



Government of Western Australia
Department of Education Services

Sevenoaks Senior College

2016

Independent Review Findings



Independent Review of
Independent Public Schools

Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, the School Curriculum and Standards Authority and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of the Department of Education and the Minister for Education.

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School and Review Details

Principal:	Dr Kath Partridge
Board Chair:	Prof. Marnie O'Neill
School Location:	275 Sevenoaks St, Cannington WA 6107
Number of Students:	484
Reviewers:	Mr John Garnaut (Lead) Mr Rod Nunn Ms Barbara Browne
Review Dates:	14 and 15 March 2016
Initial Review:	2013

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student well-being
- how well the school is placed to sustain and improve its performance.

Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school 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 School Performance Monitoring System
- Schools Online reports
- School Curriculum and Standards Authority Year 12 Student Achievement data.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

School Context

What are the important features of this school's context that have an impact on student learning?

Sevenoaks Senior College is located in the suburb of Cannington in the south-east corridor of the Perth metropolitan area. The demographics of the Cannington area are changing considerably with close access to the CBD and the availability of good public transport, both train and bus. The college Index of Community Socio-Educational Advantage (ICSEA) is currently 913.8 with a percentile ranking of eight.

The college, in its sixth year as an IPS, has an important and unique role in delivering Year 11 and 12 courses to students from 16 to 19 years of age, many of whom have become disengaged from education or whose education has been disrupted. Currently, the college has 484 students enrolled, 49% of whom come from Cannington Community College and Yule Brook College, with the remainder coming from 48 different Government, Catholic and independent schools across the metropolitan area. Aboriginal students make up 16% of the student population and 21% of students were born outside Australia, coming from 38 different countries. Many of these students are identified as having English as an additional language or dialect (EAL/D) and bring with them an extensive range of cultural experiences. The student transiency rate is high at 24.9%.

The attendance rate at a whole-school level is low at 75%. Disaggregating data for each of the three main programs, Australian Tertiary Admissions Rank (ATAR), Vocational Education and Training (VET) and Canning Skills, has enabled differential and focused improvement strategies to be put in place specific to each program. The staff are constantly reviewing strategies to address attendance, whilst the profiles of many students' backgrounds present particular challenges, especially in the Canning Skills program.

The experienced and stable college staff strive to provide the very best opportunities for their students to achieve academically and socially. Teaching and learning programs are student-centred with many students placed on individual education plans (IEPs). Parents are keenly interested in their children's education and strong lines of communication exist between staff, students and parents.

There is a strong and robust pastoral care system based on a system of advocates. An adult ethos pervades the campus. It is evident that relationships between students, and between staff and students, are open and based on respect.

The buildings at Sevenoaks Senior College are well equipped to deliver the three streams of educational programs offered to meet the many and diverse learning needs of students. It is a vibrant, pleasant and welcoming learning environment where young adults work cooperatively with staff. The college operates an extended school day from 8.00am to 4.30pm.

Partnerships have been established with business, industry, training providers and other agencies to support the learning programs. Many of these partners are long term and contribute much to delivery of relevant educational programs and college activities.

The School Board is strongly engaged in setting the strategic directions of the college and fully support the Principal in her task. The proactivity of the Board in addressing emerging issues is important to note.

The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

The college is mid-way in implementation of the five-year 2013–2017 Business Plan. Annual college self-assessment is comprehensive, utilising an action research model and an impressive range of data including the analysis of Business Plan targets, student performance data, program reports, longitudinal research data provided through Curtin University and Edith Cowan University, satisfaction survey data, destination data, participation and retention data, and advice from the College Board. The synthesis of information from these data sources informs the extent of progress in achieving the four purpose statements of the Business Plan.

Progress towards achievement of the four purpose statements and numerous targets of the Business Plan is reported regularly to the College Board utilising the 'Monitoring Our Progress' framework measures of 'below target', 'moving towards target' and 'excellent progress with target'.

