

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 April 2024 at 01:25 PM by Peter Mcconnell (Principal)

- This 2023 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 24 April 2024 at 03:46 PM by Samantha Sharrock (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 Castlemaine Primary School had an enrolment of 170 students in Prep to Grade 6. 79 students were female, 90 students were male, and a small number of students are self-described, Aboriginal, or receiving funding support.

The 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 2023 this school's socio-economic band value was: SFOE 0.2926 / Low – Medium. In 2023 the school operated 8 composite classes comprising 2 x grade F-1, 1 x grade 1, 2 x grades 2-3, 2 x grades 4-5, and 1 x grade 6.

Castlemaine Primary implements the Victorian Curriculum across all grade levels. Students participated in four weekly specialist classes; Visual Arts, Physical Education, Music and Performance, and LOTE (French). The school operated with a total of 15.0 effective full time (EFT) staff including 1.0 Principal, 1.0 Leading Teacher, 10 teacher class (inc. classroom and specialist teachers), 3.0 education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

TEACHER JUDGEMENT

In 2023 student performance was generally comparable to 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 85.5% which is comparable to the state average of 87.2%. In Mathematics the percentage of students operating at or above the expected level was 86.1% compared to the state level of 86.4%.

NAPLAN

NAPLAN READING results in 2023 indicated the percentage of students in the strong or exceeding proficiency levels in reading was 65% in year 3 and 75% in year 5. This result is slightly below the state average of 69.6% and 76.9% respectively.

NAPLAN WRITING results in 2023 indicated the percentage of students in the strong or exceeding proficiency levels in writing was 95% in year 3 and 75% in year 5. This result is significantly above the state average of 78% and 74% respectively.

NAPLAN NUMERACY results in 2023 indicated the percentage of students in the strong or exceeding proficiency levels in numeracy was 80% in year 3 and 75% in year 5. This result is significantly above the state average of 67.4% and 67.9% respectively.

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 2023 school year.

ATTITUDE TO SCHOOL SURVEY

The AtOSS data for Effective Teaching and Cognitive Engagement shows all but one factor achieving 93% or above. Stimulated Learning received 85%, meaning all four factors are well above the State. This demonstrates the work teachers and education support staff have put towards improving programs has been recognised and appreciated by students.

Wellbeing

2023 saw the school return, for the first time since 2020, to 'normal' operations free of any restrictions. While COVID was present and periodically impacted on the population, a number of other illnesses also rolled through the school. While illness among staff

and students was still significant, in all other respects the school was recovering from the pandemic period and moving forward once again.

Wellbeing was a priority for all members of the community and our MHIPs program was a key factor in this recovery. This program provided the school with 0.6 EFT teacher who was able to support both staff and students wellbeing needs during this time.

In the parent survey, parent satisfaction with the school was 81.8% compared to the state average of 82.8%.

The annual staff survey school climate measure indicated an endorsement of 86.1% which is significantly higher of the state average of 78.1%. Despite the workload and challenges of the times, the staff morale and energy remained at a healthy level enabling the school to return to normal operations in an effective and timely and manner.

The **student attitudes to school survey** indicates student connectedness to school averaged 86.8% which was significantly higher than the state average of 77%. Management of bullying in the student survey was 86.6% compared to the state average of 75.1%.

An excellent result reflecting the work by all staff in supporting student wellbeing across the school.

In 2023 the school trained remaining and new staff in the Berry St approach and developed 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. In 2024 the Resilience Program will be implemented and all staff will work with Headspace to complete Safe Minds training.

Engagement

In 2023 the average absence days for all students (P-6) was 21.1 days/year compared to the state average of 20.5 days per student. Although this is an improvement on 2022, it is still significantly higher than 2019 pre-pandemic attendance rates of 16.5 days/year. While restrictions were gone and community life was returning to normal, illnesses remained relatively high, as did absence rates across all grade levels.

Replacement teachers were again in high demand in 2023 and the number of applications received in response to job advertisements remained very low compared to pre-covid times. Sourcing replacement teachers and managing classes across the school continued to be a challenge during most of the 2023 school year.

Attendance will be a priority focus in 2024 as it is clear the school will need to work closely with families to increase attendance rates across the school. The attendance strategy will include a review of school attendance policies and practices across the school, and further work with families around the importance of regular attendance and an examination of barriers that may prevent improved attendance in some families.

