



ACT
Government
Education and Training

EXTERNAL VALIDATION REPORT 2015

for

MONASH 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

Established in 1982, Monash Primary School is a valued and integral part of the local Tuggeranong community, serving the needs of the suburbs of Monash and the surrounding suburbs. Until 2008, the school had stable leadership, with few changes occurring until 2012. From that point in time, the school and community has moved through a period of transition, which has seen the appointment of a new principal and in 2015, a new deputy principal. In the past 3 years there have been four deputy principals and a number of teachers acting in school leadership positions. There has been a turnover of 50 percent of teaching staff in recent years. Significantly, the school now has a high percentage of teachers in their first five years of teaching.

Changes in the past four years have included:

- a completely new school leadership team
- a strategic change in pedagogical approach
- the introduction of professional learning communities, targeted professional learning, coaching and mentoring
- initiation of a range of strategies to re-engage the community and build social capital
- an increased number of enrolments, including a significant rise in the English as an Additional Language or Dialect (EALD) population and increased enrolment from the Isabella Plains Early Childhood School (IPECS)
- strengthening in the use of learning technologies in the senior years.

Eighteen months ago, the senior executive acted to work with the community to establish a new direction for the school. The imperative for change and the subsequent work carried out by the senior executive has seen the community embrace the new direction. As a result, the school has implemented the Integrated Inquiry Model for learning, replacing the previously implemented Walker Learning Model.

In February 2014, the active School Plan was revised to reflect the new direction. The 2014 Annual Operating Plan Report and the 2015 Annual Operating Plan have incorporated these

revised priorities. The school now focuses on building strong parental and community partnerships with the explicit aim of engaging parents as active partners in the teaching and learning process. Alongside this, sits the key ambition of improving outcomes in literacy, numeracy and science and enhancing the social and emotional climate of the school.

A key to the success of this direction will be conducting explicit and targeted professional learning along with coaching and mentoring of all staff. This work has been started in the 2014 and 2015 Annual Operating Plans and the panel agrees that this focus should be an essential component of the new School Plan.

Monash School's vision is to create a caring and supportive environment, which will enable students to “touch the earth, reach the sky and challenge the future” and (of course) provide students with a high quality education. The ten nominated school values permeate every aspect of the school, from classroom to community. This is informed by the belief that child-centred, personalised learning is a key to student engagement.

Enrolment numbers have risen from three hundred and seventy-eight in 2012 to four hundred and seventy-six, this year. Despite the increase in enrolment numbers, the school's Index of Community Socio-Educational Advantage (ICSEA) level has remained stable, as have the numbers of students identified as being Indigenous. The EALD population has increased by 50 percent and the preschool population has dropped by 25 percent in 2015, due to efficiency measures within the Directorate.

Section B: School performance

The school uses National Assessment Program-Literacy and Numeracy (NAPLAN) and Performance Indicators in Primary School (PIPS) data to evaluate student progress and performance. The panel recognises the school has recently put in place a whole of school assessment schedule and is developing a tracking tool for data collected. The panel identified this as an opportunity for the school to strengthen the collection, reporting and use of local and classroom-based assessment data to provide ongoing monitoring of student progress and to initiate additional support or extension programs as necessary.

The academic achievement of the students, as measured by these tools, has been variable throughout the life of the current plan. The school has consistently met ACT Education and Training Directorate (Directorate) targets for literacy and numeracy in years 3 and 5, (with consideration of confidence intervals) although results have been below the ACT system average and also the national mean. PIPS data provided further evidence that pedagogical change was required, with students consistently starting the year at or above system level, yet consistently finishing below level, in both reading and mathematics.

In response to these results, the school has developed and begun to implement a number of targeted strategies, including the replacement of the Walker Learning Model, with the Murdoch Inquiry Model and the implementation of professional learning communities. These strategies are not yet yielding evidence to confirm the success of the adopted approaches but anecdotal information strongly affirms their validity. The panel suggests developing an increased sophistication around the analysis of student learning data in the next planning cycle to assist in determining the success of the new model and timely implementation of necessary learning interventions. The newly formed professional learning community model should provide a vehicle for such analysis.

Individual Learning Plans (ILPs) for students with diagnosed disability and with learning difficulties show meaningful progress against both short and long term goals, for the past two years. Individual Learning Plans are exemplary in their structure, involvement from parents and carers and their use as a working document, on a daily basis by all educators.

