



**Catholic Education  
Archdiocese of Brisbane**

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**EXTERNAL SCHOOL REVIEW PANEL REPORT**

<b>School</b>	Our Lady of Lourdes, Sunnybank	
<b>Principal</b>	Mark Badke	
	<b>Name</b>	<b>Role</b>
<b>School Representative</b>	Tara Martin	Assistant Principal Religious Education
<b>School Representative</b>	Michael McInerney	Assistant Principal Administration
<b>School Representative</b>	Justin Matthews	Primary Leader of Learning
<b>School Representative</b>		
<b>School Representative</b>		
<b>School Representative</b>		
<b>External School Review Panel</b>	<b>Name</b>	<b>Professional Position</b>
<b>Panel Chair</b>	Tony Harkness	Educational Consultant
<b>School's Area Supervisor</b>	Anne McKenny	Area Supervisor – Cluster 4
<b>External Validator and Panel Member</b>	Paul Murphy	Senior Education Leader Diocese of Toowoomba
<b>Panel Member</b>	Petrea Rawlinson	Principal Immaculate Heart Leichhardt
<b>Panel Member</b>	Andrea O'Brien	Area Supervisor – School Operations
<b>Panel Member</b>	Paula Bentley	Manager, Risk and Compliance
<b>Panel Visit Date</b>	Thursday 17th August 2017	
<b>* Attached Documentation for NSSA Board</b>	<ul style="list-style-type: none"> <li>• Five year Schedule for School Cyclical Review</li> <li>• Validated Internal School Review Records for Components 3.5 (Accountability and Compliance) and 4.5 (School Improvement)</li> <li>• Evaluative commentary on how school addresses accreditation requirements with evidence of same audited by area supervisor</li> <li>• Schedule for External Review Day</li> </ul>	

## 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.

Our Lady of Lourdes Primary School was established by the Sisters of St Joseph in the southside Brisbane suburb of Sunnybank in 1952. The school has an enrolment of 510 students with 62 nationalities represented at the school. There is a high proportion of students who speak another language at home.

The school ICSEA rating is 1079. An Outside School Hours Care facility is adjacent to the school. The school has undergone extensive rebuilding and refurbishment in the past 10 years. While the campus is small, the facilities are well integrated and modern with all learning areas fully air conditioned.

Seventy one per cent of students and fifty-nine per cent of parents are Catholic with a high number of parents having professional backgrounds and high aspirations for their students. There is a close working partnership between the school and the Sunnybank parish and clergy. The engagement of clergy within the school is strong and effective.

The Leadership Team of the school comprises the Principal, Assistant Principal – Administration (APA) and an Assistant Principal – Religious Education (APRE). More recently the school has appointed a Primary Learning Leader (PLL) who is strategically part of the leadership team. In 2017, two Literacy Coaches (P-2 three days a week and Years 3-6, two days a week) were engaged to support improvements to literacy and numeracy pedagogy. A major restructure has allowed for additional staff to be in the classrooms when required to maximise learning and teaching opportunities. There are 30.5 full time equivalent teaching staff and 16 non teaching staff at the school.

The school provides a comprehensive curriculum with an increasing focus on literacy and numeracy. Curriculum initiatives include *English One Hundred and Sixty for Success*. The *Bounce Back* resilience welfare program has also been implemented.

There is a well supported music and choir program at the school as well as significant school and community sporting networks that provide a range of sporting opportunities. The school utilises the *Positive Behaviour 4 Learning (PB4L)* program and parent and student data reflect a very positive behavioural climate for learning and safety at the school.

Student learning outcomes are positive and trending upwards. Over each of the last nine years Year 3 and Year 5 NAPLAN average scores for reading were higher than the QLD average and in four of the last five years were higher than the national average. Writing performance has been particularly strong with eight out of nine years outperforming the national average. In 2017 writing analysis for Years 3-6 improved further on this trend. NAPLAN Numeracy scores were not quite as strong but more recently have shown positive improvement. Year 3 and Year 5 NAPLAN numeracy averages were ahead of the national average in four out of the last five years. The 2017 NAPLAN results reflect a continuing upward trend.

