

2021 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 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.

Attested on 11 March 2022 at 01:23 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 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.
- 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.

To be attested by School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the '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 disabilities 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 204 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 and tutoring 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 are numerous 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. Parent overall satisfaction is at a high level evidenced by our annual Parent Opinion Survey data.

Our major areas of focus in 2022 will continue to be on building consistency and excellence in curriculum delivery, ensuring all students are given opportunities to reach potential and progress. Our Professional Development is continually ongoing with a particular emphasis on "best practice" in Literacy, Numeracy and an elevated emphasis on Student Voice and Agency. We will continue to 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)

Nar Nar Goon Primary School delivered on our Key Improvement Strategy to embed our Professional Learning Community approach to teaching and learning including the use of data to inform our practice. We worked with determination to ensure our Professional Learning Community processes continued throughout the remote learning periods of 2021 and we regularly engaged in self reflection practices to improve student outcomes. We refined our Education Framework documentation and developed an agreed Instructional Model for Reading, Writing and Numeracy to further develop a consistency of teaching practice across all levels of the school.

Some of our associated AIP actions and professional development plans were modified to suit remote learning.

Student's emotional and social wellbeing became a strong priority as we became very conscious of the risk of disengagement due to the home learning environment.


Achievement

Our school is very proud of the achievement data that we were able to maintain throughout 2021. Our teacher judgement data in both English and Mathematics indicates that we achieved in excess of 80% of all students achieving at or above their age expected standards. A particular highlight was our outstanding Naplan results in Year 3 and 5 Reading where we were above similar schools and the state average. Similarly in Numeracy our Year 3s were well above the State and Similar Schools average. Our Naplan Learning gain data was also very positive with a larger percentage of students attaining "high gain" growth compared to similar schools in Reading, Numeracy, Writing and Grammar and Punctuation.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Regular communication and a focus on giving descriptive and targeted feedback helped students improve.


We have well embedded programs in place in both Literacy and Numeracy, to ensure a consistency of approach to teaching and learning programs from Foundation to Year 6. Our Professional Learning Community approach to team planning and program implementation is having a positive impact on student learning outcomes across the school. In 2022 we have identified Numeracy to be a continued priority in all classes. Our new Numeracy instructional Model and the PD we have planned around ensuring fidelity across the school will further improve our student learning outcomes.

Engagement



During the 2021 remote learning period, teachers ensured that there was daily home/school communication to ensure students could continue to experience success in their home learning environment. Students were able to access our online program "SeeSaw" for daily instructions and support and regular class WEBEX meetings took place with classroom teachers to ensure students remained connected to our school and to their peers. We continued to have 'special days' and events to replicate the highlights that would have occurred had we been onsite, for example, Footy Day, RUOK Day, Fathering Project launch. To support student engagement during the transition back to onsite learning, we invited students on site prior to the official return to participate in one to one student/teacher conferences and to undertake key assessment tasks to gauge each students home learning progress and subsequently ensure that the learning as they returned to school, could be targeted at their individual level of ability. Once returned, our focus was heavily on student wellbeing, communication and collaboration. Our wellbeing program Play Is The Way as well as our Respectful Relationship program ensured our focus remained student centered. Attendance data was impacted by remote learning and the disengagement of a small number of students despite our best efforts.

Wellbeing



Our Students Attitudes to School Survey data showed some improvement from the previous year of remote learning, demonstrating that we were able to tailor our home learning expectations to a more manageable level for families at home. Health and wellbeing support such as daily check ins with students via WEBEX or phone were prioritised for staff, students and their families. Our school counsellor made regular phone calls and / or facilitated online WEBEX meetings to support families identified by teachers as "at risk". We also supported a number of vulnerable students by allowing them to attend onsite learning during the remote learning period to ensure their emotional and social needs were supported. In our senior classes, the use of classroom blogs enabled our students to interact, view and comment on each other's work and clips, to keep that connection viable.

