



ACT
Government

Education and Training

EXTERNAL VALIDATION REPORT 2015

for

WANNIASSA HILLS 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

Wanniassa Hills Primary School is a preschool to year 6 school located in the Tuggeranong Valley. Established in 1978, the school has a current enrolment of 426 students. Enrolments are drawn from the eastern section of the suburb of Wanniassa. In 2015 there were increased preschool enrolments as the school was identified as an overflow site for the Tuggeranong area. The Priority Enrolment Area (PEA) has remained constant throughout the life of the School Plan, with a total of 50 percent of enrolments in 2014 coming from within this PEA. Enrolments have remained relatively stable over the past four years. The school runs a Learning Support Centre (LSC) of 14 students, providing an individual education program for students with a significant learning delay or intellectual disability. In 2015 the school opened the Tuggeranong Primary Introductory English Centre (TPIEC). The TPIEC accommodates up to 40 students at any given time and provides intensive English language tuition for students with little or no English for up to nine months before they return to their PEA school.

In 2014 the school Index of Community Socio-Economic Advantage (ICSEA) was 1068 which is above the national average and has been steadily increasing over the life of the plan.

The student demographic has remained constant: Aboriginal and Torres Strait Islander students represent an average of 4 percent of the population and students from an English As a Second Language or Dialect (EALD) an average of 18 percent of all students enrolled.

Currently 29 students have had adjustments to their learning programs as reflected in Individual Learning Plans (ILPs) and Personalised Learning Plans (PLPs). This figure has decreased by one quarter over the life of the plan as the school has reduced from two Learning Support Centres to one. Specialist programs at the school include physical education, library, French and the Kitchen Garden and Environment Centre programs. Through participation in the latter two programs, the school has won a number of initiative awards; these include Waste Wise and Water Use Accreditation, and a Biodiversity Award.

There has been instability at the senior leadership levels in the school since 2011, with the appointment of a new principal, deputy principal and executive officers. The school has also experienced significant staff turnover throughout the same period. The school has actively sought to stabilise staff turnover through the annual professional discussion process.

During the life of the School Plan, significant building works have occurred including two new classroom blocks to house the TPIEC and environmental centre, and after school care programs. The school has also upgraded the kindergarten to year 3 teaching spaces with new carpeting,

painting and reconfiguring of classroom spaces as well as new furniture purchases. The school has also actively worked with the community to upgrade the preschool grounds and engage with local Indigenous Australian members of the community to commission specialist artworks to capture the partnership of education.

School staff consistently reported that the school is driven by a shared commitment to provide children with a safe and friendly learning environment from which they can make real connections to a contemporary world of opportunities. Staff also reported that there is a strong collegial culture of mutual trust and support among teachers.

Section B: School performance

Wanniassa Hills Primary School has, as stated in its School Plan, sought first and foremost to improve learning outcomes in literacy and numeracy for students.

Performance Indicators in Primary School (PIPS) data suggest that the school is performing below the ACT averages in reading and mathematics. The school did however achieve greater growth than the ACT average in mathematics in three of the four years of the School Plan. Since 2013, focus has been given to developing a shared belief regarding how students acquire literacy understandings as well as the introduction of new programs to address a balanced approach to literacy.

The academic achievement of the students at Wanniassa Hills Primary School, as measured by the National Assessment Program – Literacy and Numeracy (NAPLAN), has been positive. Across the four year period, the school achieved 15 out of 16 system targets in years 3 and 5 in the areas of reading, writing and numeracy when the confidence intervals are taken into account. The school has continued to score on par with statistically similar schools in these areas. Spelling, and Grammar and Punctuation, remain areas of focus for the future.

During the four year improvement cycle, the panel found that Wanniassa Hills Primary School has allocated resources to developing whole of school commitment to programs and assessment tools. It has begun to invest in whole-of-school practices including the adoption of teaching programs across English and mathematics and has expanded the use of assessment practices.

The school now uses a variety of assessment tools in line with the school assessment schedule. These tools include the use of Progressive Achievement Test (PAT) data in mathematics and reading comprehension, Brains, Ears and Eyes (BEE) spelling data, and (Progress for Meaning) PM benchmarking. Targets for student progress and achievement have not yet been set within these data sets to track whole school progress. Staff reported using these data sets to inform planning and some whole of school decision making.

