Campbell
Primary School

2012
Independent Review Findings
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## Disclaimer

This document has been based on the findings of the independent reviewers’ 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 Minister for Education, the Director General of Education, the Principal and the Board Chair.

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School and Review Details

Principal: Mr Peter Glendenning
Board Chair: Mr Darren Fry
School Location: 102 Campbell Road, Canning Vale
School Classification: PS Class 6
Number of Students: 1032
Independent Reviewers: Mr John Garnaut and Ms Audrey Jackson AM
Review visits: 22nd and 23rd October 2012

1. About the Independent Review

The purpose of the independent review of Campbell Primary School is to provide an assurance to the Minister for Education, the Director General of Education and the school community 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 improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments form the basis for the school self-review which is presented to the reviewers for verification at the commencement of the independent review.

Prior to the presentation of the school’s self-review, reviewers are provided with information on the school’s educational achievements, its processes and its student performance data from a number of sources which include, but are not limited to:

- the MySchool\textsuperscript{TM} website
- the Department of Education School Performance Monitoring System
Schools Online reports.

Reviewers then visited the school for a half-day presentation of the school’s self-review by the Principal, the Board Chair and other key stakeholders chosen by the school. Subsequently the reviewers analysed the evidence presented in the school’s self-review documentation and developed lines of enquiry where further verification was required.

An agenda for a two-day review visit was negotiated with the school to enable the gathering of further evidence to clarify or confirm the claims made in the school self-review. During these two days the reviewers sourced information and evidence to support the school self-review claims through observation and discussion with teaching and non-teaching staff, board members, parents, students and the school leadership team.

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

This document reports on the findings of the independent review.
2. Summary

Campbell Primary School has an excellent and warranted reputation in the community for having high expectations, achieving very good academic standards, demonstrating effective leadership and having an inclusive and welcoming learning environment. Effective distributed leadership and collaborative team practices ensure the provision of a relevant, balanced and broad curriculum that meets the needs of the diverse student population at the school. Staff are capable and motivated and parents acknowledge the significant contribution staff make including co-curricular and after-hours activity.

Commendations

- The excellent student-focused school culture characterised by: critical self-reflection; collaboration; a striving for excellence; high expectations of children, staff and parents; inclusive practice and the valuing of relationships.
- The consolidation of improvements to literacy and numeracy standardised test data that has resulted from relevant leadership structures, evidence-based whole of school planning, timetable structures (e.g. "block" time, staff looping years 2-3, 4-5 and 6-7) and staff professional learning.
- The leadership model which in structure and practice reflects an authentic model of distributed leadership.
- The acknowledgement of the multicultural nature of the school community in embedding best practice in the curriculum, co-curricular programs and the role of the student leaders.
- The quality of the arts, music and sports programs both as part of the curriculum and in their extension beyond the curriculum, enriching learning opportunities and engaging the community.
- The support of the Campbell playgroups through the provision of space, resources and of educational expertise through the Assistant Principal K/1 and the links to kindergarten teachers.
- The excellent leadership and management of school population pressures and facilities in the difficult context of ever-increasing student enrolment.
- The provision of resources to support students who do not qualify for English as a second language or dialect (EAL/D) funding

Affirmations

- Effective evidence-based self-assessment as the basis for school planning including reference to a wide range of relevant standardised test information.
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- The review of the Business Plan in consideration of a more concise strategic approach, new emerging priority focus areas and a revised set of achievement targets.
- Effective implementation and directions of programs listed in the DPA including the National Partnership Program Literacy and Numeracy, School of Instrumental Music (SIM) program, Primary Extension and Challenge (PEAC) and English as a Second Language (ESL).
- The monitoring and reporting of progress in achieving targets for improvement which are articulated in the Business Plan.
- Planning for the implementation of the Australian Curriculum Phase 1 and the Early Years Learning Framework (EYLF).
- The operational structure and processes of the School Board and its effective transition from Council to Board.

