



**CATHOLIC
EDUCATION**
MELBOURNE

School Review Report

PREPARED FOR

**St Bridget's Primary School
Greythorn**

2020

School E Number	E1216
Principal	Robyn Thomson
Parish Priest	Father John Salvano
School Reviewer	Fran Reddan
Dates of Review	Preliminary Visit: 21 October Days 1 & 2: 11 and 12 November Dialogue & Engagement Session: 1 December
Date of this Report (final version)	7 December 2020

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1. Executive Summary

St Bridget's is well connected to its local community and valued for its welcoming, inclusive culture and emphasis on a personalised approach to student learning. This close and caring learning climate is supported by students, appreciated by parents and consistently modelled by staff. The School Improvement Plan (SIP) 2017-2020 successfully achieved several goals across the five spheres, despite considerable challenges which impacted on the school's enrolments. The leadership team, strongly supported by the school community, has risen boldly to these challenges, and has embarked on a more focussed direction to promote enrolment growth and a personalised approach to quality Catholic education. Transparent communications, new opportunities for students, responsive changes to the school timetable, and positive feedback from parents to the school's adaptation to remote learning due to the pandemic, have contributed to further enrolment growth.

Inspired by the Gospels, and the example of their patron saint, St Bridget's is strongly recognised as a spiritual environment with an active partnership with the local parish and a vibrant sacramental program. ECSI results highlighted that all students and staff surveyed have an increased positive response to Recontextualisation, and that they would like an increase in every feature of Catholic education, suggesting that the school's initiatives have strengthened it as a faith community. Staff and Family CEMIS data also highlighted perceptions above the CEM average for support of the school's Catholic attributes and mission. Despite this, student perceptions of Catholic identity were below the CEM average overall. Low levels of students praying together were quickly disproved through discussions with students and staff who attested to daily class prayer and regular weekly whole-school mass attendance. However, a key priority for the school will be to continue its efforts to achieve greater student engagement in RE classes. St Bridget's is encouraged to continue to develop contemporary pedagogies and practices promoting the capacity for students to think, question and reflect, in order to recontextualise Catholic identity. This requires greater student involvement, encounter and dialogue with different peoples, leading to an understanding of the Catholic tradition in ways that are plausible, relevant and meaningful in the cultural context.

Learning and teaching at St Bridget's caters for a wide range of student abilities and interests. Teacher-student relationships are positive; students and parents acknowledge that teachers are friendly, approachable and supportive. Efforts have been made by leaders to adopt a learning and teaching framework (*Clarity*, Lyn Sharratt) and to establish a shared understanding of what effective teaching and learning entail in a contemporary classroom. The Annual Action Plan (AAP) 2020 highlights the priority on developing staff capacity in the use of learning intentions and success

criteria. Teachers have begun to involve students in establishing these, although this is yet to be consistently embedded in practice.

The collection of multiple forms of evidence to inform teaching and to monitor learning growth has begun; the planning for collection of data is well-articulated. Recently, the lower number of students has meant that data from NAPLAN has not been as helpful as it once was, but the school has implemented its own rigorous and regular testing (e.g. PAT-R and PAT-M) and data walls to better gauge student outcomes and growth. Available indicators show that the school has been successful in promoting student growth over the review period and the school has been responsive to individual student needs, providing programs for learner support, extension and enrichment. There was some evidence of Case Management and collegial observation and feedback to improve teaching pedagogy. As the school clarifies its pedagogical framework the link between student data and teacher feedback will strengthen. Further professional learning on *Visible Learning* concepts, collaborative practices and effective feedback is required. Data literacy for teachers remains a priority.

Leadership has worked with great commitment and passion to renew the school environment. It is highly committed to the school, proactive, and respected with an authentic, transparent communication style; 100% of staff are in support of the school improvement plan. Through positive school and community partnerships, the school has become a well-known part of the local municipality, strengthening connection and belonging. The Annual Review Meetings are valued by staff; refining key performance requirements will assist in growing the professional culture through clarifying expectations, developing a clearer line of sight with professional learning opportunities and celebrating staff success. In order to enhance student learning outcomes further, teachers will need specific instruction, advice and mentoring about classroom strategies, and data interpretation and collection. Explicit training in feedback from peers, leaders and students is a necessary component for improving professional and pedagogical practice. Continuing to develop leadership capacity in staff will assist in supporting sustainable work practices and staff empowerment.

Leadership is committed to developing a comprehensive approach to Social and Emotional Learning (SEL) and is planning for enhanced resourcing in this area. Teachers use a variety of SEL resources and initiatives which students find fun and engaging; school rules and expectations are clear.

Conversations with parents indicated that school policies and procedures in relation to student wellbeing were effective and that teachers knew their students well. Although there is not significant cultural diversity in the student population, diversity is valued and the school has worked effectively to ensure high levels of acceptance and patience, reflecting its Catholic values. While students indicated that they feel safe at school, the CEMIS data indicated that student safety is an

area for improvement. The school has provided several internal and external opportunities for students to lead and exercise greater voice, but there is scope for students to provide greater authentic feedback to enhance learning and school life. A clear and evidence-driven wellbeing framework is yet to be developed for the school, enabling further understanding, capability and documentation in linking student wellbeing and learning outcomes, such as outlined in *eXcel* (CEM). This should assist teachers in improving their teaching practice and provide further opportunities for student voice and feedback.

Establishing a renewed sense of identity has been a key priority for St Bridget's. While increasing enrolments will continue to be a priority in the coming review period, leadership has been proactive in seeking independent external professional advice to formulate and implement a fresh marketing strategy. The new appealing website and use of social media and extensive video material have increased the visibility of the school's learning programs and supported effective school-parent partnerships. Leadership has worked diligently to establish sound lines of communication between home and school, and with prospective parents, adding to the positive 'word of mouth' so critical for enrolment growth. There is a rich variety of opportunities for parent participation, and while there could be more parent involvement in student learning, recent uses of technology and instructional videos are providing new ways of engaging parents in their child's education.

St Bridget's has much to celebrate. The strength and resilience of leadership and staff, their commitment to their students, school and community, indicate optimism and excitement for the future.

As St Bridget's engages in the process of strategic thinking and planning, the reviewer recommends that the school:

- Develops a clear, cohesive and evidence-driven well being philosophy and framework, which provides avenues for student agency and which links student wellbeing and learning outcomes.
- Embeds the emerging whole school approach to learning and teaching to develop a more consistent understanding and application of contemporary pedagogy, including the use of data and feedback, and enhancing student metacognition, empowerment and growth.
- Strengthens the capacity for teachers to deliver an engaging RE curriculum and pedagogy which encourages students to explore their faith in the context of their lived experience.

2. Methodology

Evidence and documentation

The school provided the reviewer with information and evidence, including:

- SIF rubric and evidence
- CEMIS Reports 2019
- ECSI Reports 2015, 2019
- SIP 2017-2020 and Annual Action Plan (2020)
- Annual Report to the School Community 2019
- NAPLAN data
- School Data Snapshot 2019
- School documentation

Preliminary visit

- The reviewer met with the Principal on 5 September and 20 October to discuss the online operational and technical requirements of the review and to test these for the Preliminary Visit, which was held on 21 October.
- School Tour (conducted 'live' online)
- VRQA Minimum Standards check
- Child Safety Standards check
- Discussion to plan for SIF Days 1&2

Qualitative research

Days 1 and 2:

Focus groups and individual meetings were held with the following:

- Principal
- School Leadership Team
- Parish School Board Members
- Teaching & Learning Team
- Classroom visits:
 - Student focus groups: Junior (5 students from Year 3); Senior (5 students from Years 4-6)
- Classroom teachers & Learning Support staff
- Religious Education Leader
- Student Wellbeing Leaders
- Parents (including 'Parents & Friends' committee members)

Dialogue and engagement session

Fran Reddan chaired the meeting.

- Reviewer Observations from Days 1 & 2
- The conclusions on the five spheres of the SIF Rubric
- Draft strengths and opportunities
- Draft recommendations

The dialogue and engagement session was attended by:

Name	Title
Ms Robyn Thomson	Principal
Ms Margaret Maher	Year 1 Classroom Teacher, Religious Education Leader, Teaching and Learning Leader
Mr Peter Vanstan	Regional Leadership Consultant
Mrs Fran Reddan	CEM Reviewer

3. School Context

Founded in 1959, St. Bridget's is a small Catholic parish primary school in Greythorn (Balwyn North) in the eastern suburbs of Melbourne. It is surrounded by several other primary schools in its catchment area, including a large state school. St Bridget's is known for its inclusive and welcoming culture, personalised attention to students and families, and its strong Catholic identity. In the review period, the school has navigated several changes to leadership, a sharp decline in enrolments, along with the challenges of the COVID-19 pandemic. It has faced these by living the school vision of being 'strong and courageous', demonstrating a purposeful, independent spirit, with powerful support from the current parent community. Increasing enrolments has been the key priority of the school over the last three years and has driven recent changes to marketing approaches, curriculum offerings, staffing and the structure of the day.

