2012 ANNUAL REPORT
ANNUAL REPORT FORWARD 2012

“Honesty, Helping, Learning’

Our Annual Report sets out to present information to parents on school performance for 2012 on Key Student Outcomes. Additionally, programs offered, and other general information such as finance, attendance figures, and relevant staff information has been compiled to enable a broader picture of the school to be projected. From the information gathered on student outcomes over the year, the school reviews its educational practices where necessary, and determines priorities and targets for the following year.

During 2012 the school broadened and re-examined its vision through the IDEAS process to take our school forward into 21st century thinking. Staff, students and community, including the School Council, became involved in reviewing our school’s vision statement and what it means. Our vision will continue to shape our positive profile and culture of the school.

Our sustained high expectations of teaching and learning have resulted in the school demonstrating high standards of student achievement in the academic, sporting, cultural and social arenas.

Our students are engaged, motivated and keen to learn. There is strong support for individuals to be themselves, while at the same time understanding the responsibilities to their school and wider community to respect the values and virtues we promote and share. Students are encouraged to achieve standards of excellence in a nurturing, safe and caring environment.

We have an outstanding, dedicated and committed team of teachers and education assistants who provide a range of rich, educational experiences and opportunities for our students to learn, and who work closely together to provide a happy, safe and secure environment. This year has challenged and inspired our teachers as a Teacher Development School to present leading edge professional opportunities to other schools and showcase their educational practices and ideas with network schools.

Our parent and community partnership in education is vital and dynamic, with support and assistance to our school on many fronts, including the sharing of our vision and values which are so important to our school’s success.

2012 has been another memorable year for Castletown with many highlights such as the Music festival, Science week, TOMS, sporting events, Numero and other numerous activities that have enriched the lives of our students and enhanced their learning.

Congratulations Castletown students, staff and community on another great year!

Pauline Grewar
Principal.
CASTLETOWN PRIMARY SCHOOL

Castletown PS is a Level 5 Public School situated in the pristine seaside town of Esperance, 720 km south east of Perth. The agricultural and mining hinterland, with its historical links to the goldfields, brings diversity to the student population. Opened in 1966 with 139 students, the school has expanded to 535 students from Kindergarten to year 7. The socio-economic index is in the medium range; most students are typically urban with the remainder travelling by bus from the hinterland. Attendance is within the state average.

A mix of experienced and young staff share their multiple talents to ensure high level educational opportunities for students. They are firmly committed to educational excellence and developing quality relationships with students and parents.

Castletown provides creative, stimulating programs suited to the diversity of students, ranging from students with disabilities through to gifted and talented in an inclusive environment. The whole school literacy and numeracy focus and the priority in science strongly support the needs of our students. Community and school partnerships have been developed with shared beliefs and values being at the core of their success.

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)
- Getting It Right Literacy Specialist Teacher (GiRL) – Building the capacity of staff in literacy.
- 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
- Development of Castletown Classics Spelling (Pre-7) lists
- Whole school literacy program. Developing a whole school shared belief in literacy across all year levels

**Maths**
- Numero Challenges within school and across the district
- Differentiated programs for Students at Educational Risk
- Whole school numeracy program. Developing a whole school shared belief 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
Students were assessed against the National Minimum Standards in reading, writing, spelling, grammar/punctuation and numeracy. The graphs above compare the percentage of students ‘at or above’ National Minimum Standards in the NAPLAN assessments with ‘Like Schools’ and State public school students. Year 3 performance was low but within the expected results. Year 5 and Year 7 compare very favourably with state and like school results.

The above graphs show the comparison of mean scores between Castletown, ‘like schools’ and State public schools. Year 3 scores were lower than both ‘Like’ and Public schools except for writing. Year 5 results are very good in comparison.
WAMSE Science 2012
In 2012 Year 5 & 7 students were tested in Science using the Western Australian Monitoring Standards in Education (WAMSE). Yr 5 students achieved better results than both ‘Like Schools’ and the state. Yr 7 students performed well, with the continual trend in reduced numbers of students in the bottom 20%.

