Kinross College

2014

Independent Review Findings
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 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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Kinross College

School and Review Details

Principal: Mr Lloyd Page
Board Chair: Mr Sean Dowley
School Location: Falkland Way, Kinross WA
School Classification: DHS Class 6A
Number of Students: 881
Reviewer: Mr John Iacomella (Lead) and Mr Ross Sweeney
Review Dates: 17, 23 and 24 October 2014

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 wellbeing
- 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 which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided 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.

Department of Education Services reviewers met with the Principal and the Board Chair on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with 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?*

Kinross College is located in the north-west corridor 32 km from central Perth. It opened in 2002 as a Year 6–10 school. Kinross Primary School is located nearby and caters for Years K–5. Students graduating from Kinross College on completion of Year 10 generally complete their secondary education at Mindarie Secondary College 7 km north-west of the college.

Kinross College was designed as an open-area school. The college adopted the “Middle Schooling” philosophy with four sub-schools. Students were organised into Year 6/7 and Year 8/9 learning communities with a Year 10 senior group.

In 2009, the college was restructured into a more traditional setting. The Year 6 and 7 students formed discrete primary school classes with their own teachers as in a typical primary school. The Year 8–10 students were structured in typical secondary school classes based around subject faculty areas. Each faculty area was led by a head of department or learning area coordinator.

The college underwent a rebuilding program as part of the restructure. The open-area classrooms have been partially closed to enable each class to have its own discrete teaching area. All teaching areas are well resourced with smartboards or projectors in all classrooms.

The college began a two-year revitalisation process culminating in the adoption of a school-wide pedagogy based on John Fleming’s explicit teaching model. Implementation of the explicit teaching model began in 2012 in the primary classes. To date, the Principal reports explicit teaching is more readily accepted by the primary school teachers than secondary school teachers. The school successfully applied to be an Independent Public School (IPS) in 2012. The IPS flexibilities have been utilised to modify the staffing profile to achieve school-wide adoption of explicit teaching.

From 2015, students will be enrolled from Years 7–10 and together with Mindarie Senior College, have a local intake area. Kinross, Quinns Rock and Mindarie primary schools will remain as the main local intake primary schools.
The Year 7–10 enrolment will allow the school to more readily develop partnerships with other secondary schools. These partnerships are used to assist in moderation of student work and professional development of staff.

The college has an Index of Community Socio-Educational Advantage (ICSEA) of 1019. The school community comprises predominately English, South African and a number of other European nationalities. Eight students are of Aboriginal or Torres Strait Islander descent. Two students have a language background other than English.

Initially, the college was able to select its staff on merit. In the late 2000’s, the school accepted centrally-referred staff with several subsequently placed on sub-standard performance. The Principal attributes this change as the cause for reaching “a low level academically, behaviourally, socially and emotionally”. The college is now able to select staff as part of the IPS program.

The Parents and Citizens’ Association (P&C) contributes about $20 000 per year to the school, mostly used to air-condition all teaching areas and to subsidise some teaching resources. Parent voluntary contribution collection rates have dropped from over 60% in 2008, to 47% thus far in 2014.

The College Board comprises a cross-section of the community to include staff, parents and community members. Discussions with board members indicate they have an understanding of their role and a belief they contribute to the strategic planning of the school. At each November meeting, the Board formally reviews the extent to which the college has achieved the targets as listed in the Business Plan.
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 has developed a template for its self-review process comprising timeline, activity, responsibility and reporting sections. The culmination of the self-review process is a two-day staff workshop at the end of Term 3 where all the student achievement data and other relevant information is presented and analysed and recommendations are considered.

The college’s Business Plan 2012–2015 targets form the basis of the analysis of data presented. Student achievement is compared to previous achievement to determine progress and compared to like schools to ensure comparable standards are achieved.

