



Melrose High School Board Report 2013



Melrose High School reception and school facade

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is www.melrosehs.act.edu.au.

Inquiries about this publication should be directed to:

Melrose High School

Marr St.

Pearce ACT 2607

General Inquiries:

Telephone (02) 6205 7588

About our school

Introduction to School

Melrose High School (MHS) attracts a very broad composition of students from the local, national and international communities. Historically just over 70% of students enrol from outside the Priority Enrolment Area. This includes students from up to 50 nationalities, living in 52 suburbs and attending 35 different primary settings. MHS has a strong sense of community that acknowledges nurtures and celebrates diversity. In 2013 the last of the expanded cohorts resulting from the closure of Kambah High School completed their academic program on our site. This has resulted in a steady reduction of the student population from its peak of 800 in 2011 to what is expected to remain in the 650 to 700 range.

Student Information

Student enrolment

In 2013 there were a total of 718 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	356
Female	362
Indigenous	34
LBOTE	156

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
7	90.0
8	88.9
9	86.0
10	86.2

Source: Planning and Performance

Day to day attendance is managed through the Roll Group Teacher in conjunction with the Rolls Officer who notifies parents via SMS messaging when an absence is unexplained. The

percentage attendance rates are also heavily influenced by students who have anxiety issues or long term medical problems. The Pastoral Care Executive and the Student Welfare Deputy work in conjunction with the families and support agencies to ensure appropriate interventions and support structures are in place for both the family and the student.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	25

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	14
General Service Officers & Equivalent	2
School Leader A	1
School Leader C	9
Teachers	51
TOTAL	77

Source: Workforce Management

There is one indigenous staff member at this school.

Volunteers

Without the support of volunteer organisations such as the Fusion, Volunteering ACT, Menslink, Youth Centre Youth Workers, Kulture Break, Science mentors and many parent helpers, the school could not provide the breadth of experiences and support students currently access. It is estimated that these equated to at least 800 hours during 2013.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Melrose High School was validated in 2013. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2013 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2013, 87% of parents and carers, 89% of staff, and 74% of students at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	95
Teachers at this school provide my child with useful feedback about his or her school work.	86
Teachers at this school treat students fairly.	82
This school is well maintained.	76
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	76
My child likes being at this school.	89
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	81
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	85
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	78

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	91
My teachers provide me with useful feedback about my school work.	73
Teachers at my school treat students fairly.	64
My school is well maintained.	53
I feel safe at my school.	66
I can talk to my teachers about my concerns.	53
Student behaviour is well managed at my school.	36
I like being at my school.	63
My school looks for ways to improve.	73
My school takes students' opinions seriously.	49
My teachers motivate me to learn.	64
My school gives me opportunities to do interesting things.	74

Source: 2013 School Satisfaction Surveys, August/September 2013

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website at www.melrosehs.act.edu.au

Professional Learning

All staff undertakes five days of mandatory professional learning during their stand down. Most staff do many hours of additional study in their own time. The focus of the five formal school days at Melrose High School in 2013 was based on:

- focus on whole school writing strategies including the embedding of paragraphing and sentence structure
- the implementation of Quality Teacher Rounds as an application of the Quality Teaching model, classroom observations and formal teacher feedback
- national curriculum implementation in English, Maths, Science and History and the trial of Geography in SOSE.
- Building and reinforcing Cultural Competency.
- Development of a new assessment and reporting data base and its application to the new national assessment and reporting requirements.

Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2013, 3.9% of year 7 students and 1.7% of year 9 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Melrose High School 2013 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	545	562	576	601
Writing	515	527	541	570
Spelling	533	555	588	590
Grammar & Punctuation	539	552	573	596
Numeracy	532	552	565	600

Source: Planning and Performance December 2013

Highlights in NAPLAN scores include year 9 spelling, 93% of students improved in their individual scaled scores. Year 9 writing shows that 58% of students improved in their individual scaled scores.

