

Leadership Research International (LRI) University of Southern Queensland

LRI/USQ-CESA Collaborative Research project

Sustaining school improvement: Exploring internal and external factors that
develop system-school alignment in selected CESA Schools

Report Compiled by

Professor Dorothy Andrews

Associate Professor Joan Conway

Research Assistant – Rebecca Johnson

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Contents

| | |
|--|-----|
| Acknowledgements..... | ii |
| Research Team..... | vi |
| Glossary..... | vii |
| Executive Summary..... | 1 |
| Background | 1 |
| IDEAS in the CESA Context | 1 |
| Research Design..... | 2 |
| School Participants..... | 2 |
| Data Collection | 3 |
| Overall Findings from Phase One and Phase Two Studies..... | 4 |
| School Successes..... | 4 |
| Factors Enhancing School Successes..... | 4 |
| Lessons from the Experiences of Phase One and Phase Two Schools..... | 7 |
| Recommendations for Future Research | 8 |
| Concluding Comment..... | 8 |
| Chapter One..... | 10 |
| Research Study Background and Design..... | 10 |
| Background | 10 |
| The CESA Context..... | 11 |
| Outcomes of Previous Research | 12 |
| Informing Literature..... | 12 |
| System-School and In-School Alignment | 12 |
| Systems, Context, Leadership and Improvement..... | 14 |
| Alignment..... | 17 |
| Capacity Building..... | 17 |
| Research Design..... | 18 |
| Research Question | 19 |
| Participating Schools..... | 20 |
| Data Collection..... | 20 |
| Data Analysis..... | 21 |
| Phase One Study Data..... | 21 |
| Phase Two Study Data | 21 |
| Collation of Findings From Phase One Study and Phase Two Study..... | 22 |
| Chapter Two..... | 23 |
| Phase One Study | 23 |
| Background | 23 |
| Phase One – Cross-Case Data Presentation and Analysis..... | 24 |
| Similarities Across Cases | 25 |
| Differences Across Cases | 29 |
| Contributing Factors to Success..... | 31 |
| Inhibiting Factors to Success..... | 35 |
| Factors Contributing to Success..... | 37 |
| Factors Inhibiting Success | 42 |
| Lessons to be Learned..... | 43 |
| Chapter Three | 46 |

| | |
|--|-----|
| Phase Two Study Report | 46 |
| Preamble | 46 |
| Introduction | 46 |
| Overall Research Question..... | 47 |
| Data Collection..... | 47 |
| Sources of in-school data: | 48 |
| Data Presentation and Analysis | 48 |
| Section 1 – Summary of Findings..... | 48 |
| SWP [®] and Implementation Approaches..... | 48 |
| Factors Contributing to (or Inhibiting) School Success | 49 |
| Leadership Action | 49 |
| Ongoing School Success..... | 49 |
| Themes Emerging from Cross School Analysis..... | 50 |
| Measures of success..... | 50 |
| Embedding SWP [®] initiatives | 50 |
| Utility of the SWP | 52 |
| Leadership..... | 52 |
| Capacity building process..... | 53 |
| Analysis..... | 55 |
| Comments on analysis | 57 |
| Section 2 - Individual School Data..... | 59 |
| Embedding Processes of SWP [®] and Contributing Factors..... | 61 |
| Leadership..... | 74 |
| Chapter Four | 79 |
| Overall Findings..... | 79 |
| Introduction | 79 |
| A System Reflection | 80 |
| Cross Phase One and Two Findings | 80 |
| School Successes..... | 81 |
| Factors Enhancing School Successes..... | 81 |
| Lessons from the Experiences of Phase One and Phase Two Schools..... | 83 |
| Concluding Comment..... | 84 |
| References | 85 |
| Appendix 1.1: Report Validity Review | 89 |
| Appendix 1.2: Sydney CEO – A Research Report (Excerpt)..... | 104 |
| Appendix 1.3: Catholic Education Canberra Goulburn and USQ – A Joint Research Report (Excerpt)..... | 111 |
| Appendix 2.1: St Francis School Learner Quality Continuum | 117 |
| Appendix 3.1: School Exhibits | 118 |
| Appendix 3.2: Galilee Catholic School – Pedagogical Principles Rationale..... | 125 |
| Appendix 3.3: Galilee Framework with Implementation Examples | 130 |
| Appendix 3.4: St Monica’s Annual School Improvement Plan..... | 131 |
| Appendix 3.5: Thomas More College – Student Report Card..... | 132 |
| Appendix 3.6: Literacy Plan..... | 136 |
| Appendix 3.7: Gleeson, AITSL Standards Mapped to SWP [®] | 139 |

List of Figures

| | |
|--|----|
| Figure 2.1: Factors Contributing to Success | 37 |
| Figure 2.2: Themes Inhibiting Success..... | 42 |
| Figure 3.1: St Monica’s Staff Meeting Agenda | 67 |

List of Tables

| | |
|--|----|
| Table 2.1: Demographic Data | 24 |
| Table 2.2: School-Identified Success | 27 |
| Table 2.3: Contributing Factors to School Wide Success | 33 |
| Table 2.4: Inhibiting Factors..... | 36 |
| Table 3.1: Demographic Data..... | 57 |
| Table 3.2: Leadership Teams' View of School Success | 67 |
| Table 3.3: Fullan's Model - Organisational Coherence..... | 92 |

Research Team

Principal researchers:

Professor Dorothy Andrews
Leadership Research International (LRI)
University of Southern Queensland, Toowoomba QLD

Associate Professor Joan Conway
Leadership Research International (LRI)
University of Southern Queensland, Toowoomba QLD

Assistant researcher:

Rebecca Johnson
Leadership Research International (LRI)
University of Southern Queensland, Toowoomba QLD

Reader and Responder

Helen Lambert
CESA Project Officer

External Validator:

Dr Lynda McLeod
Lecturer in Education
University of Adelaide

Glossary

RBF – Research-Based Framework for Enhancing School Alignment

DISA – Diagnostic Inventory of School Alignment

IDEAS – Innovative Designs for Enhancing Achievements in Schools

IDEAS process (*ideas*) – *i*nitiating, *d*iscovering, *e*nvisioning, *a*ctioning, *s*ustaining

SWP[®] – Schoolwide Pedagogy

Vision for Learning – Vision, Values and Schoolwide Pedagogical (SWP[®]) framework

Capacity Building – the intentional process of mobilising a school's resources in order to enhance priority outcomes - and sustain those improvements.

Executive Summary

Background

This research report outlines the findings of a research project that explored each school's continued use of the Vision for Learning framework created as an outcome of the IDEAS project and how this framework had or had not assisted in the capacity of schools to embrace ongoing improvement. The schools' responses included how they embraced the system accountability requirements as well as aligned other in-school initiatives. The outcome of the research assessed how the value to classroom teachers' work through individual and collective capacity building has been enhanced to embrace ongoing learning.

IDEAS in the CESA Context

CESA schools have engaged in and are engaging with a significant number of school improvement initiatives. These initiatives focused on in-classroom teaching, parent partnerships, and school-identity. The Innovative Designs for Enhancing Achievements in Schools (IDEAS) project was one of these initiatives and was adopted by two cohorts of schools. The first group (2012-2015) was funded under the Australian Government Empowering Local Schools initiative. This initiative aimed to empower participating schools to make decisions at a local level by supporting them to better respond to the needs of students and the school community, and to provide services designed to assist their students to achieve their best educational outcomes. The schools involved in this project participated in the Phase One study.

The second engagement with CESA schools and IDEAS was through the Australian Government Non-Government Reform Support Fund. This funding was part of the *Quality Schools* package to provide \$200 million over five years from 2018 to 2022 to support the implementation of existing and new national policy initiatives and state-specific reforms in non-government schools. These initiatives are reflected in the national and bilateral agreements between the Commonwealth and the states and territories. A small cohort of CESA schools engaged with IDEAS focusing on the Effective Use of Data and formed the schools participating in the Phase Two study.

During the time of engagement, the system had introduced an improvement and accountability framework, the Continuous Improvement Framework (CIF). The CIF consists of Nine Domains, which focus on key areas of teaching and learning together with school management, finance and resources. Each Domain has a number of Elements that describe its scope, and a set of indicators of effectiveness. Associated with these Domains and Elements is a school's Strategic Plan; Annual School Improvement Plan; Annual Reporting; Annual Self-Assessment and Review; and participation in External Validation. CIF activities are scoped over a 3-5 year cycle. (Extracts from External Validation in SA Catholic schools, CESA, p. 5)

Research Design

The research was a qualitative interpretative multi-school case study examining the phenomenon of how schools use structures and processes (both in-school and external) to sustain school success as defined by schools. The research question that informed this study was:

What are the factors that both build on (and sustain) a school improvement agenda as well as those that inhibit ongoing improvement?

The research collected data in two studies, which involved two groups of schools, and used the following three perspectives to explore these phenomena with school personnel. These were:

1. School-identified evidence of ongoing 'school success'.
2. Pedagogical framework – impact on in-school alignment.
3. Leadership – the nature of leadership and what influenced change over time.

School Participants

The two studies were:

- A detailed in-depth study of three schools of the four engaged with IDEAS in 2012-2014, studied in 2018. This was called Phase One Study (Chapter Two). Schools in this group that volunteered to be involved were: St Francis School, Lockleys; Rosary School, Prospect; and Star of the Sea School, Henley Beach.

- A 2019 study focused on the implementation strategies of a group of schools that engaged with IDEAS in 2016-2017. The schools that participated in the research were volunteers and had evidence of development of and early implementation of a Schoolwide Pedagogy (SWP[®]) framework that responded to a need identified in the data (Diagnostic Inventory of School Alignment [DISA]). Evidence of success was determined by the school but reflected in within-school and system-school accountability. These schools were St Francis Xavier (SFX) Regional Catholic School; St Monica's Parish School; Galilee Catholic School; Thomas More College; and Gleeson College. This group were called Phase Two and reported on in Chapter 3.

Data Collection

Phase One Study data consisted of two sources:

1. In-school

Qualitative study focusing on ongoing capacity building for sustainability across multiple school sites. Tools included school documentation, school planning documents and reviews, interviews, focus group discussions, observations, DISA survey.

Note – schools decided what evidence to provide (it is important to understand how schools measure success and account for processes that sustain improvement).

2. System-School

Reporting documentation provided by the schools included CIF, Strategic Plans, and annual Improvement Plans.

Three comprehensive case studies were developed and validated by schools and the external validator.

Phase Two Study data – included schools' presentations of what they had achieved, evidence of this success, interview data from each school leadership group, and interviews with some CESA support personnel. This study focused on the implementation of their Vision for Learning (Vision, Values and Schoolwide Pedagogical (SWP[®]) framework).

Overall Findings from Phase One and Phase Two Studies

The two phases provided insights into the complexity of school contexts and the challenges each school faced moving to and sustaining improvement. However, what is outstanding from the perspective of the research team was the persistence and determination of the school leaders to improving student outcomes. These outcomes were broad in nature but focused on priority areas. These included learning outcomes, student well-being, student engagement and first and foremost, enhancing teacher quality through focused collaborative professional learning.

School Successes

Each school reported Successes based on their particular school goals. However, recurring themes did emerge from the two studies. Generally, these related to alignment of school strategic direction with their Vision for Learning (vision, values and SWP[®]).

Overall, these themes were articulated as:

- Enhancing the quality of teaching, and focused professional learning
- Enhancing parent and student engagement
- Internal alignment – ensuring the development of shared goals achieved through developing clarity around a collaborative pedagogical approach to teaching and learning
- External alignment – related to school ongoing improvement and system structures and strategies

Factors Enhancing School Successes

A cross-case analysis of Phase One and Phase Two schools showed success factors were shared by both research cohorts and included:

1. Ongoing focused and purposeful Professional Learning through collaborative processes, in-school and/or external supported professional development. Collective and individual learning was enabled by:
 - a shared understanding of an approach to teaching and learning (SWP[®]) providing a consistent and shared language developed collaboratively by the professional community;

- professional dialogue and sharing of pedagogical practice; and
 - use of internal and external experts and professional knowledges.
2. Deliberate and a multi-media approach to engagement with parents and the broader community.
 3. Strategic action – this included using both internal and external accountability structures and processes to enable alignment of internal action of the professional community. Such action included some of the following:
 - Changing roles and responsibilities of middle level leaders and developing teaching teams;
 - Reorganising the use of time – this included changing staff meetings from administration delivery to professional learning; providing time for teaching teams to meet;
 - Across school sharing of practice;
 - Changing classroom structures;
 - Production of staff handbooks and reorganising induction of new staff;
 - Redevelopment of the website;
 - Deliberate communication with parents and the broader community related to school outcomes; and
 - Using accountability frameworks and planning to focus action.
 4. Leadership – leadership became and/or was developed as collaborative action. Leadership of action included executive leaders, middle level leaders and teacher leaders. Leadership was strategic, adaptive, collaborative and creative. Ongoing or sustaining action did depend on the principal (along with the leadership team) persisting with the process and understanding the importance of whole school thinking, that is, an understanding of organisational coherence (alignment). Such action was supported by developing and communicating both internally and externally shared goals using a shared language based on the collaboratively developed Vision for Learning.

In addition, most reported the importance of drawing on opportunities offered by the system for professional learning, the access to other professional knowledge and

the use of external experts. They also used system accountability frameworks to focus annual operational plans and strategic plans. In addition, some drew on other quality frameworks (AITSL). This provided validation of the need for action and provided frameworks to measure degrees of success.

It should be noted that our understanding of organisational alignment in schools occurs when each of the five key elements of the school (Strategic Foundations, Cohesive Communities, School Wide Pedagogical Action and Deepening, Generative Resource Design and Holistic Professional Learning) is developed comprehensively; when these five elements are philosophically congruous; and when they are implemented so as to be mutually re-enforcing in the school's practices.

Overall, as a measure of sustaining improvement, schools had:

- Used a process of capacity building, and were at a stage of deepening and embedding practice, were able to challenge existing practice and self-critique as well as embedding processes, structures and practices that should enable ongoing improvement.

Capacity building has been defined as “a generative, professionally-led process that inspires the creation of vibrant workplace culture, relationships and identity and results in sustained levels of enhanced school achievement in areas of school priority” (Andrews & USQ-LRI Research Team, 2009, pp. 167-168).

- Developing evidence of enhancing social, organisational and intellectual capital. These are defined as:

Social Capital – describes professional relationships of trust and respect, dynamics within parallel leadership and in student well-being.

Intellectual Capital – describes a combination of: the creation of a school vision, identification of a school's underpinning values, the conceptualisation and articulation of a school wide pedagogy, insights about school improvement processes, and student academic achievement across learning areas.

Organisational Capital – describes a combination of procedures for shared school planning, linkages internally and to external networks, organisation of time and space, use of technologies, curriculum design, and school aesthetics.

Lessons from the Experiences of Phase One and Phase Two Schools

The researchers acknowledge that the “lessons” derived from the experiences of these schools are not unknown in the literature nor are the sustainability of improvement practices. These lessons from the overall findings are as follows:

- Change takes time where time is articulated as: “finding time” for professional learning and focusing on what makes a difference in student learning outcomes; and “taking the time” to embed successful pedagogical action across the school.
- Impediments to success include time constraints, overloaded curriculum, funding and commitment of all staff to collective action (a culture shift).
- Building capacity for improvement requires the leadership team to think about the school climate and culture, to think holistically and deliberately design action.
- Leadership teams must view the school as a system and use their networks (especially principal networks); system opportunities and accountabilities; and outside expertise to support their action.
- Leadership especially that of the principal (and leadership teams) must be deliberate, strategic, collaborative, consistent in message and agile in action.
- System support – the schools were cognisant of the relationship between their school community and the system. The support structures and opportunities offered by the system were reported as positive and schools were aware of the need to report on school improvement outcomes through the CIF.
- Change in Principalship – a number of schools had experienced change in principal leaders and this had been a successful transition. One school however was expecting the arrival of a new principal and the interview group were unsure if what they had achieved would be respected and enhanced by the incoming principal. This factor raises a question of sustainability of a collaboratively developed school improvement agenda.

Recommendations for Future Research

The validator has recommended that this Research Project provides a potentially rich area for many other Research Projects and could serve as a baseline study to explore a variety of strategies and practices within schools and employed by leaders.

The three areas suggested by the validator were:

Research Area One: The alignment of values, wellbeing and quality learning

Research Area Two: Professional learning as it relates to effectiveness and leadership:

- What is effective professional learning within an individual school context for each of the participant schools?
- How is effective professional learning led by the leadership team?

Research Area Three: The focus of the Research Project Report is the Vision for Learning and Leadership. The Research Project Report is a perfect platform for system-wide research into the impact of the Vision for Learning and Leadership on continuous school improvement.

Research Opportunities Two and Three provide an opportunity for Action Research. As the validator indicated:

Action research has potential to maintain momentum as well as the dissemination of results within a system. The 'what works' to assist teaching and learning and 'what impedes' the learning are fundamental to school improvement. Action research provides opportunities to choose the most suitable data collection and data analysis method to best meet the needs (Guiffrida et al., 2011) of each of the individual schools involved in this study, and other schools that may potentially wish to explore some of the recommendations that have emerged in this project.

Concluding Comment

The schools involved with this research were conscious of what they had achieved and have gained an understanding of reporting on their aspirational goals through the use of evidence. The researchers have reported significant gains and most of all reflected on the importance of the principal having a clear vision for future action and working to make it happen. They used system support in innovative ways – drawing on funding for projects,

using specialists' knowledge related to priority areas and using reporting and accountability frameworks. In addition, all indicated the importance of clarity of communication of intent and of persisting with defined ongoing progress. This was a major finding of the study.

Chapter One

Research Study Background and Design

Background

Six CESA schools engaged with the IDEAS (Innovative Designs for Enhancing Achievements in Schools) project in 2012, and in 2016 another 11 schools joined a one-year project focusing on the development of a quality teaching framework, known as their Vision for Learning – Schoolwide Pedagogy (SWP[®]). Five of the 2016 group elected to continue development in 2017. In 2015, a small-scale LRI funded research project followed some of the 2012 group to document principals' and teacher leaders' experience in implementing IDEAS. The schools involved in the research were St Joseph's School, Hectorville; St Francis School, Lockleys; and Rosary School, Prospect. The Research Question was: What emerges as the Role of the Principal in a Whole School Improvement Process as experienced in CESA Schools? The findings indicated the importance of the meta-strategic actions of the principal in enabling others to engage in whole school improvement processes. The findings have been published (Conway & Andrews, 2016).

The research project related to this report explored the continued use of the Vision for Learning framework – SWP[®] and how this framework may or may not assist in the capacity of schools to embrace ongoing improvement. This response included how schools embrace the system accountability requirements as well as align other in-school initiatives to add value to classroom teachers' work through individual and collective capacity to embrace ongoing learning.

The LRI has engaged with other systems with IDEAS and has completed research. The two most recent projects, both in Australian Catholic Education systems are:

- i. Sydney CEO – The Impact of IDEAS on student achievement: A co-funded research report in 2011-2012 focused on the question of: What factors, both internal and external to the school, contributed to student achievement successes in a cohort of IDEAS schools in Sydney CEO in the period of 2006-2010? The findings of this research provided valuable information in regards to the development of a school's capacity for ongoing improvement and the

contribution that the development of a whole school approach to pedagogy (SWP[®]) had in this development (refer Appendix 1.2).

- ii. Canberra CEO explored Leadership for System-School Alignment. Building on the findings of Sydney research, this research further illuminated the importance of alignment of School and System leadership. The report: Catholic Archdiocese Canberra-Goulburn research project 2015-2016 – *How do school leaders use their contextually created SWP[®] and meta-thinking about organisational process to respond to school priority areas and system and government requirements regarding student improvement?* (Refer Appendix 1.3)

The CESA Context

Currently CESA schools have engaged in and are engaging with a significant number of school improvement initiatives – especially those that focus on in-classroom teaching, parent partnerships, and school-identity. The first engagement with the IDEAS project was one of these initiatives and was funded under the Australian Government Empowering Local Schools initiative. This initiative aimed to empower participating schools to make decisions at a local level by supporting them to better respond to the needs of students and the school community, and to provide services designed to assist their students to achieve their best educational outcomes. The schools involved in this project participated in the Phase One study.

The second engagement with CESA schools and IDEAS was through the Australian Government Non-Government Reform Support Fund. This funding was part of the *Quality Schools* package to provide \$200 million over five years from 2018 to 2022 to support the implementation of existing and new national policy initiatives and state-specific reforms in non-government schools. These initiatives are reflected in the national and bilateral agreements between the Commonwealth and the states and territories. A small cohort of CESA schools engaged with IDEAS focusing on the Effective use of Data and formed the schools participating in the Phase Two study.

At the time of this research, the system had introduced an improvement and accountability framework, the Continuous Improvement Framework (CIF). The CIF consists of Nine Domains, which focus on key areas of teaching and learning together with school

management, finance and resources. Each Domain has a number of Elements that describe its scope, and a set of indicators of effectiveness. Associated with these Domains and Elements is a school Strategic Plan; Annual School Improvement Plan; Annual Reporting; Annual Self-Assessment and review; and participation in External Validation. CIF activities were scoped over a 3-5 year cycle. (Extracts from External Validation in SA Catholic schools, CESA, p. 5)

Outcomes of Previous Research

From a study on the impact of IDEAS on school improvement in Victorian schools, the concepts of capacity building and sustainability were explored and the following definitions emerged:

School success is constituted of enhanced school outcomes in agreed high priority goal areas, based on (i) documented evidence of those outcomes and (ii) teachers' expressed confidence in their school's capacity to extend and sustain the outcomes into the future. (Andrews & USQ-LRI Research Team, 2009)

Capacity building is the intentional process of mobilizing a school's resources in order to enhance priority outcomes – and sustain those improvements. (Andrews & USQ-LRI Research Team, 2009)

It is proposed the research will build on these previous studies to further illuminate an understanding of the complexity of factors that both build on (and sustain) a school improvement agenda as well as those that inhibit sustainability. The understanding of internal factors is made more complex as system initiatives impact on in-school practices. In part, it is this complexity that is least understood within the literature.

Informing Literature

System-School and In-School Alignment

Studies of System-School relationships are becoming more common in the field of school improvement; however, this focus is not evident in Australian studies. Evidence of the importance of both in-school alignment (coherence) for school improvement is well documented as well as in-school factors that build capacity for improvement. Less well

researched and documented is system-school alignment (coherence) for ongoing (sustainable) improvement albeit acknowledged as important.

[Previous LRI Research](#)

In an Australian study (Crowther, Andrews, Morgan, & O'Neill, 2012), whilst the LRI/USQ researchers were considering the impact of a whole school improvement process on school outcomes (student learning), they did find as an indirect effect the importance of quality system-school relationships.

Another research study (Andrews, Conway, & Smith, 2017) extended the understanding of how schools use contextually relevant frameworks, structures and processes to support ongoing improvement as they respond to changing internal and external demands. In particular, the actions of leaders within the school and the system in enabling school and system coherence furthered our understanding of the contributing factors for in-school and system-school alignment. Overwhelmingly the evidence indicated the importance of the effectiveness of the principal, in particular:

In all cases the principals established a trusting relationship with significant others, that is, other members of the administrative team or teachers of respect amongst colleagues. Principals realised that if there was to be overall improved school outcomes, then teachers needed to share a common purpose, and be integrally engaged in designing and implementing processes and plans. All reported that the time spent in developing a shared language of pedagogy (specifically the SWP[®] framework) enabled deep dialogue which resulted in increased confidence in teachers being better able to talk to each other, to support each other and share in relevant professional learning. (pp. 38-39)

The significant others included assigned personnel from the system.

Further, it was found that there were several other factors that were crucial to enhancing school improvement within the school, that is, a mindset for ongoing improvement and the development of trusting relationships. Andrews et al. (2017) proposed that within-school alignment requires:

- context sensitivity;
- an ongoing process for developing teachers' capacity for ongoing improvement;

- focus on the school's priority for improvement; and
- enabling processes and structures by the principal working in conjunction with teacher leader(s). (p. 8)

Principal leadership

Evidence of principal leadership included:

- All Principals in the study built trust within a culture that valued the opinions of teachers.
- Creating a contextually relevant vision, values and school wide pedagogical framework was vital; the Principal was able to develop an explicit articulation of school identity.
- In all cases leadership reflecting relational trust between the Principal and/or executive and teacher leaders was evident.
- Developing a responsive relationship with system personnel and adaptive responses to the system accountability frameworks. The study concluded: "alignment between systems and schools is dependent upon the relationship between the principals and System support officers" (Andrews et al., 2017, pp. 8-9). This relationship enables the systems support officers and the principals to work through the messiness together to determine the aligned priority that is achievable in the school's context. Such 3-C leadership provides the linchpin between system and school responsiveness to be accountable for meeting system requirements and in-school challenges. Each "C" represents the action of leadership, that is, Collaborative, Contextual and Collegial (see Appendix 1.3).

Given these findings from one system, it is important to explore their relevance in other systems. Not all systems are the same and exploring the systems-school relationships from the perspectives of the schools that have developed unique relationships will enable further explorations of the importance of leadership, in particular, Principal Leadership, in developing coherence within each school and between the school and the system.

Systems, Context, Leadership and Improvement

To be successful in a changing environment, school systems need to adapt, continue to learn, draw on available data for guidance while not losing sight of individual school context and support needs (Owens & Valesky, 2015). These circumstances have clear implications for how successful leadership may be understood and enacted at both the school and

system level. Leadership needs to be adaptive (Owens & Valesky, 2011, 2015), focused on capacity building (Crowther & Associates, 2011; Fullan & Quinn, 2015) and ‘coherence-making’ or alignment (Andrews & Conway, 2019; Fullan & Quinn, 2016).

Fullan (2000) noted that, in the 1960s, large-scale education reform had failed partly because of implementation issues and the failure to address local institutions and cultures, while the later reform efforts of the 1990s had recognised more clearly the complexity of the task. In his study of three large-scale reform efforts, Fullan (2000) identified a number of factors that could potentially contribute to successful reform. Significantly, this included the notion of coherence-making. Drawing on King and Newmann’s (1999) work on alignment, Fullan (2000) recognised the disjointedness that can be caused when schools are faced with multiple uncoordinated innovations and policies. Fewer skinny, contextually relevant and focused initiatives could result in greater coherence linked to successful outcomes at both a school and system level.

Complex nature of school systems

Complex systems science recognises the interdependence of parts of the system and the impact of networks of relationships within and between systems (<http://necsi.edu/>). The individual parts of a complex system cannot be understood in isolation. As their interdependencies may not be obvious, an intervention in one part of the complex system will have an (unlooked for) effect elsewhere (<http://necsi.edu/>, np). According to Bar-Yam (2011), many different types of networks connect different parts of a complex system. The connected parts influence each other, to varying degrees, through their interactions. Four topographies are identified: centralised, decentralised, fragmented and distributed – each, in their own way, having a direct impact on communication and influence within the system. Three school districts in Alberta, Canada that had administered resources to improve learning were studied by Davis, Sumara, and D’Amour (2012). All schools in each school district implemented the same change but there were significant differences between them in terms of their histories, and systemic cultures. Their findings indicated that where the networks are centralised, if the centre fails to adapt, the whole system fails. Both distributed and fragmented networks did not provide the necessary communication connectivity and influence. A decentralised network, however, has many centres, reasonably efficient communication and reasonably robust structures – enabling considerable adaptability and flexibility. A school system’s characteristic networks are therefore an important consideration in its learning and adaptation to changing

environments. This suggests that there is a clear link to the likely success (or failure) of the intervention and the type of networks that characterise a particular complex system.

