Charlestown East Public School
Annual School Report 2013
School context
Charlestown East Public School is part of the Whitebridge Community of School on the east side of Lake Macquarie and bordering the Newcastle and Lake Macquarie local government areas. In 2013 we ran 8 mainstream classes K-6 and one Multi-Categorical class of students in a support class.

Principal’s message
Apart from the central aim of teaching young people the life skills in literacy and numeracy, as a school we are committed to give our students opportunities in a wide range of sporting, performing arts, debating, student leadership, environmental initiatives, academic competitions and public speaking.

The major highlight of the 2013 school year was our concert, “Around the World in 80 Minutes”. All who saw the concert thought it was a great effort by the students and staff and will be remembered by the students for a long time to come. The basis of the choreography was Dance2bFit and we will continue with this program in 2014. This may lead to some performance opportunities, but our next major concert will be in 2015.

In the technology area we continue to use the learning opportunities of the Interactive Whiteboards in every room and our students are given access to such worthwhile engaging programs such as Mathletics and Reading Eggs. Your survey returns have shown that you support the continuation of these programs so we will be doing so into 2014. Our focus will also be to bring wireless networks into more areas of the school in 2014. This will support the purchase of more tablets for students and staff to access in classrooms and the school library. I want to thank and congratulate Year 6 2013 for raising a substantial amount of money which will be put towards this initiative in the new year.

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.

Neil Sneddon

P & C message
Charlestown East Public School Parents and Citizens Association have a dedicated, hardworking group of parents who have made a significant difference to the education of the children at school. We are lucky to have such a wonderful group of parents who share the same passion in supporting the school and the staff and work together for a better education and environment for our children.

A special thank you to the Executive Team for the many hours they have spent researching and collecting information, drafting documents, attending meetings and contributing their time and energy to ensure the smooth function of the many and varied activities of CEPS P&C.

A huge thank you to all the P&C members who too, have donated their time, expertise and energy in volunteering on the sub committees as well as facilitating the many and varied events. Their continued support is invaluable.

Partnerships between schools, families and the community help improve educational outcomes for children. The P&C plays an important role in encouraging these partnerships and supporting the school.

This year the P&C were the successful recipients of a $20,000 grant towards the asphalt re-surfacing outside the infants’ classrooms through the Community Builders Partnership Program. This was no easy feat and we are very lucky to have parents working together to achieve these goals.

The P&C drive a lot of initiatives including: fundraisers for school resources and equipment; keeping up with current trends; school policy matters and ideas on how we can continue to develop the school's facilities and brand. These meetings offer a great forum to maintain a strong working relationship between the parents and teachers.
Throughout 2013 we developed fundraising strategies for the much needed resources for the school and we were able to: donate $3000 to the library to purchase new books and resources; put almost $1,000 towards this year’s University of NSW Maths and English competitions for Years 5 and 6; sponsor the school leadership day; sponsor the school state representatives; fund the year six farewell; purchase a new air conditioner for the canteen; purchase the new soccer goals for the junior children; reline the basketball and netball courts; as well as investing almost $4,000 to have a ‘tree of values’ totem at the entrance of the school which we are all very proud of.

So if you can become involved, we can sure use your help to continue on with all the great work the P&C does, whether it be as a volunteer, a committee member, or you have a great idea you’d like to share, we appreciate your time, expertise and help.

P&C and volunteering is very rewarding, gaining a broader perspective of our school, discussing new ideas and school initiative as well as just knowing that you are contributing to your child’s educational experience makes the effort all worthwhile.

We are all very proud of the outcomes we have been able to achieve in 2013 and the future plans we have in line for 2014. It’s been wonderful working with the P&C, school community, teachers and students.

It’s not just helping out the school but more about enriching your child’s educational experience.

Annette Hubber

P. and C. President

Student representatives’ message

As school leaders in 2013 we enjoyed the Leadership Day at Newcastle Panthers. All 8 of our student executive team participated and we met other school leaders from around our area. It was here we got the idea of running a book exchange fundraiser at our school later in the year. We were able to send some books to a Third World country to help poor children.

