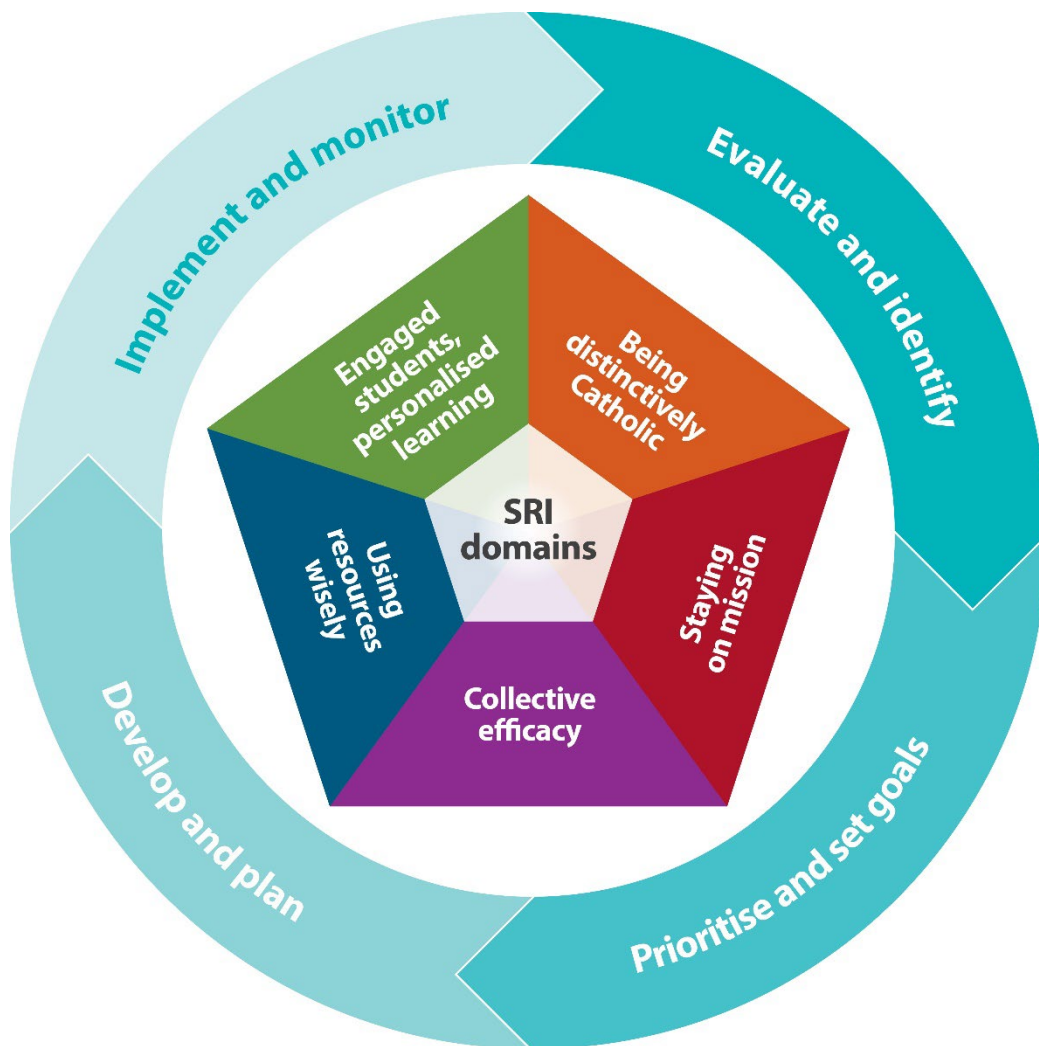


School renewal and improvement report

informed by TCS Quadrennial School Review

St Patrick's School, Allora



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Introduction

The School Renewal and Improvement framework describes Toowoomba Catholic Schools' (TCS) commitment and approach to progressive, incremental improvement. The framework describes a four-year cycle during which each school community examines its current achievements and performance, consults widely about its aspirations, establishes priorities for the foreseeable future and undertakes regular checks to monitor progress.

