

2025 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 22 April 2026 at 12:35 PM by Kate Ward (Principal)

- As executive officer of the school council, I attest that this 2025 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 22 April 2026 at 12:37 PM by Kate Ward (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

School Overview

Castlemaine Primary School is located in the central business district of Castlemaine. We are committed to our vision of “*empowering students to reach their personal best*”. Our learning culture is grounded in the school’s core values of Respect, Responsibility, Learning, and Community.

Student Enrolment (2025 Census Data)

In 2025, Castlemaine Primary School had 178 students enrolled from Foundation to Grade 6.

- The school population continues to reflect a diverse community, and all students are supported through inclusive programs and strong classroom practices.
- In 2025, the school celebrated cultural diversity by hosting Aunty Kerri for Harmony Day, participating in Reconciliation Week activities, attending Nalderun Network Meetings, and promoting the Meeting Place.
- The school continued to prioritise Disability and Inclusion by appointing a Leading Teacher to support this work.

School Profile

- Castlemaine Primary School follows the Victorian Curriculum from Prep through to Grade 6.
- In 2024 and 2025, the school was involved in a partnership with LaTrobe University that enabled teachers to be trained in the Science of Learning and the implementation of explicit synthetic phonics instruction for beginning readers.
- Students participate in specialist classes including Visual Arts, Physical Education, Music and Performing Arts, and LOTE (French).
- The school continues to foster a welcoming and inclusive environment where students are encouraged to engage with learning, wellbeing, and community values. In 2025, our wellbeing lessons were delivered in alignment with Respectful Relationships and the Resilience Project.
- In 2025, we developed the School Wide Positive Behaviour System (SWPBS), with trials developing in term 4. This system of positive student management will be fully implemented in 2026.

Socio-Educational Context

The school’s socio-economic profile is determined by the Student Family Occupation and Education (SFOE) index, which considers parents’ occupations and education levels. In 2025, Castlemaine Primary School’s SFOE value was 0.2903, placing it within the Low–Medium socio-economic band.

Class Structures and Staffing

The school operates with a dedicated team of teaching and education support staff who work

collaboratively to deliver quality education and support student learning and wellbeing. In 2025, classes were structured as follows:

- 2 x Grade F-1
- 1 x Grade 1-2
- 1 x Grade 2-3
- 1 x Grade 3
- 1 x Grade 4-5
- 2 x Grade 5-6

In 2025, the school operated with a total of 11 full-time staff, including:

- 1 Principal
- 1 Leading Teacher
- 7 Teacher Class
- 2 Education Support Staff

In 2025, the school operated with 11 part-time staff, including:

- 5 Teacher Class
- 6 Education Support Staff

Castlemaine Primary School remains committed to inclusive practices and student engagement, ensuring all learners are supported to achieve personal growth and success

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher Judgements

In 2025, student performance in English and Mathematics was generally comparable to the state average, with steady growth reflecting a consistent and targeted approach to teaching and learning.

- **Reading:** 71% of students in Years 1–6 achieved At or Above expected growth in Teacher Judgement.

This growth was supported by a whole-school focus on explicit reading instruction, including the implementation of a structured synthetic phonics approach in grades P-2 in partnership with La Trobe University. Teachers participated in professional learning and coaching, strengthening their capacity to deliver synthetic phonics instruction. This resulted in improved decoding skills and greater reading confidence, particularly for students requiring additional support. Senior grades focused on developing fluency, vocabulary and grammar.

- **Numeracy:** 60% of students in Years 1–6 achieved At or Above expected growth in Teacher Judgement.

Growth in Mathematics was supported through collaborative planning, the use of formative assessment, and differentiated teaching strategies. The Junior and Senior Teams also began to incorporate the Victorian Lesson Plans, ensuring lessons delivery reflected best practice. The Senior Team PLC focussed their professional learning on refining their practice, with a focus on problem-solving and student reasoning.

NAPLAN Results

Castlemaine Primary School continued to achieve strong results in NAPLAN assessments in 2025, reflecting the impact of consistent teaching practices and targeted intervention:

- **Reading:**
 - 65% of Year 3 students achieved Strong or Exceeding
 - 80% of Year 5 students achieved Strong or Exceeding
 - 71% of students demonstrated High or Medium relative growth (Years 3 to 5)
 - 62% of students demonstrated High or Medium relative growth (Years 5 to 7)
- **Numeracy:**
 - 65% of Year 3 students achieved Strong or Exceeding
 - 70% of Year 5 students achieved Strong or Exceeding
 - 82% of students demonstrated High or Medium relative growth (Years 3 to 5)
 - 45% of students demonstrated High or Medium relative growth (Years 5 to 7)

These results reflect a sustained focus on evidence-based teaching practices, the use of data to inform instruction, and ongoing teacher collaboration through Professional Learning Communities.