<table>
<thead>
<tr>
<th>State</th>
<th>Year 5 Science</th>
<th></th>
<th></th>
<th></th>
<th>Year 7 Science</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>Like Schools</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>13 %</td>
<td>16 %</td>
<td>23 %</td>
<td>13 %</td>
<td>14 %</td>
<td>16 %</td>
<td></td>
</tr>
<tr>
<td>Middle 60%</td>
<td></td>
<td>61 %</td>
<td>67 %</td>
<td>71 %</td>
<td>67 %</td>
<td>66 %</td>
<td>68 %</td>
<td></td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>25 %</td>
<td>16 %</td>
<td>5 %</td>
<td>19 %</td>
<td>21 %</td>
<td>16 %</td>
<td></td>
</tr>
</tbody>
</table>

Year 7 Science

<table>
<thead>
<tr>
<th>State</th>
<th>Year 7 Science</th>
<th></th>
<th></th>
<th></th>
<th>Year 7 Science</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>Like Schools</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>Top 20%</td>
<td></td>
<td>21 %</td>
<td>22 %</td>
<td>16 %</td>
<td>15 %</td>
<td>20 %</td>
<td>17 %</td>
<td></td>
</tr>
<tr>
<td>Middle 60%</td>
<td></td>
<td>60 %</td>
<td>72 %</td>
<td>70 %</td>
<td>62 %</td>
<td>60 %</td>
<td>63 %</td>
<td></td>
</tr>
<tr>
<td>Bottom 20%</td>
<td></td>
<td>19 %</td>
<td>6 %</td>
<td>14 %</td>
<td>23 %</td>
<td>20 %</td>
<td>20 %</td>
<td></td>
</tr>
</tbody>
</table>

Attendance

ATTENDANCE OVERALL 2011

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>2010</td>
<td>92.1%</td>
<td>92.8%</td>
<td>92.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>2010</td>
<td>92.9%</td>
<td>92.7%</td>
<td>92.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Castletown Primary School attendance is comparable to state average.

YEAR 1 to YEAR 7 CASTLETON PRIMARY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Y07</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>90%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>94%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>State 2012</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Across year levels, the attendance rate has remained stable and similar to state percentages.
PRIORITIES for 2013

1. READING
   Whole school literacy will continue to be a priority in 2013 with the focus on reading.

2. MATHS
   Maths will continue as a priority in 2013

PROGRESS ON PRIORITIES

LITERACY

2013 Priority

As a Teacher Development School for a period of two years, 2013 will be the second year of this priority in the school. Our Operational Plan had three deliverables on which to focus which are as follows.
- Develop and deliver a range of professional learning opportunities to support and improve curriculum knowledge and teaching practice through the implementation of the Australian Curriculum.
- Identify and share strategies and resources to support teachers to improve their curriculum knowledge and teaching practice through the implementation of the Australian Curriculum in English.
- Support networks by sharing exemplary English teaching and learning practice.

Literacy Priority 2012

As a Teacher Development School (TDS) there has been strong focus on professional learning as teachers take on board and share additional ideas and activities exploring the Australian Curriculum in depth. Moving from a starting point of Expressing and Developing Ideas working with the three strands of English (Language, Literature and Literacy) and then linking English cross curriculum, has enhanced understandings and knowledge of the Australian Curriculum. Teachers have developed and delivered professional learning opportunities to their peers in the district. There has been sharing of exemplary practices and opportunities for collaboration in English with schools across the District through the Curriculum Club meetings which has a strong following and interest.

Key successes have included:
- Strong whole school and operational processes
- Developing understanding of content of the Australian Curriculum
- Engagement with networking and professional learning to include processes to develop and share across the school
- Capacity building in mentoring, modelling and coaching colleagues.
- Delivering professional learning to other schools in the district.
- Improved collaboration.

In seeking to improve our literacy results, we have been privileged to have our Literacy Specialist working side by side with teachers, mentoring, supporting and providing professional development in English at an individual and whole school level.

Literacy plans continued from National Partnership years of 2010, 2011 have ensured embedded strategies and yearly cycle of data collection and analysis to assist in determining whole school and learning area targets and priorities to include functional literacy (mechanics of reading), reading for learning, persuasive writing and critical thinking skills.

Special programs that have been implemented to target improvements for students at educational risk include “Toe by Toe” in the early years and Accelerated Reading in years 3-5. Both programs have seen marked improvements in the performance and achievements of students.
Reading in Bed Is Terrific program (RIBIT) continues to be a powerful motivator across all grades in the school with children keen to read and win their book award. This year approximately 250 books have been awarded to students, with some students receiving two books during the year.

“Book Bags” in year K-1 encourages parents to read along with their children at home and develop early reading skills and vocabulary. A record of 12,693 books has been distributed during this year to students in early years.

