

2022 Annual Report to the School Community

School Name: Casey Fields Primary School (5570)



- 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 of the previous calendar year 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 27 April 2023 at 10:11 AM by Cameron Heath (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 31 July 2023 at 03:39 PM by Errin Meates (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

School context

Located 5km from Cranbourne East in the Livingston Estate on Chapelton Road, Casey Fields Primary School (CFPS) has a growing student population of 712. The school has a dedicated staff comprising 3 Principal Classes, 40 teachers, 13 Education Support staff, 1 Business Manager, and 3 full-time office staff. CFPS boasts state-of-the-art buildings that cater to the needs of all students. The learning communities and other buildings surround a learning street, which allows for a seamless connection between indoor and outdoor learning, while also providing a central gathering and play area for students and teachers. In 2022, CFPS expanded with the addition of two new buildings, one, a double portable housing our year 1 classrooms and an ART room housing intervention and overflow classes.

All students participate in Music, Art, PE, LOTE, and STEM classes each week. The school places a strong emphasis on building a sense of community through positive relationships across the school, strengthening the links between school and home. Student well-being programs prioritise building relationships and supporting a positive learning culture. CFPS continues to focus on implementing its DNA, using its core values of Aspire, Unite, and Explore as the foundation for student agency and voice in their learning. The school's vision is to create an inclusive community that embraces all cultures.

Progress towards strategic goals, student outcomes and student engagement

Learning

During the past academic year, our focus in Literacy has been on spelling and vocabulary, which is a crucial area for our learners, many of whom come from non-English speaking backgrounds. Our Literacy Learning specialist designed professional learning sessions to help teachers expand upon student vocabulary through Structured Word Inquiry and Language Experiences, coinciding with explicit instruction on SMART Spelling, which was rolled out in Term 1. Our aim was to improve student achievement across all areas of Literacy. As a result of our work, we achieved outstanding results in our NAPLAN assessments with 57% of our students in Year 3 and 34% of our students achieving in the top two bands for spelling. These results sit well above the network average. In addition to this 44% of our students in Year 3 and 29% of our students achieving in the top two bands for spelling. Once again achieving higher than the network average.

In Numeracy, we designed and rolled out extensive staff professional learning in Semester 2. We focused on our Numeracy approach within our Instructional Model and Maths Mindsets, Key Maths Vocabulary, Open Ended Tasks, and Enabling and Extending prompts. Regular learning walks, coaching sessions, and PLC check-ins allowed us to monitor the impact of our work. Pleasingly, our work was reflected in an increase in students making at or above the expected growth in Maths (Number) from 59% in 2021 to 72% in 2022.

Throughout the year, our staff created engaging and authentic units of inquiry using the Hexagonal Mapping process and Design Thinking approach. It was inspiring to see our students showcase their critical and creative thinking skills in these units..

Wellbeing

Student wellbeing has remained a top priority in 2022. Our PLC leaders have been closely monitoring and reviewing student wellbeing data, engaging in discussions with their teams to identify and address the needs of their students. To further support our students' wellbeing, we have also begun upskilling our teachers in conducting a restorative approach with their students, both as a home group teacher and Crew leader. Our local Student Support Services (SSS) allied health professionals team has been actively involved, meeting with our Assistant Principal regularly to discuss individual student needs and develop effective strategies to address them.

To assist our students in recognising and articulating their emotions and developing strategies to manage them, our junior classrooms have adopted a Zones of Regulation approach. This approach has proven effective in helping students understand and regulate their emotional states, and has been well-received by both our students and teachers. By encouraging our students to recognise and regulate their emotions, we aim to provide them with the skills and confidence necessary to manage their wellbeing in a positive and effective way. We are committed to promoting student wellbeing throughout our school, and will continue to work collaboratively with our teachers, PLC leaders, and SSS professionals to provide the best possible support to our students.

The impact of our efforts in this area can be seen through the positive responses of our students. According to the Student Attitudes to School Survey, our students demonstrated a 70% positive endorsement of 'life satisfaction', and a 70% positive endorsement of 'emotional awareness and regulation'. These results indicate that our work in promoting emotional wellbeing and life satisfaction amongst our students has been effective, and we will continue to prioritise these areas moving forward.

