SCHOOL CYCLICAL REVIEW MANUAL

for Catholic Schooling
Archdiocese of Brisbane
Forward

The development of the School Cyclical Review Process has been a shared leadership responsibility at both school and Archdiocesan level and I commend the level of mutual respect and trust that has underpinned that development.

In 2007 over 90 Principals, APA’s, Deputies and APRE’s, along with teachers from primary and secondary schools working with colleagues from the Brisbane Catholic Education Centre, developed a draft internal school review instrument. Leadership Forums involving all school principals and senior staff from BCEC provided extensive opportunities for consultation and feedback on the draft instrument and how it might be most effectively used.

In 2008, the School Cyclical Review process was piloted and evaluated. I acknowledge the work of Mr Ian Gamble, educational consultant, for his guidance and support in the development, piloting and evaluation of the process to date.

I have every confidence that the School Cyclical Review process will create and sustain a culture of improvement in student learning in schools; it will also inform accountability requirements at archdiocesan and government levels.

Over 62,000 students in the 133 schools administered by the Archdiocese of Brisbane will benefit from the new School Cyclical Review process and I am confident that this process will certainly contribute to the improvement of student learning. I commend the document and the process for your use.

David J Hutton
Executive Director of Catholic Education
Archdiocese of Brisbane

March 17, 2009
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward</td>
<td>1</td>
</tr>
<tr>
<td>CONTENTS PAGE</td>
<td>3</td>
</tr>
<tr>
<td>CONTEXT AND PURPOSE</td>
<td>4</td>
</tr>
<tr>
<td><strong>1.0 INTERNAL SCHOOL REVIEW AND VALIDATION</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 INTERNAL SCHOOL REVIEW INSTRUMENT</td>
<td>7</td>
</tr>
<tr>
<td>1.1.1 Overview of the Internal School Review Instrument</td>
<td>7</td>
</tr>
<tr>
<td>1.1.2 The Components for Internal School Review</td>
<td>10</td>
</tr>
<tr>
<td>1.1.3 The Elements, Indicators of Effectiveness and Sample Data Sets for Each Component</td>
<td>12</td>
</tr>
<tr>
<td>1.2 MANAGING INTERNAL SCHOOL REVIEW AND VALIDATION</td>
<td>82</td>
</tr>
<tr>
<td>1.2.1 Roles and Responsibilities</td>
<td>82</td>
</tr>
<tr>
<td>1.2.2 Steps and Stages for Internal School Review and Validation</td>
<td>83</td>
</tr>
<tr>
<td>1.2.3 Validation of Internal School Review</td>
<td>84</td>
</tr>
<tr>
<td>1.2.4 Five yearly School Schedule for Internal School Review</td>
<td>84</td>
</tr>
<tr>
<td>1.2.5 Documenting Internal School Review at School and Archdiocesan Level</td>
<td>86</td>
</tr>
<tr>
<td><strong>2.0 EXTERNAL SCHOOL REVIEW</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 EXTERNAL SCHOOL REVIEW PROCEDURE</td>
<td>89</td>
</tr>
<tr>
<td>2.2 FIVE YEAR SCHEDULE FOR EXTERNAL SCHOOL REVIEW</td>
<td>93</td>
</tr>
<tr>
<td>2.3 SCHOOL CYCLICAL REVIEW TEMPLATE</td>
<td>95</td>
</tr>
<tr>
<td>2.4 EXTERNAL SCHOOL REVIEW REPORT TEMPLATE</td>
<td>101</td>
</tr>
<tr>
<td><strong>3.0 SCHOOL CYCLICAL REVIEW RECORDS</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 INTERNAL SCHOOL REVIEW RECORDS</td>
<td>107</td>
</tr>
</tbody>
</table>
CONTEXT AND PURPOSE

Context

The Strategic Renewal Framework 2007-2011 outlines the processes that comprise the School Renewal Cycle and how it operates in schools. The School Renewal Cycle incorporates a set of processes whereby a school connects with its beliefs and values, reflects upon the past, plans for a hope-filled and enhanced future and takes action to realise that future. School Cyclical Review is a key process of the School Renewal Cycle.

Purpose of School Cyclical Review

The purpose of school cyclical review is to:

- Create and sustain a culture of improvement in student learning in schools;
- Assist schools reflect on the 31 components for school cyclical review;
- Assist schools determine their effectiveness in a particular component through using ‘indicators of effectiveness’;
- Address Non-State School Accreditation compliance requirements in an integrated manner through the internal review and validation of components 8.1 and 8.2;
- Provide data to inform Archdiocesan, State and Commonwealth reporting requirements;
- Provide data to inform annual school reporting and school goal setting;
- Inform strategic planning for professional learning, and the provision of school support services at both school and Archdiocesan level.

Format

School Cyclical Review incorporates internal school review and validation undertaken annually and an external review undertaken on a five year schedule as determined in consultation with the Non-State Schools Accreditation Board.

This manual documents the procedures and processes for School Cyclical Review in Brisbane Catholic Education for 2008-2012. Section 1 of this manual provides information on the internal school review and validation process and Section 2 provides information on the external school review process. Section 3 provides a location where school cyclical review records many be kept.
SECTION 1

1.0
INTERNAL SCHOOL REVIEW AND VALIDATION
1.1 INTERNAL SCHOOL REVIEW INSTRUMENT

1.1.1 Overview of the Internal School Review Instrument

The internal school review instrument is a tool to assist schools measure their effectiveness across the eight Archdiocesan priorities for Catholic schooling.

The internal school review instrument is structured as follows:

Catholic Schooling Priorities

The eight priorities for Catholic schooling as identified in the Strategic Renewal Framework 2007-2011 provide the common key areas for school cyclical review.

The Components

Components describe the major key dimensions of each priority for the purposes of internal school review and validation.

The Elements

Elements add detail to some important aspects of the components and assist in the review and rating of the components.

Indicators of Effectiveness

Indicators of Effectiveness provide the agreed criteria for effectiveness in Catholic schooling for each of the components. Indicators of Effectiveness have been specifically developed for rating levels six, four and two on a seven point scale.

The Rating Scale

A seven point rating scale is provided to assist schools rate their effectiveness within the context of the indicators of effectiveness. The rating scale goes from seven (the highest rating) to one (the lowest rating).

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Major strengths, exemplary, outstanding</td>
</tr>
<tr>
<td>Level 6</td>
<td>Many strengths, very highly commendable</td>
</tr>
<tr>
<td>Level 5</td>
<td>Strengths outweigh weaknesses, commendable</td>
</tr>
<tr>
<td>Level 4</td>
<td>Sound</td>
</tr>
<tr>
<td>Level 3</td>
<td>Fair</td>
</tr>
<tr>
<td>Level 2</td>
<td>Limited</td>
</tr>
<tr>
<td>Level 1</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
Using Evidence to Inform Judgements

The gathering and analysis of useful and useable data is an essential aspect of utilising the internal school review instrument. Using data wisely requires schools to gather and analyse data with clear reference to the school’s vision, mission and values and the pedagogical and pastoral experience of its teachers.

Data is transformed into evidence to support action when it is critically evaluated within a culture of inquiry and professional learning. Educators can use evidence to judge the current state of school effectiveness, to determine areas for improvement, to chart the effectiveness of an initiative and monitor progress towards a school goal.

Developing higher order data literacy skills and a professional culture of inquiry are critical to building the capacity of schools to effectively use evidence to support internal school review and improvements for student learning.

Schools are encouraged to draw relevant data from the categories listed below to assist their review of the thirty-one components from the internal school review instrument. Some data sets will be more relevant to the review of certain components than others.

School Profile and Demographic Data

School profile and demographic data provide understandings of the school in its context. Relevant demographic data for review could include enrolments, student attendance, ethnicity, gender, ESL, religious profile of students, and staffing numbers and qualifications. Profile data includes the mission, vision and values of the school, the quality and range of school facilities and school income and expenditure. Profile and demographic data helps the school address the question: Who are we and what do we have?

School Process Data

Process data provides an understanding of the processes that operate at the school and the programs and policies that underpin such processes. It includes various data such as information on curriculum structure, teaching and learning, school timetable, behaviour support and ICLT. This data helps the school answer question: What do we do with what we have and who we are?

Student Learning Data

This data provides understanding(s) of student learning particularly at individual, cohort and/or whole of school level. It includes both internally verified school assessments and externally verified assessments such as years 3, 5, 7, and 9 NAPLAN data, Year 12 student outcomes, and Year 12 (Next Steps) transition data. This data helps the school answer the question: How well do students achieve in their learning?
**Stakeholder Perception Data**

This data provides an understanding of parent, staff, student and other significant stakeholder perceptions about the school, how it operates and how students achieve in their learning. In other words the data helps answer the question: *What do people think about whom we are, how we operate and what students achieve?*

**Recording and Reporting on Internal School Review**

An internal school review template is provided for the recording and reporting on the process, outcomes and validation of internal school review. The template is completed and stored online through SPARROW (Strategic Planning and Reporting - Renewal on the Web) application.
1.1.2 The Components for Internal School Review

Components describe the major key dimensions of each priority for the purposes of internal school review and validation. In total there are 31 components arranged under the eight priorities:

Priority 1: Religious and Evangelising Mission
1.1 Religious Identity and Culture
1.2 Evangelisation and Faith Formation
1.3 Prayer and Worship
1.4 Social Action and Justice
1.5 Learning and Teaching of Religion

Priority 2: Student Learning Outcomes
1.1 Vision for Learning
1.2 Curriculum
1.3 Learning & Teaching
1.4 Assessment of Student Learning
1.5 Reporting
1.6 Evaluation and Forward Planning

Priority 3: Student Support
1.1 Learning Support
1.2 Students with Disabilities
1.3 Cultural Diversity
1.4 Student Wellbeing and Pastoral Care
1.5 Gifted Education

Priority 4: Staff Support
1.1 Professional Learning Community
1.2 Staff Engagement
1.3 Professional Practice

Priority 5: Partnerships and Relationships
1.1 Relationships with parents, care givers and local community
1.2 Partnerships
Priority 6: Information, Communication and Learning Technologies

1.1 Learning and Teaching
1.2 Leadership and Management
1.3 Resourcing

Priority 7: Resourcing Catholic Schooling

1.1 Budgeting and Finance
1.2 Equity and Stewardship
1.3 The Physical Learning Environment

Priority 8: Renewal and Quality Assurance

1.1 Planning and Reporting
1.2 Accountability
1.3 Monitoring and Self Review Processes
1.4 Overall Impact of School Cyclical Review
1.1.3 The Elements, Indicators of Effectiveness and Sample Data Sets for Each Component

Priority 1: Religious and Evangelising Mission

Component 1.1: Religious Identity and Culture

Elements
- Ethos and charism
- Sense of the sacred
- Authentic Christian community

Indicator of Effectiveness - Rating 6
The school’s overall ethos draws its inspiration and identity from the vision and teaching of Jesus Christ as expressed in the Catholic Christian tradition. Students respond well and contribute strongly to the religious identity and culture of the school.

The school has well-developed, articulated and shared understandings of its unique purpose within its cultural context.

The school’s documentation, school enrolment policy and practices clearly reflect its mission, identity and espoused values. The religious nature of the school is explicitly promoted and the language of faith is clearly apparent.

Highly effective strategies promote the school’s religious identity and culture through high quality partnerships and engagements with families, parishes and local church.

There is strong evidence that the identity and charism of the school and the gospel values from which its draws its inspiration are articulated and embedded throughout the school. This is strongly reflected in the school’s prayer life.

The physical environment of the school positively contributes towards the religious development of students through the provision of high quality and meaningful symbols, art works, spaces, and settings.

Indicator of Effectiveness - Rating 4
The school’s inspiration and identity is informed by the vision and teaching of Jesus Christ as expressed in the Catholic Christian tradition. The school recognises its purpose within its cultural context. To some extent students respond to the religious identity and culture of the school but not every avenue for them to do so is utilised.

The school has documentation and practices that in general reflect its mission, identity and espoused values. The religious nature of the school is apparent and there is some evidence of the language of faith.
The school uses strategies to promote its religious identity and culture. Partnerships and engagement with families, parishes and local church occur to some extent.

The identity and charism of the school and the gospel values from which it draws its inspiration are articulated and visible in the school. This is reflected in the school’s prayer life.

The physical environment of the school contributes towards the religious development of students through the provision of some symbols, art works, spaces and settings.

**Indicator of Effectiveness - Rating 2**

The school attempts to draw some inspiration and identity from the vision and teaching of Jesus Christ as expressed in the Catholic Christian tradition. The school does not sufficiently recognise or articulate its purpose within its cultural context.

The school lacks sufficient documentation and practices to adequately reflect its mission, identity and espoused values. There is some evidence of the religious nature of the school, but it is weak or inconsistent and the language of faith is not integrated into school life.

Some strategies exist to promote the religious identity and culture of the school but engagement with families, parishes and local church is very underdeveloped.

The identity and charism of the school and the gospel values from which it draws its inspiration need more articulation and there is a lack of evidence of their integration. While there is evidence of prayer in the school it is not consistent or coherent.

The physical environment of the school offers some contribution to the religious development of students but the provision of symbols, art works, spaces and settings needs attention.

**Sample Data Sets to Inform Internal School Review of Components**

- Evidence of local and wider Church involvement by school
- Use and occurrence of religious symbols, artworks and reflective spaces in school
- School Newsletters and web sites
- Religious profile of school students and staff (% religious affiliation)
- Percentage accreditation of staff to teach RE
- Feedback from Religious Education Team
- Staff, parent, clergy and student perceptions of the religious identity of the school

**Source Documentation to Inform Internal School Review of Components**

- School Vision, Mission and Policy statements
- Religious Education: Guidelines for the Religious Life of the School
- Catching Fire: Spiritual Formation Framework
Priority 1: 
Religious and Evangelising Mission

Component 1.2: Evangelisation and Faith Formation

Elements
- Living the Gospel
- Witness to the wider community
- Spiritual Formation

Indicator of Effectiveness - Rating 6
Students and parents recognise substantially many of the elements of Christian community within the school. Relationships are welcoming and hospitable. There are many ways in which the sacramentality of life is shared and celebrated within the school.

There is a significant range of practices that promote and demonstrate a high level of consciousness and understanding of the school’s mission within the Archdiocesan Vision of Jesus Community Mission. The school’s mission is clearly evident through the day to day actions and relationships of community members and the provision of opportunities to participate in the life of the local and wider church.

Students, staff and parents are consistently supported in understanding the implications of living a life based on gospel values and Christian principles.

A comprehensive range and balance of faith formation opportunities informed by the religious profile of the school are developed and positively engaged in by students, staff and community members.

Indicator of Effectiveness - Rating 4
Students and parents recognise the Christian community dimension of the school. Relationships are generally welcoming and hospitable. There are a number of ways in which the sacramentality of life is celebrated within the school.

School practices aim to promote or demonstrate a consciousness and understanding of the school’s mission within the Archdiocesan Vision of Jesus Community Mission. The school’s mission is generally evident through the day to day actions and relationships of community members and there are opportunities to participate in the life of the local and wider church.

The implications of living a life based on gospel values and Christian principles are addressed with students, staff and parents to some extent.

A range of faith formation opportunities that are informed by the religious profile of the school are developed for and engaged in by students, staff and community members.
Indicator of Effectiveness - Rating 2

There is some experience of Christian community and relationships within the school environment. The sacramentality of life is rarely made explicit within the school.

While there are some practices in the school that demonstrate the school's mission within the Archdiocesan Vision of **Jesus Communion Mission** there is a moderate level of understanding and engagement by the school community. Links and partnerships with the wider Church need to be made more explicit and inclusive.

The implications of living a life based on gospel values and Christian principles are addressed with students, staff and parents to a limited extent.

Some faith formation opportunities occur for students, staff and community members.