To assist the community in this cycle each school undertakes a quadrennial school review, based on the Catholic traditions of renewal and subsidiarity. This review is facilitated by the Toowoomba Catholic Schools Office and provides reliable, up-to-date and timely information to the community to inform strategic planning. The quadrennial school review is one source of data available to the school community to monitor progress and set goals for the future.

The strategic planning process rightly sits with each local school community, which operates within the broader system of Toowoomba Catholic Schools (TCS). Local school strategic planning is complementary to the TCS Strategic Plan. This connection ensures that each school contributes to, and benefits from, the larger system.

This four-year cycle has been the catalyst for significant growth and improvement in staff knowledge and expertise and student learning and achievement in all schools. It is another indicator of the mature and focused professional learning culture which is a feature of Toowoomba Catholic Schools.

Dr Pat Coughlan
Executive Director: Catholic Schools
Diocese of Toowoomba

Methodology

The quadrennial school review was conducted on 6 March – 9 March 2023 by the review team comprising

- Marty Savage, Senior Education Leader
- Chris Golightly, Principal Our Lady of Lourdes, Toowoomba.

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

- Principal
- Middle Leader
- all staff
- students
- parents
- parish representatives

Purposes

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 team perspective including findings and improvement strategies to affirm and improve teaching and learning.

School Renewal and Improvement (SRI) domains and components

The reference document for the review is the Toowoomba Catholic Schools (TCS) School Renewal and Improvement Framework. The five SRI domains from the Framework provide the structure for the review and future planning.

Domain 1 Engaged students, personalised learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. There is a focus on evidence-based practice.

Domain 2 Being distinctively Catholic

The school explicitly operates as a Catholic school, with a distinctive Catholic identity. Staff, students, and parents/carers share in the narrative and charism which encompass the school and so education about its ongoing story involves all in the school's community. In collaboration and partnership with families and parishes, the school prepares young people to live as Christians in the world. The Catholic identity of the school enables it to be an instrument of the evangelising mission of the Church. There is an expectation that Religious Education will engage students in thinking about their own spiritual development. The Catholic tradition of valuing academic learning is clearly present in the school, including in Religious Education, which is taught with similar rigour to all other subjects.

Domain 3 Staying on mission

The school leadership team have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in both qualitative and quantitative measures of improvements in student achievement and behaviour. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Domain 4 Collective efficacy

The school is led in a direction that develops and grows collective efficacy, based on the collective self-perception that teachers in a school make an educational difference to their students over and above the educational impact of their homes and communities. This is evident in attributes that convey high expectations to students and foster learner autonomy. Staff are supported in building collegiality and trying new approaches based on effective practices, setting challenging goals for students and working collaboratively in attending closely to the needs of students who require extra assistance.

Domain 5 Using resources wisely

The school applies its resources (staff, time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

School context

Motto and crest

The school's motto is 'For God We Strive'



Vision

An inclusive community committed to high levels of learning for all.

Mission

The school states its mission as: In the spirit of Saint Mary Mackillop, we strive for excellence with love, dignity, integrity and justice.

School context, history and Catholic identity

The school we now know as St Patrick's Catholic Primary School was, over the years, also known as Allora Convent School and St Joseph's Catholic School. The school was first officially opened on 23 January 1916 by Archbishop Duhig. Father Carroll was responsible for ensuring that a school and convent was opened in this area. In the first year 108 students were enrolled. There were boarders attending the "Convent School" from the very first year. These boarding students were housed in the convent building and were cared for by the Sisters.

Prior to a Catholic school being built in Allora, lessons were first provided in the Allora Catholic Church which was built in 1871. A hall was later moved onto the present site of the school, and this was used for classrooms. This second school building was known as O'Callaghan's Hall. It was moved through the town in 1921 from Drayton Street to the school grounds by traction engine. It was then renovated and used as the school until 1994. In 1994 the hall was removed so the present building could be built. The newly rebuilt school was blessed and opened by Bishop William Morris in 1995. In March of 2016 the school celebrated its centenary year with school community members past and present.

