



Government of Western Australia
Department of Education

Exmouth District High School

2017

Review Findings



Independent Public School Review

Disclaimer

This document reports the findings of the review of Exmouth District High 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:	Mr Ray Denholm
Board Chair:	Mr Peter Crommelin
School Address:	2 Carpenter Street, Exmouth WA 6707
Number of Students:	459
ICSEA¹	1014 (4)
Reviewers:	Ms Lyn Caudle (Lead) Mr Phil de Garis
Review Dates:	15 and 16 August 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
- 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)?

The review of Exmouth District High School requires detailed consideration of the history of the township, the school and the context within which the school leadership, teachers and support staff operate.

The school provides a Years K–12 education for students in a remote area of the State 547 km and 832 km respectively from Karratha and Geraldton. Most support service staff, including the school psychologist, travel the 363 km from Carnarvon. The school is part of the local Coral Coast school network which, while geographically remote, is working to improve their collaboration.

The school is in a town with a distinctive history, a strategic communications capacity and a world renowned marine park. While this unique environment helps to offset the difficulty of attracting staff to a remote location, the opportunity for professional interaction and moderation activity is restricted.

Findings

- The 2015–17 Business Plan was established by a leadership team that has largely moved on from the school. The recently appointed principal has revised the business plan in collaboration with the board and the school administration team. The revised business plan has been approved by the board and has some sound features, including four well-developed focus areas: success for all students; high quality teaching; high quality pastoral care and a distinctive school with strong partnerships. The business plan includes a very good introduction to the school with a vision for the establishment of an ethos and culture across the school. The concept of a distinctive school that takes full advantage of local learning opportunities is a sensible approach in a pristine, yet remote, location that has worldwide recognition of its marine environment.
- The format of the business plan lacks a systematic outline of what the school seeks in terms of student achievement, what strategies it will implement to achieve these goals and a clear set of measurable indicators to demonstrate the level of success. The current format consists of a focus area statement and a list of “We will” strategies followed by a set of targets based mainly around National Assessment Program – Literacy and Numeracy (NAPLAN), Western Australian Certificate of Education (WACE) and attendance data. The “We will” strategies are a mix of actions and statements at a variety of strategic and operational levels. Clearer and consistent relationships need to be established between the focus area statement and the list of actions and targets.

- The business plan should provide a strategic direction for the school that will enable reporting on progress to the school board and facilitate the board members' capacity to discuss the achievements during the period covered by the plan. Within the school itself the business plan must link directly to the school-wide operational plans in literacy, numeracy and the school's priority teaching areas, as well as driving classroom data analysis and planning. The current business plan has elements of these key requirements but work is needed to tie them all together into a strategic direction. The business plan does have vision and values statements incorporated into the business plan and these can be simplified to provide a clear connection to the school's strategic direction. The planning also needs to have links to the senior secondary students who are completing some of their studies through the School of Isolated and Distance Education (SIDE) as these students are an important part of the student leadership group and participate in many of the activities of the school. While some, or all, of their studies are through SIDE, there needs to be a statement on how the school is inclusive of this important cohort.
- High performance teams (HPTs) have been established across all learning phases providing a model of distributed leadership that develops valued opportunities for input to the strategic levels of planning.
- The school has a relatively high ICSEA (1039) which often indicates higher expectations of student achievement. The leadership group have recognised the deficiencies in student achievement and grade distribution across learning areas and have implemented strategies to address the situation.
- The business plan is available to the school community on the school's web site and hard copies are provided as required.

Areas of strength

- The awareness of the need and the intent to improve on the format and detail of the next business plan.
- The establishment of distributed leadership opportunities through HPTs.
- The teachers' awareness of the current business plan and their understanding of the planning concept and its importance to the structures of an IPS.

