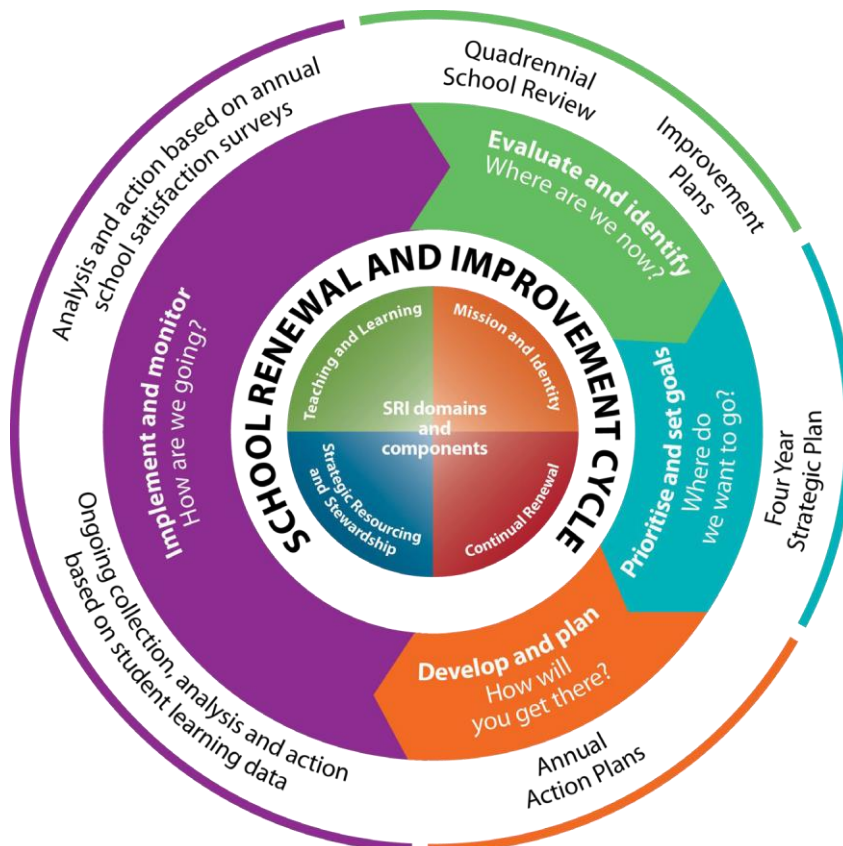


**Diocese of Toowoomba
Catholic Schools**

TCS Quadrennial school review Full report

St Saviour's College Toowoomba



13 – 16 July 2020

Foreword

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

Roland Barth, Harvard Graduate School of Education

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

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

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

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

Methodology

The review was conducted from 13 – 16 July 2020

Reviewers

Paul Herbert, Acting Senior Education Leader, Cluster 3 (Panel Chair)

Dr Ken Avenell, Director: Formation and Identity

Terry Carter, Manager: Teaching and Learning

Liisa Hammond, Principal, Good Samaritan College, Toowoomba

Norman Hunter, External Reviewer, ex-Principal Hillbrook Anglican School

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

- The College Principal and all members of the College Leadership Team
- College chaplain
- Cathedral parish administrator and assistant priest
- 19 teachers including senior and middle leaders
- 7 school officers
- 11 parents and Old girls'
- 35 students
- 9 members of the Parent Partnership Forum (PPF)

School Renewal and Improvement (SRI) domains and components

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



Domain 1 Teaching and learning Component 1.1 Students and their learning

Component 1.2 Curriculum structure and provision

Component 1.3 Pastoral care and student wellbeing



Domain 2 Mission and identity Component 2.1 Religion curriculum Component

2.2 Religious life of the school



Domain 3 Continual renewal Component 3.1 School improvement culture

Component 3.2 Community partnerships



Domain 4 Strategic resourcing and stewardship

Component 4.1 Staff development and wellbeing

Component 4.2 Use of resources facilities and the learning environment

Prologue

Members of the St Saviour's College community are to be congratulated on the open and honest way they participated in this review. As a result, the review panel members are confident that they have been able to come to know at some depth the excellent work that is being done at the college, and provide suggested strategies to further improve teaching and learning into the future.

It's important that this review and the report have a futures orientation that aligns with the focus of the college leadership team. (College PPF).



Domain 1 Teaching and learning

Component 1.1

Students and their learning

Findings

Explicit improvement agenda

The college has mapped a path of reflection, redefinition and reinvigoration of its school wide approaches in order to enact an explicit improvement agenda. These forward-thinking approaches are driven by a deep belief that every student is capable of successful learning regardless of linguistic, cultural, religious or socio-economic background.

The Strategic Plan 2018-2022 articulates explicit targets for student achievement set through strategic planning. These include:

- Up until 2020, the college will achieve senior results which are
 - over 75% OP 1-15
 - over 20% OP 1-5
 - over 375 TAMI (aggregated NAPLAN scores)
 - ensure all students exit with a QCE/QCIA
 - assist all students to gain a QTAC offer if they so require.
- In relation to NAPLAN the college will
 - be above National mean in all domains in Year 9
 - show continuous growth in each domain from Year 7.

Growth in Queensland Certificate of Education (QCE) attainment, is evident in 2018 and 2019, with 100% of students receiving a QCE.

Over Time Assessment Data Analysis (OTADA) shows significant success in Year 7 to 9 growth data in all NAPLAN domains. The Courier Mail (29 August 2019) reported that St Saviour's College was the third highest school in Queensland in Year 7 to Year 9 growth and in particular, the domain of Writing showed substantial improvement both in student scores and growth.

With an ICSEA of 969, below the national average of 1000, the college is to be congratulated on its success in these areas.

The college works to maintain a learning environment for both day students and boarders that is safe, respectful, caring and inclusive. There is a clearly stated desire to increase the focus on practices that promote intellectual rigour.

Planning for Personalised Learning (PfPL) is a system requirement, and goals are progressing, with some teachers recording student adjustments and some evidence of adjustments for high potential learners. Differentiated practices are being established throughout the school.

Adjustments are made to teaching practices and assessments by teachers to ensure access to the curriculum and success in learning. Teachers are transitioning to a common school-based planning platform, while planned intervention links directly to the curriculum, and school officers provide class-based support.

The Deputy Principal and the Learning Support Teacher (LST) meet regularly as do the LST and class teachers. A reviewed planning template has been provided to staff to ensure consistency in planning, and most staff are experimenting with this format.

