

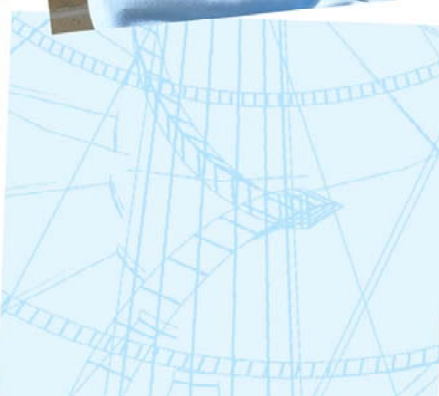
# 2009 Annual Report to the School Community

Croydon Secondary College

School Number: 7755



Every  
child,  
every  
opportunity



## Croydon Secondary College

Croydon Secondary College provides a comprehensive education for its 560 students. Our values are Respect, Honesty, Commitment and Achievement. The goals set out in the Strategic Plan focus on teaching and learning and providing a secure and stimulating learning environment. The school has 57.75 equivalent full time staff: three Principal class, 43.6 teachers and 11.15 Education Support staff.

During 2008, we took the decision to create Croydon Secondary College as a school with an outstanding writing culture. Every strategy for improvement is consistent with this goal. Teaching and learning in a school with an outstanding writing culture assists in achieving superior results in all indicators of performance.

In 2009, the College adopted a subschool structure in order to develop students' sense of belonging and wellbeing. In addition, we are cooperating creatively with all the secondary schools in the City of Maroondah, sharing resources and planning an ambitious and positive future as part of the Maroondah Regeneration Project.

We take pride in a pattern of improving results and increasing enrolments. We continue to improve our performance academically while sustaining our other areas of strength: in Music, the Arts and in Debating.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>The College is performing similarly to schools whose students have comparable background characteristics. For example, the two-year average performance of Years 7 &amp; 9 students on NAPLAN Reading is higher than the Victorian median. However, our students' performance in Maths is inferior to their own performance in Reading and Writing.</p> <p>Our performance at VCE is similar to schools whose students have comparable background characteristics. In 2009, there was an increase in the percentage of students with study scores over 40. However, there was a drop in the percentage of VCAL credits completed satisfactorily.</p> <p>All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.</p> <p>In 2010, we are aligning performance planning and review, professional development and mentoring programs to improve results in VCE and VCAL. We have employed an extra 1.8 teachers to support students, particularly in Maths. We have introduced a 1:1 Netbook program at Years 7 &amp; 10 and will extend this program to every student by 2012.</p>	<p>Section 8 of the Government School Performance Summary shows favourable attendance rates over four years. 2009 attendance data (which is not included in the summary) confirms this trend. Our attendance monitoring officer will continue her outstanding work in 2010. We are establishing support groups for students with very erratic attendance.</p> <p>The measure of our students' connectedness to school shows an improving trend. The 2009 result is as predicted given the background characteristics of our students.</p> <p>In 2010, we have appointed a coordinator of our Home Group Program to increase its effectiveness. We have appointed a Lunchtime Activities Program coordinator. Together with Maroondah SC, we will use externally generated funds to introduce a homework program for refugee students and continue the 'Beaut Buddies' refugee mentoring program. We have streamlined our processes for students to set, evaluate and reflect on their own performance goals. We will continue with students presenting digital portfolios at student led conferences in Years 7 - 9.</p>	<p>Our ability to retain students to Year 10 was slightly lower in 2008 compared to the average of the previous four years, when our performance was better than predicted given the background characteristics of our students. We believe that the result in 2008 was an anomaly and the results of the previous years will be continued when 2009 data are published.</p> <p>The number of students exiting to further study or full time employment is broadly similar to other schools taking into account their students. However a higher proportion of our students exited to part time employment rather than full time employment.</p> <p>The College fully implements the Managed Individual Pathways Program and has a very well organised Careers program. In 2010 we will renew our efforts to have students and their parents participate in exit conferences when options for the future are fully discussed. We have introduced a Vocational Pathways Program, a comprehensive course for 15 Year 10 students intending to go to full time work after leaving school.</p>

For more detailed information regarding our school please visit our website at <http://www.croydonsc.vic.edu.au> or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



## Croydon Secondary College

### How this school compares to all Victorian government schools

**Key:**

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

### School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



#### 3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.



### School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language




- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).



