SCHOOL IMPROVEMENT TOOL

SCHOOL REVIEW REPORT

St Joseph's Primary School,

Benalla, Victoria
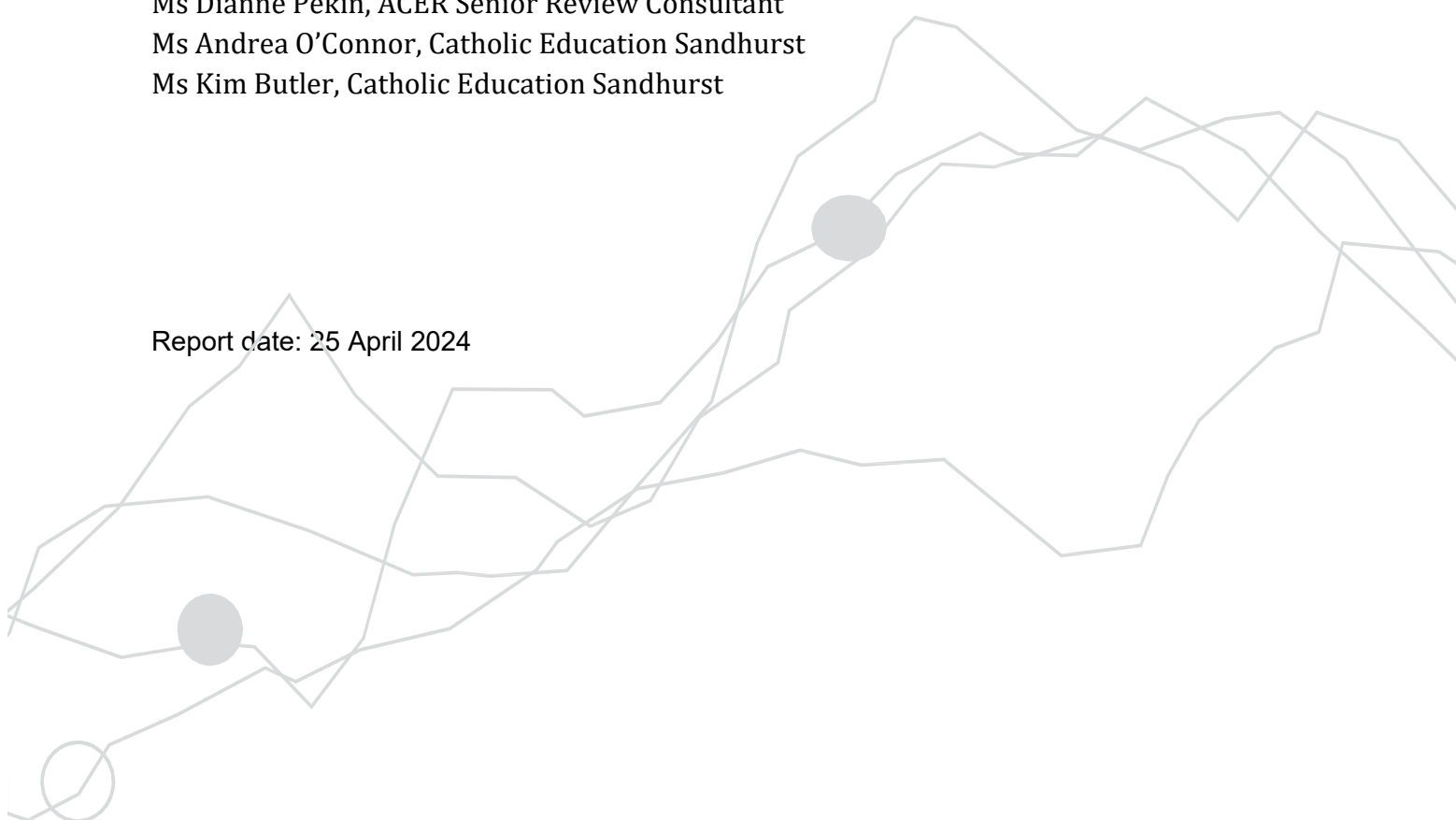
REVIEW DATES: 22, 23, 24 APRIL 2024

Reviewers:
Ms Dianne Pekin, ACER Senior Review Consultant
Ms Andrea O'Connor, Catholic Education Sandhurst
Ms Kim Butler, Catholic Education Sandhurst

Report date: 25 April 2024

Company Information	
Company	The Australian Council for Educational Research Ltd (ACER)
ABN	19 004 398 145
Company Address	19 Prospect Hill Road Camberwell, Victoria 3124 Australia
Website	www.acer.org
Telephone	+61 3 9277 5555
Fax	+61 3 9277 5500
Contact Person	Pauline Taylor-Guy
Email address	Pauline Taylor-Guy@acer.org
Direct Telephone	+61 3 9277 5402
Mobile	+61 (0) 447 789 128

Table of Contents

Abbreviations and Acronyms

AAP	Annual Action Plan
ACER	Australian Council for Educational Research
CES Ltd.	Catholic Education Sandhurst Limited
CESSES	Catholic Education Sandhurst School Engagement Surveys
GRR	Gradual Release of Responsibility
KIS	Key Improvement Strategies
MHiPS	Mental Health in Primary School
LSO	Learning Support Officers
NAPLAN	National Assessment Program Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
PAT – M	Progressive Achievement Test – Mathematics
PAT – R	Progressive Achievement Test – Reading
PBIS	Positive Behaviour In Schools
PLP	Personalised Learning Plan
PLT	Professional Learning Team
PSG	Program Support Group
RRRR	Resilience, Rights & Respectful Relationships
SAC	School Advisory Council
SIP	School Improvement Plans
SOL	Source of Life

School context

Name of School: St Joseph's Primary School			
Year Levels: Foundation – Year 6			
	A. Number	B. Number interviewed	C. Percentage (B/A) x 100
School Leaders	5	5	100
Permanent teachers*	26	21	81%
Teaching support staff	12	10	83%
Parents	N/A	11	N/A
Students	378	32	N/A
Others	N/A	0	N/A

*A minimum of 85% is recommended

Foreword to the principal

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

The SIT identifies practices of highly effective schools and school leaders. The SIT is the second iteration of the National School Improvement Tool (NSIT), which has been available to all Australian schools for use in school improvement planning and practice since 2013. The SIT incorporates contemporary global research and draws on a decade of application of the NSIT in the field.

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

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

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

The report also includes a set of Commendations, Affirmations and Recommendations to assist in future planning and to support school-wide improvement.

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

Professor Geoff N Masters

CEO, ACER

ACER

1. Driving an explicit improvement agenda

The school leadership team and/or governing body have established and are driving an explicit, coherent, and context-appropriate school improvement agenda. The agenda reflects the school's vision, values and aspirations, as well as the perspectives of students, families, teachers, and the wider community. It is grounded in evidence from research and analysis of school data, and expressed in terms of improvements in measurable student outcomes. Targets for improvement have been set with accompanying timelines and have been communicated to families, teachers, and students. High expectations for student learning progress, levels of engagement, and wellbeing underpin the school's approach to improvement.

