2019 Annual Report to
The School Community

School Name: Naranga Special School (5080)

- 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 2019 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 08 May 2020 at 12:21 PM by Kai Pukarinen (Principal)

The 2019 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 16 June 2020 at 02:59 PM by Marie O'Neil (School Council President)

About Our School

School context

Naranga is a school in Frankston for students aged 5 to 18 who have a mild intellectual disability. Naranga School provides educational programs that are engaging and meaningful in a structured, safe and supportive learning environment so that students develop the knowledge and skills that equip them to be independent and able to make a valuable contribution to society. This is reflected in our school motto: Learning for Life

We aim to prepare each student to be a productive, active and positive adult member of their community. We provide an engaging and comprehensive developmental curriculum that ensures each student will achieve personal success, and make progress within a supportive environment. Programs are innovative and accommodate the individual learning styles of students. Integrated and holistic learning opportunities are developed so that students acquire knowledge and experience within engaging and fun activities.

The priority values of Naranga School, adopted from the Federal Government's 'Values for Australian Schooling' are: RESPECT (Treat others with consideration and regard, respect another's point of view); RESPONSIBILITY (be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment); CARE AND COMPASSION (care for self and others); HONESTY AND TRUSTWORTHINESS (be honest, sincere and seek the truth). Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. We recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

An Individual Learning Plan is developed for each student – in conjunction with their parents/carers – which is challenging and extends prior knowledge whilst aiming to develop the skills required to become an effective and productive member of the community. The Victorian Curriculum is taught within a framework of whole-school expectations and a focus on sustainability. Students in their final two years of school work towards achieving the VCAL certificate and the Duke of Edinburgh award.

The staffing structure is designed to support and extend student learning by focusing on interests, skills and wellbeing. In addition to traditional subjects such as English and maths, the school offers learning opportunities through specialist activities such as physical education, art, digital technology, food technology and music. Additional supports are provided through student wellbeing, psychology, speech pathology and occupational therapy. Education Support staff are allocated to students, programs and classes to support learning as needed.

The learning journey at Naranga is underscored by School-Wide Positive Behaviour Supports and Restorative Practices, which are incorporated into daily school life. Students' achievements are regularly celebrated at every level: within classes, in sub-schools, across the whole school in weekly and end-of-term assemblies, and in the broader community. We are proud and active members of the Sustainable Schools program. We have current registration with eSmart, and actively engage our students in the Bully Stoppers program. Naranga School was very proud to achieve its Bronze Recognition for its efforts at implementation of Tier 1 SWPBS practices.

Parents are strongly encouraged to be involved in the development of their child's academic learning program, and as part of the broader school community. The direct involvement of parents in their child's school and learning is promoted through regular activities. We work closely with parents to host information sessions, a Parents and Friends group, a fundraising group, open days and various sporting and musical events. Our School Concert is the highlight of our calendar.

Naranga School is identified as having a low socio-economic band with an SFOE of .6491. We received additional funding under the Equity Reform of around $335,000. This money was used to support individualised learning

programs for students through smaller class groups, direct instruction, additional education support staff and therapy services.

In 2019, 170 students were educated and supported by 23 teachers and 16 education support staff, including a full-time psychologist, 0.8 speech pathologist and 0.6 occupational therapist. A Teaching and Learning Coach supported teacher development. Leadership comprised a Principal, two Assistant Principals and 2.8 Leading Teachers.

Framework for Improving Student Outcomes (FISO)

In 2019, Naranga School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Positive Climate for Learning, Building Communities, and Curriculum Planning and Assessment. This included:
   -Implementation of a whole school approach to curriculum, instruction and assessment, including HITS and use of
    data
   -Implementation of a whole school approach to goal setting for students, teachers and staff
   -Implementation of a whole school approach to student wellbeing
To support implementation of these KIS, we planned a purposeful program of professional development supported by peer observation and moderation activities. A priority area for staff PD was SMART goals. Staff assisted each other through collaborative goal writing activities in subschools. We also provided intensive individual support for targeted teachers who required additional PD to improve their capacity in this area. A common obstacle for teachers was supporting students to generate purposeful personal learning goals and genuinely reflect on their progress towards achieving those goals. Providing opportunities to share best practice helped us surmount this obstacle. Modifying expectations to recognise the wide array of student abilities was also important. Student wellbeing KIS was supported by incorporating Child Safe Standards, Respectful Relationships and S-WPBS into our Naranga School Competencies document. Student wellbeing was further enhanced school-wide by employing 4 additional Education Support Staff and an Occupational Therapist. These human resources were linked to Equity funding.

Achievement

In 2019 Naranga School continued to work on its strategic plan goal of improving the literacy and numeracy outcomes for every student. We are proud to see that all of our students made progress based on our assessment data. Maximising student growth and potential is a priority. Creating more consistency of practice in teaching methods, assessment and language is fostering improved students outcomes. Training all staff in Explicit Instruction is creating a Naranga Pedagogical Model which means there is less variation between classrooms. Staff have a greater knowledge of High Impact Teaching Strategies and we have profiled the HITS in our staff PD. Supporting teachers to improve their practice with peer observation and feedback from our Teaching and Learning Coach helps put theory into practice. Naranga has continued to build its bank of pedagogical resources by purchasing resources such as Language for Learning and Direct Instruction Mathematics. These resources are available to all staff and are used to guide program planning. Moderation of student work and assessments has been touched on but needs to continue to be a priority moving forward. Making better use of our assessment data to identify students making slower progress is a key priority in the coming years. Introducing more formative assessment is necessary to make this as effective as possible. The introduction of formal Professional Learning Communities in 2020 will be the perfect forum for making further progress in these areas.

