

NATIONAL SCHOOL IMPROVEMENT TOOL

SCHOOL REVIEW REPORT

St Monica's School, Kangaroo Flat, Victoria

REVIEW DATES: 23,24,25 MAY 2023

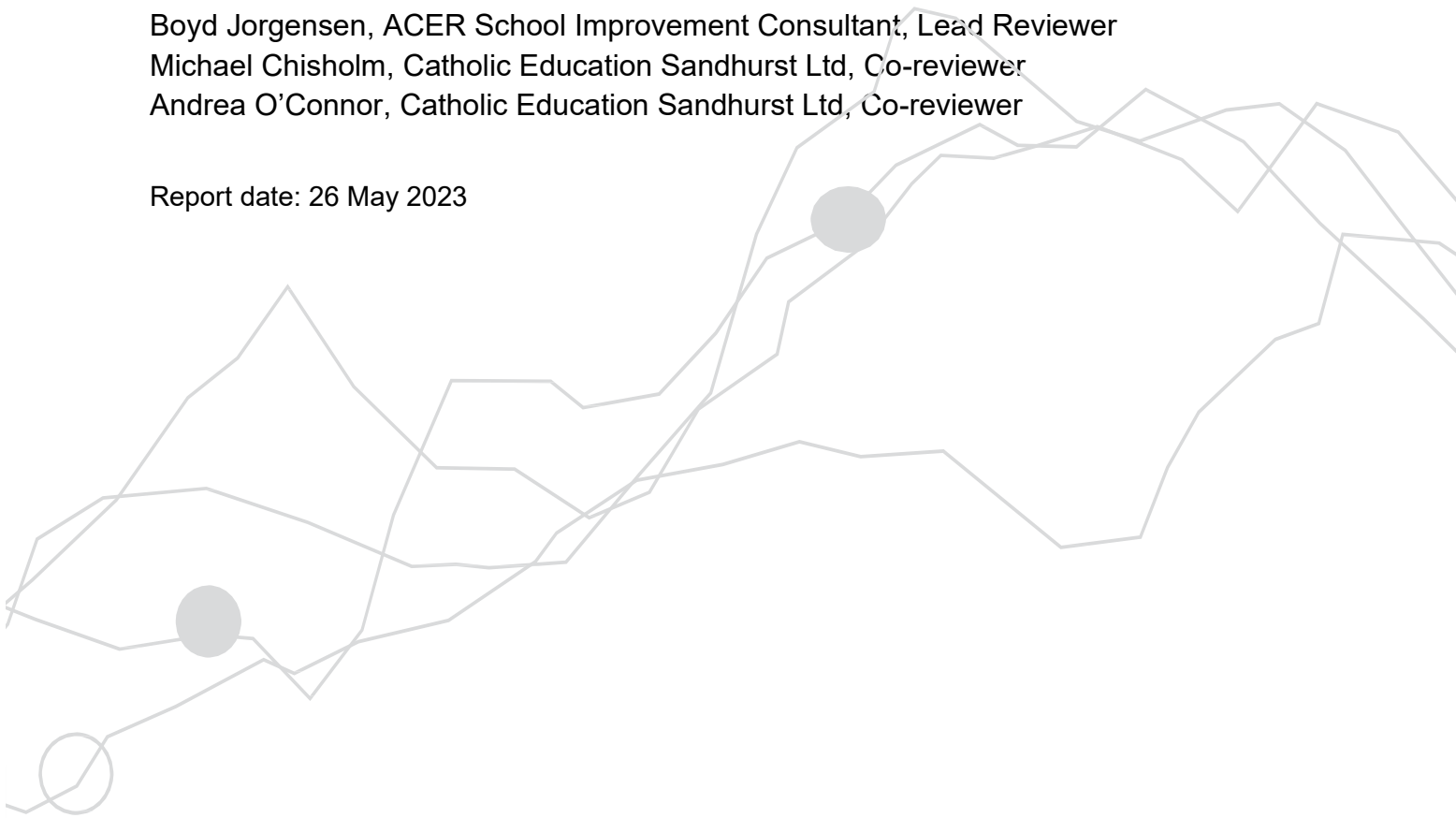
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Report date: 26 May 2023



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Abbreviations and Acronyms

AAP	Annual Action Plans
ACER	Australian Council for Educational Research
LSO	Learning Support Officer
NAPLAN	National Assessment Program Literacy and Numeracy
NSIT	National School Improvement Tool
PAT	Progressive Achievement Test ¹
P&F	Parents and Friends (Group)
SAC	School Advisory Council

¹ The Progressive Achievement Tests measure what students in Foundation to Year 10 know, understand, and are capable of across domains, and help monitor progress over time. The PAT assessments are administered by ACER and include PAT-R (Reading) and PAT-M (Mathematics). See: <https://www.acer.org/au/pat>

School context

Name of School: St Monica's School, Kangaroo Flat			
Year Levels: Foundation to Year 6			
	A. Number	B. Number interviewed	C. Percentage (B/A) x 100
School Leaders	6	6	100%
Permanent teachers*	20	17	85%
Teaching support staff	11	7	64%
Parents	N/A	28	N/A
Students	318	33	N/A
Others	N/A	4	N/A

*A minimum of 85% is recommended

Foreword to the principal

Thank you and congratulations on your school's decision to engage in a National School Improvement Tool (NSIT) Review.