Recommendations

- Audit school leadership roles to ensure effective whole of school coordination of strategies to enhance higher levels of academic achievement, particularly extension programs, the Higher Order Thinking Skills (HOTS Program) and Gifted and Talented Education (GATE) programs.
- Enhance the effectiveness of the School Board by attracting participation from representatives with specialist skills from industry, business or outside professions, and representative of the diverse cultures evident in the school.
- Develop a strategy to increase parent engagement in responding to satisfaction surveys as a tool to assist school improvement.
- Review the descriptions of the analysis of student achievement in all learning areas in the School Annual Report to focus on major outcomes being achieved by students.
- The administration team enhance sub-group student performance data analysis in the areas of gender and student transiency.

The school self-assessment processes at Campbell Primary School are well led and implemented. Critical self-assessment is a feature of the culture of the school. This, combined with the effective leadership structures and processes and the strong values base that underpins the work of all staff in the school, assures the reviewers that the very good levels of achievement being attained at the school are sustainable into the future.
3. **School Context**

Campbell Primary School was granted Independent Public School status in 2010. The school, operating with its vision of “Dream, Believe, Achieve”, has an enrolment of 1032 students from years K-7, and a socio economic index (SEI) of 109.24. The enrolment has a significant multicultural element with 45 different nationalities in the school, particularly children from Chinese and Indian families. There is a small number of Humanitarian Entrant students at the school predominantly from Afghanistan and Pakistan. Almost 20% of students are categorised as having EAL/D. Student transiency at 10% is significant.

Meetings with representatives of the Parents and Citizens Association, School Board, staff and students confirmed that the school has a very good reputation in the local community, and is recognised for its family friendly ethos, excellent leadership, high standards and inclusive practices.

The DPA outlines school programs that receive supplementary resourcing from the Department of Education. These programs include the National Partnership in Literacy and Numeracy, Primary Extension and Challenge (PEAC), School of Instrumental Music (SIM) and ESL.

The Business Plan 2010-14 is comprehensive, clearly outlining: the school values, beliefs and purpose; strategies and success indicators for the key focus areas; school budget, and the Workforce Plan. In the light of experience, the administration team reported that they have identified the need to review the style and content of the Business Plan to make it more consistent with IPS requirements and targeted to newly identified school needs.

There is ongoing and increasing enrolment pressure on buildings and other facilities. This pressure has resulted in Kindergarten programs being off-site and the wet areas used as teaching spaces, which creates issues with timetabling. As the Principal noted, teachers have to be well organised and plan activities that require facilities beyond the classroom well in advance. The resource centre/library operates through an outreach model although there are opportunities for students to use the library in a formal sense. The leadership team and teaching staff do not focus on the limitations imposed by size and limited teaching spaces but look for solutions of which the outreach model of the resource centre and the focus on planning are examples. The school administrators and the school community are commended on their efforts to maintain attractive learning environments in this difficult context.
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The School Board is established and operating with the required set of policies and operating procedures. Competition for representation on the Board indicates strong community support for the IPS model and the importance of the role of the Board. School administrators report an increased impact of the Board compared with the pre-IPS School Council. The Board is effectively chaired by a staff member with previous business experience. Community representatives on the Board are staff members at the school. There is no representation on the Board from the broader business, industry or professional community or the various multicultural groups represented in the school environment. The school is encouraged to seek such representation to add value to school operations.

The school staff is relatively stable, has a varied age profile, with few teachers seeking transfer. The implementation of IPS status has consolidated the staff which is resulting in more consistent approaches to whole of school curriculum, particularly in English, maths and HOTS. Staff expertise is acknowledged and utilised beyond the school through being a teacher development school (TDS) (for history, Early Years Learning Framework, literacy and numeracy) and the provision of mentoring support for staff at the rural Newman Primary School. The workforce development plan seeks to maintain an appropriate staff balance, attract staff with specific knowledge and skills where deficiencies exist, enhance the contribution of teacher assistants through professional learning and ensure succession planning.

