

2025 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 27 March 2026 at 04:07 PM by Christine Pillot (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 March 2026 at 04:07 PM by Christine Pillot (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- Engagement
 - how many exiting students go on to further studies or full-time work
 - average absence days per student
 - student attendance rate

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')

About Our School

School context

Croydon Special Developmental School (Croydon SDS) is a co-educational specialist school located in the Outer Eastern suburbs of Melbourne. The school provides education for students aged 5–18 years with a moderate to profound intellectual disability. In addition, Croydon SDS 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 vision, “*At Croydon SDS, We are Creating Success.*” Our school community embraces the values of *Care, Share, Do Your Best and Be Safe*, which form the foundation of our School Wide Positive Behaviour Support framework and guide expected behaviours across all school contexts.

In 2025, 88.8 EFT students were enrolled across three sections of the school: Primary, comprising seven classes; Secondary, comprising three classes; and Senior Secondary, comprising three classes. The school’s Student Family Occupation and Education (SFOE) index was 0.495. Our staffing profile consisted of one Principal, one Assistant Principal, two Leading Teachers, three Learning Specialists (including a DE Inclusion Outreach Coach), 20 Classroom and Specialist Teachers (17.2 EFT), and 50 Education Support staff (32.4 EFT). This staffing structure enables us to provide highly individualised programs that support student learning, wellbeing and engagement.

Our student enrolment demographics included 69 per cent male and 31 per cent female students, with a small number of students identifying as Aboriginal. Croydon SDS continues to reflect a culturally diverse community. In 2025, students represented 11 different nationalities, with 25 per cent of families identifying as being from Myanmar and 5 per cent from India. 14 per cent of students came from homes where English is not the primary language spoken. The school also continued to enrol one Primary student through the International Student Program.

Student access to school remains a key consideration for families. In 2025, 42 per cent of students accessed the DE Student Disabilities Transport Program, travelling to and from school via the Crown bus service. Most other students were transported by their parents or carers, and one Senior Secondary student travelled independently using public transport.

During 2025, 20 students were enrolled under non-standard enrolment provisions due to cognitive assessment scores outside the school’s eligibility criteria. In each case, Croydon SDS was identified as the educational setting best suited to meet the student’s academic, social and emotional needs. These decisions were made collaboratively between families and the Principal class, and all non-standard enrolment applications were formally endorsed by the DE.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the percentage of students achieving their Individual Education Plan (IEP) goals increased by 20 per cent compared to the previous year. This growth reflects our strong focus on improving the quality and precision of IEP goal development. Teachers implemented semester-based goals to enable clearer progress monitoring and more responsive adjustments to teaching. Through collaborative planning sessions and Professional Learning Communities (PLCs), staff analysed individual, classroom and cohort data, strengthening collective efficacy and ensuring programs were evidence-informed and targeted to student need.

Throughout the year, Literacy and Communication Consultant Helen Tainsh supported the continued development of our whole-school literacy approach. She worked alongside teachers and Education Support staff to model shared reading, participate in team teaching, and engage in reflective professional conversations. Helen also collaborated with the leadership team and school-based speech pathologists to identify strengths and growth areas. A key focus was strengthening the implementation of PODD across learning areas and reviewing reading and viewing assessment tools.

As a result, the Roadmap of Communication Competency (ROCC) assessment tool was trialed and implemented across the school. Teachers administered the assessment with all students, providing clearer insight into communication development and informing targeted planning. Professional learning sessions further strengthened staff understanding of Shared Reading practices and the Victorian Teaching and Learning Model (VTLM 2.0). Staff also commenced developing a comprehensive bank of literacy resources to support planning at individual, class and cohort levels.

In 2025, we delivered the fully accredited Victorian Pathways Certificate (VPC) for the first time to students in their final three years of Senior Secondary. Students were enrolled in, and either completed or progressed towards completion of, units in Literacy, Numeracy, Work Related Skills and Personal Development. It was rewarding to have some of our initial students attaining a Student Achievement Profile.

All Secondary and Senior Secondary students completed a Career Action Plan (CAP). The Job Well Done (JWD) program supported staged career development learning, with Senior Secondary students participating in workplace experiences and post-school options tours to strengthen transition readiness.

