

# SCHOOL REVIEW AND IMPROVEMENT

**Scope:** This policy applies to all staff employed in Catholic schools and colleges conducted by Catholic Education - Diocese of Rockhampton (referred to as Catholic Education in the document).

## 1. POLICY STATEMENT

Each Catholic School in the diocese participates in collaborative review processes to reflect on key areas of the school in order to facilitate ongoing improvement. This ensures that all students have access to a quality education that has at its centre authentic Catholic values, beliefs and practices. As part of these review processes, schools prepare and submit the necessary documentation to maintain government accreditation.

## 2. DESCRIPTION

Catholic schools have been involved in processes of renewal for more than twenty years. The Queensland Bishops' Research Project into *Defining Features of Catholic Schools in the Twenty-first century* has been a key document to guide Catholic schools in their renewal. Another important influence is the accreditation requirements of the Non State Schools Accreditation Board.

Catholic schools are constantly responding to external pedagogical and community demands. They must be responsive to these pressures but not compromise their mission within the Catholic Church. Schools need to reflect on the immediate needs and aspirations of the community they serve. They must continually examine their practices to ensure they are aligned with Church expectations and are responsive to the needs of the community. Schools should have well-developed plans that enable them to promote a culture that integrates faith, learning and leadership within a Church community.

## 3. IMPLEMENTATION ISSUES

1. School review and improvement processes invite the participation of all in the school community – staff, students, parents, priests, parish members and the wider community. School boards offer valuable leadership in these processes.
2. Education is provided to communities to explain school review and improvement processes.
3. As Parish Priests/Administrators and ordained ministers attached to the school are so important to the mission of the school, they are consulted as part of the school review and improvement process.
4. All who are consulted need to be informed about the outcomes of school reviews and the development of annual plans.



5. It is the responsibility of Catholic Education to ensure that the processes are in alignment with the *Defining Features of Catholic Schools* as identified in the Bishops' research project.
6. Schools work with the Catholic Education to ensure that they meet the accreditation requirements of the Non-State Schools Accreditation Board.
7. Schools produce a specific report for the Non-State Schools Accreditation Board every five years. This report is developed as part of the School Review and Improvement process.
8. Catholic Education implements a process for School Review and Improvement. The process will include external validation. A variety of tools is used to measure the performance of a school in key areas. These tools may include surveys, interviews and focus group discussions.
9. As part of the five year cycle of review and improvement, schools produce annual development plans that focus on school improvement.

#### 4. REFLECTION MATERIAL

##### CATHOLIC EDUCATION POLICIES AND DOCUMENTS

- Diocese of Rockhampton (2004) "*An encounter with Christ*": [Defining Features of Catholic Schools in the 21st Century](#)

##### LEGISLATION

- *Education (Non-State Schools) Act and Regulations* (2001)

##### RESOURCES

- [National School Improvement Framework](#)
- [National School Improvement Tool ACER](#)
- Queensland Catholic Education Commission (QCEC) (2003) *Catholic School Renewal in Queensland* Brisbane
- Congregation for Catholic Education *The Catholic School* (1976) St Pauls Publications