

2017 Annual Report to the School Community



School Name: Croydon Community School

School Number: 7757



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 May 2018 at 01:24 PM by Bernadette Bowling (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 May 2018 at 03:38 PM by Julie Medlin (School Council President)



About Our School

School Context

Croydon Community School is a small school by design. It has six multi aged classes of approximately fifteen students on the Croydon campus. These classes are called advisories and each one is managed by one or two teachers and an education support staff member. The school draws students from across the eastern region and beyond – many of whom have struggled to achieve success in a mainstream school. It has adopted the Big Picture Education distinguishers as a model of school excellence, working from the premise of “one student at a time in a community of learners”. Students are encouraged to develop life- long learning skills through their passions and real- world engagement.

There are approximately fifty students on the Bayswater site which operates as a re engagement program in partnership with NEVR for chronic school refusers. The school also manages a Farm School in Woori Yallock which offers the Certificate 1 in Conservation and Land Management to approximately forty Year 9 & 10 students from several NEVR secondary schools. The school also manages a Capacity Building team situated in Wheelers Hill. In 2017 this service worked with 44 schools to develop a whole school culture of positive behaviour support.

The financial statement included in this report includes the financial status of Croydon Community School, Options @ Bayswater, Woori Yallock Farm School and Capacity Building. The student data relates only to Croydon Community School and Options @Bayswater.

Framework for Improving Student Outcomes (FISO)

Evidence of successful implementation of 2017 key improvement strategies for Building Practice Excellence & Curriculum Planning and Assessment. include:

- Peer observation model implemented
- Documented implementation of a Big Picture moderation process
- Learning Intentions and Success Criteria used in all classes with most students able to reflect against these
- Increased use of multiple data sources to inform planning for individual student learning needs
- Learning through internship & Way2Go activities implemented in the junior advisories

Evidence of successful implementation of 2017 improvement strategies for Positive Climate for Learning include:

- Respectful Relationships curriculum is taught in all Advisories & the school operates as a Lead School
- Weekly early intervention groups are facilitated by Wellbeing Team
- Dogs for Life, animal therapy program held weekly with increased student attendance
- Commencing involvement in Maroonah Network Pos Ed initiative
- All advisors use formative assessment
- All students have an individual achievement matrix which is an accurate record of their work across all Big Picture dimensions.
- Increased use of Compass to communicate with parents
- Public recognition of students and staff who evidence HEART values in daily school life.

Achievement

Big Picture Education is the design used for curriculum delivery at Croydon Community School. All learning is based in student passions with teachers mapping progress against the Victorian Curriculum, including the VCAL and AusVELS. The school's goal of “a minimum of one year's growth for one year's input, regardless of starting point” is measured using the Kaufmann Test of Educational Achievement (KTEA) diagnostic tool. In 2017 80.9% of students achieved growth in reading, 76.1 % achieved growth in spelling and 76.9% achieved growth in numeracy. 8.5 % of students measured at the top of the range in the KTEA.

The school continues to embed matching Big Picture Education learning goals against the Victorian Curriculum at Years 7 – 10 and the Victorian Certificate of Applied Learning. In 2017, 76% of the school's senior students completed VCAL credits. 90% of Year 12 students undertook VET units of competency and 70% of these were completed. Students chose from a range of VET certificates from Animal Studies to Retail Make Up. The dominant Registered Training Organisations were Box Hill Institute and Swinburne Institute of Technology.

Participation in NAPLAN continues to be low at the school and there are difficulties tracking student growth using the tool because many of Croydon's students have historically been exempt from NAPLAN in previous schools.

Engagement



Attendance levels are well below the state average at both Croydon Community School and Options@Bayswater however, the data does not tell stories of individual student attendance improvement. Many of our students have been chronic school refusers in either their primary or previous secondary experience. The school takes an individual approach to student attendance and establishes flexible attendance plans for students experiencing significant wellbeing issues. These students often find the school ethos and pastoral structure more accepting of their individual needs. The Big Picture Model premise “one student at a time in a community of learners” requires teachers to differentiate learning for each young person and encourages students to work in their areas of interest or “passion”. As a result, the Attitude to School components of Differentiated Learning Challenge and Stimulated Learning are above the state average.

Wellbeing

The wellbeing of students is of critical importance at Croydon Community School and all other Options services. It is not unusual for students enrolled at Croydon Community School and Options @ Bayswater to have experienced trauma, mental health issues, learning disabilities and / or personal histories of bullying and exclusion at previous schools. These characteristics may culminate in students experiencing a range of emotions such as loneliness, anger and anxiety that can inhibit learning. In 2017 the school employed two youth workers and two provisional psychologists who were supported by a DET speech pathologist to support student wellbeing.