Attendance data indicates a lower than system average attendance rate for Monash students, particularly in years 5 and 6. There have been several contributing factors identified by the school and these are being addressed by current student engagement strategies. Student suspension rates spiked in 2014, as the school leadership team implemented raised expectations and clearer boundaries with regard to student behaviours. Early data from 2015 indicates some progress in this area. The panel suggests that the school explores the development of a research-based, whole school behavior management system and social and emotional learning program, based on school values, with clear procedures and consistency of implementation across the school.

The school collects and reports perception data from students, staff and parents using the surveys developed by the Directorate. As with student learning outcomes, there is an opportunity here for the school to explore additional methods whereby it could more regularly collect, collate and respond to the perceptions of the community.

Satisfaction data indicates mixed responses throughout this school improvement cycle. This is detailed in Section C, School improvement planning and implementation.

Evidence cited and its validation:

School board reports and Annual Operating Plans 2012-14

Attendance data

School performance data 2012-2014

Satisfaction survey data across all years

Personal Learning Plan and Individual Learning Plan data 2013-2014.

Section C: School improvement planning and implementation

PART 1: Improvement planning

Following the 2011 external validation recommendations, Monash Primary School developed a School Plan with the following priorities:

1. Improve literacy and numeracy outcomes for all students
2. Develop a school environment that builds awareness, knowledge, skills, values and motivation to live sustainably
3. Ensure that provisions are made for the preschool to provide quality early childhood education and to continue effective integration with the whole school.

The priorities and strategies have been altered over the life of the plan. With the appointment of new senior executive team members both in 2013 and 2014, the school undertook a review of the active 2012 School Plan. This review included strong community, staff and student consultative processes being facilitated and resulted in a new strategic plan being formalised in 2014. The school used an array of data to inform the new priorities:

1. Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students P-6.

2. Develop a culture of positive connections between school, students, families and the community.
3. Develop clear and effective transitions and pathways for students to achieve success in the Tuggeranong Network.

The panel found the revised priorities aligned with system and Tuggeranong Network priorities as well as identified specific areas for improvement within the broader based 2011 priorities. Therefore a more targeted school improvement culture has been nurtured, focused on improving communication and using inquiry learning and visible learning pedagogies. The Board Chair, members of staff and the wider school community all confirmed they have played a valued role in the planning and improvement processes.

During 2013 and 2014, the school strategically involved stakeholders in a process to create documents that supported both the improvement journey and pedagogical frameworks. This resulted in practices across the school becoming aligned.

Achievements

Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students P-6.

The performance measures used by Monash Primary School to measure Priority 1 were NAPLAN (years 3 and 5 including system targets), PIPS (kindergarten) and some use of school based data including use of unit planning documents for Count Me In Too (CMIT) strategies, 5/6 mathematics, Middle Years Mental Computation (MYMC), Go Maths and differentiation. There is little valid student achievement data to contribute to an assessment of the success of the strategies employed by Monash Primary School to build skills in mathematics at this point in time. NAPLAN and PIPS assessment data indicates that expected student growth has not been achieved.

The panel noted that Monash Primary School has taken action over a short period of time to build shared curriculum practices and teacher capacity in the teaching of literacy, numeracy and the inquiry unit approach. During the life of this school plan, a major curriculum and pedagogical shift occurred with the introduction of Murdoch's Integrated Inquiry Planning model and the removal of the Walker Learning Approach. The school's leadership team reported that this strategic shift has been designed as a direct result of previous lack of growth in student outcomes over time.

The use of corporate branding for school wide documents provided consistency and promoted a valued perception that whole school approaches are important. This has included designing a pedagogical framework and curriculum guide to support a consistent approach to programming and planning learning activities.

The school has also focused on improving practice in the capturing of student data to enhance teaching and learning through the development of an annual assessment schedule.

As a result of the actions taken, the school is aligning practices and identifying a whole school approach to the planning, teaching, assessment and moderation of English, Inquiry units and mathematics, resulting in greater consistency of practice. Every teacher is increasingly becoming accountable for improving individual student outcomes through a whole school approach to formative and summative assessment. The use of visible learning strategies is also evident within the classrooms. The panel suggests that the analysis of data to guide teaching and learning practices remains a focus for the school into the next school plan.

