Messages

Principal’s Message

Finley Public School services a small rural community. Our wider school community has been very supportive throughout 2010. Our focus on Literacy and Numeracy programs has the full support of our wider school community, as does the provision of a wide range of sporting, technological and artistic experiences.

Students have access to Smartboard technologies in all classrooms. These technologies have been improved with the installation of 4 new classrooms and the refurbishment of 2 older classrooms into an expanded learning space through the BER program. Students have participated in a variety of sporting and academic challenges right up to State level.

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.

Todd Potter

P & C and/or School Council Message

On behalf of the Parents & Citizens’ committee I would like to briefly summarise our year.

The committee’s role is to act as a liaison between the school & the community and to raise funds for the school.

Our fund raising efforts for 2010 have included a fruit salad stall, meal catering, Easter Egg Raffle, making & selling 200 litres of soup, working at the Rice Strippers Ball, raffles and the School Fete. Funds raised for the year are close to $13 000. For a small group, this is a great effort.

The P & C spent money on purchasing school sets of readers, maintaining a supply of uniforms and ensuring continuity of the School Canteen.

As President, I would like to suggest that the committee takes advice from the School Executive on a recognised need for our students and that we work towards raising money for that need.

For each fund raising activity there are usually one or two people who are the driving force. To those people I say a sincere thank you for your efforts and contribution. You make it happen. To all the parents, teachers and carers who volunteer their services, I also say thank you. Many other people assist in varying roles when asked. There is also a small group of children who are already honing their organisational and volunteer skills beside their parents.

Our Canteen continues to function five days per week and Glenda has created a very child friendly food area.

Thank you to this committee, staff and the principal, Mr Todd Potter, for your support through the year.

Fran Archer
P&C President

Student Representative’s Message

My time at Finley Public School was incredible. It is an amazing school that everyone enjoys. The teachers are great and the kids are even better. My time at Finley Public School will be an experience that I will carry with me for the rest of my life.

The highlights of Finley Public School were the teachers, the sport and of course being voted in as School Captain. Being Captain gave me many opportunities such as weekly meetings with Mr Potter, SRC, thanking and welcoming special guests and helping with school functions such as community BBQs. I think that the two highlights of being School Captain would have to be working on community events and of course working with my fellow Captains and Prefects. After the year was I over I knew my peers much better than ever before.

Being School Captain was amazing and I would encourage all students to get involved with the Student Representative Council because if you do, you will remember it for the rest of your life.

Jorja Daniel.
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

These enrolment figures are a credit to our staff and community and the wonderful reputation of our school. Our district is currently suffering from the worst drought in living memory and as a result, many families have been forced to leave the area to look for work. To have maintained these enrolments for 2010 while all our surrounding schools have been decreasing in numbers has been an incredible achievement.

Management of Non-attendance

Finley Public School has an Attendance Monitoring Policy that is designed to suit the needs of our school whilst also complying with Departmental Policy.

Individual attendance rates are monitored fortnightly with any attendance that falls below 90% being investigated. These investigations result in the students being monitored or parents being contacted. Home School Liaison Officer support is also accessed. The need for regular attendance is mentioned each term in the newsletter and at the P&C.

As the graph demonstrates, our attendance rates have steadily improved over the past 4 years.

Class Sizes

In March 2003 the Government announced its commitment to publish primary class sizes in Annual School Reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU</td>
<td>K</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>2-1J</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2-1J</td>
<td>2</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>2-1P</td>
<td>1</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>2-1P</td>
<td>2</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2-1L</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2-1L</td>
<td>2</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>4-3T</td>
<td>3</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>4-3T</td>
<td>4</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>4-3W</td>
<td>3</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>4-3W</td>
<td>4</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>4-3S</td>
<td>3</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4-3S</td>
<td>4</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>6-5P</td>
<td>5</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>6-5P</td>
<td>6</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>6-5D</td>
<td>5</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>6-5D</td>
<td>6</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>6-5B</td>
<td>5</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>6-5B</td>
<td>6</td>
<td>7</td>
<td>17</td>
</tr>
</tbody>
</table>

You will note that our classes do not exceed 20 students and that we are running 1.5 more classes than our staffing allocation allows. This is
due to our participation in the 47 Schools Pilot and will be addressed later in this document.

**Staff Information**

It is a requirement that the reporting of information for all staff must be consistent with Privacy and Personal Information Policies.

