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 Education and the Minister for Education.

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School and Review Details

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Mr Leigh Cottrill</th>
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<tr>
<td>Board Chair:</td>
<td>Mr Bryan Hughes</td>
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<tr>
<td>School Location:</td>
<td>Banksia Street Tuart Hill 6060</td>
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<tr>
<td>School Classification:</td>
<td>Senior College, Class 6</td>
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<tr>
<td>Number of Students:</td>
<td>414 (plus 2324 in additional courses)</td>
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<tr>
<td>Reviewers:</td>
<td>Ms Margaret Banks (Lead)</td>
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<td></td>
<td>Mr Ross Sweeney</td>
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<tr>
<td>Review Dates:</td>
<td>3 and 4 August 2015</td>
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Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General 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?

Tuart College was established in 1982 as a Senior College and became an Independent Public School in 2013. The purpose of the college is to provide an education pathway for adults to university, training or employment. The focus is on providing a learning environment to support adults returning to education.

The college is located in Tuart Hill with facilities designed to meet the distinctive needs of adults. Grounds, gardens and buildings are most attractive and very well maintained. The physical environment creates an atmosphere of reflectiveness and quiet. The large library caters for a range of student needs including study spaces to suit different learning styles. It is staffed to provide extensive technical, on line, curriculum and study support.

The recreation hall and sports grounds are places for relaxation and support from the Youth Officer. The college provides laptop computers on personal loan to students. The entire college is networked with Wi-Fi access including the grounds and cafeteria.

Over the past few years, the college has shown its capability and flexibility in adapting to changes to global, local and policy contexts resulting in significant variations to the student enrolments. The college has responded to these changes through planning, adjusting the scope of courses offered and development of open learning programs.

Students are from widely different educational, social, cultural and economic backgrounds. Most reside in the local area of the northern suburbs. The college is not assigned an Index of Community Socio-Educational Advantage (ICSEA). Ages range from over 16 to above 55 years. A careful selection process for the compulsory aged students (6%) ensures their academic and social needs can be well served by the college. More than half the students (58%) are in the 18 to 24 years age bracket. Across the college, students vary in their requirements for support due to mental health, financial and personal situations. The college has a strong emphasis on making access and success possible for adults who wish to pursue their education. Student services, flexible administrative arrangements and dedicated staff enable students to manage their difficulties and persist with their courses.
Tuart College offers seven educational programs:

- WA Certificate of Education (WACE) Year 11 ATAR Stage 1 and 2 units, Year 12 Stage 3 courses
- Certificate IV in Academic Preparation Studies (APS)
- Certificates I, II or III in General Education for Adults (CGEA)
- Certificate II in Business or Certificate II Digital Media and Technology
- English as a second language
- Curtin Enabling
- Short courses.

Study programs are generally delivered on campus during the day and evenings. Opportunities are continually expanding with some programs and courses being offered online through the Virtual Campus (Tuart on-line).

The Curtin Enabling Program offered at Tuart College is the result of a partnership with Curtin University, giving students opportunities to participate in bridging programs for entry to the university's science, health and engineering courses. The college also engages in the provision of professional learning for Department of Education staff through the short and tailored courses. Negotiations continue for the college to provide teacher training to assist in areas of shortages.

Enrolment in 2015 included 603 Year 11 and 12 students; 23 international students, 64 students participating in the Curtin Enabling course, approximately 2200 part-time students in casual part-time courses and 45 external school-aged students. Attendance and retention rates for adult students are variable due to their work and family commitments, finances and health issues. The college deploys a range of processes to follow up on absences with the aim of keeping the students engaged in their learning pathways.

The college operates with nine administrative staff including the Principal, Vice Principal, two deputy principals, five heads of learning areas, 110 teachers (full and part-time) and 18 support staff. A number of committees support the operation and leadership of the college. During interviews with support staff, observations of reviewers, and from evidence provided by other staff and students, reviewers affirm the college view that support staff work with dedication and conduct their duties to high standards. Due to the recent changes in student enrolments and consequentially resources, some staff
have been redeployed and for others adjustments made to organisational structures and to long-standing duties and responsibilities. There is a very low level of staff turn-over.

The Tuart College Board is well established with highly skilled community, past student and college members bringing consistency to and engagement in the governance of the school. The Board, chaired by a community member, takes an active role in the college’s monitoring, reviewing, evaluating and planning processes. While fully functioning as a Board, it is recommended the word Advisory no longer be used in its title.
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?*

Throughout the review process, Tuart College demonstrated effective cyclical processes aimed at providing high-quality learning programs tailored to the needs of its students. The processes include analysis of the previous year’s WACE and college results (SAIS, TISC, SCASA data and marks books), staff assessment of the potential of the intake of new students, regular review of the performance of each student, student and staff surveys, review of programs, policies as well as enrolment and attendance data.