[Adaptive leadership: The importance of context](#)

If complex systems are adapting to their changing environments and seeking to make a difference through positive change, clearly context is important. Hackman and Wageman (2007) suggest that there is a need to consider “...those circumstances in which leaders’ actions are highly consequential for system performance from those in which leaders’ behaviors and decisions make essentially no difference” (p. 43). Dimmock (2012) noted that the concept of leadership “is complex, multi-dimensional and inseparable from the social and organisational context and conditions in which it operates” (p. 6). Furthermore,

The key point that needs grasping is that under *some* conditions, leaders’ actions do spell the difference between success and failure. But it is fallacious to believe that everyone in a leadership position is able, or even has the opportunity to make a constructive difference. (p. 8)

The growing pressure to improve the performance of schools, in recent years, has placed greater emphasis on the importance of effective school leadership. According to Owens and Valesky (2011), leadership needs to be adaptive, “the school, and particularly the school leader, must be sensitive to emerging changes in the external environment that call for nimble, deft, rapid responses by the organisation” (p. 199). It is also important to note that school leaders face both technical and adaptive (or emergent) problems. The former may be resolved through the application of technical expertise while the latter are complex and the outcomes of any particular course of action cannot be predicted with any degree of certainty (Owens & Valesky, 2011). Heifetz, Grashow, and Linsky (2009) identify that the most common cause of failure in leadership is produced by treating adaptive challenges as if they were technical problems.

Finding the solution to an adaptive challenge such as the implementation of educational reform needs many people to be involved in the leadership process – that is, adaptive leadership across the school and, by implication, across the school system. Leadership processes may be facilitating change rather than providing answers. Heifetz et al. (2009) talked of adaptive leadership as a practice and not a theory, and a practice that can be displayed across the organisation. One example of this is parallel leadership (Andrews &

Crowther, 2002) which may have a powerful effect on not only creating but also the sustainability of change (Crowther & Associates, 2011).

Alignment

Associated with the notion of coherence is the concept of alignment: both between a system and its schools and within individual schools. Crowther et al. (2012) reported on research carried out in the Catholic education system in Sydney that provided insight into how a school system can work with its schools to improve student outcomes. The study showed that through data driven change, student outcomes had improved significantly. Importantly, the system had worked with the schools, providing mechanisms that supported the change.

Crowther et al. (2012) concluded that, for maximum effectiveness, system, project and school leaders must understand each other's values and priorities, negotiate common territory and then go to considerable lengths to demonstrate consistency and alignment. It is further contended that school success is a mix of: broadly defined student and teacher achievements; visionary systemic direction; system-school values alignment; umbrella pedagogical frameworks (SWP®); school development as a durational journey; and multiple leadership sources. The Crowther et al. (2012) capacity building model captured these dynamics.

Capacity Building

The concept of capacity building has gained increasing prominence in the school improvement literature. Drawing on Darling-Hammond (2010), Mitchell and Sackney (2016) contended that authentic teaching and learning requires an early and ongoing commitment to building professional capacity. Mitchell and Sackney (2016) found that in high capacity learning schools, educational leadership emerged organically throughout the school. They saw a set of leadership activities intended to align high quality educational practice towards the goal of improved student learning as central to leadership work. In this understanding of capacity building, school leaders take a collaborative, learning orientated approach to regulating, coordinating, expanding and protecting professional practice. The principals have the role of enabling, guiding and focusing teachers back to a sense of shared purpose, which is linked to the alignment of practice.

Crowther and Associates (2011) argue that capacity building and parallel leadership are the keys to sustaining school improvement. Sustainability relates to in-school alignment – school coherence where the development of a shared vision and a school wide approach to pedagogy enables people to work together – and distributed leadership. The Crowther and Associates' (2011) capacity building model provides insight into how a school can manage the balance between the requirements of the system and the way of working together developed in the school. Professional learning communities do not provide sustainable school wide change. As Andrews and Lewis (2002) found, a PLC in the school may have deep commitment to change, while other teachers were merely compliant for as long as it was necessary.

Sharrat and Fullan (2009) define capacity building specifically as, “investment in the development of the knowledge, skills and competencies of individuals and groups to focus on assessment literacy and instructional effectiveness that leads to school improvement” (p. 5). They note that school districts have realised that capacity building is the key to successful school improvement (that is, improved student achievement) but argue that the actual goal is *realisation*, via systemic capacity building. For Sharrat and Fullan, the key to systemic capacity building is knowledge building that is universally aligned and coherent – “knowledge building that emanates from centre and the field” (p. 5). Alignment of the district vision and shared school vision is an important part of this success.

Research Design

The research was a qualitative interpretative multi-school case study examining the phenomenon of how schools use structures and processes (both in-school and external) to sustain school success as defined by schools. The research collected data in two studies, which involved two groups of schools, and used the following three perspectives to explore these phenomena with school personnel. These were:

1. School-identified evidence of ongoing ‘school success’.
2. Pedagogical framework – impact on in-school alignment.
3. Leadership – what is the nature of leadership and what has influenced change over time?

Research Question

What are the factors that both build on (and sustain) a school improvement agenda as well as those that inhibit ongoing improvement?

In exploring this question, the study focused on the following lens:

1. Evidence of ongoing 'school success'
 - How do schools define ongoing school success?
 - What evidence is available?
 - What factors contribute to ongoing school success?
2. Impact of SWP[®] on in-school alignment
 - What is meant by contextually relevant language for in-school alignment?
 - What emerges as the effect of a contextually relevant pedagogical framework?
 - What other factors have contributed to in-school alignment?
 - What evidence is available?
3. Leadership
 - What emerges as effective leadership in a school that has continued to improve?
 - What evidence is available?
 - Has an SWP[®] assisted in change of Principal and/or leadership structure?
 - What is the shared understanding of leadership between the system and the school?

The two studies were:

- A detailed in-depth case study of three schools that commenced IDEAS in 2012 and were studied in 2018. These cases were called Phase One Study (Chapter Two).
- A study of implementation strategies of a group of schools that engaged with IDEAS in 2016 and studied in 2019. This case was called Phase Two Study (Chapter Three).

The Overall research outcomes are presented in Chapter Four. These overall outcomes were informed by the two studies.

Participating Schools

The participating schools in the two phases were:

Phase One: Those schools that engaged with IDEAS 2012-2014 to enhance school identity and parent engagement. Schools in this group that volunteered to be involved were: St Francis School, Lockleys; Rosary School, Prospect; and Star of the Sea School, Henley Beach. This group completed research in 2018.

Phase Two: Those schools engaged under the Effective Use of Data project 2016-2017 completing research in 2019. These schools initially had evidenced that they had already developed a vision and officially engaged with IDEAS in developing an SWP[®] and embedding processes. The schools that participated in the research were volunteers who had evidence of development of and early implementation of an SWP[®] framework that responded to a need identified in the data (Diagnostic Inventory of School Alignment [DISA]). Evidence of success was determined by the school but reflected in-school and system-school accountability. These schools were St Francis Xavier (SFX) Regional Catholic School; St Monica's Parish School; Galilee Catholic School; Thomas More College; and Gleeson College.

Data Collection

Phase One Study data consisted of two sources:

1. In-school

Qualitative study focusing on ongoing capacity building for sustainability across multiple school schools. Tools included school documentation, school planning documents and reviews, interviews, focus group discussions, observations, DISA survey.

Note – schools decided what evidence to provide (it is important to understand how schools measure success and account for processes that sustain improvement).

2. System-School

Reporting documentation provided by the schools included CIF; Strategic Plans; and annual School Improvement Plans.

Phase Two Study Data – included schools’ presentations of what they had achieved; evidence of this success; interview data from each school leadership group and interviews with some CESA support personnel. This study focused on the implementation of their Vision for Learning (Vision, Values and Schoolwide Pedagogical framework).

Data Analysis

Phase One Study Data

A case study for each of the three schools was constructed from data collected from the school and included: relevant documents, data that supported evidence of school-identified success; the results of the DISA; and interviews with the principal and the School leadership team as well as those involved in developing and implementing their SWP®.

After the case studies were constructed, they were returned to the case study schools for validation as well as providing each school with an opportunity to add updated data. The cases were also sent to an External Validator attached to the research project. Note this independent University academic provided a critical review of the data and the findings in each Study and the validation report appear in Appendix 1.1.

The next step was to complete a cross-case thematic analysis based on the three underpinning research lenses, that is: School successes and factors contributing to or inhibiting success; Leadership; and SWP® Embedding processes. From this analysis, the overall focus question was then addressed. The Cross-Case thematic analysis is presented in Chapter Two and the individual cases appear in a separate attachment to this report. The individual cases provide the data that formed the basis of analysis.

Phase Two Study Data

The focus of research for these schools was to gain further insights into how they evidenced enhanced whole school alignment and capacity building through the development and implementation of their SWP® framework.

Data included documentation of school outputs, and an in-depth interview with the Leadership team and nominated staff. Documents were viewed and explored with the group

during the interview. The interview also included questions focusing on the development and implementation processes used and the role of leadership in the process.

Each school's interviews were transcribed and then thematic analysis was completed of all data. The framework for analysis included the use of the IDEAS coherence model (the RBF) and a model presented by Fullan and Quinn (2015). Overall findings were then presented and related to the focus research question and appear in Chapter Three of this report.

Collation of Findings From Phase One Study and Phase Two Study

Prior to the cross-study analysis the research team interviewed four CESA Principal Consultants. Their reflections on the relationship with schools have been captured in the initial discussion of the overall findings. These reflections provided the system context in which these schools have operated.

The findings from Phase One study and Phase Two study were compared through a process of refinement of the findings and reflections on the learnings from the varied experiences in many different contexts. From the analysis of the Phase One and Two findings, the overall understandings from this research study are presented, including lessons to be learnt from the experiences of these schools. These findings and lessons are presented in Chapter Four of this report.

The final refinement of this report was completed after response from the external validator.

Chapter Two

Phase One Study

Background

As outlined in the research design (see Chapter One), data collected consisted of school-based documents, surveys, and interviews. Each school presented their evidence of success in the form of:

1. Statistical analysis, which included:
 - National Assessment Program – Literacy and Numeracy (NAPLAN) data – the NAPLAN student gains between 2015 and 2018 in writing, reading, and numeracy were considered. The student gains for NAPLAN focused on the same group of students to ensure reliability and consistency of results.
 - Diagnostic Inventory of School Alignment (DISA) – this survey reported on the perceptions of parents, students and staff on the school’s achievements and challenges for future improvement. As the school had completed the DISA twice; once prior to the engagement of the IDEAS Project and the other several years after the process, a comparison of the results was compiled in the case studies outlining the changes in perspectives of school alignment (staff, parents, students).
2. Document analysis – school programs, newsletters, and relevant documents as determined by the school.
3. Other sources of data: interviews with principals and focus group sessions from each school involving the leadership teams and teacher leaders.

The three case study schools were Rosary School, Prospect; Star of the Sea School, Henley Beach; and St Francis School, Lockleys. Their demographic data appear in Table 2.1.

Table 2.1: *Demographic Data*

| SCHOOL | LOCATION | ENROLMENTS | STAFF – FTE | ICSEA |
|-------------------------------|------------------|------------|--------------------------------------|-------|
| Rosary School | Prospect, SA | 420 | Teaching: 23.5 Non-teaching: 5.6 | 1093 |
| Star of the Sea School | Henley Beach, SA | 525 | Teaching: 27 Non-teaching: 10.5 | 1110 |
| St Francis School | Lockleys, SA | 454 | Teaching: 23.4 Non-teaching: 11.3 | 1080 |

The core researcher wrote individual case studies on sustaining school improvement by exploring internal and external factors that the school reported to have contributed to their defined sustained success. The case studies presented the voices of school leaders and teachers, providing a picture of the school context and evidence for success (see Case Study Reports attachment).

Phase One – Cross-Case Data Presentation and Analysis

The three lenses view of the individual cases included: school-identified successes; the development and embedding of the Vision and Schoolwide Pedagogy (SWP®) (Vision for Learning), and the role of Leadership. The school-identified successes, contributing factors and hindering factors have been discussed to form a clear vision of each school’s experience in the IDEAS Project.

School-identified success

As part of the cross-case analysis, the researchers collated the school-identified success from each school as presented in Table 2.2. Each school, selecting their own identified successes, reflected the responses to their own contextual goals.

- Rosary School– defined success as meeting AITSL standards, CIF requirements and engaging in two programs that focused on the school’s social and emotional goals for students. Evidence used for achieving the school-identified success included DISA and NAPLAN data.

- Star of the Sea School – defined success as identifying seven indicators of success and evidence of addressing each of the indicators included DISA and NAPLAN data, and in-school testing Scorelink, and PAT Data.
- St Francis School – defined success by using keys to sustainability checklist, with personal responses of staff members from interviews. The measures used for achieving the school-identified success included DISA and NAPLAN data, as well as capturing student voice about their learning experiences via video discussion.

Similarities Across Cases

The participating schools aimed to improve whole school alignment and student achievement. With a similar goal across the three schools, the following school-identified successes were a common theme throughout the case studies, as evidenced in Table 2.2:

- Community engagement
- Consistent and clear goals and direction
- High expectations of staff and students
- Active student engagement in their learning
- Parent support and involvement.

However, whilst the themes were similar, expansion on these common themes illustrates how each school fulfilled school-identified successes differently.

Community engagement

At Rosary School, community engagement consisted of separate education committees of parents and staff discussing next steps in their IDEAS Project journey. Additionally, Rosary School identified success encompassed the implementation of two adopted programs; Kids Matter and Dyslexia Online. In consolidation with community members and external facilitators, Rosary School had a contextually unique community involvement which reflected their overall school goal for implementing the IDEAS Project. Star of the Sea School's community engagement involved strong connections to their Parish and Sacramental program, which was part of the parent satisfaction survey. The school's strong Catholic identity and school values reflected their religious principles and beliefs. Furthermore, Star of the Sea School introduced a school counsellor to meet the well-being targets for whole school improvement.

St Francis School wanted their students to have a real sense of community within the school. Therefore, their community engagement consisted of the school community, including students, parents, teachers and other staff members. This reflected the school's Vision for Learning: *Being --- Connected, Engaged, Reflective and Creative*.

Consistent and clear goals and direction

Rosary School endeavoured to have clear goals and direction that encompassed consistent language across the school. The Vision for Learning at Rosary School: *Together we journey into the future for lifelong learning* involved changing the culture from "them and us" to "we".

Star of the Sea School explicitly portrayed goals and direction through their emphasis on student well-being. This was reflected in their Vision for Learning: *...we guide our learners to be self-managed, innovative and critical thinkers who have a strong sense of who they are and their responsibility in the world. We value the skills necessary to build meaningful relationships and to be connected to learning. We encourage our learners to question, search, explore and discover so they actively contribute to a more just, peaceful and forgiving society.*

St Francis School defined ongoing school success as using common language with a clear vision and focus on school identity. Throughout the case study, it was clear that "shared vision" was a key determiner to school wide success: strong values, vision spoken about regularly, vision is prominent in the school, and everyone is supporting initiatives, and working as a whole staff.

Table 2.2: Table: *School-Identified Success*

| | Rosary School | Star of the Sea School | St Francis School |
|---------------------------|--|--|--|
| School-identified success | <ul style="list-style-type: none"> • Australian Professional Standards for Teachers (AITSL, 2017) <ul style="list-style-type: none"> ○ Identify and plan professional learning needs ○ Engage in professional learning and improve practice ○ Engage with colleagues and improve practice ○ Apply professional learning and improve student learning • Continuous Improvement Framework for Catholic Schools (CESA, 2014) <ul style="list-style-type: none"> ○ Family engagement ○ Community engagement ○ Consultation collaboration and decision making ○ Quality teaching ○ Student engagement in learning ○ Professional learning • Programs: <ul style="list-style-type: none"> ○ Kids Matter ○ Dyslexia Online Learning | <ul style="list-style-type: none"> • Clear goals and direction (Vision and Mission) • High quality teaching and learning • Children who are able to articulate how and why they learn (student voice) • High expectations of students and staff • Student performance and well-being • Parent satisfaction • Strong connections to Parish and Sacramental program | <ul style="list-style-type: none"> • Strong sense of community • Ability to be consistent with stated procedures • Trust that we do our best • Classrooms are orderly • High levels of engagement • Student agency over their learning • Student leadership • Students can speak about their learning • Parent participation • Visual appeal of the school • Students are responsive • Parent support school decision • Student, parent and staff surveys |

High expectations of staff and students

Prior to engaging with the IDEAS Project, Rosary School's data indicated that there was a division between administration and staff members. However, there has now been a change of mindset that has highlighted the importance of shared leadership and partnership. Additionally, Rosary School empowered teachers to become better facilitators of learning and empowered students to take ownership of their own learning.

Star of the Sea School incorporated a Professional Learning Plan and teacher goal setting as part of the professional review of teachers' performance. This involved peer observations, walk-through feedback (provided by a member of the leadership team), concluding with an end of year self-review and discussion.

St Francis School identified keys to ongoing success as staff having high expectations of teacher performance, students having agency over their learning and students having pride in what they achieve. The case study had a strong focus on sustainability and the impact on whole school improvement.

Active student engagement in their learning

Students at Rosary School had opportunities to express their opinions on how learning should be conducted at their school. This was more specifically demonstrated by the incorporation of technology and critical thinking skills.

Star of the Sea School encouraged students to become lifelong learners. They incorporated student knowledge and skills of lifelong learning and embedded those into the constituents of wellbeing and happiness, thus enabling students to become active and engaged learners. Engagement is part of Star of the Sea School's foundations and it embraces the following lifelong learning skills: persistent and resilient, endurance, inquirer and explorer, committed, and, disciplined.

St Francis School developed a Learner Quality Continuum (see Appendix 2.1) which enabled students to interrogate their learning. The Learner Quality Continuum was written in student-friendly language which suggests that students used this continuum to actively engage themselves in their learning.

Parent support and involvement

Parents at Rosary School have high expectations of their students. Therefore, there is a staff collective responsibility for the progress and needs of its students. The school developed positive relationships through a safe and supportive school environment, as well as through the *Kids Matter* program by inviting parents to information sessions.

Parents at Star of the Sea School were invited to participate in school surveys and decision-making meetings and volunteer in school events. In the case study, it was clear that parents were active participants in the school, however they were often referred to as having unrealistic expectations and being the 'best critics' in the school.

St Francis School defined success through parent participation, parental support of school decisions and parent surveys. The case study concluded that parent satisfaction was an ongoing challenge for the school, and it was working towards addressing the feedback and concerns of parents from the surveys.

In summary, based on the data presented in Table 2.2, it appears that *communication* and *engagement* are key success enablers. This aligns with the work of Jordan, Kleinsasser and Roe (2014), who found that communication between all relevant stakeholders in schools (staff, students, parents, community members) impacts on a school's performance in achieving success. Additionally, without engagement of all participants in schools, there would be no clear direction or purpose for effective change (Dowden, 2013).

Differences Across Cases

Whilst there were commonalities in school-identified successes, there were also school-specific successes that have contributed to the uniqueness of each of the three case studies.

Rosary School: Success involved the incorporation of the Australian Institute for Teaching and School Leadership (AITSL, 2017) Professional Standards and CESA documents. Rosary School used the Australian Professional Standards for Teachers (AITSL, 2017) (specifically Standard 6 Engage in professional learning) as a guide to assess the usefulness of the Standards to the overall school goal and link to the two adopted projects. These two projects provided evidence of success to the researchers in 2018. Standard 6 of the Professional Standards for Teachers (AITSL, 2017) represents four focus areas including:

identify and plan professional learning needs; engage in professional learning and improve practice; engage with colleagues to improve practice; and, apply professional learning and improve student learning. Based on the evidence provided, the two projects focused on enhancing the social and emotional health of Rosary School's students.

In addition to using the Australian Professional Standards for Teachers (AITSL, 2017), Rosary School also provided evidence of meeting the requirements of the Continuous Improvement Framework (CIF) for Catholic Schools. The two focus domains from the document provided as evidence included: Domain 8 – Strong home, school, community engagement; and, Domain 5 – High quality teaching and learning (CESA, 2014).

The original goal for school wide improvement was to align the literacy block across the school. Given in the past teachers at Rosary School worked as individuals, the school wide improvement goal provided teachers opportunities to collaborate and share teaching practices. The three-year cycle allowed teachers to familiarise themselves with new goals and were provided with support. Overall, the key difference of school-identified success for Rosary School was professional learning, specifically targeting social and emotional well-being of students. The two projects were used to provide evidence of success because the school believed that the three-year implementation cycle provided positive results.

Star of the Sea School: High quality teaching and learning involved developing 'Models of learning' with a common language, incorporating a three-year coaching cycle, building teacher capacity, and, regularly sharing practice through teacher led workshops. The school used contextually relevant information to monitor student performance, which included NAPLAN results, PAT Data and other school tests (for example, spelling tests) to form their school data analysis, ensuring that the data used suited the school's needs and were not pressured by national standards or parents' opinions on NAPLAN results.

Parent satisfaction was another indicator for success as parent surveys provided insight into the school's Catholic values, class sizes, homework, parent-teacher interviews duration, and community partnerships. The results from the parent surveys initiated professional discussions which resulted in making meaningful changes to enhance the overall school experience. In addition, the school focused on positive relationships, engagement and self-esteem. A student survey compared Year 6 and Year 7 student data about student well-being which supported Masko's (2018) position that happy students, with positive

relationships with their teachers, enjoy school experiences more than students who lack self-esteem and positivity. In particular, the school chose to focus on student well-being, not only to enhance school climate, but to increase whole school improvement.

Overall, the key differences of school-identified success for Star of the Sea School focused on sharing pedagogical practice, monitoring student progress, parent satisfaction, and, enhancing student well-being.

St Francis School: Successes are comprised of orderly classrooms, student leadership, visual appeal of the school, and staff surveys. The school-indicated successes were provided at the conclusion of the case study paper, highlighting the school's journey from 2012 to 2018, defined success and how success was achieved. The evidence suggests that communication and collaboration were key to creating orderly classrooms, whereby students could reflect on their learning in quiet spaces. Teachers were asked what defines ongoing school success, to which they responded, "creative, engaged, reflective learners!" Teachers encouraged student voice and leadership. A positive strategy used to assist students' foci on their learning was regular meditation. Quiet learning spaces and recurring meditation in classrooms may be viewed as a way of enhancing the visual appeal of the school.

Staff surveys provided insight into the positive changes. Based on the case study narrative, the IDEAS Project enhanced teachers' professional learning and confidence, teamwork capabilities, provided shared leadership opportunities and predominantly trust and respect.

Overall, the key differences of school-identified success for St Francis School included orderly classrooms, student agency, visual appeal of the school, and, analysing staff surveys.

Contributing Factors to Success

Four perspectives (leadership, SWP[®] impact, organisational changes, professional learning opportunities) were used to explore the reported results from the case studies; listing key factors enabling success, as shown in Table 2.3. The contributing factors for success from each school case study are discussed as follows.

Rosary School: Evidence indicated that the school's IDEAS experience in the development of SWP[®] had positively impacted building teacher and student capacities and enhanced the school's capability to implement a whole school approach by supporting teachers to work in

collegial teams. Furthermore, it was made clear that the leadership team highly valued the initiatives and programs in the school, which in turn, created a positive culture of continuous improvement.

Star of the Sea School: This school had a strong focus on student well-being, with an emphasis on student voice. Table 2.3 shows evidence of SWP® impact as a key enabler to school wide success. Even though Table 2.3 shows one enabling factor for leadership, the case study revealed a strong sense of leadership which was based on the narrative voices of the principal and teachers. Developing models of learning and building teacher capacity through staff workshops and coaching assisted in the development of a strong sense of community, and teachers taking responsibility for all learners creating a positive culture of continuous improvement.

St Francis School: The biggest impact the IDEAS Project had on the school was the shared leadership model. This process empowered teachers to make meaningful decisions for their students, thus giving students the opportunity to take control of certain aspects of their learning. 'Confidence' was a key word used throughout the case study to describe teachers, staff and student abilities to make meaningful change and celebrate success.

Table 2.3: *Contributing Factors to School Wide Success*

| | Rosary School | Star of the Sea School | St Francis School |
|-------------------------|--|---|---|
| Leadership | <ul style="list-style-type: none"> Professional Learning Teams (PLTs) Action Team (Leadership and teaching staff) Finances committed to initiatives | <ul style="list-style-type: none"> Educational theorists and mentors (coach teachers) | <ul style="list-style-type: none"> Shared leadership model Principal enabling staff Everyone supporting initiatives |
| SWP [®] impact | <ul style="list-style-type: none"> Whole school approach Increase in teacher confidence Student well-being Capacity building (empowering teachers and students) Time available to attend Professional Developments (PDs), work in teams, plan lessons to fit framework Parents are informed Staff working collaboratively towards an explicit common goal New staff provided with PD/online training | <ul style="list-style-type: none"> Developing a shared Vision for Learning Community input Agreed principles for teaching and learning (developing models of learning) Celebrating personal pedagogy (building capacity) Streamlined professional development in line with vision Regular sharing of learning and teaching practices (staff workshops) Students have a strong identity as learners Students are: <ul style="list-style-type: none"> Confident, independent learners Innovative and critical thinkers Students know how to learn and speak about their learning Parent involvement Open communication with all relevant stakeholders (i.e. parents, students, staff, community members) School counsellor Connecting room for students | <ul style="list-style-type: none"> Strong sense of Catholicity in the school Strong values The vision is spoken about regularly The vision is prominent in the school Being on a faith journey together Change has to be consistent with the vision Provide time with staff to explore the vision (and learning) Clear focus and direction Consolidation of ideas Building trusting relationships High expectations of teacher performance |

| | Rosary School | Star of the Sea School | St Francis School |
|-------------------------------------|---|---|---|
| Organisational changes | <ul style="list-style-type: none"> • DISA survey and results • Culture of Continuous Improvement • Monitoring and reflecting on practice | <ul style="list-style-type: none"> • DISA survey and results • Analysis of NAPLAN results • Scorelink (store and track student data from R-7) • Pat Data analysis • School strategic plan • Annual General Meeting (AGM) • Development of Vision for Learning and School Values • Consistent model of teaching and common language from R-7 in literacy and numeracy • Student well-being: Positive Emotion, Engagement, Relationships, Meaning, Accomplishments (PERMA) • Student survey | <ul style="list-style-type: none"> • DISA survey and results • Common language used • Sense of community • Student pride in achievements • Student agency • Communicating the school's vision in different ways (e.g. newsletter) • Refurbished classrooms reflecting collaborative, reflective and quiet spaces |
| Professional learning opportunities | <ul style="list-style-type: none"> • Long-term embedded learning (3-year plan) • Programs: Dyslexia Online (system support – access to human and financial resources) | <ul style="list-style-type: none"> • Teacher Professional Learning Plan • Teacher goal setting and professional learning <ul style="list-style-type: none"> ○ Learning exchange, walk through feedback and end of year review and discussions | <ul style="list-style-type: none"> • Professional development to consolidate thinking as a whole staff |

Inhibiting Factors to Success

Table 2.4 outlines the factors reported as the inhibiting factors. These were organised into three perspectives: leadership, SWP[®] impact, commitment.

Rosary School: These factors were based on school budget, time management, teacher expertise and skill in technology, and staff perceptions/opinions.

Star of the Sea School: Were based on school budget and resourcing, time management to effectively implement change, unrealistic parent expectations, implications of social media and teaching to national tests, and teacher commitment.

St Francis School: Did not mention inhibiting factors, rather challenges for improvement, in particular, improving communication with parents and students.