All classes experience specialist lessons including Italian (which is prominent throughout the school for greetings and prayers to encourage an 'immersion' experience), Music, Health and Physical Education and Visual Art. A variety of IT devices is used to engage students in their learning, including 1:1 Chromebooks throughout the school, interactive TVs in each class, and iPads.

A range of student leadership roles is available to support student empowerment, and students are involved in a range of activities through the House system, interschool sport, a strong chess program, an extension program (Maths, Reading, Inquiry), environmental sustainability, social justice, camps and the performing arts, as well as opportunities to connect with various groups in the local Greythorn community.

In terms of facilities, the school property includes a Parish hall, two undercover areas, separate Art, Italian and Music rooms and a spacious Library. The school has a large outdoor area, including an all-weather synthetic surface which incorporates a baseball diamond, running track and soccer pitch, a large adventure playground, a double sandpit covered by shade sails, a long jump/triple jump sand pit, a basketball/netball court and a large grassed area. A feature of the school is the Wellbeing/kitchen garden.

Year Established	1959			
Student Enrolments	70 (NCCD 18)			
Foundation Year Students	9			
Direct Income Measure (DMI)	102			
Index of Community Socio-Educational Advantage (ICSEA)	1113			
Number of Teaching Staff	2016	10(6.86 FTE)	2020	8(5.8 FTE)

4. Evaluation of Performance

A. Religious Dimension

Capability 1: Religious Leadership (CORE CAPABILITY) – Transformation requires strong religious leadership, which is a responsibility shared by all within the Catholic school community. Leaders, teachers and the community come together to lead the mission of the Church, modelling the role of specialist, witness and moderator in the integration of faith, life and culture.

<p>1.1 Leaders commit to supporting individual spirituality</p>	<p>1.1.0 Insufficient evidence <input type="checkbox"/></p>	<p>1.1.1 Leaders respect the diversity of individuals' spiritual paths, and their growth is supported and encouraged. <input type="checkbox"/></p>	<p>1.1.2 Leaders provide opportunity for all to appreciate that life has a purpose and meaning, present both in everyday experience and transcendence. <input type="checkbox"/></p>	<p>1.1.3 Leaders and teachers are open to conversations about life's deeper purpose and meaning. These conversations unfold in everyday situations and rituals. <input checked="" type="checkbox"/></p>	<p>1.1.4 The school embraces the spirituality of all members of the community and works to ensure that this is experienced in the deep-seated call to mission. <input type="checkbox"/></p>
<p>1.2 Leaders nurture religious growth</p>	<p>1.2.0 Insufficient evidence <input type="checkbox"/></p>	<p>1.2.1 Leaders support religious practices of formation such as theological reading, prayer, worship and service in the community. <input type="checkbox"/></p>	<p>1.2.2 Leaders enable regular participation and reflection through the religious frameworks of prayer, liturgy and formation both in everyday situations and rituals. <input type="checkbox"/></p>	<p>1.2.3 Leaders encourage religious growth by providing opportunities for members of the community to engage in theological reflection and spiritual practice to 'experience for themselves'. <input type="checkbox"/></p>	<p>1.2.4 The school community builds an ever-present environment of religious formation that celebrates and engages both the Catholic tradition and relationship with the wider Church. <input checked="" type="checkbox"/></p>
<p>1.3 Leaders and teachers weave a religious narrative</p>	<p>1.3.0 Insufficient evidence <input type="checkbox"/></p>	<p>1.3.1 Leaders and teachers share the great stories of the Catholic tradition with the community. <input type="checkbox"/></p>	<p>1.3.2 Leaders and teachers share stories that arise from life experience and contemporary cultural issues, stimulating dialogue with the Catholic tradition. <input type="checkbox"/></p>	<p>1.3.3 Leaders and teachers share challenges framed by the gospel, charism and great stories of the Catholic tradition, enabling dialogue between faith and culture. <input checked="" type="checkbox"/></p>	<p>1.3.4 The school community makes connections between faith and culture as part of living out the Good News and illustrating a dynamic faith (recontextualisation), supporting all to take action in the community and wider Church. <input type="checkbox"/></p>
<p>1.4 The school cultivates relationships that lead to discipleship</p>	<p>1.4.0 Insufficient evidence <input type="checkbox"/></p>	<p>1.4.1 Relationships are cultivated and celebrated by members of the community, grounded in the understanding of the sacred dignity of the human person. <input type="checkbox"/></p>	<p>1.4.2 The school nurtures and sustains life-giving relationships through explicitly and routinely connecting actions to Catholic beliefs and the life of Jesus. <input type="checkbox"/></p>	<p>1.4.3 The school embeds opportunities for relational dialogue across the community, opening up spaces to explore the Catholic faith and the mystery of Christ. <input checked="" type="checkbox"/></p>	<p>1.4.4 The school nurtures discipleship in the context of the community, creating opportunities for all to take action and act for the common good in the world. <input type="checkbox"/></p>

Capability 2: Praying and Celebrating – Through prayer and liturgical expression, the sacred is acknowledged, assented to and celebrated, and provides focus for the mission and vision.

2.1 The school celebrates liturgy	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 The school identifies and celebrates the Eucharist, sacraments, major rituals, events and liturgical seasons of the Catholic Church. <input type="checkbox"/>	2.1.2 Members of the school interpret and explain the meaning of Mass, sacraments, major rituals and different liturgical seasons of the Catholic Church. <input type="checkbox"/>	2.1.3 The school acknowledges the role of liturgy in Catholic tradition, leading to a deeper expression and connection to faith. <input type="checkbox"/>	2.1.4 The school community takes active responsibility for celebrating the Catholic tradition, and continuously enriching the life and Catholic identity of the school. <input checked="" type="checkbox"/>
2.2 The school encourages engagement in prayer	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 There are opportunities for the school community to engage in everyday rituals, sacraments and prayer (e.g. individual or communal, vocal or silent, informal or liturgical). <input type="checkbox"/>	2.2.2 Staff and students take an active role in class and whole-school prayer and liturgies, which can be planned and organised by members of staff. <input type="checkbox"/>	2.2.3 The school encourages the involvement of all in the co-design and organisation of prayer within the school community. <input checked="" type="checkbox"/>	2.2.4 The whole school community is engaged in designing prayer and liturgies, through which people have the opportunity to encounter the sacred. <input type="checkbox"/>
2.3 The school provides opportunities to develop an awareness of the sacred	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 The school honours the sacred dignity of members of the school community. <input type="checkbox"/>	2.3.2 The school provides opportunities to encounter the sacred and celebrate the mystery of Christ through sacraments, liturgy, scripture, prayer, stories, dialogue and human interactions. <input type="checkbox"/>	2.3.3 Leaders and teachers encounter the sacred and celebrate the mystery of Christ through formation, school vision, policy development, everyday practices and interactions. <input checked="" type="checkbox"/>	2.3.4 Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community. <input type="checkbox"/>

Capability 3: Witness for Mission – The school supports public expression and witness of its Catholic identity and mission, reflecting an informed approach to Church teachings that creates a personal life of virtue by bringing faith and culture together into a coherent synthesis.

3.1 Policy and procedure are explicitly linked to the Catholic tradition and mission	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 Policies and procedures are designed to be compliant with Catholic social teaching. <input type="checkbox"/>	3.1.2 Policies, processes and decision-making structures are designed in consultation with the community to be just and equitable. <input checked="" type="checkbox"/>	3.1.3 Policies, processes and practices are visible, co-constructed and comprehensively aligned to Catholic tradition. <input type="checkbox"/>	3.1.4 Policies, processes, and decision-making practices are recognised as significant levers for encouraging a whole-school approach to mission. <input type="checkbox"/>
3.2 Leaders and teachers perform the role of witness	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 Teachers participate in the learning community first and foremost as witnesses, sharing something of themselves in their participation in everyday rituals with others in the workplace. <input type="checkbox"/>	3.2.2 Leaders and teachers demonstrate witness in learning relationships as co-inquirers, modelling lifelong learning through their own ongoing search for meaning and truth. <input type="checkbox"/>	3.2.3 Leaders and teachers recognise and respectfully acknowledge each person's spiritual journey while giving witness within the ecclesial community. <input checked="" type="checkbox"/>	3.2.4 Leaders and teachers give witness to an inner assurance to be open and vulnerable by not assuming or pretending to have all the answers. <input type="checkbox"/>

Capability 4: Learning – Learning within a Catholic school is an encounter that reveals a dialogical, relational and optimistic pedagogy – one that opens up horizons of hope for the future for the individual learner, their school, the Church and the wider community.