Responding to the learning and support needs of new career teachers within their first five years after graduating, has resulted in a number of structures being implemented such as a team teaching model rather than open learning environments. There has also been greater support for teachers in regards to developing their pedagogy through a coaching and mentoring model as well as targeted professional learning. Monash Primary School has developed a Professional Learning Community (PLC) model that has provided staff with a highly supportive framework through which they can collaboratively focus on the improvement of student learning outcomes and shared understandings. The panel sees an opportunity to more clearly define their PLC framework and research/explore best practice in the structure and function of PLCs within the system, with a view to further strengthen this new initiative.

Strategic Priority 2: Develop a culture of positive connections between school, students, families and the community

In determining progress against this priority, Monash Primary School used system survey results for students, staff and parents. The school has made significant achievements against set targets in raising stakeholder perception as measured by system satisfaction surveys over the life of the plan. Staff, students and parents responded higher than other ACT public P-6 schools and higher than the school's previous results in 2014 when asked if 'community partnerships are valued and maintained' and 'this school takes parents' opinions seriously. Ninety-one percent of parents believe that that they 'can talk to staff about concerns'.

Results of staff response to the questions 'there is effective communication between teachers and executive staff' and 'communication between the school and parents is effective' have strongly increased over the life of the plan, and are consistently higher than other ACT public P-6 schools.

The proactive role adopted by the school's leadership team in establishing strong personal connections between school and community, has successfully generated pride and trust in the school and its central role within the community. This was most clearly evident when the panel met with parents, teachers and community leaders. They view Monash Primary School's partnership in developing the school's 'Community Hub' as having a pivotal role in supporting the needs of the children and local community and enhancing the high level of community engagement. They also commented on the sense of trust in the school leadership and that parent voice was being heard and valued.

The panel suggests that Monash Primary develops a range of school data instruments to develop data sets that can inform the delivery and evaluation of particular communication approaches. The school can use this information to shape its practices in specific ways so as to be responsive to the needs of the school community.

Strategic Priority 3: Develop clear and effective transitions and pathways for students to achieve success in the Tuggeranong Network

This priority was introduced in the re-worked 2013-15 School Plan. The performance measures used to measure the priority area were enrolment numbers and transition data. Targets were established, including an increase of enrolments from Isabella Plains Early Childhood School (IPECS) from 40 percent to 60 percent and an increased preschool transition rate from 75 percent to 85 percent.

On analysing the data, the panel found that although there has been an increase in numbers of students continuing from preschool to kindergarten at Monash, the target has not yet been

reached. Numbers of students enrolling in year 3 from IPECS has increased four-fold over the past two years and the school has reviewed their target.

The panel noted that in-school transition processes, initiated at the end of 2014, from preschool to year 5, demonstrate best practice, with all stakeholders providing evidence to the panel of its success. The panel suggests that the school extends this process to include the year 6-7 transition into high school.

Reflections

The panel agrees that the school leadership team values reflective practice and has processes in place to consider the Annual Operating Plan every term within leadership team meetings. There is evidence that consultative approaches have been used within and across the school community to identify and manage change. The panel also agrees that professional learning is targeted, strongly and transparently linked to the school's strategic planning.

It is important that the school carefully documents reflections and lessons learnt over the life of the plan, particularly in relation to any changes that occur in priorities. Where there is a change in direction it is important to document why that change occurred, at least in the Annual Board Report.

The panel also recommends that as the school's new community partnerships, curricular and pedagogical directions grow and that school based data sets be identified, collected and analysed over several years. This will identify immediate snapshots as well as valuable longitudinal trend data to inform further strategic directions and assist in the reflective process. For example, a quick snapshot survey of senior students or staff members can provide data sets that when analysed, can provide direction through pinpointing obstacles to success, identifying points of need or mapping future directions.

Evidence cited and its validation

- School Board reports and Annual Operating Plans (years?)
- Stakeholder satisfaction survey data
- Draft pedagogical framework
- Inquiry learning scope and sequence
- Teaching inquiry program
- Whole school assessment schedule
- Collaborative coaching model
- Professional learning communities overview
- MLA professional learning plan
- Planning and programming documents.

Section D: National tools self-evaluation results

National School Improvement Tool

The National School Improvement Tool (NSIT) was discussed at executive and at a staff meeting. Staff then worked in their Professional Learning Teams to complete the surveys. The surveys

were completed on an individual basis with the Deputy collating the data; the panel largely agreed with the findings of the school' self-assessment.

