



LOW SES MEETS HIGH EXPECTATIONS

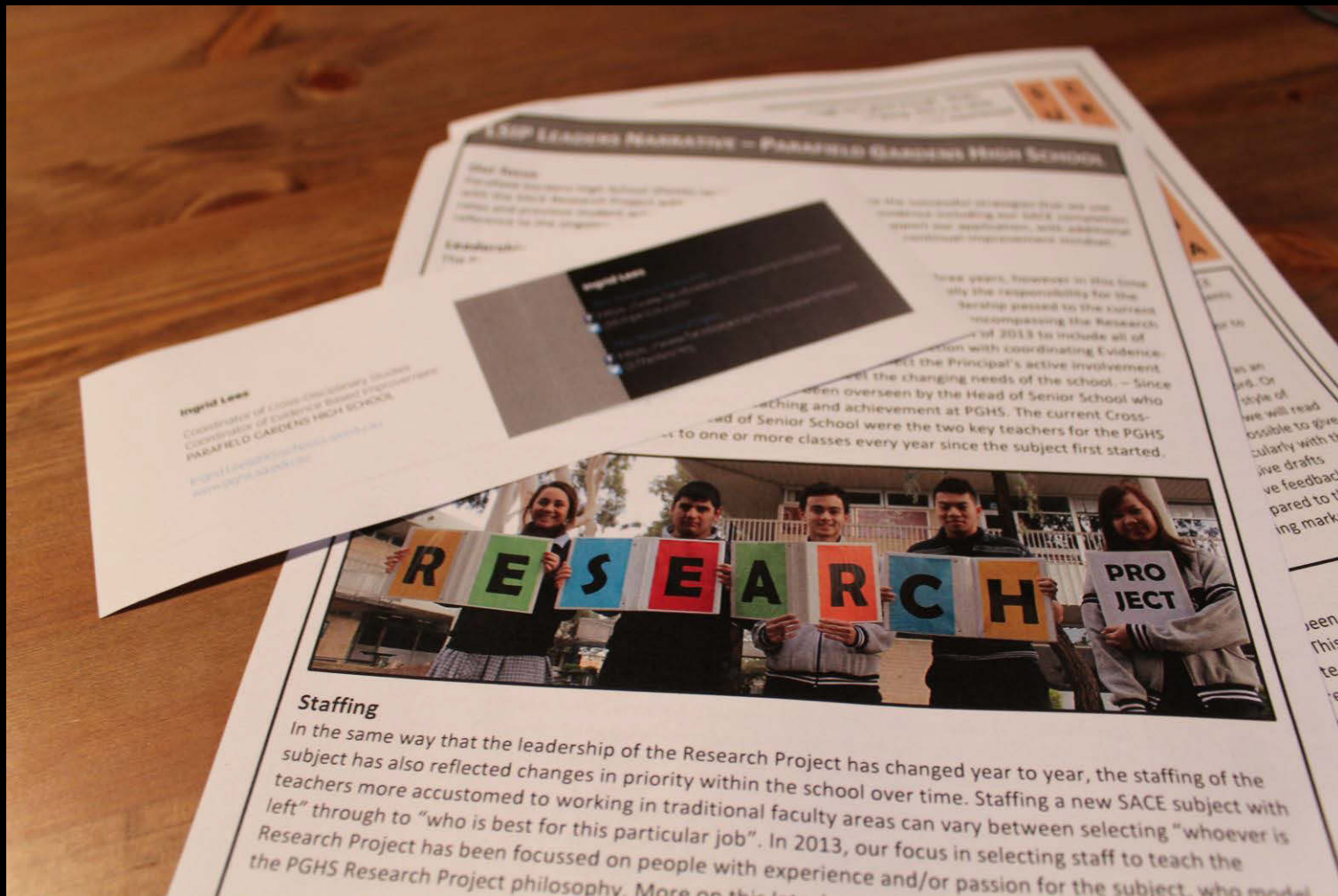
A research-led approach to successful student research

INGRID LEES



Introduction

Resources available at the end 😊



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LSP Leading Narrative - Parafield Gardens High School



Staffing

In the same way that the leadership of the Research Project has changed year to year, the staffing of the subject has also reflected changes in priority within the school over time. Staffing a new SACE subject with teachers more accustomed to working in traditional faculty areas can vary between selecting "whoever is left" through to "who is best for this particular job". In 2013, our focus in selecting staff to teach the Research Project has been focussed on people with experience and/or passion for the subject, who model the PGHS Research Project philosophy. More on this...