4.1 Teachers are supported in their faith formation and professional development in Religious Education	4.1.0 Insufficient evidence <input type="checkbox"/>	4.1.1 The school supports teachers in their pathway of professional learning towards Religious Education accreditation. <input type="checkbox"/>	4.1.2 The school enables teachers to maintain their accreditation to teach Religious Education, and provides them with opportunities to enrich their knowledge and practice. <input type="checkbox"/>	4.1.3 Teachers are encouraged to develop their knowledge and exploration of spiritual and religious formation. They are supported to access further study as part of ongoing formation. <input type="checkbox"/>	4.1.4 Teachers are supported to share, design and develop professional learning and faith formation activities for others across the school community. Teachers and leaders are encouraged to lead the learning, development and formation of others. <input checked="" type="checkbox"/>
4.2 Teachers interpret Religious Education curriculum to ensure learning entitlement	4.2.0 Insufficient evidence <input type="checkbox"/>	4.2.1 Teachers adhere to the formal Religious Education curriculum. They plan to teach what is expected at a designated level. <input type="checkbox"/>	4.2.2 Teachers are supported by leaders to collaboratively plan and design learning and teaching in Religious Education, using pedagogical practices that engage students in dialogue. <input checked="" type="checkbox"/>	4.2.3 Teachers are supported to use big ideas, concepts and real-world examples to demonstrate where the teachings of the Church and life intersect. <input type="checkbox"/>	4.2.4 Teachers make choices in their practice which are sensitive to the entitlement, context and narrative of each learner. <input type="checkbox"/>
4.3 Teachers engage learners through encounter and dialogue	4.3.0 Insufficient evidence <input type="checkbox"/>	4.3.1 Teachers design learning experiences that support students to make connections between life and faith. <input type="checkbox"/>	4.3.2 Teachers support students to build an openness to encountering knowledge of Catholic and other faith traditions. <input type="checkbox"/>	4.3.3 Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition (recontextualisation). <input checked="" type="checkbox"/>	4.3.4 Teachers negotiate the interconnections between faith, culture and life through a dialogue with students that honours encounter. <input type="checkbox"/>
4.4 Teachers engage learners in religious and spiritual growth	4.4.0 Insufficient evidence <input type="checkbox"/>	4.4.1 Teachers attend to the spiritual development of each student, acknowledging and celebrating the Spirit at work. <input type="checkbox"/>	4.4.2 Teachers develop students' faith and stimulate a search for meaning and truth, where the questions of God, belief and life are explored within the Catholic tradition. <input type="checkbox"/>	4.4.3 Teachers, through their lived-out faith and witness, provide a model for all learners in the school community. <input type="checkbox"/>	4.4.4 Leaders and teachers in collaboration with the broader parish community work to nurture the ongoing religious learning and faith development of all learners. <input checked="" type="checkbox"/>

Key data and evidence sources:

- SIF Rubric Religious Dimension
- Enhancing Catholic School Identity (ECSI) Reports, 2015 and 2019
- CEMIS Data 2019: Catholic Identity Domains
- Annual Report to the Community 2019 – Education in Faith & Community
- Meetings with RE Leaders, staff, students and parents
- School Snapshot Data – That our schools are distinctively Catholic (enrolments)

- School Improvement Plan (2017 – 2020) and Annual Action Plan 2020 (Education in Faith)
- School documentation, notices to parents and social media posts on Social Justice and Community Service Activities

Reviewer insights:

- The school has made a conscious effort to highlight its Catholic identity through the celebration of prayer and liturgy across all year levels, as well as through efforts to make visible and help students understand the meaning of the Gospel values (e.g students ‘unpacking’ the Sunday gospel at weekly School Assemblies, awarding of ‘Gospel Values’ certificates to students, weekly whole-school Mass, monthly family masses, vibrant sacramental program, iconography around the school and references to the example of the school’s patron Saint Bridget).
- The school has made strong and purposeful links to the local church and parish, with staff collaborating with the broader parish community, supporting religious learning and faith development, and modelling Catholic identity and practices. This has also resulted in new baptisms of students and parents, which is significant given the decreasing Catholic enrolment. Staff spirituality and connection to faith are supported through whole school involvement in weekly masses, strong links to St Bridget’s parish, and strong modelling from school leadership.
- All teachers have been accredited to teach RE, although they are still building their confidence to teach in a way that makes the learning authentic to students’ everyday lives. Applying contemporary pedagogies (e.g. *Pedagogy of Encounter*), seeking feedback from students and incorporating their views should assist in increasing engagement.
- Students have the opportunity to become involved in a variety of social justice activities initiated through the school (e.g. Mini Vinnies, KOGO, Christmas Appeal, visits to St Catherine’s Nursing home, leadership roles in Social Justice and Liturgy, SRC), or in conjunction with other schools (e.g. Food Bank/Soup Kitchen program with Siena College, Camberwell), enhancing the Catholic culture through active service and prayer.

B. Learning and Teaching

Capability 1: Teacher Professional Practice and Engagement – Within a Catholic school community, all teachers are considered learners who commit to achieving the highest standards possible, based on reflective practice, using data, research and evidence to learn together, in order to ensure a positive impact on student learning.

1.1 Teachers engage with feedback on their practice through formal processes such as coaching and mentoring	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 Leaders provide teachers with formal feedback on their performance (e.g. in annual review meetings). Teachers visit other classrooms to observe teaching methods. <input checked="" type="checkbox"/>	1.1.2 Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching). Teachers regularly participate in peer mentoring by observing each other's practice to learn with and from one another. <input type="checkbox"/>	1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis. <input type="checkbox"/>	1.1.4 The school's culture is one in which feedback on classroom teaching (through multiple channels) is readily given and received on a regular basis. Teachers are supported to refine their performance via strategic and planned classroom observations, and time is allocated to enable the embedding of practice. <input type="checkbox"/>
1.2 Teachers engage with evidence-based professional learning and develop professional learning goals	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Teachers attend professional learning based on interest and availability, and write professional learning goals. <input type="checkbox"/>	1.2.2 Teachers attend professional learning connected to the school's improvement agenda and their own professional learning goals. Such goals are closely linked to evidence of student learning or achievement. <input checked="" type="checkbox"/>	1.2.3 Teachers access ongoing, targeted professional learning which is aligned with their goals. They synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals. <input type="checkbox"/>	1.2.4 Teachers are actively encouraged to pursue high-quality, ongoing professional learning which reflects specific goals set out for school improvement. They use evidence from practice and current research to set goals that are sufficiently challenging for their professional growth. <input type="checkbox"/>
1.3 Teachers access and draw from current educational research	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 Teachers access current research through formal professional development. <input type="checkbox"/>	1.3.2 Teachers access current research through professional development and school networks (e.g. collectives, specialists, external consultants). <input checked="" type="checkbox"/>	1.3.3 Teachers access current research in teams, and critique and adapt this research to meet the local needs of students in context. <input type="checkbox"/>	1.3.4 Teachers synthesise research to make evidence-based changes to practice (continually refined through a cycle of inquiry in teams). <input type="checkbox"/>
1.4 Teachers utilise evidence within disciplined cycles of inquiry	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 Teachers use student data as an assessment of their teaching. <input type="checkbox"/>	1.4.2 Teachers use student data to identify areas of need in student learning and their own teaching practice. <input checked="" type="checkbox"/>	1.4.3 Teachers use student data to formulate questions and generate hypotheses to investigate the impact of their teaching on student learning, with the intention of improving outcomes. <input type="checkbox"/>	1.4.4 Teachers use student evidence and data (embedded in cycles of inquiry), focused on improving their practice and the outcomes of students. <input type="checkbox"/>

Capability 2: Powerful Teaching (CORE CAPABILITY) – Powerful teaching in a Catholic school seeks to develop deep learning and create animated learners, inspired by the gospel and led by the Holy Spirit to act for justice and the common good.