The self-review process has enabled the College to make judgements about student achievement. Student underperformance is readily acknowledged and appropriate improvement recommendations have been formulated. The school-wide explicit teaching model was implemented in 2012 in response to student performance being below expectations. Above-expected student performance is celebrated and areas of strength identified for consolidation.

Fortnightly meetings of the school leadership team and heads of learning areas provide the forum for continual monitoring of student achievement. Areas not demonstrating improvement are identified and remedial action implemented. The leadership team ensures decisions are evidence-based. These meetings also enable the college staff to promote consistency in the teaching and learning program and the assessment of student outcomes.

The college’s self-review process has enabled it to prepare for the next development of the Business Plan for 2015–2017. The college is setting directions and developing draft themes for the next Business Plan using student performance data in academic and non-academic areas.
School Performance—Student Learning

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

The Kinross College Business Plan 2012–2015 lists four key focus areas: Reading, Mathematics, Restorative Justice and Partnering the 21st Century Learner. The 2014 Business Plan lists three priorities: High achieving students, Social and emotional welfare and 21st century learner. These three priorities are then used to develop the strategies, milestones and targets that underpin the college’s teaching and learning program. The staff have prepared a 2014 Business Plan Priorities document which is published on the college website. This plan lists the three priorities from the Business Plan 2012–2015 with teaching strategies to achieve those priorities. There are no student achievement targets in this plan. Discussion with staff and parents indicated uncertainty about the exact nature of the college’s priorities in terms of student learning achievement. It is recommended that the college adopt a consistent format for its Business Plan which clearly differentiates between student achievement targets and teaching strategies.

The Year 7 National Assessment Program—Literacy and Numeracy (NAPLAN) results for numeracy from 2011 to 2014 indicate the college underperforms compared to like schools in the top 20% of the cohort, performs better in the middle 60% and is comparable in the bottom 20%.

The Year 9 NAPLAN results for numeracy from 2011 to 2014 indicate the college underperforms compared to like schools in the top 20%, performs better in the middle 60% and underperforms in the bottom 20%. There is a downward trend in student achievement over the three years.

The staff acknowledge Business Plan targets for numeracy such as “Establish positive trends in Year 9 NAPLAN results” and “Aspire to have the number of students in the top 20% equal to like schools by 2014” have not been met. In response to not meeting the numeracy targets, the Principal has made a new appointment of Head of Department for mathematics with specific responsibility to implement explicit teaching strategies to improve student learning in numeracy. Discussions with teachers confirm the awareness of the need to modify the teaching and learning program in numeracy to improve student outcomes. There is an understanding that the current mathematics teaching program needs to be aligned more closely with the Australian Curriculum, that students need to be provided with more relevant textbooks,
and that additional professional learning opportunities should be provided for teachers. The reintroduction of Mathletics and implementing the CAMS and STAMS programs are examples of strategies implemented to improve student numeracy outcomes. The staff are commended for the internal audit of the mathematics teaching and learning program and the implementation of new strategies and provision of additional resources and support that aim to improve the student learning program.

To improve its mathematics and learning program, the school could consider developing partnerships with other secondary schools with similar year groups to enable comparison of student outcomes and provision of the curriculum.

The college has not achieved all of its reading targets as listed in the Business Plan. The Year 7 NAPLAN results indicate Kinross College students have not been consistent with like schools since 2012 in reading. For example, in 2012, 18% of Kinross students achieved in the top 20%, in 2013, 20% and in 2014, 11%. Comparable figures for like schools are 18%, 24%, and 25% respectively. The Year 9 NAPLAN results indicate that Kinross College students have achieved similar results to like students. For example, by 2014 24% of Kinross College students were in the top 20%—a figure similar to like schools. In response to these figures, the College has implemented the CARS and STARS programs to improve the reading results of students. Discussions with teachers also confirm the requirement to implement the explicit teaching comprehension program into the Year 8 and 9 teaching and learning program. Other initiatives still to be implemented include a whole-of-school vocabulary program and more collaboration with teachers from other schools.

