

2024 Annual Report to the School Community

School Name: Naranga 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 29 April 2025 at 07:28 PM by Shaun Bacon (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 07:29 PM by Shaun Bacon (Principal)

HOW TO READ THE ANNUAL REPORT

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.

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').

About Our School

School context

Naranga School, located in Frankston, provides educational programs for students aged 5 to 18 who have been diagnosed with a mild intellectual disability. Our mission is to deliver engaging, meaningful, and structured learning experiences in a safe and supportive environment. Naranga is guided by our school motto: "Learning for Life", which reflects our core aim—to prepare each student to become an independent, positive, and active adult member of their community.

Naranga School provides a comprehensive, developmental curriculum that supports personal success and measurable progress for every student. Learning is designed to be engaging, innovative, and inclusive, catering to individual learning styles and needs. Integrated and holistic learning opportunities ensure students gain both knowledge and practical experiences in a fun and meaningful way.

Our curriculum is aligned with the Victorian Curriculum. Students in their final years work toward the Victorian Pathways Certificate (VPC) or Award Scheme Development and Accreditation Network (ASDAN) certificate, tailored to support applied learning outcomes and future readiness.

Each student has an Individual Education Plan (IEP), co-developed with parents and carers. These plans are designed to challenge students, extend their prior knowledge, and build the skills needed for independence and community contribution.

In addition to core subjects such as English and Mathematics, Naranga offers a wide range of specialist programs, including: Physical Education, Visual and Performing Arts, Digital Technology and Design.

To further support student learning and wellbeing, we provide access to:

- Tutoring through the Tutor Learning Initiative
- Speech pathology
- Occupational therapy
- Psychology services
- Mental Health Practitioner
- Education Support staff

Naranga School implements School-Wide Positive Behaviour Support (SWPBS) and Restorative Practices across all areas of school life. These frameworks promote respectful relationships, positive behaviour, and student responsibility. Achievements are celebrated regularly—within classes, sub-schools, and at weekly and end-of-term assemblies.

We are also proud members of several key wellbeing and safety initiatives, including:

Respectful Relationships, eSmart accreditation, Bully Stoppers program, Sustainable Schools initiative

We value our strong partnership with parents and carers, recognising their vital role in supporting student learning, engagement, and wellbeing. Our Statement of Values promotes respect, open communication, and shared responsibility for student success. Parents are actively encouraged to be involved through:

- Information sessions
- Open days, school events and assemblies
- Fundraising and community groups
- Celebrations such as the much-loved School Concert

Naranga's staffing is structured to enhance both learning and wellbeing. In 2024, students were supported by:

- A team of committed teachers and education support staff
- A 1.4 Psychologist
- A 0.6 Mental Health Practitioner
- A 1.4 Occupational Therapist
- A full time Speech Pathologist
- A Learning Specialist focused on Teaching and Learning, leading PLCs with an emphasis on assessment, reporting, and differentiation.
- A Learning Specialist supporting Positive Climate for Learning, student voice, and community engagement.
- A Learning Specialist supporting Disability Inclusion

The school's Leadership Team consisted of:

- Principal
- Two Assistant Principals
- Two Leading Teachers
- Three Learning Specialists
- Student Engagement and Wellbeing Leader
- Business Manager
- Education Support Staff Leader
- Assistant Sub-School Leader
- Inclusion Outreach Coach

Student and School Profile (2024)

Total Enrolments: 163 students

Gender Ratio: Approximately 2 male students to every 1 female student

Socio-Economic Profile (SFOE Index): 0.5778

Equity Funding Received: \$283,360

This funding supported smaller class sizes, direct instruction, additional support staff, and expanded therapy services.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Naranga School maintained a strong commitment to the continual improvement of student learning outcomes. This ongoing focus was supported by a series of key strategic drivers, including:

- Embedding Professional Learning Communities (PLCs): Facilitating collaborative educator networks to enhance teaching practices and improve student achievement.
- Building Rigour in Program Planning: Strengthening the design and delivery of curriculum programs and work programs to ensure they are purposeful, coherent, and aligned with student needs.
- Embedding a Curriculum Team: Establishing a dedicated team to oversee curriculum development, consistency, and innovation across the school.
- Continuing the Tutor Learning Initiative: Providing targeted support to address individual learning gaps and support student progress.
- A Specific Focus on the Teaching of Numeracy: Prioritising effective numeracy instruction to improve students' understanding.