Areas for improvement

- Improve the 2018–20 Business Plan by ensuring a flow and connection between each focus area, identified goals, strategies, timelines and the targets for both academic and non-academic improvement. This should be underpinned by an aligned school values statement.
- Include specific, measurable, achievable, relevant and time limited targets towards which progress can be indicated by analysis of data in all focus areas of the 2018–20 Business Plan.
- Ensure the business plan is aligned with the school’s operational planning and the self-review cycle.

Teaching and Learning

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

Findings

- Student performance in NAPLAN has shown some improvement in various areas and the school is expecting that results in this year's testing will demonstrate the effectiveness of strategies implemented over the last year. The business plan targets to arrest the downward trends in Year 3 spelling and reading were met, as was Year 5 spelling, Year 7 writing and Year 9 numeracy. However, results in all other Year 9 testing decreased, as did Year 7 numeracy, grammar and punctuation and writing.
- Year 3 and Year 5 NAPLAN results showed improvement from 2015 to 2016. Compared with Western Australian public schools, higher progress and higher achievement in these years were attained in reading and grammar and punctuation. Year 5 to Year 7 results against Western Australian public schools showed higher progress and achievement in reading, writing, numeracy and spelling. Year 7 to Year 9 showed lower achievement compared to Western Australian public schools.
- Talk for Writing in primary and Seven Steps to Writing in secondary years have been introduced as a whole-school strategy to lift student performance as a result of examination of the data on testing performance. The Customised NAPLAN Analysis Platform program has been introduced to enable teachers to better analyse the data and implement differentiated improvement strategies. This is in the early uptake phase and the school plans to further embed its use.
- The model demonstrated in the early years team, of identification of literacy and numeracy issues with consistently implemented strategies, should provide longer-term progress in improving outcomes across the school. The school has literacy and numeracy whole-school plans which demonstrate an intent to improve consistency of approach through such strategies as a literacy block and common assessment tasks.
- Senior school results have shown some success, with close to 100% of students receiving a WACE in 2016. The majority of students are studying Australian Tertiary Admission Rank and General course components through SIDE. The school has a dedicated centre for students studying online, with an extra room established this year and teacher and education assistant support provided.

Some face-to-face teaching occurs and the school is moving to provide more of this teaching as the senior school population increases.

- The number of Vocational Education and Training certificates undertaken has increased from two in Year 11 and four in Year 12 for 2015, to five in Year 11 and six in Year 12 for 2017. Traineeships grew from two to four over the same time in retail, sport and recreation, early childhood studies and data and voice communications across Certificates II or III.
- The use of individual education plans (IEPs) is evident, including for academic extension, for students who require learning adjustments and for students with special needs. Students under the care of the Department of Communities have IEPs as required.
- There is an evident focus on 'aiming higher' as a means to raise student and family aspirations, student achievement and as a means to focus staff on the school's aim to raise academic performance. The school's vision statement incorporates an explicit statement to this effect and in the priority area of "success for all students" targets were set to "increase the percentage of students in the top 20% of NAPLAN and for all Year 12 students' achievement of WACE or transition to employment." There were mixed results of achievement in these target areas at the time of the review. The school's context means that many students seek further education or employment outside town and the school provides information and opportunities for students to explore these options.
- HPTs have been established as a means for teachers to work collaboratively to improve practice in both teaching strategies and use of data. Some improvement is evident in both engagement and support of teachers. Point of practice forms the basis of team decisions to focus on an area within the school's improvement agenda, using group discussion, self-reflection, classroom observation and feedback. Teachers reported favourably on this process and have engaged enthusiastically with the model.
- This structure has also given opportunities for development of teacher leadership. The model of distributed leadership has enabled teachers at all levels to share good practice and gain an understanding of improvement processes in the school. It is evident that goodwill is assisting participation but future sustainability will require the school to consider allocation of resources to support leaders in their roles.
- The introduction of Growth Coaching as a model to improve teacher practice and planning is in its early implementation. It is already showing signs of positive impact in the school and should contribute to sustainable ongoing improvement.