The Business Plan 2013–2015 clearly sets the vision, context, values, planning, self-review, the school improvement and accountability framework, achievement targets and priorities. The Plan also includes the Workforce Plan.

As a result of each annual school review cycle, minor modifications and additions have been made to ensure currency and responsiveness to the analysis of data and changing students’ profiles. The current Business Plan is for 2015–2017.

The self-assessment process was clearly documented in the Business Plan with the schedule of activities, monitoring tools (data and surveys), areas of responsibility clearly defined for each priority.

Comprehensive Annual Reports align with the priorities of the Business Plan and track the college progress against the targets, assessment of the strategies, strengths and areas for improvement. These reports demonstrate the broad extent of the college’s collection and analysis of student performance data, enrolment and retention rates by programs, student and staff survey results and financial reports. Summary versions of the Annual Reports are published for broader distribution. It is suggested this version include endorsement of the Board Chair as well as the Principal.

The Leadership Team plays a significant role in leading the self-review cycle. The Leadership Team is commended for the collaborative and respectful manner of planning and operating to ensure clarity of purpose and policies and processes are consistent and embedded. The learning area plans reflect the targets and priorities of the Business Plan with details of how these will be implemented in the classroom. Interviews with staff verified the analysis of the
data sets is conducted in a comprehensive way across the college for the four key areas of program delivery at the college: WACE; Vocational Education and Training (VET) Certificates; e-Teaching and e-Learning; and new programs and courses.

Responsibilities for the self-review are clearly articulated and conducted at key points, such as weeks three and seven of the four terms. Collection of data is of dual purpose providing information on each student to allow a basis for regular counselling (for adjustments to their study programs and support services) as well as whole-school monitoring of the priorities.

For WACE and VET students, data includes results from previous year, staff assessments and review of student performance at critical points of the academic year and data from student counselling and surveys. Whole-school data analysis is conducted in a timely way and at key points to monitor progress and support the improvement of school performance.

The Board receives regular reports of the data and analysis for consideration and endorsement. Members of the Board affirmed the high quality of the data and depth of analysis provided by the Leadership Team. The openness of discussion on issues and culture of improvement and care for each student was also identified by the Board as central to their operation.

The Leadership Team has implemented a thorough, well-developed self-review process throughout the college. Evidence was provided of deep understandings and commitment to the planning and review processes and the ongoing search for data and recalibration of targets and strategies in successive plans. Exemplary practices ensured the college met its targets and was responsive to the annual changes of the student clientele. The focus is on maximum improvements and achievement for each individual student.
School Performance—Student Learning

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

Tuart College provides an opportunity for people to re-engage in formal learning within a supportive educational setting. These are 'second chance' students, who for a wide range of reasons and circumstance, have not sufficiently completed secondary education in the past to gain entry to training/university or to new avenues of employment. A purpose statement within the vision of Tuart College states 'to provide a range of programs to meet student and community needs'. For this overarching outcome, the 2014–2016 Business Plan established a target that 90% of students, in a mid-term survey, indicate that they expect to meet their personal goals. The survey has been conducted for three years from 2012 to 2014 and in each case the college met the target.

The college’s Business Plan drives the improvement of student outcomes through the establishment of three priorities in line with the overall commitment to develop professional excellence in teaching and learning. The priorities are 'Maximising Student Achievement', 'e-Teaching and e-Learning' and 'New Programs and Courses'. In the 2014–2016 iteration of the Business Plan, 10 target areas are established covering the three priorities. Although the college is mindful that global target setting in advance needs to be kept in the context of a highly variable student intake context, it uses targets as points of reference to review student performance. These targets are set in learning area plans; however, many teachers spend time assessing the individual capacity of each student in order to develop class-based targets or expectations. On-entry tests are used sparingly to avoid student alienation and withdrawal.

The college has developed a range of bridging courses or 're-entry points' to suit the individual needs of students. The curriculum is personalised to suit each individual's goals. Key considerations are clear goal-setting, early engagement of the learner, challenge by choice and ongoing positive reinforcement. The scope of the curriculum is essentially senior secondary schooling and ranges from Certificate of General Education (CGE) courses, the Certificate IV in Academic Preparation Studies Program (APS), WACE courses, VET Certificate II courses through to a comprehensive set of college-developed short courses.
Approximately 50% of students are enrolled in university-bound courses, 40% enrolled in VET courses while the remainder seek personal development outcomes.

