

## EDU Professional Experience Surveys

### T1 2026 EDM6100 Professional Experience Survey

**Student:** Deborah Cranston (0061163584)

**Agency:** [REDACTED]

**Placement Date:** 20/4/2026 - 25/5/2026

**Placement Result:**

**Allocation Group:** EDM6100 2026\_T\_1

**Duration:** 25 Days EDM6100 - Evidence of Learning in Teaching

#### Stage 1 - Student Smart Goals

Deborah Cranston - 12/4/2026

#### Stage 2 - Supervisor Interim Report

#### Stage 3 - Interim Liaison Acknowledgement

Roslyn Newlands (Roslyn.Newlands@unisq.edu.au) - 9/5/2026

#### Stage 4 - Interim Student Acknowledgement

Deborah Cranston - 10/5/2026

#### Stage 5 - Supervisor Result Chase

#### Stage 6 - Final Liaison Acknowledgement

Roslyn Newlands (Roslyn.Newlands@unisq.edu.au) - 26/5/2026

#### Stage 7 - Final Student Acknowledgement

Deborah Cranston - 28/5/2026

### SECTION: Student SMART Goals

Please fill out your SMART goals prior to the commencement of your professional experience placement. Remember to keep your SMART goals manageable (there is no need to have more than 5). **Please note these will be visible to your supervising teacher and liaison.**

#### Specific

Specify exact goals you wish to accomplish on this placement (eg. learning objective/skills)

#### Stage 1 - Student Smart Goals

- 1) Improve diagnostic assessment and awareness of gaps in earlier learning
- 2) Improve teacher presence
- 3) Develop a plan for organising and taking notes on student incidents and administrative obligations
- 4) Improve questioning techniques
- 5) Get to know more about students earlier

#### Measurable

How will you confirm or measure you have reached your goals?

#### Stage 1 - Student Smart Goals

- 1) I will carry out diagnostic assessment early in practicum. From this I will create a planning sheet to cover knowledge gaps and review this with my mentor. I will then utilise formative activities to measure progress. I will evaluate the success of diagnostic assessment and the planning sheet with my mentor.
- 2) I have identified five ways to improve teacher presence based on previous observations of teachers: 1) moving towards disruption to mitigate it 2) using teacher voice and questioning to involve the class 3) use a powerpoint clicker to enable more distance to be travelled in the classroom 4) use body language including eye contact or tapping on table to communicate when students are off task 5) sit down next to students who are slow to begin and begin with them. I will create a checklist of these items and use it to check if I have remembered to do the list each lesson. I will also be able to observe effectiveness in student responsiveness and will seek feedback from my mentor.
- 3) I have purchased a diary to maintain a better record of notes and incidents this practicum. I will review the diary at the end of each day and consider if all the incidents and obligations were noted down and if not, why not? I will then consider what could be done differently the next day.
- 4) I will keep a record of each lesson I teach and note if I used questioning techniques and could have done more. I will also seek feedback from my mentor teacher.
- 5) I will use an exit ticket as discussed in my last prac at the beginning of this prac and incorporate student interests and learning preferences in my planning. I will seek feedback from my mentor teacher and from the students during the prac to determine if they felt the teaching was effective in meeting student needs and aligning to their interests.

#### Achievable

Are your goals realistic? Do you have the resources to achieve your goals? What efforts and communication have you planned to achieve your goals?

#### Stage 1 - Student Smart Goals

Yes, these goals are achievable. The goals are not onerous nor do they require any more resources than I have already gathered. Through consistent reflection through the prac and discussions with my mentor teacher I will know if I have achieved the goals.

#### Relevant

Why are your goals significant to your practice?

### Stage 1 - Student Smart Goals

Yes these goals are significant and align to the APSTs.

- 1) This goal correlates to APST5 and APST3
- 2) This goal correlates strongly to APT3 and APST4.
- 3) This goal correlates strongly to APST7
- 4) This correlates to APT3 and APST4
- 5) This correlates to APST1 and APST3.