Successful student research at PGHS



Parafield Gardens
High School

<http://www.pghs.sa.edu.au/>

PGHS Overview

33% School Card

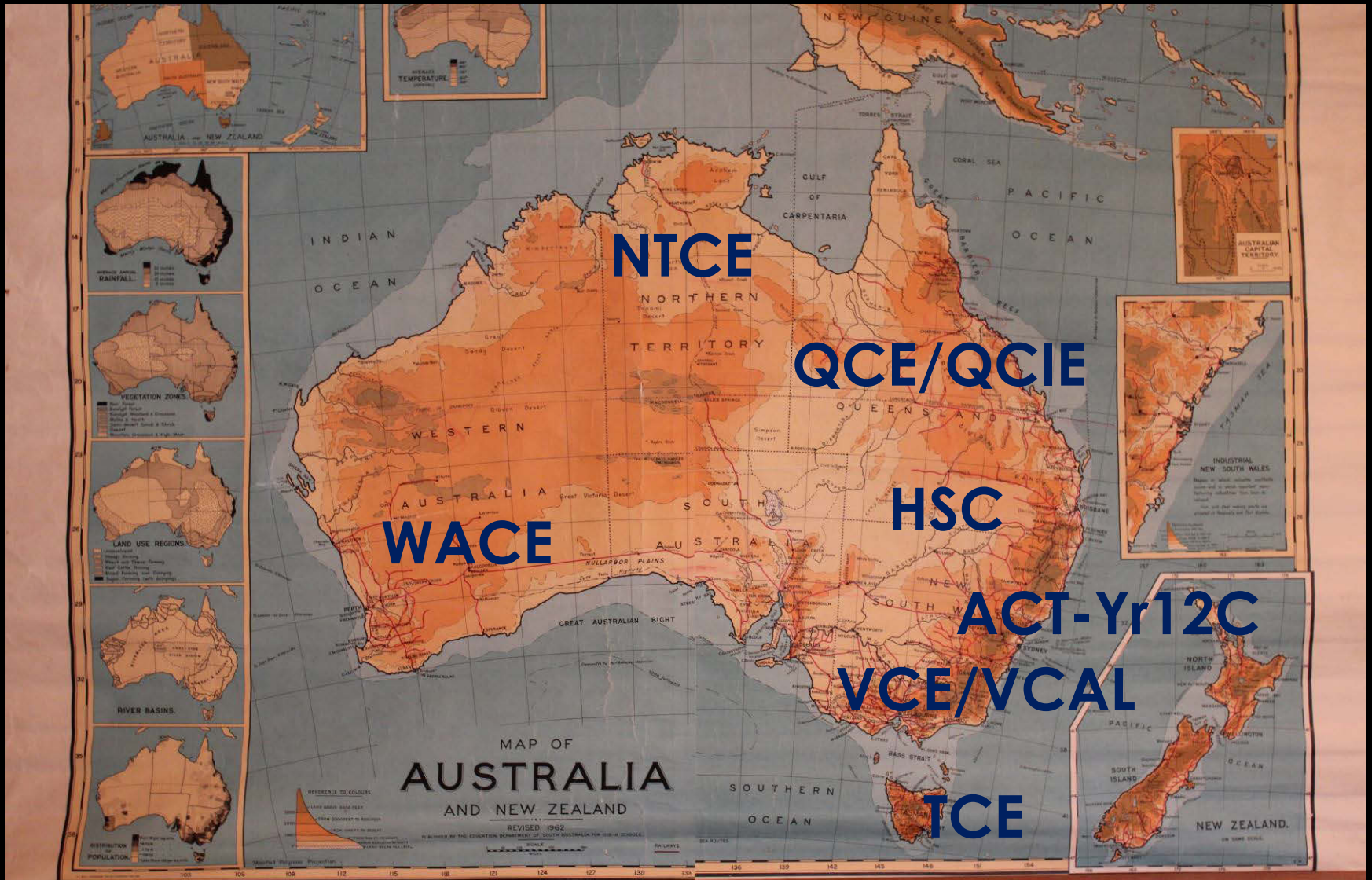
10% NEP

24% EALD

22% NESB

6% ATSI students

Year 12 around Australia



SACE

South Australian Certificate of Education

Home

Learning

Schools

Students

Connect

News



SACE Improvement

Student monitoring materials and improv

- [Student monitoring videos](#)

SACE News - Term 2

The latest news from the SACE Board fo

Aboriginal Student Pathways Co

Registrations are now open

SACE Art Show 2015

View the student videos from the Meet th

Student stories

Former SACE students share their exper

ASPC 2015 www.sace.sa.edu.au

SACE & The Research Project

The compulsory requirements are:

- Personal Learning Plan — 10 credits at Stage 1
- literacy — at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
- numeracy — at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2)
- Research Project — 10 credits at Stage 2
- other Stage 2 subjects — at least 60 credits from a range of Stage 2 subjects.

THE RESEARCH PROJECT

- Doesn't assess content knowledge
- Assesses students research skills and processes including:

Planning


Analysis

Synthesis

Substantiation

Evaluation

www.sace.sa.edu.au/web/research-project



*Identifying a
problem of
practice*

2011 – First year of the RP

- Focus on “it’s compulsory”
- Focus on “just pass it and move on”
- Shallow rather than deep learning & assessment
- Of a large Yr 12 cohort, only three students got A-band results (3 A-grades)

2013 – Third year of the RP at PGHS



Nick Zissopoulos and Ingrid Lees presenting at The Watershed, 21st Nov 2013

- Involvement in the 2013 Leading SACE Improvement Program
- One of eight LSIP schools in 2013 (PGHS = Research Project)
- Sharing our strategies for improving SACE/RP achievement

*Actions taken to
improve student
achievement*

What's the key?



