



# CASTLETOWN PRIMARY SCHOOL

## ANNUAL REPORT 2015



INSPIRE - EDUCATE - SUCCEED



Our Annual Report sets out to present information to parents on school performance for 2015 on Key Student Outcomes. Programs offered and other general information such as finance, attendance figures and relevant staff information has been compiled to present a broader picture of the school. From the information gathered on student outcomes over the year, the school reviews its educational practices where necessary, and determines strategic priorities and operational targets for the following year.

The school has revisited with staff and the wider community, its vision, beliefs and values as part of its annual review. Re-inforcement of the vision “Inspire, Educate, Succeed” is implicit in the follow up statement of “At Castletown we inspire and educate all students to succeed in becoming productive citizens.”

The school has evaluated and endeavoured to improve teaching and learning programs through richer interpretation of student data and subsequent case management. Strategic planning is succinct and focused.

Our teachers build positive relationships with students and have high expectations of their overall development and progress. Our teachers aim to inspire in our students a love of learning. This year has again been highlighted through the Teacher Development School project presenting leading edge professional opportunities to other schools and showcasing educational practices and ideas with network schools. Working as a committed, highly dedicated team of professionals, our staff continually seek out ways of engaging with colleagues to improve practice.

Our parent and community partnership in education is vital and dynamic, with generous assistance to the school on many fronts. Parents and community are complimentary and supportive of the school. Assemblies are well attended. Parent committees are enthusiastic, hardworking and totally dedicated to supporting the needs of our students. Parents have many opportunities to be involved in the daily life of the school through participation in direct activities and with the sharing of the ethos and culture of the school. The School Council and P & C and the Early Childhood Committee continue to contribute significantly with their support for our school.

2015 has been another outstanding year for Castletown with numerous achievements such as the Music Festival successes, Numero wins, sporting and carnival events as examples of activities that have enriched the lives of our students and enhanced their learning.

2015 is the first year senior students have been year 6. They have had to “step up” with their leadership, maturity and responsibilities in the school and to their credit they have showcased their talents to enhance the school community.

Congratulations Castletown students, staff and community on your commendable efforts and for another great year for Castletown.

Pauline Grewar

## ENGLISH

As a Teacher Development School in English with Humanities 2015 our focus with school priorities has included this curriculum area.

We continued developing professional learning opportunities for our own staff and staff from networks across the district in aspects of English/Humanities in the Australian Curriculum using the ISTAR pedagogy to improve teaching and learning. We will be sharing with our own staff and other networks, strategies and resources to support teachers in the improvement of knowledge and teaching practices.

Some areas we identified to target in 2015 include:

- Consistency in teaching of Letters and Sounds program.
- Increased moderation in relation to achievement standards both in school and across schools for example through the Curriculum club opportunities.
- SMART targets relating to NAPLAN evidence data.
- Continuation of the development of professional learning communities to ensure improved outcomes for students.

Our strengths have included:

- Through the TDS operational plan opportunities to design and implement deliverable professional learning to staff on the Australian Curriculum in English
- Building the capacity of facilitators and teams to deliver professional learning through TDS team work and ISTAR pedagogy practices.
- Utilising expert English co-ordinator to support teachers with professional learning through collaboratively sharing skills and understandings.
- Expanding the quality of teaching/learning through SMART targets being set, implemented and reviewed for all year levels by the professional learning communities in these year levels.
- Systematic, continuous comprehensive self assessment processes relating to student achievement.
- Early intervention strategies such as Population Health Partnerships with early childhood teachers.





## MATHS

Maths continued to be priority curriculum area in 2015.

SMART targets were clearly defined from collated evidence from year levels across the school and were monitored and timely reviewed. Whole school approaches to numeracy were implemented and reviewed. The numeracy priority has focussed on providing students with essential maths skills and knowledge to develop their numeracy capacity, assisted them to employ maths strategies to make informed decisions and solve problems. All teaching and learning planning is linked to whole school planning and the Department of Education's strategic plans and focus in maths. In particular, building key understandings and the language of maths in the Early Childhood Years has been a focus. Administering the On Entry Assessment in the Pre-Primary year has enabled teachers to more accurately target areas of student understandings and reinforce concepts and skills.

We have been working towards developing automaticity to basic number facts, particularly in the middle and junior school through SMART targets for each year level.

Numeracy blocks of 70 minutes per day have been implemented across the year levels to increase level of effectiveness of teaching and learning outcomes.

Our strengths have included:

Focuses for 2015 were on re emphasising the key concepts from First Steps, place value, basic number facts, problem solving and the language of maths.

