Castlereagh Public School
Annual School Report

2012
Our school at a glance

Castlereagh Public School is a small, friendly school situated in an open, rural setting between Penrith and Richmond. It is rich in local history with the Castlereagh being one of the original Macquarie towns of the Hawkesbury area.

The school takes great pride in providing a safe and highly educational environment for each student to explore their learning potential. The school is well known for its academic focus and strong community involvement. Utilising wireless, interactive technology embedded within all key learning areas, it links strongly to the local community of schools. There are many enriching opportunities for students to broaden their interest.

The school is in its 155th year of providing quality education to the students of Castlereagh.

Students

Castlereagh Public School enrolments have been growing over the past 4 years. The school has 8% of students being ESL (English as a Second Language) 3% of students being of indigenous background.

Staff

Castlereagh Public School retained four classroom teachers and one teacher librarian in 2012. All teaching staff meets the professional requirements for teaching in NSW public schools and are supported by two school administration officers, a general assistant and a part time teacher’s aide. 2012 saw the introduction of Learning and Support Teachers (LaST) into NSW schools and we were appointed a LaST for one day per week.

Student achievement in 2012

NAPLAN

13 Year 3 and 7 Year 5 students sat for the 2012 National Assessment Program – Literacy and Numeracy (NAPLAN). Due to our Year 5 cohort being less than 10 students, statistics or graphical representation cannot be used.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

All our Year 5 students were at or above minimum standards in all areas except Numeracy.

ICAS

27 students, from Year 3 to Year 6, participated in the International Competitions and Assessments for Schools (ICAS) tests (Mathematics – 7 students, English - 3, Spelling – 6, Writing – 4, Science – 2 and Computer Skills, 5). From these our students achieved four Distinctions and three Credits. The best results came from Spelling with two Distinctions and a Credit and English with one Distinction and one Credit.

Messages

Principal’s message

To the students of Castlereagh Public School I celebrate your many achievements in the areas of academics, sporting and citizenship during 2012.

They include - The students who go out of their way to help others in and outside of the classroom. The students who, in class every day, give their best in everything they do. The whole school that, in different times throughout the year, entertained the residents of the Hawkesbury Retirement Village during the year. The students who spoke so well at school and Small Schools level in the Public Speaking competitions, our sports people; the incredible individual and team sporting performances taking students in swimming, athletics, cross country to Small Schools, district, zone and state level. The students who participated in the Hawkesbury Gifted and Talented programs in many different areas or attended enrichment courses at Longneck Lagoon. The students who participated so well during our environmental workshops. The students who joined the garden club to improve our many gardens around the school. Our school leaders who attended the Hawkesbury Student Leadership camp, facing
thought-provoking as well as physical challenges that they stepped up to and to their leadership throughout the year. The students who excel outside school, in a range of sports, this even includes an Australian Champion, and in the creative arts. We have students who achieved Distinction and Credit levels in international competitions (ICAS) in Literacy strands. The list goes on and on....

These are students of public education, who with the support of their parents, carers and the quality teachers we have, excel in all areas of learning and extra-curricular opportunities.

Thank you to the parents, carers, friends and community members of Castlereagh P.S., for all the times you help us in a classroom, at school functions, when you give your time for us at the school and to the very hard-working P&C led by our president Mrs Mary Vella. I thank you on behalf of our students, the whole staff and myself. We couldn’t be a successful school without your support, your enthusiasm, your hard work, the fantastic financial and resource targets you’ve set and successfully achieved in 2012.

To the staff of Castlereagh, again you have done a wonderful job throughout the year, nurturing our students and giving them the skills they need for this modern age.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. Keith Hayman

Principal

P & C message

This year has been filled with lots of hard work for the Castlereagh Public School. The Parents and Citizens Association (P&C) and has proved to be very successful. We have raised funds and purchased much needed resources for the children of the school.

