



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Croydon Community School
School Number: 7757



Croydon Community School

At Croydon Community School our fundamental purpose is to assist every student reach his or her academic and personal potential. Students at the school have probably not achieved success in the past for a wide range of reasons and 25% receive additional funding under the Program for Students with Disabilities.

Our school beliefs are based on Big Picture Education Distinguishers and we treat every student as a unique individual. Students work from a passion base to develop skills in line with Victorian Essential Learnings requirements. An individualised Victorian Certificate of Applied Learning program is available at Years 11 & 12 to meet the varied needs of students, including school based apprenticeships and traineeships. A strong and successful remedial literacy and numeracy program assists students to develop essential skills that have not previously been mastered.

We consider the role of family to be crucial in the education of students and require parents to be part of the team that prepares each term's Individual Learning Plan, Exhibition and meetings with class Advisors. We make regular contact with parents to discuss student progress in both learning and behavioural areas.

In addition to Individual Learning Plan projects students may complete creative projects in art, printing, film making, animation and/or music, including recording. Students may also participate in a Martial Arts Therapy program, progressing through basic skills to peer education and leadership at other schools.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Our students achieve lower student outcomes than most Victorian government schools in literacy and numeracy. However when taking into account the background characteristics of our students and using our own individual tracking processes we are able to show that significant progress is made with our students.</p> <p>Victorian Certificate of Education is not taught at Croydon Community School.</p> <p>Improvement of Literacy and Numeracy has been a priority in 2011 with daily remedial programs for all students who require extra assistance.</p> <p>Student learning will be further supported in 2012 by:</p> <ul style="list-style-type: none"> - our involvement in a School Improvement Program, including the use of literacy and numeracy teaching and a part time learning coach, as well as a focus on behavioural strategies to improve teacher capacity. - the expansion of the Fast For Word program for students - the continuation of Big Picture School philosophy and programs, where learning is passion-based and connected to real world experiences. - intensive professional learning for all staff on a weekly basis. <p>The vast majority of Program for Students with Disability students showed progress</p>	<p>Most of our students have become disengaged from education prior to their enrolment at Croydon Community School. Some have not attended any school for extended periods of time. Most students develop a very good attendance record over a period of time, although student attendance as a school average is below the median for students with similar characteristics.</p> <p>Further developing our students' enjoyment of school and sense of belonging is a priority area for 2012. For this reason we will continue to implement Big Picture School philosophy and programs, enabling students to work in their passion areas for extended periods of time. Student connectedness to school was rated at 3.29 on a scale of 1-5, with 5 being the best possible score. Our focus is on "Looking after each other; Looking after our place" and this is clearly communicated to students in poster form as well as in conversations.</p> <p>Student engagement and wellbeing will be further supported through the following actions:</p> <ul style="list-style-type: none"> - in depth work to improve teacher capacity. - immediate contact with parents/guardians when students with attendance issues are absent and when students leave the school during the day. 	<p>Students may exit Croydon Community School prior to the completion of Year 12 to undertake further studies and full time employment. The school assists students to transition smoothly when opportunities exist and continues support well after exit to ensure success.</p> <p>Student pathways and transitions will be further supported through the following actions:</p> <ul style="list-style-type: none"> - in-depth learning opportunities provided through the Big Picture School model - expanded range of programs under the way2go program, including workplace visits, work experience, assistance with community workplace support organisations for students with additional needs, school based apprenticeships, and other programs as needed. <p>Student pathways and transitions are a priority at Croydon Community School and are individualised to ensure all students are catered for effectively.</p>

For more detailed information regarding our school please visit our website at

www.croydoncs.vic.edu.au

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Croydon Community School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

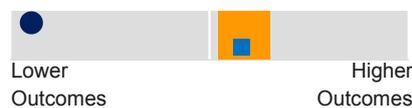
Overall Measures

Student Outcomes

School Comparison

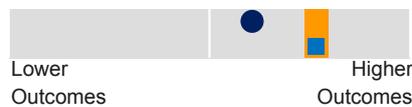
1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

Due to the unique student intake characteristics of community government schools, School Comparison measures are not appropriate.

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- Overall socio-economic profile

low low-mid **mid** mid-high high

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

- Proportion of students with English as a second language

low low-mid mid mid-high high

- 124 students (34 female, 90 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

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Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

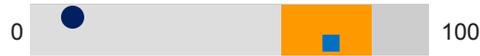
A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison

Due to the unique student intake characteristics of community government schools, School Comparison measures are not appropriate.