Short courses of one term's duration are delivered according to demand. They provide opportunities for personal development and/or preparation before commencing the more formal programs at the college. The reviewers commend the college on the breadth and depth of its curriculum offering and its ongoing research to develop new courses to meet the needs of the general public.

The college deems each student's literacy as a critical determinant in achieving successful learning outcomes. Under the priority 'Maximising Student Achievement' five of the seven targets relate to achievement in literacy. On-entry counselling is used to assess student capacity before placement into one of many entry levels of language skill. College-wide literacy programs are embedded in all learning area plans. For WACE courses, two targets are set. The first relates to students who gain English competency at the same time as achieving an Australian Tertiary Academic Rank (ATAR) in excess of 70. The second relates to achieving at least a pass grade in any WACE literacy course (English, literature or English as an alternative language or dialect [EAL/D]). The Business Plan target of at least 60% was met in both cases in 2014.

The two literacy targets for students seeking entry to university through the Western Australian Universities Foundation Program (WAUFP) relate to passing the compulsory unit: English Language and Australian Cultural Studies (ELACS). The college set a target of 70% of WAUFP students to pass ELACS in 2014 and this target was met. The other target relates to achieving success in three subjects and passing ELACS (the end-of-program requirement for university entry). This target was also met in 2014.

In CGEA courses, the college established the target of improving the percentage of students who reach the literacy and numeracy targets with each Certificate level I, II or III. These targets were not met in 2014 as the numbers and percentages of students meeting the literacy standard have declined in three successive years, whilst student performance against the numeracy targets has remained the same.
In the APS program, the college’s target of increasing the number of students who meet core unit (communication and study skills) requirements has been met, although improvements are small.

In WACE courses, the Business Plan sets an ATAR target of 70. Students can earn an ATAR by direct application to the Tertiary Institutions Service Centre (TISC) after completion of the university bridging course (WAUF) or by earning an ATAR by completing WACE courses of study. The mean ATAR score for the former in 2014 was 76.8 and the latter 69.2 delivering a weighted average (72.0) which met the target of 70.

The final two targets in the priority ‘Maximising Student Achievement’ relate to improving the retention rate from one semester to another and maintaining the short course scope and enrolments. The target for retention rate (60%) from one semester to another was not met in 2014. Data is now sourced from aggregates on the Department of Education’s Student Information System rather than on an individual basis; and for 2014 shows a retention rate of 52%. The staff are investigating whether this data source accurately measures the retention rate whilst also reviewing the feasibility of the target. The scope of short courses was maintained; however, enrolments fell by 12% from 2013.

The remaining two priorities ‘e-Teaching and e-Learning’ and ‘New Programs and Courses’ have targets expressed in terms of milestones rather than student performance outcomes. In the former, 2014 saw further development of the College Virtual Campus and an increased number of online courses were offered, whilst the latter saw the implementation of new Certificate II programs in Business and Computing.

At Tuart College, each learner is valued as an independent adult and their personal success within their learning program is the key outcome sought. The college is aware that the personal circumstances of many students during a program of study can alter so that end-of-course outcomes are often unreliable measures of individual or course success. The staff are committed to developing more accurate measures of an individual’s educational attainment of personal goals. An example of the staff’s commitment to improve points of reference is the recent agreement with Canning College to benchmark student performance statistics. Although mindful of significant differences in demographics, Tuart College staff undertake informal comparative analyses as part of the annual self-review.
To improve the consistency and public credibility of the class marks contributing to WACE scores the college set the target that in 60% of courses the final class mark would not be changed by more than 5% by SCSA moderation processes. The target of 60% was exceeded in 2014 with a figure of 69% from a commencement value of 53% in 2012.

The reviewers confirm the improvements in student learning as documented in the college’s 2014 Annual Report and commend the college on its embedded information systems tracking student and staff outcomes. This enables the college to respond quickly to changes in community needs and enrolment patterns through refining the Business Plan each year. Although the priority areas have remained the same through the three iterations of the Business Plan since IPS inception, significant refinement of targets and clarification of strategies takes place each year.
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?*

The culture of the college is described by students and staff as akin to a ‘family’ where everyone is known on a first name basis and relationships are characterised by friendly greetings and positive encouragement for learning. Due to the diversity of backgrounds and needs, the college has a long established student-centred pedagogy. The individual nurturing of students is demonstrated by counselling at enrolment, delivering course content in a variety of modes, varying the pedagogy to suit learner needs and offering ongoing courses/counselling in study skills and exam preparation. The college is focused on the ‘right here, right now’ needs of the student and the gradual development of confidence and security. Where unforeseen events disrupt a student’s participation and force withdrawal, the college is quick to point out that the door is always open for re-entry. The reviewers commend the college on the successful establishment of an authentic adult learning culture characterised by multi-cultural awareness, each individual’s learning goals and mutual respect.