Expanding the quality of teaching/learning through the use of SMART TARGETS in maths, implemented and reviewed by professional learning communities in each year level.

Systematic, continuous comprehensive self assessment processes relating to student achievement.

Capacity building of staff through professional learning ( Paul Swann) reinforcing instructional strategies and effective use of numeracy blocks and lesson planning.

Continual practice of the ISTAR pedagogy to ensure more consistent, effective and efficient teaching and learning of maths.

# PROGRESS AND ACHIEVEMENT AGAINST SCHOOL PRIORITIES

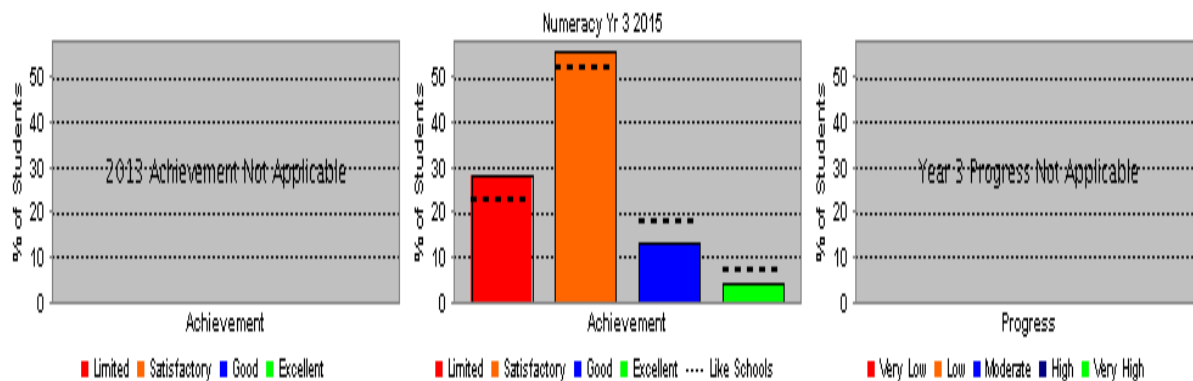


## LITERACY AND NUMERACY

TARGET-	ACHIEVED	COMMENTS
<p>READING</p> <p>Reduce the percentage of year 3 and 5 students at or below the minimum standard in Reading to equivalent or lower than like schools.</p> <p>Increase the representation of year 3 students in proficiency bands 5 and 6 and year 5 in proficiency bands 7 and 8.</p>	No	<p>28% of our students are below expected level of performance compared to 25 % of the state. 26% of our students are in bands 7 and 8 compared to 28% of the state which is almost equal.</p> <p>In year 5 the number of students at the lower end have decreased, with a corresponding increase in the number of students at the upper end.</p> <p>Results are trending downwards, with like schools increasing slightly.</p>
<p>WRITING</p> <p>As above</p>	No	<p>There is a downward trend with boys' achievement. There has been a 10%-20% improvement from limited to satisfactory results in like schools, there are more students in top bands. Figures are consistently alike in the middle bands when compared to like schools.</p>
<p>NUMERACY</p> <p>Reduce the percentage of year 3 and 5 students at or below the minimum standard in Numeracy compared to equivalent or lower than like schools. Increase the representation of year 3 and 5 students in the proficiency band above the national minimum standard compare to equivalent or higher than like schools. Focus on moving band 8 students to band 9.</p>	No	<p>The school has increased its performance slightly from 2013 results but is below like schools and the state in performance.</p> <p>13% of our students are in the 7 and 8 bands as compared to 21% in the state. 32% of our students are in bands 3 and 4 compared to 25% in the state.</p> <p>There is a shift of a number of middle to high achieving students to the next level, and shift of a number of students from very low to low demonstrating a positive movement.</p>