The school continues to focus on building self-esteem and connectedness to peers through the Advisory structure and these are left in place for 2-4 years with only minimal changes. Thus, strong relationships are formed between students and the adults in the school. Teacher concern is above the state average at the school. Advisory activities include excursions as part of the Leaving2Learn priority and whole school events such as the weekly Town Hall and Ciao promote student voice, cohesion and reinforcement of our school values – HEART (Honesty, Excellence, Accountability, Respect and Thankful). Way2Go activities such as the Big Day Out, Polish, Beacon Charter Signing and other career-related events also assist in promoting a positive, purposeful school climate.

For more detailed information regarding our school please visit our website at
www.croydoncs.vic.edu.au

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 131 students were enrolled at this school in 2017, 44 female and 87 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>		<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 33% Medium: 33% High: 33%</p> <p>Numeracy Low: 100%</p> <p>Writing Low: 100%</p> <p>Spelling Low: 33% Medium: 33% High: 33%</p> <p>Grammar and Punctuation Low: 33% Medium: 67%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 83% Medium: 17%</p> <p>Numeracy Low: 50% Medium: 50%</p> <p>Writing Low: 50% Medium: 50%</p> <p>Spelling Low: 50% Medium: 50%</p> <p>Grammar and Punctuation Low: 50% Medium: 33% High: 17%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017 0 to 50 scale, school score is 30 (green diamond), state mean is 30 (yellow bar).</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score is 30 (green diamond), state mean is 30 (yellow bar).</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Students in 2017 who satisfactorily completed their VCE: 0% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 90% VET units of competence satisfactorily completed in 2017: 70% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 76%</p>		

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="570 954 1029 1048"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>78 %</td> <td>72 %</td> <td>76 %</td> <td>72 %</td> <td>73 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	78 %	72 %	76 %	72 %	73 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	78 %	72 %	76 %	72 %	73 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

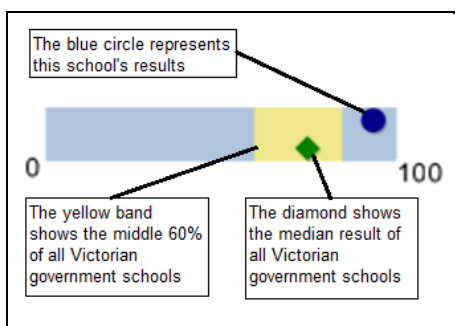
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

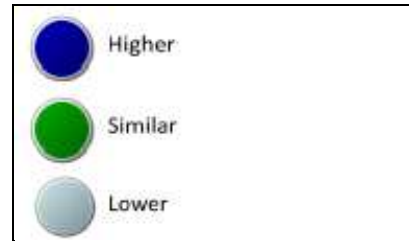


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The reported surplus is largely due to staffing changes including time fraction changes, staff moving to different schools and staff on short term leave who have not been replaced due to the specific skill sets required of staff at these settings. The school received \$594 720 to support the learning needs of students with disabilities. In terms of state government grants the school received three Advance grants totalling \$33,335. Options@Bayswater used the funding to develop practical and service learning opportunities for young people through improving the biodiversity value of their school grounds. Croydon Community School used funding to enhance connection between young people and their community with an emphasis on public safety and their role in a respectful community. The school received other revenue of \$218,424. through MOUs for students who enrolled in its programs after census date. In 2017 the school provided re engagement support services to other schools resulting in locally raised funds of \$235,256. Equity funds were used to support the staffing of the school's wellbeing program.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,090,041	High Yield Investment Account	\$187,439
Government Provided DET Grants	\$394,913	Official Account	\$43,186
Government Grants Commonwealth	\$0	Other Accounts	\$93,540
Government Grants State	\$33,335	Total Funds Available	\$324,165
Revenue Other	\$218,424		
Locally Raised Funds	\$235,256		
Total Operating Revenue	\$4,971,969		
Equity¹			
Equity (Social Disadvantage)	\$154,842		
Equity (Catch Up)	\$25,971		
Equity Total	\$180,812		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,112,993	Operating Reserve	\$119,451
Books & Publications	\$53	Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Communication Costs	\$29,360	Beneficiary/Memorial Accounts	\$22,143
Consumables	\$67,993	School Based Programs	\$103,385
Miscellaneous Expense ³	\$384,875	Provision Accounts	\$312
Professional Development	\$19,087	Repayable to DET	\$26,534
Property and Equipment Services	\$196,670	Other recurrent expenditure	\$10,979
Salaries & Allowances ⁴	\$16,800	Capital - Buildings/Grounds incl SMS>12 months	\$1,360
Trading & Fundraising	\$4,328	Total Financial Commitments	\$324,165
Travel & Subsistence	\$21,345		
Utilities	\$30,667		
Total Operating Expenditure	\$4,884,171		
Net Operating Surplus/-Deficit	\$87,798		
Asset Acquisitions	(\$54)		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.