Finance performance and position

Nar Nar Goon Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities as articulated in our School Strategic Plan and Annual Implementation Plan. In addition, we were able to allocate further funds to enhance our intervention and tutoring programs resulting in positive impacts on student outcomes in Literacy and Numeracy across the school.

The provision of Equity Funding in 2021 provided the school with options in regard to staffing and programs that supported our student's academic, emotional and social wellbeing. 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 priorities and the purchase and installation of a CCTV system to enhance security in out of school hours.

The school was successful in its application for a minor capital works grant in 2021 which enabled us to update and refurbish both student and staff bathroom amenities as well as our First Aid and Administration areas.

Overall the school remains in a sound financial position with a net operating surplus in 2021. School Council and Finance Committee members have ensured that our Financial processes and policies continue to operate 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 2021 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.narnargoonps.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 224 students were enrolled at this school in 2021, 117 female and 107 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).

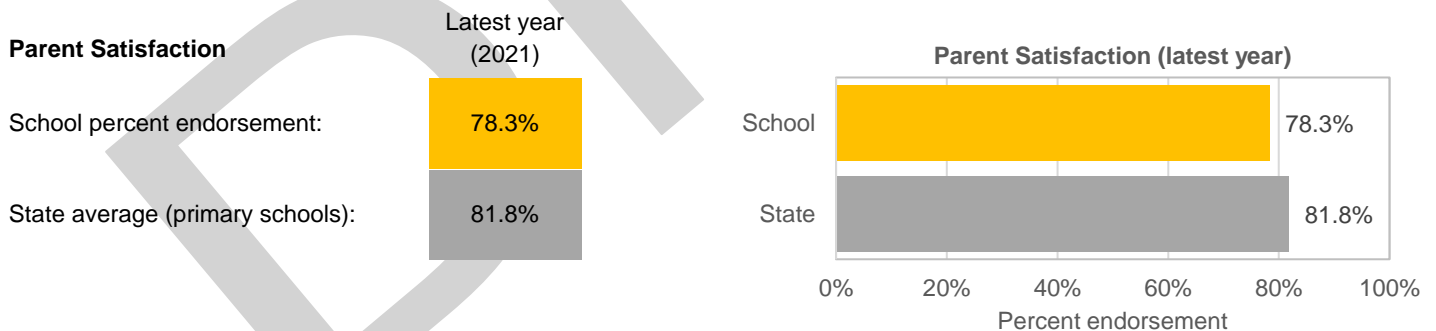
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

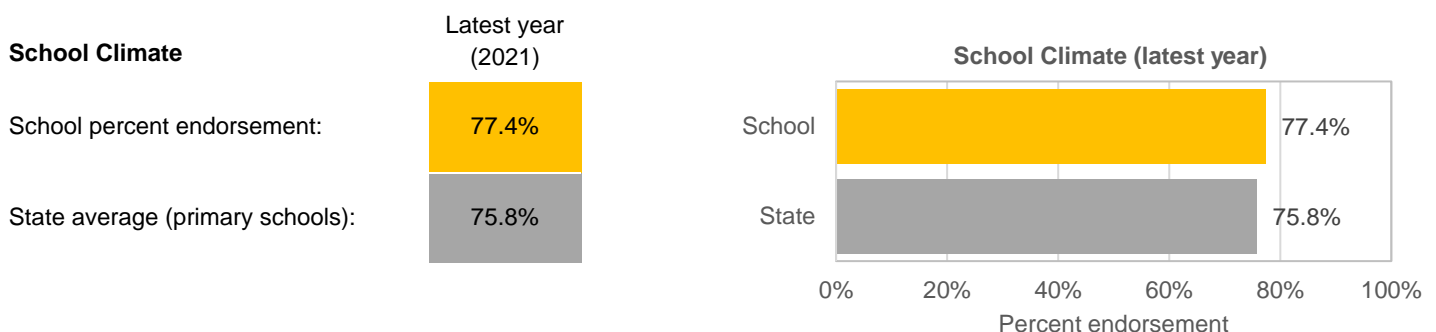


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

80.1%

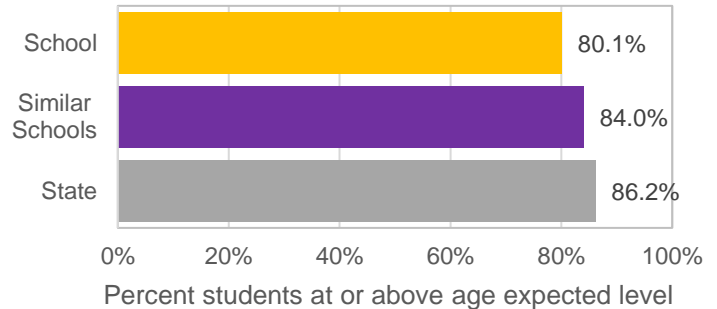
Similar Schools average:

84.0%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

81.4%

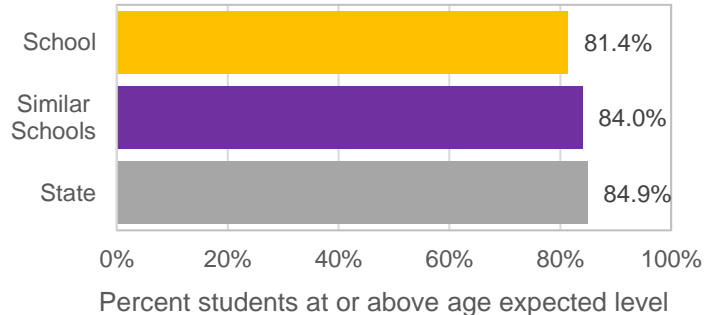
Similar Schools average:

84.0%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

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.

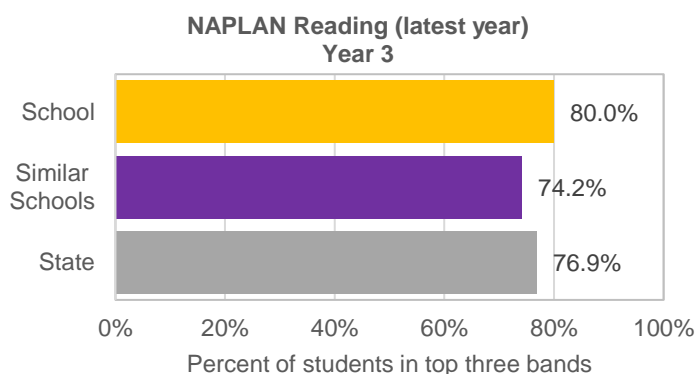
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

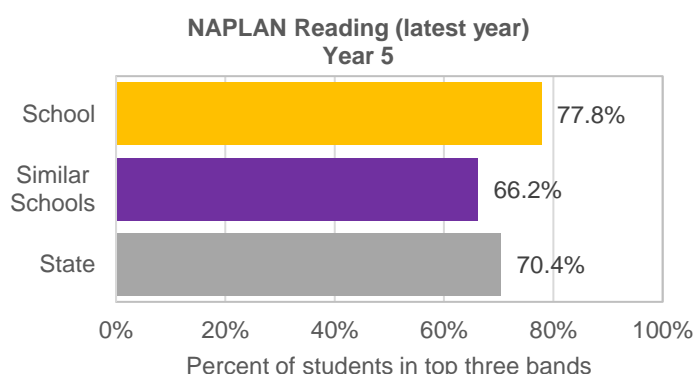
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	76.1%
Similar Schools average:	74.2%	73.0%
State average:	76.9%	76.5%