Findings and improvements strategies

Domain 1 Engaged students, personalised learning

1.1 Know the students and develop expert learners

1.2 Know the curriculum and lead effective teaching

1.3 Use high impact teaching strategies that personalise and connect learning

Findings

1.1 Know the students and develop expert learners

There is a strong view among staff, parents and students that the school is driven by a deep belief that all students are capable of experiencing success in their learning. Staff work collaboratively to ensure this is reflected in differentiated practices throughout the school. Teachers understand where students are in their learning and have been intentional and consistent in their use of learning intentions and success criteria to ensure the students have a clearer understanding of what success looks like in their learning.

I like the introduction of learning intentions and success criteria. This has helped my child be clear about what he needs to do and how to be successful in his learning. (Parent)

St Patrick's staff recently reviewed the way reading is taught and supported at the school and identified the need to improve and refine their approach and embed a whole school practice. The implementation of the improved approach, incorporating targeted co-teaching and the deliberate engagement of parents to improve their familiarity with the approach has been recognised as a game changer. The school is now experiencing significant gains in student progress and performance in reading.

The principal and the teachers really listened to my concerns about my children's reading ability and the school has responded incredibly well to change the teaching approach of reading across the school. My children are thriving now since these interventions were introduced. (Parent)

To build teacher capacity in analysing student data and to emphasise the value of knowing the learner, allocated Professional Learning Team (PLT) meetings are regularly scheduled. These PLTs set whole class, group and individual reading goals and update student reading data visuals on the Data Wall. Teachers implement the next steps in the classroom, and this is reflected in their planning. The leadership team adjusts human and financial resources depending on the results of

these review and response meetings. The focus of the co-teaching occurring in the classrooms is also largely influenced by these meetings.

Students and staff consistently share that they love attending and working at St Patrick's school. They describe a positive and inclusive culture where everyone knows and supports one another. All stakeholders overwhelmingly agree and describe St Patrick's as an amazing community and one where everyone feels welcomed.

There is a strong commitment to teaching & learning, which is a testament to the whole staff. (Parent)

The inclusive environment was the main reason we chose to move schools. (Parent)

Parents are kept well informed through parent-teacher interviews, held each semester. Report cards have been refined to ensure the language is clear through parent-friendly language, which is concise and consistent across all year levels. A small number of parents express the desire to be informed prior to the scheduled reporting and interview times of their child's progress, particularly if their child is demonstrating any learning concerns.

1.2 Know the curriculum and lead effective teaching

All staff at St Patrick's demonstrate a strong commitment to improvement and desire to provide effective support to all students. They clearly indicate a strong willingness to receive feedback and opportunities to grow their own practice and capabilities. Professional development is provided to build staff skills in curriculum planning and development.

There is a willingness of staff to professionally expand their knowledge – we have a courageous staff who want to improve and give things a go. The staff have a strong ability to reflect on practice and try and find solutions to ensure best outcomes are achieved. Staff are open to feedback. (Staff member)

The school's curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy (eg oral language), numeracy (eg number talks), critical and creative thinking, digital literacy and personal and social capability. There is a clear priority to creating learning experiences that are accessible, engaging and challenging for all students, including those with particular needs.

As the school transitions to the Version 9 curriculum by 2025, commencing with Maths and English in 2023, there is an emerging priority to adjust scope of sequence, units of work and assessment.

Many parents indicate that their children who had graduated from St Patrick's were well prepared for secondary schooling. Some parents suggest that past students could be invited back to talk to the current Year 6 students about their experience moving from Year 6 at St Patrick's into secondary schooling.

No gaps in all four of my children's education who are all now in secondary school. (Parent)

Staff, parents and students speak of the learning environment as 'safe', 'respectful', 'tolerant' and 'inclusive'. The adoption of the 'Zone of Regulations' has provided a shared language which is becoming embedded across the school, and staff feel it is having a significant positive impact on the classroom learning environment as well as in the playground.

Assessment processes are aligned with the curriculum and are designed to clarify learning intentions and success criteria and identify gaps in student knowledge and understanding. These processes also allow staff to monitor learning progress across each year level of the school and make adjustments as required.