Low	Medium	High	Outstanding
The school's plan for improving current levels of student achievement, engagement and/or wellbeing lacks specificity, and is not widely understood. School leaders appear to be primarily focused on day-to-day operational matters. The school may have a vision/mission statement with associated values; however, these are not widely communicated and understood. There is little evidence that analyses of data inform strategic decision-making or the improvement plan. The effectiveness of initiatives is not systematically evaluated for impact. Expectations for school improvement are low and staff tend to 'explain' current achievement levels in terms of students' backgrounds or individual characteristics. There is limited engagement with external sources to identify relevant evidence-informed strategies for improvement.	School leaders articulate a shared commitment to improvement and have identified priority areas in consultation with some stakeholders. The school has articulated a vision, values and aspirations, and a school improvement plan. Leaders are aware of how the school is performing through examination of key data sets. Goals and targets may be evident, but it is unclear how these were derived and how progress is being monitored. Strategies in the improvement plan may be unconnected and lack a rationale and/or evidence base. Improvement strategies are not systematically evaluated, and/or draw on a limited range of evidence. Staff are unclear about their roles and responsibilities in achieving school improvement goals and targets. There are no formal avenues for students to contribute to the strategic direction of the school. The wider school community is largely unaware of school priorities. The communication of school performance to the school community tends to be limited only to the information that the school is required to report.	School leaders have developed and documented an explicit agenda for improvement in consultation with staff, students, families, and community partners. This agenda, and the school's progress towards it, are communicated to relevant stakeholders. The school makes explicit its vision and high expectations for student success. The leadership team analyses school performance data over time and is aware of changes in contextual circumstances and trends in student outcomes. Goals and targets for improvement, derived from analysis of data trends, are clear and accompanied by timelines. Staff are eager to learn from research and from other schools that have significantly improved. Leaders have articulated individual and collective roles in implementing improvement strategies. Staff enact evidence-informed strategies to support the achievement of targets and there is evidence of their effectiveness over time. Processes are in place to monitor and evaluate the impact of improvement strategies using a range of data.	The school leadership team is driving an explicit and detailed school improvement agenda. The improvement agenda is sharp and narrow, and focuses the whole school's attention on improving student outcomes. Staff, students, families, and community partners are recognised as crucial contributors to the development and implementation of the improvement agenda. The improvement agenda reflects the school's vision for high-quality teaching and learning, and a relentless focus on continuously improving student outcomes. Improvement plans are based on systematic analyses of a range of relevant evidence, including student engagement and wellbeing. The school sets challenging, yet achievable, measurable improvement goals and targets with accompanying timelines that are rigorously actioned. A coherent set of tailored evidence-informed strategies is being systematically implemented and evaluated. The school can demonstrate sustained improvement over time. There is a strong and optimistic commitment by all staff and the wider community to the school improvement agenda and a clear belief that further improvement is possible. Staff take collective responsibility for changes in practice required to achieve school goals and targets.

Domain 1 findings

- The St Joseph's Primary School Catholic Identity, Vision and Graduate Outcome aspirations, permeate the school and its work. The school reflects the charism of St Joseph, actively promoting a shared partnership between home, school, parish and the wider community, evidenced through iconography, high expectations, shared beliefs and behaviours.

- School Improvement Plans (SIP) 2020–2024 and 2023–2024 strongly link to Catholic Education Sandhurst Limited (CES Ltd.) enablers and directions. Annual Action Plans (AAPs) are aligned to improvement plans and the three priorities expressed in the new SIP 2023-2024 are to: (1) embed visible learning to enable all learners to have ownership and agency of their learning, (2) raise the profile, understanding and implementation of the 'Source of Life' program and (3) to build positive partnerships within the school and wider community to improve student outcomes.

- With the appointment of a new principal in 2021, Key Improvement Strategies (KIS) for priority 1 were identified (after data analysis) to be: implementation of Sounds-Write, improve the vocabulary of learning through the use of keywords, develop assessment capable learners, develop explicit learning intentions and success criteria through co-construction, develop a culture of feedback through facilitated planning and learning walks and to improve processes for decision-making. Leadership roles are aligned and attention has been paid to build capacity through professional learning, the work of leaders and the work of CES Ltd. staff and consultants. Some KIS are in the beginning stages, some are embedded. A closely aligned 2024 AAP is being implemented.

- Plans visible across the school, have been shared and discussed with staff at the beginning of the year. Most teachers report the priorities of the school are around embedding visible learning and strengthening Catholic Identity.

- The school has ensured their current SIP and 2022 Annual Report to Community are available on their website. A draft of the 2023 Annual Report to Community is in the consultation stage of development with the leadership team.

- The principal seeks feedback from the School Advisory Council (SAC) on the improvement agenda and comprehensively reports on academic data and actions undertaken to progress identified goals each term through a detailed principal report. High levels of trust are apparent between leaders and SAC members.

- The leadership team are deeply committed to data informed decision-making and have ensured student achievement data are authentic and reliable. Literacy benchmark data are available for staff to triangulate and compare cohort progress.

- School, cohort and individual academic student outcome targets are yet to be developed, as is student voice in the identification of areas for improvement or feedback.

2. Analysing and discussing data

A high priority is given to the school-wide analysis and discussion of a broad range of systematically collected quality data on student learning, engagement, and wellbeing outcomes. Data analyses consider overall school, cohort, and individual performance, comparisons with similar schools and contexts, and evidence of improvement and/or regression over time. Analysis and discussion of data inform improvement goals, targeted teaching and learning strategies, and progress monitoring across the school.

Low	Medium	High	Outstanding
School leaders make little use of data as the basis for decision-making. Engagement with data tends to be infrequent and limited to accountability requirements. There is either no data plan or it is being implemented in a minimalist fashion. Leaders do not prioritise the use of available infrastructure to support data collection, access, discussions, and analyses. There are no explicit expectations in relation to staff use of data. Teachers do not systematically gather or analyse a range of quality data, and make little use of evidence to reflect on their teaching. School leaders rarely use data to work with staff to monitor and evaluate the effectiveness of strategies. There are few planned opportunities for staff to be actively engaged in conversations with their colleagues about data or to engage in professional learning to build expertise in data analysis and use. Stakeholder involvement in data-informed discussions is limited. Leaders are unable to demonstrate how judgements of student performance and strategies for improvement are underpinned by analysis and discussion of data.	School leaders pay attention to some data sets about student learning, engagement, and wellbeing, and identify the areas in which the school is performing relatively poorly or well. There is a data plan in place that shows the range of data to be collected. However, the purpose and use of each data set is not explicit or widely understood across the school. Data analyses tend to be limited to high-level summaries of performance, which may be specific to priority groups of students. These summaries are communicated to the wider community as required and presented to staff. Infrastructure to support the collection, analysis, visualisation, and storage of data is in place. Systematic processes for data entry, centralisation of records, access, use and/or deep analyses are not evident. Teachers use some assessment data to establish where students are in their learning, but this tends to be at an individual or team level rather than a whole-school approach. There is some teacher collaboration in data use to target teaching to student needs. Opportunities to engage in professional learning to build skills in analysing and interpreting data are provided for some staff. Feedback is sought from stakeholders, including students; however, it is unclear how this information is systematically integrated into school improvement strategies.	School leaders view timely access to reliable data as essential to their effective leadership of the school. There is a widely understood plan for the systematic, ongoing collection of data on student learning, engagement, and wellbeing, including for priority groups and individual students. This plan makes clear the full range of data to be collected, its purpose and how it is to be used. It includes data from standardised and quality classroom assessments and data gathered from students, families and the wider community using a range of strategies. Staff members have been assigned responsibility for implementing elements of the plan, analysing, displaying, discussing, using, and communicating data. Processes are in place to optimise a breadth of data collection and in-depth analysis over time. Staff access, collect, and use a broad range of data to monitor student progress and respond to student needs. Time has been prioritised for focused discussions of data at the whole-school, team, and individual staff level to evaluate the effectiveness of strategies. Leaders set clear expectations for how data should be used to inform effective teaching. Targeted strategies are in place and time is set aside to build teachers' knowledge and skills in data use. Students engage in data-informed discussions about their own learning.	School leaders champion a school-wide culture of evidence-informed decision-making. Practices and processes at the whole-school, team, class, and individual staff level reflect a relentless focus on the purposeful use of data to improve practice. A systematic plan for the ongoing collection, analysis, and use of multiple sources of data across all levels of the school is being rigorously actioned. Well-integrated mechanisms enable centralisation of key data sets, routine data entry, access, and complex analyses. The collaborative use of data is deeply embedded as a school practice. All staff access and use data effectively and consistently to evaluate and enhance their impact. A high priority has been given to professional learning aimed at building individual and collective expertise in data analysis and use. A sophisticated understanding of data and how it is used to effect improvements in student learning is evident across the school. The school's strategies to engage students, families and the broader community reflect a clear commitment to regular use of stakeholder feedback. Students routinely engage in discussions with peers and staff to reflect on their learning using a range of data.