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 members of the school tell stories of significant student improvement.*

It was evident all stakeholders at Monash Primary were aware of and engaged in the school's improvement agenda. Strong, strategic leadership has enabled a deep understanding (by staff and parents) of not only the need to implement a change in direction, but also in the professional learning and the commitment required to enable change. This was particularly evident when staff and parents recalled specific stories of significant student improvement and linked the improvement to the new strategies and practices that have been put in place.

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) and identify areas in which the school is performing relatively poorly or well.*
- *One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school.*
- *Time is set aside (e.g., in staff meetings) 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.*

Recently, school leaders have invested time to closely analyse longitudinal data, determining areas in which the school was performing relatively poorly or well. They determined the need for large scale changes in pedagogical practices. There was evidence that the school did once have a system for tracking student data (Grade Expert) but that it had not been utilised for some time. Whilst there is now a wider use of formative assessments, it is not apparent that this practice is widely embedded across the school. The senior leadership team shares the responsibility for the implementation of the actions within the Annual Operating Plans.

The panel noted the following in relation to the domain, **A Culture That Promotes Learning**:

- *Classrooms are generally orderly, although some are more so than others*
- *Non- attendance is an issue for a small minority of students.*
- *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.*

- *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.*

There was a great deal of evidence to support a learning culture across the school. Parents reported feeling included in their child's learning and that the school expects their children to do their best. Whilst the panel did not directly observe behaviour management issues during the visit, executive staff report that behaviours do take up a significant amount of time.

The panel verified the following in the **Targeted Use of School Resources** Domain:

- *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.*
- *Learning spaces are organised for whole group work, small group work and individual work.*
- *Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (eg, problems in learning to read) or individual learning needs (eg, LBOTE, gifted)*
- *School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this.*

There is evidence of strategic planning and targeted use of school resources to identify students requiring additional support but there is no systematic recording of student achievement and progress due to resource allocation. Many programs are in place to meet both academic and social/emotional needs of all students. The use of Chromebook technology in the senior years has been a large expense, but appeared to be maximising student engagement in these classrooms.

The panel noted the following in relation to the **Expert Teaching Team** domain:

- *There is evidence that the principal and other school leaders see the development of staff into an expert and school-wide teaching team as central to improving outcomes for all students.*
- *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.*
- *The school is implementing a formal process for conducting professional discussions with staff.*
- *The school's professional learning agenda is made explicit to staff.*

There was substantive evidence to demonstrate that the principal and school leaders are focused on improving the quality of teaching, through coaching, provision of feedback and targeted professional learning. The coaching model is to be further developed in future plans. Teachers are welcoming of colleagues, leaders and visitors observing their practice and providing feedback and the formation of professional learning communities indicates a commitment to improvement of practices. The panel noted that school teams met regularly to undertake professional conversations on pedagogy, planning and programming.

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 as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.*
- *The school leadership team 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 within each year level as well as those with disabilities and other particular needs.*

The school has begun work on a whole school integrated unit plan, with a detailed planning document for curriculum delivery across each year level. Further work is required in this area but this is already indicated in future plans. A high priority in curriculum planning is being given to the progressive development of students' deep understanding of concepts, principles and big ideas within learning areas.

In the **Differentiated Teaching and Learning** domain, the panel noted:

- *Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided.*
- *The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.*
- *It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them*

It is evident that the school is developing a strong differentiated approach to teaching and learning and they cater for the variety of student needs. The panel noted that data could be collected more regularly, in all classrooms, to make formative judgements about individual needs and identify appropriate starting points for teaching, thus personalising teaching and learning activities to a greater depth.

In the **Effective Pedagogical Practices** domain the panel verified the following:

- *The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school.*
- *They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.*
- *There is a particular focus on improved 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.*

- *Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.*

Driven by the clear vision of the principal and school leadership team, there is a clear commitment to ensuring that every day is a quality day in Monash classrooms. Whilst there remains a varying degree of quality teaching practice, future plans to enhance the coaching model and also the teacher feedback cycles within the school should raise the bar for all staff. The planned recruitment of an Executive Teacher of Professional Practice is further evidence to the school's commitment to improving practice across the school.

