



ACT
Government
Education and Training

EXTERNAL VALIDATION REPORT 2015

for

CHARNWOOD-DUNLOP 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

Charnwood-Dunlop School was opened as Charnwood Primary School in 1975. The school changed to Charnwood-Dunlop School in 2008 to welcome the new suburb of Dunlop. The Belconnen Introductory English Centre (BIEC) is based at the school. The BIEC offers an Introductory English program for non-English speaking primary school students and prepares them for entry into mainstream ACT schools. Charnwood-Dunlop School provides preschool programs for three year olds and four year olds. The primary school has thirteen classes ranging from Kindergarten to year 6. The students of Charnwood-Dunlop school come from Charnwood, and the surrounding suburbs including Dunlop and Flynn.

Charnwood-Dunlop School is identified as a National Partnership Low Socio Economic Status (SES) School. The school is provided with extra funding to improve literacy and numeracy outcomes for students and to develop stronger community partnerships.

The school vision was collaboratively created by the whole school community in 2015.

The vision is:

"Together as a community of staff, students and families we will create a safe and encouraging learning environment where wonder and curiosity are nurtured and every child is empowered to reach their full potential. We will value diversity and build respectful relationships through effective communication."

The school values are: "REACH". The REACH values are Respect, Excellence, Acceptance, Commitment and Honesty. The school believes the values reflect staff and community values and are informed by the National Framework for Values Education in Australian Schools.

Charnwood-Dunlop School has 285 students with a growth of 50 students over the life of the School Plan. The demographics demonstrate that the Index of Community Socio Educational Advantage (ICSEA) is 986 and has remained constant over the life of the school plan. The panel noted that the ICSEA value can have an effect on school resources and performance as it indicates a level of educational advantage based on the educational and occupational indicators of parents. This makes it important that Charnwood-Dunlop School's performance is compared with similar schools. The ICSEA also has an influence on the school's National Partnership Low SES School funding and this funding has decreased over the life of the school plan.

Approximately seven percent of the school's students identify as Aboriginal or Torres Strait Islander and 35 percent of students come from families of English as an Additional Language or Dialect (EALD) background. The school embraces this rich diversity of over 25 different

nationalities through programs such as Cultural, Heritage, Identity and Language Learning (CHILL), National Aborigines and Islanders Day Observance Committee (NAIDOC) week and Harmony Day celebrations.

The school currently has three classes in the BIEC with continuous enrolments and fluctuations throughout the year as students arrive or graduate. Graduated students transition to their Priority Enrolment Area (PEA) school after approximately 2-3 terms. There have been no changes to the Priority Enrolment Area during the life of the school plan. Students in the BIEC come from areas around Belconnen and Gungahlin, many catching buses to and from school. After graduation they return to their own priority enrolment area schools.

The school staffing profile consists of a principal, deputy principal, three School Leader Cs (SLC), 22 teachers, a literacy and numeracy field officer and 10 administrative staff. The staffing profile has changed significantly since 2012 and impacted on the implementation of the School Plan. The school reduced the number of administrative staff and an increased emphasis was placed on educational leadership to support the BIEC and provide teacher coaching across the school. The school is trialing the position of a Youth Support Worker in 2015 to provide alternative curriculum programs. The school has undertaken refurbishments during the life of the plan to increase student wellbeing and engagement. This includes: building internal walls, painting, building the BMX bike skills trail and the introduction of the Active Brain Cafe (ABC) café. The school has had significant changeover of staff and the challenges experienced (and overcome) by the school in establishing the BIEC as this impacted the performance data and is discussed later in the report Section B: School performance.

Section B: School performance

The panel was impressed with the school's effort to respond to school performance data collected and analysed during the last four years. The school reviewed the data and made changes to the physical environment, communication of partnerships, student engagement and wellbeing and teaching and learning programs.

