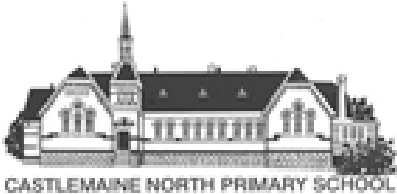


2019 Annual Report to The School Community



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 2019 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 by Samantha Chapman (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by 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 2019 enrolment was 262 Prep-6 students. The school structure was made up of eleven classes – Five Junior classes (3 x Prep/1 and 2 x Grade 1 & 2), Three Grade 3 & 4 classes and Three Grade 5 & 6 classes. All class teachers work collaboratively with teaching teams. In 2019 the Student Family Occupation index was 0.1949.

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 sixth 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 our students' academic, creative and physical development and ensure the delivery 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 with 1:1 devices for students in Grades 5 & 6, 1:2 devices for students in Grades 3 & 4 and banks of i-pads in each junior classroom. Learning technologies are used effectively as teaching and learning tools, and teachers ensure that safe practices are maintained such as limited screen time and safe use of the internet.

In 2019, 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 such as junior reading, inquiry-based learning and extra-curricular programs.

In 2019 we completed a School Review and developed our School Strategic Plan - 2020-2023. We held opportunities for parents to participate in the review process with focus groups and School Council representation on the Review Panel.

Framework for Improving Student Outcomes (FISO)

In 2019, our Annual Implementation Plan focused on the Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:

- Developing a consistent approach to the analysis and use of student achievement data
- Creating the conditions for staff to work in collaborative teams
- Continuing to focus on the provision of a differentiated curriculum

To support the implementation of these improvement strategies, we commenced the first of two years in the Primary Maths Specialists (PMS) program. Two staff members were released 0.5 each week, to work as Learning Specialists to improve our approach to teaching and assessment in Mathematics. Through coaching, consulting and collaborating with teaching teams and individual staff members, teachers developed strong knowledge of differentiating activities in Mathematics, and planned in teams to ensure consistency. Regular Professional learning in Staff Meetings and Curriculum Days provided regular opportunities for teachers to refine their understandings of differentiated planning.

A team of five, including the Principal and Curriculum Coordinator, completed PLC (Professional Learning Communities) training as part of the strategy of strengthening the use of student data. The Principal and Leading Teacher attended the two-day “Data Wise” training with the local Principal network group.

Our Literacy Coordinator facilitated writing moderation across all year levels; a whole-staff professional learning meeting provided opportunities to examine student writing and enable consistent teacher judgements for assessment. Writing Moderation continued within teaching teams each semester as well.

Achievement

In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

We continued to see high percentages of students achieving at or above expected level for English (90%) and Mathematics (91.8%), however we did not achieve our goal of “all students to make at least one year of progress (Vic Curric) from June 2018-June 2019”.

Our Relative Growth target in NAPLAN was for 25% or less of students to be showing Low Growth from Years 3 to 5. We did not meet our 25% target for the Literacy assessments, however we recorded some encouraging gains in this area, with the Reading measure improving from 40% (2018) to 30% (2019), Writing improving from 34% (2018) to 29% (2019), Spelling from 53% (2018) to 33% (2019). Pleasingly, our Numeracy measure was 25% for Low relative growth, down from 32% the previous year.

Our numbers of students in the Top 2 Bands for NAPLAN (Year 5) continue to be a highlight of our achievement data sets: Grammar & Punctuation – 53% of Year 5 students in Top 2 Bands, Numeracy – 47%, Reading – 55%, Spelling – 34%, Writing 21%. For Reading, Numeracy and Grammar, our results exceeded the “similar schools” cohort.

Engagement

Our inquiry learning approach continues to be a central feature in developing student curiosity, creativity and critical thinking. We used five “Big Questions” across the school in 2019, to stimulate opportunities for collaboration across

teaching teams and for students within families to have some common learning experiences. Students set personal learning goals in Literacy and Mathematics and teachers provide opportunities for conferencing and reflection.

Our students and parents report strong engagement through responses to survey data. The Grades 5 and 6 students participated in the Attitudes to School Survey and we saw excellent results through all categories. We exceeded our targets for two key areas: Motivation and interest – up from 65% in 2018, to 89% positive response, and Stimulated Learning – up from 81% in 2018 to 89% positive response.

Overall absences remained at 17.2 (average days for Prep-6) in 2019, which met our target for this data set, however we are always looking to improve this measure. We still have a large number of unexplained absences, however with the introduction of Sentral (reporting of absence) platform next year, we expect this to improve.

Wellbeing

Castlemaine North Primary School students are supported to be resilient and responsible. We continue to use the Wilson McCaskill “Play is the Way” program to build social and emotional skills, including self-regulation, empathy and persistence. We prioritise professional learning in this area, ensuring that all new staff have access to learning at a Wilson McCaskill workshop in Term One.

We regularly reinforce our school values through weekly “Values Awards” connected to Thoughtfulness, Courage, Passion and Wonder. We also use the Resilience, Rights and Respectful Relationships curriculum materials to support our goal of developing student resilience, and have a staff Wellbeing team who monitor and support the implementation of our wellbeing programs.