# NAPLAN NUMERACY 2015

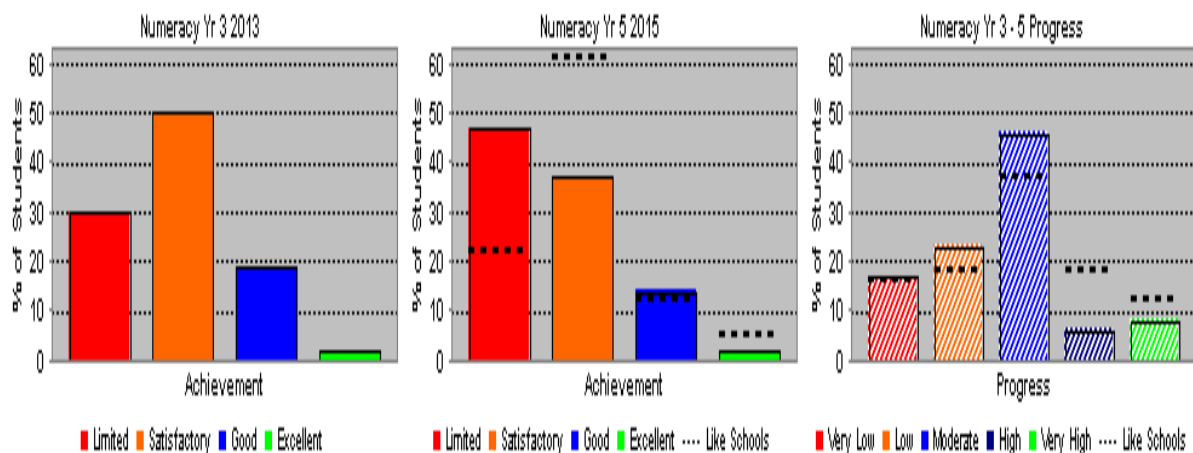


Based on the longitudinal summary relative assessment and proficiency band data there has been very little variation in performance in numeracy, which is below like schools.

The first cut student progress for years 3-5 data indicates there is a larger number of students in the limited in year 5 than year 3.

We are over represented in limited and satisfactory as compared to like schools. We are under represented in the good and excellent categories as compared to like schools.

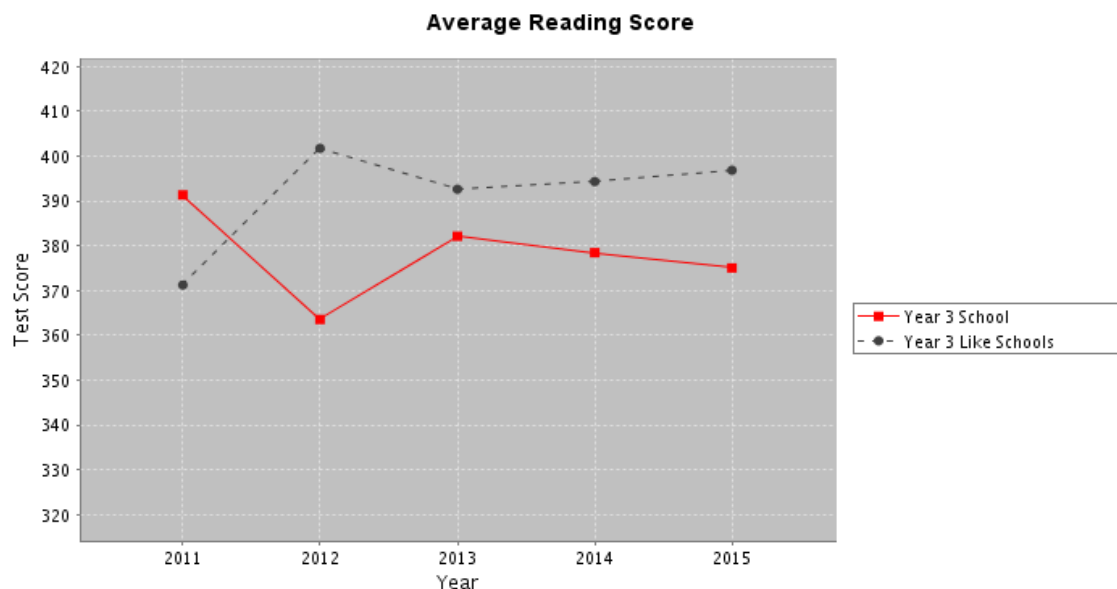
In sub group performance there is no significant difference between male and female performance, though girls are performing marginally better than boys. Boys are above like schools in limited.



