

2022 Annual Report to the School Community

School Name: Castlemaine Secondary College (8824)



Castlemaine
SECONDARY COLLEGE

- 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 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 of the previous calendar year 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 19 April 2023 at 01:38 PM by Justin Hird (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 10:58 AM by Elizabeth Mellick (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Castlemaine Secondary College (CSC) is a year 7 to 12 school located in Castlemaine. Our 2022 enrolment figures were 719 students, 76 teaching staff, two principal class staff and 32 education support staff. For our senior students we offered a wide array of VCE subjects and the VCAL learning and Vocational and Education and Training (VET).

Our college values of Pride, Respect and Responsibility are embedded in the everyday work of staff and students, continually aiming to develop positive contributors to society, once they finish their schooling. The college's vision has diminished somewhat in recent years, since the amalgamation of the two campuses, which occurred in 2015. Reshaping a new shared vision will occur in 2023. This will be achieved through consultation with staff, students and families.

The majority of students are located at the Blakeley Road campus where the school consists of five major buildings, comprising of the administration and library area and four learning precincts. All students are aligned to a precinct and placed in mentor groups according to their year level. CSC has a unique mentor system, whereby mentor teachers follow students from Year 7 until Year 12. This model allows positive and deep relationships to be built during a student's 6-year journey. The mentor teacher is the main connection point between home life and school. We provide regular opportunities for these relationships to be enhanced during each year.

We also offer a Flexible Learning Option (FLO) from our Etty Street Campus. FLO is for students who may have become disengaged with the mainstream education or are suited to a smaller learning environment. The FLO campus provides small class sizes, where unique individualised programs are provided to all students, with a view of returning to Blakeley Road, alternative education or long-term employment.

Progress towards strategic goals, student outcomes and student engagement

Learning

A significant focus over the past 18 months has been the development of the School-Wide Instructional Model (SWIM). The SWIM development has been largely influenced by the Berry Street Education Model and the High-Impact Teaching Strategies (HITS). The model was developed to increase the consistency of student experience across the college. So regardless of your teacher, students would be receiving a high-quality education. Aligned with the SWIM, is the continued development of a guaranteed and viable curriculum. All students should be taught the same core curriculum regardless of their teacher.

Our VCE completion rate for 2022 was 88.5%, lower than the state average of 97.1%. Due to a small cohort attempting VCE, this difference only equated to 6 students who did not complete their VCE.

CSC's VCE Study Score Mean for all subjects was 26.13, slightly lower than the State Mean of 28.88. Individually some students achieved outstanding results, with our top 6 ATAR scores being 98.4, 95.65, 93.45, 92.65, 90.45 and 90.2.

Our English Study Score mean was 27.46, slightly below the state average of 28.39. Our VCAL completion rate was 36%, in comparison to our 2021 results of 57%. This lower completion rate was attributed to many students taking on school-based apprenticeships or finding full-time employment.

Our VCE students performed about State Study Scores Mean in the following subjects.

- Specialist Maths - 29.50, State Mean was 29.04.
- Chemistry - 32.60, State Mean was 29.13.
- Art - 28.00, State Mean was 27.28.
- Music Performance - 33.50, State Mean was 28.40.
- Music Industry - 31.00, State Mean was 28.28.

Our 2022 School Performance Reports indicates that our overall 2022 NAPLAN results show a static or decreased performance in most measures. These measures reference the growth from Year 7 to Year 9 and compare students in various bands from year to year.

- Year 7 Reading for 2022, 58% of CSC students were in the top three bands, in comparison to the state average of 54.6%.
- Year 9 Reading for 2022, 56.1% of CSC students were in the top three bands, in comparison to the state average of 47.2%.

- Year 7 Numeracy for 2022, 54% of CSC students were in the top three bands, in comparison to the state average of 52.5%.
- Year 9 Numeracy for 2022, 36.1% of CSC students were in the top three bands, in comparison to the State average of 44.7%

Wellbeing

A major component of all work conducted at CSC is guided by the Berry Street Education Model (BSEM), which is a trauma-informed practice. We acknowledge that students come from a wide array of family backgrounds, and that CSC staff, the educational professionals, must approach all situations with unconditional positive regard. BSEM specific strategies are also included in the regular teaching practice across the school. The Respectful Relationships program continued to be delivered through our Extended Mentor Sessions, which are taught by the mentor teacher every Wednesday. In addition, we used our Wellbeing Team and external facilitators to deliver sensitive and specialised content.