Domain 2 findings

- The St Joseph's leadership team places a high priority on collecting, analysing and discussing a range of data to inform decision-making and measure student progress.

- A wide range of student learning data are collected systematically based on a detailed assessment schedule. Data sets include Australian Council for Educational Research (ACER) Adaptive Progressive Achievement Test - Reading (PAT – R) and Progressive Achievement Test – Mathematics (PAT-M), Early Years PAT- R and PAT-M, Sparkle Decodable Reading, Sounds-Write, Fountas & Pinnell, Writing Moderation and Essential Assessment.

- The school has strong comparative student growth data results as reported in both National Assessment Program Literacy and Numeracy (NAPLAN) and PAT assessments.

- A whole-school data plan outlining the systematic collection of a broad range of data, including its purpose and use, is yet to be developed.

- Effect size of ACER PAT data are calculated to measure impact of teaching in reading and mathematics. This is communicated to teachers by the learning and teaching team.

- Wellbeing data are collected through student social behaviour surveys and SIMON behaviour tracking data, which is analysed by the wellbeing and Mental Health in Primary School (MHiPS) leaders along with attendance data.

- CESSES (Catholic Education Sandhurst School Engagement Surveys) ORIMA school perception and engagement data have been collected and shared with the leadership team. It is yet to be presented to the staff and SAC.

- Teachers analyse data during unit planning to inform curriculum development, differentiation and to identify students who require further support.

- Data are used effectively to identify students who qualify for Nationally Consistent Collection of Data (NCCD) funding and to measure achievement of identified SMART (Specific, Measurable, Achievable, Realistic and Timely) goals.

- St Joseph's have established a data team to build the data literacy of teachers and develop whole-school process to embed effective data analysis to inform teaching. A goal to drive the work of the team aligns to the AAP.

- The school continues to provide external professional learning to build on the capacity of teachers to effectively use the ACER PAT adaptive tests and capabilities of the Online Assessment Reporting System (OARS) platform.

- Leaders have the collection, analysis and effective use of data to inform decision-making embedded in their role descriptions.

3. Promoting a culture of 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 families. Diversity is valued and celebrated. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and families are treated as partners in their child's education. The school works to create a culture of continuous improvement for both staff and students. Staff build and maintain a safe, supportive, and orderly learning environment that promotes intellectual rigour.

Low	Medium	High	Outstanding
School-wide strategies to foster an orderly learning environment may not be evident - or effectively implemented. A deliberate focus on continuous improvement in teaching and learning is not apparent. Staff often work in isolation from colleagues. They are not convinced that their efforts are making a difference to student outcomes. Morale is low and staff turnover is high. A significant proportion of students are disengaged, may not consistently attend school, and/or exhibit behaviours that are not conducive to a productive learning culture. Interruptions to planned teaching time are frequent. Staff spend a considerable amount of their time responding to behavioural problems. There are few strategies in place to actively strengthen home - school partnerships, including drawing upon families' in-depth knowledge of individual learners. Planned opportunities for students to have a voice in the school and/or have their successes acknowledged are infrequent. There is a limited sense of belonging to the school community. Staff do not consistently recognise and cater to students' diverse backgrounds, interests and needs. Strategies to support staff and/or student wellbeing are generally reactive, and/or lack an evidence base.	The principal and school leaders have articulated explicit expectations in relation to creating and maintaining an orderly learning environment. Staff, students, and families are aware of these expectations and, in the main, agreed strategies are being implemented. Learning environments are mostly orderly with some interruptions to planned teaching time. A small minority of students have high rates of absenteeism. Some students appear to be minimally engaged in productive learning. Staff express optimism about the difference they can make to student outcomes. Staff morale is generally positive. Staff are open to working cooperatively to refine teaching and learning. Interactions between staff, students, families, and community members are generally caring and respectful. The school provides opportunities for families to participate in organised events, including scheduled time to meet with teachers about their child's learning. There are opportunities for recognition of students' successes and for students to have a voice. Staff recognise students' diverse backgrounds, interests and needs and are supported to implement responsive practices. Some processes and structures for supporting wellbeing across the school are in place.	The principal and school leaders promote a belief that staff collectively make a difference to student outcomes. Strategies are in place to support a school-wide shared responsibility for successful student learning. Staff collaborate in the pursuit of continuous improvements to teaching and learning. Staff morale is generally high. Evidence-informed strategies in support of an orderly learning environment are well known and actioned consistently. There is a strong focus on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Learning time is valued, attendance rates are high, and instructional environments are productive. Interactions between staff, students, families, and community members are consistently caring and respectful. The school values and celebrates the diverse backgrounds, strengths, and aspirations of its students and embeds practices responsive to student needs. A range of mechanisms is used to capture and action student voice. Families are welcomed as partners in their child's learning. Targeted strategies are in place to further strengthen students' and families' connections to the school. The school has proactively implemented school-wide, evidence-informed processes and structures to promote wellbeing.	The principal and other leaders nurture a school-wide culture of quality learning and continuous improvement. The school ethos is built around high expectations and a commitment to excellence. All staff take collective responsibility for optimising student outcomes. There is a clear sense of optimism that every student will experience success. Collaboration drives continuous refinement in teaching and learning. Staff morale is consistently high. Teachers set high academic standards and place an unrelenting focus on quality learning. Learning environments are focused and vibrant. Instructional time is used effectively. Attendance rates are consistently high. High levels of trust and mutual respect are apparent across the entire school community. Families are valued as partners in student learning. Practices responsive to students' diverse needs are collaboratively planned, proactively implemented, and deeply embedded across the school community. Student voice is actively sought and acted upon and the school values and celebrates a wide range of students' successes. Evidence-informed, impactful strategies are rigorously implemented to optimise wellbeing. There is a happy, optimistic feel to the school and all school community members express a strong sense of belonging and pride.

Domain 3 findings

- The St Joseph's school community is guided by its commitment to the Catholic faith and enacts the school motto of 'God lives in us all' through the care and love of all students, staff and families. They follow the example of Saint Joseph 'to find the extraordinary within the ordinary expression of our lives'.

- The caring and welcoming culture of St Joseph's has contributed greatly to the inclusive learning environments and school community. This is evidenced in the CESSES engagement and perception data which has a higher percentage positive endorsement than the CES Ltd. average in both staff, student and family results.

- At St Joseph's, the FIRE (Friends Igniting Reconciliation through Education) Carrier Project promotes reconciliation, celebration and inclusion of First Nations people.

- The parent community clearly articulates that the staff know and care for their children and respond proactively to their learning, wellbeing and spiritual needs.

