# EXTERNAL SCHOOL REVIEW REPORT

<table>
<thead>
<tr>
<th>School</th>
<th>Our Lady of Lourdes Primary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mr Mark Badke</td>
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<tr>
<th>School Representative</th>
<th>Name</th>
<th>School/Community Role</th>
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<tr>
<td>Fr Dan Ryan</td>
<td>Parish Priest</td>
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<tr>
<td>Ms Jacinta Wilson &amp; Ms Caralyn Kenyon</td>
<td>Prep Teachers</td>
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<tr>
<td>Ms Katie O’Kane</td>
<td>Year 1 Teacher</td>
<td></td>
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<tr>
<td>Ms Paula Carroll</td>
<td>Year 3 Teacher</td>
<td></td>
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<tr>
<td>Mr Noel Kapernick</td>
<td>Year 4 Teacher</td>
<td></td>
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<tr>
<td>Ms Michelle Gillies</td>
<td>Year 5 Teacher</td>
<td></td>
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<tr>
<td>Mr Marc Mercier</td>
<td>P&amp;F President</td>
<td></td>
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<tr>
<td>Ms Donna Huey, Ms Mary Ann Hiscutt &amp; Ms Lyn Kidd</td>
<td>P&amp;F Member &amp; Parents</td>
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<tr>
<td>Ms Jane Bowey</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Ms Kathleen Dinsdale</td>
<td>Parent and Relief Teacher</td>
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<tr>
<td>Ms Leanne Lambert</td>
<td>Parent and Relief School Officer</td>
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<tr>
<td>Mr Terry Druey</td>
<td>Arts Teacher</td>
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<td>Year 7 Students</td>
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<tr>
<th>External School Review Panel</th>
<th>Name</th>
<th>Professional Position</th>
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<tbody>
<tr>
<td>Panel Chair</td>
<td>Mrs Robyn Killoran</td>
<td>Educational Consultant &amp; Former Principal (retired) of Southern Cross Catholic College</td>
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<tr>
<td>School’s Area Supervisor</td>
<td>Ms Mary Wallis</td>
<td>Area Supervisor</td>
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<tr>
<td>Panel Member</td>
<td>Mr David Hutton</td>
<td>Executive Director Brisbane Catholic Education</td>
</tr>
<tr>
<td>Panel Member</td>
<td>Mr Peter Anderson</td>
<td>Principal St Francis Xavier School</td>
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| Panel Visit Date | Monday 3 September |

* Attach Documented for NSSA Board
  - Validated Internal School Review Records for Components 8.1 and 8.2 and audit of evidence template for Component 8.2 Accountability
  - Schedule for Visit
Section A: School Context
This section is intended to include the panel’s observations on the school’s current context and associated challenges.

Sunnybank suburb is known as the ‘new Chinatown’ and a visit to local shopping centres compliments this. The school has a strong association with the community which supports its twenty eight different nationalities and 34% languages other than English (LOTE).

The panel noted the changes in leadership and the challenges and opportunities associated with this change. The school presents with a high percentage (80%) of Catholic families while the remainder have a Christian affiliation.

The school has a positive relationship with the Parish and has strong participation of family and school in special occasion masses and liturgies. The panel commends this strength of Catholicity.

The panel commends the strong sense of community in school, parish, staff and students and recommends they continue to enhance and grow the culturally inclusive community.

Over the last few years a strong relationship and association with other Catholic schools in the Parish has been established and fostered by the regular meetings of principals and the Parish Priest.

The school draws its enrolments from the local catchment area facilitated by the close proximity to a train station. Enrolments are stable but the school will need to make preparations for the changes that will evolve when Year 7 moves to Secondary school. Enrolment patterns reveal a low percentage of indigenous children and 4% of students indicate a verified learning disability.

Of commendable mention are the school’s close connections with community associations particularly in sport. The school is encouraged to continue this participation and attention to holistic education.

While the school is in a sound financial situation following extensive rebuilding programs, they are encouraged to further investigate the opportunities the establishment of a school board may offer in support of school policies and accountable financial processes.

The school is commended for its enhanced physical environment and the initiatives that have been taken in the provision of sophisticated technology resources to facilitate teaching and learning. The school is further encouraged to continue to provide appropriate and regular professional development for staff to maximise their use of these resources in the classroom.