The Student Academic Support Committee meets fortnightly and comprises the Principal, the Deputy Principal, the Assistant Principal – Mission and Student Wellbeing (MSW), LST and School Counsellor. Invitation is also extended to teachers involved with particular students. The School Counsellor works closely with the LST and leadership team to meet student needs, and the LST prepares an individual student profile with additional information for teachers to access. Multiple pathways are available for students through their subject selection and individual needs.

Students who are completing a Queensland Certificate of Individual Achievement (QCIA) are supported with the units from Essential English (and other subject areas as per their curriculum plan), and traineeships and targeted goals for QCIA, which are linked to building pathways to the workplace.

Preliminary Nationally Consistent Collection of Data (NCCD) for 2020 shows an increase in overall students included in NCCD. Numbers of students at the level of Quality Differentiated Teaching Practices are consistent with Diocesan figures, and below state Catholic figures. Numbers of students at Supplementary level are consistent with state Catholic figures. Numbers of students at Substantial level are significantly below Diocesan and state Catholic figures. Over half of the St Saviour's students in NCCD are identified in the Social Emotional category. Opportunities are in place to streamline the NCCD processes through utilising existing Diocesan and school-based processes.

Analysis and discussion of data

St Saviour's College has a systematic collection of a range of student data which are used to help inform and design targeted curriculum programs for students. Both quantitative and qualitative data are included in collection and analysis. These include but are not limited to

- NAPLAN papers (both practice and real tests)
- PAT testing
- PROBE testing
- Summative assessment data (junior and senior years)
- OP analyser/ ATAR prediction data
- Smartlab
- Wordflyers/Spellzone/Studiosity
- PLCs
- Getting to know our learners (Term One)
- Teacher feedback communication
- Academic support meetings
- Academic interviews
- PLPs
- Parent-teacher interviews
- Pastoral plans
- SET Plan interviews
- QTAC interviews

The college's academic tracking system follows student progress across both the junior and senior school and is used frequently across Professional Learning Teams (PLTs), academic interviews, academic care, conversations and to inform subject changes.

Learning culture

The college is focused on building teacher efficacy based on the stated belief that 'knowledge is power'. Teacher goal-setting takes place and the panel heard that there is a desire from teachers to finesse the processes and feedback opportunities. Similarly, walkthroughs have been planned and commenced and the leadership team indicate that they will increase their focus on this professional learning opportunity.

Learning support structures and staff are highly commended by staff, students and parents. The Leadership team clearly articulate that the learning support team goes 'above and beyond' in all their work for students.

The use of research-based teaching practices in all classrooms is encouraged, with a particular focus on the use of learning intentions (LI) and success criteria (SC) to make the intended learning clear to students and teachers. Many teachers have enthusiastically taken on the use of LI and SC across all classes.

Improvement strategies

- Continue to embed evidence-based differentiated teaching practices across the college that reflect the belief that students are at different stages in their learning and may be progressing at different rates, with necessary support.
- Maintain the Diocesan schedule to implement PfPL process and support teachers in recording adjustments for high potential learners.
- Investigate ways to embed NCCD requirements within existing Diocesan or school-based processes to make the data collection more streamlined.
- Consider processes that will enhance teacher goal setting and feedback opportunities, including ways to further embed walkthroughs.
- Strengthen whole staff understanding and use of learning intentions and success criteria in order to make learning clear for all students

Component 1.2

Curriculum structure and provision

Findings

We commit to excellence in education through the provision of a diverse and challenging curriculum, which empowers our young women to become autonomous, lifelong learners and valued contributors to society.

(St Saviour's College Mission: 'Learning and Teaching')

The panel notes the college's commitment to a diversity of curriculum offerings ensuring 'the provision of a diverse and challenging curriculum'. The college's commitment to academic excellence, reflected in its objective of having 100% of students attain a Queensland Certificate of Education (QCE), has been clearly articulated through the review process. This enables the college to offer a broad range of subjects despite the small cohorts.

Staff are very supportive and complimentary of the work of the Deputy Principal in ensuring a diversity of choice for students:

The Deputy Principal has worked really hard to keep those options open for our girls.
(Teacher)

The college's commitment to diversity begins with an extensive junior (Years 7 – 10) curriculum offering. The core subjects of Religion, English, Mathematics, Science, Humanities, Health and Physical Education are supplemented by a number of set electives. This approach enables Year 7 and 8 students to experience the electives on offer through Years 9 and 10 over one semester.

The diversified curriculum offerings at the senior secondary level are seen by teachers, parents and the college leadership team as making a significant contributor to the college objective of having 100% of students attain a Queensland Certificate of Education (QCE).

The subject offerings at St Saviour's College - 17 General Syllabus subjects, 7 Applied subjects and 2 Certificate courses as well as the short courses in Literacy, Numeracy and Careers - offer a comprehensive range of options for students to attain a QCE. Staff comment positively on the

establishment of the college Health Hub, where students will be able to access Certificate level studies in Health-related fields, and they indicate that this is an example of the college's commitment to diversifying the subject and pathway offerings available to students.

Some students and teachers comment that they would like to see the continuation of the diversification of the curriculum with 'non-gender stereotypical learning opportunities' included in the balance.

Girls are interested in Construction/Engineering and would like to have the opportunity to gain an understanding of those: woodwork for example, and through the provision of Certificate and School-Based Apprenticeship offerings in diverse areas, such as Construction or Automotive. (Year 11 student)

The panel heard from staff, students and parents of the desire to enhance the cultural offerings of the school. The development and implementation of a Music program, both academic and practical, is widely supported.

Some parents indicate a desire to see more emphasis on technology and technology awareness. Coding is cited as an example of enhanced awareness of technology.

The balance between academic success and wellbeing is supported by students and parents, who indicate that the school has high academic expectations which are manageable and avoid a 'pressure cooker' environment. This aims to enable students to strive for academic success knowing that they will be supported and encouraged.

The thing I love about St Saviour's is that there is plenty of encouragement, and the pressure is just not there (the pressure to perform placed on students by other schools that I am aware of). Some of my daughter's friends in other schools are struggling. There is not the pressure cooker environment here at St Saviour's; the teachers are supportive but not over-bearing. (Parent)

Many teachers speak positively of the college's commitment to 'knowing our students' and how they learn. This is reflected in the commitment by staff to the Planning for Personalised Learning' (PfPL) process. The college reports that just under 25% of students have Personalised Learning Plans and teachers comment favourably on their commitment to these plans. Other college initiatives that reflect the strong commitment to individualised learning include the Focused Literacy Intervention (FLI) classes. These classes are strongly supported by teachers, many of whom comment on the effectiveness of the classes in raising student literacy skills to a level which allows for effective engagement with the mainstream curriculum.