Another significant focus that continued during 2022 was providing inclusive education, acknowledging that we must provide a safe learning environment for all students from the Castlemaine community. We provide significant support for students with additional learning needs with extensive education support staff, self-regulation plans, precinct breakout pods and the Calm Learning Space.

Despite our above-mentioned strategies our Sense of Connectedness data fell during 2022. We received a positive endorsement rate of 31.2%, which was significantly lower than the state average of 48.1%. Our Management of Bullying positive endorsement rate of 34.6% also rated lowly against the state average of 48.6%. After receiving these results, we conducted additional internal surveys to help understand our data in more detail, which could then guide future work. Our investigation discovered the two main concerns were a lack of communication from staff after incidents had been followed-up and lack of consistency of expectations across the college. To address these concerns our behaviour management processes, specifically our Staged Levels of Response were reviewed. Layers of responsibility were then explicitly re-communicated with all staff.

Engagement

During 2022 all teachers and support staff were collectively focused on supporting students to develop consistent and positive routines that would enhance their learning. A specific component of this work was providing mentor teachers with significant time to make regular contact with parents and carers. Through regular connections we hoped to enhance positive connections and ensure the school and family were working cohesively to support regular attendance at school, particularly after the significant disruptions of the previous two years.

Our average number of days of absence per student was 20.2, which was significantly lower, and therefore better than the state average of 27.7. This was a significant improvement in comparison to our 2021 data of 42.5 days.

68% of students maintained a high-level of attendance (less than 20 days absent), compared to only 36% in 2021. Our chronic absenteeism data also improved. In 2021, 48% of students had 30+ days absent, in 2022 this figure reduced to 17%.

Our college has maintained a consistent approach to Student Voice and Agency, specifically through our mentor program, whereby we have a Student Representative Council mentor group, which meets every day, allowing them to develop and maintain student led activities throughout the year.

After obtaining our 2022 Student Attitudes to School Survey data, the College's Leadership Team identified all measures associated with 'respect' received low positive endorsement. Therefore, to understand this data better, we conducted a Professional Learning Community (PLC) inquiry cycle to understand this data. Through our inquiry we determined two key findings, (1) most students do show respect to staff and their peers, however the disrespect from a minority of students had a significant effect on the learning environment and (2) many students did not realise the importance of the Attitudes to School Survey. This information will be invaluable for future surveys.

Other highlights from the school year

After two Covid interrupted years, re-establishing our extra-curricular program was a particular highlight for the year, specifically when many other schools in the area decided that, due to low availability of casual relief teachers, they would not be able to operate camps and excursions. Our camps and excursions program included subject-based day excursions, numerous outdoor activities and a rigorous inter-school sporting calendar.

As mentioned in the Learning section of this report, our top 6 VCE ATAR scores were outstanding, which demonstrates the academic potential students can achieve at our school.

Another highlight was conducting the first on-site Awards Ceremony, allowing all students and teachers to attend. The Leadership Team is continually striving to develop a culture based on excellence through the notion of setting high expectations for staff and students. A significantly important aspect of driving improvement is celebrating success in a manner that recognises achievement and inspires others to reach their full potential. The Awards Ceremony was also attended by all award sponsors, many parents of award recipients and interested community members. The ceremony was conducted in the College's gymnasium, and we aim to emulate the professionalism of this event through all whole-college assemblies that are conducted throughout each school year.

Financial performance

At the completion of the 2022 school year, we had a net operating deficit of \$404,519. The most significant factor behind this figure was that in 2022 we received no DET funding to operate our Flexible Learning Option (FLO) program from the Etty Street Campus. The FLO program is designed to provide small and supportive class environments for students who were not thriving in the more traditional classrooms at Blakeley Road. To provide a safe, supportive and productive learning environment at Etty Street, we required a comprehensive staffing profile, which included a FLO Coordinator, teachers, teaching aides, administration and wellbeing staff. The FLO program provided an invaluable learning option for approximately 30 students, who otherwise may have completely disengaged from their schooling.

We received \$100,393 in equity funding, which is quite low in comparison to secondary schools in the surrounding districts. The main source of funding received was through the Student Resource Package, which was \$8,908,633. We also received \$1,593,778 in DET grants, which included finances to support initiatives such as the Middle Years Literacy and Numeracy Support (MYLNS) and Tutor Learning.

