All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the ‘Student enrolment numbers’ and/or ‘Curriculum framework for schools - languages program’ minimum standards until 31 December 2015.
## About Our School

### School Context

At Croydon Hills our aim is to provide an inclusive, caring and dynamic environment which 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 citizens.

Our 3 Hectare site provides extensive ovals, basketball courts and play equipment. Our Sports Stadium with a Multi-purpose room is a wonderful asset and our Performing Arts Centre is spacious and used extensively. eLearning is very important in the school and we have a one2one iPad program for year 5 & 6 students. This has been highly successful and is in its 4th year of implementation. A variety of learning tools are used in each classroom, including interactive data panels, computers, iPads and notebooks. We also have a fully equipped computer lab with 25 iMacs.

Our teachers work closely in teams developing cooperative relationships, which have been strongly supported by the physical layout of our learning environment. Our whole school approach to literacy and now numeracy are enhanced by the work of our learning teams.

Our 606 students are organised into 25 classes. Our student enrolment has steadily increased over recent years rising from 460 in 2012. This trend looks like it is continuing with strong future enrolments expected. The school has a strong Home/School Partnership and parent input is greatly valued.

Our support programs include PE, Visual Arts, Performing Arts and Indonesian, which all have specialist staff delivering high quality programs with many enrichment opportunities. Students also experience weekly Library and ICT sessions. Literacy Support is available for students in need. We had 3 Principal Class, 30.8 Teaching and 9.5 Educational Support Staff supporting our 13 PSD students.

### Achievement

As a school we have been implementing our Strategic Plan, which spans from 2013 to 2016. Our teachers work closely in teams to plan comprehensive programs using AusVELS and ensure consistency across classes.

Our performance summary from 2015 shows pleasing results in academic achievement consistent with previous years. The percentage of students working at and above expected levels is above state in English and Mathematics. Our NAPLAN results also are at or above the state level. Most pleasing is the four year average of results which are above state levels in Years 3 and 5 in Reading and Numeracy. Year 3 students showed strong results though the Year 5 results was low for Reading which sits at odds with NAPLAN Learning Gain where the Year 5 students were stronger than the previous year. We had no students who needed to be measured against the “Towards Foundation Level AusVELS” which is a scale for students who can not be measured by AusVELS and hence there is no data.

We continue to make Literacy and Numeracy a focus. During 2015 our school focus was the development of a whole school approach to the teaching of Numeracy. This was achieved through work with expert consultant Rob Vingerhoets, who worked with the whole staff, teams of staff and with individual teachers.

### Engagement

Our Attitudes to School Survey showed improvements in most areas last year. The 2015 results were the highest over the previous 4 years. Pleasingly the result for student connectedness was in the high range.

The Engagement measure in the data shows attendance was better in 2015 but the 4 year average is below state mean. Our attendance data is skewed by a high level of family holidays taken during the term, often overseas.

We have continued a program of Inquiry Learning from Years 3 to 6, to build on a very successful Investigative Learning program from Foundation to Year 2. These programs have increased student engagement.

We are confident our students find the high level of technology used to support their learning as an engaging factor. We have had many schools come to see our one2one program in operation in the senior school and they all comment on how engaged and confident our students are. Cyber Safety has been a significant focus and we were pleased to be accredited as an eSmart school.

We offer many opportunities for our students including learning expos, art academies (during lunchtimes), production for Middle school, musical tuition, choir, Wakakirri, State School Spectacular to mention a few. There are many sport clinics and competitions entered like Hooptime and Hot Shots Tennis.
Wellbeing

The school continues to operate a Circles program on a fortnightly basis, where relational learning is taught. We also use Restorative Practices, with an emphasis on repairing relationships. We have undertaken some initial staff training with “The Resilience Project” developed by Hugh van Cuylenburg. This is a significant project which will be launched with the community and students in 2016.

We were pleased to continue to employ through school council funding a Student Welfare Officer for two & a half days each week. This support and resource has been of significant benefit to our students and parents.

Our Better Buddies program goes from strength to strength, involving Foundation students with the Year 3 & 4 students. The program follows the Alannah and Madeline Foundation guidelines.

Our Transition program for either ends of the school continues to grow using feedback from the parent community to strengthen the program. We continue to develop a stronger, “through school” transition program for all students in term 4 each year.

Anti-bullying strategies are used throughout the school through our strong school policy framework.

Productivity

We are very proud of the facilities and programs we provide for our students. We work very hard as a school community to ensure we are providing a contemporary and relevant learning environment. Our staff are diligent and motivated to learn and grow, providing our students a model of “Life Long Learning”.

To continue the high quality of the learning spaces we provide and to support our growing student population we had 4 additional classrooms provided by the Department to start the 2015 school year. We located these strategically and built a gallery between them to provide additional working space and to connect the classes. This has been a valuable resource in our growing school.

