

4. Evaluation of Performance

A. Religious Dimension

Capability 1: Religious Leadership (CORE CAPABILITY) – Transformation requires strong religious leadership, which is a responsibility shared by all within the Catholic school community. Leaders, teachers and the community come together to lead the mission of the Church, modelling the role of specialist, witness and moderator in the integration of faith, life and culture.

1.1 Leaders commit to supporting individual spirituality	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 Leaders respect the diversity of individuals' spiritual paths, and their growth is supported and encouraged. <input type="checkbox"/>	1.1.2 Leaders provide opportunity for all to appreciate that life has a purpose and meaning, present both in everyday experience and transcendence. <input type="checkbox"/>	1.1.3 Leaders and teachers are open to conversations about life's deeper purpose and meaning. These conversations unfold in everyday situations and rituals. <input checked="" type="checkbox"/>	1.1.4 The school embraces the spirituality of all members of the community and works to ensure that this is experienced in the deep-seated call to mission. <input type="checkbox"/>
1.2 Leaders nurture religious growth	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Leaders support religious practices of formation such as theological reading, prayer, worship and service in the community. <input type="checkbox"/>	1.2.2 Leaders enable regular participation and reflection through the religious frameworks of prayer, liturgy and formation both in everyday situations and rituals. <input type="checkbox"/>	1.2.3 Leaders encourage religious growth by providing opportunities for members of the community to engage in theological reflection and spiritual practice to 'experience for themselves'. <input checked="" type="checkbox"/>	1.2.4 The school community builds an ever-present environment of religious formation that celebrates and engages both the Catholic tradition and relationship with the wider Church. <input type="checkbox"/>
1.3 Leaders and teachers weave a religious narrative	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 Leaders and teachers share the great stories of the Catholic tradition with the community. <input type="checkbox"/>	1.3.2 Leaders and teachers share stories that arise from life experience and contemporary cultural issues, stimulating dialogue with the Catholic tradition. <input type="checkbox"/>	1.3.3 Leaders and teachers share challenges framed by the gospel, charism and great stories of the Catholic tradition, enabling dialogue between faith and culture. <input checked="" type="checkbox"/>	1.3.4 The school community makes connections between faith and culture as part of living out the Good News and illustrating a dynamic faith (recontextualisation), supporting all to take action in the community and wider Church. <input type="checkbox"/>
1.4 The school cultivates relationships that lead to discipleship	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 Relationships are cultivated and celebrated by members of the community, grounded in the understanding of the sacred dignity of the human person. <input type="checkbox"/>	1.4.2 The school nurtures and sustains life-giving relationships through explicitly and routinely connecting actions to Catholic beliefs and the life of Jesus. <input checked="" type="checkbox"/>	1.4.3 The school embeds opportunities for relational dialogue across the community, opening up spaces to explore the Catholic faith and the mystery of Christ. <input type="checkbox"/>	1.4.4 The school nurtures discipleship in the context of the community, creating opportunities for all to take action and act for the common good in the world. <input type="checkbox"/>

Capability 2: Praying and Celebrating – Through prayer and liturgical expression, the sacred is acknowledged, assented to and celebrated, and provides focus for the mission and vision.

2.1 The school celebrates liturgy	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 The school identifies and celebrates the Eucharist, sacraments, major rituals, events and liturgical seasons of the Catholic Church. <input type="checkbox"/>	2.1.2 Members of the school interpret and explain the meaning of Mass, sacraments, major rituals and different liturgical seasons of the Catholic Church. <input type="checkbox"/>	2.1.3 The school acknowledges the role of liturgy in Catholic tradition, leading to a deeper expression and connection to faith. <input checked="" type="checkbox"/>	2.1.4 The school community takes active responsibility for celebrating the Catholic tradition, and continuously enriching the life and Catholic identity of the school. <input type="checkbox"/>
2.2 The school encourages engagement in prayer	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 There are opportunities for the school community to engage in everyday rituals, <input type="checkbox"/>	2.2.2 Staff and students take an active role in class and whole-school prayer and <input type="checkbox"/>	2.2.3 The school encourages the involvement of all in the co-design and organisation of prayer within the school community. <input type="checkbox"/>	2.2.4 The whole school community is engaged in designing prayer and liturgies, through which <input type="checkbox"/>

	<input type="checkbox"/>	sacraments and prayer (e.g. individual or communal, vocal or silent, informal or liturgical). <input type="checkbox"/>	liturgies, which can be planned and organised by members of staff. <input type="checkbox"/>	<input checked="" type="checkbox"/>	people have the opportunity to encounter the sacred. <input type="checkbox"/>
2.3 The school provides opportunities to develop an awareness of the sacred	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 The school honours the sacred dignity of members of the school community. <input type="checkbox"/>	2.3.2 The school provides opportunities to encounter the sacred and celebrate the mystery of Christ through sacraments, liturgy, scripture, prayer, stories, dialogue and human interactions. <input type="checkbox"/>	2.3.3 Leaders and teachers encounter the sacred and celebrate the mystery of Christ through formation, school vision, policy development, everyday practices and interactions. <input checked="" type="checkbox"/>	2.3.4 Staff, students and parents actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community. <input type="checkbox"/>

Capability 3: Witness for Mission – The school supports public expression and witness of its Catholic identity and mission, reflecting an informed approach to Church teachings that creates a personal life of virtue by bringing faith and culture together into a coherent synthesis.

3.1 Policy and procedure are explicitly linked to the Catholic tradition and mission	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 Policies and procedures are designed to be compliant with Catholic social teaching. <input type="checkbox"/>	3.1.2 Policies, processes and decision-making structures are designed in consultation with the community to be just and equitable. <input type="checkbox"/>	3.1.3 Policies, processes and practices are visible, co-constructed and comprehensively aligned to Catholic tradition. <input checked="" type="checkbox"/>	3.1.4 Policies, processes, and decision-making practices are recognised as significant levers for encouraging a whole-school approach to mission. <input type="checkbox"/>
3.2 Leaders and teachers perform the role of witness	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 Teachers participate in the learning community first and foremost as witnesses, sharing something of themselves in their participation in everyday rituals with others in the workplace. <input type="checkbox"/>	3.2.2 Leaders and teachers demonstrate witness in learning relationships as co-inquirers, modelling lifelong learning through their own ongoing search for meaning and truth. <input type="checkbox"/>	3.2.3 Leaders and teachers recognise and respectfully acknowledge each person's spiritual journey while giving witness within the ecclesial community. <input checked="" type="checkbox"/>	3.2.4 Leaders and teachers give witness to an inner assurance to be open and vulnerable by not assuming or pretending to have all the answers. <input type="checkbox"/>

Capability 4: Learning – Learning within a Catholic school is an encounter that reveals a dialogical, relational and optimistic pedagogy – one that opens up horizons of hope for the future for the individual learner, their school, the Church and the wider community.

