



Government of Western Australia
Department of Education

Thornlie Senior High School

2017

Review Findings



Independent Review of
Independent Public Schools

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School and Review Details

Principal:	Ms Donna McDonald
Board Chair:	Mr Craig Ellis
School Address:	2 Ovens Road, Thornlie WA 6018
Number of Students:	1146
ICSEA¹	982
Reviewers:	Mr Peter Wilson (Lead) Mr Alby Huts
Review Dates:	20 and 21 July 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
- the Department of Education's School Performance Monitoring
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

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 (IPS) 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)?

Thornlie Senior High School opened in 1971 and is situated in the metropolitan area 16 kilometres from the Perth CBD. The school is bordered by the South Thornlie Primary School. It became an IPS in 2015 and has an ICSEA of 982 placing it in the sixth decile of schools in Australia. It has an enrolment of 1146 students including many from non-English speaking backgrounds. The current student cohort comprises 274 students (23.9%) students with language backgrounds other than English and 49 (4.3%) Aboriginal students. There are also significant numbers of students from New Zealand, including students from a Maori background. The transiency rate is 16.8%. The school has 17 international fee paying students. It is a school of choice for many local families. In 2017 it declined 92 requests for enrolment from outside the local-intake area. The school buildings date from the original construction in 1971. A new gym and rebuilt performing arts centre were added around 2004. In 2017 the school embarked on a refurbishment program involving a student toilet block and the Health Centre renovation and the repainting of all external facia.

The school runs a specialist rugby union program which has selective entry and allows students from outside the local-intake area to attend the school for this purpose. The school also has local selective entry programs for academic extension, netball, music, and cheer and dance. Year 7 students are taught within a separate Year 7 learning team which has its own classrooms and teaching team. Teachers within the team teach across the learning areas and support each student's learning needs and integration within the school community as they transition from primary to secondary school. The school is also a Registered Training Organisation (RTO) and offers a range of Certificate II and III courses within its RTO scope.

Findings

- There is a comprehensive business plan that is available to the community and outlines the long-term strategic approach for the school. Clear links are made in the business plan between the school priorities, strategies, targets and milestones.
- The school's multicultural student mix is reflected in the business plan and the operations of the school.
- The business plan is based around the priorities of: challenge and high expectations; developing effective learners; and quality instructional strategies. The strategies within the business plan focus on: explicit teaching and visible

learning; supporting literacy development; the implementation of teaching and learning teams to develop teacher skills; and support for the improvement in student mental health.

- The school adopted a vision of “Engage Inspire Achieve” in 2016 based on the Change2 school development process.
- The planning process incorporates a clear planning and self-review cycle linked to school performance indicators. The process involves analysis of school and system student performance data, school survey data and is supported by contemporary educational research.
- The business plan is supported by operational and workforce plans and learning area plans which are based around the whole-school priorities and targets.
- The business plan considers the backgrounds and learning needs of different cohorts of students; students from non-English speaking backgrounds, Aboriginal students, gifted and talented students and students with learning or social difficulties. It supports the special programs that operate within the school, catering for a variety of student talents and interests.
- Although high expectations are embodied in the business plan targets, several concerns about the targets were expressed during the review. The business plan has a limited number of student achievement targets. Some targets focus on school organisation rather than student achievement while others use data that is poorly understood by school staff. The Australian Tertiary Admissions Rank (ATAR) participation rate target was mentioned by administration staff, teachers and board members as not being suited to the school context. Evidence presented to the reviewers indicated that these concerns are well founded and understood and are in the process of being addressed within the next iteration of the business plan.
- The business plan is in the process of being rewritten for the next three-year IPS cycle with input and involvement from the school board and consultation with school staff.
- The school has committed to the Fogarty Foundation EDvance Program and this is assisting in providing a basis for planning for the next business plan.

Area of strength

- The clear sense of coherence within the planning process, the business plan and supporting operational plans.

