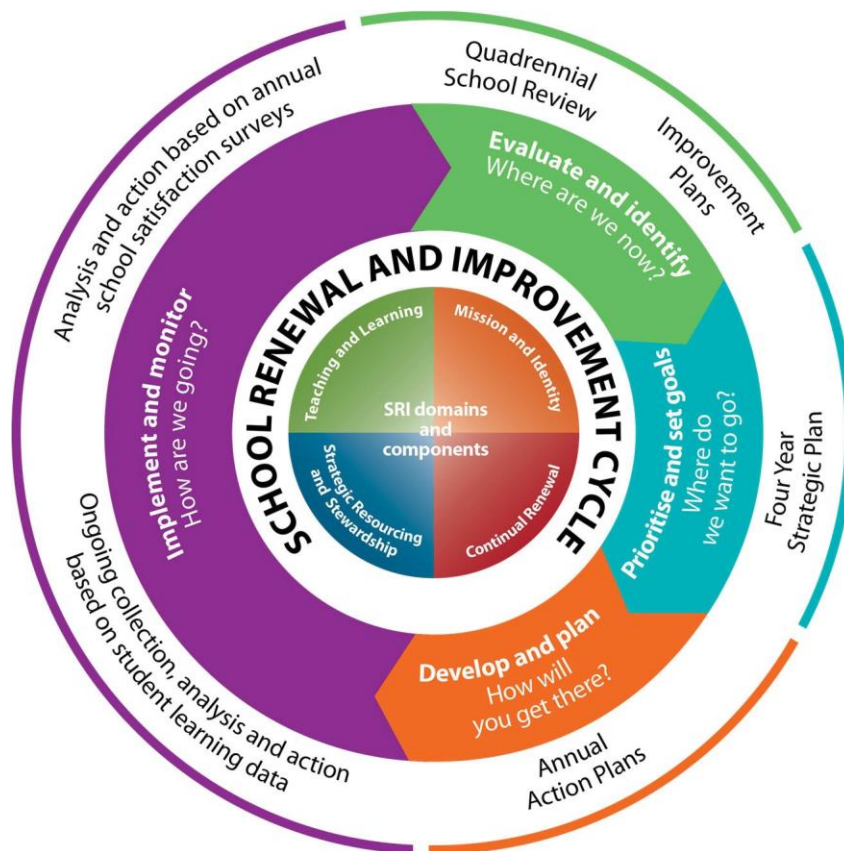




Diocese of Toowoomba
Catholic Schools

St Finbarr's Quilpie

TCS Quadrennial school review Full report





Foreword

Although much has been written about school reform in past decades — national reports, studies, descriptions of findings — insufficient attention has been given to the important relationships among the adults within the school, and to a consideration of how the abundant untapped energy, inventiveness and idealism within the school might be encouraged.

Roland Barth, Harvard Graduate School of Education

The philosophical approach to the review is based on Appreciative Inquiry, a well-established approach used by organisations varying from international corporations to not-for-profit social organisations. Appreciative Inquiry begins with the assumption that there are good things happening in the organisation and identifying these. It then moves to what people see as areas needing attention, improvement or change. The key principle is that these are placed in the context of what the organisation does well, so it moves beyond a problem-solving agenda to an improvement agenda.

Appreciative Inquiry aims to bring ownership to the school. The review team hears ‘the story’ of the school through its stakeholders, and this informs the key findings and improvement strategies that the review team has recommended. Exactly how the school addresses the key findings and improvement strategies is left for the school to determine, but it is mandatory for the school to address them over the following four years.

Leaders of continuously improving organisations bring a learning mindset to the work of their staff. They focus on establishing disciplined processes for developing, testing, and improving core work and programs to build capacity. They invest time and energy in enabling staff to embed these processes into day-to-day work and to create an organisational openness to review and change.

Park, S., Hironaka, S., Carver, P. and Nordstrum, L. (2013). Continuous improvement in education, Carnegie Foundation, Stanford.