Student services staff are highly motivated to ensure each student successfully engages in learning. Staff are aligned to supervise the engagement of particular groups of students. Students are screened at enrolment and those at educational risk are monitored and counselled at least three times each semester by the respective program counsellor. The college assesses student satisfaction with the range of support services provided though a student survey. Results from the 2014 survey reveal that 94% believe that support services are at least adequate, while 76% rate them as very good to excellent.

The college prides itself on the accessibility of its learning programs. There is a commitment to remove as many barriers as possible that prevent students from commencing and completing courses. The college has partnerships with community service groups to fund students in financial need. On enrolment, students are lent a laptop computer for their personal use for the duration of their program of study, enabling students to access online programs from home or via the extensive Wi-Fi network whilst on campus.
The college offers study skills and examination preparation courses, one-on-one tutorial support and an ICT help desk through extended opening times to enable student access.

The reviewers commend the college on achieving the provision of ‘open door’ accessibility for potential students by removing or ameliorating barriers of finance, class times, pre-requisites or language difficulty.

Concerns raised in the student survey relate to the value and variety of food at the café and the availability of lockers to store personal items. The café, although outsourced by agreement with the college, has been made aware of student concerns and is actively seeking to redress them. Security concerns mitigate against lockers for all students but the issue remains under investigation by college administration.

The culture of the college is exemplified by the teaching and support staff. They are characterised by long service with the Department of Education, long service at the college, subject mastery and strong loyalty to the college. The reviewers noted that these elements were deeply valued by the students, whose previous experiences in schools were mostly unsuccessful.

Results from a staff survey conducted in December 2014 show that almost all respondents believe that the college is safe and secure, and that students enjoy being at the college. Staff believe that students receive help from teachers when they experience difficulty learning and that their colleagues are professional, committed and enthusiastic. These perceptions concur with the satisfaction ratings in the student survey. Staff described the learning environment to the reviewers as ‘like home’, ‘bright and open’, ‘unique and intimate’, ‘feel valued’ and ‘priority is students’.

Concerns raised by staff in the survey relate to effective internal communications and input from parents. Subsequent analysis by the college revealed that concerns were centred on the perceived lack of understanding of the high workload of teachers by the administration. The concern about parental input related to processes for communication with parents of compulsory aged students. Subsequently, these concerns have been resolved, as ascertained by another survey in 2015, through open discussion in a variety of staff meetings at the college.
The Board also recognises the importance of input from parents of compulsory aged students. At the time of the review, these parents were not represented on the Board despite its best efforts. Awareness of this and the adult learning culture of the college is recognised by the Board by accepting past and present student representatives as members.

The college has established a welcoming environment. Extensive work has been done to achieve attractive garden settings with conversation/reflection nooks. The café has the ambience of a university refectory, encouraging communal dining for students and staff. Also, a drop-in sports centre operates daily, providing casual or competitive physical recreation opportunities which have led to the development of sporting teams participating in interschool competitions. Information is shared through posters and handbills distributed widely in the café and sports centre. Also, the college’s Facebook site (accessible through the computer network) engages students through invitations to ancillary learning support programs and notifications of upcoming social events.

In seeking to improve student access to its programs and seeking to develop a variety of pedagogies for adult learners, Tuart College continues to develop ‘open learning’ courses available through flexible online offerings. This development is in line with a 2012 Department of Education directive towards ‘providing on-line learning for post-compulsory students’. It is a clear priority in the Business Plan and has been broadened to enhance technology assisted teaching and learning across all classes. Substantial development work has been undertaken since then, which has led to the creation of significant online resources such as syllabus outlines, assessment rubrics and individual lesson plans through the use of Moodle software. Students who enrol in online courses can participate in virtual classes through the use of SABA software.

Tuart College has built extensive partnerships and networks to enhance support services for its students, articulate with further education opportunities at training or university level, create workplace opportunities and professional learning opportunities for staff. Two examples of key partnerships to assist in learning outcomes for students are the collaborative ESL program at Tuart Hill Primary School and the Soroptimist Association of WA. At Tuart Hill Primary School, teachers from Tuart College deliver English literacy lessons to recently arrived parents with a language background other than English to encourage the use of English language in the home environment.
Tuart College

The Soroptimists remove the financial barrier for needy students by donating funds to enable students to enrol and commence study. In Semester 1, 2014 eight students were financially assisted through the college's partnership with Soroptimists International.

