



Government of Western Australia
Department of Education

Heathridge Primary School

2017

Review Findings



Independent Public School Review

Disclaimer

This document reports the findings of the review of Heathridge Primary School.

The Department of Education does not endorse any commercial organisation, product or service mentioned in this report.

The Department of Education can only guarantee the authenticity of original documents. This document is uncontrolled once printed.

To help people with disabilities obtain access to information, this document can be provided in alternative format on request. Please contact jpsreview@des.wa.gov.au with specific requests or telephone 08 9441 1900.

School and Review Details

Principal:	Ms Denise Jeffs
Board Chair:	Ms Theresa McIntyre
School Address:	55 Channel Drive, Heathridge WA 6027
Number of Students:	173
ICSEA¹	1004
Reviewers:	Tom Campbell (Lead) Dr Susan Hall
Review Dates:	6 and 7 September 2017

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Heathridge Primary School is a school in the North Metropolitan Education Region with an enrolment of 173, including Kindergarten, in 2017.

There is an Accelerated Learning Centre for Autism (ALCA) attached to the school. This will close in 2018 when the new Specialised Learning Program – Autism is established with an Autism Spectrum Disorder (ASD) program. The reputation for a focus on pastoral care and expertise in the education of students on the autism spectrum has increased enrolments over the past three years with an out of area intake of 26 students.

Enrolments are set to further increase by 14% in 2018 with the establishment of the ASD program in the school. The school is a Teacher Development School (TDS) for differentiated learning. Parents, teachers and students pride themselves on the school's 'small country school culture'.

Findings

- The business plan outlines the long-term strategic approach for the school, includes a vision and ethos and describes key focus areas, strategies and measures of success.
- Recently the school undertook a substantial review of the business plan. In each of the key areas commitments were examined and conclusions drawn about the extent to which objectives had been achieved. The review confirmed that the business plan lacks measurable targets although these are articulated in the School Plan 2015–17. It was also noted that not all classroom teachers referred to the business plan. As a result of the review and staff discussions it was agreed that a concerted whole-school approach is required with staff ensuring that the vision, ethos and targets are reflected in their teaching and learning programs.
- The leadership team and school board in developing the new business plan will ensure that all stakeholders are involved and the plan will include fewer but more measurable performance targets.
- The business plan is available to the community on the school website.
- The reviewers are confident that as the school begins to develop a new business plan, an increased awareness among staff and the board and diligence of the

leadership team will result in a plan which reflects the needs of the school and is transferable to classroom practice.

Areas for improvement

- Develop the next business plan with input from all staff and board members.
- Select fewer targets which are realistic, challenging and measurable.
- Determine strategies that will ensure the new business plan is regularly reviewed by all stakeholders.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- The newly appointed leadership team in reviewing the business plan concluded that there were difficulties completing an accurate analysis of the targets. Essentially the statements within the four key priority areas, while reflecting the essence of the school, were strategies and indicators of intent that were not measurable. To address the issue the leadership team and staff referred to the School Plan 2015–17 where key targets reflecting the business plan priorities are articulated. An additional problem was that a significant number of the National Assessment Program – Literacy and Numeracy (NAPLAN) targets, while specific, were difficult to confirm as achieved because they comprise two elements with one focusing on student achievement and another on ensuring a percentage of students perform in the top bands in State comparisons.
- The reviewers agree with the leadership team that having targets of this nature has made it difficult to realistically measure improvement. An analysis of the NAPLAN literacy longitudinal data reveals that in Year 3 there have been significant improvements since 2015 when reading, and spelling were well below expected levels and writing and grammar and punctuation were of concern. The Year 3 2017 data indicates that in at least two of the literacy learning areas (spelling and grammar and punctuation) the results are well above expected levels.
- The school also identified two early intervention targets in literacy. Although progress has been made in the first of these neither has been achieved. In the second, the target of one group was dependent on the other reaching their target and could not be accurately assessed. It was also agreed that it was not realistic to assume that all students would achieve the target.
- In Year 5 the 2016 results, when compared with like-schools, were outstanding with achievement above the expected levels in all literacy areas except reading which had improved. The 2017 results were at much lower levels with reading more than one standard deviation below expected but with all other areas tested at expected levels. The leadership team and staff confirmed it had been predicted that this would be the case for this cohort. Given that these students had not sat the On-entry testing it was not possible to back map to confirm this reasoning.

