



**ACT**  
Government  
Education and Training

# EXTERNAL VALIDATION REPORT 2015

for

# CAROLINE CHISHOLM 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

Caroline Chisholm School is a co-educational public school situated in Canberra's south-east Tuggeranong Valley overlooking the Brindabella Mountains. The School provides a continuous learning program for students from preschool to year 10, and comprises three co-located but distinct campuses: the Pre-school, the Junior Campus (kindergarten-year 5) and the Senior Campus - Middle Years (years 6-8) and Senior Years (years 9-10).

Since 2011 the school population has grown from 487 students to a current population of 580 students. The panel noted that the percentage of English as an Additional Language or Dialect (EALD) students has fluctuated over the life of the school plan and has halved in 2015 when compared to 2011. It is currently 8 percent of the school population. The number of Aboriginal and Torres Strait Island students enrolled has remained consistent over the life of the school plan at around 7 percent.

The panel discussed with the school leadership team, and sighted documentation, that showed Caroline Chisholm School has been offering educational programs to international students since 2012. This has led to the successful establishment of a sister school relationship with a secondary school in the city of Xi'an, Qujiang No. 1 High School.

The Index of Community Socio Educational Advantage (ICSEA) has hovered in the high 900s. The panel notes that the ICSEA value can have an effect on school resources and performance and indicates a level of educational advantage based on the educational and occupational indicators of parents.

The school has a stable senior executive comprising the inaugural principal of the P-10 school, and two deputy principals. One was appointed to the Senior Campus and the other to the Junior Campus in 2012. The staffing profile has remained relatively consistent.

The vision of the school is *...To be a P-10 school community where culture and environment are led by quality teaching and learning. Our students will be confident and engaged learners, and active and successful citizens of tomorrow.*

The values of Caroline Chisholm School are: Honesty, Respect, Trust, Doing Your Best and Freedom through Responsibility. The School Values underpin the school's high expectations of students' performance and behaviour. These Values form the core of the awards system which is based on learning, participation and citizenship. It is through these values that the school develops students with a strong sense of purpose, integrity and responsibility to others and self. By accessing all the school offers, students leave Caroline Chisholm School ready and willing to

embrace the next stage of their future and with a well developed sense of community. The school has been a focal point within the district since 1974, when it was operating as two separate schools, a primary school and a high school. They take great pride in continuing to offer high-quality traditional and contemporary educational programs to families some of whom are in their second generation at the school.

The preschool program is based on the Early Years Learning Framework that provides an introductory level to all literacy and numeracy programs. The Junior Campus is committed to improving the teaching and learning of literacy and numeracy. A number of specialist programs have been implemented such as First Steps Reading, Writing, Speaking and Listening, Brains Ears Eyes (BEE) spelling, GO Maths, Count Me in Too and Middle Years Mental Computation Programs. These programs have provided a consistent and cohesive approach to teaching across all primary year levels.

The Middle Years program starts in year 6 and enables early adolescent students to gradually transition from primary to secondary school. The Senior Years program starts in year 9 with vertical streaming on electives. The school has established the *Ignite* elective and selective programs that celebrate the strengths and interests of individual students.

The School Culture Opportunities for Positive Engagement (SCOPE) objective is to build a school culture that recognises students for participation, citizenship and academic achievement. K-10 chess has a well-established presence within the school and has built students confidence to engage with learning. Creative and performing arts are an important part of the school culture, music, musicals, and performances provide students with the opportunity to explore their creative interests.

Students with identified learning difficulties are supported through the two Learning Support Units on the Junior Campus, the Learning Support Unit Autism on the Senior Campus and a fully integrated Learning Support Centre that crosses both campuses. Children in main stream classes identified with learning needs are provided with Individual Learning Plans in consultation with families, teachers and other agencies.