The P&C meet once a month on the first Wednesday during school terms. We have organised numerous fundraising events, liaised with local, state and federal politicians to rectify issues relating to the school and purchased items relevant to the school’s needs.

This year we have purchased for the school:

- storage cubes for school uniform store
- RAW ART lesson for all the children
- sports shed (half cost)
- subsidised seat-belted bus for swimming carnival
- gym mats
- maths equipment
- home readers
- donated some funds to support our local fire brigade at Castlereagh.

We fundraised this year through:  
- Cadbury Chocolates
- Entertainment Book Commission
- Bunning’s BBQ
- Mother’s & Father’s Day Stalls
- Council Election BBQ, raffle and Cake Stall
- Easter Raffle
- New and Used Uniform Sales
- Slice Drive
- Avon Commission
- Cereal Sales
- Christmas Raffle

We have raised over $23,000 with these fundraisers and expended over $28000 on new resources.

We have also worked with local members of parliament on the following issues:

- administration block to incorporate a sick bay room
- flashing lights around school
- cleaning of graffiti on School Safety Signs

The P&C have discussed and made a future commitment towards purchasing a class set of IPADs and security storage.

Thanks must go to the very dedicated and hardworking parents of the P&C and also parents of the school who supported the events held as without you these achievements would not be possible.

Mary Vella, P&C President

Student representative’s message

The SRC held multiple fundraisers last year such as an Easter Egg Hunt, Crazy Day, Mufti Days, Hot Dog Day, Disco and a Talent Quest. On all of these
fundraisers we had a lot of fun and got a lot of student participation. We raised over $600, which went towards resources for the school!

Our 2012 SRC Representatives were:

President – Najwa
Vice President – Nicholas S
Treasurer – Emily G
Secretary – Ky G
Kindergarten Representative – Dante F
Year 1 Representative – Jackson C
Year 2 Representative – William B
Year 3 Representative – Emily M
Year 4 Representative – Hannah B
Year 5 Representative – Kieran A

We had monthly SRC meetings. During our meetings some of our SRC representatives had shared their ideas of fundraisers with the other SRC members. We all had a vote on what fundraisers we thought would be best to do and would be fun for the rest of the students. In all of our meetings all of our representatives came with good ideas and we were very productive during our meetings! Mrs. McFadden was the teacher that looked after the SRC and helped us to organise all the fundraisers.

Kieran, Hannah and Samarah

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.5</td>
<td>97.1</td>
<td>96.7</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.3</td>
<td>95.0</td>
<td>96.6</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.0</td>
<td>96.0</td>
<td>95.7</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.7</td>
<td>93.0</td>
<td>95.7</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.9</td>
<td>94.5</td>
<td>94.0</td>
<td>94.8</td>
<td></td>
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<tr>
<td>5</td>
<td>94.9</td>
<td>96.0</td>
<td>92.0</td>
<td>88.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.5</td>
<td>95.8</td>
<td>95.5</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.9</td>
<td>95.3</td>
<td>95.4</td>
<td>92.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance is a high priority at Castlereagh Public School. Several procedures continue to be implemented to address attendance rates and this includes partial attendance.

- Regular monitoring of attendance and lateness. Letters sent home requesting absences be explained.
- Letters sent home and meetings with parents highlighting concerns of attendance and partial absences.
- Referral to the Home School Liaison Officer.
- Recognition of outstanding attendance at the end of the year’s Presentation Day with regional attendance certificates.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative Manager</td>
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</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.9</strong></td>
</tr>
</tbody>
</table>

0.2 is equivalent to one day per week

0.1 is equivalent to one day per fortnight

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

**Staff retention**

All permanent from 2011 retained their teaching and support positions. Mrs Formosa continued her maternity leave until Term 4, when she returned part time. Mrs Vanoostwaard acted as a temporary teacher in Mrs Formosa’s position.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>99 945.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>75 137.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48 938.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>34 878.78</td>
</tr>
<tr>
<td>Interest</td>
<td>4 024.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11 122.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5 748.88</td>
</tr>
<tr>
<td>Excursions</td>
<td>10 768.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9 704.04</td>
</tr>
<tr>
<td>Library</td>
<td>6 621.72</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>387.88</td>
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<tr>
<td>Tied funds</td>
<td>5 9921.10</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13 659.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32 328.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18 449.03</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7 654.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6 439.06</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13 695.38</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>185 378.18</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>88 670.13</td>
</tr>
</tbody>
</table>