The NSIT was endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) at its meeting on 7 December 2012 and has been made available to all Australian schools for use in their school improvement planning from 2013.

The NSIT Review is specifically designed to equip principals, boards and staff with the data needed to plot their school's current position against international effective practice and to plan a focused approach to school improvement appropriate to the context of their school.

This report details the key findings of the NSIT consultants who conducted the review of your school.

The report provides feedback on the assessments made against each of the nine interrelated domains of effective school practice, gathered through evidence collection and consultation within your school. Summary findings and comments are also provided at the conclusion of each domain assessment.

The review team has also concluded with a set of Commendations, Affirmations and Recommendations to assist in future planning and to support school-wide improvement.

We hope you find the information in this report a valuable contribution to assisting with your journey to set goals and develop strategies to improve student learning and foster a culture of excellence in your school.



Professor Geoff N Masters
CEO, ACER



1. An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice, and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers, and students, with accompanying timelines.

Low	Medium	High	Outstanding
<p>There is no obvious plan for improving on current achievement levels. School leaders appear to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community.</p> <p>Minimal attention is paid to data and there is very limited communication of school results or of intentions for improvement to parents, families and the wider school community.</p> <p>Expectations for significant school improvement are low and staff tend to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school have a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence-based strategies for improvement.</p>	<p>The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (e.g., plans for improvement may lack coherence, be short term, or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (e.g., not accompanied by timelines).</p> <p>The school's focus on data is driven more by external requirements (e.g., NAPLAN, My School) than by an internal desire for good information to guide school decision making and to monitor progress.</p> <p>Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.</p>	<p>The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.</p> <p>The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.</p> <p>The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.</p> <p>There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.</p>	<p>The school leadership group, including, where appropriate, the governing council, has developed and is driving an explicit and detailed local school improvement agenda. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.</p> <p>The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.</p> <p>There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.</p> <p>Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</p>

Domain 1 findings

- The principal, leaders, and staff members articulate a clear responsibility for endeavouring to improve student learning and wellbeing outcomes and to work together in pursuit of this goal. They express a strong commitment to: every student's success; improving levels of achievement: spiritual, social, physical, emotional, and mental wellbeing; providing a safe and caring educational environment for every student; and a willingness and desire to invest in improving the quality of teaching and learning.
- A school-wide belief is apparent that every student can learn and experience success. This belief and high expectations about student learning are clearly conveyed to students, parents, and the community.
- The most recent documented strategic plan oversaw the period from 2018 until 2021 and has been supplemented by an *Annual Action Plan* (AAP) that has been progressively built upon from 2021 to 2023. Representatives of the School Advisory Council (SAC) express a familiarity with the AAP. The principal articulates that the school will use the NSIT review report as a critical component in formulating a new strategic plan.
- The AAP lists broad success measures. Specific targets and timelines for improvement in student achievement levels, and monitoring of progress towards attaining these targets, are yet to be apparent.
- The leadership team analyses school longitudinal data and from recent analysis has identified a need to improve student capabilities in sentence structure, phonics in literacy, and fluency in mathematics. Data show that high achieving students have low growth.
- The principal and leaders articulate the current improvement agenda as including the building of the capability of teachers, inquiry learning, writing, phonics, religious education accreditation of staff, introducing AUSLAN fully, expanding discovery learning from Foundation into Years 1 and 2, and improving communications with parents. The principal acknowledges that "many wells are open" and that the improvement agenda needs to be consolidated.
- Teachers identify a broad range of initiatives and programs that includes the improvement agenda, many of these are yet to align with the school leaders. This range includes reading, writing, phonics, parental engagement, development of the oval, inquiry learning, mathematics fluency, discovery learning, and collaborative planning. Most parents interviewed are, as yet, unaware of an improvement agenda.
- The principal identifies that it is imperative to continue to build the capacity of the leadership team to collaborate and to lead the school improvement agenda effectively so as to truly realise St Monica's vision and graduate outcomes.

2. Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Low	Medium	High	Outstanding
<p>There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimalist fashion. The school makes little or no use of tests beyond those that the school is required to use.</p> <p>Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings or with parents to analyse and discuss current achievement levels and strategies for improvement.</p>	<p>School leaders pay close attention to data provided to them about the performance of the school (e.g., NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.</p> <p>Tests (e.g., commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.</p> <p>An ad-hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.</p> <p>Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.</p> <p>School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes.</p> <p>Information about the school's performance is communicated to the school community but may lack explanation or analysis. There is limited engagement with parents and families around school data.</p>	<p>There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.</p> <p>One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.</p> <p>Time is set aside (e.g., on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices.</p> <p>These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.</p>	<p>The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement and wellbeing data. Test data in literacy, numeracy and science are key elements of this plan.</p> <p>Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of student assessment and data concepts (e.g., value-added; growth; improvement; statistical significance).</p> <p>Teachers are given test data for their classes electronically and are provided with, and use, software to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results. Teachers routinely use objective data on student achievement as evidence of successful teaching.</p>

Domain 2 findings

- There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. The leadership team members express and demonstrate that they are committed to the belief that data collection and analysis improves student outcomes. School policy and procedures pertaining to the analysis and discussion of data are outlined in the document *Assessment and Reporting Package 2023*.
- This document identifies more than 20 separate diagnostic assessments, not including National Assessment Program Literacy and Numeracy (NAPLAN) or the formative pre-tests and post-tests that teachers conduct associated with their unit planning and implementation. The majority of these assessments relate to Foundation to Year 2, with nine assessments relevant from Year 1 to Year 6. School leaders point to a significant budgetary impact as casual relief teachers are engaged to release teachers for significant amounts of time to conduct assessments tri-annually, especially the Mathematics Assessment Interview² and literacy assessments. Some teachers query the reasons for the extensive suite of assessments and whether all inform their teaching.
- The data are largely recorded in spreadsheets and stored on the Google Drive, with some school data, such as behaviour incidents, recorded on SIMON (the learning and school administration platform).
- Leaders identify that data analysed related to overall school performance incorporates key data sets such as NAPLAN, PAT-R and PAT-M. The disaggregation of data and analysis of the performance of students from priority groups is yet to be in evidence.
- A data plan that considers the collection, analysis, and use of data on student outcomes – including academic, attendance, and behavioural – and student wellbeing, is yet to be developed.
- The principal acknowledges that the next step is to develop such a data plan, which reviews and evaluates the current suite of data, and which articulates what data are collected, why, where they are stored, how they are analysed, who is responsible for this, and how data are used.
- Teachers express varying levels of confidence with data and varying degrees of data literacy. Most express confidence with the implementation of their pre-testing and post-testing to inform their curriculum and lesson planning, especially for identifying gaps in learning and to provide for intervention.

² The Mathematics Assessment Interview (MAI) is a diagnostic assessment tool which consists of a series of hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks. This assessment tool is used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to framework of growth points.

3. A culture that promotes learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students, and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive, and that promotes intellectual rigour.

Low	Medium	High	Outstanding
<p>Behavioural problems, disengagement and non- attendance are issues for a significant proportion of students. In a number of classrooms students are clearly not engaged in productive learning activities.</p> <p>The school may have policies and agreed procedures relating to student behaviour, but these appear to have had little impact in practice. Much of the time of school leaders and teachers is taken up dealing with inappropriate behaviour. Interactions between parents, staff and students are not always productive and respectful. Staff tend not to value or engage parents as partners in student learning.</p> <p>Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.</p>	<p>Classrooms are generally orderly, although some are more so than others. Non-attendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities.</p> <p>The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems.</p> <p>Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews.</p> <p>Staff morale is satisfactory.</p>	<p>The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.</p> <p>There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.</p> <p>Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.</p> <p>Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.</p> <p>Staff morale is generally high.</p>	<p>The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes.</p> <p>Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems, very high rates of school attendance and engagement, and staff morale is sustained at a high level. There is a happy, optimistic feel to the school.</p> <p>High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.</p> <p>A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.</p>