School Leader C (SLC) positions on the Senior Campus has experienced little change over the 2011-2015 period, some maternity leave in 2013, 2 SLCs moving to new schools, one in 2012 and the other in 2014. SLC positions increased from 6 in 2012 to 7 in 2014 with the creation of the Executive Teacher Professional Practice position.

School Leader C positions on the junior campus have experienced a number of changes. Of the current SLCs, one has been in her position since 2013 the other 2014.

The Junior Campus had a Field Officer until the end of 2012 and there was a change of Field Officer at the beginning of 2013. This position was then absorbed into the staffing budget to allow for the two remaining SLCs to be off class, providing coaching and mentoring support, since 2014.

The buildings, learning environments and surrounds of Caroline Chisholm School have been developed and refurbished over the life of the School Plan. Of particular note is the development of the Tuggeranong Sustainable Living Trade Training Centre, the School Gymnasium and Basketball Courts, Preschool and Primary School refurbishment, the Bali garden and internal courtyards. The school presents as a high quality learning environment.

## Section B: School performance

Caroline Chisholm School has, as stated in its School Plan, sought first and foremost to improve learning outcomes for students by improving teacher capacity around the assessment and use of data to inform learning and teaching. The school also sought to improve student motivation and engagement.

The academic achievement of the students of Caroline Chisholm School as measured by the National Assessment Program – Literacy and Numeracy (NAPLAN), has been inconsistent. The school has met the Australian Capital Territory Education and Training Directorate (the Directorate) targets for literacy and numeracy in years 3, 5, 7 and 9. The mean scores in literacy and numeracy have been comparable to schools with a similar Index of Community Socio Educational Advantage (ICSEA) in Years 3 and 5. The mean scores in literacy and numeracy have been below schools with a similar ICSEA in Years 7 and 9. The school's growth in literacy and numeracy in years 3-5 has been above that of students from schools with similar ICSEA scores and students with the same starting scores. The school's growth in literacy and numeracy in years 5-7 has been below schools with a similar ICSEA or students with the same starting scores around Australia. In years 7-9, students from the school have achieved similar growth in literacy and numeracy when compared to students from schools with a similar ICSEA.

Kindergarten students' achievement in the Performance Indicators in Primary Schools (PIPS) assessment program indicates that Caroline Chisholm Schools' programs are value adding to the students through the implementation of the *PIPS 2014 start recommendations*. The targets of a six percentage point increase in the reading and numeracy data from the PIPS 2013 figures were achieved in 2014.

The school identified that the results of children in the main stream kindergarten demonstrated that whilst the children at entry point are generally four or five percentage points below the average for the ACT, children are demonstrating a low phonics score indicating a low vocabulary. In 2014 the school adjusted literacy teaching to ensure a higher focus on vocabulary. In reading this has resulted in a significant improvement when comparing 2014 data to that of 2011.

Caroline Chisholm School undertook research based projects in 2013 and 2014 with a focus on increasing student outcomes in mathematics. These projects used the Action Inquiry Model and involved the introduction of Numicon materials in the early years and the tracking of Aboriginal and Torres Strait Islander students using the Schedule for Early Number Assessment (SENA) testing for the Accepting the Challenge 2013/2014 program. The school's endeavours have resulted in value adding almost equal to that of other schools in the ACT.

Caroline Chisholm School's analysis of stakeholder perception data identified that parents, staff and students are satisfied with the school's philosophy and programs. It is evident through the school's increased enrolments and the panel's investigations and discussions with key stakeholders that satisfaction is higher than in 2012 and 2013. In discussions with the school leadership team, parents, students and observation of documentation the panel validated there is high engagement across the school.

The panel noted that the school's data is indicating that students at Caroline Chisholm that there are high expectations for learning. As the programs become embedded, opportunities for extension become greater. Identification of students needs are processed by staff through 'faces on the data' in the data room, spreadsheets and discussions. The panel noted the school is

looking for a more efficient and simple way to store data that can be retrieved and analyzed to inform teaching practice.