4.1 Teachers are supported in their faith formation and professional development in Religious Education	4.1.0 Insufficient evidence <input type="checkbox"/>	4.1.1 The school supports teachers in their pathway of professional learning towards Religious Education accreditation. <input type="checkbox"/>	4.1.2 The school enables teachers to maintain their accreditation to teach Religious Education, and provides them with opportunities to enrich their knowledge and practice. <input type="checkbox"/>	4.1.3 Teachers are encouraged to develop their knowledge and exploration of spiritual and religious formation. They are supported to access further study as part of ongoing formation. <input checked="" type="checkbox"/>	4.1.4 Teachers are supported to share, design and develop professional learning and faith formation activities for others across the school community. Teachers and leaders are encouraged to lead the learning, development and formation of others. <input type="checkbox"/>
4.2 Teachers interpret Religious Education curriculum to ensure learning entitlement	4.2.0 Insufficient evidence <input type="checkbox"/>	4.2.1 Teachers adhere to the formal Religious Education curriculum. They plan to teach what is expected at a designated level. <input type="checkbox"/>	4.2.2 Teachers are supported by leaders to collaboratively plan and design learning and teaching in Religious Education, using pedagogical practices that engage students in dialogue. <input type="checkbox"/>	4.2.3 Teachers are supported to use big ideas, concepts and real-world examples to demonstrate where the teachings of the Church and life intersect. <input checked="" type="checkbox"/>	4.2.4 Teachers make choices in their practice which are sensitive to the entitlement, context and narrative of each learner. <input type="checkbox"/>

<p>4.3 Teachers engage learners through encounter and dialogue</p>	<p>4.3.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>4.3.1 Teachers design learning experiences that support students to make connections between life and faith.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>4.3.2 Teachers support students to build an openness to encountering knowledge of Catholic and other faith traditions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>4.3.3 Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition (recontextualisation).</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>4.3.4 Teachers negotiate the interconnections between faith, culture and life through a dialogue with students that honours encounter.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>4.4 Teachers engage learners in religious and spiritual growth</p>	<p>4.4.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>4.4.1 Teachers attend to the spiritual development of each student, acknowledging and celebrating the Spirit at work.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>4.4.2 Teachers develop students' faith and stimulate a search for meaning and truth, where the questions of God, belief and life are explored within the Catholic tradition.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>4.4.3 Teachers, through their lived-out faith and witness, provide a model for all learners in the school community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>4.4.4 Leaders and teachers in collaboration with the broader parish community work to nurture the ongoing religious learning and faith development of all learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Key data and evidence sources:

- SIF Rubric Religious Dimension
- Enhancing Catholic School Identity (ECSI) Report 2020 (Diversity of Religions and Philosophies of life, Subpopulations, Features of Catholic Education, Identity and Diversity among School Members)
- CEMSIS Data 2019: Religious Dimension Domains
- Annual Report to the Community 2019 – Education in Faith & Community
- Meetings with RE/Faith Team
- Meetings with staff, students and parents
- School Snapshot Data – That our schools are distinctively Catholic
- Program of Social Justice and Community Service Activities
- School Improvement Plan and Annual Action Plans (Religious Dimension) 2017 – 2020
- Opportunities for teachers to gain accreditation and to engage in further studies. It is expected that by the end of 2020, 65% of teachers will have accreditation to teach in a Catholic school and 25% will be accredited to teach Religious Education.

Reviewer insights:

- The school's Catholic identity is manifest in its celebration of faith, positive relationships, hospitality, strong sense of inclusive community and a range of opportunities for participation in community service, social justice and advocacy activities which are being linked to the Gospel imperative and the Brigidine charism to serve one another.
- While students demonstrate a deep respect during liturgical celebrations, and are very involved in planning religious celebrations, they have a clear preference for secularisation and values education with a declining interest in the Scriptures and Religious Education, and a greater interest in environmental and social justice activities. The college is encouraged to continue to strengthen its Catholic identity by its commitment to social justice and environment issues as a Kildare Education Ministries school. The use of the *Pedagogy of Encounter* may assist it in doing so.
- Staff, students and parents express a desire for more openness to different cultures, beliefs and life philosophies. Among staff the strong preference for the *Recontextualising* position is an important resource on which the college can draw, so that by the modelling and witness of staff, students will be helped to experience how a Christian life in the Catholic tradition may be lived in the context of a diverse and pluralist community.

B. Learning and Teaching

Capability 1: Teacher Professional Practice and Engagement – Within a Catholic school community, all teachers are considered learners who commit to achieving the highest standards possible, based on reflective practice, using data, research and evidence to learn together, in order to ensure a positive impact on student learning.

1.1 Teachers engage with feedback on their practice through formal processes such as coaching and mentoring	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 Leaders provide teachers with formal feedback on their performance (e.g. in annual review meetings). Teachers visit other classrooms to observe teaching methods. <input checked="" type="checkbox"/>	1.1.2 Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching). Teachers regularly participate in peer mentoring by observing each other's practice to learn with and from one another. <input type="checkbox"/>	1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis. <input type="checkbox"/>	1.1.4 The school's culture is one in which feedback on classroom teaching (through multiple channels) is readily given and received on a regular basis. Teachers are supported to refine their performance via strategic and planned classroom observations, and time is allocated to enable the embedding of practice. <input type="checkbox"/>
1.2 Teachers engage with evidence-based professional learning and develop professional learning goals	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Teachers attend professional learning based on interest and availability, and write professional learning goals. <input type="checkbox"/>	1.2.2 Teachers attend professional learning connected to the school's improvement agenda and their own professional learning goals. Such goals are closely linked to evidence of student learning or achievement. <input checked="" type="checkbox"/>	1.2.3 Teachers access ongoing, targeted professional learning which is aligned with their goals. They synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals. <input type="checkbox"/>	1.2.4 Teachers are actively encouraged to pursue high-quality, ongoing professional learning which reflects specific goals set out for school improvement. They use evidence from practice and current research to set goals that are sufficiently challenging for their professional growth. <input type="checkbox"/>
1.3 Teachers access and draw from current educational research	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 Teachers access current research through formal professional development. <input type="checkbox"/>	1.3.2 Teachers access current research through professional development and school networks (e.g. collectives, specialists, external consultants). <input checked="" type="checkbox"/>	1.3.3 Teachers access current research in teams, and critique and adapt this research to meet the local needs of students in context. <input type="checkbox"/>	1.3.4 Teachers synthesise research to make evidence-based changes to practice (continually refined through a cycle of inquiry in teams). <input type="checkbox"/>
1.4 Teachers utilise evidence within disciplined cycles of inquiry	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 Teachers use student data as an assessment of their teaching. <input type="checkbox"/>	1.4.2 Teachers use student data to identify areas of need in student learning and their own teaching practice. <input checked="" type="checkbox"/>	1.4.3 Teachers use student data to formulate questions and generate hypotheses to investigate the impact of their teaching on student learning, with the intention of improving outcomes. <input type="checkbox"/>	1.4.4 Teachers use student evidence and data (embedded in cycles of inquiry), focused on improving their practice and the outcomes of students. <input type="checkbox"/>

Capability 2: Powerful Teaching (CORE CAPABILITY) – Powerful teaching in a Catholic school seeks to develop deep learning and create animated learners, inspired by the gospel and led by the Holy Spirit to act for justice and the common good.