Methodology

The review was conducted from Sunday, 16 August to Tuesday, 18 August 2020

Reviewers

Mr Paul Murphy	Senior Education Leader, Toowoomba Catholic Schools Office (Chair)
Mr Jim Midgley	Director: Teaching & Learning, Toowoomba Catholic Schools Office
Dr Ken Avenell	Director: Formation and Identity, Toowoomba Catholic Schools Office
Mr Michael Ward	Principal, St Mary's, Charleville

The review consisted of structured interviews of the following school community members

- The Principal
- Fr Peter Doohan, Parish Priest
- Teaching staff (4),
- School Officers including Administration, Cleaner and Teacher Aides (3)
- Parents including Parents and Friends Association (P&F) members (15)
- Students Years 3 to 6
- Students Prep to 2

School Renewal and Improvement (SRI) domains and components

The reference document for the review was the SRI domains and components from the Toowoomba Catholic Schools (TCS) School Renewal and Improvement Framework.



Domain 1 Teaching and learning

Component 1.1 Students and their learning

Component 1.2 Curriculum structure and provision
Component 1.3 Pastoral care and student wellbeing



Domain 2 Mission and

identity
Component 2.1 Religion curriculum
Component 2.2 Religious life of the school



Domain 3 Continual renewal

Component 3.1 School improvement culture
Component 3.2 Community partnerships



Domain 4 Strategic resourcing and stewardship

Component 4.1 Staff development and wellbeing
Component 4.2 Use of resources facilities and the learning environment

Prologue

The purposes of the Toowoomba Catholic Schools Quadrennial School Review are

- a. to engage the school community in a process of self-reflection and continual renewal
- b. to ensure the school review focuses on the quality of teaching and learning
- c. to provide the school community with an opportunity to participate in a thorough reflection on their school's effectiveness
- d. to provide an external panel perspective including findings and improvement strategies to affirm and improve teaching and learning

Clearly St Finbarr's is not only valued by the school community, but also by the wider Quilpie community. Throughout the review the review team was reminded of the powerful symbiotic relationships that exists between the school, parents, the Quilpie community and the Toowoomba Catholic Schools Office.

The following quote from the St Finbarr's website rings true to the reviewers and could easily be a one sentence summation of this review report.

At St Finbarr's we view education as a partnership – a joint responsibility between school and home where relationships are valued and efforts are appreciated by all within the school community.

The review team wishes to thank the community of St Finbarr's for their willingness to engage openly with the School Renewal and Improvement Process.



Domain 1 Teaching and learning

Component 1.1 Students and their learning

Findings

We learn where we are at and I know where I'm going with my learning. (Student)

St Finbarr's Catholic Primary school is an exemplification of the benefits of collective teacher efficacy. The Principal and teachers in this school make clear their belief that all students can learn and achieve to their full potential: this community really 'lives learning'. Teachers as well as students in this school do indeed 'live learning', and celebrate one another's successes. To do this, they know what the goals and progressions in learning are, what needs to be learned next, and where they, as well as their peers, sit along this continuum.

The Principal knows every student academically, socially and as a person. It is widely agreed in the school community that teachers take responsibility for every child's learning.

I love the Principal. Give her a tiara or pay her triple... but I just love the way she teaches the teachers to teach my son. (Parent)

Whole school curriculum planning and preparation procedures are well grounded in system preparation and planning expectations. There is a strong learning culture in this school. The Principal and staff have created an environment in which diverse students and staff can excel by committing to a journey of continual improvement.

This is clearly achieved through sharing the responsibility in teaching and learning, and a thorough understanding and utilisation of the Toowoomba Catholic Schools Teaching and Learning Framework (TCS T&L Framework).

The kids seem to be self-motivated. (Parent)

This community knows its learners. It is apparent that they understand what each student knows and should be able to do, and they know when a student is achieving and how to respond if a student isn't.

The kids know where they are in their learning and know what they need to learn next. (Parent)

A number of parents express a desire for their children to be extended in the arts and sporting aspects of the curriculum. These parents appreciate the academic focus of the school and acknowledge that the school's enrolment numbers limit access to specialist teachers in these areas.

Explicit improvement agenda

The Principal states that the community wants to be known as a school of academic excellence, known for the quality of teaching and learning. To achieve this they have identified three main goals

Goal 1 All students above the national minimum standard

Goal 2 All students near or above state and national average

Goal 3 Increase the number of students in upper 2 bands in maths and English.