### Timely

When do you intend to achieve this goal?

### Stage 1 - Student Smart Goals

- 1) at the beginning of the prac
- 2) throughout the prac
- 3) throughout the prac
- 4) throughout the prac
- 5) at the beginning of the prac

### Benefits

The benefits of achieving this goal will be:

### Stage 1 - Student Smart Goals

- 1) in my last prac, I underestimated the power of the forgetting curve and I did not provide enough revision. It is crucial for student understanding that foundational knowledge is effectively activated. Knowing the degree of revision needed also drives and impacts on the planning process.
- 2) Teacher presence was an area of improvement identified in my last prac. Teacher presence is a known effective strategy to mitigate disruption and improve student engagement.
- 3) Teachers must ensure they do not lose track of administrative obligations. The diary will help me to develop skills in managing these tasks.
- 4) Questioning techniques support student understanding. Improving skills in questioning will correlate to improved student outcomes.
- 5) There is a reason that getting to know the students is the first APST. The exit ticket I used in my last prac was very effective in supporting me to understand student learning preferences and interests but I used it too late in the last prac. I will use it earlier this time

### Take Action

Potential Obstacles and their corresponding solutions

### Stage 1 - Student Smart Goals

No foreseen obstacles at this stage

### Assistance

Who are the people you will ask to help you?

### Stage 1 - Student Smart Goals

In my last prac my mentor teacher and other teachers in the faculty were extremely helpful in supporting me to gain a good understanding of strategies and best practice. I can also seek support from UNISQ, particularly in relation to the requirements of the GTPA.

**SECTION:** Supervisor Interim Report

**This report is to be completed by the supervising teacher at the midpoint of the placement.** It is intended to indicate the preservice teacher's performance and highlight any shortfalls in professional application, which require improvement in the remaining weeks of the placement.

**By the end of this final professional experience placement, preservice teachers must be assessed as 'Graduate level' for all APST.**

*If at this point in the placement a preservice teacher is considered 'Developing Towards Graduate level' overall in one or more sections and/or a school has concerns, please mark the student as 'Amber' or 'At-Risk' below. Please also make contact with the UniSQ Liaison to initiate the at-risk of failure process.*

**\*The at-risk process can be initiated at any point during the placement if there are concerns.**

**\*\*Please note your responses will be visible to the student and liaison.**

Assessment Scores:

- D - Developing Towards Graduate Level
- G - Graduate Level

**Supervising Teacher's name**

Stage 2 - Supervisor Interim Report

**Other Supervising Teacher's name (if applicable)**

Stage 2 - Supervisor Interim Report

**SECTION:** Planning Effectively - Preparation For Teaching

| Question                                                                                                                                                                                                                                                      | Stage 2 - Supervisor Interim Report |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| APST 1.1<br><br>(Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students, and how these may affect learning.)                                                                                | G                                   |
| APST 1.3<br><br>(Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.)                                                | G                                   |
| APST 1.5<br><br>(Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.)                                                                      | G                                   |
| APST 2.2<br><br>(Organise content into an effective learning and teaching sequence.)                                                                                                                                                                          | G                                   |
| APST 2.3<br><br>(Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.)                                                                                                                                           | G                                   |
| APST 2.5<br><br>(Know and understand literacy and numeracy teaching strategies and their application in teaching areas.)                                                                                                                                      | G                                   |
| APST 3.1<br><br>(Set learning goals that provide achievable challenges for students of varying abilities and characteristics.)                                                                                                                                | G                                   |
| APST 3.2<br><br>(Plan a lesson sequence using knowledge of student learning, content and effective teaching strategies.)                                                                                                                                      | G                                   |
| APST 1.6<br><br>(Please leave blank if unable to assess in the school context.<br><br>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.) |                                     |
| Overall Interim Assessment For This Section                                                                                                                                                                                                                   | G                                   |

**SECTION:** Brief Comment

**Comment**

**Stage 2 - Supervisor Interim Report**

Deb has demonstrated her knowledge and understanding of both the ACARA and QCAA subject matter for Junior Business/ ICT and Senior Business/ Accounting

Deb engaged with whole class profiles/ previous reporting reports and behavioural reports to better understand the diverse needs of students. She created various learning resources on accessible online platforms such as curipod.