The Year 7 and Year 9 NAPLAN results demonstrate the college has achieved improvement in the domains of writing, grammar and punctuation, and spelling. For example, in grammar and punctuation in 2012, 9% of Kinross students achieved results in the top 20% of the State, compared to 19% for like schools. In 2014, 21% of students achieved results in the top 20%, compared to 27% for like schools. Similar rates of improvement are evident for Year 7 and Year 9 students in writing and spelling. The staff believe these improvements are due to the implementation of strategies such as explicit teaching and identification of students requiring extra support.

The second priority in the Business Plan concerns the social and emotional welfare of students. Targets detail improvements in attendance rates, reduction in suspension rates, increasing student reward recognition,
reduction in inappropriate student behaviour and an increase in community and parent satisfaction.

Attendance rates in Years 6–9 are comparable to State averages. Year 10 attendance rates are below State averages. Discussions with the leadership team confirm that a group of students within the Year 10 cohort is mostly responsible for the below-average attendance rate. Analysis of data has enabled the staff to identify poor attendance as a significant factor in lower-than-expected student learning outcomes. The staff are implementing strategies that include home visits, counselling and providing more appropriate learning programs to improve attendance for this group of students.

Discussion with staff, students and parents indicate that bullying is not a major issue at the college. Students reported that bullying does occur but the college has appropriate processes to deal with incidents as they occur.

Analysis of student data indicates the college successfully reduced suspension rates from 2011 to 2013. The staff attributes a rise in suspension rates in 2014 to a group of Year 10 students. The staff have been successful in providing alternative learning programs and/or work and training places for these students.

Targets for the third college priority, Partnering the 21st Century Learner, include increasing the number of students in the top 20% in the State in the NAPLAN results. As indicated above, these targets have been met for the domains of writing, grammar and punctuation, and spelling but not for numeracy and reading.

The Business Plan does not explicitly detail targets for other learning areas in the curriculum such as science, society and environment and design and technology. Discussions with curriculum coordinators confirm the literacy and numeracy targets from the Business Plan serve as performance indicators for their own learning areas. Furthermore, the teachers use the work samples from the Australian Curriculum to ensure the standard of work is comparable with students in other Australian schools.

Western Australian Monitoring Standards in Education (WAMSE) results from 2011–2013 for Years 7 and Year 9 indicate the students achieve below State norms. For example, only in 2012 did the Year 7 students achieve the State equivalent of the top 20% which was also above the 18% for like schools. In Year 9 in 2012, 10% of the students were placed in the top 20% of the State
as compared to 25% for like schools. The staff acknowledge these lower-than-expected results and are implementing improvement strategies such as increasing the teaching time for science and society and environment, refining the curriculum to match the Australian Curriculum and ensuring implementation of explicit teaching into Years 8 and 9.

Staff acknowledge they have not achieved some of the student learning targets from the 2012–2015 Business Plan. Student achievement data, survey results and teacher judgements are used to determine the effectiveness of the teaching and learning program and to measure student performance. The staff have identified areas where targets have not been met. The Principal has adopted a variety of responses to meet the targets that include restructuring the staff profile, modifying the teaching and learning program and providing additional resources to better meet student needs. This year the college plans to undertake end of Year 10 examinations, to be set by Mindarie College, in order to improve academic rigour and more effectively test knowledge of the curriculum.
School Performance—Quality of the Learning Environment

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

Kinross College provides an education to students who are in early adolescence and undergoing significant physical, social and emotional changes. The college undertook the Innovative Design for Enhancing Achievement in Schools (IDEAS) school renewal program in 2010. By 2012, the program was completed and this coincided with the college’s application to participate in the IPS program. Issues gained through IDEAS research provided valuable starting points for school improvement and were incorporated into the college’s inaugural Business Plan.

