

2018 Annual Report to The School Community



School Name: Castlemaine North Primary School (2051)



- 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 2018 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 06 May 2019 at 08:38 PM by Samantha Chapman
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 08 May 2019 at 06:51 PM by Karen Bodin (School
Council President)

About Our School

School context

Castlemaine North Primary School, established in 1878 and located in a residential area of Castlemaine, draws students from the town and surrounding district. The nearest major regional centre is Bendigo, forty-five kilometres to the north. The 2018 enrolment was 270 P-6 students. The school structure was made up of eleven classes – three in the junior team (three Prep/1s), three in the middle team (three Grade 2/3s) and five in the senior team (three Grade 4/5 and two Grade 6 classes). All class teachers work collaboratively with teaching buddies. In 2018 the Student Family Occupation index was 0.1909.

Our purpose is to support our students to be courageous, inquiring learners who strive to do their best in a caring environment. At Castlemaine North we work from a foundation of TRUST. We show this through THOUGHTFULNESS, COURAGE, PASSION and WONDER in how we learn and how we interact with each other, our COMMUNITY and our environment. These values and principles provide the norms for action, positive relationships and behaviours at the school. The school motto is LEARNING TOGETHER, GROWING TOGETHER.

Castlemaine North continues to promote the achievement of high quality educational outcomes for all students in all curriculum areas. Our staff team is highly committed to ongoing professional learning to improve student achievement. The emphasis is on continuing to build capacity of staff to provide differentiated learning activities and track individual student growth. Students are supported to reflect on their learning and set personal goals for future improvement.

The 'Write2Read' literacy program is in its fifth year of implementation and this has been strongly supported by the continuation of the literacy support teacher position. The Writing program 'Big Write and VCOP' was implemented in 2017 and this has been supported by ongoing professional learning for staff. Inquiry-based learning and specialist programs in Performing Arts, Visual Arts, Languages (Indonesian) and Physical Education have provided valuable experiences in the education of the whole child and ensure the delivery of all aspects of the Victorian Curriculum.

We have continued to use the 'Accelerus Light' reporting program as well as the Accelerus Light data tracking module. Staff have continued to build their capacity to use the data tracking module to plan for student learning needs and as a means of providing a handover of student achievement data to other teachers.

Our wellbeing approach includes the pro-social and emotional skills program 'Play is the Way' as well as the "Resilience, Rights and Respectful Relationships" curriculum resources. Teachers are also using mindfulness and emotion coaching techniques as a proactive approach to behaviour management.

Access for students to learning technologies has continued to increase with 1:1 devices for Grades 4/5/6, and banks of i-pads in each junior and middle classroom. In 2018 we initiated a new lease agreement for i-pads, increasing the numbers of devices for Junior and middle classrooms to 8-10 each room. Learning technologies are used effectively as teaching and learning tools.

In 2018, positive partnerships continued to exist between parents/carers and staff and is evident at School Council and the Parent's and Carer's Association, as well as parental involvement in classroom programs, inquiry-based learning and extra-curricular programs.

Framework for Improving Student Outcomes (FISO)

Our improvement priorities for 2018 were Excellence in teaching and learning and Positive climate for learning. Our improvement initiatives were Building practice excellence and Empowering students and building school

pride.

Excellence in teaching and learning:

- * Continued emphasis on whole-school approach to the teaching of Mathematics including a vision for excellence in the teaching of Mathematics.
- * Provide structures for staff to moderate student writing to ensure consistency of judgements,
- * Build staff capacity to implement the Victorian Science Curriculum and 'Science Technology Engineering and Mathematics' initiatives.
- * Continue to build the teaching capacity of staff to provide differentiated learning experiences, in order to ensure students are given every opportunity to achieve their personal best.
- * Build on student agency through conferencing, goal setting and reflective practices which allow individuals to monitor and celebrate their own learning.

Positive climate for learning.

- * Continue to build students' role as active agents in their learning.
- * Promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and who have a focus on their personal best.
- * Provide supportive and respectful environments for students to develop their social and emotional intelligence, through Play is the Way and Respectful Relationships programs.