The panel met with parents from both the School Board and the Parents and Friends Association (P&F). Parents spoke of the effective consultation by school leadership with the Board and the P&F on the development of school policy and ongoing implementation of school practices. They could appreciate the "*complex context and careful thought*" that went into decision-making at the school. They could speak to how the school budget operated and informed school resourcing and the increasing use of school data to inform pedagogy. The students in their mind were '*very safe*' and teachers had a genuine professional interest in their students. There was a very '*strong community dimension*' to the school. There was open communication with school leadership and the principal's reports to the P&F had a strong teaching and learning focus.

The students who met with the panel were very articulate. They were proud of their school and saw it as safe and happy place. Students were highly respectful of each other and their cultural background and "*loved being here*". Learning was "*fun but they were pushed to do better*". One student indicated it was a "*place where memories are made*". Teachers provided extra time for learning and sport and they valued the Canberra trip and the buddies program in particular.

Teachers spoke of the increasing focus on literacy and numeracy by BCE and school leadership, and the efforts undertaken to build a shared and consistent view of effective pedagogy across the school. They valued the support and transparent engagement of school leadership in the improvements to learning and teaching. They noted that there had been significant improvements to teacher collaboration both in and across year levels, differentiation of learning tasks and use of learning data by the school. They indicated that they could engage in 'robust conversations' around pedagogy. Teachers indicated that there was good support provided for students with particular social and learning needs and valued the contribution of school officers in the classrooms.

The non-teaching staff who met with the panel were very positive about the school and indicated it was "a great place to work". The leadership team was very approachable and had a good understanding of balancing the demands of family and work life. Communication with leadership and tailored professional learning were two areas they noted for further improvement. Non-teaching staff have opportunities to participate in whole school professional learning opportunities.

## **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 sighted records for twenty validated component reviews undertaken over the last five years. Components that the school most identified for further improvement (i.e. *Rating 4*) included *Work Culture (2013)*; *Responding to the Diverse Needs of Learners* and *Professional Capacity (2015)* and *School Improvement (2017)*. The panel commends the significant progress in whole school collaborative processes, teacher skill development and self-belief, and professional learning achieved since these reviews.

Internal reviews that identified prominent strengths and of which panel saw evidence during the review day included *Religious Identity and Culture and Student Well-Being and Pastoral Care (2015)*; and *Learning and Teaching Improvement (2016)*.

The school has systematically engaged in evidence-based review. Leadership Team members lead and teaching staff participate in small committee groups that gather evidence inclusive of surveys of both staff and parent perceptions on the effectiveness of a component area. Leadership, teachers and the school board all spoke of how one review (*Stewardship of School Resources*) gave all groups a better understanding of how the school budget operated and how it influenced decision-making and the allocation of resources.

The school has made significant progress in the last few years in strengthening a professional review culture through increased collaboration across year groups in respect to pedagogical practice and the use of student learning data to inform planning and assessment. The panel commends the significant efforts made by staff and supported and led by leadership in this area. The introduction of the PLL role and literacy coaches was endorsed by leadership and staff as a positive contribution to this review culture.

#### **B1.2 Stakeholders' feedback and engagement in review (Parents, students and BCEO consultants)**

The panel sighted evidence of surveys being used to gather staff and parent perceptions on the effectiveness of school operations. There was less evidence of student voice as part of review and further opportunities to engage student voice could be explored. The school board members spoke of how they were engaged in policy review and monitoring review outcomes and annual school goal setting.

The panel noted that the voice of the school board might be better strategically communicated to the school community to reflect the leadership role that they provide and the issues with which they engage.

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

The panel sighted records from SPARROW of the school strategic renewal plan and the school annual plan for 2017. These plans have been informed by internal review processes and are workshopped with staff at the end and beginning of each year particularly with relevance to teacher professional learning and goal setting.

All teachers engage in an annual professional goal setting process in groups that are led by a member of the Leadership Team. There is a common template used for this process.

The panel noted that there might be value in teachers sharing their professional goals within their group to better support networking and transparency in progressing these goals.

The panel believes that the presentation, resource alignment and strategic communication of these plans and reporting on same can improve further. The increased presence, clarity and visual communication of key strategic intents across the school can enhance implementation and build ownership and coherency of school improvement initiatives and language. While the school smart goal is known by staff the other key school improvement initiatives relating to BCE system strategies of *Strong Catholic Identity, Excellent Learning and Teaching and Building a Sustainable Future* need to be better communicated.