Deb also engaged with TLAPs and created lesson resources to better align with ACARA. She also engaged in professional conversations with colleagues/ mentors.

**SECTION:** Teaching Effectively - Enactment of Teaching

| Question                                                                                                                                                                                                                                                                                             | Stage 2 - Supervisor Interim Report |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| APST 2.1<br><br>(Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teacher area.)                                                                                                                                       | G                                   |
| APST 2.6<br><br>(Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.)                                                                                                                                                                              | G                                   |
| APST 3.3<br><br>(Include a range of teaching strategies.)                                                                                                                                                                                                                                            | D                                   |
| APST 3.4<br><br>(Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.)                                                                                                                                                                              | G                                   |
| APST 3.5<br><br>(Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.)                                                                                                                                                                               | D                                   |
| APST 3.6<br><br>(Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.)                                                                                                                                                              | G                                   |
| APST 6.3<br><br>(Seek and apply constructive feedback from supervisors and teachers to improve teaching practice.)                                                                                                                                                                                   | G                                   |
| APST 1.4<br><br><b>(Please leave blank if unable to assess in the school context.</b><br><br>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Island backgrounds.) |                                     |
| APST 2.4<br><br><b>(Please leave blank if unable to assess in the school context.</b><br><br>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.)                                                              |                                     |
| APST 3.7<br><br><b>(Please leave blank if unable to assess in the school context.</b><br><br>Describe a broad range of strategies for involving parents/carers in the educative process.)                                                                                                            |                                     |
| Overall Interim Assessment For This Section                                                                                                                                                                                                                                                          | G                                   |

**SECTION:** Brief Comment

**Comment**

**Stage 2 - Supervisor Interim Report**

Deb has demonstrated various ECSM throughout her practicum. Other teaching strategies such as chunking and explicit teaching (I do, We do, You do) have been implemented. Deb has implemented the schools signature practices of 'do nows' and exit tickets within her lessons.

**SECTION:** Managing Effectively - Create Safe and Supportive Learning Environments

| Question                                                                                                             | Stage 2 - Supervisor Interim Report |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| APST 4.1<br>(Identify strategies to support inclusive student participating and engagement in classroom activities.) | G                                   |
| APST 4.2<br>(Demonstrate the capacity to organise classroom activities and provide clear directions.)                | D                                   |
| APST 4.3<br>(Demonstrate knowledge of practical approaches to manage challenging behaviour.)                         | D                                   |
| Overall Interim Assessment For This Section                                                                          | G                                   |

**SECTION:** Brief Comment

**Comment**

**Stage 2 - Supervisor Interim Report**

Deb has implemented various strategies such as partner/ group work into her lesson to support student engagement. She has also conducted class debates/ discussions with middle/ senior classes.

Deb challenge moving forward, is to focus and improve the timing of activities and providing explicit instructions so students are able to fully engage and not have any misunderstandings.

**SECTION:** Assessing and Recording Learning

| Question                                                                                                                                                                                           | Stage 2 - Supervisor Interim Report |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| APST 5.1<br><br>(Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.)                    | G                                   |
| APST 5.2<br><br>(Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.)                                                       | G                                   |
| APST 5.3<br><br>(Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.)                                      | D                                   |
| APST 5.4<br><br>(Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.)                                                         | G                                   |
| APST 5.5<br><br>(Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.) | D                                   |
| Overall Interim Assessment For This Section                                                                                                                                                        | G                                   |

**SECTION:** Brief Comment

**Comments**

**Stage 2 - Supervisor Interim Report**

Deb has engaged in collegial discussions of informal, formal, diagnostic and formative assessments. Through these discussions, Deb has planned and amended lesson plans accordingly to further support student learning.

