



**Catholic Education  
Archdiocese of Brisbane**

243 Gladstone Road, Dutton Park  
GPO Box 1201 Brisbane 4001  
Ph: (07) 3033 7000 Fax: (07) 3844 5101  
<http://www.bne.catholic.edu.au>

**EXTERNAL SCHOOL REVIEW PANEL REPORT**

<b>School</b>	Our Lady's College, Annerley	
<b>Principal</b>	Paula Goodwin	
	<b>Name</b>	<b>Role</b>
<b>School Representative</b>	Anthony Stevens	Deputy Principal
<b>School Representative</b>	Linda Brandenburg	Assistant Principal Religious Education
<b>School Representative</b>	Dona Archer	Assistant Principal Student Wellbeing
<b>School Representative</b>	Vincent McDonald	Business Manager
<b>School Representative</b>		
<b>School Representative</b>		
	<b>Name</b>	<b>Professional Position</b>
<b>External School Review Panel</b>		
<b>Panel Chair</b>	David Hutton OAM FACE FACEL GAICD	Educational Consultant
<b>School's Area Supervisor</b>	Michael Kelleher	Area Supervisor – Cluster 3
<b>External Validator and Panel Member</b>	Deanne Johnston	Principal Project Officer QCAA
<b>Panel Member</b>	Kim Davis	Principal, Holy Spirit School New Farm
<b>Panel Member</b>	Paul Allen	Director – School Operations
<b>Panel Member</b>	Kathy Shelton	Principal Education Officer
<b>Panel Visit Date</b>	Wednesday 2 <sup>nd</sup> August 2017	
<b>* Attached Documentation for NSSA Board</b>	<ul style="list-style-type: none"> <li>• Five year Schedule for School Cyclical Review</li> <li>• Validated Internal School Review Records for Components 3.5 (Accountability and Compliance) and 4.5 (School Improvement)</li> <li>• Evaluative commentary on how school addresses accreditation requirements with evidence of same audited by area supervisor</li> <li>• Schedule for External Review Day</li> </ul>	

## **Section A: School Context**

This section includes the panel's observations on the school's current context, strengths and associated challenges as it is impacting on review and improvement.

Our Lady's College (OLC) Annerley is a Years 7–12 girls' college located on the inner south side conducted by the Archdiocese of Brisbane. It was established in 1964 by the Sisters of St Joseph and the college seeks to affirm its Josephite heritage and ethos by promoting the values of service, compassion, justice and integrity. The school is located within the Annerley-Ekibin parish and draws on parishes in its catchment area for sacramental support.

The school's current enrolment is 301. Overall enrolments have reduced due to small cohorts in the upper years and the 'half' cohort in Year 10. However, numbers are growing in the lower years. The school has 45% of students with a background of English as an Additional Language or Dialect and draws from a wide range of ethnicities including African, Asian, Polynesian and the Philippines. There are eight students with disabilities and four students of Aboriginal and/or Torres Strait Islander background. The smaller numbers offer advantages in terms of pastoral care, meaning 'every girl is known'.

Considerable effort has been made to market the college in recent years including introducing open days. The uniform has been updated. Additional bus transport has been arranged to improve access for those on the east-west corridor, complementing existing routes to the south. There have also been initiatives to strengthen links with feeder schools including developing curriculum links especially in science and HPE. The college's outreach to the community has also been enhanced by use of Quest papers, Facebook and Twitter.

A major initiative has been the development of a mentoring program for senior students commencing with SET planning in Year 10. All students have a once per term meeting with a staff member to discuss their progress. The college has developed a Filemaker Pro Student Profile database for each student which, amongst other uses, supports the mentoring program.

In recent years there has been a major upgrade and expansion of facilities in part due to the purchase of additional land adjacent to the college. The building of a data hub, Ad Altoris Place, new science facilities, the refurbishment of classrooms, staff room, toilets, and the development of an oval have all enhanced the functionality and aesthetics of the school.

There is a supportive Board with a Finance Sub-Committee. There is a well-functioning Parents and Friends Association which has provided funding for co-curricular activities and other equipment.

The college's SES is 99. Approximately 25% of families receive some form of fee concessions and some students receive support from the Mary MacKillop Access Fund. It was noted that some families do not have home internet access.

## **Section B: Effectiveness of School Cyclical Review and Impact on Renewal**

*The panel outlines its views endorsing and/or challenging the school's views on the effectiveness of school cyclical review, as necessary. The panel does not need to repeat what the school has written.*

### **B.1 Effectiveness of School Cyclical Review**

#### **B1.1 Staff engagement in cyclical review and the building of a professional review culture at the school**

All staff are involved in the component review process. Staff nominate for panels, gather evidence, discuss their findings and develop ratings. While there is a member of the leadership team in each group, teachers generally lead the groups. Teachers attested that there is robust discussion about findings, recommendations and ratings within the groups. The panels report to the full staff meeting where recommendations and ratings are finalised. Non-teaching staff indicated that they were included in all major school activities including review and planning.

