



ACT
Government
Education and Training

EXTERNAL VALIDATION REPORT 2015

for

FLOREY PRIMARY SCHOOL



Introduction: Overview of the Validation process

As part of the Territory's school improvement approach, public schools and colleges in the Australian Capital Territory are required to participate in an External Validation process every four years. This document captures the findings of the panel during this cycle of validation.

In broad terms, the panel sought to determine, through evaluation and validation, the extent to which the school is meeting its agreements, achieving its priorities, and addressing its challenges: in the context of a continuously improving educational environment.

External Validation was conducted over three days and involved a wide variety of data gathering approaches including observations, interviews and documentation. This approach provided evidence for the panel to consider against the nine inter-related domains in the National School Improvement Tool that informed our commendations and recommendations.

Section A: School context

Florey Primary School is a P-6 school located in the West Belconnen region. It has a diverse population of students including Aboriginal and Torres Strait Islander students, students with a range of special learning needs and students with English as an Additional Language or Dialect (EALD) coming from 33 different countries. The school has been classed as a low SES school for the duration of the School Plan and has received extra funding as a result to support student learning.

The school has experienced significant change in the four years of the school plan. Successive school leadership teams have driven change in line with the school's overarching priorities. Some of the key changes include:

- significant rates of staff turnover including a new school leadership team in the last 12 months of the plan
- The establishment of a Professional Learning Community (PLC) Model to enable a collaborative team structure to drive a data rich school improvement process.

The school's enrolments have grown from 445 in 2012 to approximately 520 students in 2015. The school is to be commended on the Preschool to Kindergarten retention, which has increased from 68% in 2012 to 93% in 2015.

With an overall increased number of students at the school there has been an increase of students with an EALD background. In 2015 EALD students represents 40% of the school population. Florey Primary has responded by employing specialist teachers across the school to support the learning needs of these students.

There have been two principals during this school improvement cycle and the leadership team has undergone significant change, which included a new Deputy Principal and two new Executive Teachers mid-way through the school improvement cycle. This change has resulted in a more consistent explicit improvement agenda throughout the school. The number of staff has increased with a particular increase in the number of part time staff who support the current release model. The experience profile of staff at the school reflects the retirement of several experienced staff.

To support the PLCs, the school has made changes to the way in which release is undertaken in the school, allowing all members of a team to be released together, for a three hour block, to enable collaboration.

The panel noted that many improvements have been made over this period of the school planning cycle and there has been a substantial positive change in the culture of the school. There has been a shift towards improving student learning outcomes through evidence-based practices. The PLCs facilitate collection and analysis of data and are driving improvements in teaching and learning practices.

Section B: School performance

Florey Primary School, as outlined in its School Plan, has re-established teaching and learning as its core focus with the aim of improving learning outcomes for all students. The school has placed particular emphasis in the areas of literacy and numeracy.

The academic achievements of students in Kindergarten is measured by Performance Indicators in Primary Schools (PIPS). The panel sighted longitudinal data that illustrated a large proportion of the Kindergarten cohort were achieving expected or better than expected growth in mathematics and reading. In particular the results for mathematics show that over the past three years 90% or above of students have achieved expected or better than expected growth. Throughout the duration of the 2012-2015 Strategic Plan the Kindergarten children at Florey Primary School have tended to have reading and mathematics scores at the start of the year that are at or below the average for ACT schools. By the end of the year, scores have been consistently above the ACT average.

Through analysis of the PIPS data, and feedback from the Year 1 teachers, the staff identified a dip in the 2014 reading results and undertook an analysis of the Kindergarten literacy program. The team identified the reliance on 'Jolly Phonics' and a lack of opportunities for the Kindergarten children to be involved in open-ended, higher order thinking literacy tasks were identified as likely reason for the decline in results. In 2015 the Kindergarten team is now implementing the 'Phonics in Context' approach, have changed their pedagogical approach to allow students to be involved in more open ended writing and reading tasks. There is also an ongoing commitment to the regular analysis of data and implementation of tier 2 and tier 3 interventions in their PLC. The team has also implemented pedagogical change as a result of being involved in the 2014 Principals as Literacy Leaders (PALLs) to use quality literature in the teaching of reading.

