engaged in the Excellent Learning and Teaching: Moving Forward Strategy (ELT). The school typically delivers good educational outcomes. NAPLAN reading results for Year 3 and Year 5 are consistently above BCE and national mean scores for the last five years. This trend has been the same for numeracy in Year 3. In Year 5 school numeracy scores have exceeded the BCE and national mean scores for three of the last five years. While achievement scores have been very positive, particularly in Year 3, there is some evidence that the learning growth in students from Year 3 to Year 5 has not been as strong as the national growth trend.

A large parent group with representatives from both the School Board and Parents and Friends (P&F) met with the panel. Parents were extremely positive about the school and recognised the sense of community evident. They saw themselves as *'real partners with the school'* in the education of their children. Parents spoke about the *'warm, friendly and welcoming environment'* of the school and they had *"great respect for and confidence in all the teaching staff"*. They indicated that teachers also *"went above and beyond their roles"* in caring for the students. There was good communication reported between the school and parents. Parents also appreciated the educational support provided by the school to parents on reading with their children.

The panel can confirm through meetings with teachers and discussions with the school leadership team that the staff have been *'very positive and on board'* in taking up the ELT strategy. Teachers recognise a significant growth in school pedagogical culture over the last eighteen months. Teachers indicated that there were good processes in place to support them and that they were comfortable in approaching school leadership with any concerns they had or in providing feedback on pedagogical changes underway.

Teachers expressed strong *"buy in"* for the whole school approach to pedagogy and in taking up the high yield strategies of *"data wall, learning walks and talks, and review and response meetings"*. Around half of teacher release time for

three terms of each year is focused around each year cohort planning together. On most occasions a member of the leadership team is engaged with those planning meetings.

Teachers and school leadership indicated that the whole school focus on reading had helped to align teacher professional goal setting, professional organisation of learning, school resourcing and planning time. Teachers also spoke positively of the partnership with Autism QLD that has provided dedicated on-site professional assistance to teachers.

School officers also noted the sense of community evident in the school. They spoke positively of their administration meeting with school leadership but would value further support for their professional growth. They spoke positively of improvements to behaviour management in the school and the excellent school documentation that assisted their roles.

Students were very positive about the school and would “*not change a thing*”. They felt very safe and accepted in the school. They especially liked the various student clubs (STEM, Coding, band, chess) that operated at various times throughout the week. They could speak to the meaning of the school motto and the Chanel virtues. They were very appreciative of their teachers and what they did for them.

Section B: Effectiveness of School Cyclical Review and Impact on Renewal

The panel outlines its views endorsing and/or challenging the school's views on the effectiveness of school cyclical review, as necessary. The panel does not need to repeat what the school has written.

B.1 Effectiveness of School Cyclical Review

B1.1 Staff engagement in cyclical review and the building of a professional review culture at the school

The panel canvassed twenty validated internal review reports documenting the school's five-year review cycle (2013-2017) of review. The panel confirms that the school uses a very thorough and professional process for internal review.

All staff participate in one of four component review committees that meet on three occasions to review the school effectiveness across the component. The Committees, using the component indicators, gather quantitative and qualitative evidence to form a view on a component rating and identify what the school does well and where it can improve. Additionally, the School leadership assists with the provision of relevant evidence for each component review. A draft review report and a rating for each component are made available at a staff meeting for discussion, challenge and final confirmation. The area supervisor validates the review at a staff review meeting.

Over the review cycle internal review processes rated as highly effective (i.e., a ranking of 6) the components of Finance and Facilities, Religious Identity and Culture and Accountability and Compliance. Components rated for sound effectiveness (i.e., a ranking of 4) but requiring some improvement included: Responding to the Diverse Needs of Learners, Learning and Teaching Improvement, Professional Learning and Development and Professional Capacity.

