

2015 Annual Report to the School Community

Castlemaine Secondary College

School Number: 8824



Name of School Principal:

Mary McPherson

Name of School Council President:

David Woodgrove

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

“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.”

Castlemaine Secondary College is a Multi-Campus school which caters for approximately 665 students from year 7 – 12. It is the only provider of government secondary education in the Mount Alexander Shire. The Blakeley Road Campus caters for approximately 335 students from year 7 – 9 and provides a curriculum that allows students to progress beyond the foundations of their literacy and numeracy. In year 7 and 8 students participate in a ‘courses’ system where they can work with others who have similar interests and enjoy learning in similar ways. In year 9, we recognise that students begin to develop a greater need for independence and offer opportunities for students to select from a range of elective and project learning modules that cater for their interests as well as developing their passion for learning. The ETTY Street campus caters for approximately 330 students from year 10 – 12 offering a variety of courses including year 9 and 10 Steiner classes. Students can select courses that provide a whole range of rich and varied pathways for their lives beyond secondary school. The journey for each student is individualised and personal to meet their needs to prepare them to achieve success in their chosen future.

Achievement

Student achievement in 2015 provided some great highlights. At Castlemaine Secondary College we focus on the growth of students between year 7 and year 9 and the results this year were very pleasing. The school levels achievement of growth for our students over the five different areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy were excellent. We had greater percentages of students with high and medium growth than the state averages for all categories and a very positive reflection of the learning environment created at the college. The implementation of a revised model of individual learning plans for students needing specific accommodations has helped the progression of many of students. The research from Melbourne University on learning progressions has been a positive inclusion to the learning culture. Our VCE results were consistent with other schools in the region with a median study score of 28 and some outstanding individual scores including a Dux achieving an ATAR of 99.25. With the end of the cycle of the Strategic Plan, we have identified new targets and new structures for the coming year to continue our improvement process.

Engagement

In 2015, a major focus for the College was increasing school engagement by expanding students’ awareness of post-school study and educational pathways. The College partnered with La Trobe University to provide each student in the College with the opportunity to visit the University and explore various pathways options. All Year 10 students were introduced to a new Managed Individual Pathways (MIPs) online career planning portal. Initiatives to engage some of our potentially most disengaged students included the appointment of a new Flexible Learning Options (FLO) co-ordinator at the Blakeley Road Campus, with new funding for this program being secured through a partnership between Castlemaine District Community Health and the School Focused Youth Service. In the second half of the year, the College was also successful in securing external funding for two more substantial programs aimed at engaging vulnerable students. Planning for these two programs (SOAR Adventures and the CSC Kitchen Garden project) occurred throughout the final months of 2015, and these programs are being implemented in 2016.

Wellbeing

Implementing social and emotional learning programs for all students was a key focus for the College in 2015. Yale University’s RULER program for social emotional learning was introduced to staff and students. Through this program, each year level worked collaboratively to produce emotional literacy charters which provided a framework for how students wanted to feel and interact with each other during the year. Another element of the RULER program introduced in 2015 included the use of a Mood Meter to help students better understand and manage emotions. In Semester Two, teachers were introduced to the new Respectful Relationships curriculum which has been developed by the Department of Education and Training. These curriculum materials were then trialed with Years 7, 8 and 9 students at the end of the year, and following this trial the curriculum is being introduced more fully through the mentor group program in 2016. In partnership with the Mt Alexander Shire, CSC was able to train all Year 11 students in the Teen Mental Health program during Term 3, with an adult version of the same program being delivered to 12 staff and 20 community members.

Productivity

The school has worked to design and been the building of the Engineering Precinct based on the master plan developed in 2011. This building incorporates new science and technology facilities as well as general purpose classrooms. One of the key aspects of the building is the Fusion Room, which will allow for the integration between Physics, Chemistry with Automotive and Engineering. The STEM facility will allow the school to offer more innovative curriculum and methodologies.

Over the past school year, we have undertaken a review of current IT infrastructure both the hardware and set up of the directories.

