**2020 Annual Report to**

**The School Community  
  
School Name: Croydon Special Developmental School (5210)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2020 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 24 June 2021 at 10:13 PM by Elizabeth Anderson (Principal) |

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| The 2020 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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 25 June 2021 at 01:39 PM |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

**Achievement**

* English and Mathematics for Teacher Judgements against the curriculum

**Engagement**

Student attendance and engagement at school, including:

* how many exiting students go on to further studies or full-time work

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

How to read the Annual Report (continued)

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Towards Foundation Level Victorian Curriculum’*?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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’).

**About Our School**

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| School context |
| Croydon Special Developmental School is a school for students with moderate to severe intellectual disabilities.  The school strongly advocates the philosophy that all students will be given every opportunity to reach their full potential and all individuals be encouraged to strive towards maximum independence. The learning experiences, quality of life and needs of students will be central to all decision making. A positive self-image is crucial to the learning process and is nurtured ensuring each student experiences success. The school is implementing the School Wide Positive Behaviour Support framework.  Students are aged between 4.8 and 18 years and are grouped in classes according to age and student needs. Individual Learning Programs are provided for all students in the school by a multi-disciplinary team including parents/care givers and paramedical staff. The school has three sections -Junior, Middle and Senior and within each section, students work to develop core skills and understandings appropriate to their age and ability. We also have an Early Education Program for children ages 2.8 – 5 years with a disability or developmental delay and significant delays in 2 or more developmental areas.   We have a comprehensive and challenging curriculum based on the Victorian Curriculum - A-D and emphasis on particular curriculum areas relates directly to individual needs, abilities and interests. Classrooms are staffed with Special Education trained teachers and teacher assistants. In addition to classroom based programs, Croydon SDS offers Hydrotherapy/Swimming, Bike Riding, Library and Physical Education sessions and an Early Education Program. Whilst communication forms the core of the curriculum, where appropriate, emphasis is also placed on independent living skills, social behaviour, functional academic skills and recreation. Specialised staff includes an allied health team to enhance student participation in the curriculum. These services are provided by a physiotherapist, speech pathologists, an occupational therapist and allied health assistants. A Family Support Coordinator supports the wellbeing of families and a nurse supports the wellbeing of students at school.   In 2020, there were 2 Principal Class employees, 16.25 EFT teachers including PE and Library specialist teachers and 32.55 EFT education support staff, including classroom education support, allied health staff, a family support co-ordinator, administration staff, a school nurse and a maintenance manager. There are no employees of Aboriginal and Torres Strait Islander descent. There were 102 students in the school age program and 14 children enrolled int he Early Education Program. There were 3 students of Aboriginal descent. We are accredited to accommodate an international student in our senior secondary program, which is based on a pre-Foundation VCAL program incorporating hands on learning. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020, the school’s Annual Implementation Plan focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence - developing and embedding an instructional model, Setting Expectations and Promoting Inclusion - embedding School Wide Positive Behaviour Support framework. Some of the associated AIP actions and professional development plans were modified to suit remote and flexible learning.  We did this by:  - viewing other teacher's videos prepared as part of our remote learning program, - developing term planners, - staff training and PODD (Pragmatic Organisation of Dynamic Display) use in lessons/videos,  - and modelling of how to teach concepts through the creation and viewing of the videos used in our remote learning program. |
| Achievement |
| Our students are all supported through the Program for Students with a Disability. They all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. Our Leading Teacher and Learning Specialist prioritised building teacher capacity and provided focussed feedback to teachers. COVID-19 gave teachers more time to focus on planning, teaching and learning and we saw increased collegiate planning of literacy and numeracy lessons. For Future Planning: - Finalise our instructional learning model, - Continue to build teacher capacity as leaders in their classrooms,  - Refine protocols and structures for teacher planning documents, - Continue to build teacher capacity to develop differentiated learning programs, - To develop an assessment schedule and  - Allocate time for learning walks, teacher mentoring and collegial planning. |
| Engagement |
| During 2020, explicit teaching of expected behaviours occurred across the school both during onsite and remote, flexible learning.  Classrooms have visuals and displays to support this. As noted in the Tiered Fidelity Inventory in Term 4, students are able to identify our school values.  We added the 'Be Safe' value to our school values after consultation with our school community. Term planners were developed to teach a number of expected behaviours on our behaviour matrix and teaching resources were developed to support the explicit teaching lessons. A token system was been developed and trialed with some students and is ready to roll out in 2021. Our student snapshot profiles were modified to include up to date and purposeful personal information and strategies that help support each individual student. Student attendance continues to be a challenge, particularly since the introduction of NDIS. Many students continue to arrive after programs have commenced and leave for the day before the school day concludes. Through SSG meetings, we encourage families to prioritise their child's attendance at school in the mornings during the focussed work rotation activities. There are a number of factors which influence the timing of the NDIS funded therapy but we will continue to work together with families for the most optimal learning outcomes for the students.  Unexplained absences are followed up that morning with a text message to the parents and longer absences are followed up by the class teacher and family support co-ordinator.  For Future Planning: - School Wide Positive Behaviour Support (SWPBS) teams - ensure each team is representative of all sections and includes both teachers and support staff, - Adopt specific roles for each of the team members in alignment with SWPBS guidelines and - Roll out token system in 2021. |
| Wellbeing |
| Student wellbeing continued to be a focus in 2020. The school continued to promote a positive learning environment for all students through SWPBS and continued to employ a school-based family worker. In July, 2020, we also employed a psychologist 2 days a week. Professional learning for all staff on SWPBS has been provided - particularly using modelling through video. We have adopted and implemented the XUNO data system for tracking behaviour supports.  We refined behaviour definitions and have rolled out system across the school to support our decision making with the evidence provided by the data. We developed our vision statement, 'At Croydon SDS we are creating success'. We have developed the universal supports (Tier 1) checklist and have introduced a Multi Tiered System of Support approach across the school. We modified SWPBS handover information for teachers which improved and supported student transitions into their new classes for 2021. For Future Planning: - Continued support from PBS Coach. - SWPBS - Apply for Blue level recognition and work towards Bronze level implementation - through data from School Assessment Survey and Tiered Fidelity Inventory. We will continue to build on the previous work to extend the implementation of SWPBS and SFI (Structuring Functional Independence). |
| Financial performance and position |
| Croydon Special Developmental School maintained a very sound financial position throughout 2020. The 2019 - 2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The equity funding of $32,605 was spent on the employment of a family support co-ordinator and staff professional development in the area wellbeing and student engagement. The Financial Performance and Position report shows an end of year surplus of $137,678 This surplus occurred through careful financial management and generous community grants enabling the school to purchase 20 ipads for teachers to use in the classroom to support communication, and multi media equipment. |
| **For more detailed information regarding our school please visit our website at** [**http://www.croydonsds.vic.edu.au/**](http://www.croydonsds.vic.edu.au/) |

