

# 2022 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 of the previous calendar year 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 04 April 2023 at 11:34 AM by Christine Pillot (Principal)

- This 2022 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 04 April 2023 at 12:21 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- 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 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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 (CSDS) 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. CSDS vision is **‘At CSDS, 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 2022, our enrolment was 79 students, divided into three sub-schools; Primary had 5 classes, Secondary had 4 classes and Transition had 2 classes. The school’s SFOE was 0.5291. The staffing profile was made up of 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 3 Learning Specialist, (1 of these was a DET Inclusion Outreach Coach), 20 teachers (17.4 EFT), 35 education support staff (26.1 EFT). Our student enrolment included 3 of Aboriginal and Torres Strait Islander heritage. We had 1 international student enrolled in our secondary sub-school.

Our students transition to and from school mostly by the DET Student Disabilities Transport Program and secondly, by being driven by their parents and or carers. In 2022, 57 percent of students travelled by school bus, while 43 percent travelled to and from school by car.

We are growing in cultural diversity at CSDS. In 2022, we had at least 10 different nationalities enrolled: 10 percent of families are from Myanmar and 5 percent from India. These families have varying languages.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 CSDS continued work on its strategic plan goal of maximising functional independence for each student. Staff completed online webinars and a half day curriculum day, focusing on Structuring Functional Independence (SFI) and classroom ecology. We focused on schoolwide implementation and extending the SFI framework across the school day and across school contexts. The 10 Steps to Independence Checklist was refined and completed by teachers for all students at the end of 2022.

The assessment and reporting schedule was updated by the curriculum lead teacher in consultation with teachers. The Teaching and Learning Handbook was reviewed and updated reflecting the SFI model, new assessment schedule and curriculum allocation of subjects across the week.

In 2022, we appointed a .6 teacher to fulfil the Tutor Learning Initiative role. The tutoring focused on Reading and Viewing with our primary students. The tutor worked one on one with students outside the classroom for assessments, then in the classroom, teaching alongside the student to provide individualised and explicit teaching at their level of learning.

In term 2, along with the region, we moved to the Disability Inclusion funding model. We worked on understanding and building staff capacity to undertake Disability Inclusion Profile (DIP) meetings, together with parents and the DI facilitators. We reviewed our student support documentation, including IEPs, learning profiles and Student Support Group meeting agenda, to look at individualised and whole school adjustments to enable our students to access learning in line with the Victorian Curriculum. By the end of the year, we fully completed five DIPs with successful outcomes.

### Wellbeing

Student wellbeing continues to be an important focus at CSDS to promote optimal learning behaviours and environments for all students. In 2022, two teams were allocated to oversee the implementation of SWPBS, one team focused on monitoring and furthering the implementation of Universal Supports. The second team, Multi-tiered System of Support (MTSS), delivered targeted and individualised supports for a small number of identified students. Both teams used a data-based decision-making model and reviewed student behaviour data fortnightly to address specific areas of need. This included booster lessons and further development of resources, as well as Professional Learning for staff around active supervision and response to behaviour. Students were given the opportunity to be involved in peer-video models where they displayed our Super Skill for the week. Our weekly Super Skill comes from our school wide behaviour matrix. Super Skills are taught weekly as part of the explicit teaching of expected behaviours.

Additionally, Croydon SDS and Monash SDS worked together with Lucy Macdonald, an external Occupational Therapist and Sexologist to aid the implementation of Respectful Relationships, with a focus on Sexual Health and Safety. This also involved a parent information and question session, as well as a feedback session for staff.

## Engagement

In 2022, our student absence days were slightly higher than the previous three years as a result of COVID. We needed to support and demonstrate a COVID safe school environment with some families to address health (physical and mental) concerns for their child returning to school. Croydon SDS also continued to work with families, carers and external services to promote student attendance. We sent SMS messages to parents requesting them to inform us of the reason for their child's absence and made phone calls to parents to follow up on longer periods of absence. Our family support coordinator works closely with families to provide support for a range of circumstances; parenting advice/support, linking in with community networks and planning for students return to school following long absences.

Student leadership has been a focus throughout 2022, students actively contributed to the election of school and house captains where all students in the school were given an opportunity to vote. School captains presented a video election speech with individualised communication supports facilitated by classroom staff and the allied health team.