Many students comment that they feel supported and encouraged by teachers and staff at the college. In the students' view the small class sizes allow for a better understanding of each student's academic capabilities and more focused support. Students appreciate both the ease at which they can obtain support and the willingness of teachers to give that support.

Small classes give us more time and attention from staff because it's easier to get help when teachers know you. (Student)

Teachers comment favourably on their preparedness for the transition to the new QCE/ATAR system. Extra release time, in-house professional learning and a collaborative approach by staff, are all cited as being invaluable in their understanding of and preparation for the requirements of the new system. The work of the Deputy Principal in this space is highly regarded as is her knowledge of the new system.

The changes that are happening in curriculum, have been embraced well here, particularly with ATAR and the rich discussion around assessment pieces to better prepare our students. Our preparation and planning are forward moving. (Teacher)

In conversations with colleagues at other schools, I think we have been very well prepared and supported. We have been given plenty of release time to get things organised eg

endorsement. The Deputy Principal has been very good here and seems to be all over it.
(Teacher)

In some subjects there are valued enrichment opportunities for students. Some students and teachers comment that they feel a need for more in-class extension opportunities for high potential students. Given the changing dynamic of the college to one strongly focused on academic success, there is seen to be a need to provide opportunities to enhance the learning of high performing students.

How do we help these students thrive? What does the research say around brighter students and how to push them in a classroom situation? (Staff member)

The consistency of staff adoption of research-based teaching methods and pedagogical practice is developing. There is recognition that greater emphasis needs to be placed on pedagogical practice, and that consistent implementation of a walkthrough observation process is seen as a key component of this improvement journey.

There is a need to focus on pedagogy and what is actually happening in the classroom if we are going to see improvement. Research is not a factor in some teachers professional practice and this is also something that we need to address. (Staff member)

While some teachers are great at innovation, some are resting in their comfort zone, not learning to be better and do better. (Staff member)

Improvement strategies

- Continue to explore the diversification, balance and possible expansion of curriculum offerings for students, either directly through the college or through strategic partnerships with other Toowoomba Catholic schools
- Continue to develop the role of the college Careers Development Practitioner in line with TCS guidelines
- Explore opportunities to enhance the Music program as part of the offerings of the college
- Continue to maintain the personalised understanding of each student and how they learn as the college grows
- Explore the opportunities for in-class enrichment of high potential students within the college across a broad array of subject disciplines
- Continue to support teachers and students in their engagement with the new QCE/ATAR system
- Continue to build on the college focus on pedagogical excellence.

Component 1.3

Pastoral care and student wellbeing

Findings

The seniors are like big sisters. In fact, if anyone sees you upset or alone, they will check that you are okay. (Student)

The staff of the college, including boarding staff, are to be congratulated for their outstanding work in student pastoral care and wellbeing. The consistent message that the panel heard from parents, students and staff is the exceptional care that is focused on the students and their wellbeing.

The following are implemented to promote a safe and nurturing environment that focuses on the dignity of the human person, by identifying, promptly responding to and supporting the individual spiritual, cultural, emotional, physical, psychological, academic and medical needs of students

- The Australian Student Wellbeing Framework (ASWF) 2018 document is used as a guide
- The college leadership is active in building a positive environment: inclusive and diverse, positive language and behaviour, resilience, a growth mindset, and an authentic student voice
- 'Community before Curriculum': Student Transition and alternate program; Orientation Program from Year 7
- The Pastoral program incorporates Positive Education & Values In Action (VIA) character strengths
- Strength-based goal setting with students in skills lessons
- Camps and retreats include a Catholic lens on wellbeing, including problem-solving and self-reflection
- Behaviour support weekly meetings by the Pastoral team
- Sentral reporting of incidents
- Student social and emotional wellbeing.

Also, commencing in Semester 2 the college is offering a trial in a Home Class Wellbeing Self-check-in, and a Wellbeing Program as a sport alternative.

Staff indicate that most students demonstrate that they are resilient, independent, and enjoy a healthy self-esteem. Some concerns are expressed regarding the need for more focus on building resilience for some students.

It is evident that the connections between student safety, student wellbeing and student learning are well understood within the college community. Many describe the college as inclusive, where students are accepted as individuals and are encouraged to develop and contribute their unique gifts.

The implementation of the Behaviour Management Policy and Procedure is aimed at supporting the learning culture within classrooms. Some staff express a need for leadership in clarifying and achieving consistency across the whole school to ensure that all staff and students follow the same procedures. Some parents and staff members report that there is a small number of students who, on occasion, do not meet the college expectations in this regard, and their perception is that the students are not consistently challenged about this behaviour.

Offerings to support students in building relationships include

- A vertical home class system
- A Buddy program built into orientation and transition days, as well as special pastoral days
- Harmony day
- Reconciliation week and NAIDOC week celebrations, which involve the whole school
- Community engagement: St Patrick's Parish; SSP – biennial college cross-campus Musical 2021 (Jesus Christ Superstar); Rosie's; St Patrick's Bingo; Yukana facility; Toowoomba Hospital Foundation; St Vincent de Paul; Project Hatch; Tony's Kitchen; The Basement
- Restorative practices with student mediation
- Funday Friday
- College Chaplain Thursday/Fridays on site – in curriculum classes, Youth Ministry assistance, out of school events with Assistant Principal Mission and Student Wellbeing (APMSW); Youth Ministry Collegiate
- From Semester 2, the introduction of the Wellbeing hub and Cultural Liaison sessions

Almost all students interviewed support the notion that the Catholic and indeed the college's vision,

mission and values are integrated into the development of a high-quality pastoral care program. Students make consistent reference to the Mercy traditions and the values of justice, excellence, hospitality and compassion.

Students comfortably relate to each of these values and clearly articulate their meaning and how they are lived within the college.

We see these values in action every day and the principal and the teachers link our work and actions to these core values all the time. (Student)

Parents also comment that they have noticed their daughters bringing the language and actions of these values into their own home.

We are very happy with the emphasis on the Mercy traditions. This has come into our house through our daughter to the point where she is genuinely considering a career that focuses on helping people. We have been so impressed. (Parent)

Students and parents praise the small size of the college, feeling that it provides the opportunity for individualised care and attention both in the academic and pastoral environment. This is seen as a tremendous strength of the college and a core element of its cultural fabric.