The college demonstrated the benefits associated with maintaining a stable approach to monitoring school progress. Long-term monitoring of progress against the four purpose statements of the Business Plan, stable university research tools and a five-year business planning cycle has elicited significant longitudinal data to inform planning for improvement.

Targets in the Business Plan are listed under headings 'Achieving Success', 'Safe and Accountable Classrooms', 'Pathways to the Future', 'Every Student Counts', 'Professional Learning Community' and 'Management Systems: Administration'. The extent of target achievement is reported in the Annual Report under headings relating to the four purpose statements of the Business Plan. For ease of analysis, particularly by community members, the alignment of planning and annual report frameworks for reporting target achievement should be considered.

The 2015 Annual Report is a very comprehensive document providing in-depth description of the extent of achievement against the four purpose statements of the Business Plan, and evaluation of the range of school programs, including improvement strategies. It demonstrates the high level of accountability for programs such as ATAR, VET, Canning Skills, the Trade Training Centre and *Follow the Dream*. The extent of achievement of many of

the targets of the Business Plan, although thoroughly analysed and reported to the Board, were not reported specifically in the Annual Report.

Interviews with staff demonstrated their involvement and commitment to the annual monitoring of targets and reviewing of operational plans associated with the range of college programs. A culture of critical self-assessment is evident at all levels of college operations.

There were no recommendations for improvement in the 2013 Independent Review Findings report; however, the report stated a number of areas for improvement that were self-identified. Documentation and interviews with leaders indicated that there had been positive responses over the past three years by the college to these areas for improvement, which related to the Western Australian Certificate of Education (WACE), the ATAR, Certificate II and target setting in the Business Plan.

School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

Sevenoaks Senior College has three major pathways established to cater for the various academic, vocational and personal and social needs of the diverse student population, these being WACE/ATAR, VET and Enterprise, and Canning Skills. The Canning Skills program (Fast Track General, Fast Track Flexi and *Move-On*) caters for those students at risk of dropping out of schooling. The college often provides for students who have not been offered opportunities at other schools. A particular feature of the college is the excellent provision for Aboriginal students and EAL/D students.

The school has comprehensive processes in place to annually monitor the extent of achievement of the four purpose statements of the 2013–2017 Business Plan. The extent of achievement of the purpose statements is informed by the analysis of target achievement in Business Plan focus areas of Achieving Success, Safe and Accountable Classrooms, Pathways to the Future and Every Student Counts. School self-assessment documentation provided for the review showed comprehensive analysis of these targets. For example, targets to inform purpose statement one ('Students progress satisfactorily along a defined learning curriculum') related to ATAR achievement above 50, attainment standard, median ATAR, the percentage of students enrolled in ATAR courses, the percentage of students with scaled scores above 75, tertile analysis, comparison of predicted and actual scores, grade attainment, Certificate II achievement levels and Certificate II completion rate.

The analysis of the extent of achievement of the purpose statements of the Business Plan was also informed by college annual reports, research conducted by Curtin University and Edith Cowan University, and input from the College Board.

The college reports the following:

Purpose statement	Extent of achievement
1. Students progress satisfactorily along a defined learning curriculum.	Moving towards the targets.
2. Students engage in and value their school, training and/or work based education program and achieve success.	Excellent progress with the targets.
3. Students move successfully from Sevenoaks Senior College to further education and/or training and/or employment.	Moving towards the targets.
4. Students develop the social skills, values and understandings to participate successfully in their community as informed citizens.	ATAR and VET students excellent progress with the targets. Canning Skills students moving towards the targets.

The reviewers verified the college's claims about the extent of achievement of the purpose statements and targets.

The Leadership Team reported a high level of satisfaction with excellent student achievement in a number of areas in 2015 including:

- the overall achievement of year 12 students
- a graduation rate of 97.7%
- 74 students offered university places, 36 (100%) from the ATAR pathway, and 38 from non-ATAR pathways
- ATAR 55+ attainment rate of 86%, with 92% of students achieving an ATAR above 50
- a median ATAR of 70.7, with the median ATAR being above like schools
- improvement from 17% (2013) to 60.4% (2015) in VET student completion rate AQF Cert II
- a completion rate of 78% for the Trade Training Centre Certificate II VET programs in Automotive and Metals and Engineering
- WACE achievement of 8 students in 2014 and 6 students in 2015 from the Canning Skills Program.