1.3 Use high impact teaching strategies that personalise and connect learning

Teachers provide students with comprehensive, timely and well targeted feedback on their learning. Students are encouraged to take responsibility for their own learning, and this is well demonstrated in all classes. The older students identify personal learning goals and can articulate these when asked. They are also becoming more articulate at describing and recording their thinking.

Staff and parents report a change in the practices for teaching maths and teaching reading. This use of research-based teaching practices in all classrooms is becoming embedded. All teachers have implemented these practices to maximise effective teaching methods and student learning. All staff believe that these improved approaches have had significant impact and are becoming embedded in most classrooms. They believe these are having a positive impact on student engagement and academic achievement.

The reading data at the end of 2022 indicate that 81% of students have at or above typical growth compared to a Diocesan average of 79%. The staff believe that provision of early intervention support and the co-teaching approach are key to nurturing collective teacher efficacy and further improving student learning and achievement. Teachers are supported to meet the individual needs of each student, and that extra support is essential in cohorts where these individual needs are significant.

Staff acknowledge the leadership team's focus on the personal wellbeing of staff and appreciate them checking in regularly with how they are going and the support they offer each staff member. Many of them attribute this practice of both leadership members as a significant factor influencing the current journey of success and staff cohesiveness.

Students appreciate the way they have opportunities to work and interact across all year levels and how this has contributed to developing positive relationships with one another. The students and parents also identify the importance of the buddy system where Prep and Year 6 students pair up and connect on a regular basis.

Students look out for each other in the playground. (Student)

We love our student buddy system – love how we work with the younger children. (Student)

We love the teachers at our school – we can talk about anything with them. (Student)

Improvement strategies

- Ensure parents are aware of any learning concerns/decline earlier rather than at reporting time/end of semester/year.
- Seek possibility of engagement of recently graduated students to speak to current Year 6 students about their experience moving to Secondary schooling.
- Create a scope and sequence of units of work and aligned assessment tasks to reflect Version 9 curriculum.

Domain 2 Being distinctively Catholic

2.1 Religious education and pedagogical practices

2.2 Religious life of the school and the integration of faith, life, teaching and culture

Findings

2.1 Religious education and pedagogical practices

The leadership team and staff of St Patrick's prioritise and value both the teaching of Religious Education (RE) and the religious life of the school. The leadership team and all teaching and support staff are passionate about their roles: to create a unique school environment which is distinctively Catholic. The religious dimension of the school is evident, and connections are made through engaging and inclusive experiences of prayer, liturgy and social justice programs. The spirit of Mary McKillop permeates through the life of the school.

There is an apparent sense of faith throughout the school and how this develops 'good citizens'. This focus is not restricted to academic achievement, and it is extended to being good people and making connections to MacKillop values and the impact of service to others.

Where possible, links are made between the RE units of work and other Learning Areas. Staff express commitment to ongoing professional development in making the teaching of RE relevant to the lives of their students, and especially contextualising the content to create relevance to today's world. The Assistant Principal Religious Education (APRE) works closely with teachers to support the implementation of the RE curriculum, especially its practical relevance to the life of students and staff at St Patrick's.

We feel supported in teaching RE by the APRE who is always available to assist with planning units or modelling lessons. (Staff member)

2.2 Religious life of the school and the integration of faith, life, teaching and culture

The RADII Survey (2022) outlines the parents' affirmation to the teaching and learning of religion. It also identifies staff as seeking a way to recontextualise the message of scripture and prayer to redefine a Catholic perspective into their teaching. Data obtained from surveys, interviews and observations provide clear evidence that the school gives high priority to the Catholic identity of the school and that the school has active links with the local parish.

The Illuminate RE strategy has been effective in supporting teachers to successfully implement recontextualisation strategies to liturgical celebrations, meditative prayer experiences and illuminating the explicit link to Mary Mackillop values.

Keith and Karine have great presence in parish life. We are indebted for the contribution they make. Always made to feel welcomed by all staff. After a very long association with the school, just by walking through and talking to the kids, it is a very happy place. Keith is to be congratulated for his efforts in getting the social justice program up and running – wonderful way to build community and create a sense of service amongst the school leaders and their parents. (Parish representative)

We demonstrate through our actions, living out the Gospels for the students to see. We are always modelling to our students by the way we speak to each other, the children and parents, that we are a Catholic school. (Staff member)

Improvement strategies

- Engage in the Illuminate RE project to focus on strategies that support students in making meaning and connecting Religious Education with their own lives.
- Build teacher capacity in recontextualisation and develop rigour in teaching RE using high impact strategies including dialogue and encounter.

