



ACT
Government
Education and Training

EXTERNAL VALIDATION REPORT 2015

for

FRASER 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

Fraser Primary School was opened in 1979 and has a current enrolment of 454 students ranging from preschool to year 6. The physical environment is well maintained with a range of flexible learning areas; classes are organised in groupings of preschool, kindergarten, years 1/2, years 3/4 and years 5/6 with large learning areas and separate buildings for each group. There are also additional buildings that allow for the teaching and learning of Japanese, Performing Arts and Instrumental Music program and a new building, designated as a Kitchen Classroom.

Fraser Primary School enrolments have increased by 30 students over the life of the current School Plan. The school is close to capacity, mainly due to students and families from the Priority Enrolment Area (PEA) increasing. The school's Index of Community Socio-Educational Advantage (ICSEA) has ranged from 1054 in 2012 to 1064 in 2014. The panel notes 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 Fraser Primary School's performance is compared with similar schools. The small change in ICSEA has not impacted on the nature of the school. Approximately three percent of students identify as Aboriginal and Torres Strait Island students and six percent of students speak English as an Additional Language or Dialect (EAL/D).

The school is inclusive in its practices and demonstrated a strong commitment to relationships with families and the wider community. Since 2012 the number of students requiring learning support has doubled to over 50. This has had a significant effect on both staffing and teaching and learning structures. Students with special learning difficulties and special needs are identified quickly and supported through Individual Learning Plans (ILPs) and a range of support staff.

The school vision and values are articulated through the school motto of "Learning Together, Achieving Together". A statement which connects "purpose, vision, values, behaviours and a graduate profile" was created in consultation with student, staff and community voice in 2011; just prior to the commencement of the current School Planning 2012. The values and behaviours are support, cooperate, acceptance, respect, friendship and learning. The collective coherence of the school's community is highly evident by the panel's observations and discussions with community and is informed by the vision and values statements.

The staff at Fraser Primary School include the Principal, Deputy Principal, three executive teachers, 23 classroom teachers and a group of support and administration staff. This has remained fairly consistent during the time of the School Plan. School leadership has remained

stable and there has been a high level of retention of staff. Teachers are committed to both the learning of their students and to supporting a culture of improvement and engagement with the community.

Over the course of the School Plan there has been a strengthening of the learning culture, evident in a change in meeting and team structures from 2013. The introduction of “Reading Workshops”, “Learning Walks”, Professional Learning Teams and a whole school Professional Learning Plan are examples of measures taken to improve the learning culture that have changed the school context.

Section B: School performance

Fraser Primary School have used a variety of datasets and tools to monitor and report performance of students over the last four years.

The National Assessment Program – Literacy and Numeracy (NAPLAN) Average Scores indicated the following:

For year 3 with the exception of 2012 spelling results and the 2014 numeracy results the school mean score was close to similar schools, based on the ICSEA value, in all test domains.

Year 5 results varied more across the four years. 2012 results showed the school mean was close to similar schools in all test with the exception of writing where they were above.

Results in 2013, when compared to similar schools, were below in all test domains with the exception of writing where they were close to.

In 2014 the year 5 mean scores were close to similar schools in reading and writing but remained below in spelling, grammar and punctuation and numeracy.

NAPLAN gains (for students with same starting scores, from school with similar ICSEAs):

- Reading – in 2011 – 2013 the gain scores achieved at Fraser were below students with the same starting score and in 2012 - 2014 gain scores were close to students with the same starting scores

In 2011-2013 gain scores achieved at Fraser were below schools with similar ICSEAs and in 2012-2014 they were close to schools with similar ICSEAs

- Writing – in 2011 – 2013 and 2012 - 2014 the school gain scores were similar to students with the same starting scores and the gain scores were close to schools with similar ICSEA scores
- Numeracy – in 2011 – 2013 and 2012 – 2014 the school gain scores were below schools with the same starting scores and below schools with similar ICSEA scores. As a result this became a focus for attention in 2015

Kindergarten students’ achievement in the PIPS assessment indicates that Fraser Primary School has provided a strong early childhood program. Over the life of the school plan, the kindergarten mean scores in reading have grown significantly from below ACT mean to above ACT mean. In 2014, the Fraser Primary School kindergarten students started slightly below the ACT mean scores in reading and were above the ACT mean by the end of the year. In mathematics, the start and end mean scores have remained consistent over the life of the plan. The panel observed that the use of data to target specific learning needs has impacted on the improvement in the kindergarten results.