Engagement

Naranga School's 2019 focus was to improve student engagement by implementing a whole-school approach to goal-setting. Having a higher standard of goal in every student's Individual Learning Plan means student learning is more highly directed to the point of need. Professional development in SMART goals included whole school PD, collaborative goal writing in sub-schools and intensive individual support for targeted teachers. Ensuring that teacher planning consistently addressed the goals in student ILPs meant the learning was targetted to student needs. This improved student engagement and had positive impact on student progress towards achieving those goals. Naranga identified the need to explicitly teach our students what it meant to form a goal, take steps to achieve it and then reflect

on progress. By implementing student Personal Learning Goals- students are becoming better able to understand all of their goals and how their day to day program is designed to help them achieve those goals. Teachers assisted students to develop Personal Learning Goals in the areas of Literacy, Numeracy and Personal Development. Then periodically through the year, students must reflect on the progress they've made towards achieving their personal goals. These goals are included in every students' ILP alongside the teacher-generated goals. Naranga achieved it's 12 month target of 70% positive response by students to 'Stimulated Learning' in the 'Effective Teaching Practice for Cognitive Engagement' domain of the Attitudes to School Survey. The target of 70% of positive parent responses to 'Student agency and voice' was surpassed with a score of 83% on the Parent Opinion Survey.

Wellbeing

Naranga School's wellbeing focus was to build the personal and social capabilities of every student through a whole school approach to student wellbeing. The key actions to drive this goal were to incorporate Child Safe Standards, Respectful Relationships and School-Wide Positive Behaviour Support into our personal and social competencies curriculum. These programs were delivered across the Senior School and will be rolled out across the school in 2020. To meet the needs of students who require and intensive level of suppport for their wellbeing, Naranga employed additional ES staff. These human resources were targeted to prioritised students who required more support for their own personal and social competency development. The Student Attitudes to School Survey showed that 65% of students had a positive response to 'School Connectedness'. Our Parent Opinion Survey measure of general satisfaction rose from 77% to 92% in 2019. Student wellbeing is tied directly to attendance. Naranga has good processes and policies in place to encourage school attendance and to follow up students whose attendance is a growing concern. Although our data did not show improvement in attendance rates for students with chronic absenteeism (more than 20 days absent per year) our average absence days per student is well under the state mean for specialist schools. In 2020 we will continue to focus our efforts on encouraging chronic non-attenders to come to school regularly. We remain committed to reducing the number of students with more than 20 days absent from 46% to 40% in the coming year.

Financial performance and position

Naranga School has maximised its Strategic Resource Package to meet the needs of its student population. The school finished the year with a surplus of $37, 367. Naranga School's low socio-economic status meant that the school benefited from further Equity Funding of $335 000 in 2019. This funding was targeted to support student need mainly through human resourcing. The school employed additional Education Support Staff to assist students who required intensive support and supervision. Equity funding was also used to improve student wellbeing by employment of an Occupational Therapist. Targeted funding which provided additional income to the school included Swimming in Schools and Career Education Funding. The Swimming in Schools funding made it possible for the entire student body to participate in the swimming program. Career Education Funding helped to support the employment of a Naranga Careers teacher. Naranga School has a School Council endorsed long-term playground development plan in place. Substantial funding to support this plan is allocated and development is due to begin in 2020.

For more detailed information regarding our school please visit our website at
https://www.naranga.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:
       Results for this school: ● Median of all Victorian Government Special Schools: ◆

School Profile

Enrolment Profile

A total of 171 students were enrolled at this school in 2019, 58 female and 113 male.

3 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.
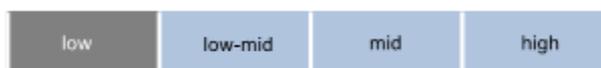
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes
Teacher Judgement of student achievement Percentage of students working at each Standard in: • English • Mathematics For further details refer to *How to read the Annual Report.*	

Performance Summary

Engagement	Student Outcomes
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning.	(see table below)

Year	2016	2017	2018	2019	4-year average
Average absence days	26.0	20.3	24.1	27.9	24.6

Engagement	Student Outcomes
Exit destinations Percentage of students going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.	(see table below)

Year	2016	2017	2018	2019	4-year average
% of students to further studies or employment	100.0	93.3	96.3	100.0	97.4

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$4,675,997	High Yield Investment Account	$636,147
Government Provided DET Grants	$1,166,413	Official Account	$10,861
Government Grants Commonwealth	$7,300	Other Accounts	$0
Government Grants State	$9,725	**Total Funds Available**	**$647,009**
Revenue Other	$27,723		
Locally Raised Funds	$105,893		
Total Operating Revenue	**$5,993,051**		
Equity[1]			
Equity (Social Disadvantage)	$335,574		
Equity Total	**$335,574**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$4,638,888	Operating Reserve	$176,996
Books & Publications	$511	Other Recurrent Expenditure	$13,940
Communication Costs	$14,772	School Based Programs	$401,506
Consumables	$94,558	Capital - Buildings/Grounds < 12 months	$9,223
Miscellaneous Expense[3]	$616,558	Maintenance - Buildings/Grounds < 12 months	$162,339
Professional Development	$30,477		
Property and Equipment Services	$329,889	Maintenance - Buildings/Grounds > 12 months	$60,000
Salaries & Allowances[4]	$32,974	**Total Financial Commitments**	**$824,005**
Trading & Fundraising	$22,463		
Travel & Subsistence	$18,780		
Utilities	$36,417		

Total Operating Expenditure	**$5,836,287**
Net Operating Surplus/-Deficit	**$156,764**
Asset Acquisitions	**$56,852**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

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

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

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 reports on data in key areas:

Achievement
Student achievements in :
- English and Mathematics

Engagement
- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

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.