- The principal has an open-door policy, encouraging staff to share their concerns, provide feedback and have a voice.

- Student social and emotional learning outcomes are enhanced by a broad range of opportunities including; care team, reading buddies, leadership groups, Cooking to Connect, Seasons for Growth, garden club, Carol's Corner and lunch time activities.

- The Student Learning Attitudes (Cooperative Kookaburra, Risk taker Turtle, Creative Kangaroo, Persistent Possum and Independent Echidna) are embedded across the school. They are visible in every classroom, clearly articulated by all students and reported to parents in mid and end-of-year reports. Students receive awards and house points at weekly assemblies when they demonstrate these attitudes in their learning and behaviour.

- To further embed Positive Behaviour In Schools (PBIS), a behaviour matrix has been developed to support a tiered approach to consistently improve student behaviour. This was informed by SIMON behaviour tracking data and the social behaviour survey.

- Attendance data tracking on SIMON has informed support processes to ensure student attendance remains above 90%. Most students report minimal disruption to learning.

- The Resilience, Rights & Respectful Relationships (RRRR) program has been introduced. A contextualised scope and sequence is currently being developed by the pastoral wellbeing/learner diversity and MHiPS leaders.

- Staff morale is reported to be generally high. However, changes to the class structure and the inequitable number of NCCD students is currently lowering staff morale in years 3-4.

- As a result of changed behaviours post remote learning, there are plans to introduce the Berry Street Model school-wide this year. This is being done to improve student regulation, relationships, wellbeing and engagement to improve student learning.

4. Targeting school resources

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

Low	Medium	High	Outstanding
There is lack of clarity/consistency in school processes, expectations, and responsibilities for identifying student needs and allocating resources accordingly. Decisions about how school resources are allocated are not driven by systematic analyses of student needs. Access to resources may not be equitable across the school. There is little strategic oversight as to how school and staff time is managed. Resourcing decisions concerning students requiring additional or specialist support tend to be reactive. Resources and staff expertise are not always directed to support students with the highest needs. The school's physical environment, facilities and available technologies are not utilised effectively and/or maintained in a way that enhances learning.	The school uses its resources to maintain the effective operation of the school although systematic analyses of student needs may not consistently drive resourcing decisions. Some strategies are in place to monitor the impact of resourcing allocations. Roles and responsibilities in relation to resource management are defined. Leaders plan staff and school time, although consistent monitoring and management may not be evident. Resources are targeted to provide additional or specialist support for identified students. Support interventions are primarily stand-alone initiatives. The school allocates resources to maintain its physical environment. Some learning spaces are used creatively to facilitate student learning. There are some articulated strategies for the use of available technology. Its targeted use varies across the school.	Systematic analyses of student needs inform the allocation of resources. Priority is given to evidence-informed strategies to improve student outcomes. Roles, responsibilities, and expectations regarding the allocation of resources have been articulated and widely shared. The school monitors the impact of its resourcing including school and staff time. Monitoring informs decisions about the ongoing flexible deployment of resources. School-wide resourced approaches are in place to meet the needs of students who may require additional or specialist support. Strategies are evaluated for impact. The school's physical learning environment is maintained and enhanced to support equitable access and effective learning. There is a planned approach to the integration of available technology and its purposeful use across the school.	School resources are strategically and equitably allocated to provide the conditions needed for sustainable school improvement. Systematic and ongoing data analyses are used to identify student needs, allocate resources, and monitor their impact. Creative school-wide solutions for addressing student needs are in place and there is evidence of positive impact. Strategic planning, rigorous monitoring, and flexible deployment ensures resources are used optimally. Staff time is used efficiently and effectively. Leaders preserve and privilege teaching and learning time. Targeted resourcing enables equitable access to learning for all students. Systematic early identification of students requiring additional support drives flexible resource allocations. The school can demonstrate how resource allocations have led to significant improvements in student outcomes. Resources have been committed over time to maintain and enhance the school's physical environment. Learning spaces are designed and used to support the school's vision for teaching and learning. Available technology is seamlessly and creatively integrated to support teaching and learning across the school.

Domain 4 findings

- St Joseph's school buildings and grounds are exceptionally well-maintained and provide opportunities for a range of engaging indoor and outdoor learning activities. The playground offers large open spaces for student engagement, with students taking great pride in their school. Alternate lunch activities and breakfast club are offered.

- The significant school masterplan implementation resulted in a new middle and senior learning area being completed in September 2023. This reflects the school's teaching and learning philosophy. Staff and students have well-appointed and contemporary facilities, technologies and well-resourced classroom spaces.

- Human resources targeted to meet student needs are significant. Approximately 23% of students receive NCCD for the employment of 12 Learning Support Officers (LSO).

- Learning diversity and wellbeing leaders base the resource provision for extension and intervention programs on attendance, wellbeing and academic data sets. Analysis and collaboration on Personalised Learning Plan (PLP) goals occur with stakeholders.

- The wellbeing Professional Learning Team (PLT) are identifying what student wellbeing data are required to enable correlation with academic data to inform their decision-making.

- Teachers routinely use data to identify and pre-refer students of concern to leaders.

- Leaders and LSO staff conduct literacy intervention, small group programs across Foundation- Year 6. Pre and post achievement data are used to identify and monitor program impact.

- The provision of LSO resourcing is considered appropriate by staff. LSOs are deployed flexibly across the school according to student need. The CES Ltd. speech pathologist has provided training for LSOs to conduct a 1:1 program. Teachers and parents speak positively about how LSO staff guide learning and behaviours. Some LSO staff express the desire to have continued access to technology.

- For some teachers with a significant number of students on PLPs and Student Adjustment to Educational Programs requiring documentation each term, the workload is reported to be problematic, onerous and inequitable, significantly reducing teaching time. Leaders are aware of this and are looking to find a solution.

- Staff have access to policies, professional learning opportunities, resources and tap into support from skilled personnel from CES Ltd.

- Provision is made for specialist programs in visual/performing arts, Japanese and physical education.

- St Joseph's extends its resource provision through engaging strongly with community organisations.

- Teachers have a program budget for classroom resources and expendables to meet learning needs, which is managed through area leader roles and responsibilities.

5. Building an expert teaching team

The school has found ways to build a school-wide, professional team of highly capable teachers. There is a strong focus on continuous professional learning for all staff and shared responsibility for students' progress in learning. Explicit processes are in place to encourage school-wide collaboration and effective networking with other schools and learning organisations, as well as leadership development opportunities for staff.

Low	Medium	High	Outstanding
The school's approach to professional learning is not centrally coordinated, driven by strategic direction, or evaluated for impact. Stand-alone professional learning activities are undertaken by some teachers.

There is little evidence that school leaders are proactive in the recruitment, retention, and development of staff.

The development of a professional learning community with planned opportunities for regular teamwork, professional discussion and reflection does not appear to be a driving consideration of leaders. Leaders are rarely involved in leading and modelling professional learning. Staff may have some involvement in determining their professional learning foci, although this is primarily through personal reflections in isolation.

Opportunities for staff to receive feedback on their practice via peer observations, mentoring, and coaching are incidental and predominantly initiated by individual teachers. Teachers may experience barriers to accessing tailored professional learning to deepen their understanding of how students learn in curriculum areas and/or expand their disciplinary knowledge.

Staff tend to be given opportunities to undertake leadership responsibilities when a need arises | There is a planned approach to professional learning. Staff are encouraged to work in teams and learn from each other.