This improvement agenda has resulted in exceptional results in the National Assessment Program Literacy and Numeracy (NAPLAN) with Year 5 higher than national mean scale scores in reading, spelling and numeracy. There is strong growth in reading and writing. In Year 3 the class average is higher than the national average in spelling and maths and all students are above the national minimum standard.

The Principal has clearly defined areas for development in terms of NAPLAN growth. The explicit strategies for improvement in student achievement levels have been collaboratively set, and the Principal knows and understands current student achievement levels, and how achievement levels have changed over time.

Progress toward targets is monitored, and teacher impact evaluated for effectiveness in producing desired improvements in student learning and achievement.

Genny is good at meeting students and teachers where they are and helping them move forward. (Parent)

Teachers express a desire to receive more feedback on pedagogy in the classroom. They describe a heavy focus on planning expectations and knowing students' needs and say they would appreciate further classroom management support and pedagogical feedback.

Analysis and discussion of data

The Principal has been innovative in collecting and analysing data in NAPLAN, Progressive Achievement Tests in Mathematics (PAT M), Progressive Achievement Tests in Reading (PAT R), and the system reading improvement data (PROBE and PM). The Principal has shared the following analysis

PAT M (Maths) Data Story

In numeracy the goal is for 90-95% at or above the national mean scale score. Currently 19 out of 20 students (95%) are at or above the mean scale score in Years 1-6.

PAT-R (Reading) Data Story

The goal: 90-95% of students to be at or above the national mean scale score. Currently 16 out of 20 students, (80%) in Year 1 to 6, are at or above the mean scale score. The three students below the mean scale score are included in the Nationally Consistent Collection of Data (NCCD) for sensory/cognitive disability.

It is evident that PM and PROBE results are high. These results are not always aligned to the PAT-R data when triangulated.

PROBE Data Story

The goal for Probe is for 90-95% at or above TCSO target and for the equivalent of one year's growth for students achieving under the benchmark. To date 16 out of 21 (76%) of Year 2 to 6 students have reached the TCSO benchmark. Four out of five of these students under the benchmark are making substantial progress this year.

School officers (SO) express a desire to participate in more professional learning opportunities. They state that with this support they believe they could offer more to support teachers in meeting student academic needs.

Data walls are used effectively to assist with review and response meetings and planning for individualised learning, with PM/Probe, PAT-R and PAT-M graphs showing student achievement over time. These are shared documents accessible to teachers to upload all data, formative and summative, diagnostic and standardised for Professional Learning Community (PLC) discussions, Planning for Personalised Learning (PfPL) development of student profiles, and goal setting. The data walls are used to inform review and response meetings, parent teacher meetings and report cards. The Diocesan Learning Profile (DLP) is effectively utilised by teachers and the Learning Support Teacher (LST) to house formative and summative assessment data. Report cards are derived from goals and progress recorded on data walls and transferred to the DLP.

The Lighthouse Maths project involvement has been used to enhance mathematical dialogue in classes - teacher to teacher, teacher to student and student to student – as a way of engaging and challenging all students through differentiated questioning, posing problems and challenging students' understanding.

Learning culture

My teacher knows me. I get help in a different way to the others, but nobody worries about that. (Student)

It is very apparent that the Principal builds collective teacher efficacy to a high level. This is accomplished in many ways, including through co-constructed goals for teachers and students, and focusing on the cohesiveness of the staff, both on a professional level and on a social level. This is something commented on by all interviewees.

The Principal expects all staff to contribute to and to be engaged with the wider Quilpie community. Genny models this at all times. (Staff member)

The school has a comprehensive and effective Aboriginal and Torres Strait Islander Education plan. Indigenous students' academic standards are on an upward trajectory, and it is notable that many of the highest achieving students in the school are of indigenous heritage.

Improvement strategies

- Investigate ways to provide feedback to teachers around teaching practice based on observations from experienced/visiting practitioners.
- Investigate reasons for the differences between PM and Probe results on the one hand, and PAT-R data on the other.
- Continue the setting of school wide goals in a collaborative and collegial fashion.
- Continue to strive for high standards in community engagement.
- Seek opportunities for students to experience a more comprehensive exposure to the Arts curriculum and sporting opportunities.

