



Catholic Education
Archdiocese of Brisbane

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EXTERNAL SCHOOL REVIEW PANEL REPORT

School	St Brendan's Catholic Primary School, Moorooka	
Principal	Nicole Cole	
	Name	Role
School Representative	Brendan Gerrard	APRE/Teacher
School Representative	Rose Williams	Teacher/Primary Learning Leader
School Representative	Catherine Meiklejohn, Cathy Eichperger, Caroline Vadaci, Kathy Crawford.	Teaching Staff
School Representative	Carmel Fitzgerald, Deb Cassidy, Jennifer Morris, Liesl Clark, Nawal Bkheit, Kim Nova.	School Officers
School Representative	Peta Shine (P&F Pres, 2, 3), Shona Morris (6), Kellie Gemmel (1, 5), Sarah Boase (Prep)	Parents (Role, Yr Level of children)
School Representative	Ava Shea (6), Ryan Hegarty (6), Meron Wesedom (6), Mark Ibrahim (6), Tam Le (5), Eric Kaniki (5), Jackson Burnham (4), Niccola Gonzales (3), Syon Chadra (2).	Yrs 2 – 6 Students
Parish	Fr Dan Redhead	Parish Priest

External School Review Panel	Name	Professional Position
Panel Chair	John O'Brien	Educational Consultant
School's Area Supervisor	Michael Kelleher	Area Supervisor
External Validator and Panel Member	Carolyn Liddy	Deputy Principal Curriculum All Hallows School
Panel Member	Marissa Clark	2016 Principal St Kieran's School Brighton
Panel Member	Paul Allen	School Operations

Panel Visit Date	Thursday 18 th May 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

This report utilises information noted on the day and information/extracts taken from the School's Cyclical Review Report.
Words in "quotation marks" are quotes that were noted on the day during a Strategic Conversation.

Section A: School Context

This section includes the panel's observations on the school's current context. It also outlines strengths and associated challenges which impact on the review and improvement agenda.

- St Brendan's Catholic Primary School (SBCPS) is an inner city, Catholic, co-educational, Prep – Yr 6 school located in Moorooka.
- Currently, there are 80 students from 59 families originating from a variety of cultural and socioeconomic backgrounds.
- In 2017, SBCPS students come from seventeen different nations including: Africa, India, South America, Asia/Pacific, Europe and the Middle East. 40% are from refugee families and while approximately 35% of the students are defined as having English as a Second language (ESL), the reality is that up to 80% could be described as ESL.
- Generally, students travel from approximately 25 different post codes to attend SBCPS with approximately 80% from the suburbs of Moorooka (51%), Rocklea (8.3%), Tarragindi (8.3%), Acacia Ridge (6%), Salisbury (4.8%) and Inala (3.6%) [based upon 2016 Brisbane Catholic Education (BCE) March Census data].
- As SBCPS caters for the marginalised and has a high number of refugee families, many students present for Prep with limited Literacy and Numeracy skills.
- In 2017, 13% of the student population at SBCPS have a verified disability which include physical and intellectual impairments, Autism Spectrum, or social-emotional disorders. SBCPS also has a significant number of students who do not meet the criteria for verification but who are well supported by the Student Support Team. All of these students require significant adjustments to access the curriculum and support to successfully engage with their peers.
- An increasing number of families are enrolling their children at St Brendan's because of the school's reputation around catering for children with diverse learning needs.
- In 2016, 46% of SBCPS students were Catholic, 20% from Other Christian Religions and 27% presented with 'No Religion'. The remaining 7% of students were from several other religions.
- Over recent years there have been declining enrolments at SBCPS from a high of 164 in 2008, to 141 (2012) to 88 (2016) and 77 (2017). Various initiatives undertaken to reverse this trend are discussed throughout this report.
- Currently, 75% of the exiting children from the nearby St Brendan's Child Care Centre (SBCCC) come to SBCPS for Prep. This outcome is a good news story and results from much school-initiated collaboration with SBCCC.
- In recent years, the financial challenges faced by the school due to declining enrolments and many parents' inability to pay school fees, have been off-set by BCE's financial assistance through such channels as Equity Grants (each year since 2014) and other one-off funding on application to address various school needs. A core focus has been improvement around teaching and learning through the provision of extra physical resources, human resources (which includes additional staffing) and the provision of expert, collaborative support from BCE.
- The 2016 development of an enriching partnership with the nearby, small (single stream/multi-age classes) Catholic primary schools in Annerley and Coorparoo continues as the MAC Collaborative. This is proving of great benefit to the three schools especially around the cost-effective professional development of the three staffs, each enriched through across-school collaborations at all levels. For example, the MAC Collaborative provides a forum for the *Excellent Learning and Teaching – Moving Forward* strategy where teachers of the same year level collaborate around professional goals with assistance from a BCE Education Officer working efficiently with all three schools at the one time.
- To respond effectively to the learning needs of the students, BCE provides extra staffing to SBCPS by way of additional teachers and learning support, and the decision to provide additional release to the Primary Learning Leader (PLL) has proved to be very successful.
- A storm in 2014 caused severe damage to the school and many resources (e.g. technology). This led to the purchase of new replacement resources and facility renewal which were funded through insurance.
- Work on facilities has included: a new roof (which had been replaced (BCE funded) just prior to the storm and had to be replaced again (insurance funded); repair and rejuvenation of Yrs 2 – 6 classrooms (insurance funded); repair and rejuvenation of the staffroom and staff workroom facilities and resources (insurance and school funded); furnishings to create contemporary learning environments and an Early Years Playground (BCE funded).
- Master-planning is underway and a BCE School Facility Revitalisation Grant will see major work undertaken from the end of 2017 with completion due early 2018. This includes: modernisation of the entry façade to provide more obvious access to the Administration Office for visitors to the school; the creation of a new Early Years Precinct linking Prep and Yrs 1 and 2; refurbishment of the Outside School Hours Care facility and the provision of