2.1 Teachers use student background data (e.g. family history, talents, learning needs) to inform teaching	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 Teachers access student background data and refer to this information periodically (e.g. in term planning). Background data may be seen as a barrier to student outcomes. <input type="checkbox"/>	2.1.2 Teachers take student background into account when planning for learning. Information about how students learn is considered regularly in order to plan teaching. <input checked="" type="checkbox"/>	2.1.3 Teachers consider students' learning background as a key factor in all planning for learning. They make teaching adjustments in light of this information and record it in formal documentation. <input type="checkbox"/>	2.1.4 Teachers use sophisticated approaches to ensure that the knowledge of their students is shared and known to all those that support student learning and development. They embrace the diversity of all learners in the way they plan for teaching. <input type="checkbox"/>
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2.2 Teachers interpret the curriculum to ensure learning entitlement	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 Teachers adhere to the formal curriculum. They plan to teach what is expected at the designated level. <input type="checkbox"/>	2.2.2 Teachers adapt and adjust the formal curriculum to suit students with identified learning needs. <input checked="" type="checkbox"/>	2.2.3 Teachers collaboratively design the curriculum for all students, moving across levels and bands as required. <input type="checkbox"/>	2.2.4 Teachers use concepts and ideas to collaboratively design the curriculum, spanning progressions of learning (levels). <input type="checkbox"/>
2.3 Teachers plan targeted learning experiences	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 Teachers plan whole-class lessons. <input type="checkbox"/>	2.3.2 Teachers work collaboratively to plan additionally for students with identified learning needs. <input checked="" type="checkbox"/>	2.3.3 Teacher teams plan for targeted instruction, including adjustments to content or material, so that all students experience challenge in their learning. <input type="checkbox"/>	2.3.4 Teacher teams plan instruction that challenges all students at different stages on the learning continuum. <input type="checkbox"/>
2.4 Teachers maximise student engagement in learning	2.4.0 Insufficient evidence <input type="checkbox"/>	2.4.1 Teachers identify links between curriculum and student interests. <input type="checkbox"/>	2.4.2 Teachers engage students in exploring personal passions and interests linked to the formal curriculum. <input checked="" type="checkbox"/>	2.4.3 Teachers situate teaching in contexts that are authentic to the life and world of their students. <input type="checkbox"/>	2.4.4 Teachers embrace approaches which encourage student self-efficacy and agency in learning. <input type="checkbox"/>
2.5 Teachers use evidence-based teaching strategies	2.5.0 Insufficient evidence <input type="checkbox"/>	2.5.1 Teachers utilise a selection of frequently used strategies. <input type="checkbox"/>	2.5.2 Teachers select strategies to meet the needs of cohorts of students. <input type="checkbox"/>	2.5.3 Teachers adapt strategies, taking into account both the cohort and individual needs of students. <input checked="" type="checkbox"/>	2.5.4 Teachers critique their use of teaching strategies, dependent on context and evidence. <input type="checkbox"/>
2.6 Teachers communicate learning intentions and success criteria to students	2.6.0 Insufficient evidence <input type="checkbox"/>	2.6.1 Teachers communicate the focus and intention for the lesson. <input type="checkbox"/>	2.6.2 Teachers communicate learning intentions for the learning area and capability (content and skill). <input type="checkbox"/>	2.6.3 Teachers model what success will look like, linked to specific learning intentions, and engage students in the process. <input checked="" type="checkbox"/>	2.6.4 Teachers use a number of strategies (e.g. rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of levels. <input type="checkbox"/>
2.7 Teachers create a classroom culture of high expectation	2.7.0 Insufficient evidence <input type="checkbox"/>	2.7.1 Teachers' expectations of students are based on general inferences of them as learners. <input type="checkbox"/>	2.7.2 Teachers have high expectations of students across cognitive domains based on evidence. <input checked="" type="checkbox"/>	2.7.3 Teachers have high expectations of all students across all domains (religious, physical, cognitive, emotional and social). <input type="checkbox"/>	2.7.4 Teachers' expectations across the school foster a strong culture of success and the full flourishing of every student. <input type="checkbox"/>
2.8 Teachers partner with non-teaching staff (e.g. learning support officers, speech pathologists, visiting teachers) to enhance learning for every child	2.8.0 Insufficient evidence <input type="checkbox"/>	2.8.1 Teachers work closely with non-teaching staff to determine the next steps for children with identified learning needs. <input type="checkbox"/>	2.8.2 Teachers draw on the knowledge of non-teaching staff to enhance their own pedagogical practices for identified groups of students. <input checked="" type="checkbox"/>	2.8.3 Teachers engage non-teaching staff in the collaborative planning process to assist in the identification of appropriate strategies to effectively teach and scaffold learning for targeted groups of students. <input type="checkbox"/>	2.8.4 Teachers and non-teaching staff work in close collaboration to maximise learning for every child. <input type="checkbox"/>

Capability 3: Assessment and Monitoring of Progress – Assessment in a Catholic school is a means of uncovering the narrative of learners: their growth, progress, success and challenges in learning. Through such assessment, teachers gain valid and reliable evidence of a student’s learning, which enables them to make precise decisions for the growth and progress of their learners.

3.1 Teachers select assessment tools to collect student learning data	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 Teachers use assessment tools to collect data about what students have learned. <input checked="" type="checkbox"/>	3.1.2 Teachers are selective about the assessment tools they use to elicit student progress data. <input type="checkbox"/>	3.1.3 Teachers modify their use of assessment tools, dependent on their students and contextual factors. <input type="checkbox"/>	3.1.4 Teachers collaborate to critique, adapt and design assessment tools to suit a range of assessment opportunities. <input type="checkbox"/>
3.2 Teachers analyse student learning data	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 Teachers determine whole-class patterns in data. <input type="checkbox"/>	3.2.2 Teachers identify individual or small groups of students with particular learning needs. <input checked="" type="checkbox"/>	3.2.3 Teachers reflect on patterns in data, at cohort, individual and small group levels, and appraise the data’s reliability. <input type="checkbox"/>	3.2.4 Teachers synthesise all evidence sources to critique the value of the data with which they are working. <input type="checkbox"/>
3.3 Teachers respond to student data	3.3.0 Insufficient evidence <input type="checkbox"/>	3.3.1 Teachers refer to student data in formal settings (e.g. team meetings). <input type="checkbox"/>	3.3.2 Teachers independently examine data and consider the information when designing learning. <input checked="" type="checkbox"/>	3.3.3 Teachers collaboratively consider data and evidence, and determine next steps for individual or target groups of students when designing learning. <input type="checkbox"/>	3.3.4 Teachers use data regularly in cycles of inquiry (with other teachers) to make changes to practice that are transferable. <input type="checkbox"/>
3.4 Teachers establish challenging goals for students	3.4.0 Insufficient evidence <input type="checkbox"/>	3.4.1 Teachers set goals (or focus areas) for their classes. <input type="checkbox"/>	3.4.2 Teachers work with students to establish individual and small group goals. <input checked="" type="checkbox"/>	3.4.3 Teachers routinely monitor student goals and adjust them accordingly with students during learning conversations. <input type="checkbox"/>	3.4.4 Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth. <input type="checkbox"/>
3.5 Teachers provide feedback to students	3.5.0 Insufficient evidence <input type="checkbox"/>	3.5.1 Teachers give feedback to students linked to summative tasks (e.g. grades, percentages, comments). <input type="checkbox"/>	3.5.2 Teachers provide formative and summative feedback to students through everyday teaching. <input checked="" type="checkbox"/>	3.5.3 Teachers maximise the use of ongoing, timely and consequential feedback to enable the progress and growth of learners. <input type="checkbox"/>	3.5.4 Teachers use feedback as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning. <input type="checkbox"/>
3.6 Teachers provide scaffolds for students to monitor learning (including those that support metacognition)	3.6.0 Insufficient evidence <input type="checkbox"/>	3.6.1 Teachers verbally encourage self-monitoring (e.g. in the introduction of learning intentions, lesson reflections). <input checked="" type="checkbox"/>	3.6.2 Teachers provide students with specific tools to track and monitor their own learning, and support students to identify their learning strengths or goals. <input type="checkbox"/>	3.6.3 Teachers explicitly teach metacognitive and reflective strategies so that students can identify the next steps in their learning. <input type="checkbox"/>	3.6.4 Teachers extend and challenge students’ metacognitive and reflective abilities in the self-assessment of their learning goals in order to articulate their progress. <input type="checkbox"/>