Other highlights from the school year

In semester 1 the school went through the 4 year strategic school review process. This process took several months to complete and resulted in the development of a new strategic plan for the next 4 years.

In semester 2 the school conducted its first school fair in 4 years. This was a very successful event and a celebration for the whole school community - particularly after the challenges of the past few years. It was also the most successful fund raiser the school has ever conducted. A total of \$22,000 was raised with this money targeted to support the development of children's play spaces.

The school was also successful in obtaining significant funds through the Accessible Building Program. In 2024 these funds will enable the school to repair and improve a wide range of building and grounds issues resulting in a more accessible and safer environment for all school community members.

Financial performance

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For more detailed information regarding our school please visit our website at
<https://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 170 students were enrolled at this school in 2023, 79 female and 90 male.

NDP percent of students had English as an additional language and 2 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).

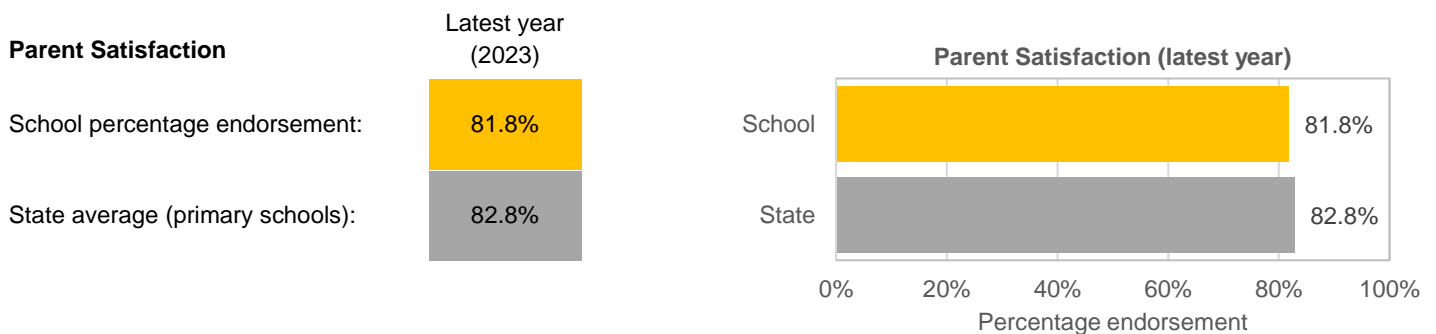
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