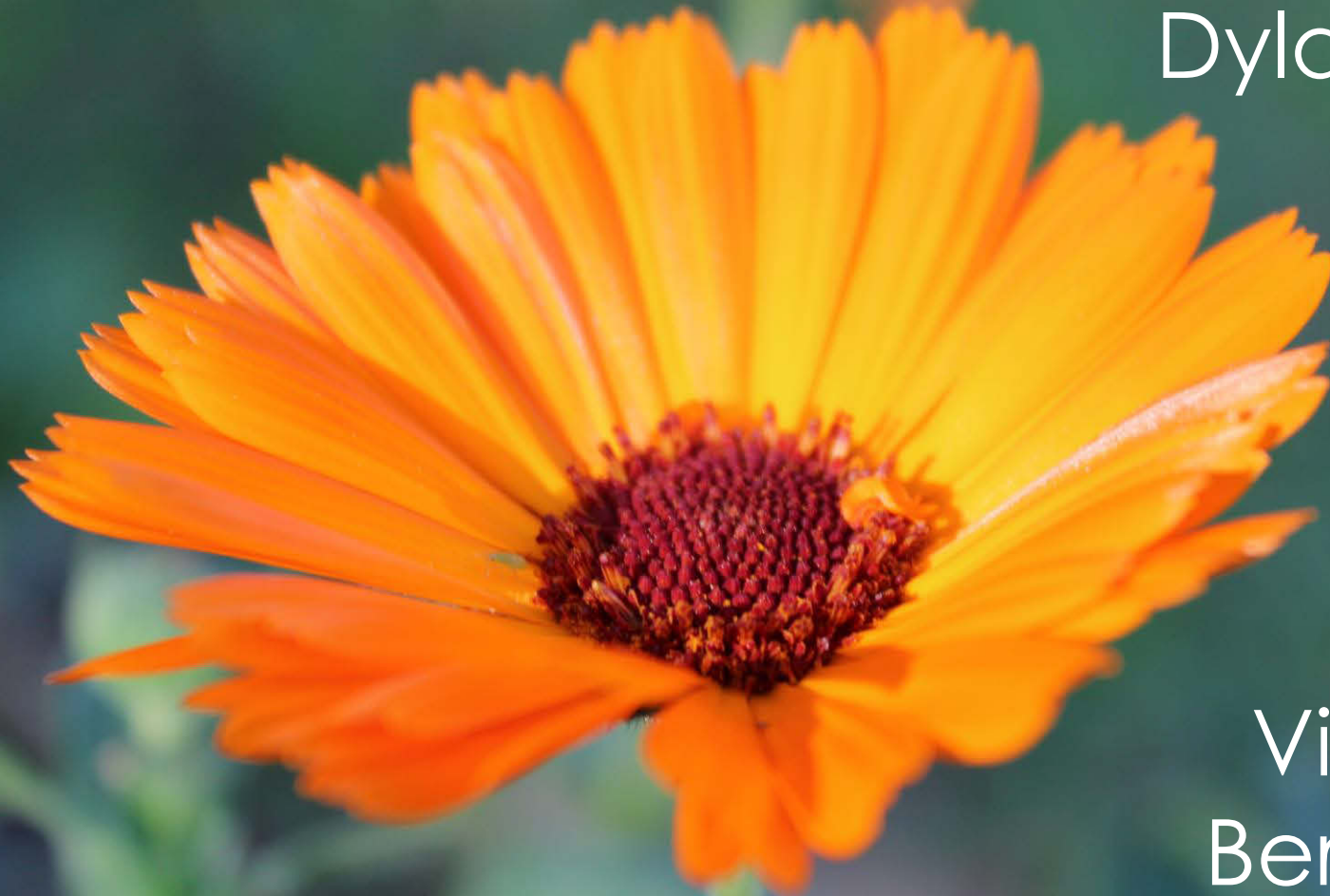
Evidence-based improvement

John Hattie

Dylan Wiliam

Lyn
Sharratt

Victoria
Bernhardt



Keys to Success

- **Mindset**
 - **Learning Intentions**
 - **Success Criteria**
 - **Feedback**



To the RP teacher: What do you think?

- About the Research Project
- The place of RP in SACE
- Value of RP as a subject
- The meaning of 'compulsory'



What do
you think
about your
students?



...and the quality of the work they submit to you?



TEACHER MINDSET

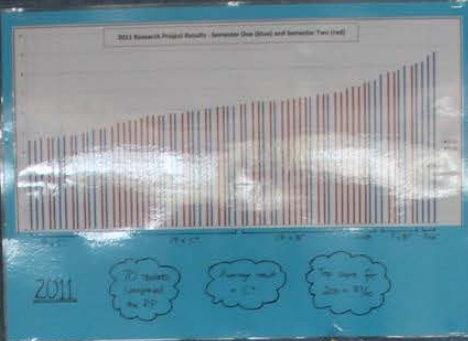
How teachers view the value of the Research Project and how they view their students' potential for growth in their achievement will affect how they teach the subject.

The mindset of the teacher WILL* affect their students results.

**(hopefully positively)*

**SAGE
RESEARCH
PROJECT**

**2011
RESULTS**



2011 Research Project
TOP TEN STUDENTS

Name	Grade	Percentage
Francis Aurelia	A-	8.7
Francis Aurelia	A-	8.5
Francis Aurelia	A-	8.3
Francis Aurelia	B+	8.1
Francis Aurelia	B+	7.9
Francis Aurelia	B+	7.7
Francis Aurelia	B+	7.5
Francis Aurelia	B+	7.3
Francis Aurelia	B+	7.1
Francis Aurelia	B+	6.9



**RESEARCH
PROJECT**

**2012
ACHIEVEMENT
GOALS**

Achieved!

For at least five students to get better than an A⁻ grade

A grade!

For all "Top Ten" students for 2012 to get A⁻/A/A⁺ grades

A grade!

New highest score for 2012 to be 9.5 or above

A grade!

First merit score for the Research Project at PGHS!

2012 Research Project
A-GRADE STUDENTS

Name	Grade	Percentage
Francis Aurelia	A	9.9
Francis Aurelia	A	9.7
Francis Aurelia	A	9.5
Francis Aurelia	A	9.3
Francis Aurelia	A	9.1
Francis Aurelia	A	8.9
Francis Aurelia	A	8.7
Francis Aurelia	A	8.5
Francis Aurelia	A	8.3
Francis Aurelia	A	8.1

**RESEARCH
PROJECT**

**2013
ACHIEVEMENT
GOALS**

For at least 40 students to complete their Research Project in Semester One
(only 32 students completed their RP in Semester One 2012)

For more students to attend every Wednesday night tute centre after school to maximise their RP grades in 2013

For at least three male and seven female students to achieve an A-grade or higher

For the highest male RP result in 2013 to be above 8.5/10

(To beat the previous male top score set by Francis Aurelia in 2011)

2013 Research Project
RP CHAMPIONS

Name	Grade	Percentage
Francis Aurelia	A	9.9
Francis Aurelia	A	9.7
Francis Aurelia	A	9.5
Francis Aurelia	A	9.3
Francis Aurelia	A	9.1
Francis Aurelia	A	8.9
Francis Aurelia	A	8.7
Francis Aurelia	A	8.5
Francis Aurelia	A	8.3
Francis Aurelia	A	8.1

These students have ALREADY completed their Research Project and are on their way to achieving their SACE! Congratulations!!!