Area for improvement

- Develop easily measurable student achievement targets which are suited to the school priorities and context which are clearly understood by school staff and the school board.

Teaching and Learning

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

Findings

- Four student achievement targets and two enrolment targets are outlined in the 2015–17 Business Plan. Three of the student targets relate to academic achievement and one to attendance. The achievement of these is summarised briefly in the 2016 Annual Report.
- The student academic achievement targets are: that a comparison of grade results across learning areas is comparable to like-schools; that students make National Assessment Program – Literacy and Numeracy (NAPLAN) progress, (an annual 0.4 effect size); and that Year 12 attainment (gaining a Certificate II or better or an ATAR above 55) is better than 90%. As noted in the 2016 Annual Report the level of achievement of all academic targets is 'in progress'. These targets were not reached during the life of the business plan. Despite this, overall student achievement in lower school has lifted and Vocational Education and Training (VET) achievement in senior school has improved considerably.
- A consideration of the lower school achievement data based on NAPLAN shows that there has been a general improvement over the past five years and in the current three-year business plan cycle.
- Year 7 and Year 9 NAPLAN results for 2016 fall within an expected band of like-schools.
- The slow improvement in the comparative NAPLAN performance can be seen as a trend since 2011. In 2014 Year 9 writing was below the expected band for like-schools and Year 9 numeracy was below from 2011 to 2013 and was just within the band in 2014. Generally Year 9 comparative performance across all NAPLAN domains has gradually improved since then.
- Year 9 overall NAPLAN results for 2016 are, despite the improvement and now being within the expected band, still lower than like-schools in the reading, numeracy, and grammar and punctuation domains.
- The 2016 Year 7 NAPLAN overall school performance is similar to or slightly higher than like-schools. The writing domain was 0.8 standard deviations above expected and spelling 0.4 standard deviations above expected. There was also

an improvement in the average results in the writing, and grammar and punctuation domains when the past two Year 7 cohorts are compared.

- NAPLAN progress data, indicating average student improvement from Year 7 to Year 9, shows a small improving trend for Year 9 groups from 2013 onward. For the first three years of this five year period the Year 7 to Year 9 progress was lower overall than like-schools. This has gradually improved. In 2016 the results generally show positive comparative progress for all domains.
- Senior school performance shows the results of a strong VET program with steadily increasing numbers of students achieving Certificate II or III in Year 11 and Year 12.
- ATAR performance has been consistently below like-schools, with the 2014, 2015 and 2016 ATAR scores being more than one standard deviation below like-schools in relative performance.
- Interviews with school administration, staff and students suggest that the school's stated target of 40% of students enrolling in ATAR appears to have affected previous course counselling processes by encouraging some students with low likelihood of success to undertake these courses. This may have had some influence on the poor 2016 median ATAR score.
- The 2016 cohort achieved an attainment rate (a Certificate II or an ATAR above 55) of 87% which is slightly below the target of 90%.
- The Western Australian Certificate of Education (WACE) graduation, under the changed requirements in 2016, was significantly lower than previous years at 74%. Evidence presented to the reviewers indicates the likelihood of this being much higher for the current Year 12 group.
- There is a close match between stated Year 12 student intentions and eventual post-school destinations in the apprenticeship, traineeship and Technical and Further Education areas. However, the proportion of students with university aspirations for the 2016 university year was not matched by their subsequent enrolment in university.
- The business plan's target of 90% attendance was not achieved and has been below this figure for the three-year life of the business plan.
- The average Aboriginal attendance rate, in particular, is well below like-schools. However, the school has worked to improve student welfare policies, practices and support structures to improve attendance.