Right from the Open Day we have been very impressed. Very welcoming, a great community. Staff responses to parents, the engagement we have had with students, are incredibly impressive and we feel like we are part of one big family. The small numbers allow for more one-on-one support, but with the same opportunities. (Parent)

The school is small, which allows teachers to focus on everyone. St Saviour's is a place where everyone knows your name. (Student)

Many staff feel that the college has been very successful in creating a culture of help-seeking, with the outcome being the de-stigmatisation of mental health. The social and emotional programs offered at the college are seen by many as building resilience and creating connections between staff and students, ensuring the creation of effective support networks for students.

Some staff feel that there is a step missing in the pastoral care procedures at the college. The current process for many students moves from the class teacher through the home class teacher, Middle leader wellbeing, the Assistant principal (AP) Mission and wellbeing, and finally to the Guidance counsellor, at times resulting in 'minor' behavioural or pastoral issues being dealt with at the Assistant principal or Guidance counsellor level, detracting from their important work with more 'at risk' or 'high needs' students.

There are quite a few layers of pastoral care, so it's off to the counsellor you go, so the counsellor is seen by some staff as a solution to what should be a teacher's problem. As a result, those students with complex mental health needs are missing out. (Staff member)

Parents comment favourably on both the work of the college Guidance counsellor and the support networks available to their daughters. This is seen as a distinct 'point of difference' from other schools.

The extra support from the School counsellor has been invaluable in helping our daughter work through a few issues that have arisen within the family. (Parent)

The location of the Guidance counsellor's office is seen by some staff as not conducive to the role, making it difficult to maintain professional discretion and confidentiality. One teacher commented that when parents come to see the counsellor 'everyone knows because they have to walk through open spaces obvious to many'. The counsellor supports this observation, noting that her office's location means that students often 'pop in to say 'hi'', sometimes removing opportunities for students with genuine concerns to access her, particularly at break times.

Some students hang around, but this makes it difficult for real issues to be addressed as students are reluctant to approach given the number of other students there. (Staff member)

Improvement strategies

- Ensure that all staff understand the requirements and expectations of the behaviour management policy and procedures, and work to implement them consistently
- Continue to support students in building their resilience.
- Investigate possible alternate venues for the location of the Guidance Counsellor's office
- Examine ways to refine pastoral care support to deal with the more mainstream or day to day incidents that occur.



Domain 2 Mission and identity

Component 2.1

Religion curriculum

Findings

Systematic curriculum delivery

The college has a sequenced program for Religious Education (RE). For Years 7-10, the college follows the Brisbane Catholic Education RE curriculum, whilst Years 11-12 follow QCAA curriculum models. The unit plans of individual teachers of Religious Education are required to be available by Week 4 of each term, and are regularly reviewed by the Assistant Principal: Mission and Student Wellbeing (APMSW). These plans evidence specified curriculum content, general capabilities, mapping of cognitions, cross-curriculum Catholic Social Teachings, and also provision of adjustments to cater for the diverse needs of students.

Expectations of the teaching of RE align with the expectations of teaching and learning within other learning areas. These expectations outline planning, teaching, assessing and reporting requirements. Ownership is evident by year level teachers for planning and resource gathering. RE staff regularly review student results to enable modifications as needed.

The college has prioritised the implementation of the Living Water Praxis model from Term 4 2020, which is intended to enable students to identify and align their classroom learning with the broad range of social justice and service activities that the college offers.

Parents speak positively about the Religious Education curriculum, and acknowledge a balance between honoring the traditions of the Church and engaging in inquiry to connect student learning with contemporary culture.

Professional Learning Community (PLC)

The college greatly values its long history and its deep connection to Mercy traditions and charism. The importance and relevance of the Mercy charism and practices are clear such that students, staff and parents speak enthusiastically of the lived traditions that the school embraces. As a whole school, the Mercy charism is deliberately and thoughtfully woven through the cultural and religious life of the college. The development of a three-year spirituality plan sequentially approaches staff and student formation through retreats and professional learning opportunities.

Of the 23 teachers, seven currently teach RE and a further two have accreditation to teach RE. Religious Education staff indicate they are familiar with expectations and feel well-supported in delivering the curriculum. RE is prioritised in the timetabling of classes.

School context

St Saviour's College is the oldest Catholic secondary school in the Diocese and second oldest Mercy College in Queensland. Strong connection to the Mercy Order and to the network of Mercy schools is clearly acknowledged.

There is a current enrolment of 175 students, with 82 of these coming from a Catholic background. There are 45 Aboriginal or Torres Strait Islander (ATSI) students, 43 whose second language is English (EALD), and six students with a disability (SWD). The school has a wide catchment area, welcoming students from an extensive range of locations and ethnicities from across Queensland.

Radii data from students, staff and parents indicate the college provides good support for faith and spiritual development. A small number of staff indicate a desire for a deeper understanding of the pedagogy that underpins the teaching of Religious Education.

Improvement strategies

- Continue to provide support for teachers to increase their capacity to engage in the RE Curriculum and in their own spiritual development
- Leverage the Professional Learning Community (PLC) process as a way to focus all staff in understanding the dialogical/inquiry process and the particular application to the RE curriculum.
- Pre-empt with staff the implementation of the Living Water Praxis program, to plan proactively for communication about future changes in learning routines.
- Continue to ensure the integrity and rigour of allocation of staff to the teaching of RE.
- Build staff capacity for Accreditation to Teach RE so that other staff might consider teaching this subject.

Component 2.2

Religious life of the school

Findings

Religious identity and culture

The religious life of St Saviour's College is visible across the breadth of the college and discussed easily and openly by the students, staff and parents. The three clergy associated with the college all indicate regular invitation and welcome presence in the college, and each express strong affirmation for how the school operates. Staff and parents express appreciation for the availability and presence of clergy in the school, the links with the parish and other Catholic agencies, and members of the Mercy Order. The alumni of the school are also seen as a vital part of the college's Catholic identity.

They are very open to talking through possibilities in terms of liturgy.
(Parish clergy member)

Staff, parents and students speak warmly and positively of the model of faith leadership provided by the Principal, and for the leadership team creating and maintaining an open and relevant Catholic faith that ripples through all the school enterprises. Teachers are frequently noted by students and parents as being genuinely caring and deeply committed to the welfare of the students.

A huge strength is the genuine level of care from the teachers here. They really do care; they really want to support my daughter. (Parent)

According to staff and students, the college liturgies are meaningful and enriching, and the sense of the sacred and meaningful engagement is evident. Students say they enjoy this involvement and that it is the norm for students to lead and not to simply just participate. Very clearly there is the presence of a culture of proudly being 'Mercy girls'.

