## EXTERNAL SCHOOL REVIEW REPORT

<table>
<thead>
<tr>
<th>School</th>
<th>St Joseph’s Tobruk Memorial, Beenleigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Stephen Johnson</td>
</tr>
<tr>
<td><strong>Name of School Representative</strong></td>
<td><strong>School/Community Role</strong></td>
</tr>
<tr>
<td>School Representative</td>
<td>Peter Lovegrove</td>
</tr>
<tr>
<td>School Representative</td>
<td>APRE</td>
</tr>
<tr>
<td>School Representative</td>
<td>Catherine Schloman</td>
</tr>
<tr>
<td>School Representative</td>
<td>CST</td>
</tr>
<tr>
<td>School Representative</td>
<td></td>
</tr>
<tr>
<td>School Representative</td>
<td></td>
</tr>
<tr>
<td>School Representative</td>
<td></td>
</tr>
<tr>
<td>School Representative</td>
<td></td>
</tr>
<tr>
<td>School Representative</td>
<td></td>
</tr>
</tbody>
</table>

### External School Review Panel

<table>
<thead>
<tr>
<th>External School Review Panel</th>
<th>Name</th>
<th>Professional Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel Chair</td>
<td>Mary Tsourounakis</td>
<td>Principal Education Officer Learning and Teaching, BCE</td>
</tr>
<tr>
<td>School’s Area Supervisor</td>
<td>Trevor Doyle</td>
<td>Area Supervisor, South 2</td>
</tr>
<tr>
<td>Panel Member</td>
<td>Carolyn Watson</td>
<td>Principal, St Peters School, Rochedale</td>
</tr>
</tbody>
</table>

**Panel Visit Date**: Thursday 30th October 2014

**Attached Documentation for NSSA Board**

- 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 Joseph’s Tobruk Memorial School Beenleigh describes itself as ‘a little country town between the Gold Coast and Brisbane.’ It is a close knit community that recognises and responds to the needs of those within it. Parent and community participation is visible and strong with large numbers in attendance at a Grandparent’s celebration on the review day. Many of the current parents are past pupils and wherever possible their trades and services are used in the school. Families at St Joseph’s come from the range of SES groups and for some, unemployment in recent years has been a challenge. The student population displays relatively little cultural diversity and the numbers of verified students with disabilities has shown a decrease in recent years.

St Joseph’s culture is built upon a Mary MacKillop charism and the Rats of Tobruk legacy. Situated in Kokoda Street and established by the returning chaplain to the Rats of Tobruk, the core values of dignity, compassion, courage and resilience, justice, camaraderie, reconciliation, and trust and faith in God are developed in all aspects of school and community life. All members of the community comment on how fortunate they are to have the services and support of Sr Jenny, who works in support of students and their families within the community. Their new parish priest, Fr Joseph Kanat, who lives on the school grounds, has been a welcome addition to the St Joseph’s community.

St Joseph’s has experienced a change of leadership in recent years with a new principal in 2014, a new APRE in the last two years and the approaching retirement of the Support Teacher Inclusive Education (STIE) who has been a long established leader in supporting student learning over many years. The staff is long serving and stable and was described as not being afraid of challenge. Beenleigh’s location between the Gold Coast and Brisbane however, has become a challenge for some teachers who seek to move but are unable to secure transfers easily. St Joseph’s is well served by a learning support team, Sr Jenny and a Guidance Counsellor who meet with the principal on a weekly basis to monitor student needs.

The leadership focus on the incoming principal, Steve Johnson, has been on the establishment of a clear and consistent approach to behaviour management and the following through of already established change initiatives.

St Joseph’s is situated across the street from Trinity College Beenleigh where the majority of St Joseph’s students move to for their secondary schooling. The parish of Beenleigh also includes Mother Teresa Primary School although its location is not geographically close. As Principal, Steve has established a connection between principals and APREs of the three schools.
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.

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

There has been strong engagement by the teaching staff in the school cyclical review process. Teachers were positive about the processes of Internal Review being used and, in particular, we able to articulate effective uses of a variety of data to inform their considerations. Teaching staff are grouped in teams around the components under review, gather evidence for that component and take it back to the whole staff to decide on a rating. The principal spoke of the need to streamline some of these processes moving forward.

The office staff was familiar with the review process but were not participants in it. They felt they could actively contribute to the process, particularly in priorities 3 and 4 where their work and first point of contact with the broader community, placed them.

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

The evolving nature of parent involvement in the school cyclical review process and planning processes within the school is one of significant change, great potential and a source of excitement. Through an active partnership with Carmel Nash, Executive Director of Queensland Catholic Parents and Friends Association, St Joseph’s is developing a new model of parent engagement. Known as JET’s (Joey’s Engagement Teams) the traditional P&F structure will be replaced by teams that focus on the four priority areas – Mission and Religious Education, Learning and Teaching, Professional Practice and Collaborative Relationships, Strategic Resourcing. It is anticipated that this new structure will create a focus for parent engagement with more explicit information being provided to the principal to inform school planning processes.

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

The review process provides St Joseph’s with useful ‘health checks’ particularly in the area of student outcomes. The principal’s connection between planning, particularly the annual plan and teacher goal setting aligns the focus of professional learning in the school.