Table 2.4: *Inhibiting Factors*

| | Rosary School | Star of the Sea School | St Francis School |
|-------------------------------|---|---|--|
| Leadership | <ul style="list-style-type: none"> Finances – allocated funds | <ul style="list-style-type: none"> Resources/funding | |
| SWP[®] impact | <ul style="list-style-type: none"> Time constraints Busyness of schools today – overcrowded curriculum Staff missing important training sessions and new staff Lack of computer skills to actively engage in the online learning Attitude to what people value | <ul style="list-style-type: none"> Time constraints/commitments – overloaded curriculum Change – not enough time to become skilled in an area before something new comes along Interruptions to learning – time devoted to non-core teaching tasks Parent expectations (demands unrealistic) Social media (emails, Facebook) Outside testing (NAPLAN – teaching to the tests) | <ul style="list-style-type: none"> No inhibiting factors mentioned The school was very optimistic in their responses Provided examples for success and the school’s DISA performance Parents less satisfied regarding school communication Teachers voice heard School-identified areas for improvement: <ul style="list-style-type: none"> Communication Incorporating parallel leadership |
| Commitment | <ul style="list-style-type: none"> Where we are on the continuum of the culture of continuous improvement as individuals Commitment to complete forums (in own time when ample school time and support were provided) | <ul style="list-style-type: none"> Commitment of all staff (“blockers” – not having all on board) | |

Discussion

This study explored the factors that build on (and sustain) a school improvement agenda as well as those that inhibit sustaining success for ongoing improvement. The success factors that emerged from the analysis have been captured in Figure 2.1 while the factors that inhibited success are presented in Figure 2.2.

Factors Contributing to Success

This section examines each of the themes contributing to success and outlines the importance of these themes to sustaining school wide improvement. These are outlined in Table 2.3.

Figure 2.1: Factors Contributing to Success



Ongoing professional development

The *Professional learning opportunities* outline how Rosary School and Star of the Sea School embedded professional learning. Conway and Andrews (2016, p. 132) describe it as “the power of professional learning” for it has the potential to positively impact on student learning (Musanti & Pence, 2010) and long-term professional development enhances teacher capacity and professionalism (Johnston, 2015).

While each school emphasised the importance of professional learning, each school enacted different strategies. Rosary School provided staff with a three-year learning plan, as well as access to external resources from the online programs. The other two schools drew mainly on internal resources, for example, Star of the Sea School focused on teachers setting professional goals and discussed their progress with peers and the leadership team; St Francis School underwent professional development to consolidate thinking as a whole staff; *every child matters* and everybody is responsible for their learning. Interestingly, Darling-Hammond and Richardson’s (2009) work confirmed the internal professional learning focus does enhance student achievement across the school. Sustaining school wide improvement requires a lifelong learning process as ongoing professional development provides teachers with adequate tools to teach and plan in an ever-changing society.

Capacity building

Sustaining school wide improvement requires schools to build capacity in their leaders, teachers and students. “Capacity is a complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support” (Stoll, Bolam, McMahan, Wallace, & Thomas, 2006, p. 221) and defined by Crowther and Associates (2011), “is the intentional process of mobilizing resources in order to enhance priority outcomes – and sustain those improved outcomes” (p. 20). At Rosary School, capacity building involved empowering both teachers and students. In contrast, Star of the Sea School built capacity by celebrating personal pedagogy and individual success. Whereas, at St Francis School, building teacher capacity allowed staff to explore the school’s vision and their learning, as well as having high expectations of teacher performance.

Drawing on Mitchell and Sackney’s (2016, p. 857) seven characteristics of high-capacity schools, the researchers used these to evaluate the case study schools:

1. evidence of high energy and enthusiasm across the school;

2. reputation for high quality in teaching and learning;
3. collaborative culture among the staff;
4. innovation and experimentation in pedagogy and curriculum;
5. reflective practices among the educators;
6. authentic community involvement; and
7. a record of improved student learning outcomes.

Most characteristics of high-capacity schools are evident among the case studies (see attachments), namely evidence of high energy, high quality teaching and learning, collaborative culture, reflective practices, community involvement, and recording student outcomes. The characteristic missing from the case studies involved the innovation and experimentation in pedagogy and curriculum. It is a key role for principals to facilitate capacity building in schools; encouraging staff to participate in professional development and reflecting on teaching practice (Jones & Harris, 2014). Developing teacher capacity requires a shared responsibility between leaders and staff (Stoll et al., 2006) through “mutual support, accountability and challenge” (Jones & Harris, 2014, p. 475).

Parent involvement and communication

Parent involvement and communication is another key factor which contributed to sustaining school wide improvement. In Table 2.3, Rosary School and Star of the Sea School communicated with their parents and kept them informed. Zhao (2012) proclaimed parental involvement is fundamental to student success. St Francis School expressed that they are working on improving parent communication. Interestingly, Gerver’s (2014) work suggested that one of the biggest dilemmas in schools is poor communication between school and home. However, at St Francis School, the vision is spoken about regularly, there are opportunities to consolidate ideas, and building trusting relationships was deemed an important factor contributing to success. Various researchers emphasised that positive parent involvement in the school community helps to establish positive experiences for parents and students (Kollmayer, Schober, & Spiel, 2016; Matthews, 2009).

Consistent language

Using consistent language of the school’s values, vision and mission helps to sustain school wide improvement. As shown in Table 2.3, Rosary School implemented a whole school approach, the Culture of Continuous Improvement, whereby common language was agreed

upon and staff worked collaboratively towards a specific goal. At Star of the Sea School, a shared Vision for Learning was developed collaboratively, as well as a set of agreed principles for teaching and learning. Similarly, St Francis School had strong values and the vision was prominent across the school, with a clear focus and direction for the future. Developing a strong sense of school culture (mission and vision) maintains consistency across the school (Cho, Hamilton, & Tuthill, 2018). Furthermore, establishing school values, vision and mission ultimately enhanced student learning, for teachers had a clear understanding and focus in their pedagogical delivery of the curriculum (Gurley, Peters, Collins, & Fifolt, 2015). Gurley et al. discussed the importance of including student learning within school mission statements. It was evident across all three case studies that the schools had a large focus on student learning and/or emphasis on developing the whole child. Based on Deal and Peterson's (2016) work, it is vital for schools to develop values, vision and mission statements that are student-centred and contextually relevant to enhance school wide improvement.

[Sharing pedagogical practice](#)

Sustaining school wide improvement requires teachers to share pedagogical practice to ultimately enhance student learning. As shown in Table 2.3, Rosary School provides teachers time to work in teams to plan lessons, increasing teacher confidence. Star of the Sea School regularly shared pedagogical practice and learning through staff workshops. Interestingly, Hicks and McCracken's (2010) work valued the mentoring process to share pedagogical practice and ideas. Alternatively, Khadimally (2015) suggested using a Collaborative Curriculum Design Tool (CCDT) to promote a "collaborative environment of sharing theoretical frameworks, learning and pedagogical approaches, as well as hands-on instructional practices with one another" (p. 33). Whereas, St Francis School stated that change had to be consistent with the school's vision. Conway and Andrews (2016) used the term "culture of professional learning" (p. 133) to describe a shared process where school culture is focused on the learning needs of students.

[External experts](#)

Sustaining school wide improvement requires schools and external experts to work collectively towards the same goal. The DISA survey and results were used across the three schools to assist the researchers to form their analysis (see Table 2.2). Rosary School used the two programs: *Kids Matter* and *Dyslexia Online* to assist staff developing an

understanding of student well-being strategies. Similarly, Star of the Sea School relied on educational theorists, coaches and mentors to provide guidance and support. In contrast, St Francis School had a strong sense of Catholicity which assisted the school to develop religious values and vision. Wiersma and Jurs (2005) advocate, “Decision making in the schools is based on a combination of experience, expert opinion, and research results, and the professional educator should be knowledgeable about research methodology and results” (p. 1). Therefore, networking and effective communication helps to maintain positive and workable relationships with external experts (Blass, Jasman, & Shelley, 2010).

It should also be noted that each school effectively used system improvement and accountability frameworks, in particular the CIF and National reporting to focus their ongoing priority improvement areas. In addition, they drew on the system programs, initiatives and resources to add value to their improvement goals.

Community involvement

Community involvement assists schools to sustain school wide improvement agendas. Star of the Sea School underwent Annual General Meetings (AGMs) to discuss school wide improvement agendas and ways forward. Zukas and Malcolm (2002) identify two types of learning: “learning within a community vs. individualised learning” (p. 205). In this way, Star of the Sea School is viewed as ‘learning within a community’ for it involved multiple stakeholders. On the other hand, St Francis School may be considered as ‘individualised learning’ for it focused its sense of community within the school. Ideally, students should become active participants in their community, making meaningful connections within and outside the school environment (Beare, 2001). Community members and schools working together can help schools to achieve school wide improvement agendas (Dowden, 2013; Taras et al., 2005).

Professional dialogue

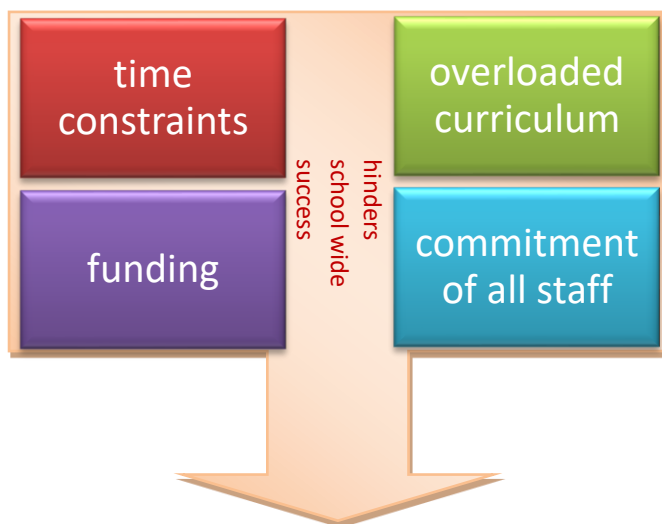
Sustaining school wide improvement involves frequent professional dialogue between leaders and teachers. Professional dialogue creates a shared understanding and expertise on a particular topic (Tynjälä, Välimaa, & Sarja, 2003). Additionally, it helps teachers to communicate effectively about current teaching practices to ultimately enhance student achievement (Stoll et al., 2006). Table 2.3 represents professional dialogue across the case studies as developing a whole school approach, sharing pedagogical practice, collaborating

ideas and forming shared visions for learning. Drawing on Darder, Baltodano and Torres' (2009) work, professional dialogue allows teachers and leaders to reflect and act on school wide improvement agendas.

Factors Inhibiting Success

The three case studies identified common inhibiting factors (refer Figure 2.2) hindering school wide success. This section examines each of the inhibiting factors identified from Table 2.4.

Figure 2.2: Themes Inhibiting Success



Time constraints

Time constraints was a common theme mentioned in the Rosary School and Star of the Sea School case studies. McEwan (2012) explored the dilemmas of managing time and the ever-increasing demands on 21st century teachers. Yet, McEwan stated that “efficient use of time is positively correlated with improvement in student achievement” (p. 84). The time constraints mentioned in the case studies involved time to adequately implement new curriculum or documents, providing staff time to familiarise new concepts or technologies, and the increasing teaching demands of the curriculum.

Overloaded curriculum

Teaching the curriculum in the 21st century is demanding and was a common theme identified in each case study. Rosary School expressed that these increases made it difficult

to plan and implement effective changes. Similarly, Star of the Sea School stated other school commitments provided challenges for staff to be fully devoted to school wide improvement agendas. Geoff Masters (2015), Chief Executive of the Australian Council for Educational Research, questioned the current pedagogical practices being taught in Australian schools today. He believed that the curriculum is taught similarly to the needs of students from the past, rather than delivering curriculum in a technology-rich environment.

Insufficient funding

Allocated funds and acquiring resources were identified as inhibiting factors in Table 2.3 for Rosary School and Star of the Sea School. The *As budgets tighten, so do criteria to get extra money* article from the Times Educational Supplement (2018) confirmed that schools are required to apply for additional funding for school improvement support. The legislation highlighting the provision of funding in government and non-government schools is the *Australian Education Act 2013* (Australian Government Department of Education, 2019a). The *Schools Funding Assurance Framework* is an Australian Government Department of Education's (2019b) approach to mitigate risk of exploiting the distribution of funds to schools. There is a common view that better performing schools receive more funding. However, this does not help 'median' schools that wish to improve student results through school wide improvement agendas.

Inconsistent commitment of all staff

Ensuring all staff are committed to whole school improvement was the last identified inhibiting theme across the case studies. The researchers anticipate that staff commitment can be sustained, if teachers feel a sense of purpose and school identity within the decision-making process. Rosary School suggested that apathetic staff negatively impacted on school success. Similarly, at Star of the Sea School, "blockers" were viewed as staff not fully committed to the IDEAS process.

Lessons to be Learned

Six key points emerge as considerations from the cross-case analysis:

1. Schools need to make time for purposeful change

The researchers found evidence throughout the three case studies, that time management was key to sustaining school wide improvement agendas. It is vital for all schools pursuing

school wide improvement to give adequate and effective time for staff to critically unpack and understand the newly appointed processes and/or programs. This allows schools to see the extent and impact/s of school wide improvement over time.

2. School values, vision and pedagogy need dedicated staff

Dedicated staff actively apply SWP[®] through school values, vision and pedagogy. The researchers concluded that the values, vision and pedagogy must align within context. Without a clear school context, staff fail to see the value in upholding the school's spirit. The school values, vision and pedagogy must be integrated within everyday learning and support of student needs.

3. Sharing pedagogical practice through professional dialogue can mitigate curriculum demands

The researchers understand that teachers are being expected to meet higher demands in this ever-changing society. Therefore, sharing resources and pedagogical practice supports teachers within their teams to tackle curriculum demands. An optimistic view of a teaching career advocates that teachers are learning new ways of working and teaching the curriculum, as well as learning from each other. Regardless of teaching experience, it is important for teachers to partake in regular professional dialogue. The researchers believe each educator has value. Equal opportunities for expressing opinions on curriculum demands informs the researchers' point on sharing pedagogical practice.

4. Community members, parents and external experts are key to ongoing school success

All relevant stakeholders render value when it comes to sustaining school wide improvement. Throughout the case studies, the voices of principals and teachers affirm the practicality and support provided by external experts during the IDEAS Project. Furthermore, the participating schools believed that community members and parents play an important role in ongoing school success. The researchers concluded that schools that involved community members, parents and external experts were more likely to sustain school success. Consequently, there was an increase in staff confidence and dedication to the IDEAS Project and in making purposeful changes.

5. Building teacher capacity through professional development is fundamental

Professional Learning (PL) and Professional Development (PD) are both required to sustain school wide improvement. PD provides teachers the knowledge and skills required to improve teaching practices. Whereas, PL allows teachers to collaborate and share ideas about teaching practices. Therefore, effective PD and PL are shaped by context and school needs. Effective application of PD and PL helps build teacher capacity and competency in sustaining school wide improvement agendas.

6. School funding needs to be discussed and distributed effectively to maintain school wide improvement agenda

Schools need to distribute funding accordingly to achieve school wide improvement goals. The distribution of funds must be discussed with relevant stakeholders so there is a common understanding for the reasons and processes in place to achieve school wide goals. The researchers believe that a timeline would assist schools to keep track of school wide improvement progress, as well as ensuring accountability and transparency of school objectives.

Chapter Three

Phase Two Study Report

Preamble

The current research to be completed in 2017-2018 (was extended to 2019) in a selected group of schools that had engaged with IDEAS 2012-2014 to enhance school identity and parent engagement (Phase One Schools). Also involved were schools that were engaged under the Effective Use of Data project 2016-2017 (data collected in 2019). This group did not engage in the two year IDEAS project, rather based on their DISA data which indicated that they needed to develop a quality teaching and learning framework (an SWP[®]), they aimed to develop this within the year. However, the schools found this process was more challenging than originally thought and a smaller number (four) of schools chose to work with the LRI team for another year. These four schools formed the research project along with one other school that commenced a two-year project and worked alongside the Phase Two research group. They chose to contribute data to the research project.

The Phase Two schools in the study reported on evidence of development and early implementation of an SWP[®] framework that responded to a need identified in the data (DISA). Evidence of success was determined by the school and reflected their intended goals.

Introduction

Phase Two of the Research collected data a year after the official engagement with the LRI team. Each school had developed their Vision for Learning, that is, their Vision, Values and Schoolwide Pedagogical (SWP[®]) Framework and the interviews aimed at exploring with them how they were actioning the implementation of their SWP[®]. We were also interested in:

- what evidence they were using to provide feedback on success; and
- the factors that they reported (both internal and external) that contributed to the ongoing implementation of their framework.

The schools involved included the original group:

Galilee Catholic School

St Francis Xavier's Regional Catholic School

Gleeson College

St Monica's Parish School

and the school that commenced later:

Thomas More College (see Table 3.1)

Table 3.1: *Demographic Data*

| SCHOOL | LOCATION | ENROLMENTS | STAFF – FTE | ICSEA |
|---|---------------------|------------|--------------------------------------|-------|
| Galilee Catholic School | Aldinga, SA | 295 | Teaching: 17.7 Non-teaching: 10 | 1026 |
| Gleeson College | Golden Grove, SA | 720 | Teaching: 55.9 Non-teaching: 19.8 | 1043 |
| St Francis Xavier’s Regional Catholic School | Wynn Vale SA | 493 | Teaching: 27.5 Non-teaching: 12.2 | 1051 |
| St Monica’s Parish School | Walkerville, SA | 210 | Teaching: 12.1 Non-teaching: 2.7 | 1103 |
| Thomas More College | Salisbury Downs, SA | 886 | Teaching: 71.2 Non-teaching: 24.2 | 986 |

Overall Research Question

What are the factors that both build on (and sustain) a school improvement agenda as well as those that inhibit ongoing improvement?

In exploring this question, the researchers used three perspectives:

1. School-identified evidence of ongoing ‘school success’.
2. Pedagogical framework – impact on in-school alignment.
3. Leadership – the nature of leadership and the factors influencing change over time where leadership is viewed as integral to school success.

Data Collection

Data collection focused on documents produced by the school and interviews with Leadership Teams. The teams involved in the interviews consisted of the Principal and those engaged with the IDEAS School Management Team (ISMT).

Sources of in-school data:

Data collection included:

- Documents: The schools provided a variety of documents to illustrate what they had created and how they were embedding the Vision for Learning and the SWP[®] framework into daily practices in the school – both in the classroom and the whole school.
- Interview with Leadership group (as defined by the school).

Note – schools decided what evidence to provide (it is important to understand how schools measure success and account for processes that sustain improvement).

Data Presentation and Analysis

The following report provides an analysis of the evidence provided by each school presented under the headings:

- Ongoing School Success
- SWP[®] and Implementation Approaches
- Factors Contributing to (or Inhibiting) School Success
- Leadership Action

The initial data are presented in Section 1 as a summary of findings related to the four organising areas. Detail of each school's individual response is then presented in Section 2 capturing the voices of the participants and illustrations from documents they provided as evidence.

Section 1 – Summary of Findings

SWP[®] and Implementation Approaches

Each school had developed a Vision for Learning and an SWP[®] framework. This development included a school narrative, a Vision for Learning and a public version of their framework (See Exhibits 3.1 – 3.5 in Appendix 3.1) as well as a detailed teaching framework (appearing as Appendix 3.2).

Each participating school was at different stages of implementation. The strategies that they reported were:

- Mapping SWP[®] to the AITSL Standards

- Including SWP[®] implementation into the School Improvement Plan and CIF domains
- Embedding SWP[®] approaches to the teaching of Literacy where Literacy enhancement was a strategic goal for school improvement
- Trialling an SWP[®] principle across the school and using this for professional learning
- Using the SWP[®] framework for staff professional learning and accountability – sharing practice; deepening understanding of concepts, staff goal development and ongoing conversations
- Mapping SWP[®] into planning documents and using that for mentoring
- Using the SWP[®] framework for reporting student performance.

Factors Contributing to (or Inhibiting) School Success

- Contact with USQ – motivation, critical friend
- Changing structure – Staff learning opportunities; Changing location of staff meetings; new classroom spaces; linking other projects and PD initiatives to SWP[®]
- Public Promotion – newsletters, school events (launching vision), Website
- Staff Induction – including clear articulation of Vision and SWP[®]; yearly goals
- Mentoring Teachers – working with staff to make meaning
- Using System accountabilities and resources as a value adding process.

Leadership Action

There were variable experiences:

- Change of principal – importance of keeping someone there to keep the story active
- Sticking to a process – persistence during implementation
- Meta-thinking – linking SWP[®] to other initiatives; alignment with existing values; whole school thinking; connecting with broader community
- Engaging a team – take up the initiative
- Need for involvement of the Principal.

Ongoing School Success

The school focus group defined ongoing school success as:

- Change in culture around Personal Pedagogy
- Focus on high achievement, collaboration and continued use of inquiry as a significant methodology for learning

- Student engagement, enthusiasm and use of language to reflect on learning and growth
- Ability to transfer understanding – student image of self as a capable learner, and the ability to use tools to self-assess.

Themes Emerging from Cross School Analysis

Measures of success

The focus of most of the schools was strategic – alignment of school goals with their Vision, Values and SWP[®]. They saw that this would enable them to focus on the learning needs of their students. Of initial importance was the development of teachers to clearly articulate a shared understanding of contextually relevant vision driven pedagogy (SWP[®]) and then engage in collective and individual sharing and learning to build capacity in both social and intellectual capital. In building this capacity, enhancement of organisational capital occurred.

In addition, each school indicated that alignment with system initiatives. Whilst it was deemed important for accountability, they also saw responding in particular to the Living, Learning, Leading (LLL) framework, CIF and student assessment provided support/validation for the school based initiatives. They also tapped into the system PD opportunities, selecting those that complemented their focus area. In addition, some schools looked beyond what was offered by the system, tapping into professional learning opportunities that they believed they needed to address their particular needs.

All schools mentioned the importance of maintaining contact with external networks. In particular the links and ongoing support from colleagues at the University. This ongoing support provided expert feedback on the creation of their Vision and pedagogical framework as well as ongoing processes for improvement.

Embedding SWP[®] initiatives

Most were active in implementing interrelated structural changes and across school strategies to enable the strengthening of links between the Vision, pedagogical framework and classroom practice. Some were also addressing the issue of sustainability.

1. Structural Changes

Roles and Responsibilities of Curriculum Leaders and Teaching Teams

The secondary schools in particular have redefined roles of department/faculty heads to Heads of Learning and incorporated into their roles responsibility for embedding the Vision for Learning in planning documents and pedagogical action. This has included incorporating action into goals setting and review processes.

In some primary schools, the embedding of a Vision for Learning in planning and actions has been given to these teams. However, generally planning and action have been through whole school meetings and professional development.

Staff Meetings

Apart from using whole of staff meetings to communicate whole school goals and progress, the secondary schools have not reported changes in this structure.

The primary schools have however restructured staff meetings from distribution of information to either entirely or partially using the time for professional learning by sharing successful practices around actioning SWP[®] or enhancing practice through focused PD. One school has changed the location of meetings to classrooms where a teacher hosts the staff and illustrates what they have actioned around an agreed concept within the school's SWP[®]. The importance of collaboration and shared learning opportunities has continued to be a focus.

Classroom Design

One school reported the redevelopment of classroom spaces to enable collaboration and that the building of new classroom spaces would be reflective of their preferred pedagogical focus.

Time Allocation

The allocation of time for staff to meet and share teaching practices has been an important element of the development of the SWP[®]. Some schools, especially the primary schools, have allocated time for teachers to meet to plan and share pedagogical practice.

Focused Professional Development Time

Professional development had become more focused and the adoption of new knowledge related to the needs within the school community. Most indicated they were more discerning about what was adopted from what was offered by the system. One school

reported accessing PD from outside the system's preferred offers. This was due to the specific need within that community.

Planning Documents

All schools used curriculum planning documents to make explicit the focus on SWP[®].

2. Strategies

The main strategies that leaders used included:

- alignment of existing practices with school, middle level leaders and individual staff goals and the school's agreed SWP[®].
- cross school sharing of classroom practices.
- mapping – planning to other documents (standards, LLL, CIF) and PD to strategic goals.
- production of staff handbooks.
- school events – teacher-parent evening; celebrations.
- communication – newsletters and promotion through the website promotion.
- induction of new staff and mentoring of existing staff.
- external supports – University and System.

Utility of the SWP[®]

Most schools responded positively to the mapping of the systems' LLL and their SWP[®] – in fact most saw this as a positive outcome for them. However, one school was struggling with the LLL alignment with their pedagogical framework as their emphasis was specifically focused on personalised learning, while the LLL framework was more extensive. They also saw the level of importance of the two frameworks in a more hierarchical way.

Leadership

Leadership action tended to be strategic and adaptive. Action came from the leadership team (both senior and middle level leaders) or in one case a teacher leader. Sustainability was articulated as keeping alignment between strategic goals and implementation strategies through the Vision for Learning. Sustaining that focus will depend on continued leadership action.

Change of leadership (especially the Principal) will always be an issue unless the selection process clearly articulates established practices that will respect and enrich in a value adding process.

All of the schools in some way had or were about to experience a change in leadership at the time of data collection. In all cases there had been strong advocates for sustaining what has already been created or already established and adding value through ongoing processes. As we are always aware, the embedding process takes time and persistence and leadership needs to be agile and adaptable in dealing with whatever changes and demands are made both within and externally. The experience related by the teacher leader in the St Monica's story is an example of the importance of respecting the community's previous action and together working with the new principal to enhance the process. However, another aspect has been the responsiveness of the leaders to system demands. Accountability factors, such as CIF and LLL were respected by schools and responded to, some more confidently than others.

Leaders reflected on the successes to date and related the actions of the leader in sustaining action. They related the following as important:

- Persistence and focused action
- Seeing the big picture (Meta view)
- Communication – internal and external
- Tapping in to opportunities offered by the system as well as system requirements.

Capacity building process

Reflecting on the dynamics of Capacity Building (see Crowther & Associates, 2011, pp. 20-21), the findings matched to these six dynamics are as follows:

1. Committing to change

All schools volunteered involvement in the school improvement process. They committed to allocating resources to the engagement in the project.

2. Organisational diagnoses

For these schools two dynamics occurred at the same time. Each had used the DISA, which provided feedback in regards to their alignment and capacity for improvement. Four of the five schools indicated they had a vision and entered into the school improvement project, (IDEAS) at the stage of developing an SWP[®]. Their initial commitment was for one year. The other school joined the cluster, however they committed to a full two-year process

spending considerable time developing a shared understanding of their Vision for Learning before developing their SWP[®] (dynamic 3).

3. Developing a shared vision and pedagogical framework

The four schools that entered the shorter version of the IDEAS project found that their vision that existed was not a shared view of the future and did not inspire teachers to develop an SWP[®]. These schools therefore spent time in refining their Vision for Learning as they proceeded to develop their SWP[®]. This led to further engagement by the LRI/USQ team with these schools for another year.

The other school developed a new vision and created an SWP[®] framework. All schools had collaboratively developed and published their Vision for Learning and SWP[®].

4. Ongoing professional learning deepening personal and collective pedagogical action

The embedding processes were being implemented with each school addressing their particular needs and developing a strategic plan that reflected their priority goals. Each school had used the system accountability frameworks (CIF, and LLL) as a supportive and reflective process. They also had embraced many system learning initiatives as well as other external projects as a way of adding value to their ongoing improvement goals.

5. Developing organisational self-critique, internal and external networking and collaborative action

Some schools had initiated internal self-reflection and review of their action and frameworks by using existing structures (staff meeting; induction programs for new staff; mentoring; professional learning teams and professional development days) to critique and reflect on utility. Schools used the opportunity to reflect on provided feedback from the LRI/USQ team and from system expertise (e.g. literacy consultant). Some schools were able to using external data feedback, to provide evidence of an increasing confidence of the staff in their professional expertise.

