

2017 Annual Report to the School Community



School Name: Castlemaine Secondary College

School Number: 8824

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

2017 was a significant year for Castlemaine Secondary College (CSC). Since the merger of Castlemaine High School and Castlemaine Technical College at the end of 1993, CSC had existed as a two campus school with Years 7-9 students at our Blakeley Road Campus and Years 10-12, plus our Steiner program, at our ETTY Street Campus. With the opening of our new Engineers Building at the start of 2017, the Blakeley Road Campus became the sole campus for the majority of our 607.5 students. For the first time since 1993, Years 7-12 secondary education was being provided in Castlemaine predominantly from one campus. Building works also continued on the Blakeley Road Campus with the construction of our Performers' Building taking place throughout the year.

2017 was also a time of leadership change at CSC. After eight years of service, Mary McPherson resigned as Principal at the end of Term 1. An Acting Principal, Noel Claridge, was appointed for a term while the process for appointing a new principal occurred. Paul Frye, the substantive Assistant Principal at CSC, had been serving as an Acting Principal at another school for the first half of 2017, but was appointed as the new CSC Principal in June and commenced in this role from July 2017.

Despite these significant changes, CSC continued to provide a quality secondary education for the majority of secondary school aged children in the Mt Alexander Shire. Our school offers a broad range of programs to cater for the needs of our diverse student population. These programs include a Year 7-10 teaching and learning program based on the Victorian Curriculum, a Years 9 and 10 Steiner program, a broad range of VCE and VET subjects and a VCAL program.

Framework for Improving Student Outcomes (FISO)

The most significant FISO Improvement Initiative for CSC in 2017 was Building Leadership Teams. With the resignation of our substantive principal early in the school year, a major focus for the school was appointing a new principal. After the new principal's appointment, further leadership team appointments were made during the second half of 2017 in preparation for the 2018 school year. These appointments included a new Assistant Principal, Leading Teacher and Learning Specialist, and the creation of new Precinct Manager roles and the appointment of people to these positions late in 2017. The other significant FISO Improvement Initiative for CSC in 2017 was Empowering Students and Building School Pride. This was addressed through the appointment of a Leading Teacher responsible for improving student voice and implementing new student leadership structures within our new Year 7-12 school.

Achievement

As this report indicates, in 2017 CSC students continued to record pleasing overall academic achievements with above average NAPLAN results and teacher judgements for student achievement. Additionally, the large majority of CSC students recorded medium and high growth in their NAPLAN results between Years 7 and 9. To sustain and build on this academic achievement, a Learning Specialist was appointed during Term 4. This appointment will focus on revitalising teacher professional learning, using the DET's High Impact Strategies as a foundation, and developing the capacity of our teachers to better differentiate their teaching for students of various ability levels.

Engagement

Our school's attendance figures improved significantly in 2017. Although our 4-year average for attendance is below average, our 2017 attendance figures were significantly above average. In 2018 and beyond we will be focussing on sustaining these improved attendance figures and improving our Years 7-10 retention data. Efforts to improve student retention will focus on using our new status as a predominantly one campus school for Years 7-12 students to reduce student transitions and improve students' sense of connection to school. Some of the wellbeing initiatives outlined below have also been introduced to improve those aspects of student engagement requiring improvement.

Wellbeing



It appears that our student data is the area of the school that was most adversely affected during a significant transition year in 2017. Plans to address this significant aspect of our school's performance were developed after the appointment of the new principal in the 2nd half of 2017, with the following initiatives developed for implementation at the start of 2018:

- The appointment of a new Flexible Learning Options (FLO) teacher to develop a FLO program for some of our most vulnerable and disengaged Years 9 and 10 students.
- The creation of a new student wellbeing role to case manage 10-12 of our most vulnerable Years 7 and 8 students, and to work closely with these students' parents and carers.
- Professional Development for all staff in the Berry Street Education Model for supporting vulnerable and traumatised young people.
- The expansion of our student voice program under the leadership of a Leading Teacher appointed in 2017.
- The re-formation of a specific Staff Improvement Team, known as the Behaviour Action Team, to develop more consistent student management practices and improve behaviour in CSC classrooms.

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



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 608 students were enrolled at this school in 2017, 293 female and 315 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 18%, Medium: 55%, High: 27%</p> <p>Numeracy Low: 39%, Medium: 43%, High: 19%</p> <p>Writing Low: 33%, Medium: 55%, High: 13%</p> <p>Spelling Low: 38%, Medium: 45%, High: 17%</p> <p>Grammar and Punctuation Low: 30%, Medium: 49%, High: 21%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 29%, Medium: 52%, High: 19%</p> <p>Numeracy Low: 39%, Medium: 43%, High: 18%</p> <p>Writing Low: 38%, Medium: 45%, High: 17%</p> <p>Spelling Low: 31%, Medium: 57%, High: 12%</p> <p>Grammar and Punctuation Low: 34%, Medium: 49%, High: 17%</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: 2017 0 to 50 scale, school score (blue dot) is 50, state mean (green diamond) is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score (blue dot) is 50, state mean (green diamond) is 30.</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 30% VET units of competence satisfactorily completed in 2017: 68% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 81%</p>		



Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	94 %	93 %	93 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>● Higher</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	94 %	93 %	93 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>○ Lower</p> <p>○ Lower</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

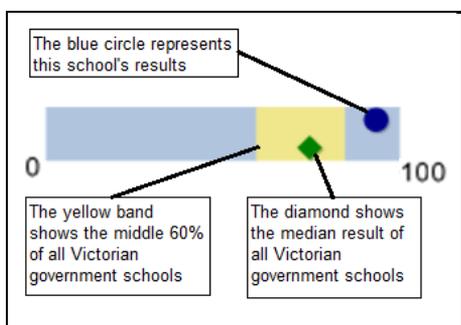
Engagement

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

Wellbeing

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

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

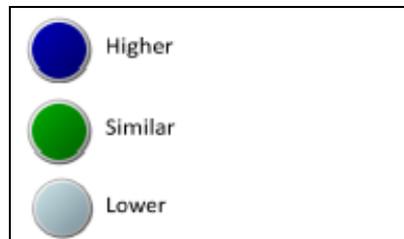


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017 we managed a surplus in our “cash budget” (i.e. the portion of the budget allocated for school operating expenses), but we recorded a deficit in our “credit budget” (i.e. the section of the budget allocated for staff wages). Overall, this resulted in a deficit of \$71,273. As has occurred in previous years, this money will be deducted from our DET cash grants in Terms 3 and 4 2018, and we have accounted for this in our 2018 budget. Our Finance Committee has worked hard to successfully manage our “cash budget.” The challenges in managing our “credit budget” relate to the high salaries associated with having a large proportion of our staff at the top of the teacher pay scale and the investment we make in running small VCE classes. These small classes have been necessary to provide a broad VCE curriculum in a relatively small school, which is essential to keeping senior students attending school locally. 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 - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,710,968	High Yield Investment Account	\$213,069
Government Provided DET Grants	\$1,193,217	Official Account	\$32,673
Government Grants Commonwealth	\$1,850	Other Accounts	\$89,866
Government Grants State	\$31,861	Total Funds Available	\$335,608
Revenue Other	\$74,861		
Locally Raised Funds	\$501,806		
Total Operating Revenue	\$8,514,563		
Equity¹			
Equity (Social Disadvantage)	\$81,294		
Equity (Catch Up)	\$22,259		
Equity (Social Disadvantage - Extraordinary Growth)	\$13,763		
Equity Total	\$117,316		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,858,888	Operating Reserve	\$10,000
Books & Publications	\$11,607	Beneficiary/Memorial Accounts	\$82,749
Communication Costs	\$65,347	Revenue Received in Advance	\$14,034
Consumables	\$165,385	School Based Programs	\$105,675
Miscellaneous Expense ³	\$516,527	School/Network/Cluster Coordination	\$1,462
Professional Development	\$22,206	Repayable to DET	\$121,687
Property and Equipment Services	\$525,189	Total Financial Commitments	\$335,608
Salaries & Allowances ⁴	\$290,697		
Trading & Fundraising	\$15,020		
Travel & Subsistence	\$14,085		
Utilities	\$100,884		
Total Operating Expenditure	\$8,585,836		
Net Operating Surplus/-Deficit	(\$71,273)		



Asset Acquisitions

\$6,464

- (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 05 March 2018 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.