Sample Data Sets to Inform Internal School Review of Components

- Scope and number of celebrations of Christian community
- Occasions where the Gospel of Jesus Christ is proclaimed in ways that challenge people and invite them to belief
- Opportunities for members of the school community to deepen their faith
- Staff, parent, clergy and student perceptions of faith and spiritual formation in the school
- Feedback from Religious Education Team
- Opportunities for staff and/or students to witness to their faith

Source Documentation to Inform Internal School Review of Components

- School Vision, Mission and policy statements
- Religious Education: Guidelines for the Religious Life of the School
- Catching Fire: Spiritual Formation Framework
Priority 1:
Religious and Evangelising Mission

Component 1.3: Prayer and Worship

Elements
- Christian prayer
- Celebrating liturgy and sacraments
- Ritualising everyday life

Indicator of Effectiveness - Rating 6
Prayer and worship in the school community is God-centred and responsive to life and the richness and variety of the Christian tradition. Prayer and worship are authentic and integral to the school’s culture and mission, and consistently enliven the lives of students and the whole community.

Students, staff and parents are well informed about the purpose and meaning of a variety of forms of prayer in the Christian tradition.

A rich variety and very thoughtful balance and variety in choice of modes, media, spaces and settings are utilised to provide significant experiences of prayer and worship that are formational, inspiring and engaging for students and others in the school community.

The prayer and worship life of the school is clearly valued by students and other members of the school community, recognises gifts and talents, and demonstrates shared leadership. It is enhanced through formation of the community for participation and celebration, and contributes effectively to the life of the church.

The high value placed on prayer and worship in the life of the school is reflected in the priority given to it in terms of time, human and material resourcing.

Indicator of Effectiveness - Rating 4
Prayer and worship in the school community is usually God-centred and generally responsive to life contexts and the richness and variety of the Christian tradition. Prayer and worship is part of the school’s culture and mission, and enliven students and the whole community.

Students, staff and parents are informed about the purpose and meaning of prayer in the Christian tradition.

There is a range in the choice of modes, media, spaces and settings to provide experiences of prayer and worship. These offer some opportunity for formation, inspiration and engagement to students and others in the school community.
The prayer and worship life of the school is generally valued by students and other members of the school community and attempts to recognise gifts and talents, and demonstrates some shared leadership. There is some degree of formation of the community for participation and celebration, and some potential for a contribution to the life of the church.

Support is given for prayer and worship in the life of the school in terms of time, human and material resourcing.

**Indicator of Effectiveness - Rating 2**

Prayer and worship in the school community responds in part to life contexts and the Christian tradition. Prayer and worship is related to the school’s culture and mission, and includes students and other members of the school community.

Students, staff and parents lack understanding about the purpose and meaning of prayer in the Christian tradition.

There are some options available in terms of choice of modes, media, spaces and settings for the provision of experiences of prayer and worship.

There is some involvement of community members, but developing leadership in this area needs further support. There is little obvious formation of community members for participation and celebration in prayer and worship.

Prayer and worship does not appear to have a high priority in terms of time, human and material resourcing.

**Sample Data Sets to Inform Internal School Review of Components**

- Scope and number of celebrations of prayer through all year levels and school contexts
- Scheduled opportunities for the celebration of liturgy, especially the sacraments of Eucharist and Reconciliation
- Use of various rituals to give Christian meaning to everyday events
- Retreat/reflection program(s) suited to the developmental stages of students
- Feedback from Religious Education Team
- Staff, parent, student and clergy perceptions of prayer and worship in the school

**Source Documentation to Inform Internal School Review of Components**

- School Vision, Mission and policy statements
- School Web Site
- Religious Education: Guidelines for the Religious Life of the School
- Catching Fire: Spiritual Formation Framework
Priority 1:
Religious and Evangelising Mission

Component 1.4: Social Action and Justice

Elements

- Justice in the school community
- Action for justice
- Reflection on action for justice

Indicator of Effectiveness - Rating 6

Principles of justice and peace based on the scriptures and social teachings of the Church are clearly embedded in the policies, processes and structures of the school. School policies, processes and structures are just and inclusive, of clear benefit to students and exhibit a particular concern for the needs of marginalised members of the school community.

Teaching and learning in the school assists students and teachers to consistently reflect on connections between what is being taught and learnt and contemporary issues related to justice, peace and ecological sustainability.

There are comprehensive opportunities within the school to raise the consciousness of individuals and the school community about the importance of justice and peace in local and global contexts. Action reflection processes are consistently used in learning about social justice and engaging in social action and outreach.

The school accesses a wide range of age-appropriate opportunities and utilises a diversity of effective strategies to engage students in outreach and social justice activities.

Indicator of Effectiveness - Rating 4

Principles of justice and peace are present in the policies, processes and structures of the school. School policies, processes and structures are just and inclusive and reflect an awareness of the needs of the marginalised.

Teaching and learning in the school provides opportunities for students and teachers to reflect on connections between what is being taught and learnt and contemporary issues related to justice, peace and ecological sustainability.

Opportunities are utilised to some degree within the school that raise the consciousness of individuals and school community about the importance of justice and peace in local and global contexts. Action reflection processes are used to some extent in learning about social justice and engaging in social action and outreach.

There are age-appropriate opportunities and strategies within the school to engage students in outreach and social justice activities.
Indicator of Effectiveness - Rating 2

While some reference to justice and peace can be found in the policies, processes and structures of the school, social justice principles are not well embedded in the life of the school. School policies, processes and structures are intended to work for the benefit of students but awareness of the needs of marginalised members of the school community requires further development.

Teaching and learning in the school provides occasional assistance to students and teachers in reflecting upon connections between what is being taught and learnt and contemporary issues related to justice, peace and ecological sustainability.

There are some attempts within the school to raise the consciousness of individuals and school community about the importance of justice and peace in local and global contexts but these could be more consistent and developed.

There are limited opportunities and strategies to engage students in outreach and social justice activities.

Sample Data Sets to Inform Internal School Review of Components

- Examples of education and action for justice, peace and ecological sustainability evident in school and across curriculum
- Examples of school involvement with Catholic agencies that work for justice and peace
- Access to and participation by school in community service and outreach programs suited to the developmental stages of its students
- Feedback from Religious Education Team
- Staff, parent, student and clergy perceptions of a justice orientation in the school

Source Documentation to Inform Internal School Review of Components

- School Vision, Mission and policy statements
- Religious Education: Guidelines for the Religious Life of the School
- Catholic Education Council - Justice Education Policy (May, 2002)
- Catching Fire: Spiritual Formation Framework
Priority 1:  
Religious and Evangelising Mission

Component 1.5: Learning and Teaching of Religion

Elements
- Religious Education program
- Management and resourcing of Religious Education
- Teacher accreditation, expertise and professional learning
- Student and family religious profile and affiliation

Indicator of Effectiveness - Rating 6
Learning and teaching of religion in the school is well grounded in the Catholic Christian tradition and open and responsive to ecumenical and multi-faith realities of our society. The school has a well-documented program for the learning and teaching of religion which conforms to Archdiocesan requirements and is based upon high quality educational theory and practice. The program clearly provides for the context and needs of the school community and is linked to the wider curriculum and the religious life of the school.

Teachers are well qualified, engaged and expert in the knowledge, skills and dispositions related to the learning and teaching of religion. The school provides consistent support to assist teachers of religion to provide high quality learning opportunities for their students. Students generally respond positively and are engaged in an extensive range of effective learning opportunities.

The school community gives high priority to the learning and teaching of religion and there is clear evidence of high quality resourcing and equitable provision for the ongoing professional learning of teachers that lead to high-quality student outcomes.

Indicator of Effectiveness - Rating 4
Learning and teaching of religion in the school is based on the Catholic Christian tradition and, in general, to the ecumenical and multi-faith realities of our society.

The school has a documented program for the learning and teaching of religion that conforms to Archdiocesan requirements and draws upon sound educational theory and practice. The program documentation displays some recognition of the context and needs of the school community and of links to the wider curriculum and the religious life of the school.

Teachers generally have a degree of expertise in knowledge, skills and dispositions that contribute to the learning and teaching of religion. The school provides support to assist teachers of religion. Students are exposed to a fair range of learning opportunities, and respond favourably for the most part.

The school community supports the learning and teaching of religion through resourcing and the ongoing professional learning of teachers.
Indicator of Effectiveness - Rating 2
Learning and teaching of religion in the school is connected to the Catholic Christian tradition but links to the ecumenical and multi-faith realities of our society need further attention.

While the school’s documentation for the learning and teaching of religion addresses Archdiocesan requirements, the teaching and learning in religion lacks a strong connection with sound educational theory and practice. There is some recognition of context and needs of the school community but links to the wider curriculum and the religious life of the school need developing.

Teachers in general demonstrate satisfactory knowledge related to the learning and teaching of religion. There is insufficient support however provided to assist teachers of religion to provide quality learning opportunities for their students. Students are engaged in a limited range of learning opportunities and in general show a lack of positive response to the teaching of religion.

While the school community gives some support to the learning and teaching of religion there is a lack of sufficient resourcing and the ongoing professional learning of teachers.

Sample Data Sets to Inform Internal School Review of Components
- Professional learning and faith formation of teachers, especially those teaching religious education
- Staff profile of qualifications that support teaching of RE and accreditation of staff for RE
- Religious profile of students
- Strategies for the learning and teaching of religion in light of student religious context
- Staff, parent, student and clergy perceptions of religious education in the school
- Feedback from Religious Education Team
- School internal and external verified learning data within Religious Education

Source Documentation to Inform Internal School Review of Components
- Catholic Education Council: Religious Education of School Aged Catholics
- School Documents and resources that support the learning and teaching of religion
- Catching Fire: Spiritual Formation Framework
Priority 2:
Student Learning Outcomes

Component 2.1: Vision for Learning

Elements

- Learning Framework and educational philosophy
- School, student and family profile
- Local community context and aspirations
- Political and ecclesial contexts
- Data informed

Indicator of Effectiveness - Rating 6

The school has a Vision for Learning based on the Brisbane Catholic Education Learning Framework which clearly identifies the aspirations for learners in its community and the Vision Statement for Catholic Education - Teach Challenge Transform. There are clear links between the Vision for Learning and the school’s mission. Goals and standards relating to student learning are clearly enunciated and are embraced by the whole community.

The Vision for Learning is developed in consultation with all school and community members. It reflects local needs very effectively including the student and family profile. It is thoroughly informed by current research on learning and is of demonstrable benefit to students in shaping high quality of learning experiences that they encounter every day.

The Vision for Learning underpins curriculum organisation, pedagogy, assessment and the reporting of student learning. It strongly aligns with the policies and practices of the school and the physical and social learning environment for all students.

The integrity of the Vision for Learning is maintained while being responsive to political and ecclesial contexts.

Indicator of Effectiveness - Rating 4

The school has a Vision for Learning which relates to the aspirations for learners in its community.

The school’s Vision for Learning draws from the Brisbane Catholic Education Learning Framework and the Vision Statement for Catholic Education - Teach Challenge Transform. There are linkages between the Vision for Learning and the school’s mission. Goals or standards for learning are generally embraced and enacted within the school community.

The Vision for Learning is developed in collaboration with school and community members. The Vision is of benefit to students in influencing the learning experiences that they encounter every day. It responds to the needs of the local community including its student and family profile. The Vision for Learning takes account of current research on learning.
The Vision for Learning informs curriculum organisation, pedagogy, assessment and the reporting of student learning. It generally aligns with the policies and practices of the school.

The Vision for Learning takes into account current political and ecclesial contexts.

**Indicator of Effectiveness - Rating 2**

There is some evidence that the school has a Vision for Learning which identifies the aspirations for learners in its community.

While there are some links between the school Vision for Learning and the school’s mission, it takes little account of the Brisbane Catholic Education Learning Framework or the Vision Statement for Catholic Education - **TEACH CHALLENGE TRANSFORM**.

While some collaboration or consultation with school and community members occurs in developing the Vision for Learning, it is not well understood or embraced across the school community.

The Vision for Learning has some links with the needs of the local community including its student and family profile. The Vision for Learning lacks a strong basis in current research on learning. The Vision appears to be of limited benefit to students in terms of the learning experiences that they encounter every day.

There is some connection between the Vision for Learning and curriculum organisation, pedagogy, assessment and the reporting of student learning, but the links are not well understood or enacted. Further alignment with the policies and practices of the school is required.

**Sample Data Sets to Inform Internal School Review of Components**

- School communications e.g. School newsletter(s), school website
- School curriculum plan(s) - key documents about learning in school
- School Board policies
- Time and opportunities for school staff to develop/sustain a shared vision for learning in the school
- Perceptions of staff, students and BCE curriculum consultants about the existence, quality and application of a shared vision for learning in the school

**Source Documentation to Inform Internal School Review of Components**

- Learning and Teaching Policy Statement for Brisbane Catholic Education Schools
- **Brisbane Catholic Education Learning Framework**
- Vision Statement for Catholic Education - **TEACH CHALLENGE TRANSFORM**
- Melbourne Declaration on Educational Goals for Young Australians
Priority 2:
Student Learning Outcomes

Component 2.2: Curriculum

Elements
- Provision, opportunities and breadth of curriculum
- Use of student performance data
- Structure and organisation of curriculum
- Co-curricula provision

Indicator of Effectiveness - Rating 6
The school has a comprehensive whole of school approach to curriculum, which is regularly updated and reviewed using student performance and participation data and which incorporates age-appropriate practices and structures that promote a coherent progression through the phases of learning to effectively meet the needs of all its students. The curriculum is holistic in nature, reflecting substantial breadth and depth of all learning areas while fulfilling BCE and government requirements.

There is a consistent and effective whole of school approach to the teaching of literacy and numeracy.

The school’s curriculum takes into account contemporary research, is relevant to the context and circumstances of the student population, and provides appropriate opportunities for flexibility and negotiation. The curriculum program reflects the context of the community in which the school is located, and is readily accessible to parents, teachers, students and wider community.

Innovative and sustainable approaches to the organisation of learning and timetabling optimise teaching and learning time.

The school has a comprehensive co-curricular program that responds to the students’ needs and which draws on and contributes to the local community.

Indicator of Effectiveness - Rating 4
The school takes a whole of school approach to curriculum. The curriculum is periodically updated utilising student performance and participation data and addresses the various phases of student learning. The curriculum fulfils BCE and government requirements, and provides appropriate breadth and depth. Students’ needs are addressed by the programs and courses that are offered.

There is a whole of school approach to the teaching of literacy and numeracy.
The school’s curriculum responds to the context and circumstances of the student population. The curriculum program is accessible to parents, teachers, students and wider community.

The curriculum provides for the effective organisation of learning through timetabling.

The school has a co-curricular program that responds to a range of student needs.

Indicator of Effectiveness - Rating 2
A whole of school approach to curriculum is not evident. The curriculum, while addressing BCE and government requirements, reflects a lack of breadth and depth in learning areas. The programs and courses that are offered respond to students' needs to some extent. There is little use of student performance and participation data.

Attention is given to the teaching of literacy and numeracy across the school but there is need for further coordination, support and engagement for it to be effective.

The school’s curriculum needs to give further consideration to the context and circumstances of the student population. The curriculum program is not well known among parents, teachers, students and the wider community.

There are co-curricular offerings at the school but they do not sufficiently engage student needs and interests.

