

2019 Annual Report to The School Community



School Name: Croydon Community School (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 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 2019 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 21 May 2020 at 02:30 PM by Bernadette Bowling (Principal)

The 2019 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 29 October 2020 at 08:52 PM by Leanne Haley (School Council President)

About Our School

School context

The school's vision is to graduate confident, compassionate, reliable and resilient young people who possess a positive personal philosophy and a focus on continuing growth. Our mission is to engage each student in learning that nurtures individual interest, encourages active participation in the learning process and develops each students' ability to apply knowledge and skills to real life experiences and challenges.

Croydon Community School & OPTIONS values equity and strong personal qualities equally with the pursuit of academic success. For us, HEART means not only for learners to pursue what they love in their learning, but also some non-negotiable behaviours about how we come together in our school. As individuals and a learning community we strive to be Honest, Excellent, Accountable, Respectful and Thankful.

The school's purpose is to maximise student wellbeing, engagement and achievement by personalising learning for each young person while working within the context of the Victorian Curriculum, Victorian Certificate of Applied Learning and the Big Picture Learning Design.

Croydon Community School, Croydon Campus is situated in the heart of Croydon (Mt Dandenong Rd). It seeks to engage young people who have struggled to experience academic success and / or personal / social wellbeing in mainstream schools. The Options@Bayswater campus is situated in Neale St Bayswater and seeks to reengage some of the region's most disengaged young people back into education. Croydon Community School also manages the Farm School at Woori Yallock and the Capacity Building Team which is situated on site at Croydon Community School. In 2019 the Woori Yallock Farm School offered the Cert 1 in Conservation & Land Management to small groups of students from 7 different secondary schools in the Dandenong Ranges & Yarra Valley. The Capacity Building team worked with 43 different schools to develop teachers' capacity to manage complex and challenging behaviours.

During 2019 the school had 141 students across both the Croydon and Bayswater sites. 28.6 of these students were funded through the Program for Students with Disabilities, 6 students identified as ATSI, 15 were in official Out of Home Care. The school's SFO was 0.6297 and SFOE was 0.5506 with 74 students equity funded.

The school had 18.98 effective fulltime teaching staff with 25 teachers, 2 learning specialists and 2 principal class officers. 18 Education Staff were employed in administrative, wellbeing and classroom support roles.

Framework for Improving Student Outcomes (FISO)

The school focussed on Excellence in Teaching and Learning, Building Practice Excellence in 2019. This was a response to information from NAPLAN & teacher judgement data suggesting that many of our students were below expected level in literacy skills. There was general agreement amongst staff that our students were doing a limited amount of writing as part of their learning routines across the curriculum. One major aim was to build the capacity of teachers to target teaching and learning for all students in writing. Daniel Hyndman was engaged as a literacy coach and a team of three teachers, including the principal, undertook the Leading Literacy professional learning sessions through Bastow Institute to facilitate increased teacher knowledge in the teaching of writing and work towards a whole school literacy plan. While the 2019 school review found a lack of consistency in understanding and practice regarding writing instruction, changes in both teacher practice and student engagement in writing were observable. Most teachers increased the amount of explicit literacy instruction and students were observed to write more frequently particularly in Writers Workshop sessions.

The school also focussed on Positive Climate for Teaching and Learning, Setting Expectations and Promoting Inclusion. We have continued to build knowledge and practice that is consistent with the Positive Education approach. A highlight of 2019 was the school's Appreciative Inquiry day held in Term 2. Staff from the four school sites came together with a group of parents, students and community members to reflect, dream and plan for the future. As a result of this day we learned to understand our strengths, particularly our ability to build positive relationships with our young people. We considered how to use this knowledge to strengthen our inclusive practice in the future. We have also initiated student action teams in response to students' views that our school culture was not as respectful as it

needed to be. This feedback was expressed through the Attitudes to School survey, an internal survey and focus groups.