The most significant expense from our cash budget was spending on CRT teachers, which was \$553,872. During the first half of the year, we experienced a high number of staff being absent due to positive Covid results, being close contacts to positive Covid people or having to care for family members who were Covid affected. Camps, excursions and activities expenditure of \$253,404 was also a significant expenditure, however being able to run extra-curricular activities again was a positive outcome for students, staff and families.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 751 students were enrolled at this school in 2022, 328 female and 423 male.

0 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

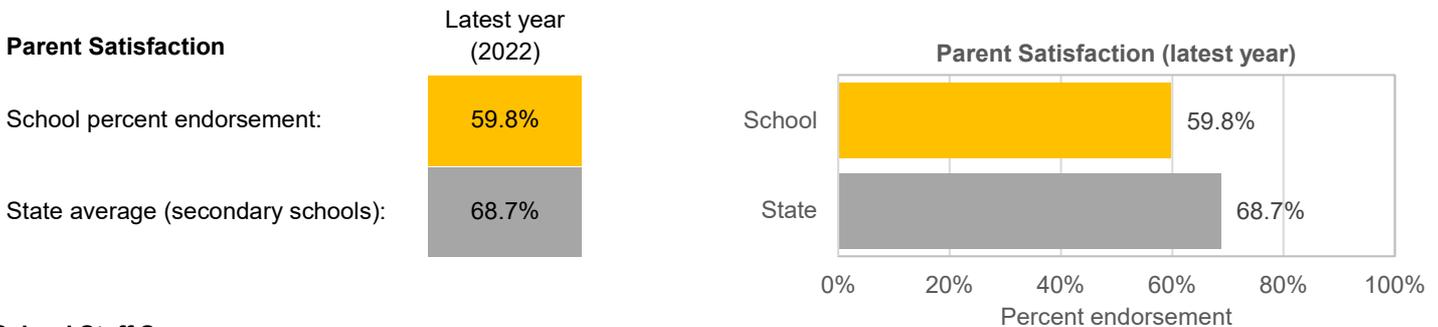
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

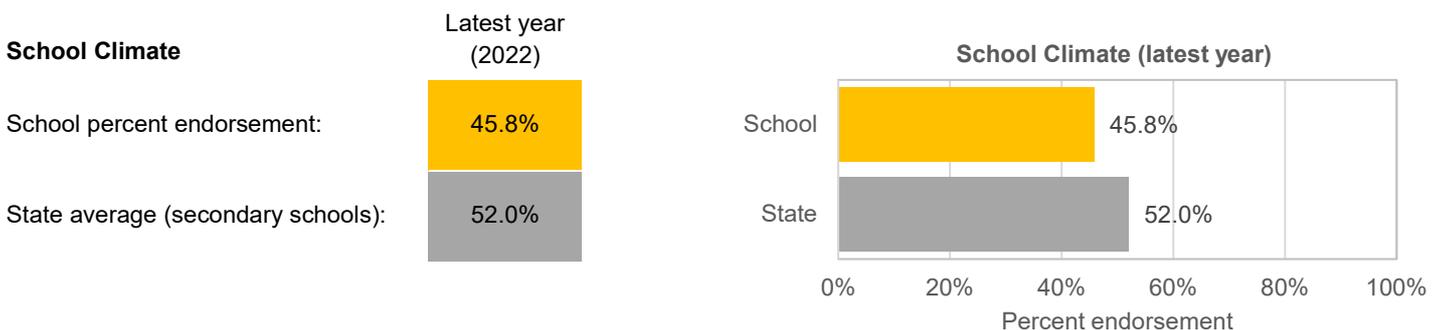


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

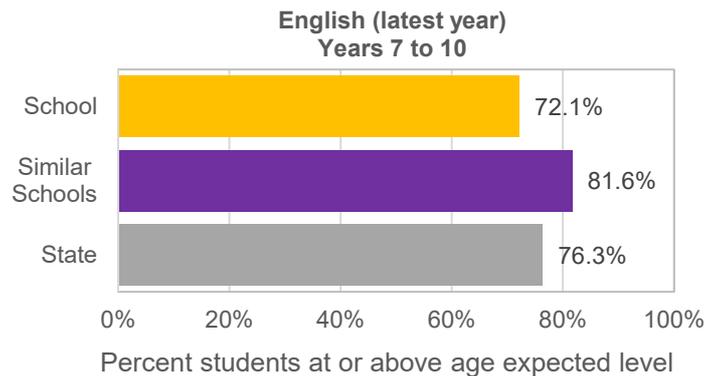
72.1%

Similar Schools average:

81.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

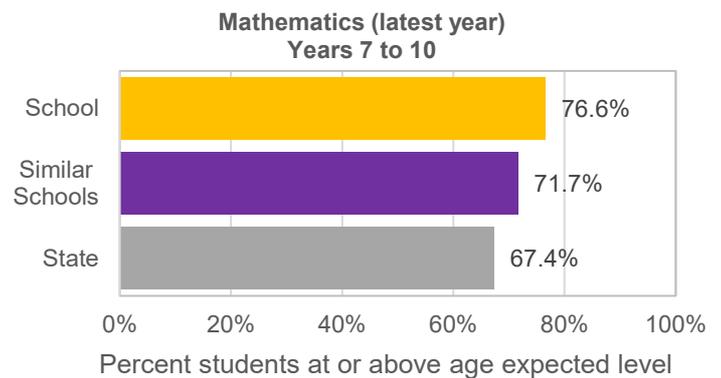
76.6%

Similar Schools average:

71.7%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

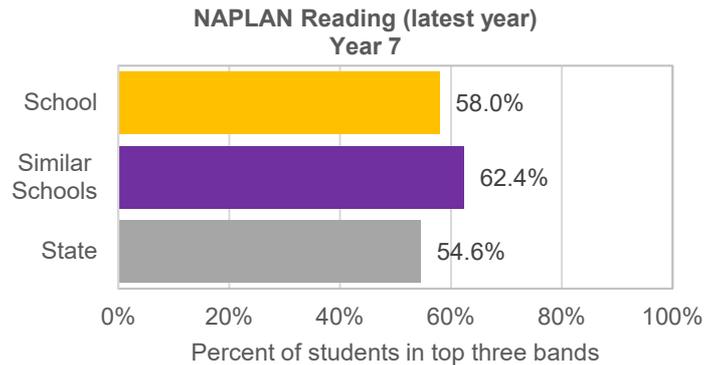
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

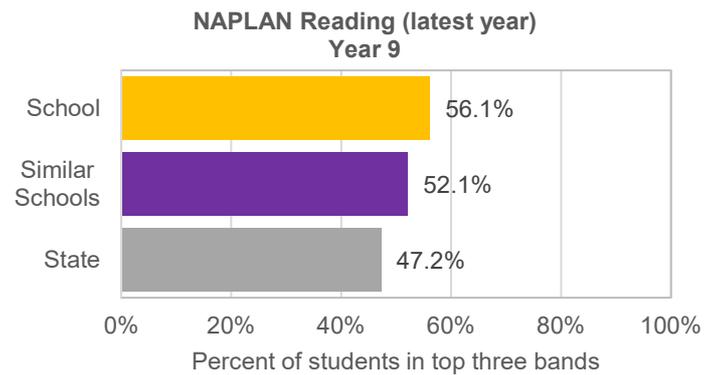
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.0%	58.4%
Similar Schools average:	62.4%	62.4%
State average:	54.6%	55.3%



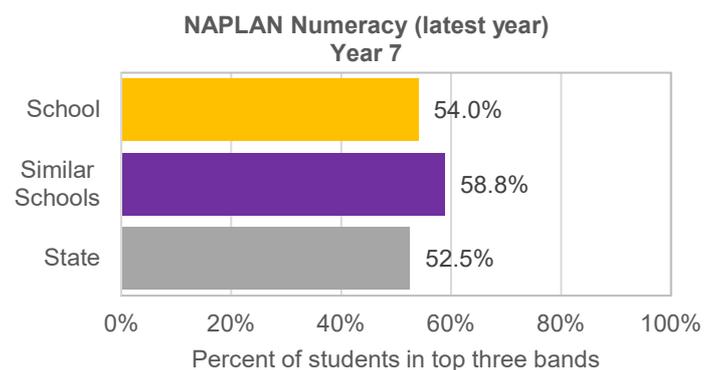
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.1%	52.4%
Similar Schools average:	52.1%	50.6%
State average:	47.2%	46.0%