Sample Data Sets to Inform Internal School Review of Components
- Whole of school & classroom curriculum plans/audits
- KLA / subject offerings and schedules
- Staff professional learning activities undertaken
- Co-curricular schedule, records of excursions
- Perceptions of staff and BCE curriculum consultants on the school curriculum
- Perceptions of students and parents on curriculum at the school
- Internally verified school learning data
- Externally verified school learning data e.g. NAPLAN 3, 5, 7, 9 data; Year 12 student outcomes; Year 12 “Next Steps” transition data

Source Documentation to Inform Internal School Review of Components
- School Strategic Renewal Plan
- Melbourne Declaration on Educational Goals for Young Australians
Priority 2: 
Student Learning Outcomes

Component 2.3: Learning and Teaching

Elements

- Inclusivity and diversity
- Whole school approaches
- Pedagogy
- Student engagement
- Resourcing
- Use of student learning data

Indicator of Effectiveness - Rating 6
Learning and Teaching are strongly grounded in positive relationships that actively engage students and promote ownership of their learning. Learning and Teaching are highly responsive to the needs and interests of all students ensuring that each child has the opportunity to succeed.

Teachers use highly reflective pedagogies based on a deep knowledge and understanding of learners, learning and syllabus content. Teaching practices are informed by contemporary research and supported by high quality professional learning that responds to the needs of individual staff. Intellectually challenging and inclusive learning experiences connected to the world and interests of students are provided and are appropriately engaged in.

A range of appropriate student learning data at school, cohort and classroom level is systematically collected and strongly informs Learning and Teaching in the school.

Comprehensive whole of school approaches are evident in the ongoing development and evaluation of high quality curriculum plans which are thoroughly understood and owned by members of the learning community.

The school has well established processes for co-ordinating the human, temporal and material resources that support quality Learning and Teaching for students and that respond to the present and future needs of the school community.

Indicator of Effectiveness - Rating 4
Learning and Teaching are based in positive relationships with students and promote a degree of ownership of their learning. Learning and Teaching are generally responsive to the needs and interests of students and provide them with a range of opportunities to succeed.

Teachers use pedagogies that are based on knowledge and understanding of learners, learning and syllabus content. Teaching practices are generally consistent with current research and are supported by professional learning. There is some evidence of teachers using intellectually challenging learning experiences to engage students.
Student learning data is used to inform Learning and Teaching in the school. Curriculum plans are developed and evaluated periodically by teachers throughout the school. The school has curriculum management processes that utilise human, temporal and material resources and respond to the needs of the school community.

**Indicator of Effectiveness - Rating 2**

Learning and teaching incorporates some engagement and some effective relationships with students and their learning. Learning and Teaching could be more responsive to the needs and interests of students and provide them with better opportunities to succeed. There is some evidence of students having ownership of their learning.

While there is some acknowledgment within the school of the importance of knowledge and understanding of learners, learning and syllabus content, such knowledge does not effectively inform the professional practice of teachers. Teaching practices may have some connection with research and teacher professional learning but there is need for improvements in approaches to learning and teaching across the school.

Student learning data has little influence on learning and teaching in the school. While there is some development and evaluation of curriculum plans it is not systematic or comprehensive and there is little ownership by members of the learning community.

The school has some processes that provide for the management of human, temporal and material resources for Learning and Teaching of the school community but they require better alignment and monitoring.

**Sample Data Sets to Inform Internal School Review of Components**

- Use of School Renewal Funding to enhance Learning and Teaching
- Student work samples that show evidence of the quality of learning and teaching
- Externally verified school learning data e.g. NAPLAN 3, 5, 7, 9 data; Year 12 student outcomes; Year 12 “Next Steps” transition data
- Internally verified school learning data
- Perceptions of staff and BCE curriculum consultants on quality and effectiveness of learning and teaching
- Perceptions of students on quality and effectiveness of learning and teaching

**Source Documentation to Inform Internal School Review of Components**

- BCE Learning and Teaching Policy
- Melbourne Declaration on Educational Goals for Young Australians
- BCE Learning Framework
Priority 2:  
Student Learning Outcomes

Component 2.4: Assessment of Student Learning

Elements
- Continuity, flexibility and variety of assessments
- Tracking, monitoring and feedback
- Consistency of teacher judgement
- Use of student learning data

Indicator of Effectiveness - Rating 6
There is a comprehensive, whole of school understanding of the principles and practices of assessment of learning. Consistency of Teacher Judgement occurs through an ongoing cycle of professional reflection and substantive dialogue to ensure that assessments of student learning are valid, well based, and used to inform future practice.

The school has a comprehensive whole of school approach to tracking and monitoring student learning which is data informed and evidence based. Data analysis is comprehensive and valid and covers a range of internal and external assessments.

High quality assessment provides all students with timely and comprehensive feedback on their learning which encourages deep reflection and meaningful goal setting for future learning.

A wide variety of assessment opportunities are provided that reflect differing learning styles and which are inclusive of all student learning needs. Highly effective assessment is informed by Learning and Teaching and guided by current research on how students learn.

There are highly developed processes in the school that effectively link planning, assessing, monitoring and reporting.

Indicator of Effectiveness - Rating 4
There is a general understanding at a whole of school level of the principles and practices of assessment. A degree of Consistency of Teacher Judgement has been achieved but approaches are not yet fully embedded and the benefits not fully realised.

The school tracks and monitors student learning drawing upon a range of student data. Assessment provides students with some useful feedback on their learning and helps inform the future learning of students.

A range of assessment opportunities are provided which take some account of the differing learning needs of students. Generally assessment is informed by Learning and Teaching and influenced by research on how students learn.

There are school processes that link planning, assessing, monitoring and reporting.
Indicator of Effectiveness - Rating 2

There is some evidence of an understanding of principles and practices of assessment. While there are some processes to support the Consistency of Teacher Judgement, they are not well coordinated or effective.

While the school may have some processes to track and monitor student learning, the effective use of relevant data can be significantly improved. Assessments periodically provide students with feedback on their learning.

Assessment opportunities do not sufficiently reflect the learning needs of students. Assessment within the school is only partially informed by Learning and Teaching and not significantly influenced by research on how students learn.

Links between planning, assessing, monitoring and reporting are not significantly recognised in school processes.

Sample Data Sets to Inform Internal School Review of Components

- Data on student learning & achievement
- CTJ Plans & Feedback sheets
- Use of whole school processes regarding student feedback
- Samples of Assessment Tasks & Criteria Sheets
- Perceptions of staff and BCE curriculum consultants on assessment strategies
- Perceptions of students on assessment at the school

Source Documentation to Inform Internal School Review of Components

- BCE Learning Framework
- Melbourne Declaration on Educational Goals for Young Australians
Priority 2: Student Learning Outcomes

Component 2.5: Reporting Student Achievement

Elements
- Reporting student achievement to the community
- Use and management of student learning data
- Student and parent needs from school reporting
- Education and employment provider needs from school reporting

Indicator of Effectiveness - Rating 6
The school has a comprehensive and coherent approach to the reporting of student achievement to parents and the wider community. The school’s approach to reporting is grounded in its Vision for Learning.

The organisation and management of reporting is accomplished through a variety of authentic formal and informal processes which are informed by student learning data and are evidence based.

The reporting of student achievement to parents is learning phase appropriate, student-specific, comprehensive, accurate, meaningful and easily understood. The school provides very effective opportunities for dialogue, ongoing consultation and feedback on such reporting with parents.

Reporting of student achievement processes are sustainable, regularly reviewed and updated, and allow for ease of student movement between BCE schools and beyond.

Indicator of Effectiveness - Rating 4
The school has an agreed approach to reporting to parents and the wider community that is generally effective and aligns with the school’s Vision for Learning.

The organisation and management of reporting uses appropriate student learning data and recorded evidence.

Reports to parents are student-specific and are generally seen as informative, but further improvements in terms of balancing the comprehensiveness, sustainability and ease of understanding of reports is warranted. The school provides opportunities for dialogue, and feedback with parents on its reporting.

The school periodically reviews its reporting of student achievement.
Indicator of Effectiveness - Rating 2
The school reports to parents on student achievement but there is evidence that reporting processes could be significantly more systematic and effective.

The organisation and management of reporting is in need of more support and coordination.

Student reports to parents provide student-specific information. The school provides opportunities for dialogue and feedback with parents on its reporting but there is need for more effective engagement.

Staff and parents see significant problems in the way in which school reporting of student achievement is addressed.

Sample Data Sets to Inform Internal School Review of Components
- Sample school reporting instruments e.g. semester and mid-semester reports, student portfolios
- Parent interview plans/guidelines
- Use of data management tools/applications/system(s) to support reporting
- Perceptions of staff and BCE curriculum consultants on school reporting
- Perceptions of students and parents on school reporting
Priority 2: 
Student Learning Outcomes

Component 2.6: Evaluation and Forward Planning

Elements

- Programs and offerings
- Pedagogy
- Engagement of learners
- Assessment and reporting
- Resourcing
- Student progression and mapping
- Staff professional learning

Indicator of Effectiveness - Rating 6
Systematic and effective evaluation and forward planning are conducted by the school in relation to the appropriateness and effectiveness of school programs and offerings, pedagogy, the engagement of learners, assessment and reporting, resourcing, student progression and mapping, and staff professional learning.

Evaluation and planning encompass a whole of school approach that draws on systematic analysis of student learning data and student and staff perspectives, are based on best practice and research, are open and transparent, and occur on a regular basis.

Indicator of Effectiveness - Rating 4
Evaluation and forward planning is conducted periodically by the school in relation to the appropriateness and effectiveness of matters such as school programs and offerings, pedagogy, the engagement of learners, assessment and reporting, resourcing, student progression and mapping, and staff professional learning.

Evaluation and planning generally takes a whole of school perspective and includes the use of student learning data and the seeking of feedback from relevant stakeholders. Evaluation and planning make some use of relevant educational research.

Indicator of Effectiveness - Rating 2
Evaluation and forward planning conducted by the school in relation to the appropriateness and effectiveness of matters such as school programs and offerings, pedagogy, the engagement of learners, assessment and reporting, resourcing, student progression and mapping, and staff professional learning lack timeliness and coherence.

Evaluation and planning lacks a whole of school perspective and would benefit from more effective analysis of student learning data and the engagement of stakeholders, particularly in relation to feedback. Evaluation and planning could benefit from the use of relevant educational research.
Sample Data Sets to Inform Internal School Review of Components

- School Strategic Renewal Plan and Annual Action Plans
- Budget allocations
- Use of various evaluative processes and use of external agents
- Record of professional learning activities
- Perceptions of staff and BCE curriculum consultants
- Perceptions of students
- Whole school processes for analysis of student learning data
Priority 3:
Student Support

Component 3.1: Learning Support

Elements
- Whole school co-ordinated structures and programs
- Flexible learning opportunities
- Individualised support plans
- Integration / inclusion programs

Indicator of Effectiveness - Rating 6
Well developed understandings and consistent engagement with policies and guidelines promote inclusive Learning and Teaching. Classroom teachers are highly responsive to all learners and make appropriate adjustments so that all in the community of learners can participate and achieve.

Well co-ordinated whole of school structures and processes facilitate teacher access to support for students as appropriate. High levels of effective collaboration are evident between classroom teachers, parents and student services or agency personnel. Consultative teams are formed and knowledge, skills and resources are shared to provide learning support.

The strengths and needs of all learners are consistently mapped and monitored. Individualised plans for particular students monitor evidence-based adjustments, are reviewed regularly and link to inclusive assessment and reporting practices.

Teachers demonstrate confidence and competence in the application of professional learning to their teaching practice and show well-developed capacity to support a diverse community of learners.

Indicator of Effectiveness - Rating 4
There is engagement with policies and guidelines promoting inclusive teaching and learning but such engagement is uneven across the school. Classroom teachers make some adjustments for learners.

Classroom teachers, parents and student services or agency personnel share knowledge, skills and resources to support teaching and learning but some opportunities are missed or are inconsistent in operation.

The strengths and needs of learners are generally mapped and monitored. Individualised plans for particular students to monitor evidence-based adjustments are reviewed but not always sufficiently regularly. Links to inclusive assessment and reporting practices are evident but can be variable.

Teachers incorporate professional learning about diverse learners to their teaching practice.
Indicator of Effectiveness - Rating 2

There is inconsistent engagement with policies and guidelines that promote inclusive teaching and learning. Some attention is given to adjustments to accommodate the learning needs of students but the processes are uneven.

There are some structures and processes that assist teachers to access support for some students. Few opportunities are utilised for classroom teachers, parents and student services or agency personnel to share knowledge, skills and resources.

There is some evidence of the strengths and needs of learners being mapped and monitored but inconsistent approaches are evident and the monitoring of adjustments and regular reviews are lacking or ineffective.

There is a lack of evidence that teachers apply professional learning to their teaching practice to support the needs of a diverse community of learners.

Sample Data Sets to Inform Internal School Review of Components

- Written policies and processes regarding learning support at the school
- School method to allocate resources to support student learning
- Evidence of adjustments for learners within classroom planning and practice
- Assessment guidelines
- Evidence of student progression of KLA outcomes
- PD activities and budget that support student learning
- Perspectives of teachers, students and support staff
- Perspectives of BCE consultants: Inclusive Education
- Year 2 net data

Source Documentation to Inform Internal School Review of Components

- Melbourne Declaration on Educational Goals for Young Australians
- BCE Learning Framework
Priority 3:
Student Support

Component 3.2: Students with Disabilities

Elements
- Enrolment support EASP
- Individual Education Plans
- Verification and profiling
- Making reasonable adjustments
- Transition support and tracking
- Partnerships with parents and agencies

Indicator of Effectiveness - Rating 6
Processes for the development, implementation, monitoring, review and reporting of programs to support and enhance the learning outcomes of students with disabilities are well identified and supported. Legislative requirements contained in BCE’s guidelines and policies are well embedded within such processes.

There is a high level of commitment to the use of processes such as Enrolment Application and Support Procedures (EASP), Education Adjustment Programming (EAP) and Individual Educational Planning (IEP). School leadership and teachers are highly competent and confident in implementing the school’s processes.

The school actively and confidently enlists support from student services personnel, outside agencies and other professionals.

Innovative and creative educational adjustments effectively meet the physical, social and learning needs of students with disabilities and are linked to assessment and reporting.

There is strong evidence of participation in quality professional development that is responsive to the needs of students with disabilities and encourages the use of proactive and evidence-based teaching strategies.

Indicator of Effectiveness - Rating 4
Processes for the development, implementation, monitoring, review and reporting of programs to support and enhance the learning outcomes of students with disabilities are generally addressed. Legislative requirements contained in BCE’s guidelines and policies are being addressed but transparency in the overall processes could improve.

Processes such as Enrolment Application and Support Procedures (EASP), Education Adjustment Programming (EAP) and Individual Educational Planning (IEP) are fulfilled to a satisfactory degree. School leadership and teachers implement school processes in a competent manner.

The school does not always enlist support from student services personnel, outside agencies and other professionals.
Educational adjustments are mostly linked to assessment and reporting. There is some evidence of participation in professional development that is responsive to the needs of students with disabilities and encourages the use of proactive and evidence-based teaching strategies.

**Indicator of Effectiveness - Rating 2**

While there are some processes for the development, implementation, monitoring, review and reporting of programs, they are generally instances not well articulated or addressed.

While the school undertakes relevant processes such as Enrolment Application and Support Procedures (EASP), Education Adjustment Programming (EAP) and Individual Educational Planning (IEP), these processes are inconsistently addressed and lack consistency of quality outcomes.

The school does not always respond to appropriate opportunities to seek support from student services personnel, outside agencies and other professionals.

There is some reference to or use of BCE’s guidelines and policies by the school.

There is limited participation by teachers in professional development responsive to the needs of students with disabilities, and limited use of proactive and evidence-based teaching strategies.

**Sample Data Sets to Inform Internal School Review of Components**

- Profile of students with disabilities
- Evidence of key processes operating such as EASP, EAP, IEP, ESP and allocation of funding.
- Classroom Teacher’s PD Logs
- Evidence of adjustments for learners within classroom planning and practice
- Formal and informal partnerships
- Allocation and Targeting of resources.
- EIMS reports as source of data for census, for funding, for employment of staff.
- Perceptions of staff and BCE curriculum and inclusive education consultants
- Perceptions of parents and students

**Source Documentation to Inform Internal School Review of Components**

- *Enrolment Application and Support Procedures for Students with Special Education Needs*
- *Catholic Education Council: Students with Disabilities Policy*
Priority 3:  
Student Support  
Component 3.3: Cultural Diversity

Elements
- Aboriginal and Torres Strait Islander Education
- English as a second language
- Languages other than English
- Refugees and Migrants
- Intercultural understanding

Indicator of Effectiveness - Rating 6
Well established processes are in place to encourage intercultural understanding both within and outside the school community. Awareness, knowledge and education to appreciate all cultures, and especially Aboriginal and Torres Strait Islander cultures, are clearly integrated into the curriculum.

Practices and programs are highly responsive to the spiritual traditions, customs and beliefs of students from other cultural backgrounds. Students from these cultural groups and their families experience connectedness to their school community.

Innovative and evidence based approaches to curriculum allow students from various cultural backgrounds and students who have English as a second language to make connections and meet success in their learning.

The school prioritises its resources to assist staff to plan for the needs of the students. Families are enabled to participate fully in the school community and to enhance their skills in facilitating their children’s learning. Data is collected and utilised to enhance the effectiveness of programs and interventions.

Indicator of Effectiveness - Rating 4
Within the school, there is a generally supportive culture, and processes are in place which encourage intercultural understanding both within and outside the school community. Awareness, knowledge and education for all cultures and especially Aboriginal and Torres Strait Islander cultures are present in the curriculum.

Practices and programs take aspects of the spiritual traditions, customs and beliefs of students from other cultural backgrounds into account to some extent. Students from different cultural groups, and a significant number of their families, experience a sense of connection with their school community.

Students from various cultural backgrounds and students who have English as a second language are able to make connections and access learning but there are some barriers still to be addressed.

Resources are available to assist staff to plan for the needs of these students and to enable families of these students to access aspects of the school community and to be
involved in their children’s learning. Student data is available and at times this is utilised to enhance the effectiveness of programs and interventions that are put in place for these students.

**Indicator of Effectiveness - Rating 2**

The supportive culture and the processes that encourage intercultural understanding both within and outside the school community are limited. There is some awareness and knowledge in the curriculum of other cultures and the Aboriginal and Torres Strait Islander cultures, but it needs better integration with the curriculum. There are few reports from students and their families to suggest that they feel connected to their school community.

Some students from various cultural backgrounds and students who have English as a second language are able to make connections with their learning, but more could be made of this area.

Some resources are made available to assist planning for the needs of the students, but few families access aspects of the school community or are involved in their children’s learning.

Limited data is collected that can be utilised to enhance the effectiveness of programs and interventions that are put in place for these students.

**Sample Data Sets to Inform Internal School Review of Components**

- Student feedback on culturally inclusive education
- Evidence of enrolment processes and supportive networks responsive to the needs of students who are refugees, students on the margins or out of home
- Access to curriculum structures and programs that accommodate the multi-dimensional needs of students
- Whole school active acknowledgment of Aboriginal and Torres Strait Islander perspectives
- Procedures and protocols that support the implementation of reconciliation through education
- Community observance of Aboriginal and Torres Strait Islander protocols in relation to celebrations and ceremonies. (i.e. attendance at Sorry Day, NAIDOC Week celebrations etc)
- The affirmation and valuing by the community of indigenous identity and their particular relationship to the land, sea, sky and animals.
- The provision of appropriate professional learning in cultural studies
- The monitoring of racist and discriminatory behaviours in the school and checking for culturally appropriate language and practices within the school’s culture

**Source Documentation to Inform Internal School Review of Components**

- Aboriginal and Torres Strait Islander Catholic Education Policy (April, 2006)
Priority 3: Student Support

Component 3.4: Student Wellbeing and Pastoral Care

Elements
- Whole school student behaviour support plans
- Personal and social development programs
- Guidance and counselling arrangements
- Student protection procedures

Indicator of Effectiveness - Rating 6

The school has a highly effective, whole of school pastoral care plan that comprehensively addresses the needs of the school, students, parents and carers and is in compliance with legislative requirements and BCE Student Behaviour Support Policy, Regulations and Guidelines (2008). There is clear alignment between the vision, mission and values of the school and the processes and procedures stemming from a whole of school proactive social and personal development program which is integrated within the curriculum.

Students report feeling safe and connected to the school. Processes and practices are pastoral and developmental and foster right relationships. Data is collected and utilised to enhance best practice in the implementation of the school’s Behaviour Support Plan.

There is high quality provision of Guidance and Counselling services that are preventative, corrective, supportive and restorative. The school is proactive and highly effective in the identification, management and support of students at risk. All staff and students demonstrate confidence and competence in reporting harm or risk of harm to students and are well informed about student protection, student wellbeing and pastoral care.

School processes, procedures and plans are well documented, understood and supported throughout the school and include appropriate induction, periodical review and input from relevant stakeholders.

The school actively develops and maintains productive partnerships with relevant community agencies and student services personnel to ensure the best outcomes for students and families.

Indicator of Effectiveness - Rating 4

The school has a pastoral care plan that addresses the needs of the school, students, parents and carers. This plan complies with legislative requirements and BCE Student Behaviour Support Policy, Regulations and Guidelines (2008). There is general alignment between the vision, mission and values of the school and the processes...
and procedures stemming from the school’s social and personal development program. There is some integration of this program within the curriculum.

The school Behaviour Support Plan contributes to the growth of students as individuals with some proactive and reactive elements. Students mostly feel safe and connected to the school. Processes and practices are generally pastoral and show an awareness of right relationships. Some anecdotal data is available and at times is used in the implementation of the Behaviour Support Plan.

There is provision of Guidance and Counselling services that have some preventative, corrective, supportive and restorative elements alongside more reactive processes. The school is mostly effective in identifying and supporting students at risk but could be more proactive in this regard. All staff and students have been informed about student protection procedures, and professional learning periodically occurs in the area of student wellbeing and pastoral care.

School processes, procedures and plans are documented and generally understood and supported in the school. They include induction, review and input from some stakeholders. The school usually enlists support from relevant community agencies and student services personnel when required.

**Indicator of Effectiveness - Rating 2**

The school has some pastoral care processes in place but they do not sufficiently address the needs of the school, students, parents and carers, or adhere to BCE Student Behaviour Support Policy, Regulations and Guidelines (2008). There is some connection to the vision, mission, and values of the school in the school’s pastoral care processes but there is limited evidence of a proactive and coherent approach to personal development integrated within the curriculum.

While a Behaviour Support Plan may exist, there is a lack of clear focus on the growth of students as individuals. There is evidence that significant numbers of students do not feel safe and connected to the school. Processes and practices respond to the pastoral and developmental needs of students but could do more to foster right relationships. Some data may be collected in this area but limited evaluation of the school’s processes and procedures occurs.

While there is provision of guidance and counselling services in the school, such services are not clearly recognised as being preventative, corrective, supportive and restorative. School processes could do more to allow for the effective identification of students at risk. Staff and students have some awareness of student protection procedures at the school but more systematic learning for staff and students needs to occur in this area.

School processes and procedures in relation to the school’s Behaviour Support Plan may be documented but are not well understood and supported by staff and there is insufficient appropriate induction, periodical review and input from relevant stakeholders.

The school enlists some support from community agencies and student services personnel from time to time.
Sample Data Sets to Inform Internal School Review of Components

- Documents in Use: E.g. Whole of school student behaviour support plan; Bullying Policy; Critical Incident Plan;, Individual Behaviour Plans; CCYPCG (Student Protection Risk Management Strategy);
- Evidence of Processes Implemented: E.g. Behaviour Intervention Meetings; Student support team; Pastoral support meetings; Referral processes; Student Tracking processes; Student Protection Risk Management Strategy;
- Evidence of Outcomes achieved: E.g. Intervention and Support Team Outcomes; Student school attendance; School incident log; Support room attendance; Bullying Register; Behaviour Plan outcomes; Behaviour records
- Student, Parent, Staff perceptions (re support, bullying, student protection)

Source Documentation to Inform Internal School Review of Components

- Catholic Education Council: Student Protection Policy

Priority 3:
Student Support

Component 3.5: Gifted Education

Elements

- Profiling
- Partnerships and networks
- Learning opportunities

Indicator of Effectiveness - Rating 6

A comprehensive flexible whole of school approach that uses multiple criteria for the identification of students with gifts and talents is reflected in successful classroom practices. Gifted students report that the school has been effective in helping them to develop their gifts in a variety of ways.

Strong school and community partnerships and networks are established and nurtured to provide and enhance innovative and flexible programs for students with specific gifts and talents.

Identified students are well tracked and monitored. Student progress and programs are regularly evaluated using evidence based teaching strategies.
Indicator of Effectiveness - Rating 4

Procedures exist for the identification of students with gifts and talents in the school. Criteria based on subjective and objective measures are available to assist in the identification of students with gifts and talents. Gifted students report that the school has provided assistance to them to develop their gifts.

Processes for developing community and learning partnerships are evident to some extent. Partnerships and networks are developed for short term programs.

There is tracking and monitoring of students with special gifts.

Indicator of Effectiveness - Rating 2

There is some acknowledgement of the needs of students with gifts and talents but little documented programs or processes are in place. There is no coherent or consistent approach evident.

Criteria for identification are largely subjective with limited use of recommended identification measures.

Few opportunities exist for developing programs to meet the needs of learners who are gifted and talented. There is a lack of partnerships and networks to support such students.

While some identification of students with special gifts may occur in the school the process is neither systematic nor sufficiently monitored.

Sample Data Sets to Inform Internal School Review of Components

- Processes for identifying students who are gifted and talented
- Informal and formal partnerships with outside agency / networks E.g. School newsletter, Meeting notes, E-mails, Partnership agreements
- Professional dialogue E.g. Student Support Team Meeting Notes
- Differentiation in curriculum planning documents
- Evaluation of programs E.g. Student Learning Logs, Student/ Parent Surveys, Photos
- Perceptions of Staff and BCE consultants; Inclusive Education and Curriculum
- Perceptions of students and parents

Source Documentation to Inform Internal School Review of Components

- BCE Learning Framework
Priority 4:  
Staff Support

Component 4.1: Professional Learning Community

Elements
- Professional learning community culture
- Professional learning in support of school renewal
- Staff relationships and pastoral care
- Engagement with professional standards

Indicator of Effectiveness - Rating 6
Staff are extensively involved in comprehensive whole of school approaches to professional learning which align with the school’s strategic renewal plan.

It is evident that professional learning is strongly embedded within the school’s mission and vision and strongly promotes improvement in student learning outcomes.

There are highly effective strategies that allow for broad recognition, utilisation and valuing of the breadth of skills, understandings and experiences of staff and the need for research to inform ongoing learning and discussion. There is a systematic dissemination of relevant professional learning within the school community.

The school demonstrates a capacity to innovate and to manage change in a productive and sustainable manner.

A well developed and shared understanding of effective professional relationships and standards is evident across the breadth of school policy and practice.

The school recognises and develops strong relationships with the wider learning community. This is evident by its involvement in systemic and wider professional networks and practices.

Indicator of Effectiveness - Rating 4
Staff are generally involved in a coherent approach to professional learning that aligns with the school’s strategic renewal plan.

Professional learning is embedded within the school’s mission and vision and has a focus on promoting improvement in student learning outcomes.

Strategies exist for the dissemination of relevant professional learning within the school community.

An understanding of professional relationships and standards is evident in school policies and practices.

The school has some effective relationships with the wider learning community.
Indicator of Effectiveness - Rating 2

Professional learning is addressed by the school but it lacks coordination and a coherent approach. There is limited staff engagement with professional learning, and it lacks relevance to the school context and demonstrates limited alignment with the school’s strategic renewal plan.

There is some commitment to professional learning within the school but it lacks a clear focus on improving student learning outcomes.

Effective strategies need to be developed that allow for dissemination of relevant professional learning within the school community.

There is a limited understanding of professional relationships and standards evident in school policies and practices.

Sample Data Sets to Inform Internal School Review of Components

- Evidence of whole school professional learning in action
- Qualifications of staff and breadth of membership of professional associations
- Documentation on professional relationships and standards/ codes of conduct
- Levels and types of access and engagement by staff with external and internal opportunities and networks for learning
- The management and communication of knowledge within the school
- Opportunities for staff collaboration in teaching and learning
- Staff perceptions on the quality of the professional learning community
- Professional feedback from BCE consultants

Source Documentation to Inform Internal School Review of Components

- QCT: Professional Standards for Queensland Teachers
Priority 4:  
Staff Support

Component 4.2: Staff Engagement / Participation

Elements
- Strategic Planning
- Resource management
- Goal setting and review

Indicator of Effectiveness - Rating 6
Staff are actively engaged in implementing the school’s strategic renewal plan and related processes. Staff are very involved in relevant consultative processes, program and policy development to the clear benefit of students and their learning.

There are high levels of staff involvement with students and their learning. This includes the pastoral and community life of the school. There are well developed shared understandings of the school’s mission and vision evident amongst staff which underpin high quality learning experiences for students.

Staff are positively engaged with highly transparent and effective resource allocation processes that are directed towards improving student learning outcomes.

There is a strong culture of mutual respect and collegial professional relationships that create a highly supportive staff environment. All staff recognise and take a responsibility for promoting a positive and effective work environment to the benefit of students and all members of the school community.

There is a strong level of engagement by staff in their own professional learning that aligns with the school renewal plan and in support of the professional learning community of the school.

Indicator of Effectiveness - Rating 4
Most staff have knowledge of and some engagement with the implementation of the school’s strategic renewal plan and related processes. Most staff are involved in relevant consultative processes to the benefit of students and their learning.

Staff are engaged with students and their learning. There is good staff engagement with the pastoral and community life of the school. There is a generally shared understanding of the school’s mission and vision evident amongst staff.

Processes exist for ensuring an adequate understanding by staff of how resources are allocated.

The staff culture generally promotes mutual respect and collegial professional relationships. Most staff take responsibility for supporting a positive and effective work environment.

Staff generally demonstrate an engagement in their own professional learning with some alignment to the school renewal plan, and show support the professional learning community of the school. Some staff may be more marginally involved.
Indicator of Effectiveness - Rating 2

Staff have a limited knowledge of or engagement with the school’s strategic renewal plan and related processes. Few staff are effectively involved in consultative processes associated with school strategic planning.

There is some staff involvement in the life of the school community, including the pastoral and community life of the school.

There is a limited understanding of the school’s mission and vision evident amongst staff. Staff have limited involvement in and a general lack of understanding of resource allocation in the school.

While many staff may aim to provide a supportive staff environment and engage in collegial professional relationships, there are dynamics operating that inhibit this.

There is some engagement by staff in their own professional learning but more needs to be done to build a stronger professional learning community at the school.

Sample Data Sets to Inform Internal School Review of Components

- School documentation on professional relationships and standards/ codes of conduct
- Levels and types of involvement of staff in co-curricular programs
- Staff goal setting and alignment with school strategic goals
- Annual action planning processes and processes for staff engagement
- Allocation of school resources and staff engagement processes
- Opportunities for building staff morale and positive relationships
- Staff perceptions on collaborative engagement of staff with the school

Source Documentation to Inform Internal School Review of Components

- BCE Code of Conduct
- QCT: Professional Standards for Queensland Teachers
Priority 4:  
Staff Support

Component 4.3: Professional Practice

Elements
- Selection, recruitment and induction processes
- Career development and succession planning
- Feedback and appraisal processes

Indicator of Effectiveness - Rating 6
Highly transparent, thorough and context driven recruitment and selection processes and documentation are apparent in the school, in alignment with BCE requirements.
Staff demonstrate a clear understanding and commitment to the expectations associated with their role.
Well developed and shared understandings of authentic appraisal processes exist for all staff. A strong culture of shared ownership and direction within these processes is clearly evident. Feedback and shared future planning and evaluation are of high importance within the process.
A comprehensive induction program with clear expectations and on-going professional support is provided and such programs are well understood and engaged in by all staff.
Succession planning is highly effective in providing opportunities to address future leadership needs and the career needs of the individual.
A strong culture of shared responsibility and well established processes relating to the morale and wellbeing of all staff are evident.