Performance Summary

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

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

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 112 students were enrolled at this school in 2020, 35 female and 77 male.

19 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school’s socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | NDA |
| State average: | 83.5% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 61.3% |
| State average: | 68.8% |

ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

**English**

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| Achievement Level | Latest year (2020) |
| A | 21.1% |
| B | 25.2% |
| C | 16.7% |
| D | 22.4% |
| 0.5 | 1.7% |
| F to F.5 | 9.9% |
| 1 to 1.5 | 3.1% |
| 2 to 2.5 | NDA |
| 3 to 3.5 | NDA |
| 4 to 4.5 | NDA |
| 5 to 5.5 | NDA |
| 6 to 6.5 | NDA |
| 7 to 7.5 | NDA |
| 8 to 8.5 | NDA |
| 9 to 9.5 | NDA |
| 10 to 10.5 | NDA |
| 11 to 11.5 | NDA |
| NA | NDA |

**Mathematics**

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| Achievement Level | Latest year (2020) |
| A | 24.6% |
| B | 24.9% |
| C | 19.5% |
| D | 12.5% |
| 0.5 | 1.0% |
| F to F.5 | 14.8% |
| 1 to 1.5 | 2.7% |
| 2 to 2.5 | NDA |
| 3 to 3.5 | NDA |
| 4 to 4.5 | NDA |
| 5 to 5.5 | NDA |
| 6 to 6.5 | NDA |
| 7 to 7.5 | NDA |
| 8 to 8.5 | NDA |
| 9 to 9.5 | NDA |
| 10 to 10.5 | NDA |
| 11 to 11.5 | NDA |
| NA | NDA |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence** | 2017 | 2018 | 2019 | 2020 | 4-year average |
| School average number of absence days: | 21.6 | 22.3 | 29.3 | 24.6 | 24.4 |

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

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| **Student Exits** | 2017 | 2018 | 2019 | 2020 | 4-year average |
| School percent of students with positive destinations: | 100.0% | 100.0% | NDP | NDP | 100.0% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $4,791,355 |
| Government Provided DET Grants | $777,128 |
| Government Grants Commonwealth | $4,686 |
| Government Grants State | $33,725 |
| Revenue Other | $14,281 |
| Locally Raised Funds | $28,672 |
| Capital Grants | NDA |
| Total Operating Revenue | **$5,649,846** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $32,605 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$32,605** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,658,790 |
| Adjustments | NDA |
| Books & Publications | $48 |
| Camps/Excursions/Activities | $2,179 |
| Communication Costs | $6,349 |
| Consumables | $43,554 |
| Miscellaneous Expense 3 | $11,361 |
| Professional Development | $30,741 |
| Equipment/Maintenance/Hire | $117,960 |
| Property Services | $69,076 |
| Salaries & Allowances 4 | $203,825 |
| Support Services | $3,589 |
| Trading & Fundraising | $2,170 |
| Motor Vehicle Expenses | $9,432 |
| Travel & Subsistence | $585 |
| Utilities | $42,496 |
| Total Operating Expenditure | **$5,202,154** |
| Net Operating Surplus/-Deficit | **$447,693** |
| Asset Acquisitions | **$47,680** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $377,107 |
| Official Account | $4,956 |
| Other Accounts | NDA |
| Total Funds Available | **$382,063** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $82,232 |
| Other Recurrent Expenditure | $6,743 |
| Provision Accounts | NDA |
| Funds Received in Advance | $29,306 |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $10,666 |
| Capital - Buildings/Grounds < 12 months | $69,700 |
| Maintenance - Buildings/Grounds < 12 months | $29,324 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$227,972** |

*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.*