In 2024, Naranga School reaffirmed its commitment to the Professional Learning Community (PLC) model as a key driver of improved student learning outcomes. The school prioritised and protected dedicated time within the timetable for teacher teams to meet regularly, ensuring that collaboration remained a central part of professional practice. These sessions were facilitated by the Teaching and Learning Leader and were firmly focused on student achievement. While the core purpose of PLCs is to enhance student learning, each agenda was responsive to the current priorities of the term, month, and week. In Term 1, staff collaborated on baseline assessments and the development of Individual Education Plans (IEPs). As the year progressed, the focus shifted to building effective formative assessment strategies and implementing explicit teaching through structured cycles of inquiry. Numeracy remained a key focus area throughout the year. Measurement was identified as a school-wide priority, guiding both teaching practices and collaborative inquiry across PLCs.

The Curriculum Team at Naranga School was tasked with strengthening the mathematics curriculum from Foundation through to Pathways. The team took a strategic, backward-mapping approach—beginning with the end in mind by identifying the essential skills and strengths students should possess in their final years of schooling to enable students to successfully achieve the maths outcomes in the Victorian Pathways Certificate. This work has not only ensured coherence and continuity across year levels but also highlighted key areas for further growth and development.

Building on the success of the mathematics curriculum review, the Curriculum Team continued its strategic approach in 2024 by turning its focus to the writing curriculum. Using the same backward design, the team identified the key writing skills students should master by the time they graduate from Naranga. Working collaboratively, the team evaluated how the current developmental learning sequences in writing supported the progression of these skills across all year levels. This process ensured that writing instruction was not only consistent and comprehensive but also

responsive to the diverse learning needs of students.

In 2024, the Pathways teaching team continued to build on their work in developing curriculum planning for the Victorian Pathways Certificate (VPC) and ASDAN programs. These programs provide flexible, applied learning opportunities tailored to the strengths, interests, and future aspirations of senior students. The team maintained a strong focus on student-centred planning, ensuring that the curriculum reflected the diverse needs of learners and supported meaningful engagement in learning. By aligning learning activities with student interests and real-world applications, the team fostered greater motivation, skill development, and readiness for post-school options. This work reinforced Naranga School's commitment to providing relevant and accessible learning experiences for all students, particularly in the critical final years of schooling.

The Tutor Learning Initiative continued to play a vital role in supporting Naranga learners throughout 2024. Over the past two years, the implementation of this initiative has been refined to ensure it delivers maximum impact on student learning outcomes.

In 2024, the program evolved to provide greater flexibility in how support was delivered. While withdrawing individuals or small groups for targeted assistance remained an effective strategy, the school recognised the broader benefits of embedding the tutor within classroom environments. This shift allowed the tutor to:

1. Provide in-class support, reaching more students during regular instruction.
2. Establish additional explicit instruction groups for students identified as needing targeted intervention.

This flexible and responsive approach has enabled more students to access the support they need, when and where they need it, leading to stronger engagement and improved academic progress.

The Program Planning Team, established in 2023 to enhance consistency and professional practice, continued its important work throughout 2024. Led by the Learning Specialist for Teaching and Learning and supported by Leading Teachers, the team played a key role in maintaining high standards in program planning across the school. This collaborative team reviewed teacher planning documentation with the aim of:

1. Ensuring consistent and high-quality curriculum planning across all levels
2. Identifying opportunities for coaching and mentoring, particularly for new staff or those requiring targeted support

Through ongoing analysis of planning documents, the team was able to inform whole-school professional learning priorities. In 2024, the focus remained on the effective use of Learning Intentions, helping to build teacher capacity in delivering clear, purposeful, and student-centered instruction.