This year we raised over $3 000 for our gift to the school, putting more wireless hubs and cabling across the school. We also raised over $400 for the Philippines disaster through UNICEF, supported Stewart House and collected goods to donate to the Samaritans at Christmas.

Another highlight for us as school captains was to be asked to lay a wreath at the closing ceremony at the Australian War Memorial in the presence of the New Zealand High Commissioner and other dignitaries. This was live streamed on the war memorial’s web site and recorded for our records.

Demi Bootland and Jasmine Woolgar-Robe

School Captains 2013

Student information

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

The total enrolment in 2013 was 205 students, almost identical with the 2012 total. With smaller cohorts in Year 6 over the current year and next year, the numbers are likely to stay around the same or slowly increase again.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>114</td>
<td>121</td>
<td>126</td>
<td>128</td>
<td>125</td>
<td>118</td>
<td>119</td>
</tr>
<tr>
<td>Female</td>
<td>145</td>
<td>129</td>
<td>123</td>
<td>115</td>
<td>99</td>
<td>88</td>
<td>86</td>
</tr>
</tbody>
</table>
Student attendance profile

School attendance rates continue to be on par with regional and state levels.

Management of non-attendance

Parents and carers are informed it is a legal requirement for children to attend school and any absences must be notified to the class teacher. If a child is absent for 3 days without notice a note is sent home requesting an explanation. Students whose attendance rates are below 85% are monitored through the year and any issues discussed with parents. Trends of poor attendance rates can be referred to the Home School Liaison Officer for further support.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.522</td>
</tr>
<tr>
<td>Total</td>
<td>15.122</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no Aboriginal personnel working at our school at present.

Teacher qualifications

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

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>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary</td>
<td>30/11/2013</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$56036.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>$140123.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$65746.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$113106.74</td>
</tr>
<tr>
<td>Interest</td>
<td>$2350.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$2730.20</td>
</tr>
</tbody>
</table>
School performance 2013

Achievements

Arts

This year we continued with our “Dance To Be Fit” lessons each week with each class learning a themed dance in an aerobic style. This year we targeted the class dance lessons to fit into our concert “Around the World In Eighty Minutes”. This was a huge success with each class taking on a dance and costumes from a different country and a narrative linking the various cultures.

We continue to be supporters of, and participants in, Star Struck. The Regional public schools’ performing arts spectacular staged at the Newcastle Entertainment Centre in June.

One group of 16 dancers were entered in this year’s show “Star Struck 2013 – the 21st”.

Once again we participated in “Raw Art” with a specialist teacher workshopping each class over a few days in different art media.

Sport

At Charlestown East we continue to run programs of sport activity that promote inclusivity and sportsmanship at all levels, with an emphasis on enjoyment, fairness and skill development.

We also create and promote opportunities for a number of talented sportspersons to develop and challenge their skills in their chosen sports and to compete at high levels beyond school.

Highlights of 2013 include:

• Our annual swimming and athletics carnivals, gala days, the locally organised Charlestown Cup sports activities for students in Years 3 and 4, Macquarie Cup Soccer and Netball.
• PSSA Knockout Netball, boys and girls Cricket and Soccer. Our girls’ cricket team were Regional champions and went on to complete the competition coming 5th in the State.
• Swimming School and water safety programs.

The following students represented our school at State level:

• Swimming – Colby Donaldson
• Athletics – Tayla Hicks

Academic Competitions

The school’s P. and C. continued to sponsor all Year 5 and Year 6 students to participate in the UNSW Australasian English and Mathematics...
competitions. All students in Years 3 to 6 are also invited to participate in these and the other competitions of Computer Skills, Spelling, Writing and Science.

Our 2013 results were:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Distinctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Computer</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Environmental Education

The school’s student gardens have been a continuing feature this year. Each class maintains a separate garden bed and a group of junior landcarers maintain the enclosure under teacher supervision. Regular sales of garden produce to parents on a Friday afternoon was a popular activity. Parent designers helped supply 3 metal noticeboards for the enclosure, teaching the students about the yearly cycle of harvesting, planting and maintaining.