The general satisfaction of parents, students and teachers has been consistently above ACT mean over the last 4 years. Parent data is consistently high across all indicators. Staff data has been extremely positive, indicating high staff morale and support for the school. The majority of indicators are at 100% with none below 92%. Student data is also above average with the lowest indicator at 87%. Students reported their engagement in their learning within this data and to the panel. The panel congratulates the school on growing a high level of stakeholder support and satisfaction.

Student attendance at Fraser Primary School is high at 90 to 95 percent. There has been improved attendance in five out of the six year levels over the life of the current plan. The school is proactive with student behaviour management and wellbeing. This is reflected in the very low number of suspensions. There has been an increase in the number of students transitioning from the preschool to the kindergarten, from 84 percent in 2012 to 90 percent in 2015. Fraser Primary School has established initiatives to support year 6 students transitioning to Melba Copland Secondary School. The number of students transitioning to this high school since 2012 has doubled to 34 percent.

The panel sighted evidence relating to a number measures used by teachers for the formative assessment of learning including:

- Fraser Assessment of Phonics. This data is used by the school to target the teaching of phonics. It showed an increase in reading results in the early years. The panel found evidence of increased student ability to use sounds in their reading and writing.
- PM Benchmarks. PM benchmark data showed 72 percent of K to year 6 students were at or above benchmark in 2014. This was found to be consistent over the life of the School Plan.
- MiniLit. This data revealed varied results for a small cohort of students. The use of this data is in the early stages but is showing positive results in sound recognition and reading.
- Morrison McCall Spelling Scale. Effect size data has been used to inform the improvement of spelling. Teachers have used John Hattie's effect size to assess the impact of teaching strategies. Data shows improved growth in year level spelling. In year 5/6, 50 percent of the children reached 0.4 growth which was an eight percent growth from the previous year. Significant improvement was made in the kindergarten to year 2 cohort with 89 percent of students achieving the 0.4 effect size and above. In years 3 and 4 the effect size revealed not as significant an impact. This has led to further intervention in years 3 and 4 in 2015.
- Progressive Achievement Tests (PAT) in mathematics. The school has initiated data collection with the use of PAT Maths to inform teacher planning and programming for individual student needs in Maths and to assess the impact of various teaching strategies and programs. The PAT Maths tool has been recently implemented. The panel noted future data will be more effective to inform practice.

The panel also observed the use of data in the classroom. This was generated by students discussing their progress as a class in mathematics in terms of their individual learning enjoyment and skill development with their teacher.

The panel found evidence to support increased community participation including the blog count which exceeds 3000 hits each year.

Staff attendance of professional learning is high with all staff meeting or exceeding Teacher Quality Institute requirements.

Evidence cited and its validation

Annual Board reports

School newsletter

NAPLAN data

PIPS data

School website

Suspension data and behaviour plans

Mark It (school learning data tracker)

Phonics Assessment at Fraser Primary School.

Section C: School improvement planning and implementation

Priority Areas

Fraser Primary School focused on the following priority areas in the 2012-15 School Plan:

1. Improve literacy and numeracy outcomes for all students
2. Strengthen community partnerships and continue to enhance a positive school culture
3. Improve literacy and numeracy outcomes for all ATSI students.

The school reviewed the recommendations of the 2011 validation report and worked with key stakeholders to agree the three priorities.

The panel sighted evidence of the school using the School and Annual Operating Plans and Board reports to monitor and report on progress in addressing the priorities.

Panel discussions with the School Board, Parents and Citizen's Association (P&C) and staff revealed strong alignment to the improvement priorities. For example, the curriculum committee meeting minutes and school professional learning plan directly related to the implementation of the School Plan.

1. Improve literacy and numeracy outcomes for all students

Significant strategies to progress this priority area included the following:

- The ongoing development of literacy and numeracy programs to enhance student outcomes.
- Develop the capacity of staff to deliver high quality teaching through instructional leadership, coaching and professional learning.
- Strengthen consistency of assessment and reporting practices across P-6.
- Create an environment that supports student learning through innovative practices and initiatives P-6.