Domain 3 findings

- The school community has a strong foundation in the development of its Catholic identity. Links are developed through members of the parish and within the school to inform and guide the focus of the school's Catholic traditions, that support the development of the students into critical thinkers and compassionate individuals.
- The school places an emphasis on nurturing of Catholic social teachings through the school's religious education program, the social justice activities, participation in regular mass and liturgies, and participation in the schools sacramental program.
- Many staff members articulate there is a need for the implementation of a systematic school-wide approach to social and emotional learning.
- Leaders and teachers articulate a clear expectation that all students are capable learners and work at meeting students at the varying levels of learning and to support their differentiated needs.
- Parents identify that they value the relationships that they build with the staff at the school, the relationships that staff members build with students, the priority placed on accounting for student diversity, and on providing students with a safe, nurturing learning environment.
- Leaders, teachers, and support staff nominate the collegial relationships fostered and developed between staff members as being a particular strength of the school.
- The school has a documented intervention and support matrix based around the three B's – Be Safe, Be Friendly, and Be a Learner. Students and parents express high levels of familiarity with the three behavioural values. Some staff members, parents, and students state that there is a need for greater consistency and efficacy of responses to behaviour.
- Many parents identify that they believe that they are partners in their child's education journey and that the school understands and prioritises the positive impact that families have in promoting their child's learning and wellbeing.
- Parents, staff members, and students speak about the school with a sense of pride.
- The principal has identified the requirement to re-engage with the parents post-Covid and create effective communication. There is a desire from parents to have a consistent method of communicating with the staff. The school has a range of communications channels that include the parent access module, the school newsletter, Class Dojo, CDF Pay³, email, letters home, and whole-school assemblies.
- School leaders express a desire toward fostering and creating a culture of innovation and inquiry. There has been a recent focus on strengthening inquiry learning and introducing discovery learning to Foundation and Years 1 and 2.

³ CDF Pay is an app for payments through the Catholic Development Fund. It allows parents to pay for incidentals such as tuckshop, excursions, camps, and fundraising.

4. Targeted use of school resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices, and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Low	Medium	High	Outstanding
<p>The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources (e.g., the use of discretionary school funds).</p> <p>There is very little, if any, systematic testing of students to identify individual learning needs.</p> <p>The school does not always make best use of available staff expertise.</p> <p>School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers.</p> <p>School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.</p>	<p>The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs.</p> <p>Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (e.g., problems in learning to read) or individual learning needs (e.g., LBOTE, gifted).</p> <p>There are very few school-wide programs or policies designed to address the learning needs of particular student groups (e.g., gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this.</p> <p>Physical learning spaces are used creatively, and technology is accessible to the majority of staff and students.</p>	<p>The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.</p> <p>The school has developed processes (e.g., systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress.</p> <p>Programs to meet individual learning needs (e.g., programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, and refugees) are prioritised where possible, in the school budget.</p> <p>Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.</p>	<p>The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.</p> <p>A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels.</p> <p>A range of initiatives (e.g., across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools, if they exist) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (e.g., specialist reading/science teachers).</p>

Domain 4 findings

- The principal and leaders place a high priority on allocating resources in a targeted manner to best meet the learning and wellbeing needs of all students
- Teachers and support staff express their appreciation for the allocation of resources within the school. They point to the high levels of allocation of resourcing to enhance and ensure that student learning and wellbeing needs are met effectively.
- There are nine learning support officers (LSOs) employed in the school who work in classrooms to support students with additional needs, intervention, withdrawal programs, and in general classroom support.
- A speech pathologist is employed to work in the school two days per week, building capability of staff and conducting assessments. Two speech pathology aides work in support, implementing intervention programs developed by the speech pathologist across Foundation to Year 2.
- The school's library is well resourced. Teachers and students identify that the library is a highly valued centre for learning in the school.
- There's a 1:1 iPad program for Foundation to Year 2, and a 1:1 Chromebook program for Years 3 to 6. Teachers and students convey that these digital resources support teaching and learning, online learning, and accessing the digital technology curriculum.
- Specialist teachers deliver the physical education, health, performing arts (music and dance), and visual arts curricula. During the time that students engage in these subjects, their class teachers engage in collaborative planning in their unit teams.
- Classroom spaces are bright, vibrant, modern, and inviting places for learning. The facilities allow for flexible arrangements and teachers and leaders articulate that the classrooms spaces enable a range of more engaging teaching strategies.
- Students have a multitude of inviting outdoor play and sport spaces, which are well maintained. Student use has been enhanced in recent years by the purchase of a range of sports equipment. Many parents identify that they are looking forward with anticipation to the redevelopment of the oval, which they say has gathered momentum in the past 18 months.

5. An expert teaching team

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring, and coaching arrangements.

