



**CATHOLIC
EDUCATION
MELBOURNE**

School Review Report Executive Summary

Prepared for

**Catholic Regional College
North Keilor**

2016

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| • School E Number | E1327 |
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| • School Reviewer | Ian H. Coffey |
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1. Executive Summary

Catholic Regional College North Keilor is a member of a highly progressive Federation of schools. A welcoming and lively educational community, the college enjoys the wholehearted respect and support of parents. Since the last review there have been major building and capital projects which have seen significant improvements to learning areas, IT infrastructure and recreational spaces. The leadership of the college has undertaken important reforms in relation to curriculum, pedagogy, communication and wellbeing. While considerable progress has been made, more challenges remain in the coming review period.

The college has continued to give proud witness to its Catholicity. Displays, posters and notices testify to the vitality of the youth ministry as surely as the serenity of the chapel symbolises the sacred stillness at the heart of life in this very busy school. The Enhancing Catholic School Identity (ECSI) report commended CRC North Keilor as *a good place to nurture one's relationship with God* and as *a source of inspiration*. Almost 80% of students declared their support for the Catholic identity of the college in the ECSI survey. Religious Education staff have recognised the need to reform the RE program to ensure there is a focus upon *recontextualising* the faith of students which will in turn require professional learning about the use of Scripture in the classroom and contemporary theology.

Over the past 4 years, the foundation for a high quality teaching environment has been put in place; the curriculum has been documented and made more accessible through Online Google Classroom; inquiry based learning has been introduced together with a wider range of elective studies; and the 1:1 laptop program for all students has been consolidated. While there has been some variation in the relative growth NAPLAN data for *Reading* and *Numeracy*, the results are encouraging. The *Engagement in Learning* variables within the SIF data, however, all were trending down between 2012 and 2015. The college recognises it still has some way to go to ensure every student shows sufficient growth to perform at or better than expected levels and that all classrooms are as engaging and as stimulating as possible. The Collegial Conversations Project has been introduced and offers further evidence of the college's attempts to implement contemporary teaching practices and to foster collegiality.

The review finds the college has been successful in providing a safe, secure learning environment. Attendance rates have improved to 95% in 2015. The college enjoys a strong reputation for the quality of its pastoral care in the parent and wider community; parents in focus group discussions said that they felt secure in the knowledge that no child was missed or overlooked at CRC North Keilor. Wellbeing leaders are alert to the needs of students and constantly seek ways to improve the

quality of their experience in the classroom, the yard and their opportunities for leadership. The SIF student data suggested that classroom behaviour was an on-going concern; the statement, *It's often hard to learn in class because some students are really disruptive*, drew a 65.2 percentage favourable response. Classroom behaviour has improved, especially from the perspective of teachers, but students and parents see the need for further improvement if the learning of students is not to be hampered.

The leaders of CRC North Keilor are enthusiastic and hard-working, with a deep understanding of and commitment to the vision and mission of the college. They have maintained a strong focus on leading change respectfully and collaboratively. Staff also acknowledge that leaders are very supportive, and professional relationships between staff and leadership are positive. The review clearly indicated, however, that building a stronger performance and development culture that includes growth in shared leadership as well as effective feedback for all staff will be essential to continuous improvement.

It would appear that negative attitudes among a small proportion of teachers can serve to undermine overall morale and almost certainly inhibits the headway the college has been able to make in improving the quality of teaching and learning in the interests of achieving better outcomes for students. It would also appear that staff teamwork is significantly hindered in some instances, again limiting the capacity of the college to ensure the development of agreed approaches and collaborative development of classroom practice that engages students and meets them at their point of need.

Staff learning (*appraisal and recognition* and *professional growth*) and staff engagement (*teamwork, empowerment* and *ownership*) will be fundamental to how teachers build their learning confidence and teaching practices into the future. Improvement in these areas is a prerequisite to bolstering the positive impact of teaching on student learning outcomes.

