2016 Annual Report to the School Community

School Name: Casterton Secondary College

School Number: 7695

Name of School Principal:	**Meridith Walker**
Name of School Council President:	**Greg Johnson**
Date of Endorsement:	**[24/4/17]**

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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. 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 and 8 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 21 teaching staff: 2 principal class, 18.3 teachers; and 9.4 support staff.

In 2017 Casterton Secondary College has 142 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:
Building practice excellence: Develop an agreed whole school literacy program with a focus on improving teaching strategies, which is implemented across all classrooms
Building leadership teams: Participate in Building Better Schools program and Create a School Improvement Team to lead this work

Building Better Schools program is an evidence-based program that empowered staff and provided them with an opportunity to develop personally and professionally. The goal was to build teacher capacity to facilitate student growth across all areas of the curriculum through a shared, consistent and targeted approach.
A 3-year plan for the implementation of a whole school literacy program, linked to Literacy Policy, was developed. All teachers have evidence of ongoing literacy and data conversations, strategies and analyses; embedded in performance and development process.
There was an improvement in the staff opinion survey, NAPLAN data: student growth and Attitude to School Survey that shows students are motivated feel connected to the school and are confident with their learning.

Achievement

2016 performance data indicates that the percentage of Year 7 students in the top 3 bands (bands 4-9) of testing in NAPLAN was similar to the middle 60% of Victorian government secondary year levels and trending upwards in Reading and Numeracy.
The 4-year average for Year 7 Reading and Numeracy is also similar to the state median.
2016 performance data indicates that the percentage of Year 9 students in the top 3 bands (bands 5-10) of testing in NAPLAN was higher in Reading than the middle 60% of Victorian government secondary schools and although similar to 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 students in year 9 have made medium to high growth in Spelling (71%), Numeracy (76%), Writing (57%), Grammar and Punctuation (77%) and Reading (90%). These results reflect a pleasing improvement since 2014 in all areas except Writing.
Literacy and Numeracy will remain high priorities for improvement in 2017, with a particular focus on Reading Comprehension, Writing and Numeracy. Course outlines for all learning areas will include a literacy component, particularly writing, and a focus on the use of data to improve teaching and learning and inform planning will continue in 2017.
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.
VCE mean study scores for 2016 have shown that the college is performing higher than the middle 60% band of Victorian Government schools in all areas of study over a 4-year average. Strategies in place for 2017 to assist students in VCE includes skills workshops and other relevant seminars. Out of school study sessions, Edrolo program and individual support for student pathways in 2017 will provide additional support.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☒ AusVELS ☐ Victorian Curriculum ☐ A Combination of these

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 and trending up. Student attendance and connectedness to school continues as a focus for our school's Welfare Team and staff in 2017, 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 year 7, 10, 11 and 12 attendances above 90%; Year 8 is 87% and Year 9 86%. 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 2016.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 2017 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 2016 average retention rate of students from Year 7 to Year 10 is higher than the middle 60% of schools and over a 4-year average although similar is trending towards high. 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 2016, exiting to go onto further studies or fulltime employment is below the state median of all Government schools, with the 4-year average being similar. This measure uses 2015 data that wasn't entered accurately.
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. 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; students receive ongoing individual support beyond the completion of year 12.
Intensive careers counselling and work experience opportunities continue to be a focus in 2017 for senior school students. Links with business are firmly established, regularly reviewed and strengthened.
2017 classes commenced at the end of the year in preparation for 2017.

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 2017, 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 2017, 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 164 students were enrolled at this school in 2016, 80 female and 84 male.
There were 0% of EAL (English as an Additional Language) students and 2% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

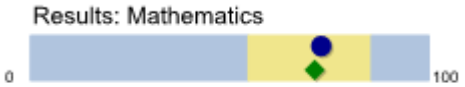
School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