The Buddy reading program involving students from years 1-7 continues to be a popular program with teachers and students, assisting all children to develop interest, confidence and enjoyment of books.

The Light House Speech and Language program has enabled significant staff development and provided an array of valuable practical resources for class room teachers to support and enhance teaching and learning.

Resources purchased by the P & C for literacy have been generous, including several reading boxes, ‘Word Shark’ for spelling and word building. Additionally, two Books Fairs conducted by parents have enriched our library with many extra reading books and assisted in providing books for RIBIT.

There is strong community awareness and acknowledgement of the quality work of teachers. This has been reinforced through a range of strategies including parent meetings promoting literacy, case management, and on a broader spectrum the school becoming involved in Literacy and Numeracy Week inviting parents to share in children’s literacy lessons.

NUMERACY

Maths Priority 2012

The numeracy priority for 2012 has focussed on providing students with essential maths skills and knowledge, develop their numeracy capacity and assisted them to employ maths strategies to make informed decisions and solve problems. All teaching and learning planning is linked to the whole school planning and Department of Education’s strategic plans and focus in maths. An additional challenge this year for teachers has been developing shared knowledge and understanding of the scope and sequence of the Australian Curriculum in maths and making subsequent adjustments where applicable.

Embedded whole school approaches to numeracy have continued to support some incremental successes particularly in the middle and upper grades as evidenced by our NAPLAN results and other data. While we have not been able to employ a Numeracy Specialist this year, whole school approaches have continued to support staff with teaching and learning strategies.

These have included:

- First Steps Key Understandings and diagnostic tasks to target specific learning.
- Systematic monitoring and assessment of student progress using common assessment tasks and Numeracy Net.
- Case Management for students at risk.
- Whole School evidenced based approach in collecting, maintaining and analysing data.
- Student data in identifying SAER.
- Regular performance management procedures continue to support teacher development and performance with planning assessment procedures and pedagogy.

PEAC maths courses for students in years 5-7, conducted over an extended period of time to challenge and extend our gifted and talented students, gave an opportunity for some exciting maths activities and higher order thinking skills to be developed.

This year Numero again featured as an effective strategy to improve number skills in middle and upper grades culminating with several Numero teams competing in the District Numero event, one team winning second place.

Literacy and Numeracy Week saw teachers and children sharing their maths games and concepts with parents and other classes. Buddy classes for some maths activities continue to challenge and excite interest and learning in maths.
Building of maths resources throughout the school is an ongoing process. Many maths literature books have been purchased to support a focus on maths language and problem solving and have been successfully and extensively used in classrooms to assist in teaching and learning.
Maths Bags for home use have been prepared for students from K-3. These Maths Bags contain a variety of maths games and activities for practice to stimulate interest and reinforce skills taught in the classroom.

Overall, with our embedded strategies for teaching and learning maths, our investment in additional resources for maths and our high quality teaching has led to improved standards across the school in maths, albeit incremental in some areas.

TEACHER QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teacher Registration Board of Western Australian.

PARENT, STUDENT and TEACHER SATISFACTION - 2012

In 2011 information was gathered about the school from students, parents and teachers using the IDEAS Diagnostic Inventory. This is a tool used in the IDEAS developmental project of the Leadership Research Institute of the University of Southern Queensland to assist schools engage in a journey of self discovery. The questionnaires administered to students, staff and parents covered school successes and achievements, school vision and structures, school work practices and organisation and professional support.
From the data collected, the school has identified strengths and weaknesses and planned improvements accordingly to sustain excellence in teaching and learning.

Students from years 5-7 surveyed were overwhelmingly positive towards their schooling and registered Numero achievement, carnivals, canteen, music, TOMS teachers, learning and achievements as key aspects of the school they liked. Improvements wanted related to computer equipment, longer play times and unrealistic requests such as a pool. Students are proud of their school.
Parents were very positive about the school, praising manners, numeracy and music skills, and the staff in general for being caring and dedicated, friendly, with “open door policies”.
Staff respondents were generally unified in what they perceived as being strengths in the school, which included staff working cohesively together to achieve school goals, the leadership shown by teachers, school celebrating students and teachers’ achievements, teachers using best practice and preparing students for the future and active citizenship management issues, and “feeling” the need for greater professional dialogue.
Through the IDEAS process over two years, and the extensive involvement and collaboration between staff, the school is addressing challenges to make overall improvements to the school.