Key data and evidence sources:

- SIF Rubric – Learning and Teaching
- CEMIS Data 2019: Learning & Teaching Domains
- NAPLAN & VCE Data and analysis
- School Snapshot Data – Teaching, Learning and Student Wellbeing
- Annual Report to the Community 2019 – Learning & Teaching
- School Improvement Plan 2018-2022; Annual Action Plans (Learning & Teaching) 2017 – 2020
- Curriculum documents
- Meetings with Learning & Teaching Team
- Meetings with staff, students and parents
- Classrooms visits via Microsoft Teams

Reviewer insights:

- Students and parents report that teachers are friendly, approachable and supportive. They endeavour to make lessons interesting and engage students in a range of collaborative and independent activities. Learning Intentions and Success Criteria have been introduced in efforts to involve students in goal setting and self-monitoring.
- Teacher collaboration, teamwork, consistency of practice and a shared understanding of pedagogy are developing in the college and should be enhanced further by the unpacking of the recently developed Learning Charter. The development of a clear instructional framework would assist school leaders to work with teachers in improving their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.
- While teachers use student data to identify areas of need across the cohort, there is room for greater collaboration in the effective consideration of trends, student backgrounds, individual student growth and appropriate differentiation. CEMIS data, supported by feedback from all focus groups, indicates that

teachers have high academic expectations for all students and encourage and support them to do their best. Teaching at the point of need and scaffolding student learning will further improve student confidence in their ability to achieve.

- New assessment and reporting strategies, restructuring of the timetable and the development of faculty based learning improvement plans are all aimed at developing professional standards of practice that define what good teachers should know and be able to do, and what qualities and dispositions they should possess to care for and connect with their students.

C. Leadership and Management

Capability 1: Formation of Self and Others – Leaders in a Catholic school draw from the deep well of Catholic faith and bear witness to Scripture, sacraments, stories, symbols and beliefs. An enduring commitment to one’s own personal, spiritual and professional growth enhances the capacity of the leader to extend and support the growth of others.

1.1 The school has a documented and planned approach to professional learning	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 The school’s approach to professional learning responds to requests by staff to improve their practice or work via individual professional learning plans for all staff (teaching, non-teaching and leading). <input type="checkbox"/>	1.1.2 The school enables professional learning through strategic planning, school structures and the allocation of time. Professional learning activities align with the priorities of the school. <input type="checkbox"/>	1.1.3 The school engages staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning. <input checked="" type="checkbox"/>	1.1.4 The school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research. <input type="checkbox"/>
1.2 The school develops a culture of professional learning that is research and evidence-informed	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Teachers and staff access professional learning based on the school context and their personal needs. <input checked="" type="checkbox"/>	1.2.2 Professional learning enables all staff to access regular and effective feedback on performance, and improve professional practice through individual and collaborative learning. <input type="checkbox"/>	1.2.3 Professional learning draws on a range of adult learning pedagogies (andragogy) and collaborative models (professional learning team, professional learning community, action research and disciplined inquiry) to develop staff across career progressions. <input type="checkbox"/>	1.2.4 Professional learning has a clear and disciplined focus on continual improvement, performance and development, and empowers all staff as members of a learning community. <input type="checkbox"/>
1.3 The school cultivates leadership development and practice	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 The school has a documented plan for developing effective leaders. <input type="checkbox"/>	1.3.2 The school’s leadership plan extends to providing opportunities for recognising and developing the leadership aspirations of all staff, as articulated in individual professional learning plans. <input type="checkbox"/>	1.3.3 The school’s leaders actively work to identify and create challenging roles, responsibilities and opportunities for all staff. <input checked="" type="checkbox"/>	1.3.4 The school’s leadership development initiatives are focused on succession planning and sustaining effective leadership practices. <input type="checkbox"/>
1.4 The school has developed formal and informal induction programs	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 The school inducts graduates and new staff through formal meetings where ways of operating are shared and explained. <input type="checkbox"/>	1.4.2 The school provides ongoing mentoring and support networks as part of induction practices for graduates and new staff, where shared experiences are valued and communicated. <input type="checkbox"/>	1.4.3 The school provides induction processes when staff progress to new roles within the school, as well as ongoing opportunities for existing staff to refresh or update knowledge and practices. <input checked="" type="checkbox"/>	1.4.4 The school commits to rigorous monitoring and collaborative development of induction processes and materials. The community takes responsibility for successful induction of graduates, new staff and those aspiring to career progression. <input type="checkbox"/>

Capability 2: Leading Learning, Innovation and Improvement (CORE CAPABILITY) – Leaders in a Catholic school remain ever conscious of the interplay between the present and future. They create an articulate and compelling vision for improvement and change, informed by the context and charism of their school, and this serves as a constant point of reference.

