

2018 Annual Report to The School Community



School Name: Nar Nar Goon Primary School (2248)



- 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 Regulation 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 2018 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 18 March 2019 at 01:30 PM by Frances Van Lambaart (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 18 March 2019 at 01:37 PM by Justin Seddon (School Council President)

Nar Nar Goon Primary School (2248)

About Our School

School context

Nar Nar Goon Primary School's vision is to prepare our students to become active, engaged and responsible citizens of the local and global community. We aim to prepare our students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. We aspire to provide a consistent contemporary approach to teaching and learning aligned to best-practice instructional strategies in a purposeful learning environment. Central to our vision is the belief in high expectations for all students and a commitment to hard work.

Nar Nar Goon Primary School is situated in the south-eastern growth corridor in the rural town of Nar Nar Goon. It is five kilometres from Pakenham and surrounded by mostly farming activity. We have an enrolment of 222 students. We have 12 classroom teachers (3 in a part-time role) and 5 Education Support Staff (both part time and full time equivalent). We have 4 part time teachers filling specialist roles. The staffing profile includes the Principal, Leading Teacher/Learning Specialist and 11.20 Classroom Teachers. Specialist teaching areas include Visual Arts, Physical Education and LOTE (Chinese-Mandarin). Reading Recovery is provided for the Grade One cohort and Literacy intervention programs are in place for students at risk across the school.

Our school is committed to continuous improvement and is implementing individualised learning within an open and positive learning environment. All staff assume collective responsibility for the learning, personal and social growth of every child. The school offers a Foundation-6 sequential learning program in either single or multi-group classroom organisation. The school aims to provide a safe and positive environment that supports students to participate in class and school activities, and value learning. There is a range of programs and practices that encourage the development of children's social, emotional and personal learning. Respect, Responsibility, Honesty, Persistence and Excellence are Nar Nar Goon Primary School's values, and these values, along with our Golden Rule of "Treat Others As You Would Like to be Treated" are reflected in all we do and say across the school.

Our school has a high level of parental support and involvement and is proud of its positive standing in the local community. Parents are encouraged to play an active role in their children's learning and to participate in school programs and activities. Our major focus over the next three years is on building consistency and excellence in curriculum delivery, with a particular emphasis on "best practice" in Literacy, Numeracy and ICT. We work hard to build resilience and responsibility in our students so that they can become confident and respectful future community members.

Framework for Improving Student Outcomes (FISO)

The following two areas were identified as FISO initiatives for 2018:

Build practice excellence: To support our approach to improving student achievement and to develop a consistency of practice across the school, particularly in Literacy – Reading and Writing. Programs that were implemented and consolidated have included CAFÉ Reading, VOICES Writing, Lexiles, Open Learning Numeracy and the implementation of "I Can" statements in Numeracy and Literacy to support students ability to monitor their own learning and to develop appropriate learning goals. Peer Coaching was utilised to support all teachers to reflect and strive for "best practice" with a particular focus on High Impact Teaching Strategies. We became a part of a Community of Practice focussing on Reading Comprehension with other network schools and worked hard to ensure every learning task was authentic, with multiple opportunities for students to apply their learning in real life problem solving situations.

Building Leadership Teams: To build the capacity of school leaders to further drive the consistency of practice and use data to improve student learning outcomes. This occurred through our involvement with the Professional Learning Community initiative through the Bastow Institute, Professional Development, the use of Peer Coaching, utilising professional staff in the form of our Educational Consultants in both Numeracy and Literacy and through

Nar Nar Goon Primary School (2248)

participation in various leadership initiatives by partnering with network schools.

