

# 2021 Annual Report to The School Community



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



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 28 April 2022 at 09:20 PM by Elizabeth Anderson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 12:33 PM by Bec Gilmore (School Council President)

## How to read the Annual Report

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### What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 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.

## How to read the Annual Report (continued)

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### 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.

'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.

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### 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 disabilities 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 co-educational school for students with a moderate – severe intellectual disability aged 5 – 18 years in the north eastern suburbs of Melbourne. Under the umbrella of the school, there is also an Early Education Program funded for the equivalent of 7 EFT spaces for children aged 2.8 – 4.8 years.

Croydon SDS's vision is

'At Croydon SDS, we are creating success.'

The values our school community embraces are Care, Share, Do Your Best and Be Safe. These values provide us with the framework for our school wide expected behaviours.

In 2021, our enrolment was 95 students, divided into 4 sub-schools – Primary 1 – 3 classes, Primary 2 - 3 classes, Secondary – 4 classes and Transition – 3 classes.

The school's SFOE was 0.5112.

The staffing profile was made up of 1 principal, 1 assistant principal, 1 leading teacher, 1 learning specialist, 18 teachers (11.6 EFT), 1 tutor, 42 education support staff (33 EFT) and 1 business manager. Our student enrolment included 3 of Aboriginal and Torres Strait Islander heritage. We had 1 international student enrolled in our secondary sub-school.

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### Framework for Improving Student Outcomes (FISO)

In 2021, the school's Annual Implementation Plan (AIP) focused on the implantation of Key Improvement Strategies related to the Framework for Improving Student Learning Outcomes (FISO) dimensions related to Curriculum Planning and Assessment, Health and Wellbeing and Connected Communities. This included:

- focus on embedding the Structuring Functional Independence framework
- work on developing a new assessment schedule
- work on building teacher's knowledge of the Victorian Curriculum with a focus on levels A-D.

Some of our associated AIP actions and professional development plans were modified to suit remote learning. We did this by focusing on the key areas to meet the needs of students in context of the changing learning situations. Some of our planned professional development was rescheduled for 2022.

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### Achievement

In 2021 the school continued work on its strategic plan goal of maximising functional independence for each student. We continued with professional learning for staff and coaching with an external consultant in the area of the Structuring Functional Independence framework. During remote learning in 2021, our focus was on delivering online shared learning experiences that was manageable for families. We also catered for increased numbers of students for onsite programs due to the challenges families faced accessing remote learning for extended periods of time.

Data showed that when students returned to onsite learning, they needed additional support in the area of sensory regulation to assist them to maintain focus and attention tot heir learning tasks. A Start of the Day routine was trialed in the Primary 1 section of the school with input from allied health staff supporting teachers which showed beneficial results.

A Structuring Functional Independence implementation checklist was developed and further resources were developed to support this approach to learning.

In the area of assessment and reporting, there was improvement in teacher collaboration to plan term planners and incorporate greater differentiation for students.

Teachers clearly referenced the Victorian Curriculum and CSDS Curriculum Guides in teacher planning documents and reporting on student progress in their Individual Learning Plans.

The Tutor Learning Initiative enabled the successful implementation of a program to support Student Speaking and

Listening for targeted students in the primary and secondary areas of the school.

All of our students are supported through the Program for Students with a Disability and all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

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## Engagement

In 2021, Croydon Special Developmental School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls to parents after extended periods of absences. The school works closely with the family support coordinator to support chronic absences and return to school processes.

To support student engagement during the transition back to onsite learning, our school planned special activities for each Friday and celebrated student achievements in our weekly Principal Awards via webex. Our school captains played a key role in the weekly awards focusing on the specific super skill and school value for that week.

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## Wellbeing

Student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2021, the school continued to promote a positive learning environment for all students through the implementation of School Wide Positive Behaviour Support and employed a learning specialist to support staff and students in this area. The school continued to implement the universal supports checklist and developed a more holistic Multi Tiered System of Support approach.

Referral systems for Allied Health input and behaviour support were developed for staff seeking further advice to support their students.

We also observed a consistent use of XUNO, (our online data system) to record student behaviour and incident data. The SW-PBS Tiered Fidelity Inventory results showed significant improvement from 56% at and of 2020 to 80% in December 2021.

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## Finance performance and position

Croydon Special Developmental School maintained a sound financial position throughout 2021. The 2019 - 2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$92,925.00 This surplus occurred through careful financial management and generous community grants enabling the school to ungraded the access road to the rear of the school and supplement the Inclusive Schools grant to lay rubber surfacing in the Junior School Playground. New furniture was purchased for the secondary and transition classrooms and new storerooms were built in the secondary and junior school classrooms. The multi-purpose room also had a new wall installed to divide the room into two spaces to meet student sensory regulation needs. The curriculum server was replaced to meet the schools growing technology needs. The cash component of our equity funding was used for Professional Development engaging professionals for staff to implement Structural Functional Independence and Positive Behaviour Support. The credit component is used for salary purposes in engaging our Primary Welfare Support Officer. Fundraising for the Dream Big program included a Bunnings BBQ as well as a Landcare Grant.