2.1 The school has a documented plan for whole-school improvement	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 The school has an explicit plan for whole-school improvement that identifies measureable and targeted improvement goals (School Improvement Plan and Annual Action Plan). <input checked="" type="checkbox"/>	2.1.2 The school collaboratively develops a plan for whole-school improvement that is informed by a wide set of data relating to community expectations about student learning. <input type="checkbox"/>	2.1.3 The school community is actively engaged in data-informed cyclical review, planning and action to strategically improve learning outcomes for students. <input type="checkbox"/>	2.1.4 The school has a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes. <input type="checkbox"/>
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2.2 Policies, processes and practices support accountability	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 Policies, processes and practices are designed to be compliant with legislation and regulation. <input type="checkbox"/>	2.2.2 Policies and processes are designed in consultation with stakeholders. <input checked="" type="checkbox"/>	2.2.3 Policies, processes and practices are visible and aligned with evidence-informed best practice. <input type="checkbox"/>	2.2.4 Policies, processes and practices are recognised as significant levers for implementing coordinated, collaborative and pragmatic whole-school improvement. <input type="checkbox"/>
2.3 School leaders effectively lead and manage change	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 School leaders are responsible for leading and managing change initiatives focused on improving student outcomes. <input type="checkbox"/>	2.3.2 School leaders leverage internal and external networks to explore the research, evidence and strategies that identify the ways they can create and manage the conditions for effective change in their community. <input type="checkbox"/>	2.3.3 School leaders engage in school improvement initiatives that progress and develop effective change, leading to whole-school improvement. <input checked="" type="checkbox"/>	2.3.4 School leaders confidently manoeuvre across individual student-focused classroom practices and large-scale improvement initiatives, focused on whole-school improvement that maximises outcomes for all students. <input type="checkbox"/>
2.4 The school community fosters a culture of learning	2.4.0 Insufficient evidence <input type="checkbox"/>	2.4.1 School artefacts (policies, documentation, communications, online portals, social media) contain visible evidence of a Catholic focus in improving learning outcomes. <input type="checkbox"/>	2.4.2 School artefacts and learning environments reflect leaders and teachers enabling a learning-focused Catholic culture, where visible strategies are at work to monitor and progress student learning outcomes. <input checked="" type="checkbox"/>	2.4.3 School artefacts, student learning, teacher professional learning, leadership development, and the school's physical and digital learning environments are explicitly Catholic places, focused on improving student learning outcomes. There is a visibly embedded whole-school culture of high expectation and continuous data-informed improvement. <input type="checkbox"/>	2.4.4 School physical and digital learning environments are integrated, iterative and innovative sites of dynamic, data-informed professional practice where successful strategies, effective administration and confident Catholic leadership converge. The school leverages digital affordances that animate learning and teaching within networked communities beyond the school. <input type="checkbox"/>
2.5 The school has documented plans, structures, practices and processes to support the delivery of a high-quality curriculum	2.5.0 Insufficient evidence <input type="checkbox"/>	2.5.1 The school has a documented plan for delivering a high-quality curriculum, with evidence that teaching and learning are inclusive of the individual learning needs of students. <input type="checkbox"/>	2.5.2 The school plans initiatives for delivering an inclusive and high-quality curriculum where improving student learning outcomes is a specified and measurable focus. <input checked="" type="checkbox"/>	2.5.3 The school's plan for delivering a high-quality curriculum for students informs current and future capital investment and planning of physical and digital learning infrastructure. <input type="checkbox"/>	2.5.4 The school's plan for delivering a high-quality curriculum engages the whole school community in planning and documenting innovative learning and teaching practices that produce a range of data to measure the impact of teaching initiatives and learning outcomes. <input type="checkbox"/>
2.6 Leaders measure impact on student outcomes	2.6.0 Insufficient evidence <input type="checkbox"/>	2.6.1 School leaders support school-wide inquiries into the impact of change on student outcomes. <input type="checkbox"/>	2.6.2 School leaders actively seek ways to effect positive change for learners in their schools, drawing on research, data and professional networks to develop proposals for addressing challenges and opportunities to improve student outcomes. <input checked="" type="checkbox"/>	2.6.3 School leaders actively partner with classroom teachers to measure the impact of practice on student learning outcomes and to design appropriate interventions. <input type="checkbox"/>	2.6.4 School leaders work collaboratively to isolate patterns in student assessment and achievement, correlate interventions, and locate, co-construct and lead contextualised improvement strategies. <input type="checkbox"/>

Capability 3: Strategic Planning, Leadership and Management – Leaders in a Catholic school ensure a holistic and considered approach to the development of initiatives and school-wide strategies, which are based on an analysis of their particular community, context, system priorities and the growth of all learners within the school community.

<p>3.1 The principal supports the future sustainability of the school</p>	<p>3.1.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.1 The principal, supported by leaders, articulates strategies to promote the school as the place of first choice for Catholic families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.2 The principal draws from a range of data sets and inputs relating to current and projected enrolment trends, and seeks opportunities to engage with stakeholders and resources that promote the school to existing and potential families in the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.3 The principal maintains community partnerships that ensure the school's standing and presence in the community, and liaises with key external stakeholders and feeder schools to support sustainable enrolments.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.4 The principal and school leaders collaboratively focus effort and investment on strengthening connection and belonging to the school in order to sustain current and future enrolment, becoming an integral part of the local community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>
<p>3.2 The school has documented guidelines for the process of employment and ongoing human resourcing of staff</p>	<p>3.2.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.2.1 The school has clear guidelines for the process of employment of staff, which align with legislation and regulation. Included in these are the expectations around the school's Catholic ethos and this relationship in the daily operations of the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.2.2 The school has clear processes to ensure staff are aware of the educational goals and Catholic mission of the school. The principal, in alignment with legislative requirements, provides an equitable workload for all staff.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.2.3 The school has clearly articulated policies and procedures for human resource management, aligned with the Catholic mission of the school. Policies are available to staff and are communicated in a number of ways.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>3.2.4 The school has developed an organisational structure that is led collaboratively by the leadership team and governing body, and promotes the delegation of responsibilities across the school to key personnel.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>3.3 The principal uses a range of methods to ensure that the school's resources (financial, physical, staff) are effectively managed</p>	<p>3.3.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.1 The principal has an awareness of the key performance indicators that underpin the management of finances and resources at the school level. The principal and school leaders work with key staff (finance managers) to effectively track budgets and allocations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.2 The principal, in partnership with finance experts, regularly reviews the school's budget to ensure there is sufficient cash flow to maintain the resources for the current and future school years.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.3 The principal builds personal business acumen to ensure organisational sustainability through management of finances and resources. In line with compliance, a five-year forecast based on the school's current priorities and future projections exists.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.3.4 The principal is responsible for the transparent, ethical and moral use of resources and allocation of funds. The school has a well-defined business plan encompassing future growth of resources and infrastructure developed through sustainable strategic management processes.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>
<p>3.4 Members of the board build and maintain positive and effective partnerships with the principal to develop the strategic direction of the school</p>	<p>3.4.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.4.1 Members of the board understand the Catholic identity of the community and the advisory role the board plays in its contribution to the governance of the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.4.2 Members of the board are known to the school community, present at school events, and can articulate and communicate the role and functions of the board to the community. Members are provided with opportunities to engage in training so that effective governance practices are in place.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.4.3 In partnership with the principal, the board builds and sustains the culture of the school to improve student outcomes. There are clearly established risk management processes in relation to overseeing the financial management of the school.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>3.4.4 In partnership with the principal, the board is accountable to the governing body for oversight of the development and communication of policy to guide strategic directions for improvement, student outcomes and the financial health of the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Key data and evidence sources:

SIF Rubric – Leadership and Management

SIP 2018-2022

AAP 2020

CEMSIS staff domains 3, 5, 6, 9, 10, 11, 12 and 13; student domains 1, 4, 5, 7, 8, and 9; family domains 2, 4 and 6

Focus group discussions with extended Leadership Team, cross-section of staff, students and parents

College documents, including: Leadership structure overview, College Vision Statement, Learning Charter, Professional Learning matrix

PowerPoint Presentations – Meetings; Leadership Development

Business Plan 2020-2024

Reviewer insights:

- The leadership team is highly committed to the school, and actively supports and promotes the school’s extensive change agenda. Although relatively new, the team is well respected by teachers, students and parents, and the college has invested in significant professional learning opportunities for leaders to accelerate growth of those in established and new roles.
- The development and consistent application of high expectations, as well as the coherence of professional learning opportunities, would be assisted through the review of structures, teams and documentation for collaboration and feedback, including the Annual Review Meeting for all staff.
- The ‘open-door’ approach to providing feedback to leadership is highly valued by students and staff; for teachers, further specific training in feedback from peers, leaders and students is a necessary adjunct to improving professional and pedagogical practice and would further reinforce individual development priorities and the tracking of progress.
- CEMSIS data and discussions with staff indicate that greater clarity regarding change initiatives (strategy, relevance, expectations) and appreciation of their impact on teachers would strengthen partnerships with leadership and promote greater ownership and empowerment.