Achievement

Our school has high expectations of its student performance. Our teacher assessments against the Victorian Curriculum place all levels, apart from one within the expected range with our Like School cohort. Similarly, our Naplan results for 2018 demonstrate that both our Year 3 and 5 students performed at a similar level to our "Like School" cohort in all areas. It is particularly pleasing to note that our NAPLAN Learning Gain from Year 3 to 5 in our targeted areas of Reading and Numeracy demonstrated significant improvement with many students achieving Medium to High Growth. This is a clear indication that our focus on building teacher capacity through quality Professional Development during the past two years is having a positive impact. Throughout 2019, we will continue to make use of our innovative teaching practices and we will implement a range of whole-school assessment and diagnostic tools to assist us. We will continue to focus on those students working above their peers in Literacy and Numeracy to ensure they reach their potential. We will embed our data skills to manage and monitor school and individual student data so that we are able to implement targeted strategies to further improve student learning outcomes. Reading Comprehension will be further targeted in all grade levels throughout 2019 and we will embed our Professional Learning Community work to ensure we continue to enjoy positive results for all our students. .

Engagement

NINGPS utilises a whole school approach to social skills, resilience and values to ensure consistency in addressing our students' social competencies within and beyond the school setting.

Throughout 2018 the 'Play is the Way' whole school Welfare Program continued to be a major focus with its Golden Rule "Treat others the Way you would like to be Treated". This program includes strategies to improve student independence, confidence and resilience.

Student engagement is further enhanced through our efforts to personalise student learning to cater more effectively for the needs and interests of individual students.

We are building teacher knowledge and capacity in the areas of planning through the use of data, developing needs based groupings, using flexible learning spaces and an increased integration of learning technologies into teaching and learning programs. In 2018 students were given multiple opportunities to integrate ICT and Coding equipment into their learning in order to engage and inspire innovative learning.

Regular school attendance is supported through attendance awards, creating safe, supportive learning environments and the implementation of 'It's Not OK to Be Away' strategies. Our attendance data improved substantially in 2018.

Throughout 2018 Our Foundation and Year 6 students participated in a Buddies Program.

Student Voice and Agency will be key features of our classroom programs throughout 2019 where personal goal setting and individualised learning will be key features, along with continuous feedback - student to teacher and teacher to student.

Wellbeing

The results of our Attitudes to School Survey indicates that our students feel connected to the school.

We commence each school year with the "Bright Beginnings" program which re-confirms our school behaviour expectations, school values and our positive and calm classroom culture. Our values and behaviour expectations are reinforced regularly using the following programs: Play is the Way, Student Leadership, Peer Mediation and a strong Student Representative Council. We work hard to ensure student voice is recognised, allowing students to take responsibility for their own learning and to provide feedback. A strong home/school partnership is encouraged and nurtured at all times.

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The school has developed a range of transition processes for senior students that will support their move to Secondary College.

Our intra-school transition program runs over five sessions and gives all students the opportunity to engage in activities and experiences that they are likely to encounter in their following year. This program is designed to give students positive experiences and to help them feel comfortable to face new challenges in their new year level.

We have a strong relationship with our local kindergarten and together we plan a very effective Transition program with reciprocal visits to ensure our Foundation students transition smoothly into their first year of school.

Financial performance and position

Nar Nar Goon Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas, in particular, building teacher capacity through the engagement of educational consultants. Throughout 2018, we engaged the services of a Numeracy coach who worked in our classrooms side by side with teachers to build their capacity to meet student needs in Numeracy.

The provision of Equity Funding in 2018 has provided the school with options in regards to staffing and programs that are enriching our students' learning. We have been able to provide a Student Wellbeing Manager/Intervention Teacher (0.2) to support students with additional needs and to employ a student counsellor to support our students social and emotional needs.

Other funds have enabled the school to update ICT infra structure and resources. School Council allocated funds to school property maintenance and further funds to enhance our Sensory Garden - the "Fortune Garden" project on our donated block of land adjacent to the school.

Overall the school remains in a sound financial position with a net operating surplus in 2018. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2018 were compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2018 year. With the opening of new schools in the area, our student numbers have reduced for 2019 and we will be utilising some of our reserves to make up the shortfall.




For more detailed information regarding our school please visit our website at
<https://www.narnargoonps.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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 223 students were enrolled at this school in 2018, 115 female and 108 male.

0 percent were EAL (English as an Additional Language) students and ND 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.