A challenge now for the school is to strategically work with multiple data sets and find more meaningful ways to analyse learning data. Careful analysis of student achievement data would allow the school to analyse the impact of current programs and better inform future improvement strategies, both for individual students and wider cohorts. The panel can see value in using the current data tracking tool within the classroom to strengthen formative assessment and inform classroom teaching practice.

In response to Wanniassa Hills Primary School's mathematics results being below the ACT system average (but still meeting Directorate targets with consideration of confidence intervals) the school has developed a number of targeted strategies. These strategies are not yet yielding evidence to confirm the success of the adopted approaches but anecdotal information strongly affirms their validity.

Student attendance data over the four years has been consistently above system averages. Suspension data indicates that there has been a substantial decrease in suspensions over the life of the plan.

In 2014 and 2015 an abbreviated school improvement survey was used by the school executive with the intent to focus priorities, measure success and set baseline data on the arrival of a new principal. The survey showed improvement in 14 of the 15 areas surveyed. The panel noted the significant gains in the school establishing an improvement agenda and a systematic plan for student achievement data.

Stakeholder perception data indicate the satisfaction of parents and carers, students and staff is at or above the overall satisfaction for all primary schools in the ACT.

Students consistently reported high levels of satisfaction especially in the areas of teacher expectations, motivation to learn and the school looking for ways to improve. Areas for improvement relate to the desire for increased student voice in school governance, the need for a review of how behaviour concerns are managed and a review of the celebration of student achievements. This correlates with the information provided to the panel through interviews with students from a range of year levels.

Parents similarly reported high levels of satisfaction with teacher expectations, communication with teachers and the enjoyment their child experiences at school. Areas for improvement were the desire for concerns to be taken seriously and the management of student behaviour.

Teachers reported the physical work environment allows me to do my job well is an area for further improvement with a focus on the senior school which has not yet been updated. Staff also identified the need for increased feedback about their practice as an area for improvement.

This marries with the panel's perceptions of staff satisfaction following interviews with a wide range of staff members across different year levels.

Evidence cited and its validation

- NAPLAN and PIPS data 2011-14
- PAT Reading data
- PAT Maths data
- BEE Spelling data
- Enrolment data 2011-14
- Stakeholder perception data
- ILPs and PLPs
- School data tracking system
- Suspension data
- Attendance data.

Section C: School improvement planning and implementation

In the School Plan (2012-15), Wanniasa Hills Primary School identified four priorities for school improvement. These were:

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

Strategic Priority 2: Establish and communicate a community wide platform for school improvement

Strategic Priority 3: Adopt teaching practices that support personalised learning outcomes

Strategic Priority 4: Build a productive school culture based on effective communication and mutual trust

The panel found the priorities identified were relatively closely aligned to the recommendations of the 2011 validation report.

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

The performance measures used by Wanniasa Hills Primary School to measure progress within priority area one were PIPs and NAPLAN results.

Strategies employed by Wanniasa Hills Primary School in meeting the literacy component of this priority centered around the introduction of professional learning communities to look at questions of pedagogy and practice. The school clarified how children acquire literacy beliefs and understandings. In 2013 after targeted professional learning, the school introduced The Daily 5 and Daily CAFÉ frameworks for structuring literacy time. In 2013, the school worked to ensure that the Australian Curriculum Achievement Standards were embedded into English and Mathematics planning and programming.

A dip in 2013 NAPLAN maths year 3 results led the school executive to investigate a way to achieve greater consistency in the teaching of mathematics kindergarten to year 6. In term 4 2014, all classes trialed the Stepping Stones mathematics program with full implementation of the program beginning at the start of 2015.

On analysing the PIPs data available the panel found that the school achieved greater growth than the ACT average in mathematics in three of the four years. PIPS reading results show that the school has performed consistently below the system average. The panel concurs that a continued review of the kindergarten literacy program is required.

In regards to NAPLAN, the panel found that the school achieved 15 out of 16 system targets in year 3 and 5 in reading, writing and numeracy when the confidence intervals are taken into account. Students in year 3 and 5 at Wanniasa Hills did not achieve consistent or better progress in reading and numeracy gain scores compared with students with the same starting scores and similar schools.

Priority Area 2: Establish and communicate a community wide platform for school improvement

The performance measures identified by Wanniasa Hills Primary was to improve satisfaction of parents, carers, students and teachers with the quality of overall schooling.

In determining progress against this priority, the school used satisfaction surveys in 2013 and 2014.