WRITTEN EXAMINATIONS TIMETABLE FOR 2012

SACE

Table with columns for subject, exam date, and time.

**Stage Two
Research Project**

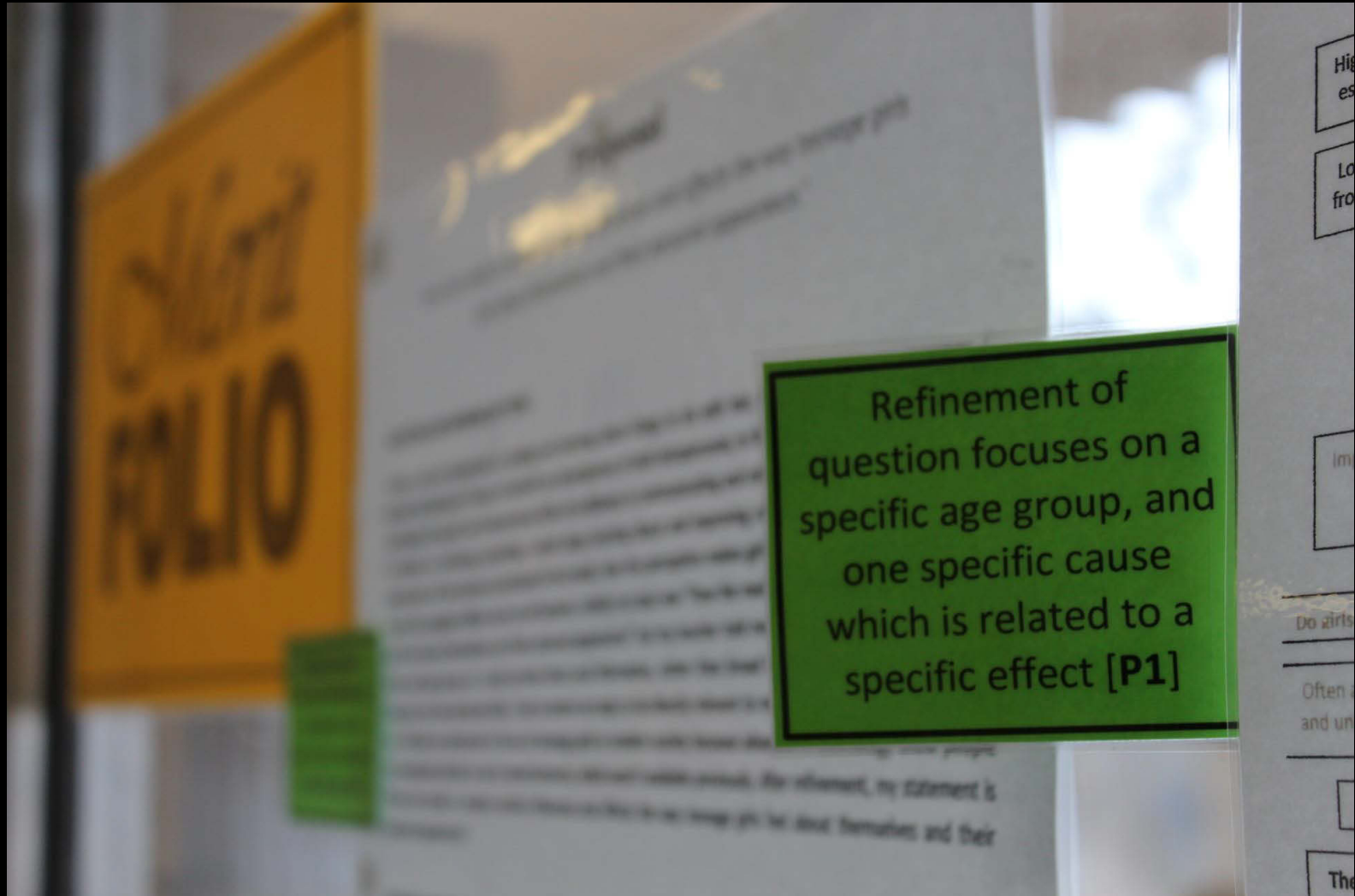
To be successful in Research Project:

- Attend every session
- Work in time
- Ask for help when you're stuck
- Stay in the tute centre on Wednesday after school for help
- Visit the tute centre 4 x Research Project support in the Comm. Room
- Never ever give up!

WHEN YOU'RE NOT IN YOUR ROOMS TODAY

+ STUDENT MINDSET

Learning Intentions = No mysteries



Merit FOLIO

Proposal

Write a proposal for your research project. This should include a clear statement of the problem you are investigating, the objectives of your study, and the methods you will use to collect and analyze data. Your proposal should also include a budget and a timeline for your project.

Objectives:

- 1. To identify the factors that influence the rate of... (illegible)
- 2. To determine the relationship between... (illegible)
- 3. To evaluate the effectiveness of... (illegible)

Methods:

The data for this project will be collected through a series of surveys and interviews. The surveys will be distributed to a random sample of... (illegible) and the interviews will be conducted with... (illegible) experts in the field.

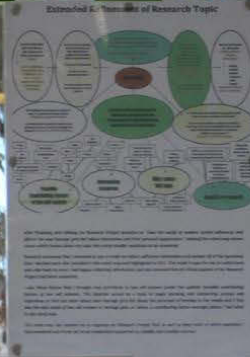
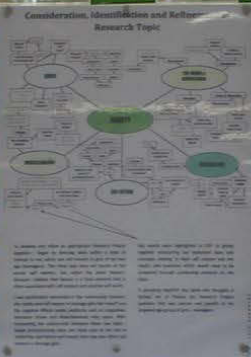
Budget:

The total budget for this project is \$10,000. This includes the cost of materials, travel, and personnel. A detailed breakdown of the budget is provided in the attached spreadsheet.