The school created Professional Learning Teams (PLTs) for the purpose of establishing collective responsibility for all students and to improve the use of data. This changed how staff planned together in specially allocated release time. In 2013 the whole school reviewed and developed

agreed literacy and numeracy beliefs and this formed the basis of their reflective practices. Meeting structures were changed to sharpen the focus upon student outcomes and professional learning by minimising administrative activity. Achievements include the development of an assessment schedule and more targeted use of data to monitor student progress and inform teacher practice. An intervention and enrichment model was successfully trialed in 2013 with the additional resourcing and in 2014 the school used the components of the Response to Intervention model across the school by working with class teachers and teaching teams. This led to the implementation of 'readers workshops', 'letters and sounds' and 'Fraser Assessment of Phonics' in classrooms and across the school. The panel found evidence of a culture change where team teaching, open classrooms and the learning walks are now embedded.

The teaching of spelling was identified as an area for improvement across the school after school's analysis of in school and NAPLAN data. The school targeted professional learning and adopted a phonics program which is now implemented up to year 4 to address this. The school also engaged in professional learning to address similar concerns in mathematics to embed the explicit teaching of essential skills and apply these skills to Rich Tasks. The panel noted the data has yet to reveal the impact of these initiatives.

The panel noted the school achieved or exceeded the PIPS targets set for reading and mathematics over the four year period. The school target to increase the percentage of Kindergarten to year 6 students achieving at or above the school reading benchmark in 2014 to 85 percent was not met. Directorate targets for NAPLAN mean scores were all achieved within the domains of reading, writing and numeracy. The panel believes the school will benefit by increasing the use of growth targets to ensure continued high expectations of all students.

2. Strengthen community partnerships and continue to enhance a positive school culture.

Significant strategies to progress this priority area included the following.

- Implementation of initiatives to engage parents/carers as partners in learning.
- Develop further avenues where parents/carers have greater opportunities to give feedback.
- Clear and accessible communication around teaching and learning, school policies and procedures.

Action taken in this area included the introduction of parents reading with their child/ren in the junior years, podcasts on classroom strategies, blogs to open up the classrooms and coffee chat sessions to share strategies to support parents with their child's learning. The KidsMatter team provided parents a greater opportunity for feedback to the school on student wellbeing. The panel found through discussions with school community members that these strategies were working and all parents interviewed reported a significant increase in the quality of the partnership. The satisfaction data supports these findings.

3. Improve literacy and numeracy outcomes for all Aboriginal and Torres Strait Island students.

The school has a small population of Aboriginal and Torres Strait Island students (2-4 percent). The preschool community supported a project to establish an Indigenous garden in the primary school to increase the connectedness with the Indigenous community.

The preschool established a literacy program which included the Ngunnawal language. The panel noted the increase in parent participation in the preschool. The panel sighted evidence

that confirmed the high achievement of the Aboriginal and Torres Strait students. The Personalised Learning Plans (PLPs) are developed in consultation with the parents.

Reflections

The school identified a number of barriers in implementing the School Plan. These included, staff changes, an increase in the number of students with learning difficulties, and the need to reduce the number of improvement strategies in the School Plan. Other challenges the school has overcome related to modifying the timetable so teachers have time to collaborate and plan and increased professional learning due to the introduction of new programs.

The panel noted that during the life of the School Plan, the school now uses research to inform all programs and practices. With the improvement of the use of data, the school has identified that some of their students have learning gaps. The school has reflected and made changes to their practices to address this. The school remained focused on the key improvement strategies over the life of the School Plan and implemented feedback and reflection into their practice. The panel found the school invested significantly in developing strong community partnerships to great success.

The panel suggests the school has the opportunity in the next School Plan to review practices relating to the differentiation of learning and find ways to extend students in line with the Directorate policy. The panel found the programs the school implemented are embedded in practice and procedures.

Evidence cited and its validation

School Plan

Annual Operating Plans

Satisfaction Survey data

Attendance data

Social Emotional Learning plan

PAT Maths data

PM Benchmark Reading data

Pensive program.

Section D: National tools self-evaluation results

National School Improvement Tool

Fraser Primary School implemented the National School Improvement Tool (NSIT) in 2015 through the leadership of the School Improvement Committee. The committee consisted of the executive team and two classroom teachers. The committee held two staff meetings in term 2, 2015 to work with the NSIT. Teachers worked in curriculum teams to collectively discuss the domains. Each curriculum team focused separate domains and shared their findings with the rest of the staff. A consensus was reached with staff for each domain, including annotated comments and evidence. Following the sessions with the School Improvement Committee and the staff, the committee analysed and collated the results.