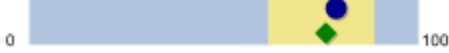















Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Lower</p> |

Performance Summary

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




| Achievement | Student Outcomes | School Comparison |
|--|--|--|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |





Performance Summary

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




| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|------|------|-----|--------|------|-----|------|-----|-----|--------|------|------|------|------|-----|--------|------|------|------|------|-----|--------|------|------|------|------|-----|--------|------|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <div><p>Reading</p><table><tr><td>17 %</td><td>57 %</td><td>26 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>5 %</td><td>91 %</td><td>5 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>14 %</td><td>55 %</td><td>32 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>26 %</td><td>61 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>13 %</td><td>57 %</td><td>30 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> | 17 % | 57 % | 26 % | Low | Medium | High | 5 % | 91 % | 5 % | Low | Medium | High | 14 % | 55 % | 32 % | Low | Medium | High | 26 % | 61 % | 13 % | Low | Medium | High | 13 % | 57 % | 30 % | Low | Medium | High | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| 17 % | 57 % | 26 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 % | 91 % | 5 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 % | 55 % | 32 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 % | 61 % | 13 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 % | 57 % | 30 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |









Performance Summary

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

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|---|-------------------|------|------|------|------|-----|-----|------|------|------|------|------|------|------|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>94 %</td><td>93 %</td><td>94 %</td><td>94 %</td><td>93 %</td><td>93 %</td></tr></table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 91 % | 94 % | 93 % | 94 % | 94 % | 93 % | 93 % | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 91 % | 94 % | 93 % | 94 % | 94 % | 93 % | 93 % | | | | | | | | | | |

Performance Summary

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

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Lower</p> <p> Lower</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Similar</p> <p> Similar</p> |

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, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,655,099 |
| Government Provided DET Grants | \$382,248 |
| Government Grants Commonwealth | \$12,217 |
| Revenue Other | \$7,154 |
| Locally Raised Funds | \$103,383 |
| Total Operating Revenue | \$2,160,101 |

| Equity ¹ | |
|------------------------------|-----------------|
| Equity (Social Disadvantage) | \$53,810 |
| Equity Total | \$53,810 |

| Expenditure | |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,570,789 |
| Books & Publications | \$2,169 |
| Communication Costs | \$3,328 |
| Consumables | \$61,180 |
| Miscellaneous Expense ³ | \$139,660 |
| Professional Development | \$6,844 |
| Property and Equipment Services | \$129,942 |
| Salaries & Allowances ⁴ | \$79,883 |
| Trading & Fundraising | \$17,875 |
| Utilities | \$13,518 |
| Total Operating Expenditure | \$2,025,190 |

| | |
|---------------------------------------|------------------|
| Net Operating Surplus/-Deficit | \$134,911 |
|---------------------------------------|------------------|

| | |
|---------------------------|------------|
| Asset Acquisitions | \$0 |
|---------------------------|------------|

Financial Position as at 31 December, 2018

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$180,538 |
| Official Account | \$19,967 |
| Total Funds Available | \$200,504 |

| Financial Commitments | |
|---|------------------|
| Operating Reserve | \$72,884 |
| Funds Received in Advance | \$28,388 |
| School Based Programs | \$50,528 |
| Maintenance - Buildings/Grounds < 12 months | \$48,704 |
| Total Financial Commitments | \$200,504 |

- (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 04 March 2019 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 three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

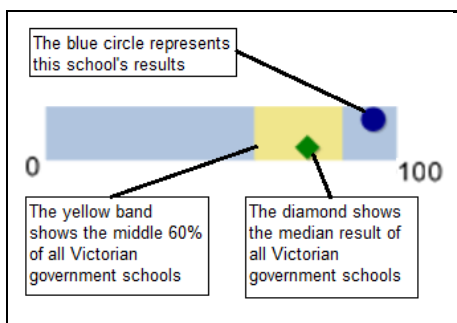
Engagement

- 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)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

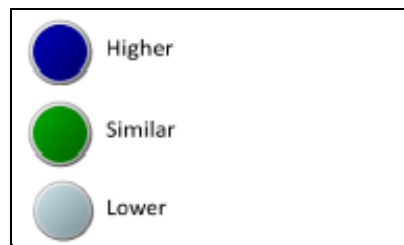


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*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.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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.

'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').