Money from a Lake Macquarie City Council grant was fully spent in 2013. It was provided in 2012 to help maintain the gardens and teach each class about sustainable growth and healthy eating options.

Academic achievements

NAPLAN

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.

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

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

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 to access the school data.

In the graphs below, SCG means a group of similar schools; DEC is the Department of Education and Communities (our State Education Department).

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
**Progress in numeracy**

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>72.7</td>
<td>117.6</td>
<td>85.0</td>
<td>66.9</td>
</tr>
<tr>
<td>SSG</td>
<td>90.8</td>
<td>91.4</td>
<td>100.9</td>
<td>83.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

**Average progress in Reading between Year 3 and 5**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</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>
Significant programs and initiatives

Aboriginal education

Our Personalised Learning Plans for Aboriginal students were put in place after a review in 2012. As part of the Whitebridge Community of Schools, we worked together to develop shared support templates for these and wider plans. Aboriginal perspectives are part of the teaching and learning experiences throughout the school and continue to complement many parts of the K-6 program, especially in Human Society studies.

Our Aboriginal students continue to be actively involved in presenting the acknowledgement of country at each Monday afternoon assembly on a rotating roster. Charlestown East students were supportive in their celebrations of NAIDOC week and many NAIDOC stationery packs were purchased. These funds support ongoing Aboriginal Education initiatives.

A highlight of the Stage 2 year was an excursion to Newcastle to look at Aboriginal occupation of the area prior to and during the arrival of the Europeans. This supported the Stage 2 unit of work on First Contacts.

Our Stage 3 students opened our musical event “Around the World in Eighty Minutes” with an Aboriginal dance and song focus with “Solid Rock”.

Multicultural education

Many units covered by classes K-6 have a multicultural perspective. At Charlestown East we run a number of Doing Things Together sessions where peer support groups of students in multi-aged teams participate in a number of activities promoting tolerance, teamwork and understanding of different points of view.

Also this year we enrolled three new students who either had just completed English as a Second Language (ESL) or were given ESL support by a visiting teacher this year. One of these boys was from China and the other two were Thai brothers. The Thai students had very little English when they started and all students (especially their immediate classmates) helped to ensure they fitted in to our school as quickly as possible. This enthusiasm helped to plan our Musical Concert on a multicultural theme: “Around the World In Eighty Minutes”. Each class allocated themselves one of a number of countries or cultures from around the world, learned a choreographed dance from this area through the Dance To Be Fit program, and researched further knowledge of their chosen part of the world while in class. The concert was linked together through narration by students from Kinder to Year 6 further explaining snippets of trivia from each country.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Continue to revisit the 3 Year Plan to review programs and alter direction as appropriate. This is done at both executive level and then in consultation with all staff.
- Gauge the effectiveness of main planning strategies through ongoing supervision including the Teacher Annual Review Schedule (TARS) and Executive Annual Review Schedule (EARS).
- Annually analyse NAPLAN data and internal school assessments to gauge if targets have been reached.
- Discontinue programs or strategies which are not proving to be effective.
- Introduce new directions throughout the period of the plan, especially regarding the introduction of new technologies and the new Australian Curriculum.

School planning 2012—2014: progress in 2013
School priority 1

Literacy

Outcome from 2012–2014
Increased levels of reading achievement for every student.

Evidence of progress towards outcomes in 2013:

2013 Targets and progress:

- 82% of Kinder and Year 1 and 78% of Year 2 students achieve age appropriate Reading Recovery levels. Both of these levels were achieved in 2013, with Kinders at 86%, Year 1 at 85% and Year 2 at 80%.
- The percentage of Year 5 and Year 7 students achieving expected growth for Reading meets or exceeds State expected growth. (We are interested in Year 7 results because these students have only relatively recently left Primary School when the NAPLAN is sat). These results were disappointing in that the State level was 55.6% for Year 5 and we achieved 40%. The State level for Year 7 was 54% and we achieved 41.2%.
- Increase the percentage of Year 3 students achieving above National Minimum Standard (NMS) in NAPLAN Reading from 77% to 83% with at least 40% in the top 2 bands. The percentage of our Year 3 students achieving above the NMS in Reading was 81%. The number of students achieving in the top 2 NAPLAN bands for Reading was 59.2%.
- Increase the percentage of Year 5 students achieving above National Minimum Standard (NMS) in NAPLAN Reading from 69% to 75% with at least 30% in the top 2 bands. The percentage of our Year 5 students achieving above the NMS in Reading was 81%. However, the number of students achieving in the top 2 NAPLAN bands for Reading was 16.1%.

Strategies to achieve these outcomes in 2014

- The Learning and Support Teacher (LAST) will continue to target students needing support and assist teachers improve literacy levels of those students needing support.
- As part of this process, the MULTILIT (Making Up for Lost Time in Literacy) program begun in 2013 will be expanded with MiniLit, a partner program which targets younger students in Year 1 and older students still needing extra support. This is run by the LAST.
- Continue to promote participation in the Premier’s Reading Challenge.
- As the introduction of Reading Eggs has proven popular with teachers, students and parents (see Program Evaluations later in this report) this program will continue with enhanced targeting to individual needs and increased use in the classroom.
- Continue to use Jolly Phonics in K-2.
- Continue with the successes of Accelerated Literacy in Years 2 to 6.

School priority 2

Numeracy

Outcome from 2012–2014
Increased levels of numeracy achievement for every student.

Evidence of progress towards outcomes in 2013:

2013 Targets and progress:

- 78% of Kinder and Year 1 and 78% of Year 2 students achieve age appropriate numeracy outcomes based on Best Start numeracy continuum assessment. 84% of Kinder, 86% of Year 1 and 83% of Year 2 students achieved appropriate outcomes based on GoMaths assessments and SENA. The numeracy continuum is not as specific as that for reading.
- The percentage of Year 5 and Year 7 students achieving expected growth for Numeracy meets or exceeds State expected growth. The State level for Year 5 is 57.4%. Our result was 50%. The State level for Year 7 is 54.4%. Our results were 65.6%.
- Maintain the percentage of Year 3 students achieving above NMS in NAPLAN Numeracy at 85-90%, with at least 40% in the top 2 NAPLAN bands.
The percentage of our Year 3 students achieving above NMS in Numeracy was 93%. The percentage of students in the top 2 bands was 51.8%.

- **Maintain the percentage of Year 5 students achieving above NMS in NAPLAN Numeracy at 85-90%, with at least 30% in the top 2 NAPLAN bands.**
  The percentage of our Year 5 students achieving above NMS in Numeracy was 73%. The percentage of students in the top 2 bands was 16.7%.

**Strategies to achieve these outcomes in 2014:**

- Expand on the GoMaths program by analyzing the new syllabus and incorporating a wider range of teaching and learning resources.
- Abandon the purchase of individual GoMaths student journals to encourage teachers to use supplementary resources, especially incorporating learning objects and Scootle resources on the Interactive Whiteboards.
- Continue to target individual students or groups using follow up NAPLAN data.
- Continue to promote the use of Mathletics in the classroom and at home (see Program Evaluations later in this report). Enhance individual student progress by increasing student individual goals.
- Incorporate more environmental mathematics across the curriculum by using more hands on lessons, particularly to support 2D and 3D shapes and measurement.

**School priority 3**

**Student Engagement**

**Outcome from 2012–2014**

All students will be given a wide range of opportunities to fulfil their potential in different areas.

**Evidence of progress towards outcomes in 2013:**

**2013 Targets and progress:**

- Increase by one level on the Middle Years Transition matrix in the areas of Pedagogy and Curriculum from Level 3 to Level 4. Based on teacher program evidence and interviews, all teachers can now show more opportunities for students to collaborate, analyse and synthesise ideas, strive for higher order thinking and apply learning to real life contexts. Teachers have also shown evidence of differentiating the learning and catering for different abilities and learning styles.
- At least 80% of all learning goals for literacy and numeracy in Aboriginal students’ Personalised Learning Plans (PLPs) are achieved. Three out of the four Aboriginal students have achieved their goals in literacy and numeracy as determined by a review of their PLPs at the beginning of the year.