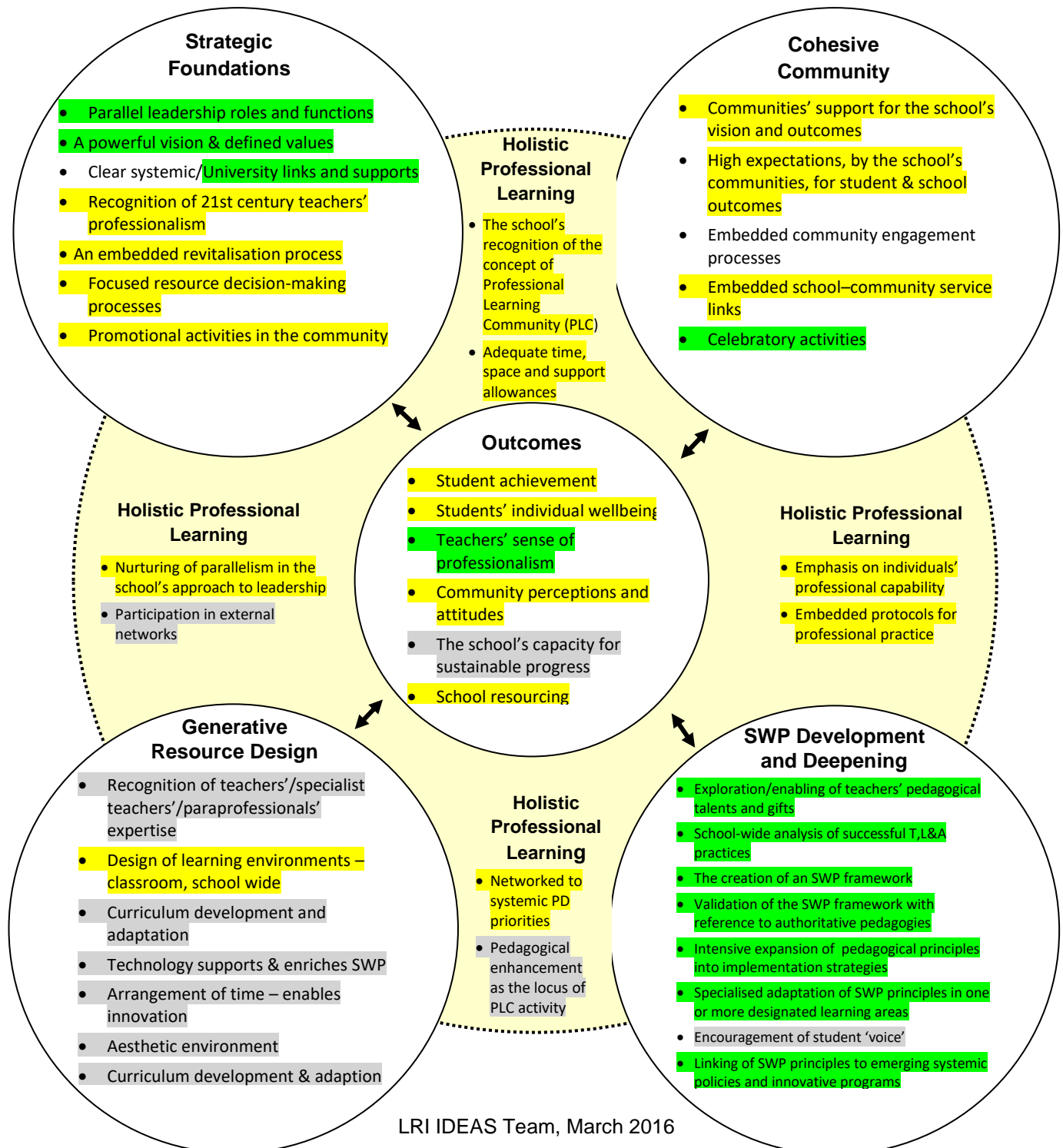
6. Consolidating successes through the development of organisational, cultural and professional learning strategies

Whilst no school had reached this stage, some were reflecting on: sustainability of improvement based on ongoing stability of leadership; the use of induction processes and mentoring for new staff; and the perseverance of leadership to the embedding processes and reflective feedback.

Analysis

Overall analyses of these findings have been captured in two alignment and capacity building organisational frameworks. The first is the RBF (see Figure 3.2) and the second, the Fullan and Quinn (2015) framework for Coherence (see Table 3.3).

Figure 3.2: Research-Based Framework for Enhancing School Alignment (RBF)



Key – Green = Achieving; Yellow = developing; Grey = Not evidenced.

Table 3.3: Fullan’s Model – Organisational Coherence

| | Galilee Catholic School | | | Gleeson College | | | St Monica’s Parish School | | | St Francis Xavier’s Regional Catholic School | | | Thomas More College | | |
|---|-------------------------|------------|----------|------------------------|------------|----------|---------------------------|------------|----------|--|------------|----------|------------------------|------------|----------|
| Dimension | Embedded/ Developed | Developing | Emerging | Embedded/ Developed | Developing | Emerging | Embedded/ Developed | Developing | Emerging | Embedded/ Developed | Developing | Emerging | Embedded/ Developed | Developing | Emerging |
| Focusing Direction | | | | | | | | | | | | | | | |
| Purpose driven | | ✓ | | ✓ | | | ✓ | | | ✓ | | | ✓ | | |
| Goals that impact | ✓ | | | | | ✓ | | ✓ | | | ✓ | | ✓ | | |
| Clarity of strategy | ✓ | | | | ✓ | | | | ✓ | | ✓ | | ✓ | | |
| Change Leadership | ✓ | | | | | ✓ | | | ✓ | | | ✓ | | | |
| Cultivating Collaborative Cultures | | | | | | | | | | | | | | | |
| Culture of Growth | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Learning Leadership | | | ✓ | | | ✓ | | ✓ | | | | ✓ | | ✓ | |
| Capacity Building | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | ✓ | |
| Collaborative Work | ✓ | | | | | ✓ | | ✓ | | ✓ | | | | ✓ | |
| Deepening Learning | | | | | | | | | | | | | | | |
| Clarity of learning Goals | ✓ | | | | ✓ | | | ✓ | | ✓ | | | ✓ | | |
| Precision of Pedagogy | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | |
| Shift Practices through Capacity Building | | ✓ | | | | ✓ | | ✓ | | | ✓ | | | ✓ | |
| Securing Accountability | | | | | | | | | | | | | | | |
| Internal Accountability | ✓ | | | | | ✓ | | | ✓ | | ✓ | | ✓ | | |
| External Accountability | ✓ | | | ✓ | | | ✓ | | | | ✓ | | ✓ | | |

Key: **Green** = Achieving; **Yellow** = developing; **Grey** = Not evidenced

Comments on analysis

Mapping to frameworks

Of importance in both frameworks is the enhancement of teacher professionalism reflected in Collaborative Cultures, Deepening Learning, and Focusing Direction (clear sense of purpose, focused professional learning and related school wide pedagogical practices). The data reflected schools' understandings of:

1. Success.
2. Factors contributing to success (Processes of using SWP[®] to enhance school improvement).
3. Factors inhibiting success.
4. Leadership action.

1. Success

Each school had developed a sophisticated Vision for Learning (Vision and SWP[®]) that focused on their contextual needs and focused their priority goals for ongoing improvement. In addition, they had provided evidence of further validation of the SWP[®] rigour and accountability through mapping it to external frameworks – AITSL, CESA LLL.

Schools provided evidence of a focus on enhancing teacher quality. This included greater accountability of action; professional sharing of successful practices or enhancing the capacity to improve reading instruction; and developing mentoring practices across professional learning teams. Teacher collaboration and openness to sharing practice has been a feature in all schools.

Student voice and engagement in learning has also been a focus. This has included using processes for student feedback on learning; reporting processes; and student feedback to parents about learning. Student well-being has also been included in this focus.

2. Factors contributing to success (Processes of using SWP[®] to enhance school improvement)

- Having collaboratively developed a Vision for Learning, each school has built on the developing teacher collaborative capacity to enhance teaching Quality. Enhancing teacher action focused on the need to improve identified student learning needs. This included reading and literacy skills; student innovative practices and creative

skill development; and enhanced engagement of students in their learning outcomes.

- All had a focus on finding ways to enhance professional learning time and skills. This including restructuring teams; changing the relationship between professional learning opportunities and priority learning areas; and reorganising staff meeting time. Schools also reported an alteration on how they engaged with external opportunities – essentially “cherry picking” those that they believed met their learning needs. Some of those lay outside initiatives offered by the system.
- All had developed processes to embed teacher action with a focus on SWP®.

3. Factors inhibiting success

All schools mentioned the concept of Time. This had two meanings – time as a resource and as such finding time for collaborative learning. Other external pressures and accountabilities and internal pressures often impeded this action. The other aspect was time it takes to change mindsets, to obtain teacher buy-in to the need to value add to their current practice.

Some schools mentioned the change in principals being a possible inhibitor. Four of the five schools mentioned the impact of changing principalship. However, three of those found that this was not an issue as the current principals either had insider knowledge or took time to learn about current practice. The insider voice varied – for some it was existing members of the leadership team and for others it was passionate and committed teacher leaders. The other school had yet to experience the coming of a new principal.

Another factor mentioned was the ongoing support by external people. This included the ongoing relationship with the LRI/USQ IDEAS group who acted as critical friends. The other support groups were system specialists (Literacy) and other knowledge experts, such as Nottingham (learning pit), Kath Murdoch (Literacy), and Berry Street (Behaviour). All of these initiatives and influences were considered as adding value to internal learning.

4. Leadership action

There were two important factors for all five schools.

- i. Persistence – all leadership teams talked about persisting with a process of change. This included keeping the focus (goals) clear and relating to data based priority areas for action. To ensure authenticity of action, they agreed “it takes time”.

- ii. Embracing the concept of whole school alignment. This has enabled meta-thinking around priority goals and to consider what factors need to align to ensure clarity of purpose and hence action.

Section 2 - Individual School Data

Each school was asked to summarise their view of “Success” and Table 3.2 captures their responses. What emerged from these conversations with each team was an understanding of the concept of organisational alignment. Several of the schools named the concept and talked about the importance of alignment giving the following meanings:

Alignment means:

- Those learning principles are connected or are living out the vision of inspiring our community of innovators, and the learning principles are articulated and lived out in – as we’ve said – across the school – in many different ways. (St Francis Xavier’s Regional Catholic School)
- The vision and how that connects with SWP® and how we view that is important. This includes individual Staff Goal setting – we have stated aims of those four areas around the school wide pedagogy, and we ask the staff to plan and plan some smart goals around that and talk to us about the language and Student engagement where their learning has meaning through the 4 pillars. (Gleeson College)
- Having a whole school approach where the filter is our Vision and SWP®. It defines what we do. (Galilee Catholic School)

Table 3.2: Leadership Teams' View of School Success

| Galilee Catholic School | St Monica's Parish School | Thomas More College | St Francis Xavier's Regional Catholic School | Gleeson College |
|--|---|---|--|--|
| <p>Alignment:</p> <p>Demonstrating real connections among various aspects of school ethos and life</p> <ul style="list-style-type: none"> • Staff directing ongoing PL needs relating to PPs • Sharing examples of practice and deepening reflection on these – professional conversations | <p>Some of it is around data – all sorts of data. There is standardised tests, there is parent satisfaction, student satisfaction, staff satisfaction which are all perception, I understand. The well-being data – the engagement and well-being data that we collect and the conversations that I have with teachers and children around the learning</p> | <p>Alignment:</p> <p>Success is when it's aligned – where I can see almost a straight line from – it's starting from the behaviour – whether it's student or a staff member and the evidence that we see, and then when I can link that back – it's about the evidence of the stated things that we know and say are about Thomas More, and what I consider evident with students and staff – connection between their language and their practice as well.</p> | <p>I also see it that there's a real alignment coming – of coming together of a number of key areas of the school. Our Vision related to learning principles. And it is defining a literacy and numeracy agreement. There's an alignment across the school again of a whole range of areas that are aligning what we do as a school, which I think is a mark of success as well.</p> | <p>Aligning Vision and our Values – what it means to be a student at Gleeson</p> |

Embedding Processes of SWP[®] and Contributing Factors

Each school clearly contextualised the approach to embedding. The leadership teams provided detail of their action with commentary and documentary evidence. In addition, for each school they outlined contributing and inhibiting factors and leadership challenges.

Galilee Catholic School

A. Embedded in School Wide Practices – Newsletters, Student celebrations, Staff induction, Staff mentoring

- Having a contextually relevant pedagogical framework – enables the school to hold its identity. Enabling this identity to be central brings people/vision/ideals together as there is a collective desire for success and to be seen as a community. It provides a ‘practical’ or tangible expression of identity – we know what it looks like, how it feels and when grounded in authoritative theory it provides a depth to our understanding of why we are who we are – it provides a way to focus our energies.
- Teaching Teams – teachers meet in teams – bringing along student work and sharing student work with others. *This is a huge culture shift.*
- Staff Meetings – we use these now as professional learning meetings. These are now held in home rooms and the home room teachers present an aspect of their work that they feel has been successful, for example, one person looking at the *being curious* principle had set up a provocation around the wetlands and so was using a science focus. He had developed a little film clip of what they had done down at the wetlands – and then led the conversations that followed the presentation. And since then, in his home room he’s got a little area in the room that has documentation of the students’ questions and then their investigation – so small groups of students are going on to investigate in their chosen areas and put up their results.

Another person had many new students come into her home room over the last term and has had to really look at what *learning together* means and how does she keep creating this cooperative culture in her home room.

- Use of Language for Learning

Parents – a representative from the P & F has commented that they have heard language being used by P & F. Our literacy teacher who is in most classrooms – says what she can see and hear is the language of our pedagogical principles being used, both informally and formally as part – and things – people using the learning pit or growth mindset language. She spoke about her own daughter (she’s also a parent here) coming home and talking to her about how she was going to *reach beyond* by reading most nights of the week and trying a shorter chapter book to begin with.

- Setting School Wide Goals

I mean this year our whole school enquiry has focused on *Reaching beyond* and we sort of have been doing that over the year so that we can understand it more deeply and really practice (try things out). Teachers have a *Reaching beyond wall* and so it’s a visual reminder but the students just put up their particular goals – learning goals that they’re working toward. A Teacher is finding students are reading one another’s goals and they are actually giving one another ideas about how they could achieve those goals. They are also taking on that sort of encouraging role and she feels that’s been important in *Reaching beyond*, but she also feels it’s tapped into that *Learning together* because they’re taking responsibility for one another’s goals, basically. Refer Galilee Appendix 3.3 – Padlet.

- Keeping the SWP® Alive

Keep reminding staff how it was developed and working with staff on focusing on one area for their own professional development (improvement). Mentoring in classrooms and offering professional development beyond the school, for example, when the PD that is offered by the system seemingly adds value to our goals then we engage. Knowledge is then shared through our framework – it works as a reflective lens.

- Embedding into ceremonies, newsletter and PD

Examples:

- 2019 Farewell to Students: this was the citation:



We congratulate all the senior students for completing their primary education, and for their leadership at Galilee. On behalf of the community we hope you continue to be curious, to reach beyond to achieve your goals and dreams and to remember as you move to new schools that working together will help you achieve your goals! Finally take with you the importance of Community – Together We Grow.

- Staff Development Days – induction of new staff as well as ongoing renewal with existing staff. Also providing mentors for new staff.
- Newsletter

Newsletters:

NEWSLETTER 2020

TOGETHER WE GROW

WEEK 1 TERM 1

Pedagogical Principles:

Reaching Beyond

Learning Together

Being Curious

Dear Families and Friends,

Welcome to the 2020 school year. We hope you enjoyed time as a family and with friends over the summer break. It has been a tough time for all Australians, dealing with so many ongoing bushfires. The impact has been varied for everyone but has touched us all in some way. As we return, we bring our hopes for the school year, for the communities and people dealing with and managing the bushfire situation as it unfolds and as communities recover in the coming months.

Our Vision **Together We Grow** guides us to,
learn together
play together
help one another
to construct a world that God desires
A place to thrive
A place that is
welcoming, respectful and constructive

- Bringing in new knowledge to address emerging issues – for example behaviour has been an issue, and bringing in a program (Berry Street) to add value to restorative practices approach. This was introduced “with our staff we discussed – ...these are the needs of our kids ... but when we looked at what might be on offer from Berry Street we felt that it was very hands-on practical strategies and tools that you could cherry pick but you don’t get to cherry pick them until you’ve done the training which is part of their commercial vision as well. At the same time, it does help you understand the context in which to use them”.

Contributing Factors

What factors contribute to ongoing school success in implementation?

Whole school focus – using it for decision making:

- ...keeping a focused agenda is critical, but doing it in a way that doesn't become nagging. ...don't really feel that that is an issue because it becomes just a simple reference back into the school wide pedagogy, but we're always doing new things, and it just requires a simple statement about why we are doing this – where does it fit?
- Persistence – keep speaking the language and putting in place strategies and processes to enable that to happen
- Focuses our PD – there have been times when we've done a whole range of PD and now we're doing this because it aligns with our goals
- Keeping it Simple (KIS) – we've got a responsibility to limit how much we're focusing on because people go through that overwhelm
- Keeping the language visible
- Demonstrating real connections among various aspects of school ethos and life
- Staff directing ongoing PL and sharing examples of practice and deepening reflection on these – professional conversations.

What other factors have contributed to in-school alignment?

- Regular meetings with USQ – keeping things in the forefront as the day to day of school can easily overtake
- Commitment of the leadership team (and front office staff) to the Vision
- Each member uses language to connect to learning, events, successes, etc. – This is evident through newsletters etc.
- Each teacher and homeroom have been engaged in the use of the PP through inquiry, evidence of documentation
- Incorporating the language and motivation into all aspects of school life
- celebrating the achievements – sports, robotics, book week – celebrate using the language.

St Monica's Parish School

Embedding processes – each contributing to alignment

1. Alignment of our SWP[®] with External Frameworks:

Integrating SWP[®] 3P framework with Living Learning Leading (LLL framework). CESA has produced the LLL framework and we are actually trying to find our place in that at the moment as a school, as indeed many other schools are, to see where it actually all fits in together.

Having mapped the school 3P to the LLL framework – however, always a tension about the 3Ls and our 3Ps – expectation from the system that that will be at the forefront of our documentation (annual report). They reflected: “Yes, it is a tension and I’m not saying that’s a good thing. However, if I am being totally honest, yes. I believe that our core values and what we believe is important will be there regardless and whatever framework comes in from the system because they are universal enough pedagogical aspirations that we need to work at. I think that they will always be there but how explicit we are going to be about that for us to make a strong decision around ...”

See Appendix 2 for Annual School Improvement plan.

2. Trialling SWP[®]

At a staff meeting, teachers brought their unit of work and talked about the 3Ps reflected in the unit of work. The pedagogical framework is sitting well with them but the next stage is how are you implementing that in practice. Whilst they have looked in a unit of work, we want them to start to use that as a framework to drive the planning of that work. We are also looking into new online planning systems which we will be trialling. However, there is a tension to say here’s a template that we could still really start to think about planning within these three Ps when we will possibly be using a different framework through CESA.

3. Encompass 3P into planning, staff meetings and best practice for Literacy – we referred to the three Ps in that making sure that it related to 3Ps. We also told you about the inquiry – how it was one of the facets of our core commitments. We have mentioned inquiry in our document and we really want to nut that out – and we had a process, a couple of staff meetings just focused on inquiry. It’s one thing to say though we do inquiry learning

it's part of our personalised learning but we need to say what does inquiry look like in each of the classrooms. So we did that. We nutted that out.

In addition, our maths advisor's brief was to look at how we can plan for an inclusive mathematics program when we have such a breadth of children in our classes as far as ability. So it's about being personalised and really personalising their mathematical understanding. So she actually plans with the teachers a unit of work and then once a week goes into the classroom with the teacher to work with the children and then they meet after to discuss what they learnt about the children's learning and what the next steps would be. What we're getting back from actually doing this work is some really good information about how we can actually improve student learning. Which is after all what we are on about – outcomes for kids. She has used very much a personalised approach to teachers and their learning. So not only are we seeing it in the programs they are running with the children, also teachers are using that as a pedagogy in being able to learn and to teach.

4. Aligning – to the core commitments in SWP® framework

Individualised education plans that we have for children for students with disabilities and the plans that we have for each individual child. So there's a personalisation there that there's never been with that much detail until this year. We have become much more explicit about the needs of the child in consultation with parents. And also then, what it is that we are going to do about that. ESL needs – tested and individual learning plans addressing their personalising their learning, so that the teachers get to know their children to the best of their ability before they actually come to them in their class – also gifted students identified – we are formalising knowing our students well so that we can actually personalise. They are all things that are honing in and that strongly I think are aligned with the framework.

5. Staff meeting

Each staff meeting has a PD focus on our 3P pedagogy (Figure 3.1).

Inhibiting Factors

These factors were not considered in detail other than the factors of time – finding time for professional learning and taking time to embed a way of working.

Thomas More College

This team talked about the changes that have happened in the school and included:

1. Changing Practices – Changing Mindset

Performance appraisals – APLs and our goal setting, and the biggest example that we've seen of that shift is in that space. Where we were previously – and I know this is common in a lot of schools – that yearly performance review was just an opportunity for the staff to come and tell you everything that they thought was wrong with the school. So this year we've shifted the process in having that sense of the goal setting conversation. It is goal setting so it's putting it back onto the teacher of – 'these are our 4 SWP[®] principles – how will you give them life this year? And we will actually be talking to you about your performance in these areas at the end of the year'.

2. Staff Voice

That's been a huge shift in mindset of the staff, and it's interesting because we are a very consultative school, and in a sense this whole project has taken us through a couple of years where we have more feedback and anecdotal data than you could ever want. People have had so many opportunities to feed backwards and forwards and have their voice heard – previously didn't see that their voice has been heard. This has changed – what has been produced has been a representation of their voice.

3. Alignment of the CESA 3Ls With Our SWP[®]

The new CESA framework coming out and we were part way through the development of our SWP[®] – but whether by ordination or whatever – it aligns absolutely beautifully. To a certain extent, it's been quite a natural process to connect our work to the work of the system, at the moment. I've reflected to my team before – it's almost like something's in the water at the moment – we're all saying the same things. So certainly in terms of accountability in the way that we need to report back to the system – no real issue for us.



4. School Improvement Framework (CIF)

We are able to meet requirements – mapping is easy and can provide evidence that we are meeting our goals.

5. Student Language

The latest bit of work from the system is developing a student language around Catholic Education's version of the general capabilities. In creating a tool that students can use to reflect on their progress and name the evidence of their learning behaviours – for us it is not re-inventing but continuing our process e.g. innovative means being responsive. See Appendix 3 for Report Card.

6. Student Voice Through Feedback On Their Learning

Students' engagement in assessing their learning and reflecting on teachers providing learning opportunities to support their learning via SWP[®]. I think the students owning it and living it is our buy-in for the staff, and it takes it to a place – it really helps them to connect it to why because it takes away from the sense and some of the hesitation our staff had – about having a school wide pedagogy was all about them, and you're telling me how to do my job. But when we take it away from that we focus on student agency and students owning their own and being responsible for their own learning journey. There is a real buy-in for staff there, and every member of staff wants to see a young person thrive – no matter how tired you are with teaching – everyone loves that moment where a kid gets it. So there is that emotional buy-in, but also that sense of why. So we're not just doing it to tick a box – we're doing it because we think our young people will have a greater level of success with this.

7. Student Learning Committee

Our work across this year really is this sense of feeding back and feeding forward between the students and the staff.

8. Work With Parents

Traditionally they do not get engaged. Changed the way parent-teacher nights are run. Student led interview – student chooses a piece of work they are proud of and shares with parents and teacher.

9. Changing Ways of Working

Bringing this work into the forefront of the roles and responsibilities within the college – every level of middle management have it in their role – first goal and first area of work. Also changing agenda of meetings from disseminations of information to focus on learning.

10. External Standards

Matching staff development and performance with AITSL – teacher performance. It's important that they see that it's not just something that we've imposed as a school – and also I guess in terms of Catholic Ed – the continuous improvement framework as well and that whole sense of being an evaluator and then being able to plan once you've actually taken on what you've done and seen where it's gone.

11. Using the Language of the 4 R's With Staff and Students

Relate back to SWP[®] document as the cornerstone of everything. This includes induction of new staff – including position descriptions. What has happened this year is leading up to our appraisals at the end of the year – staff meet. We have a coaching team member who is part of the leadership team of the college and have conversations about those four pillars, and how they personally tried to take those on within their classrooms and their pedagogy and also part of curriculum design. Our curriculum design – we're actually going through the process of updating all of our curriculum documentation and the way we're teaching things – because we've got a new system of actually storing that – here is an opportunity to embed the framework into the documents.

12. Using Other Tools To Get Feedback

CCQ and used the information to hold collaborative conversations beyond the one on one and include larger group (e.g. Literacy component for Yr 11).

Inhibiting Factors

This group did not dwell on these, rather indicating that any change requires time, persistence and clearly articulated strategic goals.

St Francis Xavier's Regional Catholic School

Embedding Processes

1. Restructure – to enhance across school collaboration:

Just the collaboration with the kids is a real big key – both within their own year levels but across year levels as well. We've introduced House teams and activities across the whole school, ranging from Reception to Year 6, so seeing the collaboration both within their own year levels but also across the entire school has been outstanding and I guess building connections in that way as well has been a real positive. Just weighing the school wide pedagogies literally across all of the seven year levels we have here – so that's been really good as well. This has included:

- Every classroom has Vision and SWP® poster – use of shared language Using the language of Pedagogy – It's around – you'll hear questions like, 'I'm wondering'.
- Physical set up of spaces which are designed to enhance collaboration and connection. The way in which our whole school is structured within learning teams is embracing and supporting those learning principles around how teachers plan, collaborate, connect with each other.
- Year level teams – we're in year level teams – so at each year level – there are three – across most year levels there are three classrooms – so three teams – or three classes in each team. There's a year 1 team, a year 2 team, year 3 team – so that structure is set up deliberately to allow those learning principles to come to life amongst our teaching staff and also therefore that flows into how our students work together etcetera.

2. Sustaining – persisting we're definitely still learning and embedding as well, so that's – as we live and talk about it I suppose – sustaining an ongoing process that we've got to ensure that occurs within the school.

3. Bringing in new knowledge – professional learning often comes in through my inbox or gets put in my pigeon hole, and straightaway I'm thinking, 'oh, does this fit in with who we are and where we're going?' – If it does I pass it on. If it doesn't it just goes by the wayside. I certainly found writing the literacy agreement this year as part of a project that I'm involved in with Catholic Ed literacy network with another colleague. It had to fit with our schoolwide pedagogy and vision. It wouldn't have made sense had it not, and it just organically did and through writing the literacy agreement, our first starting point was our vision – our vision of our school – these are our learning principles – it's how we live out our vision and then we broke it further down into literacy.

Sample – Literacy mapping to SWP[®]



LITERACY AGREEMENT

At St Francis Xavier's, we believe that literacy is of fundamental importance for children to be thriving, capable learners and leaders for the world God desires. Children require high quality teaching and learning opportunities to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. It is through inspiring children in literacy that we will create a community of innovators.

See Appendix 3.4 for full plan.

4. Building program – we're about to embark on a building project and we've been meeting architects etcetera around design – new design for new buildings – and again having vision and learning principles at the forefront of your thinking around what those spaces are going to look like.

5. Staff handbook – captured the essence of what we do so that those new staff entering the school get a sense of what the school's about.

Inhibiting Factors

Their main concern was the change of leadership and whether the initiatives already put in place would be embraced by the new principal.