Tutor Learning Initiative (TLI)

- In 2025, the Tutor Learning Initiative continued to provide targeted support for students requiring additional assistance in literacy.
- Students who achieved 'needs additional support' in Naplan were prioritised.
- The use of MultiLit and the Little Learners Love Literacy program enabled structured, evidence-based intervention, particularly in phonics, fluency, and comprehension.
- Students participating in TLI demonstrated improved reading accuracy and confidence, with many transitioning successfully back into classroom programs.
- The alignment of TLI with the school's synthetic phonics approach ensured consistency between intervention and classroom instruction, further strengthening student outcomes.

Wellbeing

Wellbeing

In 2025, Castlemaine Primary School continued to strengthen its whole-school approach to wellbeing, supported by the ongoing employment of a Mental Health and Wellbeing Leader through the Mental Health in Primary Schools initiative. Having maintained the same leader since joining the pilot in 2021, the school has benefited from sustained capacity building, consistent practices, and strong relationships with staff, students, and families.

- The Mental Health and Wellbeing Leader supported staff through a combination of external professional learning opportunities and targeted in-school sessions. This included practical strategies to embed wellbeing into everyday classroom practice and to respond effectively to student needs.
- Teachers were supported to implement evidence-based programs such as The Resilience Project, Kids Helpline sessions, and Respectful Relationships. These programs were integrated into classroom routines, helping students to build emotional literacy, resilience, and positive relationship skills.
- Families were engaged through information sessions and supported through referrals to external services. The Mental Health and Wellbeing Leader also played a key role in Student Support Groups (SSGs), ensuring a coordinated and informed approach to supporting individual students.
- A significant focus in 2025 was the continued development of School Wide Positive Behaviour Supports (SWPBS). A curriculum day was dedicated to developing consistent, explicit lessons to teach expected behaviours across all settings in the school.
- To strengthen student connection and cultural relevance, a staff member designed a SWPBS poster reflecting the Country on which the school is located, incorporating colours connected to the local natural environment. This visual representation has helped embed shared expectations in a meaningful and visible way.
- The school also utilised the existing ClassDojo platform to recognise and reinforce positive behaviours. This has supported a noticeable shift in how behaviour is discussed, with an increased focus on acknowledging positive choices both in classrooms and in the yard.

In 2025, the Student Attitudes to School Survey (AtoSS) demonstrated:

- 63% positive endorsement in Emotional awareness and regulation (Years 4–6)
- 73% positive endorsement in Managing bullying (Years 4–6)
- 59% positive endorsement in Student voice and agency (Years 4–6)

These results, alongside observable changes in student behaviour and engagement, reflect the school's ongoing commitment to creating a safe, supportive, and inclusive learning environment.

Engagement

Engagement

In 2025, the Wellbeing School Improvement Team prioritised strengthening internal processes for marking attendance and ensuring consistency with Department of Education policy. Clearer procedures and regular staff communication supported a more consistent approach across the

school. As a result, attendance monitoring became more accurate and responsive, enabling earlier intervention where required.

- Students were recognised for demonstrating a commitment to attendance through termly attendance awards, reinforcing the importance of regular school participation.
- The school's attendance rate continued to improve, with current data showing that 89% of students are meeting attendance expectations, reflecting a positive upward trend.
- Student Attitudes to School Survey (AtoSS) data indicated 72% positive endorsement in School connectedness (Years 4–6), highlighting the impact of targeted strategies to build engagement and belonging.

A range of engaging activities and community partnerships contributed to this improvement:

- The School Council and Parents Club worked collaboratively with school leaders to increase family participation and volunteering. This strengthened home-school connections and fostered a greater sense of community.
- The Parents Club introduced simple but highly effective initiatives to encourage attendance, including providing hot chocolates on cold winter mornings and icy poles during warmer months. These small gestures were well received by students and helped promote positive routines around coming to school.
- The Student Representative Council (SRC) played an active role in student engagement by organising whole-school events such as Sports Colours Day, Pyjama Day, and free dress days. These events created excitement and gave students a sense of ownership and voice within the school.
- Opportunities for creative and outdoor engagement were expanded, with the music program incorporating outdoor sessions where students could explore instruments such as marimbas during class time and at breaks.
- Lunchtime clubs continued to be highly attended, offering inclusive and varied activities such as Lego, finger knitting, and card making. These clubs provided structured, social opportunities for students and supported positive peer interactions.

Together, these strategies contributed to increased student engagement, improved attendance, and a stronger sense of belonging across the school community.

Other highlights from the school year

Throughout 2025, Castlemaine Primary School celebrated a number of significant highlights that strengthened student learning, wellbeing and community connection.

