

2020 Annual Report to The School Community



School Name: Croydon Hills Primary School (5255)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 March 2021 at 12:25 PM by Christian Holdsworth (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 March 2021 at 01:28 PM by Sian Jamison (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels 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 Hills Primary School, established in 1988, is situated in the eastern suburbs of Melbourne.

The school's vision is: To provide a child safe, inclusive, caring and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility, resilience, perseverance and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Croydon Hills has a commitment to zero tolerance of child abuse and is committed to child safety. We support and respect all children as well as our staff and volunteers. We want all children at this school to be safe, happy, and empowered.

The school's values are: Integrity, Care & Compassion, Respect, Resilience and Responsibility.

The school's purpose is to create a stimulating learning environment where there are increased opportunities to maximise the social, emotional and cognitive engagement of all students.

In 2020, the school's enrolment was 736 students. The school is divided into four sub-schools: Prep, comprising of six classes; a junior school, comprising 9 multi-age classes of Year One and Two students; a middle school, comprising 9 multi-age classes of Year Three and Four students; and a senior school comprising eight multi-age classes of Year Five and Six students. The school's SFOE is 0.2499 with 94% of students and 85% of parents born in Australia. Six students identify as Koorie, five are in Out of Home Care and 24 are supported by the Program for Students with a Disability.

The school's partnership with the community is a highly valued feature of the school. This is reflected by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey 'Parent Satisfaction' with 88.8% percent positive endorsement; 7.6% above the state average.

In 2020 the staffing profile consisted of:

- Three Principal Class (2.8 EFT)
- One Leading Teacher and three Learning Specialists (2.5 EFT) who lead the building of practice excellence via a program of collegiate coaching.
- 44 teachers (37.34 EFT) four of whom are Professional Learning Team coordinators of Prep, Junior, Middle, Senior, and the Specialist teams
- 18 Educational Support Staff (11.13 EFT) supporting our 24 students funded through the Program for Students with Disabilities
- Two Social Workers (1.2 EFT)
- 6 Administration staff (4.74 EFT) including a First Aid Officer and a Canteen/Uniform Shop manager and Library technician
- A full-time groundskeeper
- A team of 13 Out of School Hours Staff
- The school's three-hectare site houses a broad range of buildings and facilities including:
 - thirty-two dedicated classrooms (including one school-owned)
 - a visual arts room
 - a computer laboratory
 - a science laboratory
 - a library
 - a Performing Arts Centre (the original school hall)
 - a dedicated language room (Indonesian)
 - a dedicated Out of School Hours room
 - two multi-purpose rooms (school-owned)
 - a competition size sports stadium

- four outdoor sports courts (two of which are covered in synthetic grass, one of which is covered by a waterproof shade shelter)
- a competition size cricket/football oval
- a junior sized soccer pitch
- two junior sized football ovals
- five playgrounds that are dedicated to the learning levels of the school
- a farm complete with vegetable gardens, chickens and a frog bog
- a Japanese garden.

In 2020, Croydon Hills Primary School, like all Victorian schools, was presented with the challenge of navigating through the COVID-19 Pandemic. This involved two periods of Remote and Flexible Learning that resulted in students learning from home for 18 - 25 weeks (depending on Year Level) of the year. For our school, this included a school closure as a result of a positive community case in the brief period students resumed onsite learning in Term Two.

Framework for Improving Student Outcomes (FISO)

In 2020, Croydon Hills Primary School's Annual Implementation Plan (AIP) focused on the Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, and Health and Wellbeing. These included:

- further building individual teacher and PLTs knowledge of what constitutes practice excellence, including their capacity to differentiate curriculum, and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student.
- strengthening the peer observation process in the school and strengthen teachers' abilities to coach others.
- creating a positive school climate that is a safe and secure environment where risk-taking is part of the learning process, and students are academically engaged, so learning outcomes will improve.

The school delivered on our KIS however some of the associated AIP actions were compromised as a result of the COVID-19 related period of Remote and Flexible Learning.

