



**CATHOLIC
EDUCATION
MELBOURNE**

School Review Report

Prepared for

**St Pius X
Heidelberg West**

2016

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| • School E Number | E 1178 |
| • Principal | Barbara Gomez |
| • Parish Priest | Fr Wayne Edwards |
| • School Reviewer | Rosslyn Leyden |
| • Dates of Review | 16 & 19 August 2016 |
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1. Executive Summary

St Pius X Catholic Primary School has made significant progress towards achieving or exceeding all targets set in the last School Improvement Plan in order to become an effective school providing a high standard of education to the children of Heidelberg West. The achievements during this period are clearly due to the dedication and enthusiasm of the principal and staff members who are student-focused and committed to providing a learning environment where students are challenged and supported to achieve success.

Major factors which have supported the school's success have included high expectations set for both staff and students, driving a collaborative approach to learning in which all teachers take responsibility for all students' outcomes, both in academic learning and wellbeing. There has clearly been an increase in student voice which has empowered them to take more responsibility for their behaviour and learning. Parents been invited and supported to increase their engagement in the school which has resulted in them being more confident to contribute.

The review period has been one of much change in the school including the appointment of a new principal. Over the last four years, student numbers have decreased by about 30% which has meant that priority has been given to stabilising enrolments and lifting the profile of the school. Building on the sound foundation laid at the beginning of the review period changes were made to the school logo, uniform, motto and school branding increasing the public perception of St Pius X as a vibrant local Catholic primary school. Enrolment numbers in the coming years appear to be steadily increasing.

A strong feature of life at St Pius X school and evident through the present cycle, is the emphasis placed on strengthening and proclaiming the Catholic culture of the school and on providing religious education which is meaningful to students, particularly through the Atrium. The Catholic identity of St Pius X is clearly evident in the school in the way members of the community relate to each other with respect and understanding. There is a strong parish connection with the parish priest being a supportive and constant presence in the school. The parish priest and staff believe that, as witnesses to the Gospels and models of servant leadership, they are providing the most effective invitation for students and families to foster their faith formation. The leadership model within the school is one of shared leadership and responsibility.

The commitment of staff to support students to achieve has been particularly evident in the Student Wellbeing sphere. Staff have been empowered to collaborate in identifying needs through a shared responsibility for the wellbeing of students and of their families. Students indicate that their teachers care for them and are very approachable. There has been a marked improvement in student behaviour

resulting from a shared understanding by staff of behaviour management strategies and a shared responsibility for the behaviour of all students. A significant improvement in the Student Wellbeing aggregate indicator is reflected in the respectful relationships which have been fostered throughout the school. Staff comment that a peaceful environment now exists in the playground. There is an obvious respect for diversity in the school community.

A strong focus has been placed on building student engagement and confidence in their learning. An improvement in learning growth has resulted from high expectations of student learning and the introduction of contemporary pedagogy such as visible learning. Because of small class sizes much of the NAPLAN data over the period has been unable to be validly analysed and compared. Results from school assessment and from initial analysis of 2016 NAPLAN data indicate that there had been significant growth for all students in the last two years. Collaborative teams including learning leaders are building staff capacity to analyse data and provide learning at the students' point of need. The challenge for the school is sustain changes which have been made to teaching practice and continue to grow teacher capacity.

St Pius X is clearly a school which is welcoming to the school and parish communities. There is a strong belief that by engaging parents in their children's learning, student outcomes will be improved. The establishment of a Family Engagement Leader has supported more direct links with the community. The philosophy of parent engagement is clearly seen in recent renovations where an open plan area, including the staff kitchen, is shared between staff and visiting parents.

There is obviously renewed vigour displayed by all members of the school community with the new principal and learning leaders supporting an intense pace of change over the past 18 months. The challenge will be to sustain the many positive changes to structures and teaching practice while being mindful of the constant pressure it places on all staff. Prioritising areas for future change will assist in ensuring that energy and focus is maintained for sustaining and embedding the positive work already accomplished.

Over the next review period, panel members agreed that St Pius X will need to continue to build students' sense of self-efficacy, supported by effective expert teaching, to strengthen student outcomes in both academic learning and wellbeing. Enhancing the Catholic identity of the school will assist St Pius X to be seen as a vibrant Catholic primary school which supports its community through inclusivity and social justice. It is the reviewer's opinion that St Pius X can look forward over the next review period with optimism to further building a school which effectively promotes student learning and engages their community.

ADVICE ON STRATEGIC INTENT *At the completion of Day 2 of the review process the school panel identified the following intentions for consideration when developing the strategic intent for the coming period:*

- To strengthen the holistic approach of immersing the community in Catholic identity to develop the importance of faith in life, through explicit learning experiences.
- To build the capacity of expert teaching which is evidence based, through a critical reflective process.
- To build an environment for self-efficacy, where students are motivated to learn and connect with peers.
- To increase parent engagement in student learning.

Sphere of Schooling	ADVICE ON BROAD GOALS	INTENDED IMPROVEMENT OUTCOMES	KEY IMPROVEMENT STRATEGIES
Education in Faith	<i>Develop a goal around...</i> Enhancing the Catholic Identity of our school community.	That the importance students place on their faith experience is strengthened. That students make links between their life and faith.	Connect and engage the school community in the culture and traditions of the Catholic faith. Explicitly link our Catholic Identity with our learning and teaching. Enable students to grapple and dialogue with the Catholic tradition through the inquiry process.
Learning and Teaching	<i>Develop a goal around...</i> Challenging and stimulating students to become motivated, reflective and successful learners.	That the Student Wellbeing aggregate indicator improves. That rates of learning growth will improve.	Build teacher capacity to make effective use of data to cater for students' learning at their point of need. Strengthen a transparent and trusting home/school partnership that connects and engages parents in student learning. To create learning environments where students will become resilient and self-managed learners who are motivated and embrace challenge.
Student Wellbeing	<i>Develop a goal around ...</i> Ensuring all students experience a sense of wellbeing and positive engagement with school.	That student self-regulation is strengthened to enhance and build relationships which promote confident, motivated and engaged learners.	Embed a whole school approach in which strategies and initiatives strengthen positive social, emotional, spiritual and mental wellbeing. Develop a strategic plan which will strengthen parent and school partnerships to enhance connectedness and engagement in student learning and wellbeing.
Leadership and Management	<i>Develop a goal around...</i> Embedding a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.	That teamwork and empowerment will be strengthened through collaboration and dialogue.	Provide feedback in a timely structured manner which builds teachers' professional capacity and positive collaborative relationships. Embed a critical reflection model for professional learning.
School Community	<i>Develop a goal around...</i> Building stronger partnerships with families and local community that are reflective and planned to support students' learning.	That parent engagement in learning improves.	Engage parents in experiences which will deepen their understanding of student learning. Strengthening partnerships between school, home and community.