Key partnerships connecting students to opportunities in further education exist with Curtin University and West Coast Institute. Curtin University funds the university enabling program at Tuart College and the West Coast Institute, through board membership, offers consultation on VET programs and connection to training courses. Tuart College teachers can access professional learning through the college's membership of the West Coast Curriculum Collaborative which includes the Warwick, Balcatta, Greenwood and Wanneroo Senior High Schools.
School Performance—Sustainability

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

Interviews with members of the Board verified Tuart College is well placed for a sustainable future. The clarity of the vision held across the college to support adult students as individuals and assist them to achieve their potential is embedded in the culture, processes and procedures. Given a 33-year history as a senior college, during which time greater autonomy of the college was enabled, an effective Board has been operating and good governance practiced. With an impressive and diverse membership, the Board engages with agendas on key issues of college performance, planning, future developments, the budget and marketing.

Each semester and year, the cohort of students enrolled at the college changes with the exception of some Year 11 and part-time students. The complexity of enrolments and difficulties of working with new students is well managed. Fluctuations in student numbers have been the result of changes to external factors beyond the control of the college; however, the capacity of the college to adapt to change has been demonstrated. It is anticipated overall enrolments will remain stable with variation to the programs to respond to and accommodate changes.

College planning is a dynamic process taking account of the outcomes of the self-review process, changing contexts and the evolving directions for the college. Targets are set to improve the performance and outcomes for students and are clearly monitored and reported upon.

The college is responding to new opportunities to support students through provision of new programs and development of online e-Teaching and e-Learning. The online learning platforms are developed, staff trained and courses prepared and delivered. Short courses continue to attract large numbers of people for work skills and personal development. Future plans are in place to provide professional development courses for the Department of Education to skill teachers in requirements for senior secondary courses.

The college Workforce Plan effectively addresses sustainability of staffing through consideration of demographics, retirements, recruitment, profiling and budgets. Reviewers received consistent feedback from all interviews on the dedication, commitment and extensive experience of staff. Reviewers
commend the leadership and staff on their professionalism, integrity and commitment to individual students' needs and their academic progress. The embedded culture of care, support and high academic standards will contribute to continuity throughout any future changes.

Tuart College holds a particular market niche in the education market providing education and engagement choices especially for young adults. Feedback from students and parents confirmed the programs to be rigorous, flexible and supportive of their needs. The college staff can tell stories of the positive life-changing experiences of many of their students resulting from the care, support and actions of all staff at the college. It is in the interests of the community such opportunities are sustained and Tuart College is well placed to continue in this role.
Conclusion

The purpose of Tuart College is clearly set with programs, student services, facilities and staff aligned to ensuring the best outcomes for students. In catering for students over the age of 16 the college provides opportunities, choices and customised support for adults returning to and engaging with their education.

The implementation of the Business Plan has included the application of whole-college strategies resulting in improvements in student learning and attainment, expansion and enhancement of programs and the creation of new opportunities to learn online. The targets of the Business Plan and requirements of the Annual Report have been met.

Student services, pastoral care and academic processes support student well-being and academic aspirations are embedded and enacted across the college.

The college's engagement with community and industry has facilitated the establishment of unique and beneficial partnerships.

Planning through the Business Plan and operational plans is comprehensive and noteworthy, supporting the college's meeting of its accountabilities against the DPA.
Commendations

*The following areas are commended:*

- the Leadership Team's collaborative and respectful manner of planning and operating to ensure clarity of purpose, policies and processes, which are consistent and embedded
- the breadth and depth of the college's curriculum offering and the ongoing research to develop new courses to meet student needs
- the embedded information systems tracking student and staff outcomes
- the successful establishment of an authentic adult learning culture characterised by multi-cultural awareness, each individual's learning goals and mutual respect
- the provision of 'open door' accessibility for potential students by removing or ameliorating barriers of finance, class times, pre-requisites or language difficulty
- the Leadership Team and staff on their professionalism, integrity and commitment to individual students' needs and their academic progress.
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 Tuart 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.

Ms Margaret Banks, Lead Reviewer

14 September 2015

Date

Mr Ross Sweeney, Reviewer

14 September 2015

Date

Mr Richard Strickland, Director General,
Department of Education Services

22/9/15

Date