This report provides clear direction and goals in the design and implementation of an update IT students for 2016 and beyond.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 657 students were enrolled at this school in 2015, 319 female and 338 male. There were < 10% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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"> Higher Higher Higher Similar

Performance Summary

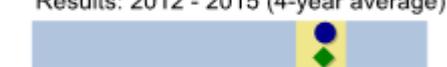
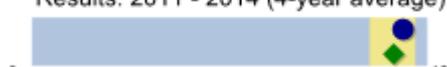
Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 33% Medium: 43% High: 24%</p> <p>Numeracy Low: 27% Medium: 55% High: 18%</p> <p>Writing Low: 28% Medium: 52% High: 21%</p> <p>Spelling Low: 27% Medium: 43% High: 30%</p> <p>Grammar and Punctuation Low: 36% Medium: 48% High: 17%</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 24% Medium: 58% High: 18%</p> <p>Numeracy Low: 23% Medium: 44% High: 34%</p> <p>Writing Low: 23% Medium: 45% High: 32%</p> <p>Spelling Low: 14% Medium: 58% High: 28%</p> <p>Grammar and Punctuation Low: 19% Medium: 49% High: 32%</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: 2015 0 to 50 scale, school score is similar to state median.</p> <p>Results: 2012 - 2015 (4-year average) 0 to 50 scale, school score is similar to state median.</p>	<p> Similar</p> <p> Similar</p>

Students in 2015 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **29%**
 VET units of competence satisfactorily completed in 2015: **72%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **91%**

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1026 913"> <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>85 %</td> <td>82 %</td> <td>81 %</td> <td>84 %</td> <td>84 %</td> <td>79 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	85 %	82 %	81 %	84 %	84 %	79 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
85 %	82 %	81 %	84 %	84 %	79 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

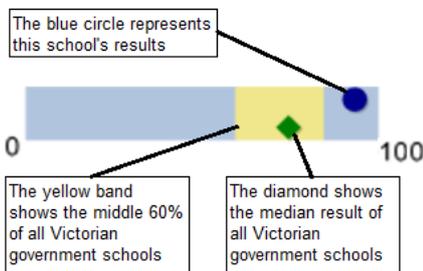
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

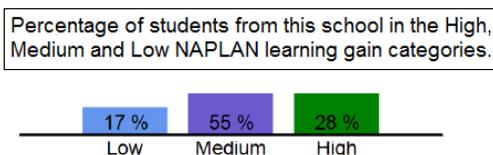
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

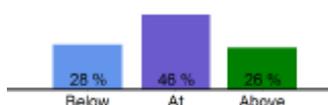


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,136,910	High Yield Investment Account	\$269,539
Government Provided DET Grants	\$868,036	Official Account	(\$11,690)
Government Grants Commonwealth	\$23,042	Other Accounts	\$89,283
Government Grants State	\$28,784	Total Funds Available	\$347,132
Revenue Other	\$42,721		
Locally Raised Funds	\$467,581		
Total Operating Revenue	\$8,567,074		
Expenditure		Financial Commitments	
Student Resource Package	\$7,046,412	Operating Reserve	\$279,179
Books & Publications	\$26,689	Revenue Received in Advance	\$48,242
Communication Costs	\$41,624	School Based Programs	\$19,711
Consumables	\$201,441	Total Financial Commitments	\$347,132
Miscellaneous Expense	\$453,725		
Professional Development	\$31,297		
Property and Equipment Services	\$492,970		
Salaries & Allowances	\$337,159		
Trading & Fundraising	\$18,311		
Travel & Subsistence	\$18,516		
Utilities	\$117,869		
Total Operating Expenditure	\$8,786,014		
Net Operating Surplus/-Deficit	(\$218,939)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

Funds available at 31 December 2015 (\$347,132) were reduced by \$155,621 from 31 December 2014 (\$502,753).

Repayment of a DET deficit of \$200,000 was made through a reduction in the Student Resource Package (SRP) funding received.

Purchasing card debt of \$18,000 was paid in full.

A TSSP debt of \$42,000 incurred in 2012 was repaid.

The Miscellaneous Expense of \$453,725 increased by 58% over 2014. This is mainly due to an 80% increase in Camps/Excursions/Activities in 2015.

The Official Account was mistakenly overdrawn in December during the unplanned leave of the Finance Manager.

At the end of 2016, the DET debt will have been repaid.