**For more detailed information regarding our school please visit our website at**  
[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 102 students were enrolled at this school in 2021, 27 female and 75 male.

23 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).

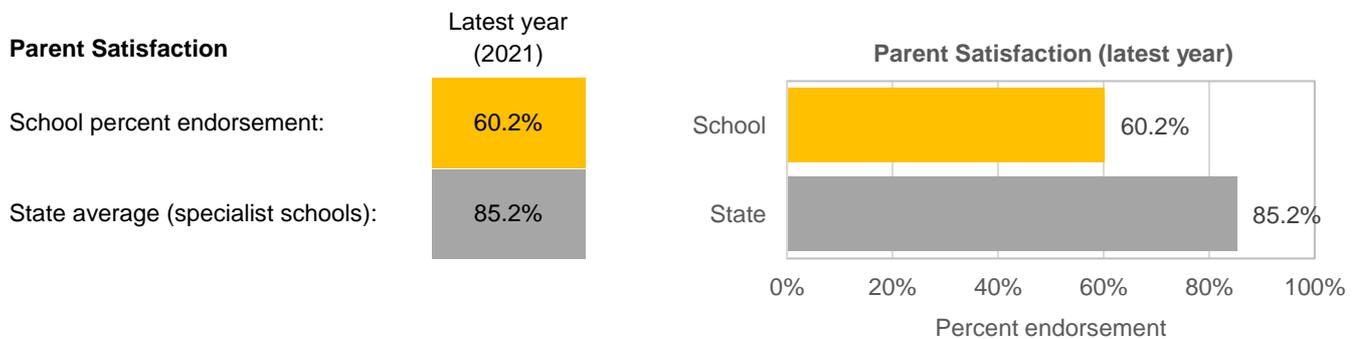
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### 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.

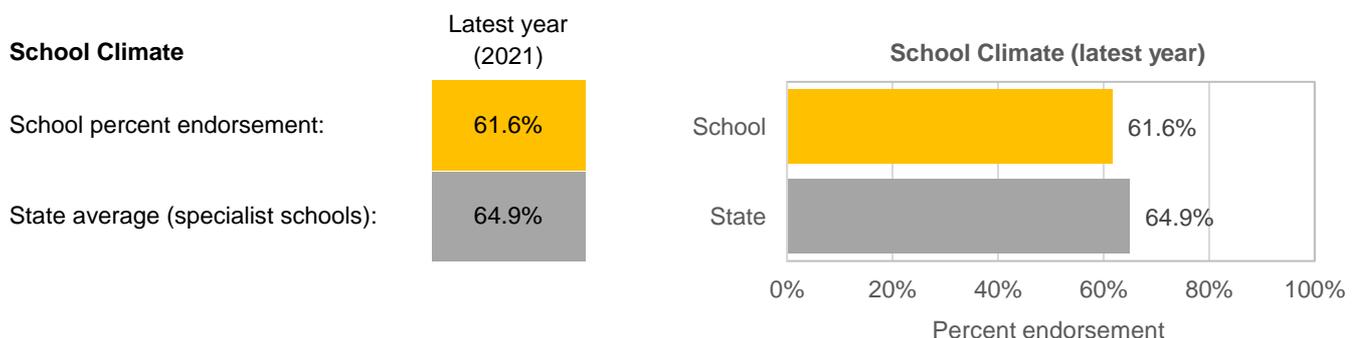


### School Staff Survey

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.