Finley Public School is staffed by enthusiastic, dedicated and professional teaching staff. They are involved in activities within our wider community and take responsibility for the provision of an engaging and exciting curriculum that focuses on the core philosophies of Quality Teaching and Learning.

Staff show a willingness to take on a huge variety of extra-curricular activities throughout the year including sport teams, musical groups, excursions, choir, Gifted and Talented activities and external academic activities. These activities are organised and run during lunchtimes and recess breaks. They are done in addition to supervisory duties that are linked to these break times. They also involve overnight stays, travel as far away as the Central Coast and weekend work. Their dedication and enthusiasm for the provision of a dynamic and engaging curriculum is incredible and a real feature of our school, a feature that was noted throughout several P&C meetings during 2010.

Teaching staff are supported by an incredibly professional and caring SASS staff, who fulfil their huge range of daily activities with rigour and enthusiasm. We have been audited 3 times in the past 3 years and all audit reports indicate a high level of organisation and professionalism by our SASS staff.

We are also supported by a team of dedicated and skilled Teacher’s Aides and volunteer community helpers.

Finley Public School has developed a culture of teamwork and a deep appreciation for the efforts of our peers as we all work towards the provision of an educational environment that is valued by our community and effective for our students.

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

### Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14.965</td>
</tr>
</tbody>
</table>

### Teacher Qualifications

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

We have 5 New Scheme Teachers working towards their accreditation in 2010. 2 teachers will achieve their accreditation this year and 3 are aiming to achieve accreditation by the end of 2011.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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.

Date of financial summary: 11/30/2010

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>171,240.69</td>
</tr>
<tr>
<td>Global Funds</td>
<td>109,110.69</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>258,745.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32,074.90</td>
</tr>
<tr>
<td>Interest</td>
<td>10,871.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,983.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>419,785.83</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & Learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Learning Areas</td>
<td>23,887.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>21,276.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8,923.47</td>
</tr>
<tr>
<td>Library</td>
<td>1,215.41</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>247,522.43</td>
</tr>
<tr>
<td>Casual Relief Teachers</td>
<td>1,164.62</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>35,857.08</td>
</tr>
<tr>
<td>School-operated Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>37,271.42</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,986.84</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>8,199.71</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>389,304.62</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**  **201,721.90**

Training and Development costs were taken from Country Areas Program and Teacher Professional Learning Funds.

A full copy of the School’s 2010 financial statement is tabled at the Annual General Meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2010

Achievements

**Arts**

Tournament of the Minds, Gifted and Talented Drama challenge. Regional finalists for 2 teams.

**Sport**

Paul Kelly Cup AFL, Runner up State Finals.
Open PSSA Netball, final 4, State finals.
State Athletics Championships for 2 students.

Other

Representation at Regional finals in Lions Public Speaking Competition.

**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)

**NAPLAN Year 3**

The percentage of students in bands 5 and 6 is less than the State and Regional average. However it is important to note that our small cohort in 2010 effected statistical analysis through percentages.

For example, in the area of Reading we were 4 students short of the State average in Band 6 and 3 students more than the State average in Band 1.
Our year 5 students performed considerably better than the State and Region in all areas of national testing. The following graphs clearly illustrate a higher percentage in the top 3 Bands than both the State and Region.
Progress in Literacy

It is important to note that this cohort also performed, on average, at or above the State average when in Year 3 in 2008. The rate of progress is particularly pleasing considering the high entry level of most students with the Year 3 data. We are achieving value added improvements for our top end students at a high level rate.

Progress in Numeracy

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Minimum Standards

Aboriginal Education

Significant Programs and Initiatives
Finley Public School has a fully trained Anti-racism Officer. We held an Aboriginal Cultural Day in 2010 involving all students K-6. The day involved activities in Aboriginal cooking, art, history and hunting. Several local and regional special guests were in attendance and continued to be involved with the art projects throughout the year.

Student feedback indicated a successful day that achieved it’s goal of heightening the profile of Aboriginal Education both within our school and within our community.

**Multicultural Education**

All classes from K-6 were involved in a unit of work that studied the culture of another country for 10 weeks. Countries ranging from Italy to Japan were covered, 11 different countries in total. The unit culminated in a Multi Cultural Celebration Day involving sports, cooking and art from around the world.

Members of our wider school community were in attendance both, as Country Ambassadors and onlookers. Parental feedback indicated that the unit lifted the profile of multi-culturalism within our community and that the day of celebration was a wonderful experience for students and parents alike.