Being a Mercy girl is instilled in us. To be a Mercy girl is to look out for each other
(Student)

Evangelisation and formation

The spirituality plan gives detail of specific aspects of the religious life of the college and the many ways that prayer, liturgy, social justice, Catholic identity and evangelisation occur. It includes a planned sequence of nine camps and retreats across the six year levels with each having a specific structure and linked to one another, so that the flow-on effect deepens the reflective experiences. The liturgical calendar in the Diocesan Learning Profile (DLP) also provides evidence of the many ways the college celebrates its history, teachings, rituals and culture together.

There is a strong commitment to an inclusive Catholic community, acknowledging and celebrating the cultural diversity of students. Staff, parents and students speak positively of the way that the college has enabled an inclusive faith culture where each person is cared for and known.

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

Prayer and worship

Each of the college's faith-based celebrations and gatherings is tied back to the College Vision for 2020, 'Walking with You' (Global Mercy). Prayer is a natural part of daily life at St Saviour's College. The prayer space provides opportunity for personal prayer and reflection whilst the college also conducts:

- weekly assemblies with Home-classes assigned to prayer roster
- Youth ministry rotation for liturgies and Masses
- weekly home-class lay-led liturgies, with support from the College Chaplain
- weekly year level Masses and reflection at St Patrick's Cathedral.

The last is facilitated by RE staff in pre-preparation of scripture, recontextualisation and inclusion of relevant college and community issues, but delivered by students and Fr Hal Ranger. He also provides whole school and class-based Masses, liturgies and prayer gatherings.

Staff and students are supported by the APMSW to plan, develop and celebrate these rituals, and religious events are timetabled and regularly communicated to the school community to encourage participation. The school is also rostered at St Patrick's for weekend Masses where students deliver the readings, psalms, presentation of gifts, and prayers of the faithful.

Plans are in place to have four shared liturgy gatherings this year between St Saviour's secondary and primary. The interrupted year has enabled only one of these to take place. At this stage some staff are unclear about what will underpin these gatherings.

We had a beautiful joint Ash Wednesday with a shared liturgy with the primary and secondary students. (Staff member)

During the period of disrupted schooling the college continued to engage in prayer and worship with the students.

We have lay-led liturgies which we kept going with online learning. (Student)

Social action and justice

Student participation and leadership in addressing issues of social justice are evidenced through the St Saviour's College Youth ministry team. Premised on the college's Mission and Wellbeing initiatives, students from all year levels are providing personal care items and non-perishable food stuffs for Rosie's. They are regularly assisting with the preparation and cooking of meals, and as part of the process engaging in meaningful interactions with those whom they serve. The team partners with Tony's Kitchen and is assigned to a meal preparation cooking roster once a month. Staff and students express a desire to enhance the capacity of Youth ministry and to look at practices in other locations.

As an outreach program during Covid isolation, the college's 'Calls of Compassion' had students making a phone or video call fortnightly to elderly or isolated family members, members of the College community and fellow parishioners.

The college is also engaged with the Toowoomba Hospital Foundation and UN Youth. Additionally, St Saviour's College Youth ministry team has taken the lead in networking with the Youth ministry teams from other schools in the Toowoomba Diocese. Mary MacKillop Catholic College, St Joseph's College, St Mary's College, Good Samaritan College and St Saviour's College all collaborate on social justice initiatives in response to a changing world.

I am amazed at what the girls do. As well as their academic side, their extra-curricular activities and their social justice activities are a credit to the girls and the school.
(PPF member)

Students indicate that such activities are highly engaging and that the post-event reflections provide them with opportunities to link what they have done with the Catholic ethos. Staff support for these programs is evident and attendance by students is extensive.

Catholic Social Teachings are evident in the planning of RE. At this stage teachers of other subject areas articulate an unfamiliarity with these precepts and an inconsistent approach to their use.

Improvement strategies

- continue to nurture and integrate the Mercy charism into the curriculum and religious life of St Saviour's. In doing so ensure understanding of a clear connection to Catholic identity
- clarify the college plans for the enactment of the liturgy gatherings between St Saviour's secondary and primary
- provide formation of teachers in Catholic Social Teachings (CSTs) so that this core understanding can be integrated across curriculum areas by all staff
- investigate opportunities to further develop Youth Ministry.



Domain 3 Continual renewal

Component 3.1

School improvement culture

Findings

Collective teacher efficacy

It is clear that since the appointment of the current Principal the college has been moving through a period of change and renewal, with a particular focus on enhancing students' academic achievement. At the same time there have been significant changes to senior assessment through the Queensland Certificate of Education (QCE), and tertiary entrance processes, which have moved from Overall Positions (OPs) to an ATAR (Australian Tertiary Admissions Rank). It is apparent that there is widespread support in the college community for the change agenda. The leadership team express a commitment to creating and nurturing a college-wide collaborative culture, and to modelling this in their own work with one another.

There is a strong commitment by the college leadership team to develop and strengthen collective teacher efficacy across the school, with a number of processes in place for teachers to work collegially. Curriculum Middle leaders across subject areas meet with the Deputy Principal to discuss their work, which includes data analysis and its implications for groups and individual students. One-person subject leaders meet with a Middle leader curriculum to co-ordinate their work and track their administrative responsibilities. Some also link up with teachers of the same subject in other schools.

Vertical collaboration is currently focused on subject areas back-mapping assessment items from Year 12 to Year 7, aiming at coherence for students as they move through those subjects to Year 12. Three Professional Learning Communities (PLCs) for teachers are in place: Years 7 and 8, Years 9 and 10, and Years 11 and 12. Discussion ranges over moderation of standards, assessment, and teaching strategies.

It is clear that there is a college-wide understanding of the link between students' academic achievement and their wellbeing. The college counsellor, psychologist, learning support staff and class teachers have all indicated that many students at the school experience social and emotional difficulties which impact on their wellbeing and academic achievement. Parents and student's express appreciation for the way teachers and school officers support these students.

Teachers engage in goal setting with the principal during Term 1. A number of teachers say that they value this process, and that they appreciate the principal's support in the exercise.

The leadership team aims to have a staff of teachers who are experts in the fields in which they teach. The great majority of teachers are deployed in keeping with the subject areas of their training and qualifications. A small number teach outside the areas of their training and receive support from the Middle leaders and colleagues at the college and other schools.

School culture

Collegial professional development activities such as peer and leadership walk-throughs and lesson observations have been established and are currently in the early stages of development. Teachers speak highly of these initiatives as ways to improve their classroom practice. They express particular appreciation for the participation of leadership team members in these practices, saying they find their support valuable.

The college's professional development plan is clearly aligned with the Strategic Plan and Annual Action Plans (AAPs). The 2020 AAP includes a strategic intent of building staff capacity to engage with the Sentral Information System (SIS), with the provision of staff professional development on the SIS to support the roll out of the system.