High level staff collaboration is evident in school team and learning area committee structures. Collaborative teams meet weekly as year teams or vertical teams K-1, 2-3, 4-5 and 6-7 levels. These teams function to plan cohesive curriculum, monitor student progress and engage in professional learning. Learning Area committees with representation from all collaborative teams provide curriculum leadership across the school in English, Maths, History, Science, Health and HOTS. Learning area committees have responsibility for leading the implementation of the new Australian Curriculum. They impact across the school through interaction with the collaborative teams and whole staff meetings.

The administration team described the valuable community partnerships that exist with BHP (funding for the Newman Primary School project) and local government (support for the establishment of play groups). There is less evidence of partnerships with the diverse multicultural school community.

Campbell Primary School staff embrace a holistic approach to education that is inclusive, catering for a range of learning styles and cultural differences. Staff are committed to developing student life-long learning attitudes and skills and maximising the educational opportunity and potential for each student.
4a. School Performance - Student Learning

The quality of student learning at Campbell Primary School is impressive and is the result of a highly effective model of distributed leadership. This structure empowers teachers to develop programs which reinforce the philosophy of the school and enhance student learning. The extensive co-curricular program both enhances learning in core areas and develops the skills and talents of students.

Student learning is central to the organisational structures at Campbell Primary School, in particular the ‘looping’ model of class allocation. Inherent in supporting student learning is a focus on the analysis of data from a number of sources. In addition to the National Assessment Program – Literacy and Numeracy (NAPLAN) the school has instituted the Campbell Literacy and Numeracy (CLaN) program in Years 2, 4 and 6. In fourth term the appropriate NAPLAN test from that year is used to determine the level of achievement of students. (For example Year 2 students sit the Year 3 test.) The looping structure allows teachers to develop a clear picture of student progress during the year and to design programs for the coming year that will reinforce and further develop literacy and numeracy skills. Qualitative information provided by the Principal, assistant principals and leaders of the collaborative teams indicates that the looping structure and the CLaN program are effective tools in promoting student achievement.

Analysis of NAPLAN data is extensive, focussing on cohort and individual progress and is the basis of Term 4 planning in all learning teams. Data is analysed by the assistant principal with responsibility for this area and is then examined by the relevant learning teams resulting in action plans for the team being constructed and implemented. The plans are subject to periodic review. Discussions with the Principal and assistant principals indicated that the literacy and numeracy targets established in the Business Plan have been met and progress has been made in improving performance, with fewer students being below or just achieving the benchmark.

Both literacy and numeracy development have been enhanced by resources provided through the National Partnerships Program (NPP), whole of school planning strategies, the use of collaborative teams and focused professional learning. While the NPP has now concluded it has an ongoing influence. A guided reading program commencing in Year 2 is integrated into the teaching program, complementing the teaching and learning programs designed as a result of the data analysis.
The Principal acknowledged that there was further work to be done in improving the percentage of students in the higher achievement bands. This is being addressed through the incorporation of the HOTS program into class activities. As with all specialist curriculum programs a committee comprising representatives from each year level has been established and members report back to their collaborative teams. Reviewers were provided with examples of the use of HOTS in teaching and learning during discussions with leaders of the collaborative teams and with members of the HOTS Committee.

In reviewing NAPLAN performance overall the reviewers, while endorsing the progress made and the directions for improvement, recommended that consideration be given to increasing the scope of data analysis to focus on progress made by sub-groups of students. Analysis of the progress of EAL/D is comprehensive and is used to inform teaching programs. However, further analysis of performance by gender and the impact of transient students would enhance current analyses.

In this context it should be noted that many of the EAL/D students who attend Campbell Primary School do not qualify for additional support to develop their English language competence due to their visa category, and for those who do qualify, it can prove difficult to access places in Intensive English Centres. However, support is provided through an ESL program that provides individual student assistance through the employment of three ethnic education assistants and support and guidance for teachers provided by an EAL/D teacher. The school is commended on the provision of resources to support students who do not qualify for EAL/D funding.

