

2018 Annual Report to The School Community



School Name: **Castlemaine Secondary College (8824)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 22 March 2019 at 04:51 PM by Paul Frye
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

About Our School

School context

At Castlemaine Secondary College's our values are Pride, Respect and Responsibility, and our vision is: "Students, Staff and Parents of Castlemaine Secondary College are resilient, responsible, creative and engaged in our local and global community. We are independent learners, striving to reach our potential." In 2018, there were 622 students enrolled at our school, which represented an overall enrollment increase of 14 students from the previous year. Our student body reflects the diversity of the broader community within the Mt Alexander Shire. This diversity includes 5% of our students coming from Aboriginal and Torres Strait Islander (ATSI) backgrounds, 1% of students from English as an Additional Language (EAL) backgrounds and students from a very broad range of socio-economic backgrounds. For a school our size, we offer a broad curriculum and a large range of programs to reflect the diverse needs and interests of our students. These programs include a broad VCE curriculum, a VCAL program, a Flexible Learning Options (FLO) program for Years 9 and 10 students with special learning needs, a Years 9 and 10 Steiner Program and a "mainstream" Year 7-10 program based on the Victorian Curriculum. 2018 was the second year that our school has existed as a predominantly one campus school with the vast majority of our students attending our Years 7-12 Blakeley Road Campus. The rebuilding of this campus has continued with the opening of our Performing Arts building at the start of 2018 and the announcement of \$11.75million of funding in the 2018 State Budget to complete our school rebuild. Y2 Architects were reappointed to design these new buildings and they worked extensively with the school community from September 2018 to plan the final stage of building works, which will be constructed from mid-2019. Meanwhile, extra resources were devoted to strengthening our FLO program, which ran alongside our VCAL class at the Etty Street Campus.

Framework for Improving Student Outcomes (FISO)

Our 2018 Annual Implementation Plan (AIP) focussed on the following two FISO dimensions: Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. Key improvement strategies relating to Curriculum Planning and Assessment included the introduction of more regular reporting to parents, the introduction of our first Learning Specialist, and further work to ensure full compliance between our CSC curriculum documents and the Victorian Curriculum. Our new reporting processes enabled us to report to parents three times per semester, thus allowing constant feedback to parents throughout the entire year. Our focus on Setting Expectations and Promoting Inclusion led us to commence the Berry Street Education Model Training with all staff and to establish a better resourced Flexible Learning Options (FLO) program at our Etty Street Campus. The FLO program enabled us to better engage and retain some of our potentially most disengaged Years 9 and 10 students. I believe this, along with other key inclusion initiatives from our AIP, helped our school to record a very large improvement in our student attendance data.

Achievement

In 2018, our school achieved NAPLAN results above the state median for state secondary schools in all areas except for Year 7 numeracy, while our mean VCE Study Score also improved and sat above the state median. Achieving such results was a target we were pursuing through the introduction of our first Learning Specialist and through the Curriculum Planning and Assessment activities we undertook through our 2018 AIP. Consolidating these improvements and achieving more significant "Learning Gains" between Years 7 and 9 NAPLAN results is a continued focus for the work we undertake in teaching and learning. As we strive for further improvements in 2019, we have introduced a second Learning Specialist, who will focus on improving student writing outcomes across the curriculum, and there will be a team of student learning leaders undertaking the DET's Professional Learning Communities program.

Engagement

As mentioned above, our school recorded a large reduction in the average number of student absences for 2018. Several of the AIP actions we implemented through Setting Expectations and Promoting Inclusion most likely

account for this impressive improvement. To consolidate these results and make further improvements, we will be finishing our whole staff training in the Berry Street Education Model (BSEM) in the first half of 2019, as well as developing an implementation plan to ensure that BSEM strategies are embedded in our school. Further developing our FLO program is also a key focus for continuing to address student non-attendance.