#### **Evidence cited and its validation**

- Accepting the Challenge documentation
- Strategic Plan
- Annual Operating Plans
- School Board reports
- Literacy – Pedagogy, teaching and assessment
- Numeracy – Pedagogy, teaching and assessment
- Policies and procedures
- Staff handbooks
- Caroline Chisholm Survey Trend Data P-10
- KIDSMATTER Folders
- MINDMATTER folders
- Literacy data 2011-2012
- NAPLAN data
- Literacy and numeracy documentation
- SENA 2014 data
- Data room.

### **Section C: School improvement planning and implementation**

#### **Priority Areas**

In its School Plan 2012-2015 Caroline Chisholm School identified three priorities for improvement. These priorities remained consistent throughout the life of the plan.

**Strategic Priority 1: Improve Student outcomes, P-10 in Literacy and Numeracy**

**Strategic Priority 2: Improve capacity around assessment and use of data to inform learning and teaching P-10.**

**Strategic Priority 3: Improve student motivation and engagement P-10.**

The panel found the priorities were closely linked to the recommendations of the 2011 external validation report and to Directorate goals and initiatives.

#### **Achievements**

**Strategic Priority 1: Improve Student outcomes, P-10 in Literacy and Numeracy**

The performance measures used by Caroline Chisholm School to measure priority area 1 were NAPLAN mean scores in reading, writing and numeracy in years 3, 5, 7 and 9 and the proportion of students achieving expected growth or better in PIPS data. Targets were established each year. On analysing the NAPLAN data, the panel found that all targets were met in years 3, 7 and 9 and exceeded in year 5 in 2014.

The panel suggests increasing the percentage of students achieving expected growth remain a focus for the school and the school continue to examine other data, such as in school data, on a range of student performances and achievements. The school's use of a "data room" provides staff with a visual representation of student achievement and is to be commended. This practice has enabled staff to focus on improving student outcomes and will provide a solid foundation for action in the coming planning cycle.

### **Strategic Priority 2: Improve capacity around assessment and use of data to inform learning and teaching P-10.**

The panel noted the whole school approach to professional learning in the Professional Learning Communities (PLCs). The strategy in this approach was to develop the capacity of staff to understand and apply the principles of assessment. A sequence of whole school staff learning meetings based on Dylan Wiliam's approach to formative assessment resulted in the development of a collective pedagogy and language which supports individuals and enhances staff capacity. This builds upon David Langford workshops with the introduction of capacity matrices and the work of De Four and Anthony Muhammad in Professional Learning Communities. Through discussion with staff and observations, the panel was able to verify assessment and the use of data to inform improvement in teaching and learning. The panel also noted the use of reflective practice on data interpretation on the junior campus.

The measures set for this priority were relevant items from the satisfaction survey data. The items used were from the student satisfaction data regarding assessment and feedback: "I have a say in what I learn, how I learn it and how it is assessed" and from the parent satisfaction data, "My child has a say in what they learn". The panel identified the school achieved the targets of increased satisfaction in these items from the surveys.

### **Strategic Priority 3: Improve student motivation and engagement P-10.**

In determining progress against this priority Caroline Chisholm School used system survey results, A-E achievement grades, attendance and late arrival rates, referrals to "Rethink" and the number of students applying for leadership roles. The Annual School Board report of 2014 confirms that targets were met for these measures for that year. This was also observed by the panel through discussions with the leadership team and in school documentation.

With respect to the school culture, the panel met with student and parent groups who confirmed improvement in student motivation and engagement P-10. The panel was impressed that all stakeholders, staff, students and parents, articulated a strong connection and communicated a real sense of belonging and pride in Caroline Chisholm School.

### **Reflections**

The panel acknowledges the efforts of the school leadership team and the staff on carefully reflecting on their progress and considered future directions each year. The panel would like to commend the school on adhering to strategic priorities and finding appropriate measures to gauge their success.