The VET program provides students with access to a broad range of certificate level programs.

The reviewers affirm the decision of the Principal and Board Chair to strengthen the focus on the completion rate of Certificate II, and acknowledge progressive improvement of the attainment rate from 52% (2013) to 60% (2015). Certificate II attainment remains an important target for improvement to maximise student graduation under the new WACE requirements.

Strategies being implemented include making additional Certificate II courses available, improved student monitoring processes, improved counselling, and industry placements to ensure skills and knowledge are up-to-date and meet Australian Quality Training Framework (AQTF) and Registered Training Organisation (RTO) obligations.

The fully operational Trade Training Centre provides further opportunities for Certificate II achievement. School leadership confirmed that VET staff have the required Certificate IV in Training and Assessment, with ongoing plans for staff training to ensure the college is well placed to manage its RTO status and future VET WACE requirements.

The Canning Skills program, a 'second chance' program for most students, provides for local students and students from metropolitan south-east corridor secondary schools, and referrals from Juvenile Justice, participation coordinators and the Department of Child Protection. It offers three specialised pathways for students at educational risk: Fast Track General, Fast Track Flexi and Move On. The vast majority of these students have experienced engagement and learning issues during their schooling, and may also have a range of personal issues relating to home environment, personal health and lifestyle management. The Business Plan target of a course completion rate of 50% was surpassed in 2014 (71%) and 2015 (77%). A Certificates in General Education for Adults (CGEA) Certificate II is delivered in both Fast Track programs, with 25 students (50%) completing their CGEA qualification.

All Canning Skills students are guided and supported by an IEP. The implementation of the *Big Picture Design* program in 2016, with an enhanced focus on the particular interests of students, will further support the development of engaging and high-interest student IEPs. The college is continuing to strive to achieve targets for attendance (50%–79%) for Canning Skills students with 38% reported in 2015. The reviewers acknowledge the impact of this necessarily highly resourced program on the college budget.

The staff reported the need to continue to improve the attainment standard (Year 12 ATAR above 55 or Certificate II achievement). Improvement has occurred since 2010; however, 35% of Year 12 students did not receive an ATAR or Certificate II in 2015. The college continues to set targets and plan strategies to improve ATAR results and increase Certificate II attainment rates. Continued success should see significant progress towards the college's aspirational target of 80%

School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?

Effective college leadership and governance have facilitated the establishment of a culture that is passionate about meeting the academic, social and emotional needs of the student group which includes a significant number of Aboriginal students, EAL/D students and 'second chance' students. The range of programs is impressive, specifically aiming to provide for students with tertiary aspirations, vocational goals, and those who would benefit from re-entry into an educational setting. The positive culture promotes the attainment of the college vision 'to empower our students through their engagement in education and training so they fulfil their own educational, career and social expectations and participate positively in Australian society'. Some key characteristics of the learning environment include:

- a young adult ethos, where teachers work with students in a mutually respectful way
- an extended college day
- flexible duration of study programs
- importance of vocational learning, and relevant learning that occurs in non-school facilities including tertiary institutions, business and other post-school destinations
- the integration of vocational learning across all courses
- innovative use of technology to support individual learning programs.

Interviews with staff, parents and students, and analysis of satisfaction survey results, indicate the positive learning environment of the college. Students respond positively to the 'adult ethos'. Interviews also indicated the high level of satisfaction with student engagement and behaviour. College buildings and learning materials including technology provision are impressive and suitable to meet the diverse needs of the student group. Site size will restrict future expansion of enrolments.