Wellbeing

Improving student wellbeing was also a key focus for much of the work we undertook in the FISO dimension of Setting Expectations and Promoting Inclusion. In addition to the initiatives described in the Engagement section (above), we also implemented several other student wellbeing initiatives including the creation of a new student wellbeing role which enabled a qualified social worker to case-manage a group of some of our most vulnerable students. Our student-led Diversity Group was also very active again in 2018, and this group successfully gained funding for an extra flag pole which now enables us to fly the Pride Flag as a symbol of inclusivity at CSC. Although evidence of improvement is not evident in all of the student wellbeing measures on the 2018 Attitudes to School undertaken in May, evidence of improved student wellbeing measures existed in our vastly improved school attendance data and other aspects of the Attitudes to School survey (e.g. improved results for "Managing Bullying", "Respect for Diversity" and "Student Voice and Agency.")

Financial performance and position

The financial section of this report indicates a net operating deficit of \$31,086, which will be deducted from our budget allocation in Term 3 2019. Our 2019 budget has been set taking this repayment need into account. Our 2018 deficit is reflected in the staffing or "credit" side of our budget. In recent years, our school has recorded a staffing budget deficit which is largely explained by the broad range of VCE subjects we offer to retain senior students at CSC and our staffing profile, which includes a large proportion of our staff at the top of the teaching salary scale. The size of this staffing budget deficit has decreased for each of the past three years and further staffing adjustments were made at the end of 2018 which should allow the school not to fall into deficit in 2019.

For more detailed information regarding our school please visit our website at
<http://www.csc.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 622 students were enrolled at this school in 2018, 298 female and 324 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<ul style="list-style-type: none">  Similar  Higher  Similar  Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: 100% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 29% VET units of competence satisfactorily completed in 2018: 59% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 79%</p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	92 %	91 %	93 %	91 %	92 %	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	92 %	91 %	93 %	91 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>○ Lower</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>○ Lower</p> <p>● Similar</p>												

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>○ Lower</p> <p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>● Similar</p> <p>○ Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,028,941	High Yield Investment Account	\$244,840
Government Provided DET Grants	\$1,079,259	Official Account	\$47,664
Government Grants Commonwealth	\$4,110	Other Accounts	\$92,659
Government Grants State	\$32,399	Total Funds Available	\$385,163
Revenue Other	\$111,418		
Locally Raised Funds	\$511,446		
Total Operating Revenue	\$8,767,573		
Equity¹			
Equity (Social Disadvantage)	\$91,276		
Equity (Catch Up)	\$21,887		
Equity (Social Disadvantage - Extraordinary Growth)	\$31,426		
Equity Total	\$144,589		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,103,903	Operating Reserve	\$10,000
Books & Publications	\$12,829	Other Recurrent Expenditure	\$7,468
Communication Costs	\$73,855	Funds Received in Advance	\$39,672
Consumables	\$183,558	School Based Programs	\$72,234
Miscellaneous Expense ³	\$327,545	Beneficiary/Memorial Accounts	\$85,437
Professional Development	\$34,644	Funds for Committees/Shared Arrangements	\$2,299
Property and Equipment Services	\$546,493	Repayable to the Department	\$88,638
Salaries & Allowances ⁴	\$379,652	Asset/Equipment Replacement < 12 months	\$17,000
Trading & Fundraising	\$12,092	Maintenance - Buildings/Grounds < 12 months	\$63,854
Travel & Subsistence	\$14,618	Total Financial Commitments	\$386,602
Utilities	\$109,470		
Total Operating Expenditure	\$8,798,659		
Net Operating Surplus/-Deficit	(\$31,086)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

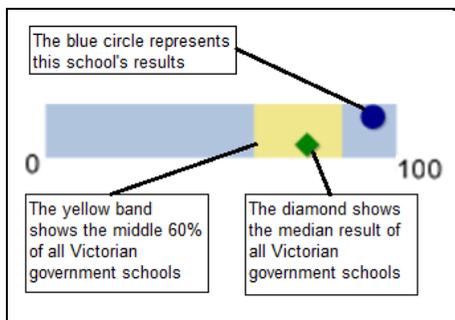
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

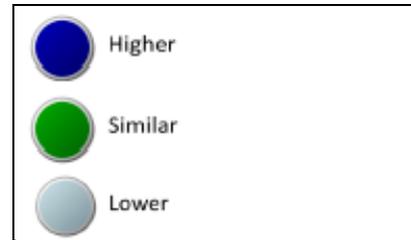


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').