Indicator of Effectiveness - Rating 4
Context driven recruitment processes are used by the school, but the documentation of such processes is uneven. Processes generally align with BCE requirements.
There is an appraisal process in place for staff that most staff engage in positively. There is some feedback and evaluation as part of the process, allowing for some future planning.
There is an induction program that most staff participate in but it is not systematically monitored and could be more effective.
There is evidence of succession planning. Some opportunities are provided to address future leadership needs and the career needs of individuals.
The morale and wellbeing needs of the large majority of staff are generally catered for with a degree of shared responsibility evident.
Indicator of Effectiveness - Rating 2

There is some evidence of recruitment processes and associated documentation. There is inconsistent alignment with BCE requirements.

There are limited and inconsistent opportunities for appraisal in place for staff and a lack of support or ownership of the appraisal process. There is limited feedback and evaluation as part of any process, and little evidence of future planning.

The school provides an induction process but it lacks coherence and consistency and needs better coordination.

There is a lack of evidence of succession planning. Future leadership needs and the career needs of individuals are insufficiently addressed.

The morale and the wellbeing needs of staff could be significantly better catered for.

Sample Data Sets to Inform Internal School Review of Components

- Documentation on school recruitment and selection processes
- The use of role and duty statements in appraising and developing performance
- Opportunities for staff professional feedback and appraisal
- Induction programs at the school
- Processes to grow leadership capacity across staff
- Staff perceptions of professional practice

Source Documentation to Inform Internal School Review of Components

- BCE Code of Conduct
- QCT: Professional Standards for Queensland Teachers
- Catholic Education Council: Equal Opportunities for Women Policy
- Catholic Education Council: Employment of Staff Policy
Priority 5:  
Partnerships and Relationships

Component 5.1: Relationships with parents, care givers and local community

Elements
- Processes for communication and consultation with parents, care givers and students about the school and their child’s learning
- Induction and welcome of parents, care givers, students and volunteers for the school
- Engagement of parents and care givers with school events, rituals and celebrations and child’s learning
- Responsiveness to parental and care giver concerns

Indicator of Effectiveness - Rating 6
The school has a strong culture of deliberate planning for effective formal and informal community relationship building opportunities. A variety of well planned activities are offered and these are well engaged.

Comprehensive induction processes are provided to new members of the school community. Parents and care givers and their children are made to feel most welcome.

Highly proactive and effective processes for communicating and engaging with members of the local community consistently operate. A wide range of opportunities exists for authentic consultation within the school community.

Clearly defined processes for enquiries, complaints, concerns and initiatives are well understood and utilised by community members.

The school acknowledges and celebrates the involvement of the whole community in a rich culture of events, rituals and celebrations.

Indicator of Effectiveness - Rating 4
The school plans for informal and formal community relationship building opportunities. Activities are offered and these are generally supported.

Induction processes exist within the school. These are generally experienced as welcoming and engaging.

Processes are in place for communicating and interacting with members of the community but the engagement of the community in such processes is uneven. While opportunities for consultation within the school community are evident, greater engagement by the local community in such processes would benefit students and the school.

Processes for enquiries, complaints, concerns and initiatives exist within the school but some members are not aware of or follow them.

The school provides for the involvement of the community in events, rituals and celebrations.
Indicator of Effectiveness - Rating 2
The school provides some informal and formal community relationship building opportunities. The activities that are offered are not well supported.

The induction processes that exist within the school could be much more effective. While the school attempts to welcome and engage parents and the community, many community members do not experience a hospitable environment at the school.

The school provides some occasions for communicating and interacting with members of the school community. However, few opportunities for consultation within the school community are offered or utilised.

Processes for addressing enquiries, complaints, concerns and initiatives within the school are not well developed and are inconsistent in application.

The involvement of the community in school events, rituals and celebrations is very limited.

Sample Data Sets to Inform Internal School Review of Components
- Evidence of opportunities for parents and care givers to be welcomed into and engaged with the school community.
- Use of induction programs for parents and their families
- Communication processes between the school and families of students and the local community
- Use of Parent Handbook to communicate school vision, mission, values and operating procedures
- School processes for addressing concerns and inquiries.
- Community building rituals and activities for the school community
- Parent feedback on the quality of school communications and relationship building with the families of students
- Perceptions of staff
- Perceptions of BCE Senior Development Officer: School Community Development

Source Documentation to Inform Internal School Review of Components
Priority 5: Partnerships and Relationships

Component 5.2: Partnerships

Elements

- Appropriate models of parent representation and engagement with the leadership and management of school
- Community agencies and organisations
- Other educational providers, industry and local businesses
- Church / parish community, other Catholic schools and agencies

Indicator of Effectiveness - Rating 6

Energetic bodies involving parents and community members operate effectively according to approved models and contribute dynamically to the school’s governance and management. Such bodies contribute highly to school community building, school-parent dialogue, shared wisdom for collaborative decision making and the ongoing renewal of the school.

Strong links exist and are continually fostered between the school and local and wider church, with other Catholic schools and Catholic agencies. Such partnerships significantly enhance the school and the wider Catholic educational and church community and are supported and valued by all stakeholders.

The school forges productive partnerships with a range of relevant agencies within the broader community that contribute positively to enriching student outcomes and the quality of educational provision in the school.

Indicator of Effectiveness - Rating 4

Bodies involving parents and community members operate generally according to approved models and contribute to the school’s governance. These bodies contribute to school community building, school-parent dialogue, shared wisdom for collaborative decision making and the ongoing renewal of the school, but engagement in some areas could be more effective.

Some worthwhile links exist between the school and local and wider church and with other Catholic schools and Catholic agencies. These partnerships in general assist the school but some aspects are in need of strengthening and development.

The school has partnerships with agencies within the broader community that make some contribution to better educational provision in the school.
**Indicator of Effectiveness - Rating 2**

Bodies involving parents and community members operate within the school but have difficulty contributing to its governance.

The links that exist between the school and local or wider church and with other Catholic schools and Catholic agencies are not well developed, supported or valued.

There are few if any effective school partnerships with other agencies within the broader community that contribute to better educational provision in the school.

**Sample Data Sets to Inform Internal School Review of Components**

- Parents and Friends Association and evidence of its engagement with the school.
- School Board and its role and activities
- Evidence of school links / partnerships with other Catholic schools and Catholic agencies
- Links and partnerships with community agencies including employer and training organisations.
- Feedback from parents and staff on the quality of school partnership with families in education of students
- Perceptions of BCE Senior Development Officer: School Community Development
- Feedback from employer and training organisations on partnerships for educational delivery

**Source Documentation to Inform Internal School Review of Components**

- Catholic Education Council - Parent Partnership and Participation Policy (May, 2005)
Priority 6:
Information Communication and Learning Technologies

Component 6.1: Learning and Teaching using ICLT

Elements
- School vision, values and approach to using ICLT
- Support and development of staff professional learning in ICLT
- Student, staff and parent usage of ICLT

Indicator of Effectiveness - Rating 6
A clearly articulated vision of ICLT is strongly evident in the school. The vision is aligned with the school’s strategic renewal plan and is developed through collaborative input from a comprehensive range of stakeholders. The vision is embedded and evident in the planning and learning and teaching practices across key learning areas.

There is highly effective use of ICLT in learning and teaching across key learning areas for all students. Students and teachers regularly use ICLT tools and processes across the school and there is provision for the diverse needs of students and staff. There is a shared understanding of basic information literacies with a consistent pedagogical approach across the school.

The school explores and evaluates new technologies and their educational impact for students. Relevant innovations are adopted and/or adapted to promote dynamic and challenging learning opportunities for students that have a positive impact on student engagement and learning.

The school places a high priority on, and supports, professional development of teachers in ICLT. Staff are proactive in identifying and addressing priorities for professional development in ICLT. There is a culture of sharing learning and skills that contributes to whole of school development and improvement of ICLT practice.

The school advocates and encourages parental and communal involvement in the training and integration of technology and education.

Indicator of Effectiveness - Rating 4
A vision for ICLT is evident in the school. The vision is developed with stakeholder input and has some alignment to the school renewal plan.

There is some engagement of the vision with planning, learning and teaching practices across Key Learning Areas.

Technology is generally utilised to the benefit of most students across the key learning areas. The use of ICLT is generally visible across the school and meets the needs of the majority of students.
There is some understanding of basic information literacies with some consistency of pedagogical approach. The school explores the use of new technologies in the light of their educational benefit for students but in an unsystematic way.

Innovations are adopted and/or adapted in some areas to enhance learning opportunities for students. Professional development in ICLT is addressed but this could be more strategic and coordinated.

There is evidence of sharing of learning and skills that contribute to whole of school development and improvement of ICLT for the benefit of better learning and teaching of students.

**Indicator of Effectiveness - Rating 2**

There is little evidence of a vision for ICLT in the school. What vision exists is not shared by stakeholders and is not aligned with the school strategic renewal plan.

What vision exists for ICLT has little effective impact on planning, learning and teaching practices across Key Learning Areas to the benefit of students.

There is inconsistent use of technology in learning and teaching across key learning areas for most students. The use of ICLT is not generally visible across the school and does not meet the needs of most stakeholders.

There is insufficient engagement with basic information literacies in pedagogy. While the school may explore some new technologies there is little consideration of their educational impact on student learning.

Few innovations are utilised to enhance learning opportunities for students. The school places little priority on professional development in ICLT.

There are few instances where staff members identify and address priorities for professional development in ICLT. There is some evidence of sharing of learnings and skills that can contribute to improved skills among some teachers.

The school has little parental and communal involvement in the integration of technology.

**Sample Data Sets to Inform Internal School Review of Components**

- Documentation relating to visions or strategies for ICLT learning in the school.
- Evidence of curriculum units with embedded ICLT usage and learning
- Teaching practices utilising and modelling ICLT usage for learning
- Indicators of ICLT literacy (students and staff) across the school
- Evidence of innovative and creative use of new technologies in learning
- Evidence of staff professional development in ICLT
- Staff, student and parent feedback on the use of ICLT in learning and teaching
- Data on usage of ICLT across schools
- Feedback from BCE consultants
Priority 6: 
Information Communication and Learning Technologies

Component 6.2: Leadership and Management of ICLT

Elements
- Whole school technology planning
- School information management and operating systems
- School policies and practice in relation to ICLT

Indicator of Effectiveness - Rating 6
The school has a collaboratively developed and comprehensive technology plan that guides policy and practice, focuses on student success, is research-based and focuses on student needs and proven teaching and learning principles. There is evidence that the plan is periodically reviewed and that learnings inform future directions.

The school has developed and consistently engages with a set of user policies that are understood and owned by the whole school community.

Effective and relevant management systems ensure that appropriate school information is readily available, and easily stored and retrieved. Such management systems readily provide information to better inform the procedures and practices for the whole school for the benefit of students and their families.

A highly effective and comprehensive range of communication systems are implemented across the whole school community in relevant contexts.

Key stakeholders are empowered to implement the ICLT plan to ensure innovation, future growth and development, and sustainability.

Indicator of Effectiveness - Rating 4
The school has developed a technology plan that influences policy and practice, focuses on student success and is based on needs. There is some evidence that the plan is reviewed.

The school has developed a set of user policies that respond to the needs of stakeholders but there are some areas where policy and practice need further development and alignment.

School information is available, stored and retrieved using management systems, but there is room for improvement in the effectiveness of these systems.

Communication systems operate reasonably effectively across the school community in most contexts.

Key stakeholders assist in the implementation of the ICLT plan.
Indicator of Effectiveness - Rating 2
There is little evidence of coherent technology planning to guide policy and practice and planning is not regularly reviewed.

The school may have some user policies but there is little evidence of effective implementation or engagement.

School information is not readily available, poorly stored, and difficult to retrieve, and relevant management systems could be more effective.

Communication systems in the school community lack efficiency and effectiveness.

Sample Data Sets to Inform Internal School Review of Components

- Evidence of school technology planning, and implementation
- Evidence of school user policies and their adherence in regard to ICLT
- Range and use of information management systems in school
- Nature and type of communication systems, intranets and internet
- Staff, student and parent feedback on the above
- Feedback from BCE consultants
Priority 6:
Information Communication and Learning Technologies

Component 6.3: ICLT Resourcing and Infrastructure

Elements

- Development of infrastructure and applications
- Financial sustainability
- Support and maintenance
- Equity of access

Indicator of Effectiveness - Rating 6
Staff and students have high levels of access to fully integrated, contemporary ICLT systems and resources.

The school has a comprehensive budget that is financially sustainable for hardware and software to meet the needs of professional development, facilities, maintenance and support and other ongoing costs, including the investigation of new technologies and innovations.

The school has in place a systematic monitoring and review process that clearly identifies current maintenance and support needs and informs future planning and innovation. Highly responsive and effective technical support is provided to maintain and upgrade the ICLT network and resources.

Indicator of Effectiveness - Rating 4
Staff and students have access to ICLT systems and resources but issues of equity and integration may need attention.

The school has an adequate budget for generally appropriate hardware and software. The budget provides for some professional development, appropriate maintenance and ongoing operational costs though there are some unmet needs in this area. The financial sustainability of budget provision may be an issue.

The school has in place a monitoring and review process for ICLT. Technical support is generally adequate to address current needs in maintaining ICLT networks and resources.
Indicator of Effectiveness - Rating 2

While staff and students have some access to ICLT systems and resources, in many cases it is insufficient.

School budget provision to sustain hardware and software requirements is inadequate and/or unsustainable.

The school’s monitoring and review of ICLT use is not regularly undertaken and review outcomes are inconsistently addressed.

Some technical support is available but its provision does not adequately meet the needs.

Sample Data Sets to Inform Internal School Review of Components

- Evidence of resources for sustainability, innovation and development of ICLT
- Maintenance and support processes for ICLT
- Student, school and home and staff access to ICLT within the school
- School web sites
- Data on maintenance, and usage of ICLT
- Feedback from BCE and external ICLT consultants
Priority 7: Resourcing Catholic Schooling

Component 7.1: Budgeting and Finance

Elements
- School budget
- Audits and financial acquittals
- Government, Church and system financial requirements
- Commonwealth and State census reporting
- Alignment of resources with school strategic renewal plan
- Community and staff engagement

Indicator of Effectiveness - Rating 6
Budget processes demonstrate comprehensive, sustainable and well developed practices that include alignment with the school renewal plan and address the diverse needs of student learning outcomes, consultation with stakeholders, and budget development, monitoring, reviewing and reporting.

Expenditure/purchasing policies and procedures have been established and are thoroughly understood, owned and practised.

Accountability and compliance procedures in relation to financial management are well-developed, clearly evident, timely and meet statutory obligations.

Highly strategic practices maximise sources of income across the school.

The formation and professional development of relevant staff is clearly evident in budget priorities.

Indicator of Effectiveness - Rating 4
Budget processes generally demonstrate thorough, sustainable and well developed practices that include alignment with the school renewal plan and address the diverse needs of student learning, stakeholder consultation, and budget development, monitoring, reviewing and reporting.

Expenditure/purchasing policies and procedures have been established but there is evidence of some uneven engagement across the school.

Accountability and compliance procedures in relation to financial management meet statutory obligations but transparency and/or timeliness in some areas could be more evident.

Income streams are managed but there are appropriate opportunities for revenue growth that need to be explored.