Gleeson College

The main initiatives included:

1. Production of staff handbook – Vision & SWP[®] (see appendix 3.5).

This handbook embraced the clearly articulated Vision, Values and Aspirations of the college that had existed prior to the development of the school's SWP[®]. The existing vision and frameworks were then mapped into the collaboratively developed SWP[®].



2. Mapping SWP[®] to standards – for example:

| | AITSL STANDARDS | GENERAL CAPABILITIES |
|-------------------|---|--|
| Holistic | AITSL STANDARDS: 1 - Know the students and how they learn. (all) 4- Create and maintain supportive and safe learning environments (4.1, 4.3, 4.4, 4.5) 7 Engage professionally with colleagues, parents/carers and the community (7.3) | Intercultural understanding Ethical understanding Critical and creative thinking Information and communication technology Numeracy Literacy |
| Engagement | AITSL STANDARDS: 2- Know and understand the world (2.2.2) | Intercultural understanding Ethical understanding |

This process was seen as important in enhancing the understanding of SWP[®] principles across subject departments.

Other Embedding Factors

1. A PD activity – you have created and communicated an SWP[®] – tell us how it has been implemented/actioned
 - In the Departments – sharing practice, for planning, having a professional conversation
 - Displaying SWP[®] in classrooms and on website
 - Launching Vision and pedagogy with parents
 - Using SWP[®] language in teaching
 - Establishment of a new group of middle managers – part of their brief is to focus on SWP[®] implementation across the middle school.

2. Embedding SWP[®] into other initiatives – Curtin group initiated the student feedback questions – questions developed based on SWP[®]

Inhibiting Factors

The Deputy Principal in the team had worked in another school during the process. This school had completed the full *ideas* process and he believed this could have been a better option for the college. The entire process would have enabled the committee to view this as a whole school improvement process rather than just another project. The main inhibiting factor was engaging whole of staff viewing it as a process rather than a project.

Leadership

What emerges as effective leadership in a school that has continued to improve?

Galilee Catholic School

Leadership

The leadership team at Galilee has been a constant in the process. This school had a shared Principalship model and even though one of the Principals had left, the team remained intact. The team saw leadership as having a commitment to:

- lead the process – we've got a responsibility to limit how much we're focusing on, otherwise people feel overwhelmed
- the decisions made as a school community
- supporting structures for dialogue and planning – for example having stage team meeting time was a simple structure that did make a difference. It enabled deeper conversations
- professional learning time – looking at how we're using our professional learning time and incorporating more of those range of voices and experiences has been an important learning along the way
- effective communication – just trying to keep people in touch with the why of what we're doing so that we can make informed decisions really and constantly enabling clear and simple summaries of where we're at and using a variety of real examples as evidence – that is, what's happening in the homeroom, or comments from parents, or student conversations.

Also:

- Modelling – Ability to offer challenge/support when staff members struggling or not connecting; an ability to question and use relevant thinking and group work strategies; modelling use of the common language
- PL staff meeting time; stage team meeting time with guiding questions; release for subcommittee time on specific areas (rationale); time for short review bursts
- Locate and facilitate work with resources that connect and support SWP[®] – e.g. Berry St educational model
- Persistence and keeping the language at the forefront of communication.



Achievements:

- Structural changes – we saw more documentation of inquiry work, deeper reflection at stage team meetings, staff setting agenda for following meetings, quality of questioning from staff in these sessions
- Language used in the homeroom, documentation on walls, student reference to language
- Articulation of learner qualities – use in teacher checklist at beginning of year (see exhibit Padlet).

Shared understanding of leadership between the system and the school:

- The shared understanding has been that leaders are appointed to lead individual schools in developing their individual Vision, Goals, Mission etc. However, School must continue to respond to this keeping to the Policy of SACCS and to CIF goals. There is recent movement towards a System approach which is having impact and will require further work to look at links between the school vision and that of the system.
- Emphasis on evidence of learning, student outcomes, data collection which makes a difference – an area of need for us. We'll need to think very carefully about what sort of data is most useful for us, the purposes, so as not to be drawn into numbers for the sake of it.

St Monica's Parish School

For this school, evidenced was the growth of the teacher leader, as she relates her experience:

I was the constant keeping the processes active as the Principal left and then it was the ISMT (Grace and myself) leading the process with the other staff and the community and we had to bring the new principal (Maria) onboard with what we had already done. Then Grace left and it was Maria and myself and the rest of the leadership team sort of driving it.

I think me leading it probably made me more passionate about it. I think I'm still... I feel a bit as if I'm the driving force and hopefully over the next few years it will become more embedded. I feel as if we are still in the early stages of embedding it but as we are still in those early stages of embedding it as we keep going through it at the

beginning of every year, hopefully when we are revisiting it. I think it is one of those things, like you said, you have to keep getting it out, let it be visible in the school.

Over the last few years I feel I have grown as an educator and a leader. I have had to feel more comfortable in leading staff on something. A few years ago before I became the KLT I would have been quite nervous about it but I think this process has been really good at helping me. A lot of the things that you have taught us about how we work in groups and respecting the circle time conversations that we practice, and things like that, I've taken on board when working with staff. I think I'm lucky in that the staff here are very receptive to new things and willing to try new things, especially if it is one of us presenting to them they are very welcoming and they make you feel comfortable. That has helped me, definitely. It has made my job easier presenting to them.

The Principal has continued the process, and together with the Teacher Leader is working to embed what the staff have created. This includes aligning their 3P pedagogical framework with the system's LLL framework and embedding implementation into the Annual Operational Plan (see Appendix 3.2).

Thomas More College

Leadership

Researcher's note: This school has a relatively large leadership team – initially the ISMT facilitator was a member of the Senior executive and it was assumed that effective communication between the ISMT and the Senior Exec was occurring. It became obvious to the USQ team that issues that required intervention were not being addressed. A meeting with the USQ Team and the Principal and new Deputy brought these issues to light – a significant event that brought new energy and direction into the Team.

Principal Leaving: new principal stated:

New principal – it means nothing because the fact that I've been able to come into and buy into it and work with it says – probably speaks volumes of Head of Teaching and Learning's work and the executives' work. So there's a sustainability there and naming it as part of our leadership structure for all of our key middle managers means that they will own it – they will take a responsibility for it, and they keep the process open as well.

New principal discussion:

The process we've gone through is about here we are as a group and it's come from so many different people – so many different stakeholders that it can't actually be abandoned.

The course can't be altered because of the way that it's been generated, and so, if someone doesn't fit in – like a new leader doesn't fit in – I have to say personally that that person isn't a good leader because in actual fact they haven't come to a school and embraced what that school is.

Sustaining

We as a leadership team have to keep revisiting it as well, and we've got a new principal and we've got all this stuff and we don't want to go off in another tangent. We want them to be part of what we're doing, rather than a pet project that they might come with, because that's important that we've got some kind of consistency now that we've built all the infrastructure around it to make it keep on going, and then we can build in other things – because if people are already down this path and you've got – you know, more than 50 percent going with you, and then you're going to build and build and build and you get everyone – this is important.

It's sort of giving birth to something that now has the opportunity to grow and mature and become an embodiment of what we are as a school – so I'm going back to this – this is who we are thing – and I just felt like it was a painful process because it was difficult. And you know, Joan, in particular how – and how when you wanted to give up sometimes and what have you and it's worthwhile when you see what's come out of it and how it's working for us.

St Francis Xavier's Regional Catholic School

Leadership

In this school the Principal has worked with a committed ISMT and they have implemented the process effectively. The ISMT with the principal have very clearly articulated the vision and have developed the learning principles that live out your vision in the classroom. This includes your connections with family and the way you conduct yourself in the community, and you can see it, and you can hear it, and you can feel it every single day.

The school is now undergoing a leadership change – the current principal has resigned from the school and the ISMT group believe that’s going to be a real challenge, they indicated: particularly from the beginning of next year because we’ll have a new principal on board. And that’s exactly what we’ve got to look at from an executive team and how – I suppose the induction – the communication with that new person takes place. It’s certainly going to be a challenge because the Principal has been a constant presence with this work, and that’s changing.

It will be important to highlight and articulate the story and the journey that’s occurred to this point. And again, I suppose, more powerful too is to have our school community – I’m talking the other staff, our parents and our – particularly our students – articulate the wonderful things and how our learning principles are lived out in the school and why they are valued – and relate to the vision. Also taking opportunities to make connections – in classrooms and between activities and classrooms (e.g. STEM, Library).

Whilst progress has been excellent, the team believes ongoing success will depend on the action of the incoming principal.

Gleeson College

Initially the IDEAS School Management Team (ISMT) was limited to the Deputy Principal (DP) and Head of Teaching and Learning (T & L) who worked with the staff on developing a Vision for Learning and SWP® principles. The composition of the team was interrupted when the DP took on an acting position in another school – this school was engaged with IDEAS.

What was effective is the alignment that was developed between an already strong image of the school’s values and aspirations and the vision for learning.

At the time of implementation the DP returned and the team was expanded to include a Head of Learning who contributed to the implementation within the HOLs across the school.

However, as the DP indicated, when he saw what was happening in the other school he was aware of the needs to engage with the whole process ... so there is a real ownership of the SWP® principles across the school.

Chapter Four

Overall Findings from Phase One and Phase Two Studies

Introduction

This chapter provides an analysis of the two phases of the research to provide an overall understanding of the research question that informed this study. This question sought to explore the factors that build on (and sustain) a school improvement agenda as well as those that inhibit ongoing school improvement. This two-phase study initially explored school defined successes related to their school improvement initiative. Further, school identified factors that contributed to these improvements and those that inhibited ongoing improvement. In exploring these questions, the study placed a focus on Leadership and the development of their Vision for Learning. Schools provided documentary evidence (Vision for Learning; newsletters; staff workshops; annual improvement and strategic plans, student report cards; curriculum plans); voices of teachers, parents and students; statistical data; and the leadership team's reflections of their initiatives and challenges.

The two phases provided insights into the complexity of school contexts and the challenges each school faces moving to and sustaining improvement. However, what is outstanding from the perspective of the research team is the persistence and determination of the school leaders to improving student outcomes. These outcomes were broad in nature but focused on priority areas. These included learning outcomes, student well-being, student engagement and first and foremost, enhancing teacher quality through focused collaborative professional learning.

As this report is read, it is important that there is an acknowledgement that these schools were not independent, rather they are members of a broader system of schools (CESA). Inserting the reflections from the system's perspective does shed light on actionable relationships between the school and the system. The researchers interviewed four members of the system support staff, the Principal Consultants (PC). Their reflections on the system and their relationship with schools are presented in the next section.

A System Reflection

The purpose of the interviews with the PCs was to consider the perspective of those in the system who have a defined role of engagement with schools. The interviews explored with the PCs the understanding from a system perspective, the School Improvement Agenda.

These interviews were conducted in 2019 at a time when The PCs reported that the system was undergoing a period of transformation, a cultural shift. Schools operated in clusters with a PC, each cluster operated to enhance the outcome of all schools in the cluster by supporting and learning together.

Structures for improvement and accountability are based on the concept of a self-improving system with inbuilt accountability frameworks.

- Continuous Improvement Framework (CIF) introduced in 2014 and is based on nine domains where schools are asked to rate themselves. Schools select a school improvement priority area based on evidence, establish an annual improvement plan that focuses on CIF goals. CIF ratings are then externally validated
- The Living, Learning, Leading (LLL) Framework – introduced in 2019
- Each school establishes learning improvement goals – written into annual plans
- Annual School Improvement Plan establishes strategic priority goals to which schools respond in their improvement plans and professional learning.

Principal Consultants (PCs) – operate as the Directors' representative. They work with clusters on school improvement and develop working trusting relationship with schools. They are also responsible for the Principals Annual Professional Learning Plan (APLP) where principals establish specific goals.

PCs also commented on the process of changing school principal positions. This process of the selection of a new principal takes into account the wishes of the professional and broader community. They believe the current principal selection process has considerable rigour.

Cross Phase One and Two Findings

This section of the report captures the collective understanding of the researchers from the data provided in both Phase One and Phase Two. The researchers also provide a collation of lessons learnt from these schools' experiences. These lessons are not new but do provide a

reminder to system leaders of the experiences and challenges to those who lead our schools and aspire to improve student outcomes and sustain those achievements.

School Successes

Each school reported Successes based on their particular school goals. However, recurring themes did emerge from across the two studies. Generally, this related to alignment of school goals with their Vision for Learning (vision, values and SWP). Overall, these themes were articulated as:

- Enhancing the quality of teaching, and focused professional learning
- Enhancing parent and student engagement
- Internal alignment – ensuring the development of shared goals achieved through developing clarity around a collaborative pedagogical approach to teaching and learning
- External alignment – related to school ongoing improvement and system structures and strategies.

Factors Enhancing School Successes

The cross-case analysis revealed that the factors enhancing school success were shared by both research cohorts and included:

1. Ongoing focused and purposeful Professional Learning through collaborative processes, in-school and/or external supported professional development. Collective and individual learning was enabled by:
 - a shared understanding of an approach to teaching and learning (SWP®) providing a consistent and shared language developed collaboratively by the professional community;
 - professional dialogue and sharing pedagogical practice; and
 - use of internal and external experts and professional knowledges.
2. Deliberate and a multi-media approach to engagement with parents and the broader community.
3. Strategic action – this included using both internal and external accountability structures and processes to enable alignment of internal action of the professional community. Such action included some of the following:

- Changing roles and responsibilities of middle level leaders and developing teaching teams;
 - Reorganising the use of time – this included changing staff meetings from administration delivery to professional learning; providing time for teaching teams to meet;
 - Across school sharing of practice;
 - Changing classroom structures;
 - Production of staff handbooks and reorganising induction of new staff;
 - Redevelopment of the website;
 - Deliberate communication with parents and the broader community related to school outcomes; and
 - Using accountability frameworks and planning to focus action.
4. Leadership – leadership became and/or was developed as collaborative action. Leadership of collaborative action included executive leaders, middle level leaders and teacher leaders. Leadership has been strategic, adaptive, collaborative and creative. Ongoing or sustaining action depended on the principal (along with the leadership team) persisting with the process and understanding the importance of whole school thinking, that is, an understanding of organisational coherence (alignment). Such action was supported by developing and communicating both internally and externally shared goals using a shared language based on the collaboratively developed Vision for Learning.

In addition, most reported the importance of drawing on opportunities offered by the system for professional learning, the access to other professional knowledge and the use of external experts. They also used the system accountability frameworks to focus annual operational plans and strategic plans. In addition, some drew on other quality frameworks (AITSL). This provided validation of the need for action and provided frameworks to measure degrees of success.

It should be noted that our understanding of organisational alignment in schools occurs when each of the five key elements of the school (Strategic Foundations, Cohesive Communities, School Wide Pedagogical Action and Deepening, Generative Resource Design and Holistic Professional Learning) is developed comprehensively; when these five elements are philosophically congruous; and when they are implemented so as to be mutually re-enforcing in the school's practices.

Overall, as a measure of sustaining improvement, schools had:

- Used a process of capacity building, and were at a stage of deepening and embedding practice, were able to challenge existing practice and self-critique as well as embedding processes, structures and practices that should enable ongoing improvement.

Capacity building is defined as an “intentional process of mobilizing a school’s resources in order to enhance priority outcomes - and sustain those improved outcomes” (Andrews & Conway, 2019, p. 37).

- In this capacity building process (IDEAS), they had developing evidence of enhancing social, organisational and intellectual capital. These are defined as:

Social Capital – describes professional relationships of trust and respect, dynamics within parallel leadership and in student well-being.

Intellectual Capital – describes a combination of the creation of a school vision, identification of a school’s underpinning values, the conceptualisation and articulation of a school wide pedagogy, insights about school improvement processes, and student academic achievement across learning areas.

Organisational Capital – describes a combination of procedures for shared school planning, linkages internally and to external networks, organisation of time and space, use of technologies, curriculum design, and school aesthetics.

Lessons from the Experiences of Phase One and Phase Two Schools

The researchers acknowledge that the “lessons” derived from the experiences of these schools are not unknown in the literature nor are the sustainability of improvement practices. These lessons from the overall findings are as follows:

- Change takes time where time is articulated as: “finding time” for professional learning and focusing on what makes a difference in student learning outcomes; and “taking the time” to embed successful pedagogical action across the school.
- Impediments to success include time constraints, overloaded curriculum, funding and commitment of all staff to collective action (a culture shift).
- Building capacity for improvement requires the leadership team to think about the school climate and culture, to think holistically and deliberately design action.



- Leadership teams must view the school as a system and use their networks (especially principal networks), system opportunities and accountabilities, and outside expertise to support their action.
- Leadership, especially that of the principal (and leadership teams), must be deliberate, strategic, collaborative, consistent in message and agile in action.
- System support – the schools were cognisant of the relationship between their school community and the system. The support structures and opportunities offered by the system were reported as positive and schools were aware of the need to report on school improvement outcomes through the CIF.
- Change in Principalship – a number of schools had experienced change in leadership and this had been a successful transition. One school however was expecting the arrival of a new principal and the interview group was unsure if what they had achieved would be respected and enhanced by the incoming principal. This factor raises a question of sustainability of an improvement agenda.

Concluding Comment

The schools involved with this research were conscious of what they had achieved and have gained an understanding of reporting on their aspirational goals through the use of evidence. The researchers have reported significant gains and most of all reflected on the importance of the principal having a clear vision for future action and working to make it happen. They used system support in innovative ways – drawing on funding for projects, using specialists' knowledge related to priority areas and using reporting and accountability frameworks. In addition, all indicated the importance of clarity of communication of intent, and persisting with defined ongoing progress were major findings of this study.

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Appendix 1.1: Report Validity Review

Introduction

The *Leadership Research International (LRI)/University of Southern Queensland-Catholic Education South Australia (CESA)* Collaborative Research Project

Sustaining school improvement: Exploring internal and external factors that develop school system alignment in selected CESA schools

addressed the question:

What are the factors that both build on and sustain a school improvement agenda as well as those that inhibit ongoing improvement?

The final paper concludes that both leadership and a robust school wide pedagogy are integral to school success and to the sustaining of school success. The participating schools provided evidence of development and implementation of a School Wide Pedagogy framework in response to a context specific need, identified in the data provided through the DISA tool. Participating schools were provided with a framework for reflection on the effectiveness of the planning, self-assessment, and review of their Continuous Improvement Framework.

Although in some ways the Research Project could be seen as an evaluation of a specific intervention program designed to foster school improvement, the IDEAS and School Wide Pedagogy interventions, it is not an evaluation of those interventions. It is rather a report of the factors that schools see are responsible for school success and then how schools can sustain the success. A “program evaluation is a systematic collection of information about the activities, characteristics, and outcomes of programs to make judgements about the program, improve program effectiveness and/or inform decisions about future programming” (Patton, 2002, p. 10). The prime purpose to assessment of the program is accomplishing what it was intended to accomplish through “careful data collection and thoughtful analysis” (Patton, 2002, p. 10).

The Research report presented is not an evaluation of the implementation of a program, but rather a descriptive report of the factors contributing to school success and the factors inhibiting progress following the implementation of actions designed to improve student learning in the case study schools.

Background

A number of Catholic Systemic schools had earlier engaged with various school improvement initiatives and Research Projects in collaboration with Catholic Education South Australia, and the Leadership Research International at the University of Southern Queensland, centred on whole school improvement. Some of these schools agreed to further participation in the Research Project that resulted in the Research Project Report:

Sustaining school improvement: Exploring internal and external factors that develop school system alignment in selected CESA schools.

The research for this report was carried out in two phases:

Phase One 2017-2018— engagement with a selection of IDEAS 2012-2014 schools.

Phase Two 2018 -2019— engagement with a selection of schools who had engaged with CESA-LRI/USQ Effective Use of Data project 2016-2017.

The focus on sustaining school improvement is premised on documented school improvement attained by the implementation of the IDEAS project (use of data) from 2012. Progress was captured in this Research Report focusing on the role of principal and teacher leadership in implementing and sustaining a school improvement agenda within a systems accountable school.

The Research Project explored the continued use of the School Wide Pedagogy framework the schools involved had developed, supported by the research team, in these schools. The research sought to discover how this framework may or may not have assisted to shape the response of the schools to system accountability requirements, as well as how it aligned with other in-school initiatives, to enhance classroom teachers' work in fostering enhanced student learning outcomes.

Earlier research findings of previous studies in the schools and in other systems indicated the centrality of the principal in enabling others to engage in whole school improvement processes. Leadership thus was also explored. The role of the principal is reflected again in

Sustaining school improvement: Exploring internal and external factors that develop schools system alignment in selected CESA schools.

The purpose of the case study Research Project is evident. The key research focus is on the system–school alignment in order to capture the dynamics necessary for sustainable school improvement in schools, as well as to inform the contribution of systems, in this case Catholic Education South Australia (CESA), to support sustainable school improvement with an emphasis on student learning. The Continuous Improvement Framework developed by CESA is an additional contributing factor guiding whole school improvement. The school improvement frameworks and tools developed by systems are expected aspects of accountability.

Purpose

The purpose of this review paper is to present a ‘review of validity’ report of the *Leadership Research International (LRI)/University of Southern Queensland-Catholic Education South Australia (CESA)* Collaborative Research Project:

Sustaining school improvement: Exploring internal and external factors that develop school system alignment in selected CESA schools

authored by Professor Dorothy Andrews, Associate Professor Joan Conway and Rebecca Johnson (June 2020) to address a possible perception of subjectivity given that the research team had been working with CESA and some of the schools for a number of years. The research team had worked with all schools in developing their school wide pedagogical approach as schools worked towards sustained school improvement. Therefore, validating the research process, analysis and findings was deemed necessary.

In terms of qualitative research, validity equates to trustworthiness, authenticity and credibility (Creswell & Miller, 2000). The researchers engaged in intensive, long-term involvement and participant voices were given prominence, which in itself provides validity. Credibility is essentially provided by those who read a narrative account and are then able to connect with the setting or situation described (Creswell & Miller, 2000). Through reading this Research Project Report, the reader is able to connect with the case study schools and their narrative account of their successes and their challenges. The researchers requested a third-party review in order to address any inference their educational philosophies, beliefs, values, perspectives, and involvement may have coloured the findings and reporting. This review paper confirms the intent of the researchers, that is, to “reflect on how their role in the study and their personal background, culture and experiences hold potential for shaping their interpretations” and the meaning ascribed to the data (Creswell & Creswell, 2018, p. 182). The final Research Project Report was reviewed, and this paper presents a report as a validation of the research findings.

In line with recognised qualitative research practices, this review report provides an objective assessment of the project at the conclusion of the Research Project (Creswell & Creswell, 2018). This review report also provides advice regarding further research.

Process

The reviewer attended school briefings and participated in the collective workshops in order to gain an understanding of the program. In addition how the research aligned with the school improvement program of the schools involved in both Phase I and Phase 2 between 2017 and 2019 in a selected group of schools that engaged with IDEAS in the period 2012-2014, to enhance school identity and parent engagement.

Data collected by the researchers were reviewed to attest validity. The analysis processes used by the researchers were examined to ensure that the findings from the study presented by the researchers were valid. The validity of qualitative studies usually explores credibility, trustworthiness, confirmability, generalisability, rigour and transferability. Validity is a “desired goal that is met through specific verification strategies” (Morse et al., 2002, p. 19). The validity of the research report in itself is obtained by using different data sources, as well as member checking, thus providing rich thick descriptions. Validity also requires open acknowledgement of the role of the researchers in the data gathering as well as the use of an external reviewer (Creswell & Creswell, 2018). Reflexivity in qualitative research demands that we interrogate each of ourselves regarding the ways in which research efforts are shaped and staged (Lincoln & Guba, 2000, p. 183). The researchers in this project are seeking to ensure that they are “interpretively rigorous” and that their “cocreated constructions” can be trusted (Lincoln & Guba, 2000, p. 179). This review paper focused on the robustness of the data collected, the analysis of the data, and the conclusions presented in the findings of the Research Project Report, thus ensuring the validity and credibility of the findings in the report.

Creswell and Creswell (2018) treat data validation in qualitative research as the ability to know whether a given object and set of subjects can obtain important and useful inferences from the comparison of these data. This paper uses the term validity as referring to the inferences and uses that come about from the results, not the validity of the data used to inform the Research Report.

The analysis of the qualitative case study report can be considered valid, as it has been verified by participant check and other third-party checking (Burnard et al., 2008). This review report did not access interview transcripts or other primary data with the exception of the material

provided by the case study schools included in the Research Project Report to verify the content.

This review paper also used the guidelines for reviewing manuscripts for the Journal of Counselling Psychology (Mallinckrodt, 2010) as an additional review tool. Primarily, consideration was given to the relationship between the research questions and the reported data, the integrity of the data analysis and the reliability of the findings.

To assist with this review report, key questions were adapted from the guidelines for review of research used by the Journal for Psychological Counselling (Mallinckrodt, 2010) including:

- Do the results reported align with the case study evidence provided?
- Do the results provide answers to the questions posed?
- Is the results section consistent with the approach?
- Are the results logical?
- Are the results clear?
- Is there a clear idea how the themes that emerged were generated?
- In line with qualitative research practice, does the project provide rich complex descriptions, provide examples, and include participant voices?

Validity of the analysis

The very robust data collection of school selected documents assists in determining validity. Rather than employing an instrument to determine the validity of the analysis, this review paper cross referenced the examples of school success and the identification of the impediments presented in the case studies as well as the data provided by the schools that are included in the Research Project Report and finds the analysis credible and accurate.

The documentary evidence provided through newsletters, staff workshop reports, the Vision for Learning framework, whole school improvement plans, strategic plans, learning performance data, parent and student survey data, as well as leadership reflections, informed the schools' articulation of success and contributed to the overall findings of the Research Project Report. Overlaid with the data collected and analysed from each of the eight participating schools through both phases of the study, are interviews with the principal consultants within the Catholic Education South Australia system.

The data collection involved two sources of data:

- In-school data decided by the school including school planning and review documents, the DISA survey report, focus group discussions, interviews, and observation notes. The selection of data sources provided the schools with an opportunity to review the factors responsible for supporting and hindering sustainability of successes. This very rich source of data in itself provides validity as the data sources are cross-referenced and participant checked prior to analysis.
- System-School data provided by CESA Documentation, especially related to the CIF and qualitative interviews with the principal consultants who provide the system support to individual schools. To ensure the views of the principal consultants concur with those of the individual schools in terms of measurements of success it would have been helpful if some of the key themes that emerge from the interviews had been captured and presented in the data analysis. An alignment of their perceptions of individual school success with that of the school in a tabular form would add depth to this Research Project Report.

The data collected were analysed through the three perspectives:

- Leadership action on priority areas and succession
- Contextually relevant language for in-school alignment
- Evidence of ongoing 'school success'

Thus, in terms of validity, different data sources are used. There is participant checking of interview transcripts, and open acknowledgement of the role of the researchers. There exists a clear explanation of how the themes emerged. The results clearly reflect the data and align with the case study evidence provided. The results answer the questions posed. The Report presents rich, complex descriptions with relevant examples as well as participant voices.

Discussion of validity of the findings

The research employed qualitative interpretative multi-site case study approach examining the phenomenon of how schools use structures and processes (both in-school and external) to sustain school success as defined by schools. The case studies are very comprehensive and certainly capture where each school is now and where they have been. Evidence of success

was determined by the school. School success was benchmarked against both in-school and system-school accountability criteria.

The emphasis on sustaining school-wide improvement, informed by the contributory elements of ongoing professional learning, building teacher capacity, consistent communication of schools' values, vision mission, shared pedagogical practice, the use of external expertise, community involvement, and professional dialogue that emerged from the data is also in line with much of the school improvement literature. Additionally, the themes of consistent and clear direction, high expectations of students and teachers, student engagement in learning, and parent-school partnerships, and a desire to foster student well-being, trust and respect also emerge from the evidence presented by the case study schools. These themes are evident in the data provided thus verifying the themes presented in the discussion.

