**2020 Annual Report to**

**The School Community  
  
School Name: Casey Fields Primary School (5570)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2020 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 31 March 2021 at 12:11 PM by Cameron Heath (Principal) |

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| The 2020 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. |
| Attested on 19 April 2021 at 08:56 PM by Errin Meates (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’).

**About Our School**

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| School context |
| Casey Fields Primary School was officially opened by the Hon James Merlino (Deputy Premier) and Pauline Richards (Federal member for Casey) on January 28, 2020. The school started with an enrolment of 340 students growing to 379 students by the end of the year. Casey Fields Primary School is located 5km from the heart of Cranbourne on Chapleton Road within the Livingston Estate.   Casey Fields Primary School’s vision is to develop a school that embraces its community and is inclusive of all cultures. We are on the journey to ‘Create a school no one wants to leave’   The school has developed and continues to implement the DNA of Casey Fields Primary School by the use of the words Aspire, Unite, Explore as the springboards to an education where students have agency and voice in their learning.   A focus on building a sense of community through the development of positive relationships across our school has strengthened links between the school and home. Student wellbeing programs provide a strong and ongoing focus on building relationships, support, and a positive learning culture.  In 2020, our enrolment was 379 students with a rapid growth anticipated in the next 2 – 5 years. The school has state of the art buildings catering to the needs of all students. Learning communities and other buildings are located around our learning street, allowing for a connection from indoor learning to outdoor learning as well as giving the students and teachers a central gathering and play area. We have a specialist pavilion housing Art, STEM, and Food Tech and a Sports and Performing Arts area that houses Physical Education and Music. All students participate in a session of Music, Art, PE, and STEM each week.  In 2020 we had an enrolment of 379 with a dedicated staff consisting of 1 Principal, 2 Assistant Principals, 19 teachers, 5 Education Support staff (4.2 EFT), and 1 Business Manager. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020 our school’s Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Building Practice Excellence and Curriculum Planning and Assessment.  This included:  • Development of an evidence-based school-wide pedagogical model • Development of the Casey Fields Primary School Philosophy for Teaching and Learning • Creation of an evidence-based Casey Fields Primary School Curriculum Compendium • Design Thinking inquiry units developed using Hexagonal Curriculum Mapping • Development of school-wide, consistent planning templates • Development of the Casey Fields Primary School Assessment Schedule and accompanying tools • Creation of a school-wide student achievement data tracker • Staff professional learning of formative assessment strategies • Appointment of Literacy and Numeracy Learning Specialists for 2021  To support the implementation of these KIS, a series of professional learning sequences were designed and delivered to staff by our Curriculum Assistant Principal and Literacy and Numeracy leaders. All staff learning experiences were designed based on the High Impact Teaching strategies. Our work in both Literacy and Numeracy has been centered on the effective use of data to support the planning and delivery of differentiated workshops. The workshop approach is fundamental to our long-term goals for maximizing the potential of our 21st Century Flexible Learning Spaces |
| Achievement |
| As our school opened in 2020 our student growth, achievement data need to be measured using benchmarked assessments rather than teacher judgments against the Victorian Curriculum.   The interruptions due to COVID-19 made tracking student growth very challenging in 2020. Being a new school provided an extra level of challenge as we were unable to draw upon previous year’s assessments to identify our student's starting points for learning.   Based on our Essential Assessment data student achievement growth in maths number, measurement and statistics, and probability our student growth in the 2020 school year was an average of 6 months. In reading, our Literacy Pro Assessment Data showed an average of 12 months growth from years 2 – 6.  Our teacher judgments from Semester 2, 2020 showed that:  • 62% of our students were achieving at or above the level in reading • 55% in writing  • 58% in maths (number) • 33% of our student population were assessed against the Victorian EAL curriculum and are therefore not included in this data.   With the introduction of the tutoring program in 2021, we will be using diagnostic student assessment to target students who we have identified as candidates for the initiative. Our teacher’s knowledge and skillset in the workshop approach continues to strengthen and grow, this, in turn, will allow for greater point-of-need teaching and higher levels of learning in the core subject of literacy and numeracy. |
| Engagement |