Transience is a contributing factor to achievement in NAPLAN testing both for individual students and the school’s overall achievement and like school comparison. An annual rate of 10% transience is significant. Data analysis would inform the development of teaching and learning programs to meet the needs of transient students.

The curriculum at Campbell Primary School is organised into components. Literacy and Numeracy occupy 50% of the program; Science is a focus area and with Studies of Society and the Environment and Technology and Enterprise occupies a further 40% of teaching time. The remaining 10% is allocated to Art, Music, Physical Education and Languages other than English (LOTE). Information and Communications Technology (ICT) is embedded in the curriculum and Campbell Primary School is a part of the Early Childhood iPad Initiative. Responsibility for the integration of ICT is assigned to an assistant principal and there is an ongoing
program of integrating the use of interactive whiteboards and iPads into teaching and learning.

Traditional school curriculum programs are complemented by a range of innovative programs such as Partnerships with Parents, Healthy Kids Healthy Families, Getting it Right, Primary Movement and a Gifted and Talented Education (GATE) program. Specialist programs such as music, physical education and visual arts make a very significant contribution to student learning and the culture of the school.

The GATE program at Campbell Primary School operates at a number of levels. At the classroom level there is a focus on developing thinking skills through the HOTS program. The elements of this are incorporated into classroom teaching. The second level is extension within year groups with a specific focus on English and mathematics which is supported by Level 3 teachers. The content of the GATE program in each year level is determined by the collaborative team. The third level is a focus on specific activities, for example robotics and Numero. At a fourth level opportunities are provided for identified students to enrol at district level PEAC.

Given the multi-level nature of the program, it is recommended that the coordination of its various components by the leadership team be reviewed to ensure coherence.

There is a comprehensive program to support children with special learning needs which is coordinated by an assistant principal. This program has been enhanced by the school using the flexibility provided by IPS to have an educational psychologist as a member of the staff. Processes for identification of students at educational risk (SAER), the development of interventions and the monitoring of progress are comprehensive and are effectively managed by the collaborative teams with support from the Assistant Principal, Inclusive Education.

Campbell Primary School offers art, music, dance and physical education as part of its curriculum and extends these programs through co-curricular and after-hours activities. In addition to a comprehensive class music program and individual tuition provided through the SIM, there is a commendable variety of instrumental groups and choirs which provide students with opportunities to develop their talents. It is evident that this combination of programs develops student potential with students winning music scholarships to secondary schools with specialist programs. The art program is equally commendable: art exhibitions are held to showcase student work and students are provided with opportunities to contribute to community displays and to participate in competitions. Dance also offers an after-school program and dance troupes have been established in Years 4 to 7. These troupes perform in a variety of settings including in 2011 the Junior Rock Eisteddfod Challenge.
The physical education program is extensive and has a focus not only on skills for physical activity but also concepts for a healthy lifestyle, self-management skills and attitudes and values. Through links to the community there is an extensive range of opportunities to participate in sporting competition.

Discussion with teachers, the Assistant Principal responsible for Kindergarten to Year 1 and classroom visits reflected a dynamic learning program. While looping does not apply in the early years, teachers do move between the three groups. The Kindergarten is located off-site and the Play Group is housed on the same site. The Assistant Principal K-1 has provided support to the play group leaders in developing a readiness program for children in the year prior to commencing Kindergarten. The K-1 team is preparing for the introduction of the Early Years Learning Framework and is already implementing early literacy strategies. Phonological awareness testing is one of a number of tools used to support the development of literacy programs.

Campbell Primary School offers a dynamic teaching and learning program which supports all students in their learning. Within this program it celebrates the diversity of its community through events such as Harmony Day and the inclusion of multicultural activities in school celebrations.

4b. **School Performance - Quality of Learning Environment**

It is evident that Campbell Primary School has developed and strives to maintain a very positive teaching and learning culture. This culture is characterised by:

- whole of school, inclusive, student-focused policies
- high expectations of staff, students and parents
- evidence-based teaching and learning programs
- very positive and supportive relationships between staff and students and staff and parents
- critical self-assessment at all levels of school operations.