Wellbeing

In 2025, Croydon SDS's Mental Health and Wellbeing Leader (MHWL) facilitated fortnightly meetings with the Mental Health and Wellbeing Team to review whole-school data relating to attendance, engagement, behaviour and internal and external support needs. These structured reviews strengthened data-informed planning and ensured a coordinated and timely response to

emerging trends. The team also led whole-school activities for R U OK? Day, engaging students and staff in experiences that promoted connection, emotional literacy and help-seeking behaviours.

Within section team meetings, staff used the Wellbeing Monitoring Tool to track individual student needs and identify patterns across cohorts. This consistent process enabled early identification of students requiring additional behavioural, engagement or learning supports, while also highlighting broader trends. Teams collaboratively developed and documented shared strategies, agreed on targeted interventions, monitored impact and refined supports to ensure responsiveness and consistency of practice.

Our school speech pathologist worked in partnership with the MHWL and the Department of Education Respectful Relationships team to review and adapt the Respectful Relationships curriculum to align with the A–D curriculum. The revised program was piloted in Senior Secondary during Term 2 and implemented across the school in Term 3. A cross-school working party further strengthened alignment by embedding Personal and Social Capabilities and weekly School-Wide Positive Behaviour Support (SWPBS) lessons within the broader wellbeing framework.

The Self Assessment Survey (SAS) demonstrated 79 per cent positive endorsement for school-wide systems, reflecting strong Tier 1 foundations. This was further validated by Tiered Fidelity Inventory (TFI) results, which showed 93 per cent implementation of Tier 1 practices across classrooms and whole-school settings — a significant achievement given considerable staff changes throughout the year.

Professional learning in Positive Classroom Management Strategies concluded with modules on Task Demand and Task Sequencing, aligned with existing school-wide systems. The speech pathologist and MHWL also reviewed Relationships and Sexuality Education programs, including So Safe, in consultation with Sexual Health Victoria and regional specialists, with a revised scope and sequence developed for implementation in 2026. Behaviour consultant Dan Petro provided additional support through parent workshops, classroom observations and whole-school professional learning.

Engagement

In 2025, we strengthened family engagement through the employment of a Multicultural Education Aide (MEA). The MEA played a vital role in building trust and connection with families, particularly within our Burmese community, by gathering feedback on preferred morning tea topics and areas of interest. The MEA also provided practical and linguistic support to Hahka Chin families and other language groups. This included assisting with uniform orders, explaining school processes and attendance requirements, supporting completion of documentation such as the School Saver Bonus and the Department of Education Parent/Caregiver Survey, and interpreting during Student Support Group (SSG) and Disability Inclusion Profile (DIP) meetings.

The Croydon SDS Events Schedule was introduced to strategically coordinate incursions, excursions, camps and special events. As a result, there was an increase in learning experiences offered across the school, with improved accessibility and a more balanced distribution of activities throughout the year. The schedule also strengthened curriculum alignment, ensuring experiences were purposeful, inclusive and responsive to student interests and individual learning goals.

Throughout 2025, we continued to see growth in students' sense of belonging and strengthened collaboration between students, families and staff. The Community Engagement Team ensured that connection remained visible, valued and embedded in everyday practice. The team planned and facilitated whole-school cultural events, including Harmony Day and NAIDOC Week, celebrating the diverse cultures represented within our school community and promoting respect, understanding and inclusion. Monthly parent morning teas were well attended, providing opportunities for networking and parent/carer education from school based and external presenters.

The Engagement Professional Learning Team further enhanced student voice within SSG meetings. Some students attended and actively participated, while others contributed through a Student Voice Tool and the sharing of work samples, photos and videos. These approaches ensured all students were meaningfully supported to contribute to decisions about their education, strengthening agency, ownership and authentic partnerships in learning.

Other highlights from the school year

In Term 1, Croydon SDS hosted a Careers Expo to support students and families in planning for life beyond school. The event featured more than 10 external providers onsite, including representatives from further education, training organisations, supported employment services, day services and community participation programs. Providers shared information about post-school pathways, eligibility requirements, transition processes and available supports.

Students had the opportunity to engage directly with stallholders, ask questions and explore a range of options aligned to their interests, strengths and goals. Families were able to gather practical information, clarify next steps and build early connections with local services. The Careers Expo forms greater preparedness for post-school pathways.

