

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration 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 2019 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 27 May 2020 at 12:10 PM by Paul Frye (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 03 June 2020 at 02:30 PM by Elizabeth Mellick (School Council President)

## About Our School

### School context

Castlemaine Secondary College's 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 2019, there were 665 students enrolled at our school, which represented an overall enrollment increase of 43 students from the previous year, and an increase of 67 students from 2017. Our student body reflects the diversity of the broader community within the Mt Alexander Shire. This diversity includes 4% 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. 2019 was the third year that our school existed as a predominantly one campus school with the vast majority of our students attending our Years 7-12 Blakeley Road Campus. At our Etty Street Campus, we ran our FLO program, much of our VCAL program and an Artist-in-Residence program. The final stage of rebuilding works at our Blakeley Road Campus commenced in July 2019. This \$12 million building project, due to be completed by November 2020, will see the demolition of the remaining original school buildings and the construction of a new Library and Administration Building, a new Artisans' Building (including new general purpose classrooms and a canteen) and major extensions to the Performer's Building. During the latter half of 2019, our school undertook its four-yearly DET School Review, which culminated in the development of a new Strategic Plan for the next four years (2020-2023).

### Framework for Improving Student Outcomes (FISO)

In 2019 our Annual Implementation Plan focussed on making improvements in relation to the following FISO dimensions:

- Building Practice Excellence
- Setting Expectations and Promoting Inclusion
- Empowering Students and Building School Pride

Specific actions taken to address the Building Practice Excellence dimension of the FISO included:

- Staff professional learning in the DET's Professional Learning Communities initiative.
- A whole school focus on improving the teaching and learning of writing across the curriculum
- The introduction of a Learning Specialist with responsibility for improving literacy teaching and learning across the College.
- Staff professional learning focussing on the DET's High Impact Teaching Strategies (HITS)

Setting Expectations and Promoting Inclusion was addressed by all staff completing the Berry Street Education Model (BSEM) training. We consulted Berry Street to gain more feedback about how BSEM can be best implemented across our school, and a BSEM implementation plan was subsequently developed.

Specific actions taken to address the Empowering Students and Building School Pride dimension of the FISO focussed on promoting student voice, leadership and agency in the classroom. This included introducing staff to the DET Amplify resource and seeking more student input in relation to their learning needs. The Attitudes to Class survey was again used to provide teachers with targeted feedback about the effectiveness of their lessons. Students were also involved in a staff meeting where the overall results of the Attitudes to Class survey were explored in depth with teachers.

## Achievement

The results of our 2019 focus on literacy were evident through some pleasing NAPLAN results. These improvements were particularly evident in the NAPLAN growth recorded by students between Years 7 and 9. We had an increased percentage of Year 9 students achieve high NAPLAN growth between Years 7 and 9 in each of the four Literacy domains of NAPLAN (Reading, Writing, Spelling and Punctuation and Grammar). This growth was especially strong in the area of Writing, with 29.6% of our Year 9 students achieving high NAPLAN growth (up from 12.6% in 2018). NAPLAN growth in the area of numeracy was not as strong. We had far fewer students achieve low growth, but this improvement led to more students in the middle band of growth rather than an increase in high growth. In 2020, we will be introducing a Learning Specialist to improve our numeracy results. At a senior secondary level, the following table shows an increased percentage of students achieving scores above 60 compared with the past two years prior to 2019.

Year	Number of students ATARs from 60 to 69	ATARs above 90	ATARs from 80 to 89	ATARs from 70 to 79
2017	102	4	5	8
	4			1
% of cohort		3.9	4.9	7.8
	13.7			
2018	70	4	3	7
% of cohort		5.7	4.3	10
	12.9			9
2019	76	5	4	11
% of cohort		6.7	5.3	14.7
	14.7			

We also recorded stronger VCAL results, with 9 students achieving a Senior VCAL Certificate and two students achieving an Intermediate VCAL Certificate.

Over the course of the year, thirteen of our students were supported through the Programs for Students with a Disability (PSD). Regular Student Support Group meetings were held for these students, and these meetings ensured that Individual Learning Plans were developed to support the students' learning needs. One of our PSD students was in Year 12 last year, and that student successfully attained Senior VCAL Certificate.

In 2020, we aim to build on these strong improvements by introducing a Professional Learning Communities approach to staff professional learning. This approach will allow staff to collaborate more frequently and work in teams to implement targeted teaching strategies for specific students and groups of students.

## Engagement

CSC students were again absent from school less frequently than the state average. This is a significant improvement from a few years ago. In 2019, resourcing for our Flexible Learning Options (FLO) program was increased which enabled us to retain some of our most vulnerable Years 9 and 10 students at school. Across the whole school, the Berry Street Education Model approach appears to be another positive factor for us to achieve above average school attendance results. Through our School Review, and the subsequent development of our new Strategic Plan, we will

continue to strive for further improvements in student engagement. Again, we believe that the Professional Learning Communities approach will enable us to deliver more targeted and effective teaching strategies which will positively influence student achievement and engagement.