Valuable longitudinal research data from the Curtin and Edith Cowan universities informs school self-assessment of the learning environment. For example, the *Constructivist-Oriented Learning Environment—Students Perception of the Learning (COLES) Environment Survey* (Curtin University)

concluded high satisfaction on the dimensions of student cohesiveness, young adult ethos, attitude to subject and teacher support. The survey also indicated that aspects of involvement, task orientation, personal relevance, collaboration and differentiation are foci for improvement.

Other data inform college self-assessment such as the ECU *Retention and Participation* research, the ECU *School Connectedness and Academic Engagement* research and the Curtin University *What's Happening In This School (WHITS)* student survey. The Curtin University *School-Level Environment Survey* provides longitudinal data on teacher attitude to work and views of the organisational climate. Interviews with the Leadership Team and staff demonstrated their responsiveness to this research data to enhance the learning environment.

Staff and students reported the effectiveness of the young adult ethos of the college in building mutual respect and positive relationships. The *WHITS* student survey indicated that bullying and behaviour issues were seldom areas of concern over the past three years. The college learning environment is enhanced through a range of programs including the *Stay on Campus* initiative, NAIDOC celebrations, Harmony Day and a suite of student sports programs.

The college continues to implement a whole-school approach to cultural understanding and diversity through the delivery of the *Difference Differently* program during weekly advocacy sessions. Advocate teachers play a key role in monitoring and supporting their students' academic, social and emotional well-being. All staff have access to relevant professional learning opportunities.

Well established college programs provide for the various academic and training needs of students programs of the Trade Training Centre, the Canning Skills pathway and *Follow the Dream*.

Student English language competence provides on-going challenges for the college which will be even more pronounced with the new WACE literacy requirement. Members of the College Board, teachers and members of the Leadership Team expressed concern in relation to predicted lower than previous graduation rates as a result of students not meeting the literacy requirements of Online Literacy and Numeracy Assessment (OLNA) or Year 9 NAPLAN. The college conducts a Pathways to OLNA program for students identified at risk of not achieving OLNA.

Discussions with college staff indicated that significant programs and support are in place to enhance English language development; however, there was less evidence of their understanding of agreed whole-of-school approaches. A review of the current whole-college literacy plan and reinvigoration of the leadership of the plan is warranted.

The number of EAL/D students enrolling at Sevenoaks Secondary College is gradually increasing. The college has established the International Centre and appointed three EAL/D teachers to support students. Teachers are participating in professional learning to improve teaching strategies for EAL/D and Aboriginal students. Further strategies identified to support increased EAL/D provision include an increased focus on EAL/D within whole-of-college literacy planning, and the appointment of specialist EAL/D staff as required.

A student services team (comprising Coordinator, Student Services, teacher advocates, College Psychologist, College Nurse, Aboriginal Support Officer, and youth support workers) provides a comprehensive range of services and support to students and staff.

Ongoing review of individual student progress occurs. Where concerns are identified, intervention and support is provided by their advocate, relevant teacher, the Advocacy Support Coordinator, student services staff or the Vice-Principal. The Career Coordinator monitors and reports to the Board on the post-college destination of each student. The destination of all students exiting college during the year is tracked and reported in the annual report. Student Achievement Information System (SAIS) student tracking data informs program planning.

College self-assessment indicated that attendance is the greatest concern. In 2015, the attendance rate was 74.6% (significantly below like schools at 88.8%), with 28% in the severe at risk category (WA public schools 7%). The enrolment of high numbers of students at risk of non-engagement in education must be taken into consideration when analysing this data. Attendance rate is affected by the high number of students (around 30) referred to Participation, Awaiting a Notice of Arrangement, and Still on the College Roll. The college has responded with a range of strategies including the appointment of a Level 3 classroom support teacher, an attendance reward scheme, changes to the timetable structure and course offerings, a *Stay on Campus* initiative and implementation of *Big Picture Design* for Canning Skills students.