We delivered on our KIS by:

- enhancing our team planning structures to include greater use of formative assessment data to inform individual and small group differentiation. Our successful progress in this area is reflected in the DET Staff Survey with 92% positive responses to School Climate - Collective Efficacy and 85% positive responses to School Climate - Teacher Collaboration
- establishing a program of collegiate coaching to build consistency of practice that delivers high-quality professional learning based around the High Impact Teaching Strategies. This is reflected in the 85% positive response rate to Instructional Leadership in the DET Staff Survey.
- undertaking whole-school professional learning relative to Health and Wellbeing on Respectful Relationships, Cultural Understanding and Safety Training, Responding to Disclosures Training, Growth Mindset and Positive Education. The school's successes against this KIS were reflected in the school's COVID-19 Parent Survey with 100% of parents responding positively to 'the school values student wellbeing'.

Achievement

Croydon Hills Primary School has a proud history of delivering educational programs that provide students with opportunities to grow and extend in all areas of the curriculum. In 2020 the delivery of the school's educational programs were delivered both traditionally and in a modified format as a result of the COVID-19 related period of Remote and Flexible Learning.

During periods of traditional schooling and those under Remote and Flexible learning conditions, our school achieved successes relative to the Victorian Curriculum's eight learning areas and four capabilities. This included learning in the dedicated specialist subjects of Languages (Indonesian), Performing Arts, Physical Education, Science, and Visual Arts.

Prior to and upon resumption, for each period of Remote and Flexible Learning the school delivered periods of traditional

learning. During these periods, particularly in Term Four following the three-month period of Remote and Flexible Learning, 'Learning Catch-Up in Literacy and Numeracy learning was prioritised.

During Remote and Flexible Learning, the school utilised online resources for content-delivery and assessment. In doing so we developed new ways of achieving learning gains. This was primarily achieved through the use of the Google platform to:

- house dedicated Learning Level websites that delivered learning engagements for each area of the curriculum. Each learning engagement included an instructional video with the whole class focus or learning intention, success criteria, and a worked example.
- host live lessons and conferences for ability-based groups in English and Mathematics, and mixed ability lessons in Health & Wellbeing, Inquiry and specialist subjects.
- conduct one-to-one and small group literacy support, special needs, and wellbeing sessions for students requiring additional support.
- share and submit learning tasks in online student portfolios.

Whilst NAPLAN was not conducted, a highlight for the school's overall achievement was reflected in school-based ACER PAT testing with:

- 78% of Year Three students and 72% of Year 5 students achieving above the national median (50th percentile) in Reading.
- 83% of Year Three students and 70% of Year 5 students achieving above the national median (50th percentile) in Mathematics.

Teacher Judgement of student achievement indicated that 89.3% of students are achieving at or above expected standards in English, 3% above the state average, and 89.5% in Mathematics, 4.3% above the state average.

Students supported through the Program for Students with a Disability all showed expect progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Despite the challenges presented to schools in 2020, Croydon Hills Primary School maintained a positive and engaging school culture. Throughout periods of both traditional schooling and Remote and Flexible Learning, our school created environments that were safe, supportive, and appropriately challenging.

During periods of traditional schooling students engaged in units of study that focused on The Humanities, Health, Science and Global Education. English and Mathematics were taught through these units. Learning experiences were deepened and more meaningful as students learned through play, investigation and real-life experiences.

During periods of Remote and Flexible Learning students were engaged through the aforementioned digital platform with a combined focus on the core curriculum (Literacy and Numeracy), wellbeing and engagement. A feature of the learning program during this period was 'Friyay Fun Days'. On these days the whole school had a common project-based focus. These included Science Day, Travelling Around the World, Positive Education Day, Create Your Own Boardgame, and Health and Wellbeing Day. Throughout this period the school tracked student engagement and attendance via a school-built 'Student Wellbeing, Engagement and Achievement portal'. The portal allowed teachers and support staff an opportunity to annotate student progress and easily identify students that needed support or extension. The school was acknowledged as Department practice leaders in this area that led to the sharing of best practices at the North East Victoria Regional forum in May.

In absolute terms, student engagement is measured in Student Absence Data. Our school's exceptional response to Remote and Flexible Learning and the support provided to families on the subsequent re-entries to on-site learning is reflected in our attendance data. In 2020, our school's average absence rate was 7.9 days per child. This number is 5.9 days less than the state average. Our four-year average is four days fewer than the state average.