| As a new school, with students coming to us from a number of different schools in our area a key priority for 2020 was to create a culture of inclusiveness and belonging. Our teaching and learning models centered on Learning Communities and collective ownership, further enhancing the sense of ownership and connectedness.   Due to COVID-19, the school moved into the first period of remote learning in late-term one. To encourage engagement our school implemented a ‘Wellbeing Wednesday’ based on student choice and opportunities to connect with their peers and teachers. In addition to this, our school timetabled a ‘Specialist Day’, which provided students with interactive, authentic tasks from the specialist curriculum.   When we were faced with the second period of remote learning in term 3 we strategically redesigned our programs, responding to student, parent, and teacher feedback with an emphasis on increasing levels of student engagement and attendance.  We achieved this by:  • Scheduling 2 live, synchronous learning sessions per class, per day • Allocating an hour per day of ‘Student Check-in Time’ with a focus on making contact with students who were not engaging in remote learning • Switching our Prep digital learning platform from Google Classroom to ‘Seesaw’ allowed easier accessibility and interaction for our prep students and families.   Across the school, we saw the number of students attending 100% of lessons in remote learning increase from 6% in term 2 to 33% in term 3. In addition to this, we saw an increase in the number of students attending 80% or more of lessons from 66% in term 2 to 77% in term 3.   During the remote learning periods, our staff continued their professional learning by undertaking a staff practitioner inquiry on student voice and agency. Staff worked in teams, using the Design Thinking process to look deeply into the topic and creatively develop ideas and strategies to promote student voice and agency at our school.   Another strategy we implemented to increase connectedness to school was the introduction of a ‘Breakfast Club’ each morning before school. This club has been a genuine success with numbers reaching 50 or more most days. We have seen that this initiative has had a positive effect on the number of students arriving on time to school and, like our Wellbeing Hub, has provided our students with an opportunity to build positive connections with their peers and members of our staff.   Finally, we developed our student leadership program in 2020, which provided our senior students with a chance to take on leadership roles and responsibilities and have input into the issues that affect their experiences, and the experiences of their peers at our school. |
| Wellbeing |
| During 2020 we started to plan and implement different initiatives and programs focusing on student and staff wellbeing. Due to Remote and Flexible Learning occurring in 2020, the wellbeing of everyone within the CFPS community was vital and become a priority for CFPS. The leadership team made sure they did regular check-ins with our staff. Our teachers did an outstanding job at doing regular check-ins with their students and their families. Teachers ensured they notified the Principal Team of any families or students they had concerned about. These were always followed up in a timely manner.   During Remote and Flexible Learning we were able to include Wellbeing Wednesday where the main focus was on student and family wellbeing. Our Wellbeing Officer planned and uploaded different lessons around SWPB and our school values. Families reported that these sessions and days were valuable, as it encouraged families to complete small tasks together and students were not having to be online to access the content.   During Term 2, when students returned on site, we felt the need to implement SWPB as a Specialist subject for our Prep – year 4 students. We also allocated an area for a Wellbeing Hub, which students could access during certain Recess and Lunchtimes. Moving into 2021 we have continued to make SWPB a specialist subject for our Year 3-6 students and have the Wellbeing Hub accessible for our students.   Throughout the year CFPS gained access to different services such as;    having Lookout to provide professional learning for our staff when dealing with students who may have experienced trauma  DET school nurse regularly liaising with Prep teachers and offering referrals to other Allied Health services  allowing different Allied Health Professionals to observe and work with individual students within their learning environment  developing a partnership with the Food Bank which supplied food for our breakfast club and food hampers for families in need  worked alongside a DET representative to establish our SWPB matrix  Throughout the year, the Assistant Principal worked closely with our Key Contact Worker from DET. As the year progressed we felt a need to streamline the SSS referral process, as there were a number of students who were being flagged by their teachers. |
| Financial performance and position |
| Casey Fields Primary School maintained a sound financial position throughout 2020 despite the challenges of a “Covid Year” and being in its first year of operation.   In its inaugural year, Casey Fields Primary School began to establish a budget trend, which along with the school's Strategic Plan and Annual Implementation Plan will assist School Council in budgeting and financial decision making for the coming years.   Casey Fields Primary School concluded 2020 with a surplus of $206,406. This was achieved through careful budgeting and regular monitoring of income and expenditure, as well as the receipt of the new schools establishment grant and an amount of $80,000.00 in financial assistance from DET which is being paid back via deductions to Casey Fields Primary School’s quarterly grants. The $80,000.00 was used to assist in the management of cash flow and to ensure adequate curriculum requisites were able to be purchased for the unprecedented number of first-year enrolments. This amount is due to be paid back in full after Term 2 2021. Funding was also received through the Sporting Schools Grant. This funding was used to purchase Physical Education class equipment.   The school also received equity funding which allowed the implementation of a strong Professional Development program developed around Casey Fields Primary School’s Strategic Plan.   All funds received from the Department, or raised by the school, have been expended or committed to subsequent years, to supports 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.  In the year 2020 Casey Fields Primary School entered into various contracts including arrangements for waste management, out of hours school care, the lease of photocopiers and classroom ICT equipment, grounds maintenance, and mobile phone services for the Principal, Assistance Principal, and school. |
| **For more detailed information regarding our school please visit our website at** [**https://www.caseyfieldsps.vic.edu.au**](https://www.caseyfieldsps.vic.edu.au) |