The Kinross College vision is ‘developing inspired, ambitious and considerate adolescents to work with integrity towards excellence’. The reviewers noted many signs that the school culture was being established, along the lines of its new vision, motto and values; however, the culture presently remains a fragmentary mix of primary and secondary schooling approaches. This year, the college extended the secondary timetabling grid to include Year 7s and this adjustment may have had a deleterious effect on NAPLAN Year 7 performance. With the loss of Year 6 students next year, the College will have a consistency from Years 7 to 10 and the opportunity to further develop and embed its desired learning culture. The tone of the school is positive, confident and lively. When asked to describe the school, students and parents used words like friendly, comfortable, inviting and energetic. Teaching staff descriptions included caring, driven, enthusiastic, motivated and engaging.

An important element identified by IDEAS was the need to develop a coherent school-wide pedagogy to foster high standards and provide better feedback to students and parents about academic progress. The staff chose the explicit teaching methodology developed by John Fleming as the school-wide pedagogy, with the purpose of driving high-achieving students, providing a safe and healthy learning environment and developing contemporary investigative inquiry skills. There are early signs that the implementation of this pedagogy has been successful as shown by the rapid improvement in spelling performance in Year 7, 2013 NAPLAN. The school-wide pedagogy demands a set structure, documentation and standard of presentation for each lesson, centred on the main learning objective. The staff are deeply
committed to ensuring full implementation of explicit teaching and presently the implementation is continuing into Year 9 and 10 as a key task of the newly appointed heads of department in mathematics and English. The sharing of information in a complex setting is an important ingredient to sustain the ongoing alignments in pedagogy, academic and behaviour standards. The staff are aware of this, as demonstrated by the strategy to develop a common staff room; however, the reviewers found that more work is required. It is recommended that the college review its processes in disseminating information to improve the efficacy of its communications to all stakeholders.

The staff monitor individual student progress in literacy by using a ‘data wall’ to physically place each child’s name in a band of achievement. This process aids the development of common standards of achievement across the college but also the targeting of particular students for remediation. Reading classes are conducted voluntarily by teachers before school for students with identified reading deficits. Holiday classes are also conducted voluntarily by teachers in mathematics and English for students in need. To lift the performance of high-achieving students, the Kinross Extension and Acceleration (KEA) program brings together the academically more able students in Years 8 to 10 into one class per year. The program is based around traditional academic core subjects and also offers opportunities in extensive cross-curricular projects, practical scientific experiments and participation in national competitions. For example, KEA students participate in science laboratory experiments before school from 7.30 am. Anecdotal evidence indicates the program is successful; however, no formal evaluation has been completed.

A key improvement target to improve student engagement is to increase the frequency of positive rewards to students for improved achievement and effort. A key strategy is the VIVO proprietary online package which enables staff members to reward students for displaying school values and for classroom achievement. The P&C has contributed $5 per head towards a prize pool. The VIVO program provides data on which behaviours have been rewarded and by whom. Its impact on student engagement will be evaluated within the life of the 2015–2017 Business Plan.

The priority ‘social and emotional wellbeing’ is addressed by the student service team comprising year coordinators, student service manager, learning support coordinator, chaplain, psychologist and nurse. Also, college leadership makes it clear to all teachers that their responsibilities are two-fold: a caring teacher concerned with the wellbeing of every student and an
academic practitioner driving excellence. Given the context of early adolescence and the emerging community trends of poor resilience, there is a high demand for student services to work individually with students on a case-by-case basis. Over 160 students have an individual education plan to remediate specific learning deficits or to ameliorate social dysfunction. These annual plans are formalised by Week 5 of Term 1 and are reviewed at the end of each semester.