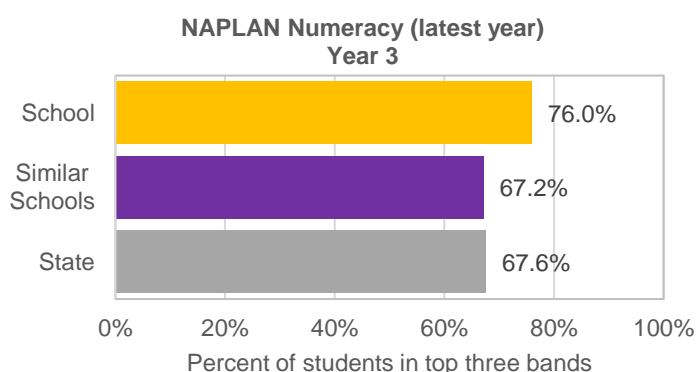
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	73.1%
Similar Schools average:	66.2%	65.9%
State average:	70.4%	67.7%



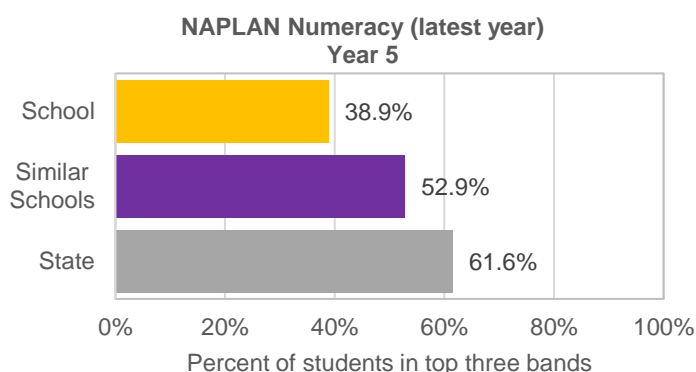
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.0%	71.1%
Similar Schools average:	67.2%	67.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.9%	57.6%
Similar Schools average:	52.9%	54.7%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

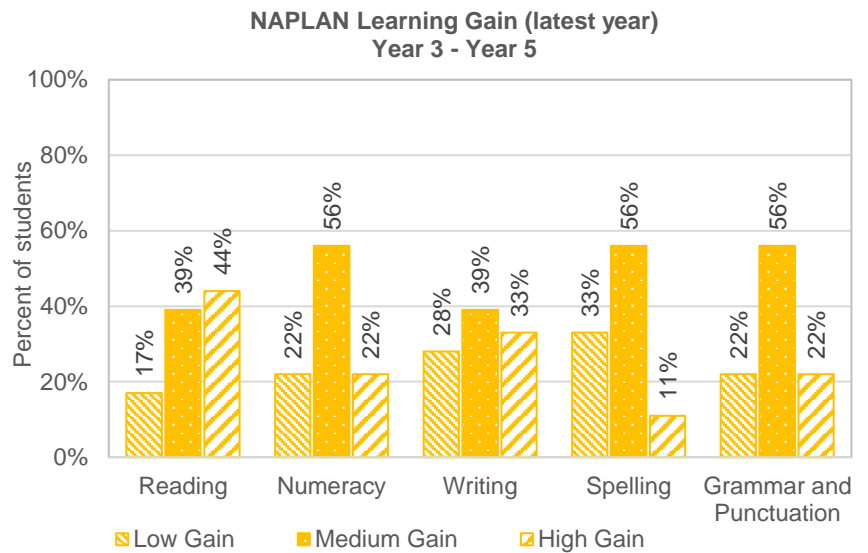
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	39%	44%	21%
Numeracy:	22%	56%	22%	19%
Writing:	28%	39%	33%	16%
Spelling:	33%	56%	11%	17%
Grammar and Punctuation:	22%	56%	22%	18%