Achievement

Even though the 2019 school review found that the school had not met its student achievement goals over the past four years, the school's most recent performance reports showed some promising improvements. More of our young people undertook the NAPLAN in 2019 and there was a significant decrease in numbers of students performing in the lowest bands as well as an increase in students performing at or above benchmark in both reading and numeracy. The numbers of students in the NAPLAN sample are small, however, the increase reflects improved student engagement and self-efficacy with the NAPLAN tasks.

The school appointed a second learning specialist in 2019 to ensure that the school is differentiating instruction to meet the learning needs of students with additional needs more effectively. This has led to our PSD students achieving their individual learning goals as well as enhancing staff understanding of how to encourage learning growth for each individual student in the school. The Middle Years Literacy & Numeracy Strategy has also encouraged us to develop ways of bridging the gap that several of our students experienced in literacy and numeracy. Increased funding of this program has enabled the school to hire staff with expertise in maths / numeracy / literacy to further enhance staff capacity and provide targeted instruction in 2020.

The school struggled to improve teacher ability to implement the Victorian Curriculum in 2019. However, the 2019 school review mandated that a greater level of compliance with the Victorian Curriculum was required. From 2020 the school will retain its learning design (Big Picture) but will develop a Year 7 - 9 curriculum that aligns with the Victorian Curriculum as a priority. It will focus more upon planning for and tracking the individual learning growth of each student within the Victorian Curriculum and VCAL.

Engagement

The school continued to have high positive endorsement for stimulating learning and student voice as shown in the Attitude to School data though learning confidence continues to be an area in need of growth. While teachers incorporated more explicit instruction into the learning program, students were still able to exercise a considerable amount of choice in what they were learning; this is an important element of the Big Picture Learning design and has contributed significantly to student engagement. Most teachers began a more formal process of eliciting feedback about their teaching practice from students by asking them to complete the Marzano student feedback survey and reflecting upon the data to develop their practice.

Unfortunately, student attendance rates continue to be amongst the lowest in the region and despite improvements made in 2018, overall attendance rates declined in 2019. Interestingly, poor attendance during the end of year program in the last two weeks of term four, contributed greatly to a higher percentage of absences overall, and as a result, the structure of the program will be reviewed. The school has continued to work hard on reducing the number of "unapproved" absences by building strong relationships with parents / carers. Attendance rates for students in Out of Home Care continue to be unacceptably low and school staff have worked hard to establish a more productive working relationship with DHHS colleagues, for example, to find ways of increasing school engagement for OoHC students. Parent opinion of student cognitive engagement is well above the state average at 86%, as is parent community engagement at 90%. Not surprisingly, we are very proud of the positive relationship that we have with our families.

Wellbeing

One of the school's aims was to reduce the number of young people who felt that the school was not a respectful environment. Positive endorsement in all areas of School Safety (Attitudes to School Survey) increased in 2019 with Respect for Diversity increasing from 49% - 60%. This can be attributed to several factors including a school wide Respectful Relationships program, a renewed focus on collaborative behaviour management practices and targeted wellbeing programs including the local gym partnership program, Space for Us program and Chin Up program.

We have established a stronger connection with the State School Relief program who are assisting many students with material aid for their studies including TAFE requisites such as specialised clothing. The school continues to use most of its equity funding to employ a highly responsive wellbeing team who establish strong community partnerships that support the wellbeing of our young people and their families. We are still without a GP to facilitate the Doctors in School program however we are hopeful that 2020 will bring us a resource in this area. Our school nurse continued to collaborate effectively with staff to provide age appropriate health promotion to our students throughout 2019.

Financial performance and position

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.

The operating surplus of \$124,483 includes the Maintenance funding and monies held to cover the 2019 staffing. The Equity funding of \$212,840 was used to support the salaries of our wellbeing team, including the provision of a dedicated youth worker to the Options@Bayswater re engagement site. Equity funding was also used to support the funding of our literacy coach and other professional learning associated with key AIP professional learning priorities.

Government State Grants \$33,750 included Advance funding which was used for the "Add Me" community program which our Gateway students participated in, and a Facilities grant which covered a range of routine maintenance work.