Performance in other areas of the curriculum

Melrose continues to apply a whole school focus on reading writing utilising a common scaffold based on “Topic, Explanation, Evidence, Elaborate, Conclude” referred to as TEEEC paragraphing and “Verb, Information, Participant” referred to as VIP sentence structure. These have supported a whole school approach and are being embedded in all Key Learning areas.

Additional resources and programs to support our gifted students in Science and Sport have increased the number of student participation and performance. Science mentor programs have increased from seven in 2012 to 22 in 2013. The talented sports program has started with an enrolment of 23 students in 2013.

Progress against School Priorities in 2013

Priority 1

Improve Literacy and Numeracy performance of all students

Targets

- Increase by 10% the number of our year 7 students reaching the National Minimum Reading Standards.
- Increase by an additional 5 percentage points, above projected growth, year 9 writing (spelling paragraphing, sentence structure)
- Reduce by 25% the difference between school Indigenous mean and the ACT non Indigenous mean in writing and numeracy from 2011 to 2013.
- Increase the historical year 7 to year 9 numeracy improvement in NAPLAN scores from 8 to 10%.

School improvement domain covered with this priority

Learning and Teaching

Progress

Whole school focus on collecting and recording data for spelling, writing, paragraphing, sentence structure and numeracy continued to occur each semester. The introduction of ACCELERUS, an online assessment and report package is now allowing for this information to be seamlessly shared across the school. This is expected to support all teachers to target specific areas of weakness in a timelier manner.

The use of TEEEC (paragraphing) and VIP (sentence structure) scaffolds have continued to provide consistency of approach and was acknowledged by the Validation Panel who said.

Melrose High School has recognised that the teaching of literacy and numeracy remains an area where there is opportunity for improvement. Melrose High School has responded by implementing a range of school wide strategic initiatives that include the TEEEC, VIP sentence structures and identified roles in literacy and numeracy teaching and coaching. These programs have been sustainable and appear to be regularly applied. The school is to be commended for being persistent in implementing a multi-faceted approach.

A targeted reading and comprehension program utilising strategies from the Canberra Literacy Program known as “Canlit” was established in semester 2. Specially trained staff and a customised learning environment was also established called the “ispace”. 11 students with reading ages below 8 years of age were targeted. Following the intensive program all students gained confidence and improved their reading ages by 3 – 5 years. Reading performance across the Year 7 cohorts reflected 91% of students in Y7 above national Minimum Standard and improving at a better rate than local or ACT levels. 92% for 2012

In 2013 approximately 20% of the year 9 cohort were not at the school in year 7. An unusually high number of students (23%) in the cohort were also being managed with mental health related issues. The success of our wellbeing focus and support programs has attracted families and students in search of more supportive environments. For many of these students, NAPLAN performance has not been a priority and they did not fully engage with the tests. This has adversely impacted on the overall performance of the cohort.

In relation to the target of increasing by an additional 5 % points, above expected growth year 9 writing this was not achieved. In 2013, 55.2% of within matched students achieved expected growth or better compared to 68.4% in 2010 when growth data was last provided for writing.

In relation to our year 7 target of increasing by 10% year 7 students reaching the national minimum reading standard this was not achieved. Approximately the same percentage of students, 6.3% in 2013 and 6.7% in 2012, were below the national minimum standard in reading.

The table below shows the school achieved its target for reducing by 25% the difference between school Indigenous mean and the ACT non-Indigenous mean in writing at years 7 and 9 but not in numeracy.