The school, in response to the above reviews, has implemented a number of significant improvements. Some of these were discussed with the panel and include:

- More time provided for teachers to plan and evaluate at classroom and cohort level and to moderate student work.
- The adoption of a school SMART goal for reading which has helped align professional goal setting, resourcing and data usage across the school.
- Introduction of three-week planning cycles and increased alignment of teacher release time to support cohort planning and review.
- Introduction of a comprehensive whole school process for data collection and evaluation.
- Introduction and embedding of the high yield ELT strategies including data walls, review and response meetings and learning walks and talks.

B1.2 Stakeholder feedback and engagement in review (Parents, students and BCEO consultants)

Each year parents and school board are notified of the components to be reviewed and the process used. The school surveys various groups within the community including parents, staff and students (when appropriate) with feedback informing the review process. The use of committees and full staff meetings provide fora where all views can be canvassed.

B1.3 The alignment of cyclical review outcomes with annual school planning, action and school and staff professional learning

The panel saw evidence of effective alignment between the outcomes of the internal review process and annual planning for the following year. Teacher goal setting aligns with the school annual plan that in turn takes account of the school SMART goal.

The school effectively utilises SPARROW to record goals, strategies and outcomes for both the school strategic and annual plan. The school provides parents and staff with an excellent annual overview of goals, actions and achievements relevant to both annual and strategic plans. The Principal makes frequent use of such key documents when explaining why school actions and resourcing of same are undertaken. In Term 1 the Principal workshops such documents with parents, school Board and P&F.

B2: Use of student learning outcomes data to inform school decision making and planning for improvement of pedagogy and student learning outcomes

Over the last two years the school has moved from an ad-hoc methodology in using data to a consistent whole of school approach. Significant work and learning has been undertaken by staff in the use of the Business Intelligence (BI) tool. The Learning Support Team, Primary Learning Leader (PLL) and class teacher meet every 4–6 weeks to review student-learning progress.

The panel discussed with school leadership and teacher meetings the key sets of student learning data collected by the school and how the school uses such data to inform the evaluation and planning of teacher pedagogy.

- In Preparatory Year monitoring tools such as Concepts about Print and Sound Letter Knowledge are used. Data is entered into the BI tool and used to inform extra student support in small groups.
- PM Benchmarking is conducted each term for students who have not reached PM 27 in Preparatory Year to Year 2. This data is recorded in the BI tool and visually represented on the school data wall in the school “collaboration station” room where teachers, learning support teachers and the PLL meet to discuss and review progress of students. The data helps inform targeted support such as intensive reading intervention, targeted comprehension support, intensive phonics, and phonological awareness intervention. The data is used to identify pedagogies or programs that may add further value across the school.
- Probe Reading Assessments for students in Years 3–6 are conducted twice yearly or more often when required. The data is used similarly to identify pedagogies or programs that may add further value across the school programs and to identify student-learning growth in comparison with NAPLAN testing. The panel discussed with leadership the potential to compare this data with NAPLAN reading growth data (Years 3–5) and explore any inconsistencies. PAT-R data, which is also collected in Term 4 of Years 3–6 to monitor student growth and effect sizes, could be used in a similar way.
- Writing Analysis tool in Years 3–6 is analysed across eight designated elements for whole school monitoring
- SRS data is used to inform class groupings, consistency of teacher judgment and compare student progress with other data sets.

The panel commends the school on the processes it has put in place and on the professional culture among staff to effectively address the school’s identified key challenge. Additionally, the school is on track to achieve its SMART goal as follows:

“By the end of 2017 each learner will progress in reading with 75% of students in Preparatory Year to Year 2 demonstrating the BCE identified targets or above. Additionally in Year 3 to Year 6 75% of students will demonstrate average to high outcomes on the PAT-R Test”.

B3: Impact of Cyclical Review on renewal across the strategic priorities of Catholic schooling

The panel outlines its views endorsing and/or challenging the school’s views on the impact of school cyclical review, as necessary.