The panel noted that the percentage results did improve in many areas over the two years. Surveys indicated that parents were pleased with the support offered to improve student learning and teachers were striving for students to reach their full potential and motivated to extend their learning to achieve higher results.

Dissatisfaction amongst some parents and students with the leadership opportunities offered to year 6 students has been addressed by moving from the SRC model to a Parliament. School leaders are involved in Active Australia and buddies.

Staff targeted collaborative learning and student engagement in the Professional Learning Community work of 2014. This is reflected in the students' responses when they expressed an

enjoyment in their learning and the extension opportunities provided through reading and writing workshops.

Priority Area 3: Adopt teaching practices that support personalised learning outcomes

The performance measures used by Wanniasa Hills Primary School to measure progress within priority area 3 were student attendance rates, the number of students with a Personalised Learning Plan (PLP) in place and student satisfaction.

In determining progress against this priority, Wanniasa Hills Primary has embarked on implementing a variety of programs including Stepping Stones and Kids Matter. The school has deliberately created smaller class sizes, established a 'Senior Hub' to support students with additional needs and developed a centralised tracking system to record student achievement data.

The panel noted that the school has achieved its target to have an ILP or PLP in place for all students performing markedly below agreed performance standards and all students scoring markedly above. They have also achieved their target of having an ILP or PLP in place for every student in care and for students who identify as Aboriginal or Torres Strait Islander. The school has partially achieved its target for student attendance to remain 2 percentage points above 91 percent. Results are variable across the life of the plan with the target consistently met for year one students.. Every grade level achieved this target in 2013. Overall student satisfaction has varied across the life of the plan.

Priority Area 4: Build a productive school culture based on effective communication and mutual trust

The performance measures used by Wanniasa Hills Primary School to measure progress within priority area four included the number of Board meetings each year, volunteer hours, website usage and reduction in paper-based communications.

In determining progress against this priority, Wanniasa Hills Primary has established a digit strategy committee. The school actively worked to increase Board meetings through advertisement in the school newsletter.

The panel noted that the school has achieved its target to hold eight Board meetings a year. Additionally the school website has seen an increase in usage while volunteer hours have remained consistent over the last three years. The school has ensured the newsletter is now distributed via email and an App has been introduced to assist with opening communication lines.

Reflections

The panel commends the leadership team on the actions over the past years to narrow and sharpen the focus on learning and student engagement. This work was grounded in good decision making and responded to the learning needs of the students.

The panel recognises that significant changes in leadership over the life of the plan has impacted on the school's ability to collect data on whole school performance. There has been an effort in the last two years to streamline data collection processes for storage in a centralised area. Purposeful data collection followed by regular analysis and discussion is an area for future focus to inform planning, programming and monitoring progress.

The leadership team has invested considerable time articulating and building a strong culture of trust between teachers. They have continued to maintain a respectful and inclusive environment

through the establishment of team teaching, integration of students from the TPIEC, and the inclusion of students from the LSC in mainstream classrooms. The challenge will now be to build on this culture to strengthen coaching and mentoring models to build teacher capacity.

Evidence cited and its validation

- Parent and student satisfaction survey data 2012-2015
- School Plan 2012-2015
- School Board Reports 2012-2014
- School Annual Operating Plans 2012-2015
- NAPLAN data 2012-2014
- Interviews with staff, parents and students
- PLPs
- PIPs data.

Section D: National tools self-evaluation results

National School Improvement Tool

Wanniassa Hills Primary School staff worked in teams to undertake a review of school practice in line with the National School Improvement Tool in 2013 and 2015.

Within the **An explicit improvement agenda** domain, the panel verified the following:

- *The principal and other school leaders articulate a shared commitment to improvement.*
- *The leadership team has analysed school performance data over a number of years.*
- *Targets for improvement are not specific.*
- *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.*

The school has set and maintained a clear focus on the four school improvement priorities over the life of the plan. This work was supported by the development of priority system maps which clearly articulate the purpose, the shared focus and indicators of success for each priority for the school community. The school acknowledges that communication of performance data to the school community was sporadic and limited. The panel concurs the school now needs to focus on core learning priorities and use strategies to measure the impact on student learning.

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

- *There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.*
- *One or more members of staff have been assigned responsibility for implementing the annual plan.*
- *The school has ensured that appropriate software is available.*

- *The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action.*
- *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.*
- *There is limited engagement with parents and families around school data.*

Wanniassa Hills Primary school is developing a whole school approach to the collection of data and has created a thorough school wide assessment schedule. The school has commenced using appropriate software for the storage of data for future analysis. The leadership team recognises that it is important to build staff skills in the analysis and use of data in the future.