Component 1.2 Curriculum structure and provision

Findings

Systematic curriculum delivery

St Finbarr's school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

The Curriculum Plan has been developed with reference to the Australian Curriculum and the TCS Teaching and Learning framework. It is reviewed annually and refined collaboratively to provide a shared vision for curriculum practice.

Whole school curriculum planning and preparation procedures are well grounded in system preparation and planning expectations, and teachers are very familiar with these expectations. The new numeracy scope and sequence is comprehensively designed.

A cyclical curriculum plan has been designed specifically for the school's multi-age classrooms. Planning and assessment are solidly grounded in the TCS Assessment and Reporting Framework. There is a collective belief by the Principal and staff that by using a whole school approach, all students can experience academic success. The school's non-negotiables in classroom practice and in planning documents are clear: gradual release including learning intentions (LI), success criteria (SC), explicit teacher feedback and inquiry approaches in pedagogy. Teacher/Principal planning meetings are held, and the professional learning community revolves around the reviewing of and responses to student performance data.

Planning for Personalised Learning (PfPL)

The Principal also fills the roles of Middle Leader and Learning Support Teacher, with a clear focus on teaching and learning. She uses the support of TCSO staff to target specific areas of support, with reasonable and sustainable expectations on her staff. She responds positively to feedback and is constantly looking for ways to improve the progress of individual students and groups of students. vulnerable students receive the targeted support they need in a balanced, class-based learning support program.

In the PfPL 2019 check-in, both classes demonstrate PfPL overviews that are progressing well. The Principal demonstrates a commitment to supporting vulnerable students through liaison with specialist allied health staff via email, whilst also ensuring the school community and school staff are able to manage the variety of visitors and professional learning opportunities.

Teachers are efficiently tracking student progress, and the school has developed a local *Mardgany* mob introduction, which is included in the induction for new teachers.

Reading Improvement Strategy (RIS)

The Reading Improvement Strategy (RIS) is highly regarded by staff. It is clear that there is a consistently high standard in the teaching of reading across the school. The provision of RIS training and mentoring and coaching, in school and with the system reading coach, has particularly developed the capacity of new teachers. All staff express strong commitment to the RIS and to improved student achievement in reading.

Many parents speak of the opportunities they have been given to engage with their children's learning. A number of parents refer to the RIS and the strategies they have learned and apply at home to support their children's reading development.

Improvement strategies

- Build on the already high level of parent engagement in using the RIS to strengthen their children's learning.
- Explore ways to continue sharing high impact teaching strategies with parents and school officers.

Component 1.3 Pastoral care and student wellbeing

Findings

Student social and emotional wellbeing

It is clear that St Finbarr's is committed to student social and emotional well-being through the development of the school's Behaviour Support Plan. This was developed with the context of the community and students in mind. Some parents appear to be not fully aware of the Behaviour Support Plan. At the same time, they appear to have confidence that if there are any concerns the school will address them.

The Principal flags concerns early. (Parent)

St Finbarr's strives to promote and nurture positive behaviour through the stating and reinforcing of the school's expectations at every opportunity. There is a common theme of staff modelling inclusive practices, which is widely demonstrated in their efforts to meet the needs of individual students.

St Finbarr's has implemented the You Can Do It (YCDI) program, and all staff completed the YCDI modules at the start of 2020. The school continues with existing programs including the Bravehearts Program and the Daniel Morcombe Curriculum. Students are encouraged to strive for continuous improvement through Gotcha and other school awards. The school celebrates student achievement and communicates this through the school newsletter and at assemblies. The Gotcha awards are recognition of students 'seeing a need and doing something about it'.

Relationships

A recurring theme at St Finbarr's is that it is a family-orientated school, with some saying 'there is a kindness here'. Many parents note that it is a calm, caring school with a friendly, close knit community. Parents also note how much they value the provision of the tuckshop and mention is made of healthy alternatives being provided. Some parents request a stronger focus on healthy eating in relation to everyday lunch box selections.

You want your child to feel safe and happy at school, and that's what is happening here. (Parent)

Parents comment that there are high quality relationships in the school community, demonstrated through their positive, affirming interactions with staff and the Principal.

We wouldn't have stayed in Quilpie as long as we have if it wasn't for Genny and this school. Our children have gone off to boarding school and done very well. (Parent)

Every child at this school is seen; they are noticed. (Parent)

Parents describe the students at St Finbarr's as resilient and independent, and say that they support each other and genuinely care for their peers.

