



St. Martin de Porres School

Avondale Heights

NSIT REVIEW SUMMARY REPORT

The following report summarises the findings the ACER reviewers on nine domains of schooling they were observing and assessing on July 17 and 18 2019. The school has been assessed in each domain as performing at a low, medium, high or outstanding level of performance.

Please note that 'outstanding' performance in a domain only applies to schools where practices are observed consistently everywhere in the school as "world's best practice".

The report also lists practices which are to be commended, practices to be affirmed and recommendations for future school development.

The recommendations for future school development have now been analysed and the school leadership team, school staff in general and the School Board are all participating in articulating actions to be implemented over the next three to four years.

Domain 1 - An explicit improvement agenda

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

The school has been assessed as high to medium in performance.

Domain 2 - Analysis and discussion of data

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

The school has been assessed as medium to high in performance.

Domain 3 - A culture that promotes learning

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

The school has been assessed as high in performance.

Domain 4 - Targeted use of school resources

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

The school has been assessed as high in performance.

Domain 5 - An expert teaching team

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

The school has been assessed as medium / high in performance.

Domain 6 - Systematic curriculum delivery

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

The school has been assessed as medium / high in performance.

Domain 7 - Differentiated learning and teaching

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

The school has been assessed as mostly high to medium in performance.

Domain 8 - Effective pedagogical practices

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

The school has been assessed as high in performance.

Domain 9 - School-community partnerships

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

The school has been assessed as high in performance.

St. Martin de Porres School is to be commended on :

- ◆ The work of the principal and school leaders in developing detailed written policies and key documents, based on research and evidence, and reflective of the school's vision in support of their commitment to improve the quality of teaching and learning throughout the school. These documents have been endorsed by the SAB and are widely communicated to all school community members.
- ◆ The manner in which St Martin's school expresses its faith through its lived commitment to its motto. The school's values of faith, diversity, learning and Catholic identity are enacted in all aspects of school life. These values have informed parents in choosing the school for their children.
- ◆ The design of a school learning and teaching cycle, based on the 'Backward By Design' model as an embedded practice to guide all aspects of planning and learning and teaching.
- ◆ The strong collegial culture with a high-level of teamwork, support and collaboration between all staff at the school, including the leadership team.
- ◆ The confidence parents have in the principal, leaders and staff of the school, and the way in which their children are both cared for and well known as individuals.
- ◆ The trust and confidence expressed by parents and students in their committed, dedicated and hardworking teachers and leaders.
- ◆ The obvious and strong sense of pride that parents, students and staff have in the school.
- ◆ The respectful, safe, tolerant and inclusive learning environment at St Martin's school.
- ◆ The development of a broad-based improvement agenda and the commitment of school leaders and teachers to the implementation of strategies linked to this agenda.
- ◆ The school's commitment to inclusiveness as evidenced by the way in which the learning and wellbeing needs of all students are identified, and the intervention actions taken to support students with identified needs.
- ◆ The use of the feedback and reflection protocol 'what worked well, even better if' is widely known about and used across the school by all stakeholders to build a culture of continuous professional reflection and reflection by students on their own learning.
- ◆ The embedded use of learning intentions in planning and curriculum documents enabling students to better understand the purpose of learning tasks and activities.

St. Martin de Porres School is to be affirmed for :

- ◆ The commitment by leaders to grow a culture based on data-informed practice and the work undertaken by leaders and teachers to identify and implement strategies to improve achievement outcomes through the discussion and analysis of student academic outcome data.
- ◆ The facilitated collaborative team planning and professional learning meetings.
- ◆ The embedding of technology and digital platforms as tools to enhance learning.
- ◆ The engagement of parents and families in student learning through the introduction of technology enabling work samples and learning activities to be shared with families.
- ◆ The use of Essential Assessments in Numeracy as a valuable resource in supporting teachers to identify and respond to students at their point of need and to develop students as assessment-capable learners.
- ◆ The school-developed Excel spreadsheet which shows teacher judgements and student summative assessment achievement over time.
- ◆ The Life Skills social and emotional development program building resilient and confident learners to enhance student achievement.
- ◆ The priority St Martin's has placed on enabling students to be active school citizens with a voice to activate change.

The reviewers recommend that the school :

- In the collaborative development of the next narrow and sharp improvement agenda, focus the whole school's attention on the core learning improvement priorities. Express these priorities in terms of specific improvements sought in student and cohort performances and include targets which are clear and meaningful to teachers, with accompanying timelines and accountabilities. Regularly communicate the improvement agenda and the school's progress towards its targets to parents and students.
- Develop and document school processes which enable the principal, other school leaders and teachers to regularly visit classrooms to observe the implementation of identified evidence-based teaching strategies and for teachers to receive feedback to improve their practice. Provide quality feedback loops and build the skills of leaders and teachers to give and receive constructive feedback. Through the process, ensure that there is a focus on pedagogical knowledge, collaboration, professional growth, reflection of practice, modelling and implementation accountabilities.
- Ensure data sets are used by leaders and teachers throughout the school to monitor learning improvement over time and growth across years of schooling for every child. Continue to build the data literacy skills of teachers which reflect a sophisticated understanding of student assessment and data concepts e.g., value-added.
- Build a shared understanding of the use of data and associated evidence to differentiate starting points for learning and to personalise curriculum, pedagogy and learning environments with a particular focus on the more highly able students. Ensure that this is a feature of every teachers' classroom practice and that learning growth targets are set and tracked, particularly for this identified cohort, to make sure that every student is appropriately engaged, challenged and extended.
- Identify and document the wellbeing, attendance and behaviour data sets to be used for school-wide analysis and discussion. Ensure these data are readily accessible to teachers and that the schedule includes identified responsibilities and timelines for data collection, analysis and use. Establish systematic procedures for the use of these data sets in conjunction with student academic outcome performance data to further inform decision making and intervention for individuals and identified cohorts of students.
- Continue to develop a shared school vision for curriculum and assessment with a particular focus on the alignment of year, term and weekly/unit plans for all learning areas. Guarantee access to curriculum for all students across years of school by mapping and auditing the school's provision of curriculum to identify gaps in content descriptors and capabilities. Build the capacity of teachers to understand and explicitly teach the capabilities at the School Improvement Tool - CEM School Review Report Australian Council for Educational Research © 2019 Page 26 appropriate level. Continue to ensure the planned and enacted curriculum is the reference point for ongoing teacher feedback and discussion.
- Develop school community partnerships on the basis of their capacity to contribute to improved student achievement and wellbeing. Consider how these partnerships can support the desired improvements in whole-of-school and classroom practices, as articulated in the new School Improvement Plan.

St. Martin de Porres school leadership team would like to thank the reviewers for the professional respect offered to all during the two day process. They would also like to thank the school staff, parent community and student leaders for their honest and open feedback to the reviewers. The data provided from all responses will assist the school in authentically developing strategies in all domains which will make St. Martin de Porres School 'high performing' in all domains by 2023.