Our senior students in Grades 4–6 attended Don Bosco Camp in Safety Beach, where they developed independence, resilience and teamwork through outdoor challenges and shared experiences. Students in Grades 2–3 enjoyed their adventure camp at Lady Northcote Recreation Camp in Bacchus Marsh, building confidence as they participated in activities designed to promote cooperation, problem solving and personal growth. Both camps provided valuable opportunities for students to extend themselves beyond the classroom in supportive and engaging environments.

A major community highlight was the CPS Spooky School Fete and Monster Raffle. This well-attended event organised by our Parents Club brought families together while raising important funds to support the development of our school playground. The generosity and involvement of our community were outstanding.

We also celebrated important infrastructure improvements, including the installation of a disabled car space to improve accessibility and the completion of our long-awaited toilet upgrade. These works have enhanced both safety and amenity for students, staff and visitors, reflecting our commitment to an inclusive and well-maintained learning environment.

Financial performance

In 2025, Castlemaine Primary School maintained a sound and stable financial position, with expenditure carefully aligned to our Annual Implementation Plan priorities and School Strategic Plan goals. Funding was received through the Student Resource Package (SRP), which supports staffing, curriculum delivery and operational costs.

Additional funding included equity funding to support differentiated teaching and targeted wellbeing programs, as well as Disability Inclusion Tier 2 and Tier 3 funding to provide adjustments and resources for eligible students. The school also accessed minor capital works and maintenance funding to support the completion of the toilet upgrade.

Extraordinary revenue in 2025 included significant funds raised through the Spooky School Fete and Monster Raffle to support playground development. No unusual expenditure items were recorded beyond planned capital improvements.

School Council entered into standard DET contracts and service agreements, including grounds before and after school care arrangements, cleaning, and camp provider agreements.

**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 181 students were enrolled at this school in 2025, 88 female and 93 male. NDP had English as an additional language and 4% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	90.5%	
	Similar schools	80.4%	
	State	82.0%	

School Staff Survey

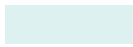
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.8%	
	Similar schools	80.6%	
	State	77.4%	

LEARNING

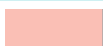
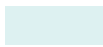
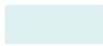
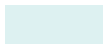
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	82.1%	
	Similar schools	86.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.7%	
	Similar schools	86.0%	
	State	84.2%	

NAPLAN

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

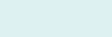
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	63.9%		67.1%
	Similar schools	69.7%		69.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	80.0%		83.8%
	Similar schools	74.0%		76.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	61.1%		71.1%
	Similar schools	68.9%		67.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	70.0%		76.5%
	Similar schools	69.1%		68.9%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	72.2%	
	Similar schools	75.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.3%	
	Similar schools	73.1%	
	State	74.0%	

WELLBEING

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).

		2025		3-year average
Years 4 to 6 % positive endorsement	School	72.0%		78.2%
	Similar schools	74.8%		75.2%
	State	77.1%		77.0%

Student Attitudes to School – Managing 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).

		2025		3-year average
Years 4 to 6 % positive endorsement	School	72.9%		78.5%
	Similar schools	76.7%		76.9%
	State	76.4%		75.7%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.2	22.2
	Similar schools	21.5	21.9
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.0%	
Year 1	School	90.1%	
Year 2	School	89.6%	
Year 3	School	90.2%	
Year 4	School	90.1%	
Year 5	School	91.1%	
Year 6	School	89.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,097,468
Government Provided DET Grants	\$329,392
Government Grants Commonwealth	\$5,600
Government Grants State	\$0
Revenue Other	\$20,990
Locally Raised Funds	\$108,974
Capital Grants	\$0
Total Operating Revenue	\$2,562,424

Equity	Actual
Equity (Social Disadvantage)	\$29,950
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$29,950

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,997,613
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$69,639
Communication Costs	\$2,178
Consumables	\$18,122
Miscellaneous Expenses ²	\$17,863
Agency Staff	\$0
Professional Development	\$9,584
Equipment/Maintenance/Hire	\$12,209
Property Services	\$64,320
Salaries & Allowances ³	\$71,487
Support Services	\$30,534

Expenditure	Actual
Trading & Fundraising	\$38,153
Motor Vehicle Expenses	\$0
Travel & Subsistence	(\$0)
Utilities	\$21,970
Total Operating Expenditure	\$2,353,671
Net Operating Surplus/-Deficit	\$208,753
Asset Acquisitions	\$8,400

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$328,620
Official Account	\$57,785
Other Accounts	\$2,699
Total Funds Available	\$389,105

Financial Commitments	Actual
Operating Reserve	\$59,343
Other Recurrent Expenditure	\$3,925
Provision Accounts	\$0
Funds Received in Advance	\$2,699
School Based Programs	\$6,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$56,102
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$128,169

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.