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

School leadership noted a range of data collected and analysed using the BI Tool and BCE Monitoring Tools. Observations, discussions with teachers and parent feedback are also used.

The PLL and Literacy Coaches regularly plan with teachers to inform four-week cycles of teaching. Additional support from the Support Teacher Inclusive Education and Teacher Librarians is available. The school uses the 4C model whereby teachers co-plan, co-teach, co-debrief and co-reflect. There has been an increase in the use of monitoring tools and performance benchmarking using Concepts About Print, PM Benchmarking and the Writing Analysis.

In mid-2016 a *student data wall* strategy was implemented. Teachers could speak to how structured time was provided to meet with the PLL and/or literacy coaches to plan and move student data forward on the '*school data*' wall. The data wall is presently located in the staff room and the school is looking for a better location but space is at a premium.

Teaching and learning teams operate across year levels to support collaborative planning and monitor data across the school. There is a conscious effort to achieve both equity and excellence in teaching and learning. Leadership noted that there was a new rhythm of school life related to testing and data monitoring by teachers.

Teachers could speak to how data from NAPLAN was being triangulated with ACER PAT data and school SRS data to better inform their assessment and pedagogy. In particular teachers noted the use of ACARA work samples to better align their grading of student assessments and to more accurately identify and provide opportunities for '*above expected*' performance. They felt that there was a recognisable increase in the "*professional capacity and self belief*" of teachers.

The school utilises *Review and Response* meetings with a school leadership team member and teacher membership from each cohort. School leadership teams and teachers participate in '*learning walks and talks*' in classrooms to identify impact and provide feedback.

The panel commends the significant growth in teacher capacity and collaboration in delivering effective learning and teaching at the school. Effective dialogue and reflection about what to do and how to do it has been a feature of the Leadership Team's engagement with staff in this agenda.

## **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 renewal initiatives that have been undertaken in the last review cycle.  
Strong Catholic Identity:

- Staff pilgrimage to Mary MacKillop Place in Sydney in January 2016. This pilgrimage provided staff with opportunities to learn more about St Mary of the Cross MacKillop and the Josephite charism;
- Staff Formation Retreat Day experiences have led to enhanced prayer experiences both for staff prayer and classroom prayer;
- Participation in the *Catching Fire* staff formation program;
- Alignment of school RE program to the new Archdiocesan Religious Education Curriculum;
- Validation of school RE program.

Excellent Learning and Teaching:

- Appointment and development of a Primary Learning Leader (PLL) role in 2016. The PLL has been an integral part of the growth of learning and teaching for both teachers and students;
- In 2017 the school introduced the roles of Literacy Coaches to work with teachers to improve the literacy outcomes of their students;
- 2017 has seen the roll out of the *English100* program from Preparatory to Year 2 while the *60 for Success* program has begun for Years 3–6 students in Semester 2, 2017 following a trial in Year 4;
- A substantial amount of funds has been used to resource the school literacy program with additional reading books and high interest readers being purchased for the *English100* program. Additional staff have been timetabled to support classroom teachers at this time;
- The strengthening of professional collaboration outside the school as in networking with St Stephen’s Algester and Our Lady of Fatima, Acacia Ridge for professional learning and dialogue in Week 7 of Terms 1–3.

**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 External validator sighted sample evidence of accreditation requirements. He endorses the audit of accreditation requirements conducted prior to the review day. Commentary on external audit was reviewed by panel and discussed with external auditor who was also a panel member.

## 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.

The introduction of the PLL role has resulted in an adjustment to the APRE role particularly in relation to strategic support for RE curriculum planning. The panel advocates further refinement of these roles in relation to RE planning. There are plans to introduce an additional half-day of RE curriculum planning once a term from 2018.

The majority of teachers are accredited to Teach Religion in a Catholic School. Three teachers have Interim Accreditation and are currently enrolled in the Graduate Certificate in Religious Education. Professional Learning in Religious Education takes place during Professional Learning Days at the beginning of the year and at regular times throughout the year to ensure that teachers continue to meet the accreditation requirements.

