

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 02 April 2024 at 02:08 PM by Christine Pillot (Principal)

- This 2023 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 02 April 2024 at 02:13 PM by Bec Gilmore (School Council President)

How to read the Annual Report

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.

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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

'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.

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').

Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Croydon Special Developmental School (Croydon SDS) is a co-educational school for students with a moderate to profound intellectual disability aged 5 – 18 years in the North Eastern suburbs of Melbourne. Croydon SDS also offers an Early Education Program, funded for the equivalent of 7 EFT places for children aged 2.8 – 4.8 years. Every day we strive to fulfil our Croydon SDS vision, **'At CSDS, We are Creating Success.'** **The school community embraces our school values of, 'Care, Share, Do Your Best and Be Safe'**. Our values provide the foundations of the School Wide Positive Behaviour Support model and the expected behaviours across all school contexts.

In 2023, 78.6 EFT students were enrolled across three sections of our school, Primary, (six classes) Secondary (four classes) and Transition, (two classes). The school's SFOE was 0.492. The staff profile was made up of one Principal, one Assistant Principal, two Leading Teachers, three Learning Specialists, (including a DE Inclusion Outreach Coach), 20 Classroom/Specialist Teachers (15.1 EFT), 37 Education Support staff (24.9 EFT).

Our student enrolment demographics included 76 percent of male and 24 percent of female students. A small number of students identified as Aboriginal. In 2023, we continued to grow in cultural diversity, with students from 10 different nationalities enrolled; 22 percent of parents were from Myanmar and 5 percent from India. Families spoke varying languages at home; 18 percent of students came from non-English speaking homes. We had one international full fee-paying student enrolled in our transition section.

More than half of our students accessed the DE Student Disabilities Transport Program by travelling on the Crown bus service to and or from to school, while others were driven by their parents or carers. In 2023, 53 percent of students travelled by the bus service, while 44 percent travelled to and from school by car.

Progress towards strategic goals, student outcomes and student engagement

Learning

In term 2, Croydon SDS went through a school review. The review identified school goal attainment in student learning growth in literacy and numeracy, and that this was attributed to the development of student communication processes and resources. The whole school approach to Structuring Functional Independence focused on students having an individual visual schedule to clearly communicate the different steps/tasks in each session. Pragmatic Organisation Dynamic Display, (PODD) books, core vocab boards and staff lanyards provide the primary support mode of communication for all students.

Our Curriculum Professional Learning Team, (PLT) key focus areas in 2023 were developing semester based Individual Education Plans to include SMART goals and creating Tasks Analysis to assess individual student goals. All teachers attended Professional Learning (PL) sessions to learn how to write SMART goals followed by workshops which provided opportunities to moderate writing goals and Task Analysis. This work was considered to have a positive impact on Staff Survey data; in 2023, 93 percent of teachers positively endorsed planning for differentiation, and a 10 percent increase in use of data to inform curriculum planning, from 57 percent in 2022 to 67 percent in 2023.

The Curriculum PLT also spent time investigating whole school literacy approaches to identify an approach that would best meet the learning needs of our students. Comprehensive Literacy for All was identified as the program that will best cater for our diverse learners. The program also aligns with our use of Augmentative and Alternative Communication, (AAC) as a tool to support our complex communication needs and disabilities. Our term 3 curriculum day introduced Comprehensive Literacy for All, this included whole staff PL to learn, plan and build resources to support our new literacy approach. In term 3, we employed a second Speech Pathologist to work collaboratively with our curriculum leader to implement our new literacy approach across the school, by specifically working alongside teaching teams and individuals.

Our curriculum leader fulfilled the Tutor Learning Initiative role. Tutoring focused on Reading and Viewing with our students working at the A and B levels. The curriculum leader worked one on one and with small groups of students, both inside and outside the classroom. She worked with teachers regularly throughout the tutoring period to administer and analyse assessments, then plan for student learning tasks, for tutoring and class based literacy sessions.

Wellbeing

Student wellbeing continued to be a focus at Croydon SDS to promote expected SWPBS learning behaviours as the foundation

supports for student learning and growth. The school review identified that SWPBS structures, processes, and achievements, including receiving the Silver Award, was a whole school highlight.

Throughout the year, our Occupational Therapist, (OT) led the implementation of Zones of Regulation, (ZoR). The OT focused on delivering explicit weekly lessons with our Transition students in first semester and then our Secondary students in second semester. Through her work with every class, she supported each student to identify their regulation strategies and then created an individual visual toolkit with each student.

Our OT delivered staff PL sessions to build common understandings and language on ZoR. She created ZoR visual posters, including class regulation toolkits for every classroom in the school. In term 4, our OT delivered a ZoR parent information session online at night. Following this, she presented information and provided resources to parents at the end of year community night, Showcase and Shine.

ZoR became highly visible across the school with consistent visuals displayed in every class, and common understandings and language used by students and staff. Some of our Secondary and Transition students independently referred to the ZoR work, expressing to staff their feelings by communicating what zone they are in. ZoR is now one of our school SWPBS tier 1 universal adjustments.

The Communication Friendly Survey, completed by staff, identified growth in 2023. The questions with an increase included, 'staff use of visuals to support student concentration levels' and 'students are provided visual reminders for behaviour support'. These have a direct correlation with the implementation and teaching of ZoR and use of communication systems and visuals across learning environments.

The SWPBS PLT participated in Classroom Systems of Support training as part of our next area of SWPBS implementation. The team planned a two-year sequence of staff professional learning sessions, commencing in term 4. In term 4, the SWPBS team developed a Croydon SDS Positive Start Program for all classes to engage in at the start of the following school year. The Positive Start Program adopts the whole school expected behaviours through the school values and positive education, and fosters student voice and cohort connection to develop classroom-based expectations. This program sets the scene for a positive climate for learning for the year, while also including some of the Classroom Systems of Support.

Engagement

Our school review identified the effort invested by Croydon SDS in building student connections to the community. We increased student voice and celebration through Principal Awards, special assemblies, Student School Council, house leader meetings, and graduation ceremonies.

We had a focus on providing authentic and enriching learning experiences for students within community settings. These included students contributing to the delivery of the Maroondah Council Meals on Wheels program, taking part in camps, swimming, sports and sessions at a community gym. The school also conducted incursions including music therapy, sports and work skills.

Student leadership was sought after by many of our Secondary and Transition students. Peer selected school captains and house leaders, along with Student School Council members actively contributed to organising and running school events, hosting weekly Principal Award Assemblies, and presenting to school council. Our leaders took pride in their role as they often spoke about what they had to do in a positive and happy tone.

We were successful in an application to appoint a NDIS Navigator to our school. In term 4, our NDIS Navigator commenced and made connections with parents to support them to access and work through the NDIS process. This role shifted from our Family Support Coordinator, allowing her to focus on other areas of family support. In term 4, the Family Support Coordinator commenced work on identifying families to engage with to improve student school attendance. In 2023, the average attendance rate was 78.8 percent, a 2 percent decrease from 2022. The average number of half-day absences was 33.2, while 21.4 percent of these were unapproved absences.

There were three students who were not able to attend school due to medical reasons; our AP worked with their classroom teachers to write their absence learning plan and meet with parents each term for an SSG. These students engaged in online sessions twice a week focusing on literacy and music therapy, facilitated by an Education Support staff member. One of these students attended school one day each week in semester two when she was well enough. Staff working with this student attended medical intervention training provided by the Royal Childrens Hospital.

Other highlights from the school year

There were many opportunities for families to engage with the school. These included activities like the Post School Options Expo, Footy Day, the Show Case and Shine end of year celebration, Mothers' and Fathers' Day stalls, and morning teas. During the school review student forum, students spoke about their friendships and enjoying the many and varied activities at school. Staff

talked about a feeling of community and connection, of family inclusion, support and positive interactions.

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 Croydon SDS. This was held at Chirnside Park Country Club; teachers and students presented a speech about their time and highlights at school and were awarded a certificate. One of 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.

Through the school review forum, parents talked of the strong links that existed between the school and home. They said there were strong communication systems established. The school was responsive to any issues parents had and provided good feedback to inform what parents could work on at home to support student learning and wellbeing. We transitioned to Compass online management and communication tool; this was rolled out to parents at the end of term 1, with information and support given during a parent information evening and information in a parent handbook. By the end of the year, over 90 percent of parents had logged in to Croydon SDS's Compass. Feedback from parents on their use of Compass was positive; many stating that they use the platform for other children at other schools, so it made it easier to access information; parents also reported that it was good to have central access to most school information.

In term 3, a new leading teacher was appointed to lead the primary section and whole school implementation of Professional Learning Communities (PLCs). All members of the leadership team participated in initial PLC training, followed by our leading teacher receiving PLC coaching by an external coach. For the second half of term 3 and all of term 4, our leading teacher facilitated a pilot PLC with a group of three primary teachers, focusing on collaborative planning.

Financial performance

Croydon SDS maintained a sound financial position throughout 2023. The 2023 - 2027 School Strategic Plan, along with the 2023 Annual Implementation Plan, provided 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 \$89,390. 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 the Aquahub swimming program, Gym and music therapy. Active Schools and Extra-Curricular funds purchased local dance company, (Emotion21) services to provide a lunch time dance program for students in term 2 and 3; the funding was also used to buy new three-wheel bikes and bike servicing to keep our fleet of bikes maintained and safe.

Local fundraising from our Mother's Day, Father's Day, and Easter and Christmas raffles has been allocated to purchase a new swing for our Secondary/Transition play space.

Planning for a capital works building project continued throughout the year with regular meetings with Minx architects and the VSBA to work through the design phases. At the end of the year, local contractors Melbcon were awarded the building project. The project is due to commence in January, 2024.

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 76 students were enrolled at this school in 2023, 17 female and 59 male.

27 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).

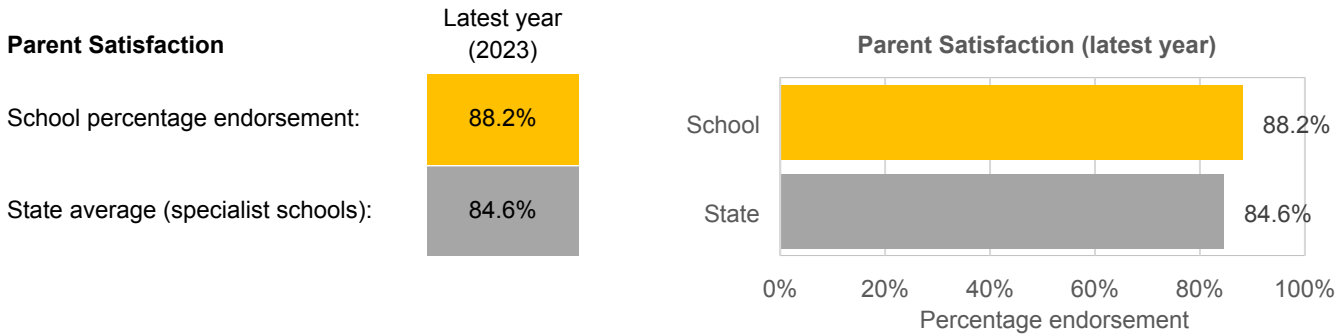
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

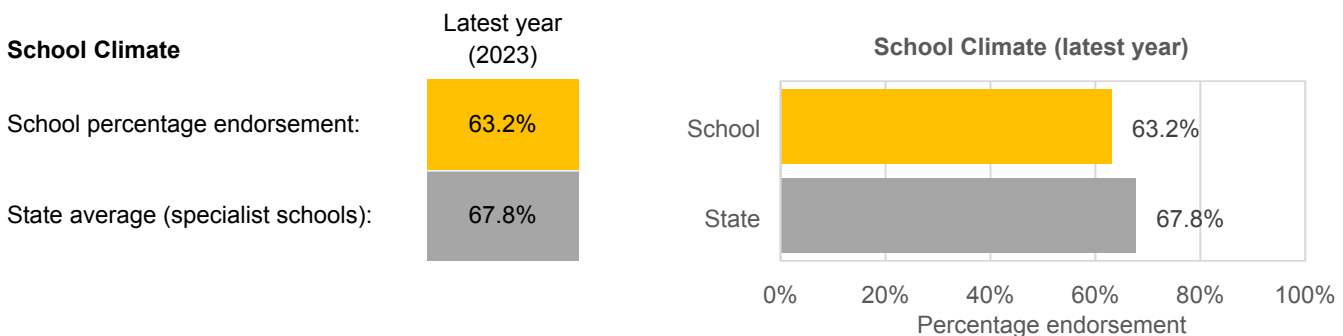


School Staff Survey

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

Percentage 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

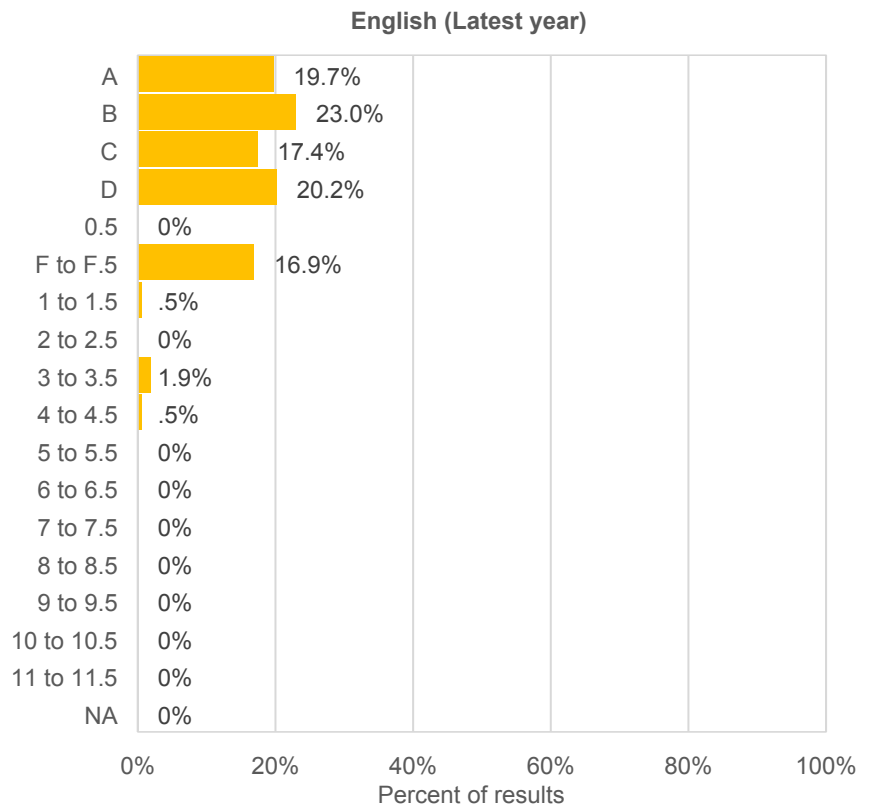
Teacher Judgement of student achievement

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

English

Achievement Level	Latest year (2023)
A	19.7%
B	23.0%
C	17.4%
D	20.2%
0.5	NDA
F to F.5	16.9%
1 to 1.5	0.5%
2 to 2.5	NDA
3 to 3.5	1.9%
4 to 4.5	0.5%
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

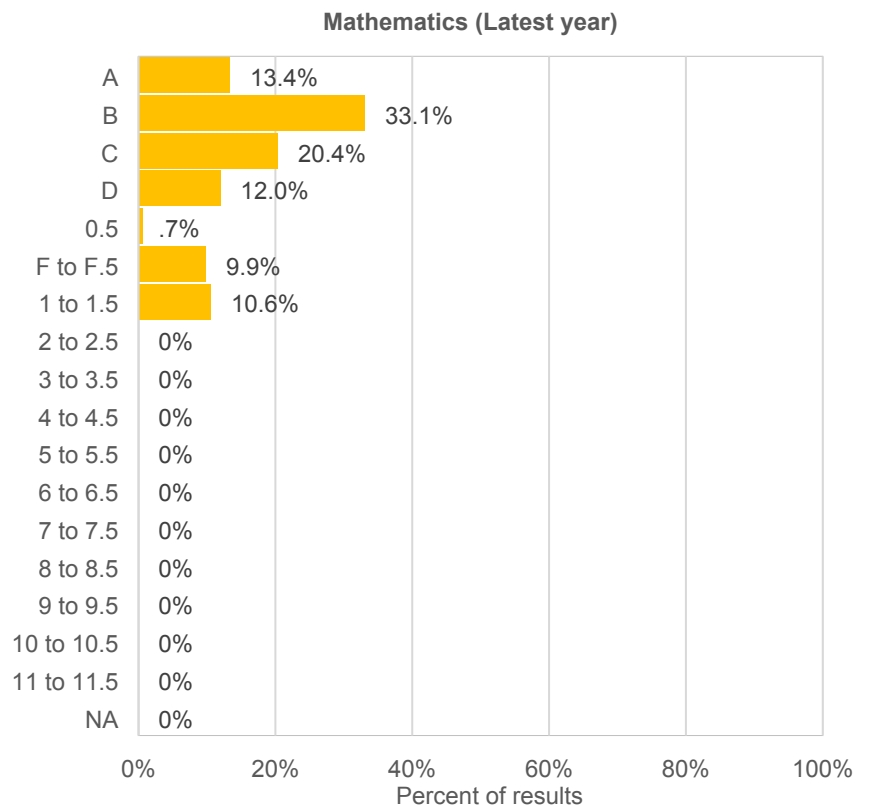
Achievement Level



Mathematics

Achievement Level	Latest year (2023)
A	13.4%
B	33.1%
C	20.4%
D	12.0%
0.5	0.7%
F to F.5	9.9%
1 to 1.5	10.6%
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

Achievement Level



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	2020	2021	2022	2023	4-year average
School average number of absence days:	24.6	22.7	38.0	42.0	30.8

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	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	NDP	100.0%	100.0%	100.0%	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,835,392
Government Provided DET Grants	\$669,184
Government Grants Commonwealth	\$4,400
Government Grants State	\$25,338
Revenue Other	\$22,183
Locally Raised Funds	\$27,970
Capital Grants	\$0
Total Operating Revenue	\$5,584,467

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,461
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,461

Expenditure	Actual
Student Resource Package ²	\$4,712,470
Adjustments	\$35
Books & Publications	\$869
Camps/Excursions/Activities	\$5,621
Communication Costs	\$3,330
Consumables	\$39,646
Miscellaneous Expense ³	\$11,954
Professional Development	\$31,677
Equipment/Maintenance/Hire	\$27,820
Property Services	\$61,914
Salaries & Allowances ⁴	\$348,826
Support Services	\$85,560
Trading & Fundraising	\$3,150
Motor Vehicle Expenses	\$11,053
Travel & Subsistence	\$664
Utilities	\$33,467
Total Operating Expenditure	\$5,378,054
Net Operating Surplus/-Deficit	\$206,413
Asset Acquisitions	\$74,885

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$171,188
Official Account	\$5,582
Other Accounts	\$0
Total Funds Available	\$176,770

Financial Commitments	Actual
Operating Reserve	\$102,642
Other Recurrent Expenditure	\$3,285
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$70,843
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
Total Financial Commitments	\$176,770

All funds received from the Department of Education, 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.