Deb will have an opportunity to engage in summative assessments and moderation in her final weeks.

**SECTION:** Professional Conduct

| Question                                                                                                                                                                          | Stage 2 - Supervisor Interim Report |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| APST 4.4<br>(Develop strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.)                        | G                                   |
| APST 4.5<br>(Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.)  | G                                   |
| APST 7.1<br>(Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.)                                                       | G                                   |
| APST 7.2<br>(Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.)                      | G                                   |
| APST 7.4<br>(Understand the role of external professionals and community representative in broadening teachers' professional knowledge and practice.)                             | G                                   |
| APST 7.3<br>(Please leave blank if unable to assess in the school context.<br>Understand strategies for working effectively, sensitively and confidentially with parents/carers.) | G                                   |
| Overall Interim Assessment For This Section                                                                                                                                       | G                                   |

**SECTION:** Brief Comment

**Comment**

**Stage 2 - Supervisor Interim Report**

Deb has conducted herself in a professional manner since commencing her practicum.

**SECTION:** Overall Interim Assessment

**Professional conduct and behaviour**

Has the student demonstrated appropriate professional conduct and behaviour during the first half of the placement?

| Options                                                                                                                                     | Stage 2 - Supervisor Interim Report |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Green: The Student demonstrates appropriate professional conduct and behaviour.                                                             | a                                   |
| Amber: The Student requires additional support from a UniSQ Liaison to consistently reflect appropriate professional conduct and behaviour. |                                     |
| Red: The Student is At-Risk of failing this placement due to their professional conduct and behaviour.                                      |                                     |

**Required placement requirements**

Has the student demonstrated the required placement requirements during the first half of the placement?

| Options                                                                                                                     | Stage 2 - Supervisor Interim Report |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Green: The Student demonstrates the placement requirements as outlined in the Professional Experience Guide.                | a                                   |
| Amber: The Student requires additional support from a UniSQ Liaison to consistently demonstrate the placement requirements. |                                     |
| Red: The Student is At-Risk of failing this placement due to their inability to demonstrate the placement requirements.     |                                     |

**SECTION:** Supervisor Acknowledgement

**Additional Comments**

Additional comments (Please type N/A if you have no comments or survey will not submit).

**Stage 2 - Supervisor Interim Report**

N/A

**Supervisor Acknowledgement**

As a supervising teacher I agree to the following terms and conditions:

- I will maintain confidentiality of student details
- I have conferred with the UniSQ liaison by phone/email as required during the placement

By completing and submitting this report, I declare the information above is an accurate reflection of the APST's achieved by the student named above.

**Stage, Respondent**

Stage 2 - Supervisor Interim Report

**Acknowledged**

David Huynh (ldhuy0@eq.edu.au) - 8/5/2026 2:42:19 pm

**SECTION:** Liaison Interim Comments and Acknowledgement

Please review the Interim report by clicking on the relevant option from the above drop down box. Once you have reviewed the feedback, please provide your comments below. **Please note your responses will be visible to the student and the supervising teacher.**

**Liaison Comments**

**Stage 3 - Interim Liaison Acknowledgement**

Preservice teacher, Deborah Cranston, is progressing satisfactorily at the interim stage. No concerns have been identified

**Please indicate the level of support required**

| Options                                 | Stage 3 -<br>Interim Liaison<br>Acknowledgement |
|-----------------------------------------|-------------------------------------------------|
| Amber                                   |                                                 |
| Red (At Risk)                           |                                                 |
| Pro-Active A Team                       |                                                 |
| Additional Liaison support not required | a                                               |

**Please provide overview of the support plan based on the Interim report**

**Stage 3 - Interim Liaison Acknowledgement**

N/A

**Acknowledgement (Interim)**

As a UniSQ Liaison, I agree to the following terms and conditions:

- I will maintain the confidentiality of student details
- I will maintain regular contact with the student and site contacts throughout the placement
- I will confer with the UniSQ representatives by phone/email as required during the placement

I acknowledge that I have reviewed the above interim report and commented on the support provided.