Our schoolwide house system was developed, house colours were introduced, and students chose their house mascot and name. These are native Australian animals/ birds with indigenous names. House team events were planned and enjoyed by all students in 2022; These have been scheduled to continue in the coming year.

All staff participated in the Community Understanding and Safety Training (CUST) in term 3. A staff member was appointed to the Marrung leader position to work with a network of Marrung leaders to create a system wide focus and approach to supporting and including our indigenous families. Our Marrung leader also worked to review the alignment of indigenous studies with the school curriculum.

The secondary school camping program was reintroduced following COVID. Secondary and transition students attended Blackwood camp for a two-night camp. The development of the program for the whole school continues to progress with an Alpine camp, another trip to Blackwood, and a primary school after school event planned for 2023. Camp documentation was also reviewed by our Engagement Learning Specialist, this focused on our camps and excursion policy, and included updating our camp risk assessments and emergency management planning.

Croydon SDS received funding through the Active Schools initiative, focusing on the key areas of sensory and emotional regulation and bike education. With these focuses the school was able to purchase a range of items that promoted physical activity and regulation throughout the day for students. A group of staff completed bike education training, all existing bikes were given a safety check and new modified bikes and a custom made bike trailer were purchased; these supported the bike riding and bike camp program.

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## Other highlights from the school year

It was wonderful to be able to have community events back post COVID. We held a successful Showcase and Shine evening at the end of the school year, inviting all community members to take part in a number of activities; students felt proud showing their family through the school and their classroom where some student work was on display. Families also enjoyed sitting outside, listening to music and a tasty sausage from the barbeque.

Once again our year 12 graduation was a significant event and special evening for not only our graduating students, but their family and close friends, and staff who had been a part of their education journey at CSDS. This was held at Chirnside Park Country Club; students presented a speech about their time and highlights at school, and were awarded a certificate. Our two school captains took pride in assisting to host the evening as their final captain role. The celebration concluded with a disco, thoroughly enjoyed by all.

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## Financial performance

CSDS maintained a sound financial position throughout 2022. The 2019 - 2023 School Strategic Plan, along with the 2022 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 \$135,940. This surplus occurred through careful financial management and various grants enabling the school to implement programs and purchase equipment. Advance Program funding provided school and community based extra curriculum activities for our Transition students; these included Aquahub swimming program, Gym and music therapy. The Active Schools and Extra-Curricular funding was used to purchase

sensory equipment for our regulation room and professional learning for staff; we also purchased a custom made bike trailer for bike riding and camps, and some additional three-wheel bikes; a group of staff completed their bike education instructor training. The credit component of our budget was used for salary purposes to employ a Family Support Coordinator. Fundraising for the Dream Big program included a Bunnings BBQ. Local fundraising from our Mother's Day, Father's Day, and Easter and Christmas raffles provided Information Technology devices and software.

**For more detailed information regarding our school please visit our website at**  
**<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 2.0 (FISO 2.0).

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 79 students were enrolled at this school in 2022, 18 female and 61 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).

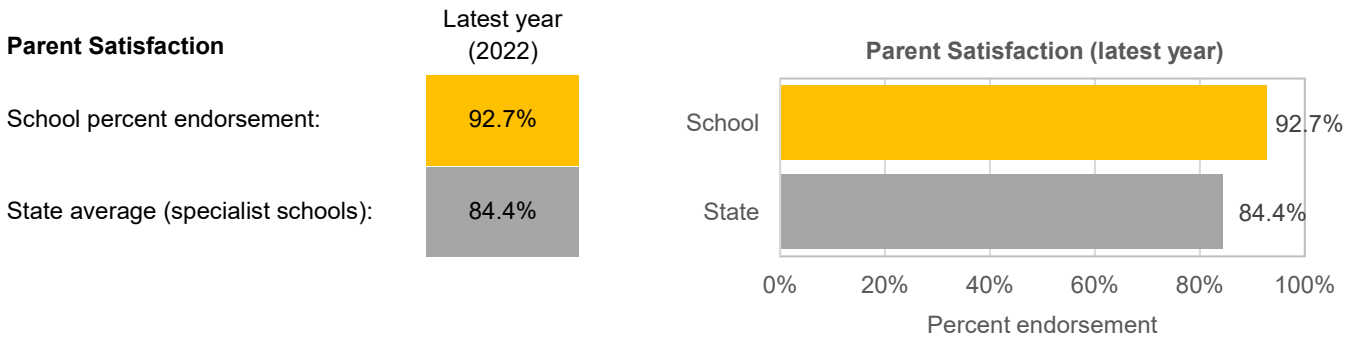
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

