

2021 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 2021 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.

«PrincipalSignDescription»

- This 2021 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

«PresidentSignDescription»

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 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 VCAL Foundation level 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 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 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 was greatly missed in a COVID-affected school year.

Naranga School's socio-economic band value is rated as high with an Student Family Occupation and Education Index of .6268. We received additional funding under the Equity Reform of around \$321,000. 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 2021, 164 students were educated and supported by 24 teachers and 19 education support staff, including a full-time psychologist, a 0.8 speech pathologist and a 0.4 Occupational Therapist. A Learning Specialist (Teaching and Learning) developed teacher capacity through formal Professional Learning Community meetings. A Learning Specialist (SWPBS) promoted student engagement and school connectedness. Leadership comprised a Principal, one Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, Business Manager and Education Support Staff Leader.

Framework for Improving Student Outcomes (FISO)

In 2021, Naranga School focused its Annual Implementation Plan on Key Improvement Strategies related to the FISO dimensions of Curriculum Planning & Assessment, Health & Wellbeing and Building Communities. This included:

- using the Tutor Learning Initiative to target support towards learners whose progress was more heavily impacted by remote learning
- using Professional Learning Communities to implement explicit instructional models and reflect on them within a cycle of inquiry
- increasing the human resourcing in providing therapeutic support to students
- embedding a multidisciplinary Student Engagement and Wellbeing Team
- strengthening communication with parent and carers

The school was significantly effected by periods of remote learning in every term of 2021. Despite this, the school was still able to make progress in all of its Key Improvement Strategies. Teachers were ready for remote learning after the experience of the previous year. The agility of the different teams meant they could shift their focus to improving remote teaching capabilities very quickly. We were able to successfully recruit both an Occupational Therapist and Mental Health Practitioner to supplement our therapy support to students. Parent communication continued to thrive due to the communication needs imposed by remote learning. Our use of the website, email and Sentral has really supported improved parent-home communication. Within the Key Improvement Strategy 1 Learning, catch-up and extension great progress was supported by the Tutor Learning Initiative and PLC structures. Two tutors were recruited who worked diligently to support students whose progress had been limited over the past year. Staff worked collaboratively to identify students who may benefit from this additional tutoring. Classroom teachers and tutors worked together to ensure that their work was closely aligned and directly connected to student Individual Education Plan goals. The PLCs continued to work on their explicit instruction pedagogy while also spending considerable time on assessment and reporting at key times of the year.

Key Improvement Strategy 2 Happy, active and healthy kids was supported by a strong multi-disciplinary team that worked to identify students at risk and develop tier 2 and 3 interventions targeted to their needs. In addition to the recruitment of an Occupational Therapist and Mental Health Practitioner, the school engaged more Education Support Staff to support students with complex needs.

Achievement

In 2021, Naranga School worked to support every student to ensure that 100% of students made progress towards achieving their Individual Education plan goals. Students who required additional support to achieve their goals were identified for the Tutor Learning Initiative. These students worked on their goals in small group or one on one three times per week. They were assessed every five weeks and the program adjusted according to their progress. With the frequent periods of remote and flexible learning, teachers and ES supported student achievement through online platforms. This transition was far easier after the experience gained from RFL in 2020. Teachers were able to use their experience and extend their online teaching so that it became even more engaging and targeted to the needs of the students. Once again in 2021, a combination of online learning and hard copy materials was used for RFL.

Daily videoconferencing and online lessons linked students with their teacher and peers. It allowed teachers to support students through the hard copy materials, give feedback and monitor their progress. Many students thrived in these online environments. Many were able to demonstrate a high degree of independence and self-reliance with their learning tasks. Other students needed more support to engage with the schoolwork. Staff checked in with these students one on one to offer more support and do some intensive problem solving. Once students were back on-site near the end of the year, teachers spent considerable time assessing their progress. This provided data for end of year reports, but also crucial information to guide the formation of the following year's IEP goals. A new process was introduced in which each student's current teacher would draft goals for English and maths for the following year. This would facilitate a strong start to the next school year and allow the new teacher to pick up where the student left off.

Engagement

Once again in 2021, many students engaged strongly in the online learning environment during periods of remote and flexible learning. Confident and motivated students enjoyed the self-directed learning projects. Other students independence and self-confidence grew through remote learning. Some students found their voice in the online learning environment and became strong contributors to the class. However, we identified many students who were becoming increasingly disengaged from school during RFL. Daily contact was a priority for these students. Contact from classroom teachers was reinforced by check-in's from members of the Wellbeing Team. Attendance on-site for a small number of students helped them stay connected to school during periods of remote learning. As learners transitioned back to full time on-site learning in term 4, teachers and leadership worked diligently to support all learners to return to school.

RFL made it even more difficult for students with chronic attendance issues. Despite this, Naranga continued its strong focus on improving attendance patterns across the school with a particular focus on students with greater than 30 days absent. We were able to reduce this number as well as the number of students with greater than 20 days absent. This was the result of strong partnerships with families, agencies and DET supports such as Navigator.

Wellbeing

Student health and wellbeing continued to be a priority in 2021. A strong multi-disciplinary Student Engagement and Wellbeing Team supported a strong focus on wellbeing across the school. Students identified as being at-risk were supported with individual plans. The Student Engagement and Wellbeing Team formed strong links with external agencies and families to ensure there was wrap around support. Naranga was able to introduce a Mental Health Practitioner for Senior students and an Occupational Therapist to work across the school. During remote and flexible learning, teachers and wellbeing staff did daily check-in's with every student to monitor their wellbeing and improve connectedness to school. On the return to on-site learning, the Wellbeing Team and therapists played a significant role in supporting students to adjust to being back at school. And for other students, they worked to re-engage them with school and encourage attendance. Teachers, support staff and leaders all shared a common understanding of student wellbeing as a whole school priority. At risk students were identified and received targeted support in a timely manner. To further improve our responsiveness to student needs, we will work on developing stronger referral pathways for all members of the school community to raise concerns related to student mental health and wellbeing. Our school management system will also be reviewed to support the referral system and also to ensure that it provides data to inform response to intervention. Naranga is also keen to explore the new Mental Health Toolkit and see how it can supplement our existing programs.

Finance performance and position

Naranga School maintained a very sound financial position throughout 2021. The 2019-2022 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Due to the pandemic, the school was again unable to proceed with capital projects. Funds that had been designated for school facilities and playground development will be spent in 2022.

The Financial Performance and Position report shows an end of year surplus of \$543,728. This surplus occurred through a variety of reasons all related to the transition to remote learning. Students and teachers working from home meant decreased costs in running the school such as the cost of casual relief teachers, utility bills, transportation expenses, and non-essential maintenance. All of these savings resulted in a large surplus which will be used to support our students in 2022. Other sources of funding the school received included equity funds of \$321,431 which supported positive student learning outcomes by funding individual student support and therapeutic interventions. 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://naranga.vic.edu.au>