new flexible furniture for the Prep, Yr 1 and Yr 2 classrooms. It is hoped that these upgrades will positively impact not only learning but enrolments as well. A think-tank continues around ways to better market the school.

- A weekly gathering of a multicultural Mother's Group is a key forum for engaging parents on many levels.
- St Brendan's School is a small, vibrant, multi-cultural school, where diversity is seen as a gift and where everyone belongs – something referred to positively by staff, parents and students on the day of the visit.

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

Each year, staff form groups to review identified Components as part of on-going renewal and time is allocated to the cyclical review process which is well-planned, structured and effective. In turn, the Leadership Team utilizes recommendations from the cyclical review process; achievements from the previous year's Action Plan (with the carry-over of any incomplete goals); system priorities; and outcomes from the BCE Staff Survey to draft an annual Action Plan for feedback and review by staff and the Board and P&F Executive. The resulting Action Plan is then shared with the school community and provides focus for teachers to develop a Performance Development Plan. During the year, staff and the P&F are provided with feedback on the progression towards achieving goals within the Action Plan.

The panel noted that this well-established review culture in the school was affirmed by the interviewed staff on the day of the visit. Key to this culture is how the MAC Collaborative and the process of Review and Response have empowered 'teacher voice' around teaching and learning as part of their engagement in cyclical review.

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

Parents were very positive about the school and felt well informed about all school processes as communicated through the Newsletter and through input at P&F and the School Board (in previous years). Parents also felt they had appropriate opportunity for their voice to be heard through invitations to complete surveys and it was noted how the small size of the school promotes easy, regular communication between parents and the teachers as well as with senior leadership in the school.

Parents were positive about the developing social media presence of the school and they also felt that the Friday multicultural Mother's Group could be a good forum for reaching more parents, many of whom because of their backgrounds, seem disinclined to participate in such groups as the P&F. In response to a question re marketing the school, one parent suggested that perhaps more could be done through kindergartens within the school's enrolment catchment (discussed later).

Students interviewed were very positive about St Brendan's and enjoyed the small school environment where different cultures are celebrated. While their voice is heard, the school has noted that they would like to more actively seek student voice with regards to establishing, reviewing and responding to the school's cyclical goals.

Over recent years, there has been increased engagement with and feedback from BCE personnel. Examples of this include: the MAC Collaborative and assistance around the guiding of Learning and Teaching Goals; the *Excellent Learning and Teaching – Moving Forward* strategy including developing a Vision for Learning; the development of an Education Brief; many financial management initiatives including the various grants applied for and accessed by the school; capital and teaching and learning support for learners with diverse needs. St Brendan's and BCE are working together and it would seem, living out the appropriate Catholic response through outreach to the marginalised.

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

There is obvious alignment between how the review processes inform on-going school renewal through annual planning, which in turn informs staff goal setting. Towards the end of each year, the Leadership Team meets with teachers to discuss their individual Performance Development Plans and to lead staff through a process of reflection on achievements within the annual Action Plan. A similar reflective process is conducted with the P&F. The resulting

achievement of goals within the Action Plan is shared with the school community via the school Newsletter and the cycle recommences for the following year.

Professional learning needs, at both an individual and whole staff level, are identified through the above processes. Areas of recent professional learning include: teachers' overall use of data and benchmarking to differentiate teaching; Visible Learning; work within the *Excellent Learning and Teaching – Moving Forward* initiative; school-wide work on students' literacy; effective use of iPads; work within the MAC Collaborative around the use of the three high yield strategies of Data Walls, Review and Response and Learning Walks and Talks; and continuing professional strategies towards forming a school-wide culture of learning built on establishing high expectations for each student. On MAC Collaborative days, the three school staffs see three principals working together and this encultures powerful witness to collaboration.

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

The teachers spoke with ease around how learning outcomes data are used to inform decision making and planning for improvement of pedagogy and student learning outcomes. In highly commending the school for work within this area, the panel notes the following:

- Interviewed teachers:
 - Spoke with confidence and detail as to how data-informed decision-making for student learning is part of their established culture around teaching and learning;
 - Described putting learning interventions in place that are well informed by relevant data – they stated that now not only is a teacher aware that a student has not reached a literacy or numeracy benchmark but the teacher is also clear on what specific strategies need to be put in place to address this student's learning needs;
 - Discussed how the use of visual prompts such as Data Walls is leading them to focus more on *working smarter across year levels* – (the panel noted the high quality of the Data Wall near the staffroom);
 - Noted how all staff understand and utilise data to inform their work with students;
 - Indicated how they are *“still working on how to weave certain data into their teaching”*; and
 - Suggested more could possibly be done towards extending the gifted and talented students thereby perhaps attracting more academicable students to the school and better retaining these students.
- Some other noted points around the use of data include:
 - Data obtained through: ACER PAT-R (Comprehension), NAPLAN, Student Beliefs About Their Learning Survey, Teacher Mindframes Survey, FACES Reading and Writing are used to inform decisions around teaching/learning;
 - Progressively more data are utilised from the BI Tool;
 - The use of *Review and Response* sessions and Data Wall discussions (see below) is generating high quality, innovative and enthusiastic conversations between staff about student learning and establishing appropriate expectations for student achievement;
 - Collaborative *‘Notice and Wonder’* conversations initiated by Data Wall observations are happening between teachers, school officers and the School Leadership Team and within the School Leadership team; and
 - A key aim is for shorter cycles of planning such that teachers can respond more quickly to a student's learning need as it becomes known.
- One teacher stated: *“All are now realising we don't own the data – we are not making judgements about the teacher – it is about the students' learning”*. This belief received approval from all of the teachers interviewed and provides a window into the high quality of professional practice around the use of data to inform teaching and learning.
- Interviewed school officers responded positively around teaching and learning and offered the suggestions that some more focussed PD (e.g. in Technology) and possible attendance at some staff meetings could promote more connection for them with this agenda – especially for those who are part-time.
- Interviewed students among other things made mention of:
 - Knowing the school's *learning process* and spoke of *Learning Intentions* and *Success Criteria*;
 - Understanding there is a major focus on literacy;
 - Were clear on what to do and who to ask if they needed help with their learning; and

- Spoke of how in ensuring a high profile of handwriting and presentation each classroom has a WAGELL. (*What A Good Example Looks Like*).
- The MAC Collaborative provides professional learning at the whole-school level through supporting all teachers (classroom, ST:IE, ESL and TL) in working collaboratively to analyse data and to plan for multiple learning opportunities that differentiate teaching and learning. This results in St Brendan's not only catering well for students in mainstream learning but the school has also developed a positive reputation around catering effectively for children with diverse learning needs – an increasing number of families enrol their children at St Brendan's for this reason.
- The MAC Collaborative also provides an inter-school forum for staff to compare and to contrast work around utilising student data to inform teaching. Collaboration is modelled well at all levels including the Principals.
- Teachers collaborate with the PLL to utilize data for Curriculum planning and pedagogy at whole school level, cohort level, classroom level, and individual student level.

B2: 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 noted evidence of and affirms the many strategic renewal initiatives in the school over the past few years. Some examples are set out below under the four priorities. This evidence is from the school's Cyclical Review Report and/or strategic conversations had with the panel.

RELIGIOUS EDUCATION

- The 2015 Cyclical Review of *1.5 Learning and Teaching of Religion* indicated a need to prioritise the leadership, accountability and organisation of the whole school RE program. This coincided with the validation of the school's RE Program and resulted in a whole school focus on the learning and teaching of RE at St Brendan's which has enabled:
 - The implementation of a school-wide timetabled ten-minute timeslot set aside for compulsory prayer time;
 - The intention to include RE in the high yield strategies initiative which in turn will increase teacher effectiveness in the delivery of RE; and
 - The scope and sequence documents for RE have been validated and used by teachers during their Term 1 planning. Assessment ideas are included as well.
- *Catching Fire* – A carry over from the previous Cyclical Review cycle was the need for more professional development in spirituality which led to many staff participating in the Catching Fire Program in 2014 and 2015. Staff members use the resources and experiences to lead weekly Staff Prayer.

LEARNING AND TEACHING

- In response to the 2015 cyclical review of *Component 2.1 Curriculum Design and Implementation* the MAC Collaborative was formed, consisting of the three small schools; St Brendan's Moorooka, Mary Immaculate Primary School – Annерley and St James' School, Coorparoo. The agreed purpose of the MAC Collaborative has been to provide meaningful opportunities for teachers in small schools and to engage with other teachers in a professional learning context. All three schools shared similar learning and teaching goals as part of the DELT strategy, providing clarity and alignment for each of the three schools. The MAC Collaborative continues to evolve as teachers collaboratively build their capacity to focus more on the learning progress of students.
- The 2014 cyclical review of *Component 2.1 Responding to the Diverse Needs of Learners* led to the employment of a school-based Speech Pathologist to cater better for the needs of diverse learners and their families. This position was funded through the 'Students with Disabilities' funding. This person works with the Student Support team to prioritise formal speech assessments of students and works with teachers and

school officers around ongoing intervention programs. The Speech Pathologist also provides professional learning for staff.

- The Siganto Foundation has sponsored University of Queensland Speech and Occupational Therapy fourth year students to visit the school each year to provide individual and small group intervention with Prep and Year 1 students. This is the only opportunity for some students to access such services.
- Later in 2017, another initiative which will utilize the expertise of the University of Queensland's Audiology Clinic will see St Brendan's partnering with St Pius X School – Salisbury and Our Lady of Fatima School – Acacia Ridge so that all Prep students will have hearing screening. School funding has been set aside to fund this.

PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS

- The 2014 cyclical review of *Component 2.2 Responding to the Diverse Needs of Learners and 2015 cyclical review of Component 2.1 Curriculum Design and Implementation* identified a need to provide teachers at St Brendan's with greater opportunities for collaboration. At the same time, BCE was adopting the 'professional learning communities' strategy of Michael Fullan, 'clustering' schools as part of the DELT Strategy. After one cluster meeting, it was clearly evident that St Brendan's school context was so vastly different from the selected schools that it would not work – hence the MAC Collaborative (discussed above) was born and continues to evolve and flourish.
- An outcome of the 2014 cyclical review of *Component 3.4 Partnerships and Relationships* identified a need to develop a St Brendan's School **Communications and Marketing Plan** with a key goal of increasing enrolments. Once the Education Brief was completed (see below) the school began work with BCE's Communications and Marketing Team out of which grew the focus on establishing a strong partnership with St Brendan's Child Care and their families. The school has developed a multifaceted approach of engaging with the Centre which now sees 75% of the exiting pre-Prep class enrol at the school.

STRATEGIC RESOURCING

St Brendan's Education Brief

- The 2014 cyclical review of *Component 4.3 Finance and Facilities* identified a need to think clearly about the direction St Brendan's would take to move into the future as a vibrant and contemporary learning community. A first step was the development of an Education Brief which was generated with expert assistance from BCE personnel. The successful completion of this process of consultation with the staff and the parent community sees the Education Brief now being used to inform the Master Plan (which is underway through the services of an external agent) and all future financial decisions of St Brendan's.
- Also a BCE Revitalisation Grant for the school has facilitated work commencing on a rejuvenation project.

Information and Communication Technologies

- The 2013 cyclical review of *Component 4.2 Learning Environments* identified the need to have discernment around technology acquisitions and the provision of adequate financial resources to support this growth in teaching and learning. The initial provisions were severely damaged in a severe 2014 storm and insurance-funded IT replacements and upgrades have provided: Student laptops in all classes from Prep to Yr 3; iPads in all classes from Prep to Yr 3; interactive data projectors in all classrooms including ESL, Art and Staff room and a dedicated bank of student laptops in the library. This has resulted in a 1:1 device to student ratio although there is no take-home option for students. Other points around IT include:
 - Improved engagement with ICLT platforms for communication (Staff Portal; newsletter emailed);
 - Significant engagement by the students with increased use of laptops and iPads throughout the school;
 - Most staff using at least one form of information system (i.e. LIFE, My Site, Staff Portal) as well as accessing SPARROW as part of Cyclical Review/Strategic Renewal;
 - LIFE being used extensively in the Yr 6 class with engagement from all students; and
 - Funding set aside annually for technical support and maintenance from CM Engineers.

Section C: Authentication of Compliance with Accreditation Requirements

During 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:

All documentation was thoroughly completed.

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.

In endorsing the comprehensive *School Report on Learning and Teaching of Religious Education and Religious Life of the School* the panel notes the following:

- The content of the RE Program at SBCPS, validated in October 2016, has been appropriately structured around the intent of the RE curriculum, the children's needs, the liturgical year and the sacramental programs that impact on the faith development of the children. The program also takes into account composite classes at the school and is therefore organised as a bi-yearly program to ensure the curriculum content is covered for each student's learning and faith journey.
- School prayer life is now explicitly planned in each teacher's timetable (10 minutes each morning and each afternoon) and linked to the RE curriculum. Classes plan for prayer, school assemblies and Masses and the wider community is invited to all liturgies. More recently, there has been an emerging focus to re-invigorate the prayer life and liturgical celebrations at the school towards making them more child-centred – this is supported by the new Parish Priest.
- RE teaching at St Brendan's is enriched through 90% of those teaching RE being Catholic and regularly attending Mass. It is still an observation of the school that most teachers would benefit from more formation around their own spirituality.
- An emergent challenge for the RE program is to introduce more rigour around RE assessment tasks and grading practices such that student performance in RE will more closely correlate with their performance in other KLAs. In noting this concern, the school is planning professional learning for staff to address this inconsistency. Many teachers are on a RE curriculum journey and greatly benefit from such professional learning as the Consistency of Teacher Judgement where each teacher shares a 'rich task'.
- A flow-on from the above comment is the APRE and the PLL will collaborate to have RE become more a part of the high yield strategies initiative to increase teacher effectiveness for delivery in RE. Also, in Term 2 2017, the APRE will undertake learning walks and talks during the teaching of RE to work more closely with teachers around the teaching of RE and will review data from the BI tool to inform future planning.
- There has been a renewed emphasis on ensuring that each class has at least 2.5 hours of RE per week and that there is a fair allocation around when RE is taught during the school day.
- Teacher goal setting includes planning RE curriculum goals.
- Professional learning offered at the beginning of the year and through four, one-hour sessions during staff meetings and twilight scheduled meetings provide staff with PD hours towards their accreditation

requirements. All teachers at the school are accredited to Teach in a Catholic School and to Teach RE in a Catholic School. Over the past year, for example, there has been in-service provided around Personal Spirituality, the validation process and the Josephite Charism.

- All children now attend a school Mass once per month and these Masses are aligned with significant liturgical celebrations. The new Priest has instituted the use of Children's Eucharistic prayers and has encouraged more interactive and vibrant Masses and fuller participation through projected words and children-friendly but reverent music.
- There has been a resurgence of celebrating special days (e.g. ANZAC Day) and Feast Days and while 50% of the students in the school are Catholic, there is an obvious appreciation of the spirituality of all students. Parents are very supportive of the religious life of the school.
- Another aim of the school is to use celebrations such as Mother's Day, Father's Day, Grandparents Day to take opportunities for all parents and students to engage, no matter their religion, to build community for everyone.
- A key aim of the school is to continue to work towards finalising a quality RE program that *is engaging, life changing and knowledge forming for the students of St Brendan's*. The intention is to raise the teaching of RE to another level at the school.

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, in endorsing the school's identified strategic directions for improved learning as set out in their school's cyclical review report, notes the following:

1. The school has outlined many strategic intents around their Religious Education Program and the Religious Life of the School. The panel agrees with these recommendations and notes, for example, that some relate to the positive changing relationship between the school and the parish. The panel also notes that for many of these recommendations actions are already underway to address them.
2. There has been deliberate intent of the leadership team to build the capacity not only of the teachers around their teaching, but also of those who are in supporting roles (e.g. ST:IE, ESL). To facilitate this the leadership team believes those in supporting roles, need to:
 - Become a more central part of the process;
 - More strongly engage in determining what the data are telling them;
 - Have a shared purpose;
 - Clearly articulate strategies for improvement;
 - Continue to build a collaborative culture; and
 - Continue to build a stronger sense of accountability.

The panel endorses these key undertakings.

3. The panel endorses the MAC Collaborative and the school's intention to further support the Collaborative and to continue to build it as a highly effective, across-school, professional-sharing and professional development initiative. The school is also commended for establishing other across-school collaborative ties and resource-sharing efficiencies.
4. The panel commends the many undertakings of the school to focus on developing Numeracy, Reading and Writing skills as many of the students present for Prep well below expected benchmarks. Making this learning visible has been particularly successful and the panel endorses this continuing.
5. St Brendan's is commended for the focus on providing cohesive professional learning opportunities, which take account of the many staff who work part-time. The school's intent to allocate time to such professional learning as Review & Response and Learning Walks and Talks is keenly endorsed by the panel.
6. The panel endorses the intention to build sustainability into many/most of the school's key operational processes.

7. The panel understands that the school has effectively worked hard to address bullying issues which were more prevalent in the recent past. In turn, the panel supports the school's planned introduction of such initiatives as *Beating Bully Bulldozers* to maintain this momentum.
8. Growing out of the development of an Education Brief across 2014 – 2015, the school has been on a journey of facilities improvement and master planning which has been strongly supported by funding through BCE – the development of a new outsourced Master Plan is underway. There is a vision for the future to improve staff and student facilities and school frontage and the panel encourages the school to keep 'thinking big' with these undertakings. Good stewardship around this also requires an on-going Maintenance Plan. It was also noted that some discussions with the parish around the future of the old convent could prove to be mutually beneficial as might be the consideration around St Brendan's becoming a system, archdiocesan school.
9. The panel recommends that the school explore ways to enhance parents engaging more in their children's learning. Much research (e.g. Pushor) is being undertaken in this space and increasing numbers of strategies to implement parent engagement are starting to gather some traction. A reference school could be Holy Cross College in Ryde (although secondary) which has developed a model of *Family-School-Partnership* and the resulting impact on student performance has been very positive. Exciting initiatives of the school such as the Homework Club and the provision of a copy of the *Very Hungry Caterpillar* to families at pre-enrolment to assist around literacy skill development could be used to continue promotion of engaging with families around their children's learning. It is proposed that the Friday multicultural Mother's Group could also prove useful in this space.
10. The school is commended for various undertakings (e.g. work with St Brendan's Child Care) towards marketing St Brendan's for future enrolments. In acknowledging this, the panel encourages the school to continue exploring new ways of raising the profile of the school within the local community. Ideas discussed on the day of the visit included the introduction of some strategic signage on the nearby main road, renewed opportunities around open days, word-of-mouth promotion, the placement of the school newsletter in local Churches (raising awareness of grandparents!), promotion in key kindergartens within the school's enrolment catchment (which was strongly recommended by an interviewed parent who works in one utilised by many Catholic families), some presence in the local library and conducting exit surveys, especially of those who leave in the middle primary years. Being a school of unique character, staff are also encouraged to identify some niche-marketed, curriculum initiatives which are not, for example, as readily available at nearby schools. One parent described St Brendan's as "*A little bit of magic above the magic mile*" and somehow this needs to be 'bottled' as part of promotion.

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

The panel affirms the evidence of an improvement culture in the school and this proactively driven by a highly professional, dynamic leadership team and ably supported by committed staff.

There is a particularly strong improvement culture for teaching and learning and this generates a real growth mindset for student and teacher learning. This is evidenced from the documentation, and consistently through the staff, parent and student interviews.

Also, the high degree of relationship and trust that exists between parents and the school, school leadership team and staff, between staff and students and between students is richly supportive of an on-going improvement culture. Having said this, the school is keen to more fully engage some sections within the parent body who are somewhat hesitant around being more in partnership with the school. The school has some excellent programs in place (such as the Friday morning Mother's group) that may encourage these partnerships. Parents interviewed were most impressed with the school's improvement journey and they and their children's part in it.

St Brendan's is a school of special character and there is strong evidence that this provides an enriching catalyst for student learning success. The school is commended for the many ways in which *community* is promoted between parents, staff and students. Also, the unique MAC Collaborative engenders staff community across schools and this has been key in promoting an improvement culture within St Brendan's as each staff member grows through sharing his/her professional experiences with fellow professionals beyond the school.

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 on its engagement with the review process. The documentation provided to the panel was thorough and the schedule for the school visit was meticulously planned and implemented. The pleasant manner of the staff, students and parents added to the quality of the review and demonstrated the friendliness and hospitality of the school. All discussions were open, friendly, non-defensive and for some, clearly celebratory of what they have achieved.

The school in an evidence-based way reviews and reflects on its performance towards strategically planning for improvement. It is evident that parents, staff and students are aligned in their opinions and are proud of their school as a quality Catholic school. The students appear happy and this provides a solid learning base. Students interviewed spoke of 'learning intentions' and 'success criteria' with great aplomb.

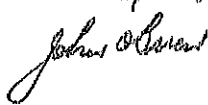
There is strong affirmation for the staff and leadership team around their input to the review process. Also, it is noted here that the engaging manner with which students greeted various panel members at the gate on the day of the visit, set in train an enjoyable ESR experience for all.

Section H: Data made available to the External Review Panel

(i)	The following data were 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.
-	School student achievement data drawn from Years 3 and 5 NAPLAN data, and various 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)
-	Meeting with Parents
-	Meeting with Teachers
-	Meeting with School Officers
-	Meeting with Students
-	Meeting with the Parish Priest
-	Learning walk around the school (escorted by students and staff)

Other experiences as noted:

The prayer to commence the day had the theme of UBUNTU ("I am because we are") and this set a strong focus for the day around the true spirit and multicultural nature of St Brendan's School.

Panel Chair Signature:	
Date:	22 June 2017