2.1 Teachers use student background data (e.g. family history, talents,	2.1.0 Insufficient evidence	2.1.1 Teachers access student background data and refer to this information periodically (e.g. in term planning). Background data may be seen as a barrier to student outcomes.	2.1.2 Teachers take student background into account when planning for learning. Information about how students learn is considered regularly in order to plan teaching.	2.1.3 Teachers consider students' learning background as a key factor in all planning for learning. They make teaching adjustments in	2.1.4 Teachers use sophisticated approaches to ensure that the knowledge of their students is shared and known to all those that support student learning and development. They
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learning needs) to inform teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	light of this information and record it in formal documentation.	<input type="checkbox"/>	embrace the diversity of all learners in the way they plan for teaching.	<input type="checkbox"/>
2.2 Teachers interpret the curriculum to ensure learning entitlement	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 Teachers adhere to the formal curriculum. They plan to teach what is expected at the designated level. <input type="checkbox"/>	2.2.2 Teachers adapt and adjust the formal curriculum to suit students with identified learning needs. <input type="checkbox"/>	2.2.3 Teachers collaboratively design the curriculum for all students, moving across levels and bands as required. <input checked="" type="checkbox"/>	2.2.4 Teachers use concepts and ideas to collaboratively design the curriculum, spanning progressions of learning (levels). <input type="checkbox"/>		
2.3 Teachers plan targeted learning experiences	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 Teachers plan whole-class lessons. <input type="checkbox"/>	2.3.2 Teachers work collaboratively to plan additionally for students with identified learning needs. <input type="checkbox"/>	2.3.3 Teacher teams plan for targeted instruction, including adjustments to content or material, so that all students experience challenge in their learning. <input checked="" type="checkbox"/>	2.3.4 Teacher teams plan instruction that challenges all students at different stages on the learning continuum. <input type="checkbox"/>		
2.4 Teachers maximise student engagement in learning	2.4.0 Insufficient evidence <input type="checkbox"/>	2.4.1 Teachers identify links between curriculum and student interests. <input type="checkbox"/>	2.4.2 Teachers engage students in exploring personal passions and interests linked to the formal curriculum. <input checked="" type="checkbox"/>	2.4.3 Teachers situate teaching in contexts that are authentic to the life and world of their students. <input type="checkbox"/>	2.4.4 Teachers embrace approaches which encourage student self-efficacy and agency in learning. <input type="checkbox"/>		
2.5 Teachers use evidence-based teaching strategies	2.5.0 Insufficient evidence <input type="checkbox"/>	2.5.1 Teachers utilise a selection of frequently used strategies. <input type="checkbox"/>	2.5.2 Teachers select strategies to meet the needs of cohorts of students. <input type="checkbox"/>	2.5.3 Teachers adapt strategies, taking into account both the cohort and individual needs of students. <input checked="" type="checkbox"/>	2.5.4 Teachers critique their use of teaching strategies, dependent on context and evidence. <input type="checkbox"/>		
2.6 Teachers communicate learning intentions and success criteria to students	2.6.0 Insufficient evidence <input type="checkbox"/>	2.6.1 Teachers communicate the focus and intention for the lesson. <input checked="" type="checkbox"/>	2.6.2 Teachers communicate learning intentions for the learning area and capability (content and skill). <input type="checkbox"/>	2.6.3 Teachers model what success will look like, linked to specific learning intentions, and engage students in the process. <input type="checkbox"/>	2.6.4 Teachers use a number of strategies (e.g. rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of levels. <input type="checkbox"/>		
2.7 Teachers create a classroom culture of high expectation	2.7.0 Insufficient evidence <input type="checkbox"/>	2.7.1 Teachers' expectations of students are based on general inferences of them as learners. <input type="checkbox"/>	2.7.2 Teachers have high expectations of students across cognitive domains based on evidence. <input type="checkbox"/>	2.7.3 Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social). <input checked="" type="checkbox"/>	2.7.4 Teachers' expectations across the school foster a strong culture of success and the full flourishing of every student. <input type="checkbox"/>		
2.8 Teachers partner with non-teaching staff (e.g. learning support officers, speech pathologists, visiting teachers) to enhance learning for every child	2.8.0 Insufficient evidence <input type="checkbox"/>	2.8.1 Teachers work closely with non-teaching staff to determine the next steps for children with identified learning needs. <input type="checkbox"/>	2.8.2 Teachers draw on the knowledge of non-teaching staff to enhance their own pedagogical practices for identified groups of students. <input type="checkbox"/>	2.8.3 Teachers engage non-teaching staff in the collaborative planning process to assist in the identification of appropriate strategies to effectively teach and scaffold learning for targeted groups of students. <input type="checkbox"/>	2.8.4 Teachers and non-teaching staff work in close collaboration to maximise learning for every child. <input checked="" type="checkbox"/>		

Capability 3: Assessment and Monitoring of Progress – Assessment in a Catholic school is a means of uncovering the narrative of learners: their growth, progress, success and challenges in learning. Through such assessment, teachers gain valid and reliable evidence of a student’s learning, which enables them to make precise decisions for the growth and progress of their learners.

3.1 Teachers select assessment tools to collect student learning data	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 Teachers use assessment tools to collect data about what students have learned. <input type="checkbox"/>	3.1.2 Teachers are selective about the assessment tools they use to elicit student progress data. <input type="checkbox"/>	3.1.3 Teachers modify their use of assessment tools, dependent on their students and contextual factors. <input checked="" type="checkbox"/>	3.1.4 Teachers collaborate to critique, adapt and design assessment tools to suit a range of assessment opportunities. <input type="checkbox"/>
3.2 Teachers analyse student learning data	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 Teachers determine whole-class patterns in data. <input type="checkbox"/>	3.2.2 Teachers identify individual or small groups of students with particular learning needs. <input checked="" type="checkbox"/>	3.2.3 Teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data’s reliability. <input type="checkbox"/>	3.2.4 Teachers synthesise all evidence sources to critique the value of the data with which they are working. <input type="checkbox"/>
3.3 Teachers respond to student data	3.3.0 Insufficient evidence <input type="checkbox"/>	3.3.1 Teachers refer to student data in formal settings (e.g. team meetings). <input type="checkbox"/>	3.3.2 Teachers independently examine data and consider the information when designing learning. <input checked="" type="checkbox"/>	3.3.3 Teachers collaboratively consider data and evidence, and determine next steps for individual or target groups of students when designing learning. <input type="checkbox"/>	3.3.4 Teachers use data regularly in cycles of inquiry (with other teachers) to make changes to practice that are transferable. <input type="checkbox"/>
3.4 Teachers establish challenging goals for students	3.4.0 Insufficient evidence <input type="checkbox"/>	3.4.1 Teachers set goals (or focus areas) for their classes. <input type="checkbox"/>	3.4.2 Teachers work with students to establish individual and small group goals. <input type="checkbox"/>	3.4.3 Teachers routinely monitor student goals and adjust them accordingly with students during learning conversations. <input checked="" type="checkbox"/>	3.4.4 Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth. <input type="checkbox"/>
3.5 Teachers provide feedback to students	3.5.0 Insufficient evidence <input type="checkbox"/>	3.5.1 Teachers give feedback to students linked to summative tasks (e.g. grades, percentages, comments). <input type="checkbox"/>	3.5.2 Teachers provide formative and summative feedback to students through everyday teaching. <input checked="" type="checkbox"/>	3.5.3 Teachers maximise the use of ongoing, timely and consequential feedback to enable the progress and growth of learners. <input type="checkbox"/>	3.5.4 Teachers use feedback as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning. <input type="checkbox"/>
3.6 Teachers provide scaffolds for students to monitor learning (including those that support metacognition)	3.6.0 Insufficient evidence <input type="checkbox"/>	3.6.1 Teachers verbally encourage self-monitoring (e.g. in the introduction of learning intentions, lesson reflections). <input checked="" type="checkbox"/>	3.6.2 Teachers provide students with specific tools to track and monitor their own learning, and support students to identify their learning strengths or goals. <input type="checkbox"/>	3.6.3 Teachers explicitly teach metacognitive and reflective strategies so that students can identify the next steps in their learning. <input type="checkbox"/>	3.6.4 Teachers extend and challenge students’ metacognitive and reflective abilities in the self-assessment of their learning goals in order to articulate their progress. <input type="checkbox"/>

Key data and evidence sources:

- SIF Rubric – Learning and Teaching
- CEMIS Staff data 2019: Domains 1,2,3,5,9,10,11,12,13.
- CEMIS Student data 2019: Domains 1,2,4,5,6,7,8.
- NAPLAN data
- School Snapshot Data – Academic Performance
- Annual Report to the Community 2019 – Learning & Teaching
- School Improvement Plan 2017-2020; Annual Action Plans (Learning & Teaching) 2020
- Curriculum documents; assessment records (including PAT-R, PAT-M tests)
- Conversations with learning and teaching leaders, classroom teachers, students and parents
- Classrooms observations via Zoom (1. Senior Level – Years 4/5/6: Inquiry on ‘Democracy’; 2. Year 1 Maths: ‘symmetry’; 3. Prep: Student presentation on ‘Family’)

Reviewer insights:

- There are high levels of collegiality at St Bridget’s, and while teamwork and collaborative planning for individual year levels are challenging due to the current enrolment base, the school has a very supportive environment and has invested in technology solutions to support teachers in providing curriculum content, assessment and structure (e.g. *Mappen* for inquiry).

- The school has had success in making some approaches to learning and teaching more cohesive, especially in literacy (eg. Use of *Soundwaves* for spelling, and *Seven Steps to Writing Success* for writing). Staff have appreciated the opportunity to have professional learning and mentoring in these areas and are clear about the expectations.
- A personalised approach to student learning is evident through the school's extensive use of pre and post testing (Essential Assessments, PAT-M, PAT-R) and this has been effective in supporting students at their point of need. Students and parents have a strong sense of academic rigour and responsiveness from teachers.
- ACER testing has supported the identification of high performing students and the subsequent development of an invitational, self-funded 'gifted' program for them delivered by an onsite external provider (Maths Enrichment; Inquiry – Passion projects). As the school grows, the challenge will be to increase teachers' capacity for differentiation in the mainstream classroom so that they can use a wider range of strategies to cater specifically for talented students, as well as for the full range of students in their class.
- The contemporary approach to LOTE (Italian) is evident; the authentic use of oral language was clear in student and staff daily classroom routines. The STEM focus was less obvious, with students indicating they would like more STEM opportunities in the curriculum.
- The use of LSO resources is targeted and effective, especially for challenging students who need further support, and there is a very close and productive working relationship with staff.
- Consistent use of learning intentions and success criteria, explicit teaching of metacognitive skills and greater use of student feedback would assist in improving students' learning disposition and outcomes.