2. Methodology

A preliminary visit to the school by the reviewer on 13 July, preceded by email contact, began this review process. The reviewer took the opportunity to have discussions with the principal, Barbara Gomez, and become familiar with the school. Arrangements for the review days were clarified. The school had already provided its NAPLAN password/access code, current School Improvement Plan and School Improvement Survey Reports 2015 which facilitated the reviewer's work in analysis of data. On the pre-visit day the school made available a range of data and other school information including 2012-15 School Improvement Surveys, student achievement data including teacher assessments against the VELS for 2015, and the school's Self-Reflection Report.

Before the review week, 10 staff completed the Reviewer's Survey Tool based on the research findings of Zbar, Kimber and Marshall, Prof John Hattie and Michael Fullan - *Reflecting on Factors which Underpin School Improvement*.

The review process took place over two days, 16 and 19 August. The first day, 16 August, involved focus group discussions with: Leadership Team; Learning Leaders, Student Wellbeing Leader and Religious Education Leader; parent representatives; students; staff.

The review panel meeting on 19 August occupied the second day of the review. The Leadership Team, an Advisory Board member and a parent representative gathered to discuss the school's Self-Reflection Report and plan recommendations for the next School Improvement Plan. They were joined by the Principal Consultant, John Corkill.

The aim was to arrive at a shared understanding of the school's performance in each of the five spheres and identify possible goals, define intended outcomes and key improvement strategies for the new School Improvement Plan. The agenda included the opportunity for the panel to reflect broadly on school performance, using the survey results based on the Reflecting on Factors which Underpin School Improvement reflection (Reviewer's Survey) and the school's Self-Reflection Report. (SRR).

PANEL MEMBERS	
Reviewer and Chairperson	Roslyn Leyden
Principal	Barbara Gomez
Parish Priest	Fr Wayne Edwards
Numeracy Learning Leader/ ICT Coordinator	Pat Lenders
Learning & Teaching/Literacy Leader	Jessica Milesi
RE Leader	Julie Zaar
Student Wellbeing Leader	Carmel Barro
Family Engagement Leader	Rick Hynes
Advisory Board representative	Margaret Scroggie
Parent representative	Joanne Begovic
Principal Consultant, CEM	John Corkill

A draft of this written report was provided to the school prior to its finalisation. The process concluded with verbal presentations at a meeting of the school staff and the school board.

3. School Context

St Pius X Catholic primary school is situated in the suburban area of Heidelberg West about 14 kilometres north of Melbourne's CBD. Opened in 1954, the Missionary Sisters of the Most Sacred Heart of Jesus (MSC Sisters) were in charge of the school until 1985 when the first lay principal was appointed. Following the 1956 Olympics, the enrolments at the school peaked at 1178 students. Many families have remained in the area resulting in three generations attending the school. The area of Heidelberg West and neighbouring Heidelberg Heights and Bellfield are undergoing great changes demographically which are reflected in new housing developments and increased house prices.

The enrolments at St Pius X have decreased from 105 in 2012 to 71 in 2016. Projected student numbers would indicate that the school enrolments have reached the lowest number and it is expected there will be a gradual but consistent increase in enrolments over the next few years. The fact that enrolments numbers had dropped, however, has placed pressure on the school to raise its public profile in the community which has been achieved by introducing a new contemporary uniform, school motto, logo and other general school branding in 2015. Up to 50% of students are from other countries, particularly Lebanon, and more recently from Asia. St Pius X has a SES of 94 and an ICSEA of 979.

To cater for the learning of their students, St Pius X has a Prep class, a Year 1/2 class, a Year 3/4 class and a Year 5/6 class. Specialist classes in LOTE (Italian), Art and Performing Arts are also offered. Intervention is provided by a Reading Recovery teacher, and nine funded students are supported by two Integration aides. An Indigenous Leader provides support for the seven Koori students once a week.

The school buildings occupy the same ground as the church of St Pius X providing strong links with the parish. The brick buildings are constructed around a large artificially grassed play area. There is more than adequate classrooms to accommodate the current four classes. Other rooms provide for the Atrium, art room and a purpose built Reading Recovery Training Centre which is accessed by teachers from schools throughout the Melbourne Archdiocese. A library is adjacent to the open plan staff area which is designed to be welcoming to the school community and inclusive. A hall and gymnasium adjoin the kitchen garden and chicken run. St Pius X places great emphasis on community connections with parishioners supporting a breakfast club twice a week as well as a reading club. The school provides a pre-school playgroup and encourages community organisations to use its facilities.

4. Evaluation of Performance

A. EDUCATION IN FAITH

i. *What outcomes was the school trying to achieve?*

Goals: To deepen and enrich the Catholic faith experience for our school community	
Intended Outcome/s	Target/s
That students are more engaged in the RE program through the use of contemporary practices.	By 2015 all variables on the RE Pedagogy Tool for students and staff will be at 4.0 or above,
	By 2015 the average score (index) on the <i>student</i> Catholic Culture survey will be 75.
	By 2015 the average score (index) on the <i>staff</i> Catholic Culture survey will be 70.

ii. *What did the school achieve?*

St Pius X has made excellent progress in strengthening the Catholic culture experience for students and the community, which has been reflected in significant growth in responses to the Catholic Culture survey over the review period.

The Catholic Culture Aggregate Index for students rose considerably from an actual score of 59.2 in 2012 to 78.3 in 2015. Noticeable increases were also evident in both staff and parent indices, with all targets exceeded. This positive growth in the Catholic identity of the school has been underpinned by a commitment by the school to foster strong, respectful relationships within the community. The school has an invitational philosophy of embracing all and supporting the wellbeing of both students and school families.

Student and parent results in the variable of Behaviour of Staff have both increased appreciably over the period reflecting the caring environment which exists across the school. The variable of Behaviour of Students has also improved, particularly in the student and parent surveys. This signifies a major achievement for the school over the past four years during which all staff accepted responsibility for all students, and in particular those with more extreme behaviours, and supported them with a consistent approach to behaviour management.

Although overall enrolments have decreased over the four years to 71 students in 2016, the percentage of students identified as Catholic has risen from 43% in 2012 to 67% in 2016. The percentage of teachers accredited to teach in a Catholic School is 64% which is commensurate with other Victorian Catholic schools, however, only 50% are accredited to teach Religious Education. Although this percentage would appear to be lower than is desirable, it should be seen in the context that there are only four classes in the school.