- Interviews with the principal, heads of learning area, school coordinators and teachers indicated that student learning is monitored closely and changes are made as a result.
- System data shows that school awarded grades have not been consistently comparable with those awarded in other schools. They have also varied within the same subject area from year to year, particularly in mathematics. This data shows the need to improve school grade moderation.
- Parents and students state that they receive regular and worthwhile feedback about student progress. Interviews with teachers and parents indicate that the use by teachers and parent uptake of the online Connect program has improved the timeliness and quality of feedback to parents about programs and individual student performance. There is frequent use of Connect by teachers to communicate with parents and carers.
- The school has strong pathways to meaningful and externally recognised post-school outcomes. The school's recent renewal of registration as an RTO enables it to deliver a VET program with a wide range of appropriate training courses. The number of students achieving a full Certificate II or III has steadily increased from 35 in 2014 to 107 in 2016.
- The school's offering for Year 11 and Year 12 students who had been disengaged is mainly through its Big Picture program which adopts a project and research based approach. A school working party recently reviewed the program, but used limited performance data to assess the program's effectiveness. Discussions with staff indicate that the program meets the needs of many students. Assessment of outcomes for significantly disengaged students against mainstream in mainstream achievement indicators can be difficult. However, better data to examine the Big Picture program may allow the school to make clearer decisions about the direction of the program.
- There is a whole-school pedagogy in place both within classes and across the range of school programs. This was confirmed for reviewers by classroom visits and interviews with teachers, school leaders and students. Student with different learning needs are catered for within the school.
- Collaboration occurs between many teachers. A large proportion of teachers have undertaken the classroom management strategy (CMS) professional learning program and have used it as a basis for classroom collaboration. More recently teachers have undertaken the classroom observation learning program. Collaboration also exists in relation to course planning through learning areas and teams. Collaborative approaches to teaching improvement are not consistent

across the teaching staff. However, the commitment to improve classroom teaching is widespread among the staff.

- Teachers new to the school, particularly beginning teachers, are well supported in developing their skills. Many recently appointed teachers have been employed through the Teach for Australia program, others have been employed through the Department's Switch program and others are recent graduates. These teachers engage with a mentor and undertake classroom observation and collaboration with other staff members.
- Annual performance management is conducted for all staff in the school. Teachers receive feedback through heads of learning area and through program coordinators. Other staff are performance managed through line managers.

Areas of strength

- The VET program is vibrant and is well linked to local employers through workplace learning connections. The program has led to an impressive increase in the number of students achieving Certificate II and III in senior school.
- There has been a gradual improvement in the lower school literacy and numeracy results, although results are not generally above like-schools yet.

Areas for improvement

- Implement strategies to lift the school median ATAR to reduce the gap between achievement levels at the school and like-schools.
- Adopt strategies to improve grade moderation in lower school.
- Monitor and review processes to develop a culture to improve student attendance with particular emphasis on Aboriginal student attendance.

Student Performance Monitoring

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

Findings

- The school has established processes to ensure a comprehensive and targeted analysis of a range of systemic and school-based data and has the strategies for improvement based on these data. As demonstrated by the school's analysis and review timeline the school actively and consistently interrogates a range of data sources at whole-school, learning area, executive, senior staff and school board level. This includes a review of data from Year 12 WACE results, semester report grade analysis, NAPLAN, Online Literacy and Numeracy Assessment (OLNA), attendance and behaviour.
- Student assessment is programmed throughout the year and includes use of common assessment tasks from the School Curriculum and Standards Authority and teacher judgements.
- The self-review analysis is brought together in the school's annual reports which demonstrate that the school reviews its performance against its DPA and business plan milestones and targets.
- The annual reports are comprehensive with a focus on student outcomes. Data is presented in graphical form followed by analysis and strategies to improve student performance. Discussions with parents indicate a varied level of understanding of the annual reports in the community.
- Commencing in 2017, student data is provided to all teachers for review at five weekly intervals, in Week 1 and Week 6 of each term. School Improvement Plan progress is reviewed in Week 2 and Week 7 of each term by the executive team and once a term at school board meetings.
- Operational plans have been developed for all learning areas and comprise student achievement targets, focus areas, links to the Western Australian Curriculum and Assessment Outline, teaching strategies and assessment guidelines.
- The school has identified the need to enhance teaching and learning using digital technologies and has recently appointed an information and communications technology (ICT) coordinator to lead the curriculum in this area and to develop an ICT operational plan.