Low	Medium	High	Outstanding
<p>The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (e.g., no reference is made to the National Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors').</p> <p>There is little evidence that school leaders are proactive in the recruitment and retention of staff.</p> <p>There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to enhancing staff performance.</p>	<p>The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.</p> <p>The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.</p> <p>Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.</p> <p>The school is implementing a formal process for conducting professional discussions with staff.</p> <p>The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.</p> <p>Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.</p>	<p>There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.</p> <p>There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.</p> <p>Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.</p> <p>The school provides opportunities for teachers to take on leadership roles outside the classroom.</p>	<p>The teaching staff of the school are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.</p> <p>Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.</p> <p>School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.</p> <p>School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.</p>

Domain 5 findings

- The development of a professional and expert school-wide teaching team, including teachers who actively engage in leadership beyond the classroom, is a primary consideration of the principal and leaders. The school leadership team views the building of staff capabilities as essential to improving outcomes for students, and this is evident in the importance placed on their professional learning and professional growth.
- Teachers express a commitment to building their own teaching capabilities and to continue to develop the knowledge and skills needed to engage students and improve student learning.
- The principal articulates that attracting, retaining, and developing the best possible teachers is a priority and an ongoing challenge.
- A 'new starter induction checklist' is used with staff new to the school. Teachers and support staff new to the school express that the effectiveness and timeliness of their induction experience varies considerably.
- Leaders and teachers identify that the main opportunities for professional learning take place during whole-school closure days at the beginning of the school year and in the weekly staff meeting. A professional learning schedule outlining the topic and target groups has been developed for Terms 1 to 3, 2023. Teachers further identify that they are also encouraged and supported to attend external professional learning.
- Through the annual review meeting process, teachers and LSOs develop an individual professional learning plan.
- A whole-of-school professional learning plan that incorporates all modes of professional learning opportunities, with an associated budget, is yet to be developed.
- A systematic approach to observation, feedback, mentoring, and coaching is yet to be apparent. Teachers articulate that they would appreciate members of the leadership team observing lessons and providing feedback on their practice, and mentoring, coaching, and modelling. They would also value the opportunity to observe peers.
- Many teachers convey an appreciation for the work of LSOs. Most LSOs express how much they enjoy their work, the supportiveness of staff, the culture of collegiality, and especially the relationships they develop with staff and students. The LSOs also identify that their efficiency and effectiveness could improve further with regular meetings and communication, inclusion in relevant professional learning, and access to digital technology.
- Teachers meet with the colleagues from their teaching team for two hours weekly to collaboratively plan units of work. They articulate that they place a high value on the collegiality and collaboration that characterise these planning sessions. The principal

identifies that the collaboration skills being built in these planning sessions provides an important foundation for scaling up collaboration across the whole school.

6. Systematic curriculum delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Low	Medium	High	Outstanding
<p>School leaders and teachers have limited familiarity with national or system-wide curriculum documents.</p> <p>The school may have a documented plan for curriculum delivery but there is little evidence that the whole-school plan drives the lesson plans of individual teachers.</p> <p>The enacted school curriculum is not seen as a central concern of all teachers (e.g., it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).</p>	<p>The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.</p> <p>School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach.</p> <p>Literacy tends to be seen as the responsibility of English teachers and numeracy, the responsibility of mathematics teachers.</p> <p>Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.</p>	<p>The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.</p> <p>The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.</p> <p>The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed, and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular need.</p>	<p>The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.</p> <p>A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.</p> <p>A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence.</p> <p>The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.</p>

Domain 6 findings

- The school has developed and documented clear guidelines for termly and weekly planners that provide the focus for curriculum planning and which teachers identify that they use consistently. Scope and sequence outlines have also been developed for some learning areas.
- The principal acknowledges that the development of an explicit, coherent, sequenced, whole-school plan, that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels, is a priority.
- Teaching teams are supported to plan collaboratively through the development of a St Monica's planning template which follows the learning and teaching cycle and the provision of a weekly two-hour shared planning time. The planning template includes links to the Victorian Curriculum, learning intentions, success criteria, formative assessment, questioning prompts, and enabling /extending prompts.
- Pre-test data is used to inform the planning process in mathematics and English and formative assessments are included within the planning to monitor learning.
- Moderation of writing tasks occurs termly following the St Monica's writing moderation rubric.
- An external consultant was used to provide professional learning to develop a whole-school approach to developing inquiry units. The student-led inquiry approach builds on prior knowledge through shared experiences. Students develop questions and wonderings from their experiences to research, which they then share.
- The school has recently reviewed reporting documentation and processes for clarity and consistency to provide parents and families with information about the learning of their child against the achievement standards.
- St Monica's School has developed and implemented the play-based discovery learning program in the Foundation and Year 1. The program constructs learning experiences linked to learning areas, and aims to develop executive functioning skills, critical thinking, and oral language of students in the process of building understanding, skills, and knowledge.
- Student learning journals are used across the whole school to provide an opportunity for students to showcase their learning with their parents. Teachers plan assessment tasks in mathematics, English, religious education, inquiry, the arts, and health and physical education each term to be displayed in the journals. Each learning task is assessed using a rubric and students are provided with feedback to support future learning. The journals are taken home for students to share learning with their parents. Many parents articulate that they value the opportunity to share in their child's learning.