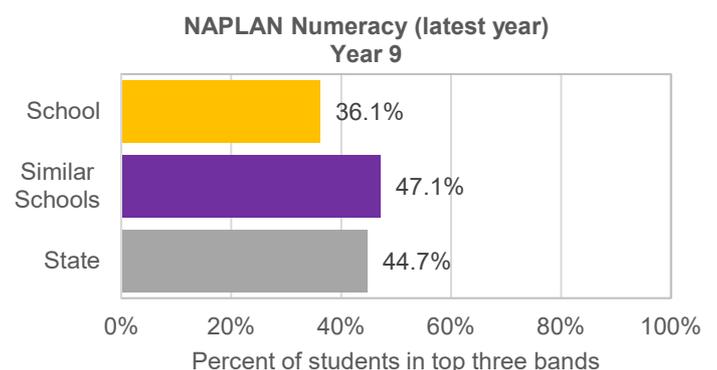
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.0%	54.5%
Similar Schools average:	58.8%	60.4%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.1%	43.3%
Similar Schools average:	47.1%	48.6%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

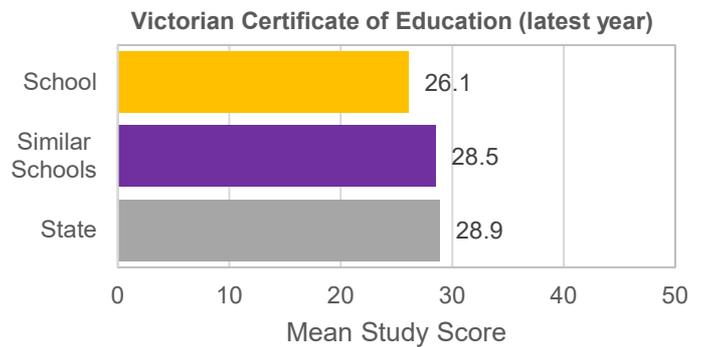
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	26.1	27.3
Similar Schools average:	28.5	28.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

87%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

42%

VET units of competence satisfactorily completed in 2022:

40%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

36%

WELLBEING

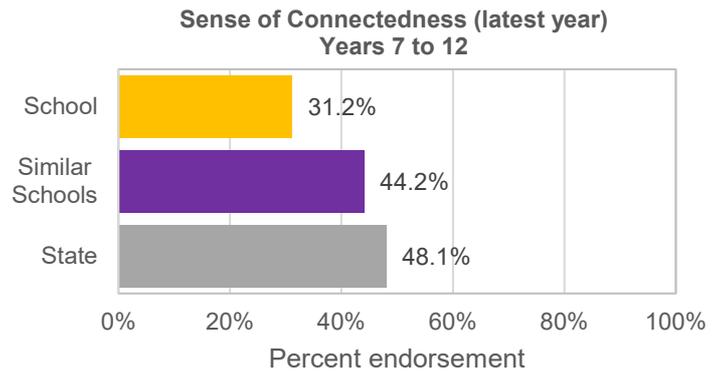
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	31.2%	38.5%
Similar Schools average:	44.2%	49.2%
State average:	48.1%	52.5%

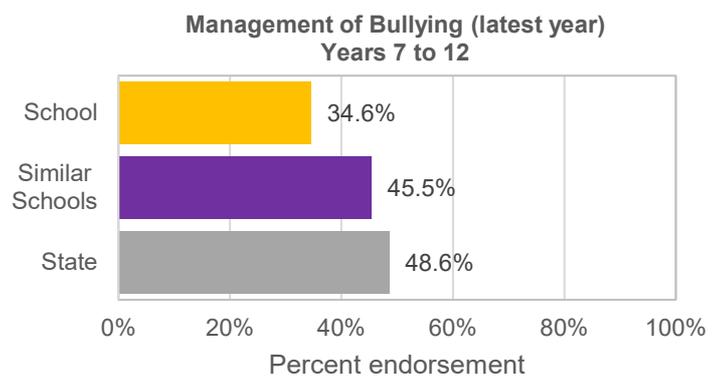


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	34.6%	42.1%
Similar Schools average:	45.5%	51.5%
State average:	48.6%	54.0%



ENGAGEMENT

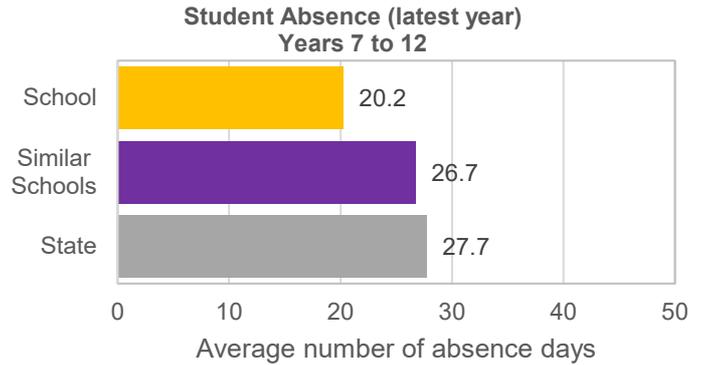
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	20.2	35.6
Similar Schools average:	26.7	20.9
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