Data from Edith Cowan University student surveys indicated that tiredness and sickness are the two major reasons for non-attendance. It also indicated that students with the strongest desire to come to college regularly are those of refugee status, Aboriginal students and students in the *Move-On* program. Attendance targets in the Business Plan relating to ATAR students, general courses, the Canning Skills program and Aboriginal students continue to be monitored and reported.

Parent and student satisfaction surveys are administered annually with feedback to parents through the Annual Report. Results of the Australian Curriculum, Assessment and Reporting Authority (ACARA) surveys in 2015 indicated a high level of satisfaction from both groups, with most items scoring highly on the five-point scale, with all but one score above a rating of four. Parent feedback indicated particular strengths relating to high expectations, fairness, student safety and student happiness.

The college utilises technology to enhance student performance. A computer to student ratio of 1:1 is maintained. Most staff members now have course documents on the *Study Wiz* platform enabling students to access lesson material online at any time.

Support for Aboriginal students is provided through a range of programs such as *Follow the Dream*, *Follow the Dream Maali* program for girls, *Moort Baraning Waangkiny* (Communities Coming Together) and Clontarf Football Academy. The success of these programs is evident in excellent results, including 100% WACE (2014 and 2015) achievement and an 85% student attendance rate for the *Follow the Dream* program.

The college staff are commended on the positive, inclusive and supportive learning environment and success of the wide range of student support programs.

School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

Interviews with staff, parents and members of the Board indicated the very positive culture at the college. The sustainability of current good practice and potential for improvement is enhanced through this culture which is characterised by critical self-assessment, evidence-based decision-making, positive staff-student relationships, mutual respect and trust, a focus on meeting the needs of every student, and a high level of staff commitment.

The effective and stable leadership and processes of the College Board have resulted in valuable advice to school leadership over the period of the current DPA. Minutes of board meetings and discussions with members demonstrated that the Board is highly effective in contributing to college governance, planning and review. The diverse and high level of expertise evident amongst board members is resulting in significant adding of value to school directions and operations. The terms of reference for the Board describe in general terms the role of the Board, whilst the DPA articulates the role more specifically. The Board should review its terms of reference to provide greater alignment with the functions as described in the DPA.

Leadership is stable, experienced and committed with roles clearly defined. The leadership team structure is well designed to match the needs of staff and students and includes coordinator positions for teaching and learning, student outcomes, VET and Enterprise, college operations and student services. Interviews with school staff indicated the positive influence of these leaders across all staff and programs. Numerous committees including finance, grounds, professional learning, information technology, workload, and Aboriginal Education provide ample opportunity for staff engagement in whole-of-college decision-making.

Staff tenure has been generally stable and experienced (90% are permanent) and focused on meeting the diverse needs of the student group. Interviews with teaching and non-teaching staff demonstrated their inclusive attitudes, understandings about whole-of-school planning and directions, acceptance of accountability for the outcomes of their work, and willingness to work in a team environment. Staff acknowledged the effectiveness of school leadership, and appreciated the professional ethos of the college. College leadership ensures adequate resource allocation to professional learning that specifically

relates to whole-college and student needs. Through the 'Sevenoaks College Quality Teaching Model', utilising the high-level expertise amongst staff, peer observation of teaching will commence later this year. Performance management processes include the use of the Australian Professional Standards for Teachers for staff self-reflection. Parents made numerous positive statements about the staff such as 'teachers going above and beyond', 'impressed with the focus on meeting the needs of individual children', 'very high level of nurturing for students', 'feelings of belonging, comfort and safety' and 'commitment by teachers to after-hours activities'.

The Principal indicated the high level of non-teaching staff retiring from the college in 2015 (40%), was mostly due to policy changes for cleaners and café staff, and was not an indicator of issues of concern.

The sustainability of good practice is enhanced through effective planning. The 2013–2017 Business Plan, together with operational plans for each program area, are developed through consultative processes and in consideration of the analysis of student performance information, university research and the analysis of the achievement of planned targets. A number of the targets in the Business Plan are operational in nature. The Leadership Team and College Board should consider, in the next planning cycle, clear differentiation between high-level business plan targets and operational targets that are generally more suitably located in operational plans.