The school has identified a number of areas which require further refinement:

- develop programs in curriculum areas English and Mathematics that are consistent across P-10 building on each year level
- refine the curriculum processes for English and Mathematics by a cycle that includes Plan, Teach, Learn, Reflect

- embed pedagogical practices that reflect a sound research based understanding for example the Assessment for Learning strategies across P-10
- develop observation and feedback procedures with staff P-10.

The school maintains an ongoing commitment to focus on the whole school literacy and numeracy programs. The panel supports the initiatives of the Senior Campus in maintaining a focus to embed literacy and numeracy across all Key Learning Areas and the Junior Campus to continue the explicit teaching of literacy and numeracy whilst maintaining a research based review of current practice. The panel is satisfied there is a whole school approach to school improvement.

#### **Evidence cited and its validation**

Annual School Board Reports 2011 -2014

Annual Operating Plans

Caroline Chisholm School Plan 2011-2014

Stakeholder Satisfaction Surveys 2011-2014

Performance data

Kids Matter Survey feedback

Safe School Audit data

Timetables

Caroline Chisholm School Census – Historical Data

Performance and Planning section of ACT Education and Training Directorate NAPLAN targets.

### **Section D: National tools self-evaluation results**

#### **National School Improvement Tool**

Self-evaluation using the National School Improvement Tool was undertaken for the first time in 2015. The executive team, staff, students and parents used the tool in a collaborative partnership in a series of workshops.

Data was gathered over sessions separated by a number of weeks. Staff completed the tool and provided comment for domains 5, 6, 7 and 8 in small groups with representatives from both campuses. The second session focussed on domains 1, 2, 3, 4 and 9. Staff consensus was achieved through discussion and gave comments/examples to substantiate their thinking.

Student representatives from year 5 to year 10 completed the tool. Parent representatives were invited to a workshop on the National School Improvement Tool. The data was correlated against each of the domains and matched with priorities identified by staff and students.

The panel largely agreed with the findings of the school's self-assessment and recommends the school continues to have whole school discussions to achieve consensus on the school improvement agenda.

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 leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear.*

- *The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, and from other schools that have achieved significant improvements.*
- *There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.*

It was highly evident the school had focused on an explicit improvement agenda. This was identified in the School Plan, Annual Operating Plans, and School Board reports. Teachers were aware of the directions of the strategic plan and this is articulated in their pathways documents. They were able to identify how their own professional learning is linked to those directions or how it has been represented in targets and learning plans for their own students. This was noted through observations, discussions with teachers and documentation. There is a strong commitment to continuous improvement throughout the school. Improvement in the school is also apparent in the willingness of staff to improve levels of data analysis and apply to their programming, planning and teaching. The panel identified that through discussions with teaching teams and executive staff, the teaching staff are committed to progressing student learning.

Within the **Analysis and Discussion of Data** domain, the panel verified the following:

- *Time is set aside for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels.*
- *The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, taken action and monitor progress.*
- *School data is presented to staff in meetings.*

It was evident the school through strong leadership of the executive team is developing a focused approach to the analysis and discussion of data. This was identified through meeting minutes, observation of the data room and establishment of Professional Learning Communities to discuss data. The school recognises the need for consistent use of data to guide focussed collaboration within teams. This will inform further analysis, interpretation and use of data to support teachers to improve student learning outcomes.

Within the **culture that promotes learning** domain, the panel verified the following:

- *High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.*
- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural or engagement problems and behaviour management takes up very little, if any, time of the school leaders and classroom teachers.*
- *There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum and attempt is made to ensure that all students are engaged in challenging, meaningful learning.*

It is evident that the school has created a culture that promotes learning. There is a strong collegial culture of mutual trust and support among teachers and school leaders; parents are



treated as partners in the promotion of student learning and wellbeing. The school is continuing to refine the process of motivation and engagement. They are providing opportunities for students to have personalised pathways throughout the school and into their futures.