College staff are committed to improving the attendance of students. In-school research has identified a strong correlation between students who are regularly absent and the school’s NAPLAN performance. The staff have analysed the attendance of particular sub-groups and set the improvement targets, in global terms, as Primary > 94% and Secondary > 91%. The setting of targets for sub-groups may assist the college to develop more focused strategies to improve attendance. Similarly, the reporting of student suspensions shows a large total, 163 student days, in 2013 but in-school research reveals this is due to a very small population of students repeatedly breaking school rules. Although there was a reduction in overall suspensions in the period from 2009 to 2013, a break-down into identifiable sub-groups and the subsequent setting of more specific targets may provide a better picture of the improvement in student engagement and behaviour. The establishment of specific targets for identified sub-groups in terms of attendance and suspensions is recommended.

The college is establishing a secure environment both within classes and in the school grounds. Well-practised security routines and a strong staff presence in the school grounds during breaks are welcomed as necessary steps to ensure safety. Although the parents and students who met with reviewers stated they had no concerns about safety at the school, the 2014 Family Survey (120 responses from 720 families) revealed that 38% of responding parents and 41% of responding students do not agree that the school is a safe and secure environment. Analysis by the staff suggests this perception relates to the persistent misbehaviour of a small number of students, some of whom visit from other schools. In response to this issue, the college plans to install, within 12 months, a perimeter fence with controlled access. It is recommended that the college conduct further research to ascertain in more detail the nature of the college community’s concerns about safety and formulate an improvement plan and associated targets to specifically address the issue.
The college’s 2012–2015 Business Plan includes a target to improve parent satisfaction and to measure progress with a target of 70% satisfaction. Data from the 2014 Family Survey reveals that the college has met the target in the areas of teaching quality, academic rigour, student reporting, general environment and customer responsiveness. The areas which received the lowest approval rating were high standards of student behaviour (59% approval) and parental opportunity to be involved in the school’s educational activity (60% approval). Overall, the college’s satisfaction ratings have improved over the period from 2009 to 2014 by an average of 8%. Discussions with staff and parents confirm there has been an improvement in the community perceptions of the college over the past six years.

The college’s Police Ranger Unit offers adventure training and leadership development for over 160 students in Years 8 to 12, with many Kinross College past students participating. The unit is held in high regard in the community and has an impressive record of achievement in the 10 years since its inception. Although extra-curricular, in many ways the unit carries the heart and soul of the Kinross community. It is embedded in the life of the college offering an extended curriculum in developing life skills, leadership potential, and a sense of community responsibility and service.

The college provides a positive, inclusive and caring environment for all students. High student academic achievement is becoming a key element of the college’s culture. Collaboration between staff to achieve consistency within the teaching and learning program and of student expectations is a feature of the college. Students feel valued and supported in their learning. Teachers are responsive to student needs and readily provide additional support to students to enable them to improve their learning.
School Performance—Sustainability

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

Since achieving IPS status, Kinross College has undertaken significant school reform seeking a better alignment with the expectations of its community and the aspirations of its students. The staff demonstrated to the reviewers that a cyclical self-review process is undertaken annually with annual reports communicating significant elements of the school’s performance to the community. Each year, key outcomes are identified from the overall 2012–2015 Business Plan, reviewed and refined and brought together into a Business Plan for that year. All staff are involved in the assessment of progress towards the yearly objectives. These are amalgamated to form an overall review or evaluation of progress which is subsequently brought to the attention of the Board for comment and endorsement.

The 2012–2015 Business Plan outlines priorities and targets to assess progress; although the 2014 iteration of the Business Plan detailed strategies without specifying targets. While teachers are aware of college priorities, there appears some confusion as to whether the targets are the achievement of strategies or the achievement of a desired student performance level. It is recommended that targets are established in terms of student performance for the next Business Plan.

The 2013 Annual Report presents student performance data in terms of NAPLAN and WAMSE outcomes but these are not directly linked to targets in the 2012–2015 Business Plan. To enable the wider school community to share in the development of the college and the progress of its students, it is recommended that annual reports present the progress of student achievement against targets in the Business Plan.