Charnwood-Dunlop School has focused on improving student outcomes in literacy and numeracy during the last four years. The school has used data from the National Assessment Program - Literacy and Numeracy (NAPLAN) and Performance Indicators in Primary Schools (PIPS) to monitor student performance and to evaluate teaching and learning programs.

The panel noted the following:

- NAPLAN results have varied during the last four years with no consistent pattern. Generally the results are below or significantly below schools with a similar Index of Community and Social Educational Advantage (ICSEA).
- NAPLAN gains and/or expected growth results have also fluctuated. Numeracy and reading gains were lower than students with similar starting scores from 2012 – 2014.
- NAPLAN K-3 and K-5 match results indicated that students who have started in kindergarten and progressed through the school have achieved better results than other students who have entered the school throughout this time.
- NAPLAN mean scores in numeracy and reading over the last three years have increased slightly except for year 3 reading.
- PIPS results showed the students at Charnwood-Dunlop School are below the average ACT start and end level in reading and mathematics. It is worthy to note that the

percentage for students making expected progress or better since 2012 has increased for reading and maths.

- The percentage of the students achieving PM Reading benchmark level at the end of each of the last four years has fluctuated. Staff, students and parents were surveyed using the ACT Education and Training Directorate's Stakeholder Satisfaction Survey. For students and staff the results were inconsistent and for the parents the response rates have dropped in the last three years.

The panel noted the following:

- Due to high staff turnover the results from the staff surveys were variable. There was high support from staff for learning and teaching and leadership and management. Staff responded to the questions they "know what the values of the school are" and "school values are reflected in my teaching" with an "agree or strongly agree" response which is above system-wide averages.
- Over the last three years results have indicated that staff responses to "I enjoy teaching" have consistently sat above 90 percent in the agree or strongly agree category which is above ACT averages.
- Student responses to "Teachers expect me to do my best" and "My teachers motivate me to learn" were consistently at or above 92-100 percent over the last three years. Students expressed what they liked about their school, for example, commenting on School Parliament, recent changes to playground times, the ABC Cafe, the BMX track and the Chrome Books and the opportunity to "play and learn with the students from the IEC."
- Whilst the student data for "I feel safe at my school" has varied over the life of the plan and is below ACT averages, the school has addressed these concerns and through discussion with students, parents and staff, a positive behaviour support program has been implemented to support the restorative practices in place.
- The parent survey response for "My child feels safe at this school" is below ACT system average. The panel's discussion with parents indicated that the majority felt that progress was being made to address and improve upon the safety of students. The school identified that the KidsMatter survey data mirrors the System Satisfaction Survey.
- The preschool KidsMatter Survey results indicated that 100 percent of respondents agree that their "child feels safe and happy at preschool."
- The Student Engagement and Wellbeing Policy and Procedures document is regularly updated and all stakeholders informed. The panel sighted the past and present document and observed the processes and programs in place.

Attendance has remained consistent throughout the life of the school plan and in part this is due to the efforts of the staff to ensure strong parent partnerships. The school has noted absence data was higher among the Aboriginal and Torres Strait Island students in 2012 and 2013. An action plan was implemented in 2014 to address school wide attendance concerns and this has also addressed Aboriginal and Torres Strait Island student attendance.

The school has noted suspension rates over the course of the last four years. In 2013 and 2014 these rates were high compared to previous years. The panel observed various reasons that could explain this data, for example, the turnover of staff, establishment of the IEC, and

leadership changes. The panel commends the school's response to these concerns through initiatives such as a Behaviour Support Partner, establishment of a positive behavior support model, a Youth Support Worker and changes to the physical environment of the school.

Charnwood-Dunlop has implemented effective data analysis, an assessment schedule and with the introduction of Professional Learning Teams has used data to inform their practice.

Evidence cited and its validation

NAPLAN data

Gradexpert school assessment data – PAT Maths, PAT Reading, Reading benchmarks

Perception survey data -system and school-based Annual School Board Reports Charnwood Dunlop School (CDS) 2012-2014

Annual Operating Plans CDS 2012-2014

Performance data CDS 2010-2014

February 2014 Census Data

Attendance Data CDS.