The panel acknowledges the strong support from the Parents and Friends Association both in the provision of resources and in the care of the students.

Section B: Engaging the school community with internal school review and implementing improvement
The panel outlines its views endorsing and/or challenging the school’s views, as necessary

The panel commends the school on their engagement with the process and notes how distinct styles have been incorporated pre and post 2011.

The communication with parents is positive and parents note they are appropriately consulted and supported.

The committee system for review has been used with the school leadership team generally taking on the chair of each committee. The teaching staff nominate for particular committees.

The panel commends the school on the level of sophistication exhibited in the participation and professionalism of the process and encourages increased levels of consultation with parents and the inclusion of school officers in the process.

The panel further encourages the development of a strategy to fulfil the above so as to ensure all staff understand the process, are included in the discussion on ratings and affirm the manner in which they value and add to the strategic planning process.

The school needs to ensure staff are given feedback and understand the correlations and connections between the review process and the development of the strategic plan and annual goals. They are also encouraged to involve the students in the consultation phase.
Section C: Use of aggregate data on student outcomes

The panel commends the school on the use of aggregate data on student outcomes by the school to enhance student learning, pedagogy and educational programs.

The panel was impressed by the schools extensive use of appropriate tools to gather data and to identify areas of strength and concern in naplan data. There is strong evidence of programs and processes to improve student outcomes e.g. smaller classes in Year 4 to increase level of resources. The panel commends the practice of transition meetings each year to ensure continuity of student learning.

Staff are actively engaged in analysing the data and have identified attention needs to be directed to the gifted and talented programs as a priority. The school is encouraged to source professional development opportunities for staff in this area.

The leadership team is encouraged to meet with individual teachers to supervise and monitor annual goal setting, pedagogical planning, curriculum differentiation, and then to support staff by providing appropriate professional development resourcing and opportunities for them to achieve their recognised areas of growth.

The panel particularly noted the involvement of the support teacher inclusive education (STIE) and the challenges that arise for her, including time for her to meet with individual teachers. The panel strongly recommends in-service for staff on the ‘Role of the STIE’.

Section D: 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 noted the schools directions as documented, and commended the school on their focus on core business – Catholicity, Literacy & Numeracy and Healthy Kids. The panel commends the Principal on the planning undertaken for the future learning journey.

The panel encourages the school to address their future directions through the following recommendations:

i. Strategic Planning
   In consultation with the BCE Area Supervisor to undertake through broad consultation with all stakeholders of the community the development of a school 3-5 year development plan. Staff need to understand the correlation between this and the annual internal review process.

ii. Technology
   Continue the development of I.C.L.T and access to I.C.L.T equipment and ensure appropriate and continued professional development for all staff so as to embed ICLT’s across the curriculum.

iii. Curriculum
   Continue to emphasise the importance of and need to give priority to pedagogy

iv. Data
   To continue development in the use of data to inform whole school learning and teaching and then individual student learning

As a consequence the school will plan and provide more opportunities to continue to develop professional learning communities.
A: Further considerations

The panel outlines any further considerations it wishes to make

After consultation with various focus groups during the external validation day, the panel offers these recommendations for consideration:

- That the school reviews existing communication processes with all stakeholders (staff, parents, students, the Parish Priest and wider community) to ensure consultation, information sharing, affirmation and utilisation of achievements is appreciated and understood by all.
- That the school, as a matter of urgency, reviews the whole school approach to learning support.
- That the school investigates and supports the development of a pastoral school board to facilitate and attend to the process of developing school policies and giving transparency to school finance processes.

Section E

B: Panel comments on the conduct of the external review process

The panel comments on the nature of the preparation for and implementation of the external review process

The panel sincerely thanks the school for their comprehensive documentation in preparation for the external review and for the warm welcome and hospitality extended to them on the day.

Section F: Data made available to the External Review Panel

The following data was provided to the Validation Panel

- School Profile including staff and student demographics and religious profile data
- Internal School Reviews of Components validated by area supervisor
- Relevant school student achievement data (Years 3, 5, 7, 9 NAPLAN 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

Experiences through which the Review Panel gained understandings of the school and its culture:

- Meeting with the Principal and School Representatives, and conversation with them on the school’s learning improvement journey
- Learning walks around the school (including visits to learning spaces)

External Review Panel Chair Signature: [Signature]

Date 8.10.2012