The academic achievements of students at Florey Primary School, as measured by National Assessment Program – Literacy and Numeracy (NAPLAN), have been varied. Analysis of NAPLAN data demonstrated that Florey Primary School has been within the expected range of the Education and Training Directorate (ETD) targets in all year groups and areas except for two. The targets not met included the year 5 reading target for 2012. This resulted in a moderation of reading assessments across the school to ensure that school based data was more accurate and allowed for a more immediate intervention. The second area was the year 5 numeracy in 2014. As a result, closer analysis of school data through the professional learning teams (PLT) is being made, and tier three intervention as part of Intervention, Extension and Consolidation for every learner (IExCel) sessions have been introduced.

In the area of mathematics the school's 2012-2014 growth rate is above that of schools with similar ICSEA students and of student's with with the same starting score. The IExCel program was initially introduced to teams in the area of numeracy in 2013. Florey Primary School has now embedded the process of analysing data to address students' point of need in mathematics. Through their dedicated IExCel time, students' varying needs are addressed and responded to in a targeted manner. Teachers used mid cycle testing to assess student progress and implement

tier two or three interventions. These strategies appear to be yielding positive results in the area of mathematics.

Satisfaction data indicates that 72% students and 86% parents believe that the school has high expectations in all that it does and 100% of teachers have high expectations about student achievement. This was clearly evident through classroom observations and interviews conducted with a range of stakeholders. All staff and parents reported that the renewed focus on teaching and learning is clearly evident throughout the school and has been appreciated. This evidence was clearly highlighted since the beginning of 2014 and has been a key factor in improving the culture of the school.

The leadership team has worked hard to lead the staff through a challenging change management process and teachers are now enthused by the results they are seeing in the classroom data. Whilst in the past staff morale has reportedly been lower at Florey Primary School than the ACT average in the Staff Satisfaction Data, the panel noted that staff morale appears to be currently high. The new PLC model has provided teachers with an avenue to keep their focus on the business of teaching and learning and analysing data to ensure they are meeting the needs of all students and inform the next teaching and learning cycle.

Evidence cited and its validation

2012 Florey Board Report

2013 Florey Board Report

My School April 2015

NAPLAN Performance Targets April 2014.

Section C: School improvement planning and implementation

Priority Areas

The school improvement priorities were selected post the 2011 validation cycle. Although the detail behind the rationale and approach to developing the plan was lost due to the many changes in executive staff, data indicated that the three priority areas were identified needs of the school. The three key improvement priorities for the 2012-2015 Strategic Plan were:

- maximise student outcomes in literacy and numeracy
- achieve school wide consistency in curriculum documentation and implementation
- engage students and the community in effective communication and productive partnerships.

With the introduction of a new principal in 2013 a further major change occurred in the strategies employed to achieve the key priorities. In particular, the introduction of the PLC and IExCel model that was introduced to support Priority 1, maximising student outcomes in literacy and numeracy. The school plan was adjusted in 2014 to reflect these changes. Adjustments to the strategies used to achieve the priority areas were also made during the course of the school plan in light of school satisfaction data, NAPLAN data and an annual review of the school's self-assessment matrix.

Achievements

Strategic Priority 1: Maximise student outcomes in English and Mathematics

The targets set for this priority included:

- achieving an increase in the percentage of students in kindergarten achieving expected or above expected growth in Literacy and Numeracy for PIPS and NAPLAN results
- 95% of students in year 3 achieve the system recommended End of Year Benchmarks for reading.

Students have remained consistently below the target in year 3 reading, with the proportion of students achieving benchmark varying from 71 percent to 90 percent between 2011 and 2014. The panel commends the school's change of approach to reading with the move to Phonics in Context in 2015. Introduction of moderation processes across the school in 2013 ensured a more common understanding of the use of the PM benchmark reading tool. This resulted in developing consistency of reading assessment and a better understanding of student comprehension. Work sample moderation continues as a strategy to maintain consistency and to identify staff requiring coaching around the accurate use of the tool. The use of a reading support expert has also supported this strategy and reading has now moved into the IExCel teaching and learning cycles. The panel commends the introduction of coaching and suggests the formalization of this process.

