

# 2020 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](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 2020 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 2021 at 12:25 PM by Frances Van Lambaart (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 March 2021 at 08:30 AM by Justin Seddon (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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

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. A strong professional approach through our Professional Learning Communities is integral to this work. Our teachers use a range of strategies to closely and rigorously monitor student progress and plan for individualised learning.

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 224 students. We have 12 classroom teachers (3 in a part-time role) and 7 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 (AUSLAN). Reading Recovery is provided for the Grade One cohort and Literacy intervention programs are in place for students at risk across the school. We have employed a further .40 classroom teacher to implement our tutoring program in 2021.

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 areas were identified as FISO initiatives for 2020, with many of our planned Key Improvement strategies modified to suit the switch to remote learning:

**Building practice excellence:** Build the capability of all staff by implementing a comprehensive professional learning strategy in Numeracy and Literacy, including the process of peer observation and feedback. We also dedicated a great deal of our efforts to deepen and refine the PLC structure and processes with an increasing focus on evaluating the impact of teaching.

**Curriculum Planning and Assessment:** Ensure consistency of teaching practice through embedding the Nar Nar Goon PS instructional framework.

**Building Leadership Teams:** Build the instructional leadership capability in ALL staff.

**Empowering students and building school pride:** Build the capability of all teachers to implement the suite of high impact teaching strategies that build student voice and agency.

**Achievement**

During the 2020 remote learning period, staff were able to utilise online applications and resources for interactions, content-delivery and assessment. In responding to student need the school consequently developed new ways of differentiating the learning for all our students. These new strategies will continue to be utilised where appropriate throughout 2021 to enhance our current practices and enable innovative teaching and learning programs in all classes. Overall, classroom teaching and learning programs continued as planned in the online space during 2020, with quality literacy and numeracy skill development and acquisition a focus for every student. This attention to individual need and the desire to keep students progressing resulted in the majority of students achieving twelve months growth (or more) during the disrupted year. In the absence of Naplan data (not conducted due to COVID during 2020), we have continued to monitor all student's progress through our own school based assessment processes to ensure we are continuing to offer high quality learning and maintain student growth data. Our teacher judgements of student achievement in English, placed us at a similar percentage level as similar schools and the state average. Of particular note, were our Mathematics results (Year Foundation to 6) where we were able to achieve slightly higher than similar schools and the state average. Our tutoring program will support classroom Literacy and Numeracy programs throughout 2021 to help those students who failed to make the expected growth due to remote learning in 2020. This will take the form of small group intervention using the F & P Literacy Learners Intervention program and our Open Learning Numeracy program, including pre and post testing students using the DAL (Digital Assessment Library) to ensure these intervention strategies have the desired impact on student success.

**Engagement**

Throughout the 2020 remote learning period, maintaining student engagement and connectedness to school became critical aspects of our teaching and learning programs. Utilising the SEESAW app and regularly holding WEBEX class meetings, ensured that we were in tune with students needs throughout the lockdown period and interventions were able to be implemented. Teachers made regular phone calls to families and shared their own experiences, connecting in a collaborative way to unpack and discuss the challenges of the situation. Feedback to students, in particular, became critical to supporting student learning and ensuring students reached their potential academically and socially/emotionally-this was a particularly positive outcome of the remote learning period where teachers were required to become expert at providing optimal and timely feedback and support. Extra attention was made to our students who were most vulnerable,

NNGPS continued to utilise 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 2020 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-all key aspects of the remote learning period. Our PE, ART and Auslan programs all continued in the online spaces and were positive aspects of school days. We continued to hold welfare and community days such as RUOK Day, Footy Day and Mother's and Father's Day in the collective online space. These further allowed opportunities to enhance engagement and improve connectedness to school.

Our role as a Lead School in the Respectful Relationships program will support the community-wide approach we have to respectful behaviours, resilience and inclusivity. Whilst we were unable to fully facilitate Respectful Relationships in 2020 due to COVID, it will be a major focus throughout 2021 with many activities planned for full implementation.