- In both the Year 3 and Year 5 NAPLAN numeracy testing all students achieved at or above the national minimum standard, achieving the set target. Year 5 students, when compared with like-schools, performed well above expected levels and Year 3 students also achieved the target.
- The longitudinal data for numeracy indicates the improvements made by Year 3 from 2015 have been very significant moving from well below expected levels in the initial year of the current cycle to well above the predicted school mean in 2017. Year 5 performance in numeracy has been at expected levels in 2015 and 2017 with a peak well above expected in 2016.
- In interrogating the 2015 Year 3 data the school identified concerns with problem solving, multi-step problems and word problems. This resulted in the implementation of strategies to prepare this cohort for Year 5 NAPLAN in 2017. It was agreed by staff that teaching emphases should also include continued daily mental maths practice to develop accuracy and speed.
- In its analysis of the NAPLAN Year 3 to Year 5 Progress and Achievement comparison with like-schools (2016) the leadership team, in its review, has highlighted the fact that the students are placed in the higher progress – higher achievement quadrant for all learning areas tested. Although the 2017 comparison is not as promising all tested areas except reading are in the higher progress – lower achievement quadrant. This is indicative of steady progress during the term of the current business plan cycle.
- A target focusing on higher order thinking skills with an expectation that every Year 4 student achieve 40% or above in a suite of relevant assessments was articulated in the school plan. Staff maintained that it was unrealistic to expect all Year 4 students to achieve the target. Despite this the school has made concerted efforts to ensure higher order thinking skills feature in every classroom. In addition to a focus on Bloom's Taxonomy and Gardner's Multiple Intelligences, teachers are encouraged to use the Diamond Planning Matrices to highlight creative and critical thinking. The introduction of a whole-school approach to problem solving using the Read Understand Choose Solve Answer Check (RUCSAC) program is also designed to enhance these skills.
- In seeking to improve learning outcomes the school has implemented a variety of other strategies. This has included the employment of an additional staff member to reduce class sizes and targeted teaching in literacy and numeracy for Year 3 and 5 students. An analysis of the data has identified specific concerns in literacy and numeracy which are being addressed. A focus on explicit teaching and the gradual release of responsibility model have been emphasised and the

implementation of evidence-based programs which are whole-school initiatives has begun.

- A focus on differentiation was noted in all classrooms. The successful integration of students with disabilities is a feature of the school with teachers and support staff capably handling the diversity. Discussions with parents confirmed that they were impressed with the way the school catered for these at-risk students.
- Non-academic targets include a focus on attendance, partnerships and values and behaviour. Attendance targets designed to reduce the percentage of students in the moderate and indicated risk categories were achieved. Although there are concerns with a small number of out of area students who arrive late or are transient, overall attendance at the school is as expected. Attendance is closely scrutinised with effective processes, incentives and sanctions in place. The school intends to track lateness and continue to educate families regarding the importance of regular attendance. It is yet to decide whether attendance will be a priority in the next business plan.
- The partnerships and values/behaviour targets while essentially strategies to maintain the approaches in place have been a highlight and continue to have a positive impact on the school community.
- In the review of its business plan the need for professional learning to facilitate the implementation of whole-school approaches, data analysis and school self-assessment was emphasised. The provision of mentoring and coaching sessions will also be an important component of this process. Increased professional learning for education assistants (EAs) is planned and it is intended to improve staff induction and handover procedures.
- All staff undergo performance management. The process focuses on the Australian Professional Standards for Teachers and this year classroom observations and effective feedback have been introduced. In conversations with some staff it was confirmed that while initially there was some hesitancy with classroom observation they are now comfortable with the process. It is also planned to increase leadership opportunities to encourage staff to seek Level 3 classroom teacher status.
- School leaders and staff participate in professional learning and local network activities in an endeavour to select effective evidence-based programs which will enhance the learning opportunities of their students.
- Being a single stream school limits the opportunities for collaboration between year levels. However, there is a strong sense of community at the school where there is significant collaboration. In addition to opportunities at staff meetings