The school leadership is commended on the establishment of this environment for teaching and learning.

The Business Plan has six key focus areas, four of which relate directly to student learning. These areas are: motivated and engaged learners; supportive and stimulating learning environments with purpose and focus; motivated and effective teaching and learning, and leadership to enhance performance. Evidence of the
implementation of these was manifest during the school visit and the distributed leadership model is central to their achievement.

The location of class groupings supports the collaborative approach to curriculum planning. Discussion with teachers highlighted the fact that the organisational structure further reinforces the team approach to planning and the incorporation of specialist programs. In instances where classes are located in less flexible environments, for example demountable classrooms, the principles of team teaching are still applied.

The establishment of collaborative teams for a range of purposes provides significant opportunities for teachers to take on leadership responsibilities, either through year team co-ordination or as a representative on a learning area or special initiative (such as HOTS) team. It was clear in discussion with teachers that these opportunities are valued and promote a culture of aspiration within the school to the benefit of the teaching/learning program.

While appearing somewhat complex, the model of shared leadership is central to ensuring the continuing quality of the education provided to students at Campbell Primary School. Through the effective distribution of information and promotion of the sharing of ideas and team planning new members of staff can be effectively integrated into the collaborative teams.

In addition to the learning opportunities offered during school hours, Campbell Primary School offers after school activities that build on school programs. These include the additional activities in art, music, dance and physical education and extension activities in core learning areas, for example robotics and Numero. Students from Campbell Primary School have competed in the Scitech-sponsored Robocup Junior Competition. The Annual Report provides a comprehensive review of these activities and observations during the visit confirmed the scope of the program and the engagement of students. Parents acknowledge the valuable contribution of these co-curricular programs.

To support students at educational risk and those who require behaviour management support an assistant principal has responsibility for inclusive education. The school’s leadership structure, support for teachers and focus throughout the school on core values have resulted in an environment where there are few behaviour issues of concern. Discussion with student leaders confirmed this view and they perceive that it is their responsibility to reinforce and model the core values. The Assistant Principal works with the Psychologist employed by the school to
support students at educational risk and a team approach is taken to the management of issues and the development of Individual Education Plans (IEPs).

Attendance is managed by the leader of each collaborative team who reports to the Principal. While rates are above state average they are impacted by the families who travel to their home countries for holidays and increasingly by families with a parent who is a fly-in-fly-out worker, arranging their holidays to meet work schedules rather than school holidays.

The learning environment at Campbell Primary School is impressive. The very positive learning culture, the safe learning environment and inclusive philosophy ensure that both within the classroom and through co-curricular activities the school offers an educational environment that supports and challenges its students.

4c. School Performance - Sustainability

The analysis of documentation provided by the school and information gathered from interviews with staff, parents, representatives of the P&C and the School Board clearly indicated that a range of structures and processes are in place at Campbell Primary School to ensure the sustainability of the very good outcomes being achieved by students at the school. These structures and processes include school culture, school self-review, distributed leadership, the School Board, staff development and school planning.

The school leaders are commended for the establishment and maintenance of a very positive culture at the school. A student-focused philosophy underpins all planning and operations ensuring attention to meeting the diverse needs of all students at the school, including the high proportion of students from non-English speaking backgrounds. Also underpinning all planning and operations are the well understood and enacted values described in the Business Plan relating to the pursuit of knowledge and the achievement of potential, self-acceptance, respect, social and civic responsibility and environmental responsibility.

The school culture, characterised by critical self-assessment, is evident at all levels of the school including the executive team, collaborative teams, and curriculum and other committees. Evidence-based decision making, which includes the use of a relevant range of standardised student performance data, guides planning for improvement. High expectations are held for the performance of staff, students and parents as partners in the educative process. Positive relationships are valued and supported and are evident in collaborative staff practice, school–community
communications and student interactions and behaviour. This embedded culture underpins the sustainability of the very good educational standards being achieved and opportunities for ongoing improvement.

