

# 2016 Annual Report to the School Community



School Name: Croydon Community School

School Number: 7757



Name of School Principal:

Bronwyn Harcourt

Name of School Council President:

Julie Medlin

Date of Endorsement:

May 9 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

## About Our School

### School Context

Croydon Community School provides a rich curriculum program which sets the highest of aspirations for all members of its community to be creative and critical thinkers. This includes having a strong set of social morals which enrich their lives and the lives of those around them. The school graduates young people with the skills necessary to be successful throughout their lives. They are confident, compassionate, reliable and resilient, with a positive personal philosophy and a focus on continued growth. Croydon CS pursues 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'. Croydon CS values equity and strong personal qualities equally with the pursuit of academic success. These are embodied in the Big Picture Education principles of **Head, Heart and Hand**. 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. The school is small by design, with 6 classes (called Advisories) of approximately 15 students on the main campus and approximately 50 students on a second campus called OPTIONS@Bayswater, which operates as a re-engagement program in partnership with NEVR. The school also manages a Farm School in Woori Yallock, a Capacity Building team situated in Wheelers Hill and an Outreach Teacher in a domestic violence refuge on behalf of NEVR. These programs are included in the Financial Statement but student data relates only to the Croydon CS and OPTIONS@Bayswater programs.

### Framework for Improving Student Outcomes (FISO)

The school's FISO goals are: (1) Excellence in teaching and learning - Building practice excellence and Curriculum planning and assessment and (2) Positive climate for learning - Setting expectations and promoting inclusion  
Highlights against Key improvement strategies included:

- (a) Embed high quality teaching practices as defined by the AITSL teaching standards – all teachers self-assessed against the standards, with areas for improvement identified at a whole-school level. Professional learning in these areas was then undertaken.
- (b) Build consistency and quality of Big Picture Education teaching practice – the focus in this area resulted in strong gains in the consistency of the BPE design at the school.
- (c) Improve teacher practice through Professional Learning Teams – 2016 saw the introduction of PLTs as mixed groups across all sites and the cross-fertilisation of knowledge and experience resulted in a stronger staff team.
- (d) Develop agreed and documented curriculum to map Big Picture Learning Goals to Victorian Curriculum – originally set as a 4-year goal, this work was completed in one year.
- (e) Embed high expectations for safe, supportive and respectful relationships across the school and wider community as a base for learning. The introduction of HEART, including the explicit teaching of each area (Honest, Excellent, Accountable, Respectful and Thankful) gave staff and students a share language to both set and explore the values of the school on a regular basis.
- (f) Build student attendance through engagement in learning and connectedness to peers. Attendance continues to be a challenge for a percentage of students due to mental health, historical, trauma and family reasons. Our goal remains to build attendance on an individual basis for each student.

### Achievement

Big Picture Education is the design used for curriculum delivery at Croydon CS. All learning is based in student passions, with teachers mapping progress against Victorian Curriculum and AusVELS levels. 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 diagnostic tool. 89.3% of students achieved our target in reading (2015 = 81%); 81.5% in spelling (2015 = 54%); and 72.7% in maths (2015 = 63%). The Strategic Plan goal of mapping Big Picture learning goals to Victorian Curriculum areas was completed ahead of schedule. NAPLAN data continues to be of little value to the school.

#### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

The greatest barrier faced by students at Croydon CS is their previous experiences with schooling. Student survey results indicate that Learning Confidence is at the lowest levels of any school in the state. This presents a major challenge for all staff in terms of engaging students with academic work, but is the reason the Big Picture design is implemented. Student survey results place the school at the highest levels of all schools in Victoria for both Stimulating Learning and Teacher Effectiveness, in strong contrast to student's low self-beliefs in the areas of learning confidence and motivation.



## Wellbeing

Wellbeing of students is of critical importance at Croydon CS and is the entry point for all other work. Student characteristics of mental health issues, learning disabilities, personal and social histories of exclusion and bullying at previous schools culminate in students feeling that they are less worthy than others. To counter this the school employs two Youth Workers, who work alongside a DET Speech Therapist and other staff to build connectedness to both the school and peers. The school focuses 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. Advisory activities include excursions as part of the Leaving2Learn priority and whole school events such as Town Hall and Ciao promote student voice. way2go activities such as Big Days Out, Polish, Charter Signing and other career-related events also assist in focusing students forward in a positive manner.