In the Catholic Culture survey, apart from student and staff responses to Opportunity, the variable of Importance evidences the lowest percentile results by some considerable margin. Those variables of student Compassion and Social Justice have risen considerably over the period contributing to the overall increase in the student Catholic Culture Index.

There is a strong parish connection with the parish priest being a supportive and constant presence in the school. This positive relationship between parish priest and school has enabled the school to drive forward many plans to involve the parent and parish community.

Enhancing Catholic Schools Identity (ECSI) report provided some useful insight into the community's understanding of their faith formation. The results, however, should be read with consideration to the fact that of the 18 adults who took part in the survey only three were parents and there were 15 students.

The staff and parents strongly related to a cognitive belief style of Post-Critical Belief while students responded most strongly to Relativism, closely followed by a Post-Critical Belief religious attitude (ECSI p.6). Both adults and students see the school as a dialogue school which should assist in bringing students to a more Post-Critical Belief stance through sustained engagement in Catholic beliefs and teachings.

Students prefer a Values Education over faith formation which is based on Recontextualisation. Moving student belief to a more recontextualised stance will be a challenge in the context of the composition of the community and it has already been recognised by the school that explicit links between life and Catholic teachings will continue to be a focus.

Although students and parents in the focus groups were very supportive of the caring and inclusive nature of the school it appeared that the Catholic dimension was not as relevant. Continuing to raise the profile and sense of importance of the religious aspect of the school will be an ongoing challenge. However, both parish priest and staff believe a strong foundation is being built by all those school members who witness their faith through visible support for the community.

The Religious Education Pedagogy Tool was not applied and so no data was available.

iii. Why did the school achieve / not achieve its desired outcomes?

There is a strong sense of purpose within the school which has been driven by an understanding of what it means to be Catholic. The school community believes it is called to action because of its relationship with Christ which is the motivation behind all that is accomplished at St Pius X (SRR p.9). There have been four main elements behind the drive to increase the school's Catholic identity: the catechesis of the Good Shepherd (CGS); an emphasis on social justice; improved curriculum; and building community.

The CGS program, based on the Montessori approach, is implemented across the school and is facilitated by the Religious Education Leader who is fully trained in this method of religious education delivery. A discrete space/room is provided for an Atrium which is well resourced with sensorial materials including infancy narrative figures, a model altar, tabernacle and other items associated with both church and Christian teachings. All students visit this space at least an hour a week. This provides students with the opportunity to contemplate the life of Jesus and the liturgy of the Church. The school believes that this concrete method of presenting the Catholic faith is similar to the way the Church teaches through the sacraments and other icons and symbols, and has enhanced the Sacramental program. Parents in the focus group particularly appreciated the way this approach had been implemented in the school and believed their children had benefited considerably by it.

Social justice across the school is strongly evident, with concerted efforts being made to build student leadership in the area of Social Justice Action which has led to stronger connections with the parish. Links with parish are evident in that parishioners provide a breakfast club twice a week and a reading club.

As the school is often the primary experience of church for many students, the school is very aware of the crucial role it plays in students' faith formation (SRR p.10). Religious education is now specifically included in planning days to ensure that it is embedded within the school curriculum and particularly through the inquiry process. All staff at St Pius X see a strong connection between a comprehensive RE program and improved student wellbeing. The ongoing emphasis on explicitly linking Catholic faith teaching with how students should behave is reflected in the positive improvements in student behaviour across the school. Teacher attitudes to difficult students are consistent, understanding and respectful which has greatly supported behaviour management.

There has been determination over the past 18 months to increase a positive perception of St Pius X in the wider community. This has been critical because of the decreased student enrolments.

A new uniform, logo, motto (Together We Shine) and marketing material were collaboratively designed and agreed upon which has raised the community's esteem and the way it regards itself. These experiences of purposefully raising the school profile within the community have resulted in families being more engaged in their school which proudly proclaims its Catholic identity.

v. *Are the school's practices reflective of the school's vision?*

The St Pius X vision states the school is *A Catholic community celebrating acceptance ...* which is clearly evident in the way the school encourages diversity in its community and celebrates its students' varying strengths and talents. The new motto of *Together We Shine* reflects that community building is extremely important to the school and instils the Christian tenets of hope and belief in the dignity of each person.

The Catholic identity of the school has been enhanced over the period through opportunities for students to encounter their faith in the Atrium and through respectful and trusting relationships with school staff.

The parish priest clearly has relationships with staff, students and parents which are based on acceptance and support for the work of the school in furthering faith formation for all. Liturgical celebrations provide a strong link between parish and the school community, immersing the community in sacred experiences. The breakfast club which is supported by parishioners is reaching out to fill a need and patently displays *a caring environment that includes and respects the diversity of all*.

v. *What can the school do in the future to continue to improve?*

The school has recognised that there is ongoing work to explicitly link worship, prayer and reflection with student learning in religious education and wellbeing. Strengthening the impact of CGS on student faith formation by deepening staff understanding of the process has been identified as important. The Atrium is a special space and the potential for CGS to connect with students at their own level of faith formation is a powerful aspect of the school's RE program. Professional learning opportunities will need to be provided to strengthen staff capacity in understanding and unpacking the meaning behind scripture so they can participate in rich dialogue with students.

Reaching out to parents to engage them in their children's faith development will continue to be a challenge. The perception within the school is that parents may be Catholic but their perceptions of themselves as Catholics is not strong. Connecting with parents through their children's involvement in liturgical celebrations will assist in providing parent understanding of the experiences provided for faith formation and the RE curriculum.

The religious education leader has correctly identified that more dedicated RE planning opportunities will support teachers to provide rich learning experiences particularly through the inquiry process. This will support the obvious need to strengthen and make more explicit the links between values education and scripture and Catholic tradition.

The school has also identified the need to explicitly link social justice and action within the Catholic tradition and the religious education curriculum, to deepen students' understanding of Christian responsibility and to call them to action.