- Discussions with teachers confirm that the development of operational plans assisted their classroom teaching and learning program.
- Teachers participate in faculty learning teams. These meetings enable teachers to review student achievement, review operational plans, identify students who are at educational risk and discuss the effectiveness of the teaching and learning strategies. Discussions with teachers confirm these faculty meetings provide them the opportunity to assess the effectiveness of their teaching program and the extent to which they have improved learning outcomes for students.
- The faculty meetings allow teachers to discuss programs, lesson design, common assessments, moderation and strategies such as explicit teaching that are improving student outcomes.
- Parents indicated that discussions with the classroom teachers, together with the use of Connect, enabled them to understand the progress of their children. Connect is highly valued by teachers, students and parents. Parents and students spoke positively about the personalised approach to each student and the positive relationships between students and teachers. The reviewers confirmed that this is an important element of the school culture and that strategies to develop a positive, calm and purposeful environment were demonstrated across the school.

Area of strength

- The school is commended on developing a quality learning environment with a range of courses, programs and strategies that engage students in learning while providing an atmosphere that fosters care and wellbeing.

Area for improvement

- Continue development of an ICT operational plan.

Program Delivery

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

Findings

- The school ensures that the curriculum is delivered within the requirements of the Western Australian School Curriculum and Standards Authority. Scope and sequence documents are in place and teachers are aware of their obligations relating to curriculum delivery.
- A cohesive leadership team is in place and there is collective responsibility for the smooth running of the school. Staff enjoy working at the school and are very committed to supporting the students and their families.
- The school has been highly successful in creating a culture of care and support for all students. The substantive deputy principal of student welfare, together with the student services team have focused on this area by working towards achieving a culture of 'high care'.
- All students and parents interviewed throughout the review process agreed that students felt safe, welcome and cared for. However, data from the comprehensive Tell Them From Me survey of 761 Year 7–12 students indicated that only 42% felt safe attending the school. The majority of the 72 parents who responded to the survey and the 130 parents who responded to the 2017 Parent National School Opinion Survey felt that their child was safe at school.
- While close attention has been paid to student attendance the school staff understands considerable improvement is required to achieve outcomes comparable with like-schools, particularly for Aboriginal students. Strategies to achieve this have been extensive and consistently applied throughout the school. It was obvious to the reviewers, from the classroom visits, that students were fully engaged, enjoyed coming to school and valued the opportunities provided.
- The CMS as well as the Positive Recognition Program have had and will continue to have an impact upon the culture at the school both within and beyond the classroom.
- A strong mentoring program coupled with student peer mediators together with Year 7-12 vertical form groups help promote socially secure groupings where students are encouraged to seek advice and support.

- The reviewers verified the strong pastoral care focus that supports students in an orderly school environment. There are a variety of different programs and extra curricula activities established within the school which have been chosen after careful consideration of the diverse needs of the students, the social and emotional aspects of learning, and academic extension. Opportunities provided for the students include a Department endorsed specialist program in rugby as well as school-based programs in academic extension, netball, music, and cheer and dance. High performance in the rugby program has been demonstrated through the frequent selection of students in Western Australian and Australian teams. The science, technology, engineering and mathematics (STEM) elective program for lower school students began in 2016. There is a long standing annual exchange program with a sister school in Japan.
- A comprehensive staff handbook has been developed and teachers reinforced the value of this in ensuring consistent processes across the school. The handbook is also used to support the induction of new staff and ensure they are familiar with policies and processes.
- The cultural diversity of the school is extensive and support is in place for all students. The school did; however, acknowledge the need for all staff to participate in the Aboriginal cultural awareness training provided by the Department.
- The school is a community hub and takes a proactive role in meeting the needs of students from a range of backgrounds. Initiatives include:
 - A well-rounded student services team which includes full-time chaplain and school psychologist positions and 0.8 FTE school nurse and Aboriginal and Islander education officer positions to provide support for children.
 - The Big Picture program assists senior school students who need learning adjustments and support with school engagement through personalised learning programs as well as their personal development.
 - An English as an additional language or dialect (EAL/D) program to help learning, for students who are struggling with the English language and who have limited family support.
- The school has partnerships with many external organisations which add value to student education. Strong links are made with around 600 local employers to support student workplace learning associated with the VET program. The Australian Business and Community Network provides Year 9 students with a Goals mentoring program and the Year 11 Focus mentoring program. Tertiary links exist with Curtin University through its Ahead program and with the