C. Leadership and Management

Capability 1: Formation of Self and Others – Leaders in a Catholic school draw from the deep well of Catholic faith and bear witness to Scripture, sacraments, stories, symbols and beliefs. An enduring commitment to one’s own personal, spiritual and professional growth enhances the capacity of the leader to extend and support the growth of others.

1.1 The school has a documented and planned approach to professional learning	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 The school’s approach to professional learning responds to requests by staff to improve their practice or work via individual professional learning plans for all staff (teaching, non-teaching and leading). <input type="checkbox"/>	1.1.2 The school enables professional learning through strategic planning, school structures and the allocation of time. Professional learning activities align with the priorities of the school. <input type="checkbox"/>	1.1.3 The school engages staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning. <input checked="" type="checkbox"/>	1.1.4 The school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research. <input type="checkbox"/>
1.2 The school develops a culture of professional learning that is research and evidence-informed	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Teachers and staff access professional learning based on the school context and their personal needs. <input type="checkbox"/>	1.2.2 Professional learning enables all staff to access regular and effective feedback on performance, and improve professional practice through individual and collaborative learning. <input checked="" type="checkbox"/>	1.2.3 Professional learning draws on a range of adult learning pedagogies (andragogy) and collaborative models (professional learning team, professional learning community, action research and disciplined inquiry) to develop staff across career progressions. <input type="checkbox"/>	1.2.4 Professional learning has a clear and disciplined focus on continual improvement, performance and development, and empowers all staff as members of a learning community. <input type="checkbox"/>
1.3 The school cultivates leadership development and practice	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 The school has a documented plan for developing effective leaders. <input type="checkbox"/>	1.3.2 The school’s leadership plan extends to providing opportunities for recognising and developing the leadership aspirations of all staff, as articulated in individual professional learning plans. <input type="checkbox"/>	1.3.3 The school’s leaders actively work to identify and create challenging roles, responsibilities and opportunities for all staff. <input checked="" type="checkbox"/>	1.3.4 The school’s leadership development initiatives are focused on succession planning and sustaining effective leadership practices. <input type="checkbox"/>
1.4 The school has developed formal and informal induction programs	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 The school inducts graduates and new staff through formal meetings where ways of operating are shared and explained. <input type="checkbox"/>	1.4.2 The school provides ongoing mentoring and support networks as part of induction practices for graduates and new staff, where shared experiences are valued and communicated. <input type="checkbox"/>	1.4.3 The school provides induction processes when staff progress to new roles within the school, as well as ongoing opportunities for existing staff to refresh or update knowledge and practices. <input checked="" type="checkbox"/>	1.4.4 The school commits to rigorous monitoring and collaborative development of induction processes and materials. The community takes responsibility for successful induction of graduates, new staff and those aspiring to career progression. <input type="checkbox"/>

Capability 2: Leading Learning, Innovation and Improvement (CORE CAPABILITY) – Leaders in a Catholic school remain ever conscious of the interplay between the present and future. They create an articulate and compelling vision for improvement and change, informed by the context and charism of their school, and this serves as a constant point of reference.

2.1 The school has a documented plan for whole-school improvement	2.1.0 Insufficient evidence	2.1.1 The school has an explicit plan for whole-school improvement that identifies measureable and targeted improvement goals (School Improvement Plan and Annual Action Plan).	2.1.2 The school collaboratively develops a plan for whole-school improvement that is informed by a wide set of data relating to community expectations about student learning.	2.1.3 The school community is actively engaged in data-informed cyclical review, planning and action to strategically improve learning outcomes for students.	2.1.4 The school has a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and
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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	aligned to improving student learning outcomes. <input type="checkbox"/>
2.2 Policies, processes and practices support accountability	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 Policies, processes and practices are designed to be compliant with legislation and regulation. <input type="checkbox"/>	2.2.2 Policies and processes are designed in consultation with stakeholders. <input checked="" type="checkbox"/>	2.2.3 Policies, processes and practices are visible and aligned with evidence-informed best practice. <input type="checkbox"/>	2.2.4 Policies, processes and practices are recognised as significant levers for implementing coordinated, collaborative and pragmatic whole-school improvement. <input type="checkbox"/>
2.3 School leaders effectively lead and manage change	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 School leaders are responsible for leading and managing change initiatives focused on improving student outcomes. <input type="checkbox"/>	2.3.2 School leaders leverage internal and external networks to explore the research, evidence and strategies that identify the ways they can create and manage the conditions for effective change in their community. <input type="checkbox"/>	2.3.3 School leaders engage in school improvement initiatives that progress and develop effective change, leading to whole-school improvement. <input checked="" type="checkbox"/>	2.3.4 School leaders confidently manoeuvre across individual student-focused classroom practices and large-scale improvement initiatives, focused on whole-school improvement that maximises outcomes for all students. <input type="checkbox"/>
2.4 The school community fosters a culture of learning	2.4.0 Insufficient evidence <input type="checkbox"/>	2.4.1 School artefacts (policies, documentation, communications, online portals, social media) contain visible evidence of a Catholic focus in improving learning outcomes. <input type="checkbox"/>	2.4.2 School artefacts and learning environments reflect leaders and teachers enabling a learning-focused Catholic culture, where visible strategies are at work to monitor and progress student learning outcomes. <input checked="" type="checkbox"/>	2.4.3 School artefacts, student learning, teacher professional learning, leadership development, and the school's physical and digital learning environments are explicitly Catholic places, focused on improving student learning outcomes. There is a visibly embedded whole-school culture of high expectation and continuous data-informed improvement. <input type="checkbox"/>	2.4.4 School physical and digital learning environments are integrated, iterative and innovative sites of dynamic, data-informed professional practice where successful strategies, effective administration and confident Catholic leadership converge. The school leverages digital affordances that animate learning and teaching within networked communities beyond the school. <input type="checkbox"/>
2.5 The school has documented plans, structures, practices and processes to support the delivery of a high-quality curriculum	2.5.0 Insufficient evidence <input type="checkbox"/>	2.5.1 The school has a documented plan for delivering a high-quality curriculum, with evidence that teaching and learning are inclusive of the individual learning needs of students. <input type="checkbox"/>	2.5.2 The school plans initiatives for delivering an inclusive and high-quality curriculum where improving student learning outcomes is a specified and measurable focus. <input type="checkbox"/>	2.5.3 The school's plan for delivering a high-quality curriculum for students informs current and future capital investment and planning of physical and digital learning infrastructure. <input checked="" type="checkbox"/>	2.5.4 The school's plan for delivering a high-quality curriculum engages the whole school community in planning and documenting innovative learning and teaching practices that produce a range of data to measure the impact of teaching initiatives and learning outcomes. <input type="checkbox"/>
2.6 Leaders measure impact on student outcomes	2.6.0 Insufficient evidence <input type="checkbox"/>	2.6.1 School leaders support school-wide inquiries into the impact of change on student outcomes. <input type="checkbox"/>	2.6.2 School leaders actively seek ways to effect positive change for learners in their schools, drawing on research, data and professional networks to develop proposals for addressing challenges and opportunities to improve student outcomes. <input type="checkbox"/>	2.6.3 School leaders actively partner with classroom teachers to measure the impact of practice on student learning outcomes and to design appropriate interventions. <input checked="" type="checkbox"/>	2.6.4 School leaders work collaboratively to isolate patterns in student assessment and achievement, correlate interventions, and locate, co-construct and lead contextualised improvement strategies. <input type="checkbox"/>

Capability 3: Strategic Planning, Leadership and Management – Leaders in a Catholic school ensure a holistic and considered approach to the development of initiatives and school-wide strategies, which are based on an analysis of their particular community, context, system priorities and the growth of all learners within the school community.