An analysis of the comparison between all students who sat NAPLAN, the K-3 and K-5 match as well as the ACT mean indicated that while Florey Primary School remains below the ACT average in all areas except spelling, generally the in-school match was higher than results for all students. Year 3 writing was an exception in 2012 and 2014. The panel noted the numeracy results for the in-school match have shown a steady increase in year 3, however the K-5 in-school match has decreased in line with the states' mean scores.

Evidence cited and its validation

School Data tracker

Florey NAPLAN Growth Data 2010-2014 (K-5 match)

Strategic Priority 2: Achieve school wide consistency in curriculum documentation and implementation.

The targets set for this priority for the end of 2015 included: -

- Increase the percentage of staff using the Australian Curriculum for English, mathematics, history, geography and science to 100% of classroom teachers who are teaching these areas
- 100% of preschool teaching staff using planning documents that reflect the EYLF and foundation level Australian Curriculum and show differentiation
- 100% of kindergarten to year six staff using planning documents that align to the Australian Curriculum and show differentiation.

All targets within this priority have been met, with all teaching staff planning using the Australian Curriculum and using consistent documents that show differentiation. The panel agrees with the school that they are working towards consistency and the development of integration of the curriculum across P – 6. The panel sighted that teachers are utilising the Australian Curriculum and learning intentions in their planning documents.

Strategic Priority 3: Engage students and the community in effective communication and productive partnerships.

The targets set for this priority for the end of 2015 included: -

- Student wellbeing data indicating improvement in the areas of school connectedness and connectedness to teachers:
 - school connectedness - mean score of 4.1 up from 4.0 in 2013
 - connectedness to teachers – mean score of 4.2 up from 4.1 in 2013.

The Student Wellbeing survey was last undertaken in 2013. The 2013 results illustrated improvements on the 2012 data of student wellbeing in the area of school connectedness and connectedness to teachers.

2014 saw the introduction of the Australian School Climate and School Identification Measurement Tool (ASCSIMT) as a way to collect data on satisfaction with the school climate. This scores obtained demonstrate that Florey Primary School elicits high levels of stakeholder satisfaction with results close to the average for ACT schools. The school has identified the KidsMatter Framework as a tool to help improve both student wellbeing across the school and further develop partnerships with families.

The 2014 staff satisfaction data illustrates positive progress relating to effective communication amongst all staff. Staff reported the score improved from 36 percent in 2013 to 60 percent in 2014. The panel found evidence through conducting a series of staff interviews there has been a vast improvement of communication processes across the school.

The parent satisfaction survey has indicated that the vast majority of parents, agree and strongly agree that Florey Primary School ‘works with me to support my child’s learning’. The panel notes that this was reinforced by the school board chair and Parents and Citizens members during the validation visit.

Evidence cited and its validation

Source: ANU School Climate Survey
 School Board Reports,
 Student Wellbeing survey
 Satisfaction data.

Reflections

The panel suggests the percentage of students achieving expected growth remain a focus for the school and that the school continue to examine other data on a range of student performances and achievements. The panel recommends all key initiatives and programs be individually and regularly evaluated for their effectiveness in producing desired improvements in student learning and performance and that school performance and NAPLAN data be regularly compared with the data from similar schools.

The panel recommends that the school further develops the processes of differentiation in all classrooms to personalise learning and improve outcomes for all students. In addition, the school and stakeholder perception data indicates that 78% of parents and only 53% of staff believe that the use of Learning Technologies is an integral part of learning and teaching at the school. The panel suggests the school continues to invest in ICT infrastructure and devices and develop an ICT professional learning plan to support the implementation of the Australian Curriculum and for students to develop the necessary 21st Century skills.

The panel concurs with the school's self-evaluation finding that the school has largely focused on Priority 1 in recent times. Priority 3, (Engage students and the community in effective communication and productive partnerships), will need further attention in the next planning cycle. Florey has the opportunity through the implementation of KidsMatter to further engage students and the communities in productive partnerships to both further promote a culture of learning and to build a positive school climate.