Two recent audits have indicated satisfactory college performance; a Department of Education financial audit reported a finding of 'good', and a portfolio audit for Business and Information Technology was successfully completed (a requirement to continue to operate as an RTO).

The college has been active in establishing and maintaining community partnerships that benefit student programs and school planning. Examples include tertiary institutions (e.g., Curtin University, Edith Cowan University, Challenger Institute of Technology), RTOs, local businesses, Foodbank, Clontarf Football Foundation and Mission Australia. The 2015 ACARA School Opinion Surveys indicated a high level of satisfaction of parents and students with all aspects of college operations.

Effective leadership, capable and committed staff, well-established programs that focus on the specific needs of students, appropriate facilities, an effective Board and a high level of tertiary institution and community support, ensure the college is strongly placed to sustain and improve current good practice.

Conclusion

Sevenoaks Senior College is an important education provider in the Cannington and broader geographic area. Its particular focus on meeting the educational needs of students with vocational and training orientation and students who seek a 'second chance' caters for many students who might have difficulty enrolling in relevant courses in neighbouring schools. In this context, the current success rate in achieving university placements for students is admirable.

The young adult ethos is successfully contributing to the very positive learning environment at the college. Staff-student relationships are excellent and a high level of mutual respect is evident. Extensive university research regularly informs the college about the status of the learning environment, and responsiveness to this information is evident in college planning and operations.

Programs to specifically meet the diverse student needs are well designed, have sound operational plans, and are rigorously monitored and reported to ensure that the needs of every student are being met.

The college is benefiting from stability of planning and processes to monitor college performance. Over a number of planning cycles four purpose statements have been central to planning and monitoring, with relevant targets established to inform the extent of achievement of the purpose statements. Continuity of this process has elicited valuable longitudinal data to inform college self-assessment. The college staff continue to design strategies and plan targets to improve attendance levels.

Effective leadership, a positive college culture, high-level staff capacity and a supportive community will ensure the sustainability of current good practice and continue to elicit improvement strategies.

Commendations

The following areas are commended:

- the college culture which is characterised by critical self-assessment, evidence-based decision-making, positive staff-student relationships, mutual respect and trust, a focus on meeting the needs of every student and a high level of staff commitment
- the positive, inclusive and supportive learning environment
- the comprehensive planning, accountability requirements and quality of programs such as *Follow the Dream*, Canning Skills pathways and programs of the Trade Training Centre catering particularly for the vocational, training and personal and social needs of students
- successful outcomes including graduation being achieved for Aboriginal students through the Follow the Dream and the Clontarf Football Academy programs
- the quality and academic rigour of ATAR and non-ATAR pathways programs, such as Pathways to University, in supporting students to successfully gain offers of university entry
- the advocacy system that enables effective delivery of pastoral care
- the effective contribution of the Board to college development and improvement.

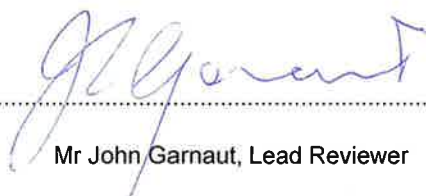
Areas for Improvement

The following areas for improvement are identified:

- the Board review its terms of reference to provide greater alignment with the functions prescribed in the DPA
- the Leadership Team and College Board consider, in the next planning cycle, clear differentiation between high-level Business Plan targets and operational targets
- review college planning and processes for a whole-of-college approach to literacy development
- include specific reference to the extent of achievement of Business Plan targets in the annual report.

Declaration


We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Sevenoaks Senior College as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Mr John Garnaut, Lead Reviewer

11 May 2016

Date



Mr Rod Nunn, Reviewer

10 May 2016

Date



Ms Barbara Browne, Reviewer

11 May 2016

Date



Mr Richard Strickland, Director General,
Department of Education Services

2/6/2016

Date