The panel reviewed the self-evaluation results and found evidence to support their findings. 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. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.*
- *The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.*
- *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.*

It was highly evident that Fraser Primary School had focused on an explicit improvement agenda. This was identified in the first priority of the School Plan as improving student literacy and numeracy outcomes. The panel found evidence of excellent community partnerships and communication and that the improvement agenda was explicit to all key stakeholders within the community. Teachers were aware of the directions of the School Plan and have been actively involved in the improvement agenda.

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.*
- *Time is set aside for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.*
- *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. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.*

The panel noted Fraser Primary School has a strong commitment to using student data effectively across the school. The Professional Learning Teams (PLTs) established in 2013 have demonstrated a focused approach to data collection and analysis. The panel observed through discussions and documentation there is a shared understanding and collective responsibility for all students. Results are regularly discussed in various forums, particularly special needs and PLT meetings. The panel recommends that the next School Plan focus on monitoring growth across the years of schooling.

Within the **A 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 and behaviour management takes up very little, if any, time of school leaders and classroom teachers.*
- *Staff morale is sustained at a high level. There is a happy, optimistic feel to the school.*
- *High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.*
- *A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.*

Fraser Primary School has a strong whole school community culture with a focus on everyone’s wellbeing and student learning. Teachers, school leaders and parents are treated as partners in the promotion of student learning. The school’s values of support, cooperation, acceptance, respect, friendship and learning are visible throughout the school and in the classrooms. The panel noted teachers work collaboratively to plan and implement engaging teaching and learning opportunities across the school.

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

- *The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.*
- *A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels.*
- *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 school has a well-developed resourcing and intervention model that clearly identifies students with additional learning needs overseen by the leadership team. The panel noted a change over the life of the plan that ensured early and targeted intervention. A clearly identified communication and identification process has assisted teachers to meet individual student’s needs. The panel commends the use of resources to strengthen the use of ICT throughout the school.

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.*

- *Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.*
- *School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.*
- *School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.*

There is a strong culture of collaboration and learning which has grown from the Professional Learning Team model implemented in the school since 2013. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning. This has been observed in the "Learning Walks", the complete integration of team teaching across the school and the real sense of collaboration as a whole school professional learning community.

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 curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.*
- *The school leadership 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 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 plan for curriculum delivery that ensures consistent teaching and learning across the years. The panel commends the school on the embedded evidence based teaching practices. The whole school's consistent practices are evident with examples such as "Readers Workshop", "Letters and Sounds" program, "Essential skills in Mathematics", the Early Years Learning Framework (EYLF) and the National Quality Standards.

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.*
- *Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.*
- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.*

Teachers are encouraged and supported to monitor the progress of individual students to identify any learning difficulties and tailor classroom activities to meet student's needs. The panel recognises the school's active focus on formal and informal feedback during conferences in reading and writing across the school. The panel see the next School Plan as an opportunity for the school to actively promote the use of differentiation to ensure that every student is actively engaged in learning at a challenging level.

Within 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.*
- *All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies*
- *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.*

School leadership encourages the use of research based teaching practices amongst all staff and in all classrooms. The panel has observed evidence of this through the use of effect size on student data in affirming recently implemented teaching strategies and programs. The engagement of an Executive Teacher Professional Practice (ETPP) has enabled an increase in the coaching and mentoring of staff in using effective pedagogical practices.

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

- *Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations. All partners have a high level of understanding of, and commitment to, the purposes of the partnership and clear objectives have been set, expressed in terms of improved outcomes for students.*

- *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 school engages parents and families to a very high level and recognises them as vital members of the whole school community. This partnership in learning is valued by school, parents and students. It is noted by the panel the high level of enthusiasm generated by all members of the Fraser Primary School community. This has been evident through examples such as the Breakfast Club, the indigenous gardens, Fraser Friends, 'Paddock to Plate', 'Fresh tastes' and the Bike Club. The efforts of the KidsMatter committee has been integral to school community partnerships and in responding to parent/carer feedback. There is an opportunity in the next School Plan to investigate further strategic partnerships in a wider field that may include local business or community organisations.