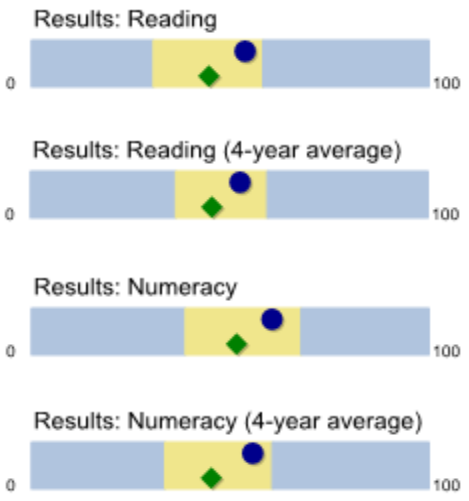
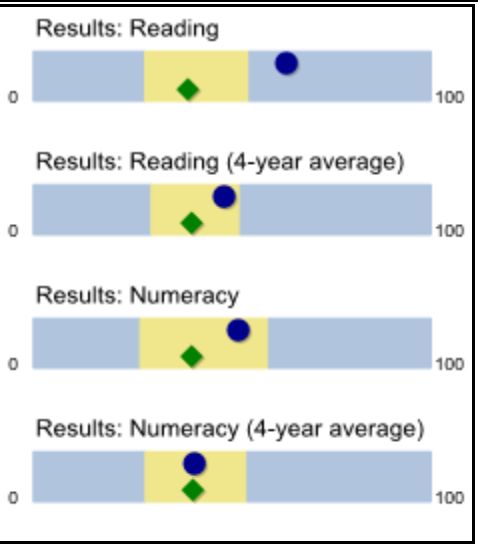
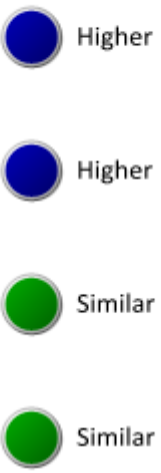
Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	 	

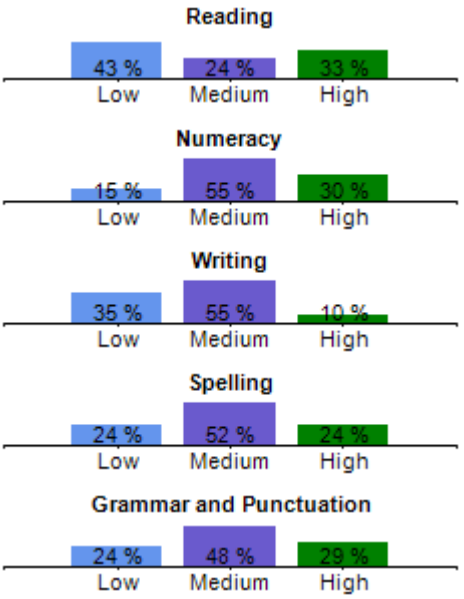
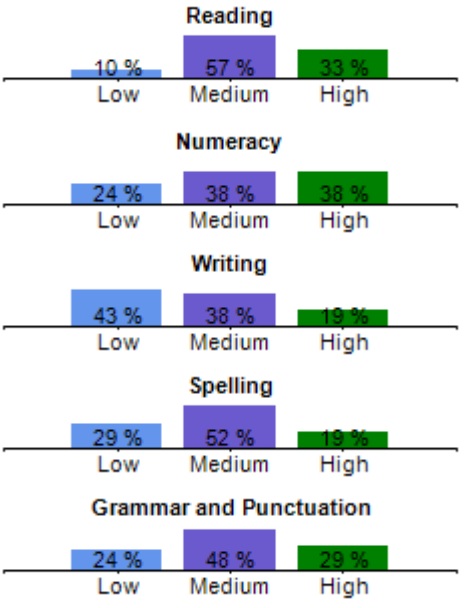
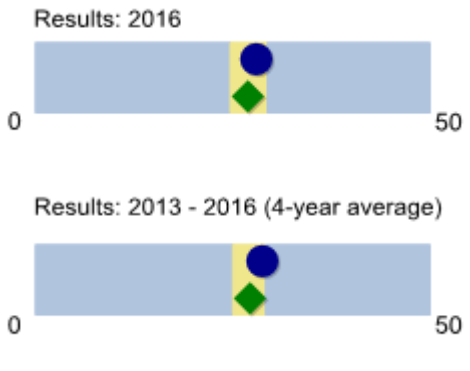
Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4-9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5-10.		

Performance Summary

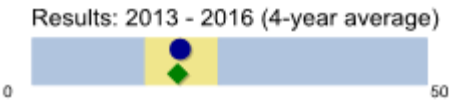
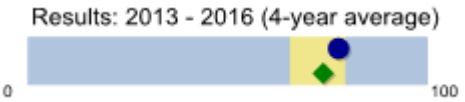
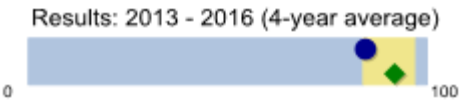
Key: Range of results for the middle 60 % of Victorian government secondary year levels:
Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.		NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.		NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.		