<p>3.1 The principal supports the future sustainability of the school</p>	<p>3.1.0 Insufficient evidence</p> <p><input type="checkbox"/></p>	<p>3.1.1 The principal, supported by leaders, articulates strategies to promote the school as the place of first choice for Catholic families.</p> <p><input type="checkbox"/></p>	<p>3.1.2 The principal draws from a range of data sets and inputs relating to current and projected enrolment trends, and seeks opportunities to engage with stakeholders and resources that promote the school to existing and potential families in the community.</p> <p><input type="checkbox"/></p>	<p>3.1.3 The principal maintains community partnerships that ensure the school's standing and presence in the community, and liaises with key external stakeholders and feeder schools to support sustainable enrolments.</p> <p><input type="checkbox"/></p>	<p>3.1.4 The principal and school leaders collaboratively focus effort and investment on strengthening connection and belonging to the school in order to sustain current and future enrolment, becoming an integral part of the local community.</p> <p><input checked="" type="checkbox"/></p>
<p>3.2 The school has documented guidelines for the process of employment and ongoing human resourcing of staff</p>	<p>3.2.0 Insufficient evidence</p> <p><input type="checkbox"/></p>	<p>3.2.1 The school has clear guidelines for the process of employment of staff, which align with legislation and regulation. Included in these are the expectations around the school's Catholic ethos and this relationship in the daily operations of the school.</p> <p><input type="checkbox"/></p>	<p>3.2.2 The school has clear processes to ensure staff are aware of the educational goals and Catholic mission of the school. The principal, in alignment with legislative requirements, provides an equitable workload for all staff.</p> <p><input type="checkbox"/></p>	<p>3.2.3 The school has clearly articulated policies and procedures for human resource management, aligned with the Catholic mission of the school. Policies are available to staff and are communicated in a number of ways.</p> <p><input checked="" type="checkbox"/></p>	<p>3.2.4 The school has developed an organisational structure that is led collaboratively by the leadership team and governing body, and promotes the delegation of responsibilities across the school to key personnel.</p> <p><input type="checkbox"/></p>
<p>3.3 The principal uses a range of methods to ensure that the school's resources (financial, physical, staff) are effectively managed</p>	<p>3.3.0 Insufficient evidence</p> <p><input type="checkbox"/></p>	<p>3.3.1 The principal has an awareness of the key performance indicators that underpin the management of finances and resources at the school level. The principal and school leaders work with key staff (finance managers) to effectively track budgets and allocations.</p> <p><input type="checkbox"/></p>	<p>3.3.2 The principal, in partnership with finance experts, regularly reviews the school's budget to ensure there is sufficient cash flow to maintain the resources for the current and future school years.</p> <p><input type="checkbox"/></p>	<p>3.3.3 The principal builds personal business acumen to ensure organisational sustainability through management of finances and resources. In line with compliance, a five-year forecast based on the school's current priorities and future projections exists.</p> <p><input checked="" type="checkbox"/></p>	<p>3.3.4 The principal is responsible for the transparent, ethical and moral use of resources and allocation of funds. The school has a well-defined business plan encompassing future growth of resources and infrastructure developed through sustainable strategic management processes.</p> <p><input type="checkbox"/></p>
<p>3.4 Members of the board build and maintain positive and effective partnerships with the principal to develop the strategic direction of the school</p>	<p>3.4.0 Insufficient evidence</p> <p><input type="checkbox"/></p>	<p>3.4.1 Members of the board understand the Catholic identity of the community and the advisory role the board plays in its contribution to the governance of the school.</p> <p><input type="checkbox"/></p>	<p>3.4.2 Members of the board are known to the school community, present at school events, and can articulate and communicate the role and functions of the board to the community. Members are provided with opportunities to engage in training so that effective governance practices are in place.</p> <p><input type="checkbox"/></p>	<p>3.4.3 In partnership with the principal, the board builds and sustains the culture of the school to improve student outcomes. There are clearly established risk management processes in relation to overseeing the financial management of the school.</p> <p><input checked="" type="checkbox"/></p>	<p>3.4.4 In partnership with the principal, the board is accountable to the governing body for oversight of the development and communication of policy to guide strategic directions for improvement, student outcomes and the financial health of the school.</p> <p><input type="checkbox"/></p>

Key data and evidence sources:

- SIF Rubric – Leadership and Management
- CEMSIS Staff data 2019: Domains 1,3,5,7,8,9,10,12,13.
- CEMSIS Student data 2019: Domains 1-5
- CEMSIS Family data 2019: Domain 4
- School Data Snapshot
- Observations of the classroom learning environment
- Discussions with Leadership Team as a group and individually, staff, students and parents
- SIP, AAP, School policies and documentation, professional learning materials

Reviewer insights:

- The principal and leadership team are highly committed to staff professional learning and have worked with care to accommodate staff individual preferences, school imperatives, and to optimise available resources. A more strategic approach to whole school PL planning may help to give greater coherence, focus and visibility for staff learning (e.g. Catholic ethos; child safety; pedagogy).
- The school is effective in induction of graduates and in giving opportunities to existing staff for new roles. Continued investment in strengthening leadership capacity of staff will support sustainable work practices and achievement of strategic goals.
- Staff have input into the Annual Action Plans, and as the school grows, opportunities to increase staff input and collaboration for strategic decisions will help to support staff empowerment and leadership.

- The strong collaboration between the Principal and the Parish School Board has been an asset in considering innovative opportunities for the school and has resulted in increased opportunities for student learning and engagement.

D. Student Wellbeing

Capability 1: Safe, Positive and Enabling Learning Environments (CORE CAPABILITY) – The school promotes inclusivity and reflects a culture of hope, faith and belonging for students, staff, families and the broader community. Justice, equity and respect are actively demonstrated and evident in school policies and practices. Leaders, staff, students and families work collaboratively to create and strengthen child-friendly environments for learning.

1.1 Leaders create collaborative processes that ensure safe and positive environments for learning	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 Leaders share information with teaching staff about safe and positive learning environments that align with legislation and Catholic Education Melbourne guidance. <input type="checkbox"/>	1.1.2 Leaders encourage teachers to work collaboratively to plan for safe and positive environments for learning. <input type="checkbox"/>	1.1.3 Leaders create opportunities for teachers, students and families to have input on learning environments that are inclusive and safe, and reflect a culture of hope, faith and belonging. <input checked="" type="checkbox"/>	1.1.4 Leaders participate and lead collaborative planning of learning environments that are child-friendly, safe and positive places of Catholic learning. <input type="checkbox"/>
1.2 Policies, procedures and practices promote positive behaviour in learning environments	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Policies and procedures meet minimum legislative and Catholic Education Melbourne child safety compliance requirements. <input type="checkbox"/>	1.2.2 Policies and procedures provide information and strategies indicating actions that promote positive behaviour in learning environments. <input checked="" type="checkbox"/>	1.2.3 Policies and procedures include references to scripture, canon law and Catholic social teachings informing the promotion of positive behaviour in learning environments. <input type="checkbox"/>	1.2.4 Policies, procedures and practices result in learning environments that are consistently safe and characterised by positive behaviours which are identifiably Catholic social beliefs and values. <input type="checkbox"/>
1.3 Teachers plan student wellbeing and behaviour initiatives	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 Teachers focus on enhancing student wellbeing and positive behaviour when planning for learning. <input type="checkbox"/>	1.3.2 Teachers use school-based and Catholic Education Melbourne policies to design learning activities that support wellbeing and positive social and emotional behaviour. <input checked="" type="checkbox"/>	1.3.3 Teachers work collaboratively in level or learning-area teams to create, analyse and use data to inform and develop responsive wellbeing and positive behaviour initiatives. <input type="checkbox"/>	1.3.4 Teachers lead professional learning that builds the capacity and capabilities of all teaching staff to develop student wellbeing and positive behaviour. <input type="checkbox"/>
1.4 Students develop their own individual and collective wellbeing	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 Students reflect on their own wellbeing and behaviour. <input type="checkbox"/>	1.4.2 Students participate in learning activities that incorporate self-reflection about the wellbeing and behaviour of themselves and their cohort. <input checked="" type="checkbox"/>	1.4.3 Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives. <input type="checkbox"/>	1.4.4 Students regularly self-reflect and provide input on individual, cohort and whole-school wellbeing and positive behaviour initiatives across a range of formats and opportunities. <input type="checkbox"/>
1.5 Families engage with schools to support safe and positive learning environments	1.5.0 Insufficient evidence <input type="checkbox"/>	1.5.1 Families have access to school policies and procedures regarding child safety and positive behaviour in learning environments. <input type="checkbox"/>	1.5.2 Families discuss positive behaviour support strategies with teachers and school leaders. <input type="checkbox"/>	1.5.3 Families are consulted and included when schools review and renew child safety policies and positive behaviour initiatives. <input checked="" type="checkbox"/>	1.5.4 Families engage with child safety and positive behaviour experts at school-organised events. <input type="checkbox"/>

Capability 2: Resilience, Identity and Growth – Wellbeing encompasses dimensions of life and includes nurturing the whole person – their spiritual, cognitive, physical, emotional and social selves. Students are better placed to develop a deep understanding of their sacred dignity and unique potential when they have explicit opportunities to improve their social and emotional competencies.