Throughout 2025, students participated in a broad range of community events including Meet the Classroom Team and Welcome BBQ, Education Week, Book Week, Croydon SDS Footy and Sports Day, Showcase and Shine, Mother's and Father's Day Stalls, Student Support Group (SSG) meetings, as well as camps and excursions. Parents and carers were invited and encouraged to attend many of these events; however, overall attendance remained limited across most activities. Students in their last year of school enjoyed a graduation ceremony at Chirnside Park Country Club, celebrating with family members, peers and staff.

The Showcase and Shine, held in Term 4, continued to be a highlight of the school year, with approximately 50 per cent of students and their families attending. This event remains a significant celebration of student learning and achievement and plays an important role in strengthening community connection and belonging.

Financial performance

Croydon SDS maintained a sound financial position throughout 2025. The 2023–2027 School Strategic Plan and 2025 Annual Implementation Plan guided School Council's allocation of funds to ensure resources were aligned with school priorities.

The Financial Performance and Position Report shows an end-of-year surplus of \$229,518, reflecting careful financial management and the successful acquisition of targeted grants. Advance Program funding supported additional school- and community-based extracurricular opportunities for Senior Secondary students. Active Schools and Extra-Curricular funding enhanced outdoor learning spaces through new line marking in Primary and Secondary play areas, including a bike track with traffic signage. Students selected additional painted games such as Hopscotch and Snakes and Ladders. Funding also supported servicing of the school's bike fleet to maintain safety. Sporting Schools funding provided access to Basketball, Badminton and Gymnastics programs and equipment. High Intensity Outside School Hours Care (OSHC) funding enabled the provision of free after-school and holiday programs, with enrolments increasing across the year.

The staged completion of the capital works project delivered a new administration building, warm water pool, student gym, library, staffroom and a renovated classroom, significantly enhancing facilities for students and staff.

**For more detailed information regarding our school please visit our website at
<https://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 92 students were enrolled at this school in 2025, 28 female and 64 male. 37% had English as an additional language and NDP 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**.


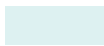

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	96.3%	
	Similar schools	89.1%	
	State	86.9%	

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.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	63.8%	
	Similar schools	68.5%	
	State	68.0%	

LEARNING



Teacher Judgement of student achievement English



Percent of results at each achievement level in English

		2025	
A	School	10.8%	
B	School	28.6%	
C	School	39.4%	
D	School	11.3%	
0.5	School	0.0%	
F-F.5	School	9.4%	
1.0-1.5	School	0.5%	
2.0-2.5	School	0.0%	
3.0-3.5	School	0.0%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.0%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025	
A	School	12.2%	
B	School	34.7%	

			2025
C	School	31.5%	
D	School	21.6%	
0.5	School	0.0%	
F-F.5	School	0.0%	
1.0-1.5	School	0.0%	
2.0-2.5	School	0.0%	
3.0-3.5	School	0.0%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	0.0%	

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	NDP		54.0%
	Similar schools	40.3%		40.9%
	State	81.5%		81.2%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Ungraded	School	38.9		40.4
	Similar schools	40.9		39.8
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	80.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$5,669,850
Government Provided DET Grants	\$1,044,914
Government Grants Commonwealth	\$20,059
Government Grants State	\$12,445
Revenue Other	\$40,150
Locally Raised Funds	\$18,990
Capital Grants	\$0
Total Operating Revenue	\$6,806,408

Equity	Actual
Equity (Social Disadvantage)	\$41,041
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$41,041

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,422,015
Adjustments	\$0
Books & Publications	\$1,714
Camps/Excursions/Activities	\$17,950
Communication Costs	\$3,086
Consumables	\$47,578
Miscellaneous Expenses ²	\$33,192
Agency Staff	\$149,279
Professional Development	\$41,893
Equipment/Maintenance/Hire	\$193,595
Property Services	\$241,722
Salaries & Allowances ³	\$339,220
Support Services	\$48,018

Expenditure	Actual
Trading & Fundraising	\$3,922
Motor Vehicle Expenses	\$8,890
Travel & Subsistence	\$1,458
Utilities	\$84,246
Total Operating Expenditure	\$6,637,778
Net Operating Surplus/-Deficit	\$168,630
Asset Acquisitions	\$24,369

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$228,270
Official Account	\$17,479
Other Accounts	\$0
Total Funds Available	\$245,749

Financial Commitments	Actual
Operating Reserve	\$202,627
Other Recurrent Expenditure	\$21,671
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$224,299

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.