

2022 Annual Report to the School Community

School Name: Castlemaine Primary School (0119)



- 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 26 April 2023 at 02:51 PM by Peter Mcconnell (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 30 May 2023 at 09:46 AM by Ben Bailey (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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 Primary School is located in the central Victorian township of Castlemaine. Castlemaine Primary School's vision is to empower students to reach their personal best. Student learning at Castlemaine Primary School is strongly grounded in the school's values of Respect, Responsibility, Learning, and Community.

In 2022 Castlemaine Primary School had an enrolment of 183 students in Prep to Grade 6. 82 students were female, 100 students were male and 1 student self-described. 6 were Aboriginal students and 3 were receiving funding through PSD.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. In 2022 this school's socio-economic band value was: SFOE 0.3056 / Low – Medium.

In 2022 the school operated 8 composite classes comprising 2 x grade F, 2 x grade 1-2, 2 x grade 3-4, and 2 x grade 5-6.

Castlemaine Primary implements the Victorian Curriculum across all grade levels. Students participated in three weekly specialist classes; Visual Arts, Music and Performance, and LOTE (French).

The school operated with a total of 15.07 effective full time (EFT) staff including 1.0 Principal, 1.0 Leading Teacher, 10 teacher class (inc. classroom and specialist teachers), 3.07 education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

TEACHER JUDGEMENT

In 2022 student performance was generally comparable or above the state average in both English and Mathematics. Semester 2 teacher judgement of student achievement indicated the percentage of students P-6 operating at or above the expected level in English was 86.6% which is comparable to the state average of 87%. In Mathematics the percentage of students operating at or above the expected level was 88.2% which was slightly above the state level of 85.9%.

NAPLAN

NAPLAN results in 2022 indicated students in both grades 3 and 5 performed significantly above the state average in the Reading and Numeracy tests.

In NAPLAN Reading, 86.2% of year 3 students and 100% of year 5 students achieved in **the top 3 bands** compared to the state average figures in 2022: 76.6% for year 3 and 70.2 % year 5.

In NAPLAN Numeracy, 78.6% of year 3 students and 87.5% of year 5 students achieved in the **top 3 bands** compared to the state average figures in 2022: 64% for year 3 and 54.2 % year 5.

TUTOR PROGRAM

To provide additional support for students after two years of disrupted schooling, the department funded a 0.4 EFT literacy tutor however, due to the number of children deemed in need of support in this area, the school self-funded an additional 0.4 EFT tutor for the 2022 school year.

Wellbeing

The 2022 school year saw the end of state lockdowns and the winding back of many of the pandemic restrictions in schools. A return to onsite learning led to repeated waves of covid and other illnesses rolling through the student and staff population causing significant and ongoing disruption to the continuity of programs across the school.

Student and staff absence rates rose and specialist programs - including the literacy tutor program - were repeatedly impacted as specialists were required to cover classroom programs. This cycle of illness and disruption continued throughout the 2022 school year. The impact on staff and student wellbeing posed a significant challenge.

The student attitudes to school survey 4 year average covers the pandemic period, and indicates student connectedness to school averaged 74.9% which was slightly lower than the state average of 79.5%. In the parent survey, school connectedness was 88% compared to the state average of 89%. Management of bullying in the student survey averaged 73.5% over 4 years compared to the state average of 78.3%. In the parent survey

In order to address the issue of student wellbeing, late in 2021 the school was accepted into the Mental health In Primary Schools (MHIPS) pilot program. The MHIP enabled the school to employ a 0.6 EFT teacher as a Mental Health and Wellbeing Coordinator.

The role of the MHWC is to implement a whole-school approach to mental health and well-being, build the capability of teaching / education support staff to identify and support students with mental health concerns, and support schools to create clear referral pathways for students needing further assessment and intervention. The MHWC undertook training over the course of 2022.

In 2019 the school commenced training the first group of teachers in the Berry St wellbeing approach with the aim to train up all staff in the following 2 years. This training was impacted by the pandemic shut downs however in 2022, training recommenced and further staff completed training in the Berry St approach.

In 2023 the school will train remaining and new staff in the Berry St approach and develop a school wide wellbeing program incorporating both Berry Street and Mental Health in Primary Schools to support teachers in managing and responding to student wellbeing across the school.