**Respect and Responsibility**

Finley Public School works with a number of students in school leadership positions from K-6. Our Student Representative Council was involved in several fund raising initiatives for our school and community and also co-ordinated whole school ANZAC and Remembrance Day ceremonies.

Our Captains and Prefects are involved with weekly meetings with the School Principal where we discuss a variety of playground and classroom issues and how they can use the school philosophy on respecting each individual to develop a student driven, positive school culture.

**Other Programs**

**Country Areas Program.**

Finley Public School undertook 4 major projects addressing the 4 major focus areas involved in the Country Areas Program.

**Beyond Finley** ensured that 100% of students had access to real life experiences outside our local area. Infants attended a day excursion to Melbourne Zoo, Stage 2 attended a 4 day camp at Phillip Island and Stage 3, a 5 day camp in Canberra. This program addressed the areas of curriculum access, student engagement and parent and school community participation.

**Literacy Learners for Life** gave 14 students the opportunity to further develop their above age appropriate skills in Literacy and Numeracy over a 10 week period. This program culminated in participation in the Tournament of the Minds. This initiative addressed the areas of curriculum access, student engagement, connected learning and community participation.

**Program analysis.** This program released staff to conduct a detailed analysis of NAPLAN results in all areas. Areas of school weakness were identified and plans to rectify these areas implemented. This initiative addressed the area of curriculum.

**Learning Communities** were developed between Finley and Deniliquin. These were established in 2010 through participation in the Teaching and Learning forums. This program is to be extended in 2011.
Progress on 2010 targets

Target 1
*Improved writing skills for all students.*

*Strategies to achieve this target included:*

Training and Development in Quality Writing Programs for all staff. Including participation in Teaching and Learning forums as part of a Learning Communities initiative.

Whole school focus on Comprehension.

Re-deployment of Laptop technologies into class and building sets enabling access ratios of 2:1 in each class.

Purchase and installation of new, high quality wireless system developed and installed by DET technicians.

*Our achievements include:*

- An increased number of students in Bands 6 and 7 for Year 5 NAPLAN results in Writing. Above the State and Like school averages.
- Participation by 90% of students in a community Writing project that resulted in publication of their works.
- 100% of students achieving at or above the National Benchmark in Year 5 Writing and 97% of Year 3 students achieving at or above the National Benchmark in Writing.

Target 2
*Improved reading skills for all students.*

*Strategies to achieve this target included:*

- Training and Development for infants teachers in Best Start Program.
- Training of a District Best Start Leader from our staff.
- Formal Training and Development of staff in Best Start Practices.
- The development and implementation of a voluntary skills extension session for Stage 3 students at lunch time.

*Our achievements include:*

- NAPLAN results in Year 5 Numeracy placing us well above the State and Regional average in all areas.
- 97% of Year 3 and Year 5 students performing at or above the National Testing Benchmarks.
- In school diagnostic testing indicating a majority of students achieving age appropriate results from K-6.

Target 3
*Improved Technology skills for all students.*

*Strategies to achieve this target included:*

- Re-allocation of school laptops to enable daily access from K-6 at a ratio of 2:1
- Complete server upgrade and replacement planned for 2011.
• Complete wireless upgrade and replacement completed for 2010.
• Whole staff interactive white board training.

Our achievements include:
• Use of computer technologies by 100% of students every week. Noted in Teaching and Learning Programs.
• Participation by 100% of students in Connected Classroom lessons.
• Trial of online learning systems completed and to be implemented in 2011.
• New wireless system installed. One of only 2 primary schools in the region to have technology infrastructure of this capabilities

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of class sizes and community communication.

Educational and Management Practice
Community involvement and communication.

Background
Throughout 2010 school/parent communication was a constant theme during P&C. Parents often felt uninformed despite the variety of communication strategies that were already in place.

Parent consultation was completed through the P&C, newsletter and individual interviews.

Findings and conclusions
The school newsletter was difficult to read in its current format so headings have now been added. Parent initiative.

Newsletters are sent electronically to 40% of parents. School initiative.

Dates for various events were not provided with enough warning for many of our working parents so a new newsletter diary has been added. Parent initiative.

Updating of school website to include newsletters. School initiative.

A whole term calendar was sent home in Term 4.
All parent and community feedback has been very positive and these new changes and further improvements have been suggested for 2011.

Future directions
Mobile text message for students who are receiving awards.
P&C to give new directions for Principal’s report each meeting.

Curriculum
Flexible Staffing.

Background
Since 2006 Finley Public School has been trialing the use of smaller classes to improve student achievement. We have conducted these trials in various forms ranging from small Kindergartens all year, to splitting Stage 1 and 2 students for Literacy and Numeracy sessions.

The opportunity to participate in the 47 Schools Pilot on flexible staffing allowed us to extend this program from K-6 throughout 2010. We ran classes of less than 20 and discussed the need as a staff to ensure that Quality Teaching and Learning programs were in place.

We conducted whole staff T&D in this area and added the Quality Teaching Framework to our programs. Some staff integrated the QTF elements into all KLA’s of their daily programming and assessment.

Findings and conclusions
All classes were less than 20 for the duration of 2010.
Parent feedback indicated that 100% of parents rate smaller classes as a major benefit for their child at school.

Smaller classes must be staffed by quality teachers implementing quality programs if they are to make a difference.

Quality teachers implementing quality programs make a difference to student achievement. When they are provided with a class of less than 20 rather than a class of 28 the effect of this difference is increased.
National Testing has indicated a wonderful improvement for our Year 5 students in 2010. Year 3 results need further interpretation if they are to accurately reflect the quality of this program.

**Future directions**

Our excess staffing has been funded through the 47 Schools Pilot and a teaching principal. In 2011 our project will need to run with the support of the Schools Pilot and a non teaching principal. In 2012 the staffing will need to be funded by the school.

**Parent, Student, and Teacher Satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent feedback was completed through P&C meetings and individual parent interviews throughout the year. The major issue to arise was school/home communication and this has been addressed in Educational Management and Practice.

**Professional Learning**

All staff attended at least 2 hours of Professional Development activities per term, throughout 2011. Some of our bigger projects included; Reading Recovery Training, Best Start, Best Start Literacy Leaders Training, AP’s Conference, Live Life Well, Motor Coordination, and OH&S training. All staff participated in 5 School Development days throughout the year.

Our full Teacher Professional Learning budget of $11 000.00 was expended. The average per staff member was $2 000.00. Our T&D budget is also supplemented by school funds. Staff independently kept a record of their Professional Development on our school intranet page.

We have 5 New Scheme teachers. 2 have submitted their application and 3 intend to do so in 2011.

**School Development 2009 – 2011**

Finley Public School has a school plan that was developed in 2009 and is revisited each year. After evaluation by all stakeholders the plan is adjusted to better cater for thine needs of our school from year to year whilst ensuring that long term goals are kept in focus.

The plan is signed off on by our School Education Director each year and presented to our P&C each year after the AGM.

Our school plan focuses on improving student outcomes in the areas of Writing, Reading and Technology.

**Targets for 2011**

**Target 1**

**Improved Writing Skills for all students.**

Writing continues to be an area of weakness in our school. Results are improving but standardised testing still identifies it as an area that needs to improve.

Strategies to achieve this target include:

- Whole school Training and Development in Quality Teaching Comprehension Best Practice.
- Careful analysis of NAPLAN results to help focus teaching on areas of weakness.

Our success will be measured by:

- Improved Writing results in 2011 NAPLAN Testing for both Year 3 and Year 5.
- Participation by all staff in Comprehension based Professional Development.

**Target 2**

**Improved Technology Skills for all students.**

Technology is changing so rapidly that our staff and parent community both feel that a real focus on technology and what it means for today’s learners is imperative.

Strategies to achieve this target include:

- Upgrade server to increase access to wireless technologies.
- Delivery of more laptop computers to ensure a ratio of students to computers of less than 2:1.
• Purchase of new office technologies such as a photocopier that is linked to our network.

Our success will be measured by:

• Reliable wireless access for 100% of classes 100% of the time.

• Participation by 100% of students in both designated and incidental technology lessons.

• The allocation of technology time to a skilled staff member.

**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.

Todd Potter Principal
Amanda Lyons AP
Cherilyn Taig AP
Luke Potts Technology
Fran Archer P&C President

**School Contact Information**

Finley Public School
Coree Street, Finley
Ph: 0358831135
Fax: 0358832397
Email: todd.potter@det.nsw.edu.au
Web: finley-p.schools.nsw.edu.au
School Code: 3945

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