Student engagement was 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. 2020 certainly provided the opportunity for teachers to build their ICT skills to enhance learning through the remote learning period. One aspect of our programs in 2021 will be to ensure students are cooperative partners in goal setting and decision making in the classroom, allowing them to take responsibility for their 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 continued to show improvement in

2020 with lower school average number of absence days when compared to the similar schools average and the state average. A positive aspect of our attendance is the Seesaw program which allows students to have access to learning opportunities if they are not at school, furthering the connections and reducing anxiety when students return (all staff, students and parents routinely use this program as a communication and learning tool which has been enhanced as a direct result of remote learning).

Student Voice and Agency will continue to be key features of our classroom programs throughout 2021 where personal goal setting and individualised learning will be key features, along with continuous feedback - student to teacher and teacher to student.

**Wellbeing**

Whilst our Students Attitudes to School data showed below similar school average percentage results over a four year average, our own internally conducted surveys and responses from our senior students were all very positive in 2020. Of particular note were the survey results that students and families responded to in regard to our Remote Learning period and the support provided by staff to all families. Students do feel connected to our small, friendly country school with all children actively engaged in their learning and in their social environment. Anecdotal feedback from our students is always positive. The opportunities for student choice in learning and our flexible groupings were positive aspects that our students continually highlight in our discussions with them.

We commenced the 2020 school year with the “Bright Beginnings” program which re-confirmed our school behaviour expectations, school values and our positive and calm classroom culture. Our values and behaviour expectations were reinforced regularly using the following programs: Play is the Way, Student Leadership, Peer Mediation and a strong Student Representative Council. Our school student leaders run whole-school activities regularly to support a positive school identity and connectedness. 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. In 2020 staff worked hard to build student voice and agency in our classroom programs, particularly in the online space we worked, where continuous feedback was sought and acted upon regularly. Our SRC published and distributed four high quality "Goon Student Voice" newsletters throughout the year which included surveys and interviews conducted by and with students. These newsletters were produced during the lockdown period as well and SRC representatives sent messages of support and encouragement to the wider student population through this publication. SRC captains continued to be responsible for implementing our "Great Mate" program - awarding students they recognised out in the yard demonstrating our school values with their own designed "Great Mate" badge. Our SRC is an authentically active group, planning whole school events and activities to support community awareness across the school and give our students a platform to engage in student voice.

Our Parents and Friends Association was unable run the usual variety of school-based programs due to COVID, but they are planning many new activities for 2021 and will be very active in the school community, ensuring that celebrations and activities held benefit all our students.

We were fortunate to be able to employ a school based counsellor two days a week again throughout 2020 which proved to be a valuable resource for our families, particular as the children transitioned back to on site learning in the latter months of the year. She continued to meet with families during remote learning, via the phone and through online forums to maintain wellbeing and check in.

**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 purchase of the Fountas & Pinnell reading intervention program resources and individual professional reading texts for staff eg: Ruth Culman's 6+1 Traits of Writing to support our VOICES writing program and Leading Professional Learning - Helen Temperley for our school leaders.

The provision of Equity Funding in 2020 provided the school with options in regards to staffing and programs that enrich our students’ learning. Through the use of these funds, 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 to refurbish a disused Tool Shed into a fully functioning learning space.

Overall the school remains in a sound financial position with a net operating surplus in 2020. We underwent a Financial Audit in November 2020 (via Webex) which demonstrated that all our Financial processes and policies were operating according to Education Department audit requirements. 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 tabling of Finance Reports to enable thorough monitoring of the school's finances. Actual revenue and expenditure during 2020 were compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2020 year.

**For more detailed information regarding our school please visit our website at**  
[www.narnaragoonps.vic.edu.au](http://www.narnaragoonps.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.

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 218 students were enrolled at this school in 2020, 117 female and 101 male.