The school has begun to use other forms of assessment in literacy, numeracy and well-being to monitor student performance and is encouraged to use all the data available to identify gaps in student learning and inform teaching over time. The school leadership team has recently introduced individual class profile meetings specifically to use data as a basis for discussion regarding literacy and numeracy progress.

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

- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems.*
- *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.*
- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*
- *Staff morale is generally high.*

The panel commends the high priority Wanniassa Hills Primary School has given to building and maintaining positive, caring and inclusive relationships between staff and students. The school has been working hard to develop a culture of mutual trust and support among teachers and school leaders.

A strong collegial environment has been established amongst teachers over the last two years and teachers are encouraged to invite members of the school leadership team to support and mentor them in the classroom. The challenge remains formalising this process.

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.*
- *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.*

- *There are very few school-wide programs or policies designed to address the learning needs of particular student groups (eg, gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this.*

The panel commends the considerable work that has been put into facilities. The school effectively uses its physical environment and available facilities to engage students in their learning. There is a future plan to upgrade senior classrooms to create flexible learning spaces.

There has been significant expenditure on a range of programs to address student needs including 'Stepping Stones' mathematics, 'Daily Five', 'Primary Connections' and 'Kids Matter'. The use of these programs is evident in classrooms.

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

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.*
- *The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.*
- *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 provides opportunities for teachers to take on leadership roles outside the classroom.*

The panel acknowledges that the school leadership team has deliberately developed processes to improve practice through commitment to research based teaching resources. The leadership team actively empowers teachers to have shared responsibility for student learning and outcomes as shown through the strategic placement of teachers in teams in the classroom. The panel recommends the school now build on the coaching and mentoring structures in the school to build teacher capacity supported by an agreed frame of reference, for example the Australian Institute for School Teaching and Leadership Teacher Professional Standards.

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

- *The school may have a documented plan for curriculum delivery but there is little evidence that the whole- school plan drives the lesson plans of individual teachers.*
- *The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers.*
- *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.*

The school is aware of the need to develop a coherent, sequenced plan for curriculum delivery to ensure consistent teaching and learning across year levels. Individual teachers give priority to teaching mathematics, English and science to embed the fundamental skills of literacy and numeracy. During the external validation process, the school launched curriculum overview documents for each year level for English and mathematics.

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

- *Teachers 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.*
- *Regular assessments of student learning are undertaken, but these often are summative and disconnected (e.g. relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time.*
- *Reports to parents generally do not show progress or provide guidance to parents on actions they might take.*
- *Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching.*

The school has introduced a data collection system to record student achievement data. The panel agrees with the school's reflection that developing processes which enable the useful access and interpretation of this information remains a focus for the future. During external validation the panel noted the school is currently introducing class profile meetings which focus on student growth, individual learning goals and personalised 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, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*

School leaders are committed to identifying, understanding and implementing better teaching methods. The panel observed classroom teachers implementing research and evidence based teaching practices in English and mathematics. The Daily Five and Daily CAFÉ model were introduced to provide a consistent pedagogical structure to teach English kindergarten to year 6. The panel noted the introduction of this structure is in its infancy and future endeavours to measure the effectiveness of this approach remains a priority.

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 arrangements (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.*
- *The student needs that partnerships are designed to address may not be made explicit and, rather than being carefully planned, individual partnerships tend to be opportunistic in nature.*
- *No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.*

The panel found the school is beginning to establish community partnerships. To this end the school has established partnerships with Kulture Break and Tae Kwon Do. The panel believes there is opportunity to adopt a considered approach to the establishment of school-community partnerships for the purpose of improved student outcomes.

National Safe Schools Audit Tool

Following on from the NSIT review by staff, the school executive reviewed and considered the *National Safe Schools Framework*. Perceptions were validated by the evidence collected in light of the external validation process.

According to this tool, the key strengths determined as a result of the reflection were as follows:

- Leadership commitment to a safe school.
- Engagement, skill development and safe school curriculum.
- Focus on student wellbeing and student ownership.
- Positive behaviour management.

According to this tool, areas for improvement determined as a result of the reflection were as follows:

- Ongoing values need to be reflected in school processes.
- Supportive and connected school culture.
- Policies and procedures.