Based on the school Self-Reflection Report, the School Improvement Survey Data, the School Reviewer Survey Tool, feedback from the focus groups and the panel discussion, the reviewer offers the following advice as outlined in Section vi.

vi. **Recommendations for CEM School Review Reports 2016**

The reviewer offers the following advice in relation to school planning in the sphere of Education in Faith:

SCHOOL IMPROVEMENT PLAN		ANNUAL ACTION PLAN	
Developing the broad goal[s] for this sphere	Intended outcomes [Specific areas for improvement]	Key Strategies for this Sphere	Examples of actions that may assist the school in the implementation of the key strategies and/or the achievement of intended outcomes
<p><i>Develop a goal around...</i></p> <p>Enhancing the Catholic Identity of our school community.</p>	<p>That the importance students' place on their faith experience is strengthened.</p> <p>That students make links between their life and faith.</p>	<p>Connect and engage the school community in the culture and traditions of the Catholic faith.</p> <p>Explicitly link our Catholic Identity with our learning and teaching.</p> <p>Enable students to grapple and dialogue with the Catholic tradition through the inquiry process.</p>	<p>Deepen whole school understanding of Catholic Identity features and Catholic Social Teaching.</p> <p>Provide professional learning opportunities to enable staff to develop deeper understandings and knowledge of texts to engage and grow with the Catholic faith to support a Recontextualised Dialogical school.</p> <p>Promote the school vision regularly.</p> <p>Re-examine school icons and symbols in light of recontextualisation.</p> <p>Strengthen use of inquiry process as part of religious education planning.</p> <p>Ensure explicit links between the values of the school and its Catholic identity.</p> <p>Recontextualise the learning and the teaching of behaviours and values in a Catholic context.</p> <p>Ensure explicit links are made between acting compassionately and committing to social justice at a local, national and global level in a Catholic context.</p> <p>Use RE Pedagogy Survey Tool to assess teacher and students and assist in planning and professional support.</p>

B. LEARNING AND TEACHING

i. *What outcomes was the school trying to achieve?*

Goals: To improve student learning through contemporary teaching practices and high expectations for all.	
Intended Outcome/s	Target/s
That literacy and numeracy outcomes will improve.	By 2015 a consistent score of 70% for Year 1 students be attained on the Record of Oral Language.
	Year 3 – Reading – 65% - at or above expected level
	Year 3 – Writing – 65% - at or above expected level
	Year 3 – Numeracy – 65% - at or above expected level
	Year 5 - Reading – 70% - at or above expected level
	Year 5 - Writing – 70% - at or above expected level
	Year 5 - Numeracy – 70% - at or above expected level

ii. *What did the school achieve?*

A major achievement for the school over the past two years was to build a learning culture of high expectations in which students have a strong sense of self belief that they can and do achieve. This has resulted in the school embracing a shared vision of learning and teaching practices with an emphasis on an understanding of what expert teaching looks like. Teachers believe that team planning has become more purposeful, collaborative and child-centred. There has been a marked increase in teacher ability to analyse data to plan for teaching to students' point of need.

St Pius X's small class sizes and mixed ability cohorts have meant that much of the NAPLAN data is difficult to analyse with certainty. In 2013 and 2014 only nine Year 5 students participated while in 2015 only eight Year 5 students and eight Year 3 students sat the NAPLAN assessment. With such small numbers, results have tended to be skewed when one or two students performed poorly. This has meant that much of NAPLAN data is below reporting threshold and targets were difficult to meet.

In 2013, Year 3 students' results met the national mean in all assessed areas; in 2014, Spelling and Numeracy dropped below standard; and in 2015, Reading and Writing dropped below standard. In

Year 5 all the assessed areas reached national standards in 2013, with Reading meeting the standard in 2014 and all but Writing, meeting the standard in 2015.

During the review week, NAPLAN results were received by St Pius X, and the reviewer and learning leaders viewed the individual student reports which, from observation, showed considerable growth for all students.

The Relative Growth Reports for NAPLAN 2016 showed that 50% of the 10 students who were assessed had made high growth in Spelling, Reading and Grammar and Punctuation with 60% high growth in Numeracy. In Writing 30% students made a high growth. From both 2015 NAPLAN results and initial 2016 results, Writing continues to be an area for improvement.

Only one student assessed a low growth rate in Numeracy and Grammar and Punctuation, while two students resulted in low growth in the other areas indicating that most students had made considerable growth over the two years.

It could be expected that on analysis of all NAPLAN data, results will show that the school has markedly increased the student learning outcomes over the past year.

Early literacy levels continue to be an area for focus. Although 80% of students in Year 1 met the minimum standard of text level 15, only 60% of students met the target of text level 20. Despite this, the percentage of students meeting minimum standards has increased each year.

The School Improvement Plan target for percentage of Year 1 students to attain expected Record of Oral Language levels was 70%. In 2013, 77% met expected standards and in 2014, 84% achieved the expected standards. Although there was a considerable drop to 20% in 2015, this result needs to be seen in the context of only three students of whom two were English as Additional Language. Reflecting on the importance of sound oral language in building literacy learning for students, the school has a challenge to continue to provide rich experiences for strengthening students' oral language in these early years.

The school's focus on personalised learning and empowering students to believe in themselves is displayed in the student experience survey results for the variable of Purposeful Teaching which increased over the period to an actual score of 90.33 placing it at the 89th percentile compared to other Australia schools. Stimulating Learning also significantly increased to a score of 87.50 which placed it at the 93rd percentile.

Student's growing confidence in their learning ability was reflected in increased actual scores in student survey results in the variables of Learning Confidence, Student Motivation and Connectedness to Peers, each of which reached the highest scores in 2015.

iii. Why did the school achieve / not achieve its desired outcomes?

Since the last review the school has focused on improving student learning through contemporary teaching practices and by high expectations for all supported by a strategic approach to resourcing, empowerment of students and professional development of staff (SRR p.14). This has been positively supported by improved classroom behaviour so that teachers no longer need to dedicate as much time to behaviour management allowing for their attention to be redirected into meeting individual student needs.

In 2013, the school participated in Change2 process which built a shared knowledge and understanding of expert teaching and contemporary pedagogical practice. The school became more reflective of its practice and prioritised matters which would make the greatest impact on improving student outcomes. Collaboration was strengthened around planning, classroom modelling, observing and providing feedback. A data base was established to enable collective responsibility for individual student outcomes promoting a culture of shared high expectations.

Comments from the Reviewer's Survey express *staff collectively set clear and high expectations for students – 'the bar' has been consistently raised*. Conversations around learning have moved from a teacher directed model to one of shared responsibility of students, teachers and families leading to students becoming responsible, active and purposeful learners (SRR p.14). Parents commented that self-directed learning was more meaningful to the students.

Visible learning strategies have been established with WALT and WILF providing the language of learning intentions and success criteria. These strategies have further empowered students to take ownership of their learning and goals.

Teachers have built capacity in teaching Mathematics through participation in Contemporary Teaching Learning Mathematics (CTML). The role of numeracy leader was established and provides support for planning, and PLT meetings which provide valuable professional development opportunities for teachers. Increased use of data from a range of assessment tools is being used to assist teachers plan to meet students at their point of need.