I love the way the older kids look after the younger ones. (Parent)

The formation of an Indigenous Working Party in 2020 has further strengthened partnerships to enhance the quality of care provided to students. Parents comment on the value for their children of learning about Indigenous culture.

Improvement strategies

- Continue with the rollout of the You Can Do It program.
- Strengthen parent familiarity with the Behaviour Support Plan.
- Continue to build on the positive impact of the Indigenous Working Party.
- Develop and establish a school position on healthy choices for student lunchboxes.



Domain 2 Mission and identity

Component 2.1 Religion curriculum

Findings

Systematic curriculum delivery

The school has a well-developed and systematic delivery of the Religious Education (RE) curriculum. This includes and references the dimensions of the religious life of the school. Teacher planning clearly shows that RE is taught across the week for 2.5 hours in each class.

The school has multi-age classes and the RE Learning Area Programs (LAPs) utilise a cyclic process to effectively cover all the year level achievement standards and content descriptors, whilst reflecting differentiated teaching and assessment needs of the differing levels within the classes. The RE units are completed and recorded onto the DLP by both classroom teachers.

Due to the early career stage of the two classroom teachers, the school Principal is currently the main driver of the Religion Curriculum. Note is made of the intention to also integrate the high yield strategies utilised in other learning areas into Religious Education. The Principal is also in the position of Assistant Principal Religious Education and oversees the liturgical calendar and the school's close involvement with the parish.

Professional learning community

The School overtly values its long history and its deep connection to the Sisters of St Joseph. The importance and relevance of the charism and traditions are clear, such that students, staff and parents speak enthusiastically of the lived traditions that the school embraces. As a whole school, the Josephite charism is deliberately and thoughtfully woven through the cultural and religious life of the School. The further development of a three-year spirituality plan is intended to sequentially approach staff and student formation through structured pupil free days and professional learning opportunities.

As graduates, the teachers of RE have interim accreditation to teach Religious Education.

The school is highly involved and visible in celebrations and the life of the parish. (Parish Priest)

School context

We all have a growth mindset here, and we live it as a staff with our students. (Staff Member)

The school makes clear that it considers academic learning an integral element of the Catholic tradition. Parents comment favourably on the way in which religion is taught, not just in lessons throughout the week, but the way in which the Josephite charism is connected to the life of the school, and made relevant to the contemporary world of the children. Many parents state their support for the considered inclusion of indigenous culture and spirituality. Students interviewed state a positive response to RE lessons and to the identity of the school. They are tentative in affirming attendance at Church.

The systemic RADII data pertinent to the RE program and classroom practices reflect that students and their families respond with a significantly higher level of positivity and appreciation of Religious Education and the religious life of the school than the diocesan average.

Improvement strategies

- Develop and finalise the three-year spirituality plan to sequentially approach staff and student formation.
- Investigate opportunities for teachers of Religious Education to gain accreditation to teach it.
- Continue to support staff to increase their capacity to transfer high yield strategies to the RE curriculum.

Component 2.2 Religious life of the school

Findings

Religious identity and culture

The religious life of St Finbarr's School is discussed easily and openly by the students, staff and parents. The Parish Priest associated with the school indicates that he receives regular invitations and feels that he is a welcome presence in the school. He expresses strong affirmation for how the school operates. Staff and parents express appreciation for the links with the parish and traditions of the Josephite Order.

Structured professional learning of staff is evident via

- sharing of the Catholic Life and Identity Project (CLIP) data, showing reasons parents choose St Finbarr's/Catholic schooling
- unpacking of the Catholic Identity Statement and linking it to the School Renewal and Improvement Process, Domain 2, Mission and Identity
- reviewing the history of St Finbarr's and the Mary Mackillop Charism
- discussing, reviewing and updating the school mission, vision and identity.

Staff, parents and students speak warmly and positively of the model of faith leadership provided by the Principal and for the school's teaching team, creating and maintaining an openness and relevance that rines through all the school's enterprises.