Section D: National tools self-evaluation results

National School Improvement Tool

Florey Primary School examined the National Schools Improvement Tool (NSIT) and made determinations as to where the school is placed in each of the nine domains. The staff were given opportunity for comment, discussion and feedback via small groups in staff meetings relating to each of the nine NSIT domains. Staff members' responses were then collected and collated, and evidence was recorded to support decisions as to where the school is placed in the various performance levels.

After examining Florey Primary School documents and interviewing executive and teaching staff, the validation panel has determined responses to the NSIT for Florey Primary School. These responses were aligned with the school's own determinations of how the school is placed with regard to each of the nine NSIT domains. The panel largely agreed with the schools' evaluation of their performance in each of the domains, and where there were differences, the panel generally rated the school at a higher level than the school rated itself.

It was also noted by the panel that there is clear improvement taking place in various aspects of the school and that it is foreseeable that these improvements will further enhance the school's position on the NSIT in the near future.

In validating the school's journey against the National School Improvement Tool the panel noted the following in relation to the **Explicit Improvement Agenda** domain.

- *The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes.*
- *The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels.*
- *The school leadership team is clearly committed to finding ways to improve on current student outcomes.*
- *There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.*

At Florey Primary School staff and parents have articulated that there has been a clear focus on teaching and learning in recent years, this was specifically reflected in the IExCel program. The panel commends the focus on literacy and numeracy that is evident across the school. The Florey leadership team is to be commended for their continuous focus on the analysis of school performance data and their understanding of trends in student achievement levels. Florey has set clear targets for improvement and the teams are working cohesively in their PLCs to make progress against the targets. The school has a strong and optimistic commitment by staff to the improvement strategy.

Within the **Analysis and discussion of data** domain, the panel verified the following.

- *The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda.*
- *Data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth.*
- *The school is ensuring that appropriate software is available and that at least the assigned staff have been trained to undertake data analyses.*
- *The school can illustrate through case studies, meeting minutes and project plans how data has been used to identify priorities, take action and monitor progress.*

It was noted by the panel that a great deal of literacy and numeracy data is collected and analysed in various aspects of the school, particularly relating to academic progress of students, and for this the school is to be commended. At Florey staff have responsibility for analysing data, displaying and communicating student outcome data. Significant time in PLC meetings is set aside for the discussion of data and the implications of data for school policies and classroom practices. The panel recommends that the collection and systematic analysis of data is extended to a greater degree to data relating to student welfare, and in particular safety, self-esteem, connectedness to their peer group and their teachers.

Within the **Culture that promotes learning** domain, the panel verified the following.

- *The 'tone' of the school, which reflects a school-wide commitment to purposeful, successful learning.*
- *There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully.*
- *Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.*
- *The school effectively implements its policies, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly.*
- *The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful.*
- *Most parents take an obvious interest in their children's learning.*
- *Engagement is primarily through regularly scheduled parent-teacher interviews.*

The panel commends the school for the 'tone' of the school, which reflects a school-wide commitment to purposeful, successful learning. While there are some behavioural issues, the school executive and teaching staff endeavour to handle these issues professionally and appropriately with care and concern for the wellbeing of all students. The panel commends the commitment of staff to the recent professional learning in the areas of Trauma training and Team Teach in order to help address both behavioural issues and social/emotional issues evidenced in the school. Through a series of teacher interviews and classroom observations the panel noted the significant improvement in staff morale throughout 2015.

Within the **Targeted use of school resources** domain, the panel verified the following.

- *The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.*

- *The school has developed processes for identifying student learning needs.*
- *Programs to meet individual learning needs are prioritised, where possible, in the school budget.*
- *School leaders encourage teachers to address individual learning needs in classrooms.*
- *Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.*

The leadership team at Florey have introduced programs and strategies to identify and address the needs of students, this is most evident in staffing levels with particular reference to students with identified needs. The school addresses and resources the needs of the large percentage of EALD students represented at Florey.

The panel cited evidence of the school's commitment to improved technology and as such it is becoming more accessible to the staff and students. The panel noted the recent improvement in the availability of ICT in the classroom. The panel also recommends that greater use is made of ICT to ensure that students have the skills to access information, solve problems and work

Within the **Expert teaching team** domain, the panel verified the following.