The school performance development processes incorporate both this model for self-reflection and goal setting, and the Australian Professional Standards for Teachers.

- The science curriculum is enhanced through maximising the benefit of the school's unique environment and the agencies involved. A science learning area scope and sequence, established in partnership with BHP and the Commonwealth Scientific and Industrial Research Organisation who are working together on the Ningaloo Outlook Project, and Ecocean's whale shark tagging, has provided students in Years K–10 with an engaging and practical involvement with the sciences. The development of a distinctive school through such programs is evident.

Areas of strength

- Post-school pathways are clearly identified and good links to community organisations enabling students to gain workplace learning, traineeships and employment opportunities.
- The use of partnerships and the unique school setting to enhance the delivery of science in the school.

Areas for improvement

- Continue to develop practices for both internal and external moderation as an ongoing necessity at all levels.
- Develop a scope and sequence plan for humanities and social sciences as a logical extension of the best-practice model already established in science, linking activities to the local context.
- Review the target from the last business plan which was to develop Years K–10 curriculum scope and sequence outlines utilising the local unique environment for the next plan, in line with the new Western Australian Curriculum and Assessment Outline implementation phases, to extend to other relevant learning areas.

Student Performance Monitoring

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

Findings

- The school has a comprehensive annual schedule for collection and review of performance data. Opportunities for staff analysis and review of NAPLAN and Online Literacy and Numeracy Assessment results are evident, as is a review of IEPs and common assessment tasks. Some discussion of senior school performance has taken place but a more systematic and rigorous analysis is required.
- The 2015–17 Business Plan targets for the end of 2017 were set using a range of measures including “all grade allocations...”, “survey results... increasing by 20%.” The reviewers found that some of these target measures were difficult to understand or measure and recommend adjustment of how targets are formulated. The publicly available annual report contains information and reporting on the analysis of surveys of parents, students and staff, non-academic and academic performance. While some targets are mentioned, there is no consistency in reporting on progress towards the business plan targets.
- The performance comparisons for NAPLAN results in the business plan targets are based on like-schools. As there is in the business plan an explicit outline of aspiration to high achievement, it would be appropriate for the next plan to compare performance to State or national levels. Designation of targets for increasing results, as in the community surveys, needs clarification, such as the percentage of responses in the top category.
- Staff self-assessment of progress in 2015–16 through the National School Improvement Tool indicates high progress in the areas of an improvement agenda, a culture promoting learning, an expert teaching team and school community partnerships. The judgement of medium progress for differentiated learning, targeting resources and analysis and discussion of data has led to a stated intention for inclusion of these areas in the next business plan. The reviewers endorse these conclusions for improvement planning.
- The early years National Quality Standard requirements are reviewed and the staff have judged they are meeting the standards in children's health and safety and staffing arrangements. Their judgement of partial attainment in collaborative partnerships with families and communities is impacted by the level of agencies available in this isolated environment. The staff are actively engaged in the

Exmouth Early Years Network and the Better Beginnings program. Plans for a nature play area are well under way and should enhance the Years K–2 experience. The enthusiasm and professionalism of the team is evident and should ensure further progress is made.

- The inclusion of student performance data review and analysis by HPTs as part of their regular activity has enhanced staff understandings and ability to implement commonly agreed strategies for improvement. The health and physical education team have undertaken a point of practice activity to improve their feedback to students.

Areas for improvement

- Include in the annual report more specific comments on progress against the targets and priority areas of the business plan.
- Align the school's focus on high expectations with comparisons of school performance to State and/or national levels rather than like-schools. Clarification of specific detail in the performance targets will better facilitate evaluation of improvement.
- Include broader reporting on senior school student performance in the annual report.