There is some evidence in budget priorities of the formation and professional development of relevant staff.
Indicator of Effectiveness - Rating 2

Budget processes lack a comprehensive, sustainable and well developed approach. There is a lack of alignment with school renewal planning and little focus on the diverse needs of student learning. Stakeholder consultation and budget development, monitoring, reviewing and reporting are very limited.

Documentation relating to expenditure/purchasing policy and procedures is not well known or implemented across the school.

Accountability and compliance procedures are lacking and at times may fail to meet statutory obligations.

Income streams are not well managed and/or undeveloped. There is little evidence in budget priorities of the formation and professional development of relevant staff.

Sample Data Sets to Inform Internal School Review of Components

- School census data
- School budget documentation
- Consultation processes in relation to school budget
- Budget monitoring and review processes
- School documentation on expenditure and purchasing policies
- Budget allocations for professional learning
- Staff and parent feedback on use of budget
- Financial Services Audit Report

Source Documentation to Inform Internal School Review of Components

- Catholic Education Council: Resourcing of Catholic Schools Policy
Priority 7: Resourcing Catholic Schooling

Component 7.2: Equity and Stewardship

Elements
- Allocation of staffing
- Ecological sustainability and environmental impact processes at school
- School provision for needy and marginalised
- Fees and concessions

Indicator of Effectiveness - Rating 6
The allocation and deployment of staff throughout the school is highly transparent, takes appropriate account of needs and school and student learning data, and is strongly aligned to the school’s mission and strategic renewal plan.

The school has highly developed understandings and practices relating to individual, whole of school and community wide environmental stewardship in the context of Catholic social teaching as they impact on the appropriate use of resources across the school.

The school has effective financial processes to meet the needs of the marginalised and the needy and promote their access to a Catholic education.

The school is regularly engaged in assessing the capacity and adequacy of facilities and resources linked to enrolment trends and whole school needs. School resources are very well utilised and managed and promote high levels of student access and engagement with learning.

Indicator of Effectiveness - Rating 4
The allocation and deployment of staff throughout the school takes account of needs inclusive of school and student learning data and is generally aligned to the school’s mission and strategic renewal plan.

The school has a level of understandings and practices relating to individual, whole of school and community wide environmental stewardship in the context of Catholic social teaching as they impact on the appropriate use of resources across the school.

The school makes some financial provision available to provide access for and meet the needs of the marginalised and needy but the consistency and adequacy of this provision needs further attention.

The school occasionally engages in assessing the capacity and adequacy of facilities and resources linked to enrolment trends and whole school needs. While school resources are mostly well utilised and managed, student access to and engagement with school resources to promote learning could improve.
Indicator of Effectiveness - Rating 2
The school has some understandings but few practices relating to individual, whole of school and community wide environmental stewardship in the context of Catholic social teaching as they impact on the appropriate use of resources across the school.

The allocation and deployment of staff throughout the school inconsistently addresses needs and is not well aligned to the school’s mission and strategic renewal plan. There is little transparency or understanding of the processes involved.

The school makes a limited provision to provide access to and meet the needs of the marginalised and needy but such provision makes little impact.

The school gives limited attention to assessing the capacity and adequacy of facilities and resources in relation to enrolment trends and whole school needs. School resources are not well utilised and managed and student access and engagement with school resources to promote learning lacks effectiveness.

Sample Data Sets to Inform Internal School Review of Components
- Processes for allocation and deployment of staff
- Environmental sustainability processes and environmental footprint
- School fees and financial support processes for marginalised students
- Facilities review and asset management systems to address student needs
- Perceptions of staff, students and parents

Source Documentation to Inform Internal School Review of Components
- Catholic Education Council: Enrolment of Students In Catholic Schools Policy
Priority 7:
Resourcing Catholic Schooling

Component 7.3: The Physical Learning Environment

Elements
- Education Brief
- Demographic and enrolment projections
- Master Planning and Facilities Brief
- Maintenance and asset management processes

Indicator of Effectiveness - Rating 6
 Strategic and highly collaborative school development processes and practices inform facility planning, maintenance and development. These processes and practices include the appropriate and effective use of demographic data, and effective research on learning and teaching.

Foundational educational statements such as school educational briefs inform master planning, the effective use of facilities and the acquisition and management of assets. There is evidence that a range of positive outcomes for students have ensued.

The school consistently communicates a positive profile of Catholic education in the local community through the use of systematic and well-targeted communication and marketing plans and processes.

Students, staff and parents see the school as providing a safe, secure and welcoming physical environment which is maintained to a very high professional standard.

A well informed and thorough 5 year maintenance plan is implemented and supported by effective and sustainable budgeting.

Indicator of Effectiveness - Rating 4
 School development processes and practices generally inform facility planning, maintenance and development. These processes and practices include some use of demographic data and research on learning and teaching although the processes used could be more systematic and informed.

While master planning occurs, the effective use of facilities and the acquisition and management of assets could focus more on the enhancement of student outcomes.

The school communicates a generally positive profile of Catholic education in the local community which is assisted through the occasional use of communication and marketing strategies.

Most students, staff and parents see the school as providing a safe, secure and welcoming physical environment.

A 5 year maintenance plan exists but some aspects of maintenance may be delayed or neglected.
Indicator of Effectiveness - Rating 2
School development processes and practices to inform planning, maintenance and development are inconsistent and not well aligned.

Significant work needs to be undertaken in some areas of the school to create a safe, secure and welcoming physical environment. While there is some evidence of maintenance being implemented, the planning and budgeting of maintenance needs significant attention.

There is a lack of master planning in the school and where planning exists, it lacks a strategic focus.

The school needs to increase its efforts to communicate a positive profile of Catholic education in the local community and make appropriate use of marketing and communication strategies or planning.

Sample Data Sets to Inform Internal School Review of Components

- Use of Master Planning
- Facilities planning, maintenance and development processes
- Use of demographic data
- Use of Educational Briefs
- Marketing and promotion materials and processes
- Feedback from students, staff and parents on the safety, security and physical environment of the school
Priority 8: 
Renewal and Quality Assurance

Component 8.1: Planning and Reporting

Elements
- School Strategic Renewal Plan
- Annual Action Plan
- Annual Reporting against school goals
- Annual Reporting of School Performance Information

Indicator of Effectiveness - Rating 6
The school has a well developed Strategic Renewal Plan highly reflective of its mission/vision, clearly aligned with the BCE Strategic Renewal Framework, developed within a high level of community engagement and informed by relevant strategic data and educational and socio-economic considerations.

The school strategic renewal plan operates very effectively and positively impacts on ongoing school improvement for students.

The school board or relevant parent body has a good understanding of and strong engagement with the school’s strategic renewal plan and how it guides annual action including resourcing to improve the school.

The school has a highly transparent planning process leading to an annual action plan which is well developed, effectively implemented and regularly reviewed.

The school has highly effective reporting processes that clearly align achievement against goals, provide the opportunity for meaningful community feedback, and are used as the basis for ongoing school improvement and affirmation.

Indicator of Effectiveness - Rating 4
The school has a Strategic Renewal Plan reflective of its mission/vision, generally aligned with the BCE Strategic Renewal Framework, developed with some level of community engagement, and informed by some strategic data and educational and socio-economic considerations.

The school strategic renewal plan has a positive impact on ongoing school improvement for students but engagement with it across the school community could be broader and more effective.

The school board or relevant parent body has some knowledge of the school’s strategic renewal plan and some understanding of how it guides annual action but more might be done to assist the board engage with the plan.

The school has a planning process leading to an annual action plan which is appropriate and adequately implemented.
The school has generally effective reporting processes that show some alignment of achievement against goals, provide some opportunity for meaningful community feedback and are generally used as the basis for ongoing school improvement and affirmation.

**Indicator of Effectiveness - Rating 2**

The school has some renewal planning processes but they are not sufficiently documented, and have limited engagement with the school mission/vision and the BCE Strategic Renewal Framework. The processes do not adequately provide for community engagement and are insufficiently informed by strategic data and educational and socio-economic considerations. The school strategic renewal plan has little impact on ongoing school improvement for students.

The school board or relevant parent body has little understanding or engagement with the school’s strategic renewal plan.

The school has limited documentation or processes pertaining to planned annual action. Annual planning is not well developed, owned, implemented or reviewed.

The school has insufficiently documented reporting processes that fail to identify achievements against school goals. There are few opportunities for meaningful community feedback on annual school reports and such reports are generally not used to inform ongoing school improvement and affirmation.

**Sample Data Sets to Inform Internal School Review of Components**

- Evidence of School Strategic Renewal Plan documentation and related processes
- Evidence of consultation processes in relation to strategic planning
- Evidence of School Action Plans and Annual Reports
- Monitoring processes for implementation of school action plan
- Role of School Board and/or Parents and Friends Association in relation to planning
- Commonwealth/State School Performance Information Reporting by June 30 each year

**Source Documentation to Inform Internal School Review of Components**

Priority 8: Renewal and Quality Assurance

Component 8.2: Accountability

Elements

- Policies, programs and practices dealing with compliance:
  - Archdiocesan Requirements
  - Accreditation Requirements (Non State Schools Accreditation Board)
  - State and Commonwealth Educational and Legislative Requirements
- Funded program acquittals

Indicator of Effectiveness - Rating 6
The school has a clearly defined, systematic, well documented and highly transparent process in place to ensure compliance relating to Archdiocesan requirements, accreditation, State and Commonwealth legislation and funded program acquittals.

The processes underpinning compliance and the responsibility for implementing them are clearly documented and defined and are enacted through specific roles in the school. There is a high degree of school support for meeting compliance requirements.

Indicator of Effectiveness - Rating 4
The school has processes in place that respond to compliance needs relating to Archdiocesan requirements, Accreditation, State and Commonwealth legislation and funded program acquittals.

The processes underpinning compliance and the responsibility for implementing them could be more clearly documented and defined and their enactment through school roles may lack coherence and consistency. While the school generally meets all compliance requirements, more could be done to raise awareness and develop support to meet compliance needs.

Indicator of Effectiveness - Rating 2
The school has poorly defined and ineffective processes in place to ensure compliance is met in regard to Archdiocesan requirements, Accreditation, State and Commonwealth legislation and funded program acquittals.

Processes underpinning compliance and the responsibility for implementing them are lacking in clarity and effectiveness and there is little responsibility for meeting compliance enacted through school roles. There is little awareness of compliance issues within the school.
Sample Data Sets to Inform Internal School Review of Components

- Audit of Evidence Template for Component 8.2 (see over page)
- Auditing of financial arrangements and feedback from BCE financial officers
- Monitoring and management of OHS

Source Documentation to Inform Internal School Review of Components

- Catholic Education Council: Occupational Health and Safety Policy
- Catholic Education Council: Student Protection Policy
School Cyclical Review
2008-2012

Priority 8: Renewal and Quality Assurance

Component 8.2: Accountability

Elements:
Policies programs and practices dealing with compliance in respect to:

- Accreditation Regulations (Part A)
- State and Commonwealth Legislation (Parts B, C and D)
- Catholic Education Council Policy (Part E)
- Archdiocesan Administrative Regulations (Part F)
- QCEC Policy (Part G)

Evidence Template

School Name: ________________________________

Principal’s Name: ________________________________

Principal’s Signature: ________________________________

Date: ________________________________
A. Accreditation Requirements

Accreditation Criteria relating to educational programs, student welfare processes and school resources are noted in this section. Reporting of demonstration of compliance is a requirement for a school maintaining its accreditation as a non-government school. *Education Act (Non-State Schools Accreditation) 2001.*

<table>
<thead>
<tr>
<th>Accreditation Regulations</th>
<th>Evidence of Compliance Noted</th>
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<tbody>
<tr>
<td>1. A school must:</td>
<td></td>
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<tr>
<td>(a) ensure approvals are not given or purportedly given under the <em>Education (General Provisions) Act 2006</em>, Section 182, other than in compliance with that section;</td>
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</tr>
<tr>
<td>(b) comply with the requirements under that section about keeping documents relating to approvals</td>
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<tr>
<td>2. A School must have a demonstrable systematic approach about improvement processes for the school dealing with the following:</td>
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<tr>
<td>o deciding strategies relevant to the processes and setting of priorities for achieving the strategies (school strategic renewal plan);</td>
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<tr>
<td>o how the strategies are to be achieved and regular monitoring of achievement of the strategies (annual action plan); and</td>
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<tr>
<td>o annual reporting about the achievement of the strategies to the school community, including the school staff and students and parents of the students (annual school renewal report).</td>
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<tr>
<td>3. A school must have the educational facilities necessary for the effective delivery of the school’s educational program.</td>
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<tr>
<td>4. A school must have written processes about the appropriate conduct of its staff and students, that accord with legislation applying in the state about the care and protection of children.</td>
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<tr>
<td>The above processes must include:</td>
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<tr>
<td>o a process for reporting by a student to a stated staff member of inappropriate staff behaviour and a process for how the information reported to the staff member must be dealt with by the stated staff member;</td>
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<tr>
<td>o there must be two staff members to whom a student may report the behaviour;</td>
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<tr>
<td>o the processes must also include a process for the reporting of sexual abuse or suspected sexual abuse and a process for the reporting by a staff member to the principal of harm that the staff member is aware or reasonably suspects has been caused to a student;</td>
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<tr>
<td>o the process provides for principal reporting to a relevant state authority of the harm that has been caused or suspected to be caused;</td>
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<tr>
<td>o the processes must be readily accessible by staff and students and provide for how the staff and students are to be made aware of the processes.</td>
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<tr>
<td>The School’s governing body must be able to demonstrate how the school is implementing the processes.</td>
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</tbody>
</table>
5. A school must have written processes for identifying students of the school who are persons with a disability; and devising an educational program, specific to the educational needs of those students who are persons with a disability, that complies with relevant anti-discrimination legislation.

6. A school must have written processes about the health and safety of its staff and students, that accord with relevant workplace health and safety legislation.

7. The school complies with relevant land use, building and workplace health and safety legislation in relation to the location of the school and its buildings.

8. School has an educational program that:
   - has regard to the ages, abilities, aptitudes and development of students;
   - promotes continuity of learning experiences;
   - is responsive to the needs of students; and
   - enables students to achieve Queensland standards of learning or standards of learning comparable to Queensland standards.

9. Schools that offer a pre-school education and primary education have a sufficient number of staff for the pre-school component, decided by reference to a minimum number of staff for a school age care service under the Child Care Regulation 2003, part 2, division 2, sub-division 4.6.
B. Student Protection Risk Management

The following items relate to regulatory provision arising from the Commission for Children and Young People and Child Guardian Act, 2000. Evidence of processes marked # need to be explicitly sighted by area supervisor as well as sighting the student risk assessment tool being reviewed. The Children’s Commission will conduct random audits on schools in relation to this area of compliance.