Staff have been challenged to develop a more collaborative culture through the school's involvement in programs including Schools Improvement in Literacy (SIL), Classroom Promotion of Oral Language (CPOL) and P-8 Literacies. Through participation in these programs teachers' skills have strengthened in the areas of planning, moderation and auditing, resulting in a more collegial approach to literacy team teaching. The literacy leader's role has evolved supported by a CEM mentor.

Strong support for professional learning has underpinned increased teacher confidence and capacity which is evident throughout the school.

Considerable funding and professional support has been injected into improving the ICT provision for the school and the capacity of staff. The school server has been upgraded for improved connectivity and speed and the purchase of hardware has supported the contemporary learning.

iv. Are the school's practices reflective of the school's vision?

Purposeful learning is an integral part of St Pius X's school vision. The school has greatly increased staff capacity to provide personalised learning for students which is underpinned with a strong knowledge of each child's background and particular needs. The school has been very successful in *identifying individual strengths and responding to their needs*.

Many strategies have been put in place to build student and families' empowerment and voice. This has *developed competent thinkers and learners*. The school is aware that the best learning happens for both students and families when it is in a context that is meaningful. The school clearly strives to provide *contemporary learning connected to real life experiences* which are engaging and stimulating.

v. What can the school do in the future to continue to improve?

During the last two years there has been an intensity and focus on student learning which is being rewarded with increased student achievement and confidence. However, it will be an ongoing challenge to sustain this pace while embedding practices. The reviewer expresses some concern that as the school is small and teachers wear *many hats* there is a possibility of burnout. The school principal and leadership will need to be aware of prioritising initiatives and areas for focus over the coming review period.

The school has identified that opportunities for teacher reflection and dialogue will underpin further improvement to teaching practice and implementation of contemporary pedagogy. Ongoing review of policies, a whole school vision of learning and teaching, planners, proformas and overviews will be undertaken so that explicit links are made across the curriculum to assist teachers to work smarter, not harder.

It was identified in panel discussion that embedding a growth mindset in learning for all would build a more effective learning culture.

Teacher confidence in analysing and using data to plan and improve student performance is an ongoing process and will need support over the period. Updating the assessment schedule and ensuring that data is uploaded for all to share and use will be important.

It has been acknowledged that strengthening opportunities for classroom observations, peer observation and learning walks would increase collaboration and grow individual teachers' capacity.

Opportunities to engage parents in their children's learning will need to be creative and strategic to ensure all families are involved. Further information sessions to build parent capacity to use Google Classroom will support their children and build their capacity and efficacy.

Based on the school Self-Reflection Report, the School Improvement Survey Data, the School Reviewer Survey Tool, feedback from the focus groups and the panel discussion, the reviewer offers the following advice as outlined in Section vi.

vi. **Recommendations for CEM School Review Reports 2016**

The reviewer offers the following advice in relation to school planning in the sphere of Learning and Teaching:

SCHOOL IMPROVEMENT PLAN			
ANNUAL ACTION PLAN			
Developing the broad goal[s] for this sphere	Intended outcomes [Specific areas for improvement]	Key Strategies for this Sphere	Examples of actions that may assist the school in the implementation of the key strategies and/or the achievement of intended outcomes
<p><i>Develop a goal around...</i></p> <p>Challenging and stimulating students to become motivated, reflective and successful learners.</p>	<p>That the Student Wellbeing Index improves.</p> <p>That rates of learning growth will improve.</p>	<p>Build teacher capacity to make effective use of data to cater for students' learning at their point of need.</p> <p>Strengthen a transparent and trusting home/school partnership that connects and engages parents in student learning.</p> <p>Create learning environments where students will become resilient and self-managed learners who are motivated and embrace challenge.</p>	<p>Strengthen personalised learning across levels to meet students at point of need.</p> <p>Strengthen PLT meetings to analyse data of learning and for learning.</p> <p>Embed learning intentions and success criteria across all levels to increase student voice.</p> <p>Implement Victorian Curriculum. (Reporting process)</p> <p>Promote and monitor consistency in teams and structures that are organised to ensure :</p> <ul style="list-style-type: none"> • collaborative planning, teaching and review of pedagogy in light of evidence gathered; • moderation between teachers to enhance objectivity and contribute to a shared understanding of judgements made. <p>Ensure clear understanding of assessment regime, criteria for assessment and process.</p> <p>Promote effective and confident sharing of teaching practice through class observation and walk-throughs.</p> <p>Regularly review classroom behaviour management policy and plan.</p> <p>Strengthen shared understanding around expert teaching practice.</p>

C. STUDENT WELLBEING

i. *What outcomes was the school trying to achieve?*

Goal: To ensure all students experience a sense of wellbeing and positive engagement with school.	
Intended Outcome/s	Target/s
That student wellbeing will improve.	By 2015 the Student Engagement Index will be at 77.8.
	By 2015 the Parent Satisfaction Index will be at 82.9.

ii. *What did the school achieve?*

The intense focus on student wellbeing by all members of staff over the review period has been rewarded with results in both Student Wellbeing aggregate indicator and Community Engagement aggregate indicator exceeding the targets in 2015.

The school has built on the hard work by staff and the previous principal at the beginning of the period under review by increasing the focus on student wellbeing over the past two years, bringing about a change in both student attitude to school and a more reflective and responsible staff attitude to all students. This has resulted in significant increases in the student experience survey in the actual scores in most of the variables. Staff believe they are accepting of different behaviours as not all students are the same or have the same background and experience. However, they have set high expectations for positive behaviour for all (staff focus group).

It is clear that student feel happy and comfortable at school as the variables of Student Morale reached the highest actual score over the period of 76.44 and Student Distress reached a score of 85.19 placing it at the 81st percentile when compared with other Australian schools.

The considerable effort which has been expended on changing student behaviour through shared responsibility and an understanding of a common behaviour management approach and strategies has been successful. In the student survey the variable of Student Safety has risen dramatically over the period to reach an actual score of 86.25 which placed it at the 81st percentile when compared to other Australian schools, while Classroom Behaviour reached a score of 75.56 which placed it at the 91st percentile.

iii. Why did the school achieve / not achieve its desired outcomes?

St Pius X has a diverse student population from varied, and sometimes difficult, home backgrounds. Over the review period student enrolments have dropped and some more difficult behaviour cohorts have left the school. This has resulted in student wellbeing concerns becoming more manageable as they are now spread across the school.

In the drive to improve student behaviour the fact that the school is small has been of benefit as all staff know all students very well. Staff have been empowered to collaborate in identifying needs through shared responsibility for the wellbeing of students and their families. The roles played by Learning Support Officers have become more inclusive, with them collaborating with classroom teachers and their positions being viewed with greater value (SSR p.17). A strategic approach has been established with prospective staff being employed on the basis of their suitability for working with and within the community.