5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

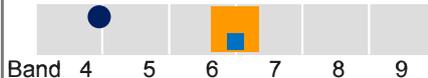
Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

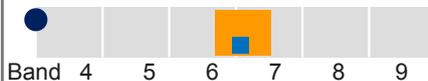
Results: Reading 2011



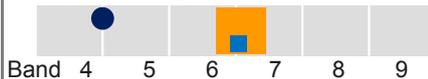
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

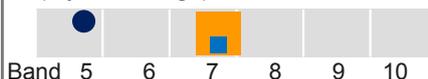
Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

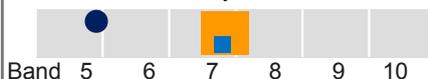
Results: Reading 2011



Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



Due to the unique student intake characteristics of community government schools, School Comparison measures are not appropriate.

How this school compares to all Victorian government schools

Key:

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Student Learning

7. Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

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.

Percent of students in 2011 who satisfactorily completed their VCE: 100%

Percent of Year 12 students in 2011 undertaking at least one Vocational Education and Training (VET) unit of competence: 31%

Percent of VET units of competence satisfactorily completed in 2011: 79%

Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2011: 73%

Student Outcomes

Results: 2011



Results: 2008 - 2011 (4-year average)



School Comparison

Due to the unique student intake characteristics of community government schools, School Comparison measures are not appropriate.

Student Engagement and Wellbeing

8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



School Comparison

Due to the unique student intake characteristics of community government schools, School Comparison measures are not appropriate.

9. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011



Results: 2008 - 2011 (4-year average)



Student Pathways and Transitions

10. Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



School Comparison

Due to the unique student intake characteristics of community government schools, School Comparison measures are not appropriate.

11. Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Results: 2010



Results: 2007 - 2010 (4-year average)



How to read the Government School Performance Summary 2011

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

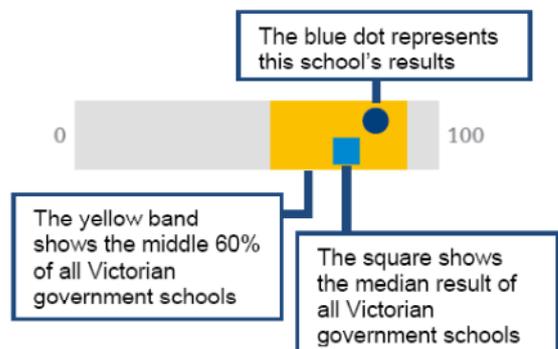
What are student outcomes?

Student outcomes describe the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

School Comparison



Lower



Similar



Higher

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Croydon Community School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2011

Revenue	2011 Actual
Departmental Grants	\$343,479
Commonwealth Government Grants	\$57,500
State Government Grants	\$0
Other	\$65,118
Locally Raised Funds	\$583,245
Total Operating Revenue	\$1,049,342

Expenditure

Salaries and Allowances	\$330,607
Bank Charges	\$15
Consumables	\$85,487
Books and Publications	\$2,415
Communication Costs	\$35,774
Furniture and Equipment	\$171,463
Utilities	\$25,724
Property Services	\$103,010
Travel and Subsistence	\$9,415
Motor Vehicle Expenses	\$16,798
Administration	\$9,457
Health and Personal Development	\$2,638
Professional Development	\$28,524
Trading and Fundraising	\$10,388
Support/Service	\$222,830
Miscellaneous	\$145,179
Total Operating Expenditure	\$1,199,724

Net Operating Surplus/-Deficit **-\$150,382**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2011

Funds Available	2011 Actual
High Yield Investment Account	\$31,985
Official Account	\$21,956
Other Bank Accounts(listed individually)	
Term Deposit	\$42,412
(insert)	\$
Total Funds Available	\$96,353

Financial Commitments

Financial Commitments	2011 Actual
School Operating Reserve	\$96,353
Assets or Equipment Replacement <12 months	\$0
Capital – Building/Grounds including SMS < 12 months	\$0
Maintenance – Building/Grounds including SMS < 12 months	\$0
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$0
Region/Network/Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$0
Assets or Equipment Replacement > 12 months	\$0
Capital – Building/Grounds including SMS > 12 months	\$0
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$96,353

Financial performance and position commentary

Croydon Community School manages the finances for the alternative settings across the Eastern Metropolitan Region, as well as a pilot project for the Martial Arts Therapy program for the Department of Education and Early Childhood Development. Croydon Community School itself recorded a staffing deficit in 2011 resulting in the overall budget deficit for the year. This amount has been covered from school reserves and locally raised funds and changes have been made to the staffing profile to address the deficit situation for 2012.