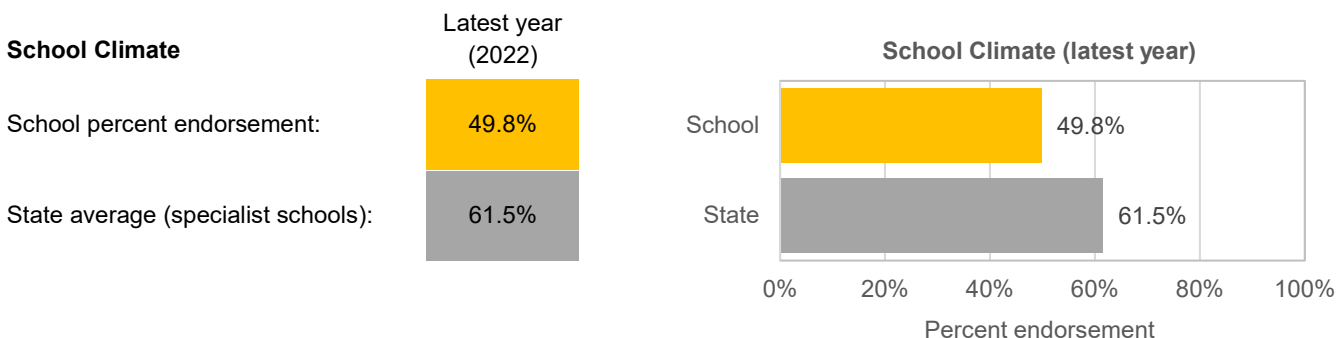


### School Staff Survey

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.