Table: Difference in means scores- School Indigenous and ACT Non Indigenous 2011-2013

Group	Diff 2011	Diff 2013	% Difference
Year 7 Writing	-112.8	-47.1	57.6%
Year 7 Numeracy	-55.8	-57.3	-2.7%
Year 9 Writing	-101.1	-67.7	33%
Year 9 Numeracy	-47.8	-79.8	-66.9%

Source: SMART December 2013

Table: 2013 Mean Scores for Indigenous students Percentage difference in means scores

Group	School	ACT Indigenous	South Weston network Indigenous
Year 7 Reading	510.3	524.3	526.4
Year 7 Writing	481.8	486.8	485.3
Year 7 Spelling	488.9	517.1	508.1
Year 7 Grammar & Punctuation	515.0	500.2	510.2
Year 7 Numeracy	496.5	506.1	501.4

Source: SMART December 2013 * Due to number of Indigenous students being less than 5 we cannot report our year 9 Indigenous students results.

In relation to targets set by the Directorate based on trend data and additionally mean points for improvement the school's year 7 reading results was within the range expected considering the confidence intervals. The school's results were below the range expected for year 7 numeracy and year 9 writing and numeracy.

Table: 2013 Mean Scores against Directorate Targets

Group	Target	School Actual mean
Year 7 Reading	555±10	546
Year 7 Numeracy	553±10	533
Year 9 Reading	600±10	576
Year 9 Numeracy	598±10	564

Source: SMART December 2013

The use explicit lessons using proportionality and specifically targeting ratio, fractions, decimals and percentages has been applied in all Maths classes. School based data reflects improvement on a class by class basis averaging 7% for year 9. This is a truer reflection of the improvement and consistent with the Validation Panel recommendation;

It is the recommendation of the validation panel that Melrose High School implement additional data tracking systems to monitor student progress, inform teaching and learning directions, and monitor performance of school programs over time. This continual data will provide a more regular report of student achievement than is the case with intermittent NAPLAN data.

Priority 2

Develop and Implement innovative teaching, learning and assessment practices

Targets

- Increase access to alternative pathways or courses of study by 10 places.
- Increase the average fitness and performance level of the students by 15% from 2012 to 2014.
- 100% completion of Scope and Sequence documentation for Stage 2 subjects in the National Curriculum.

- All assessment and reporting aligned with grading and descriptors for National Achievement Standards.

School improvement domain/s covered with this priority

Learning and Teaching

Progress

The trial of the online Indonesian program developed by staff at Melrose in 2012 was successfully deployed at the start of 2013. Eleven students from three high schools across the ACT enrolled in the course with nine completing the combination of online, video and residential activities

Supporting our students with high social and emotional needs to achieve some form of formal certification has resulted in students accessing tuition support through individualised school based programs and externally accredited programs. In 2013 five students completed modified Year 10 Certificates, nine students completed ACCESS 10 programs, accredited through CIT.

Melrose continues to be proactive in connecting students with multiple learning and career pathways. In 2013 eight students began School Based Apprentices, 18 students began career programs in the automotive industry, hairdressing, construction, hospitality and veterinary science resulting in Certificate 1 or Certificates of Attainment. One hundred and thirty students completed at least one work Experience Placement.

Due to delays in the publication of phase 2 National Curriculum publications mapping against draft documents and the planning of scope and sequence has taken place for Mandarin, Arts and Geography. Full implementation will occur by the end of 2014.

Melrose has undertaken a major renewal of assessment and reporting over the past 18 months. The alignment of the National Achievement Standards with our new reporting and assessment package ACCELERUS were utilised to produce semester 1 and reports. Feedback from parents on "Teachers at this school provide my child with useful feedback about his/her school work" resulted in 86% of parents agreeing – an increase of 9%. Further alignment between ACT reporting and those used by Melrose will form the basis of further work in 2014.

In relation to the specific targets set for this priority the school:

- increased access to alternative pathways or courses of study by 30 places
- increased the average class fitness and performance level of the students between two percent and twelve percent over the calendar year
- 0% completion of Scope and Sequence documentation for Stage 2 subjects in the National Curriculum. The reason why this target was not achieved has been explained above
- 100% of phase 1 Australian Curriculum assessment and reporting aligned with grading and descriptors for National Achievement Standards.