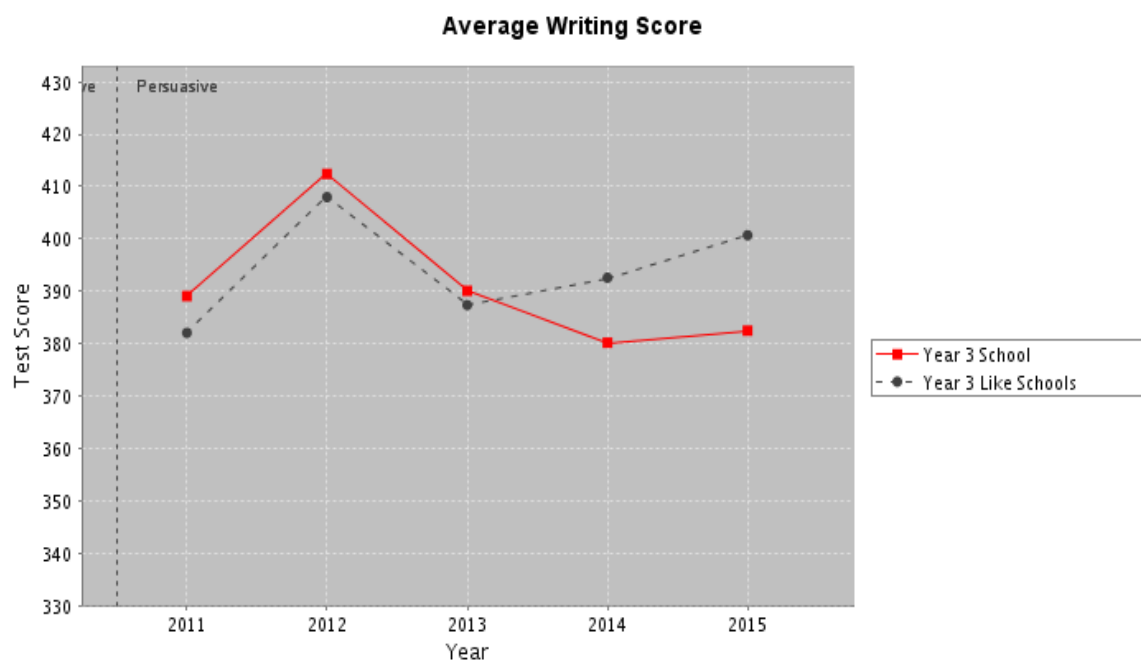
# LONGITUDINAL DATA IN READING NAPLAN

IN COMPARISON WITH LIKE SCHOOLS

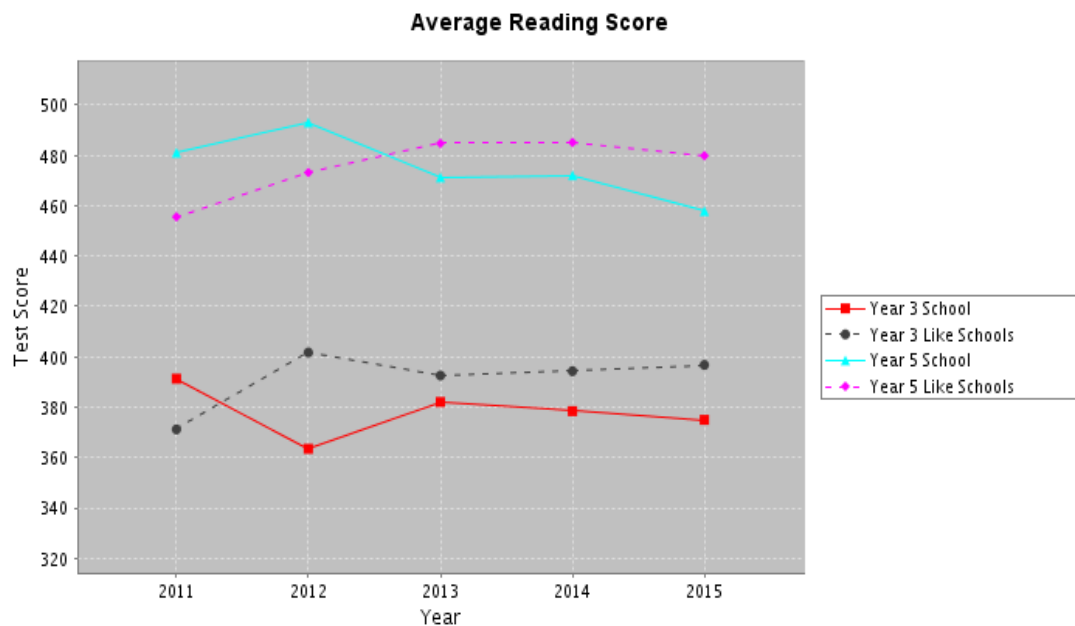
## YEAR 3 READING AND WRITING



Based on the longitudinal summary relative assessment and proficiency band data there is a decline over the past five years in our data. There are more students in the lower bands compared to like schools.