We have a long term strategy to help develop students with a global perspective and intercultural understanding regarding themselves and Australia’s place in Asia. As a result, we have a number of Sister School relationships with Asian countries. In 2015 we took part in a Department program which partnered with South Korea and provided 3 weeks of teacher exchanges to both countries. We were also part of the Malaysian Bridge Program which also involved teacher exchange and ongoing communication.

We continued to implement additional aspects of Compass School Manager during 2015, which connects parents and the school. It provides real time information on student absences and has enabled us to better monitor significant absences and follow them up. It is also much simpler for parents to approve absences and communicate with teachers. As well as providing semester student reports and absence data, events and activities are authorized and can be paid through the program greatly streamlining this process.

For more detailed information regarding our school please visit our website at http://www.croydonhps.vic.edu.au
Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

School Profile

Enrolment Profile

A total of 606 students were enrolled at this school in 2015, 312 female and 294 male. There were 5% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

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.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
Performance Summary

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.
An 'C' rating means that a student is at the standard expected at the time of reporting.

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

Towards Foundation Level AusVELS is not used for the School Comparison.
## Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Year 3</strong></td>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Year 3 assessments are reported on a scale from Bands 1 - 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results: Reading</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Results: Reading (4-year average)</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy (4-year average)</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td><strong>NAPLAN Year 5</strong></td>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Year 5 assessments are reported on a scale from Bands 3 - 8.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results: Reading</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Results: Reading (4-year average)</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy</td>
<td><img src="image" alt="Similar" /></td>
</tr>
<tr>
<td></td>
<td>Results: Numeracy (4-year average)</td>
<td><img src="image" alt="Similar" /></td>
</tr>
</tbody>
</table>
### Performance Summary

#### Achievement

<table>
<thead>
<tr>
<th>NAPLAN Learning Gain Year 3 - Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
</tr>
</tbody>
</table>

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). If the current year result is in the top 25%, their gain level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.

#### School Comparison

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Reading</th>
<th>Numeracy</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Learning Gain</td>
<td>16%</td>
<td>45%</td>
<td>16%</td>
<td>63%</td>
<td>27%</td>
</tr>
<tr>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>High</td>
<td>51%</td>
<td>37%</td>
<td>47%</td>
<td>69%</td>
<td>58%</td>
</tr>
</tbody>
</table>

NAPLAN Learning Gain does not require a School Comparison.
### Performance Summary

**Student Outcomes**

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2012-2015 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>89%</td>
<td>Lower</td>
</tr>
<tr>
<td>Yr1</td>
<td>94%</td>
<td>Similar</td>
</tr>
<tr>
<td>Yr2</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Yr3</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Yr4</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Yr5</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Yr6</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- Range of results for the middle 60% of Victorian government primary year levels:
- Result for this school: ☐ Median of all Victorian government primary year levels: ☑
## Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School - Connectedness to School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td>Results: 2015</td>
<td>Higher</td>
</tr>
<tr>
<td></td>
<td>Results: 2012 - 2015 (4-year average)</td>
<td>Similar</td>
</tr>
<tr>
<td><strong>Students Attitudes to School - Student Perceptions of Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures the Student Perceptions of Safety factor derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td>Results: 2015</td>
<td>Similar</td>
</tr>
<tr>
<td></td>
<td>Results: 2012 - 2015 (4-year average)</td>
<td>Similar</td>
</tr>
</tbody>
</table>
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show 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 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 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 way of comparing school performance that 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 Aboriginal 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.


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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
## Financial Performance and Position

### Financial Performance - Operating Statement
Summary for the year ending 31 December, 2015

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$3,606,729</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$2,423,327</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$18,013</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$63,172</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$1,236,924</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$7,348,164</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$3,486,898</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$21,652</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$26,055</td>
</tr>
<tr>
<td>Consumables</td>
<td>$135,934</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$2,176,469</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$32,085</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$765,119</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$706,553</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$256,373</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$1,586</td>
</tr>
<tr>
<td>Utilities</td>
<td>$46,906</td>
</tr>
<tr>
<td>Adjustments</td>
<td>$109</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$7,655,739</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**

| ($307,575)                                   |

| Asset Acquisitions                           | $8,037         |

## Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$775,852</td>
</tr>
<tr>
<td>Official Account</td>
<td>$28,337</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$804,189</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$10,000</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$91,000</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$7,839</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$691,563</td>
</tr>
<tr>
<td>Provision Accounts</td>
<td>$3,787</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$804,189</strong></td>
</tr>
</tbody>
</table>

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

### Financial performance and position commentary

Our school is in a strong financial position although these figures do not necessarily reflect this due to timing issues regarding payments for a significant building project. In 2015 we held significant money on behalf of the Department to support the payment of Technical Support Program providing Technicians in school. This distorts our final figures. The school has undertaken 2 significant local building projects to enhance our facilities which have had an obvious effect on our bottom line but have provided facilities to support our learning environment for many years to come.