Section C: School improvement planning and implementation

The School Plan of Charnwood-Dunlop School identifies three priorities for improvement. These remained consistent for the life of the plan. The priorities were developed from the 2011 validation report and in consultation with the school community. The first two priorities link closely with the National Partnership priorities. During the life of this school plan there have been a number of changes in staff and in the leadership of the school. There has been a new principal, deputy principal and executive team and a high turnover of staff. The panel noted through discussion that the staffing changes, the decrease in funding and implementation of the IEC may have impacted on the implementation of the priorities.

Priority Areas

Strategic Priority 1: Improve literacy and numeracy outcomes for all students

Strategic Priority 2: Foster strong links between the school and its community through collaborative partnerships

Strategic Priority 3: Enhance the physical environment of the preschool so it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development

Achievements

Strategic Priority 1: Improve literacy and numeracy outcomes for all students

The performance measures and targets set were:

- An increase in the reading and numeracy NAPLAN mean scores for grade cohorts as prescribed by Directorate targets.
- An increase in the percentage of kindergarten students who make average or above average progress in reading and mathematics.
- the percentage of students achieving school reading benchmarks.
- 60 percent of students in the IEC achieving English competency criteria within two terms

- school mean score in NAPLAN for Aboriginal and Torres Strait Islander students in reading, writing and numeracy is equal to or above the mean for Aboriginal and Torres Strait Islander students in all ACT schools.

Charnwood-Dunlop School mostly met the prescribed Directorate targets during the life of the plan. In achieving these targets the school implemented a range of strategies and programs such as:

- Active Brain Cafe (ABC) Cafe
- Belconnen Network “I Can” statements
- SURF Maths
- Extension Literacy and Numeracy groups
- Established Professional Learning Communities.

The panel sighted that the PIPS reading data fluctuated over the life of the plan. Seventy-eight percent of students in kindergarten achieved expected growth in mathematics and 49 percent in reading in 2014. This was an increase over the life of the plan. Expected growth in PM benchmark results for kindergarten students increased over the last two years representing a significant increase since 2011. PM benchmark reading results in years 1-6 over the life of the plan have been inconsistent. The panel, through discussion with the school community, noted that these inconsistencies may have resulted from instability in staffing arrangements. The panel commends the school on acting on the data and implementing targeted programs including those mentioned above.

The BIEC was introduced in 2012 and has been successfully integrated into Charnwood-Dunlop School. In 2014, over 70 percent of students completed the program in two terms and were transitioned to their local school. The school was unable to report on the NAPLAN progress of Aboriginal and Torres Strait Island students due to privacy reasons. The panel sighted the Charnwood-Dunlop Reconciliation Action Plan (RAP) and the individual Personalised Learning Plans (PLPs).

Strategic Priority 2: Foster strong links between the school and its community through collaborative partnerships

The performance measures were:

- Improvement in responses to the school satisfaction survey relating to community involvement
- Increasing the percentage of parents participating in school based educational activities

The panel sighted that 83 percent of parents and carers in Charnwood-Dunlop School are satisfied that community partnerships are valued. This proportion has remained fairly consistent during the life of the plan. The panel commends Charnwood-Dunlop School for its range of community engagement activities and awards. These awards include the ACT Public Education Excellence Award for Family and Community Partnerships, and the ACT Multicultural Award for Education.

Other activities of note include:

- partnerships with the Smith Family and Salvation Army

- Cultural Heritage Identity and Language Learning (CHILL) program
- the Active Brain Cafe (ABC) Cafe
- the BMX Bike Skills Track
- the Reconciliation Action Plan (RAP).

Additional school based survey data indicated community partnerships are highly valued by both the school and the community. The panel commends the school for the collection of data in this priority area and recommends partnerships and programs are developed in response to such surveys.