Timeline:

The project will be completed over a period of 12 months. The major milestones are outlined in the following table:

Month	Activity
1-3	Proposal development and approval
4-6	Data collection and initial analysis
7-9	Advanced analysis and interpretation
10-12	Final report writing and presentation



Planning and Developing Research Processes

Task	Start Date	End Date	Status
Proposal Development	2023-01-15	2023-03-15	Completed
Data Collection	2023-04-01	2023-06-30	In Progress
Data Analysis	2023-07-01	2023-09-30	Not Started
Final Report Writing	2023-10-01	2023-12-31	Not Started

Secondary Research

Conduct secondary research to gather background information on your research topic. This should include a review of the literature, identification of key researchers and theories, and a synthesis of the information you have gathered.

Key Researchers:

- 1. John Doe (2018)
- 2. Jane Smith (2019)
- 3. Bob Johnson (2020)

Theories:

- 1. Theory of Relativity
- 2. Theory of Evolution
- 3. Theory of Quantum Mechanics

Primary Research: 1st Survey

Conduct your first survey to collect primary data. This should include a clear statement of the research question, a list of survey questions, and a description of the sampling method used.

Survey Questions:

1. How often do you... (illegible)
2. How satisfied are you... (illegible)
3. How do you... (illegible)

Primary Research: 2nd Survey

Conduct your second survey to collect primary data. This should include a clear statement of the research question, a list of survey questions, and a description of the sampling method used.

Survey Questions:

1. How often do you... (illegible)
2. How satisfied are you... (illegible)
3. How do you... (illegible)



Development of Communication

Develop a communication plan for your research project. This should include a list of communication channels, a schedule for communication activities, and a description of the content to be communicated.

Communication Channels:

- 1. Social Media
- 2. Email
- 3. Website

PERSONAL REFLECTION

Reflect on your experience of conducting research. This should include a description of the challenges you faced, the skills you developed, and the insights you gained.

Challenges:

- 1. Limited resources
- 2. Time constraints
- 3. Lack of expertise

Skills Developed:

- 1. Critical thinking
- 2. Problem-solving
- 3. Communication

FOLIO

sign
you've
question?
you don't
already know
the answer

an answer
question in a
months

g to conduct
outside of
et as much
as possible

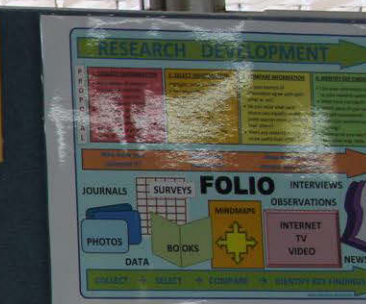


PROPOSAL

Planning your research:
What is your research question?
Why do you want to research it?
What research methods will you use?
What issues/problems do you need to plan for?



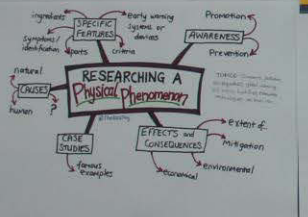
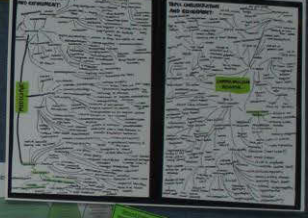
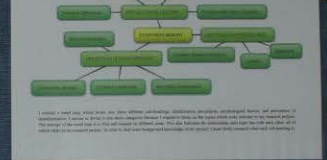
2



1

Proposal

What is your research question?
Why do you want to research it?
What research methods will you use?
What issues/problems do you need to plan for?

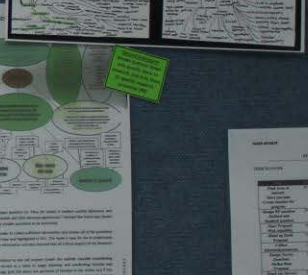
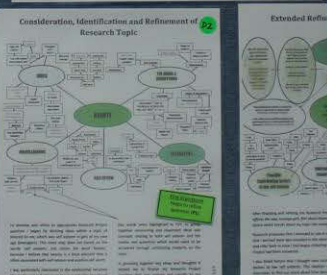


Proposal

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Why do you want to research it?
What research methods will you use?
What issues/problems do you need to plan for?

Proposal

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Proposal

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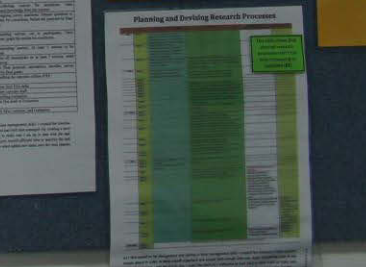
Proposal

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What research methods will you use?
What issues/problems do you need to plan for?



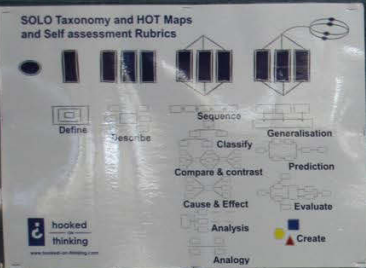
TIMELINE

Planning your research:
What do you need to do?
What events are connected to the theme of your research?
Are you on track to meet interim deadlines?
If your research plan is ambitious?



Learning Intentions

- Clear tasks, broken down into discrete steps
- Purpose is always clear, never “just do it”
- Scaffolds available for low literacy students
- New processes involves new knowledge
- Show them what good → great looks like



If you think something about your info source...

...then write it down in your notes - the more detail the better!

PGHS

Merit Outcome Exemplars

Section 1: Introduction

Merit Outcome Exemplars are a set of examples of student work that demonstrate high levels of achievement in a particular area. They are intended to provide a clear picture of what is expected of students at this level of achievement and to provide a benchmark for teachers and students alike.

Section 2: Exemplar 1

This exemplar shows a student who has demonstrated a deep understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 3: Exemplar 2

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 4: Exemplar 3

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 5: Exemplar 4

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 6: Exemplar 5

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

How to Prevent Heart Disease

Section 1: Introduction

Heart disease is the leading cause of death in the United States. It is a preventable disease, and there are many things you can do to reduce your risk of developing it. This article will discuss the most effective ways to prevent heart disease and improve your overall health.

Section 2: Diet and Exercise

A healthy diet and regular exercise are the most important factors in preventing heart disease. Eating a diet that is low in saturated fat and cholesterol and high in fruits, vegetables, and whole grains can help reduce your risk. Regular exercise, such as walking or jogging, can also help improve your heart health.

Section 3: Quitting Smoking

Smoking is a major risk factor for heart disease. Quitting smoking, even if you have smoked for many years, can significantly reduce your risk of developing heart disease. There are many resources available to help you quit, including counseling and nicotine replacement therapy.

Section 4: Managing Stress

Stress is another major risk factor for heart disease. Chronic stress can lead to high blood pressure, high cholesterol, and other health problems. Finding ways to manage your stress, such as meditation or yoga, can help reduce your risk of heart disease.

Section 5: Regular Medical Checkups

Regular medical checkups are important for detecting and treating heart disease early. Your doctor can check your blood pressure, cholesterol, and blood sugar levels, and can provide advice on how to improve your health.

Section 1: Introduction

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Section 6: Exemplar 5

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 7: Exemplar 6

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 8: Exemplar 7

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 9: Exemplar 8

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 10: Exemplar 9

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 11: Exemplar 10

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

Section 12: Exemplar 11

This exemplar shows a student who has demonstrated a strong understanding of the subject matter and has produced a high-quality piece of work that is well-organized, clear, and easy to read. The student has also shown a strong ability to think critically and to apply their knowledge to new situations.

RESEARCH DEVELOPMENT

**P
R
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Y**

1. COLLECT INFORMATION

- Use a variety of research processes & methods.
- Use creative responses.
- Choose relevant information.
- Choose your source of information to be relevant, reliable or equated, honest & that requires resources of only a few, if any, things.

2. SELECT INFORMATION

- Highlight parts & sections.
- Any information that helps you to answer your question.
- Any information you don't understand and need to research more, and
- Any information that has helped you to learn a new fact, concept or skill.

3. COMPARE INFORMATION

- Do your sources of information agree with each other or not?
- Do you value what each source says equally, or are some sources more believable than others?
- Were any research processes more useful than others?

4. IDENTIFY KEY FINDINGS

- Use your information to help you answer your question.
- What have you learnt?
- Which parts of your question are still unanswered?
- Do any questions need revising?
- Summarise your key findings in a mindmap, table or list.

Why have you collected it?

JOURNALS
PHOTOS
DATA

What have you learnt?

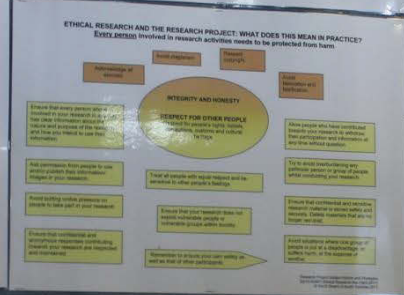
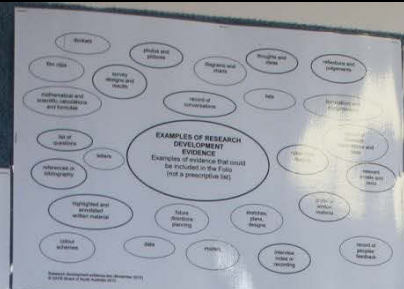
SURVEYS
BOOKS
MINDMAPS

How does it help to answer your questions?

INTERVIEWS
OBSERVATIONS
INTERNET
TV
VIDEO
NEWSPAPERS

FOLIO

COLLECT → SELECT → COMPARE → IDENTIFY KEY FINDINGS



ONE-PAGE SUMMARY OF THE SACE RESEARCH PROJECT

Choose 8P topic of interest / theme; refine wording of final question

<p style="text-align: center;">PROPOSAL</p> <p>Start research processes</p> <p>Complete folio, collect information and annotate...</p> <p>Identify key findings from all research processes</p>	<div style="background-color: #ffff00; width: 20px; height: 20px; margin: 0 auto;"></div> <p>FOLIO 40% <small>School assessed</small></p>
<p style="text-align: center;">DISCUSSION</p> <p>Folio finalised</p> <p>Choose format of outcome</p> <p>Choose the audience to write for</p> <p>Choose the audience to write for</p>	<div style="background-color: #ffff00; width: 20px; height: 20px; margin: 0 auto;"></div>
<p style="text-align: center;">SYNTHESIS</p> <p>Show links between collected research findings</p> <p>SUBSTANTIATION: Provide evidence for research findings</p> <p>Outcome finalised</p> <p>Evaluation of how research was carried out</p> <p>Students should reflect on:</p> <ul style="list-style-type: none"> Quality of original question Choice and usefulness of research processes Relevance of chosen capability to the question & what they have learnt Value of their research outcome to themselves & others <p style="text-align: right; font-size: 8px;">Extension activities</p>	<div style="background-color: #ffff00; width: 20px; height: 20px; margin: 0 auto;"></div> <p>OUTCOME 30% <small>School assessed</small></p>
<p style="text-align: center;">EVALUATION</p> <p>Choice and usefulness of research processes</p> <p>Relevance of chosen capability to the question & what they have learnt</p> <p>Value of their research outcome to themselves & others</p> <p style="text-align: right; font-size: 8px;">Extension activities</p>	<div style="background-color: #ffff00; width: 20px; height: 20px; margin: 0 auto;"></div> <p>EVALUATION 30% <small>School assessed</small></p>

Research is a process of finding out information about something. It is a way of learning more about something. Research is a process of finding out information about something. It is a way of learning more about something. Research is a process of finding out information about something. It is a way of learning more about something.