Engagement

In 2022 the average absence days for all students (P-6) was 27.1 days compared to the state median of 23.3 days per student. This is a significant jump in the average absence rate compared to pre-covid attendance in 2019 which was 16.3 days per student. COVID and a wide range of other illnesses repeatedly affected staff and students as lockdowns and pandemic restrictions were eased. Waves of illness rolled through the school each term throughout 2022 and resulting in many programs being disrupted. Replacement teachers were in high demand however this group was also affected by illness and required the school to cover classes internally using specialist teachers and non-teaching staff in classrooms, or doubling up of classrooms. Sourcing replacement staff and managing classes across the school became a priority during most of the 2022 school year. Absence rates in all class levels significantly increased in 2022 however at the time of writing this report in April 2023, attendance rates in all classes indicate student attendance is currently averaging 17.23 days per student which, while greatly improved, is still higher than pre-covid years.

The department is working with schools to support efforts to monitor and engage with families of students whose attendance is unusually high. In 2023 our aim is to return absence rates to pre-covid levels. This will involve monitoring of student attendance and working closely with families where students are identified as having higher than average absenteeism in an effort to ensure all students return to regular schooling.

Other highlights from the school year

After two very challenging years, in 2022 the department commenced rolling back most of the COVID-related restrictions in schools. This led to a rapid increase in illnesses among staff and students with waves of illness impacting on the school each term. In addition, severe weather events led to significant flooding across the district in term 4. Despite these challenges, our staff continued to work towards providing our school community with extra curricula/community events that had been 'COVID restricted' for the past two years. Two events, in particular, provided the community opportunities to re-engage with the school after being shut out during the past two years:

In May, Education Week celebrated 150 years of state education in Victoria. Our school celebrated by exploring education as it was 150 years ago. Staff and students dressed in 19th-century clothing undertook a range of hands-on activities providing an insight into the daily life of students and teachers attending school in the mid-1800s. The community was invited back into the school to celebrate with us.

In November the school held its bi-annual school production. Initially scheduled for mid-October, this event was canceled on the day of the performance due to a severe weather event causing flooding across the district and the closing of a number of schools. Instead of our school performance, staff had to manage the challenges presented on the day and days after. The performance was rescheduled for mid-November. The performance eventually went ahead in November and was very successful and well-received by the community.

Despite the weather events, and continued rolling illness within the staff/student population throughout the year, our staff rose to these challenges and worked tirelessly to ensure our students experienced a return to face-to-face learning, and the return of extra curricula activities in our school.

Financial performance

Castlemaine Primary School is committed to managing school finances to support the school's strategic goals are maximize student outcomes. Staffing and all expenditure are managed within the planned budget each year. Where available school funds may be

used to supplement state grants and enable the school to purchase additional teaching and learning resources. The school was able to provide a school-funded tutor at 0.4 EFT in addition to a tutor funded by the department. The school ended the 2022 year in a sound financial position having provided additional funds to support student outcomes and retain a modest credit surplus. The 2022 school year with a credit surplus of \$167,596 according to the reconciliation budget management report.

For more detailed information regarding our school please visit our website at

<https://www.castlemainepps.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 182 students were enrolled at this school in 2022, 82 female and 100 male.

NDP 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).

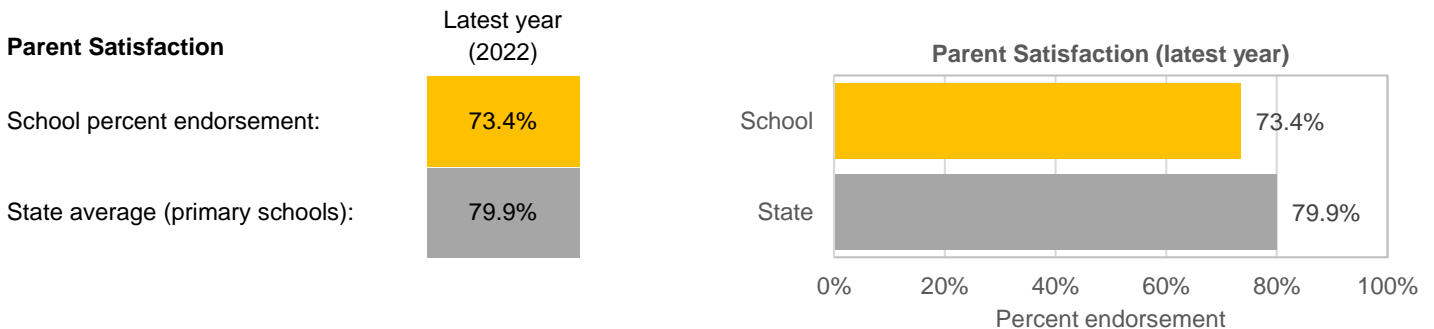
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