## B1.2 Stakeholder feedback and engagement in review (Parents, students and BCEO consultants)

Parents are involved in the cyclical review process through the board and the P&F Association which review and endorse annual goal-setting and planning. Parents indicated that the college leadership is very responsive to issues raised at the board and P&F meetings. It was noted that gaining parental engagement in a multicultural community has its challenges, especially when there are language and cultural issues. There has been a low response rate to surveys in the past e.g. the uniform survey.

The school keeps parents informed of review and planning process via the newsletter and there is a facility for it to be translated into 50 languages using Google Translate. Father-Daughter and Mother-Daughter events have been positively received and these are themed around key issues for parents and students.

Students are able to provide input through the Student Representative Council and the college committees e.g. sport, cultural, mission, environment, promotions and liturgy. Year 12 students meet regularly with the Principal and Assistant Principal Student Wellbeing to provide feedback on all aspects of school life.

Students spoke very highly of their school and the support and care provided by staff. They believed teachers were approachable and non-judgmental and they valued the academic mentoring and guidance provided. They believed there were lots of opportunities for leadership, regardless of their year level.

## B1.3 The alignment of cyclical review outcomes with annual school planning, action and school and staff professional learning

All component reviews are completed by the end of Term 3. The whole staff are then involved in a process of identifying goals for the following year. The Leadership Team group the staff feedback during Term 4 and obtain staff input before finalising annual goals. These goals are used to identify resourcing needs and develop the budget.

Staff meet with their line managers during Term 4 for individual performance review sessions. The college has developed a template for this process which includes Brisbane Catholic Education, school and departmental goals and utilises the AITSL framework. This is used to develop personal goals for the following year including professional development priorities. There is a strong focus on ICT skills development for all staff.

## **B2: Use of student learning outcomes data to inform school decision making and planning for improvement of pedagogy and student learning outcomes**

The college has strategically engaged since 2013 with student learning data following a recommendation from the previous external review. Initially this involved a strong focus on literacy supported by consultants from QUT. In 2016 the college engaged in the Numeracy Collaborative as a pilot school.

The staff have utilised SRS data, PAT-R, PAT-M, LAF, writing task analysis, NAPLAN results and OP and QCS results for whole school, departmental and individual student planning. The Student Profile database is also informed by this data and used in the Mentoring Program.

The college has engaged with staff coaching, the *Visible Learning* initiative, review and response, the work of Lyn Sharratt and the Excellent Learning and Teaching Moving Forward focus on literacy and numeracy. The school also utilises data walls, LIFE and the Business Intelligence tool. In visits to classrooms the panel saw the regular use of learning intentions and success criteria. The professional development program has been prioritised to assist staff to understand and strategically use the data available to them. Staffing allocations in Learning Support and other key areas are informed by data analysis.

The school has developed a process so that teachers do not need to be data experts to clearly and immediately identify the level students are at, whether or not they need intervention and whether or not they have shown growth/progress. They use data to identify students who need additional support and to identify students who need extension.

Team teaching is widely utilised in the school and there is a high level of trust amongst teachers which allows them to visit each other's classrooms and work collaboratively. English, Maths and Religious Education are timetabled at the same time in each year level to facilitate team teaching.

**B2: Impact of Cyclical Review on renewal across the strategic priorities of Catholic schooling**

*The panel outlines its views endorsing and/or challenging the school's views on the impact of school cyclical review, as necessary*

The college identified three key areas of cyclical review impact:

- The continuing use of learning data to improve student learning outcomes. It was noted that NAPLAN results are above the BCE and state average. In recent years there has been significant improvement in QCS and OP results.
- Provision of spiritual formation activities for the staff including a staff retreat.
- The development of collaborative partnerships with primary feeder schools especially in the areas of science and physical education.

The panel also wished to commend the college on the following achievements during the current review cycle:

- The completion of a major building and refurbishment program which has improved the functionality and aesthetics of the college.
- The strategies to promote the college through marketing, improved transport access and enhanced links to feeder schools.
- The senior school Mentoring Program.
- The very positive feedback from students, parents and staff about communication processes within the college and especially the responsiveness of the Leadership Team.