While there were many consistencies between the school's findings from this instrument and those reported in system satisfaction surveys, the panel found the following discrepancy:

- Focus on student wellbeing and student ownership - there is a perception amongst community members and students that a wider variety of opportunities needs to be available in order for students to feel that they are involved and valued in decisions making. Delving deeper into these perceptions could assist the school to find ways to address stakeholder concerns and move towards a more positive perception.

Section E: Commendations and recommendations

Commendations

Wanniassa Hills Primary School is commended for the following.

1. **The school leadership team has developed and is driving an explicit and detailed school improvement agenda.** The school improvement agenda has remained consistent over the life of the plan and has allowed the school to focus on core learning priorities. Plans for improvement were clearly communicated across the community through times of leadership change with a commitment to improve student achievement levels. The priority system maps developed by the school have been instrumental in supporting the staff to maintain the improvement agenda.
2. **The school is driving a strong culture that promotes learning and collaboration.** The principal, school leaders, staff and students are to be commended on the development of a school learning culture that is inclusive and promotes respectful relationships. There is a strong collegial culture of mutual trust and support among teachers and school leaders in the promotion of student learning.
3. **The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning.** The leadership team has actively promoted a culture of continuous professional improvement encouraging the use of research based teaching practice in all classrooms. All teachers understand and have begun using effective teaching methods to maximise student engagement.
4. **The school has applied its resources in a targeted manner to meet the learning needs of students.** Significant investment has been made in building refurbishment and playground enhancement to facilitate an innovative learning environment. Open learning spaces together with strategic staff placement has created the platform for team teaching. The establishment and creation of the TPIEC is noted as an outstanding addition to Wanniassa Hills Primary School. The panel commends the seamless manner in which the building works were managed and the way in which the centre has become part of the school.

Recommendations

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

1. **Develop a strong culture of analysis, discussion and action on data.** The panel noted that Wanniasa Hills Primary School has begun the journey toward effective use of data, with a system and schedule in place for the collection of data across the school. The panel recommends that the school now develop a systematic approach to access, analyse, discuss and apply data. This will allow the school to identify gaps in student learning to monitor improvement over time, and to monitor growth across the years of school, over time. This will require further development of data literacy skills through targeted professional learning. The in-depth interrogation of data will identify areas for further improvement, both in terms of achievement and wellbeing and allow to teachers to meaningfully differentiate in the classroom.
2. **Create a coherent, sequenced curriculum plan.** The panel recommends the school develop a coherent, sequenced plan for curriculum delivery from kindergarten to year 6 for all curriculum areas, addressing both general capabilities and cross curriculum priorities. This will ensure consistent teaching and learning expectations and provide a clear reference for monitoring learning across year levels. It is suggested that careful attention is given to the vertical alignment of the curriculum so that there is continuity and progression of learning. Further opportunity exists to develop an alignment between assessment and reporting procedures.
3. **Enhance school wide platforms for student leadership.** Respectful and caring relationships are reflected in the ways in which staff and students interact. The panel now recommends that the school build upon existing student leadership structures to strengthen student input into decision making and whole school governance. These actions offer the opportunity for students to shape their experiences at school.
4. **Formalise and extend the coaching and mentoring model throughout the school.** Wanniasa Hills Primary School is encouraged to build upon the foundations of the existing coaching and mentoring model within the school. This approach offers potential to continue to improve teacher practice, student learning outcomes and leadership development by engaging more staff with demonstrated expertise in the practice of coaching others.
5. **Adopt a considered approach to the establishment of school-community partnerships.** The panel encourages the school to establish strategic partnerships with parents and the local community for the purpose of improving student outcomes. Careful consideration should be given to the benefit of each partnership and processes established to monitor and review their effectiveness.

Record of Validation Process

The following people were members of the external validation panel for Wanniasa Hills Primary School conducted on Tuesday 4 August, Wednesday 5 August and Thursday 6 August.

Name: Jennifer Howard

School: Maribyrnong Primary School

Name: Felicity Levett

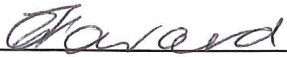
School: Mount Rogers Primary School

Name: Julie Douglas

School: St Bede's


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

Name: Jennifer Howard

Signature:  Date: 31-8-15

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

Name: John Manders

Signature:  Date: 2.9.15

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

Name: Jane Kovacs

Signature:  Date: 2/9/15