Engagement

Our Crew program has continued to evolve as a key driver of student engagement at Casey Fields Primary School. Inspired by the work of Ron Berger and the XP school in Doncaster, Crew has been rolled out slowly over time to ensure that it is embedded deeply into the school's culture. All students and staff at Casey Fields Primary belong to a Crew, and it is through these groups that social connections are formed, and a sense of belonging is fostered. Crew has also been a key driver of the school's D.N.A, Aspire, Unite, and Explore. By participating in Crew, students have had the opportunity to develop their aspirations, build strong relationships, and explore their interests in a supportive and collaborative environment. Ultimately, Crew plays a crucial role in creating a positive school culture and ensuring that every student feels connected and valued at Casey Fields Primary.

During Term 3, all CREWs held regular meetings, but in Term 4, our CREW time has been limited. Every student is a member of a CREW, and through these sessions, students have developed a greater sense of belonging and made connections with both their peers and CREW leaders. We have established a consistent structure for CREW that aligns with our school's D.N.A. Furthermore, to enhance student voice within the school, we have introduced the role of CREW ambassadors for students in Years 3 to 6 in 2023. These ambassadors will form the school's first Student Representative Council, providing opportunities for student leadership. As part of the application process, students were required to submit a short video, and 18 students will be selected from our 6 houses, which are all part of our CREWs.

Throughout this year, a range of curricular and extracurricular opportunities have been provided to our students. These opportunities have included inter-school sports competitions, sports clinics, 'Wakakirri' dance competitions, external music lessons, coding, chess competitions, and a variety of other activities.

The results of our efforts in this area are evident in the positive responses of our students. In the Student Attitudes to School Survey, our students showed an 86% positive endorsement of 'sense of inclusion', and an 80% positive endorsement of 'school connectedness'. These results highlight the success of our work in promoting a positive and inclusive school environment for our students.

Other highlights from the school year

Despite being an incredibly busy year, there has been many highlights and 'firsts' in 2022 at Casey Fields Primary School. The School Review in Term 2 was a standout moment as it provided an opportunity for the school to demonstrate its programs and initiatives to the review team, who responded with overwhelmingly positive feedback. This review culminated in the design of the School's 4-year Strategic Plan, which will enable the school to focus on its next steps in the journey. The school's strategic approach to recruitment has also played a vital role, with several new and talented staff members joining the team and maintaining the high standards set by the existing staff.

The lifting of COVID-19 restrictions has allowed the school to host school camps for the first time, which was a real highlight for the students who were able to develop lifelong memories and connections with their peers. Additionally, the school's participation in the Wakakirri dance competition was another first and was an exciting experience for the students. The school's inter-school sports teams also performed admirably, with the Girls Volleyball team even making it to the state final. Importantly, 2022 saw the school opening up to the community with many events taking place, such as parent morning teas, Christmas concerts, and our first-ever colour run.

Financial performance

Casey Fields Primary School maintained a strong financial position in 2022. Since opening, Casey Fields PS has conserved a surplus in both SRP and cash budget. Casey Fields experienced cash flow strain towards the end of 2022 due to extreme pressure on the CRT budget. To alleviate this and ensure the bank accounts remained in the black over the break, an out of cycle credit-to-cash was granted.

Throughout 2022 Casey Fields School Council continued the contract for OSCH with TeamKids, this contract is due for renewal in 2023. Contracts continued for PSW for the supply of uniforms and Premier Waste for the collection of refuse. The new contacts included, Viatek for printers and Zero3 for an upgraded phone system.

In 2022 the school received funding for equity, Sporting Australia grants, SoundFields reimbursements, new portable furniture funding and a playground grant. In addition to this we held several fundraisers, the most successfully being a Colour Run which raised \$18,000.

The completion of the new playground required us to contribute additional funds, of over \$50,000.

As a rapidly growing school we have a considerable furniture budget. In 2022 procurement of furniture exceeded \$100,000. The provision of CRT's was also extraordinary. Our annual budget was \$150,000, by December we had expended over \$250,000.

For more detailed information regarding our school please visit our website at
<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 2.0 (FISO 2.0).

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 690 students were enrolled at this school in 2022, 332 female and 358 male.

56 percent of students had English as an additional language and 1 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).

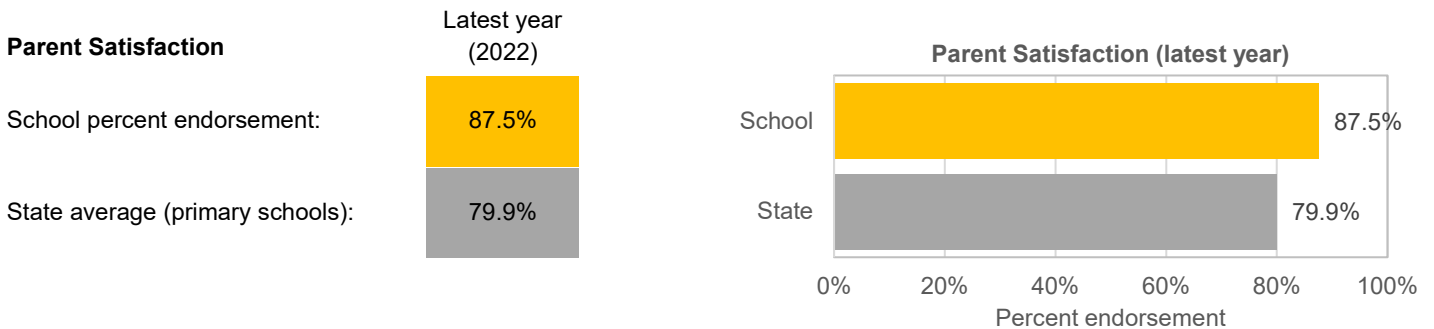
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

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.

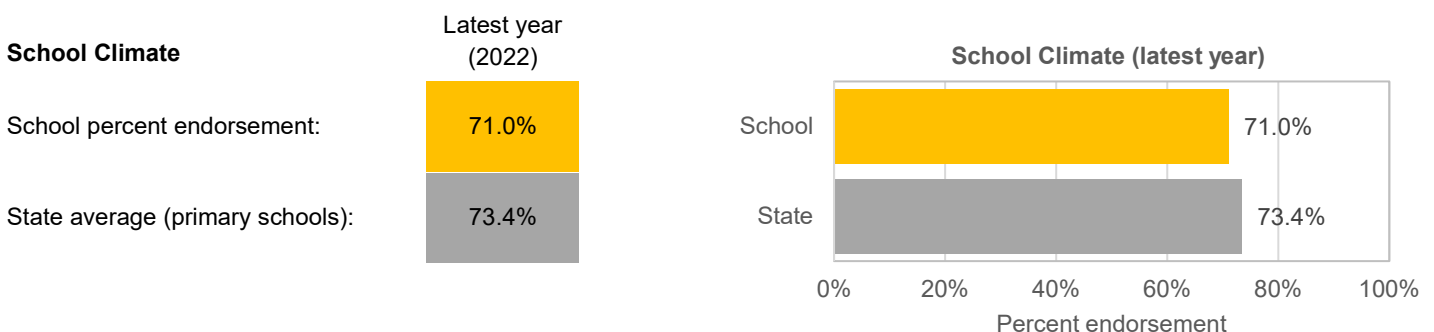


School Staff Survey

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.



LEARNING

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.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

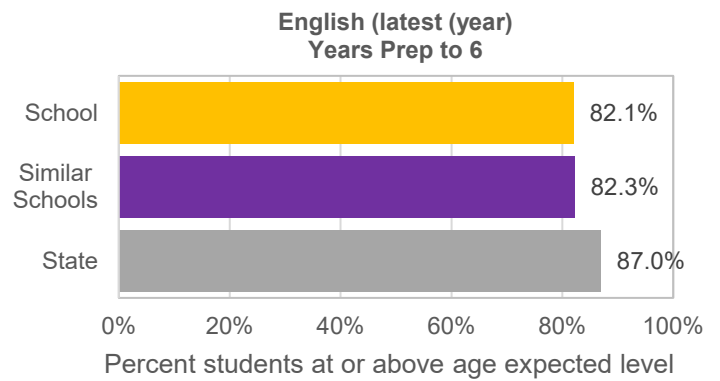
82.1%

Similar Schools average:

82.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

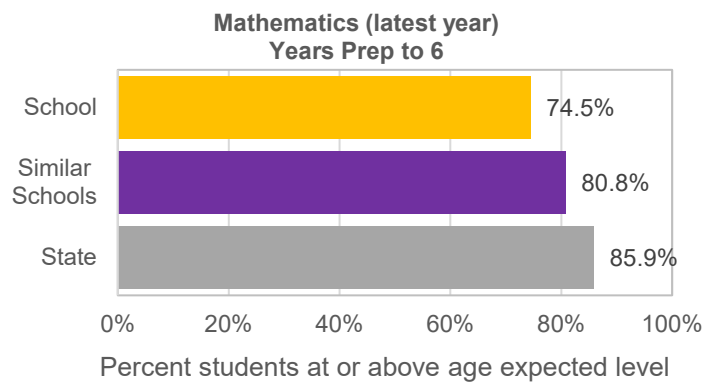
74.5%

Similar Schools average:

80.8%

State average:

85.9%



LEARNING (continued)

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.

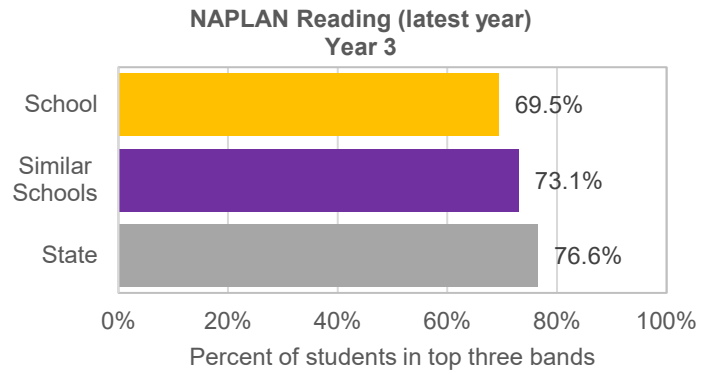
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

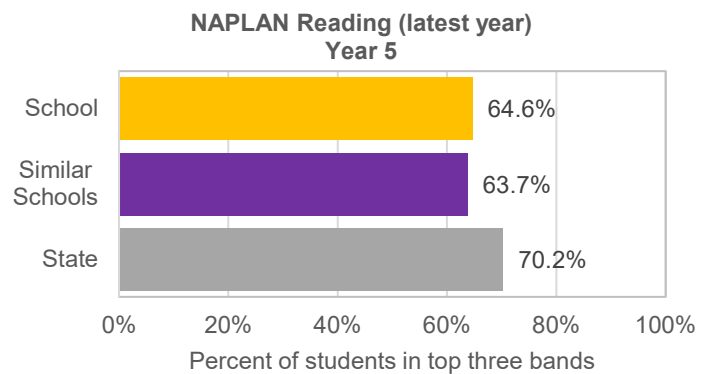
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.5%	68.7%
Similar Schools average:	73.1%	72.7%
State average:	76.6%	76.6%



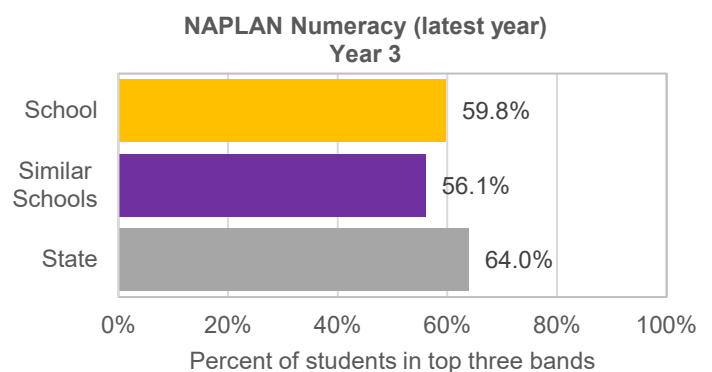
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.6%	62.9%
Similar Schools average:	63.7%	63.1%
State average:	70.2%	69.5%



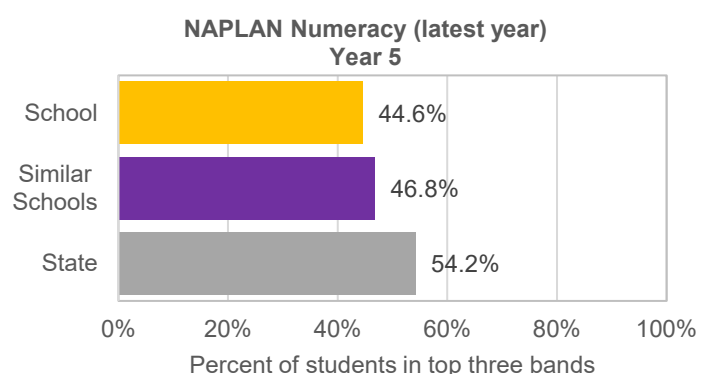
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.8%	58.5%
Similar Schools average:	56.1%	57.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.6%	41.5%
Similar Schools average:	46.8%	51.0%
State average:	54.2%	58.8%



WELLBEING

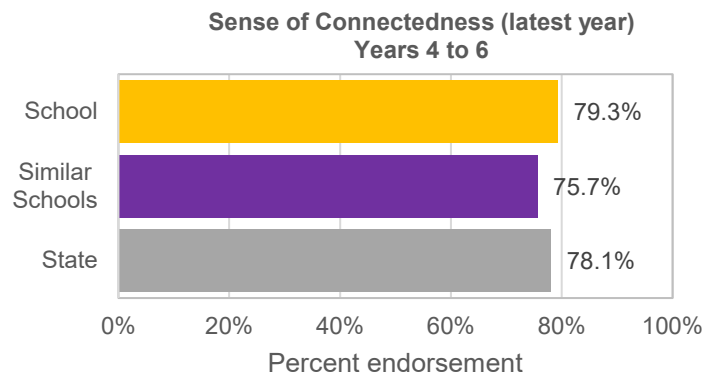
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.3%	82.8%
Similar Schools average:	75.7%	78.1%
State average:	78.1%	79.5%

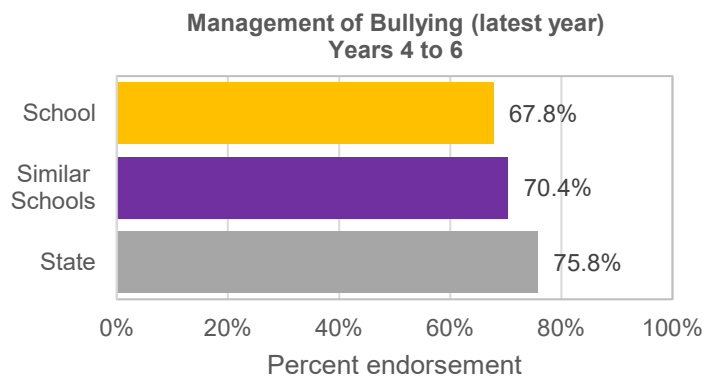


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.8%	77.4%
Similar Schools average:	70.4%	74.2%
State average:	75.8%	78.3%



ENGAGEMENT

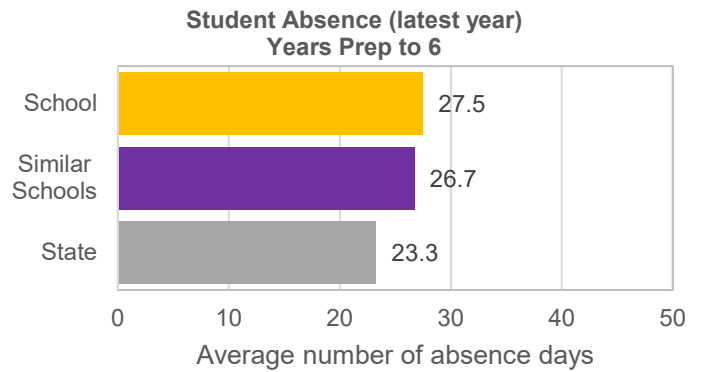
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.5	24.8
Similar Schools average:	26.7	19.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	87%	88%	85%	87%	87%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,000,617
Government Provided DET Grants	\$778,565
Government Grants Commonwealth	\$4,550
Government Grants State	\$887
Revenue Other	\$17,607
Locally Raised Funds	\$223,186
Capital Grants	\$0
Total Operating Revenue	\$7,025,413

Equity ¹	Actual
Equity (Social Disadvantage)	\$137,385
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$137,385

Expenditure	Actual
Student Resource Package ²	\$5,662,018
Adjustments	\$0
Books & Publications	\$10,628
Camps/Excursions/Activities	\$138,776
Communication Costs	\$2,790
Consumables	\$198,008
Miscellaneous Expense ³	\$20,001
Professional Development	\$16,437
Equipment/Maintenance/Hire	\$111,596
Property Services	\$53,233
Salaries & Allowances ⁴	\$5,966
Support Services	\$361,018
Trading & Fundraising	\$19,966
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,469
Total Operating Expenditure	\$6,659,905
Net Operating Surplus/-Deficit	\$365,507
Asset Acquisitions	\$146,119

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$191,787
Official Account	\$11,521
Other Accounts	\$0
Total Funds Available	\$203,308

Financial Commitments	Actual
Operating Reserve	\$158,604
Other Recurrent Expenditure	\$21,474
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$54,543
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$164,923
Maintenance - Buildings/Grounds < 12 months	\$31,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$530,544

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.