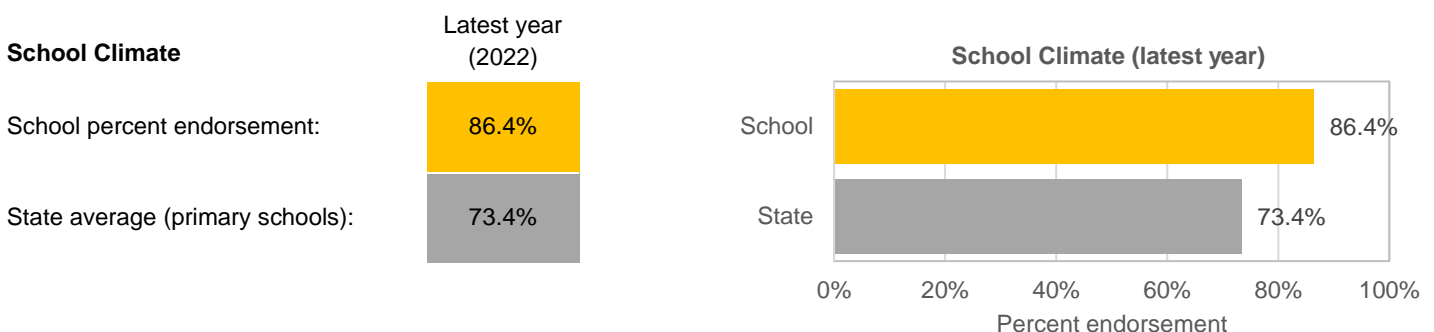


School Staff Survey

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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

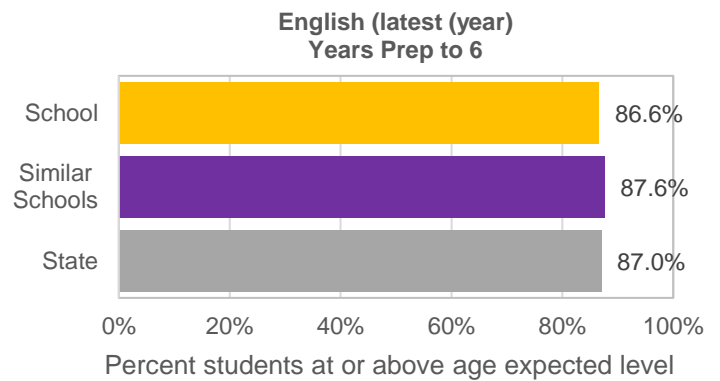
86.6%

Similar Schools average:

87.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

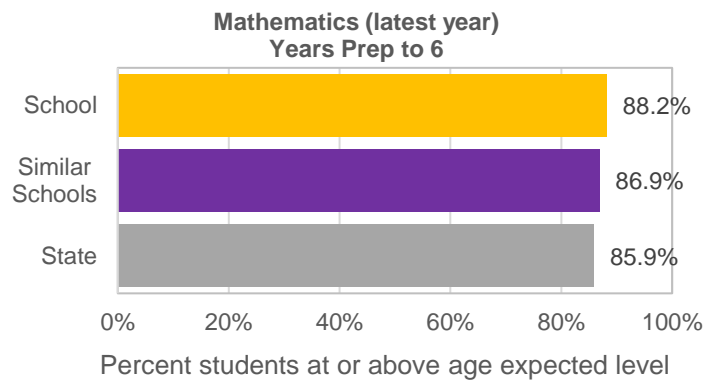
88.2%

Similar Schools average:

86.9%

State average:

85.9%



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.