Thornlie Senior High School

University of Western Australia STEM program, both of which help in raising student aspirations and school engagement in order to enter tertiary education. The school is part of the Follow the Dream program to encourage and support Aboriginal students to achieve at school and participate in post-school education.

Area of strength

- The school has been highly successful in creating a culture of care and support for all students. All students and parents interviewed throughout the review process sincerely expressed their views on feeling safe, welcomed and cared for.

Area for improvement

- Engage staff in the Aboriginal cultural awareness training provided by the Department to further update their expertise.

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 school has completed an extremely thorough school self-assessment with findings outlined in the DPA School Based IPS Review 2017 document. The involvement of staff in the determination of progress achieved, provides a snapshot of school progression with determinations ranging from 'in progress' to 'achieved'. The school is aware of the need to consider its targets outlined in the business plan. This will ensure a more focused approach in forthcoming annual self-reviews.
- Distributed leadership is evident throughout the school and individual leaders are clear as to their particular role and expectations. This was evident to reviewers through documentation, discussion with the principal, deputy principals, heads of learning areas, student services team, the manager corporate services and by visiting teachers in their classrooms. The reviewers could verify that the leaders in the school, with the support from staff, have developed and are continuing to embed a climate of teamwork and innovation in the school that meets strategic and operational priorities.
- School expenditure supports the business and operational plans. Allocation of resources is tracked closely to priorities with cost centres aligned to the chart of accounts to allow accuracy in reporting and transparency in where funds are being spent. The school identified through its self-reflection the need to develop the expertise within this area to include teacher leaders and aspirants.
- The school provides a significant suite of programs targeting both academic and non-academic support for students. Resourcing for specialist subjects to ensure enriched learning opportunities for students is well targeted. Evidence of this comprehensive process was verified and supported through discussions with principals, the manager corporate services and the school board chair. The reviewers commend the school on its capacity to resource priority areas to ensure they strategically cater for student needs.
- Thornlie Senior High School renewed its registration as an RTO with the Training and Accreditation Council after an audit earlier in 2017. The school has a strong vocational educational and training program and all Year 11 and Year 12 students are enrolled in at least one Certificate II or III course. Full qualifications are offered by the school as a RTO in 10 different certificates.

- School planning documentation ensures that funding is appropriately targeted in the following areas: school attendance, EAL/D, chaplaincy, school psychology, support for students both with diagnosed and imputed disabilities, learning support and staff professional learning. Fees generated through the enrolment of international students enables the school to employ an education assistant who provides them with specific assistance.
- A functional workforce plan has been developed to inform human resource planning for 2017–18. The workforce plan is reviewed each term and staff are surveyed annually to map their employment intentions. This survey information enables the school to plan for future needs, implementing strategies such as the employment of additional staff as OLNA coaches to provide improvement opportunities for students; the provision of professional learning and leadership training to build staff leadership capacity; and the appointment of staff to newly created coordinator roles of ICT, STEM and academic challenge and extension. The school is well resourced and the school environment is welcoming. Significant partnerships with non-government organisations, businesses, the local community and the parents and citizens' association support the school both financially and non-financially.