ENGAGEMENT

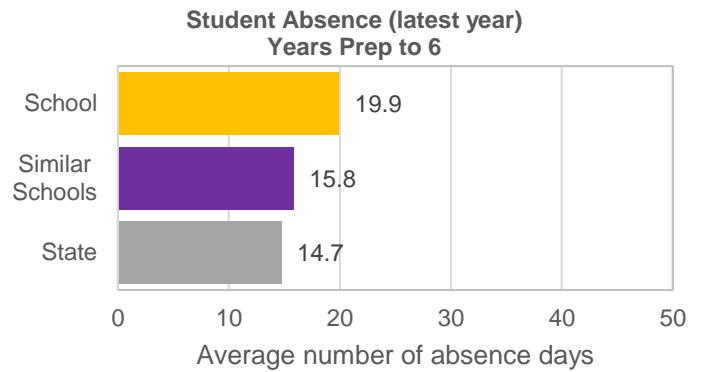
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.9	15.7
Similar Schools average:	15.8	14.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	89%	89%	89%	89%	91%	92%

WELLBEING

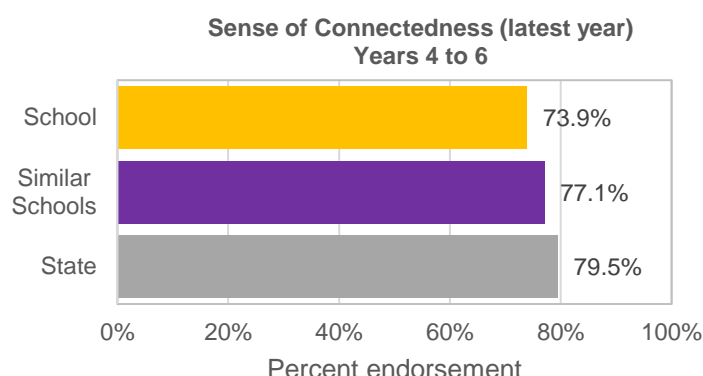
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	73.9%	68.2%
Similar Schools average:	77.1%	78.2%
State average:	79.5%	80.4%



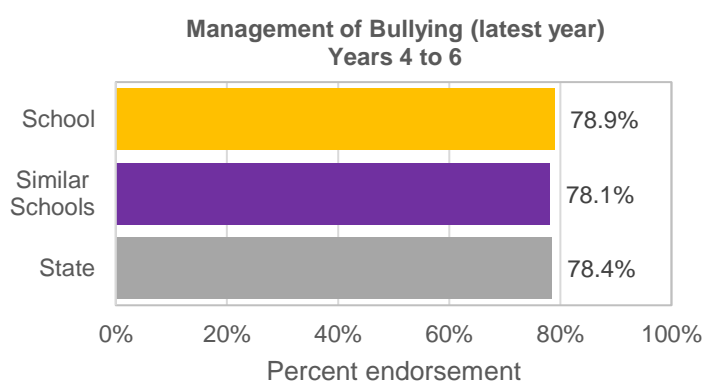
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	78.9%	76.6%
Similar Schools average:	78.1%	79.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,893,962
Government Provided DET Grants	\$289,066
Government Grants Commonwealth	\$3,792
Government Grants State	\$48,908
Revenue Other	\$5,236
Locally Raised Funds	\$75,947
Capital Grants	\$0
Total Operating Revenue	\$2,316,910

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,216
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,216

Expenditure	Actual
Student Resource Package ²	\$1,844,700
Adjustments	\$0
Books & Publications	\$2,864
Camps/Excursions/Activities	\$23,486
Communication Costs	\$3,345
Consumables	\$52,490
Miscellaneous Expense ³	\$7,527
Professional Development	\$9,353
Equipment/Maintenance/Hire	\$45,531
Property Services	\$58,301
Salaries & Allowances ⁴	\$105,022
Support Services	\$50,830
Trading & Fundraising	\$9,877
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,324
Total Operating Expenditure	\$2,229,650
Net Operating Surplus/-Deficit	\$87,260
Asset Acquisitions	\$31,692

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$226,758
Official Account	\$8,174
Other Accounts	\$0
Total Funds Available	\$234,932

Financial Commitments	Actual
Operating Reserve	\$55,843
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$43,534
School Based Programs	\$32,064
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,519
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,259
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$190,219

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.