- Specialist teachers teach art, performing arts, and physical education and health for an hour fortnightly. The specialist teachers express that covering Victorian Curriculum requirements within the time allocated is challenging. The music/performing arts program includes a whole-school production and art show in alternating years.

7. Differentiated teaching and learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Low	Medium	High	Outstanding
<p>School leaders do not place a high priority on teachers identifying and addressing individual learning needs, but are more focused on ensuring that all teachers are teaching the core year level curriculum.</p> <p>Little or no classroom use is made of assessment instruments to establish starting points for teaching. Assessments tend to be used only to establish summatively how much of the taught content students have learnt.</p> <p>Teachers tend to teach to the middle of the class, with the expectation that some students will not master the content, and finding ways to occupy more able students who finish work early.</p> <p>Reports to parents tend to be summative reports of how students have performed, with little guidance on what parents might do to assist in their children's learning.</p>	<p>School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs.</p> <p>Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation.</p> <p>Some use is made of differentiated teaching (e.g., differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support.</p> <p>Regular assessments of student learning are undertaken, but these often are summative and disconnected (e.g., relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time.</p> <p>Reports to parents generally do not show progress or provide guidance to parents on actions they might take.</p>	<p>School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings.</p> <p>Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.</p> <p>Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (e.g., apprenticeships) for students in Years 10-12.</p> <p>Students' workbooks also illustrate differentiated tasks and feedback.</p> <p>Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.</p>	<p>The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (e.g., accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them. Differentiation is a priority of the school and a feature of every teacher's practice.</p> <p>Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.</p> <p>Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.</p>

Domain 7 findings

- Emphasis is placed on the readiness to learn. During unit planning, data informs differentiation through identifying the needs of the students and how best to sequence lessons, plan learning tasks, and group students to cater for learning needs. Student learning progression is monitored through the use of pre- and post- assessments in the development of learning cycles.
- Differentiation is achieved through a range of approaches, and these are responsive to the learning intention of the lesson. These include the response-to-intervention tiered model, ability grouping, enabling/extending prompts, and intervention groups.
- Goal setting is an established practice at St Monica's, occurring both formally and informally. Goal setting is an important element of parent/teacher/student conferences, as this process engages parents in their child's learning. Some teachers also set formative goals with students through conferencing throughout the term, and these students can articulate their goals and are provided feedback on their progress. The student journal rubric also provides feedback to parents and students regarding achievement and future learning goals. Parents express their appreciation for the opportunity to be part of their child's learning.
- Leaders are working collaboratively with teachers to develop a student-led inquiry approach. This provides an opportunity for students to co-construct learning experiences which are interest-based and provide opportunities for students to further develop critical thinking capabilities.
- An integral part of the school intervention program focuses on mathematics and literacy, targeting students identified as working below standard. Students are withdrawn from the classroom in blocks of time of up to an hour several times a week to work in small groups. Teachers express value in the current intervention model. Many teachers express their concern that the timetable is rigid which presents difficulties in aligning learning areas with their own classroom schedule, and this results in students missing valuable learning in their classrooms. Teachers also articulate the challenges this poses in reporting on student achievement.
- The development of systematic approaches to ensure high-achieving students are engaged, challenged, and extended are yet to be apparent.
- Teachers and the learner diversity leader consult with parents and with the student termly to implement learning interventions and develop adjustments to ensure the learning needs of students are met. Learning progression is monitored and evaluated through SMART (specific, measurable, achievable, realistic, time-bound) goals documented in the student's personalised learning plan.

8. Effective pedagogical practices

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged, and learning successfully. All teachers understand and use effective teaching methods—including explicit instruction—to maximise student learning.

Low	Medium	High	Outstanding
<p>School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school.</p> <p>The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods.</p> <p>There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of 'busy work'.</p>	<p>School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/ or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective teaching strategies.</p> <p>Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance.</p> <p>There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (e.g., over-reliance on whole-group teaching or very little explicit teaching).</p>	<p>School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.</p> <p>There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.</p> <p>Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.</p>	<p>The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.</p> <p>All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).</p> <p>School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p>