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you shall not commit logical fallacies

1. Ad hominem	2. Appeal to authority	3. Bandwagon	4. Red herring
5. Bandwagon	6. Appeal to authority	7. Ad hominem	8. Red herring
9. Ad hominem	10. Appeal to authority	11. Bandwagon	12. Red herring
13. Ad hominem	14. Appeal to authority	15. Bandwagon	16. Red herring

Success Criteria

- What does an A grade piece of work look like?
- What are the features of C → B → A standards?
- Provide examples of high-level literacy writing
- Explain the standards & SACE language; don't dumb it down
- Raise expectations
- Explicitly discuss executive functions that aid students willingness to improve their work over time (persistence / resilience / delayed gratification)

Feedback



Feedback

- NON-GRADED formative feedback is at the centre of what we do at PGHS
- Formative = Promotes thinking & drives future action
- Not praise or effort or completion/achievement
- Definitely no grades, only use language of standards
- Don't do everything at once
- Differentiate between feedback about topic content, research process, and any literacy issues

RESEARCH PROJECT Question Check – for Interviews, Surveys, Phone Calls, Emails etc.

	Description	Student/teacher comments
PLANNED	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The student understands the difference between OPEN and CLOSED questions. <input checked="" type="checkbox"/> The student has PLANNED which type of question to use to get answers of appropriate simple/complex detail. A mix of different question types may be used in the same survey or interview. <input checked="" type="checkbox"/> If responses/answers are QUANTITATIVE (e.g. to be graphed) questions have been designed to make analysis simple: yes or no, checkboxes, Likert scales, or use electronic survey analysis tools like Survey Monkey to analyse responses. ALSO → An appropriate sample size of respondents has been determined. <input checked="" type="checkbox"/> If responses/answers are QUALITATIVE, sufficient space has been allowed for a longer response. <input checked="" type="checkbox"/> You have planned the right time and place to ask the questions (whether electronic or face-to-face). <input checked="" type="checkbox"/> You have carefully planned WHO to direct these questions to; what do they know about your topic? 	
RELEVANT	Every question helps you answer a distinct part of your RP question. The questions may not cover ALL parts of the topic (depending on expertise of respondent) but none of the questions are irrelevant.	
IMPARTIAL	None of the questions are “leading” questions. None of the questions are written in such a way to prompt a particular response, or anticipate what the respondent might choose to say.	
CLEAR	The wording of each question is unambiguous and can only be understood in one way. Check this by giving a draft copy to someone who knows nothing about your topic first before asking others.	
SPAG	Spell-check your work and make sure the spelling/grammar/syntax has been checked by a teacher as well.	
SAFE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All planned questions are safe and not personally revealing in any way. <input checked="" type="checkbox"/> If you are to interview someone off school grounds, you have considered a safe time and place to do this. You may choose to take someone with you for the interview. <input checked="" type="checkbox"/> Your teacher has been informed about any off school grounds research activities. 	

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→ request a copy!

Literacy support

weak	Satisfactory	irrelevant	therefore	
deficient	Sufficient	immaterial	accordingly	
ineffectual	acceptable	inapplicable	hence	
Validated	proven	established	supported	
Corroborated	SUBSTANTIATED	affirmed	Strengthened	
authenticated	Confirmed	verified	boosted	
however	Extend, widen, increase, develop and enhance your VOCABULARY to improve your writing	persuasive		
nevertheless		convincing		
notwithstanding		Compelling		
Concluded	Vocabulary	inadequate	Summary	
established	lexicon	scant	encapsulated	
determined	word stock	lacking	outlined	
specific	argued	acceptable	disputed	
precise	debated	Satisfactory	contested	
unequivocal	questioned	Sufficient	challenged	
apparent	obvious	salient	biased	analytical
plainly	EVIDENT	incontestable	prejudiced	logical
unmistakably	clear	manifest	predisposed	systematic
consistent	Serious	Critical	trustworthy	
dependable	important	pivotal	reliable	
coherent	significant	crucial	reputable	
Strong	Said	brief	extensive	
confident	stated	concise	substantial	
decisive	asserted	limited	broad	

by Irrelevant Unjustified Specific

Suitable However Not credible Investigation of

reasonable Inadequate Satisfactory

TOP TIP! Use a quality **DICTIONARY** to check the definitions of technical words