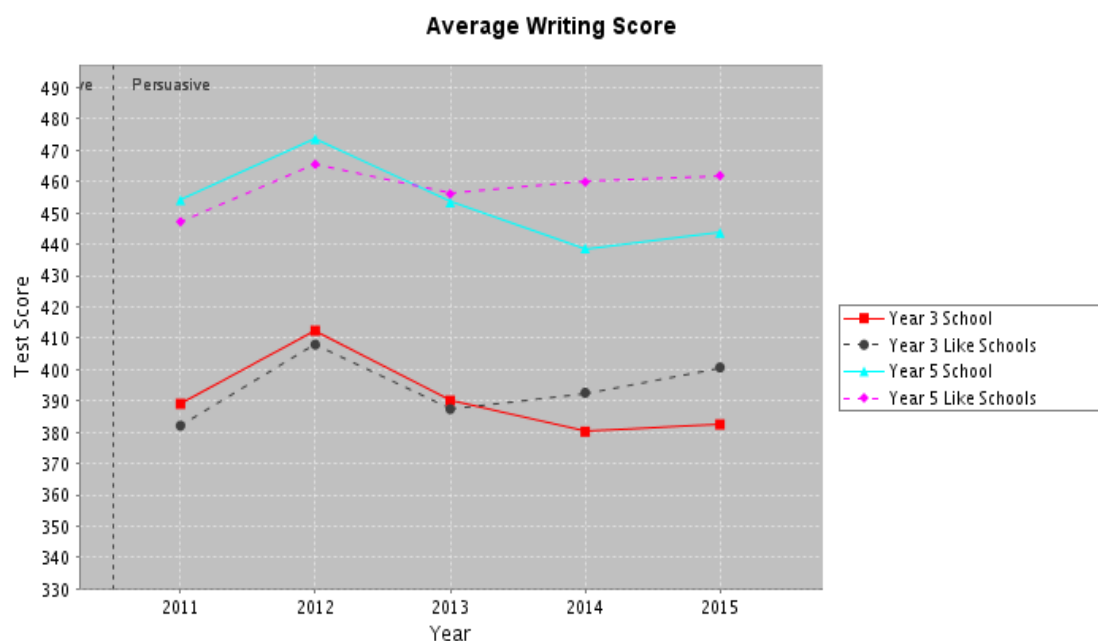


A significant number of students are below the expected benchmark for writing. There is a large number of boys with low achievement in writing. Girls are consistently achieving at higher levels than the boys.



There is a downward trend over the past five years in reading, with like schools trending upwards. In like schools there are more students in top bands. Figures for the middles bands are consistently alike when compared with like schools.

In writing there is a downward trend with boys. There are more girls above the National Mean compared with boys.





# ATTENDANCE

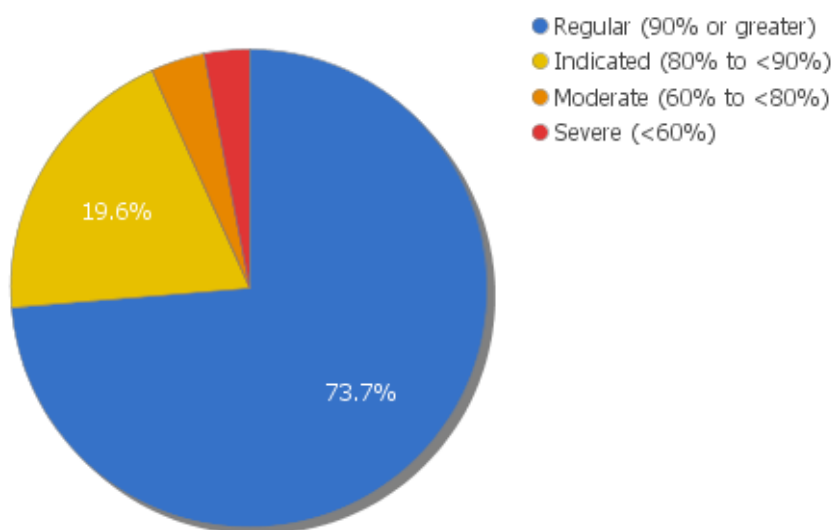


## Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2013	93.8%	92.6%
2014	92.5%	92.1%
2015	93.1%	92.7%

## Attendance % - Primary Year Levels

	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2013		94%	93%	95%	93%	94%	94%	96%
2014	91%	92%	94%	92%	94%	92%	94%	93%
2015	91%	93%	94%	93%	93%	93%	94%	
WA Public Schools 2015	92%	93%	93%	93%	93%	93%	93%	





Reporting on the targets for 2015.

## 1. Consistency in teaching of Letters and Sounds

This has been now embedded across the school from K-2 with all staff, including Education Assistants, being inserviced in the program by our Learning Support Co-ordinator. Understanding of phases, levels and expectations and sound teaching have resulted in some evidence based improved results across the school.

Targeted groups of children not reaching expected levels have been given extra teacher and education assistant time and resources to support improvement.

In reading, targeted groups of students not reaching expected benchmarks have attended additional accelerated reading classes to assist in improvements with some successful outcomes.

