

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2024 at 09:10 AM by Kai Pukarinen (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 March 2024 at 11:51 AM by Chris Reid (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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 Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum

#### Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

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

Key terms used in the Performance Summary are defined below:

#### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

#### What is the 'Towards Foundation Level Victorian Curriculum'?

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## Updates to the *'Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## 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. 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 Education 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 Victorian Pathways Certificate or ASDAN certificate. 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 performing arts. 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 is also a Respectful Relationships school and has integrated the RR resources into our curriculum across all year levels. 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 fundraising group, open days and various sporting and musical events. Our School Concert is the highlight of our calendar and is widely supported by our community. Naranga School's Student Family Occupation and Education Index is .5929. This means the school received additional funding under the Equity Funding reform. These funds were used to support individualised learning programs for students through smaller class groups, direct instruction, additional education support staff and therapy services. In 2023, 174 students were educated and supported by 25 teachers and 21 education support staff, including a full-time psychologist, a mental health practitioner, a 0.9 speech pathologist and a 0.8 Occupational Therapist. A Learning Specialist (Teaching and Learning) led Professional Learning Community meetings with a focus on assessment and reporting practices and classroom differentiation. Another Learning Specialist oversees Positive Climate for Learning. This Leader supports the promotion of student voice and agency, building connections with the community and School-Wide Positive Behaviour Support. Naranga's Inclusion Outreach Coach is also part of our Leadership team. The IOC worked with Naranga staff on meeting protocols and norms. The Mental Health and Wellbeing Leader led the implementation of programs to support student wellbeing and managed the therapy team. Leadership comprised a Principal, one Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, Wellbeing Leader, Business Manager, Education Support Staff Leader and two Assistant Subschool Coordinators.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 Naranga School continued to focus on continual improvement in student learning outcomes. The key strategic drivers of this focus were:

- embedding Professional Learning Communities
- building rigour in program planning

- embedding a Curriculum Team
- continuing its Tutor Learning Initiative work
- having a specific focus on the teaching of numeracy

After experiencing some interruptions to our implementation of Professional Learning Communities, in 2023 Naranga renewed its commitment to the PLC model to support strong teacher collaboration which in turn would promote improved student learning outcomes. Dedicated time within the school timetable was protected for teams of teachers to meet for PLC. These meetings were facilitated by our Teaching and Learning leader. While the focus of PLC meetings is entirely on student learning outcomes, the PLC agenda reflects the current priorities of the term, month and week. Beginning with collaborating on baseline assessments and design of Individual Education Plans in term 1. Later progressing to developing formative assessments and explicit teaching sequences later in the year through cycles of inquiry. The PLCs had a strong focus on numeracy outcomes in 2023 with measurement identified as a specific priority across the school.

A Curriculum Team was formed in 2023 to map our maths curriculum from Prep to year 12 and identify any gaps or areas for growth. The team started by investigating what skills and strengths our students needed to possess when they graduated from Naranga, and then worked backwards to evaluate how our developmental learning sequences supported these outcomes. The outcome was strong documentation of our whole school curriculum mapped against the Victorian Curriculum.

The Tutor Learning Initiative continued to successfully support Naranga learners across the school. Over the past two years, the work of our tutor has been refined so that student learning outcomes were maximised. In 2023, this was done by having greater flexibility in how the tutor supported students. Withdrawing individuals or small groups of students for support was one strategy. We recognised that more students benefit when the tutor can also be: (1) embedded in classes as additional support to more learners, or (2) using the tutor to create additional explicit instruction groups for identified students.

A new program planning team was introduced in 2023 to review teacher planning documentation. The purpose of this was twofold: to improve the overall consistency and quality of program planning documentation, and to identify teachers for coaching or mentoring support (such as new staff). School leaders targeted professional learning to teachers based on review of planners. A professional learning priority was on the use of Learning Intentions.

Our staff survey results showed strong improvement in positive endorsement of Guaranteed and Viable Curriculum, Moderation of Assessment Tasks, and Understand How to Analyse Data.

Moving forward, Naranga School is committed to improving student learning outcomes through whole curriculum and planning documentation, using PLCs to deepen teacher capacity, and the use and analysis of student learning data to inform differentiation.

## Wellbeing

Naranga School continued to effectively mobilise resources to support students' mental health and wellbeing in 2023. The continual improvement of our multi-tiered system of support at Naranga was the key driver of improved wellbeing outcomes. The Student Engagement and Wellbeing Team (SEWT) met weekly to identify students who require additional support and then designed interventions to support those students. These interventions could be at a tier 2 level such as with our breaktime activities roster, or individualised tier 1 interventions such as behaviour change plans. The SEWT is a multidisciplinary team and has a broad focus including therapeutic support, academic interventions, school attendance, and positive behaviour support. Students are identified for support through staff referrals, through student management data on Sentral, or through therapy consults. When an individual student requires a highly intensive program - the team organizes and Team Around the Learner meeting at which all staff who work with a student can make a contribution to their plan.

Student wellbeing was well supported by our allied health staff. The therapy team at Naranga added value to our school community in a number of ways:

- weekly secondary consultation opportunities for classroom teachers to ask for advice or make referrals
- intensive classroom consultations in which teachers can have dedicated time with the team for in depth discussion on classroom supports
- embedding of the interoception curriculum across all year levels
- embedding the Roadmap to Communicative Competence assessment across all year levels
- supporting professional learning for staff

The interoception curriculum is an innovative program that explicitly teaches students how to emotionally self-regulate by identifying body cues and linking them to emotions. A highlight this year was students designing a Personal Interoception Menu. The menu is an individual plan for each student to access when they need strategies to regulate their emotions.

Naranga remains committed to integrating the Respectful Relationships into our whole school curriculum. The Respectful Relationships program supports our school to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence.

The Student Attitudes to School Survey showed positive growth in Sense of Connectedness, Student Voice and Agency and Managing Bullying.

Naranga is committed to promoting and engaging students in programs to develop their mental and physical health and social-emotional wellbeing.

## Engagement

Naranga School remained committed to promoting student engagement in all areas of school life in 2023. Our Student Representative Council continued to grow and have a more direct influence on actions and events around the school. Aside from hosting our weekly Assembly, the SRC students organized special events, met with school leaders every week, hosted the school concert, and took part in our school review.

A key practice to support student voice is taking part in the Student Attitudes to School Survey. Naranga supported all students in years 4 to 12 take part in the survey. Analysis of the survey results has helped the school put actions in place in response to student feedback. A great example was the Aerobics team. This team was targeted towards our Senior School students as survey data told us more was needed to connect students in this age group.

Naranga took care to consider the needs of our students who identify as indigenous. For the first time, an indigenous students group was formed and met regularly. These students attended community events to build connectedness to their community. The school also completed an Indigenous Learning Action Plan to outline further steps we could take in the future to improve cultural safety and embed indigenous perspectives into our school.

We reinforced our cross-school community connections with our first Brave Week. Brave Week was a week dedicated to wellbeing. The normal timetable was put on hold and students instead spent time learning about restorative practices. Students were able to pursue passion projects and practiced how to restore relationships after conflict or disagreement.

The Naranga House system also helps connect students across year levels. All students are divided into four houses that reflect our shared values: Safe House, Learner House, Respect House and Responsible House. Within these houses students can compete in events such as the House Athletics Carnival and House Cross Country Race.

We remain committed to School-Wide Positive Behaviour Support as one of the foundations for successful student engagement. To recognise our efforts, Naranga will receive its Gold level certification for SWPBS early in 2024. SWPBS is an evidence-based approach to improve behavioural, wellbeing and academic outcomes for children and young people. When SWPBS is implemented well, such as at Naranga School, teachers and students have more time to focus on relationships and classroom instruction.

The benefits of SWPBS are:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- orderly, safe and respectful school environments

All of our efforts to promote student engagement resulted in improved attendance data across the school:

- Decreased the number of students with more than 20 days absent
- Decreased the number of students with more than 30 days absent
- Reduced the overall number of unapproved absences
- Increased overall attendance rate to 82%

Naranga will continue to promote strong student engagement by giving more opportunities for student voice, agency and leadership. We also want to strengthen opportunities for students to enrich learning through community and family partnerships.

## Financial performance

Naranga School maintained a sound financial position throughout 2023. The 2023-26 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$953,106. Naranga plans annually to have a surplus as it helps support increasing staffing resources in response to student need and paying for casual relief staff. Staffing costs were a significant expense and we expect this to continue into 2024 with system-wide workforce shortages. The 2023 surplus was the result of two factors: (1) capital projects that were unable to proceed due to master planning for our school redevelopment project; and (2) the new Disability Inclusion funding for students being received very late in the year. Other sources of funding the school received included equity funds of \$279,915 which supported positive student learning outcomes by funding individual student support and therapeutic interventions. A large proportion of equity funding was dedicated to student wellbeing initiatives. A portion was also spent on employing additional education support staff as a response to the complex

needs of students. Locally raised funds included camps and excursions, parent donations, fundraisers, and parent payments for essential learning items.

**For more detailed information regarding our school please visit our website at**  
**<https://www.naranga.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 174 students were enrolled at this school in 2023, 46 female and 128 male.

4 percent of students had English as an additional language and 8 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).

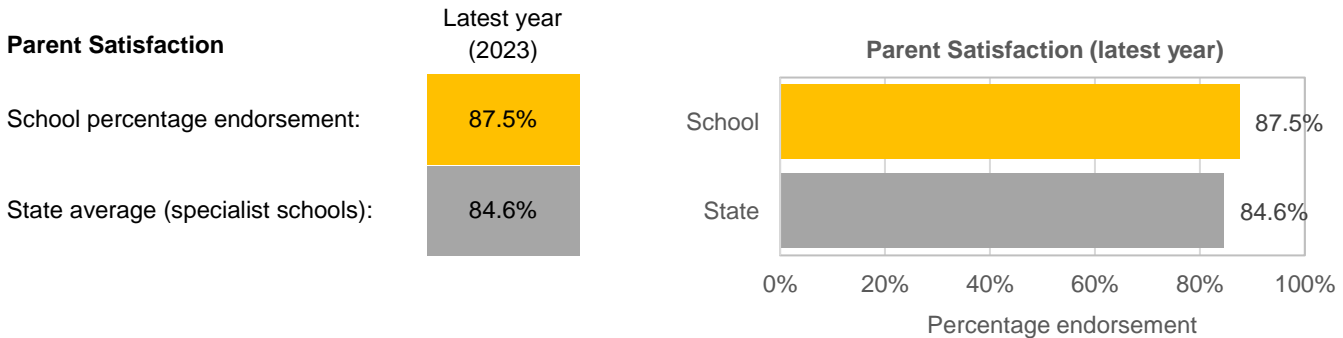
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

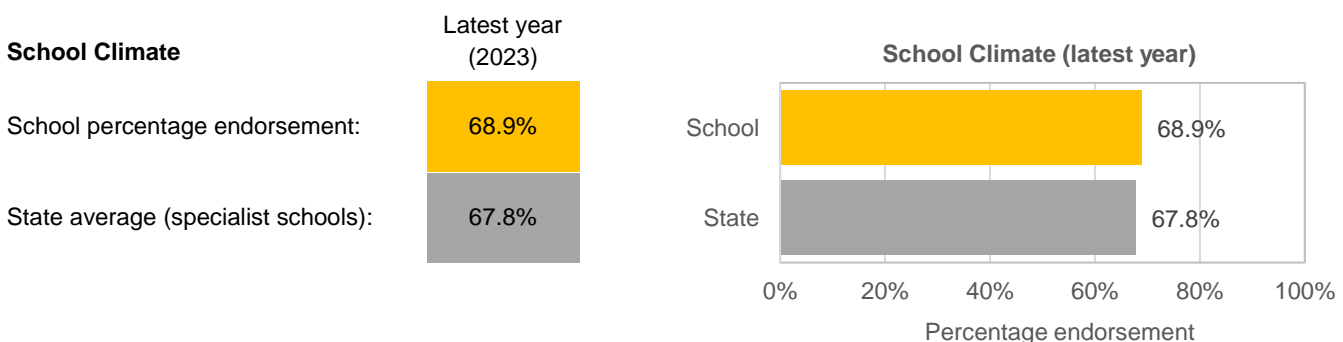


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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





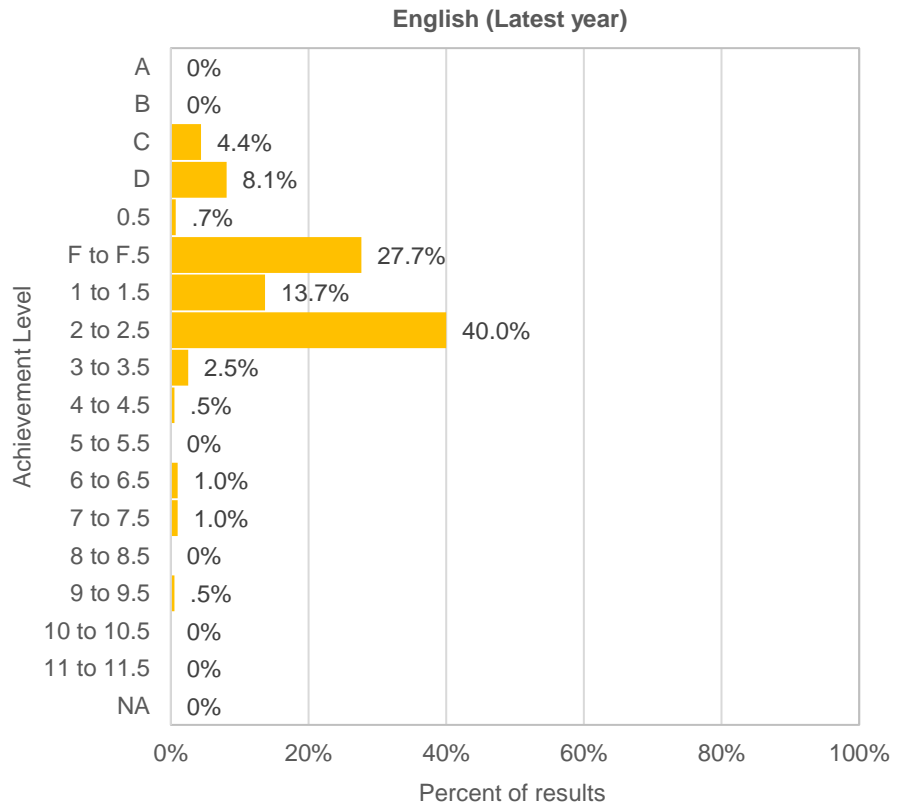
## LEARNING

### Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

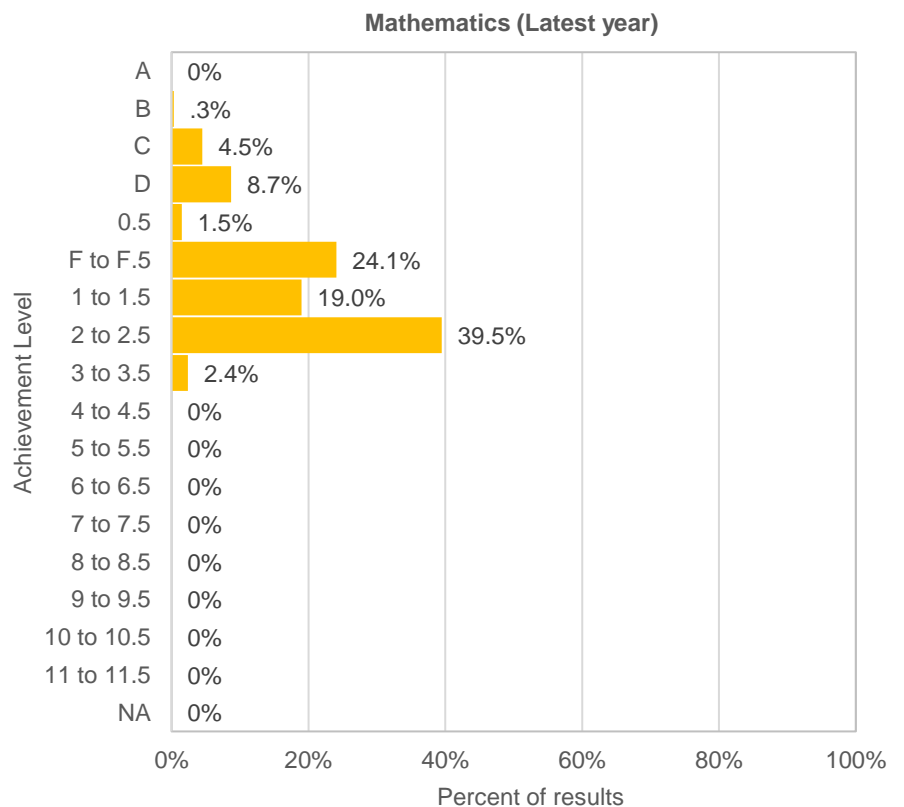
#### English

Achievement Level	Latest year (2023)
A	NDA
B	NDA
C	4.4%
D	8.1%
0.5	0.7%
F to F.5	27.7%
1 to 1.5	13.7%
2 to 2.5	40.0%
3 to 3.5	2.5%
4 to 4.5	0.5%
5 to 5.5	NDA
6 to 6.5	1.0%
7 to 7.5	1.0%
8 to 8.5	NDA
9 to 9.5	0.5%
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



#### Mathematics

Achievement Level	Latest year (2023)
A	NDA
B	0.3%
C	4.5%
D	8.7%
0.5	1.5%
F to F.5	24.1%
1 to 1.5	19.0%
2 to 2.5	39.5%
3 to 3.5	2.4%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



## ENGAGEMENT

### 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.

Student Absence	2020	2021	2022	2023	4-year average
School average number of absence days:	33.8	32.1	40.1	35.5	35.4

### Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2019	2020	2021	2022	4-year average
School percent of students with positive destinations:	90.0%	86.2%	100.0%	100.0%	91.3%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,075,716
Government Provided DET Grants	\$2,026,140
Government Grants Commonwealth	\$4,800
Government Grants State	\$0
Revenue Other	\$49,474
Locally Raised Funds	\$68,300
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,224,429</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$279,915
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$279,915</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,095,537
Adjustments	\$0
Books & Publications	\$2,518
Camps/Excursions/Activities	\$36,736
Communication Costs	\$14,490
Consumables	\$122,820
Miscellaneous Expense <sup>3</sup>	\$33,560
Professional Development	\$33,951
Equipment/Maintenance/Hire	\$62,773
Property Services	\$272,771
Salaries & Allowances <sup>4</sup>	\$52,198
Support Services	\$623,294
Trading & Fundraising	\$9,369
Motor Vehicle Expenses	\$45,773
Travel & Subsistence	\$0
Utilities	\$35,444
<b>Total Operating Expenditure</b>	<b>\$7,441,236</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,783,193</b>
<b>Asset Acquisitions</b>	<b>\$309,343</b>

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$936,408
Official Account	\$113,831
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,050,239</b>

Financial Commitments	Actual
Operating Reserve	\$180,672
Other Recurrent Expenditure	\$5,616
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$663,246
Maintenance - Buildings/Grounds < 12 months	\$147,260
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$214,117
<b>Total Financial Commitments</b>	<b>\$1,230,912</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*