Domain 3 Staying on mission

3.1 An explicit improvement agenda

3.2 Analysis and discussion of data

3.3 School and community partnerships

Findings

The school leadership team has established a shared improvement agenda for the school, grounded in evidence from data, research and experience. There is a deliberate focus on promoting a clear purpose. The staff are united in their commitment to provide quality learning for all within an inclusive and welcoming culture, and the investment of all staff into the school, parish and wider community is a hallmark of St Patrick's.

3.1 An explicit improvement agenda

The Why statement identifies our explicit purpose. (Staff member)

The school's Annual Action Plan (AAP) was collaboratively developed. School leadership seek advice and assistance from Toowoomba Catholic Schools Office (TCSO) personnel and alignment of the TCS Strategic Plan is evident in the AAP. The AAP is a living document and shared with staff and parents and is consistently referred to during decision making processes.

Teachers set professional goals in direct reference to Australian Professional Standards for Teachers which in turn have clear reference to the school's AAP. Teachers meet with the principal on a quarterly basis to discuss progress and agreed targets using available sources of student data. Following each meeting the teacher modifies strategies as required to ensure targets are met.

The zones of regulation program is consistently used across all year levels and there is clear evidence that the students use the strategies upon self-recognition of behavioural triggers. The program has also been used successfully as a segue to engaging parents. Several of the parents who were interviewed made particular mention of the effectiveness of recent information nights and use of common language at home.

The use of high impact visible learning strategies is evident in all classrooms. The use of common language amongst all staff to reference and identify the connection between school values and learning dispositions has a distinct impact on student mindsets and approach to learning.

3.2 Analysis and discussion of data

St Patrick's staff are data informed. Their collaborative approach to planning, teaching, assessment and reporting fully utilises the collective wisdom of the team to achieve outcomes. This approach is highly effective and is clearly evident by a distinct upward trajectory of student growth and performance over the past 12 months.

Student data wall is personalised by using "faces on the data". There is a real sense of a whole school approach to their accountability for all students. The displayed data explicitly articulates where each child is at and allows for targeted discussions and subsequent follow up action to occur.

3.3 School and community partnerships

Presence of the Principal and staff at the start and end of days and greeting everyone as they come in – definitely the face of the school – the leadership team and staff are very approachable and accessible – shaking hands to greet each child and they know them by name. (Parent)

St Patrick's exhibits strong, active, and positive partnerships within the school, parish and local Allora communities. The leadership team, and in particular the principal, is strongly attuned to what is valued in the local community and ensures that St Patrick's fully contributes to and participates in local cultural, sporting and celebratory events.

The school Parents & Friends Association and School Advisory Council (formerly known as the School Board) provide valuable support and advice to school operations and future direction. The visible presence and contribution from the leadership team and school staff are seen as highly commendable and clearly appreciated by the school community. Some staff and parents indicate a desire for greater awareness of events and school operations across the year to support planning. Some staff identify the continued need to explore further parent engagement opportunities within the classroom.

The following initiatives have been identified for particular mention

- Meet and greet parent information sessions
- Parents and the community are kept informed of contemporary teaching and learning practices
- Principal presence at the beginning and end of school day
- The awareness of all staff of the impact of first impressions and how others are welcomed into the school
- Social Justice Programs
- School Leadership Programs
- Improvements in communication with parents
- Care and concern for parents experiencing difficulty.

The visibility of the school has improved and increased in recent years, and this has had a positive impact on the reputation and perception of the school. (Parent)

As a parent I feel in partnership with the school and my child's journey in education at St Pat's. (Parent)

Improvement strategies

- Seek ways to ensure staff are aware of future events and system requirements throughout the year. For example and not limited to – developing an annual timeline identifying key school related events/requirements across a year, staffing intentions, census days, reporting, enrolment process/marketing, sources of funding.
- Consider ways to further improve the promotion of annual school events. For example, introduce a school calendar – hard copy to be provided to all families – school promotion and an additional avenue to reinforce vision, mission, Mackillop values.
- Explore further parent engagement opportunities within the classroom.