Leaders are supportive of staff networking with other schools and learning organisations. Staff regularly undertake professional learning activities. These are not necessarily aligned to school priorities and individual needs or monitored for impact.

Leaders work to attract, retain, and develop staff suited to the school context. Recruitment strategies tend to address short-term needs.

There are some opportunities for staff to lead professional learning and participate in peer observation, coaching and mentoring.

Processes are in place to identify and address teacher professional learning needs specific to how students learn in curriculum areas as well as disciplinary knowledge.

The school provides opportunities for staff with potential to take on leadership responsibilities. Leaders in acting roles are supported to build their capability. | School leaders see the development of a school-wide, professional team of highly capable staff as central to improving outcomes for all students. They regularly lead and model professional learning.

There is a planned approach to professional learning, aligned with improvement priorities and the individual needs of teachers. Professional learning is evaluated for impact. Strategies are in place to attract, retain and develop staff with specific expertise and to address identified school needs.

Leaders intentionally build a professional learning community. Teams meet regularly and purposefully to learn from each other. Mentoring, coaching, peer observation, and the purposeful building of professional networks are prioritised.

Staff are engaged in collaborative reflections with their peers. Leaders encourage staff to pursue further study. Teachers regularly participate in tailored professional learning designed to expand their disciplinary knowledge and deepen understandings of how students learn.

Leaders foster internal leadership development. Targeted strategies are in place to support capability building for staff undertaking leadership responsibilities. | School leaders enact their commitment to a school-wide, self-reflective culture focused on continuously improving teaching practices.

The school systematically implements a coherent professional learning plan which is tightly aligned to improvement priorities and monitored for impact. Leaders have worked strategically over time to attract, retain, and professionally grow their teaching team, addressing any identified gaps in expertise.

All staff collaborate as part of a professional learning community and are deeply committed to the continuous refinement of practice, regardless of their level of experience.

Collaboration time is prioritised and spent wisely. Teachers regularly spend time together planning for and assessing learning, engaging in collective professional inquiries as well as participating in and learning from peer observations, mentoring, and coaching opportunities.

All teachers have an in-depth understanding of curriculum areas they teach, as well as typical student developmental pathways. They are eager to keep up-to-date with new developments in their fields, share expertise with others within and across schools and learning networks, and are supported to continue further study.

Leaders prioritise staff involvement in planning for and leading professional learning. Opportunities for professional learning are differentiated according to individual staff aspirations, interests, and levels of experience and expertise. Leaders implement targeted strategies to nurture and develop staff leadership capabilities in authentic contexts, supported by opportunities for reflection. |

Domain 5 findings

- At St Joseph's, school leaders highly value the importance of school-wide staff professional learning to develop consistency of practice, build capacity of teachers and ensure successful student outcomes aligned to the SIP and AAP.

- Structures and processes have been implemented to build teacher capacity through weekly whole-staff and team PLT meetings. This includes drawing upon internal expertise, utilising CES Ltd. education officers and external learning consultants in providing professional learning.

- A new leadership structure has recently been implemented to include a learning and teaching team and unit leaders for Foundation, junior, middle and senior levels.

- The school ensures consistency of approaches are maintained by the ongoing professional learning of all staff.

- School leaders regularly facilitate professional learning at staff PLT meetings and school closure days, modelling and co-teaching strategies/practices in some classrooms for individual teachers. This includes; student engagement through open-ended numeracy teaching, visible learning and Sounds-Write. Some leaders have timetabled engagement in classrooms on a daily basis.

- All teachers are members of either a data, wellbeing, learning diversity or Catholic Identity team. These teams meet regularly to develop actions aligned with the AAP goals, informed by data and evidence-based practice.

- A whole-school professional learning plan that incorporates all modes of professional learning opportunities, aligned with improvement priorities and the needs of individual teachers, is yet to be developed.

- Annual Review Meetings involve reflection and feedback on performance and goal-setting.

- There are processes in place for new staff, particularly graduates, to receive mentoring and modelling from leadership on teaching practices.

- A systematic approach to observation, feedback, mentoring and coaching for all staff is yet to be developed. Many teachers articulate that they would value the opportunity to observe and share teaching practice with their peers.

- Induction is held for new staff, including child safeguarding, compliance and staff expectations. Some staff report that there is variation in induction content and process.

- St Joseph's has been successful in their application to take part in the Early Learning in Science, Technology, Engineering and Mathematics Australia pilot program this year.

6. Leading systematic curriculum implementation

The school has a coherent and comprehensive plan for implementation of the prescribed curriculum that ensures consistent teaching and learning expectations and a clear reference for monitoring and communicating learning progress over time. The plan embeds evidence-based teaching, learning, and assessment practices. It focuses on building students' disciplinary knowledge and skills, as well as broader capabilities and dispositions. It has been designed through consultation with the school community and is flexibly implemented to ensure responsiveness to individual student and contextual needs. The curriculum implementation plan is regularly evaluated and refined to maximise student outcomes.

Low	Medium	High	Outstanding
School leaders and teachers have limited familiarity with prescribed curriculum documents. Planning occurs at the level of the individual teacher and teaching team. Teaching plans lack flexibility and consideration of students' starting points, learning needs, interests, and backgrounds. Students, families, and the wider community have limited input into curriculum implementation planning. Planned learning experiences largely focus on coverage of specified content. Assessment is mainly used to make judgements about student achievement of curriculum intentions. Reporting of achievement is infrequent and comprises high-level summaries of performance with little guidance on how families might assist learning. Teachers have limited opportunities for professional learning to support curriculum implementation and review. Few processes are in place to review and refine curriculum implementation.	The school has a documented plan for implementing the prescribed curriculum. There are emerging structures and processes that support teachers to plan collaboratively and leaders to monitor curriculum alignment across learning areas, as well as the continuity of learning across the years of schooling. Teaching plans allow some flexibility for students and reference their starting points, learning needs, interests, and backgrounds. When localisation of curriculum occurs, it is generally not informed by consultation with students, families, and the wider community. Planned learning experiences focus predominantly on the acquisition of disciplinary knowledge, with some opportunity for application. Teachers regularly use assessment to make judgements against curriculum outcomes and monitor student progress. Formal and informal processes are used to communicate achievement to families and students with some guidance for families on actions they might take. Professional learning opportunities are provided to support curriculum implementation and review. Leaders encourage teachers to review and refine curriculum implementation.	The school's documented plan for implementing the prescribed curriculum reflects shared values about teaching, learning, and assessment. The plan is communicated widely to stakeholders. There are well-established structures and processes that support collaborative planning. School leaders play an active role in monitoring alignment of the curriculum across learning areas and continuity of learning across the years of schooling. Teachers regularly draw on their knowledge of individual students to ensure that learning experiences respond to students' starting points, learning needs, and backgrounds. Curriculum planning is regularly informed by consultation with key stakeholders to be flexible and responsive to contextual needs. Planned learning experiences prioritise the building of students' conceptual understandings and disciplinary skills, as well as capabilities and dispositions. Assessment practices reflect intended curriculum outcomes and are used to monitor and enhance student progress. Staff regularly communicate with students and their families about achievement and progress over time. Conversations focus on how families can actively support learning. Professional learning opportunities that support curriculum implementation and review are ongoing and accessible to all leaders and teachers. Leaders and teachers regularly review and refine curriculum implementation.	The school has a coherent and comprehensive plan for implementing the prescribed curriculum that reflects the school's vision. There are structures and processes in place which enable continuity of learning across the years of schooling. Curriculum expectations are well understood by key stakeholders. Leaders and teachers plan collaboratively to ensure alignment between the school's curriculum implementation plan, teaching, learning, assessment, and reporting. Students' learning needs, interests, and aspirations are at the centre of curriculum implementation practices. Contextual needs are considered in consultation with students, families, and the wider community, driving responsive and flexible curriculum implementation. Planned learning experiences reflect a sustained emphasis on developing students' conceptual understandings and skills in transferring and applying disciplinary knowledge to meaningful contexts and problems. Assessment practices enable teachers to routinely draw on quality evidence of student learning and progress to optimise achievement of curriculum outcomes. School-wide processes are in place that support consistency in professional judgements. Teachers and school leaders regularly engage in rich discussions with students and their families about achievement and progress over time. School leaders work alongside teachers to coordinate and review curriculum implementation and professional learning to ensure alignment with evidence-informed practice and enhanced student outcomes.

Domain 6 findings

- St Joseph's has implemented a school-wide approach to curriculum design and delivery, which reflects their shared values and beliefs about teaching, learning and assessment. This is documented in a detailed Learning and Teaching Framework 'Curriculum and Learning Plan', including curriculum delivery pedagogies and time allocations.

- The leadership team has prioritised collaborative planning through the provision of shared planning time across most units. Structures and expectations to support a consistent approach to collaborative planning are emerging.

- Most teams identify that key learning areas are allocated to individual teachers to plan. Teachers are expected to adapt this area planning to meet the context of their learners.

- Yearly, termly and weekly planning is clearly documented, aligning to the Victorian Curriculum and Source of Life (SOL) across all learning areas.

- Learning intentions are consistently used, however a school-wide approach to co-constructing success criteria is yet to be evident. There is variability in the quality of both.

- Some teachers can articulate how curriculum is contextualised to meet the learning needs of their individual classes. This is yet to be documented.

- The CES Ltd. SOL planning template for religious education is used school-wide and supports teachers to embed the Shared Christian Praxis pedagogical approach.

- The whole-school focus on embedding differentiated open-ended tasks in mathematics is evident in planning and classroom practice. This approach provides learners with the opportunity to apply discipline knowledge in real life contexts.

- Literacy scope and sequence curriculum Foundation to Year 2 align closely to the Science of Reading.

- The Year 3-6 literacy is documented and delivery is differentiated based on learning abilities and teacher interests.

- A two-year scope and sequence outlines the key learning areas and capabilities to be taught and assessed through Mappen. Capabilities are reported in semester reports.

- Student reports, parent interviews and Program Support Group (PSG) meetings provide families with information about learning progress over time and how they can help at home. Families are provided with term overviews of the curriculum and through the newsletter. Parents would appreciate more frequent updates on curriculum and progress.

- There are pockets of practice where the use of formative assessment and teacher developed assessments tasks are used. Most summative assessments are commercial.

- There is minimal evidence of how curriculum is monitored, reviewed and refined to ensure vertical and horizontal alignment.

- The implementation of the RRRR curriculum is embedded. A contextualised scope and sequence is being developed.

7. Differentiating teaching and learning

The school places a high priority on differentiated teaching and learning to ensure that students are learning successfully. Teaching practices across the school reflect the belief that all students can make excellent progress regardless of their starting points, if they are given appropriate learning opportunities and necessary support. Teachers closely monitor individual student progress and tailor classroom practices to best meet student needs. Targeted interventions are in place for students identified as requiring additional support.

Low	Medium	High	Outstanding
There does not appear to be a school-wide shared vision or approach for differentiated teaching and learning.

Information about students may not be readily provided, easily accessed, and/or utilised as starting points for differentiated teaching.

Planned learning experiences are uniform, with little or no flexibility to respond to students' learning needs, interests, and backgrounds.

Instructional approaches and learning experiences are mainly designed to cater for students performing at the minimum expected level. There tends to be an acceptance that some students will not be successful learners.

Students are provided with some opportunities to choose topics for assessment tasks.

Interventions for students requiring additional support are often devised by teachers without consultation, guidance, or assistance and are rarely evaluated for impact. | School leaders articulate an expectation that teachers differentiate teaching and learning. Whole-school agreed ways of working have not been established.

Staff recognise that students differ in many ways and seek to respond to their varying learning needs, interests, characteristics, and backgrounds.

Teacher planning includes the use of some differentiated strategies to respond to observable learning needs. Some teachers use assessment data to establish where students are in their learning, monitor progress, and inform adjustments to teaching.

Students are given opportunities to reflect on their own progress and aspirations, but do not routinely engage in personalised goal setting.

Processes are in place to identify students who require additional support, and efforts are made to respond to their needs.

Consultation with families about adjustments is predominantly limited to when required. | Clear expectations and agreed ways of working to differentiate teaching and learning are evident.

Staff act on the premise that for students to learn successfully, teachers must tailor learning to students' learning needs, interests, characteristics, and backgrounds.

Evidence from a range of accessible assessment methods is used as a starting point for differentiation and to measure progress. Ongoing monitoring of individual student progress and student feedback informs adjustments to teaching.

Teacher planning is responsive to students' varying needs. Student work reflects differentiated learning and assessment tasks where appropriate.

Students regularly determine and/or co-construct individualised goals, reflect on progress towards these, and set new goals based on progress and success.

Students who require additional support are systematically identified using a range of evidence. Staff regularly consult with specialists, families, and students to inform implementation of a range of evidence-informed adjustments and/or interventions. | There is a school-wide commitment to all students making excellent progress, irrespective of their starting points for learning. A shared vision for differentiated teaching and learning drives classroom practices.

Creating accessible, engaging, and challenging learning experiences for all students is an embedded way of working in the school.

Teachers proactively plan their teaching approaches based on in-depth and ongoing analyses of a range of evidence, including input from students, families, and professional staff.

Assessment is accessible to all students and used effectively to monitor individual progress over time and to make adjustments in response to identified needs. Students continuously engage in cycles of goal setting, monitoring their progress and setting new and challenging goals.

Rigorous and impactful strategies for supporting students that require targeted interventions are embedded.

The perspectives of students, families, and relevant professional staff shape timely adjustments to best meet student needs |

Domain 7 findings

- A consistent approach to differentiation is evident across St Joseph's Primary School, through the use of a range of assessment data, observations and checklists to determine starting points for teaching and differentiated groupings.

- Differentiation is evident in planners for literacy and numeracy, including enabling and extending prompts, open-ended mathematics tasks, guided reading groups and through choice in writing.

- The common use of the Gradual Release of Responsibility (GRR) pedagogy allows each teacher the opportunity to implement daily small group teaching.

- Though most teachers seek to respond to the varying learning needs of their students, differentiation around students' interests, aspirations and backgrounds is yet to be a consistent feature of practice.

- Developing assessment capable learners is a goal of the 2024 AAP.

- Many students acknowledge that they could be pushed to extend themselves with more challenging tasks and express that they would like more choice in what they learn, how they learn and how they present their learning.

- Student learning goals are yet to be implemented across the school. Informal feedback occurs from teachers to students.

- Adjustments are used to support student learning and are evident in quality detailed PLPs. PSG meetings are scheduled regularly to communicate in-school adjustments and student progress against the goals outlined in the student's PLP.

- Detailed student profiles, identifying learning goals and adjustments, are easily accessible.

- The learning diversity leader is instrumental in the identification, development, implementation of adjustments and SMART goals to ensure continuous learning for students with additional needs informed by the Catholic Education Commission Victoria (CECV) Intervention Framework.

- LSOs support individual and small groups of students requiring additional support to access the curriculum and succeed in their learning. Evidence based Tier 2 and 3 literacy interventions include Sounds-Write, Heggerty and Corrective Reading. Evaluation of impact is monitored by class and assessment data collection.

- Individualised numeracy programs for identified students have been developed by leadership. LSO staff support the implementation of these programs.

- Data analysis indicates that the Sounds-Write program has made a positive impact to students requiring additional adjustments in their learning.

- Some teachers highlight a need to provide students with greater voice and agency in the curriculum. Students are currently provided with minimal choice and opportunity to contribute to their learning.

8. Implementing effective pedagogical practices

The 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 and establish and communicate clear expectations concerning the use of evidence-informed teaching practices in all classrooms. All teachers understand and use effective teaching strategies to ensure that every student is engaged, challenged, and learning successfully. Implementation of effective pedagogical practices is facilitated through purposeful collaboration. Leaders work alongside teachers to draw on a range of evidence to evaluate and continuously refine pedagogical practices to maximise their impact on student learning.

Low	Medium	High	Outstanding
The principal does not appear to have strong views on the characteristics of effective teaching or seek to improve pedagogical practices across the school. There is no obvious school-wide discussion or consideration of effective pedagogical practices. The principal and other school leaders spend little time modelling, observing, or providing feedback on teaching practice. Pedagogy is viewed largely as the responsibility of teachers. Teaching staff use pedagogical practices that are not necessarily evidence informed. There is a lack of clarity about what students are expected to know and be able to do, minimal explicit and guided instruction, limited aspirations for student progress, and little attention to individual learning needs. There is limited use of feedback or evaluation of the effectiveness of teaching strategies to guide teaching and learning.	The principal is explicit about their desire to see the use of effective pedagogical practices across the school but is less clear about the nature of these practices. Staff discussion of effective and evidenced-informed pedagogical practices is contained within teaching teams. Some leaders and colleagues observe and provide informal feedback on teaching practice. High expectations for students' progress in learning are not explicitly communicated across the school. Teachers identify learning goals when planning, although these are not routinely reflected in teaching or made clear to students. There is an over-reliance on certain pedagogical practices, with limited tailoring of pedagogical strategies to suit the student cohort. There is some use of feedback to guide teaching and learning. Staff and teams may consider the evidence base of different pedagogical strategies but do not collaboratively evaluate the effectiveness of selected strategies.	The principal is committed to and communicates expectations regarding continuous improvement in teaching practices throughout the school. The principal and other school leaders have established an environment where staff regularly engage in modelling, observing, and providing constructive feedback on colleagues' pedagogical practices. High expectations for all students' learning and what students are expected to learn and be able to do are explicitly communicated across the school. Teachers foster deep learning by emphasising concepts, underlying principles, and big ideas. Instruction is differentiated and students are provided with timely opportunities for feedback to guide next steps and learning progress. Staff keep abreast of research on effective practices. Teachers regularly engage in collaborative reflection about the effectiveness of pedagogical practices.	The principal promotes a shared responsibility for continuously driving improvements in pedagogical practice throughout the school. School leaders and staff demonstrate a strong conviction that improved pedagogical practice is the key to improved student learning. School leaders and teachers are committed to identifying, understanding, and implementing effective teaching practices. Teaching strategies that have been demonstrated through research and practice to be highly effective are prioritised. There is an explicit expectation that all students are actively engaged, appropriately challenged, and prepared to take risks in their learning. Deep learning is enabled through a shared understanding of learning intentions and what quality looks like, progressively building students' conceptual understanding, effective questioning to gauge and stimulate student thinking, and feedback-informed dialogues. Leaders and teachers regularly engage in evidence-informed discussions about practice. Teachers routinely draw on feedback from students and colleagues, to critically reflect on and continuously refine their practice. School leaders and staff collaboratively evaluate the impact of pedagogical practices on student learning, and share findings and recommendations across their networks.

Domain 8 findings

- Learning and teaching at St Joseph's is built around a range of evidence-based pedagogies across all classrooms, levels and disciplines.

- School documents outline the GRR as the instructional model, to provide purposeful teaching and common language in order to develop engaged, self-motivated and independent learners. The understanding of teachers reflects their practice of explicit teaching, guided instruction, then independent learning and reflection, expressed as 'I do, We do and You do'. This is primarily evident in reading and mathematics, Foundation to Year 6. The reflection component of practice to check for learning is sometimes not given priority.

- The 2024 AAP describes the school intention to deepen levels of embeddedness and consistency of visible learning, for example learning intentions, success criteria and feedback. School professional learning is planned to ensure this school-wide approach is consistent. Learning walks are yet to be undertaken. Whilst most students could describe the learning they are undertaking, many could not articulate where to go next. Agreed school-wide feedback strategies are yet to be documented.

- Collective efficacy has been built across the school in the Engaging in Maths Open-ended pedagogy. The school has successfully focused on building teacher capacity in this area for four years. In Foundation to Year 2, collective efficacy has been built by the schools' focus on Science of Reading, the use of Decodable Text, Guided Reading, Heggerty and Sounds-Write.

- Sounds-Write is beginning to be implemented in years 3-6 by teachers and LSOs who are trained to provide intervention and extra 'hits' either in 1:1 or in small groups. There are a variety of approaches apparent in years 3-6 for literacy teaching.

- St Joseph's references an inquiry pedagogy being used for the implementation of units of work using the MAPPEN resource. Students report some learning in these units are repetitive and they welcome greater choice and voice in these subject areas. There is wide variability in teacher fidelity to the use of a true inquiry pedagogy.

- Consistency in the teaching of religious education, based on Shared Christian Praxis Pedagogy, is supported through the work of the Catholic Identity leader with CES Ltd. staff.

- Senior and middle level leaders enable the provision of mentored support for co-teaching, modelling and feedback on practice when required for staff to effectively implement agreed instructional practices.

- CES Ltd. staff and external consultants also mentor and provide feedback to staff including modelling and the provision of some opportunities for staff to learn with and from each other.

- Teachers are open to opportunities for coaching and to work alongside leaders, as well as greater opportunities to learn with and from each other.

9. Building school-community partnerships

The school actively seeks ways to build a strong connection with its local and wider community to enhance student learning, engagement, wellbeing, and opportunity. Partnerships with a range of stakeholders including education and training institutions, businesses, and community organisations are strategically established to address identified student needs. These arrangements provide access to experiences and/or physical or virtual support and resources not available within the school. Families are recognised as integral members of the school community and partners in their child's education. Partnerships are actively monitored to ensure they achieve intended outcomes and are embedded in the school's operation.

Low	Medium	High	Outstanding
The school operates in relative isolation from its local and wider community. There is no evidence of strategically planned partnerships with other institutions or organisations. Contacts with families or community members, other education and training institutions, local businesses, and community organisations, when they occur, are limited to isolated events. There is little evidence that the school draws upon the available resources within the local or wider community to support student learning, engagement, and wellbeing. Individual staff members may have established connections with community organisations.	The school has local and wider community partnerships, but these tend to be initiated by individuals, driven by mutual convenience and/or limited to one-off events and initiatives rather than part of a coherent, jointly planned program. Individual staff seek and establish partnerships with families, community stakeholders and organisations to access resources that can enhance student outcomes. Some connections with local businesses and organisations are providing students with access to specific expertise and opportunities not available within the school. There is little evidence that partnership arrangements are regularly monitored and evaluated for impact.	The school has established mutually beneficial partnerships with the local and wider community with the express purpose of improving outcomes for students. Families are considered as integral members of the school community. Partners have a high level of understanding of, and commitment to, the purpose of the partnership and its objectives. Roles and responsibilities have been clearly defined. There is evidence that partnerships are being implemented as intended. Staff collaborate effectively with partners to plan, implement, resource, and sustain partnership initiatives. Trust, respect, and reciprocity between parties enables partnership success. Regular monitoring and evaluation of progress towards goals inform future partnership plans and activities.	The school strategically draws upon, as well as contributes to, the local and wider community. Staff work intentionally in close and trusted partnerships with families, institutions, businesses, and community organisations to enrich student learning experiences and outcomes. Partnerships are deliberately curated, goal-oriented, reciprocal and an integral part of the school's operation. Partnerships are driven by in-depth analyses of student needs. Careful consideration has been given to planning the details of partnership initiatives including clarifying roles and responsibilities and ensuring that there is ongoing and effective communication. All parties have committed resources to ensure the sustainability of initiatives. School-community partnerships are successfully implemented and there is clear evidence that they are having the intended impact. Robust evaluation of initiatives drives ongoing planning.