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

- *The school has developed processes for identifying student learning needs.*
- *Programs to meet individual learning needs are prioritised, where possible, in the school budget.*
- *Physical learning spaces are used creatively and technology is accessible to staff and students.*
- *The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs.*

It is evident that the school has a targeted approach to the use of school resources. The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. A variety of programs and processes have been implemented across the school to ensure that students receive the support they require to improve their learning.

Within the domain **An expert teaching team**, 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.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*
- *Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.*

It is evident through panel observations, discussions with teachers and sighting of documentation that the school has highly able teachers. The panel would like to acknowledge the establishment of Professional Learning Communities and the focus on developing an expert teaching team. The school leadership team has driven a strong professional learning agenda through executive meetings as well as P-10 staff meetings. This has facilitated a clear and consistent direction about where the school is heading. The school culture is consistently focused on student learning.

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

- *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.*
- *Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.*
- *A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.*

It is evident that the school emphasises making the curriculum locally relevant and accessible to all students. The embedded approach to Professional Learning Communities has created an environment that supports discussion about curriculum. All teachers are aware of the Australian Curriculum requirements and areas of learning. These are clearly outlined and overviewed in the Professional Learning Communities.

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

- *Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide approach.*
- *Some use is made of differentiated teaching but in most classes teachers teach the same curriculum to all students with similar levels of individual support.*

It is evident that the school is developing a differentiated approach to teaching and learning. Caroline Chisholm School recognises the need for further development of differentiation strategies to cater for the variety of student learning needs and reporting to parents. This could be achieved by providing focused professional learning on research based strategies that allow all students to access the curriculum. This could include options such as the continuation of the assessment programs in place such as Dylan Wiliam professional learning package, Assessment for Learning. Although the panel could not find widespread evidence of differentiation in programming and planning documents, the panel acknowledges the schools commitment to starting the process. Further exploration will be needed into the implementation of a response to intervention model.

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

- *School leaders are committed to continuous improvement in teaching practices throughout the junior campus and expect team leaders and teachers to identify ways of doing this. School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like.*
- *There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (e.g over-reliance on whole-group teaching or very little explicit teaching).*

It is evident that the school is developing effective pedagogical practices across the P-10 campuses. The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. After discussions with staff the panel recommends the school further develop an approach to coaching and mentoring to deliver a wider range of effective pedagogical practices. The school recognises a need to explore teacher observation models that can be implemented P-10 to suit a variety of student needs.

Within the **School community partnerships** domain, the panel verified the following:

- *The school has external 'partnerships', but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these 'partnerships' tend to be mutually convenient arrangement (e.g., exchanges of expertise or the sharing of facilities between institutions or organisations). Such 'partnerships' often are established by individual members of staff and have limited whole-school support or engagement.*

- *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.*

It is evident that the school has established school community partnerships. The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. This active process and thinking of review of actions is to be commended.

### **National Safe Schools Audit Tool**

Staff were asked to complete and analyse the National Safe Schools Audit Tool. The executive staff initially completed surveys followed by the whole school staff. The panel's observations and interviews with staff, students and parents supported the following findings as described by the school's external validation team.

In the leadership commitment to a safe school domain most staff indicated 'mostly true or definitely true' for most areas. The areas of greatest opportunity to them were:

- use of and collection of data
- induction of new staff, students and families regarding wellbeing
- needs of specific identified groups are addressed within the safe schools framework.

The panel noted that ongoing analysis of the results from the National Safe Schools Audit Tool would benefit the school in a number of areas such as student well being, engagement and the areas already noted by the school above. The introduction of the KidsMatter and MindMatters programs is acknowledged by the panel as an umbrella to their existing and future values and wellbeing programs.

## Section E: Commendations and recommendations

### Commendations

Caroline Chisholm School is commended for the following.