D. Student Wellbeing

Capability 1: Safe, Positive and Enabling Learning Environments (CORE CAPABILITY) – The school promotes inclusivity and reflects a culture of hope, faith and belonging for students, staff, families and the broader community. Justice, equity and respect are actively demonstrated and evident in school policies and practices. Leaders, staff, students and families work collaboratively to create and strengthen child-friendly environments for learning.

1.1 Leaders create collaborative processes that ensure safe and positive environments for learning	1.1.0 Insufficient evidence <input type="checkbox"/>	1.1.1 Leaders share information with teaching staff about safe and positive learning environments that align with legislation and Catholic Education Melbourne guidance. <input type="checkbox"/>	1.1.2 Leaders encourage teachers to work collaboratively to plan for safe and positive environments for learning. <input type="checkbox"/>	1.1.3 Leaders create opportunities for teachers, students and families to have input on learning environments that are inclusive and safe, and reflect a culture of hope, faith and belonging. <input checked="" type="checkbox"/>	1.1.4 Leaders participate and lead collaborative planning of learning environments that are child-friendly, safe and positive places of Catholic learning. <input type="checkbox"/>
1.2 Policies, procedures and practices promote positive behaviour in learning environments	1.2.0 Insufficient evidence <input type="checkbox"/>	1.2.1 Policies and procedures meet minimum legislative and Catholic Education Melbourne child safety compliance requirements. <input type="checkbox"/>	1.2.2 Policies and procedures provide information and strategies indicating actions that promote positive behaviour in learning environments. <input checked="" type="checkbox"/>	1.2.3 Policies and procedures include references to scripture, canon law and Catholic social teachings informing the promotion of positive behaviour in learning environments. <input type="checkbox"/>	1.2.4 Policies, procedures and practices result in learning environments that are consistently safe and characterised by positive behaviours which are identifiably Catholic social beliefs and values. <input type="checkbox"/>
1.3 Teachers plan student wellbeing and behaviour initiatives	1.3.0 Insufficient evidence <input type="checkbox"/>	1.3.1 Teachers focus on enhancing student wellbeing and positive behaviour when planning for learning. <input type="checkbox"/>	1.3.2 Teachers use school-based and Catholic Education Melbourne policies to design learning activities that support wellbeing and positive social and emotional behaviour. <input checked="" type="checkbox"/>	1.3.3 Teachers work collaboratively in level or learning-area teams to create, analyse and use data to inform and develop responsive wellbeing and positive behaviour initiatives. <input type="checkbox"/>	1.3.4 Teachers lead professional learning that builds the capacity and capabilities of all teaching staff to develop student wellbeing and positive behaviour. <input type="checkbox"/>
1.4 Students develop their own individual and collective wellbeing	1.4.0 Insufficient evidence <input type="checkbox"/>	1.4.1 Students reflect on their own wellbeing and behaviour. <input type="checkbox"/>	1.4.2 Students participate in learning activities that incorporate self-reflection about the wellbeing and behaviour of themselves and their cohort. <input type="checkbox"/>	1.4.3 Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives. <input checked="" type="checkbox"/>	1.4.4 Students regularly self-reflect and provide input on individual, cohort and whole-school wellbeing and positive behaviour initiatives across a range of formats and opportunities. <input type="checkbox"/>
1.5 Families engage with schools to support safe and positive learning environments	1.5.0 Insufficient evidence <input type="checkbox"/>	1.5.1 Families have access to school policies and procedures regarding child safety and positive behaviour in learning environments. <input checked="" type="checkbox"/>	1.5.2 Families discuss positive behaviour support strategies with teachers and school leaders. <input type="checkbox"/>	1.5.3 Families are consulted and included when schools review and renew child safety policies and positive behaviour initiatives. <input type="checkbox"/>	1.5.4 Families engage with child safety and positive behaviour experts at school-organised events. <input type="checkbox"/>

Capability 2: Resilience, Identity and Growth – Wellbeing encompasses dimensions of life and includes nurturing the whole person – their spiritual, cognitive, physical, emotional and social selves. Students are better placed to develop a deep understanding of their sacred dignity and unique potential when they have explicit opportunities to improve their social and emotional competencies.

2.1 Curriculum planning and implementation are explicit in focusing on social and emotional growth and development	2.1.0 Insufficient evidence <input type="checkbox"/>	2.1.1 Teachers plan to teach students how to develop socially and emotionally using the mandated curriculum. <input type="checkbox"/>	2.1.2 Teachers collaboratively monitor individual and cohort student wellbeing, and plan additional social and emotional learning experiences as required. <input type="checkbox"/>	2.1.3 Leaders and teachers collaboratively review achievement, wellbeing and behaviour data to inform annual action planning, and to improve student social and emotional learning. <input checked="" type="checkbox"/>	2.1.4 Leaders and teachers engage with a range of evidence-based research and learning expertise to inform whole-school curriculum planning for social and emotional learning. <input type="checkbox"/>
2.2 Teachers plan learning that explicitly teaches personal and social capabilities	2.2.0 Insufficient evidence <input type="checkbox"/>	2.2.1 Teachers teach students the recognition and expression of emotions, the development of resilience, and the appreciation of diversity of gender, age, language, culture and religion. <input type="checkbox"/>	2.2.2 Teachers draw on core areas of curriculum frameworks (both Religious Education and Victorian Curriculum) to integrate and enrich the teaching of personal and social capabilities. <input checked="" type="checkbox"/>	2.2.3 Teachers work collaboratively to explore additional content and strategies appropriate to school and student contexts to strengthen whole-school curriculum planning. <input type="checkbox"/>	2.2.4 Teachers develop school-specific learning materials and strategies that enrich and extend students' personal and social capabilities, and share these with colleagues at school or system level. <input type="checkbox"/>
2.3 Teachers make pedagogical decisions that nurture the whole person	2.3.0 Insufficient evidence <input type="checkbox"/>	2.3.1 Teachers use language that explicitly addresses social and emotional issues. <input type="checkbox"/>	2.3.2 Teachers design social and emotional learning activities that aim to improve students' resilience. <input checked="" type="checkbox"/>	2.3.3 Teachers work collaboratively to design learning that makes development visible. <input type="checkbox"/>	2.3.4 Teachers reflect on feedback about pedagogical decisions and strategies to inform future planning for innovative and responsive teaching. <input type="checkbox"/>

Capability 3: Student Agency and Empowerment – Practices that encourage active participation and authentic 'student voice' enhance children's and young people's academic and wellbeing outcomes, as well as their capacity to contribute to their community and make meaningful decisions about a range of issues that affect them and their world.