## Wellbeing

Completing the BSEM training for all staff and implementing these approaches across the school was a significant focus for improving student-teacher relationships and increasing students' sense of positive wellbeing in 2019. It was noted by our 2019 School Review panel that there was a disconnect between the student wellbeing component of our Student Attitudes to School Survey results (improving, but still below state average), and a strong sense of students' connection to school evident in many aspects of the day-to-day life of the school, as well as above average attendance. In 2020, we aim to continue building on our Student Attitude to School results and working with our student body to better understand and respond to some of the conflicting data around this. Our new Strategic Plan increases our already strong focus on developing opportunities for student voice, leadership and agency. The introduction of a new Mental Health Practitioner in 2020 will also bolster our student wellbeing team and help us to improve student wellbeing outcomes.

## Financial performance and position

The financial section of this report indicates a net operating surplus of \$143,636, a significant improvement of \$174,724 over the net deficit result in 2018. This result is reflective of adjustments made within the staffing or "credit" side of our budget to eliminate the deficit, whilst still maintaining the broad range of VCE subjects we offer to retain senior students at CSC.

Expenditure to note includes:

- Allocation of \$140,949 in Equity funding received to Wellbeing staffing, program and resources,
- Professional Development budget spend of \$40,000 to enable all teaching and education support staff to complete the last 2 of 4 days of training in the Berry Street Educational Model, as well as individual or learning area teams needs based programs,
- Bushfire Vegetation Clearance Supplement of \$22,000 used to undertake a risk assessment and vegetation clearance in preparation for the 2019 fire season, and
- \$50,000 on maintenance and minor works on our facilities, including preparing the Blakeley Road campus for increased enrolments in 2020.

CSC commends the efforts of numerous staff, parents and students for fundraising across the year resulting in:

- \$6,773 raised by the Music Support Group
  - \$9,900 raised by the Art Support Group
  - \$2,280 raised by the Drama Support Group, and
  - \$320 raised by the Student Representative Council
- for an annual total of \$19,273.

These funds were used to support teaching and learning, as well as to improve waste management practice at CSC, an initiative of the Student Representative Council.




**For more detailed information regarding our school please visit our website at <https://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

#### Enrolment Profile

A total of 665 students were enrolled at this school in 2019, 329 female and 336 male.

1 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




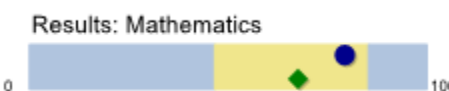


#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Below</b> </p> <p><b>Similar</b> </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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>	<p>Above <span style="color: teal; font-weight: bold;">●</span></p> <p>Below <span style="color: blue; font-weight: bold;">●</span></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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></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>Similar <span style="color: lightblue;">●</span></p>

Students in 2019 who satisfactorily completed their VCE: **97%**  
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **25%**  
 VET units of competence satisfactorily completed in 2019: **68%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **68%**







### 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: Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>92 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	89 %	92 %	90 %	89 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	89 %	92 %	90 %	89 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>												
<p><b>Exit Destinations</b></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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>												

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison:	
Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span>		<span style="color: teal;">●</span> Above	<span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Below</b> <span style="color: blue; font-size: 24px;">●</span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Below</b> <span style="color: blue; font-size: 24px;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,737,383	High Yield Investment Account	\$241,739
Government Provided DET Grants	\$1,320,064	Official Account	\$33,742
Government Grants State	\$28,917	Other Accounts	\$87,026
Revenue Other	\$85,327	<b>Total Funds Available</b>	<b>\$362,508</b>
Locally Raised Funds	\$597,179		
<b>Total Operating Revenue</b>	<b>\$9,768,871</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$108,566		
Equity (Catch Up)	\$32,382		
<b>Equity Total</b>	<b>\$140,949</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,639,220	Operating Reserve	\$308,160
Books & Publications	\$11,846	Other Recurrent Expenditure	\$1,735
Communication Costs	\$58,420	Funds Received in Advance	\$52,236
Consumables	\$181,621	School Based Programs	\$50,482
Miscellaneous Expense <sup>3</sup>	\$413,175	Beneficiary/Memorial Accounts	\$3,183
Professional Development	\$30,813	Funds for Committees/Shared Arrangements	\$3,316
Property and Equipment Services	\$603,321	Asset/Equipment Replacement < 12 months	\$32,082
Salaries & Allowances <sup>4</sup>	\$571,944	Capital - Buildings/Grounds < 12 months	\$190,000
Trading & Fundraising	\$12,787	Maintenance - Buildings/Grounds < 12 months	\$69,574
Travel & Subsistence	\$14,244	Capital - Buildings/Grounds > 12 months	\$305,000
Utilities	\$87,842	<b>Total Financial Commitments</b>	<b>\$1,015,768</b>
<b>Total Operating Expenditure</b>	<b>\$9,625,233</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$143,638</b>		
<b>Asset Acquisitions</b>	<b>\$34,610</b>		

(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 20 March 2020 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)

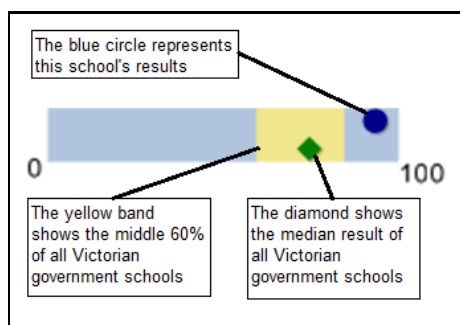
### Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').