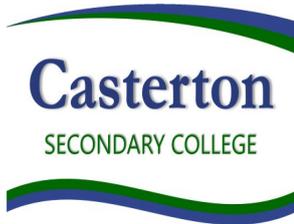


2017 Annual Report to the School Community



School Name: Casterton Secondary College

School Number: 7695



- 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 Regulation 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 2017 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 23 April 2018 at 04:01 PM by Meridith Walker (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 Regulation 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 2017 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 27 April 2018 at 09:04 AM by Greg Johnson (School Council President)

About Our School

School Context

Casterton Secondary College is committed to providing its students with excellence in education while growing and maintaining positive partnerships between the school and the wider community. The College's moral purpose is to achieve the best outcomes for all students, with a focus on promoting responsibility for the acquisition of skills, knowledge and positive personal qualities through a dynamic learning environment that engages students and prepares them for their future. This is achieved through a rich and challenging curriculum at all year levels supported by purposeful teaching, informed assessment processes, broad student participation in a range of academic and extra curricular activities, strong computer literacy and an awareness of the importance of vocational pathway planning and preparation. All students are supported to develop social skills, and positive personal attitudes and values. Mutual respect and positive behaviour underpins our commitment to the achievement of every student. We actively encourage students to become life long learners and support their transition through school and beyond.

Facilities such as the Casterton and District Trade Training Centre, Applied Science Centre and a 16hectare school farm provide opportunities for students to pursue practical and technology subjects and form part of the wide range of curricula offered by the College. Cross-curricula applied learning occurs at all levels with Year 7, 8 and 9 students engaging in STEM activities and challenge days; students develop an understanding of the link between their learning, the world in which we live and employment pathways.

The College currently has 17 teaching staff: 2 principal class, 14.4 teachers; and 10 support staff. In 2018 Casterton Secondary College has 127 students, offering each student educational and careers based opportunities in a small and caring school setting. Primary School enrolments suggest future enrolments will fluctuate.

Framework for Improving Student Outcomes (FISO)

The key improvement strategies linked to the FISO improvement initiatives are:

Professional Leadership:

- **Vision, values and culture:** School vision and values are embedded in everyday practice and interactions of the whole school.

Positive Climate for Learning:

- **Setting expectations and promoting inclusion:** A positive learning environment is fostered by high expectations for learning where students are engaged and motivated.

Excellence in Teaching and Learning:

- **Building practice excellence:** Teacher Performance Development Plans have a line of sight to the school's goals and targets as evidenced through the performance review process. Teachers participate in observations, provide feedback on teaching and receive feedback from students.

The school values are aligned with programs and processes and enhance the school's vision - *Casterton Secondary College is a dynamic learning community, providing unique opportunities and individualised pathways*. The values have been expanded and staff regularly refer to them in their everyday interaction with students. The values are addressed at home group assemblies with students providing the "how".

Our mantra of "*high expectations – no excuses*" aligns with our vision and values and the importance of high expectations and challenging goals for students is communicated to the school community through a variety of forums.

There is a continued improvement in the staff opinion survey – School Climate which is above Region and State means, NAPLAN data: the percentage of Year 9 students in the top three bands in Reading is higher than the State median and Attitude to School Survey shows our students feel connected to the school and are confident with their learning.

Achievement

2017 performance data indicates that the percentage of Year 7 students in the top 3 NAPLAN bands of testing in NAPLAN was lower than the middle 60% of Victorian government secondary year levels in Reading and above in Numeracy.

2017 performance data indicates that the percentage of Year 9 students in the top 3 NAPLAN bands of testing in NAPLAN was higher in Reading than the middle 60% of Victorian government secondary schools and lower than the middle 60% of Victorian government secondary year levels in Numeracy, it was trending upwards.

The 4-year average for Year 9 Reading was above the median of all government secondary year levels, with Numeracy similar to the state median.

The relative learning gain of students from year 7 to 9 indicates 69% of students of year 9 students have made medium to high growth in Reading, Numeracy (77%), Writing (87%), Grammar and Punctuation (91%) and Spelling (87%).

Literacy and Numeracy will remain high priorities for improvement in 2018, with a particular focus on Reading Comprehension, Writing and Numeracy. Course outlines for all learning areas will include literacy components, with a particular focus on reading and comprehension. Writing and reading programs for students in years 7-10 will continue. Participation in the Professional Learning Community initiative in 2018 will support teachers to build their capacity to use data to improve teaching and learning through a cycle of inquiry.