Area of strength

- The reviewers commend the school on its capacity to resource priority areas to ensure they provide for student needs.

School Board

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

Findings

- Board membership is representative of the school community and fulfils the requirements for membership and board function. Members include parent and staff representatives, local parliamentarians, experienced educators and local business people. Some members have served on the board and the previous school council for many years.
- Interviews with board members and an examination of its practices over the past three years shows an enthusiastic group of members with a good understanding of the school results and operations.
- Minutes reveal that the board regularly receives monthly financial reports on the school's position.
- All board meetings are open to members of the school community.
- The board is well informed about the educational, and financial position of the school. It receives information about audits, both financial and functional. The board has participated in the endorsement of the DPA, the annual report and the business plan. In the first years of its life, the board role appeared to have been focused on endorsement of school programs and policies rather than an involvement in the development of future directions. It is in a phase of improving its participation in planning the direction of the school through the next business plan.
- Although regular student performance updates are presented to the board there is little evidence in board minutes of discussion about what is working well and what needs to be improved. Progress and achievement towards business plan targets are reported on in annual reports; however, there is also little evidence that the board has considered possible changes as a result.
- There is some training of current and new board members, and some consideration of its own performance, but there is little evidence of recent training of members or of self-review.
- There is limited communication by the board about its function, activities and membership to the school community. The school as a whole has good

communications with its community, publishing regular newsletters, making available its annual report and business plan. Several Facebook pages publicise the activities of different program areas of the school as well as access through the main school website. There is opportunity for the school to use these avenues to also publicise the activities and role of the school board.

- Parents have strong commitment to and communication about the performance and wellbeing of their own children. Interviews with parents suggests that engagement with more general communication such as the annual report is not as strong.

Area of strength

- The enthusiasm of the board and the range of expertise that its members bring.

Areas for improvement

- Involve the board in the development and review of the business plan and in the review of student performance against business plan targets.
- Lift the profile of the board.
- Improve the board's training and self-review to increase its future effectiveness and allow for a more powerful role in the governance of the school.

Conclusion

The school operates within a context of a student population from a range of cultural and language backgrounds. The school has good processes in place to bring about improved student learning. It clearly fulfils the commitments of the DPA.

The current business plan is well supported through school and learning area operational plans. The stated intention by the principal and board members to align the targets more closely to the context of the school and to the priorities is supported by the reviewer's findings.

Both before and since it became an IPS there has been gradual, but consistent improvement in lower school literacy and numeracy results.

The school's VET program is of a high standard. The number of students achieving Certificate II and III qualifications has led to a high success rate in students reaching post-school destinations in this area.

The Year 7 program ensures that students are well supported both academically and socially in their transition to secondary school.

A high level of care is offered to support student wellbeing across a range of different student backgrounds.

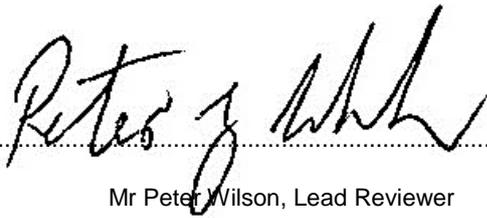
The school board is committed and enthusiastic; however, it has the capacity to improve the governance of the school through undertaking a greater role in the review of the school direction and business plan.

The school administration and board are well aware of a number of major challenges that the school faces. These include improving student attendance, focusing on a continued improvement in literacy and numeracy and improving in ATAR scores so that these students can fulfil their university entrance aspirations.

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 Thornlie Senior High School true and correct.

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



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Mr Peter Wilson, Lead Reviewer

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29 August 2017

Date



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Mr Alby Huts, Reviewer

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29 August 2017

Date



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Mr Ken Perris, Director,
Independent Public School Review

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5 September 2017

Date