

2023 Annual Report to the School Community

School Name: Navarre Primary School (1330)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 02:41 PM by Suzanne Slater (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2024 at 03:54 PM by Kristy van Roosmalen (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Navarre Primary School is a small rural school nestled at the edge of the Pyrenees Ranges and located midway between the larger rural towns of Stawell and St.Arnaud.

Our motto is: Proud Past, Bright Future.

Our Mission: The aim of Navarre Primary School is to provide a local learning community that fosters a sense of belonging and a love of learning. Through providing an inclusive learning environment we are focused on improving student outcomes through high quality teaching that prioritises the unique learning needs of each individual student.

Our Vision: Children at Navarre Primary School will be nurtured to reach their potential to become caring and active members of the community and wider world. With the support of our learning community, we aim to develop students who are respectful, confident, collaborative in their approach and show excellence and perseverance in all that they do.

Our Values: Respect, Perseverance, Collaboration and Excellence

Term 1 began with an enrolment of 8.1 students and enrolments remained constant throughout the year.

The school was staffed by one full-time teaching Principal, one full-time graduate teacher and two tutors (one day each per week). Two integration aides were employed to cover the full days - Monday to Friday each week.

A grounds keeper was employed for three hours each week.

Technical support was provided to the school for 3.5 hours each week.

The school was visited by the Great Western Mobile Area Resource Centre (MARC library van) for one half day each fortnight. During this visit, our students were taught by the library teacher about literature and were provided with the opportunity to borrow books for independent reading.

During Term 4, we were excited to welcome the Pyrenees Mobile Library Van to our school community. This library van visits the school each fortnight for a half hour visit. As students borrow and talk with excitement about books they have read and enjoyed, they are given opportunities to witness examples of a commitment to life-long learning through engaging with community members.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

The 2023 school year was an extremely busy one, with the school undertaking the school review process during Semester 2. This process takes place every four years, and provides privileged time to reflect upon the progress the school has made during the previous four years and to set new goals and targets for the coming four years.

During 2023, our students continued to make pleasing progress in all areas of the curriculum.

With small numbers the consequent volatility of data needs to be considered when reporting student achievement and reading the performance summary.

The tutor learning initiative was offered throughout the year and provided time for one-to-one intervention and focused small group teaching.

During 2023, we did not have any students in either Grades 3 or 5, so no current NAPLAN data is available.

During 2022, we had four grade three students who participated in the NAPLAN tests.

We are excited to share that the school percentage of students at or above the age expected standards in English is above both the similar schools and state averages.

Likewise, the percentage of students at or above the age expected levels in Mathematics is also above both the similar and state averages.

Throughout the Performance Summary you will read NDA which means, due to small numbers and to avoid students being identified, no scores have been presented.

Students and staff at Navarre Primary School place great importance on the three-way relationship between the student, the family, and the school. These relationships are encouraged and nurtured through activities which take place regularly throughout the year.

Students take great pride in the presentation of their student led conferences which are held at the end of each term. During the conferences students share a portfolio of their work samples and reflect upon their individual learning goals. Parents and teachers ask questions and participate in the review of the learning goals with the child, and collaboratively set new learning goals. Learning is joyfully celebrated and encouraged through these forums.

Wellbeing

Wellbeing

Student wellbeing is a priority at Navarre Primary School.

Students participate in fortnightly "Full STEAM Ahead" cluster days with students from the five schools in the Pyrenees Cluster. During these days, our students have access to specialist lessons in the areas of science, technology, engineering, art and music. Lessons in Respectful Relationships, Rights and Resilience, also occur on these days when students work with a larger cohort of children of their own age. These days allow time for our students to build cluster wide networks and friendships and for our staff to undertake professional learning alongside cluster colleagues.

During 2023, our students participated in a cluster school camp to Airey's Inlet. The students had a wonderful time experiencing the beach environment and were able to spend time strengthening their relationships with their peers and cluster teachers.