We chose St Finbarr's not just because of the high academic performance but because it was Catholic. We aren't as parents, but we want what it means for our children. (Parent)

Evangelisation and formation

The liturgical calendar in the DLP provides evidence of the many ways the school celebrates its history, teachings, rituals and culture together. There is a strong commitment to an inclusive Catholic community, acknowledging and celebrating the cultural diversity of students. Staff, parents and students speak positively of the way that the school has enabled an inclusive culture where each person is cared for and known.

The school's charism, identity and vision are routinely discussed with students during assemblies and via the Religious Education curriculum. Students have been involved in unpacking the school prayer and school song.

The school's values are regularly illustrated and reinforced through the Gotcha reward program each week and other school awards.

There are visual reminders of the school's central values throughout the school as well as Josephite iconography.

Prayer and worship

Children comment on the regular presence of prayer in their classrooms and other whole school opportunities. Regular liturgical opportunities tailored to suit community needs are organised by the Principal. Parents and staff note a positive connection to the parish. It is clear that there is a high level of participation of all staff in prayer, liturgies and professional learning, and also an active invitation to community.

Social action and justice

Many parents state that the school promotes a strong sense of Catholic values through the way in which the staff encourage the students to support others through service. Parents and staff comment favourably on the student involvement in

- Finnie's Friends in Action group, raising awareness of local, national and international, social justice issues.
- Engagement in activities such as Soktober, Caritas, Footy Colours Day, Pirate Day.

In particular, parents comment on the much-valued partnership with seniors such as the Mother's Day luncheon. They see this as social justice in action and making a strong contribution to the local community.

Catholic Social Teachings are evident in the planning of RE. Teachers indicate an unfamiliarity with these precepts and an inconsistent approach to their use.

Improvement strategies

- Continue to contribute to the local community through outreach and social justice activities.
- Provide formation in Catholic Social Teachings so these are understood by all staff.



Domain 3 Continual renewal

Component 3.1 School improvement culture

Findings

Collective teacher efficacy

Collective teacher efficacy appears to be well entrenched at St Finbarr's. Teachers demonstrate shared responsibility and a culture of collaboration, supported through a willingness to improve their practice to provide the best learning environment for all students.

The Principal is key to the development of this collective efficacy, and is enabling teachers to be focused in their teaching through the development of data-informed practice.

Professional development, coaching and mentoring of teachers and staff is ongoing and supported through the collaboration of the Principal/Learning Support Teacher, Middle Leader and TCSO Education Officers, to ensure alignment with TCSO and school strategies

School culture

Many interviewees highlight the school's commitment to high academic standards for all, with a clear focus on effective and focused teaching. Students and parents indicate that they know where each child is at in their learning journey, and what they need to learn next.

St Finbarr's has been positively engaged in the Lighthouse Numeracy Project, and continues to engage in the Inspire Maths small schools collaborative.

The school shares student academic achievement and progress through the newsletter and via regular awards presentations at school assemblies.

A number of parents suggest that the school could continue to look for opportunities to engage students in the online learning and collaboration that were initiated during the COVID-19 experience. These parents believe that utilising technologies in this way can support students who move to boarding school and are expected to communicate, collaborate and learn, using these information communication technology platforms.

Improvement strategies

- Continue to promote collective teacher efficacy through the exploration and implementation of data-informed teaching practices.
- Continue to promote the school's focus on high academic standards for all.
- Explore opportunities to build on the online learning strategies and collaboration that were successfully implemented during the COVID-19 experience.

Component 3.2 Community partnerships

Findings

Partners

The school has an effective School Board and Parents & Friends association (P&F) in operation. Initial discussions have been undertaken into the implementation of a Parent Partnership Forum (PPF), and the school intends to further investigate the potential for the PPF model.

The school has an Aboriginal and Torres Strait Islander working party that is focussed on exploring Indigenous culture, heritage and spirituality. This initiative is recognised as a key direction for the school to continue to explore.

A number of parents indicate that St Finbarr's has developed a successful partnership with parents in relation to parent engagement in the learning journey of students. Parents cite the school strategy to model reading improvement strategies for parents, and for parents to reinforce this modelling with their children as an instance of effective parent engagement.