The college's Strategic Plan and AAP make clear the intent to create and foster a culture of continuous improvement. It is clear from staff and parent comments that the way the ongoing change process is contributing to the building of this culture is widely supported in the college community.

As part of their professional learning, the leadership team has linked with leadership teams in other schools in the diocese to further their professional learning. A recent focus of these meetings has been ways to

prepare students for the external assessment currently being introduced to the new Queensland Curriculum and Assessment Authority's (QCAA) processes.

Improvement strategies

- build on the current practices of collegial coaching activities such as peer observations and leadership team walk-throughs so they become a natural part of the professional life of the school.

Component 3.2

Community partnerships

Findings

Partners

The college places significant importance on the relationships with families and carers, showing clear understanding of how this links with students' academic achievement and sense of belonging in the school community. Parents interviewed consistently speak highly of the college. Typical comments refer to the welcoming nature of the college, the approachability and availability of the Principal, leadership team and teachers, the way all staff, including support staff, know all the students by name, and the obvious caring and nurturing that characterise staff/student relationships.

All the people at the school know who you are. (Parent)

All the staff know all the girls. The Principal even knows some of their little brothers and sisters. (Parent)

Many parents comment on the way the leadership team and staff give of their time to ensure the students are coping with their studies and that their wellbeing is intact.

Nothing seems to be too much, or too big a problem. (Parent)

Activities and events throughout the year geared at involving families and building their sense of belonging to the St Saviour's community include Mother's Day, Father's Day, ANZAC Day, Grandparents' Day, school award ceremonies and assemblies, and family Masses. There is a close relationship with the college chaplain and St Patrick's administrator, both of whom are spoken highly of by the leadership team, staff and students.

Fr Ray seems to arrive on our doorstep at times when he is needed, without being called. He just seems to know. (Staff member)

A Parent Partnership Forum (PPF) has been established to enable parents to engage meaningfully with the life of the college.

In recent years there has been a major effort to reconnect with the Catholic primary schools in the area, aiming to encourage them to become potential feeder schools to St Saviour's. The principal and the deputy principal, along with some students, visit the schools, giving Year 4-6 students information about St Saviour's. An academic scholarship program for students at these schools has been established, awarded to two or three students entering Year 7 each year. Increasing enrolments over the last few years suggest that the enhanced links with these schools is achieving some success.

The Principal sees reconnecting with past students as an important part of the college's community outreach. A recent Alumni Evening was well attended, and past St Saviour's students are guest speakers at most functions and events.

St Saviour's community outreach clearly reflects the social justice mission of the Mercy charism. Students work with local charities such as St Vincent de Paul, Rosie's and Tony's Kitchen. A support staff member refers to the generosity of the students in the way they contribute to the Christmas baskets donated to St Vincent de Paul and the local women's shelter at the end of the year.

It is important to give back to the community. Thinking about what we want to have for lunch or dinner is not something we always think of, but for other members of the community it's something they always have on their mind. (School Captain)

Links have been established with the health services of the Goolburri and Carbal medical centres in Toowoomba. The Goolburri Centre provides specialist support for indigenous students' physical and mental well-being.

A transition program is in place for incoming Year 7 students, with day students and boarders introduced to the college over a three-day program of orientation.

The panel heard consistent messages as to the integral part boarding plays in the life, learning and diversity of St Saviour's College.

The indigenous boarders add significantly to the culture of the school. Individual care and compassion to those girls and to their particular needs is outstanding. This is evidence of the school living and breathing its Mercy values. (Parent)

It is apparent that a strong relationship has been established between St Saviour's College and Education Queensland's Transition Support Service (TSS). The TSS assists Aboriginal and Torres Strait Islander students from remote communities in Cape York and Palm Island, who have to leave home in order to complete secondary schooling, to transition into secondary boarding schools and residential facilities throughout Queensland. The work of the TSS in supporting the college's Aboriginal and Torres Strait Islander boarders is highly regarded by the college's leadership and boarding staff. Boarding staff note that the support for ATSI students offered by the TSS is not available for non-indigenous students, and that at times this can be problematic.

Sometimes the non-indigenous boarders get a little forgotten. Last year we had one non-indigenous Year 7 boarder who was regularly left behind when the indigenous students were taken on outings or did activities. I felt sorry for her. (Boarding staff member)

Analysis of enrolment data by the panel reveals a significant decline in the number of boarders attending the college. The panel notes a desire by staff and the college leadership team to continue to provide options for regional and remote families through the continuation of boarding. The college leadership team report a number of initiatives to address the decline, including the establishment of a link with St Mary's Parish School in Goondiwindi.

A number of staff express concern about the quality of the boarders' daily after-school or evening study sessions, suggesting the students need stronger academic support and supervision during these sessions. Plans are in place to engage USQ education students to assist in improving the efficacy of these sessions.

Student learning

It is clear that the school leadership team and staff recognise the value of the kind of learning that students can have when they engage in social justice and other activities in the wider community.

Through the offering of many extra activities that sit within and outside of timetabled curriculum, our girls have the opportunity to experience firsthand practical skills that are not only educational, but most enjoyable, and enhance their learning. (Principal in 'The Circle', Autumn 2020)

Subject-related excursions into the wider community are a regular feature of college life. So far this year Business students have visited the FKG Group Head Office, Art students worked with a professional artist, Geography students gathered data with the Responding to the Local Land Cover Unit, Dance students joined students from other schools to work with dance professionals, and Biology students have examined water quality along Dalrymple Creek and investigated the biodiversity of the area.

The establishing of relationships beyond the college now has an international dimension, with St Saviour's joining a network of Australian secondary schools working online with St Mary's School in Asavati, Bouganville. The link focuses on STEM studies, with students and teachers working together on particular projects. The current focus has been on gaining an understanding of the nature and impact of the Covid 19 virus.

A much-anticipated event set for 2021 is the production of Jesus Christ Superstar, with St Saviour's and St Mary's students combining to present it.

Improvement strategy

- in collaboration with TCSO, and as part of the college's strategic planning process, investigate the short and long-term viability of boarding at the college from the economic, cultural and marketing perspectives
- ensure that the quality of boarders' after-school study sessions is conducive to the students' developing effective study practices.



Domain 4 Strategic resourcing and stewardship

Component 4.1

Staff development and wellbeing

Findings

School Culture

The college recognises the importance of staff development and wellbeing, as is evidenced in the strategic plan to 'facilitate staff access to wellbeing strategies through a range of programs and initiatives that promote self-efficacy and a culture of support and joy.'

