

## 1. Executive Summary

The review period, 2013-16, at Galilee School has been one of significant change. There has been some improvement in the Learning and Teaching, Student Wellbeing, and Leadership and Management spheres, with mixed success in the achievement of targets. More limited progress towards the achievement of the intentions in the Education in Faith and School Community spheres is evident. In 2016, there was a change in the school's leadership with the appointment of a new principal. This triggered a substantial shift in the school's operations, with immediate attention paid to improving the school's organisational health and community engagement. The review finds that the school's new directions place it in a strong position to deliver improved outcomes across all spheres. There has been a redefining of vision which is creating a greater sense of cohesion, underpinned by high expectations, empowerment of leaders and a clear focus on school improvement.

A new model of shared leadership is enhancing conditions to enable data, research and evidence to ensure maximum progress and growth in each student's learning. <sup>1</sup> Staff and parent input into the review emphasised the significance of the new style of leadership, which is transparent, consultative, courageous, compassionate and consistent. It is clear that the school is capturing the essence of the Horizons of Hope. Religious Education is being redesigned so that students see a greater connection between faith and their lives and how they can make a difference to the world as a person of faith. There is a move away from a two-dimensional approach to hermeneutical learning. The school has certainly made a concerted effort to ensure that *Opportunity*, in a range of ways, is in place for students and adults to be engaged in prayer, liturgy, the Sacraments and social justice action. Staff ranked the *Importance* of these opportunities more highly than did students and parents. Although staff are clearly recognising faith-based values in the *Behaviour of Students*, students' and parents' views contrast sharply, indicating that they are not recognising these values in students to the same degree. The school faces the challenge of effectively communicating *Recontextualisation* to the students and not allowing *Christian Values Education* to mask the efforts the school makes to ensure the Catholic message is included in the teaching of values.

Although the Organisational Climate Aggregate Index did show some improvement, achieving the target, the results are at a relatively low base, still below the mean. The review finds that building a stronger professional culture remains as the most significant area for development for Galilee School as it moves forward because of the impact that organisational climate has on the wellbeing, motivation and performance of staff (Teaching Climate). The review has highlighted the need to prioritise the development of leadership capacity, both within the staff and parent community and the need to ensure greater levels of collaboration in decision-making. This will need to be anchored in a performance and development cycle that uses multiple sources of evidence and collaboration with colleagues to build the capacity of all through reflection and analysis. <sup>2</sup> The school has recognised the challenge it faces in driving its improvement agenda when not all staff are committed to establishing professional relationships with each other, built on mutual trust and respect, with a focus on student learning.

The review finds that there has been some improvement in Writing and Number as intended. The school was able to reduce the proportion of students in the bottom three bands and increase the proportions in the top two bands in Writing, more consistently in Year 3 than in Year 5 NAPLAN results. The school is to be commended for the results for Year 3 Writing, where the proportions of students in the top two bands overall, far exceeded the target of 50%, at an average of 73.25%. The results for Numeracy show that the school was more successful in improving the proportions of students in the top two bands than reducing the proportion in the bottom three bands.

There has been some strong learning growth for both matched cohorts of students, 2013-16. Results for all areas of NAPLAN fell reliably within or above state-wide means. Attention still needs to be paid to improving pedagogy so that students who may be underperforming can be identified and planning for their learning can be personalised. Improved levels of *Teacher Confidence* and *Engaging*

*Practice* may reflect progress being made with changes to embed a contemporary pedagogy that personalises learning.

Encouragingly, levels of *Engagement in Learning* are the relatively stronger areas of the Student Wellbeing Index which does show improvement from 2013-15, exceeding the target and the mean. The school's approaches to strengthening students' social and emotional skills are having some positive impact, particularly with younger students. Safety in the playground has been prioritised in the last 12-18 months. It will be important to ensure that there is real clarity for teachers and parents in the implementation of the school's wellbeing programs, especially with regard to the capabilities and dispositions that are being taught. The school is encouraged to continue the work it has commenced to enable student voice in all aspects of students' experience at the school. Improved communication has been a priority in the last 12-18 months to create transparency, encourage approachability and collaboration for parents and staff and generate opportunities for parents to learn about the practices and language of contemporary schooling. The review finds that levels of Community Engagement did not show any sustained improvement from 2013. A hallmark of the deliberate focus on strengthening the school's community engagement since 2016 has been the revitalisation of the School Education Board. It will be important for the school and parent leaders to identify the most effective ways parent partnerships can impact positively on student learning.

It is clear that the school's leadership now has the capacity to build an expert and coherent school-wide teaching team, characterised by continuous professional improvement, instructional leadership and shared responsibility for student learning and success. It is vital that the strategies already being implemented and those recommended in this review are given the time and support to become embedded and ensure greater consistency and transparency across all spheres.

The following recommendations regarding future goals, intended outcomes and key improvement strategies are a result of the school's self-reflection, the discussions from the panel day and the findings of the review.