0 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

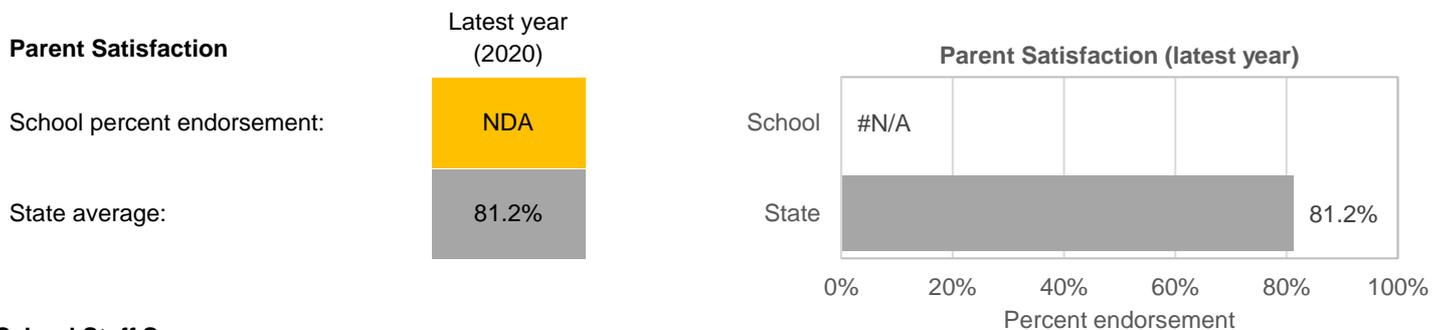
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

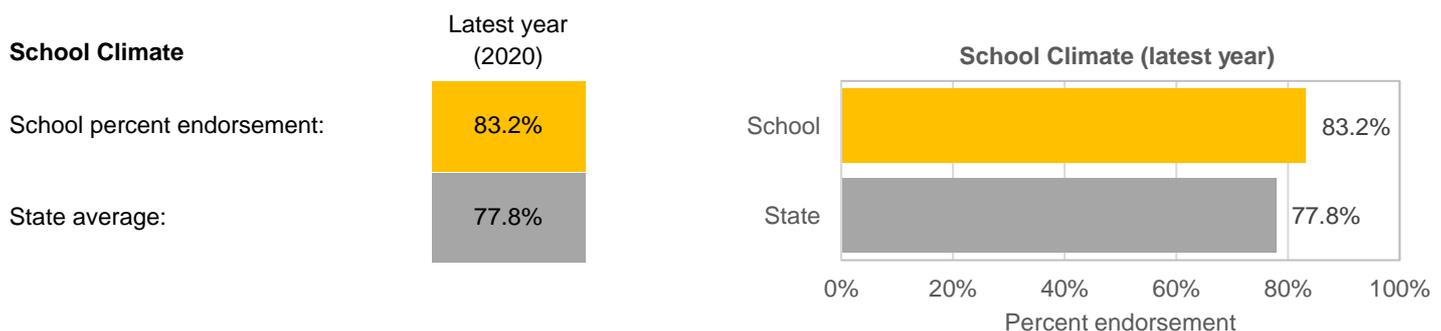


### School Staff Survey

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

Percent 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.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

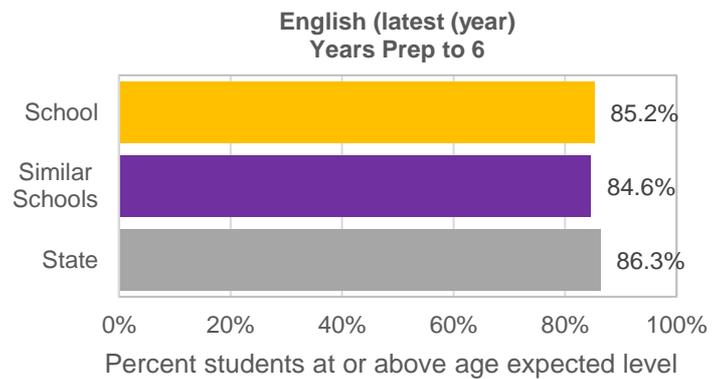
85.2%

Similar Schools average:

84.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

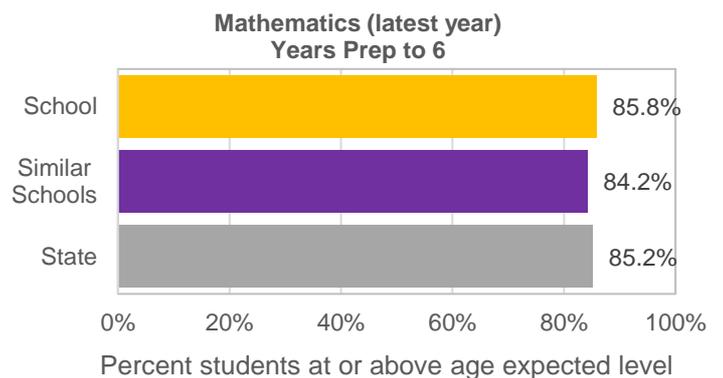
85.8%

Similar Schools average:

84.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

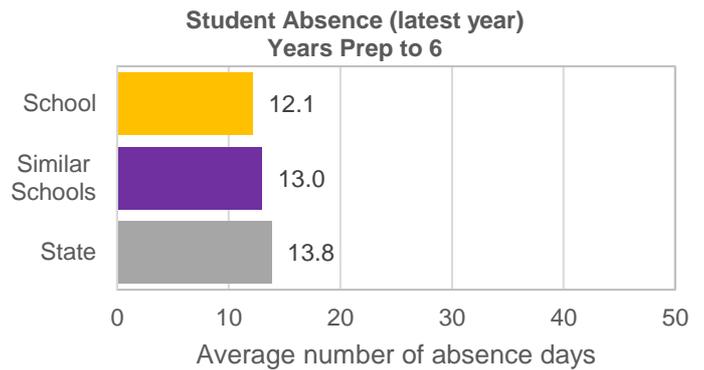
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.1	14.0
Similar Schools average:	13.0	14.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	91%	94%	94%	95%	96%

## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

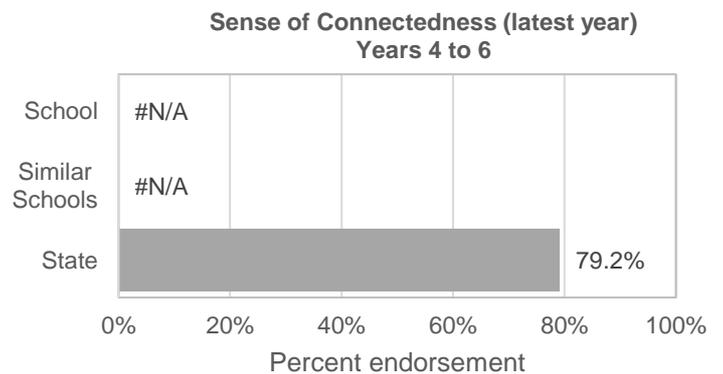
### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	69.3%
Similar Schools average:	NDP	78.7%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

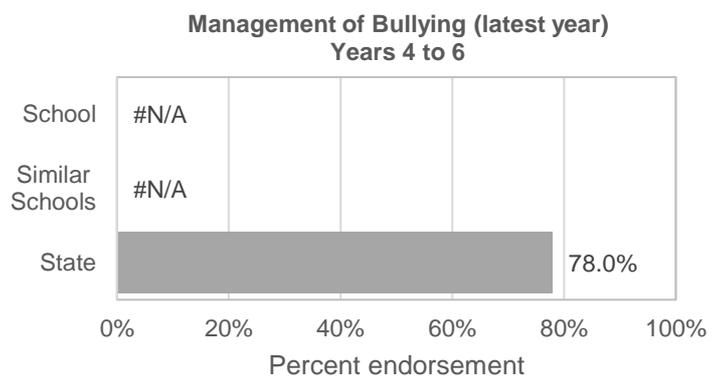
### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.9%
Similar Schools average:	NDP	80.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,760,584
Government Provided DET Grants	\$264,056
Government Grants Commonwealth	\$16,679
Government Grants State	\$5,804
Revenue Other	\$4,833
Locally Raised Funds	\$57,432
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,109,388</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,546
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$49,546</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,732,377
Adjustments	NDA
Books & Publications	\$2,065
Camps/Excursions/Activities	\$10,307
Communication Costs	\$3,550
Consumables	\$75,285
Miscellaneous Expense <sup>3</sup>	\$4,804
Professional Development	\$1,903
Equipment/Maintenance/Hire	\$48,929
Property Services	\$28,277
Salaries & Allowances <sup>4</sup>	\$83,637
Support Services	\$19,587
Trading & Fundraising	\$13,593
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,485
<b>Total Operating Expenditure</b>	<b>\$2,039,799</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,590</b>
<b>Asset Acquisitions</b>	<b>\$40,641</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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$214,903
Official Account	\$10,167
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$225,070</b>

Financial Commitments	Actual
Operating Reserve	\$49,500
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$28,133
School Based Programs	\$45,697
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$60,812
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$184,142</b>

*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.*