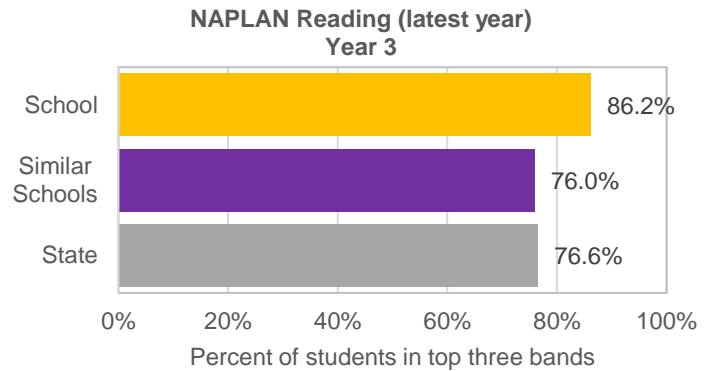
NAPLAN

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.

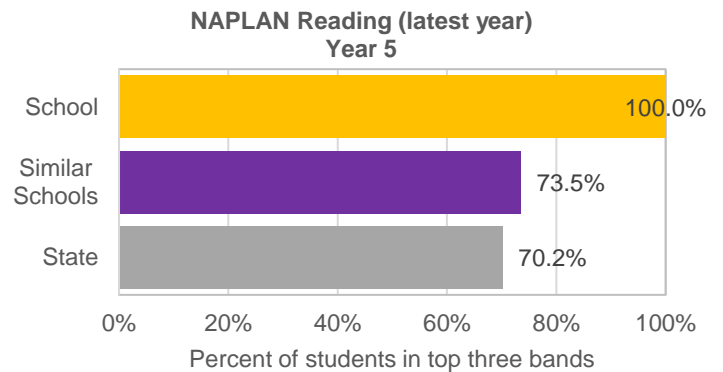
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.2%	77.9%
Similar Schools average:	76.0%	75.9%
State average:	76.6%	76.6%



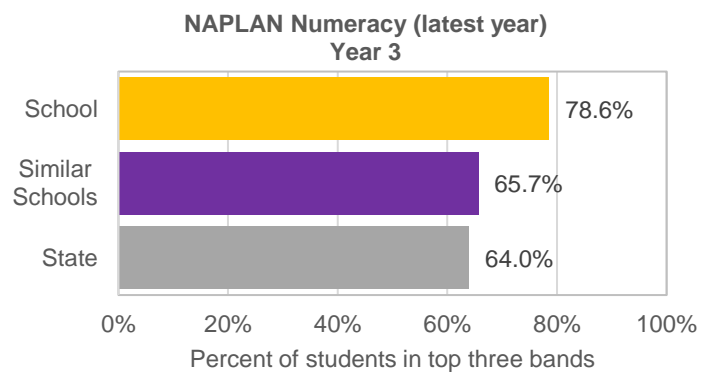
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	85.9%
Similar Schools average:	73.5%	71.2%
State average:	70.2%	69.5%



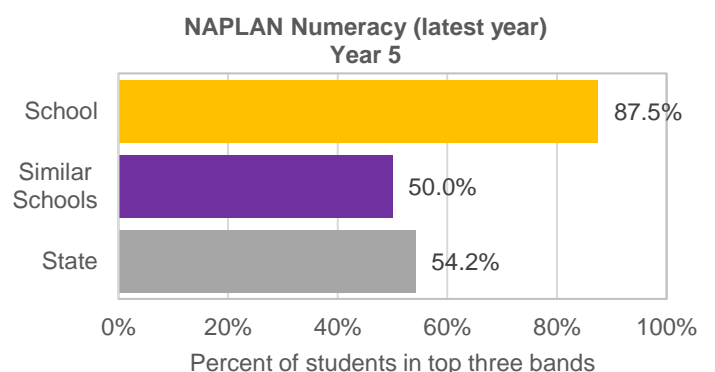
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.6%	83.3%
Similar Schools average:	65.7%	67.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	83.9%
Similar Schools average:	50.0%	57.1%
State average:	54.2%	58.8%