For more detailed information regarding our school please visit our website at  
[www.croydoncs.vic.edu.au](http://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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 125 students were enrolled at this school in 2016, 41 female and 84 male. There were 0% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</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 year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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 year levels: ■  
 Result for this school: ● Median of all Victorian government secondary year levels: ●

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>																								
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Grammar and Punctuation	38%	38%	25%																							
<p><b>Victorian Certificate of Education (VCE)</b></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>No Data Available</p>	<p>No Data Available</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>0%</b>        Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>88%</b>        VET units of competence satisfactorily completed in 2016: <b>87%</b>        Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>68%</b></p>																										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences &lt;-----&gt; high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="580 826 1034 922"> <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>85 %</td> <td>75 %</td> <td>71 %</td> <td>75 %</td> <td>63 %</td> <td>73 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	85 %	75 %	71 %	75 %	63 %	73 %	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
85 %	75 %	71 %	75 %	63 %	73 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p><b>Students exiting to further studies and full-time employment</b></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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (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 year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

# How to read the Performance Summary

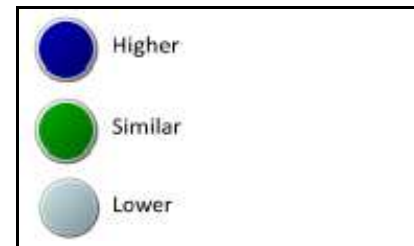
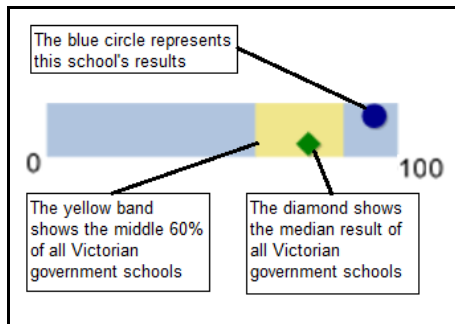
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

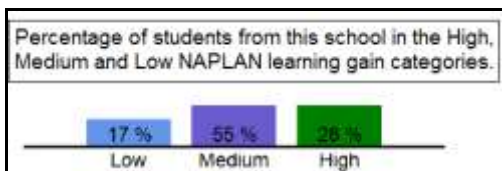
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## 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 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* 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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

The SRP for Croydon CS includes programs that the school manages on behalf of NEVR. These programs are collectively called OPTIONS and operate for the benefit of all NEVR metropolitan schools. In total, they include \$1.4 million and these funds are not used for Croydon CS students. Most of the locally raised funds also apply to these programs. The school received \$236,000 in Equity funding which was applied to reducing class sizes and providing specialist programs in literacy and numeracy. The school also receives a substantial amount of funding to support students with disabilities, which is applied to providing specialist wellbeing support and additional support in every classroom.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

#### Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,943,243	High Yield Investment Account	\$58,056
Government Provided DET Grants	\$396,121	Official Account	\$52,845
Government Grants Commonwealth	\$1,684	Other Accounts	\$90,240
Government Grants State	\$29,175	<b>Total Funds Available</b>	<b>\$201,141</b>
Revenue Other	\$114,159		
Locally Raised Funds	\$351,660		
<b>Total Operating Revenue</b>	<b>\$4,836,042</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$3,867,015	Operating Reserve	\$145,470
Books & Publications	\$81	Capital - Buildings/Grounds incl SMS<12 months	\$40,000
Communication Costs	\$30,820	Beneficiary/Memorial Accounts	\$15,089
Consumables	\$75,280	Provision Accounts	\$220
Miscellaneous Expense	\$545,074	Other recurrent expenditure	\$122
Professional Development	\$20,535	Capital - Buildings/Grounds incl SMS>12 months	\$240
Property and Equipment Services	\$230,126	<b>Total Financial Commitments</b>	<b>\$201,141</b>
Salaries & Allowances	\$14,674		
Trading & Fundraising	\$5,976		
Travel & Subsistence	\$18,410		
Utilities	\$30,179		
<b>Total Operating Expenditure</b>	<b>\$4,838,171</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$2,129)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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*