In addition, the reviewer identified the following areas where the college could focus its energies to *grow the edge* during the next review period:

- Redraft the Vision Statement to ensure the mission of the college is clearly owned and understood by all.
- Continue to improve RE pedagogy to reflect contemporary learning.
- Extend the Collegial Conversations Project in order to
 - Build teacher capacity for differentiation and in areas of need for students that personalises learning, especially ensuring that the high performing students are being challenged.

- Place greater emphasis on the use of data to underpin planning for teaching and learning. This is critically important to enable teachers to better differentiate teaching and learning to meet students at their point of need.
- Foster teamwork throughout the college.
- Develop a process for providing ongoing feedback, appraisal and recognition that is multi-directional, where leaders, peers and students provide feedback to staff and where staff have opportunities to reflect, evaluate, review and modify practice.
- Formulate a simplified behaviour management policy which has at its heart restorative practices and a fundamental acknowledgement of the need for mutual respect, positive relationships and shared responsibility for quality learning outcomes.
- Encourage parents to have a better understanding of policies, procedures and curriculum in order to allow them to have a greater involvement in student learning.

Over the past four years, CRC North Keilor has achieved much of which it can be proud. It is indeed a welcoming Catholic community. The college has developed many worthwhile programs that serve as a sound basis for contributing to its continuing success. To ensure further progress is made in working towards its vision to be an excellent, faith centred learning community, all members of staff must appreciate and accept their role in contributing to and realising that vision. Both the vision and the leadership must be shared. Learning must become the key focus for all.

ADVICE ON STRATEGIC INTENT

The panel agreed that the following words provide an appropriate strategic intent statement:
To build and nurture our contemporary Catholic educational community through strategic leadership which seeks to empower staff and engage parents so that students might flourish in their learning and understand the contribution they could make to their world.

Sphere of Schooling	ADVICE ON BROAD GOALS	INTENDED IMPROVEMENT OUTCOMES	KEY IMPROVEMENT STRATEGIES
Education in Faith	To strengthen and enrich our college as a contemporary, respectful Catholic community.	That all members of the college community are better able to understand and make meaningful, relevant connections between the Catholic faith and their own lives. That a contemporary RE curriculum is designed and implemented.	Provide opportunities which will encourage all of our community to engage in learning and dialogue which will enable them to make meaningful connections between the Catholic faith, their own lives and the life of the college community. Provide relevant professional development opportunities for staff formation.
Learning and Teaching	To improve student learning outcomes underpinned by the Catholic vision of the college through personalised, effective and stimulating teaching that builds student engagement in all areas of the curriculum.	That student learning outcomes will continue to improve. That student engagement in learning will improve.	Consolidate a shared understanding of personalised, effective and stimulating contemporary learning at Catholic Regional College North Keilor. Embed effective and stimulating teaching and learning practices focused on individual student needs.
Student Wellbeing	To develop practical school-wide approaches which value diversity, respond to individual needs and foster positive respectful relationships between all members of the college community.	That the spiritual, emotional, physical, academic and social wellbeing of all students at our college will be enhanced.	To build and nurture our Catholic culture which has high expectations of all members of the community and which values positive, respectful relationships.
Leadership and Management	To grow and sustain a professional culture that is characterised by shared vision, clear communication, effective teamwork and a focus on continuous improvement.	That Organisational Climate results within the SIF data will improve. That Teaching Climate results within the SIF data will improve.	Build and nurture staff leadership capacity across all levels to enable effective teamwork according to the shared vision and educational priorities of the school. Build a culture of constructive feedback which promotes professional growth.
School Community	To enhance the partnerships between the college and the wider community.	That parents will have a greater understanding of the learning process and will be more engaged in their children's learning. That parent and wider community involvement in the life of the school will be strengthened.	Build the partnership with parents around the language and practice of schooling. Build the partnerships with parents and the wider community to enhance the quality of student learning and pathways.