<table>
<thead>
<tr>
<th>Risk Management Provisions</th>
<th>Method of Compliance</th>
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</thead>
<tbody>
<tr>
<td>1. Adequate supervision of students is provided to discharge the school’s duty of care:</td>
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<tr>
<td>o before, after and during school (including excursions) supervision procedures (inclusive of maps of supervision areas and supervision roster) are established;</td>
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<tr>
<td>o procedures are communicated to students, parents and teachers and reviewed regularly;</td>
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<tr>
<td>o emergency and fire evacuation procedures are similarly addressed.</td>
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<tr>
<td>2. All staff are made aware of compliance with BCE Email, Internet and Intranet Acceptable Use Statement. Appropriate school processes are in place to manage the acceptable use of email, internet and school intranet by students.</td>
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<td>3. Codes of Conduct for students, employees and volunteers are evident and made known to relevant members of the school community. For BCE this includes:</td>
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<tr>
<td>o the statement of principles;</td>
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<td>o the BCE code of conduct for employees;</td>
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<tr>
<td>o the professional standards for Queensland teachers;</td>
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<tr>
<td>o a framework for student code of conduct #; and</td>
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<tr>
<td>o a framework for volunteer code of conduct.</td>
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<td>4. Information is available for students, employees, parents and volunteers to minimise the risk of harm. This information includes:</td>
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<td>o student protection contacts;</td>
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<td>o employee induction into student protection training;</td>
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<tr>
<td>o volunteer induction into student protection procedures#; and</td>
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<td>o the provision of parental information.</td>
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<td>5. Procedures for the management of visitors and outsiders to the school are in place. This includes:</td>
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<td>o proper signage and directions;</td>
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<td>o a visitor sign in register;</td>
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<tr>
<td>o relevant procedures for ensuring a positive notice for blue card;</td>
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<tr>
<td>o clearly communicated procedures for lockdown.</td>
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</tbody>
</table>
6. Recruitment, screening, selection, induction and management for staff provide for:
   - all support staff have a position description and current positive blue card;
   - blue card notices being provided by the school to BCEC;
   - all teachers having evidence of teacher registration
   - **volunteer register maintained and reviewed annually #**

7. School undertakes appropriate student protection risk assessment for activities undertaken by the school.

8. Student emergency contact details are current and accessible by appropriate staff.

9. Student medical information and prescriptive medicines are appropriately managed and accessible to staff at school and on excursions. Records of first aid treatment to staff, students and visitors to the school are maintained in the school first aid register.

10. The permission of parents is obtained for the use of student photographs (and names) in any materials issued to the public in printed or electronic form. Identifying information is not to be used in promotional materials without the specific permission of the parents and the students concerned.
C. Administrative Management

The following administrative requirements relate to the legislation as noted.

<table>
<thead>
<tr>
<th>Administrative Regulations</th>
<th>Method of Compliance</th>
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</thead>
<tbody>
<tr>
<td>1. BCE and Government procedures are followed when registering for enrolment of full fee paying overseas students. Education (Overseas Students) Act 1996.</td>
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<tr>
<td>3. Designated administrative and student records are maintained and backed up by the school.</td>
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<td>4. Information on copyright requirements and records are stated and displayed where appropriate in the school. Copyright Act 1968.</td>
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<tr>
<td>5. The student admission register is current and previous registers are archived.</td>
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<tr>
<td>6. All teachers at the school are registered to teach in Queensland. Education (ANSS) Act 2001.</td>
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<td>7. An appropriate induction program is implemented with all new staff. EB2 and WHS Act.</td>
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<td>8. Hours of duty for all staff are in accordance with appropriate industrial awards. IR Act.</td>
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<td>10. Opportunities for parent teacher interviews are provided by the school for each semester. Ministerial Regulation made under Education (General Provisions) Act 2006</td>
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<tr>
<td>11. Staff are made aware of the principles of the BCE Privacy statement and private information of staff and students is managed accordingly. Privacy Amendment (Private Sector) Act.</td>
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</tbody>
</table>
D. Contractual Arrangements: DEEWR

Brisbane Catholic Education is required to report annually to DEEWR through QCEC on a number of regulations that are tied to the Schools Assistance Act 2008 that guarantees funding arrangements for non-government schools for the period 2009-2012.

<table>
<thead>
<tr>
<th>Certificate Reporting To DEEWR</th>
<th>Noting of Compliance</th>
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<tbody>
<tr>
<td>1. School offers the National Testing (NAPLAN) in reading, writing, language conventions and numeracy to all students in years 3, 5, 7 and 9.</td>
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<tr>
<td>2. School reports to parents in Years 3, 5, 7 and 9 on their child’s achievement in NAPLAN.</td>
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</table>
| 3. Schools provide parents with plain language student reports at least twice per year and these reports: 
  - comply with requirements relating to reporting using a five point scale against achievement levels; and
  - provide for student’s achievement relative to the performance of the student’s peer group at the school | |
| 4. School reports via the web by June 30 each year, on mandatory requirements (State and Commonwealth) relating to specific school performance information as noted in the regulations. | |

E. Catholic Education Council Policy

<table>
<thead>
<tr>
<th>Method of Compliance</th>
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<tbody>
<tr>
<td>1. A school board or other model(s) of parent engagement appropriate to the school operates. CEC Parent Partnership and Participation Policy (May 2005).</td>
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<tr>
<td>2. Procedures for disputes and complaints resolution are in place and are made known to the community. CEC Parent Partnership and Participation Policy (May 2005).</td>
</tr>
<tr>
<td>3. School ensures that opportunities for parent engagement with and feedback to the school are provided. CEC Parent Partnership and Participation Policy (May 2005).</td>
</tr>
<tr>
<td>4. Appropriate involvement of parents in the curriculum directions and educational strategy of the school especially as it relates to faith education occurs. CEC Parent Partnership and Participation Policy (May 2005).</td>
</tr>
<tr>
<td>5. Each school has in place and makes known its current enrolment policy and procedure(s) and said policy meets the principles and requirements of the CEC’s Enrolment of Students in Catholic Schools Policy - (June 2004).</td>
</tr>
<tr>
<td>6. Full support for enrolling migrant and ATSIC students is activated. CEC Aboriginals and Torres Strait Islander Catholic Education Policy (April 2006).</td>
</tr>
<tr>
<td>7. Justice Education is implemented in the school’s curriculum. CEC Justice Education Policy (May 2002).</td>
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</tbody>
</table>
8. The school religious education program:
   - is aligned within Archdiocesan Vision, policies and Guidelines for Religious Education and is reviewed regularly;
   - provides for an appropriate amount of teaching and learning in Religious Education (Canon 804);
   - provides opportunities for daily class prayer, regular staff prayer and liturgical celebration - (Canon 806);

*(CEC Religious Education of School-Aged Catholics)*.

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<tr>
<th><strong>F. BCE Policy</strong></th>
<th><strong>Method of Compliance</strong></th>
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<tbody>
<tr>
<td>1. Each Archdiocesan school has a school finance committee that assists the principal with the financial management of the school (Finance Manual – 2.01).</td>
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<tr>
<td>2. Each school has a sun safety strategy/procedure(s) in place to reduce student and staff exposure to ultra-violet radiation (AI 1100 – Sun Protection).</td>
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<tr>
<td>3. Schools have a clearly communicated policy that addresses student use of vehicles (drivers and passengers) in relation to school activity (AI 214.4 – Student Motor Vehicle Drivers and Passengers).</td>
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<tr>
<td>4. Each school can identify environmentally sustainable practices operating within the school.</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>G. QCEC Policy</strong></th>
<th><strong>Method of Compliance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every registered teacher in a Catholic school in Queensland shall require accreditation to teach in a Catholic school in Queensland.</td>
<td></td>
</tr>
<tr>
<td>2. Every teacher of religion in a Catholic school in Queensland shall require accreditation to teach religion in a Catholic school in Queensland.</td>
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</tbody>
</table>
Further Action Noted to address Compliance

Auditor: Area Supervisor _______________ (Date) _____
Priority 8: Renewal and Quality Assurance

Component 8.3: Monitoring and Internal School Review Process

Elements
- Monitoring processes throughout the school
- Internal school review processes

Indicator of Effectiveness - Rating 6
The school has a highly developed and clearly identified cyclical process of monitoring and internal school review. Appropriate data gathering is systematically utilised and the engagement of staff and parents are highly evident in internal school review processes. Appropriate BCEC officers are effectively engaged in supporting internal school review.

The school community displays a strong culture of internal school review and reflection with a clear focus on improving school performance and student educational outcomes. Planning and implementing the review of the 31 components under the eight Archdiocesan priorities is systematically and effectively addressed.

Internal school review processes are highly efficient, well-managed and well regarded by the school community.

Indicator of Effectiveness - Rating 4
The school has a cyclical process of monitoring and self review. A range of data is utilised to inform this process, and there is some engagement of staff and parents with internal school review processes.

The school is developing a culture of internal review and reflection with a view to enhancing school performance.

Planning and implementing the review of the 31 components under the eight Archdiocesan priorities is appropriately addressed and generally integrated within internal review processes.

Internal school review processes are adequately managed but improvements to the processes would enhance engagement.

Indicator of Effectiveness - Rating 2
While there is some monitoring of school processes, internal school review in the school can be better managed. While some data is gathered it is not used systematically for review purposes. There is little engagement of staff and parents with internal school review processes.

The school has difficulties in developing a culture of self review and reflection.
Planning and implementing the review of the 31 components under the eight Archdiocesan priorities is not well integrated into the life of the school.

Internal school review processes do not appear to have a positive impact and are in need of significant improvement.

**Sample Data Sets to Inform Internal School Review of Components**
- Five year school schedule for internal review of components
- Validated internal school review reports (SPARROW)
- School monitoring processes for student learning, participation and achievement data
- Management of stakeholder feedback data

**Source Documentation to Inform Internal School Review of Components**
Priority 8: Renewal and Quality Assurance

Component 8.4: Overall Impact of School Cyclical Review

This should be the last component to be reviewed within a school’s five year plan for Internal School Review.

The review of this component will not use Indicators of Effectiveness or a Rating Scale but will provide a whole of school perspective on the overall impact of School Cyclical Review over the preceding five years. A whole of school perspective should address the following questions:

- What impact has school cyclical review had on the school?
- What learning(s) can we take forward about school cyclical review to improve our school’s effectiveness with school cyclical review in the future?
- To what extent has school capacity (leadership, human and organisational resources) for school cyclical review increased over the last five years?
- How effectively have school stakeholders engaged in school cyclical review over the last five years?
- Has the learning of students improved as a result of school cyclical review? If yes in what ways and to what degree?
1.2 MANAGING INTERNAL SCHOOL REVIEW AND VALIDATION

1.2.1 Roles and Responsibilities

**The Principal**

The school principal has the responsibility to ensure that the internal school review process is implemented in the school and that the school reviews the 31 components of the eight priority areas for Catholic schooling over the five year cycle of school renewal 2008-2012.

It is also the responsibility of the principal to ensure that school stakeholders (staff, the parish priest, the school board, and parents) are appropriately engaged with internal school review and that school improvement actions identified through internal school review are appropriately addressed.

The principal will work with the relevant area supervisor to ensure that there is a clearly identified approach to internal school review each year. This includes the identification of components to be reviewed in a given year, a process for internal school review suitable to the context of the school which makes use of the internal school review instrument, and a report of the process and its outcomes via SPARROW with validation and sign off by the area supervisor.

**The Area Supervisor**

The area supervisor has a role to monitor the implementation of the internal school review process in schools and to validate the internal review of components annually undertaken by the school. The record of validation is to be made through SPARROW.

**The Principal Education Officer: Renewal and Quality Assurance**

The Principal Education Officer – Renewal and Quality Assurance has a responsibility to support, monitor and report on the quality and effectiveness of the internal school review process across schools.

The role also has a responsibility to ensure that the internal school review process provides appropriate reports that address relevant Archdiocesan and Government planning and reporting requirements.
## 1.2.2 Steps and Stages for Internal School Review and Validation

<table>
<thead>
<tr>
<th>STAGE</th>
<th>STEP</th>
<th>STEPS</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review</td>
<td>1.1 For schools <em>about to begin</em> a new strategic planning cycle, school revisits the most recent renewal validation recommendations</td>
<td>School, Leadership Team, School Board, Parish Priest, Parents</td>
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<td></td>
<td></td>
<td>1.2 For schools <em>beginning or underway</em> in a strategic planning cycle, schools align the existing strategic renewal plan where possible with the review process *</td>
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<td></td>
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<td>1.3 Schools consult with stakeholders to determine priority of components to be reviewed and identify any emerging needs</td>
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<tr>
<td>2</td>
<td>Plan</td>
<td>2.1 All schools map a 3-5 year plan to review the 31 components using SPARROW</td>
<td>Principal, Internal School Review Committee, Staff and relevant BCEC personnel</td>
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<tr>
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<td>1.2 The Principal forms an Internal School Review Committee and plans the scope of the review process – what, who and how</td>
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<td>1.3 Data that might be useful as evidence is gathered on the component(s) under review</td>
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<tr>
<td>3</td>
<td>Determine Effectiveness</td>
<td>2.1 Indicators of effectiveness are applied to the component(s) and a rating is determined</td>
<td>Principal, Leadership Team and Area Supervisor</td>
</tr>
<tr>
<td></td>
<td>Document</td>
<td>3.2 The school documents school strengths, areas for development, achievements and action proposed on the internal school review template * to inform further planning and reporting</td>
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<tr>
<td>4</td>
<td>Validation</td>
<td>4.1 Area Supervisor validates process and outcomes including rating and signs off with principal</td>
<td>Principal and Area Supervisor</td>
</tr>
</tbody>
</table>

* **Note to 1.2**: A simple way to do this is to align the components for internal school review to the most relevant goals of the school’s strategic renewal plan. By doing this a resultant action from addressing a particular goal from the school’s strategic renewal plan will be the review of a particular component at some stage during cycle 2.

* **Note to 3.2**: Schools will document the outcomes of internal school review through the internal school review template on SPARROW.
1.2.3 Validation of Internal School Review

Area Supervisors will validate the process and outcomes of internal school review annually. A record of validation for every component will be logged in SPARROW.

The purpose of validation of internal school review is to provide a level of external objectivity to a school’s internal review and ongoing improvement plans.

Validation will ensure that:

- Schools utilise appropriate evidence for internal school review.
- Schools appropriately engage stakeholders in internal school review.
- Schools use the ‘indicators of effectiveness’ from the internal school review instrument to gauge school effectiveness across a particular component.
- School ratings for internal school review are appropriate.
- Improvement strategies arising out of internal school review are appropriate.

1.2.4 Five yearly School Schedule for Internal School Review

It is essential that each school has a current five year schedule for internal school review entered on the SPARROW template. This can be amended each year as required. The template as designated sets up internal review records for each year.

Template located on SPARROW

<table>
<thead>
<tr>
<th>Component</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Priority 1: Religious and Evangelising Mission</td>
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<tr>
<td>1.1 Religious Identity and Culture</td>
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<td>1.2 Evangelisation and Faith Formation</td>
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<td>1.3 Prayer and Worship</td>
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<td>1.4 Social Action and Justice</td>
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<td>1.5 Learning and Teaching of Religion</td>
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<td>Priority 2: Student Learning Outcomes</td>
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<tr>
<td>2.1 Vision for Learning</td>
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<td>2.2 Curriculum</td>
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<td>2.3 Learning &amp; Teaching</td>
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<td>2.4 Assessment of Student Learning</td>
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<td>2.5 Reporting</td>
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<td>2.6 Evaluation and Forward Planning</td>
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<td>Component</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
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<td><strong>Priority 3: Student Support</strong></td>
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<tr>
<td>3.1 Learning Support</td>
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<td>3.2 Students with Disabilities</td>
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<td>3.3 Cultural Diversity</td>
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<td>3.4 Student Wellbeing and Pastoral Care</td>
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<td>3.5 Gifted Education</td>
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<td><strong>Priority 4: Staff Support</strong></td>
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<tr>
<td>4.1 Professional Learning Community</td>
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<td>4.2 Staff Engagement / Participation</td>
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<td>4.3 Professional Practice</td>
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<tr>
<td><strong>Priority 5: Partnerships and Relationships</strong></td>
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<tr>
<td>5.1 Relationships with parents, care givers and local community</td>
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<tr>
<td>5.2 Partnerships</td>
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<td><strong>Priority 6: Information, Communication and Learning Technologies</strong></td>
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<tr>
<td>6.1 Learning and Teaching</td>
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<tr>
<td>6.2 Leadership and Management</td>
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<td>6.3 Resourcing</td>
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<td><strong>Priority 7: Resourcing Catholic Schooling</strong></td>
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<td>7.1 Budgeting and Finance</td>
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<td>7.2 Equity and Stewardship</td>
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<td>7.3 The Physical Learning Environment</td>
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<td><strong>Priority 8: Renewal and Quality Assurance</strong></td>
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<tr>
<td>8.1 Planning and Reporting #</td>
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<td>8.2 Accountability #</td>
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<td>8.3 Monitoring and Self Review Processes</td>
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<tr>
<td>8.4 Overall Impact of School Cyclical Review</td>
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</tbody>
</table>

*No Ratings:* A summative appraisal of impact of renewal across components - **to be reviewed in 2012**

# Internal School Review of components 8.1 and 8.2 need to be undertaken in the same year and prior to external school review to address NSSA reporting requirements
1.2.5 Documenting Internal School Review at School and Archdiocesan Level

SPARROW (Strategic Planning and Reporting - Renewal on the Web) is a web based application located under ‘online services’ on the BCE K-Web. SPARROW allows schools to plan and report on school renewal in the context of the Archdiocesan Strategic Renewal Framework for Catholic Schooling (2007-2011). SPARROW will generate reports that display school strategic renewal plans, annual action plans and annual report data for any given year or for a number of years.