School and Community sources included –

Voluntary school contributions - $2 154, fundraising (non P&C) - $719, hire of facilities - $200, donations (non P&C) - $1 102, P&C direct donations - $3 144, commissions - $558.

The balance of the School and Community sources was made up of incomings from text books, excursions and sport costs.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Through the generous support of the P&C, all students were able to participate in RAW Art lessons. Each class was given two choices of activities to participate in that gave the students a variety of visual arts experiences.
A group of students again attended Lewers Art Gallery in Emu plains to create a Lego mural to promote an exhibition

Sport

2012 was a very busy year for Physical Development, Physical Education and Health.

As part of the Live Life Well program, Castlereagh continued with its Hat On Play On program, Crunch and Sip program, Waste Free Wednesdays and Nude Foods for Wednesday lunches.

Term 1 saw Harold and the Life Education van at our school. The programs covered were – Clued Up, Harold’s Mystery Tour, It’s Your Call and All Systems Go.

Term 2 saw the Dance2bfit program being run in the school. The program ran over eight weeks and saw the children being introduced to a variety of dance routines.

Term 3 saw Castlereagh’s Mini Olympics being held. 14 teams representing 7 countries competed in 7 activities to see who would win Gold, Silver and Bronze. The 7 activities were relays, Bean Bag Throwing, Obstacle Course, Ice Block Eating, Domes Up Domes Down, Chicken Throwing (rubber ones!) and the Limbo. At the end of about 60 minutes energetic and enthusiastic activity we had our winners.

Gold went to Japan2 – Blake, Jordan, Ben N, Grace, Lorelei, and Brianna

Silver went to Australia 1 – Emily G, Jacob, Hannah, Axyl, Dylan, Jackson, and Alexis

Bronze, which was awarded to the team displaying the best sportsmanship, went to China 2 – Monica, Jake, Hayley, Evie G, Luca, and Shelby.

Term 4 saw the Simply Swimming program being run by Penrith Swimming Centre. 27 children from 2-6 attended. All children demonstrated improvement.

This year saw Castlereagh enter some one day carnivals. The first was FFA Schools Five a Side at Jamison Park. The FFA SCHOOLS FIVE-A-SIDE brought together a number of local schools to participate in soccer games on mini fields. The focus was on enjoyment and participation. We entered two teams –

3/4 Boys Team: Noah Mc, Ben P, Ben N, Daniel, Axyl, Jack, Jordan, Nicholas P

1/2 Mixed Team: William, James B, Matthew, Aidan, Corey, Evie, Emily S, Chelsea, Lorelei, Jamie-Lee

The second was HAWKESBURY MILO T20 BLAST SCHOOL CUP. The day was in a fun, inclusive format where the children learnt more about the game of cricket. We entered three teams-
Team 1 Boys: Daniel, Jack, Ben N, Ben P, Zeikiel, Hayden
Team 2 Boys: Noah H, Adam, Nicholas, Noah Mc, Damien, Jordan
Girls Team: Celeste, Hayley, Emily, Annabelle, Kaitlyn, Grace, Evie, Hannah

The third was PENRITH SMALL SCHOOLS BASKETBALL CHAMPIONSHIPS.
The teams were -
Senior Boys: Nicholas, Isaac, Aidan, Ert, Aaron, and Kieran
Junior Boys: Noah Mc, Noah H, Damien, Nicholas, Adam, Jesse, Ben N, Ben P

The Senior Boys made it to the final but came up second after the game went into extra time. Nicholas and Noah Mc were given the best and fairest award for their teams.