The panel commends the following significant renewal achievements over the last renewal cycle:

- significant development and enhancement of a number of school facilities and well defined school processes for effective financial management to ensure long term sustainability
- prayer life and school and parish liturgical rituals that sustain a strong Catholic identity across the school
- development and validation of the school’s Religious Education Program aligned to the Archdiocesan Religious Education Curriculum
- development of a professional learning community that is data informed and promotes best practice teaching. In this regard the effective implementation of the ELT strategy with the high yield strategies of Data Wall, Review and Response Meetings and Learning Walks and Talks
- development of a marketing strategy with promotional materials, video and billboard
- a strong educational partnership with parents through the operation of a very effective school board and P&F. This partnership helps sustain a wonderful community spirit and community engagement in the life of the school.

Section C: Authentication of Compliance with Accreditation Requirements

In the course of the external review the panel sighted the following documentation and confirms that the school has demonstrated its compliance with accreditation regulations:

-	Evaluative Commentary on how school demonstrates compliance with NSSAB Accreditation Requirements substantiated by an external audit	Yes
-	Evidence of internal review and validation of Components 3.5 (<i>Accountability and Compliance</i>) and 4.5 (<i>School Improvement</i>)	Yes
-	Most recent Annual School Report	Yes
-	Current School Strategic Renewal Plan	Yes
-	Most recent Annual School Action Plan	Yes
-	Most recent school renewal report (achievements against action plan)	Yes

Panel Comments are provided below where relevant:

The Panel noted and discussed all compliance documentation related to the above. The evaluative commentary and accompanying evidence for NSSAB accreditation requirements were externally audited and the panel approved a copy of that audit report. The panel validator Mr Gerard Hore also reviewed sample evidence at the school for that report.

The panel commends the quality of both the annual and strategic planning and reporting documentation that is communicated to parents and the wider school community. There is good evidence that these plans are authentic in aligning decision-making and resource provision in the school.

Section D: School Report on Learning and Teaching of Religious Education and Religious Life of the School

The panel outlines its views endorsing and/or challenging the school’s report.

A report on the learning and teaching of religious education at the school was provided to the panel. The school’s Educational Officer-Religious Education Peggy Roe had previously reviewed this report.

There is a strong partnership evident between the school and the parish and school leadership meets with the Parish Priest on a regular basis. A significant number of staff are involved in the Parish Sacramental Program and assist with the running of the Parish Multicultural Day. The Catholic identity of the school benefits from a higher than average parent engagement within the Parish.

The school’s Religious Education (RE) Program was externally validated in October 2016. Recommendations arising out of that validation included:

- alignment of high yield ELT strategies within the context of RE teaching
- RE planning that provides for line of sight between the Archdiocesan RE curriculum achievement standards, learning intentions, success criteria and assessment tasks. Teachers undertake RE planning once per term in their year level teaching teams. A school-planning template ensures consistency of planning with previous units of work reviewed in terms of effectiveness.

- exploration and monitoring of data in respect to the effectiveness of the scope and sequence of the RE program
- embedding of digital tools and activities within the RE program.

A key pedagogical challenge identified by the school is increasing the religious literacy capacity of teachers to better teach the Archdiocesan RE curriculum. School professional learning in 2013-14 addressed religious literacy in particular. Additionally efforts to align RE pedagogy and assessment tasks with the pedagogical changes associated with the implementation of the ELT strategy have also been made.

There are 19 classes of RE provided at the school. The school indicated that there are three new RE teachers (2017) with interim accreditation status and three current teachers with interim accreditation. The school and BCE provide opportunities for those teachers on interim accreditation to advance to full accreditation. The panel believes that there could be a more formal process and documented communication that monitors dialogue and progress along this pathway.

Section E: School Strategic Directions for Improved Learning

The panel outlines its views endorsing and/or challenging the school's view of the future directions.

The school and panel discussed a number of key directions (noted in italics) identified by the school for improving teaching and learning. Panel comments where relevant are noted for each key direction.