WELLBEING

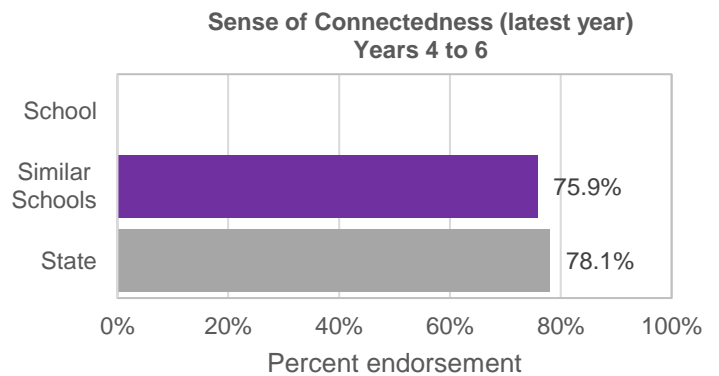
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	74.9%
Similar Schools average:	75.9%	77.1%
State average:	78.1%	79.5%

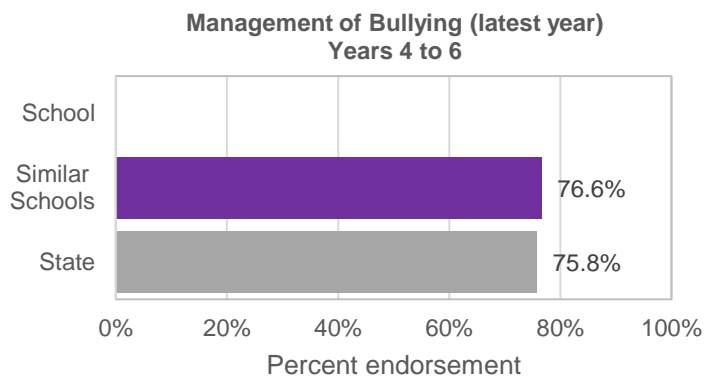


Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	73.5%
Similar Schools average:	76.6%	78.4%
State average:	75.8%	78.3%



ENGAGEMENT

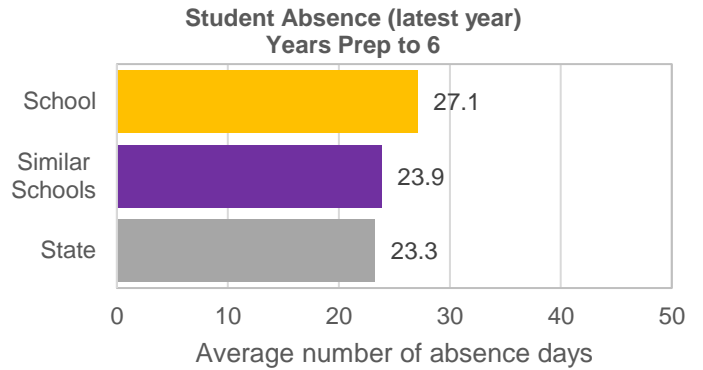
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.1	18.2
Similar Schools average:	23.9	17.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	88%	84%	89%	83%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,839,099
Government Provided DET Grants	\$414,551
Government Grants Commonwealth	\$7,000
Government Grants State	\$0
Revenue Other	\$7,115
Locally Raised Funds	\$28,283
Capital Grants	\$0
Total Operating Revenue	\$2,296,049

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,019
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,019

Expenditure	Actual
Student Resource Package ²	\$1,671,503
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$25,447
Communication Costs	\$2,025
Consumables	\$24,502
Miscellaneous Expense ³	\$2,573
Professional Development	\$5,405
Equipment/Maintenance/Hire	\$35,774
Property Services	\$89,344
Salaries & Allowances ⁴	\$155,745
Support Services	\$18,657
Trading & Fundraising	\$78,453
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,524
Total Operating Expenditure	\$2,123,953
Net Operating Surplus/-Deficit	\$172,095
Asset Acquisitions	\$0

- (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	\$203,705
Official Account	\$27,721
Other Accounts	\$316
Total Funds Available	\$231,741

Financial Commitments	Actual
Operating Reserve	\$66,092
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$88,771
School Based Programs	\$24,205
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$67,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$291,068

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.