**Stage, Respondent**

**Acknowledged**

Stage 3 - Interim Liaison Acknowledgement

Roslyn Newlands (Roslyn.Newlands@unisq.edu.au) - 9/5/2026 10:45:48 am

## SECTION: Student Interim Comments and Acknowledgement

Please review your Supervisor Interim Report and Liaison Interim Comments from the above drop down box. Once you have reviewed the feedback, please complete the below comments and acknowledgement. **Please note your responses will be visible to your supervising teacher and liaison.**

### Student Comments (Interim)

Please provide comments in response to Interim feedback provided by your supervising teacher and liaison.

#### Stage 4 - Interim Student Acknowledgement

I am very grateful to David and Mandy for their feedback and support during this practicum. I am really enjoying the challenge of adjusting to different teaching area pedagogy and the very positive school learning culture at Miami State High School. I feel blessed to have the opportunity be able to integrate the work by Lemov who's practice is embedded in many of the school values and practices. I look forward to continuing to learn and grow as I complete the final weeks of the practicum.

### Student SMART Goals

Please provide comments on any new or adjusted goals for the remainder of the placement, based on the feedback from your supervising teacher and liaison. (Please type N/A if you have no comments or survey will not submit)

#### Stage 4 - Interim Student Acknowledgement

I feel the diagnostic assessment worked very well and the opening questionnaire was very helpful in getting to know students early on. I need to continue to work on improved classroom management including consistent teacher's call, developing further skills in classroom presence and consistent follow through on consequences. I also need to work on the timing of my lessons and making consistent use of questioning to check for understanding more frequently during the lesson. I would also like to work on incorporating greater student choice and voice in activities for the remainder of the prac.

### Acknowledgement (Interim)

I confirm I have reviewed my interim assessment and comments from both my supervising teacher and liaison, and any items of concern have been addressed and noted in my comments in the previous question. All information provided is true and correct.

#### Stage, Respondent

#### Acknowledged

Stage 4 - Interim Student Acknowledgement

Deborah Cranston (0061163584) - 10/5/2026 2:18:10 pm

**SECTION:** Supervisor Result Submission

Please note the below responses will be available to the student and liaison.

**Completed days**

Did student complete total number of days for this placement? Please select from the below options in response to this question.

| Options | Stage 5 - Supervisor Result Chase |
|---------|-----------------------------------|
| 5 Days  |                                   |
| 10 Days |                                   |
| 15 Days |                                   |
| 20 Days |                                   |
| 25 Days | a                                 |
| Other   |                                   |

**Result**

Please confirm the overall result the student achieved for this placement.

| Options | Stage 5 - Supervisor Result Chase |
|---------|-----------------------------------|
| Pass    | a                                 |
| Fail    |                                   |

**Placement Class Year Level**

**Stage 5 - Supervisor Result Chase**  
8,10,11,12

**Specialisations**

If this placement is in a senior setting, what specialisations are being assessed? E.g. HPE, Music, History

**Stage 5 - Supervisor Result Chase**  
Senior Accounting and Business

**SECTION:** Supervisor Declaration

**Declaration**

As a supervising teacher I agree to the following terms and conditions:

- I will maintain confidentiality of student details
- I have provided the student with the completed and signed QPERF report
- I have conferred with the UniSQ liaison by phone/email as required during the placement

By completing and submitting this report, I declare the information above is an accurate reflection of the APST's achieved by the student named above.

**Stage, Respondent**

**Acknowledged**

Stage 5 - Supervisor Result Chase

- 25/5/2026 9:10:00 am

**SECTION:** Liaison Final Comments and Acknowledgement

Please review the Supervisors Result Submission by clicking on the relevant option from the above drop down box. Once you have reviewed the feedback, please provide your comments below. **Please note your responses will be visible to the student.**

**Liaison Comments**

**Stage 6 - Final Liaison Acknowledgement**

Congratulations on completing your prac, Deb. Best wishes for your future teaching career.