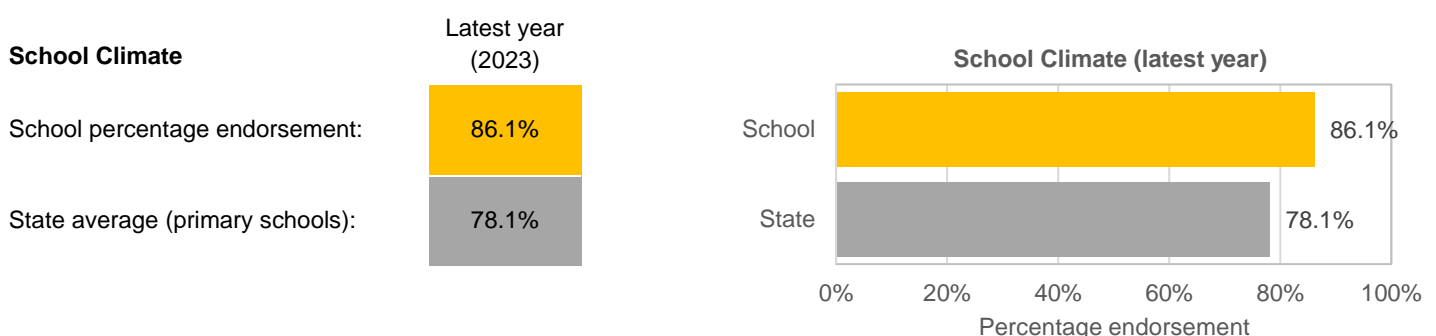


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

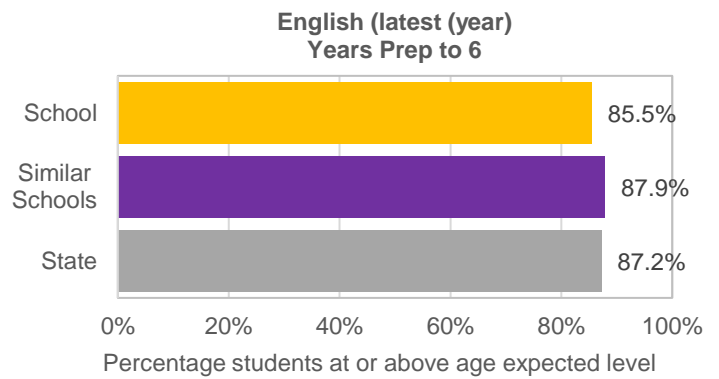
85.5%

Similar Schools average:

87.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

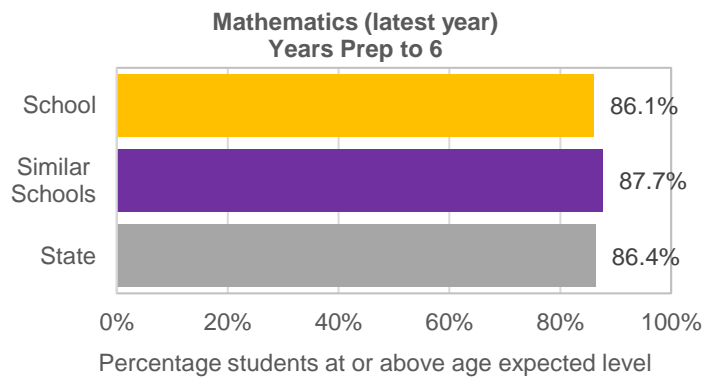
86.1%

Similar Schools average:

87.7%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.0%

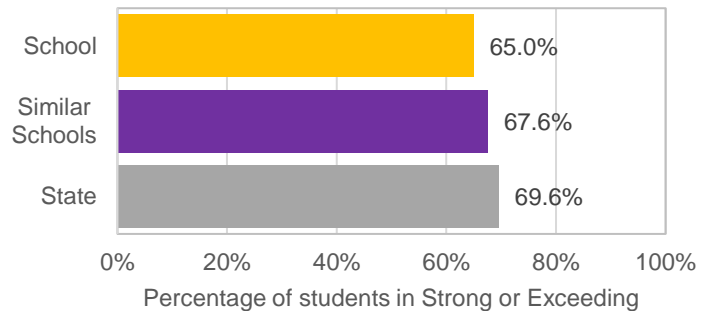
Similar Schools average:

67.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

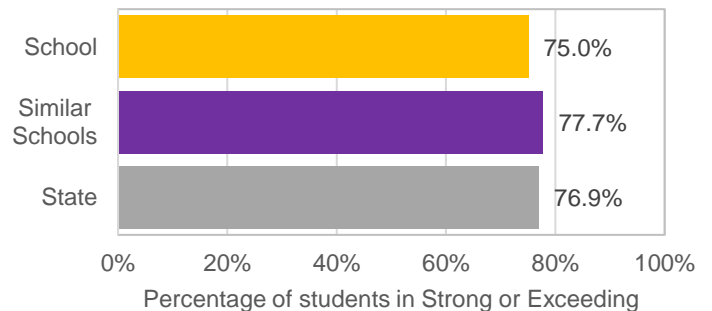
Similar Schools average:

77.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

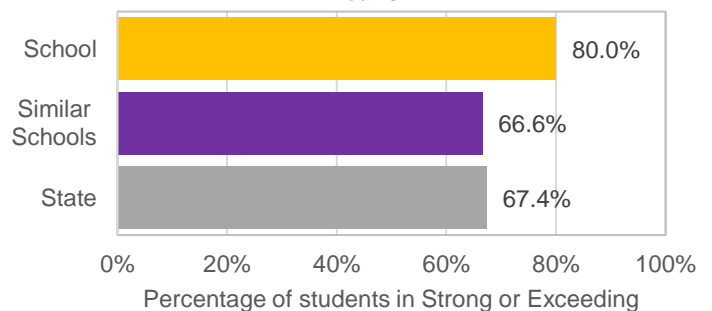
Similar Schools average:

66.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

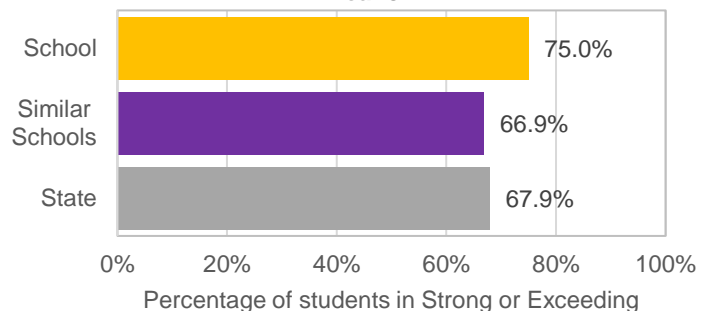
Similar Schools average:

66.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

86.2%

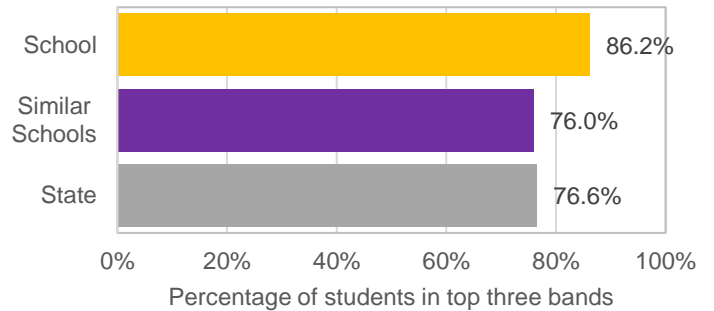
Similar Schools average:

76.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

100.0%

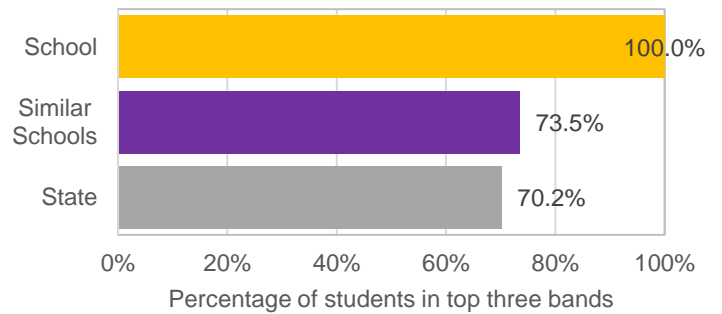
Similar Schools average:

73.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

78.6%

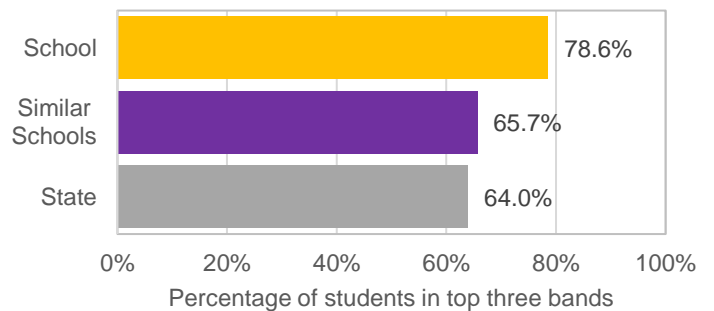
Similar Schools average:

65.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

87.5%

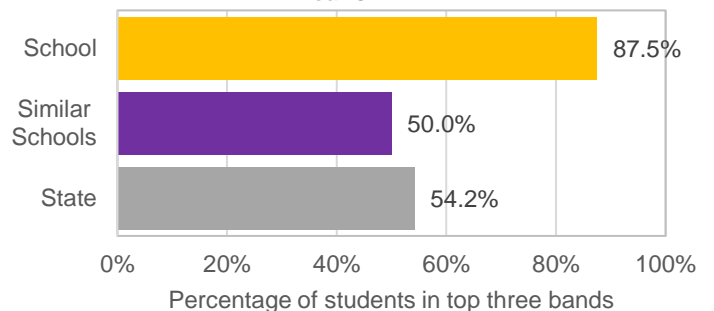
Similar Schools average:

