

# 2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 10:38 AM by Cameron Heath (Principal)

- This 2023 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 26 April 2024 at 01:35 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

---

## Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

---

## School context

In 2023, Casey Fields Primary School embarked on its fourth year, and its first in implementing of our school's strategic plan, following a successful review conducted in June 2022. Situated within Melbourne's rapidly growing South East region, our school serves as a centerpiece of the Livingstone Estate in Cranbourne East.

Every student takes part in Music, Art, PE, LOTE, and STEM classes every week. Our focus on student well-being, through the Crew program, emphasizes building strong connections and a sense of belonging to our school.

At Casey Fields Primary School, we are dedicated to living through our D.N.A.: Aspire, Unite, and Explore. We aim to create an environment where our students, staff, and community can nurture the character traits aligned with our D.N.A.

Our multicultural community, continues to expand, with our school reaching a total enrolment of 861 students, across 39 classes. Our staff numbers also rose to 77, 3 Principal Class, 53.9 (FTE) Teaching Staff (Including 2 Learning Specialists in acting AP positions) and 19.4 (FTE) Education Support Staff.

Our school experienced significant expansion within our specialists, intervention and Education Support teams. To accommodate this growth, we added a Mod 10 building (4 classrooms), an additional teacher office, and an additional toilet block. In order to provide more play space we also opened our new junior playground and synthetic soccer oval.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The increased focus on our school's intervention program, led by experienced teachers, has greatly supported 117 students, attending 2 to 3 sessions weekly, including subject-specific and group sessions, with recent trials of targeted EAL groups. Our Intervention team has worked closely with our PLC leaders to target students who would be of greatest benefit to the program while also ensuring alignment with the teaching and learning in our classrooms.

Structured Professional Learning sessions, planned and delivered by our Literacy and Numeracy Learning Specialists have targeted the High-Impact Teaching Strategies (HITS). These sessions have highlighted the links between our existing practise and the HITS, building on the solid foundations already laid in teaching and learning at our school. Professional learning sessions have provided time for PLC teams to develop practical strategies for classroom implementation of the HITS.

The CFPS Peer Observations program, planned in Semester 1 and executed in Semester 2, surpassed expectations, with 30 staff participating in observation triads, fostering a culture of reflective practice and knowledge sharing. Our Sub-School leaders expertly researched and designed an observation process that best suited our school's context and goals. In addition to developing key tools and supports for our Peer Observations process, our Sub-School Leaders designed a resource website, with various different strategies compiled under each of the the HITS. The program received positive feedback from all participants and great momentum has been built in this area.

2023 also saw our first students participating in the states' VHAP (Victorian High Ability Program) sessions. Initially starting with a singular Maths group the program has now expanded to encompass both Maths and Literacy extension groups. Students have enjoyed participating in the program and it has been effectively co-ordinated by our Literacy and Numeracy Learning Specialists.

### Wellbeing

The relaunch of CREW in 2023 stood out as a significant achievement for our school this year. A collaborative effort involving a team of teachers, school leaders, and one of our external consultants (Tom Barrett) resulted in a thorough redesign of the CREW program, addressing logistical challenges that had previously hindered its effectiveness. The revamped program now accommodates significantly more sessions while minimising disruptions.

Accompanying tools were developed to facilitate genuine discussions within CREWs. These sessions are now more closely aligned with our school's core D.N.A, with the aim of fostering stronger connections and a deeper sense of belonging among our students. The level of engagement from both staff and students exceeded our expectations, and we believe that this new version of CREW will serve as an excellent platform to promote school-wide well-being and leadership.

Additionally, this year saw the introduction of the CREW Ambassador initiative. Eighteen students from grades 2 to 6 applied for the role of CREW Ambassador and were selected to join the ambassadorial group. Led by two teachers utilising our school's Design Thinking problem-solving framework, this group undertook projects aimed at addressing real issues within our school community. Projects undertaken by the CREW Ambassadors include the Lunchtime Clubs program, designed to encourage students to explore new interests and foster new friendships and rubbish free initiatives.

## Engagement

While our Crew program was a central piece to student engagement at Casey Fields, several other initiatives supported student engagement in 2023. Our PLC teams continued to plan student led inquiry units using our Hexagonal Mapping approach. This process led to student-centred authentic learning which encourages student voice and agency through the use of Design Thinking principles. Our specialist program continued to be a highlight, providing students with the opportunity to showcase their talents both within, and outside of the school. A highlight was the 'Glow With Van Gogh' gallery night, where all of our student's Van Gogh-inspired Art work was showcased via a glow-in-the-dark exhibition. Our student camping program was highly successful, with students from years 3 to 6 travelling all across Victoria. Our year 2 students also experienced a night away from home through school sleepover night.

---

## Financial performance

Casey Fields Primary School is in a financially stable position. Throughout the 2023 school year Casey Fields PS has generated funds through fundraising initiatives, successful grant applications, parent contributions and through Department and Government funding. Casey Fields PS received government funding in the form of equity funding, EAL, PSDMS and Tutoring Initiative funding which allowed the school to employ staff to run programs and support students.

The leadership team focused on utilising funds within the year to support the learning of the current co-hort. As a growing school there has been several large expense items including, furniture, TV's and equipment for new classrooms delivered. This will continue to occupy a large portion of the cash budget for the next two years. In 2023 Casey Fields PS budgeted \$90,000 for furniture and fittings.

Casey Fields PS renegotiated our contract with TeamKids, the before and after school care provider. This renegotiation, resulted in increased availability of enrolments in Teamkids, allowing more families to engage their services and increased the amount of involvement of TeamKids at school events and fundraising activities. We also negotiated a higher licence agreement payment, increasing from a range of \$20,000 - \$60,000 per annum to \$120,000 - \$195,000, depending on the number of students.

**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 817 students were enrolled at this school in 2023, 392 female and 425 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).

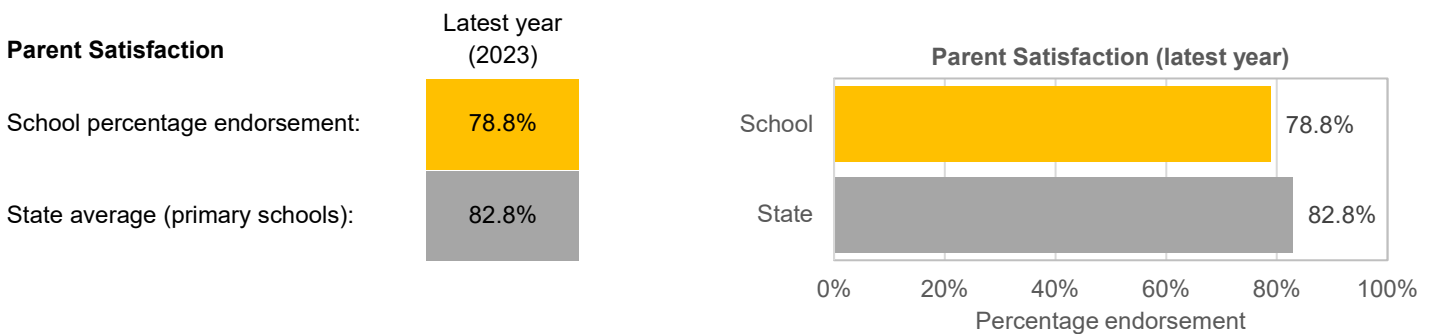
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

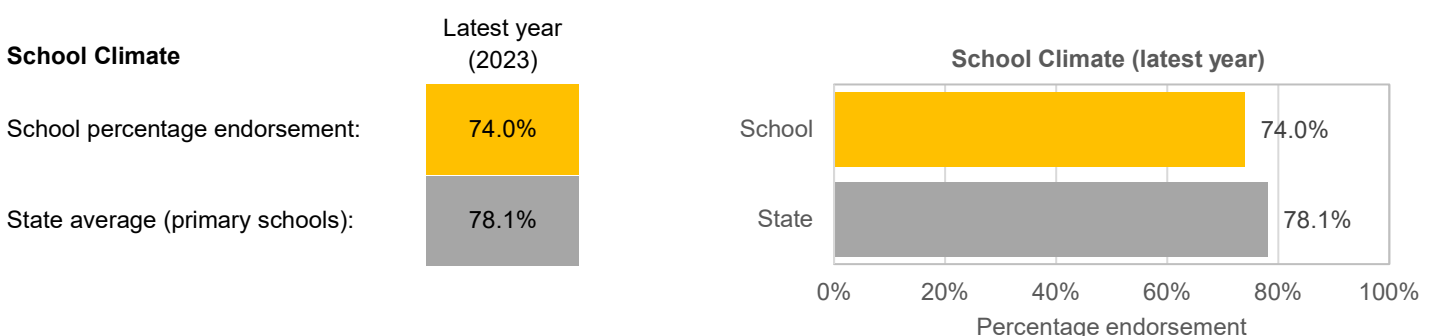


### School Staff Survey

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 against the Victorian Curriculum