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students*
- *There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching.*
- *Teachers visit each other's classrooms.*
- *The school is implementing a formal process for conducting professional discussions with staff.*
- *The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.*
- *Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.*

At Florey Primary, teachers visit each other's classrooms and welcome opportunities to have others observe and discuss their work with them. Currently these teacher visits are conducted with teachers providing each other feedback. Teachers are open to constructive feedback and provide feedback to colleagues. The panel would recommend that the school formalises the coaching and mentoring process for staff in order to help develop a culture of continuous professional improvement. The leadership team has strategically placed staff across teams in order to build strength across the school.

Within the **Systematic curriculum delivery** domain, the panel verified the following.

- *The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements.*
- *The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team and teachers) for the school and provides a context for delivering the curriculum.*

- *The school curriculum plan and curriculum delivery balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.*
- *The school leadership at Florey ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported.*
- *Curriculum delivery is designed to meet the needs of the range of students as well as those with disabilities and other particular needs.*

Florey Primary School has made great progress in the area of systematic curriculum delivery in the past few years. Through the implementation of the PLC model, the leadership team have provided staff with a process to lead teachers in professional discussion on an ongoing basis. Teaching teams at Florey spend a great deal of time each week discussing teaching and learning, assessment and the delivery of the curriculum. Discussions about curriculum delivery occur systematically and are led by members of the leadership team, in their role as team leaders. The Australian Curriculum is now embedded across the school and is referenced in planning documentation and is aligned with assessment and reporting procedures.

Within the **Differentiated teaching and learning** domain, the panel verified the following.

- *School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness.*
- *This includes the systematic use of assessment instruments to establish where individuals are in their learning and to identify skill gaps and misunderstandings.*
- *Some use is made of differentiated teaching*
- *Regular assessments of student learning are undertaken, but these often are summative.*
- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.*

Florey Primary School has a commitment to meeting the learning needs of each student. This is particularly reflected through the IExCel program, which specifically caters for differentiation in the areas of literacy and numeracy. Some teams are beginning to incorporate other curriculum areas into IExCel time in order to differentiate in a broader range of areas. Written reports to families are detailed, show progress over time and include suggestions on how parents can support their child's learning. Currently team leaders lead, much of the data analysis that drives the IExCel process and differentiation in literacy and numeracy. The panel recommends that the efforts to provide quality, differentiated lessons be shared to a greater degree with classroom teachers.

Within the **Effective pedagogical practices** domain, the panel verified the following.

- *School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this.*
- *There is a particular focus on improving teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*

The leadership team has worked hard to improve teaching practices throughout the Florey Primary School. Through interviews conducted with all stakeholders, the panel noted that the parent community in particular articulated the renewed focus on highly effective teaching and the positive impact it has had. They spoke about the PLC model for teacher professional discussion and the focus that IExCel had brought to literacy and numeracy teaching. It was evident through the classroom observation process that 'I can' statements are used effectively throughout the school and are having a positive impact on student learning. This has also helped parents to develop an increased understanding of the planned learning in the classrooms. The panel commends the effective use of 'I can' statements throughout the school.

Within the **School-community partnerships** domain, the panel verified the following.

- *The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students.*
- *Partnerships have generally been initiated by the senior leadership team and have their support.*
- *Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations.*
- *Communications between partners are largely unplanned.*
- *Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness.*
- *There is evidence that the school's partnerships are being implemented as intended.*

Florey Primary School has established a number of connections with families and outside organisations. These partnerships range from the highly organised and more formal 'Paint and Play' program through to the more informal, such as the Breakfast program. While the panel commends the school for the connections that it has developed with the community, there is room for the partnerships with the community to be made more explicit with more careful planning to ensure that opportunities are maximised for all concerned. The school is encouraged to systematically review the effectiveness of partnerships relating to set and purposeful objectives.

National Safe Schools Audit Tool

The National Safe Schools Framework Audit Tool was used to evaluate the school's performance. During a staff meeting staff worked in teams to identify areas of strength and areas for development. Staff were asked to indicate at which level the school was currently operating in and the evidence indicated this level. The reflections of staff were collated. The panel agrees with these reflections.