The school gathers information from surveys every 2 years. In 2013 a survey for parents, staff and students will again give opportunity for the school community to determine strengths and perceived weaknesses. From this information, further directions and planning for improvements will take place.
Highlights of Our School

2012 was an exciting and challenging year with the preparation and planning for the Australian Curriculum in English, Maths, Science and History. Becoming a Teacher Development School was a highlight that enabled our staff the advantage of developing and delivering a range of professional learning opportunities to improve curriculum knowledge and teaching practice through the implementation of the Australian Curriculum. These learning opportunities showcasing exemplary teaching and learning practices in English were within the school and were also shared with other school networks.

ASSEMBLIES
Assemblies are a strong feature of the outcomes of our Arts programs with children displaying their many talents and skills through plays, mime, dance, music, poetry and associated artwork with props and background effects. Every fortnight a class braves it to the stage and presents to the Assembly an entertaining item linked with classroom learning.

CULTURAL ACTIVITIES
In February an exciting week was enjoyed with the World of Maths visit from Queensland featuring many “hands on” games and activities for all classes and all ages, challenging and probing maths problem solving skills. Some parents joined in classes in the undercovered area with students to work alongside their children with discovering interesting maths ideas and facts. Other cultural events stimulating imagination, creativity and developing interest in the Arts included Zimboyz acrobatic show, Mark Kane PVC music show and Musical Viva group of artists.

SCHOOL ANZAC SERVICE
On the final day of first term a school commemorative Anzac Service was conducted by our Councillors with our Chaplain leading the Prayer for Peace and a special R.S.L. guest delivering the Anzac Speech. It was a proud moment for all to see our Head Girl and Head Boy and two year 1 students lay the wreaths at the flagpole. This service, shared with our parent community, is always a special occasion for our school.

OUTSTANDING ARTIST
Outstanding child artist from year 6 won the Banners in the Terrace competition and had the honour of his flag flying in the Terrace in Perth.

FACTION CARNIVAL
The Faction Carnival was a popular first term highlight, with all students participating in many events for their Faction. Team spirit and effort was outstanding and spurred on by the cheering of many parents and students.

NEW CLASS ROOM
Early Childhood students moved into their long awaited new class room at the end of term 1 and celebrated with parents their new facilities and space.
PICASSO COW
Picasso Cow, the darling of our school, started from a white plastic frame and developed into a stunningly beautiful cow showing the dairy journey from “farm to plate”. The entire school population involved themselves with the story of dairy and learnt so much through activities, research, oral presentation, painting and a show case book tracking the development of the cow. Several schools in the district competed in the “Cow Competition”. The Castletown cow, ‘Moolissa the GURDIE Cow’, was the standout winner in the end, making her public debut at the Esperance Annual Show for all to see.

TOMS - OUTSTANDING TEAMS
Castletown won the most outstanding Primary School Team across all disciplines and the Esperance Regional Finalist Highest Score Primary Division trophy. The Social Science team went on to Perth at the UWA to compete in State finals in which they competed admirably. Congratulations to our team and the teachers who trained the team. This is the first time the school has won a regional division.

MUSIC AND THE MUSIC FESTIVAL
Outstanding performances from our Junior and Senior Choirs with marks of 95 and 93 respectively at the Annual Esperance Music Festival won the praises of the community and the adjudicator who gave the Junior Choir the most outstanding item of the entire Festival. “This was an outstanding ensemble. The quality of the combined voices and overlapping parts was superb. Phasing was a highlight as was the successful pitching of notes in many modulations. What more can I say........”
Six classes presented percussion items at the Festival, winning very high marks in their sections and acclaim from the adjudicator and the audiences.

TREEPLANTING
Involvement in the community in sustainable environmental work with tree planting has been an ongoing partnership with Esperance Regional Forum. This year, children from the middle school were again involved in planting 300 trees along the verge of the railway station area and are keenly looking forward to the future to see the growth of these trees. Many parent helpers came out for the day to be part of the project and to assist in the planting.

PLAY EQUIPMENT
In August the school received a $20,000 grant for play ground equipment. The grounds committee in consultation with our students and parents have been busy planning to make improvements and additions to our current play ground equipment.

NATIONAL SCIENCE WEEK
This was a highlight of the year with everyone participating in an exciting fun week of science. Many science challenges stimulated interest and excitement in science as did the Mad Scientist dress up day which was a popular ending to the week.