Our student survey data showed strong improvement in our target areas:

- Sense of Connectedness – from 63% in 2018, to 83% in 2019.
- Sense of Inclusion – from 73% in 2018 to 91% in 2019.
- Effective Classroom behaviour – from 83% in 2018 to 87% in 2019.

We maintained our result for the “Student Voice and Agency” questions – at an 80% positive response.

Our parent survey results showed an 88% positive response for the Student Safety category (which was above the similar schools and State average), and 100% for School Pride and Confidence.

Financial performance and position

Castlemaine North Primary School has continued to allocate resources to enable the achievement of the school’s goal and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas.

In 2019 the Finance Committee met on a regular basis to monitor budgets and report back to School Council. Castlemaine North Primary School completed 2018 in a sound financial position with a surplus of \$93,820 consisting of an operating reserve of \$63,923 and committed funds of \$29,877. These funds included Parents & Carers (\$24,355), Sporting Schools (\$2,610) and Mt. Alexander PE Network (\$2,912). Surplus funds were directed to the purchase of Air Conditioners (4), ICT enhancements, garden upgrades, associated new building expenses (ie. shipping container hire), the general support of curriculum and administrative budgets along with property maintenance.

The school received several State Government Grants which included “Pick My Project” (oval rejuvenation), Shade Sail Grant as well as a grant for the establishment of the new building. Commonwealth Funds were also received through the Sporting Schools Program which enable the students to participate in tennis clinics along with the purchase of PE

equipment. Equity Funding was used to support Professional Development Days for teachers which included Big Write VCOP, Play Is The Way workshops along with CRT replacement.

Expenditure on Casual Relief Teachers has again exceeded our budget (\$62,000) with a cost of \$85,500 in 2019. All teaching staff were afforded their one day per Term Professional Practice Day at a cost of \$23,745. Our Student Resource Package has ended the year with a deficit of \$35,012 which will be recouped in 2020 by DET.

Overall, the school remains in a sound financial position allowing it to expand to 12 classrooms along with Specialist teachers. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were maintained and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within budget.




For more detailed information regarding our school please visit our website at
<http://www.castlemainenorthps.vic.edu.au>

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 262 students were enrolled at this school in 2019, 122 female and 140 male.

ND were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).


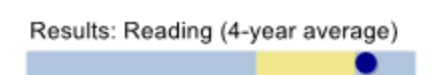





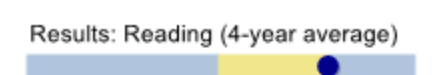

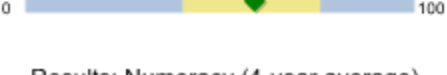


Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Similar </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>59%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	39%	30%	Numeracy	25%	59%	16%	Writing	29%	47%	24%	Spelling	33%	48%	18%	Grammar and Punctuation	27%	52%	21%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Category	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	30%	39%	30%																															
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91%</td> <td>91%</td> <td>93%</td> <td>92%</td> <td>92%</td> <td>90%</td> <td>91%</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91%	91%	93%	92%	92%	90%	91%	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91%	91%	93%	92%	92%	90%	91%										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

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

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,055,529	High Yield Investment Account	\$107,423
Government Provided DET Grants	\$289,247	Official Account	\$22,777
Government Grants Commonwealth	\$8,138	Other Accounts	\$1,324
Government Grants State	\$85,291	Total Funds Available	\$131,523
Revenue Other	\$10,040		
Locally Raised Funds	\$109,496		
Capital Grants	\$33,681		
Total Operating Revenue	\$2,591,421		
Equity¹			
Equity (Social Disadvantage)	\$11,759		
Equity Total	\$11,759		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,090,969	Operating Reserve	\$70,101
Books & Publications	\$4,829	School Based Programs	\$39,040
Communication Costs	\$2,224	Funds for Committees/Shared Arrangements	\$1,710
Consumables	\$38,820	Asset/Equipment Replacement < 12 months	\$20,000
Miscellaneous Expense ³	\$68,694	Maintenance - Buildings/Grounds < 12 months	\$20,759
Professional Development	\$9,829	Total Financial Commitments	\$151,610
Property and Equipment Services	\$154,185		
Salaries & Allowances ⁴	\$132,842		
Trading & Fundraising	\$6,550		
Travel & Subsistence	\$3,255		
Utilities	\$21,183		
Total Operating Expenditure	\$2,533,379		
Net Operating Surplus/-Deficit	\$58,042		
Asset Acquisitions	\$57,532		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

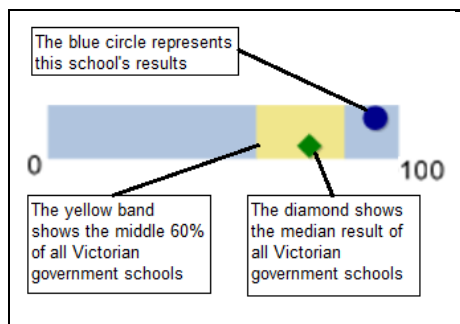
Engagement

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

Wellbeing

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

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

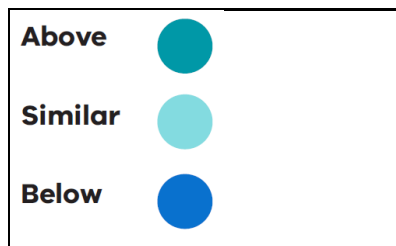


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').