50.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

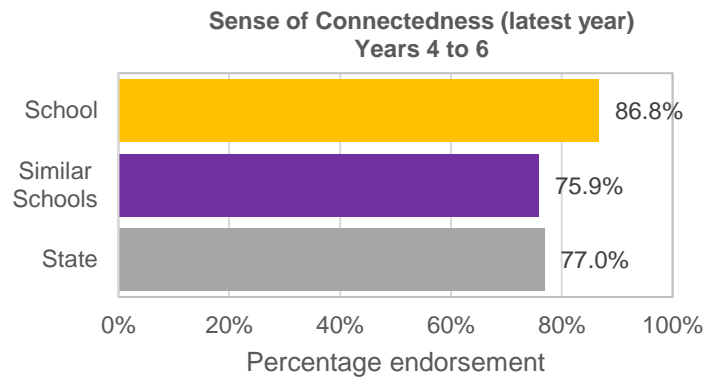
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	86.8%	74.5%
Similar Schools average:	75.9%	76.7%
State average:	77.0%	78.5%

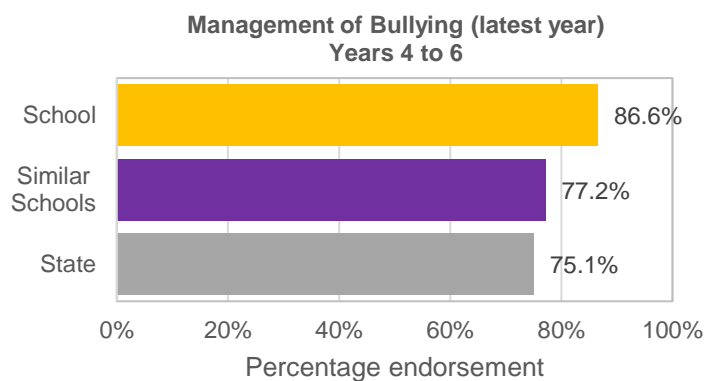


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	86.6%	77.4%
Similar Schools average:	77.2%	78.1%
State average:	75.1%	76.9%



ENGAGEMENT

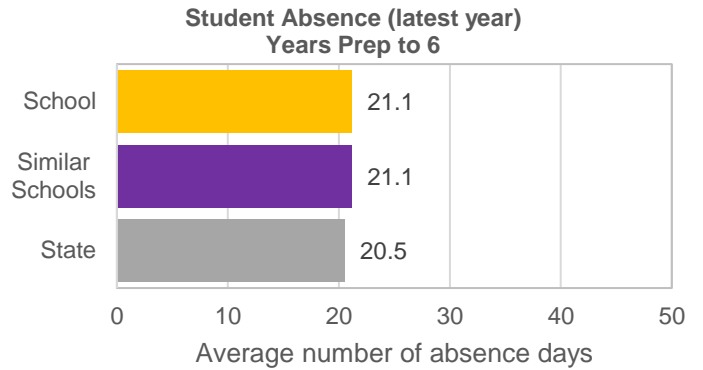
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.1	19.3
Similar Schools average:	21.1	18.6
State average:	20.5	18.1



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 (2023):	89%	88%	90%	92%	90%	87%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,022,864
Government Provided DET Grants	\$437,393
Government Grants Commonwealth	\$5,957
Government Grants State	\$0
Revenue Other	\$20,323
Locally Raised Funds	\$92,486
Capital Grants	\$0
Total Operating Revenue	\$2,579,023

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,717
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,717

Expenditure	Actual
Student Resource Package ²	\$1,881,636
Adjustments	\$0
Books & Publications	\$220
Camps/Excursions/Activities	\$43,501
Communication Costs	\$2,036
Consumables	\$19,915
Miscellaneous Expense ³	\$5,020
Professional Development	\$10,672
Equipment/Maintenance/Hire	\$4,542
Property Services	\$53,110
Salaries & Allowances ⁴	\$133,921
Support Services	\$14,246
Trading & Fundraising	\$62,156
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,648
Total Operating Expenditure	\$2,246,624
Net Operating Surplus/-Deficit	\$332,400
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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$387,438
Official Account	\$47,552
Other Accounts	\$316
Total Funds Available	\$435,306

Financial Commitments	Actual
Operating Reserve	\$57,734
Other Recurrent Expenditure	\$17,885
Provision Accounts	\$0
Funds Received in Advance	\$5,613
School Based Programs	\$30,191
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$199,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,415
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$92,574
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$411,411

All funds received from the Department of Education, 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.