- 545 students (283 female, 262 male) were enrolled at this school in 2009.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

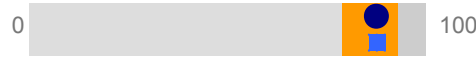
Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



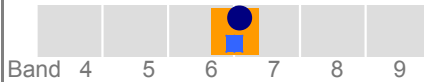
5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

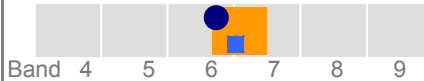
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009






Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

7. Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school.

This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



School Comparison



Percent of students in 2009 who satisfactorily completed their VCE: 98%  
 Percent of Year 12 students in 2009 undertaking at least one Vocational Education and Training (VET) unit of competence: 27%  
 Percent of VET units of competence satisfactorily completed in 2009: 77%  
 Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2009: 55%

Student Engagement and Wellbeing

8. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



Average 2008 attendance rate by year level:

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
94%	91%	93%	92%	94%	94%

9. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



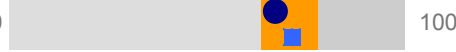
Student Pathways and Transitions

10. Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



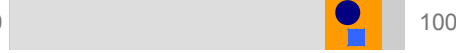
11. Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Results: 2008



Results: 2005 - 2008 (4-year average)



# How to read the Government School Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

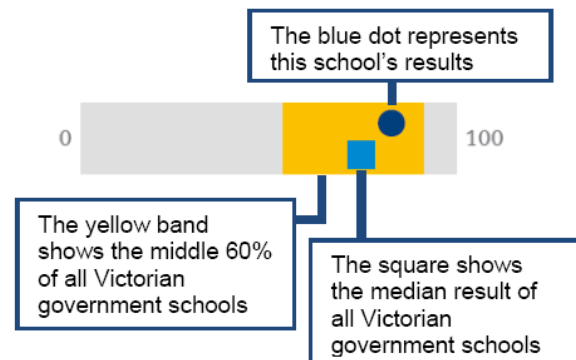
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also shows results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

[www.education.vic.gov.au/aboutschool/](http://www.education.vic.gov.au/aboutschool/)

## School Comparison



## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

Croydon Secondary College

School Number: 7755

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$597,281
Commonwealth Government Grants	\$149,869
State Government Grants	\$17,044
Other	\$62,732
Locally Raised Funds	\$675,895
<b>Total Operating Revenue</b>	<b>\$1,502,821</b>

### Expenditure

Salaries and Allowances	\$104,018
Bank Charges	\$1,287
Consumables	\$160,974
Books and Publications	\$11,895
Communication Costs	\$42,059
Furniture and Equipment	\$145,236
Utilities	\$64,851
Property Services	\$225,217
Travel and Subsistence	\$465
Motor Vehicle Expenses	\$0
Administration	\$30,693
Health and Personal Development	\$1,169
Professional Development	\$34,886
Trading and Fundraising	\$117,144
Support/Service	\$188,445
Miscellaneous	\$196,960
<b>Total Operating Expenditure</b>	<b>\$1,325,299</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$177,522</b>
<b>Capital Expenditure</b>	<b>\$59,670</b>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

## Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$114,360
Official Account	\$32,745
Other Bank Accounts( listed individually)	\$
PAC Trust Acc	\$2,264
csc emp LSL/SL/super Fund	\$12,385
Co-Operative Society Acc	\$11
<b>Total Funds Available</b>	<b>\$161,766</b>

Financial Commitments	2009 Actual
School Operating Reserve	\$10,000
Assets or Equipment Replacement < 12 months	\$91,000
Capital – Building/Grounds including SMS < 12 months	\$43,396
	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$11
Revenue Receipted in Advance	\$5,359
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$12,000
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
<b>Total Financial Commitments</b>	<b>\$161,766</b>

### Financial performance and position commentary

The College has had the benefit of funding from the Commonwealth Government's National School Chaplaincy program, the National Solar Schools Program, the National Secondary School Computer Fund and the National Schools Pride Program. These programs account for the great majority of the funds available as at December 31 2009. These are committed funds for projects intended for completion in Term 1 2010. The College operates without a substantial reserve. The improvement strategies to which we are committed are being pursued vigorously so that our current students benefit in the fullest possible way from our endeavours.