- 1. A sustained focus on the development of staff into an expert and coherent school-wide teaching team.**

The leadership team has driven a strong professional learning focus through executive meetings as well as P-10 staff meetings. This has facilitated a clear and consistent direction for the school as well as building the skills needed by staff

- 2. An improvement focused culture amongst staff is strongly evident.**

Staff are keen to collaborate with colleagues and share strategies derived from a variety of settings. This has been evidenced through a range of school programs and priorities. The panel acknowledges the IGNITE program in particular as an example of this improvement focused culture.

- 3. The school has embedded a strong emphasis on ensuring all students learn.**

A variety of programs and processes have been implemented to ensure a high level of learning progression is made possible for all students. The panel noted improvements in Literacy and Numeracy outcomes, including the achievement of the Directorate targets in NAPLAN results. Case management meetings, the reorganisation of executive structure and refinements to the Individual Learning Plans process have all occurred to provide accurate information to staff about the best supports for students.

- 4. Interactions within the school community are based on high levels of trust and commitment to the learning and wellbeing of students.**

Relationships between staff, students and parents and within all these groups are warm and productive. The panel observed that there is a cohesive partnership across the school community focussed on increasing student outcomes. The school has continued to take steps to ensure communication is regular and consistent, with regular feedback to parents and students about the progression of learning as well as a collaborative approach to supporting all students.

- 5. Student pathways have been developed to ensure students remain engaged and connected to learning.**

The panel commends the school on the breadth of opportunities made available for students to extend their vocational and academic development. The engaging electives, careers and work experience structures, Vocational Education and Training certification options and transition to College are quality examples of the work being undertaken at Caroline Chisholm School.

## Recommendations

The panel recommends Caroline Chisholm School pays attention to the following opportunities for improvement during the next planning cycle.

1. **Maintain and continue to review a school wide vertically integrated curriculum.**

As the school has made significant progress in the development of a junior and senior school scope and sequence, the next school strategic plan offers an opportunity to develop a school wide vertically integrated curriculum. This can include extending and refining student outcomes at significant transition points.

2. **Integrate effective diagnostic assessment procedures P-10 that support differentiation.**

Build upon the existing professional learning regarding research-based assessment strategies to meet the needs of a diverse range of students. Further exploration will be needed into the implementation of a response to intervention model and into students with gifted and talented needs. A focus is needed on a consistent and reliable assessment instrument, to identify individual student strengths and weaknesses so that learning can be appropriately targeted. An example may be further investigation of the PAT tools to give diagnostic and trend information and develop process to use this information.

3. **Implement systems and structures to support staff in the analysis, interpretation and use of data to inform teachers of the impact on student learning.**

Caroline Chisholm School executive have identified that a vital element to progressing student academic achievement is the consistent use of data to guide practice. Professional learning targeted to the teachers to support the analysis, interpretation and use of data in their practice is recommended.

4. **Maintain and further develop an improvement focused school culture.**

An opportunity exists to embed and extend a quality whole school learning culture. This could include extension of the IGNITE, SCOPE and peer support programs with a view to optimising student learning outcomes with a consistency of practice.

## Record of Validation Process

The following people were members of the external validation panel for Caroline Chisholm School conducted on 27-29 July 2015.

Name: Melissa Travers

School: Palmerston District Primary School

Name: Tom Kobal

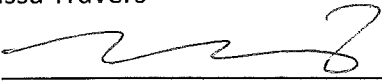
School: Telopea Park School

Name: Barbara Morris

School: St Francis Xavier College

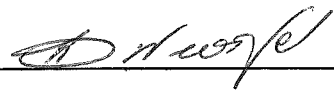
As chair of the panel I endorse that this is a true and accurate record of the findings from the external validation process.

Name: Melissa Travers

Signature:  Date: 31/8/15

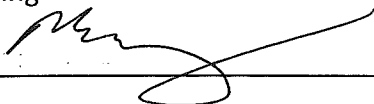
As principal of **Caroline Chisholm School** I accept the Validation Report on behalf of the school community.

Name: Wendy Wurfel

Signature:  Date: 1/09/15

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: 1.9.15