Although Our Lady of Lourdes School has a high percentage of students (71%) and parents (59%) who are Catholic, they are not very familiar with the Church and in particular sacramental liturgy. This provides challenges when preparing students for Mass and other prayer celebrations. The engagement of the APRE in the formation of teachers in liturgical preparation for class masses is significant. Years 4–6 participate in a parish school mass once a term.

The continuing formation of a contemporary and relevant Catholic identity within the school and aligned to parish is particularly relevant given the wide cultural diversity of the school and parish. Fr Dan Ryan, in his meeting with the panel, supported the potential engagement of school and parish in the Leuven Project as a means of enhancing Catholic identity.

Our Lady of Lourdes School has a very close association with the local parish. Clergy have a welcoming and valued presence in the school. Students from Years 4–6 are invited to be part of the Altar Servers' Program in which children are trained to be altar servers for the morning parish masses. The panel notes that the administrative arrangements for this need further consideration. The APRE is very supportive of the parish sacramental program, attending parent information meetings and celebrations.

Our Lady of Lourdes School is currently in the third year of the *Catching Fire* program. Six teachers have been keen participants in the *Keepers of the Flame* program. The *Catching Fire Team* meets twice a year to discuss professional learning needs and other matters.

The school RE program was validated in 2014. Two recommendations (in italics) arising out of that validation and action undertaken by the school in relation to same include:

1. *That the school considers the implications of religious diversity in the classroom teaching of Religion.*

Teachers have been encouraged to use the BI tool to become familiar with the religious backgrounds of their students and explore this when appropriate. For example, when teaching about ways to pray, students are encouraged to share how they pray; when learning about the Baptism, students are given the opportunity to describe the ways in which they were welcomed into their faith community.

2. *That the school review assessment processes with an emphasis on developing a variety of tasks that ensure equity and accessibility for all students.*

Teachers have participated in a professional learning afternoon with Elizabeth Fort in 2016 to explore assessment in Religious Education.

Teachers are supported to develop a variety of tasks, both formative and summative, for assessment in Religious Education.

Teachers have explored resources regarding Assessment and Reporting on KWeb.

The panel noted the importance of reviewing religious education performance levels of students as recorded in the SRS data in terms of its alignment with NAPLAN and other school monitoring processes.

The panel commends the strong religious life of the school and the integration of prayer and liturgical celebrations within the religious education program.

### 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 named a number of actions relating to *Delivering Excellent Learning and Teaching* including:

- Identifying and embedding best practice in literacy in Years 3–6 with a focus on identifying effective and expected (common approach) practice;
- Strengthening the *English100* program implementation particularly in regard to new staff;
- Developing a framework for teacher feedback on current practice and spaces for professional conversations;
- Building an agile approach to pedagogy using student data.

The panel believes that the present and continuing growth in professional capacity of staff using the high yield DELT strategies and strategic engagement in the Sunnybank cluster will support the implementation of the above actions.

The panel notes the importance of locating the above actions and the school smart goal under one or two key strategic intents that form part of the school's strategic plan and annual action plan and naming, celebrating and communicating these intents widely through the school and the parent community.

It is also important that future strategic directions incorporate and communicate goals and actions for Strengthening Catholic Identity and Building a Sustainable Future as named in the school's current strategic plan. In particular, participation in the Leuven Project in conjunction with the parish may be helpful.

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

- Promote and communicate the strategic engagement and voice of the school board within the school and local community
- Look for relevant opportunities to further engage students voice in their learning and their wider school and community engagement
- Explore with the parish the value of participating in the Leuven Project as a strategy to assist in strengthening Catholic identity
- Present and communicate strategic and annual planning documentation in ways that can further clarify and align strategic intent with resourcing, school board and P&F engagement and celebrate ongoing progress and achievement of key milestones.

### 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 its promotion of, and engagement of key participants (Parish Priest, staff, parents, students) in the review day, and the openness and generous way in which people participated in interviews with the panel. It was evident that there is a positive school culture and that clergy, teachers, parents and students appreciate and value the *Our Lady of Lourdes* school community.

### 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:	<i>A. T. Harkness</i>
Date:	September 4, 2017