Domain 4 Collective efficacy

4.1 Goal consensus

4.2 Empowerment

4.3 Supportive leadership

4.4 Cohesive staff knowledge

4.5 Embedded practices

Findings

4.1 Goal consensus

Collective efficacy is considered extremely important at St Patrick's. The leadership team knows how to nurture collective efficacy.

There is a strong culture and supportive environment where every child matters. The principal has set a clear agenda and models and lives this belief and practice every day.
(Parent)

The school has clear goals set out in the Strategic Plan and Annual Action Plan (AAP). Staff contribute to the AAP goals where appropriate and the AAP is always shared with staff and revisited throughout the year to ensure the school remains on track. There is a very apparent whole school commitment to high expectations for students and staff. Staff are engaged in implementing the AAP and Strategic Plan. They are engaged in relevant consultative processes, and policy and procedure development at the right time in the discernment of these decisions. There is a strong level of engagement by staff in their professional learning goal setting and follow up.

4.2 Empowerment

The school leadership team and support staff are available to collaborate with teachers in all areas of school and community life. They are happy to model and co-teach in classes, assist with planning, provide feedback, and offer support for personal matters. Staff appear to utilise a reciprocal obligation approach. They seem comfortable approaching each other for ideas and suggestions, and respect one other's contributions to discussions and Professional Learning Team conversations and decisions.

4.3 Supportive leadership

Support presents as a strong common thread throughout the review. All staff acknowledge and appreciate the support they receive from the leadership team. They highlight the focus on wellbeing and the immediate intuitive ability of the team to respond to individual and school community needs.

The leadership team possess a genuine and visible presence. Their consistent willingness to provide support, guidance and wisdom is acknowledged by all stakeholders. The leadership team members continue to make this an intentional priority in their everyday practice.

The principal has a strong and regular presence in the classrooms and is well known by students, staff and families. He also knows the community well and by name. (Parent)

The leadership team build the capacity of all staff and treatment of all staff. All staff are equally valued. (Staff member)

4.4 Cohesive staff knowledge

Following a very informative and cohesive SRIP presentation by the leadership team and staff, it is apparent that agreed effective strategies are implemented consistently throughout the school. Teachers' knowledge and implementation of high impact strategies is unambiguous and the consistency of implementation across the year levels is evident.

The 100% buy-in from staff to fully engage in Tier projects and system-wide approaches has scaffolded teachers' beliefs on best practice.

The teachers complement each other and are vibrant and happy. (Parent)

Everyone on staff is on board and willing to collaborate and learn from one another due to the clear vision of where we are heading and the why we are heading where we are heading. The principal is always willing to listen to staff and their input on the agenda and vision for the school – all voices are valued – very collaborative staff. (Staff member)

Changes to approaches at St Pat's have been data informed and considered and we have the flexibility to trial ideas and reflect on the effectiveness. (Staff member)

4.5 Embedded practices

In response to improvement strategies identified in the school's previous SRIP, there is no doubt that teachers at St Patricks hold shared beliefs and implement instructional approaches that are most effective for their students. The leadership team has implemented explicit non-negotiables that all staff agree to and adhere to. There is ample evidence that they are consistently and effectively implemented across the year levels.

Consistent and highly effective behaviour management procedures are in place. The introduction of the Zones of Regulation program complements the existing positive culture which espouses the Mary Mackillop values of love, dignity, integrity and justice.

Strong culture and supportive environment where every child matters. The principal has set this clear agenda and models and lives this belief and practice every day. (Parent)

Discussions with students around what they believe makes St Patrick's a great school include

- *One in all in approach – if one person has a problem, everyone helps to solve it*
- *The special connections between friends and other students in the school*
- *Religious education is taken seriously... gives us guidelines on how we act and treat one another*
- *I absolutely love the buddy system. I can remember my buddy from when I was in Prep – love the memories.*

Domain 5 Using resources wisely

5.1 Human resources

5.2 Physical resources

5.3 Financial resources

Findings

5.1 Human resources

A well-developed culture of care promoting the welfare of all community members is clearly evident in the school. Staff, parents, students and wider community members acknowledge that the level of care and attention that staff give to students goes well beyond the expected. It is also recognised that this level of service continues beyond the school community. The principal and staff with some of the older students provide assistance to elderly residents in Allora in areas such as gardening and general maintenance.