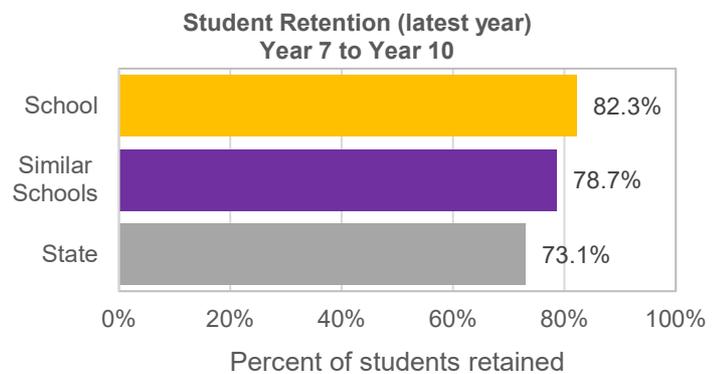
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	90%	88%	91%	90%	93%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	82.3%	77.5%
Similar Schools average:	78.7%	78.2%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

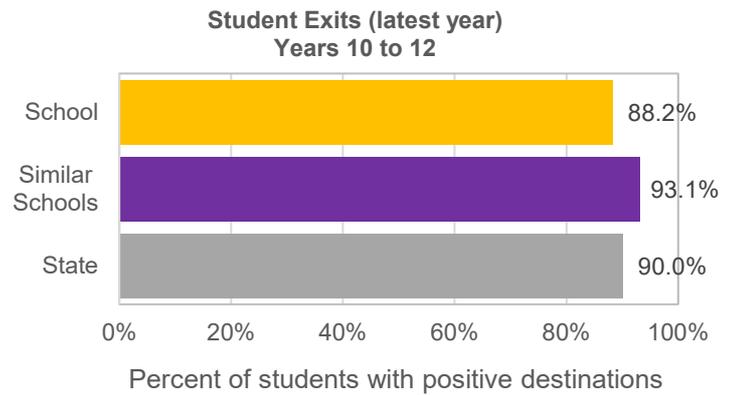
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	88.2%	82.1%
Similar Schools average:	93.1%	92.0%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,908,633
Government Provided DET Grants	\$1,593,778
Government Grants Commonwealth	\$15,424
Government Grants State	\$11,128
Revenue Other	\$227,579
Locally Raised Funds	\$388,423
Capital Grants	\$0
Total Operating Revenue	\$11,144,966

Equity ¹	Actual
Equity (Social Disadvantage)	\$70,354
Equity (Catch Up)	\$30,039
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$100,393

Expenditure	Actual
Student Resource Package ²	\$9,541,881
Adjustments	\$0
Books & Publications	\$7,269
Camps/Excursions/Activities	\$253,404
Communication Costs	\$25,993
Consumables	\$305,429
Miscellaneous Expense ³	\$27,544
Professional Development	\$31,015
Equipment/Maintenance/Hire	\$209,417
Property Services	\$369,927
Salaries & Allowances ⁴	\$553,872
Support Services	\$89,458
Trading & Fundraising	\$19,743
Motor Vehicle Expenses	\$26,531
Travel & Subsistence	\$407
Utilities	\$87,594
Total Operating Expenditure	\$11,549,484
Net Operating Surplus/-Deficit	(\$404,519)
Asset Acquisitions	\$34,862

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,389,320
Official Account	\$48,959
Other Accounts	\$7,285
Total Funds Available	\$1,445,564

Financial Commitments	Actual
Operating Reserve	\$320,296
Other Recurrent Expenditure	(\$39,432)
Provision Accounts	\$0
Funds Received in Advance	\$44,163
School Based Programs	\$169,566
Beneficiary/Memorial Accounts	\$16,890
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,779
Repayable to the Department	\$464,768
Asset/Equipment Replacement < 12 months	\$291,120
Capital - Buildings/Grounds < 12 months	\$181,400
Maintenance - Buildings/Grounds < 12 months	\$259,664
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,723,214

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.