Domain 8 findings

- Members of the leadership team articulate their commitment to the development of effective teaching and learning practices across the school. They recognize that quality teaching and the development and implementation of consistent, research-based teaching practices are crucial to improving student outcomes.
- The principal and leaders acknowledge that the identification of agreed pedagogical approaches is a priority area needing development.
- A range of pedagogical approaches is evident across the school in literacy. The whole-part-whole instructional model is followed by most teachers and interactive 'read aloud' and 'guided reading' teaching strategies are widely used. The pedagogical approach to teaching writing also varies across the school. Most teachers identify the need for greater clarity in pedagogical approaches in literacy.
- Some teachers use reading and writing conferences to set learning goals with students to support learning progression.
- The principal, leaders, and many teachers identify that there are inconsistent approaches to the teaching of phonics, and they express a need for agreement on a consistent approach to teaching both phonics and word knowledge.
- In numeracy, most teachers identify that they begin lessons with a tune-in activity to activate prior knowledge and build fluency. The numeracy leader has introduced challenging mathematics task pedagogy and the model of Launch, Explore, Summarise⁴ which is used by some of the teachers. The school has worked with an external consultant to provide professional learning on teaching purposeful mathematics games.
- The play-based approach to discovery learning utilises a learning environment in which students are engaged, challenged, feel safe to take risks, and are supported to learn. Students are provided an opportunity to share learning and build on understanding.
- High-impact teaching strategies of learning intentions and success criteria are evident in planning and in some of the classrooms. Students can articulate the purpose of learning intentions. Many teachers use questioning to determine understanding and activate prior knowledge.
- The use of data inquiry cycles to correlate research-based teaching practices with student learning are yet to be apparent.
- Teachers express a willingness to be provided with ongoing feedback on their teaching practices through mentoring and coaching.

⁴ Launch, Explore, Summarise is a research-based instructional model which supports the idea that students learn best when they work on problems that they do not yet know how to solve. It is an inquiry-based, problem-centred approach to teaching that shifts the doing of mathematics to the students, while teachers guide, interrogate student thinking, and facilitate problem solving.

9. School-community partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses, and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Low	Medium	High	Outstanding
<p>There is no evidence of planned, deliberate partnerships with other institutions or organisations. Contacts with families, other education and training institutions, local businesses and community organisations, when they occur, are limited to isolated events. Although references may be made to 'partnerships', these partnerships are not based on collaboratively planned programs of activities with clear goals, roles and responsibilities.</p>	<p>The school has external 'partnerships, but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these 'partnerships' tend to be mutually convenient arrangements (e.g., exchanges of expertise or the sharing of facilities between institutions or organisations). Such 'partnerships' often are established by individual members of staff and have limited whole-school support or engagement.</p> <p>The student needs that partnerships are designed to address may not be made explicit and, rather than being carefully planned, individual partnerships tend to be opportunistic in nature. Communications between partners are largely unplanned and infrequent.</p> <p>No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.</p>	<p>The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support.</p> <p>Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations. All partners have a high level of understanding of, and commitment to, the purposes of the partnership and clear objectives have been set, expressed in terms of improved outcomes for students.</p> <p>Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness.</p> <p>There is evidence that the school's partnerships are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities – possibly because there has been insufficient time for them to demonstrate an effect.</p>	<p>The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).</p> <p>Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.</p> <p>Careful consideration has been given to the benefits of the partnership to each participating partner. Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership. The school's partnerships are being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.</p>

Domain 9 findings

- The school has developed a range of relationships throughout the community to enhance learning opportunities for students. There is a strong link with the local parish community and the priests, which enhances the Catholic mission of the school.
- The Sandhurst Steps In Faith Sacramental Program for Year 3 and Year 4 students is a partnership between parish, school, and home.
- Responding to community need is an importance focus at St Monica's School. This occurs through the development of relationships with organisations such as St Vincent de Paul and the Mini Vinnies program.
- The school's Parents and Friends (P&F) Group is active in supporting school events and promoting community engagement. Members of the P&F identify Mother's Day, the art show, pancake day, and grandparents' day as important school community events. The P&F have been active in contributing to the purchase of resources, as identified by the school. Members of the P&F and SAC express a strong interest in the development of the oval space adjacent to the school.
- The principal articulates that a conversation has been initiated to explore opportunities to establish a positive relationship with the nearby Bendigo Flexible Learning Options.
- A breakfast club is offered in the morning for students and the YMCA operates the Out of School Hours Care program.
- Mini Monica's Story Time is a weekly program in Terms 3 and 4, for preschool aged children from the community, aimed at engaging parents and children in early childhood literacy. It plays an important role in promoting enrolments and acts as a transition activity.
- There are strong links with kindergartens and early learning centres from in and around Bendigo and, in particular, the kindergartens that are near the school. The school delivers opportunities for families from the various kindergartens to come into the school and participate in activities such as Mini Monica's, in-school playtime, and road safety sessions with a teacher. The Foundation teachers visit the kindergartens to assist in the transition process and work collaboratively with the kindergartens.
- Year 6 students largely transition to Marist College Maiden Gully and a growing number enrol at Catherine McAuley College. Transition activities are well established with Marist College and are developing with Catherine McAuley College.