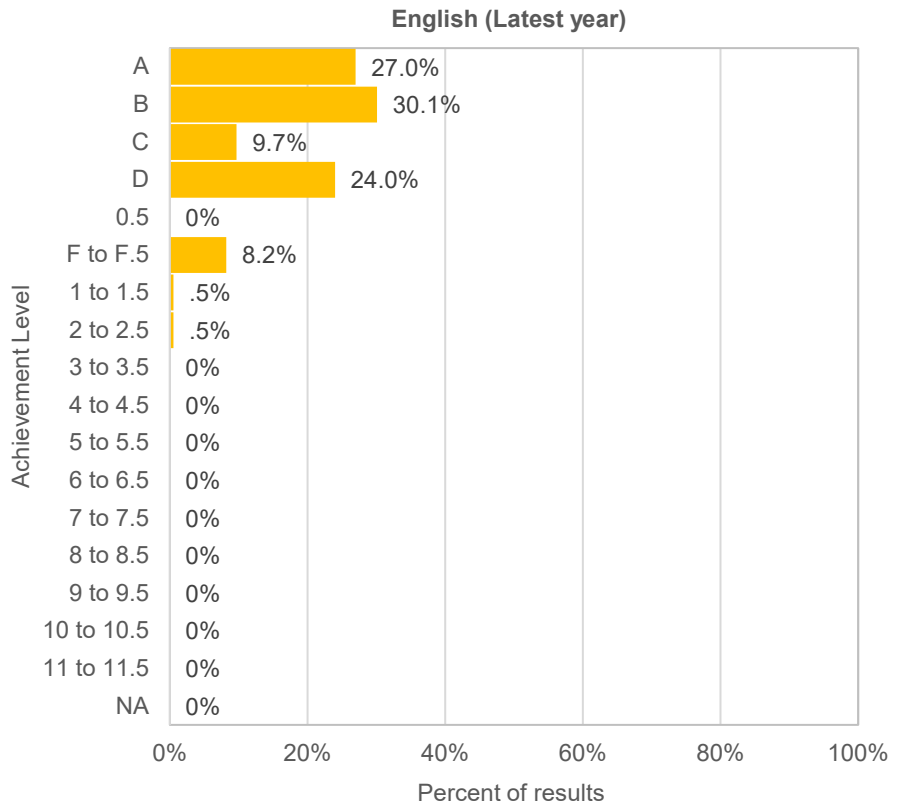
## LEARNING

### Teacher Judgement of student achievement

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

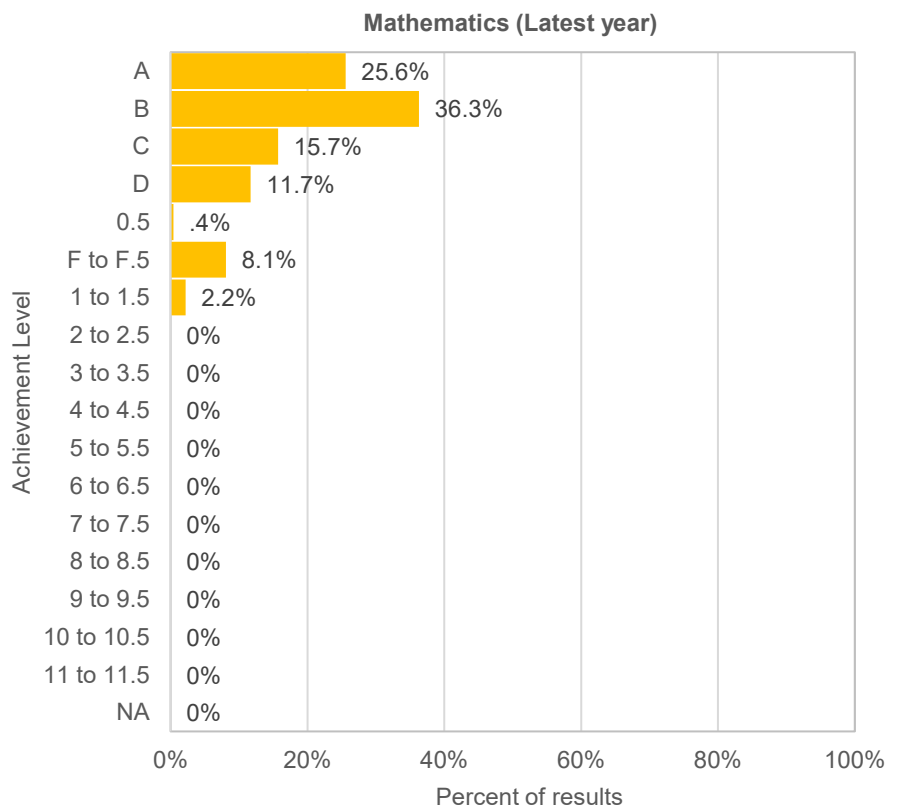
#### English

Achievement Level	Latest year (2022)
A	27.0%
B	30.1%
C	9.7%
D	24.0%
0.5	NDA
F to F.5	8.2%
1 to 1.5	0.5%
2 to 2.5	0.5%
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 (2022)
A	25.6%
B	36.3%
C	15.7%
D	11.7%
0.5	0.4%
F to F.5	8.1%
1 to 1.5	2.2%
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.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	29.1	24.6	22.7	38.0	28.1

### 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:	NDP	NDP	100.0%	100.0%	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,831,944
Government Provided DET Grants	\$515,530
Government Grants Commonwealth	\$5,558
Government Grants State	\$23,610
Revenue Other	\$12,568
Locally Raised Funds	\$21,945
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,411,156</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$52,216
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$52,216</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,903,855
Adjustments	\$0
Books & Publications	\$762
Camps/Excursions/Activities	\$9,141
Communication Costs	\$3,810
Consumables	\$45,991
Miscellaneous Expense <sup>3</sup>	\$13,756
Professional Development	\$76,996
Equipment/Maintenance/Hire	\$33,273
Property Services	\$78,569
Salaries & Allowances <sup>4</sup>	\$257,035
Support Services	\$30,681
Trading & Fundraising	\$5,904
Motor Vehicle Expenses	\$9,474
Travel & Subsistence	\$698
Utilities	\$37,828
<b>Total Operating Expenditure</b>	<b>\$5,507,771</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$96,615)</b>
<b>Asset Acquisitions</b>	<b>\$22,713</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 24 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$205,111
Official Account	\$829
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$205,940</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$90,725
Other Recurrent Expenditure	\$4,635
Provision Accounts	\$0
Funds Received in Advance	\$28,361
School Based Programs	\$82,000
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>\$205,720</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.*