It is clear that the staff believe they work in a supportive environment, with many teachers and middle leaders noting the support of the college leadership team through the prioritising of improvement programs and the welcoming of new ideas and initiatives.

Staff, students, parents and other community members highly value and express pride in the culture of St Saviour's College. The college stakeholders recognise the principal as the primary influence in the acculturation of the community and the aspirational vision to 'continue to fulfil Catherine McAuley's vision to liberate young women through quality education, empowering them in a changing world'. (Strategic Plan).

I am in admiration of the work that has been done, especially over the past few years. Creating a Mercy vision with a particular focus on a faithful vision of Catherine McAuley. (Parish Priest)

Students demonstrate pride in being a "Mercy woman" and indicate that it is a lived expression of faith, modelled by the principal and all members of the college staff. The values of justice, compassion, hospitality and excellence are readily stated, with parents commenting on the fact that these values are frequently expressed at home. Other words frequently used to express the culture of St Saviour's College are 'inclusive', 'judgement free', 'encouraging' and 'supportive'.

The Spirit of Mercy and engagement of heart is expressed not just by teachers offering it to the girls, but every girl that comes here embraces that same vision with many giving every indication that they treasure that mission. (Parish clergy member)

Many students and parents speak of the size of the school as being advantageous for the growth in a positive school culture and the immersion of the students in the spirit of the College.

You always see friendly faces, and you know everyone's face. (Student)

A number of staff speak in praise of the contribution of the male staff to the culture of the college.

The current male teachers are excellent masculine role models for the girls. (Teacher)

The college has strategies in place to enhance the wellbeing of staff and students. For staff, these include the allocation of staff meetings for the purpose of Pastoral and Faith development, three wellbeing champions, and the social club. Staff and student wellbeing is an area of focus and growth for the college.

Student wellbeing is seen as a priority of the college. Several resources are allocated to this endeavour, including the Wellbeing hub, Funday Friday, the allocation of a full-time College counsellor, part-time College Chaplain, and a part-time Cultural liaison officer. There is also engagement with outside agency support, such as the Queensland Department of Education's Transition Support Services.

Parents and students speak highly of the support students receive from teachers and support staff. Students reference the willingness of staff to give up their time to spend Thursday afternoons or lunch times providing extra tuition if requested.

Interaction between the teachers and students is very good. My daughter feels empowered to seek assistance due to the connections she has with the teachers. (Parent)

Capacity building is a strategic intent of the college leadership, with the strategic plan stating, '... professional development is specifically linked to improving pedagogy and student outcomes.'

Targeted professional learning aligns with the teaching and learning and faith improvement priorities. Professional development currently includes, but is not limited to, data literacy, QCAA introduction to the new QCE and tertiary entrance processes, Positive education, TCSO-provided workshops and development days, and faith development days. The staff express appreciation for the time provided by the leadership team to ensure the successful transition to the new QCE and ATAR systems, with many noting the support provided by the deputy principal. Many staff say they would appreciate more time to continue this valuable work.

Caring for the Individual

Staff express pride in the improvement journey that the college continues to undertake. Recognition of the need for this journey and support for the introduction of the improvement strategies are widespread. Teachers and Middle leaders appreciate the expertise of the members of the leadership team in reference to culture and curriculum, and feel confident in the initiatives that are being undertaken.

A number of staff suggest that the rate and volume of the introduction of the change initiatives is having an impact on the work/life balance.

Staff feel that they need to take on more because there aren't so many people. We commit to so many things because of the small numbers of staff. This sometimes includes the students, and it can be draining, but we cannot just add extra people to our staff. (Staff member)

All members of the school community speak highly of the support the students receive regarding their health and wellbeing. This includes the Year 7 Transition program, the college's response to the Covid-19 situation, the Focused Literacy Intervention (FLI) classes, the formation of the 'Students at Risk' committee, the Boarding Transition Program (post Covid-19), and the work of the learning support teachers. Teachers indicate that the college allows the students to develop an empathy for the marginalised members of society.

We do a really good job of looking after our clientele that are in the margins, whilst catering for everyone else. It is good to see that because this is my first teaching job and I did not have a great understanding of those in the margins of society and the problems they have, but now I have an understanding. (Staff member)

Parents commend the college on the communication they receive. The use of Schoolzine, including the app and newsletter, is seen as particularly effective. The use of social media and marketing endeavours are seen by parents and carers as highlighting the effectiveness of communication, and the positive impact on enhancing the college's reputation within the community. Parents also speak highly of the information evenings, and the preparation that they had in preparing for the advent of the new QCE and ATAR arrangements.

A significant number of staff and students suggest that the college's internal communication is an area that requires greater attention. Some staff articulate the need for a more streamlined and structured way of communication to ensure that the consistency and clarity of messages are achieved in a timely manner. Staff generally acknowledge that this is a two-way process and suggest that collaborative action is needed to improve the college's current internal lines and processes of communication.

At times there is a lack of communication. Everyone plays a role in that, but sometimes we have teachers who do not know what is going on. This is an area for improvement.
(Staff member)

Communication between teachers and student leaders needs to improve. It can be stressful to be told a couple of minutes beforehand that we have to do things. (Student)

Middle leaders refer positively to the effectiveness of communication by the deputy principal with them.

The college adheres to the required workplace health, and safety requirements, with fire drills, lock down procedures, and Health, Safety and the Environment (HSE) compliance.

Attraction, selection and retention

An induction and orientation program for new staff is in place, developed from the TCS package and contextualised to the college's requirements. This program involves all members of the leadership team, with meetings scheduled throughout the year. Teachers express appreciation for the support given during this induction process. The leadership team and staff have recognised that enhancements need to be made to the college's induction processes to ensure that staff who come during the year also receive quality induction.

Staff new to the college indicate that they would appreciate induction in the cultural diversity in the college, including culturally appropriate behaviour management expectations and strategies. Linked with this is the desire for a deeper understanding of the role boarding plays in the life of the college.

The leadership team considers the needs and context of the college regarding recruitment procedures, as exemplified by the recruitment of a teacher for specialist support and provision of additional Mathematics. Planning for growth in this area is apparent, and with support from TCSO, this assists in the delivery of a variety of opportunities for the students at the college.

New staff members speak highly of the planned and incidental support that they receive from their colleagues.

The way the staff are willing to work together is good. (Teacher)

Nurture and empowerment

Teachers and the leadership team are involved in collaborative goal-setting processes. Teachers meet with the principal to set, implement, refine and review their professional learning and development goals over the year. This is recognised by many as a positive learning experience. Walkthroughs are seen as another effective method of feedback and improvement. It is acknowledged by staff and the leadership team that the consistent application of these sometimes gets lost in the 'busyness' of the college.