Program Delivery

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

Findings

- The unique environment of the school has provided challenges for the delivery of adequate means to address the needs of all students. Distance from support services and professional isolation are managed by the school and its community. The provision of professional learning has become a major factor in budget allocations and the school has made commitments to ensure the need to enhance knowledge and skills of teaching staff is addressed. The principal has made efforts to ensure professional networks are used for all staff where available and they are exploring further possibilities for links with other schools to help with moderation and teacher expertise. The use of SIDE programs has significantly enhanced the learning of senior school students, as has the development of strong business, further education and industry links.
- The school has a safe and orderly environment. Students reported they feel safe, enjoy being at school and like the programs available. The school grounds are well-presented and classrooms are visually stimulating.
- Aquatic environment activities are well-planned and run with appropriate expertise. The school's excursion processes conform to the Department of Education best-practice models.
- Student attendance rates are below what the staff would like and improving this area has been a priority for the pastoral care staff and includes the employment of an attendance officer to support students at risk and their families. Environmental factors such as distance to travel for medical appointments impact on attendance, which is beyond the school's control. In an effort to counteract local culture, the staff have also been emphasising to families that the common practice of taking holidays midterm is of detriment to their children's learning.
- Recognition of the level of support needed to sustain the health and wellbeing programs has resulted in plans for increased school psychologist time and more professional learning for staff in implementing the KidsMatter Primary and MindMatters frameworks.
- Awareness of the need for succession planning is evident in enabling leadership opportunities and sharing of practices in teams. Further documentation in the

workforce plan will help both clarification of process and enabling strategic recruitment decisions.

Area of strength

- Strong partnerships have been fostered and developed to support student learning, especially in the science program, early years learning and in post-school pathways to employment, further education and training.

Areas for improvement

- Develop consistent program and operational plans with clear links to resourcing and the business plan.
- Outline strategies for sustainability of programs through workforce planning processes.

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 administration team has recognised the need to review its progress and has implemented the National School Improvement Tool to inform this process. The staff have recognised the need for a systematic self-review cycle to inform evidence-based decision-making in relation to the planning and resource allocation across the school and in individual classrooms. The focus of the process has been captured through the “What Works Well/Even Better If...” approach. The school-wide self-review cycle can be expanded to include a range of alternative testing and the establishment of a data tracking system to capture much of the good work developing through the established HPT approach.
- The school receives funding through the Student-centred funding model (SCFM) for the secondary students who are enrolled with SIDE. The reviewers could see that these funds have been directed to the needs of these students with an established learning area and a recently added SIDE room with updated information and communications technology. The students are fully supervised and have access to additional courses and activities to extend their SIDE curriculum and encourage social development.
- The school has a workforce plan in place; however, it does not fully address the needs of the school in the current format. Given the context and location of the school, goals for changing the staff profiles in experience, age and gender, while important, are overshadowed by the need to attract appropriate staff to support the school’s improvement planning goals. The workforce plan needs a focus on how the school uses the flexibility of the salaries budget and local selection process to address the educational goals and targets of the school. The workforce plan would be improved by identifying the resourcing for the current administration, teaching and non-teaching allocations, any additional duties other than teaching time provided to teaching staff, the planned increase in school psychologist time, and the appointment of an attendance officer. The basis for decision-making in the use of these resources should be clear and the impact on student learning evaluated. The budget to enable the implementation of workforce planning needs to go through the normal approval processes in the school.
- The school has a finance committee and the annual budget is approved by the school board. The SCFM provides identified funding to address areas of student

disadvantage, targeted initiatives and school characteristics, including distance. The finance committee and the board need to be fully aware of the way these funds are distributed to address the specific areas of social disadvantage or school characteristics for which they are provided.

- Ensuring that the workforce planning and the use of the SCFM is clear and well-understood will give confidence to the sustainability of the school's resourcing and support processes.

Areas of strength

- The school has a confident and competent manager corporate services and has implemented processes to ensure succession planning for this important position in relation to school resourcing.
- The school has negotiated sound sponsorship agreements to support the planned focus on using the local environment to create a distinctive school learning program.