This shared approach to wellbeing has been supported by strategic links which have been made between the RE program, values education and wellbeing programs. A conscious effort was made to ensure that wellbeing was connected through the curriculum and underpinned school practice.

An anti-bullying policy was developed and a Better Buddies Program was establishing building positive student relationships. A brief whole school morning assembly has ensured good communication between school and students, and allows for celebrations of significant individual achievements. This is supported by the Citizenship trophy for house teams which has been established to recognise and commend individual participation in school and community events.

Wellbeing has also been enhanced through partnerships and initiatives such as eSmart and the CAMHS and Schools Early Action (CASEA) in Year 1 and 2. A school counsellor is an integral part of the support for the social and emotional wellbeing of some students.

St Pius X students are fortunate to have areas which have been allocated to a kitchen garden and a large chicken run. From observation, the students cheerfully take on responsibility for the chickens and have constant access to this natural environment as well as purpose built play areas.

Comments from students in the focus group indicated they appreciated the way the school has been renovated and particularly the *new furniture* which obviously engendered a sense of pride in their surroundings and school. The new school uniform, new logo, song and motto were also spoken about with enthusiasm particularly as the students had been involved in modelling the new uniform and making decisions. Student voice has been encouraged over the period in learning experiences, leading

assemblies and leadership opportunities. All Year 5 and 6 students are leaders with a Student Representative Council providing leadership experiences for students across the school.

There has been a strong emphasis on building collective responsibility for the community's wellbeing with programs and initiatives ensuring that all stakeholders are able to participate fairly and to the best of their ability (SRR p.18). Inclusivity and other key aspects of Catholic social teaching are fostered. A Culture Club once a week for the Koori students is supported by an indigenous leader and all students participate in FIRE Carriers (Friends Igniting Reconciliation through Education).

iv. Are the school's practices reflective of the school's vision?

Providing a safe and caring environment that includes and respects the diversity of all is clearly promoted by St Pius X school. This aspect of the school vision is actively upheld and lived by all staff with the strong support of the parish priest. The school environment both within the classroom and in the school yard has become a safe place. Staff now describe the school environment as *peaceful*. Personalising the wellbeing needs of each student has resulted in students feeling respected and understood. This in turn has assisted them to negotiate more positive relationships.

It is clearly evident that the school has provided a Catholic community which supports a *positive, challenging and value rich learning environment*.

v. What can the school do in the future to continue to improve?

Despite the obvious success the school has achieved in promoting and growing the wellbeing of all community members, particularly students, there remains ongoing work to sustain the changes and to provide a solid foundation for the expected increase in enrolment numbers which inevitably will include students with various challenging needs.

To maintain the current positive school environment, it has been identified that a whole school approach to wellbeing which suits the St Pius X community should be developed to provide a common understanding among staff and a consistent approach to student learning. Investigations into the Berry Street Education Model are ongoing but positive feedback would indicate that such a model would enhance student wellbeing. Programs would be selected which build students' understanding of their emotions and promote high expectations of personal behaviour.

From the Reviewer's Survey, comments would indicate there is an ongoing need to revisit the behaviour management strategies across the school and make them more explicit for all staff and students. Particular support needs to be given to teachers to deal with those students who have more difficult behaviour.

Strengthening and embedding processes through which teachers share information about student needs will ensure that all staff continue to be involved and take full responsibility for all students. Embedding and sustaining the current collaborative approach to planning will be important to meet students' individual needs (SRR p.18). This approach will also strengthen student voice.

The school has identified that building stronger connections with the playgroup which meets at the school and with other kindergartens, will assist in connecting potential students with the school community. The possibility of strengthening the Prep transition process from three sessions to involve more parent and child participation will be considered.

Increasing communication with parents about the wellbeing opportunities and learning that the students experience at school will build parents' confidence in the learning programs and consequently support their child's emotional and social capabilities. Comments from the parents' focus group indicated that they would like to know more about the social skills which are taught to build more positive relations; in particular, how the school promotes anti-bullying.

Based on the school Self-Reflection Report, the School Improvement Survey Data, the School Reviewer Survey Tool, feedback from the focus groups and the panel discussion, the reviewer offers the following advice as outlined in Section vi.

vi. **Recommendations for CEM School Review Reports 2016**

The reviewer offers the following advice in relation to school planning in the sphere of Student Wellbeing:

SCHOOL IMPROVEMENT PLAN			
ANNUAL ACTION PLAN			
Developing the broad goal[s] for this sphere	Intended outcomes [Specific areas for improvement]	Key Strategies for this Sphere	Examples of actions that may assist the school in the implementation of the key strategies and/or the achievement of intended outcomes
<p><i>Develop a goal around</i></p> <p>Ensuring all students experience a sense of wellbeing and positive engagement with school.</p>	<p>That student self-regulation is strengthened to enhance and build relationships which promote confident, motivated and engaged learners.</p>	<p>Embed a whole school approach in which strategies and initiatives strengthen positive social, emotional, spiritual and mental wellbeing.</p> <p>Develop a strategic plan which will strengthen parent and school partnerships to enhance connectedness and engagement in student learning and wellbeing.</p>	<p>Develop strategies to ensure that a consistent approach and common language to wellbeing and social emotional learning is sustained.</p> <p>Ensure that there is a phased, strategic approach to explicitly teach the core competencies of social and emotional learning.</p> <p>Sustain the capacity building and empowerment of all teachers to take on responsibility for all students.</p> <p>Support ongoing professional development in behaviour management, CASEA strategies and other school based wellbeing programs.</p> <p>Explore Berry Street Education Model for use as a whole school framework for social and emotional learning to complement Victorian Curriculum.</p> <p>Enhance communication with parents to deepen their understanding of wellbeing issues and programs.</p>

D. LEADERSHIP AND MANAGEMENT

i. *What outcomes was the school trying to achieve?*

Goal: To strengthen and sustain a staff culture that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement.	
Intended Outcome/s	Target/s
That staff climate will improve (empathy, clarity, engagement, learning).	By 2015 the Staff School Climate Index will improve from 61.0 to 65.5

ii. *What did the school achieve?*

There has been considerable change in leadership over the period at St Pius X. Strong foundations for building St Pius X into a more effective school had been developed at the beginning of the period under review, so that the new principal was able to continue this transformational work, adding renewed vigour to leadership across the school.