## 2. Moderation in relation to the achievement standards both in school and across schools through using common DOTT time, Curriculum Club (TDS) and planned across school moderation has reinforced teacher understanding of the standards.

## 3. Smart Targets relating to NAPLAN provided evidence based data. Teachers set goals from the data timelines and presented results to their phase of learning groups and then reviewed targets.

## 4. Professional Learning Communities

Smart Targets provided the collaborative professional learning opportunities for staff expanding and strengthening the quality of teaching and learning.

As a Teacher Development School in 2016 there were many planned opportunities for collegiate collaboration and discussions including Curriculum Club shared with schools across the district.

For 2016 the school has collated information to guide decisions on our curriculum priorities through the collection of systemic and classroom data across phases of schooling. Through the processes of disciplined dialogue and data interrogation, the priority of reading was selected as the main priority with maths being taken up I Semester 2, 2016.

The strategic plan was then written up in terms of expected improvements and targets for literacy and maths.

Reviewing whole approaches in literacy and numeracy in the five areas of teaching/ learning, shared beliefs and understandings, successful students, learning environment and resources resulted in clear evidence for the need of some major whole school strategies .



These include:

- Consistent Structure for Literacy Block,

- Guided Reading,

- Continuation of Hattie's ISTAR for effective learning and teaching.

- Case management approach to students,

- Improving the standards of boys reading,

- Whole school oral language focus.

- Reviewing reading resources and monitoring tools,

Continuing of whole school strategies to expand the quality of teaching and learning include SMART Targets, implemented and reviewed termly by all year levels. This gives opportunity for empowering professional learning communities.

A continuing strategy is targeting speech in ECE with resources allocated specifically for this. Working in conjunction with Population Health experts and visiting consultants from speech and language team the school has identified the need for additional education assistant time to support students with speech needs. The program through 2015 has been highly successful and will therefore continue into 2016 with a significant number of students identified with speech problems and with individual students are now receiving one on one time daily to improve their speech.



# ON ENTRY ASSESSMENT DATA - PRE PRIMARY STUDENTS



The following table informs of the Group Summary Comparison of the School to the State from 2014-2015 over a three year period.

Percentage of students below expected standard.

All Literacy      State              School              Numeracy              State              School

2014	57%	78%	2014	11%	9%
2015	56%	73%	2015	10%	13%
2016	56%	72%	2016	10%	11%

Each year is a different cohort of students.

Over the three year period, a greater number of students from Castletown are below expected standard compared to the state in literacy.

Over the three year period the percentage of Castletown students below expected standard compared to the State in numeracy are very similar.

## VALUE ADDING

Throughout the year a number of programs and initiatives have added value to student achievements across the school's learning priorities. This is also reflected through the Virtues Program implemented across all year levels to promote and further develop core values and virtues into our school community.

## ENGLISH

Literacy Bags (K-2).

Reading In Bed Is Terrific (R.I.B.I.T).

Early Childhood Speech Program (K-2).

Literacy Books.

Differentiated programs for Students at Educational Risk.

Whole school literacy program. Developing a whole school shared beliefs in literacy across all year levels.

## MATHS

Numeracy Challenges within school and across the district.

Numeracy Specialist Teacher – Building the capacity of staff in Numeracy.

Differentiated programs for Students at Educational Risk.

Whole school numeracy program. Developing a whole school shared beliefs in numeracy across all year levels.

## SCIENCE

Professional Development with consultant using Primary Connections.

Literacy and science, collection of literacy books and materials.

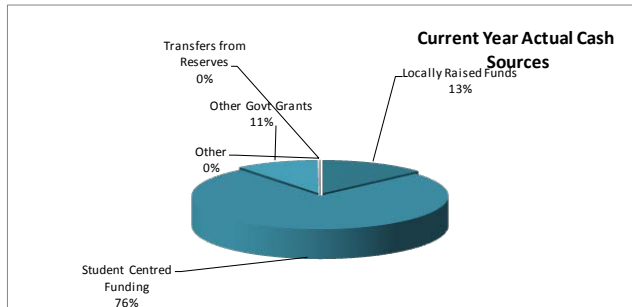
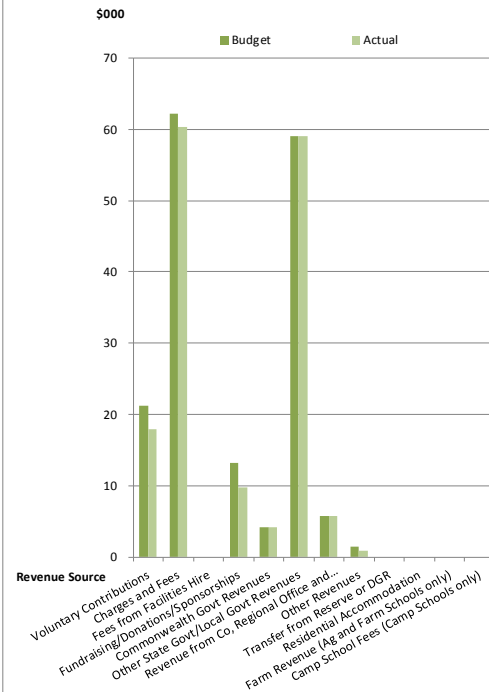
Programs that are inclusive of all students