B.2 Use of student learning outcomes data to inform both school and teacher review, decision making and planning for improvement of student learning and pedagogy

A range of learning data and tools are used to collect information about student’s achievement at St Joseph’s including NAPLAN, PAT-R and M, PM benchmarking, ESL Bandscales DIAL4, GradExpert, Literacy Planet, Mathletics and the Bi Tool. The intention of the data collection is to inform inclusive learning and teaching, intervention for students and the need for adjusted and differentiated curriculum offerings for many students. Among stakeholders, there was a general feeling that learning outcomes were good but could improve and that not all students achieved as effectively as others. Specific data or data sets were not referenced as a basis for these statements.

The Principal, CST, Early Years Support Teacher, Support Teacher, Guidance Counsellor and Sr Jenny meet weekly in Student Support meetings to monitor the progress and development of students. Learning data provides one source of evidence to support these meetings. Teachers were positive about the processes of Internal Review being used and, in particular, we able to articulate effective uses of a variety of data to inform their considerations.
B.3: 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 issues and challenges identified in cyclical review processes inform and are evident in the setting of goals at both strategic and annual planning levels.

Staff involvement in cyclical review processes has created awareness among them of the strategic priorities and their role in school planning processes. The flow on of identified areas for growth from the review process into strategic and annual planning documents was acknowledged. The principal has identified that a key learning for staff in the cyclical review process has been the recognition of the important interconnections between the four strategic priorities and the need to attend to all in order to achieve the best possible learning and teaching for all students.

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  No
- Evidence of internal review and validation of Components 3.5 (Accountability and Compliance) and 4.5 (School Improvement)
  - Yes  No
- Most recent Annual School Report
  - Yes  No
- Current School Strategic Renewal Plan
  - Yes  No
- Most recent Annual School Action Plan
  - Yes  No
- Most recent school renewal report (achievements against goals)
  - Yes  No

Panel Comments are provided below where relevant:

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.

There has been a significant focus on the religious life of the school at St Joseph's with a particular emphasis on the development of the school's charism and the embedding of this in the values and rules of the school. A focus for the APRE in his first two years has been the development of relationships within the school and within the parish. Responding to the challenge of 25% non-Catholic enrolment including 17% who identify with no religion is a key goal for the school. Seeking to engage students and families in more experiences of liturgy including mass attendance has been identified. Contact between APREs of Mother Teresa School and Trinity College and the parish will further enable this response.

Accreditation to teach in a Catholic school and accreditation to teach Religion is valued, maintained and supported at St Joseph's with only two teachers in the process of gaining full accreditation. Professional learning opportunities are facilitated to enable all staff to fulfil these requirements.

The BCE Religion Curriculum is being implemented at St Joseph's. Class planning and assessment is uploaded into the school portal and reviewed by the APRE. Supporting conversations then occur to evaluate the effectiveness of the teaching of Religion each term.

The APRE acknowledged an ongoing challenge to maintain priority focus on the learning and teaching of Religion and the development of the religious life of the school among other more administrative responsibilities.
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 panel acknowledges the change in leadership in the school and the desire to focus more explicitly on the improvement of student learning outcomes. It acknowledges the full description provided in relation to the key directions for improving learning at St Joseph’s and the validity of all areas named in key directions.

The directions named include a focus on the need for ‘real and relevant’ experiences of faith, Religion curriculum, social justice actions, and worship by all students; the ‘nuts and bolts of academic achievement through literacy and numeracy improvement’; ‘optimal and sustained whole school pedagogical practices’; the continuing implementation of the Australian and Religion Curriculum; individual performance management linked to professional learning; the implementation of the new JET community engagement model and; effective resourcing, particularly in the areas of ICLTs.

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

The panel provides the following commendations to the leaders and staff of St Joseph’s:

- Community Building: the focus on establishing trust across the community, with improved communication and collaboration among stakeholders for the improvement of students’ learning.
- Positive Behaviour: the benefits of the focus on consistency about positive behaviour across the school.
- Leadership: the opportunity that new leadership to the school has created to promote and encourage genuine involvement and collaboration of all stakeholders focused on improving student learning.

The panel supports the continuing work and development of learning and teaching at St Joseph’s and seeks to add value to its key directions.

- A refined data set, with a clear and explicit purpose for the use of each tool, as well as expected evidence that will evaluate impact and inform decision-making is established.
- Create a clear focus with each direction and streamline the number of directions by establishing connections and alignments between them. (No more than 3; less is more)
- Extend the exciting and innovative JETS model of engagement to include staff and students.
- Develop the desired levels of consistency and approach to pedagogy through the implementation of the BCE model of pedagogy and the processes associated with Visible Learning and Leading Learning. Establish reading, writing or numeracy (based on school data) as the context.
- Realign the focus on technologies beginning with a focus on learning (Visible Learning) and teaching (Model of Pedagogy); complete an audit of existing resources with evidence of their impact on improve learning and teaching; complete a gap analysis between the two, and; plan how to resource this area moving forward.
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 thanks the principal, staff, students and community of St Joseph’s for the warm and open welcome they received during the external review day. The engagement of staff in the internal review process and the engagement with a wide range of stakeholders throughout the day provided the panel with a clear and positive indication of how the review process is conducted at St Joseph’s. The panel appreciates the range of written and other information provided and the effort and time taken to collate and provide this.

Section G: 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:
Grandparents celebration liturgy with school community.

Panel Chair Signature: [Signature]
Date: 12 December 2014