



## SCHOOL VALIDATION REPORT

**SITE:** Aberfoyle Hub R-7 School

**PRINCIPAL:** Julie Gallaher

The DECD Improvement and Accountability framework (DIAf) states that “validation verifies the quality of the self review process, outcomes reported and actions proposed”.

<b>Self Review Processes and Improvement Cycle</b>	<p><b>Panel feedback on the evidence that:</b></p> <ul style="list-style-type: none"> <li>the school’s ongoing self-review processes meet the standards outlined in the DIAf guidelines and</li> <li>effective plans and processes are in place to address the findings of self-review</li> </ul> <p>The validation team was presented with a comprehensive range of data sets that included:</p> <ul style="list-style-type: none"> <li>Leadership reflections against the 9 DIAf principles.</li> <li>Self Review Scan Level 2 for staff, students and Governing Council.</li> <li>A validation questionnaire conducted with staff, SRC and Governing Council.</li> <li>A reflection on staff professional development over the past 3 years with a strong link to outcomes achieved for learning.</li> <li>Evidence of learner achievement was presented through a static display.</li> <li>Oral presentations from the leadership team, SRC Executive, Governing Council representatives and others involved in ‘value added’ programs e.g. pedal prix and CPSW.</li> <li>Presentation of data sets inclusive of NAPLAN, student behaviour, attendance and culture.</li> <li>Class observations of science, reading and maths.</li> <li>A critical review of the learning narrative undertaken over the last few years with a ‘warts and all’ approach.</li> <li>A pack of pre-reading which assisted the validation team in understanding the school context before the validation day.</li> </ul>
<b>Quality Teaching and Learning</b>	<p><b>Panel feedback on the evidence of effective processes to develop quality teaching and learning:</b></p> <ul style="list-style-type: none"> <li>The school prides itself on creating safe conditions for learning. The school values were evident in classrooms, photo displays, interactions between adults and students and in school policies. Restorative practices were evident in classrooms with an obvious positive effect of lessened bullying reports and behaviour management data.</li> <li>There was evidence of a strong focus on improvement across the school. Throughout the day there was a common theme presented of ‘we want to be the best we can be’.</li> <li>Students were given an opportunity to be challenged in their learning – both in the classroom program and extra curricula programs.</li> <li>There was evidence of explicit and scaffolded learning across the classes. Work has begun on creating more intentional design for learning across all classes.</li> <li>There is a clear framework evident in the following areas:             <ul style="list-style-type: none"> <li>Literacy intervention</li> <li>Support programs for targeted groups</li> <li>Whole school assessment</li> </ul> </li> </ul>

<b>Curriculum Coherence</b>	<p><b>Panel feedback on the evidence of effective processes to develop curriculum coherence:</b></p> <ul style="list-style-type: none"> <li>• A strong collaborative learning culture is evident across the school in two key ways: <ul style="list-style-type: none"> <li>- Norms of expectation regarding the enactment of school values, behaviours and interpersonal relationships.</li> <li>- Shared agreements in program delivery such as the social skills program, staff professional development, curriculum focus, literacy and targeted student support.</li> </ul> </li> <li>• There is a commitment to work in staff Professional Learning Communities to ensure consistency and coherency within the learning program and in delivery of school policy directions.</li> <li>• There was strong evidence of a continued focus on whole site improvement, particularly through the lens of pedagogical approaches that engage learners. A remark was made by a leadership team member that “TfEL was a godsend”.</li> <li>• Curriculum renewal was also an area of effective staff engagement and improvement.</li> </ul>
<b>Learner Outcomes</b>	<p><b>Panel feedback on the evidence of improvements in the quality of learner outcomes over time:</b></p> <ul style="list-style-type: none"> <li>▪ The school closely monitors the learning needs of the students and adjusts its programs and approaches to address emerging patterns.</li> <li>▪ There are numerous systematic approaches used by the school in monitoring and tracking patterns of learning and behaviour. The school is proved to be highly pro-active and responsive in meeting the needs of all learners.</li> <li>▪ The R-3 section of the school has modified its monitoring of reading levels to once per term in order to track progress and intervene early for identified learners. There was ample evidence of whole staff involvement in collecting and analysing student learning data to inform future directions and school programs.</li> </ul>
<b>Leading Improvement</b>	<p><b>Panel feedback on the evidence of leadership for whole school improvement:</b></p> <ul style="list-style-type: none"> <li>▪ The leadership team work as a highly effective team across the school. There was clear evidence that Julie, Sarah and Wendy lead the school culturally, educationally and pedagogically to ensure learning outcomes are maximized.</li> <li>▪ There was ample evidence presented that leadership opportunities are shared with others and indeed encouraged from members of staff and the school community.</li> <li>▪ Expectations of whole school improvement are a strong part of the school culture. The documentation over time serves as sound evidence of the schools’ journey of reflection and improvement.</li> <li>▪ Evident throughout the validation was the genuine partnership that exists between the school staff and the students and parents at the governance levels.</li> </ul>

**Commendations:**

- The school presents a culture of strong critical self review to determine its effectiveness and define its future pathway. The reflection in a ‘warts and all’ process which depicts the school acting out its declared values for genuine improvement.
- This narrative of improvement over time has been well documented by the leadership team and it serves as a good reminder of the distance travelled by the school. It also serves the purpose of defining the future directions of the school.
- The information, data and reflective analysis undertaken by the school prior to the validation day was impressive. The validation team arrived at the school with a clear understanding of the learning journey to date. It was clear that all key groups knew of the key focus areas the school had prioritised and why they were important.
- The cultural norms and school values were evident throughout the day in classrooms and in exchanges experienced by members of the validation team. Student engagement in their learning programs and confident presentations by the SRC Executives were clear indicators of high level self esteem and confidence in their learning.

## Recommendations:

- That the school narrow its focus to the what (Australian Curriculum) and the how (Teaching for Effective Learning) particularly in relation to:
  - Mathematics as a key area
  - Embedding Science across the school
  - Ensuring a whole site approach to reading is enacted
- That Professional Learning Communities continue to ensure a consistent and coherent curriculum and pedagogical approach from R-7.
- That common agreements and understandings about curriculum and pedagogy are developed and implemented at the classroom level.
- That there is sustained development of assessment for learning.
- That the school continues with its involvement in moderation as a key component of valid assessments of student learning.
- That student involvement and engagement in the 'life of the school' continues to be encouraged and developed.

Signed: *Tony Sullivan*

(Regional Director/Assistant Regional Director)

Signed: *Jake Gallaher*

(Principal)

Date: 11 / 10 / 12

The Governing Council has been informed of the outcome of Validation.

Signed: *Debbie McMahon*

(Governing Council Chairperson)

Date: 22 / 10 / 2012

**Note:** This Validation Report has been completed by the Regional Director/Assistant Regional Director and is informed by regional documentation and performance management processes. It is usually completed as a summative report at the end of a 3 year cycle.