Achievement

As can be seen from our 2018 teacher judgements data below (Semester 2 reports), the results for English and Mathematics were very close to the ambitious targets that were set at the beginning of the year.

Pleasingly, the Grade 3 and 5 NAPLAN data (Top 2 bands) is matching up with the teacher judgement data (above expected level), with the exception of the Grade 5 Writing data, where NAPLAN results showed a lower percentage of students in the Top 2 bands.

	2018 targets	2018 Results
Reading & Viewing	70%	67 %
Speaking & Listen'g	28%	23 %
Writing	41.2%	38%
Measurem't & Geom'try	49.3%	44%
Number & Algebra	47.5%	43%
Statistics & Probabil'y	41.2%	38%

Our NAPLAN data continues to be impressive and, with the exception of Writing, we achieved and exceeded our 2018 targets for Grade 5 students in the Top 2 bands of NAPLAN.

	2017 results - Band 7/Band 8	2018 targets - Band 7/Band 8	2018 Results - Band 7/Band 8
Grammar	25 / 13.6	26.2 / 14.2 (40.4)	14 / 31 (45.0)
Reading	22.7 / 31.8	23.8/ 33.3 (57.1)	31.4 / 40.0 (71.4)
Numeracy	25 / 4.05	26.2 / 4.25 (30.45)	23.5 / 17.6 (41.1)
Writing	22.7 / 11.4	23.8 /11.9 (35.7)	14.0 / 0.0 (14.0)
Spelling	13.6 / 14.2	15.9 / 16.6 (32.5)	(40.0)

Our "relative growth" measures continue to be an area of focus. While the data shows that we did not reach our targets for low and high relative growth (with the exception of high growth for reading), a further analysis of the data at individual student level provides some accuracy and context for these results, which are reflected in our Annual Implementation Plan Monitoring and the work of our Curriculum Coordinator and Literacy Support teacher. We have some solid strategies in place for data analysis to inform future teaching and resourcing plans.

	2017 results	2018 targets	2018 Results
LOW GROWTH			
Writing	20.5	20.0	34.0
Reading	21.0	20.0	40.0
Spelling	21.1	20.0	53.0
Grammar	26.3	26.0	38.0
Numeracy	30.8	29.0	32.0
HIGH GROWTH			
Writing	38.5	38.6	9.0
Reading	13.2	15.0	23.0
Spelling	15.8	16.0	13.0
Grammar	21.1	22.0	16.0
Numeracy	23.1	24.0	16.0

In summary, our student achievement data is strong and sustainable, due to a continued emphasis on consistent teaching programs across the school. This consistency and quality is possible through our ongoing commitment to professional learning for all staff, within and outside the school, as well as support and encouragement for teachers to plan and teach in teams. In terms of future directions, the introduction of our two Mathematics specialists for 2019 and 2020 will see the development and implementation of an instructional model across the school, strong approaches to planning and delivery, and sophisticated tools for data analysis to inform student needs.

Engagement

Our engagement goal was to increase the 2017 Student Attitudes to School survey mean scores for Stimulated learning, High expectations for success, Effort, Motivation and interest. The results seen below show that all targets were met or exceeded considerably. This supports our staff views (and our Parent Opinion survey results), that we provide a stimulating learning environment where students are challenged to achieve their personal best.

	2017 results	2018 targets	2018 results
Stimulated learning	89.2	90 or above	90.0
High expectations	70.3	71 or above	95.0
Effort	63.9	64 or above	90.0
Motivation & interest	66.0	66.5 or above	86.0

Our attendance goal was for "overall attendance to improve from 2017 and compare favourably with the state mean". We didn't achieve this target and one of the reasons was extended family holidays during term time.
 P – 6 average in 2017 – 14.07 days. (State mean 15.61)
 P - 6 average in 2018 was 19.2 days (State mean 16.0)

In terms of classroom strategies for engagement, teachers have been working in teams to provide opportunities for students to receive individualised feedback on their performance and supported to set goals for their future learning. Examples include:

- Our Grades 4-6 teachers have been implementing goal setting and conferencing/feedback as a consistent routine during Semester 2 in 2018
- Two staff members committed their PPD in Term 3 to developing templates and planning documents for all middle and senior school students.
- Junior teachers are using individual goal setting practices in classrooms - these are displayed on student tables and reflections/new goals are developed each fortnight for literacy.