Priority 3

Build staff capacity and accountability to implement high quality teaching practice

Targets

- Instructional rounds incorporating the Quality Teaching model formally implemented with another 25% of the staff.
- Staff satisfaction on “I get constructive feedback” improves by 20% over the validation cycle.
- 100% of teaching staff have completed and recorded their professional pathways and practice requirements and mapped them against the National Teacher standards.

School improvement domain covered with this priority

Leading and Managing

Progress

The progress of this priority has been inhibited by a significant change to the leadership team with 50% of the team acting in Higher Duties in 2013. The successful year can be attributed to the depth of experience and the strong leadership processes in place within the school.

The External Validation panel commended the school on the leadership and professional support for teachers to improve practice. This has been achieved through the QTM, professional rounds, and GROWTH coaching models which have strengthened pedagogy and embedded a culture among staff of open and shared reflection. This has prepared staff to engage with Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers and expectations for teacher registration, portfolios of evidence and reflection.

The Quality Teaching (QT) model has been utilised as the tool for mapping excellent across three teaching domains of Intellectual Quality, Quality Learning Environment and Significance. In first semester, a digital pilot on how to conduct a Quality Teacher round with four Melrose staff was undertaken. The process was filmed and showcased as an exemplar for other schools. The pilot group developed a protocol and delivered the necessary professional learning for all staff to conduct round in semester 2. In semester 2, all staff undertook a 3 way round of observations, QT coding, group reflection and self-reflection. The process was well received by staff and reported by teachers on the School Board. As the process occurred after the staff satisfaction survey it was not possible to quantify the improvement via the survey.

The “ejournal”, an online database and repository, was launched with all teachers at the start of the year. The inclusion of the Professional Standards was supplemented with additional tables which included the professional discussion template, the school

operational plan, the school leadership roles and responsibilities and professional learning undertaken. 90% of staff successfully accessed and used the templates to map their pathways goals and collate the evidence of their progress and familiarise themselves with the database.

These actions resulted in the following progress against our set targets:

- Instructional rounds incorporating the Quality Teaching model formally implemented with another 65% of the staff.
- In 2013, 69% of staff agreed to the statement “I get constructive feedback”. In 2009 at the commencement of the validation cycle it was 56% so this is an improvement of 23% on this figure, which means we exceeded our target.
- 85% of teaching staff have completed and recorded their professional pathways and practice requirements and mapped them against the National Teacher standards.

The quality and success of the school’s approach within this priority was reflected in the first commendation from the External validation Panel.

The panel highly commends Melrose High School for the way in which the leadership team have reshaped and re---visioned the school over the period being validated. This was achieved through the school values of RESPECT and a focus on positive relationship building. The process of Mind Matters accreditation was instrumental in this journey. Improvement processes over the four year period were systemic, reflective, inclusive of all staff and aligned to the school plan.

Priority 4

Build a strong culture of connection, communication and success within the parent community.

Targets

- The number of parents who say that they are satisfied that “community partnerships are valued and maintained” is increased by 10% from 2012 survey data
- A Parent and Citizens committee is re-established and holds at least 4 theme focused meetings throughout the year.
- Online booking system implemented to increase participation and satisfaction at Parent Teacher Nights. Exit surveys reflect 88% satisfaction.
- Improve the virtual presence of the school and its accomplishments both within and outside the school walls.
- Refresh Reconciliation Action Plan

School improvement domain covered with this priority

Community Involvement

Progress against outcomes and targets

In relation to our target the reestablishment of the P&C Committee was unsuccessful. Parent feedback indicated a reluctance to take on formal committee roles with financial

management, fundraising and official reporting to the Office of Regulatory Services sighted as main blockers. A public forum attended by eight parents including two past committee members agreed to close all P&C accounts, transfer the funds to the school with \$3000 quarantined to support any parent initiated events. The school was able to carry out three major events for parent to engage in speciality topics. These included an NRMA Road Safety program for new drivers, Cyber Bullying workshop and a safety forum on the Athllon Drive Mawson Drive pedestrian crossing.