Carnivals:

Our first carnival was the Cross Country, which was run in perfect conditions. After an enthusiastic walk around the course the children set off in age groups starting with the 12 year boys and finishing with the 5 year boy. The 12 and 11 years ran 3km, the 10, 9 and 8 years ran 2km and the 7, 6 and 5 ran 1km.
The final results were
Lyrebirds - 102 points
Kookaburras – 77 points
Rosellas – 65 points

Our second carnival was the Athletics. After a one week delay due to rain, our carnival was held. The weather was bleak but this did not dampen the spirits of the children or the spectators.
The results were
Lyrebirds – 294
Rosellas – 206
Kookaburras – 177

Our third carnival was the Ball Games. We had three heats in both captain ball and tunnel ball.
The results were
Rosellas – 36
Kookaburras – 20
Lyrebirds – 16

Our fourth and final carnival was the Swimming and this year the weather was great. The day started with children going for their swim badges with many successes. Between swim school and the swimming carnival, this year saw the most children receive their swim badges. We then moved onto age races with all levels being catered for. A special thank you to the year six students who assisted the younger ones in their races. This is always wonderful to see and says so much about our school.

After lunch was the highlight – Year 6 versus Mr. Hayman. This year we had three races. Kai excelled in heat 1 while Mr. Hayman excelled in the other two.
The final result was
Lyrebirds - 314
Kookaburras - 258
Rosellas - 217

Many thanks to all the parents who have supported the children and staff at our sporting activities whether it be your help in transporting children, cheering children, feeding children, helping to assemble house areas, judging places or just being there. It is very much appreciated by all the staff.
Sporting Representatives

2012 saw more children from Castlereagh representing Small Schools at the District Carnival, more children representing Hawkesbury region at the Sydney West Carnival and we also had one child representing at Metropolitan West level. We are extremely proud of these children and their achievements.

Metropolitan West Representative

Cross Country: Jordan

Hawkesbury District Representatives

Cross Country: Jordan, Aidan H
Athletics: Faith, Jordan
Softball: Madison
Rugby League: Nicholas S

Small Schools Representatives

Cross Country: Aidan H, Jordan, Evie G
Jordan was the Junior Boy Champion of the Small Schools’ Carnival.

House Captains

Our House Captains excelled themselves in their role as leaders. They arranged and ran numerous house meetings before carnivals to teach the children house war cries. They actively participated at each of the carnivals creating an exciting atmosphere where all children were included. Our carnivals would not be the success they are without them. Thank you very much.

Captains and Vice Captains
Kookaburras: Blake, Ert
Lyrebirds: Aidan, Natasha
Rosellas: Isaac, Monica

Other

Library

2012 has gone by so quickly with many exciting things happening at school, some of them in the Library. Music has taken over with a visit by the jazz group from Musica Viva which raised the roof and had all the children interested & involved. We are looking forward to another visit next year. Each Thursday the library is alive with the sound of music when the “Cool Kids” music classes are being held and children are learning to play drums, guitar and keyboard. It is very pleasing to see the books and other resources being used by the children in class time as well as at lunchtime. Factual and non-fiction books are still in big demand with books on a wide range of subjects being borrowed and enjoyed each week. The greatest achievement by the children this year was the huge increase in their participation in the Premiers Reading Challenge as this is the Year of Reading, it was very fitting that over 50 children took up the challenge and Year 6 student Ert received a gold certificate, for participating in 4 challenges. Thank you to the class teachers who encouraged & followed up students to keep them on track and who included a large number of books as part of the literacy program. Your help was appreciated. Parents are the power behind their children who encourage them to read, to borrow regularly and to return the books promptly. Every Monday morning I see a small group of conscientious mums returning books to the book box on behalf of their children. Well done mums you are setting a good example and these good habits will prove to be very valuable to your children in the future. This year’s book parade was well supported and every child made a big effort to come as a character from a book. The book fair that is always a feature of book week was a huge success with many generous parents donating books as well as buying for their own family.