Meetings with parents from the school community, combined with the analysis of limited community survey information and interviews with staff confirmed that school leadership is effective, committed and accessible. The Principal has established and supported effective distributed leadership processes and practices for most learning areas, the planning of programs across year levels and the implementation of priority initiatives through whole of school planning for literacy, numeracy and HOTS. The four assistant principals have well-articulated leadership roles which include leadership of the collaborative teams. Eleven Level 3 teachers have specific leadership roles in the school including the mentoring of less experienced staff. The major focus of this distributed leadership structure is to support the enhancement of pedagogical practice across the school.

Leadership training and succession planning is enhanced through “coaching” professional learning for many school leaders. The “coaching” approach builds “buy-in” and commitment by teaching and support staff to continually reflect on and review their teaching and learning strategies. Meetings with staff and school leaders indicated that whole of school leadership was less evident in the LOTE, Society and Environment and Technology and Enterprise learning areas, and there seemed to be little cohesion between programs specifically designed to challenge students capable of performing at very high levels (e.g. GATE, HOTS and extension programs). These issues should be considered in the review of school leadership roles for 2013.

Staff engage in, and are committed to, collaborative practice in the planning, monitoring and reporting of the curriculum. Significant staff professional learning accruers from the well planned and resourced collaborative activity. Staff collaborative meetings are well organised with pre-set agendas, a strong focus on teaching and learning, and well supported by school assistant principals. The important change agendas of learning area committees (such as whole of school approaches to literacy and numeracy; implementation of the Australian Curriculum) are discussed and acted upon through these collaborative team meetings.

School plans are comprehensive and developed through evidence-based approaches and in genuine collaboration with staff. Direct links are evident between the directions of the Business Plan and the impressive range of second tier plans for year levels and whole of school curriculum initiatives. Student achievement targets set in the Business Plan are monitored annually and reported in the Annual Report. The executive team reported the intent to review the Business Plan for 2013 to result
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in a more concise strategic document, consistent with IPS directions, with renewed student achievement targets that reflect the improved standards of recent years.

By reviewing relevant documentation and meeting with the Chairperson and representatives of the School Board it is determined that the Board is operating within required parameters. Parents report the Board is having significantly more impact on school directions than was evident in pre-IPS times. Effective decision making processes are implemented and the Board has been active in providing direction and ratification for the Business Plan, annual report and policy issues. Board members are active and committed. However, there is little evidence of:

- the school or functions of the Board benefitting from the experience and expertise of representation from outside the school community from business, industry or other professions
- the Board benefitting from formal review processes incorporating outside perspectives
- representation on the School Board or the P&C from the extensive (almost 20%) non-English speaking community that is represented in school enrolments
- school planning benefitting from wide community input (e.g surveys) into their extent of satisfaction with school leadership and operations.

These issues should be considered in the next stage of planning.

The Annual Report clearly articulates the school vision, values, the summary of the analysis of student performance in English and mathematics, school initiatives and inputs in the other learning areas, special programs and the school budget. It effectively promotes the philosophies and excellent programs operating at the school. As one of the key school accountability documents, attention is required to review the descriptions of student achievement in learning areas other than English and maths. Further, thorough editing of the Annual Report is recommended.

Campbell Primary School is an impressive school. Students achieve very good academic standards; the curriculum is inclusive and caters well for the academic, social and emotional needs of the diverse student population. Staff are motivated and students are engaged. The positive student-focused school culture is well established and staff work collaboratively with a successful distributed leadership model to continually improve student standards and the quality of teaching and learning. Community support is strong. These positive attributes will enable the sustainability of the quality of schooling at Campbell Primary School and the capacity for ongoing improvement.
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 our assessment of the evidence provided by Campbell Primary School as part of the Department of Education Services’ independent review process. The School Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.

(Signature of John Garnaut, Lead Reviewer)  5.12.2012

(Signature of Audrey Jackson, AM, Reviewer)  5.12.2012

(Signature of Richard Strickland, CEO, Department of Education Services)  10.12.12