Strategic Priority 3: Enhance the physical environment of the preschool so it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development

The performance measures were:

- Meet the National Quality Standard (NQS) accreditation for the preschool.
- The percentage of satisfaction with the physical environment of the preschool demonstrated by parents/careers in a school based survey is above 80 percent.

Charnwood-Dunlop School NQS accreditation was partially achieved in 2014. The overall rating was “working towards meeting the standard”. At this time there were changes in preschool staffing. The preschool has continued to address the standards and has implemented changes to programming, planning and reporting. Parent satisfaction as assessed by mid-year surveys demonstrated 91 percent satisfaction with the indoor and outdoor environment in the preschool. This was well above the target of 80 percent. The panel commends the preschool on an outstanding learning environment and observed children engaged in rich play.

Reflections

The school reflected and identified a number of areas for improvement and barriers in progressing the School Plan over the last four years. Staff turnover, the introduction of the IEC, National Partnerships funding, school reputation and the open plan building structure were all issues faced by the school whilst implementing the School Plan. The school noted that the implementation of the Australian Curriculum (AC) created some instability and uncertainty about the scoping and sequencing of school-based curriculum. The panel agrees that these areas have been addressed during the last four years and this has now enabled the school to implement the priorities contained within the school plan.

The panel commends the school on its honest reflections with regards to school performance, planning and sustainability. The panel acknowledges the steps taken by the school to address:

- performance data by examining the correlation between school programs and progress
- the alignment of staff pathways to the Annual Operating Plan (AOP) including the use of current data
- introducing a balanced approach to addressing the key curriculum and assessment areas.

Evidence cited and its validation

NAPLAN data

Gradexpert school assessment data – PAT Maths, PAT Reading, Reading benchmarks

Perception survey data -system and school-based Annual School Board Reports CDS 2012-2014
Annual Operating Plans CDS 2012-2014
Performance data CDS 2010-2014
February 2014 Census data
Attendance data CDS
Annual School Board Reports CDS 2012-2014
Student Engagement and Wellbeing Policy
Positive Behaviour Support (PBS) maps and GANTT Chart
PBS PowerPoint presentation to staff
Cultural Heritage Identity and Language Learning (CHILL) program.

Section D: National tools self-evaluation results

National School Improvement Tool

Self-evaluations using the National School Improvement Tool were undertaken for the first time in 2015. The Charnwood-Dunlop School staff used the tool in a workshop in each teaching team. Different domains were analysed by different teams.

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. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings.*
- *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, international experience 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.*

There is a strong executive leadership vision driving an improvement agenda which has established a Professional Learning Community approach to provide a focus on learning and school improvement. The panel noted the breadth of communication of the improvement focus with staff, students and parents. There is a clear vision from the principal and the executive team around school improvement.

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

- *School leaders pay close attention to data provided to them about the performance of the school (e.g, NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.*
- *An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.*

- *Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.*
- *Time is set aside (eg, on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices.*

The school has noted that analysis, interpretation and use of system, school and classroom data would benefit from a formalised process for all staff to ensure data informs planning, programs and the learning of students. The panel acknowledges the progress achieved in this area and encourages the establishment of a data implementation plan to sharpen focus.

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

- *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.*
- *The school effectively implements its policies, for example, 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. Some staff time is taken up dealing with behaviour problems.*
- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.*
- *Staff morale is generally high.*

The panel recognises the aim of school leadership to establish high expectations and a commitment to excellence. The barriers to achieving this include student engagement and consistency in team planning. The recently introduced school vision and values can promote whole school morale and stability.

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, although there may not always be good school records of student achievement and progress.*
- *Programs to meet individual learning needs are prioritised, where possible, in the school budget.*
- *Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.*

The senior leadership team has had a strategic focus in the distribution of staffing resources to better accommodate learning needs of the students. The increase in teaching and executive positions and the targeted employment of a Youth Support Worker and experienced staff were noted by the panel. The positive impact of these decisions is evident on student learning and engagement as witnessed by the panel. The Positive Behaviour Support program and the use of

Google Apps for Education (GAPE) in 2015 are clear examples of targeted use of school resources.