Students in 2016 who satisfactorily completed their VCE: 89%
Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 36%
VET units of competence satisfactorily completed in 2016: 99%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 95%

Performance Summary

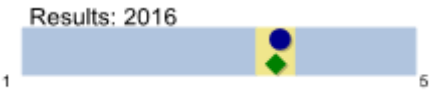
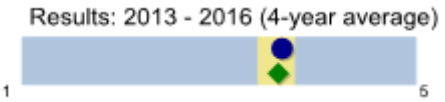
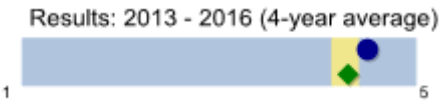
Key: Range of results for the middle 60 % of Victorian government secondary year levels:
Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	 Low absences <------> high absences  Low absences <------> high absences	
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	 	
Students exiting to further studies and full-time employment Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year.	 	

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
93 %	87 %	86 %	90 %	93 %	94 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	 	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	 	Similar Higher

How to read the Performance Summary

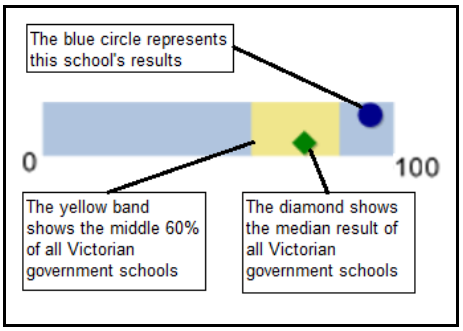
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

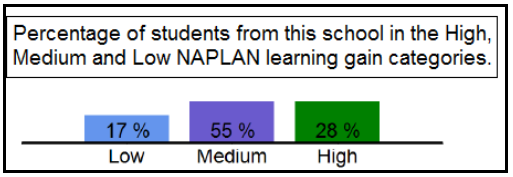
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

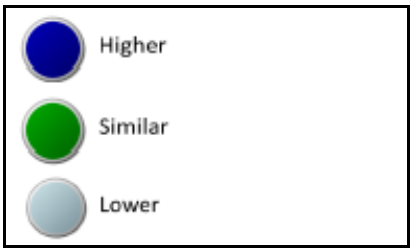
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$2,553,768
Government Provided DET Grants	$578,983
Government Grants State	$1,373
Revenue Other	$86,948
Locally Raised Funds	$172,406
Total Operating Revenue	**$3,393,478**

Expenditure	
Student Resource Package	$2,361,736
Books & Publications	$4,858
Communication Costs	$18,045
Consumables	$124,489
Miscellaneous Expense	$105,929
Professional Development	$21,066
Property and Equipment Services	$258,820
Salaries & Allowances	$96,283
Trading & Fundraising	$69,351
Travel & Subsistence	$4,022
Utilities	$45,567
Total Operating Expenditure	**$3,110,167**
Net Operating Surplus/-Deficit	**$283,311**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$375,095
Official Account	$18,563
Other Accounts	$500,121
Total Funds Available	**$893,780**

Financial Commitments	
Operating Reserve	$105,040
Maintenance - Buildings/Grounds incl SMS<12 months	$100,328
Revenue Receipted in Advance	$13,211
School Based Programs	$395,863
Provision Accounts	$189,338
Asset/Equipment Replacement > 12 months	$90,000
Total Financial Commitments	**$893,780**

In 2016, we received a cash grant of $473,854, which was expended across all targeted key learning areas in our 2016 annual budget. Other departmental grants that we received for Advance, SIPS uplift, STEM program, TTC funding and CRT support totaled $91,273.
Other revenue received included: Bank Interest $20,502, Stadium Maintenance grant $7,051, Mentoring Program grant $500, Camps/Excursions $42,624, Canteen & Uniform Shop $55,354; we also held some fundraising activities that totaled $6669. The school's financial commitments include targeted programs and provision accounts, such as- computer replacement fund, NPP Literacy & Numeracy, Planned Maintenance funds, bus replacement, Long Service Leave, etc. Some of the larger expenditure items in 2016 included the Building Better Schools initiative furniture for classrooms, bank of laptop computers, setting up of the uniform shop, tanks, dam and fencing for the farm. Other expenses in 2016 included a variety of materials for our Applied Science Centre, staff professional development, staff and student resources and other general school expenses like utilities and communication costs. All surplus funds from 2016 have been committed in the school 2017 annual budget.

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.