3.1 The school commits to empowering student voice through respectful and active participation	3.1.0 Insufficient evidence <input type="checkbox"/>	3.1.1 The school has whole-school policies, practices and structures providing opportunities for students to participate in student representative councils, school improvement surveys and/or committees. <input type="checkbox"/>	3.1.2 The school has a range of authentic student committees that focus on empowering students as decision-makers for wellbeing, learning and community issues. <input type="checkbox"/>	3.1.3 The school empowers student participatory responses to arising community issues, identified through student voice or student leadership opportunities. <input type="checkbox"/>	3.1.4 The school works collaboratively with system and cluster networks to provide opportunities for students to engage with external providers specialising in student agency and active community participation. <input checked="" type="checkbox"/>
3.2 Teachers plan for student agency	3.2.0 Insufficient evidence <input type="checkbox"/>	3.2.1 Teachers identify opportunities in the curriculum to develop student agency. <input type="checkbox"/>	3.2.2 Teachers plan learning experiences that include students making decisions, sharing opinions and respectfully contributing to group discussion. <input checked="" type="checkbox"/>	3.2.3 Teachers design learning activities that use peer feedback and self-reflection as a regular part of practice to empower students. <input type="checkbox"/>	3.2.4 Teachers work collaboratively with external community partnerships to develop opportunities for student empowerment as informed by feedback and evidence. <input type="checkbox"/>
3.3 Students participate in a range of empowering activities and community structures	3.3.0 Insufficient evidence <input type="checkbox"/>	3.3.1 Students are provided with opportunities to participate in student representative committees or groups. <input type="checkbox"/>	3.3.2 Students participate in a range of teacher-led committees and groups that provide feedback about learning, safety and wellbeing. <input type="checkbox"/>	3.3.3 Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility. <input type="checkbox"/>	3.3.4 Students confidently identify and make innovative decisions about wellbeing, learning, safety and social justice issues through a diverse range of student-led committees and <input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	teacher-led initiatives that connect them with local and global communities. <input type="checkbox"/>
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Key data and evidence sources:

- SIF Rubric – Student Wellbeing
- Data Snapshot 2019: Student Attendance
- CEMSIS staff data in domains 1, 2, 3, 4, 5, 6, 7, 10, 11 and 13; student data in domains 2, 3, 4, 7 and 7; family data in domains 3, 4 and 5
- AAP 2020
- ACER Wellbeing survey
- Discussions with AP Wellbeing and Student Wellbeing team focus group
- Discussion with cross-section of teachers, including ATSI (Aboriginal & Torres Strait Islander) leader
- Discussion with non-teaching staff, including LSOs, counsellor and chaplaincy
- Student focus groups: Years 7 -9, Years 10-12
- Parent focus group, including selected members of the Stewardship Council
- School policies and documentation, including Wellbeing 2020+ position paper, scope and sequence, Position Descriptions for new leadership roles, and website

Reviewer insights:

- The college has introduced a variety of initiatives (*partnership with Institute of Positive Education, new timetable structure, Wellbeing curriculum, new leadership roles, lead school in Respectful Relationships program*), working towards a comprehensive Wellbeing philosophy and schoolwide approach to Social and Emotional Learning (SEL); there was evidence of a positive impact on students and conversations with parents indicated that school policies and procedures in relation to student wellbeing were effective and that teachers knew their students well.
- In response to the CEMSIS data on student engagement, a focus on student voice/agency has been enhanced through authentic opportunities for all students, not only student leaders, to provide feedback on matters of importance to them (*e.g. safety, new sports uniform, remote learning*).

- There is increasing collection and use of student wellbeing data in the college and further training of staff in this area will enhance the college's ability to analyse and respond to wellbeing concerns and enhance student engagement and learning, particularly in the middle years.
- There was evidence of growing appreciation amongst staff of a more holistic appreciation of their students to better meet their wellbeing and learning needs, and there is scope for further embedding SEL capabilities into their daily practice.

E. School Community

Capability 1: Belonging, Welcome and Positive Relationships (CORE CAPABILITY) – A culture of welcome and hospitality permeates the school. Across the community, students, staff and families feel known and valued. Diversity is considered integral to the identity of the community, whose collective voice informs and supports the culture and educational approach of the school. Trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity.

<p>1.1 The school fosters a culture of welcome</p>	<p>1.1.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.1.1 The principal fosters a sense of welcome through school promotional materials and activities. School leaders provide support and information to new members of the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.1.2 School leaders support students and staff to include new students and families, encouraging connection and belonging. The school provides orientation activities for new students and families.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.1.3 Staff, student and parent leaders are involved in the design and coordination of orientation initiatives for new staff, students and families. These include regular, structured opportunities that enable new and less-connected members to be part of the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.1.4 Staff, students and families take an active role in leading and contributing to a culture of welcome and hospitality. School policies, structures and practices are routinely audited to ensure they promote an explicit message of welcome and belonging for all members of the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1.2 The school embraces difference and diversity</p>	<p>1.2.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.2.1 The school complies with anti-discrimination legislation and regulation, and has developed strategies to enable all students and staff to participate in the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.2.2 The school reduces barriers for individuals or groups to enable access and participation at school. Curricular and co-curricular programs promote respect and reflect the diversity of students and families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.2.3 School programs, functions and environment are designed to convey respect and appreciation for the diversity of the community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.2.4 The rich diversity of the school community is celebrated and made explicit through the consistent enactment of inclusive policies and practices, ensuring the participation of all. This is further reflected by the way in which all members of the community speak about and represent the community beyond the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1.3 The school engages with feedback to enhance the culture of the community</p>	<p>1.3.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.3.1 The school utilises feedback from students, staff and families. The principal invites input to inform school planning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.3.2 School leaders regularly consult with students, staff and families to gain insight into different perspectives across the community by providing a variety of feedback mechanisms.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.3.3 School leaders ensure that all feedback mechanisms are visible and accessible to all members of the school community, valuing the multiple perspectives of all members of the community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.3.4 The school facilitates ongoing opportunities for dialogue between all members of the community. Students, families and staff initiate and lead community conversations. The collective voice of the community informs the school's culture and educational approach.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1.4 Leaders build positive relationships across the school community</p>	<p>1.4.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.1 Relationships across the school community are positive. The principal and staff respond respectfully when challenges arise.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.2 School leaders take steps to foster positive relationships between staff, students and families. The school has intentional, ongoing and reflective practices that support leaders to develop effective relationships with staff members.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>1.4.3 School leaders prioritise relationships and draw on the strength of these to enable progress, growth and learning for all members of the school community.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>1.4.4 The school has an explicit commitment to enact positive and respectful relationships, which is consistently evident in school policies and everyday practice.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Capability 2: Catholic Mission – The school identity is lived out through a distinct pattern of celebrations, rituals and traditions. The school story grows richer and stronger with every student enrolled, every staff member employed and every partnership formed. The school and its community have a clear purpose for being, deeply seated in the Catholic tradition and local context.