Version 4.1 (November, 2008) of SPARROW provides the agreed way for schools to record, store and report on the process and outcomes of internal school review. After log-in with a secure school code a school can use SPARROW to:

- Determine and record a school’s five year schedule for the internal review of components.
- Align components for internal school review to the relevant goals of their school strategic renewal plan (where schools use SPARROW for their strategic planning and reporting).
- Enter a range of school data arising from the internal review of a component for subsequent validation by the area supervisor. The following is to be entered:
  - The types of evidence used by the school for internal review.
  - Areas identified as strength across the component.
  - Areas identified for development across a component.
  - A rating for the component.
  - Strategies for Improvement identified by the school.
  - Achievements identified across a component for annual reporting.
  - Comments and learning by the school from internal school review of a component.
- Producing a variety of school reports that provide various slices of meta-data about internal school review for various audiences.

SPARROW Version 4.1 will also allow BCEC to use internal school review data to enhance the strategic support of schools as they take action forward.

The template to record data on the process and outcomes of internal school review of a component is on the following page.
Internal School Review Reporting Template (SPARROW)

Priority: Name of priority is populated here
Component: Name of component is populated here
Goal: School can select from their strategic plan the goal to which this component relates where schools presently use SPARROW.

Rating: 

Area of Strength: In this text box the school records areas of the component which the school has identified as an area of strength in the school

Area for Development: In this text box the school records areas of the component which the school has identified as in need of improvement

Achievements: In this text box the school notes achievements identified by the school from the internal school review of a component. Such achievements inform annual school reporting

Strategy for Improvement: In this text box a school identifies the strategies it will implement (either this year or next) to improve school performance across the component

Standard Evidence: School creates their own standard evidence categories to assist with common ‘standard’ evidence usage e.g. Parent Survey Feedback

Other Evidence: In this textbox a school identifies any evidence used in the internal school review process that has not been previously named by a standard evidence category as in above

Comments: In this textbox a school can record their comments on the review process

Review Complete: School ticks this box to indicate it has completed an internal review of this component and entered all relevant data. This then allows the area supervisor to record their validation in SPARROW.

Validated: Area Supervisor ticks this box and signs off to indicate their validation of the internal school review of that component.

___________________: Area Supervisor Signature and Date
SECTION 2

2.0 EXTERNAL SCHOOL REVIEW
2.1 EXTERNAL SCHOOL REVIEW PROCEDURE

1. Preparing the School Community for External School Review

(a) The Area Supervisor and PEO-Renewal and Quality Assurance brief Principal on external school review:
   - Clarification of purpose and procedures for external school review
   - Identifying a date and timetable for external panel visit
   - Panel membership
   - Determining school representative composition.

(b) The area supervisor in consultation with the principal is responsible for determining the composition of school representation for the external school review panel visit. School representatives will include the following:
   - Principal
   - Relevant member(s) of the school leadership team and staff representative(s)
   - A nominee of the School Board
   - Parish Priest or nominee.

(c) The principal is responsible for briefing school staff in relation to the purpose and the format of the panel visit.

(d) Internal school review of Components 8.1 and 8.2 (including the audit of evidence for component 8.2) is completed by the school and validated by area supervisor prior to external school review.

(e) The principal ensures that:
   - School representatives are prepared to effectively engage with external school review and the panel
   - Arrangements to support the carriage of panel visit (inclusive of meeting area and any panel visits to other areas of the school) are addressed.

(f) The principal prepares and submits required documentation for panel:
   - School Cyclical Review Template
   - School Five Year Schedule for Internal School Review
   - Validated internal review report of components 8.1 and 8.2 (inclusive of audit of evidence template for component 8.2)
   - Records of any validated internal school review of components
   - Other data as provided by the school
   - Confirmed schedule for the panel’s visit.

The above documentation is to be provided to the PEO-Renewal and Quality Assurance no later than three weeks prior to the date for external school review.
2. External School Review Panel

The membership of the external school review panel should be flexible and responsive to the size and context of the school. The Deputy Executive Director will approve the panel composition.

The panel chair will be an area supervisor from another cluster or a senior staff member from BCEC (Director or Principal Education Officer). The panel will include the area supervisor of the school.

Further panel members could be drawn from the following:

- A specialist with expertise in an area that the school has been addressing;
- A consultant from another diocese;
- Senior staff member from BCEC (Director, PEO or SEO level);
- A principal from another school.

3. School Cyclical Review Template

Schools will provide a completed School Cyclical Review Template to the PEO - Renewal and Quality Assurance for distribution to the external school review panel prior to the panel visit. The template provides an opportunity for the school to identify the following:

- Relevant understandings on the context of the school (Section A);
- Strategic areas of learning improvement undertaken by the school including the way in which internal school review has been undertaken (Section B);
- Sample evidence that supports the school’s perceptions of learning improvement and school engagement with internal school review (Section C);
- School future directions for student learning improvement (Section D).

The school cyclical review template provides an indication of the proposed scope and length of the documentation that is required for external review.

4. Data used to support External School Review (Section C of the School Cyclical Review Template)

The completed School Cyclical Review Template provides for the inclusion of other relevant school data that helps the panel understand improvements to student learning.

This data could include:

- Copy of School Vision and/or Mission statement;
- Copy of Current School Strategic Renewal Plan;
- Copy of School Profile - demographic data inclusive of the religious profile of the school;
- Externally verified student achievement data from state/national sources (NAPLAN Years 3, 5, 7, 9 results and Year 12 student outcomes);
• Internal school verified learning data;
• Year 12 (Next Steps) transition data;
• Copy of most recent school annual action plan and annual report;
• Previous year’s School Performance Information Report;
• Records of validated internal school review of components as per the SPARROW print out.

5. Program for an External School Review Panel Visit

The area supervisor will confirm with the principal the schedule for the validation visit. A typical schedule would allocate time for the following:

Morning:
• Gathering and welcome by the chair of the panel and prayer led by the school principal.
• The principal and school representatives lead a discussion about the school context focusing on the school’s strategies for engagement with internal school review. This discussion will address how they engaged stakeholders, what evidence they used, the ratings they determined and the learning that informed further school action. The discussion will draw upon information contained in Sections A, B and C of the school cyclical review template.
• Morning Tea with Staff. This will provide an opportunity for panel members to dialogue informally with staff.
• Individual panel members have opportunities to engage with school personnel about their engagement in school cyclical review and also view improvement strategies in operation
• Time for panel to share observations and reflections amongst themselves.
• Lunch.

Afternoon:
• Principal and school representatives present the proposed school strategic directions for further improvement to student learning and dialogue with panel members about school’s draft recommendations (Section D of school cyclical review template).
• Panel meets with school representatives and provides verbal feedback in relation to the proposed external school review report and dialogues with school representatives about the proposed report.

The panel chair has the responsibility for finalising the external school review report. The original of the report will be progressed to the Deputy Executive Director via the Principal Education Officer- Renewal and Quality Assurance.

The external school review report is a report to the Executive Director, Catholic Education. The Executive Director upon receipt of the external school review report will respond in writing to the Principal enclosing a copy of the report.

The principal has a responsibility to communicate findings of the external review report to staff, the Parish Priest, the school board and parents.

The Deputy Executive Director has the responsibility for the protocols governing the use of a report’s contents.
## 2.2 Five Year Schedule for External School Review

<table>
<thead>
<tr>
<th>Year</th>
<th>School Clusters</th>
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</thead>
<tbody>
<tr>
<td><strong>2008</strong></td>
<td><strong>7 Schools for External Review</strong></td>
</tr>
<tr>
<td>SOUTH EAST</td>
<td>Manly (P)</td>
</tr>
<tr>
<td>NORTH</td>
<td>Albany Creek (P)</td>
</tr>
<tr>
<td>NORTH EAST</td>
<td>Bracken Ridge (P)</td>
</tr>
<tr>
<td>NORTH/CENTRAL</td>
<td>N/A</td>
</tr>
<tr>
<td>NORTH WEST</td>
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- Mango Hill (P) |
- Burpengary (Sec) |
- Accreditation visit by NSSA Board

**2009**

<table>
<thead>
<tr>
<th>South East (36 schools)</th>
<th><strong>14 Schools with # must report by July 2009</strong></th>
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<tbody>
<tr>
<td>NORTH</td>
<td>Aspley (P)</td>
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<tr>
<td>SOUTH</td>
<td>Beaudesert (P)</td>
</tr>
<tr>
<td>SOUTH EAST</td>
<td>Birkdale (P)</td>
</tr>
<tr>
<td>SOUTH</td>
<td>Beerenleigh (P)</td>
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<tr>
<td>SOUTH</td>
<td>Bardon (P)</td>
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<td>SOUTH</td>
<td>Banyo (P)</td>
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<tr>
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<td>Clayfield (P)</td>
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<tr>
<td>NORTH</td>
<td>Brighton (P)</td>
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<tr>
<td>NORTH EAST</td>
<td>Bialla (P)</td>
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<td>NORTH</td>
<td>Bialla (P)</td>
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<tr>
<td>NORTH/CENTRAL</td>
<td>Nambour (S)</td>
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<tr>
<td>NORTH WEST</td>
<td>Nambour (S)</td>
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- Accreditation visit by NSSA Board

**2010**

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<td>Cornubia (S)</td>
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<tr>
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<td>Wishart (P)</td>
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<tr>
<td>SOUTH</td>
<td>Cornubia (S)</td>
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<tr>
<td>SOUTH</td>
<td>Corinda (P)</td>
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<td>NORTH</td>
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<td>Bialla (P)</td>
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<td>NORTH/CENTRAL</td>
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- Accreditation visit by NSSA Board

**2011**

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<th>South East (29 Schools)</th>
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<td>NORTH</td>
<td>Banyo (P)</td>
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<td>NORTH</td>
<td>Deception Bay (P)</td>
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<td>SOUTH</td>
<td>Cornubia (S)</td>
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<td>Cornubia (S)</td>
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<td>SOUTH</td>
<td>Cornubia (S)</td>
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<tr>
<td>SOUTH COAST</td>
<td>Ashmore (P)</td>
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<tr>
<td>NORTH</td>
<td>Annerley (P)</td>
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<td>NORTH</td>
<td>Ashgrove (P)</td>
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<td>SOUTH WEST</td>
<td>Booval (P)</td>
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- Accreditation visit by NSSA Board

**2012**

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<td>Cornubia (S)</td>
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<td>SOUTH</td>
<td>Cornubia (S)</td>
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<td>Wishart (P)</td>
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<tr>
<td>SOUTH COAST</td>
<td>Ashmore (S)</td>
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<tr>
<td>NORTH</td>
<td>Annerley OL (S)</td>
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- Accreditation visit by NSSA Board
2.3 SCHOOL CYCLICAL REVIEW TEMPLATE
## SCHOOL CYCLICAL REVIEW TEMPLATE

The layout of this document is indicative of the length required.

<table>
<thead>
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<th>School</th>
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<th>Principal</th>
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<th>School Representatives</th>
<th>Name of Representative</th>
<th>School / Community Role</th>
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<tr>
<th>School’s Area Supervisor</th>
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<tr>
<th>External School Review Panel Visit Date</th>
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School Cyclical Review Manual for Catholic Schooling Archdiocese of Brisbane
Section A

School Context
This section is intended to provide information that the school wishes to share with the External School Review Panel regarding the school context for improvements to student learning and school performance, without repeating information provided in Section C.
Section B

Engaging the school community with internal school review

In this section, the school outlines:

- The school’s five year strategy for internal school review
- the strategies the school has utilised for engaging stakeholders in internal school review
- the evidence used within internal school review
- how the school determined their ratings for components
- And in particular - what learning and what improvement to student learning has been undertaken with respect to internal school review
Section C

Data that supports the school’s perceptions of school cyclical review.

(Attachments only- no written commentary required)

The school has supplied the panel with information to gain understandings about our school.

School selects information from the following:

- School Vision and or Mission Statement
- Current School Strategic Renewal Plan
- School Profile - demographic data inclusive of the religious profile of the school
- Relevant student learning data verified by the school
- Externally verified student achievement data from state/national sources (Years 3,5,7,9 and Year 12)
- Year 12 ‘Next Steps’ student transition data
- School action plans and annual reports from present and previous year
- Previous year’s Annual School Report as per Commonwealth Reporting
- Validated Record of Internal School Review of components (including Components 8.1 and 8.2 and audited evidence template)

During our internal school review of various components, we have used the following processes to gain stakeholders’ views and feedback from the community:

The school outlines the processes it has used, thus identifying the scope that various groups of stakeholders - including students - have had to express their views.
Section D

What are some future school directions for addressing improvement to student learning?

In this section, the school outlines its strategic directions for improvement to student learning and any challenges which might be faced along the way. The school presents their draft recommendations for the improvement of student learning.
2.4 EXTERNAL SCHOOL REVIEW REPORT TEMPLATE
EXTERNAL SCHOOL REVIEW REPORT

The layout of this document is indicative of the length required.

<table>
<thead>
<tr>
<th>School Name</th>
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<tr>
<td>Principal of School</td>
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<tr>
<td>Name of School Representative</td>
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<td>School Representative</td>
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<thead>
<tr>
<th>External School Review Panel</th>
<th>Name</th>
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<tr>
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<tr>
<td>School’s Area Supervisor</td>
<td>Area Supervisor</td>
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<tr>
<td>Panel Member</td>
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<td>Panel Member</td>
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Panel Visit Date |  |
Section A

School Context
This section is intended to include the panel’s observations on the school’s current context and associated challenges.

Section B

Engaging the school community with internal school review
The Panel outlines its views endorsing and/or challenging the school’s views as necessary.
Section C

School Strategic Directions for Improved learning
The panel outlines its views endorsing and/or challenging the school’s view of the future directions, and its draft recommendations for improvement to student learning.

Section D

Further Considerations
The Panel outlines any further considerations it wishes to make.
Section E

Panel Comments on the External School Review Process
The panel comments on the nature of the preparation for and implementation of the external school review process.

Section F

Data made available to the External Review Panel
The following data was provided to the External Review Panel
Experiences through which the Review Panel gained understandings of the school and its culture:

- Meeting with the Principal and School Representatives, and listening to their articulation of the learning improvement journey
- Interviews with key staff (including observational visits by panel members to view school improvement strategies in action)
- Other experiences as noted:

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<th>External Review Panel Chair Signature</th>
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<tr>
<td>Date</td>
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3.1 Internal School Review Records

SPARROW is the authorised location for recording and reporting on internal school review. Once a record of internal review has been validated in SPARROW the record is secured.

Schools can use the reporting function in SPARROW to generate print-outs of any SPARROW records. Important among such records would be the current five year schedule for internal school review and records of internal reviews of components undertaken and validated to date. Using the reporting feature in SPARROW the user can format the contents and layout of reports according to the audience needs.

Section 3 of the School Cyclical Review manual provides a location for filing progress reports relating to internal school review.