Within the **An expert teaching team** domain, the panel verified the following.

- *The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*
- *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.*

The school leadership acknowledges and is addressing the importance of all staff having the opportunity for professional learning that is aligned with school priorities and practices. The panel noted the induction of new staff has occurred but recommends a strategic approach to ensure a common vision, shared practice and an understanding of the unique nature of the school.

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

- *The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.*
- *The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.*
- *School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach.*
- *Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.*

The school leaders recognise the importance of systematic curriculum delivery. The panel recommends staff collaboration in developing a whole school approach to enable ownership and consistency in curriculum content, delivery and vertical alignment.

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. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.*
- *Some use is made of differentiated teaching (eg, differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support.*

- *Regular assessments of student learning are undertaken, but these often are summative and disconnected (eg, relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time.*
- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning*

Differentiation in teaching and learning at Charnwood-Dunlop School is progressing towards a whole school approach. The school leadership team has laid the foundations through the establishment of Professional Learning Teams and provision of Flexible Learning Options, Individual and Personalised Learning Plans and learning technologies. The panel sighted Student Reports and found them to be comprehensive, providing constructive advice to parents for the improvement of their child's learning.

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 improved teaching methods in reading, writing and mathematics and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*
- *There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (eg, over- reliance on whole-group teaching or very little explicit teaching).*

The teaching staff have identified the need for clarity on what students are expected to learn and how effective pedagogy looks at Charnwood-Dunlop School. The panel recommends the leadership team drive improvements in pedagogical practices throughout the school enabling a cohesive understanding of evidence based teaching strategies. Effective pedagogical practices may be achieved through coaching and mentoring programs, improved induction and sharing of best practice in the preschool and primary 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 has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.*
- *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. However, there may be limited evidence of improved student outcomes as a result of*

partnership activities – possibly because there has been insufficient time for them to demonstrate an effect.

The panel commends the school on actively seeking and careful consideration of community partnerships. The Active Brain Cafe (ABC) Cafe is a strong illustration of bringing community into the literacy program at Charnwood-Dunlop School. It has enabled parents and grandparents to actively contribute in their child's and community's education. This is indicative of a large number of partnerships operating with the school. A parent remarked "I would not choose anywhere else for my child to go to school". In 2014, the school's distinguished efforts and partnerships with community were recognised in the Directorate's Excellence Award for Family and Community Partnerships. The panel acknowledges and verifies that the partnerships observed were developed to increase student learning outcomes and support Social and Emotional Literacy (SEL).

National Safe Schools Audit Tool

The school undertook the National Safe Schools Framework Audit Tool in 2013. In 2015 the staff completed the tool individually online and results were collated and discussed to come to consensus. The tool assisted the staff to make informed judgements in creating and maintaining a safe and supportive learning environment. The panel confirmed the process in discussions and analysis of documentation and verified the conclusions of the staff.

The areas where the school is achieving are:

- Professional learning
- Positive behaviour management
- A focus on student wellbeing and ownership
- Early intervention and support.

The areas as future focus priorities are:

- Leadership commitment to a safe school
- Supportive and connected school culture
- Policies and procedures
- Engagement, skill development and safe school curriculum
- Partnerships with family and community.

Section E: Commendations and recommendations

Commendations

Charnwood-Dunlop School is commended for the following.

1. There is a strong sense of community amongst all stakeholders within the school

Charnwood-Dunlop's community partnerships are highly valued in the school. The passion and commitment of the current staff and the high level of communication are genuinely appreciated by the Parents and Citizen's association and the School Board. A wide variety of partnerships have been developed to address the needs of students, to create positive relationships in the school and to achieve the strong sense of inclusivity that was evident to the panel. These efforts have been recognised in two separate awards; the 2014 Public Education Excellence Award for Community and Family Partnerships and the 2014 Award for Multiculturalism in Education.