time (known as 'quality teaching time') has been provided for teachers to meet, exchange ideas and discuss policies, programs and strategies.

- In recent times further initiatives have been implemented which have resulted in a greater understanding by all stakeholders of the need to employ effective strategies for setting challenging though realistic targets and for a thorough ongoing analysis of student progress and achievement. The reviewers are confident that the school will sustain these initiatives into the future.

Areas of strength

- The self-review process has been rigorous with the collection, collation and analysis of data.
- The diligence of the leadership team in rationalising the review process in an attempt to reduce workload while maintaining rigour.

Area for improvement

- Continue to explore evidence-based approaches that have full staff commitment.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- Although the self-review process has been impacted by the turnover of staff and administration, rigorous discussion has taken place including an in-depth examination of data drawn from a variety of sources including student performance, program effectiveness, staff performance and feedback from the school community. The school board is integral to the self-review process and is involved in analysing performance data at its meetings. It is the school's intention to enhance this involvement in the coming cycle with board members examining triangulated data from NAPLAN and other assessments.
- Historically the self-review cycle commences with an end of year analysis and reflection of all priority areas based on data from a variety of sources. This overview is analysed, prepared and presented to staff by the leadership team. Progress reviews are undertaken by staff throughout the year with a formal detailed interrogation of the data on the Term 4 school development day. From an analysis of the data, staff are then involved in the decision-making process focusing on areas of improvement and whole-school initiatives. At school development days and staff meetings the business plan strategies and targets are also considered.
- The school has completed a review of its processes and identified a number of strengths and weaknesses. Of the strengths, a culture of self-reflection was viewed as advantageous in the data gathering process. Areas developing well were the processes involved in reviewing the quality of teaching, learning environments and relationships. Several areas of concern were identified including a need to ensure all stakeholders were better informed of the review process. From this information the staff and leadership team will develop an improvement strategy for the next business plan cycle. This augurs well for a self-review process which is rigorous and ongoing.
- In addition to a variety of personal monitoring tools used in completing assessments teachers make use of the School Curriculum and Standards Authority (SCSA) judging standards. Whole-school assessments include the Kindergarten Assessment Tool, Progressive Achievement Tests (PAT) mathematics and reading, PM benchmarks and Words Their Way inventories. The data is stored electronically and easily accessed by staff. This information, along with On-entry and NAPLAN assessments will be used to set future targets.

Staff are currently undergoing professional learning in Brightpath to enhance moderation in writing for use in whole-school planning. It is envisioned that the use of Brightpath will be extended into other learning areas.

- The school is developing a reporting and assessment schedule that will give greater guidance for staff in meeting obligations for whole-school testing. From a survey of staff the new substantive principal has taken account of concerns regarding the amount of testing and data collection that was required. This has been rationalised while still including key assessments.
- Discussions with teachers confirmed that most staff have a good understanding of the data interrogation processes and use the information gained to inform their planning and strategy choices. Teacher judgements, which have been an integral part of target setting and effective planning, have shown improvement in recent NAPLAN cycles and should add to the decision-making process.
- A National Quality Standard (NQS) audit and external verification has been completed. It was confirmed that the school is meeting all quality areas of the NQS. Early childhood staff are aware of the obligations and take account of these in their planning.
- The annual reports available on Schools Online and at reception are detailed. The principal indicated that the school's website will be upgraded and will include the reports in addition to updates from the board. Within the reports, business plan targets are articulated and an in-depth analysis of each learning area assessed has been completed. Information on areas which have not been targeted has also been presented.
- The year 2017 is significant for the school. The newly appointed substantive principal, with the support of a committed staff, has completed a thorough analysis of the self-review process and has begun implementing strategies that will ensure that in the next cycle the process will be all-encompassing and ongoing. The reviewers are confident that the process will be rigorous and that close attention will be given to the key objective of school improvement.