- Primary Connections Science program that provides development of scientific skills, knowledge and literacy through a 'hands on' approach.

## Castletown PS Financial Summary as at 31 December 2015

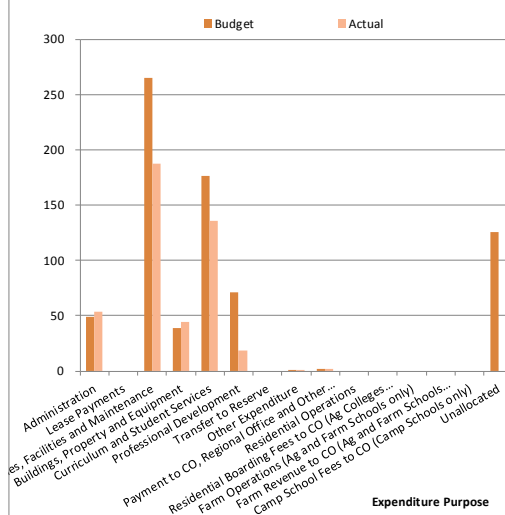
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 21,250.00	\$ 17,899.50
2	Charges and Fees	\$ 62,257.00	\$ 60,340.70
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 13,150.00	\$ 9,770.28
5	Commonwealth Govt Revenues	\$ 4,251.00	\$ 4,251.65
6	Other State Govt/Local Govt Revenues	\$ 59,010.00	\$ 59,010.23
7	Revenue from Co, Regional Office and Other Schools	\$ 5,816.00	\$ 5,816.00
8	Other Revenues	\$ 1,445.00	\$ 822.38
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 167,179.00</b>	<b>\$ 157,910.74</b>
	<b>Opening Balance</b>	<b>\$ 61,467.00</b>	<b>\$ 61,466.52</b>
	<b>Student Centred Funding</b>	<b>\$ 498,680.00</b>	<b>\$ 498,679.81</b>
	<b>Total Cash Funds Available</b>	<b>\$ 727,326.00</b>	<b>\$ 718,057.07</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 727,326.00</b>	<b>\$ 718,057.07</b>

### Contingencies Revenue - Budget vs Actual

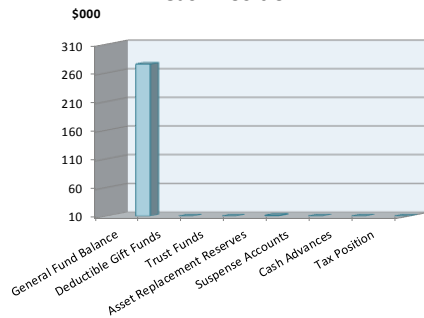


	Expenditure	Budget	Actual
1	Administration	\$ 48,824.00	\$ 53,744.43
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 264,533.00	\$ 187,800.68
4	Buildings, Property and Equipment	\$ 38,764.00	\$ 44,056.22
5	Curriculum and Student Services	\$ 176,135.00	\$ 135,992.37
6	Professional Development	\$ 70,750.00	\$ 18,179.68
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 560.00	\$ 1,035.20
9	Payment to CO, Regional Office and Other Schools	\$ 1,950.00	\$ 1,950.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 125,810.00	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 727,326.00</b>	<b>\$ 442,758.58</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 727,326.00</b>	<b>\$ 442,758.58</b>

### Contingencies Expenditure - Budget vs Actual



### Cash Position



<b>(Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 284,654.00</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 275,298.49
2 Deductible Gift Funds	\$ 11,527.78
3 Trust Funds	\$ 54,773.00
4 Asset Replacement Reserves	\$ 2,720.00
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ -
<b>Total Bank Balance</b>	<b>\$ 284,654.00</b>



## PARENTS' SATISFACTION WITH THE SCHOOL.

A parent, staff and student Annual Survey was conducted in October 2015 to ascertain perceptions of the school for the purpose of school improvements where identified.

The results of the survey were discussed at P & C and Council levels.