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 continues to recognise the link between student mental health and wellbeing and

student outcomes by the allocation of additional resources to this area. In 2024 we continued to expand the Student Engagement and Wellbeing Team (SEWT) with the further development of the secondary consult process making it easier for staff to make referrals (straight after morning briefings). The SEWT team continues to have representation across all disciplines in the school from therapists, teachers Education Support and leadership. This provides a rounded group for healthy discussions to design evidence based interventions and programs.

The school continues to develop Tier One and Two programs as part of the Mental Health Toolkit with some examples including Equine Therapy for 25 students externally, 13 founding students established the Koori group (see Engagement), Play Room therapy for nine students, iCan program led by external autistic facilitators who empower students to identify their strengths. This builds confidence and promotes student voice. A new initiative in 2024 was a program – We Rock the Spectrum an offsite program designed by the Naranga therapy team for another 20 students. These identified programs operated across the school providing access to a wide variety of age groups. Many of these off site programs provide engagement for our students in the community and opportunities for family partnerships beyond the school day.

During Term 2 the school scheduled Brave Week with a focus on the restorative practice. This program was reinforced throughout the term. Sentral data from Term 1 2024 showed 73 incidents of unwanted physical contact. There was a reduction in Term 2 with only 55 incidents, during the spot light program. Further more, in 2024 the data showed a reduction of bullying incidents by more than 50% down from 75 in 2023 to 32 in 2024. Our wellbeing program introduction and their identified success was also recognised in the parent opinion survey with 91% positive response to 'the school has a consistent approach to promoting student behaviour.'

Naranga School recognises the important role parents play in wellbeing for their children. We have a dedicated Education Support Leader who coordinates the NDIS Navigator program, managing LAN referrals one morning a week. This role extends to providing 1:1 direct support to family to access NDIS who are vulnerable and would likely otherwise not access the service.

Engagement

Naranga School remains committed to promoting student engagement in all areas of school life in 2024. Our Student Representative Council (SRC) continues to grow, having a more direct influence on actions and planning events in the school calendar. The process of classes nominating their representatives is now a fully structured program with growing discernment. Students on SRC host the weekly whole school assembly with minimal involvement from staff. This has extended to other events such as hosting the annual school concert, running events such as our ANZAC service and taking part in their own Individual Education program meeting. We are further growing the success of student voice with student involvement in their Disability Inclusion meetings.

A key practice to support student voice in 2024 was students taking part in Attitudes to School Survey. Naranga supported all students in years 4 to 12 to take part in the survey. Analysis of survey results has helped the school put actions in place in response to student feedback. This included 92% responded positively to 'My teacher sets clear rules for classroom behaviour. In 2024 a modified lunch time table was introduced as a result of behaviour data, this involved split time between playground and eating times. The result was a reduction in major incidents by nearly 50%.

Our Naranga community continues to grow in our awareness and support of our students who

identify as Indigenous. We introduced 'Koori Group' where students met weekly and attended local community events to build connectedness. To broaden staff understanding, one of our staff Professional Development Days was spent at Willum Warrain in Hastings, a local meeting place for indigenous people. It was a wonderful day of new learnings and activities. The school continues to implement our Indigenous Learning Action Plan to guide further steps to be taken to continue to improve cultural safety and embed indigenous perspectives into our school.

Our successful Brave Week continued in 2024 reinforcing our cross-school community. It was a focused week dedicated to wellbeing with our regular programs put on hold as students revisited the opportunity to practice restorative practice concepts. There was a real focus on how to restore relationships after conflict or disagreement, all undertaken in a supportive, safe and guided environment. In the student Attitudes to School Survey in 2024, 84% responded they learnt to resolve disagreements to a satisfactory outcome.

The Naranga House System continues to support student connectedness across ages and sections of the school. The structure, all students and staff identify with one of our shared houses attached to our values - Safe House, Respectful House, Responsible House and Learner House. Within these houses across our school community events like house athletics and cross-country encourages connections between our junior and senior students in a supportive and constructive way.

We remain committed to School-Wide Positive Behaviour Support (SWPBS) as one of our foundations for building successful student engagement. We continue to place a strong emphasis on SWPBS and received Gold level certification in early 2024. This evidence based approach to improved behavioural, wellbeing and academic outcomes provides the structure for teachers and students to have more time to focus on relationships and classroom instructions. One of our Professional Development Days in early May is allocated to Team Teach which compliments this program.

Financial performance

Naranga School maintained a sound financial position throughout 2024. The 2023-26 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$2,117,741. This very healthy surplus is a result of a major project being put on hold whilst a redevelopment project was undertaken co-ordinated by the VSBA. This school funded project will recommence once the redevelopment project is complete by mid 2025.

Naranga plans annually to have a surplus as it helps support increasing staffing resources in response to student need, casual relief staff and flexibility in addressing unforeseen situations. Staffing costs were a significant expense and we expect this to continue in 2025. We have grown our Education Support pool of staff relative to our enrolments to reflect the growing need and we expect this to continue in 2025. Other sources of major funding received included Equity funds of \$283,360 which supported positive student learning outcomes by funding individual student support and extensive therapy interventions both internal to the school as well as external. A significant amount of this funding supported initiatives by the welfare team. Locally raised funds included camps and excursions, parent donations, fundraisers and parent payments to maximise student participation and access to programs.

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 163 students were enrolled at this school in 2024, 49 female and 114 male.

4 percent of students had English as an additional language and 9 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).

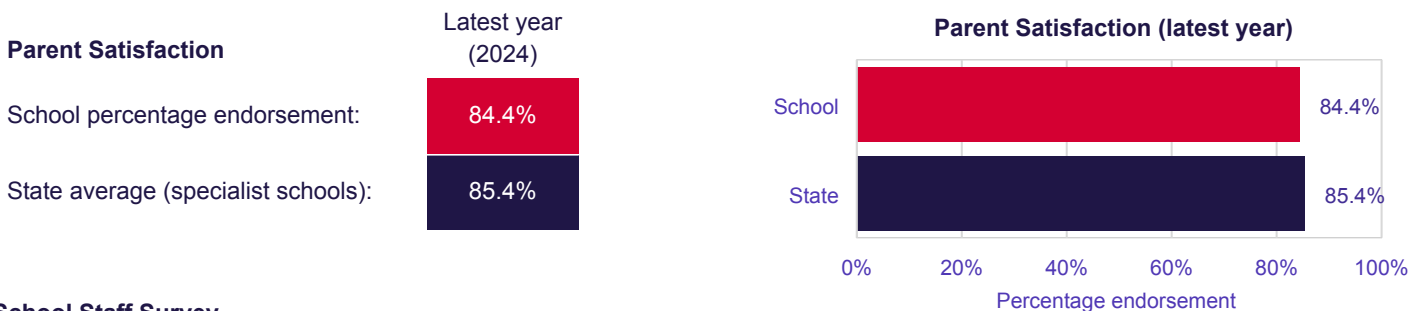
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

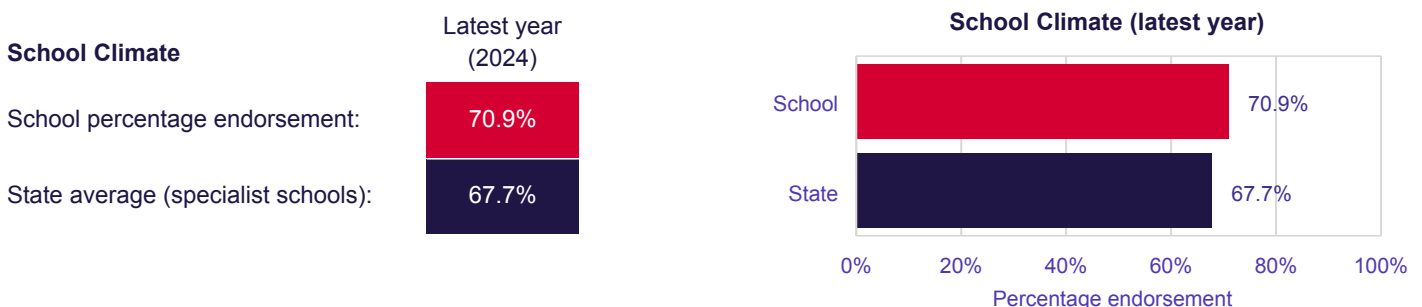


School Staff Survey

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

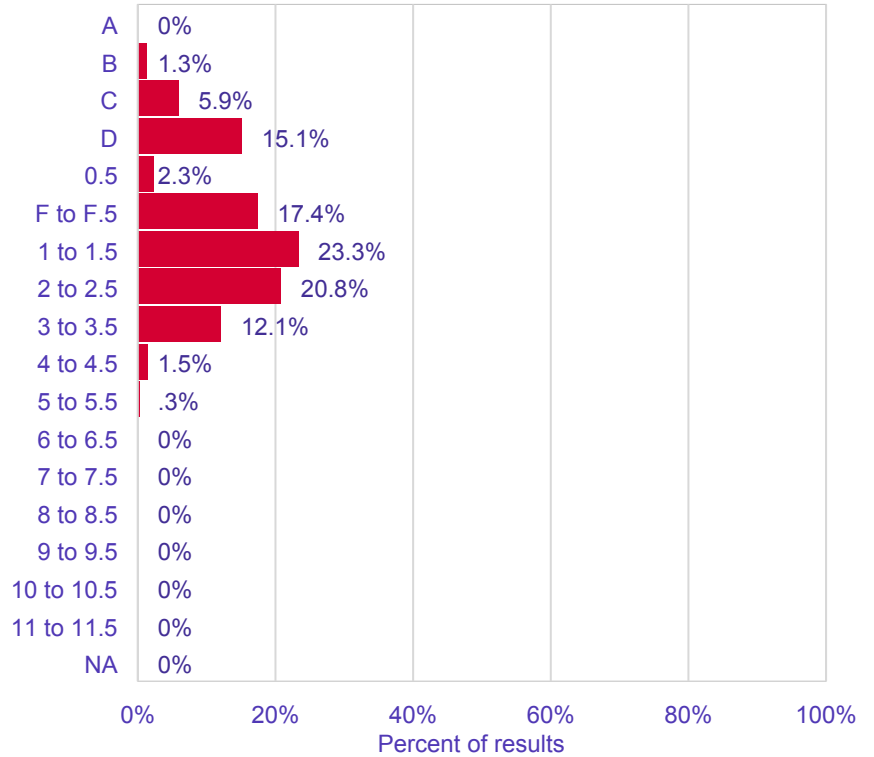
Percent of results at each achievement level in English and Mathematics.

English

| Achievement Level | Latest year (2024) |
|-------------------|--------------------|
| A | NDA |
| B | 1.3% |
| C | 5.9% |
| D | 15.1% |
| 0.5 | 2.3% |
| F to F.5 | 17.4% |
| 1 to 1.5 | 23.3% |
| 2 to 2.5 | 20.8% |
| 3 to 3.5 | 12.1% |
| 4 to 4.5 | 1.5% |
| 5 to 5.5 | 0.3% |
| 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 |

Achievement Level

English (Latest year)

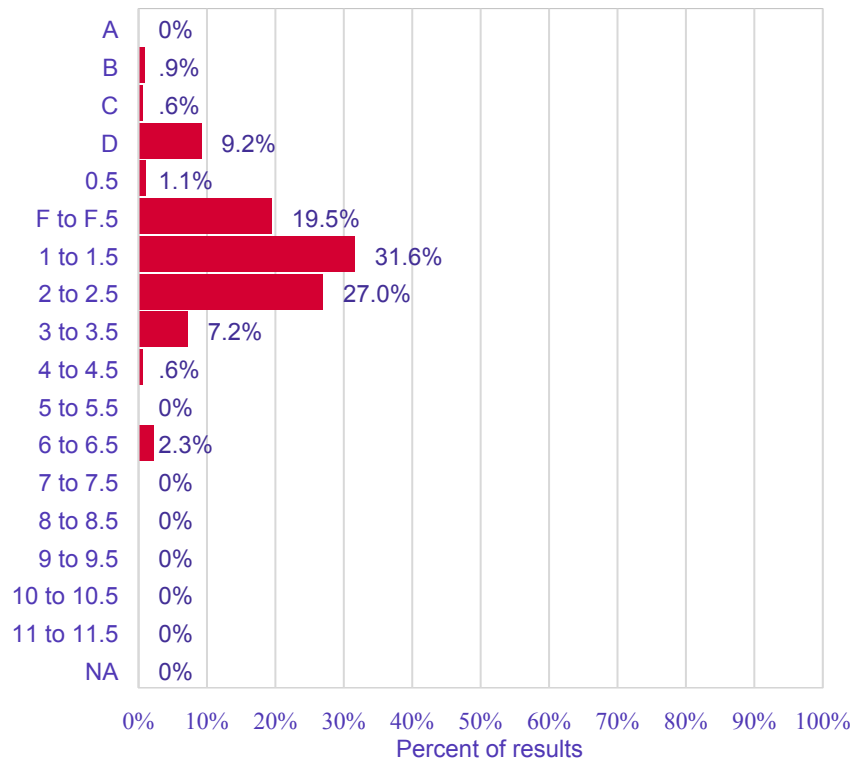


Mathematics

| Achievement Level | Latest year (2024) |
|-------------------|--------------------|
| A | NDA |
| B | 0.9% |
| C | 0.6% |
| D | 9.2% |
| 0.5 | 1.1% |
| F to F.5 | 19.5% |
| 1 to 1.5 | 31.6% |
| 2 to 2.5 | 27.0% |
| 3 to 3.5 | 7.2% |
| 4 to 4.5 | 0.6% |
| 5 to 5.5 | NDA |
| 6 to 6.5 | 2.3% |
| 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 |

Achievement Level

Mathematics (Latest year)



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 | 2021 | 2022 | 2023 | 2024 | 4-year average |
|--|------|------|------|------|----------------|
| School average number of absence days: | 20.8 | 17.9 | 27.3 | 29.1 | 23.8 |

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 | 2021 | 2022 | 2023 | 2024 | 4-year average |
|--|-------|--------|--------|--------|----------------|
| School percent of students with positive destinations: | 86.2% | 100.0% | 100.0% | 100.0% | 93.9% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$7,372,295 |
| Government Provided DET Grants | \$2,634,640 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$61,707 |
| Locally Raised Funds | \$97,145 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$10,165,787 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$283,360 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$283,360 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$6,210,598 |
| Adjustments | (\$60) |
| Books & Publications | \$2,453 |
| Camps/Excursions/Activities | \$79,922 |
| Communication Costs | \$15,812 |
| Consumables | \$168,362 |
| Miscellaneous Expense ³ | \$50,693 |
| Professional Development | \$48,115 |
| Equipment/Maintenance/Hire | \$107,534 |
| Property Services | \$323,877 |
| Salaries & Allowances ⁴ | \$78,606 |
| Support Services | \$867,849 |
| Trading & Fundraising | \$16,899 |
| Motor Vehicle Expenses | \$35,409 |
| Travel & Subsistence | \$0 |
| Utilities | \$41,978 |
| Total Operating Expenditure | \$8,048,046 |
| Net Operating Surplus/-Deficit | \$2,117,741 |
| Asset Acquisitions | \$6,749 |

- (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 2025 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 2024

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,937,776 |
| Official Account | \$118,256 |
| Other Accounts | \$0 |
| Total Funds Available | \$2,056,032 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$306,597 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$461,202 |
| 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 | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$1,288,233 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$2,056,032 |

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.