Area of strength

- The efforts on the part of the leadership team and staff to accurately assess the progress and achievement of the students and to intervene where appropriate.

Areas for improvement

- Complete the reporting and assessment schedule and rationalisation of the testing regime.
- Continue to focus on strategies to enhance the rigour of the self-review process.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The principal has ensured education programs are designed and delivered to meet the needs of students and in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*. Some of these programs are delivered within specific whole-school approaches and further whole-school approaches are being developed.
- In literacy, in addition to current evidence-based programs, including a focus on guided reading and Words Their Way, the school is considering the implementation of other effective assessment tools and programs (eg PAT reading, Talk for Writing). Literacy blocks have also been established.
- Numeracy blocks have been implemented as a whole-school approach and additional resources have been allocated to support programs such as RUCSAC which focuses on problem-solving. In reviewing future needs, staff identified a need for additional professional learning in numeracy.
- Primary Connections was selected as a whole-school approach to science and is well coordinated by a key staff member. The biological science integrated school garden; LEGO club; a focus on science, technology, engineering and mathematics; and involvement in Science Week provides additional opportunities for the students to engage in this learning area.
- Students are well-catered for in technology. The wireless platform facilitates whole-school use of programs such as Spelling City and of applications such as Seesaw and Study Ladder, both of which can be accessed by parents. Each class is equipped with five iPads, an interactive whiteboard and additional computers. The school computer laboratory is used regularly by all classes. Teachers share information and communications technology (ICT) strategies during the weekly quality teacher time while the leadership team engages the students in a values-focused assembly.
- In humanities and social sciences, planning strategies are developing. Staff have been engaged in integrating geography with literacy and completing assessments using the SCSA Judging Standards tool.

- Specialist subjects include art, music, physical education and Italian. In these learning areas, the students also have opportunities to take part in a wide range of events including the Joondalup Twilight Festival, Edu-dance, an art exhibition, running club, sports days, a community choir performance and an annual talent show.
- All learning area leaders have a responsibility to be a resource contact for fellow staff as well as to assist with identifying professional learning opportunities and procuring teaching resources.
- Other key initiatives included:
 - developing teaching expertise to cater for students on the autism spectrum and the recent securing of permission and funds to set up the ASD program in the school
 - whole-school implementation of differentiated learning and supporting other schools in this field as a TDS
 - higher order thinking skills and the RUCSAC program.
- Students at educational risk are catered for through curriculum adjustment plans, individual education plans (IEPs) and well planned differentiated learning activities. Progress on IEPs is tracked and this is monitored by the associate principal, with modifications made over time to ensure that students had an opportunity to progress to their ability levels. Most students transition into mainstream programs.
- The safety and welfare of students on school premises and excursions is in accordance with Department of Education policies. Effective policies are in place with evacuation drills held on a regular basis and care is taken by staff to ensure that students do not venture beyond boundaries of the unfenced school. Following the NQS audit, shade cloths have been installed in the Years K–2 play area and a nature play area has been established with the support of the Parents and Citizens' Association (P&C).
- Community volunteers (the R team) provides reading support four times a week for students in Years 2–6. Fathers' Fridays have also been introduced, enabling fathers to engage with their children and other students in the playground, modelling fair and respectful behaviour.
- Pastoral care is a strong feature in the school. The values program and positive behaviour management approach was evidenced in classrooms and in the playground. A highly regarded chaplain who facilitates a lunch time program

(Harmony Hub) and provides care and support for students and families is employed at the school for two days a week.