Teacher assessment of students in years 7-10 show that student achievement is similar to the state median in Mathematics and English; school comparison measures indicate students performing at a similar level to students with similar characteristics, although Year 7-10 English is trending down.



Professional learning will support staff with strategies to improve literacy and numeracy. Targeted groups of students in year 7-10 will receive literacy and numeracy support through programs specifically geared to their needs. All Year 7 – 10 students will have an Individual Improvement Plan in English and Mathematics where students will demonstrate twelve months growth on the Victorian Curriculum continuum. The VCE mean study score for 2017 was 33 which was the highest for all Government schools in the South West Region and over a 4-year period the college is performing higher than the middle 60% band of Victorian Government schools in all areas of study. Strategies in place for 2018 to support VCE students includes skills workshops and other relevant seminars and professional learning for all staff. Out of school study sessions, Edrolo program and individual support for student pathways in 2018 will provide additional support.

Engagement

Our student Attitudes to School survey results show our students engage with and enjoy their learning, and feel safe and connected to the school. Average attendance rates over a 4-year period are similar to the state median. Student attendance and connectedness to school continues as a focus for our school's Welfare Team and staff in 2018, who work closely with families and relevant agencies to support students who are at risk of not completing school.

An attendance policy, procedures and parent information brochure articulates student attendance being the responsibility of the whole college community. Regular newsletter articles provide parents/carers with information about the Victorian Government's Attendance Guidelines and Strategies to support their child. The "Attendance Ladder" competition for home groups continues to support improved attendance with all year level attendances above 90% except Year 8 which is 87%. Individual Attendance Plans are developed in consultation with parents/carers and the students identified as being at risk through frequent absences.

Restorative Practices is embraced in the school community and training for new staff was provided in 2017. The success of this model is reflected in a reduction in the number of students being withdrawn from class for inappropriate behaviours. The Student Engagement Policy is reviewed annually, and outlines the school's commitment to maintaining and increasing our students' feelings of safety and wellbeing within their school environment.

In 2018 the college will implement a variety of flexible learning programs to improve student engagement and retention, including: Individual Attendance Improvement Plans and intervention meetings for students at risk of not completing year 12; and regular parent/student information nights and parent/teacher interviews will increase the levels of engagement with parents/carers.

Wellbeing

The 2017 average retention rate of students who remained at school from Year 7 to Year 10 is similar to the middle 60% of schools and over a 4-year average is similar to like schools. Students engage in learning in an applied way and the local and wider community supports our students in a variety of ways including: work placements, developing community based programs and providing expertise in other areas related to the course of study.

The percentage of Year 10-12 students in 2017, exiting to go onto further studies or fulltime employment is lower than the state median of all Government schools, with the 4-year average being similar. This measure uses 2016 data that was recorded as "unknown".

Student learning pathways were broadened in the Post Compulsory years with combinations of VCE studies, VCAL, School Based Apprenticeships and Structured Workplace Learning.

A whole school Careers Framework and Action Plan has been implemented with all students 7-12 engaging in a careers program and reported on annually. The Careers Coordinator provides ongoing pathways support to all students throughout the year and beyond. Student transition into, through and beyond school and individual pathways for all students continue to be a priority with students receiving ongoing individual support beyond the completion of year 12.

Intensive careers counselling and work experience opportunities continue to be a focus in 2018 for senior school students. Links with business are firmly established, regularly reviewed and strengthened.

"Start-up" classes commence at the end of the year in preparation for 2018.

In 2018 all students will engage in a pastoral care program focused on wellbeing and developing study skills and strategies, all of which are important to achieving success.

Students enrolling in Year 7 are assisted by a comprehensive Transition Program that operates throughout the year in partnership with our feeder primary schools. In 2018, the transition program will continue in a similar format, with a review in term 4.

Senior school students engage in blended learning opportunities including distance education and our "virtual classroom", providing students with choice at year 11 and 12.

In 2018, Year 12 Mathematics Methods is being delivered from Heywood Secondary College.