It is acknowledged and appreciated by staff, students and parents that the leadership team go above and beyond and have a strong public presence within the school and classrooms. Staff wellbeing remains an important focus and all staff indicate that they feel valued. Staff also indicate they appreciate the personal contact and check-ins from the leadership team, and that this contributes to their feeling connected and valued at St Patrick's.

Consideration is clearly given to providing generous staffing to ensure small class sizes, intervention groups with co-teaching and School Officer time. School Officers indicate that they feel valued, and their contributions and opinions are welcomed by all staff. Some staff suggest that the leadership team could consider delegating some administrative tasks associated with sporting events and communication to families to reduce the workload of the leadership team.

Some parents indicate a desire for after school activities to be offered once to twice a week.

5.2 Physical resources

The leadership team has made significant progress in the planning, design and management aspects of the refurbishment project. The provision of contemporary front office and administration offices has created an attractive and professional reception area. The additional offices have also provided greater flexibility and access to private working space for visiting specialists.

There is a general view that other areas of the school need to be given a facelift, such as the hallway and classrooms. Some staff and students also see a need to develop more contemporary and engaging learning environments, sporting resources and items to support Science Technology Engineering and Maths (STEM).

Staff and parents identify the need to consider upgrading and purchasing contemporary furniture to enhance flexible learning. A further area identified is the need to upgrade and improve marketing material to complement the promotion of the school in the local area.

Students identify that some IT resources are getting dated, which indicates the potential need for upgrading as well as increasing the number of student devices. The connectivity with the electronic screens has been identified as problematic.

Staff, parents and students appreciate the large spaces and ovals at St Patrick's and that they are well maintained. Students value the opportunities to play a variety of sports at St Patrick's and they also enjoy their HPE lessons with the principal each week. Some students request consideration for goal posts and line marking to be provided on the oval and improved security with the perimeter

fence. Some parents and students request consideration be given to reopening the tuck-shop. These parents acknowledge the challenge of engaging volunteers to operate the tuck-shop.

5.3 Financial resources

Staff and parents are keen and passionate about marketing and promoting the public profile of the school in the community, and therefore see it as a priority to continue this practice with financial support.

The school's annual budget reflects the priorities outlined in the Strategic Plan and Annual Action Plan. The Principal works with the TCSO accountant to ensure financial viability is maintained and this support is greatly appreciated. The Principal collaborates effectively and appropriately with the TCSO accountant and Senior Education Leader to ensure the equitable allocation and distribution of funds is well considered and sustainable.

Improvement strategies

- Consideration be given by the leadership team to delegating some of their current responsibilities.
- Review the Technology and eLearning Plan and ensure that all devices are updated as per IT Hardware Audit and enrolment needs.
- Consider revisiting the Master Plan to address the ongoing improvement of existing learning areas and hallway with modern, flexible furnishings and displays.
- Consider line marking, upgrading of sporting equipment and secure perimeter fence.
- Upgrade marketing material around the school.
- Investigate the logistics of the reopening of the tuckshop in some capacity.
- Investigate the possibility of offering after school activities without impacting on current staff commitments.

Conclusion

The members of the review team express their appreciation to the St Patrick's School community for their openness and enthusiastic involvement in the 2023 School Renewal Improvement Process. Staff, parents and students were well informed of the purpose of the process, and this was reflected in their preparedness and considered responses during the interviews with review team members.

The review team views St Patrick's, Allora, as a school committed to continual improvement, moving 'from good to great', and wishes the school well. The team members hope that the findings and improvement strategies in this report will assist St Patrick's to consolidate its considerable achievements and its collaborative community culture, while continuing to build a clear and precise focus for future directions and continued growth.