- Information from discussions with students, parents, the school board and staff, as well as an analysis of student, staff and parent surveys, affirmed the reviewers' observations that the school is a safe and happy place. Parents further commented that the school leadership team and staff listen to parents, act on their needs and made all students feel equally welcomed and included.
- The day-to-day management of the school's program delivery is efficient and effective with student, parent and teacher interviews confirming that the school has a lively, committed, collaborative, well-led and caring culture. The collaborative leadership style and organisational skills of the principal has had a positive impact on this learning environment.
- Well established routines and responsibilities supported a safe and orderly environment, including:
 - classrooms open by 8.30am to enable students to settle in before formal classes start at 8.50am
 - well-attended KidsMatter breakfasts for students and their families
 - distributed student leadership to involve all Year 5 and Year 6 students in the caring culture and safety of their school. Year 6 students fill the roles of school captains, vice captains and faction captains, and Year 5 and Year 6 students take on duties such as the Heathridge Times (emailed newsletter), playground helpers, class tidy bag competition, flagpole, Ripper recesses, 'Hairdos', games and assisting at the KidsMatter breakfasts.
- In a reflection session the leadership team and staff have identified a number of effective strategies and key programs which will be significant in future school improvement initiatives. The reviewers are confident that the school is well-placed to implement these changes in the next business plan cycle and so ensure that the students have every opportunity to reach their potential.

Areas of strength

- The TDS focus on differentiated learning which has had a positive impact on the school and other schools. Staff expertise in teaching students on the autism spectrum.
- The establishment of the Special Learning Program – Autism within the school, beginning in Term 4 of 2017.

Heathridge Primary School

- The principal's inclusive and collaborative leadership approach.
- Use of ICT in the classroom.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The financial and human resources were used to deliver education programs that provide all students with the best opportunities to achieve high levels of proficiency. This was achieved through a carefully managed budget that was allocated according to school priorities and caters for emergency costs.
- The workforce plan adequately identified areas of current and future staffing needs, and this has been acted upon in the context of a rapid change of leadership (three principals in three years). In the same period, the associate principal position has also changed twice. At the time of the review the acting associate principal was due to become the program coordinator of the new ASD program and a new acting associate principal was preparing to fill the vacancy while a merit selection process took place.
- In a needs assessment review undertaken by the incoming principal it was revealed that staff were concerned with workload issues. Changes have been introduced with a reduction in some tasks (eg weekly adjustment plans) and class sizes. Additional EA support has been allocated for Years 4–6, communications have been enhanced and increased time for collaboration has been provided.
- A self-reflection document identifies several additional challenges. These include leave management with a significant number of staff returning to work on a part-time basis resulting in fixed-term contracts and the cost of updating the professional learning of these teachers. Further leadership changes are also likely.
- In seeking solutions, a variety of workforce initiatives have been implemented with more planned for 2018. These are:
 - staff have been allocated leadership roles aligned with their strengths and three staff are aspiring to Level 3 classroom teacher status
 - the school is in the process of addressing the need for staff stability by exploring the possibility of offering more permanent positions to fixed-term teachers

- the principal plans to encourage some staff to change their usual teaching year levels in 2018, to better align teaching styles with student needs
- preparations are in place to recruit, induct and welcome 12 new staff members (four teachers and eight EAs) for the ASD Program to commence in Term 4 of 2017
- there are a number of regular parent/community volunteers involved – for example in the R team reading program, and the Rainbow program coordinated by the chaplain.
- The school has sufficient resources to sustain current and intended program delivery as evidenced by:
 - well-resourced classrooms, speciality area programs and ICT resources and learning programs
 - active partnerships that support program delivery with West Coast Learning Development Centre, the ALCA, Joondalup Learning Community, Foodbank, Edith Cowan University, North Metropolitan TAFE and the City of Joondalup
 - a strong, supportive community with a long history of involvement in the school
 - an active P&C fundraising group that provided resources such as a nature playground, outside seating and reading resources.
- Improved communication with parents and carers was being actively pursued through the recent introduction of outgoing Facebook messages, an emailed newsletter, a Smartlink application and intentions to upgrade the school website.