Areas of strength that were identified:

1. a supportive and connected school culture
2. good policies and procedures
3. early intervention and targeted support
4. a positive behaviour management process and recognition of positive behavior of students

5. the needs of specific groups in the school community have been recognised and addressed (A&TSI and EALD).

Key areas for growth and improvement as identified by the school include:

1. facilitation of access to resources to support the implementation of the school vision for a safe and supportive school
2. teaching of skills and understandings to promote cyber safety and for countering harassment, aggression, violence and bullying
3. teaching of social and emotional skills in all subjects and across all year levels
4. defined structures and strategies for promoting student and staff wellbeing and sharing information as appropriate
5. a focus on student and staff wellbeing and student and parent connectedness.

The panel noted that KidsMatter, which is in the early stages of development and implementation, is expected to address the majority of the areas requiring improvement listed above.

Section E: Commendations and recommendations

Commendations

Florey Primary is commended for the following.

1. **The school leadership team promotes a clear strategic vision with strong Instructional leadership.** The school is implementing a successful change management process with a continued focus on quality teaching and learning. This is building a successful collaborative school community focusing on positive respectful relationships and improved student outcomes.
2. **A Professional Learning Community Model has been implemented and promotes thorough data collection and analysis processes focusing on point of need learning by Professional Learning Teams.** This model has enhanced the implementation of the IExCel program which has improved the identification of effective pedagogical strategies in order to address each student's point of need in learning.
3. **The school has implemented and documented a curriculum planning approach that enables staff to use the Australian curriculum confidently.** The school has developed Learning Intentions aligned with Australian Curriculum which are evident in each classroom which has provided students with the visualization and understanding of their learning objectives.
4. **The school has made progress in the area of developing procedures to address student wellbeing,** as evidenced by consistent classroom behaviour across the school. This is evident through the renewed focus on teaching and learning and improved student engagement.
5. **The school works to maintain a learning environment that is respectful, tolerant and inclusive.** It is evident from all stakeholders that Florey Primary School embraces their diverse community and this is reflected in the effective community connections and increasing enrolments.

Recommendations

The panel recommends Florey Primary pays attention to the following opportunities for improvement during the next planning cycle.

- 1. Extend the existing approach to differentiation consistently in all classrooms across all learning areas.** This can further address the student's point of need focus and enable teachers to personalise learning and improve outcomes for all students.
- 2. The school is encouraged to formalize the coaching and mentoring model** to further improve the school wide commitment to purposeful, successful learning that encompasses the academic and student well-being curriculum and develop consistent pedagogical practices.
- 3. Embed ICT quality pedagogies across all learning areas** to support the implementation of the Australian Curriculum. This can enable students to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas, and in their lives beyond school.
- 4. Further develop partnerships with families, health and community agencies** in the implementation of the KidsMatter framework. This can address student welfare, safety and provide strategies to improve student, staff and community wellbeing and engagement.

Record of Validation Process

The following people were members of the external validation panel for Florey Primary School conducted on 20-22 July, 2015.

Name: Jason Walmsley

School: Charles Condor Primary School

Name: Julie Dixon

School: Isabella Plains Early Childhood School

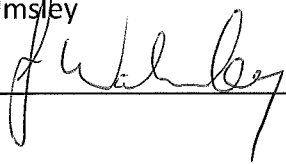
Name: Jason Ward

School: Trinity Christian School

As chair of the panel I endorse that this is a true and accurate record of the findings from the external validation process.

Name: Jason Walmsley

Signature: _____



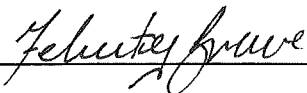
Date: _____

1/9/15

As principal of **Florey Primary School** I accept the Validation Report on behalf of the school community.

Name: Felicity Bruce

Signature: _____



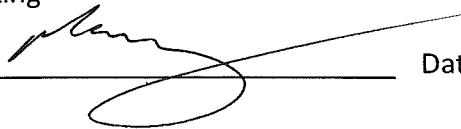
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1/9/15

As co-director of Quality Learning Australasia, external lead validators for the conduct of validation process in ACT public schools, I concur that the panel acted within the guidelines set by the ACT Education and Training Directorate.

Name: Michael King

Signature: _____



Date: _____

2.9.15