Inexperienced

Unreasonable

Not evident On

Expert Adequate Justified

Only use a **WORD** if you know what it **MEANS**

Biased

Examination In connection to Unsubstantiated

Supported Endeavoured Relevant Supported

Unsuitable Non-contentious Evidence of Inferior

Accordingly Unacceptable I concluded As suggested by Authority

Not authoritative Inappropriate Untrue

Consequently





*Making a
difference*

2012 = Three RP Merits

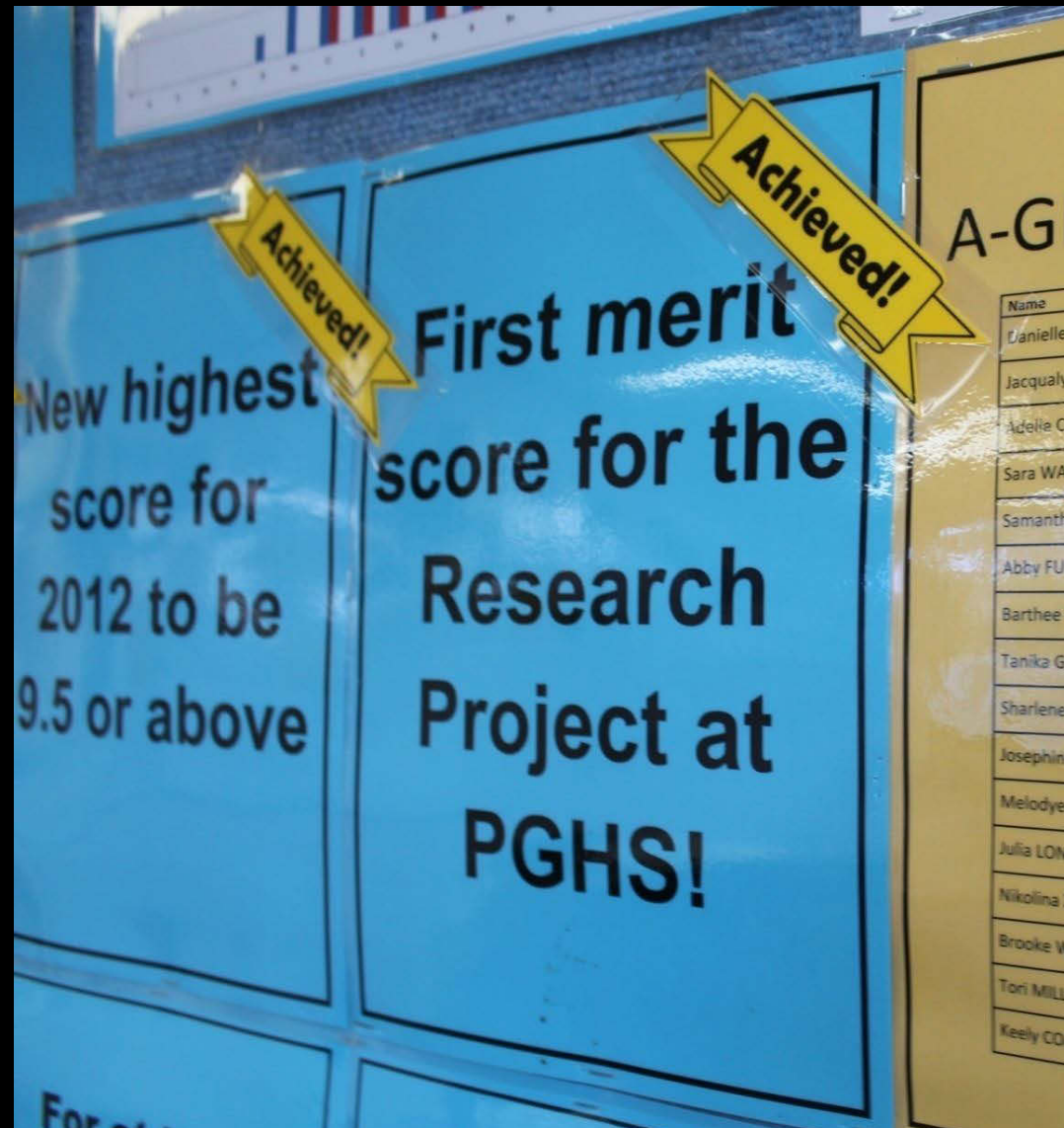
2013

Research Project students were awarded 3 Merits

2014

Research Project students were awarded 5 Merits

2015 = ?



HOW WE HAVE IMPROVED ALONG THE WAY

- We have focussed as much on supporting and developing student literacy/writing skills as we have on supporting their achievement of SACE standards
- We have learnt that developing a 'growth mindset' in individual students is both a daily struggle and delight
- We now know that there are distinct benefits when more than one teacher is responsible for a Year 12 subject.
- Making connections with other teachers is one of the best ways for teachers and schools to reflect on what they do and then to get better at what they do
- On reflection, specific school structures and leadership decisions have helped us to achieve success

SCHOOL STRUCTURES AFFECTING THE RP

- PGHS has a designated RP (Cross-Disc Std) Coordinator
- Research Project preparation occurs throughout the previous year (Year Eleven)
- RP is only formally taught at Yr 12 (greater student maturity)
- All classes are taught in a dedicated Yr 12 RP room
- Two of the six classes are taught by the RP Coord
- The Head of Senior School is also an RP teacher
- There is also active support for Yr 12 RP completion through weekly extended HG lessons

*Sharing what
we've learnt*

Keys to Success

- **Mindset**
 - **Learning Intentions**
 - **Success Criteria**
 - **Feedback**

plus one more...

TALK

READ

LISTEN

SHARE

RESEARCH

GET ONLINE

VISIT OTHERS

COLLABORATE

ASK QUESTIONS

SHARE THE ANSWERS



facebook.com/theresearchproject



The Research Project

Page Liked · 5 December 2014 ·

This is for Richard Hellier.

Today I ran a 'Strategies and Ideas' session for Research Project teachers from a wide range of schools; government and private, city and rural. The early feedback has been brilliant - thank you all! - and I'll post a longer reflection about the shared learning later tomorrow...

Last year I was very fortunate to be involved in the first round of the DECD Leading SACE... See More

Tag photo Add location Edit

Like Comment Share

Jessica Danielle Cannon, Bob Sidler, Katrina Spencer and 21 others like this.

1 share



The Research Project I'm glad it was worth while coming along and being a part of the day



Like · Reply · 6 December 2014 at 10:33



Julie Ahrens Richard was an inspiration! He would be proud, well done and thank you for including our Glossop teachers - another great spin off from our best practice day visit

Unlike · Reply · 2 · 5 December 2014 at 21:07



Penny Hanks Thank you so much - enthusiasm inspired!



Write a comment...



5th of December, 2014 @ Parafield Gardens High School



Say hello!

Ingrid Lees

Senior Leader: Teaching and Learning

PARAFIELD GARDENS HIGH SCHOOL

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Thanks Sydney!



All photos in presentation taken by Ingrid Lees