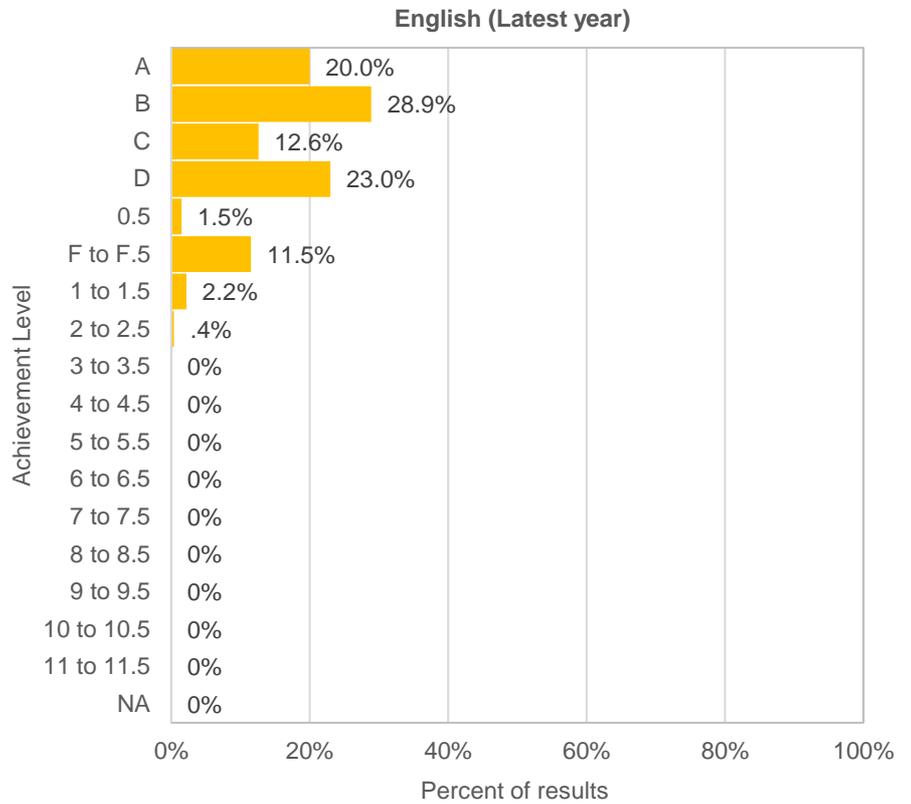
## ACHIEVEMENT

### Teacher Judgement of student achievement

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

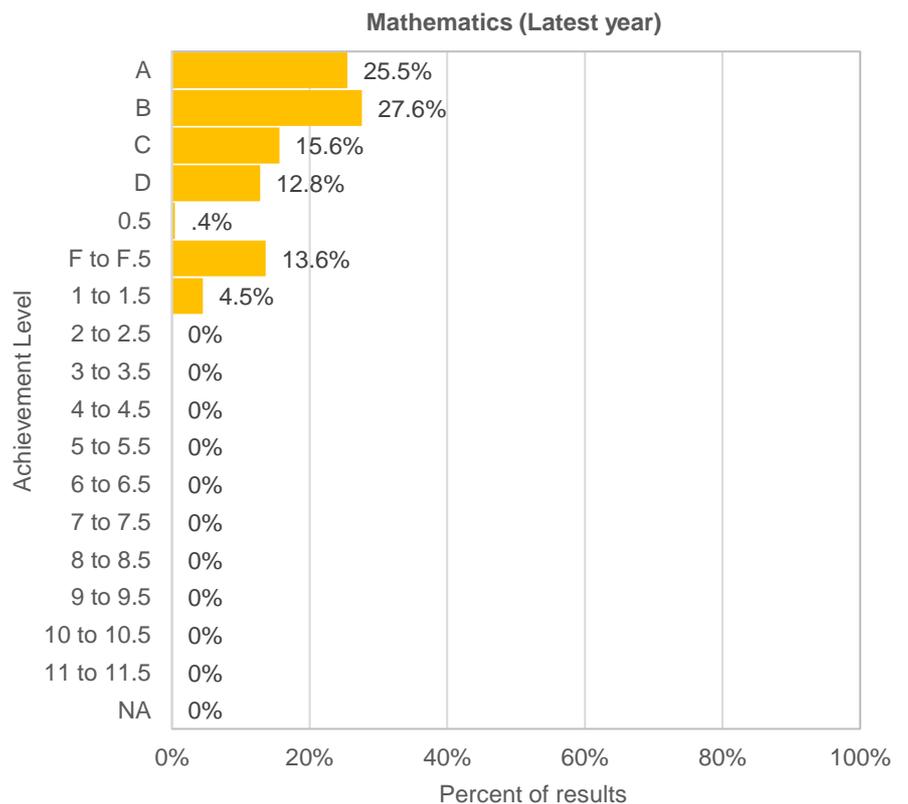
#### English

Achievement Level	Latest year (2021)
A	20.0%
B	28.9%
C	12.6%
D	23.0%
0.5	1.5%
F to F.5	11.5%
1 to 1.5	2.2%
2 to 2.5	0.4%
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

Achievement Level	Latest year (2021)
A	25.5%
B	27.6%
C	15.6%
D	12.8%
0.5	0.4%
F to F.5	13.6%
1 to 1.5	4.5%
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 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	22.3	29.1	24.6	22.7	24.7

### 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'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	100.0%	NDP	NDP	NDP	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,856,888
Government Provided DET Grants	\$636,625
Government Grants Commonwealth	\$6,327
Government Grants State	\$4,548
Revenue Other	\$4,391
Locally Raised Funds	\$30,983
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,539,760</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$43,358
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$43,358</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,763,244
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,560
Communication Costs	\$6,718
Consumables	\$46,350
Miscellaneous Expense <sup>3</sup>	\$8,819
Professional Development	\$53,938
Equipment/Maintenance/Hire	\$68,394
Property Services	\$69,778
Salaries & Allowances <sup>4</sup>	\$391,447
Support Services	\$15,664
Trading & Fundraising	\$5,173
Motor Vehicle Expenses	\$9,013
Travel & Subsistence	\$645
Utilities	\$38,692
<b>Total Operating Expenditure</b>	<b>\$5,481,435</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$58,325</b>
<b>Asset Acquisitions</b>	<b>\$115,275</b>

- (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 25 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$219,156
Official Account	\$1,805
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$220,961</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$112,466
Other Recurrent Expenditure	\$9,443
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$99,051
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$220,961</b>

*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.*