We just used to read them books; now we actually help teach. We have been shown how to do retells, and predictions, and what to do if they have trouble with any of the words. We can tell them to stretch words and chunk them, but mostly we can help them understand the meaning of what they are reading. (Parent)

Partnerships with community organisations and specialists, including, guidance counsellor, allied health, Quilpie Hospital Community Advisory Network, Quilpie Shire Interagency Network and Health promotions Officer to promote wellbeing and learning of students and families are in place for student support.

Even the vision specialist said that she wished her son went to a school like this. (Parent)

Parents provide frequent affirmation for the mini Finnies program led by the school Principal. This program contributes to prep enrolments and provides a sense of common community as well as allowing the school to prepare for the learning needs of the students.

Improvement strategies

- Investigate the potential for a Parent Partnership Forum when appropriate for the school community.
- Continue to strengthen the Aboriginal and Torres Strait Islander working party.
- Explore further opportunities to engage parents in the use of effective teaching practices such as the clearly successful initiative of parent involvement in the Reading Improvement Strategy.
- Continue to partner with community organisations and specialists to promote wellbeing for students and families.



Domain 4 Strategic resourcing and stewardship

Component 4.1 Staff development and wellbeing

Findings

School culture

It is evident that staff are committed to the stated values and beliefs of the school culture. The school supports the wellbeing of staff and the Principal takes a lead role in ensuring staff are safe and supported. New staff are involved in a highly structured orientation and induction program that reflects the needs and context of the school and Quilpie community. This is further enhanced by a shared responsibility and culture of collaboration which is supported through the Professional Learning Community and review and response meetings. Teachers and staff express commitment to continuous improvement, and see themselves as lifelong learners.

I applaud the staffs' willingness to continually learn on behalf of children's needs. (Parent)

Caring for the individual

Considerable work has been undertaken by the Principal to enhance the wellbeing of staff, and it is apparent that a safe and supportive environment exists. One staff member comments

I feel supported here every day I love coming to work. (Staff member)

The school communicates through newsletters each fortnight and parents express their satisfaction at the level of communication and clarity from the school to the community.

Attraction, selection and retention

Whilst there is a challenge presented by high staff turnover, the mentoring of graduate teachers by the Principal and the modelling of high yield strategies are aimed at building teacher efficacy and a shared responsibility of all staff. One staff member comments, 'There is no hierarchy here'. Recognition is made of the efforts in securing quality teaching staff by TCSO.

Nurture and empowerment

Many parents speak enthusiastically about the ways they are engaged in the life of the school, and clearly appreciate their involvement in strategic planning and daily operations.

A number of school officers indicate that they would appreciate professional development to enhance their ability to assist in student learning.

Improvement strategies

- Investigate ways to build on the current enthusiasm of parents about the ways they are involved in the life of the school.
- Investigate opportunities for school officer professional development that aims to increase their ability to enhance student learning.

Component 4.2 Use of resources facilities and the learning environment

Findings

There is not too much we are missing out on. (Year 6 student)

St Finbarr's presents as a welcoming and inviting learning environment. The recent additions of an undercover tennis court, external and internal school painting and new fencing have been well received by the school community.

Survey results indicate that staff are well satisfied with the transparency of the Principal's allocation of funds for maintenance of plant and resources, as well as the purchase of additional support staff.

Parents and students also indicate that they are pleased with the quality of the school's resources and facilities.

The school's Professional Learning Community approach assists the Principal in the discernment and resource allocation to meet student needs.

Purposeful and highly successful fundraising by the P&F association has enhanced the school's financial capacity.

A Facilities Master Plan and Information and Communication Technology plans are in place and will be reviewed by the end of Term 3 2020, with a focus on incorporating an educational vision as well as maintenance strategies.

Resourcing processes and planning are done in collaboration with staff and the School Board and P&F.

The old school convent in the corner of the St Finbarr's school precinct is a source of contention in the school community. A number of interviewees suggest that the building is becoming an eyesore and is detracting from the street appeal of the school.

Improvement strategies

- Update the school Facilities and ICT master plans to ensure that each document is contemporary and visionary.
- Investigate options for the future of the convent buildings through liaison with Diocesan personnel.

Conclusion

The members of the SRIP panel wish the St Finbarr's community well as the school moves into the next stage of its development. The school is a vibrant place where parents genuinely feel that they are partners in their children's education, and they are clearly having a positive impact on the life of the school. St Finbarr's is in a good place to become an even better school than it is now.