Wellbeing

In 2020 the school continued to prioritise initiatives associated to Wellbeing. Our school goal of creating and maintaining a positive school climate that is safe and secure, one where risk-taking is part of the learning process, and students are academically engaged, was supported through:

- staff professional learning on Respectful Relationships, Cultural/Community Understanding and Safety Training (CUST), Positive Education, Growth Mindset, URStrong and Restorative Practices
- enhanced communication between the home and school with the introduction of 'Weekly Level Updates' pertaining to the programs being undertaken that week in each level
- the increased emphasis placed on personal wellbeing during the COVID-19 pandemic year
- the additional human resourcing of Student Wellbeing Officers as a result of the needs of the community in the COVID-19 pandemic year.

The school's enhancements in this area and the way the school responded to the global pandemic, including a COVID-19 related school closure, are positively reflected in the Department's survey data.

The 2020 Student Attitudes to School Survey data indicated a:

- 88.6% positive response for 'Sense of Connectedness', 9.4% above the state average.
- 85.9% positive response for 'Management of Bullying'; 7.9% above the state average.

The 2020 School Staff Survey indicated an 88.8% positive endorsement of School Climate; 9% above the state average.

Our school's success in this area is further supported by our school-based family survey that identified:

- 94.8% positive responses from families that “our children have felt safe and comfortable in their learning”
- 100% positive responses from families that “the school values student wellbeing”.

Financial performance and position

The school finished the year in a strong financial position. The Financial Performance and Position Report shows an end of year surplus of \$421,113. This was achieved through sound financial management during the pandemic year. The surplus will allow School Council to allocate funds to support school programs, the priority areas of the School Strategic Plan, and the Department's 'Learning Catch-Up' priority in 2021.

In 2020 equity funding totaling \$26,716 was allocated towards the school's Learning Enhancement program. The school received a \$15,000 Local Schools Community Fund grant to create a Prep courtyard and outdoor learning area. This project was completed with a co-contribution of School Council funds. The school's 2019 \$4,800 Landcare Grant remains a Financial Commitment and will contribute to the upgrade of the school's farm in 2021.

The school has local hire agreements with Warrandyte Basketball Association, Ringwood North Football Club, and South Warrandyte Cricket Club to use school facilities outside of school hours. These partnerships were forecast to net the school \$24,208 however hire fees were waived during periods of State Government COVID-19 restrictions that prevented their use. This resulted in a -\$15,478 variation.

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 and the priority initiatives identified by the School Council.

For more detailed information regarding our school please visit our website at <https://www.croydonhps.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 738 students were enrolled at this school in 2020, 364 female and 374 male.

10 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

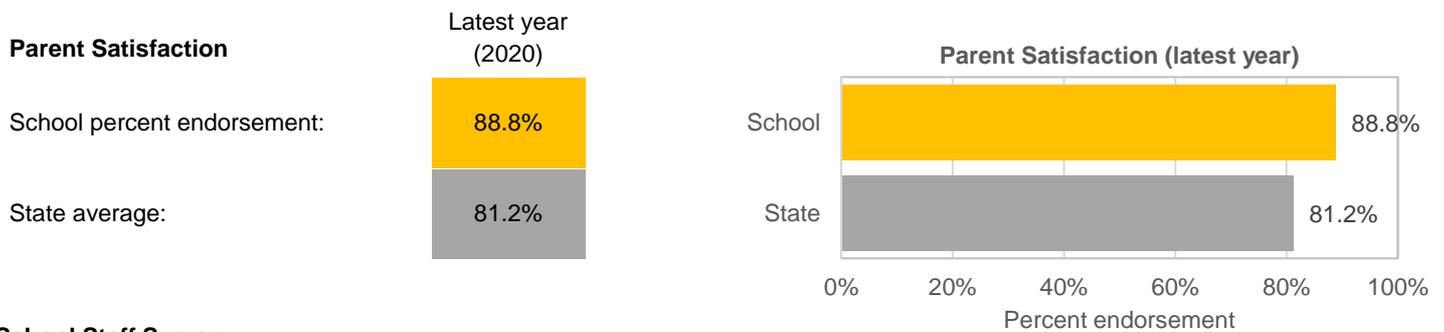
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

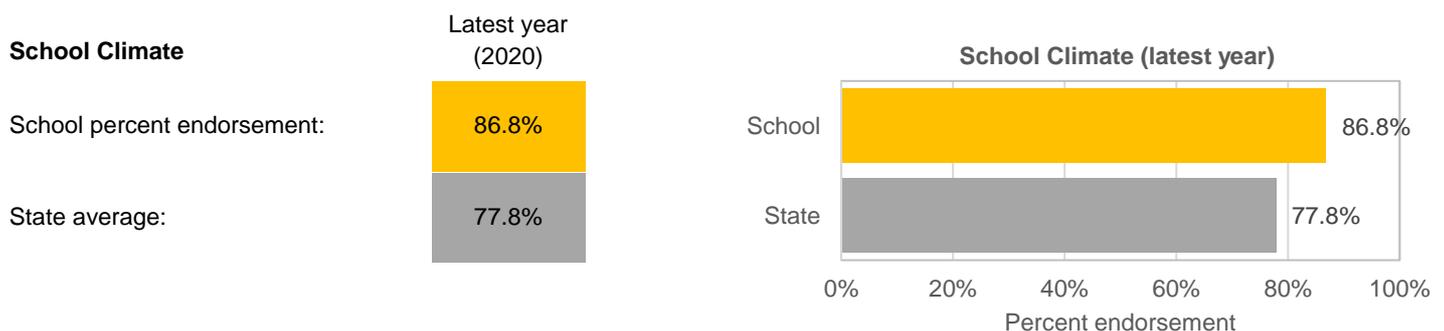


School Staff Survey

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

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

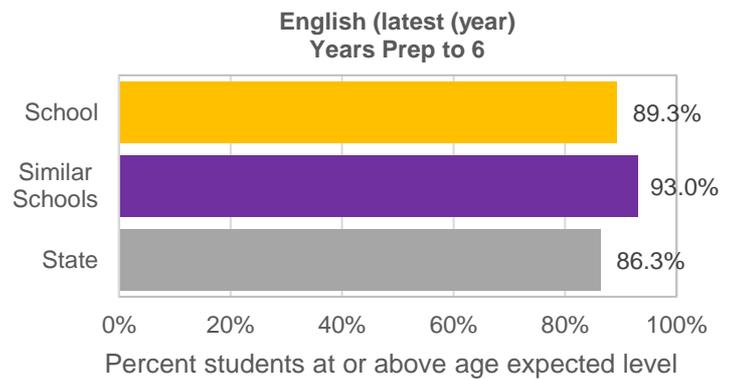
89.3%

Similar Schools average:

93.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

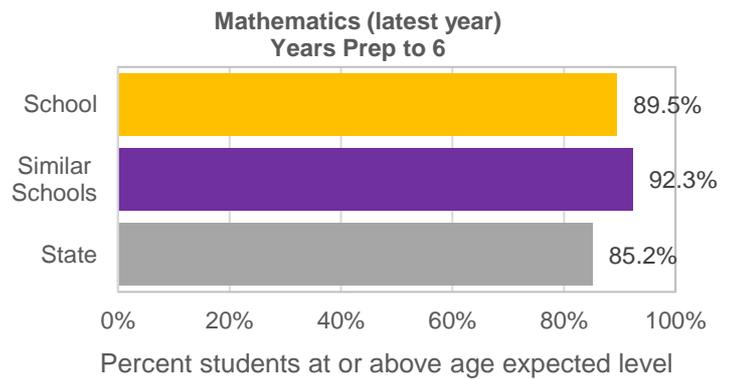
89.5%

Similar Schools average:

92.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

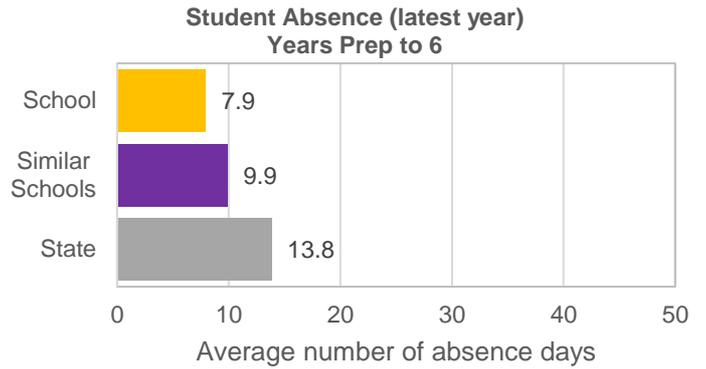
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.9	11.3
Similar Schools average:	9.9	13.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	96%	96%	96%	96%	96%

WELLBEING

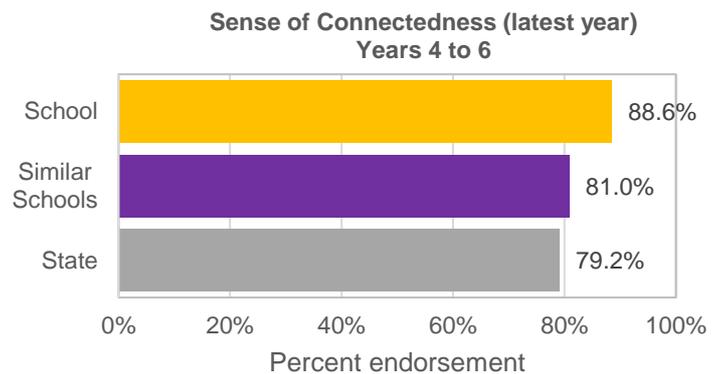
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	88.6%	87.4%
Similar Schools average:	81.0%	81.6%
State average:	79.2%	81.0%



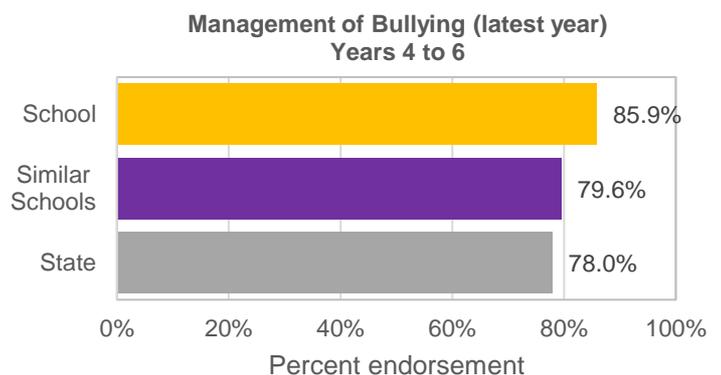
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.9%	87.2%
Similar Schools average:	79.6%	81.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,747,491
Government Provided DET Grants	\$686,752
Government Grants Commonwealth	\$10,231
Government Grants State	\$4,800
Revenue Other	\$52,643
Locally Raised Funds	\$1,023,241
Capital Grants	NDA
Total Operating Revenue	\$7,525,157

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,716
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,716

Expenditure	Actual
Student Resource Package ²	\$5,737,201
Adjustments	\$16
Books & Publications	\$3,506
Camps/Excursions/Activities	\$32,791
Communication Costs	\$15,270
Consumables	\$156,809
Miscellaneous Expense ³	\$67,902
Professional Development	\$23,100
Equipment/Maintenance/Hire	\$161,037
Property Services	\$63,189
Salaries & Allowances ⁴	\$606,956
Support Services	\$47,092
Trading & Fundraising	\$125,332
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$63,842
Total Operating Expenditure	\$7,104,044
Net Operating Surplus/-Deficit	\$421,113
Asset Acquisitions	\$210,930

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$458,998
Official Account	\$128,343
Other Accounts	NDA
Total Funds Available	\$587,342

Financial Commitments	Actual
Operating Reserve	\$221,357
Other Recurrent Expenditure	\$17,194
Provision Accounts	\$16,371
Funds Received in Advance	\$152,294
School Based Programs	\$2,400
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$58,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$582,615

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.