## POINTS OF INTEREST.

All the survey questions rated "greater than average" from parents, staff and students. Parent, staff and student responses were very similar.

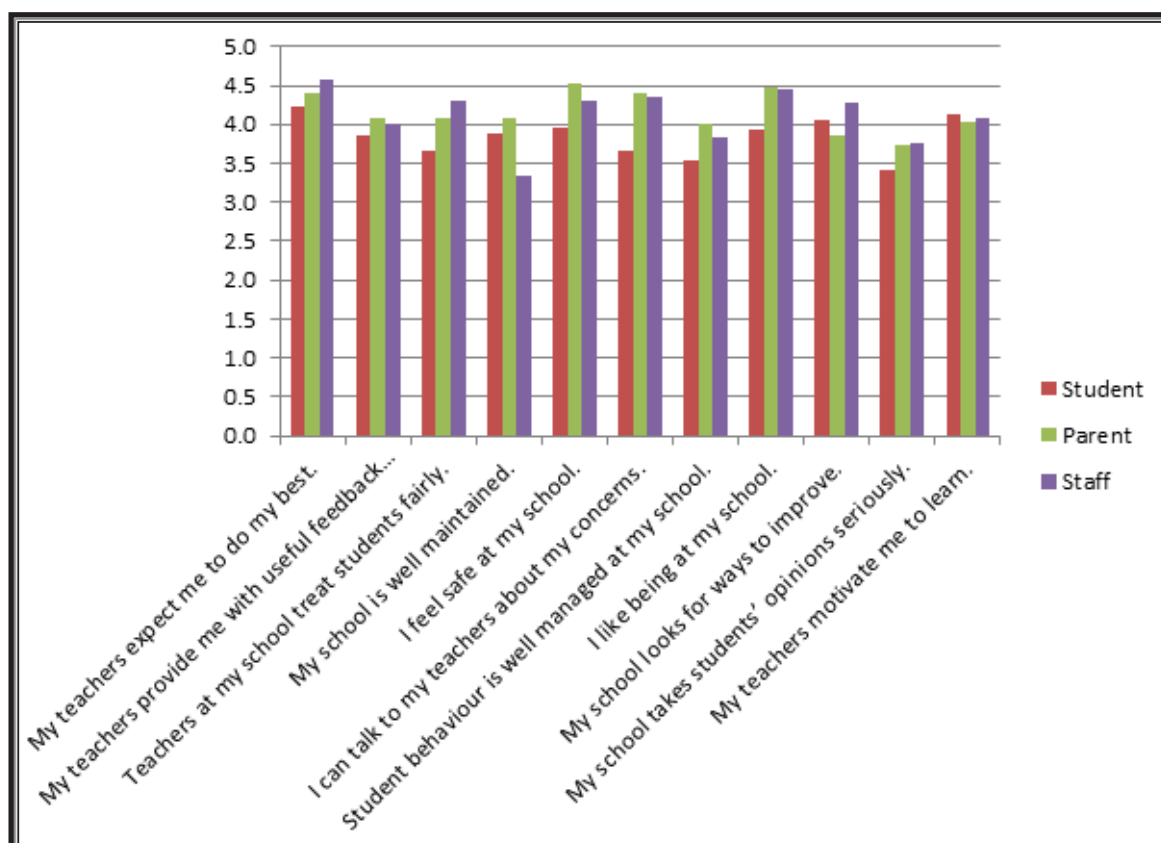
Best responses from parents:

"My child feels safe at this school." Score 4.5 out of a possible 5.

"My child likes being at this school." Score 4.5 out of a possible 5.

Teachers at this school expect my child to do his or her best." 4.4 score out of a possible 5.

Overall results are slightly higher than the 2014 survey and trending upwards.





# HIGHLIGHTS OF THE 2015 SCHOOL YEAR CASTLETOWN



## NUMERO

Distinguished efforts in NUMERO at the district and state level competing against the best teams across the state. Our first team Mathematical Marbles had the privilege of flying to Perth to compete in the competition.



LITERACY AND NUMERACY WEEK ACTIVITIES

FUN RUN AS PART OF HEALTHY SCHOOLS PROJECT

SCHOOL ANZAC SERVICE

BOOK FAIR AND W.A. DAY IN JUNE

YEAR 6 CAMP

EARLY CHILDHOOD EASTER BONNET PARADE

PARENTS' OPEN NIGHT

## MUSIC FESTIVAL SUCCESS

Once again Castletown shone out in the district as an outstanding school of music, winning Junior and Senior Choir events and many percussion items in the senior year levels. Lively and exhilarating performances dazzled the audiences and adjudicator.