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 359 students were enrolled at this school in 2020, 180 female and 179 male.

58 percent of students had English as an additional language and NDP 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: NDA

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 89.0% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 86.4% |
| State average: | 77.8% |

ACHIEVEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

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

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 88.9% |
| Similar Schools average: | 80.6% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 84.3% |
| Similar Schools average: | 79.3% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 26.7 | 26.7 |
| Similar Schools average: | 19.0 | 18.2 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 86% | 89% | 87% | 86% | 86% | 83% | 81% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 88.4% | 88.4% |
| Similar Schools average: | 80.4% | 82.7% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 86.9% | 86.9% |
| Similar Schools average: | 76.1% | 80.5% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,772,689 |
| Government Provided DET Grants | $567,384 |
| Government Grants Commonwealth | $11,700 |
| Government Grants State | NDA |
| Revenue Other | $8,546 |
| Locally Raised Funds | $118,729 |
| Capital Grants | NDA |
| Total Operating Revenue | **$3,479,048** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,710,877 |
| Adjustments | NDA |
| Books & Publications | $11,925 |
| Camps/Excursions/Activities | $1,419 |
| Communication Costs | $2,717 |
| Consumables | $136,269 |
| Miscellaneous Expense 3 | $8,624 |
| Professional Development | $50,617 |
| Equipment/Maintenance/Hire | $114,940 |
| Property Services | $25,276 |
| Salaries & Allowances 4 | $5,064 |
| Support Services | $90,974 |
| Trading & Fundraising | $5,308 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $46,822 |
| Total Operating Expenditure | **$3,210,830** |
| Net Operating Surplus/-Deficit | **$268,218** |
| Asset Acquisitions | **$32,876** |

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 02 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $130,521 |
| Official Account | $13,056 |
| Other Accounts | NDA |
| Total Funds Available | **$143,576** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $79,500 |
| Other Recurrent Expenditure | $462 |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $10,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $44,500 |
| Capital - Buildings/Grounds < 12 months | $48,000 |
| Maintenance - Buildings/Grounds < 12 months | $39,400 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$221,862** |

*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.*