2.1 Curriculum planning and implementation are explicit in focusing on social and emotional growth and development	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 Teachers plan to teach students how to develop socially and emotionally using the mandated curriculum. <input type="checkbox"/>	2.1.2 Teachers collaboratively monitor individual and cohort student wellbeing, and plan additional social and emotional learning experiences as required. <input checked="" type="checkbox"/>	2.1.3 Leaders and teachers collaboratively review achievement, wellbeing and behaviour data to inform annual action planning, and to improve student social and emotional learning. <input type="checkbox"/>	2.1.4 Leaders and teachers engage with a range of evidence-based research and learning expertise to inform whole-school curriculum planning for social and emotional learning. <input type="checkbox"/>
2.2 Teachers plan learning that explicitly teaches personal and social capabilities	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 Teachers teach students the recognition and expression of emotions, the development of resilience, and the appreciation of diversity of gender, age, language, culture and religion. <input type="checkbox"/>	2.2.2 Teachers draw on core areas of curriculum frameworks (both Religious Education and Victorian Curriculum) to integrate and enrich the teaching of personal and social capabilities. <input checked="" type="checkbox"/>	2.2.3 Teachers work collaboratively to explore additional content and strategies appropriate to school and student contexts to strengthen whole-school curriculum planning. <input type="checkbox"/>	2.2.4 Teachers develop school-specific learning materials and strategies that enrich and extend students' personal and social capabilities, and share these with colleagues at school or system level. <input type="checkbox"/>
2.3 Teachers make pedagogical decisions that nurture the whole person	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 Teachers use language that explicitly addresses social and emotional issues. <input type="checkbox"/>	2.3.2 Teachers design social and emotional learning activities that aim to improve students' resilience. <input checked="" type="checkbox"/>	2.3.3 Teachers work collaboratively to design learning that makes development visible. <input type="checkbox"/>	2.3.4 Teachers reflect on feedback about pedagogical decisions and strategies to inform future planning for innovative and responsive teaching. <input type="checkbox"/>

Capability 3: Student Agency and Empowerment – Practices that encourage active participation and authentic 'student voice' enhance children's and young people's academic and wellbeing outcomes, as well as their capacity to contribute to their community and make meaningful decisions about a range of issues that affect them and their world.

3.1 The school commits to empowering student voice through respectful and active participation	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 The school has whole-school policies, practices and structures providing opportunities for students to participate in student representative councils, school improvement surveys and/or committees. <input type="checkbox"/>	3.1.2 The school has a range of authentic student committees that focus on empowering students as decision-makers for wellbeing, learning and community issues. <input type="checkbox"/>	3.1.3 The school empowers student participatory responses to arising community issues, identified through student voice or student leadership opportunities. <input type="checkbox"/>	3.1.4 The school works collaboratively with system and cluster networks to provide opportunities for students to engage with external providers specialising in student agency and active community participation. <input checked="" type="checkbox"/>
3.2 Teachers plan for student agency	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 Teachers identify opportunities in the curriculum to develop student agency. <input type="checkbox"/>	3.2.2 Teachers plan learning experiences that include students making decisions, sharing opinions and respectfully contributing to group discussion. <input checked="" type="checkbox"/>	3.2.3 Teachers design learning activities that use peer feedback and self-reflection as a regular part of practice to empower students. <input type="checkbox"/>	3.2.4 Teachers work collaboratively with external community partnerships to develop opportunities for student empowerment as informed by feedback and evidence. <input type="checkbox"/>

<p>3.3 Students participate in a range of empowering activities and community structures</p>	<p>3.3.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.1 Students are provided with opportunities to participate in student representative committees or groups.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>3.3.2 Students participate in a range of teacher-led committees and groups that provide feedback about learning, safety and wellbeing.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.3 Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.4 Students confidently identify and make innovative decisions about wellbeing, learning, safety and social justice issues through a diverse range of student-led committees and teacher-led initiatives that connect them with local and global communities.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Key data and evidence sources:

- CEMIS Staff data 2019: Domains 1,2,3,7,8,13,14.
- CEMIS Student data: Domains 1,2,3,4,5,7,8.
- CEMIS Family data: Domain 5.
- Staff focus discussions: Wellbeing Leaders
- Discussions with individual teachers and non-teaching members of staff, students and parents
- SIP, AAP, School policies, Staff Handbook and documentation.

Reviewer insights:

- St Bridget's is a warm and inclusive community where students, staff and parents are respected, and where students feel challenged and supported in their academic learning and enthused by a range of cultural and sporting opportunities. A small number of students with challenging behaviours, while a source of concern for staff and peers, are accepted and embraced as part of the small community.
- Behaviour management continues to be improved through visibility of behavioural expectations, the development of school wide approaches (*Bounceback*; *Class Dojo*; Wellbeing and IT policies) and the use of companion animals (Angelique the dog; chickens in the Wellbeing Garden; Winston the lizard). Students were familiar with the '6 school rules' and their use in a variety of class and school yard situations; they are visible in classrooms and teachers refer to them.

- Acknowledgement of student leadership and its reflection of the school's Catholic values are enacted through a range of student leadership opportunities, the buddy program, and involvement in social justice activities (e.g. Liturgy Captains, Gospel Values award, student leadership for Assemblies) and reinforce personal and social learning.

E. School Community

Capability 1: Belonging, Welcome and Positive Relationships (CORE CAPABILITY) – A culture of welcome and hospitality permeates the school. Across the community, students, staff and families feel known and valued. Diversity is considered integral to the identity of the community, whose collective voice informs and supports the culture and educational approach of the school. Trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity.

<p>1.1 The school fosters a culture of welcome</p>	<p>1.1.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.1.1 The principal fosters a sense of welcome through school promotional materials and activities. School leaders provide support and information to new members of the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.1.2 School leaders support students and staff to include new students and families, encouraging connection and belonging. The school provides orientation activities for new students and families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.1.3 Staff, student and parent leaders are involved in the design and coordination of orientation initiatives for new staff, students and families. These include regular, structured opportunities that enable new and less-connected members to be part of the community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.1.4 Staff, students and families take an active role in leading and contributing to a culture of welcome and hospitality. School policies, structures and practices are routinely audited to ensure they promote an explicit message of welcome and belonging for all members of the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1.2 The school embraces difference and diversity</p>	<p>1.2.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.2.1 The school complies with anti-discrimination legislation and regulation, and has developed strategies to enable all students and staff to participate in the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.2.2 The school reduces barriers for individuals or groups to enable access and participation at school. Curricular and co-curricular programs promote respect and reflect the diversity of students and families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.2.3 School programs, functions and environment are designed to convey respect and appreciation for the diversity of the community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.2.4 The rich diversity of the school community is celebrated and made explicit through the consistent enactment of inclusive policies and practices, ensuring the participation of all. This is further reflected by the way in which all members of the community speak about and represent the community beyond the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1.3 The school engages with feedback to enhance the culture of the community</p>	<p>1.3.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.3.1 The school utilises feedback from students, staff and families. The principal invites input to inform school planning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.3.2 School leaders regularly consult with students, staff and families to gain insight into different perspectives across the community by providing a variety of feedback mechanisms.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.3.3 School leaders ensure that all feedback mechanisms are visible and accessible to all members of the school community, valuing the multiple perspectives of all members of the community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.3.4 The school facilitates ongoing opportunities for dialogue between all members of the community. Students, families and staff initiate and lead community conversations. The collective voice of the community informs the school's culture and educational approach.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1.4 Leaders build positive relationships across the school community</p>	<p>1.4.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.1 Relationships across the school community are positive. The principal and staff respond respectfully when challenges arise.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.2 School leaders take steps to foster positive relationships between staff, students and families. The school has intentional, ongoing and reflective practices that support leaders to develop effective relationships with staff members.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.3 School leaders prioritise relationships and draw on the strength of these to enable progress, growth and learning for all members of the school community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.4 The school has an explicit commitment to enact positive and respectful relationships, which is consistently evident in school policies and everyday practice.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>

Capability 2: Catholic Mission – The school identity is lived out through a distinct pattern of celebrations, rituals and traditions. The school story grows richer and stronger with every student enrolled, every staff member employed and every partnership formed. The school and its community have a clear purpose for being, deeply seated in the Catholic tradition and local context.

2.1 Leaders and teachers support the Catholic vision and mission of the school	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 Leaders articulate and promote the school's vision, mission and founding story. Staff embrace the school vision for how it embodies the teaching and tradition of the Catholic Church. <input type="checkbox"/>	2.1.2 Leaders and staff nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs. <input type="checkbox"/>	2.1.3 Leaders and teachers animate the mission and vision, creating a community of life and worship where staff, students and parents have a strong commitment to live out the teachings and traditions of the Catholic Church. <input checked="" type="checkbox"/>	2.1.4 The school story and tradition are used consistently and coherently as the foundation for learning, reflection and improvement. All members of the community demonstrate commitment to the Catholic mission of the school through all words, deeds and actions. <input type="checkbox"/>
2.2 The school is a community that works in the service of others	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 School leaders identify social justice initiatives that are relevant and important to the school community and its identity. <input type="checkbox"/>	2.2.2 The school participates in a range of social justice initiatives through a planned and structured approach to charitable works, aligned with the mission of the Catholic Church and the local community, and linked to the school's story and mission. <input type="checkbox"/>	2.2.3 The school uses a Catholic frame to plan and coordinate social justice and outreach initiatives. School leaders and teachers empower students, staff and families to advocate for and lead whole-school action for justice and the common good. <input checked="" type="checkbox"/>	2.2.4 The school community, driven by its mission, partners with the parish, broader Church and community in its commitment to service and social justice, bringing faith, life and culture together in a coherent synthesis. <input type="checkbox"/>

Capability 3: Parents as Partners – When parents choose a Catholic education for their child, they form a partnership with the Catholic school. The school staff have a professional knowledge and skill set that complement parents' knowledge of their child. Together, through the formal years of schooling, this partnership provides a profound, faith-based platform for the child's lifelong learning, formation and flourishing.

3.1 Families are supported to be actively involved in the school community	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 Leaders engage with parents to inform them about the school and its educational approach. Parents are invited to contribute to the school through activities and events. <input type="checkbox"/>	3.1.2 Teachers regularly seek parent support for classroom activities and resourcing. Training sessions are offered for parents to support their participation in school and classroom-based activities. <input type="checkbox"/>	3.1.3 Leaders and staff privilege the voice of parents in their planning and decision-making. Parents' knowledge of their child, and the community, is regularly sought by teachers and leaders. School documents, policies and processes articulate the value and unique role of parents as partners and co-educators. <input checked="" type="checkbox"/>	3.1.4 Leaders ensure critical decisions about student wellbeing and learning are made collaboratively with parents. The school has formal processes in place to support parents to understand and contribute to decisions affecting the educational approach, function and direction of the school. <input type="checkbox"/>
3.2 The school supports families as partners in learning	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 The school provides feedback opportunities regarding student growth and progress to families in formal ways. <input type="checkbox"/>	3.2.2 The school has developed systems for direct and regular communication with families, ensuring consideration of important factors (e.g. cultural backgrounds). Students are supported to communicate their learning goals with their families on a consistent basis. <input type="checkbox"/>	3.2.3 The school creates opportunities for teachers and support staff to share strategies that empower parents to support learning at home and beyond the classroom. <input type="checkbox"/>	3.2.4 The school provides ongoing support to parents as the needs of students change over time. The school supports teachers, staff and families to effectively partner and collaborate in support of student progress and growth through a variety of feedback mechanisms and well-established systems (face-to-face or technological) across the school. <input checked="" type="checkbox"/>
3.3 Teachers communicate with parents and carers	3.3.0 Insufficient evidence <input type="checkbox"/>	3.3.1 Teachers communicate with families through formal channels (e.g. through school reports, newsletter updates). <input type="checkbox"/>	3.3.2 Teachers develop systems for direct and regular communication with families. <input type="checkbox"/>	3.3.3 Teachers develop systems for communication that are considerate of <input type="checkbox"/>	3.3.4 Teachers operate within a culture that welcomes parent communication as part of regular, everyday practice. <input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	important factors (e.g. language backgrounds of parents). <input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4 Teachers build positive relationships with families	3.4.0 Insufficient evidence <input type="checkbox"/>	3.4.1 Teachers make efforts to get to know the families of their students. <input type="checkbox"/>	3.4.2 Teachers endeavour to build strong rapport with families at the school. <input type="checkbox"/>	3.4.3 Teachers draw on high-level communication strategies to re-engage disengaged parents at the school. <input type="checkbox"/>	3.4.4 Teachers build strong relationships with communities of engaged parents. They adapt approaches to each parent based on context, need and student. <input checked="" type="checkbox"/>

Capability 4:Community Partnerships – The notion of a Catholic school community includes learners, their families, their teachers and other staff at the school; young people and adults in the parish; and others in the local, wider and global communities – all of whom come together to form a connected and organic learning environment for the benefit of students.

4.1 The school builds community partnerships and connections	4.1.0 Insufficient evidence <input type="checkbox"/>	4.1.1 Staff are familiar with the local area and there are opportunities for staff to visit the community. <input type="checkbox"/>	4.1.2 Local community initiatives and celebrations are supported by the school. <input type="checkbox"/>	4.1.3 The school celebrates community engagement in the life of the school. <input type="checkbox"/>	4.1.4 Staff seek opportunities for the school to contribute to whole-community issues and emphasise the interconnectedness of the school and its community. <input checked="" type="checkbox"/>
4.2 Leaders foster sustainable partnerships for learning	4.2.0 Insufficient evidence <input type="checkbox"/>	4.2.1 Leaders form partnerships with community organisations and local businesses to support the school. School leaders are responsive when organisations contact the school. <input type="checkbox"/>	4.2.2 Staff are connected to community partners through networks and committees. Connections are formed in response to opportunities or issues that arise for the school. <input type="checkbox"/>	4.2.3 Teachers access local places and resources to support student learning. School leaders strategically seek opportunities to partner with businesses, community leaders and service providers to support student learning and wellbeing. Procedures are in place to evaluate the effectiveness and sustainability of partnerships. <input type="checkbox"/>	4.2.4 All members of the school actively engage with community initiatives, celebrations and events. A wide range of school programs are located within the local community, utilising its resources and delivered collaboratively with its leaders. School policies leverage family, community, industry and business knowledge and skills. <input checked="" type="checkbox"/>

Key data and evidence sources:

- CEMSIS Staff data 2019: Domains 2,3,4,6,8,14.
- CEMSIS Family data 2019: Domains 1,2,3,4,6.
- CEMSIS Student data 2019: Domains 3,4,5,7,8,9.
- Student focus groups: Year 3; Years 4-6.
- Discussions with parent focus group & School Parish Board, leaders, teachers and non-teaching staff.

- SIP and AAP, school policies and documentation, school website, social media posts, newsletter, photographs of community events.

Reviewer insights:

- St Bridget's is recognised as a welcoming, inclusive community which values diversity. Parents appreciate the staff's respect of them and of their child and the way that staff appreciate each child's personality.
- There are a variety of opportunities for parents to engage in activities such as liturgies, assemblies, multicultural and social events, Parents' & Friends' Association, the Tuck Inn, interschool sports, Fete, School Production.
- The school has made a particular effort to engage with the local community and to introduce potential families to the school (e.g. onsite Playgoup for 2-3 year olds)
- Good systems of communication are in place and teachers and leadership are active in being visible in the yard and available to respond to parents; parent/teacher/student conferences are well attended.
- Effective community partnerships have enabled the school to provide learning opportunities (e.g. St. Vinnies, Caritas, Rotary, Greythorn shops) as well as additional services to support students (e.g. psychologist).
- The school has a positive relationship with the parish, participating in Parish initiatives (e.g. Refugee Action Group), and conducting its sacramental program in a way that embraces the whole school community.

5. Strengths and Opportunities

Strengths

- A warm, welcoming environment, where parents value the ‘family’ atmosphere, the culture of affirmation, generosity, good humour and personal attention which are hallmarks of the school. Increasing enrolments, despite changes in staffing and a highly competitive local environment.
- Strong, committed and decisive leadership with the courage to drive change, establish community partnerships and encourage innovative approaches to learning. Commitment of leadership to building the capacity of staff through PL opportunities and to develop further leadership capacity throughout the school.
- Staff (teaching and non-teaching) who are proud of the school and are capable and collegial. Determination to enhance learning outcomes for all students through a commitment to a holistic and personalised approach, responsive to students’ diverse needs and interests. Increasing use of data to drive improved learning outcomes.
- Visible wellbeing assets that highlight the school’s valuing of this area of the curriculum as a catalyst for student success in learning and life.
- A strong sense of Catholic identity, evident through:
 - positive relationships, hospitality and strong sense of community.
 - visible opportunities for students to engage with and understand the Gospel values.
 - commitment to prayer and strong connection and collaboration with the local parish, inspiring all members to live a life of service to one another and participate in parish, community service and social justice activities.

Opportunities for improvement

- Developing the school's renewed 'identity' to better engage the community with the school's educational approach, encouraging input and feedback, and to grow enrolments.
- Building capacity of staff for leadership to sustain momentum and to promote sustainability of work practices. Adopting a strategic and performance development approach to professional learning – aligning data, observation and feedback to goal setting and coaching.
- Embedding a whole school understanding of contemporary learning, building staff capacity to deliver the curriculum and use data more consistently to inform and drive classroom teaching .
- Reviewing and renewing the RE curriculum and pedagogy (*Pedagogy of Encounter*) to ensure contemporary approaches are adopted.
- Reviewing the Wellbeing curriculum to establish a cohesive and evidence-based framework for developing students' social and emotional skills, and developing further opportunities for student voice in learning and in the life of the school.
- Leveraging new learnings from the COVID-19 remote learning experience, including use of technology, to enhance existing initiatives to engage parents more in the life of the school and the education of their children.

6. Recommendations

As St Bridget's engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the reviewer recommends that the school:

- Develops a clear, cohesive and evidence-driven wellbeing philosophy and framework, which provides avenues for student agency and which links student wellbeing and learning outcomes.
- Embeds the emerging whole school approach to learning and teaching to:
 - develop a more consistent understanding of contemporary pedagogy
 - use data more consistently to inform teaching and monitor learning growth
 - improve professional and pedagogical practice through specific training in using learning intentions and success criteria, and feedback from peers, leaders and students
 - encourage student metacognition, empowerment and growth.
- Strengthens the capacity for teachers to deliver an engaging RE curriculum and pedagogy which encourages students to explore their faith in the context of their lived experience.

QA REFERENCE MARKER JE 029-2-011220