Trust and respect are paramount. The IDEAS framework and the insistence on a school with consistent pedagogical approach is aligned with evidence-based best practice. Whilst the research findings identify the contribution of the IDEAS project especially to school success for two of the three Phase 1 schools, the review does not see this as limiting validity. The schools reported a framework they worked with. Future research may examine factors contributing to evidence-based school success in a sample of schools who had not engaged with the IDEAS framework.

In both Phase 1 of the study and Phase 2, each school was able to articulate its success. In both phases, teacher collaboration, professional learning to build teacher capacity for quality teaching, and the engagement with external expertise seemed to be the characteristic for success. Each participating school was successful in creating a positive culture based on collaboration and sharing. Consistent across the schools is the whole school approach to teaching and learning. It is interesting to note that each of the schools was able to identify and articulate far more success factors than inhibitors and challenges.

As reported in the final chapter of the Research Project Report, the participating schools were aware of and readily articulate their successes. It is clear from the data presented that the three themes that emerged of

- school identified success
- the development of new limitation of a School wide pedagogy
- the role of leadership

are valid. The self-identification of school successes is fundamental as each school proposed their own improvement goals based on their individual needs.

The lessons to be learned of:

1. make time for purposeful change
2. staff dedicated to the schools' values, vision, and pedagogy
3. sharing pedagogical practice through professional dialogue
4. community engagement
5. building teacher capacity with an emphasis on quality learning
6. adequate learning focused resourcing

are consistent with much of the research literature on continuous whole school improvement. Points 2, 3, 4, and 5 align with the Australian Professional Standards for Teachers.

The Cross-Case analysis of three Phase 1 case studies: Rosary school, St Francis school and Star of the Sea school confirmed solid evidence of ongoing improvement provided in the case study notes. Individual schools were granted freedom to provide their own definition of success based on evidence drawn from NAPLAN results, the DISA tool feedback, and school documents. Additionally, evidence was provided through interviews and focus groups. Each of the schools was able to articulate what they see as improvement. The school specific factors are acknowledged, and shared experiences are captured. The Phase 2 case studies of St Monica's Parish School, St Francis Xavier's Regional Catholic School, Gleeson College and Thomas More College add to the fundamental findings of Phase 1 and confirm the power of strategic leadership combined with a whole school approach to pedagogy.

The "cross-case thematic" analysis looked at the factors contributing to and/or inhibiting school success, the role of leadership and the school-wide approach to pedagogy. The previous report of the Sydney study in 2016, which is incorporated into the final report, identified the leadership contributing component to successful school improvement. The "culture of success" – identified by schools, school leaders and teachers – validated the IDEAS model. The South Australian Research Project findings align with the earlier similar studies that emphasised the need for an education system and its schools to work together to achieve overall success. This success is focused on the mission and vision of each school that has the development of the whole student at the centre of all activity. It seems that the fundamental link is the commitment especially by school leadership, to assure professional learning aligned to the contextual priorities of the school.

Frameworks and tools for school improvement assisted whole school improvement in the Research Project schools. Greater school effectiveness was reflected in enhanced student learning outcomes. It would be interesting for further research to investigate other CESA schools who had not used the LRI/USQ frameworks to see what improvements those schools had made if any, and the strategies and factors that contributed to their successes or improvement. Quality system – school relationships have the potential to support leaders in schools to positively impact student learning outcomes. This is a core consideration of the report. The role of the principal is central – establishing trust, fostering a shared purpose, and is integral in designing and implementing plans and processes with an emphasis on shared pedagogy. Building on their previous work, the Research Project Report’s authors acknowledge the ever-increasing importance being placed on school leadership, to not only create positive change but importantly to sustain positive change.

As acknowledged in the Report, the results are congruent with Mitchell and Sackney’s (2016) finding that high-capacity learning schools had educational leadership, which remained focused on building professional capacity and teachers to ensure enhanced student learning outcomes. The literature used by the authors confirms the belief that alignment of system vision and shared school vision is fundamental. In earlier projects, schools participating had engaged with IDEAS and developed a vision-learning framework referred to as a School Wide Pedagogy framework or SWP. The findings from the January 2017 report were that schools respond effectively to greater and more complex accountability if they have processes and strategies in place within the school. A well developed, clearly articulated school-wide development of long-term aspirational goals, short-term actions aligned to priority needs, and a pedagogy focused professional learning program are largely driven by the principal often in partnership with teacher leaders (Andrews, Conway, & Johnson, 2020).

The IDEAS framework and the insistence on a school-wide consistent pedagogical approach in all three Phase 1 schools were successful in creating a positive culture based on collaboration and sharing. Consistent across the schools is the whole school approach to teaching and learning. It is interesting to note that each of the three schools was able to identify and articulate far more success factors than inhibitors and challenges. The IDEAS framework is to assist schools to build capacity and harness the strengths of leadership to ensure that a whole school is working together to “better respond to the needs of students and the school community, and to provide services designed to assist their students to achieve their best educational outcomes” (Andrews, Conway, & Johnson, 2020, p. 15).

This 2020 cross case analysis does acknowledge that each Phase 1 and Phase 2 school selected their own identified successes in line with the individual contextual goals. Goal identification was assisted by the use of the Diagnostic Inventory for School Alignment (DISA) tool. This is an online survey tool collecting data from teacher, parent and student perceptions on current school successes and challenges. It generates a report to guide schools' strategic planning. This diagnostic tool proved useful to identify priorities.

A careful reading of the case studies for this review report confirms the final comment of the Research Project Report, that all schools involved were cognisant of their achievements and the need to report gains against goals, by providing concrete evidence. Furthermore, it is clear that the gains reassert the importance of principal leadership, particularly the need to develop and present a clear vision for future action, articulating and communicating this mission to the whole school to ensure that actions are indeed that: actions.

In each of the case study schools, it is obvious that the student learner is at the centre of their school vision. They wished to provide students with the opportunity to achieve. The schools also worked to build teacher capacity so that teachers can assist students to achieve enhanced learning outcomes. This in turn requires teachers' personal professional needs and interests to be met as well as an alignment of community aspirations with the school vision. From the case studies it is evident that school success is used regularly to promote each school's identity and ethos. Furthermore, teachers have a collective responsibility for leading the school's pedagogical development as well as for individual students and whole school outcomes. The expectation is for student achievement and celebrating success to provide the paramount focus.

The factors inhibiting success are predictable but real. Both are useful for continuing to build and extend success and work towards removing the inhibitors. The analysis of the inhibitors provides valuable feedback to the Catholic Education system.

Although attesting to the validity of the research process and findings, the reporting of the findings, particularly of Phase I case studies can be improved if the Research Project Report has access to data to answer the following questions.

- Does the reported improvement align with their initial goals?
- What were schools' initial improvement goals?
- In 2012 and 2014 what needed improvement and why did it need improvement?
- What are the criteria upon which they each measured success?

- What is the target result for each year level in NAPLAN and what growth are they expecting from year 3 to 7 for the student cohort?
- Apart from NAPLAN what other measures of student success are employed?
- How are schools measuring student wellbeing?
- What does success look like in each school?

Note from Research Team: The detailed case studies are presented as an addendum to this report.

Statement of Validity

This Research Project employed multiple methods of case study and document analysis. It provided participants the opportunity to review materials used in the case study and to reflect on interview data. Participants had opportunities to debrief with the researchers, further guaranteeing authenticity and validity.

Through this qualitative approach, the Research Project provides opportunities to be mutually beneficial to schools and systems. It describes outcomes that should be useful to school participants in the individual study schools, between the study schools and to those who support all schools in the Catholic Education South Australia system. It should encourage schools and CESA to build on what is contributing to whole school improvement and redress the factors inhibiting school success. The extent of usefulness is dependent on the credibility (Paton, 1997) established in the Report. This paper views the findings of the Research Project Report as credible and valid.

The evidence is positive. The evidence presented indicates school-wide improvement and pupils are making progress in many of the aspects of schooling including student wellbeing, and parent and community engagement. As the Research Project was designed to evaluate the role of the tools, strategies and support introduced by the external expertise, the other factors that may have contributed to school improvement are not studied. However, the effectiveness of measures put in place to address the context specific needs of the participating schools as identified by the DISA, is substantiated throughout the Report.

Recommendations for future research

The emphasis on the sustainment and enhancement of the school improvement agenda should be maintained and further researched, either in collaboration with external experts or through

school-based research or action research. Each school's school improvement agenda as it exists in 2020 should be evaluated on an ongoing basis and in a specified period, research again could report on attainment against target goals, especially for student results.

Schools use phrases such as quality learning and teaching. However, it would be interesting to see exactly what the schools actually perceive are quality learning and teaching; a definition of quality is definitely needed. The strong Catholic ethos with its emphasis on shared Catholic values and student wellbeing is evident in the data presented, as well as in the final conclusions of the Research Project Report. This needs to be maintained but also supplemented with strong emphasis on improving student learning and outcomes. The desired outcomes could be stated and quantified. They then can be measured. The alignment of values, wellbeing and quality learning could be an area for future action research.

A note from the Research Team: the quality framework is their SWP.

Student well-being is a popular focus area and one that can be measured. While many schools claim to have a focus on student well-being, is that focus highly visible and is student well-being improving? Furthermore is an emphasis improved well-being also contributing to increased student learning outcomes? This is another area for future research.

Parent and student perceptions are an area worth investigating, as is student engagement in the conduct of learning.

In many of the schools there is strong evidence of cultural change and explicit relational leadership. This is another area for future research. Are each of the schools continually building on changed practices and are the positive representations of leadership still evident and still impacting on school improvement?

There is no doubt that the school-wide alignment of pedagogy is seen as an indicator of improvement throughout the whole school and further research is needed to document how this has significantly contributed to enhanced student learning outcomes.

In some schools studied in the Research Project, there is emphasis on the maintenance of success but no outline for further, additional successes. Schools could be encouraged to continue with their research by having high expectations not only of students and staff but of ongoing performance. These expectations need to be explicit and communicated to all stakeholders.

The positive contribution of professional learning is another area for future research. Two possibilities for future research emerge in the area of professional learning.

1. What is effective professional learning within an individual school context for each of the participant schools?
2. How is effective professional learning led by the principal?

It is evident from the case studies of the Phase 1 study that all schools have an agreed statement of quality teaching and learning in their now documented and implemented school wide pedagogy, that provides direction for learning. This is a positive outcome of the improvement program they have experienced over the past 4-6 years. What is also interesting is that all three schools have a focus on collaborative approaches. A collaborative approach is enabled by the nature of primary school. Each school sees this approach as positive and an improvement. In terms of future research, it would be interesting to see if there is an emphasis on collaboration in the schools with a secondary population.

Linked to this is the obvious differences between Phase 1 and Phase 2 participant schools. There are a number of angles within the reports of both phases that could be explored as to why there are similarities and differences.

The focus of the Research Project Report is the Vision for Learning and Leadership. The Research Project Report is a perfect platform for system-wide research into the impact of these two elements on continuous school improvement.

Each of the case studies emphasises that the role of the principal is pivotal, however distributed leadership is evident, as is teacher leadership. Again, this could be an area for future research. There is potential for exploring whether it makes a measurable difference if the school principal provides leadership, if it is distributed to other members of the leadership team, or is provided through teacher leadership.

This Research Project is a potentially rich area for many other Research Projects. Each of the three themes identified in this Research Project Report is a potential area for more extensive case study or action research with an opportunity to do further cross-case study qualitative studies in different clusters and/or systems. This Research Project Report could serve as a baseline study to explore a variety of strategies and practices within schools and employed by leaders. It also provides an opportunity for action research. Action research has potential to maintain momentum as well as the dissemination of results within a system. The 'what works'

to assist teaching and learning and 'what impedes' the learning are fundamental to school improvement. Action research provides opportunities to choose the most suitable data collection and data analysis method to best meet the needs (Guiffrida et al., 2011) of each of the individual schools involved in this study, and other schools that may potentially wish to explore some of the recommendations that have emerged in this project.

Conclusion

The Research Report allows the reader to make valid inferences and conclusions from the results presented and to trust the conclusions. The results and discussion follow closely the goals described in the initial chapters of the report, and the question set forth in the introduction is addressed. The discussion and results provide answers to the questions posed and are aligned to the approach outlined in the introduction. The individual chapter descriptions of Phase 1 and Phase 2 as well as the final discussion chapter synthesising both phases provide a rich description of the factors that promote and inhibit sustainable school improvement.

This qualitative study not only captures and describes the conditions required for sustainable capacity building in the participant schools but should prove beneficial to CESA to encourage the strategies reported here to be deployed in other CESA sites.

Readability

The inclusion of the two previous reports from the Sydney Catholic Education Office (January, 2012) and the Catholic Education of Canberra and Goulburn system (2017) in the appendices assists readability as well as providing a context statement to be read alongside the main research report.

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Appendix 1.2: Sydney CEO – A Research Report (Excerpt)

Sydney CEO – A Research Report

Prepared by

Associate Professor Dorothy Andrews,

Emeritus Professor Frank Crowther,

Dr Allan Morgan and Associate Professor Shirley O’Neill

January, 2012

Executive Summary

The *IDEAS Project* has been implemented in more than 400 schools worldwide, including about 60 in the Sydney Catholic School System (Sydney CEO). The implementation of *IDEAS* in Sydney CEO in the period 2006-11 emphasised the four central *IDEAS* constructs (namely, the *ideas* process of school revitalisation; organisational “alignment”; schoolwide pedagogy; and “parallel” leadership between principals and teacher leaders). It also involved schools in six separate cohorts. While preliminary feedback regarding the impact of *IDEAS* in Sydney has been largely affirming, no formal inquiry has previously been undertaken into its effects, if any, enhancing impacts on student achievement. Given the scope of the project in Sydney CEO, detailed exploration of possible school outcomes, particularly in relation to student achievement in the 22 schools that have completed *IDEAS* to the *Sustaining* stage, would seem warranted.

Once the decision to investigate was made (by a committee comprising *IDEAS Project* and Sydney CEO staff) two questions presented themselves – *Investigate what? Investigate how?* Regarding the former question, the national significance of NAPLAN achievement in Reading and Numeracy was taken into very serious consideration by the committee and “student achievement” was agreed upon as the central dependent variable. Based largely on the thinking of global change experts such as Ben Levin, Viviane Robinson, Andy Hargreaves and Michael Fullan, it was further agreed that the investigation would consider “achievement” as a function of both (a) systemic (i.e. CEO) impacts and effects and (b) school-based impacts and effects.

Based on this rationale, the following research problem and research questions were developed by the Project Steering Committee to guide the six-month research process:

The research problem: *What factors, both internal and external to the school, contributed to student achievement successes in a cohort of IDEAS schools in Sydney CEO in the period 2006-10?*

The research questions:

1. What successes were achieved by the 2006-7 IDEAS cohorts of schools in Sydney CEO in the period 2006-10?
2. What factors contributed to successes achieved by schools
 - (a) through implementation of the IDEAS program?
 - (b) through school initiatives other than the IDEAS program?
 - (c) through system initiatives other than the IDEAS program?
3. What explanations for success, from the perspective of school leaders and teachers, emerge from the research?

The research approach followed a three phase methodology:

1. **Phase One: Systemic Data:** systemic standardised test results were compared with NSW and national test results.
2. **Phase Two: 2006-2007 IDEAS schools (n=30):** three sets of data were compiled, namely:
 - i. school reports on student learning outcomes in literacy (reading) and numeracy (mainly NAPLAN, 2008 to 2010) were compiled, and compared to system, State and national norms
 - ii. demographic descriptions of the 2006-2007 IDEAS schools, including size of school, primary/secondary level of the school, SES component, language(s), special needs, staff attendance and retention rates, were prepared.
 - iii. the schools' levels of implementation of IDEAS (as reported by principals and regional supervisors) were assessed and documented.
3. **Phase Three: Case Studies:** Nine case study schools were selected out of the phase two research sample. The nine schools encompassed three categories: low achieving; moderate achieving; and high achieving, based on NAPLAN results. This selection and analysis was followed by a focused qualitative study of four schools

based on an additional criterion: statistically significant improvement in Reading and/or Numeracy over a three year period.

The data analysis was extremely informative and, viewed in total, enriches and extends the international literature relating to successful school improvement. First, CEO student achievement levels were found to be generally high compared with State norms, thus providing a “culture of success” for the work of individual schools, school leaders and teachers. Second, *IDEAS* was found to be closely associated with enhanced NAPLAN results in fifteen of the twenty-two 2006-7 cohort schools that had completed *IDEAS* to the *Sustaining* stage by 2011. This statistic (i.e. an *IDEAS* cohort success rate of 15/22 i.e. 68%) was viewed by the researchers as striking and deserving of detailed follow-up. Third, the outstanding student achievement (i.e. NAPLAN) levels of the four randomly selected, successful 2006-7 *IDEAS* CEO schools were found to exist in very close association with successful school-based achievements in a range of other (i.e. non-NAPLAN) curriculum and pedagogical areas. Fourth, while each of the four case study schools developed its own distinctive explanatory model for its *IDEAS* success, *IDEAS* was found to have been associated in all four case study situations with significantly enhanced professional activity in both school leadership and pedagogical practices.

Based on these important (and, most educators would say, exciting) research insights, it was concluded that the heightened levels of school success in Sydney CEO, and perhaps other Catholic and State and Independent school systems, can be explained through a leadership metaphor that encompasses a four-circle “target” and an arrow with three pivotal “drivers”.

***IDEAS* Archery**

The *IDEAS* target for school success is derived from the sport of target archery and gains its metaphorical meaning from the science and artistry associated with that age-old form of recreation. The *IDEAS* target consists of four circles – each related to definitive outcomes of the *ideas* process for school improvement. The actual process of hitting the target requires four improvement arrows– each must hit one of the four specified circles on the target, starting from the outer ring and moving progressively inwards to the student outcomes “bulls eye”.

The initial impetus for the direction, power and flight of a school improvement arrow (from the bow) may differ from school to school, based on a range of contextual factors. The

impetus may originate with variables that are internal or external to the school or a combination of both, usually based on outcomes of the *IDEAS* DISA. In some cases, the impetus for the arrow's flight may take the form of human influence (e.g. a new principal's energy and vision); in other cases, the initiation of the flight of the arrow may derive from a pressure arising from educational agendas (e.g. successful implementation of a new curriculum, or teachers' desire to "do something different" to enhance the school's culture or student learning).

Following the arrow's initial launch, or propulsion, from the archer's bow, three "drivers" or, in archery terms, "fletches", help the arrow maintain accuracy and balance in its flight. The presence of the three drivers, carefully managed and positioned so as to complement one another, adds force to the arrow's flight, ensuring that the arrow is not dragged off course or its trajectory changed in-flight. In educational terms, the three fletches can be thought of as school leadership, systemic support systems and the ongoing structure of a school improvement process such as *IDEAS*.

A key characteristic of the arrow's shaft that contributes to its in-flight trajectory, direction and distance is that of 'stiffness'. Hence the presence of the three drivers cleverly managed through parallel leadership to generate energy, momentum, and focus sufficient to "stiffen" resolve around necessary educational and moral purpose. The head of the arrow - particularly at the end of its flight towards the target - represents the convergence of the forces for school improvement: shared purpose; strategic goals; moral purpose; collaborative activity; and effective use of resources.

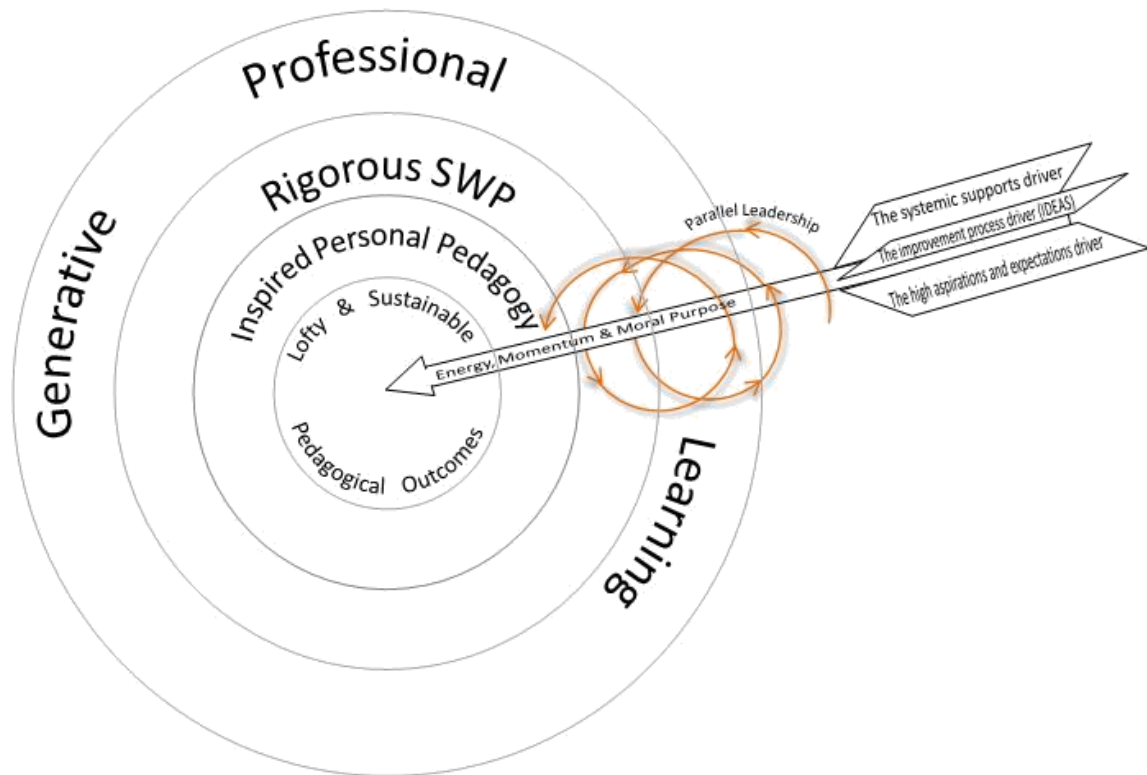


Figure 1: Hitting the Bulls Eye of School Improvement: The IDEAS Arrow

The core implication to emerge from the research, as represented in Figure 1, is that student achievement can be enhanced and sustained through deliberate, process-oriented action that involves a coming together of three powerful “drivers” in search of a designated “target” circle. Each driver has a basis in authoritative educational research but each, on its own, has limited capacity to influence school development, nurture heightened school outcomes or contribute to sustained school success. It is the three drivers **in combination** that provide the vehicle for school leaders to pursue enhanced school achievements in the face of such complex intervening variables as new curricula, changing community dynamics and staff turnover.

Based on the experience of the 2006-7 Sydney CEO IDEAS schools, enhanced and sustained achievement can be said to occur somewhat as follows:

First, school and system leaders reflect very seriously upon each other’s needs, priorities and expertise, and also their interdependence, and establish joint understanding regarding what “school improvement” means and how best to pursue it. Broad descriptions for system and school leadership are developed, resources allocated and a proven revitalisation

strategy is selected for use within and between schools. The context for propelling the arrows is set.

Second, leaders associated with the three pivotal “drivers” fix their individual and collective gazes firmly on the conceptual “target” of their joint enterprise (which, as depicted in Figure 1, is derived in part from the Sydney CEO research and in part from such authoritative sources as the renowned Wisconsin “circles of support” for successful school improvement (Newmann and Wehlage, 1995). The target comprises four points of focus, or circles, that need to be individually aimed at and squarely pinpointed - first, the generative learning outer rim; then individual school pedagogical frameworks (inside outer rim); then, the specialised gifts and talents of professional staff; and finally, aspirational (“bull’s eye”) outcomes. Maintaining this complex organisational and pedagogical focus over an extended period of time is usually a significant challenge in a busy school setting, but is made vastly easier by the availability and application of a proven strategic pedagogical framework such as *IDEAS*.

Third, “*Success breeds success*” in most aspects of human endeavour. This truism certainly holds true in the case of goal-directed and achievement-oriented human organisations such as schools. Thus, as the three pivotal “drivers” come into play, a school’s improvement effort is marked by obvious direction, balance and momentum. With this integrated force in place, a school is enabled to build teacher relationships and morale; create a captivating school vision; develop a distinctive schoolwide pedagogical framework; nurture the maturation of teacher leadership; integrate diverse school KLAs under a single explanatory pedagogical umbrella; encourage teachers’ personal pedagogical talents and gifts; and generate sophisticated strategies for cross-school learning (and sharing) about rich pedagogical practice. (NOTE: Of particular importance, according to the Sydney CEO research, is that the central “product” of teachers’ collective effort, that of a rigorous schoolwide pedagogical framework (SWP), does not require that other important school goals and priority programs be abandoned. To the contrary, when an agreed SWP provides an umbrella for school development, it appears that emergent school priorities, such as NAPLAN, can be successfully pursued in conjunction with a range, albeit limited, of other priorities).

Fourth, if the powerful educational forces that emanate from the maturation of the “drivers” in a school’s work are to be sustained, they require very careful management. Leadership for this challenge is extremely complex, encompassing a combination of

strategic, organisationwide, transformational and educative (advocacy) approaches from both within and outside the school. All four of these globally significant leadership approaches were readily apparent in the work of Sydney CEO school and system leaders as they went about the *IDEAS Project* and moulded it into a highly successful innovation.

Finally, the success of the *IDEAS Project* in Sydney CEO schools bears strong resemblance to aspects of five dominant thrusts in current international research. Each or all of these thrusts might beneficially be explored further in relation to ongoing developments in the Sydney CEO *IDEAS Project*:

- **Thrust One** – the development of social capital as the basis for enhanced intellectual capital (David Hargreaves; Coral Mitchell and Larry Sackney);
- **Thrust Two** – the sustainability of school success and improvement through deliberate embedding and consolidating strategies (Michael Fullan, Andy Hargreaves);
- **Thrust three** – the use of professional learning communities to disseminate successes (Peter Senge; Shirley Hord);
- **Thrust four** – school and classroom pedagogical enhancement through SWP and personal pedagogical development(John Hattie; Fred Newmann and Gary Wehlage);
- **Thrust five** – distributed leadership as the vehicle for schoolwide improvement (Alma Harris; Frank Crowther).

It is the view of the research team that the Sydney CEO *IDEAS Project* experience represents a unique success story. It illuminates for school leaders how student achievement in basic KLAs can be enhanced without compromising important school priorities; it uncovers the subtle complexity of highly successful school-system relationships; and it sheds light on the critical constructs of teacher leadership, metastrategic principalship and parallel leadership. In a world where educational success stories are seldom documented, the narrative that is captured in the pages that follow, and that is contained in the *Bull's Eye of School Improvement* diagram, has important implications for national and international educational policy-makers, leaders and practitioners.

Appendix 1.3: Catholic Education Canberra Goulburn and USQ – A Joint Research Report (Excerpt)

LEADERSHIP RESEARCH INTERNATIONAL Catholic Education Archdiocese of Canberra Goulburn and University of Southern Queensland A Joint Research Project Leadership of System-School Alignment: Leading actioning of Schoolwide Pedagogy (SWP) for school improvement

January 2017

Research Team

Principal Researchers:

Associate Professor Dorothy Andrews, Leadership Research International (LRI), University of Southern Queensland, Toowoomba

Mrs Lyn Smith, Senior Officer Teacher Formation and Accreditation, Catholic Education Canberra Goulburn, Canberra

Associate Researcher:

Dr Joan Conway, Leadership Research International (LRI), University of Southern Queensland, Toowoomba

External Validator:

Professor Mike Gaffney, University of Canberra, Canberra

Executive Summary

Overview

A small number of School's in CECG system had engaged with a whole school improvement project (IDEAS). During the IDEAS project each school develops a vision for learning and a school wide approach to pedagogy (called Schoolwide Pedagogy (SWP)). The project models an organisational learning process that is based on the concept of alignment (structural and cognitive). In actioning SWP schools are encouraged to align their action with school-based improvement priority areas through a 'Collaborating on School Achievement' (COSA) project and to focus professional learning and resourcing on processes that add value to the priority area(s). Whilst schools are engaged with IDEAS, they also are required to meet system priority area(s) and accountability frameworks. The question then arises whether the two initiatives, IDEAS and System frameworks such as COSA, AIPs, Teacher Performance and Development cycles and initiatives, complement or conflict with each other.

Therefore, this research project traced the implementation of a school-based contextual specific pedagogical approach to teaching and learning (SWP) in a school defined priority area for improvement. The study also explored how school leaders use the SWP and meta-thinking to respond authentically to system and broader government requirements.

The research question arising from this problem:

How do school leaders use their contextually created SWP and meta-thinking about organisational process to respond to school priority areas and respond authentically to system and government requirements?

1. What processes emerge as authentic responses to implementation?
2. What evidence of impact can be collected and reported?
3. What leadership action emerges as effective action during the implementation process?
4. What explanation for sustained success(s) emerges from the preceding analysis?

The Four Participating Schools were:

St Joseph's CPS O'Connor

St Patrick's CPS, Bega

St John Vianney's Primary School, Waramanga

Rosary School, Watson

Research Process

The researchers tracked the four schools over two years through workshops, group discussions, collection of artefacts and relevant school-based documentation. The process of data collection involved three phases over two years:

Phase 1 – A full day workshop was attended by the four schools. Using the SWP as a lens for implementation, schools were asked to use their identified priority focus to develop a Pedagogical-Operational-Managerial (POM) plan. Schools then mapped this into their Annual Improvement Plan (AIP). For some schools this initially created confusion as their priority focus had been adopted for their COSA project. However, through clarification and dialogue with the researchers, principals felt enabled to align their focus for improvement with the System priorities.

Phase 2 – All schools were visited by the research team (USQ-LRI and CECG School Services Senior Office) during and at the end of year 1. This visit intended to track progress and discuss emerging evidence through semi-structured interviews and school documentation.

An interim research report for the System was produced noting a thematic analysis of emerging themes.

Phase 3 – All schools produced evidence of improvement at a presentation day at the end of year 2 in attendance were an additional USQ-LRI researcher and an external critical friend both of whom had not been involved in the previous phases.

Each school had or was developing an SWP at the beginning of the research project. Over the two years a researcher from each of USQ-LRI and CECG worked with each school, keeping the above as guidelines for focusing conversations toward their improvement plan. Each school was allocated one hour for their presentation which comprised the school’s selection together with discussion stimulated by the critical friend. Schools were also asked to produce copies of relevant documentation.

Findings

The outcomes from the study reported the following findings:

Within-school alignment

Findings of this research study indicate several factors crucial to enhancing school improvement within the school: a mindset for ongoing improvement; development of trusting relationships; and principal leadership. This is captured in the diagram highlighting the importance of “Leadership of school’s prioritised purpose for improvement”.

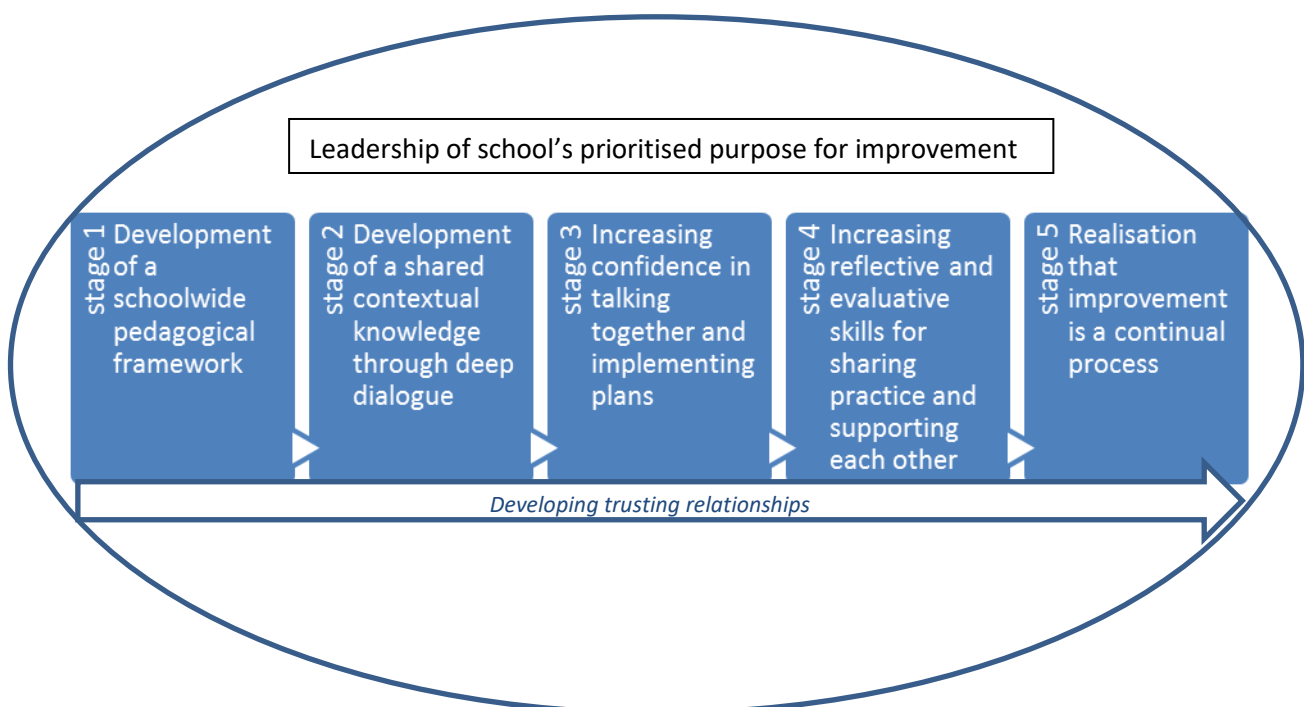


Figure 3: Within-School Alignment

Thus, it is proposed that within-school alignment requires:

- context sensitivity;
- an ongoing process for developing teacher’s capacity for ongoing improvement;
- focus on the school’s priority for improvement; and
- enabling processes and structures by the principal working in conjunction with teacher leader(s).

School-System Alignment

The understanding that has emerged from this study as captured in the model, “Leadership for System-School Alignment”, has revealed that alignment between systems and schools is dependent upon the relationship between the principals and system support officers.

Where the system has developed accountability frameworks such as the School Improvement Framework and the Performance & Development Cycle, along with system priority projects (such as COSA) that appear to be complex from the school’s perspective, there is heightened need for collaborative leadership between the system and the school.

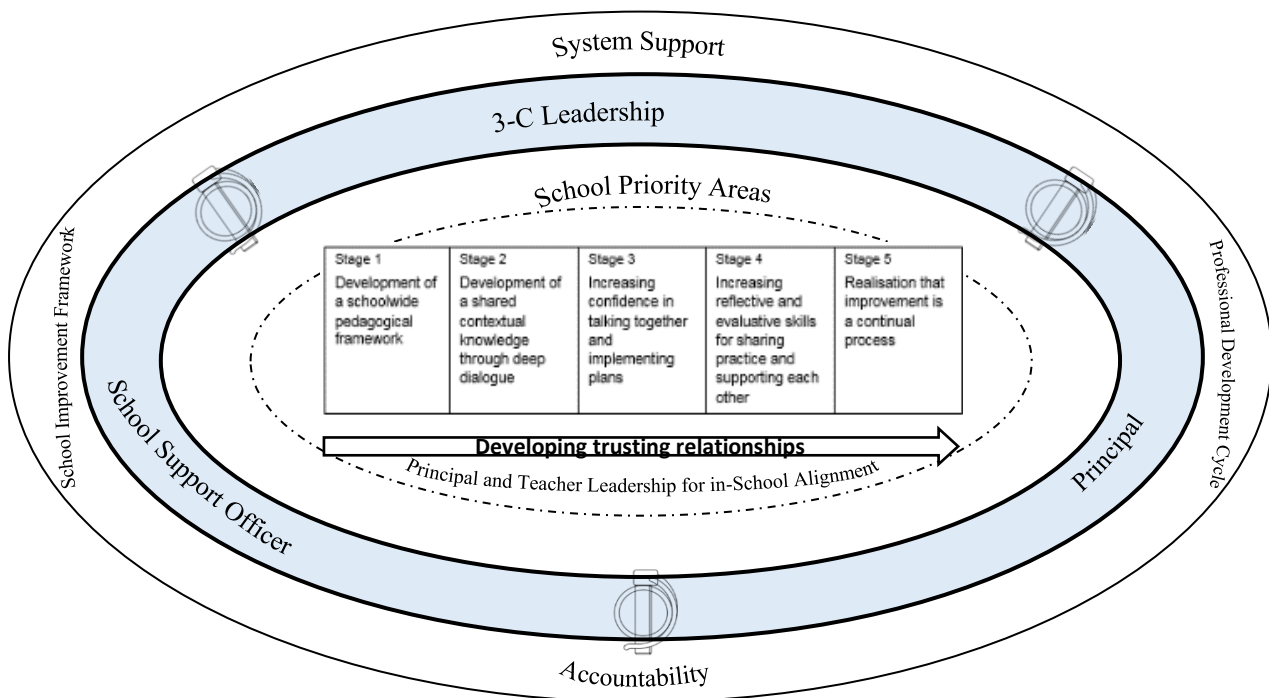


Figure 5: 3-C Leadership for System-School Alignment

Thus, a vital component is that the CECG officers and the principals work through the messiness together to determine the aligned priority that is achievable in the school’s context. System-School Alignment (or coherence) refers to the inter-relationship between the organisational structures and the processes of achieving cognitive consensus involving

organisation members. In this study cognitive consensus is defined as the engagement in collective thinking to develop agreed goals.

Such 3-C leadership provides the linchpin between system and school responsiveness to be accountable for meeting system requirements and in-school challenges.

Leadership for system-school alignment is conceptualised as an inter-related action between the principal and relevant system school-support personnel. Leadership provides the linchpin for system-school alignment and is actioned through 3-C's of leadership - Collaborative, Contextual, Collegial.

Recommendations

Recommendation 1

That the System continue to support the schools by adopting the '3-C Leadership for System-School Alignment' model.

Recommendation 2:

That the System consider the worth of facilitating ways of supporting principals in developing pedagogical understandings.

Recommendation 3:

That schools develop a Vision that includes the growth of teachers' shared pedagogical understandings.

Recommendation 4:

That the processes (e.g. COSA) for CECG officers supporting schools be aligned with internal school review (ISR) recommendations as derived by school staff and supported by the principal.

That the processes for connection of schools to CECG be clearly articulated to enable this alignment to occur.

Recommendation 5:

That schools be accountable to the System for improvement data related to the School's priority goals.

Conclusion

The Catholic Education Archdiocese of Canberra Goulburn Education System has developed frameworks and tools for school improvement. This research has identified the importance of system-school leadership in contributing to alignment of these system initiatives in school contexts. The linchpin enabling this action is the 3-C's of leadership – collaborative, contextual and collegial.

Within-school alignment has been enabled by a school developing a clear school purpose to focus professional learning on what matters within that context. For this study, schools selected had engaged with IDEAS and developed a vision-learning framework (SWP). This framework provided a common learning and achievement language for pedagogical action across the school and facilitated the embedding of specific action (e.g. Literacy, numeracy) in response to the school's particular identified needs. Such thinking (cognitive consensus) and action of teachers led by the principal with the teacher leader(s) has resulted in positive, accountable outcomes.

This research reveals that schools can effectively respond to the increasing complexity in an era of accountability if they have developed processes and focused strategies for within-school alignment. Such processes and strategies include a clearly articulated school wide development of long term aspirational goals, short term action related to priority needs, and professional learning that focuses on pedagogy. The actioning of agreed purpose relates to leadership of a mutualistic relationship between the principal and teacher leaders.

Appendix 2.1: St Francis School Learner Quality Continuum

St Francis School: Learner Quality Continuum

| Learner Quality | Supported | Self Manage | Self Direct |
|---|--|---|--|
| Self Aware *I am aware of myself e.g. my actions, thoughts, strengths, weaknesses and next steps | I can respond to the questions the teacher asks me, to help me become more aware | I am able to consider a number of factors to benefit me in my learning | I am self-aware of actions I need to undertake to improve myself as a learner |
| Collaborate *I listen to and work together with others | I use some collaborative skills to work with others, with support | I am able to apply collaborative skills when working with others | I choose to work collaboratively with others to achieve a common goal |
| Think *I have an opinion, idea or belief about something | I can use some thinking tools and strategies with support to further my learning | I select specific thinking tools and strategies to deepen my learning | I am aware that there is a range of perspectives, which may challenge my thinking |
| Question *I find out | I ask simple questions about things that interest me when prompted | I ask both open and closed questions that are relevant by myself | I actively question to further my own understanding and challenge thinking |
| Reflect *I think about and look back on my learning to enable me to best move forward | I share simple reflections on my learning | I use a range of prompts to reflect on my learning | I understand that reflection helps me with my learning and I use it to inform my next step |
| Resilience *I use a Growth Mindset | I attempt to use a Growth Mindset with prompts | I use a Growth mindset to help me stay positive | I use a Growth Mindset to bounce back in challenging situations |
| Wonder *I have the desire to be curious about something | I wonder as a tool to predict when supported | I can use wonder as a tool to form an opinion or think about a different perspective, to form a new understanding | I wonder to generate understandings and can distinguish between wonderings I can act on and wonderings that are unattainable |
| Persistence *I do not give up when faced with a challenge | I will have a go and not give up when supported | I will have a go, not give up, and have another try | I readily take on new challenges and persist. |

Appendix 3.1: School Exhibits

Exhibit 3.1: Galilee Catholic School



Together We Grow

Pedagogical Principles:

Reaching Beyond

Learning Together

Being Curious

The Image which is Galilee encompasses our community that is both rural and urban unified in our Catholic faith and our values welcoming, respecting, constructing.

School Context

The school is located in a semi-rural area at Aldinga south of Adelaide. The school caters for students from R-7. A co-ed Catholic School of 295 students (136 Boys and 159 Girls) and a FTE teaching staff of 17.7 (25 teachers) and 10 FTE non-teaching (18 staff). The ICSEA is 1026, with a percentile of 58% indicating a number are in the lower range. Our Vision **Together We Grow** guides us to, learn together, play together, help one another to construct a world that God desires. A place to thrive. A place that is welcoming, respectful and constructive.

School Vision, Values and Schoolwide Pedagogy

Together We Grow

Welcoming, Respecting, Constructing

Together we grow as a learning community grounded in the person and teaching of Jesus to create a world that is welcoming, respecting and constructing.

At Galilee Catholic School we have the beaches and hills that surround us as the love of God hugs and holds us.

We acknowledge the sea and the springs of Kurna ancestor Tjilbruke and recall Jesus, who is called living water for all who thirst.

Jesus said, "I am the vine, you are the branches." We stay close to Jesus for the courage and compassion to be community.

We value working in relationship with families, colleagues, the Galilee Catholic community, local groups and services and our living environment to support student and community growth.

We see each child having unlimited potential for growth intellectually, spiritually, emotionally, socially, physically and psychologically, created in the image of God.

Our philosophy of learning is inspired by the belief that all children are successful, capable and competent learners. Children learn and grow uniquely in relationship with their family, friends and educators who co-manage an environment which nurtures, challenges and inspires a deep process of learning.

Being Curious

I am curious when I ... notice and observe; am eager to discover new things; explore my questions; use my creative thinking skills to make meaning



Reaching Beyond

I am reaching beyond when I ... enjoy my skills and build on them; look forward to the next new thing I can learn, be or do; make effort to achieve new learning



Learning Together

I am learning with others when I ... listen to others and share my ideas; respect myself, others and my environment; use my talents and value the talents of others
Detail of the SWP® framework appears in Appendix 3.2.



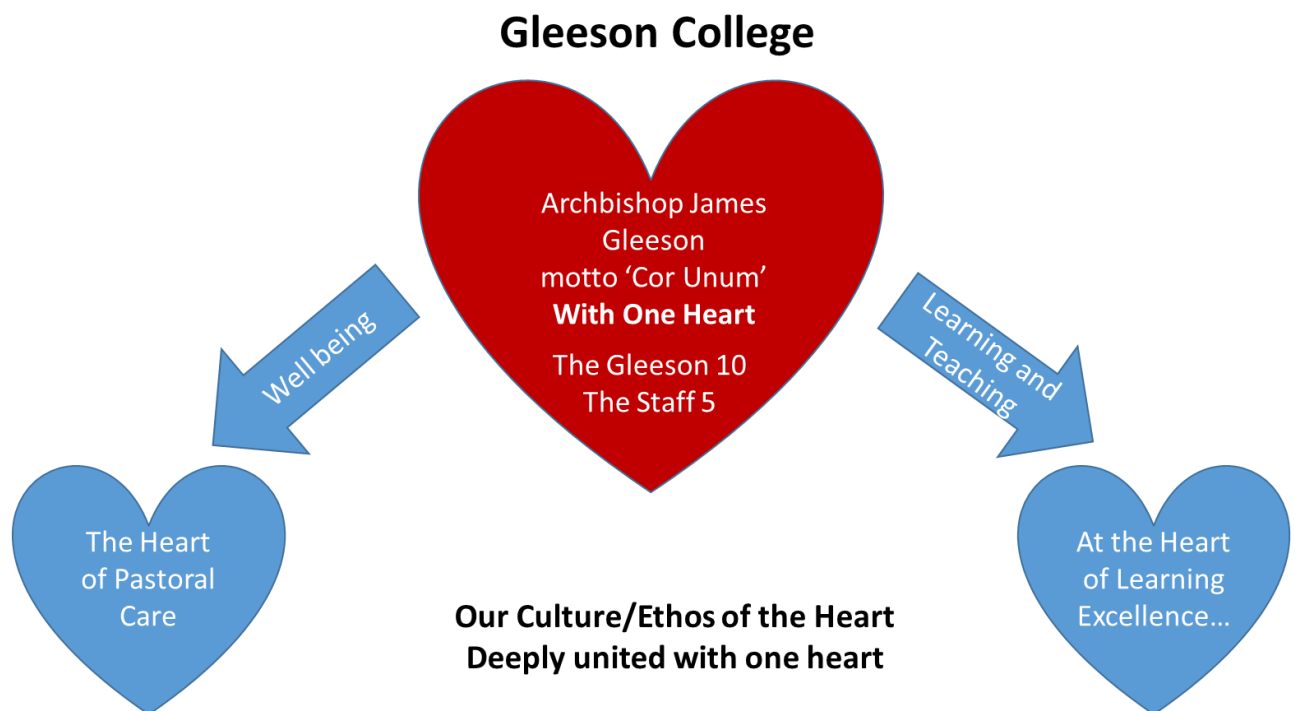
Exhibit 3.2: Gleeson College

...at the HEART of learning excellence

At Gleeson College, we are dedicated to excellence in learning and teaching and so we commit to the HEART of learning and teaching. That is, where learning and teaching are **Holistic, promoting Engagement, seeking Authenticity, building Resilience and fostering Teamwork.**

Gleeson College Vision Statement:

Gleeson College is a faith-filled community that provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.



RATIONALE

The Gleeson College motto, With One Heart, is the translation of Archbishop Gleeson’s motto ‘Cor Unum’. In our patron’s first letter to the College, he said, “I leave you with this hope of mine: that Gleeson College will always be of ‘One heart’ in every aspect of its life and mission.” Our community is therefore founded on the commitment of Archbishop

James Gleeson to the charism of the heart and our desire to learn, grow and share ‘with one heart’.

At Gleeson College, all members of our community aim to fulfil the College’s Vision through our ten core values known as the Gleeson 10 and our staff commit to working together through the Gleeson Staff 5. We believe that excellent pastoral care allows students to thrive and is an important precursor to learning well. Therefore, we are committed to the **“Heart of Pastoral Care”**: Peace and Harmony, Dignity and Respect, Compassion, Truth and Justice.

At Gleeson College, we are dedicated to excellence in learning and teaching and so we commit to the **“HEART of Learning and Teaching”**. That is, where learning and teaching are **H**olistic, promoting **E**ngagement, seeking **A**uthenticity, building **R**esilience and fostering **T**eamwork.

We live in a world where life-long learning is paramount to developing capable, skilled and thriving people who are able to use their talents and abilities to their fullest potential. It is our role to know our students well, tailor our teaching to their needs and build their resilience in an ever-changing world. We acknowledge and promote collaboration and whole-hearted engagement in authentic learning.

Ultimately we aim to produce young people of One Heart – deeply united, thriving, learning and leading in the world God desires. We look forward with hope and joy to the contribution our graduating students will make to the world.

Exhibit 3.3: St Monica's

THE NARRATIVE OF ST MONICA'S PARISH SCHOOL

To nurture body, heart and mind

What our vision means to us

Our Vision for learning encapsulates St Monica's Parish School's vital role in fostering the intellectual, physical, social, emotional, moral and spiritual development and wellbeing of our children.

Our values

At St Monica's Parish School, we embrace the Josephite tradition of love, understanding and acceptance of others.

What our school logo means to us

Our school logo is encapsulated within a *circle*. The continuity of the circular shape represents acceptance, inclusion and community.

The *cross* is at the centre – it reminds us that we are a Catholic school inspired by a rich Josephite tradition guided and inspired by Saint Mary of the Cross MacKillop and our patron Saint, Saint Monica.

The *book* is a symbol of the Bible – the word of The Lord where Jesus is at the heart of our faith community.

The *dove* is a symbol of the Holy Spirit's presence in our daily life. It reminds us that we are a place of peace and friendship where we work in partnership in the spirit of friendship and collaboration.

The *fountain pen* symbolises our learning, building upon the strengths of each child and setting high expectations for them to achieve success. It recognises the origins, traditions and history of our school whilst looking to our future – reflected in our motto: To nurture body, heart and mind



ST MONICA'S
PARISH SCHOOL WALKERVILLE
A proud tradition a bright future

Exhibit 3.4: St Francis Xavier's



Exhibit 3.5: Thomas More College



Pedagogical Framework

Wisdom to Seek **Courage to Thrive** **Power to Change**

"I have come so that they may have life and have it to the full". (Jn 10:10)



Appendix 3.2: Galilee Catholic School – Pedagogical Principles

Rationale

Being Curious

| | |
|---|--|
| Catholic Identity | <p>Luke 2:41-52: The child Jesus in the temple</p> <p>Also - Jesus used questions and parables to deepen the understanding of his disciples.</p> <p>At Galilee Catholic School we seek to develop in students ‘the habit of critical reflection, and a kind of questioning that engages people’s reason, memory and imagination’¹.</p> |
| Rationale (the ‘why’, linked back to the vision) | <p>“Tell me and I forget, show me and I remember, involve me and I understand.” Benjamin Franklin</p> <p>Inquiry learning approaches that foster being curious enable students, and all people in the learning community, to be actively engaged, excited by and directing their own learning.</p> <p>Being curious enables people to question, make meaning of their world and be active participants in creating a just world.</p> <p>Being curious through inquiry is a collaborative approach requiring flexible learning environments. The inquiry process includes and values everyone: learning is accessible to all, the diversity of learners is welcomed, learning for the whole child is acknowledged.</p> <p>Being curious can lead to deep, relevant, transferable understandings and critical life skills.</p> |
| Definition | <p>At Galilee Catholic School ‘inquiring’ is both a way of being and a process. Being curious ‘refers to the set of attributes and dispositions that guide effective, creative and successful thinking’² for contemporary life.</p> |

¹ What Makes a School Catholic? Thomas Groome

² Mater Dei Primary School SWP Framework

| | |
|--|---|
| Core Commitments (what we do, what you will actually see happening, all planning will be based in these points) | <p>We commit to fostering the principle of being curious by:</p> <ul style="list-style-type: none"> ● Listening to and valuing the questions and theories of students ● Explicitly teaching inquiry and research skills ● Setting up learning environments that enable collaboration and flexibility ● Focusing on higher order thinking, growth mindsets, goal setting and feedback ● Providing time for students to explore their theories and utilise a ‘work in progress’ approach? |
| Resources | <ul style="list-style-type: none"> ○ Kath Murdoch inquiry approach – tuning in, finding out, sorting, going further, making conclusions, taking action ○ Reggio Emilia Approach - image of the child and the 100 languages; teacher as researcher; environment as third teacher; Progettazione ○ ACARA and the development of inquiry skills - https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/ ○ Making Learning Visible - http://www.pz.harvard.edu/projects/making-learning-visible ○ Thinking Routines |

Reaching Beyond

| | |
|---|---|
| Catholic Identity | <p>Matthew 5:14-16 - Let your light shine</p> <p>At Galilee Catholic School we recall Jesus as ‘light for the world’. By using our own unique talents and ‘letting them shine’ we co-operate in sharing God’s love and light.</p> |
| Rationale (the ‘why’, linked back to the vision) | <p>Educational achievement tends to rise or fall in direct relation to expectations.</p> <p>Reaching beyond (having high expectations) enables each child and community member to achieve their full potential, develop a growth mindset, build resilience, build positive self-image and work in collaborative relationships to create a welcoming, respectful and constructive world.</p> |

| | |
|--|---|
| Definition | <p>Reaching beyond occurs when each child and community member challenges themselves to go beyond their expectations of themselves.</p> <p>At Galilee Catholic School reaching beyond (having high expectations) is based on the premise that all children are capable and competent³ and that each child has a unique learning trajectory that can be supported and encouraged to achieve the best outcomes for that individual child.⁴ ‘Reaching beyond’ also has a collective and communal dimension, applies to our learning community as a whole and is grounded in an understanding of ‘God with us’ always.</p> |
| <p>Core Commitments (what we do, what you will actually see happening, all planning will be based in these points)</p> | <p>We commit to fostering the principle of reaching beyond / doing our best by:</p> <ul style="list-style-type: none"> • Believing in children as capable learners • Using the language of growth mindsets - ‘yet’, value risk-taking and mistakes, value effort, set high expectations • Using the Learning Pit to build student understanding/articulation of their learning progress • Planning for a differentiated and child centred curriculum • Providing opportunities for working collaboratively • Using questioning techniques and inquiry methodologies • Making learning visible by having children set goals, explaining learning intentions, identifying success criteria, providing purposeful feedback and encouragement • Providing time for reflection on learning |
| Resources | <ul style="list-style-type: none"> ○ Carol Dweck – growth mindset, positive psychology – develop resilience and self-belief ○ The Learning Pit – James Nottingham – develop a way to talk about the learning process and ways to build understanding ○ Visible Learning – John Hattie https://visible-learning.org – learning intentions and success criteria, purposeful feedback, setting goals ○ Reggio Emilia Approach – image of the child |

³ Reimagining Childhood: The inspiration of Reggio Emilia education principles in South Australia Carla Rinaldi

⁴ Victorian Early Years Learning and Development Framework – *Practice Principle 3: High expectations for every child*

Learning Together

| | |
|---|---|
| Catholic Identity | <p>1 Corinthians 12:12-27 – Many parts, one body in Christ</p> <p>At Galilee Catholic School we welcome and appreciate the variety of gifts of all community members.</p> |
| <p>Rationale</p> <p>(the ‘why’, linked back to the vision)</p> | <p>We find our identity and true selves in relationship with others.⁵</p> <p>Learning together affirms a sense of belonging, social conscience and shared responsibility for one another. (‘It takes a whole village to raise a child’ – Nigerian proverb).</p> <p>Through collaborating we learn to achieve the best we can, to build our social, emotional and communication skills; and to appreciate diversity.</p> <p>Learner qualities</p> <p>Social learning theory – Johnson & Johnson</p> |
| Definition | <p>At Galilee Catholic School learning together is a way of being in community that values the relationship between self, others and the environment as diverse partners in creating a world that is welcoming, respectful and constructive.</p> <p>Jesus</p> |
| <p>Core Commitments</p> <p>(what we do, what you will actually see happening, all planning will be based in these points)</p> | <p>We commit to fostering the principle of learning together / collaborating by:</p> <ul style="list-style-type: none"> • Explicitly teaching and practicing the learner qualities of: <ul style="list-style-type: none"> - active listening; - valuing difference; - being reflective; - collaborating; - critical thinking; - acknowledging my achievements (I can) |

⁵ What Makes a School Catholic? Thomas Groome

- Developing the use of documentation for student's shared learning
- Providing opportunities to develop reciprocal relationships among students, staff, parents, parish, environment
- Using a pedagogy marked by participation, conversation, and cooperation⁶

Resources

- Galilee Learner Qualities identified on school padlet – active listening, valuing difference, being reflective, collaborating, critical thinking, acknowledging own achievements (I can)
- Catholic Social Teaching Principles – the common good, subsidiarity
- Reggio Emilia Approach - 100 languages, community
- Social Learning Theory – Johnson & Johnson

⁶ What Makes a School Catholic? Thomas Groome

Appendix 3.3: Galilee Framework with Implementation Examples

padlet

Jodie Higgins + 3 • 20d

Together We Grow

Galilee Pedagogical Principles

School Wide Pedagogy Together We Grow

School Wide Pedagogy Statement - December 2018

This document remains a work in progress and provides an overview of our Vision, Values, and Pedagogical Principles

At Galilee Catholic School we have the best teachers and staff that surround us as the love of God helps and helps us.