Commendations

St Monica's School is commended for:

- The strong relationships built by staff with students and with parents and the value placed by parents on these relationships.
- The safe, supportive, and nurturing learning environment and priority placed on respecting diversity.
- The strength of the collegial relationships built between teachers, support staff, and leaders.
- Building of strong partnerships between parents and the school and working to actively foster and develop the positive impact that families have in promoting their children's learning and wellbeing.
- The sense of pride in the school that parents, staff, and students express.
- Teachers' commitment to building their own teaching capabilities and to continue to develop the knowledge and skills needed to engage students and improve student learning.
- The student learning journals that are used across the whole school to provide an opportunity for students to showcase and involve their parents in their learning.

Affirmations

St Monica's School is affirmed for:

- The school-wide belief and high expectation that every student can learn and experience success are clearly conveyed to students, parents, and the community.
- The work of the leadership team in analysing and using school longitudinal data to inform improvement activities.
- Beginning the path to clarity about data in the document *Assessment and Reporting Package 2023*.
- Teacher confidence in the implementation of their pre- testing and post-testing to inform their curriculum and lesson planning.
- The emphasis on growing and nurturing the school's Catholic identity and Catholic social teachings.
- The high levels of familiarity evident in the whole-school community with the three key behavioural expectations.
- The high levels of allocation of resourcing across the school to enhance and ensure that student learning and wellbeing needs are met effectively.
- Employing a speech pathologist to conduct assessments and build the capabilities of staff and their capacity to implement intervention programs.
- The well-resourced library that is a highly valued centre for learning in the school.
- Providing ready access to digital technologies for students through a 1:1 device program from Foundation to Year 6.
- The bright, vibrant, modern, and inviting classroom spaces that foster flexible arrangements and encourage teachers to explore innovative pedagogies.
- The annual review meeting process for staff that incorporates an individual professional learning plan and helps to cultivate staff willingness to improve their capabilities.
- The emerging culture of collaboration that is growing through the teachers' weekly team planning sessions.
- The level of appreciation by teachers for the work of learning support officers and the valuable contribution they make to school culture.
- The established practice of goal setting with students.
- The collaborative work between leaders and teachers to develop and implement a student-led inquiry approach.
- The introduction of challenging mathematics task pedagogy and the research-based instructional model of Launch, Explore, Summarise.
- The implementation of discovery learning in Foundation and its introduction to Years 1 and 2.

- The active role played by the school Parents and Friends Group in supporting school events and fundraising.
- The impact of the Mini Monica's Story Time in engaging parents and children in early childhood literacy and in promoting enrolments and transition.

Recommendations

- Collaboratively develop an explicit improvement agenda that:
 - provides a narrow and sharp focus on student outcomes
 - incorporates explicit measurable targets and timelines for student achievement and wellbeing that have been collaboratively determined
 - incorporates processes to monitor and evaluate the effectiveness and success of initiatives and programs in producing the desired improvements
 - is communicated to staff, students, and parents and families.

- Develop a whole-of-school data plan that:
 - includes the achievement, attendance, behavioural, and wellbeing data collected across the school
 - identifies the responsibilities for the collection, analysis, and communication of data and the intended use of the data to improve teaching and learning
 - builds the data literacy skills of leaders and teachers
 - uses data as tools to deliver enhanced and differentiated teaching practices
 - includes a systematic review cycle to monitor and evaluate the effectiveness of the plan.

- Collaboratively develop and implement a whole-of-school professional learning plan that takes account of all modes of professional learning opportunities, and includes:
 - a comprehensive, systematic, and strategic approach to observation, feedback, mentoring, and coaching
 - clear and agreed protocols for coaching, observation, and feedback conversations to ensure that there is a focus on reflective practice and the fostering of professional growth
 - a systematic approach to the induction of all staff new to the school
 - alignment with the explicit improvement agenda
 - accountability for implementation.

- Collaboratively develop a coherent, sequenced plan for curriculum delivery that is underpinned by a clear vision for teaching and learning, paying particular attention to:
 - continuity and progression of learning across all years and learning areas
 - establishing a clear alignment between curriculum, pedagogy, and assessment
 - effective measurement of student achievement relative to the learning progressions and standards
 - using the general capabilities and cross curriculum priorities as active learning streams for all students
 - supporting teachers in using data to plan learning experiences that are responsive to students' levels of readiness, interests, and needs.

- Collaboratively develop whole-school approaches to teaching that include:
 - the explicit and agreed position on the research-based teaching practices that need to be evident in every classroom, every day
 - professional learning to support school leaders and teachers in their understanding and implementation of effective teaching methods
 - processes to monitor and build the consistency of agreed practices.