<p>2.1 Leaders and teachers support the Catholic vision and mission of the school</p>	<p>2.1.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>2.1.1 Leaders articulate and promote the school’s vision, mission and founding story. Staff embrace the school vision for how it embodies the teaching and tradition of the Catholic Church.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>2.1.2 Leaders and staff nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>2.1.3 Leaders and teachers animate the mission and vision, creating a community of life and worship where staff, students and parents have a strong commitment to live out the teachings and traditions of the Catholic Church.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>2.1.4 The school story and tradition are used consistently and coherently as the foundation for learning, reflection and improvement. All members of the community demonstrate commitment to the Catholic mission of the school through all words, deeds and actions.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>2.2 The school is a community that works in the service of others</p>	<p>2.2.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>2.2.1 School leaders identify social justice initiatives that are relevant and important to the school community and its identity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>2.2.2 The school participates in a range of social justice initiatives through a planned and structured approach to charitable works, aligned with the mission of the Catholic Church and the local community, and linked to the school’s story and mission.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>2.2.3 The school uses a Catholic frame to plan and coordinate social justice and outreach initiatives. School leaders and teachers empower students, staff and families to advocate for and lead whole-school action for justice and the common good.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>2.2.4 The school community, driven by its mission, partners with the parish, broader Church and community in its commitment to service and social justice, bringing faith, life and culture together in a coherent synthesis.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Capability 3: Parents as Partners – When parents choose a Catholic education for their child, they form a partnership with the Catholic school. The school staff have a professional knowledge and skill set that complement parents’ knowledge of their child. Together, through the formal years of schooling, this partnership provides a profound, faith-based platform for the child’s lifelong learning, formation and flourishing.

<p>3.1 Families are supported to be actively involved in the school community</p>	<p>3.1.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.1 Leaders engage with parents to inform them about the school and its educational approach. Parents are invited to contribute to the school through activities and events.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>3.1.2 Teachers regularly seek parent support for classroom activities and resourcing. Training sessions are offered for parents to support their participation in school and classroom-based activities.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.3 Leaders and staff privilege the voice of parents in their planning and decision-making. Parents’ knowledge of their child, and the community, is regularly sought by teachers and leaders. School documents, policies and processes articulate the value and unique role of parents as partners and co-educators.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.1.4 Leaders ensure critical decisions about student wellbeing and learning are made collaboratively with parents. The school has formal processes in place to support parents to understand and contribute to decisions affecting the educational approach, function and direction of the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>3.2 The school supports families as partners in learning</p>	<p>3.2.0 Insufficient evidence</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.2.1 The school provides feedback opportunities regarding student growth and progress to families in formal ways.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.2.2 The school has developed systems for direct and regular communication with families, ensuring consideration of important factors (e.g. cultural backgrounds). Students are supported to communicate their learning goals with their families on a consistent basis.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>3.2.3 The school creates opportunities for teachers and support staff to share strategies that empower parents to support learning at home and beyond the classroom.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>3.2.4 The school provides ongoing support to parents as the needs of students change over time. The school supports teachers, staff and families to effectively partner and collaborate in support of student progress and growth through a variety of feedback mechanisms and well-established systems (face-to-face or technological) across the school.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>3.3 Teachers communicate with parents and carers</p>	<p>3.3.0 Insufficient evidence</p>	<p>3.3.1 Teachers communicate with families through formal channels (e.g. through school reports, newsletter updates).</p>	<p>3.3.2 Teachers develop systems for direct and regular communication with families.</p>	<p>3.3.3 Teachers develop systems for communication that are considerate of important factors (e.g. language backgrounds of parents).</p>	<p>3.3.4 Teachers operate within a culture that welcomes parent communication as part of regular, everyday practice.</p>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4 Teachers build positive relationships with families	3.4.0 Insufficient evidence <input type="checkbox"/>	3.4.1 Teachers make efforts to get to know the families of their students. <input type="checkbox"/>	3.4.2 Teachers endeavour to build strong rapport with families at the school. <input checked="" type="checkbox"/>	3.4.3 Teachers draw on high-level communication strategies to re-engage disengaged parents at the school. <input type="checkbox"/>	3.4.4 Teachers build strong relationships with communities of engaged parents. They adapt approaches to each parent based on context, need and student. <input type="checkbox"/>

Capability 4:Community Partnerships – The notion of a Catholic school community includes learners, their families, their teachers and other staff at the school; young people and adults in the parish; and others in the local, wider and global communities – all of whom come together to form a connected and organic learning environment for the benefit of students.

4.1 The school builds community partnerships and connections	4.1.0 Insufficient evidence <input type="checkbox"/>	4.1.1 Staff are familiar with the local area and there are opportunities for staff to visit the community. <input type="checkbox"/>	4.1.2 Local community initiatives and celebrations are supported by the school. <input type="checkbox"/>	4.1.3 The school celebrates community engagement in the life of the school. <input checked="" type="checkbox"/>	4.1.4 Staff seek opportunities for the school to contribute to whole-community issues and emphasise the interconnectedness of the school and its community. <input type="checkbox"/>
4.2 Leaders foster sustainable partnerships for learning	4.2.0 Insufficient evidence <input type="checkbox"/>	4.2.1 Leaders form partnerships with community organisations and local businesses to support the school. School leaders are responsive when organisations contact the school. <input type="checkbox"/>	4.2.2 Staff are connected to community partners through networks and committees. Connections are formed in response to opportunities or issues that arise for the school. <input checked="" type="checkbox"/>	4.2.3 Teachers access local places and resources to support student learning. School leaders strategically seek opportunities to partner with businesses, community leaders and service providers to support student learning and wellbeing. Procedures are in place to evaluate the effectiveness and sustainability of partnerships. <input type="checkbox"/>	4.2.4 All members of the school actively engage with community initiatives, celebrations and events. A wide range of school programs are located within the local community, utilising its resources and delivered collaboratively with its leaders. School policies leverage family, community, industry and business knowledge and skills. <input type="checkbox"/>

Key data and evidence sources:

- SIF Rubric – School Community
- CEMIS data, domains 2, 3, 4, 6, 8 and 14; family data, domains 1, 2, 3, 6 and 7; student data, domains 3, 4, 5, 7, 8 and 9
- Discussions with parent and student focus groups
- Discussions with leaders, teachers and non-teaching staff
- School policies and documentation school website, social media posts, school magazines, policies and documentation.

Reviewer insights:

- Clonard College is recognised as a welcoming, inclusive community which values and respects diversity and which maintains productive partnerships with neighbouring schools (e.g. *Performing Arts, VCAL and social justice projects*); the parent community is supportive, valuing the all-girls' environment, the 'small' size of school, and its personalised and caring approach.
- Parents appear satisfied with the current levels of communication, although CEMIS data and discussions suggest there could be greater clarity for them regarding the school's processes and procedures.
- The college has opportunities for parent engagement (e.g. *Year 7 transition/orientation, curriculum evenings, liturgies*); discussions with staff and parents, and CEMIS family data, suggest that there is no appetite for family engagement beyond existing levels, even though there appear to be no barriers to it. The experiences gained from remote learning during the COVID-19 pandemic may provide some avenues for strengthening parent engagement.
- The college has grown significantly over the review period and has been evolving its identity from its origins as a Brigidine school to being a Kildare Ministries school, embracing the new governance model of Kildare Education Ministries; it has undergone a recent 'brand refresh', including more contemporary community engagement strategies (e.g. new website, social media) and efforts to engage its alumnae while maintaining its strong Catholic identity and values.

- There is some frustration amongst staff that Clonard does not promote its students' academic successes more prominently, compared to its emphasis on wellbeing; the College may wish to consider the way in which it positions student wellbeing as a catalyst for academic achievement and ultimately life satisfaction and success.