Fortnightly, individualised art therapy sessions were provided throughout 2023 for all students. Our students relished these sessions and looked forward to our art therapist's regular visits.

Staff at Navarre Primary School continued to undertake training in the Berry Street Education Model. Strategies learnt from this training have been implemented in the classrooms.

During our school review, the review panel commented positively on the calm and orderly learning environment in which our students learn and the positive regard in which all students are held.

During Term 4 2023, a supported playgroup began at Navarre Primary School on a trial basis. This playgroup, facilitated by staff from the Northern Grampians Shire, has met fortnightly. We are pleased to report that the playgroup has been well attended and will operate on a weekly basis during 2024.

Playgroup provides leadership opportunities through the students welcoming community members into the school. It also allows time for our students to build friendships with children who may attend Navarre Primary School in the future, and in turn provides a supported entry into the school environment for pre-school aged children.

This year we did not participate in the Department of Education and Training Student Attitudes to School Survey due to small numbers in grades 4-6. However, we did participate in the small school-based attitudes to school survey with all students. Results show that our students feel very connected to the school and that there was no bullying identified at the school.

Student absences reduced during 2023 and are within the like school range. Student attendance will remain a focus for the 2024 school year.

Engagement

Engagement

Engagement is front of mind in the planning of all classroom activities. Teachers actively plan to engage students with their learning and to empower them to participate in their learning by building student voice and agency.

Goal setting is individualised and developed collaboratively with the students and their families incorporating each student's needs and interests.

Students have continued to enjoy weekly kitchen garden lessons. During 2023, our kitchen garden was redesigned and updated, with staff and students working collaboratively to design our new garden arrangement and choose what was to be planted and when. The garden has flourished under the tender care of our staff and students. Weekly kitchen garden lessons remain a firm favourite in the lives of our students. Delicious smells fill the school each Tuesday afternoon with families enjoying an after-school snack at the gate or picking up a bag of fresh organically grown produce for their evening meal.

Along with our "Full STEAM Ahead" cluster days the students from Navarre Primary school also participate in a range of activities where they mix with students from other schools. Each year our students participate in the Annual Athletics Carnival. This year the carnival was held at the Navarre Recreation Reserve. Each of our students participated with enthusiasm and many students achieved a personal best in one or more events.

The annual Robotics Day is another fabulous day where our students work in groups with their friends from the cluster schools to build a robot from a variety of parts and motors. We were amazed by the creativity of our students' creations and the ingenuity of their designs.

Throughout the year we actively seek out opportunities to connect our students with our wider school community through their learning. This year, following our playwriting unit in literacy, we invited the community to a special afternoon tea (also prepared by the students) to watch the plays that the students had created and practiced. A display of their current artwork was also on show. Afternoons such as these provide authentic audiences for our students learning.

Students also write or send photos of their artwork to our local newspapers and the Jetsetter magazine (a magazine for students). Once again the students are provided with authentic audiences for their learning.

The 2023 parent opinion survey, reports parent satisfaction with our school is at 100%.

Financial performance

Navarre Primary School is in a sound financial position. Through careful budgeting we are able to offer education free of charge to our families. Funding of the tutoring program has provided extra resources to support our students to reach their potential, to extend those who are excelling, and to support those who require intervention. The Mental Health Funding has provided the resources for us to be able to offer fortnightly individualised art therapy sessions to every student.

Money has been saved and reserved for the potential purchase of a bus (subject to the school being granted Bus Operator Accreditation). Funds have also been saved for the updating of our tennis court area with a half basketball court, sand pit, and indigenous garden.

For more detailed information regarding our school please visit our website at
www.navarreprimaryschool.weebly.com

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 2.0 (FISO 2.0).

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 9 students were enrolled at this school in 2023, NDP female and NDP male.

0 percent of students had English as an additional language and 0 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).