**Please indicate the level of additional support provided**

| Options                                     | Stage 6 - Final Liaison Acknowledgement |
|---------------------------------------------|-----------------------------------------|
| Amber                                       |                                         |
| Red (at Risk)                               |                                         |
| Pro-active A Team                           |                                         |
| Additional Liaison support was not required | a                                       |

**Please provide overview of support?**

**Stage 6 - Final Liaison Acknowledgement**

N/A

**Acknowledgement**

As a UniSQ Liaison, I agree to the following terms and conditions:

- I will maintain the confidentiality of student details
- I have maintained regular contact with the student and site contacts throughout the placement
- I have conferred with the UniSQ representatives by phone/email as required during the placement

I acknowledge that I have reviewed the interim and final report, and commented on the support provided.

**Stage, Respondent**

**Acknowledged**

Stage 6 - Final Liaison Acknowledgement

Roslyn Newlands (Roslyn.Newlands@unisq.edu.au) - 26/5/2026 7:38:30 am

## SECTION: Student Final Comments and Acknowledgement

Please review your Supervisor Result Submission and Liaison Comments by clicking the relevant option from the above drop down box. Once you have reviewed the feedback, please complete the below comments and acknowledgement.

### Please upload the completed QPERF report for this placement.

It is the students responsibility to provide their supervising teacher a copy of the paper-based QPERF at the beginning of their placement. If you still require a copy of the report, it is located on our [Education Placements website](#).

For EDU4100 and EDM8100 placements the QPERF is required to be completed.

| Stage, Respondent | Answer |
|-------------------|--------|
|-------------------|--------|

|                                         |                                        |
|-----------------------------------------|----------------------------------------|
| Stage 7 - Final Student Acknowledgement | <a href="#">Deb Cranston QPERF.pdf</a> |
|-----------------------------------------|----------------------------------------|

### Student Comments

Please provide comments in response to the feedback provided by your supervising teacher in the Final Report.

#### Stage 7 - Final Student Acknowledgement

I would like to sincerely thank David for his kind words and feedback. I appreciate all his support, and I wish to acknowledge that I have learned a great deal from him. I genuinely feel blessed to have had the opportunity to work with him during this placement. In particular, I want to thank him for allowing me to make and learn from my mistakes and highlighting to me the importance of consistency and timing.

### Acknowledgement (Final)

I confirm I have reviewed my final report, supervising teachers comments, liaison comments, and any items of concern have been addressed with my supervising teacher and/or liaison and noted in the student comments section above. I confirm that all information listed is true and correct, and that I have completed the days as stated above.

| Stage, Respondent | Acknowledged |
|-------------------|--------------|
|-------------------|--------------|

|                                         |                                                      |
|-----------------------------------------|------------------------------------------------------|
| Stage 7 - Final Student Acknowledgement | Deborah Cranston (0061163584) - 28/5/2026 2:42:37 pm |
|-----------------------------------------|------------------------------------------------------|

### StudyDesk Assessment Submission

I understand I must upload a copy of the below documents to the "Final Assessment" section on the course StudyDesk;

- Professional Experience Survey PDF
- QPERF/Modified Final Report

I acknowledge that my assessment will not be marked unless they are uploaded to StudyDesk.

For instructions on downloading the report from InPlace, please refer to the [InPlace Education Professional Experience Reports User Guide](#).

| Stage, Respondent | Acknowledged |
|-------------------|--------------|
|-------------------|--------------|

|                                         |                                                      |
|-----------------------------------------|------------------------------------------------------|
| Stage 7 - Final Student Acknowledgement | Deborah Cranston (0061163584) - 28/5/2026 2:42:37 pm |
|-----------------------------------------|------------------------------------------------------|