Wellbeing

Our goal for 2018 was:

To maintain the Student Attitudes to School survey mean scores at levels similar to the mean of all Victorian school scores.

	2017 results	2018 targets	2018 results
Classroom behaviour	79.8	80 or above	88.0
Sense of connectedness	70.4	70.5 or above	85.0
Student morale	Not in 2017 survey	80 or above	89.0
Student safety	Not in 2017 survey	80 or above	85.0
Managing bullying	78.4	78.6 or above	89.0
Resilience	73.1	73.4 or above	88.0

For every single measure on the Attitudes to School survey, our school outscored the State mean.

Financial performance and position

The school has maintained a sound financial position over the last twelve months, continuing to support its curriculum programs and targeted initiatives through program budgeting. The Finance sub-committee of School Council met regularly to monitor the budget and report to School Council.

2018 began with a surplus from 2017 of \$93,820 held in the High Yield Investment Account, Library Fund and Official Account. The annual financial result for 2018 records a net operating reserve of \$113,820 (which includes the Student Resource Package). The SRP surplus from 2017 (\$15,449), with an extra \$10,000 from the 2018 SRP was converted to cash during term two. This surplus was used to fund items such as Interactive whiteboard projectors \$5211, Furniture (\$15,000), Air conditioners in the Heritage Building (\$18,550), Shade Sail over the BER deck (\$14,602) and Basketball Court resurfacing (\$14,740).

The school received State Government grants for the Camps, Sports and Excursion Fund (\$3,875) and participation in the AECD program (\$803). We received \$11,860 Equity funding which was spent on staff professional development.

We applied for Sporting Schools Commonwealth government grants in two terms and received \$9,000. These funds were used to support our swimming program, aqua awareness program and "let's Ride" program.

The Parent's and Carers' Association raised \$19,350 through fundraising initiatives which will be used for half the cost of the shade sail for BER deck, basketball court re-surfacing and playground repairs and maintenance. Surplus funds from 2018 are being used towards purchasing classroom furniture, further air conditioning in classrooms and food garden upgrades.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 270 students were enrolled at this school in 2018, 125 female and 145 male.

np percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.6	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	91.1	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.6	90.1	82.6	95.3	Similar
Mathematics	90.5	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	86.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	83.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	82.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	70.6	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.9	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	78.2	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	76.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	68.3	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	40.0	36.7	23.3
Numeracy	32.3	51.6	16.1
Writing	34.4	56.3	9.4
Spelling	53.1	34.4	12.5
Grammar and Punctuation	37.5	46.9	15.6

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.2	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	14.4	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	93	92	93	90	92	90

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	86.0	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.0	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	89.5	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,865,836
Government Provided DET Grants	\$293,925
Government Grants Commonwealth	\$8,828
Government Grants State	\$0
Revenue Other	\$14,585
Locally Raised Funds	\$119,875
Total Operating Revenue	\$2,303,049

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,132
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,132

Expenditure	Actual
Student Resource Package ²	\$1,845,144
Adjustments	\$0
Books & Publications	\$5,483
Communication Costs	\$2,434
Consumables	\$33,199
Miscellaneous Expense ³	\$63,948
Professional Development	\$13,395
Property and Equipment Services	\$149,898
Salaries & Allowances ⁴	\$127,269
Trading & Fundraising	\$15,455
Travel & Subsistence	\$417
Utilities	\$15,154
Total Operating Expenditure	\$2,271,795
Net Operating Surplus/-Deficit	\$31,254
Asset Acquisitions	\$6,009

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$81,842
Official Account	\$10,655
Other Accounts	\$1,324
Total Funds Available	\$93,820

Financial Commitments	Actual
Operating Reserve	\$63,923
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$27,779
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,118
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$93,820

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 04 Mar 2019 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.

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.

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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').