**Strategies to achieve these outcomes in 2014:**

- Maintain teacher support and supervision practices to ensure teachers remain at this level. The new syllabus professional development in 2014 will support this.
- Revisit the student PLPs to develop ongoing plans for each Aboriginal student.
- Follow up with the one student who did not reach their individual goal using the follow up NAPLAN data showing targeted teaching strategies

**Professional learning**

Staff has had the opportunity to engage in professional learning in areas including the following:

- Child Protection updates;
- Ongoing WCoS initiatives supporting numeracy and literacy teaching and learning;
- CPR/Emergency Care;
- New English syllabus implementation;
- Accelerated Literacy training;
- Community gardens workshop.

Approximately $3,700 was spent on professional learning in 2013. This represents an average of approximately $300 per teacher. This was less than in previous years because a lot of the
training was done on site or online and in Staff Development Days. The DEC gave schools an extra Staff Development Day this year to explore the new National Curriculum. This year we have no new scheme teachers working toward accreditation. Three teachers are maintaining their accreditation at Professional Competence.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In relation to the parent satisfaction survey 85% of parents agreed or strongly agreed that Charlestown East PS is connected to its community and welcomes parental involvement. While 87% of parents were happy with the opportunities the school provides, 77% of parents felt that they could contact the school to discuss concerns relating to their child.

Encouragingly 95% of parents believed that Charlestown East is a happy and safe place for their child/children to come to and 90% of parents surveyed indicated that the school is a friendly school that is tolerant and accepting of all students.

Program evaluations

Background

This year we wanted to evaluate the “Mathletics” and “Reading Eggs” interactive computer programs we have made available to students to access at school and at home. These programs are being subsidized by the school and each parent pays $5 for a child to access each program. We wanted to ascertain the level of commitment to the programs by students, parents and staff to determine if we would continue either or both in 2014. We also took the opportunity to gauge parent support for a wireless network being established in the school.

Findings and conclusions

In relation to Reading Eggs and Mathletics, in the opinion of parents they were very positive towards this new program that was introduced during 2013. In fact over 95% of parents support the continuation of the Reading Eggs and Mathletics programs in 2014. 95% of parents were also happy to continue to pay $5 per year per child per program to continue with the access of Reading Eggs and Mathletics program.

Students were slightly less favourable towards Mathletics than Reading Eggs. The student survey showed 70% enjoyed doing the Mathletics program. In comparison 80% of students enjoyed doing the Reading Eggs program. Overall these percentages were very similar when asked if they would like to continue the Reading Eggs and Mathletics program in 2014.

All staff surveyed thought that Reading Eggs and Mathletics were worthwhile educational supplements for students currently in their class. The majority of staff felt that Reading Eggs and Mathletics help with engagement of normally reluctant students and can also assist as a good differentiation tool. All staff supported Reading Eggs and Mathletics to continue in the school.

In relation to the wireless network, over 90% of parents supported the development of computer wireless networks in the school to allow for their child/ren to access future technology developments. Interestingly the majority of parents surveyed felt or believed that wireless infrastructure should be funded by the Department of Education and Communities (DEC) rather than the P&C.

Future directions

The surveys suggest that all stakeholders believed that Reading Eggs and Mathletics were programs worth continuing into 2014. Many staff members commented that they would like to utilise more of the features within their literacy or numeracy lessons.

The majority of parents believe that wireless infrastructure is worth pursuing to assist students with their engagement and learning. It should be noted that based on this feedback the Year 6 gift to the school fundraising went towards establishing a Wi-fi network rather than the P&C.
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.

Neil Sneddon Principal
Kate Highland Assistant Principal
Drew Janetzki Assistant Principal
Lisa Skaug Teacher
Annette Hubber P. and C. President
Kathy Egan School Administration Manager

School contact information

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School Code: 4194

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: