

**Catholic Education  
Archdiocese of Brisbane**

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**EXTERNAL SCHOOL REVIEW REPORT**

<b>School</b>	St Brendan's Moorooka	
<b>Principal</b>	Stephen Johnson	
	<b>Name of School Representative</b>	<b>School/Community Role</b>
<b>School Representative</b>	Stephen Johnson	Principal
<b>School Representative</b>	Brendan Gerrard	APRE
<b>School Representative</b>	Karen Jeffery	LNIT
<b>School Representative</b>	Rose Williams	SCT
<b>External School Review Panel</b>	<b>Name</b>	<b>Professional Position</b>
<b>Panel Chair</b>	Pat Coughlan	Area Supervisor
<b>School's Area Supervisor</b>	Damien Barker	Area Supervisor
<b>Panel Member</b>	Ann Hall	Principal St Finbarr's School Ashgrove
<b>Panel Visit Date</b>	26 <sup>th</sup> April 2012	
<b>* Attached Documentation for NSSA Board</b>	<ul style="list-style-type: none"> <li>Validated Internal School Review Records for Components 8.1 and 8.2 and audit of evidence template for Component 8.2 Accountability</li> <li>Schedule for Visit</li> <li>Annual School Reports 2007, 2008, 2009, 2010, 2011</li> </ul>	

### **Section A: School Context**

This section is intended to include the panel's observations on the school's current context and associated challenges.

This is a vibrant, multi-cultural school of 144 students that represent 19 different nationalities. Approximately 40% of families at St Brendan's are from African refugee background, and approximately 50% of students are from an ESL background.

It is well led by a leadership team that focuses the teaching staff on improving the learning standards of students through the introduction of innovative pedagogy, research-based action learning projects and consistent strategies in behaviour support. There is excellent support provided by the parish priest and strong links with the life of the parish.

The use of data to track and plan for enhanced teaching strategies is of a high standard. Parents and staff attest to the improved quality of learning opportunities provided for students. All groups interviewed demonstrated engagement with the core values of this dynamic Catholic learning community.

The panel affirms the strong sense of "vocation" evident amongst staff who are making an enormous difference to the lives of students and families within the St Brendan's school community.

### **Section B: Engaging the school community with internal school review**

The panel outlines its views endorsing and/or challenging the school's views, as necessary

The panel observed that a range of opportunities exist for parents and staff to engage in the internal review process. Staff indicated engagement with the review processes and affirmed the manner in which the school leadership led the review of the components.

Parents confirmed that they are well informed about school processes through communication strategies such as the Newsletter. School Board representatives confirmed the manner in which they are engaged in policy development, the open and constructive information provided by the principal and also the manner in which they are able to engage in the review process. P&F representatives also indicated that the principal, APRE and staff are available and open to and supportive of parent engagement. The leadership team recognise the ongoing challenge that the cultural background of many families presents to the effective engagement of parents in this process.

The school leadership members are affirmed for the manner in which they seek honest dialogue about the operations of the school. The leadership team are working to improve the time devoted to component review and are seeking new ways to more effectively engage staff to take an active leadership role in future processes of regular review of the school's direction. The move towards fewer priorities and components was seen as beneficial to the ability of smaller schools to more effectively manage the process within the limits of available resources.

### **Section C: Use of aggregate data on student outcomes**

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

The community demonstrates outstanding use of school generated and external student data. There is ample evidence of the manner in which this broad range of data is used to inform and identify areas of intentional intervention and enhancement of learning opportunities for all students.

The panel was impressed by the manner in which student progress is tracked and monitored. The panel was also impressed by the ways in which the school leadership team seeks out and makes use of external personnel (including ACU and BCE personnel) and programs to address areas of need that are identified through strategic analysis of data.

Such data has informed and been informed by initiatives such as: Reading to Learn, RoleM, initiatives related to ESL, ACU action learning projects, school devised benchmarking, professional learning for staff, staff policies and practices.

School leadership also provided evidence of good referencing to and practical use of academic research in planning for the improvement of student learning. The panel affirms the efforts of the school community to be data informed in decision making and planning for improvement into the future.

### **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 excellent documentation provided for the panel's engagement nominated a range of future directions related to the eight priorities of the BCE Strategic Renewal Framework. The reflection by the panel with the principal and school representatives considered the broad scope of work outlined in future school goals and the capacity of staff to comprehensively engage with each of these goals. The panel suggest that the range of goals could be collated into a smaller and more manageable number.

It is clear to the panel that the principal and leadership team are able to discern with the broader school community and staff in particular how these agreed goals might be articulated and communicated in ways appropriate to such a diverse and inclusive multicultural community.

The panel also recognise the need for the school to plan carefully for the continuation of the work currently undertaken by the Literacy/Numeracy Improvement Teacher should this position finish at the end of the year. The school has successfully implemented strategies to improve teacher capacity in the classroom, however, the co-ordination and monitoring of such a broad range of programs currently managed under the LNIT role needs to be rationalised within existing staffing allocations.

The panel also suggest that the school continue to engage with school community's founding charism and religious intent as it moves to embrace its future directions. This relates particularly to its enrolment policies and practices and the ongoing formation and faith development of its staff.

### Section E

**A: Further considerations**

The panel outlines any further considerations it wishes to make

The panel strongly affirms the principal and school representatives for their commitment to seek new opportunities to lead and engage the community, especially the staff, in regular and lively processes for reflection and action. The leadership team demonstrate clear, decisive and collaborative leadership of a high order in many areas of school improvement. The panel affirms that the desire to strengthen the leadership capacities of the staff in the review processes is timely. There is a rich foundation on which to build.

**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

This was a well-run, open and constructive process that demonstrated an inclusive, quality Catholic learning community in which reflective conversations about enhancing student learning are part of its fabric. The panel members came away richer from engaging with this vibrant, reflective and intentional community.

### Section F

**Data made available to the External Review Panel**

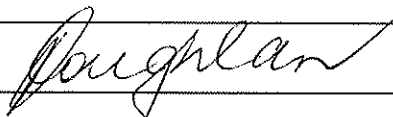
The following data was provided to the Validation Panel

- School Profile including demographic and religious profile data
- Internal School Reviews of Components validated by area supervisor
- Internal school learning data verified by the school
- School student achievement data externally certified (Years 3, 5, 7, 9 NAPLAN data), Year 12 QSA exit data and Year 12 (Next Steps) transition data
- 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 listening to their articulation of the learning improvement journey
- Learning walks around the school (including visits to learning spaces)
- Other experiences as noted:

**External Review Panel Chair Signature**



**Date**

27.05.2012