Other Revenue, \$151,197, were funds received from Ancillary Settings operations (late enrolment funding and MOUs), bank interest, insurance claim reimbursements, and atEast reimbursements (the school is now reimbursed for any operating costs incurred by atEast staff at our Wheelers Hill premises).

Locally raised funds, \$60,393, included school fees, voluntary contributions, excursion activities, and fundraising activities.

We were fortunate to have our portables upgraded last year and the amount held in our Maintenance fund, \$58,184, has been held over to 2020 to cover the upgrading of our additional buildings.

For more detailed information regarding our school please visit our website at
<https://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

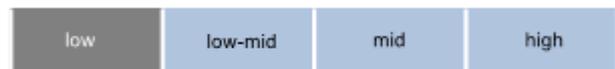
Enrolment Profile

A total of 141 students were enrolled at this school in 2019, 48 female and 93 male.

0 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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

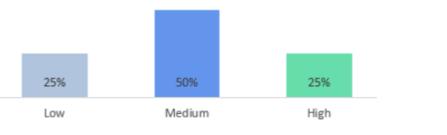
Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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 45% Low, 27% Medium, 27% High</p> <p>Numeracy 31% Low, 46% Medium, 23% High</p> <p>Writing 44% Low, 56% Medium</p> <p>Spelling 71% Low, 29% Medium</p> <p>Grammar and Punctuation 47% Low, 41% Medium, 12% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Students in 2019 who satisfactorily completed their VCE: **N/A**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **71%**
 VET units of competence satisfactorily completed in 2019: **91%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **80%**

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (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>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>88 %</td> <td>79 %</td> <td>79 %</td> <td>78 %</td> <td>86 %</td> <td>75 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	88 %	79 %	79 %	78 %	86 %	75 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
88 %	79 %	79 %	78 %	86 %	75 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (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: 2019</p> <p>Results: 2016 - 2019 (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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>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>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,990,343	High Yield Investment Account	\$414,794
Government Provided DET Grants	\$520,052	Official Account	\$92,519
Government Grants State	\$33,750	Other Accounts	\$4,501
Revenue Other	\$151,197	Total Funds Available	\$511,813
Locally Raised Funds	\$60,393		
Total Operating Revenue	\$4,755,735		
Equity¹			
Equity (Social Disadvantage)	\$198,837		
Equity (Catch Up)	\$14,003		
Equity Total	\$212,840		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,991,424	Operating Reserve	\$95,999
Communication Costs	\$28,950	Other Recurrent Expenditure	\$16,030
Consumables	\$77,633	Provision Accounts	\$526
Miscellaneous Expense ³	\$211,229	Funds Received in Advance	\$28,829
Professional Development	\$5,288	School Based Programs	\$80,930
Property and Equipment Services	\$244,677	Beneficiary/Memorial Accounts	\$4,500
Salaries & Allowances ⁴	\$11,663	Funds for Committees/Shared Arrangements	\$888
Trading & Fundraising	\$4,520	Repayable to the Department	\$98,905
Travel & Subsistence	\$19,647	Asset/Equipment Replacement < 12 months	\$98,826
Utilities	\$36,221	Maintenance - Buildings/Grounds < 12 months	\$58,184
Total Operating Expenditure	\$4,631,252	Total Financial Commitments	\$483,617
Net Operating Surplus/-Deficit	\$124,483		
Asset Acquisitions	\$20,000		

- (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 27 February 2020 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.

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)

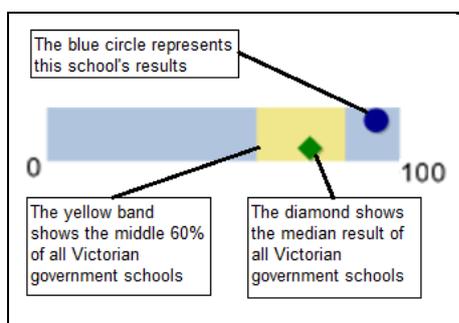
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').