- *Embedding the Excellence in Learning and Teaching (ELT) Strategy and developing school smart goal to include Writing.* The panel discussed how and where the school might incorporate a focus on writing and numeracy improvement with the current smart goal focus on reading. The panel appreciates that this provides a difficult balance in respect to how data gathering, use of teacher planning time and professional learning addresses the new areas while improvements to reading across the school become self sustaining.
- *A whole school approach to data gathering and usage beyond the current reading and writing focus with an enhanced monitoring of school effect size improvement relevant to BCE and National standards.* As noted above balancing out which data is collected and utilised across the curriculum is a key question. Sometimes less data, more effectively used is better. The focus on effect size improvement could provide an excellent target. While the school traditionally performs well on NAPLAN achievement scales school leadership is aware that student learning growth from Year 3 to Year 5 is not as strong. Care should be taken into making judgements and targets in this area as the school needs to allow for the loss of a number boys at the end of Grade 4 and also frame the target around a number of reliable growth indicators not just NAPLAN.
- *Continued enhancement of the school's digital strategy.* The panel did not have an opportunity to discuss the implementation of this strategy. As there was a recommendation arising out of the recent Archdiocesan RE validation relating to the embedding of digital tools and activities perhaps RE teaching and learning could provide a focus to advance the strategy.
- *A focus on Catholic identity including a recontextualise worldview.* The panel commends the school's intention to explore participation in the Catholic Dialogue Project and rekindle the experience and resources of the Spirit Fire Program (in which a number of staff were previous participants) as a means of strengthening the Catholic identity of the school. Given the Archdiocesan decision to appoint a religious sister as parish administrator from 2018, the strategic relationship with the parish including how sacramental celebration will operate will be a key aspect of this important direction.
- *Revision of school master plan to ensure contemporary facilities meet current and future needs.* The school is to be commended for the enhancement of school facilities over the last five years. The school is well placed financially to continue this process.

Section F: Review Panel Recommendations in relation to future school engagement in respect to review and school improvement:

The panel notes the following recommendations for consideration by the school:

- Explore how school participation in the Catholic Dialogue Project and a rekindling of the Spirit Fire Program among staff may strengthen Catholic identity and enhance the engagement of prayer and worship across the school.

- Consider how school SMART goals for 2018 and 2019 might take account of writing and numeracy targets.
- Identify a relevant suite of student learning growth indicators that could be used to build a narrative of student performance growth across Years 3–5 and how such indicators might inform pedagogical planning particularly for students with higher than average abilities.
- Explore ways that school officer goal setting and review might enhance professional capacity.

Section G: Panel comments on the conduct of the external review process

The panel comments on the school's preparation for and engagement with the external review process

The panel commends the school for their preparation of this external review.

The school cyclical review report and associated school documentation provided to the panel was of a high standard. The documentation helped the panel focus dialogue around the key areas of review and improvement engaged in by the school over the last few years.

The panel had the opportunity to meet with the Parish Priest and a large number of parents, teachers, school officers and students and hear their views about the school's effectiveness across the three priority areas of building a strong Catholic identity, Excellent Learning and Teaching and Building a Sustainable Future. Their interest in and support for the welfare and success of the school was most evident.

Section H: Data made available to the External Review Panel

(i)	The following data was provided to the Review Panel:
-	School profile data including staff and student demographics, enrolment profile and religious profile data
-	Internal School Reviews of Components validated by area supervisor for the last five years
-	Relevant school student achievement data drawn from relevant Years 3, 5, 7, 9 NAPLAN data, Year 12 QCS data, Year 12 QSA exit data and Year 12 (Next Steps) transition data from the BI tool
-	Current School Strategic Renewal Plan
-	Annual Action Plans and Annual Reports
(ii)	Experiences through which the Review Panel gained understandings of the school and its culture:
-	Meeting with the Principal, Teachers and School Representatives, and conversation with them on school improvement through cyclical review (See schedule for the day)
-	Meetings with Parents
-	Meetings with Teachers
-	Meetings with Students
-	Meeting with Parish Priest where available
-	Learning walks around the school (including visits to learning spaces)

Other experiences as noted:

Panel Chair Signature: *A. T. Harkness*

Date: 19/10/2017