Areas of strength

- Careful resource management.
- Strategic use of partnerships.
- A strong, supportive community.
- The fundraising capacity of the P&C.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- The school board has four elected parent members and two staff representatives, one of whom is the associate principal. Concerted efforts have been made to recruit a community member and while there has been some interest expressed, a volunteer has not come forward to fill the vacancy.
- The business plan, annual reports, DPA and budgets have been endorsed by the board.
- Since its inception, members of the board have completed the required training commenting that their most recent professional learning session was particularly informative.
- The board chair completed an overview of the school year. This was linked to the business plan and included comment on the opportunities provided for the students and staff, reflected on the established partnerships and recognised the excellence of staff contributions. Reference was made to the school's academic progress and the strategies critical to maintaining the focus on values.
- Although a self-evaluation has been completed by board members at the time of the review, this had not been discussed. The reviewers were assured that this will take place at a forthcoming meeting.
- Minutes confirmed that the leadership team has regularly reported to the board on a range of key priorities. These have included an ongoing consideration of the DPA, one-line budget, business plan, student performance, learning area reports and NQS. The board has discussed the parent, staff and student surveys.
- Board members commented that there was a very positive connection with the school, with the principal keeping them informed and encouraging the group to take on a significant role in the development and review of the new business plan. Board members are invited to the annual 'data day' in Term 4 where there is an opportunity to work with the staff on its analysis. To date few members have been available to accept this invitation.
- Board members agreed that to assist with communication with parents and the community, efforts to lift the profile were warranted. The board intends to do this

through informal conversations, the newsletter, school website and a possible photobook.

- The board is at a critical phase of its development where it is anticipated that it will play a key role in the formulation of the new business plan and the ongoing self-review. The reviewers are confident that the board members have the enthusiasm and skills to ensure that this is a successful undertaking.

Area of strength

- Board members are knowledgeable of the key functions of the board and enthusiastic about its involvement in the development and review of the new business plan.

Areas for improvement

- Continue to seek out new members for the board.
- Employ strategies to lift the board's profile.
- Be proactive in ensuring the board is fully involved in the development and self-review of the new business plan.

Conclusion

Although there has been a degree of instability with changes in the leadership team, Heathridge Primary School has completed its first business plan cycle and taken account of the requirements of the DPA.

The newly appointed substantive principal has assumed the role at a critical time involving staff in a review of significant issues impacting on further school improvement. From this, and a consideration of the current business plan, a number of commitments have been made. These include a focus on setting measurable though challenging targets, continuing to implement evidence-based whole-school approaches and employing effective teaching strategies in classrooms. Account has also been taken of work load issues with increased collaborative time and EA support provided.

The school board is enthused with the prospect of greater involvement in the formation of the new business plan and the school's intention to be proactive in adding rigour to the self-review process. The board will continue to focus on raising its profile and seeking new members from the community.

Parent support is strong. They are appreciative of the warm and friendly atmosphere at the school and commented on the good relationships that exist with the staff. For students with a disability it is a school of choice where parents applauded its inclusivity focus and the positive approach taken in catering for their children.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Heathridge Primary School, true and correct.

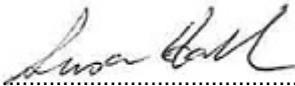
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Tom Campbell, Lead Reviewer

25 October 2017

Date



Dr Susan Hall, Reviewer

25 October 2017

Date



Mr Ken Perris, Director
Independent Public School Review

7 November 2017

Date