For more detailed information regarding our school please visit our website at www.castertonsc.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 Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 144 students were enrolled at this school in 2017, 75 female and 69 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 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</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> Higher Higher Lower Similar

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year 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>	<p>Reading Low: 29%, Medium: 43%, High: 29%</p> <p>Numeracy Low: 31%, Medium: 46%, High: 23%</p> <p>Writing Low: 23%, Medium: 62%, High: 15%</p> <p>Spelling Low: 23%, Medium: 38%, High: 38%</p> <p>Grammar and Punctuation Low: 31%, Medium: 46%, High: 23%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>	<p>Reading Low: 32%, Medium: 37%, High: 32%</p> <p>Numeracy Low: 23%, Medium: 59%, High: 18%</p> <p>Writing Low: 14%, Medium: 64%, High: 23%</p> <p>Spelling Low: 14%, Medium: 82%, High: 5%</p> <p>Grammar and Punctuation Low: 9%, Medium: 64%, High: 27%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score is 50, state mean is 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score is 50, state mean is 30.</p>	<p> Higher</p> <p> Higher</p>
<p>Students in 2017 who satisfactorily completed their VCE: 100% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 47% VET units of competence satisfactorily completed in 2017: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 96%</p>		

Performance Summary

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

Engagement	Student Outcomes	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>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="568 958 1023 1048"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>92 %</td> <td>87 %</td> <td>92 %</td> <td>93 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	92 %	87 %	92 %	93 %	96 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	92 %	87 %	92 %	93 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p> Lower</p> <p> Similar</p>												



Performance Summary

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

Wellbeing	Student Outcomes	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>Results: 2017</p>	<p>● Higher</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>Results: 2017</p>	<p>● Higher</p>

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)

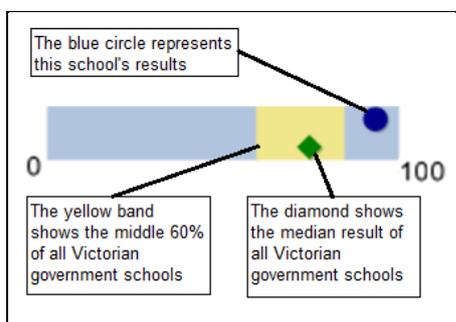
Engagement

- 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).

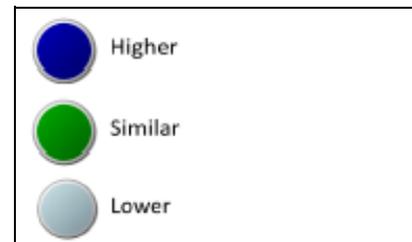


What does *School Comparison* refer to?

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 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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017, we received a cash grant of \$549,904, which was expended across all targeted key learning areas in our 2017 annual budget. Other departmental grants that we received are Advance, TTC funding, Apps for inclusive education and CRT support totalled \$35486. Other revenue received included: Bank Interest \$19931, Stadium Maintenance grant \$7,051, Camps/Excursions \$40306, Canteen & Uniform Shop \$62895, Hire of Facilities \$7725; we also held some fundraising activities that totalled \$2381. The school's financial commitments include targeted programs and provision accounts, such as: a computer replacement fund, NPP Literacy & Numeracy, Planned Maintenance funds, bus replacement, Long Service Leave, etc. Some of the larger expenditure items in 2017 included the Building Better Schools initiative, VETiS Courses, bank of laptop computers and Ipads, New carpet in Uniform shop, Replacement of front fence, Drone for STEM & Clickview. Other expenses in 2017 included a variety of materials for our Applied Science Centre, STEM, staff professional development, staff and student resources and other general school expenses like utilities and communication costs. All surplus funds from 2017 have been committed in the school 2018 annual budget

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,445,309	High Yield Investment Account	\$411,307
Government Provided DET Grants	\$575,665	Official Account	\$16,160
Government Grants State	\$9,725	Other Accounts	\$500,121
Revenue Other	\$73,530	Total Funds Available	\$927,588
Locally Raised Funds	\$169,487		
Total Operating Revenue	\$3,273,716		
Equity¹			
Equity (Social Disadvantage)	\$230,140		
Equity (Catch Up)	\$12,572		
Equity Total	\$242,712		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,311,190	Operating Reserve	\$109,801
Books & Publications	\$3,840	Maintenance - Buildings/Grounds incl SMS<12 months	\$70,473
Communication Costs	\$15,421	Revenue Received in Advance	\$24,604
Consumables	\$144,546	School Based Programs	\$174,189
Miscellaneous Expense ³	\$122,555	Provision Accounts	\$548,521
Professional Development	\$26,014	Total Financial Commitments	\$927,588
Property and Equipment Services	\$209,602		
Salaries & Allowances ⁴	\$93,749		
Trading & Fundraising	\$85,280		
Travel & Subsistence	\$7,344		
Utilities	\$39,590		
Adjustments	(\$1,058)		
Total Operating Expenditure	\$3,058,073		
Net Operating Surplus/-Deficit	\$215,643		
Asset Acquisitions	\$56,325		



- (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 05 March 2018 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.