Environmental Education

Term 1 saw the start of the Garden Club. It was started for 2 reasons, one being that our gardens are quite large and the last thing on Mr. Reg’s mind when he is only here a short time is to get in and weed them. And the second reason is that Stage 2 children needed to act as environmental officers across the school for one of the activities in their Healthy Lifestyle Challenge books. All for a great cause either way!

Term 2 saw us meet the girls from SITA, who came to a number of talks regarding environmental education. Our first talk discussed the issue of Smart Shopping and why it is important to check the way your products are packaged. Can you do better by buying in bulk and using more recyclable packaging?

We also had the Penrith City Council conduct a talk on Waterways after our flooding. It showed the children why it’s important to not litter in a number of ways as it all goes into the storm water. Not good for all of us, especially the animals and nature!

Term 3 had all of Castlereagh public school planting trees for School Tree Planting Day. A lot of preparation was done by the garden club and afterwards our garden looked great again. It was
great to see the older children assisting the younger ones too, thank you senior students!

The girls from SITA came back to give us a lecture on composting. Since we were going to be setting up vegetable gardens and compost bins it was important that the children understood why they were needed and how they worked. The girls from SITA were very impressed by our schools great manners and are looking forward to coming back in the future!

Term 4 has seen the development of our vegetable patches. With the help of Mr. Clarke, a volunteer, some of the boys from Years 3-6 worked to clearing, measuring and building these garden beds.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 5

Seven Year 5 students sat for the reading assessment. Four students achieved scores in the top three bands.

Numeracy – NAPLAN Year 5

Seven Year 5 students sat for the numeracy assessment. Two students achieved scores in the top three bands.

Progress in reading and numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Castlereagh Public School has a 4% enrolment of students with Aboriginal and Torres Strait Islander background. We have ensured the following achievements:

- Professional Learning provided linking aboriginal perspectives to support students in all KLAs
- Monitoring of each Aboriginal student by all staff
- ASTI students sitting NAPLAN tests scored above the national benchmark; and

Multicultural education

Chinese language lessons continued in 2012 through the Ningbo Volunteer Program in the Western Sydney Region. Mr. Jai Dong Lao and Miss Xing Mingyang visited weekly on a Tuesday and providing lessons for all classes. Students were exposed to Chinese language and culture, learning greetings, numbers, and songs. The students found these lessons very exciting and
have continued to develop their recall of many of the words and phrases learned. This helps to develop respect for other cultures. Acceptance and diversity is also encouraged as a result of this program.

High School Transition

Castlereagh Public School students feed into two local government high schools, Cranebrook High and Richmond High. Both schools have developed strategies for Year 6 to 7 transitions.

These strategies include visits to Castlereagh Public School by high school students, open nights, visits to the high schools by our students and individual ‘get to know you’ meetings with high school staff.

As Castlereagh Public School is part of Richmond Learning Community the high school transition program again included Year 5 students providing lessons from a number of faculties.

The mini lessons that were provided to our Year 6 students across 4 weeks were also very well received. As a result, students felt that they are better prepared for high school.

Programs for students with additional education needs

The school received approximately $15000 of government funding to assist students with learning needs. Extra funding was provided through the schools budget. The funding was used primarily to employ a (School Learning, Support Officer (SLSO) who worked with targeted students to support and develop these students’ academic, physical, social and emotional needs. In the second semester a Learning and Support Teacher (LaST) was appointed to the school for one day a week.

The LaST worked collaboratively with the classroom teachers and SLSO to develop and implement programs assisting many students to gain access to the curriculum. The Learning Support Team, which included all staff, discusses students’ progress and arranges further support where appropriate.

The LaST and SLSO were able to provide additional support for many of our students through team teaching, withdrawal groups and in program development.