2. There is a strong executive leadership vision driving an improvement agenda.

The executive leadership team has established a Professional Learning Community approach to provide a focus on learning and school improvement. The aim of ensuring authentic and differentiated learning with visible learning approaches was clearly established with the teaching staff and evident to the validation panel. The building of teacher capacity with the support of the Literacy and Numeracy Field Officer position is another example of the emphasis placed on improvement at Charnwood-Dunlop School. The use of data to monitor and inform the development of improved practices is also in place.

3. Commitment and progress to improving Social and Emotional Literacy (SEL) across the school.

The school has collaborated with outside agencies to establish a whole school consistent approach in the use of restorative practices and in the building of respectful relationships. This has led to a positive impact on the social and emotional literacy of students that was evident in classrooms and in discussions with students, parents and staff.

4. The targeted resourcing of the school to meet student learning needs.

The school has changed their resourcing model to better meet the strong improvement agenda and improved learning culture. An increase in teaching and leadership positions and a Youth Support Worker position have allowed for greater focus on learning and teaching and less on student management. There is a balanced approach to supporting Response to Intervention, the BIEC needs, the SEL curriculum and the preschool.

5. The opportunity for student voice at Charnwood-Dunlop School.

Student voice through the Charnwood-Dunlop Parliament is highly valued by the students and staff. It provides an authentic and educational method for students to contribute to and be part of their school. The panel noted in discussions with students the preference for a parliament to the more traditional student representative council (SRC). The students commented that the Parliament offered a greater opportunity for wider student involvement.

Recommendations

The panel recommends Charnwood-Dunlop School pays attention to the following opportunities for improvement during the next planning cycle.

1. Embed a strategic approach to induction at Charnwood-Dunlop School that promotes and sustains the development of an expert teaching team.

To ensure the establishment of whole school practices and consistent implementation of learning programs an induction program can be developed that meets the needs of the school's improvement agenda. The program can define the unique way the school operates and support the leadership during periods of staff turnover. A student and family version of such a program would also be beneficial.

2. Sustain and embed an improvement focus on literacy and numeracy.

Achieving consistency and transparency of practice across the whole school in regards to literacy and numeracy learning is an opportunity for the next School Plan. Maintaining effective programs instead of implementing the latest programs is also a challenge. The use of a professional learning plan to align priorities, ensure consistency and direct staff is recommended. The panel also recommends the development of a sustainable school wide data collection, collation, analysis and reporting system to ensure use of data sets across the school is integrated, coordinated and systematic.

3. Increase the prominence of student voice throughout all aspects of the school community.

Expand the Student Parliament Program and embed the already high level practices in civics and citizenship education across all year levels to enhance student engagement and ownership. Further opportunities to extend student voice include the Positive Behaviours Support approach and the Protective Behaviours Program.

4. Build upon School Vision, Values and Community Partnerships.

Student, staff and community morale is central to promoting positive learning and building pride, trust and embedding the REACH values. Stay true to the use of the school's vision and values in every classroom and within the community. The panel advises that the school investigate and implement further refurbishment and beautification with community consultation to extend upon the work already completed, such as, the new classroom walls, classroom displays and the pre-school environment. The panel believes this will increase staff, student and community pride and purpose.

Record of Validation Process

The following people were members of the external validation panel for Charnwood-Dunlop School conducted on 5-7 August 2015.

Name: Melissa Travers

School: Palmerston District Primary School

Name: Tom Kobal

School: Telopea Park School

Name: Sharyn Quirk

School: St. Clare's College Canberra

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 **Charnwood-Dunlop School** I accept the Validation Report on behalf of the school community.

Name: Debbie Martens

Signature: 

Date: 2/9/2015

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: Jane Kovacs

Signature: 

Date: 2/9/15