The development of the PLC through the utilisation of Professional Learning Teams (PLTs) is seen by teachers as a strength of the improvement agenda. The staff acknowledge the willingness of the leadership team to listen and respond to constructive feedback in the meetings of the PLC and PLTs.

The PLC and its processes are our strengths. We are using data to inform our teaching so we can address specific needs in the cohorts. The year level PLCs are working well as we look at specific areas of need. (Teacher)

The college has begun the journey of e-Learning, with many staff recognising the positive impact that the Covid-19 situation has had on strengthening their ICT pedagogical skills. Some students speak highly of the positive learning experiences they were able to engage with during Covid-19, and they say they are looking forward to a continuation of the e-Learning experience. The leadership team recognises the imperative of 'maintaining and continuing to enhance integrated ICT systems' (Strategic Plan).

Some parents and students have expressed frustration with the one-to-one laptop program, pointing to problems related to reliability, connectivity, battery life, and use of cloud-based programs. Possible solutions to these issues will be addressed through the newly-formed e-Learning committee. Some teachers suggest that knowledge and understanding of the role, functions and membership of the e-Learning committee are not yet clear across the whole school community.

Improvement Strategies

- clarify the relationship between staffing structures, staffing, and enrolment numbers
- continue to explore ways to build enrolments, being mindful of the need to maintain the current culture
- ensure that induction and orientation programs include staff who are employed during the year
- consider the inclusion of cultural diversity professional development during the induction and orientation programs for new staff
- explore ways to induct all staff into the role of the boarding facility in the life of the college so they have a deeper understanding of boarding at St Saviour's
- explore ways to capitalise on the successes experienced in e-Learning and Teams meetings in light of the ways these were enhanced during the Covid-19 arrangements
- clarify the purpose, role, functions, membership and structure of the e-Learning committee.

Component 4.2

Use of resources facilities and the learning environment

Findings

The college offers a wide variety of opportunities for the students, in academic pathways and subjects, outreach and social justice programs, and is currently investigating further sporting and music options.

I think that the school is really good at adjusting to people's needs and wants for their careers. Those that want to do a certificate course or TAFE, they can have their timetables changed and do it. (Year 12 Student)

There are so many opportunities to get career advice, and the VET (Vocational Education and Training) coordinator can help us with getting the information and support we need. (Year 12 Student)

Senior courses are structured to empower students to pursue an academic or vocational course, offering a variety of subjects rarely seen within a college of this size. The college's innovations in strengthening and supporting the academic offerings of the college include the development of the Health hub (in 2021) and the use of TAFE to provide courses for those students who are interested in areas that the college does not have facilities for, such as, Building and Construction and Diesel Mechanics.

Resources

The college has processes to identify and respond to student needs through the allocation of staff and resources, making best use of the available staff expertise and interests. Staff speak highly of the school-wide programs and approaches for students requiring additional or specialist support. Of note is the Learning support team who are widely acknowledged for the work they are completing in PfPL, the allocation of teacher aides, and the development of resources to support the diverse needs of students.

We have close to 32 students who have major differentiation needs. That is approximately 20% of our students. The learning support staff do an amazing job. (Staff member)

All members of the college community speak highly of the college's priority to resourcing initiatives aimed at the improvement in student learning and achievement. These include the development of the Focused Literacy Intervention (FLI) classes, the scholarship program and the developing of data-literacy with staff. The college places priority on adapting the curriculum so it is locally relevant, and adopts a strengths-based approach to recognising, valuing and building on students' previous knowledge and skills.

Facilities

The leadership team and staff are committed to the development of a Master Plan to enhance the facilities and presentation of the college. Parents, staff and students speak highly of this strategic endeavour, and encourage the continuation of this program. Improvements have begun for the staff room facilities, staff toilets, the upstairs boarding house and other areas.

St Saviour's seems to have very few flaws. The only thing I would ask would be to update the downstairs boarding area to make it cosier for the girls. (They have already renovated upstairs, so I am sure it is on their to-do list). (Boarding Parent)

Staff indicate that the college grounds are well-maintained, and parents concur.

The college looks good. (Parent)

Some staff indicate that there is potential for growth in the grounds because currently it is seen as a maintenance agenda rather than an improvement agenda. This is qualified by widespread appreciation about the fixing of the bore on the oval and the improvement in the quality of the oval, both of which have impacted on the motivation of students to utilise that space during breaks.

Learning environment

Many stakeholders perceive a growth in innovative teaching practices that occurred during the Covid-19 arrangements. The online teaching pedagogies and learning opportunities are widely seen as examples of teachers' willingness to engage in the use of collaborative ICT tools such as Canvas and Teams to optimise student learning.

Many staff and students express the need to be able to work with reliable ICT resources, some pointing out that there are four generations of technology equipment with differing maintenance issues, all of which impact on reliability, connectivity and utilisation of ICTs for learning.

Some staff indicate a need to continue to develop the sustainability practices of the college, with the possible introduction of a recycling program and the continued investigation of solar panels.

Improvement Strategies

- continue to explore options for enhancing subject offerings through shared campus experiences with other colleges within the Diocese
- continue to investigate ways to offer flexible curriculum delivery through the provision of equitable and coordinated access to a variety of ICT resources to enhance student learning
- ensure that ICT resources for classroom learning are available, reliable, and provide consistent access for staff and students in class
- continue to investigate ways to strengthen the environmental sustainability of the college environment.

Conclusion

The panel found the School Renewal and Improvement Process review at St Saviour's College to be an uplifting experience. The college is clearly a caring organisation with a strong improvement and growth agenda, focusing on raising the status of academic learning and achievement, and increasing enrolments.

The way all members of the school community clearly articulate a sense of 'family' and a place of connection is testimony to the highly effective work of the college leadership team and its staff in creating a culture of coherence and support which is clearly committed to the college's Mercy values.

The winds of change are blowing at St Saviour's. As the college's numbers grow and academic learning and achievement acquire greater status in the culture of the college, the review panel suggests that the main challenge ahead for the college community is to also maintain and nurture the embedded and highly valued cultural expectation that St Saviour's College will always be a place 'where everyone knows my name.'

Other notable challenges identified in the review process are refining the pastoral care system to more effectively address everyday matters, and continuing to deepen pedagogical practice to reflect the college's commitment to academic learning and achievement.

The panel members wish the St Saviour's College community well for the next stage in its life where the process of cultural change and school improvement enters a more nuanced phase, and looks forward to the college continuing to be a shining light in articulating and living its Mercy values.