Leadership of the college is strong and purposeful. Expectations of staff and students are clearly articulated and the direction of the college, as a part of the new Coastal Cluster comprising Mindarie Senior College and the Kinross, Mindarie and Quinns Rock Primary Schools, is well documented. The college will reduce in size from 2015 with the loss of Year 6 students, mostly to Kinross Primary School. The Coastal Cluster will provide a pathway for students from the Kinross, Mindarie and Quinns Rock primary schools at Kinross College for Years 7–10 and at Mindarie Senior College for Years 11 and 12. It is recommended that Kinross College consider establishing formal
links with Mindarie Senior College and the contributory primary schools to develop complementary curriculum provision and consistent policies and practices.

The 14-member College Board is a comprehensive and representative body; fully operational and competent. Board and college leadership remain unaltered since IPS inception. Board minutes reveal ongoing monitoring of performance of the college and strong support for the transformation to a faculty-based high school. Governance is evolving with the Board moving from a position of ‘assisting the College’ to one of ‘reviewing the College’s performance’. The Board undertakes an annual assessment of its effectiveness. Overall, the self-assessment of the Board’s efficacy is very positive. Some parents and teachers indicated to the reviewers that they were unaware of the Board’s role and the names of their representatives. The Board is well able to sustain its role in setting the college’s priorities and monitoring its performance.

The leadership has recently completed a thorough analysis of the workforce as a prelude to making decisions about staff numbers and allowances as student numbers will fall next year. Next year, the college will have a secondary schooling context and some primary specialist teachers will need to transfer to another school. Currently, the offsets to allow many teachers to be relieved from classroom contact are accumulating a significant cost overrun in the staffing element of the one-line budget. It is questionable whether these allowances are sustainable. It is recommended that the college develop a formal Workforce Plan consistent with the requirements of the DPA.

Kinross College was founded on the philosophy of middle schooling which acknowledges the special needs of students in early adolescence. While this philosophy is still relevant to the students at the school, the college is transitioning from a learning community model to a traditional faculty structure with an emphasis on high academic achievement. Outcomes of the IDEAS school renewal project have given impetus to this transformation with its clear markers of explicit teaching, separate and closed teaching areas, high academic expectations and strict compliance with behaviour and dress standards. The college has a well-developed, evidence-driven culture with student performance information collected at each stage of implementation to ensure the best features of the old methodology are not lost in the new formation. The Coastal Cluster offers new opportunities for the college to seek alignments in pedagogy and standards of achievement with its contributory
primary schools and to form a seamless transition for its students going on to Years 11 and 12 at Mindarie Senior College.
Conclusion

Kinross College has undergone significant pedagogical and physical change since its establishment in 2002. The IPS program has enabled college staff to determine directions and teaching strategies. The staff constantly evaluates student learning outcomes and are implementing alternate teaching strategies to improve those outcomes which were below expectations. The staff are striving to raise the behavioural standards and to support the social and emotional needs of the students. There is evidence that student achievement is beginning to improve though it is acknowledged that considerable work remains to be done. Evidence-based decision-making is assisting the staff in planning processes and to achieve the targets as detailed in the Business Plan.

Commendations

The following areas are commended:

- the internal audit of the mathematics teaching and learning program and the implementation of new strategies, provision of additional resources and support that aim to improve the student learning program.

Areas for Improvement

The following areas for improvement are identified:

- adopt a consistent format for the Business Plan which clearly differentiates between student achievement targets and teaching strategies
- review the processes for disseminating information to improve the efficacy of communications to all stakeholders
- conduct further research to ascertain in more detail the nature of the college community's concerns about safety with a view to formulation of an improvement plan and associated targets to specifically address the issue
- present targets in terms of student performance in the next Business Plan
- consider establishing formal links with Mindarie Senior College and the contributory primary schools to develop complementary curriculum provision and consistent policies and practices.
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 Kinross 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 Iacomella, Lead reviewer

15 December 2014

Date

Mr Ross Sweeney, Reviewer

15 December 2014

Date

Mr Richard Strickland, CEO, Department of Education Services

17/12/14

Date