Further support included:

- Best Start diagnostic testing and follow-up given to all kindergarten and Year 1 students
- Benchmarking of all Early Stage 1, Stage 1 students, as well as older students
Progress on 2012 targets

Target 1

To improve student outcomes in writing and reading

Our achievements include:

- Increased involvement in the Premier’s Reading Challenge – approximately 8% in 2010, approximately 30% in 2011 and 43% in 2012
- Home reading program and introduced into Stage 2 classes
- Greater emphasis on literacy activities in Stage 2 and 3 homework
- Providing students with high interest reading materials in ‘hard copy’ and software
- No students below the national minimum standards in reading and writing in Year 5 and 100% in reading 7.7% below writing in Year 3
- All students achieving regional benchmarks in reading. 80% in Kindergarten, 80% in Year 1 and 80% in Year 2
- Teachers and students talking a common language in literacy across the school
- Explicit teaching of reading and writing K-6
- Most Kindergarten students progressed along the literacy continuum at least two levels or above since the beginning of the year. This indicates students’ attainment of literacy skills in Early Stage One and allows for the identification of students at risk

To improve student outcomes in numeracy focusing on problem solving

Our achievements include:

- No students below the national minimum standards in numeracy in Year 3
- Staff attended first of a series of professional development sessions on problem-solving strategies and Newman’s Analysis presented by regional staff
- Explicit teaching of problem solving skills
- Continued use of web-based programs, such as Mathletics to develop speed and accuracy and provide a wider range of problem solving activities
- Resources made available that will increase all students engagement including interactive whiteboard software for use in classes
- Continued use of CMIT and TEN strategies with 100% of students achieving grade targets for numeracy
- Teachers and students talking a common language in numeracy across the school
- Students displaying the use of a wider variety of strategies to complete tasks successfully
- Most Year 3 and 30% of Year 5 students were placed in the top three skill bands
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of problem solving in Numeracy

Background

NAPLAN analysis showed that students at Castlereagh Public School were not achieving expected results in the area of problem solving, especially when answering written problems.

Findings and conclusions

• A large proportion of students did not understand what was required of them when attempting written problems
• Terminology in written problems caused confusion in some students which led to them using the wrong operations to solve the problem

Future directions

See School priority 2 - Development of problem solving strategies through Newman’s Analysis and the working mathematically strand.

Professional learning

All staff participated in a wide range of professional development, including student welfare, first aid, healthy lifestyles, numeracy, literacy, administration and technology. In 2012, the staff participated in approximately 82 hours of professional development at an average of 16 hours per staff member.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Incorporate Reading Recovery strategies into literacy programs K-6:

2013 Targets to achieve this outcome include:

• consistency in literacy teaching across the school
  Reading Recovery is running successfully, with students satisfactorily progressing in reading and comprehension

Strategies to achieve these targets include:

• incorporate Reading Recovery strategies into literacy programs K-6;
• after careful analysis of NAPLAN results implement explicit teaching strategies from the Board of Studied English modules on expositions
• Sentence a Day Program to include frequent modeled, guided and independent sentence construction
• ensure areas of need as identified in NAPLAN data are addressed in teaching programs.

School priority 2

Development of problem solving strategies through Newman’s Analysis and the working mathematically strand.

2013 Targets to achieve this outcome include:

• staff attending professional learning sessions on problem-solving, presented by Regional staff
• strategies demonstrated by regional staff be used in all classrooms
• staff and students understand and use Newman’s Prompts
• consistent use of terminology across the school
• continued use of web-based mathematics programs to give the students increased exposure to different terminologies and strategies

Strategies to achieve these targets include:

• development of strategies through Newman’s Analysis and the working mathematically strand
• continued focus on the recall of basic facts to improve accuracy and speed
• continued focus on the explicit teaching of the language of mathematics
• development of differentiated tasks based on the Learning Framework in Number
**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Mrs Jo Vanoostwaard, Classroom Teacher
Mrs Jane Lennon, Classroom Teacher
Mrs Dale McFadden, Classroom Teacher
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