An immediate focus in 2015 was to stabilise enrolments which had decreased over the previous few years and to raise the profile of the school within the community. Both these issues have been approached with the understanding that increasing student outcomes would be the key to building the school's self-belief and status.

The target that the staff School Climate Index would improve from 61.0 to 65.5 by 2015, was outstandingly achieved. The index increased considerably each year until 2014 when it reached a high of 81.69 before dropping back to 75.91 in 2015. The majority of variables decreased in 2015, which reasonably could reflect the increased expectations being placed on staff across the school and the number of changes being introduced. Among those variables showing greatest opportunity for growth were Role Clarity, Teamwork, Empowerment and Appraisal and Recognition. Role Clarity was at the 47th percentile when compared to other Australian schools, while Teamwork was at the 38th percentile. Despite these areas being identified for improvement, more current comments gained from the Reviewer's Survey and staff focus day indicate that collaborative and shared leadership is providing a clear sense of direction and team work.

The pillar of Empathy, which includes the variable of Supportive Leadership, was the strongest of the four cultural pillars which reflect the culture of the school. This would indicate there is a good

foundation to build a positive climate over the coming years as the implementation of recent changes become clearer and embedded into the structures of the school.

Leadership has moved to a distributed model with members of the team empowered by a shared vision of what leadership should be and what their roles are in providing leadership for the school. Members of the team have built leadership capacity which has meant that individually they are more confident and therefore able to empower staff (SSR p.19).

iii. Why did the school achieve / not achieve its desired outcomes?

Participation in Change2 assisted leadership to form a comprehensive vision for the school. This was reinforced by their participation in School Improvement Literacy (SIL) and the principal's undertaking Leadership 360 this year. Strategies and processes learnt through these programs have underpinned leadership within the school.

In early 2015, with the school's enrolments at a critical level, the principal considered there were priorities for change which needed to be implemented immediately and therefore some decisions did not allow for a great deal of consultation or collaboration. These decisions included the new uniform, new logo and increasing the school's presence in the community. Since then, however, considerable effort has been expended in clarifying roles undertaken: by leadership members in their particular areas; team members across the school; and all staff. A strong vision of learning and teaching has been formulated placing the student at the heart of all school activities.

Learning leaders have implemented a strategic approach to planning which has built a collegial team around classroom teachers. This has led to increased professional dialogue and reflective practice shifting the emphasis from teachers having their own class to that of a whole school responsibility for each student (SSR p.20).

Teachers feel a high level of collegiality and mutual support however there is still a need for *by-in* from all staff (Reviewer's Survey). This is reflected in the variable of Teamwork in the school climate survey which showed the greatest opportunity for improvement. Teams are given a full day to plan for the following term and Google Drive provides for transparent sharing of documents. Developing a strong team culture is still a work in progress.

iv. Are the school's practices reflective of the school's vision?

The leadership at St Pius X is committed to the developing a culture of life-long learning starting with their own personal growth. *All staff are engaged in ongoing Professional Learning* which underpins the drive to improve student outcomes in both wellbeing and learning. Staff are required to have high expectations of themselves as well as their students which will assist in empowering students.

All teachers are expected to work to the professional standards as outline by the Victorian Institute of Teaching (VIT) and are beginning to use the AITSL standards which will inform their goals for professional growth.

School leaders are seen to be acting as models of Christ and are clearly approaching their work at St Pius X as servant leaders.

v. What can the school do in the future to continue to improve?

Clearly the school has been in a period of rapid change which has required the building of collaborative and cohesive teams. However, the intensity of the changes has meant that some staff have felt overloaded and stressed (Reviewer's Survey). Care will need to be taken by leadership to ensure that now strong foundations for effective teaching are in place, staff wellbeing is considered within the improvement plans.

Staff will be supported if change is managed carefully and communication is strengthened allowing for staff voice (Reviewer's survey).

Building team confidence and effectiveness will be increased by reviewing processes and protocols which allow for all opinions and ensuring a shared understanding of the work at hand. Clear guidance needs to be given in regards to curriculum expectations, work programs and planning proformas.

Some teachers have indicated that there is a need for strengthening feedback to staff which is timely and supports individual professional learning plans. Revisiting the Professional and Development Framework and the AITSL standards will assist to develop a strategic approach for providing all staff with constructive feedback, including use of data. This will support every staff member as well as whole school improvement plans and assist in informing individual teachers' professional learning goals.

Based on the school Self-Reflection Report, the School Improvement Survey Data, the School Reviewer Survey Tool, feedback from the focus groups and the panel discussion, the reviewer offers the following advice as outlined in Section vi.

vi. **Recommendations for CEM School Review Reports 2016**

The reviewer offers the following advice in relation to school planning in the sphere of Leadership and Management:

SCHOOL IMPROVEMENT PLAN		ANNUAL ACTION PLAN	
Developing the broad goal[s] for this sphere	Intended outcomes [Specific areas for improvement]	Key Strategies for this Sphere	Examples of actions that may assist the school in the implementation of the key strategies and/or the achievement of intended outcomes
<p><i>Develop a goal around....</i></p> <p>Embedding a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.</p>	<p>That teamwork and empowerment will be strengthened through collaboration and dialogue.</p>	<p>Provide feedback in a timely structured manner which builds teachers' professional capacity and positive collaborative relationships.</p> <p>Embed a critical reflection model for professional learning.</p>	<p>Ensure the Performance and Development cycle includes regular reflection, goalsetting, multiple sources of feedback and review.</p> <p>Embed shared observation of teaching as an integral part of professional learning (AITSL).</p> <p>Review what strategies are in place to support teacher professional practice, eg Induction Policy and procedures.</p> <p>Provide staff opportunities to grow in leadership capacity through Action Research Model of initiating, and reviewing initiatives and teaching practice, which are implemented.</p> <p>Monitor and strategically implement individual teacher professional learning plans.</p>

E. SCHOOL COMMUNITY

i. *What outcomes was the school trying to achieve?*

Goal: To strengthen the partnerships and communication within the school and the wider community.	
Intended Outcome/s:	Target/s:
That the active engagement of families in students' learning will increase.	By 2015 the Parent Satisfaction Index will be 82.9
	By 2015 the Compassion and Behaviour variables in the Catholic Culture survey will be at least 70.

ii. *What did the school achieve?*

Over the period St Pius X has convincingly met all targets set for this sphere. A considerable amount of time and effort have been expended in moving community involvement with the school more to parent engagement.

St Pius X parent community is seen by staff as relatively conservative with many members needing reassurance that they are welcome and valued. The school has an open door approach to the community. The reviewer observed the positive and supportive attitude spontaneously shown to a new parent to welcome her and to reinforce the message that the school was there for her as well as her children.