The schools online presence has successfully expanded to now include a School Facebook page. Following the development of a Facebook policy and approved by the board the school now has:

- 670 Likes on the Facebook page, which is one of the highest membership for an ACT school and still growing
- three administrators appointed to monitor and ensure currency of the page.

Speciality groups have been established for the Japanese, Taiwanese exchange programs, Dance, Magazine, each of the four year groups, Music, Outdoor Ed, SRC network, ACE Science. These groups are closed and are positively modelling for our community the appropriate use of communication, public relations and pedagogy.

The implementation of the online Booking System for Parent Teacher Night interviews created a more coordinated and less congested opportunity for parents to access teachers.

Exit survey results indicated over whelming support for the ease and efficiency of the process in spite of some minor teething problems with naming of parents in the database. 92% of parents acknowledged their support for the new system. Term 1 interviews increased by 40% compared with term 1 2012. There was a corresponding drop in booked appointments for the term 3 interview periods.

The review and renewal of the Reconciliation Action Plan has begun. Melrose high led the cultural competency workshop for our cluster of schools Torren, Mawson and Farrar Primary Schools. Faculties are now looking to include Aboriginal and Torres Strait Islander perspectives into their programs as part of the National Curriculum requirements. The expansion of the Indigenous Study Centre has resulted in a increase in ATSI students access the support services. This has resulted in 100% of ATSI year 10 students receiving a Year 10 Certificate or Access 10 Certificate.

Parent survey feedback still reflected 75% satisfaction in “community partnerships are valued and maintained”, which was increase of 14% points from the 2012 figure of 61%.

The External Validation panel recommended widening and enhancing existing partnerships in the community, cluster primary schools and colleges to diversify the range of pathways for students.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning

Staff professional learning is divided into two costs

= total registration costs + total relief teacher costs

= \$9166.10 + \$26750

= \$35916.10

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$478.89

Voluntary contributions

This school received \$41 363 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Financial Summary	
	31-Dec-13
INCOME	
Self management funds	664342.67
Voluntary contributions	4102
Contributions & donations	11367.04
Subject contributions	37261
External income (including community use)	33041.43
Proceeds from sale of assets	0
Bank Interest	15865.12
TOTAL INCOME	765979.26
EXPENDITURE	
Utilities and general overheads	218998.5
Cleaning	206973.23
Security	2587.91
Maintenance	169557.79
Mandatory Maintenance	
Administration	14358.31
Staffing	-2260.8
Communication	14229.63
Assets	69296.85
Leases	0
General office expenditure	20801.29
Educational	78765.67
Subject consumables	-1414.35
TOTAL EXPENDITURE	791894.03
OPERATING RESULT	-25914.77
Actual Accumulated Funds	137154.96
Outstanding commitments (mir	32458.97
BALANCE	78781.22

Reserves

Name and purpose	Amount	Expected Completion
ICT renewal program 2014/2015	\$40000	Jan 2015
Kitchens refurbishment – full refurbishment costs in excess of \$100 000	\$26007	Jan 2016
Hall curtain upgrade	\$5650	Jan 2016
Staffing deficit	\$40000	Jan 2015
Sustainability projects – used to set up green infrastructure	\$15000	Jan 2015
Multimedia – extension of interactive and static boards for classrooms	\$15000	Jan 2015

Endorsement Page

I declare that the Melrose High School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:	David Cross	Deborah Kikkawa	Annette Brown
Community Representative	Kay Wulf		
Teacher Representative	Nathan Sciberras	Stuart Gilmore	
Student Representative:	Jamie Denhan	Jack Schipp	
Board Chair:	David Cross		
Principal:	George Palavestra		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations this year.

Principal Signature: _____

Date: 28-2-14

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature: _____

Date: 28-2-14