

# 2022 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](http://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 of the previous calendar year 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.

- This 2022 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

# 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. 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 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 .6033. 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 2022, 164 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 implementing Disability Inclusion Profiles for all Naranga students. 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. For the first time, we had an Inclusion Outreach Coach join our Leadership team. The IOC provided coaching and mentoring for Naranga School staff but mainly supported nearby mainstream schools. In 2022, a new Mental Health and Wellbeing Leader led the implementation of programs to support student wellbeing and also managed the therapy team. Leadership comprised a Principal, one Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, Wellbeing Leader, Business Manager and Education Support Staff Leader.

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

### Learning

In 2022, Naranga School continued to provide high quality learning experiences for all of its students to ensure that every student was making progress towards their individual learning goals in every curriculum area. Teachers worked with school leaders to adapt a number of student learning documents to the requirements of the Disability Inclusion reforms. As a result, Student Support Group meeting minutes and the Individual Education Plans provided a more comprehensive view of each student than ever before. There were more opportunities for parents and students to have a voice in the design of Individual Education Plans as well as being active participants in the Disability Inclusion Profile meetings. The outcome of this work was rigorous, student-centred goals in all areas of the curriculum. Naranga School is proud to report that 98% of students achieved their literacy and numeracy learning goals in 2022. Students who made little progress were identified and supported by our tutor as part of the Tutor Learning Initiative. The tutor worked with individual students, small groups of students and also in classrooms to support student learning outcomes. Naranga students transitioning into post-school life after graduation had strong pathways which were determined through collaboration between students, families and our staff. Tracking of student destination data over the past five years shows us that 95% of students are engaged in an appropriate post-school outcome such as further training, supported employment or full employment.

As stated in our curriculum policy, the Victorian Curriculum is taught in the school from Foundation to year 10. Year 11 and 12 students work towards Foundation level certificates in the Victorian Pathways Certificate. Other students achieve certificates through the ASDAN program which aims to develop independence and practical life skills.

Naranga's pedagogy is grounded in explicit teaching. This means teachers clearly show students what to do and how to do it. Teachers model, support students to practice together and then provide opportunities to perform the task independently. Parent satisfaction was measured at 82% last year.

### Wellbeing

Naranga School dedicated considerable resources to supporting student wellbeing in response to the level of student need in this area. It was a timely decision as it also reflected the increased priority given to wellbeing within the FISO 2.0 framework. A new school leadership role, Mental Health and Wellbeing Leader, was created to lead the work in this priority area. The strong, multi-disciplinary Student Engagement and Wellbeing Team ensured that students who required additional support received that support through a multi-tiered system of support. Whole-school programs were introduced which all students could access. For students who required more intensive support, tier 2 and 3 interventions were designed and put in place.

The introduction of the interoception curriculum to Naranga School was a great achievement. This innovative approach explicitly teaches students how to emotionally self-regulate by identifying body cues, linking them to emotions and then accessing a personal interoception menu to assist them to regulate how they are feeling. The team also implemented the Roadmap to Communicative Competence assessment in place. This allowed the school to formally assess students' communication abilities. The data could then be used to set goals for student communication and identify students who may require more intensive support in this area. Members of the therapy team led professional development over the school year for all staff. The PD focused on interoception, communication, complex behaviours and building positive relationships with students. Naranga School used equity funding to increase the level of therapeutic services in the school. Students now have more access to psychology, occupational therapy and speech than ever before. A great deal of work focused on how to facilitate more collaboration between therapists and classroom teachers. New opportunities for secondary consultation were provided and these were very popular with teachers. Referral pathways were streamlined and adapted so that the outcomes of consultation could be reflected in Student Support Group documentation. All students had a mental health and wellbeing goal in their Individual Education Plan with the Personal and Social Capabilities domain.

### Engagement

Naranga School worked to promote student engagement through providing a stimulating learning environment. This was supported to large degree by promoting student voice and agency across the school. A large and active Student Representative Council was elected by students. The SRC meets with school leaders each week and has the opportunity to be partners in school decision making. The SRC contributed to improving the school through providing feedback to school leaders and also by being involved or organizing whole school events. Some of the events led or organized by SRC members included the RUOK Day barbecue, weekly Assemblies, and the school concert. These types of whole school activities built school pride and connectedness across year levels.

Following the disrupted schooling experiences of previous years, Naranga School made supporting school attendance patterns a priority. For those students with the most chronic school absences, we put re-engagement plans in place that are in-line with the processes and policies of the Department of Education. Designated staff responsible for monitoring attendance undertook professional development to support best practices at Naranga School. Students who required support to improve their rates of attendance were identified and the team worked with the student and their family to put an individualised plan in place.

Naranga School is committed to providing a safe and stimulating learning environment for all of our students. The foundations of our school climate are School-Wide Positive Behaviour Support and Restorative Practices. Last year Naranga School was recognised for its consistent implementation of Tier 1 practices by being awarded an SWPBS Silver Award.

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## Other highlights from the school year

Naranga School enjoyed the opportunities in 2022 to get all our learners back in classrooms and get the school community reconnected. Our school camps were back in action and students relished the opportunities to get back these types of experiences. This was also true of inter-school sport and all of our other off-site activities such as travel training, community access and outdoor education. The highlight of the year was the return of our school concert and awards night after a three-year absence. All the students shone on the Frankston Arts Centre stage and there was a real feeling of joy and positivity in the air. Another highlight was receiving our Silver Level recognition for School-Wide Positive Behaviour Support across the school. As part of the ResourceSmart program, Sustainability Victoria awarded Naranga School another star to recognise our efforts to reduce energy consumption across the school. A first star had already been achieved for reducing waste. As part of our whole school efforts to improve sustainable practices, students participated in programs and competitions with ResourceSmart and Planet Ark that resulted in prize money to support school programs and student educational experiences.

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## Financial performance

Naranga School maintained a sound financial position throughout 2022. The 2019-2022 School Strategic Plan, along with the 2022 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 \$590, 522. This surplus was largely the result of capital projects that were unable to proceed. The announcement in April of a major school redevelopment project and associated master planning process put a halt to other projects in the pipeline. These projects and associated funding will now be integrated into the larger redevelopment project slated to begin later in 2023. Other sources of funding the school received included equity funds of \$298,430 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. Naranga used the Active Schools Grant of \$30000 to add additional playground infrastructure to our schoolgrounds. Naranga also received \$25000 through the shade sails grant to create an outdoor seating/learning space outside of the Pathways building.

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