Areas for improvement

- Identify in the workforce plan how the human resources provided through SCFM are applied and monitored to achieve the goals of the school's improvement planning.
- Include in the finance committee, members who have the knowledge and ability to ensure that funding provided for student and school characteristics effectively addresses specific areas of disadvantage.

School Board

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

Findings

- The school board membership seeks to be compliant with the requirements of the DPA. The skill set that each member brings to the board collectively contributes to provide a basis for governance of the school. The community and parent members interviewed by the reviewers demonstrated an evolving understanding of their roles and responsibilities. The chair is keen for the board to function well and meet all expectations, particularly in setting a strategic direction for the school. The membership of the board is restricted by size with seven members including the school principal as an ex officio (non-voting) member. An increase in the membership would enable the board to operate more efficiently with an expanded skill set and growth of the parent and community representation. The observations below are highlighted from the evidence provided to the reviewers and are outlined to assist a very committed board to address the requirements of the DPA more effectively.
- The evidence provided did not make clear how the board membership has been established and how leadership, induction and succession planning are implemented. The minutes indicated that there were occasions when the chair was absent and the principal chaired meetings and one case where acceptance of the budget report was moved by the principal and seconded by a staff representative. While a set of protocols currently gives some direction to members and discussion with the reviewers indicated that processes have been followed, this was not reflected in the board minutes provided. Many IPS schools have developed a constitution (or similar document) to cover all the membership, roles, responsibilities and operational details for the board. Additionally, a code of conduct for board members is a common document that has been developed and endorsed by school boards.
- The board has found it difficult to access suitable training for its members and the isolation of the school restricts opportunities for the chair to share and learn from other entities. Access to the online training modules will be explored by the board.
- While the board has enthusiastically endeavoured to fulfil all the functions required of it in line with the DPA, some components have not been completed with the rigour that would be expected of a fully compliant board. Minutes of meetings held from 2015 to 2017 include reference to the board being engaged in the endorsement of the DPA, endorsement of the budget and business plan,

sighting the annual report prior to publication, receiving updates in relation to student performance and attendance, fiscal updates and the conduct of surveys to determine the level of satisfaction of parents, students and staff. Detailed analysis of the student data has not been a strong feature of the board's activities in the first three years. With the use of data improving across the school recently, there is scope for training to take place for the board members to develop a stronger understanding of school performance data as it relates to meeting the requirements of the DPA and in achieving the targets of the business plan. There is compelling evidence for the board to complete the development of an induction package for new members and for the chair or school principal to conduct one-on-one induction.

- The board does not appear to have met the requirement to approve the school development days over the past three years and the annual report is not compliant with the requirements of the DPA, as it does not provide specific information regarding the progress towards the targets of the business plan.
- The board has been involved at a superficial level in the interrogation of data to determine the progress towards targets of the business plan, identification of areas of strength and weakness and strategically planning to address issues arising. The annual cycle of self-review is very school-based with the board receiving analysed data and conclusions. The chair expressed that respect and trust is held for the principal and deputy principals who are the main conduits of information to the board. The board members interviewed indicated a commitment to become much more involved in the business planning and associated cycle of self-review, with the development of the new 2018–20 Business Plan expected to be a collaborative process involving school staff and the board.
- The board has received and endorsed the annual budget for the school. It receives regular updates on expenditure; however, there does not appear to be detailed discussion, although questioning has been encouraged. Specific budget area expenditure variations could be more closely interrogated. The expenditure of the staffing allocation and decisions related to workforce planning structures to achieve the improvement targets of the school are an important strategic issue for discussion in relation to the budget. While there has been minuted discussion in relation to the deputy principal positions, this has not been a regular part of the discussion at board level. The SCFM model provides identified funding to address areas of student disadvantage, targeted initiatives and school characteristics. The board needs to be fully aware of the way these funds are allocated to address the specific areas of disadvantage for which they are provided. The school's allocations to the reserve accounts have been increased substantially in recent years without any minuted discussion on this or the expectation of 96% expenditure of the budget in any year.