We acknowledge the sins and the wrongs of humans and that Jesus, who is called King of Kings for all time past.

Jesus said, "I am the vine and you are the branches." To Jesus for the courage and compassion to be called.

We value working in relationship with families, colleagues, the Galilee Catholic community, local groups and services and each other to support student and community growth.

We see each child having unlimited potential for growth intellectually, spiritually, emotionally, socially, physically and psychologically, created in the image of God.

Our philosophy of learning is inspired by the belief that all children are successful, capable and competent learners. Children learn and grow uniquely in relationship with their family, friends and educators who co-manage an environment which nurtures, challenges and inspires a deep process of learning.

Being Curious
I am curious when I ... notice and observe, am eager to discover new things, explore my questions, use my creative thinking skills to solve learning.

Reaching Beyond
I am reaching beyond when I ... enjoy my skills and build on them, look forward to the next new thing I can learn, be an do, make effort to achieve more learning.


SWP Summary Page v6 14.12.18
Word document
padlet drive

Galilee Rationale Working

Being Curious (Inquiring)


Kath Murdoch web site

This is a link to the Kath Murdoch web site. She shares many documents for free.



About Kath Murdoch
Kath Murdoch is an experienced teacher, kath murdoch


Kath Murdoch
5 step poster



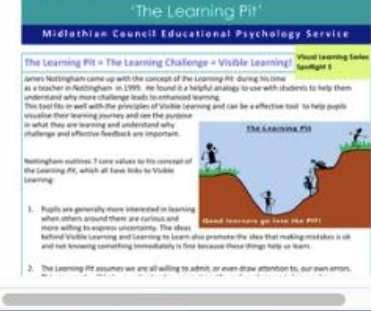
Reaching Beyond (High Expectations)

James Nottingham

The creator of the Learning Pit



Learning Pit - James Nottingham
James Nottingham created the Learning Pit james nottingham



Learning Together (Collaborating)

Learner Qualities we teach at Galilee

- **Listen with your heart and head** - we listen attentively, actively
- **Value difference** - we value one another's ideas and opinions and remember we all have a part to play
- **Be reflective** - we reflect on ourselves and our learning
- **Collaborate** - we solve problems together and often learn in groups
- **Think** - we think critically
- **I can** - I acknowledge and take pride in my achievements

Links to support and extend the

Appendix 3.4: St Monica’s Annual School Improvement Plan

School Wide Pedagogy

| | |
|---|--|
| <p>Strategic Intention/s</p> <ul style="list-style-type: none"> To embed the 3 Ps – School Wide Pedagogy | <p>Strategic Goal/s</p> <ul style="list-style-type: none"> To trial and implement the 3 Ps Framework with a focus on Learning through Inquiry and the General Capabilities To inform and engage children and parents in the application of the 3 Ps Framework |
| <p>CIF Domain/s: Quality Teaching and Learning</p> <p>5.1</p> <ul style="list-style-type: none"> The school has developed a common and agreed understanding of effective teaching, learning, assessment and pedagogical practices that reflect its mission and vision for Catholic education. The design, planning and evaluation of teaching programs are based on research, student assessment data, student feedback, curriculum and appropriate pedagogy. Students participate in challenging, rich and differentiated learning opportunities that engage them and promote deep learning. The school has a culture of professional learning, inquiry and improvement, accessing school-based and external professional learning opportunities. The school provides professional learning that is timely, high quality and related to identified school goals and student needs and an associated budget supports this learning. All teachers have documented professional learning goals and are supported in achieving these goals <p>5.5</p> <ul style="list-style-type: none"> The school has a culture of professional learning, inquiry and improvement, accessing school-based and external professional learning opportunities. The school provides professional learning that is timely, high quality and related to identified school goals and student needs and an associated budget supports this learning | |
| <p>SMART Goals: (What are we trying to achieve?)</p> <ol style="list-style-type: none"> Teachers develop shared knowledge, understandings and language of: <ul style="list-style-type: none"> Learning through Inquiry the Key Capabilities as per the Living, Learning and Leading Framework through professional learning including: <ul style="list-style-type: none"> Staff meetings Unit Meetings Professional Reading Teachers demonstrate evidence of implementing the 3 P’s in their planning, programming, assessing of children and reporting to parents in at least 2 learning areas Teachers share and review evidence of using the 3 Ps in their learning programs in at least one Unit meeting per term Teachers share the practical application of the 3 Ps in children’s learning through: <ul style="list-style-type: none"> Seesaw Parent Information workshops Parent Teacher Meetings Reporting to Parents | |

Appendix 3.5: Thomas More College – Student Report Card



THOMAS MORE COLLEGE IDEAS REPORT CARD TERM 4, 2016

Kelly

The data acquired from the Diagnostic Inventory of School Alignment (DISA) survey paints a picture of the College at a particular point in time and overwhelmingly sees students, and to a considerable extent parents, portraying Thomas More College in a positive light. Conversely, Staff exposed many more challenges. The following report emphasises the College's perceived successes and captures areas of challenge. Please note that the 'grade' is based on average scores on data supplied by parents, students and staff combined.

| CRITERIA | COMMENT | GRADE |
|--|--|-------|
| Successes and Achievements | <p>In such a diverse cultural community, it is encouraging that all stakeholders agree that students have developed a capacity to form positive relationships, and to cooperate and be respectful of each other. There is high regard amongst Parents, Students and Staff for the College's physical environment, with the buildings and grounds proving to be aesthetically pleasing and well-maintained.</p> <p>Students are happy with their achievement levels in literacy, numeracy and other subject areas. Parents are of the opinion that students are performing competently in numeracy and other subject areas, but have concerns with the level of literacy skills. Staff are not satisfied with achievement levels in both literacy and numeracy.</p> <p>Parents and Staff perceive teachers as being influential and professional in their approach. Parents are particularly pleased with all aspects relating to student well-being, and are satisfied with the way the College equips students for the move into post school options. Staff on the other hand deem students to not be well prepared for life beyond school.</p> <p>Students believe that teachers are integrally involved and influential in making key educational decisions on how the College is run, which contradicts the view held by Staff. Staff are convinced the College has established an image in the community of providing a caring and respectful environment, but are adamant that more time and space is required for shared staff reflection.</p> | B |
| Strategic Foundation School Vision & Structures / Community Cohesiveness | <p>Students, Parents and Staff perceive that the College excels in celebrating the contributions of all individual stakeholders. Parents and Students believe that the College does have an inspirational vision which guides its work, whereas Staff express a belief that the vision needs to be revisited to make it more memorable and inspirational.</p> <p>Parents and Students are convinced: that teachers are involved in important leadership roles outside of their classrooms, that parents have high expectations for student success, that students are actively encouraged to provide care for other community members, and that the College provides adequate resources to inspire community participation.</p> <p>Students share a common understanding that the College is a helpful rather than a blaming place. Students are the solitary group happy with the high expectations teachers and they themselves place on their achievement. Staff stress that a greater level of collective responsibility is required to boost student progress, but that students must also raise the bar in terms of their expectations of themselves.</p> <p>Staff believe the College promotes its successes within the community to enhance its uniqueness and character, although Parents provide the alternative view. Parents are of the view that there seems to be a lack of support and engagement for the College's vision in the wider community and that staff could work together in a more cohesive fashion.</p> <p>Staff express a belief that their involvement in decision making and planning processes, and the implementation of these processes, needs to be improved. Staff and Parents believe more needs to be done to allow for external people to have input into planning and decision making processes. Staff certainly want the Principal to do more to create a culture of shared power.</p> <p>It is interesting to note that there is quite some diversity of opinion around whether the leadership of the College have instigated collaborative processes for decision making and to ascertain the direction in which the College is headed.</p> | B |
| SWP School Teaching, Learning & Assessment | <p>Students perceive that teachers are good reflective practitioners and that they make efforts to further develop their skills and strengths with support from the College.</p> <p>Students are happy with their level of involvement in their learning, which is in direct contrast to Staff who believe there is minimal input from students towards teaching and learning approaches.</p> <p>Students see a good connection between the College's purpose and the way teachers teach. Staff share a conflicting view and are quite dissatisfied, believing that there is a lack of any shared understanding or sense of direction for all teaching and learning across the College which best fits the College's context and which is based on current educational theory.</p> <p>Consequently, there is a distinct link to low levels of satisfaction amongst staff for: any association between vision and values and teaching and learning approaches, individual teacher gifts and talents being realised, and any evidence of a systematic analysis of teaching, learning and assessment processes which can assist staff to appreciate external requirements. The development of a school-wide pedagogical approach may innovate and allow more voice in the development of quality teaching and learning.</p> | B+ |
| Generative Resource School Work Practices and Organisation / Holistic Professional Learning | <p>Staff alone are very supportive of the way in which technology is used to strengthen teaching and learning, but believe that improved planning is needed around the use of College facilities and how they may best support teaching and learning.</p> <p>Students are supportive of the way in which time is used to enable effective and improved teaching and learning experiences, whereas Staff say more time is needed to allow for pedagogical innovation.</p> <p>Parents and Staff believe that community resources are underutilised in their support of teaching and learning, with Parents wanting the College to develop networks with other credible educational organisations to improve student achievement. Parents believe teachers need to be more innovative in the way in which they use their learning spaces to enhance student learning.</p> <p>Staff have reservations that there is any systematic development and updating of the curriculum to suit the needs of the learners, or whether the College can relate its internal review processes to external review requirements. Staff see no strategies, emphasis or encouragement around their Professional Learning activities which are linked to exploring, developing or enhancing their own or the College's pedagogical priorities and hence championing any College vision.</p> | B |

Kelly

| <input type="checkbox"/> Rubric – based on the IDEAS Research-based Framework | | | | |
|---|--|---|---|--|
| School successes & achievements | <input type="checkbox"/> Student achievement is low <input type="checkbox"/> Student well-being is low <input type="checkbox"/> Teachers' sense of professionalism is low <input type="checkbox"/> Level of community pride and support for school is low <input type="checkbox"/> Capacity for sustainable progress is low <input type="checkbox"/> School resourcing is low | <input type="checkbox"/> Student achievement is improving <input type="checkbox"/> Student well-being is emerging <input type="checkbox"/> Teachers' sense of professionalism is emerging <input type="checkbox"/> Level of community pride and support for school is emerging <input type="checkbox"/> Capacity for sustainable progress is emerging <input type="checkbox"/> School resourcing is emerging | <input type="checkbox"/> Student achievement is at state average and/or continuing to improve <input type="checkbox"/> Student well-being is developing <input type="checkbox"/> Teachers' sense of professionalism is developing <input type="checkbox"/> Level of community pride and support for school is developing <input type="checkbox"/> Capacity for sustainable progress is developing <input type="checkbox"/> School resourcing is developing | <input type="checkbox"/> Student achievement is high <input type="checkbox"/> Student well-being is high <input type="checkbox"/> Teachers' sense of professionalism is high <input type="checkbox"/> Level of community pride and support for school is high <input type="checkbox"/> Capacity for sustainable progress is high <input type="checkbox"/> School resourcing is high |

| | Non-Existent | Emerging | Developing | Sustained |
|-----------------------|---|---|---|---|
| Strategic Foundations | <input type="checkbox"/> School vision is not clear and does not guide practice <input type="checkbox"/> Leadership is with Principal only <input type="checkbox"/> School successes are not acknowledged <input type="checkbox"/> Decision-making is not shared or visible <input type="checkbox"/> School's understandings of education are not promoted in the community | <input type="checkbox"/> School vision is unfolding with some evidence that it guides practice <input type="checkbox"/> Leadership is with Principal and some others <input type="checkbox"/> School successes are sometimes acknowledged <input type="checkbox"/> Decision-making is partially shared or visible <input type="checkbox"/> School's understandings of education are sometimes promoted in the community | <input type="checkbox"/> School vision is apparent along with the link to practice <input type="checkbox"/> Parallel Leadership is with a number of people <input type="checkbox"/> School successes are often used to promote school's identity and ethos <input type="checkbox"/> Decision-making is often shared and visible <input type="checkbox"/> School's understandings of education are often promoted in the community | <input type="checkbox"/> School vision is clear and consistently evident in all school practices <input type="checkbox"/> Parallel Leadership is pervasive <input type="checkbox"/> School successes are used regularly to promote school's identity and ethos <input type="checkbox"/> Decision-making is both shared and transparent <input type="checkbox"/> School's understanding of education are promoted in the community |

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| | Non-Existent | Emerging | Developing | Sustained |
|------------------------|--|--|--|---|
| Community cohesiveness | <ul style="list-style-type: none"> <input type="checkbox"/> Community is not supportive of the school's vision <input type="checkbox"/> Community is not involved in school planning <input type="checkbox"/> Staff does not assume collective responsibility for individual students and school outcomes <input type="checkbox"/> Expectations for student achievement <input type="checkbox"/> Contributions of individuals and groups are not recognised <input type="checkbox"/> There is a culture of "blame" | <ul style="list-style-type: none"> <input type="checkbox"/> Community is sometimes supportive of the school's vision <input type="checkbox"/> Community is sometimes involved in school planning <input type="checkbox"/> Staff sometimes assume collective responsibility for individual students and school outcomes <input type="checkbox"/> Expectations for student achievement <input type="checkbox"/> Contributions of individuals and groups are sometimes recognised <input type="checkbox"/> There is sometimes a culture of "no blame" | <ul style="list-style-type: none"> <input type="checkbox"/> Community is often supportive of the school's vision <input type="checkbox"/> Community is often involved in school planning <input type="checkbox"/> Staff often assume collective responsibility for individual students and school outcomes <input type="checkbox"/> Expectations for student achievement <input type="checkbox"/> Contributions of individuals and groups are often recognised <input type="checkbox"/> There is usually a culture of "no blame" | <ul style="list-style-type: none"> <input type="checkbox"/> Community is supportive of the school's vision <input type="checkbox"/> Community is actively involved with planning <input type="checkbox"/> Staff assumes collective responsibility for individual students and school outcomes <input type="checkbox"/> Expectations for student achievement <input type="checkbox"/> Contributions of individuals and groups are recognised <input type="checkbox"/> There is a culture of "no blame" |

| | Non-Existent | Emerging | Developing | Sustained |
|---|--|--|--|--|
| Schoolwide Pedagogy Development & Deepening | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers do not have a shared understanding of successful pedagogy <input type="checkbox"/> Pedagogical priorities do not reflect school vision <input type="checkbox"/> Teachers do not base their work in authoritative theories <input type="checkbox"/> A Schoolwide Pedagogy does not provide direction for teaching across the curriculum <input type="checkbox"/> Students and parents rarely are included or consulted in teaching and learning discussions | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers rarely discuss pedagogy and have a limited shared understanding of successful pedagogy <input type="checkbox"/> Pedagogical priorities sometimes reflect school vision <input type="checkbox"/> Teachers sometimes base their work in authoritative theories <input type="checkbox"/> A Schoolwide Pedagogy to direct teaching across the curriculum is emerging <input type="checkbox"/> Sometimes parents and students are included in discussions about teaching and learning | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers often discuss pedagogy and are beginning to develop a shared understanding of successful pedagogy <input type="checkbox"/> Pedagogical priorities often reflect school vision <input type="checkbox"/> Teachers often base their work in authoritative theories <input type="checkbox"/> A Schoolwide Pedagogy to direct teaching across the curriculum is developing <input type="checkbox"/> There are opportunities for parents and students to be involved in discussions that relate to teaching and learning | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers enthusiastically and regularly discuss pedagogy and have a high level shared understanding of successful pedagogy <input type="checkbox"/> Pedagogical priorities reflect the vision <input type="checkbox"/> Teachers base their work on authoritative theories <input type="checkbox"/> A Schoolwide Pedagogy consistently directs teaching all curriculum areas. <input type="checkbox"/> There are frequent opportunities for parents and students to participate in discussions about teaching and learning |

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| | Non-Existent | Emerging | Developing | Sustained |
|----------------------------|---|---|---|---|
| Generative Resource Design | <ul style="list-style-type: none"> <input type="checkbox"/> Facilities planning never considers teaching and learning needs <input type="checkbox"/> School's use of time, space & technologies is not: <ul style="list-style-type: none"> o conducive to quality teaching o reflective of vision o conducive to aesthetic environment <input type="checkbox"/> School's curriculum frameworks are not: <ul style="list-style-type: none"> o Reflective of vision o Responsive to student needs | <ul style="list-style-type: none"> <input type="checkbox"/> Facilities planning sometimes considers teaching and learning needs <input type="checkbox"/> School's use of time, space & technologies is sometimes: <ul style="list-style-type: none"> o conducive to quality teaching o reflective of vision o conducive to aesthetic environment <input type="checkbox"/> School's curriculum frameworks are sometimes: <ul style="list-style-type: none"> o Reflective of vision o Responsive to student needs | <ul style="list-style-type: none"> <input type="checkbox"/> Processes are developing for facilities planning to start with consideration of teaching and learning needs <input type="checkbox"/> School's use of time, space & technologies is often: <ul style="list-style-type: none"> o conducive to quality teaching o reflective of vision o conducive to aesthetic environment <input type="checkbox"/> School's curriculum frameworks are often: <ul style="list-style-type: none"> o Reflective of vision o Responsive to student needs | <ul style="list-style-type: none"> <input type="checkbox"/> Facilities planning consistently and systematically considers teaching and learning needs <input type="checkbox"/> School's use of time, space & technologies is: <ul style="list-style-type: none"> o conducive to quality teaching o reflective of vision o conducive to aesthetic environment <input type="checkbox"/> School's curriculum frameworks are: <ul style="list-style-type: none"> o Reflective of vision o Responsive to student needs |

| | Non-Existent | Emerging | Developing | Sustained |
|--------------------------------|--|---|---|--|
| Holistic Professional Learning | <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning initiatives do not reflect the school vision <input type="checkbox"/> Collaborative professional learning processes are not in place <input type="checkbox"/> Importance is never placed on teachers leading the school's pedagogy development <input type="checkbox"/> Individuals are never encouraged to pursue their personal professional needs and interests | <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning initiatives sometimes reflect the school vision <input type="checkbox"/> Collaborative professional learning processes are sometimes in place <input type="checkbox"/> Importance is sometimes placed on teachers leading the school's pedagogy development <input type="checkbox"/> Individuals are sometimes encouraged to pursue their personal professional needs and interests | <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning initiatives often reflect the school vision <input type="checkbox"/> Collaborative professional learning processes are often in place <input type="checkbox"/> Importance is often placed on teachers leading the school's pedagogy development <input type="checkbox"/> The pursuit of personal professional needs and interests is a growing emphasis | <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning initiatives always reflect the school vision <input type="checkbox"/> Collaborative professional learning processes have been integrated into school practice <input type="checkbox"/> Importance is always placed on teachers leading the school's pedagogy development <input type="checkbox"/> The pursuit of personal professional needs and interests is believed to be a critical element of school health |

Original concept Tyndall (2002) Modified Andrews, 2004, Morgan, 2011



Appendix 3.6: Literacy Plan



LITERACY AGREEMENT

At St Francis Xavier's, we believe that literacy is of fundamental importance for children to be thriving, capable learners and leaders for the world God desires. Children require high quality teaching and learning opportunities to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. It is through inspiring children in literacy that we will create a community of innovators.

AUSTRALIAN CURRICULUM

Literacy is organised in the Australian Curriculum through six interrelated elements:

- Overarching processes:
 - Comprehending texts through listening, reading and viewing
 - Composing texts through speaking, writing and creating
- Areas of knowledge that apply to both processes:
 - Text knowledge
 - Grammar knowledge
 - Word knowledge
 - Visual knowledge

These six elements are interwoven and overlap, providing a robust and rigorous curriculum that balances skill development and knowledge acquisition. The design of the Australian Curriculum allows teachers the freedom to approach planning from a number of different angles, using the six elements together to design rich tasks and integrated units that allow children to explore English and create confident, literate communicators.

The Australian Curriculum: English and Literacy General Capability present a progression of learning. Thus, the Australian Curriculum: English aims to ensure that children:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Literacy is strengthened, made specific and extended in other learning areas as children engage in a range of learning activities with significant literacy demands.

LITERACY AND OUR SCHOOL WIDE PEDAGOGY

Our School Wide Pedagogy is our expression of our priority teaching, learning and assessment principles. Our four Learning Principles are fundamental to how we, as educators, at St Francis Xavier's, educate the children in our care.

Our four Learning Principles are *Inquiry, Creativity, Collaboration, Connections*

| | |
|--|--|
| <p>Inquiry We inspire inquisitive and knowledgeable learners in literacy when we seek to make sense of the world. We foster this by supporting children to:</p> <ul style="list-style-type: none"> • pose questions/wonderings • seek understanding, clarification • explore ideas and texts deeply • organise ideas and process information • develop strong skills in comprehension • consider the integrity of digital texts | <p>Creativity We inspire creativity through literacy when we encourage imaginative thinking and curiosity. We foster this by supporting children to:</p> <ul style="list-style-type: none"> • create their own texts which intentionally share an idea or convey a message to an intended audience • engage in Book Making/Writer's Notebook • have choice and agency about their reading and writing, listening and speaking |
| <p>Collaboration We inspire collaboration through literacy when we encourage sharing of ideas in innovative ways, and create connections between authors, illustrators and meaning makers. We foster this by supporting children to:</p> <ul style="list-style-type: none"> • speak and listen with others • collaborate when engaging with and creating texts • give feedback to each other | <p>Connections We inspire connections through literacy when we embrace positive relationships and build our community. We foster this by supporting children to:</p> <ul style="list-style-type: none"> • explore texts that are written by a wide range of authors • share ideas both orally and written • develop a strong sense of connection between thinking, speaking, writing, reading • think about their thinking • transfer knowledge, skills and strategies into new contexts |

SCHOOL PRACTICES

Our school practices are consistent with the Australian Curriculum and our School Wide Pedagogy. A well balanced English/Literacy program at St Francis Xavier's needs to incorporate:

- Language, Literacy and Literature strands
- Assessment that informs where children are at and used to target our teaching to move children forward
- The use of high quality literature and multimodal texts
- Attention to making meaningful connections between thinking, speaking, writing, reading
- Fostering a love of reading



- Teaching children to express and develop ideas through text structure and organisation, phonics and word knowledge in the context of meaningful, challenging language work that is connected to reading, writing, listening and speaking
- The explicit teaching of strategies in reading and writing, listening and speaking, with and without digital technologies
- Use of student data to measure progress
- An instructional framework that includes: modelled, shared, guided and independent

Prior to School - Play Group, Curious Xavier's

- Creating intentional literacy opportunities in play experiences
- Immersing children in rich oral language experiences such as songs and rhyme
- Encouraging children to draw and talk about their drawings
- Providing varied tools for drawing/writing
- Inviting children to make books
- Sustained conversations about observations and wonderings
- Providing families with ongoing strategies and prompts to support their child's literacy development

Reception – Year 2

- Creating intentional literacy opportunities in play experiences
- Explicitly teach writing through the pedagogy of Book Making, Shared and Guided Writing
- Explicitly teach reading strategies through Reader's Workshop and share personalised reading goals and strategies with families
- Ongoing monitoring of oral language, reading and writing to ensure timely interventions

Year 3 – Year 6

- Explicitly teach writing through the pedagogy of Six Traits, Shared and Guided Writing
- Explicitly teach instructional strategies including close reading, guided reading, reciprocal reading that develop skills in comprehension, fluency and vocabulary
- Continued focus on oral language, reading and writing to ensure timely interventions

FUNDAMENTAL RESOURCES

At St Francis Xavier's, we refer to the following resources:

- Reader's and Writer's Workshop teacher reference books (refer to catalogue in library)
- '6+1 Traits of Writing' and 'Traits of Writing: The Complete Guide for Middle School', Ruth Culham
- 'The Power of Inquiry', Kath Murdoch
- Jolly Phonics/Grammar Handbooks

Appendix 3.7: Gleeson, AITSL Standards Mapped to SWP[®]

| | AITSL STANDARDS | GENERAL CAPABILITIES |
|-------------------|--|--|
| Holistic | AITSL STANDARDS: 1 - Know the students and how the learn. (all) 4- Create and maintain supportive and safe learning environments (4.1, 4.3, 4.4, 4.5) 7 Engage professionally with colleagues, parents/carers and the community (7.3) | Intercultural understanding Ethical understanding Critical and creative thinking Information and communication technology Numeracy Literacy |
| Engagement | AITSL STANDARDS: 2 – Know the content and how to teach it (2.1, 2.2, 2.4) 3 – Plan for and implement effective teaching and learning (All) 4 – Create and maintain supportive and safe learning environments (4.1, 4.2) | Intercultural understanding Ethical understanding Personal and social capability Critical and creative thinking Information and communication technology Numeracy Literacy |
| Authentic | AITSL STANDARDS: 1 - Know the students and how the learn (1.3, 1.4, 1.6) 2 – Know the content and how to teach it (2.2, 2.3, 2.4) 3 – Plan for and implement effective teaching and learning (3.3, 3.4, 3.7) | Intercultural understanding Ethical understanding Critical and creative thinking Information and communication technology Numeracy Literacy |
| Resilience | AITSL STANDARDS: 1 - Know the students and how the learn (1.1, 1.5, 1.6) 3 - Plan for and implement effective teaching and learning (3.1, 3.3, 3.5) 4 - Create and maintain supportive and safe learning environments (4.1, 4.2, 4.3) | Intercultural understanding Ethical understanding Personal and social capability Critical and creative thinking Literacy |
| Teamwork | AITSL STANDARDS: 3 - Plan for and implement effective teaching and learning (3.3) 4 - Create and maintain supportive and safe learning environments (4.1, 4.2) | Intercultural understanding Ethical understanding Personal and social capability Critical and creative thinking Information and communication technology |