National Safe Schools Audit Tool

Staff were asked to complete the National Safe School Audit Tool (NSSAT) in 2015. The documentation was discussed in a whole school staff meeting in Term 2, 2015. Following this the School Improvement Committee undertook detailed discussions and analysis of the recommendations.

The data indicated the school had established a safe school learning environment across all nine elements. The panel's observations and discussions with students, staff and parents support this view and the school's recommendations. The school identified they would:

- consolidate their celebrations and recognition of Aboriginal and Torres Strait Island students and English as an Additional Language/Dialect students
- review their processes on staff and family induction around student wellbeing and management
- revise their initiative on including non-teaching casual and specialist staff attending Fraser whole school professional learning
- embed their Social and Emotional Learning and Protective Behaviours curriculum.

Section E: Commendations and recommendations

Commendations

Fraser Primary School is commended for the following.

1. The school has a strong learning culture through the promotion of collective responsibility for student learning.

The whole school staff have engaged positively through their journey towards collective responsibility for the learning of all students. This is evident in their practice and in their reflections. The panel noted this in discussions with staff, students and community from preschool to year 6.

2. A strong sense of community partnerships are present in the school.

Over the life of the plan, the school has developed strengths in their community partnerships. The partnerships are highly valued by staff and parents/carers. The leadership team and staff have developed a strong sense of community and strengthened partnerships within and across the school. The school is seen as not only a hub of learning but a pivotal centre within the suburb of Fraser. The panel observed the outstanding commitment to the school from the students, staff and parents.

3. The school has embedded pedagogical practices that are consistent in years P to 6.

The collaborative approach teachers take to the learning and teaching at Fraser Primary School through Professional Learning Teams (PLTs) is highly evident across the school and in discussions with teachers and School Leaders. The panel sighted the use of data and formative assessment and noted it has increased significantly and continues to inform pedagogical practices.

4. The school has an explicit improvement agenda shared and understood by staff and community.

The panel observed a focus on school improvement in the school and within the parent community. Reflections at Fraser Primary School centre around the question “how can we continue to improve?”. The transparency of practice in explicit improvement is very high and it was noted that the community and staff recognise the leadership that drives this.

5. The school has a welcoming and vibrant atmosphere that contributes to student learning.

The panel noted the value the school has placed on inclusive practices and the induction processes for new students, families and staff. The panel’s discussions with students and in-class observations indicated high engagement with the curriculum. The school is neat, tidy, recently refurbished and classroom displays are relevant to current learning and make the school a vibrant place to learn.

Recommendations

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

1. Create a systematic approach to collecting, analyzing and acting on data.

Fraser Primary School implement a whole school plan with an annual timetable for the collection of data, analysis of data and actions. The school continue to use the four critical questions with an emphasis on data and action on the data. This will provide an opportunity for the analysis of the impact of recently implemented educational programs and strategies.

2. Develop and implement plans for curriculum delivery.

The school is well positioned to work on clearly documented whole of school curriculum delivery with their new approaches to teaching and learning. Strategies could include their whole school spelling focus, a consistent approach to teaching Mathematics, the 'vertical' alignment of the curriculum and the use of the Australian Curriculum to create essential skills in all curriculum areas.

3. Ensure clear expectations are established on how the school will differentiate in learning and teaching.

The school investigates and implements processes to further identify and address the learning needs of individual students, including high achieving students in their planning documents. Strategies could include embedding the use of learning technologies to cater for the needs of individual students.

4. The school explores and develops a strategic approach to partnerships with community and business organisations to support student learning.

Widen and develop community partnerships at Fraser Primary School. Build on the positive parent/carer based relationships already in place and extend this to include relationships with agencies and businesses. This can further embed Fraser Primary's place in the community and utilize their existing resources to provide a wider range of services to benefit the needs of individual students. The school could look into establishing a strategic approach to targeted partnership development with a documented plan for monitoring and reviewing the effectiveness of the partnerships with respect to increased student learning outcomes.

Record of Validation Process

The following people were members of the external validation panel for Fraser Primary School conducted on Friday 31st July, Monday 3rd and Tuesday 4th August 2015.

Name: Melissa Travers

School: Palmerston District Primary School

Name: Tom Kobal

School: Telopea Park School

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

Name: Melissa Travers

Signature: _____

Date: _____

24/9/15

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

Name: Sue Norton

Signature: _____

Date: _____

24/9/15

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: _____

24/9/15