**Section C: Authentication of Compliance with Accreditation Requirements**

In the course of the external review the panel sighted the following documentation and confirms that the school has demonstrated its compliance with accreditation regulations:

-	Evaluative Commentary on how school demonstrates compliance with NSSAB Accreditation Requirements substantiated by an external audit	Yes	
-	Evidence of internal review and validation of Components 3.5 ( <i>Accountability and Compliance</i> ) and 4.5 ( <i>School Improvement</i> )	Yes	
-	Most recent Annual School Report	Yes	
-	Current School Strategic Renewal Plan	Yes	
-	Most recent Annual School Action Plan	Yes	
-	Most recent school renewal report (achievements against action plan)	Yes	

*Panel Comments are provided below where relevant:*

## **Section D: School Report on Learning and Teaching of Religious Education and Religious Life of the School**

*The panel outlines its views endorsing and/or challenging the school's report.*

58% of the students identify as Catholic and overall 84% as Christian. The Religious Education Program was validated in 2015. All RE teachers are accredited to teach RE and some other teachers have completed the REAP Program. Staff formation is linked to components where possible and a staff retreat was offered this year. Connections with the Josephite Order and its ethos are highly valued and pursued. The diverse religious traditions in the school offer both opportunities and challenges.

There are very proactive key RE teachers in each year level. The college offers Study of Religion and Religion and Ethics to Years 11 and 12. The RE teachers plan collaboratively and use the BI tool to assist with planning and assessment. Student feedback is obtained at the end of each unit.

Eucharist is arranged regularly in the school and there are weekly prayer assemblies linked to the principal's theme for the week. The college has a Liturgy Committee.

There is an outreach program with opportunities offered at each year level e.g. the local primary school, the Nursery Road Special School, Tricare Aged Care, Rosie's Youth Mission. The students also support Vinnies, Caritas and the Bennison Society Human Rights Group. There is a Mission and Social Justice Committee.

## **Section E: School Strategic Directions for Improved Learning**

The panel outlines its views endorsing and/or challenging the school's view of the future directions

The college named the following areas for future development and the panel is pleased to endorse them:

- Commitment to the system learning challenge making improved use of data walls, data analysis, review and response strategies, monitoring of individual student progress and enhanced teaching practices.
- Focusing on student wellbeing including building resilience, improving attendance and providing quality pastoral care.
- Engaging with the new senior syllabus and assessment regime including improving curriculum offerings and exploring links with tertiary institutions.

The panel also suggested the following as areas for development:

- Exploring the sustainability of the Student Profile system both in human and IT terms.
- Ensuring that staff in the Mentoring Program have sufficient training and referral skills appropriate to the types of advice they offer.
- Exploring the opportunities that the new Years 11–12 curriculum and assessment model might offer in terms of expanding curriculum offerings.
- Exploring opportunities for clustering with other 'like' girls' schools.
- Looking for enhanced ways to assist the students to engage with 'real world' experiences for post school options e.g. pathway planning, visiting speakers, partnering with other schools.

## **Section F: Review Panel Recommendations in relation to future school engagement in respect to review and school improvement:**

The college is to be commended for the manner in which it has taken the recommendations from the previous external review seriously and has strategically addressed them. The school has a very comprehensive and thorough approach to its planning. There is clearly an embedded culture of collaborative reflection, review and planning. The panel can only recommend that the Leadership Team continues to engage in these processes into the future.

**Section G: Panel comments on the conduct of the external review process***The panel comments on the school's preparation for and engagement with the external review process*

The school provided very good documentation prior to the visit. Staff, parents and students were most welcoming and very open with the panel. The panel appreciated the care, organisation and hospitality that was offered during the school visit.

**Section H: Data made available to the External Review Panel**

(i)	The following data was provided to the Review Panel:
-	School profile data including staff and student demographics, enrolment profile and religious profile data
-	Internal School Reviews of Components validated by area supervisor for the last five years
-	Relevant school student achievement data drawn from relevant Years 7, 9 NAPLAN data, Year 12 QCS data, Year 12 QSA exit data and Year 12 (Next Steps) transition data from the BI tool
-	Current School Strategic Renewal Plan
-	Annual Action Plans and Annual Reports
(ii)	Experiences through which the Review Panel gained understandings of the school and its culture:
-	Meeting with the Principal, Teachers and School Representatives, and conversation with them on school improvement through cyclical review (See schedule for the day)
-	Meetings with Parents
-	Meetings with Middle Leaders and Teachers
-	Meetings with Students
-	Meeting with Parish Priest - Not available to meet with the panel on the day of the visit
-	Learning walks around the school (including visits to learning spaces and viewing of data wall and student profile system)

Other experiences as noted:

--

Panel Chair Signature:		David J Hutton OAM FACE FACEL GAICD
Date:	18 August 2017	