Domain 9 findings

- St Joseph's Primary School is working to build a range of relationships within the community. This is being undertaken to enhance learning opportunities for students aligned to a SIP goal to build positive partnerships within the school and wider community.

- The school has a strong connection with the local St Joseph's Parish community to enhance its Catholic mission. The school hall has been used by the parish for weekend Masses, with staff preparing the hall in readiness for the celebrations. Parishioners are invited to school celebrations and events and volunteer at the weekly breakfast club.

- To build connection and unity between the parish and the school, the Sacramental Program is coordinated and facilitated by the school's Catholic Identity leader in collaboration with a parishioner.

- Parents are valued members of the community significantly contributing to school events, including the concert, fete, liturgies and Masses.

- Opportunities exist for more formal parental involvement through the SAC and the Parents and Friends Committee.

- The relationship with the not-for-profit organisation, Tomorrow Today, has been enhanced this year through;
    - the introduction of 'Ready to Start School' parent sessions, incentivising involvement through the provision of school uniform vouchers;
    - pre and post testing of kindergarten students and transfer of transition information; and
    - training reading volunteers to work within classrooms.

  This school community partnership is yet to be formalised.

- A relationship with the Benalla Rotary Club to develop student leadership capacity through the Rotary Community Champions Program, recommenced in 2022. This citizenship program builds community connections involving Year 6 students.

- School staff value their involvement in extensive CES Ltd. networks, including the Catholic Identity, numeracy, languages, Pastoral Wellbeing and Learning Diversity, Ovens Cluster Principals Network and Primary Deputy Principals Network.

- The Benalla and Regional Catholic Education schools connect through a professional learning day each year. Collaborative relationships between the school principals are strong and valued.

- St Joseph's has a strong relationship with FCJ College, including opportunities for work experience, leadership formation, transition, Masses and support of the Cooking Connect program.

Commendations

St Joseph's Primary School is to be commended for:

- Maintaining their narrow and sharp teaching and learning improvement agenda focus across four years of their SIPs to embed Visible Learning, Sounds-Write and Engagement in Open-ended Maths Tasks Pedagogy.

- The ongoing resourcing through significant professional learning to embed improvement priorities.

- Significant comparative student growth data from NAPLAN and PAT assessments in numeracy and reading.

- Nurturing a friendly, respectful and welcoming culture which has built an inclusive school community.

- The value and trust between LSO's, teachers, students and families.

- Embedding the Student Learning Attitudes, which are known and lived throughout the school.

- The high levels of trust and respect between school leaders and SAC members.

- The emphasis placed on student, staff and community wellbeing and pastoral care practices which have established a safe, supportive, caring school community.

- Their deep commitment to data informed decision-making, ensuring student achievement data are authentic and reliable.

- Implementing a significant school masterplan resulting in a new contemporary middle and senior learning area reflective of the school's teaching beliefs.

- Learning spaces used flexibly by a range of staff to appropriately support effective teaching and learning for class, small group and individual students.

- The funding of a broad range of Foundation to Year 6 evidence-based interventions to support the learning and social emotional needs of students.

- Committing to the whole-school implementation of GRR as the instructional model to support purposeful teaching and a common language.

- Building collective efficacy Foundation to Year 2, through a structured evidence-based approach to literacy teaching and assessment.

- Establishing strong relationships with CES Ltd. staff and external consultants to bring specific expertise who have built the capacity of teachers.

- The sustained dedication to the provision of quality PLPs and the detailing of adjustments including a wide range of monitoring processes.

Affirmations

St Joseph's Primary School is to be affirmed for:

- The development of a behaviour matrix supporting the tiered approach consistently responding to student behaviour.

- Introducing systems and structures aligned to improvement priorities through weekly whole-staff and team PLT meetings. The inclusion of all teachers as members of either a data, wellbeing, learning diversity or Catholic Identity team.

- The priority placed across the school on detailing learning intentions and success criteria in all learning areas.

- Identification of the need to further develop assessment capable learners.

- The opportunity the school has to partner with Tomorrow Today to bring resources to the school which will enhance literacy and wellbeing outcomes for current and future students.

- Identify a leadership structure and identified leadership roles reflecting strategic plan improvement priorities, expertise, interests and passion.

- Visibility of leaders in the classroom to provide teaching support, intervention, modelling and feedback.

- The approach and collective accountability to document curriculum through the provision of yearly, termly and weekly planners aligned to mandated curriculum.

Recommendations

- Collaboratively develop with teachers, students and families, a four-year sharp and narrow Explicit Improvement Agenda where staff take collective responsibility for changes in practice required to achieve school goals and targets. Ensure that it includes challenging but achievable school, cohort and class targets and timelines for improvement in student outcomes from analysis of a wide range of data and evidence. Rigorously action and evaluate strategies for impact and communicate to all stake holders.

- Develop, implement and rigorously monitor a contextual ongoing data plan identifying the academic, attendance, behaviour and wellbeing data to be collected, analysed and actioned. Ensure the plan is shared with all stakeholders and includes:
  - quality classroom assessments and data gathered from students, families and the wider community using a range of strategies;
  - the purpose and use of each assessment relevant to each student, cohort and the school;
  - how the school builds teacher capability and a sophisticated understanding of learning growth; and
  - agreed ways in which students routinely engage in discussions with peers and staff to reflect on their learning.

- Create and implement an annual professional learning plan to establish a culture of highly effective staff teams which includes:

  - both differentiated and school-wide professional learning;
  - collaborative reflection about the effectiveness of agreed pedagogies;
  - working alongside leaders, peer observations, mentoring and coaching;
  - engagement in collective professional inquiries; and
  - applying the learnings to build the capacity of others by leading professional learning and refining pedagogical practices across the school.

- Build focused and vibrant learning environments where student voice and agency are acted upon and deep conceptual learning is enabled and celebrated through:
  - a shared understanding and use of quality learning intentions;
  - student engagement in co-constructed success criteria to articulate what progress looks like;

- o students learning in their own ways and at their own pace;
- o effective questioning to gauge and stimulate student thinking feedback-informed dialogues responding to the individual needs of every student (including those more highly able); and
- o students setting and evaluating quality, challenging, cyclical learning goals.

- Continue to develop, share and implement a contextually relevant, explicit, sequenced plan for curriculum delivery that incorporates student agency and voice where student needs, backgrounds, interests and aspirations are central. Bring the curriculum alive through flexible implementation strategies, ensuring school leaders play an active role in monitoring curriculum alignment and continuity of learning. Include processes for ongoing implementation, feedback, review, evaluation and share regularly with parents and students.