- The board has a presence on the school's website that would be enhanced by information about its purpose and a brief profile of the membership. The board has a presence at special occasion assemblies. The chair agreed the profile of the board could be improved by including information in school-based communications such as the annual report and through use of the online and print communications with parents and the wider community.
- To this point the board has not conducted a formal review of its own performance or the capacity of the current breadth of membership and skill set to undertake the tasks it has committed to in the DPA. The reviewers discussed with the chair how to introduce this practice and how to use the results to improve board performance.
- The board is enthusiastic, willing and keen to grow its capabilities. The chair, immediate past chair and representatives interviewed as part of the review process all indicated they had been enlightened as to what is required of an effective board and look forward to meeting the challenges ahead. The reviewers' confidence in the growth and sustainability of the school board was enhanced through this discussion with the current members and a detailed and strategically aware statement provided by the board chair.

Areas of strength

- The board's current and immediate past chair have demonstrated a strong commitment to the school and a keen interest in ensuring that they overcome the impact of their isolation and meet the expectations of a school board as outlined in the DPA.
- The board's resolve to increase their involvement in the strategic planning for the school and to review their own structures and processes to better meet the requirements of the DPA.

Areas for improvement

- Complete the development of a set of documentation for the board to clarify its role and operations including a constitution (or similar) document, a code of conduct, a board member training plan and an induction package for new members.
- Review the board's current membership and succession planning to ensure it has the capacity and skill set to undertake the expectations of an IPS board. This should include the ability to appoint a community or parent member as deputy chair.

Exmouth District High School

- Ensure members become more closely immersed in the process of the annual cycle of self-review, to more effectively meet the board's roles and responsibilities with a schedule for review of student performance. Additionally, the DPA and business plan should be regular items for the board agenda.
- Engage in regular updates and discussion on the school finances, expenditure, workforce planning and reserve allocations at board meetings.
- Improve the board's oversight of the annual report to ensure it is compliant and approve school development days as required.
- Consider communication strategies to better inform the school community and parents of student progress and achievement towards the business plan targets and in addition make public information about its own functions and activities.
- Review the board's own performance and act upon the findings.

Conclusion

As a Years K–12 campus, the effective organisation of the school for the wide range of ages, abilities and interests of students has complexities which are well-managed and delivered. Both teaching and support staff appear caring and enthusiastic about their students and the school, and parents indicated they felt their children were well-supported.

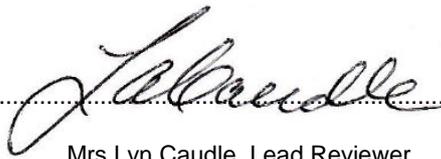
The school's vision is "We stand together to challenge students to aim higher than their personal best, to make connections between their learning and the wider world and to use creativity to develop innovative solutions. We strive to cultivate quality teaching and learning so students become independent and lifelong learners." It is evident that the school is focused on raising the aspirations of its students. The staff are in a developmental phase of improving their instructional practices in team environments and it is evident they are enthusiastic about working together to this end. Their science program is a best-practice model of both working with other agencies and making the most of the school's unique environment in a world heritage area.

There are processes in place for the collection and analysis of student performance data. With ongoing refinements and targeting areas for improvement, the school is on track to develop a thorough basis for sustaining its management of improved student learning. The reviewers have confidence that work begun on enhancing the board's composition and ability to understand and contribute to this improvement process will enable that body to be of greater benefit to the school and its community.

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 Exmouth District High School, true and correct.

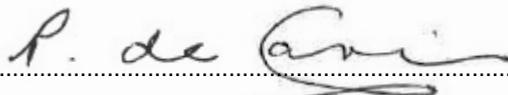
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mrs Lyn Caudle, Lead Reviewer

23 October 2017

Date



Mr Phil de Garis, Reviewer

24 October 2017

Date



Mr Ken Perris, Director,
Independent Public School Review

26 October 2017

Date