In validating the school's journey against the National School Improvement Tool, the panel noted the following in relation to **School-Community Partnerships**:

- *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 arrangements.*
- *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.*
- *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.*

Parents and families are recognised as integral members of the school community and partners in their children's education. Monash has established many avenues for parent participation and engagement in learning. The focus on educating the community, as well as the students, is commendable and their Community Hub is an outstanding initiative and resource. The school is encouraged to pursue partnerships with the broader community and to develop documentation that will enable the partnerships to be planned more formally, then monitored and reviewed for their effectiveness.

National Safe Schools Audit Tool

The National Safe Schools Framework Audit Tool was discussed at executive and at a staff meeting. Staff then worked in their Professional Learning Teams to complete the surveys. The surveys were completed on an individual basis with the deputy principal collating the data.

The school determined it has established a safe and supportive learning environment. The panel's observations and interviews with staff, students and parents, supported this view.

One area for improvement noted by staff was in the area of professional learning, which identified further information on student safety and wellbeing and additional opportunities for expert and advanced professional learning were required.

These are areas the school intends to address in the future.

Section E: Commendations and recommendations

Commendations

Monash Primary School is commended for the following.

1. **Development and embedding of values that are shared with students, staff and parents.** The principal, school leadership team and all staff are to be commended on the development of clearly articulated values which permeate every aspect of the school curriculum, explicitly and implicitly. The panel observed the school values during lesson observations, the school assembly, morning gathering, assembly awards, in the school song, and in planning documentation.
2. **Developing a strong culture of community engagement.** Parental engagement is viewed as a key strategic priority. The panel noted the positive relationship between parents and the school. This was evident through the Monash Community Hub which has been recognised as an exemplar of an inclusive school environment and also through extensive community consultation and education with regard to the changes in the school direction.
3. **Strategic transition to a new pedagogical model.** The panel commends the school leadership team in their strategic management of pedagogical intent, change and implementation of the Inquiry Learning model and personalised learning approach. This includes the development and implementation of a variety of (corporate branded) policies, processes, guidelines and frameworks to support the change process and enable shared understandings to align practices across the school.
4. **Development of a positive learning culture.** The principal, school leaders, staff, students and community members are to be commended on the development of a school learning culture that promotes respectful relationships and student and staff wellbeing. There is a very positive, caring, optimistic and friendly tone throughout the school.

Recommendations

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

1. **Further develop a coaching and mentoring model.** Continue to build teacher capacity in the use of inquiry based pedagogy and quality teaching practices. This includes embedding of formative assessment strategies and making learning visible to students. Ensure the use of purposeful and timely feedback across the school to improve student outcomes, P-6.
2. **Strengthen the current Professional Learning Community model.** Develop a professional learning community culture that focuses on building the individual and collective capacity of teachers at Monash Primary, to ensure the alignment of evidence, research and data, through reflective practice.
3. **Establish and implement a systematic plan for the collection, analysis and use of a range of student achievement data.** Strengthen the collection, reporting and use of local and classroom-based assessment data to provide ongoing monitoring of student progress and to initiate additional support or extension programs as necessary. Develop a tool for tracking data collection. Support teachers as they develop the skills to interpret and use this data as a tool to build their differentiated teaching strategies.

4. **Continue to build and strengthen community partnerships.** Continue to work with the community in an open and inclusive manner. Strategically plan and document partnerships with the broader community that will enhance/improve student outcomes.
5. **Student well-being.** Explore the development of research-based, whole school student wellbeing and behaviour support system as well as a social and emotional learning program. These programs should complement Monash school values, with clear procedures and consistency of implementation across the school.

Record of Validation Process

The following people were members of the external validation panel for Monash Primary School conducted on 30-31 July and 3 August 2015.

Name: Lana Read

School: Macgregor Primary School

Name: Catherine Dillon

School: Ainslie School

Name: Barbara Morris

School: St Francis Xavier College

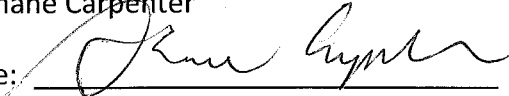
As chair of the panel I endorse that this is a true and accurate record of the findings from the external validation process.

Name: Lana Read

Signature:  Date: 5 August 2015


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

Name: Shane Carpenter

Signature:  Date: 1/9/2015

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: 1/9/15