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

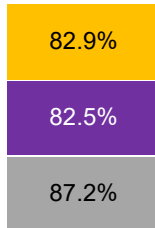
#### English Years Prep to 6

School percentage of students at or above age expected standards:

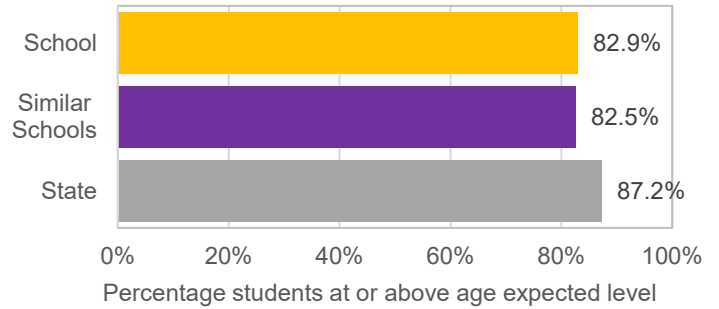
Similar Schools average:

State average:

Latest year  
(2023)



#### English (latest year) Years Prep to 6



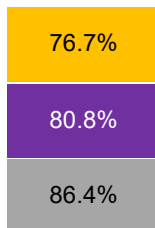
#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

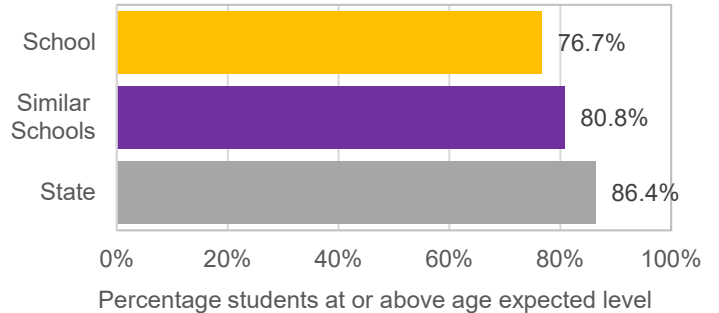
Similar Schools average:

State average:

Latest year  
(2023)



#### Mathematics (latest year) Years Prep to 6



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

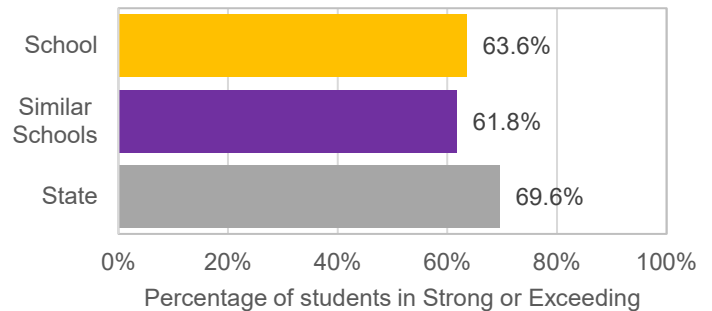
Similar Schools average:

61.8%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.8%

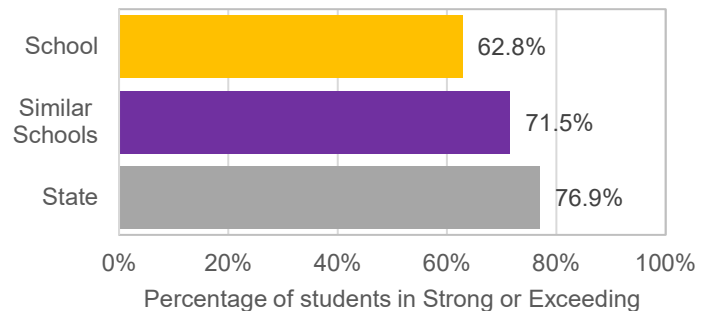
Similar Schools average:

71.5%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.0%

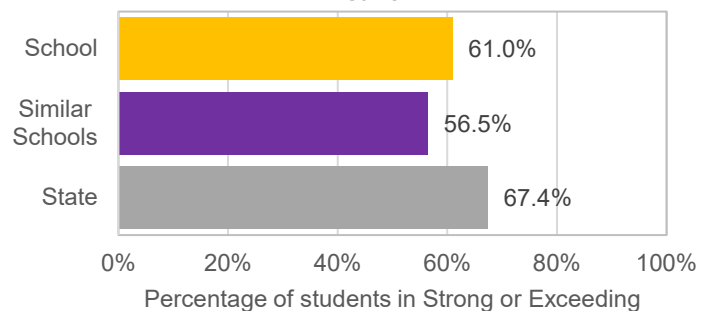
Similar Schools average:

56.5%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.5%

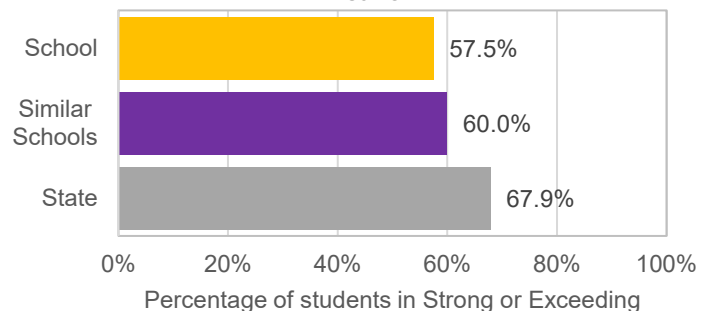
Similar Schools average:

60.0%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5





**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 2022**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

69.5%

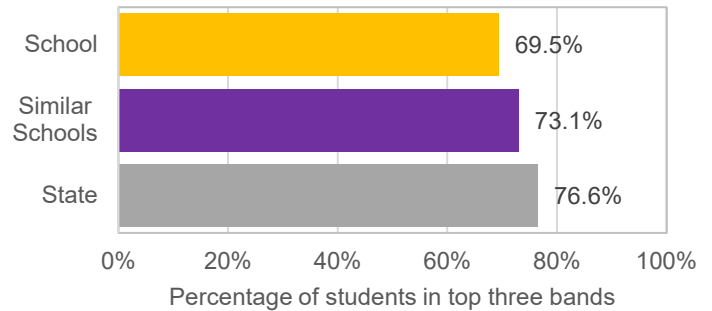
Similar Schools average:

73.1%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

64.6%

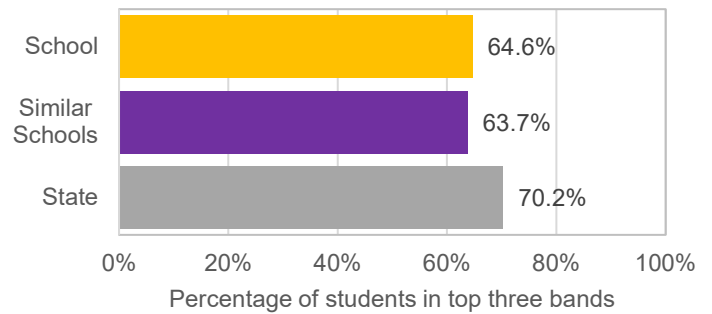
Similar Schools average:

63.7%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

59.8%

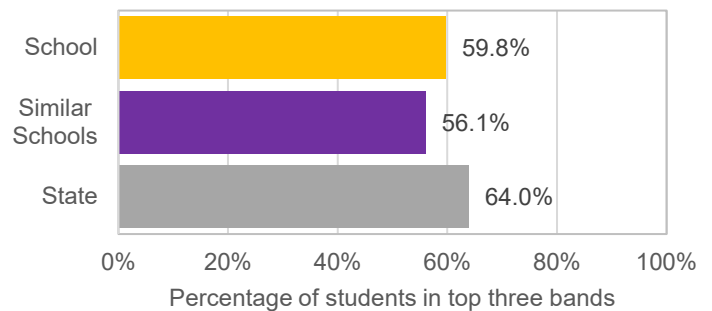
Similar Schools average:

56.1%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

44.6%

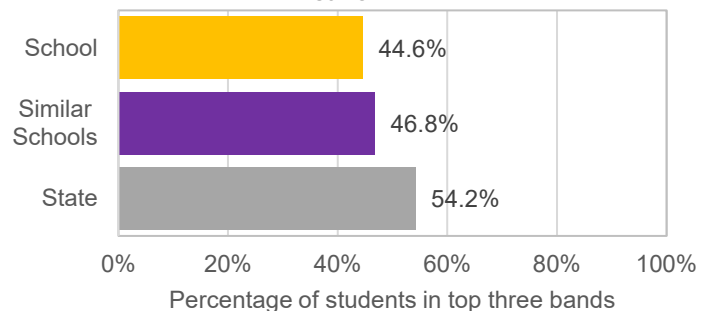
Similar Schools average:

46.8%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

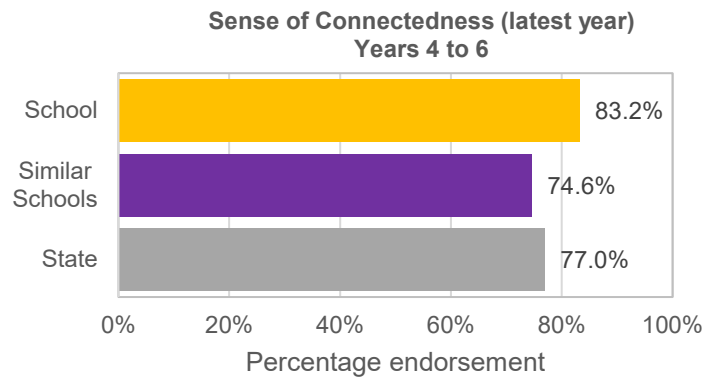
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	83.2%	82.9%
Similar Schools average:	74.6%	76.9%
State average:	77.0%	78.5%

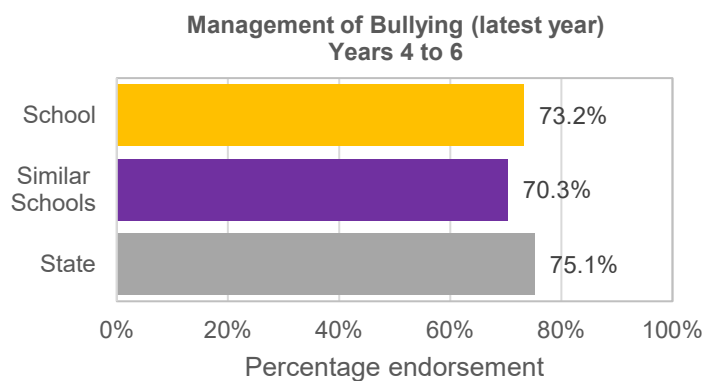


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.2%	76.2%
Similar Schools average:	70.3%	72.5%
State average:	75.1%	76.9%



## ENGAGEMENT

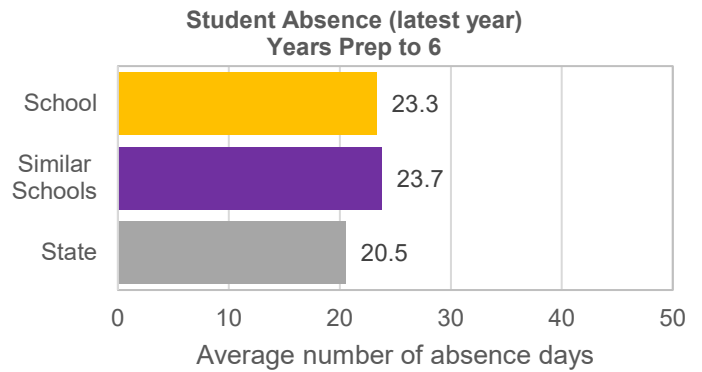
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	23.3	24.3
Similar Schools average:	23.7	21.1
State average:	20.5	18.1



### 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 (2023):	88%	88%	88%	89%	87%	88%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,937,250
Government Provided DET Grants	\$897,190
Government Grants Commonwealth	\$22,904
Government Grants State	\$0
Revenue Other	\$30,634
Locally Raised Funds	\$307,456
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,195,434</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$180,140
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$180,140</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,337,890
Adjustments	\$0
Books & Publications	\$6,763
Camps/Excursions/Activities	\$148,160
Communication Costs	\$8,874
Consumables	\$172,891
Miscellaneous Expense <sup>3</sup>	\$13,139
Professional Development	\$14,336
Equipment/Maintenance/Hire	\$106,133
Property Services	\$46,665
Salaries & Allowances <sup>4</sup>	\$54,508
Support Services	\$362,315
Trading & Fundraising	\$4,023
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,007
<b>Total Operating Expenditure</b>	<b>\$8,344,703</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$850,731</b>
<b>Asset Acquisitions</b>	<b>\$286,626</b>

- (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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$74,906
Official Account	\$51,908
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$126,814</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$165,268
Other Recurrent Expenditure	\$15,025
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$180,293</b>

*All funds received from the Department of Education, 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.*