The school has clearly achieved the goal to strengthen the partnerships and communication within the school and the wider community, which is evidenced in the increase in the Parent Satisfaction Index which exceeded the target in 2015, by reaching 85.0.

That the variable of Compassion in student, staff and parent Catholic Culture surveys would reach 70 by 2015, was achieved exceeding the target by 10 points or more. Parent comments from the focus group believed the sense of community was a strength of the school. They felt that parents had a strong rapport with teachers who knew their children well.

A major focus over the review period has been a consistent approach by all teachers to student behaviour. Staff expressed the opinion that over the past 18 months it has become *a pleasure to go on yard duty* as they can now chat with the students thus building closer connections rather than

always having to manage behaviour. This improved behaviour is reflected in the Catholic Culture survey for students, staff and parents in the variable of Behaviour. Over the four years the results for staff and parents far exceeded the target reaching 84.62 and 87.5 respectively. Although the student responses over the years fluctuated the 2015 results was an actual score of 80, thus surpassing the target.

St Pius X participated in the Smarter Schools: National Partnerships initiative which resulted in the school joining a cluster of local primary schools and forging closer ties with secondary schools, Parade and Marcellin. This cluster has engaged a Community Engagement Leader which assists all participating schools. St Pius X has also instigated the role of Family Engagement Leader. This leader has an active role in engaging families and building community partnerships with the aim of enhancing student outcomes.

iii. Why did the school achieve / not achieve its desired outcomes?

The school has worked hard to build community confidence over the review period, and particularly in the last 18 months. The school has noticeably changed its profile with a new smart uniform, new logo and a visible presence in the community through advertising, articles in the local newspaper, a new sign and colourful banners on the school fence. There has been a concerted effort to change local opinion and perceptions of the school to one which is of a positive, student-centred and vibrant Catholic school.

Many comments from the parent focus group indicated that St Pius X had been extremely welcoming which was in sharp contrast to their previous schools. One parent expressed the opinion that the school was a *gem* but that prospective families had been looking past the school because of long held perceptions. Parents expressed pride in the school and support for school activities, particularly extra-curricular activities which enriched their children's experiences.

The school has established an Advocacy Board after recognising that there is a need to inform the public of its current status as a connected and caring Catholic school. This committee is open to all and encourages ideas and support for promoting the school in the wider community.

Embedding family engagement opportunities in planning documents has been supported with professional learning, leadership support and reflection on practices. The school believes that there is a discernible move from families being involved in the school activities to their becoming engaged in school decision making and their children's learning. This has resulted from building parent confidence,

respectful relationships and helping them feel comfortable to come into the school through an open door policy (SRR p.22).

More effective ways of communicating with families have been identified which have strengthened school/ home links. Social media, texting, website, school magazine and newsletter aimed at informing families about their children's learning. It is believed that Google Classroom provides an opportunity for parents to sit with their children at home and talk about classroom learning.

Parent are invited to join the School Advisory Board, the Parents and Friends or be involved in working bees. These provide parents with input into school decision making.

iv. Are the school's practices reflective of the school's vision?

St Pius X has clearly focused on *strengthening education partnerships between school and families* in establishing a Family Engagement Leader who ensures that all opportunities are taken to involve parents in the school and their children's learning. Parents are invited to view their children's school work and be part of three way conversations with their child and the teacher to discuss the student's learning goals and achievements.

The school has been actively involved in community activities which have forged stronger community links and promoted the school as a vibrant Catholic community. This reflects the vision statement *broadening our links with the wider community through active participation*.

St Pius X *manifestly provides a warm and welcoming environment within the school community*.

v. What can the school do in the future to continue to improve?

It was identified by panel members that effective strategies were needed to continue to build parent engagement in the school, particularly to strengthen learning and teaching outcomes. Using the Parent Engagement in Action surveys was considered a useful tool. A note of caution was expressed in that while building parent capacity and agency it was important not to overwhelm the parent body.

Bringing parents into the Atrium space and classroom once or twice a term, particularly during inquiry sessions, would provide them with an understanding of the learning that takes place. Inviting them back when children show their work at the end of the term or unit would assist parents in seeing the results of the learning. The school intends to support parent skills through learning workshops and

mentoring (SRR p.22). Engaging and building parent capacity through Google community will assist parents support their children at home through Google Classroom.

The school facilitation of a playgroup is an opportunity to consolidate links with parents at this early transition stage into Prep. A parent induction program is planned to encourage connectedness with the school and the parent community.

So that St Pius X is considered in a more positive light by the changing wider community and as the preferred local Catholic school, opportunities to build the school profiles will be ongoing. This has been achieved to this point by taking students into the community, but as identified on Panel Day these experiences must be more strategic so that learning opportunities at school are not forfeited.

Based on the school Self-Reflection Report, the School Improvement Survey Data, the School Reviewer Survey Tool, feedback from the focus groups and the panel discussion, the reviewer offers the following advice as outlined in Section vi.

vi. **Recommendations for CEM School Review Reports 2016**

The reviewer offers the following advice in relation to school planning in the sphere of School Community:

SCHOOL IMPROVEMENT PLAN		ANNUAL ACTION PLAN	
Developing the broad goal[s] for this sphere	Intended outcomes [Specific areas for improvement]	Key Strategies for this Sphere	Examples of actions that may assist the school in the implementation of the key strategies and/or the achievement of intended outcomes
<p><i>Develop a goal around....</i></p> <p>Building stronger partnerships with families and local community that are reflective and planned to support students' learning.</p>	<p>That parent engagement in learning improves.</p>	<p>Engage parents in experiences which will deepen their understanding of student learning.</p> <p>Strengthening partnerships between school, home and community.</p>	<p>Use the Parent Engagement in Action toolkit (CEM) to assist school to better understand and respond to the diverse needs of families.</p> <p>Enhance communication with the school community to be targeted and relevant.</p> <p>Strengthen online communication and collaboration for students, staff and parents to connect within and beyond the school to support learning. eg School based app.</p> <p>Strengthen association with playgroup and incoming Prep parents to build trusting and engaged family relationships.</p> <p>Utilise parent bodies to encourage greater participation in school/parish events.</p> <p>Establish community platforms that include opportunities for feedback between teachers and parents.</p> <p>Ensure planning teams develop inquiry units of work that incorporate:</p> <ul style="list-style-type: none"> • authentic and sustainable community linked learning; • contemporary and emerging technologies that will support students to make connections beyond the school and engage with diverse perspectives. <p>Develop a resource list of potential community partners and possible links that can be accessed to contribute to student achievement and wellbeing.</p>

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