

2016 Annual Report to the School Community



School Name: Castlemaine Secondary College

School Number: 8824

Name of School Principal:	Mary McPherson _____
Name of School Council President:	Elizabeth Mellick _____
Date of Endorsement:	[Enter date here] _____

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Castlemaine Secondary College is a multi-campus school which caters for approximately 625 students from Years 7 to 12 by providing a broad range of challenging programs for our diverse student population that is reflective of our broader community. We strive to engage our students locally as well as globally. Our students are fortunate to be involved in international exchange programs, as well as in a variety of sporting and extracurricular extension activities throughout the year.

The Blakeley Road Campus has recently become the College's main campus and now accommodates the majority of the school's population from Years 7 to 12. The ETTY Street Campus is being developed as an extended setting to provide breadth of learning and pathways beyond secondary school. This transition also coincides with a period of declining enrolments. Consolidating the College to one campus for Years 7-12, whilst increasing the individual learning outcomes through increased data use are key goals for the school.

The Yapeen Campus focuses on Indigenous programs in partnership with the local Primary Schools and Community Health organizations and the Dja Dja Warrung Elders. The program is expanding from supporting primary and middle school programs to incorporate programs for young men and women in the senior years.

Framework for Improving Student Outcomes (FISO)

Throughout 2016, there was a lot of work undertaken to ensure that the school could move to one campus. One aspect of this which relates to FISO was "*Empowering students and building school pride*". With support, the SRC developed a new student leadership model to ensure that student voices were heard in relation to decisions made about the newly combined school. Another aspect of the transition was the importance of establishing, documenting and publishing our curriculum for students and families. This links to aspects of the "*Curriculum planning and assessment*" aspects of FISO. The final aspect which was a focus was "*Building practice excellence*" in relation to teaching and learning. The Professional Learning team structure was updated to bring in each student's Zones of Proximal development into planning and practice to enhance the growth of each student.

Achievement

Throughout 2016 we have been able to further develop student achievement in Literacy and Numeracy. Our NAPLAN results indicate a higher growth rate than similar schools. This is important as results in year 9 literacy are one of the best predictors of VCE achievement. The other area of growth this year was in VCE results. This year teachers deeply reflected and reviewed how and what our senior students have been learning and how they could modify their teaching practice across 7 – 12, to provide a comprehensive rigorous curriculum to ensure students succeed.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In order to best support engagement of students of CSC, further development and introduction of new programs were undertaken. The programs included, but not limited to; flexible learning options (FLO) program, transition programs into, through and beyond CSC, the introduction of SOAR Adventures and Kitchen Garden. These programs required partnership with various community groups to enhance their success. Outcomes measured were students' awareness of future pathways options with a focus on improving student motivation and aspiration and higher levels of school engagement from our potentially most disengaged students. While we observed increased apparent retention between each year level in the senior students compared with 2015/16 figures, we saw a decline in numbers in the middle years. Strategic focus for the next 4 years will focus on further engaging not only our most disengaged but all students.

Wellbeing

Building on 2015 achievements, our focus in 2016 has been on further developing the Mentor Group program utilising Respectful Relationships and RULER programs to provide socio-emotional education. Both professional development and staff engagement activities were used to empower staff to deliver activities during the weekly Extended Mentor Program. The program was adjusted throughout the year from staff and student feedback in order to maximise student benefit. Employment of additional Wellbeing staff enabled CSC to introduce the planned wellbeing initiative, the Calm Learning Space, where counselling and education takes place for students in need.



For more detailed information regarding our school please visit our website at www.csc.edu.vic.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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 674 students were enrolled at this school in 2016, 328 female and 346 male. There were 1% of EAL (English as an Additional Language) students and 4% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</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 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 ● Similar ● 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: 25%, Medium: 53%, High: 22%</p> <p>Numeracy Low: 36%, Medium: 46%, High: 19%</p> <p>Writing Low: 27%, Medium: 52%, High: 22%</p> <p>Spelling Low: 34%, Medium: 45%, High: 22%</p> <p>Grammar and Punctuation Low: 26%, Medium: 52%, High: 22%</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: 22%, Medium: 44%, High: 34%</p> <p>Numeracy Low: 37%, Medium: 41%, High: 22%</p> <p>Writing Low: 19%, Medium: 59%, High: 22%</p> <p>Spelling Low: 35%, Medium: 52%, High: 14%</p> <p>Grammar and Punctuation Low: 20%, Medium: 47%, High: 33%</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: 2016 0 50</p> <p>Results: 2013 - 2016 (4-year average) 0 50</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2016 who satisfactorily completed their VCE: 99%</p> <p>Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 44%</p> <p>VET units of competence satisfactorily completed in 2016: 62%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 80%</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: ◆

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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>86 %</td> <td>81 %</td> <td>82 %</td> <td>84 %</td> <td>81 %</td> <td>80 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	86 %	81 %	82 %	84 %	81 %	80 %	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
86 %	81 %	82 %	84 %	81 %	80 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> 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: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

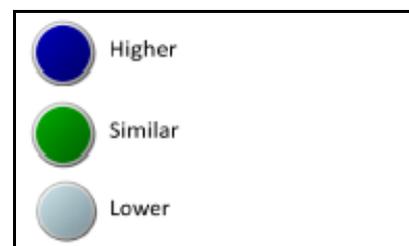
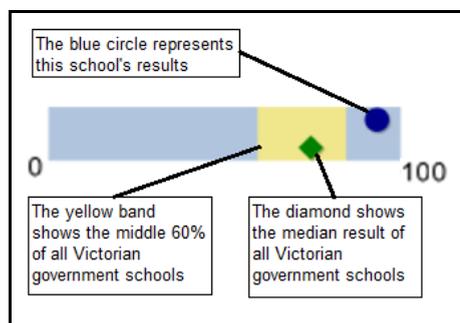
What are student outcomes?

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, P-12 and specialist schools, 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.

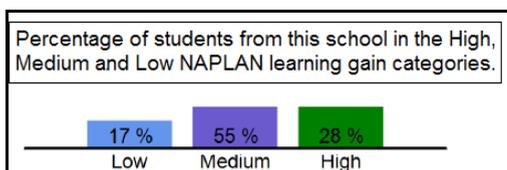
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$7,358,562
Government Provided DET Grants	\$1,109,410
Government Grants Commonwealth	\$2,139
Government Grants State	\$35,523
Revenue Other	\$102,072
Locally Raised Funds	\$592,178
Total Operating Revenue	\$9,199,884

Expenditure	
Student Resource Package	\$7,290,818
Books & Publications	\$22,569
Communication Costs	\$50,411
Consumables	\$208,743
Miscellaneous Expense	\$404,069
Professional Development	\$59,916
Property and Equipment Services	\$582,172
Salaries & Allowances	\$365,774
Trading & Fundraising	\$15,860
Travel & Subsistence	\$18,768
Utilities	\$121,369
Total Operating Expenditure	\$9,140,469

Net Operating Surplus/-Deficit **\$59,415**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$114,539
Official Account	\$35,130
Other Accounts	\$86,888
Total Funds Available	\$236,557

Financial Commitments	
Operating Reserve	\$236,557
Total Financial Commitments	\$236,557

Student Resource Package Expenditure figures are as of 06 March 2017 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.