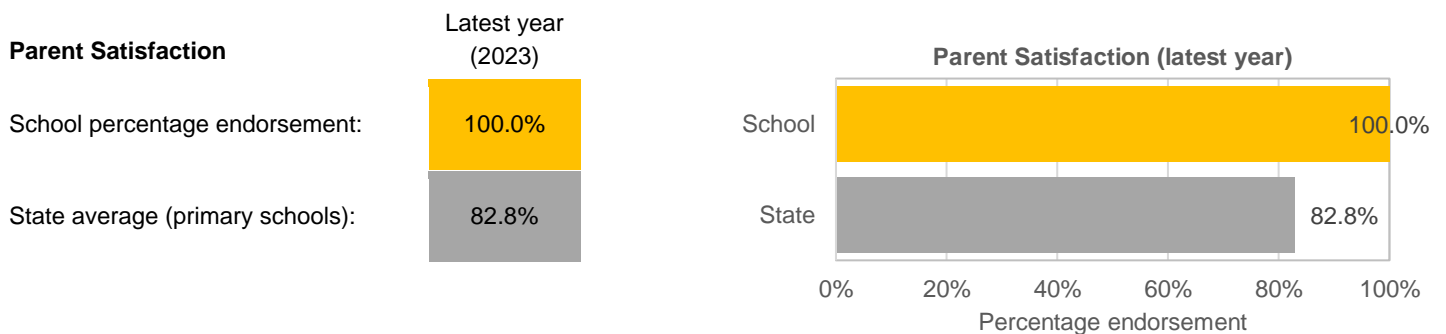
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

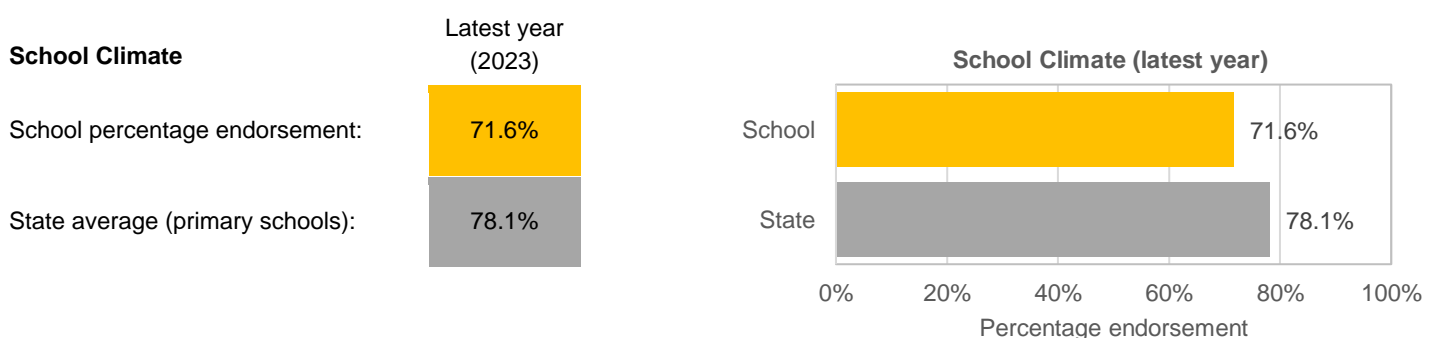


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

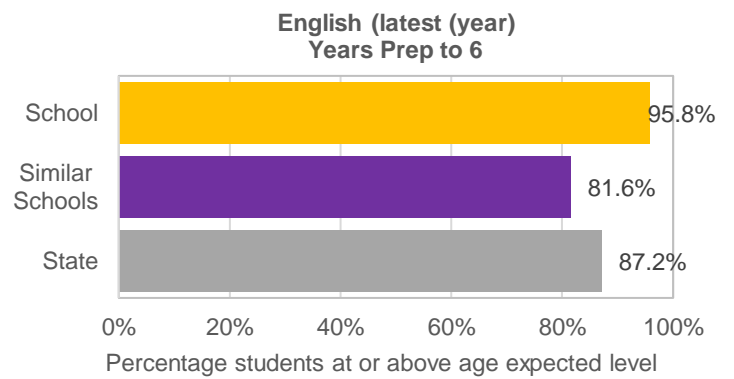
95.8%

Similar Schools average:

81.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

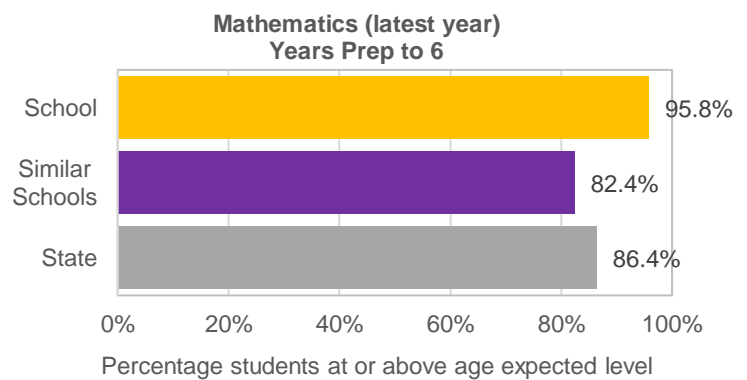
95.8%

Similar Schools average:

82.4%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

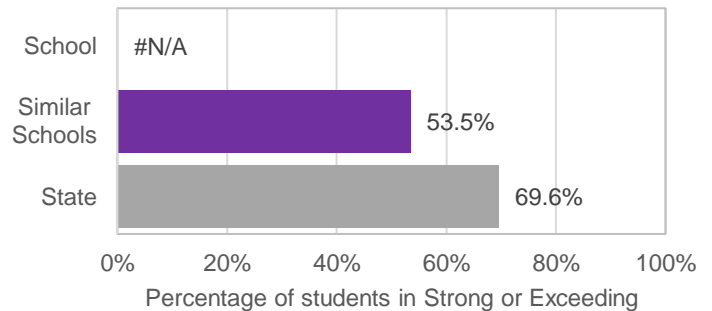
Similar Schools average:

53.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

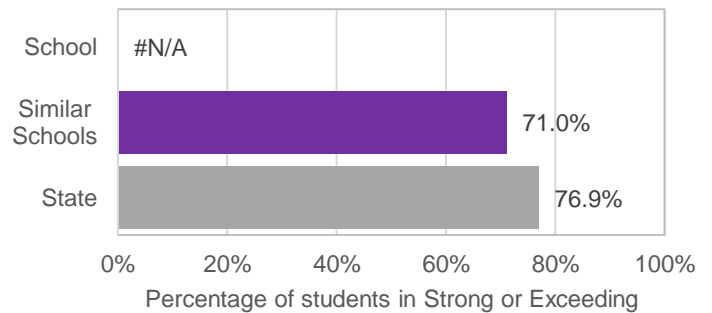
Similar Schools average:

71.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

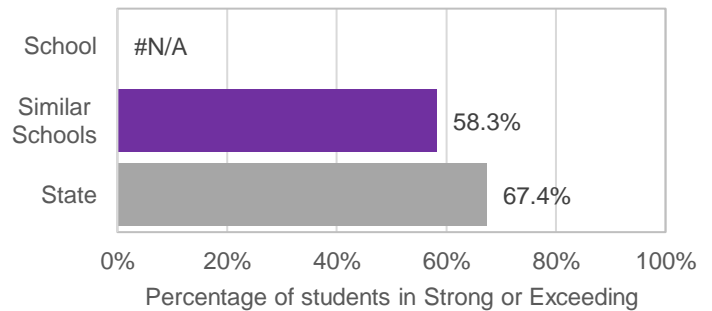
Similar Schools average:

58.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

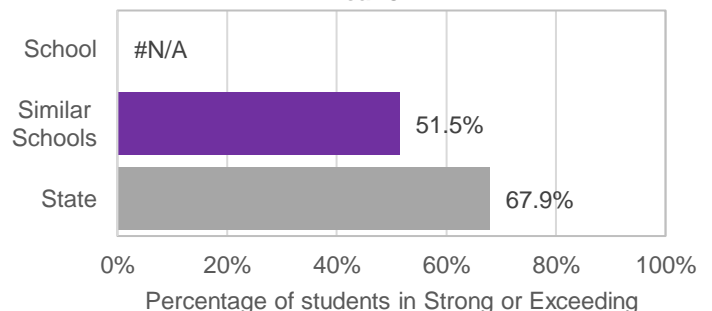
Similar Schools average:

51.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

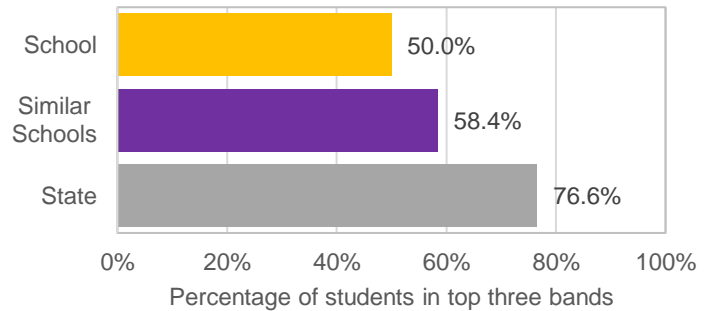
Similar Schools average:

58.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

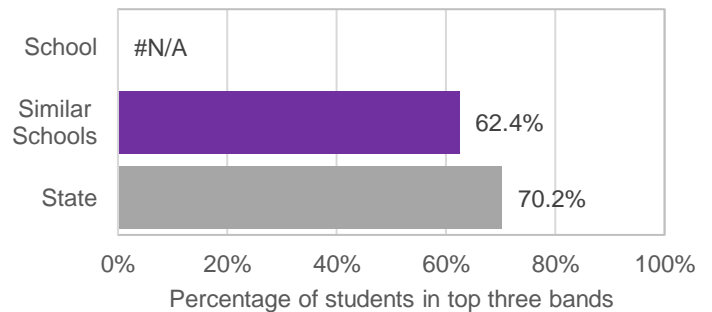
Similar Schools average:

62.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

25.0%

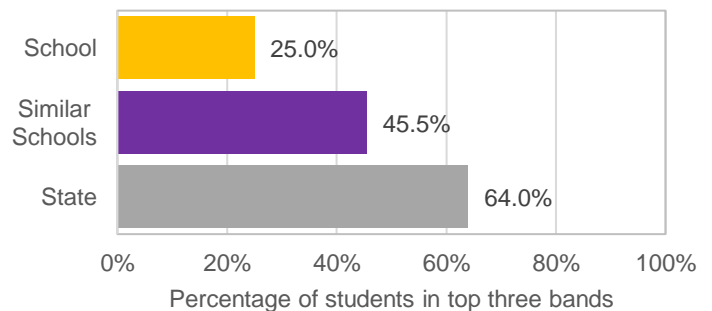
Similar Schools average:

45.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

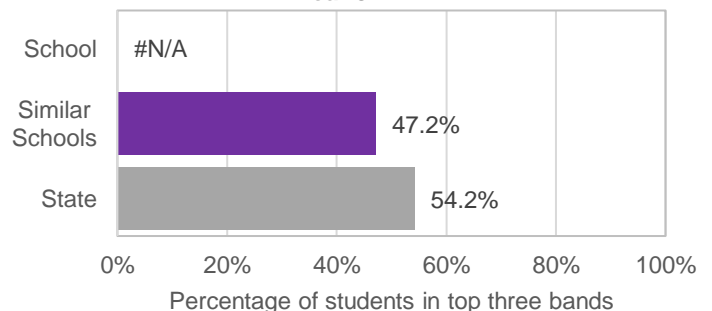
Similar Schools average:

47.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

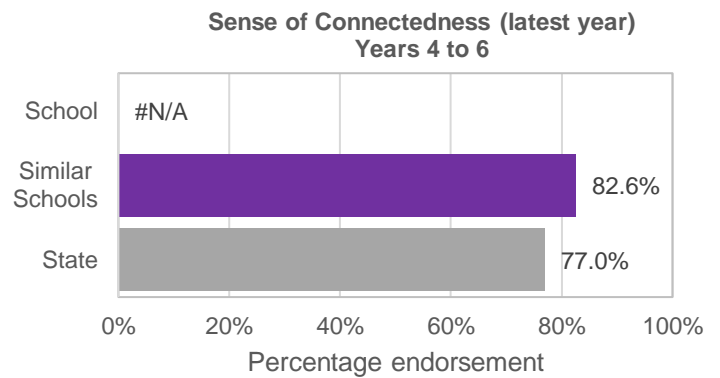
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDA	NDP
Similar Schools average:	82.6%	82.8%
State average:	77.0%	78.5%

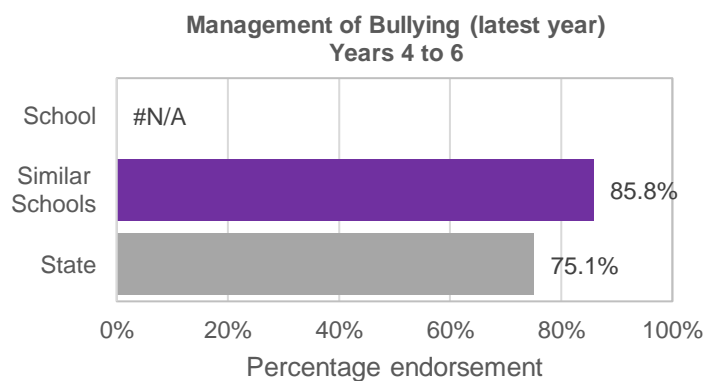


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDA	NDP
Similar Schools average:	85.8%	85.7%
State average:	75.1%	76.9%



ENGAGEMENT

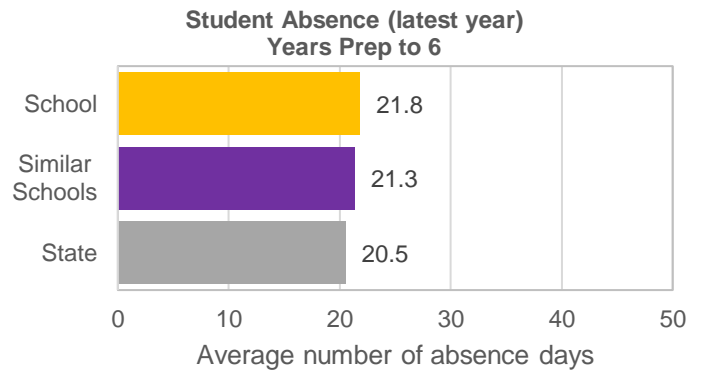
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	21.8	25.9
Similar Schools average:	21.3	18.3
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	NDP	NDP	NDP	NDP	NDP	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$445,507
Government Provided DET Grants	\$168,812
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$8,580
Locally Raised Funds	(\$182)
Capital Grants	\$0
Total Operating Revenue	\$622,717

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,345
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,345

Expenditure	Actual
Student Resource Package ²	\$376,031
Adjustments	\$0
Books & Publications	\$136
Camps/Excursions/Activities	\$8,157
Communication Costs	\$888
Consumables	\$11,603
Miscellaneous Expense ³	\$16,830
Professional Development	\$5,077
Equipment/Maintenance/Hire	\$11,133
Property Services	\$37,151
Salaries & Allowances ⁴	\$67,908
Support Services	\$10,175
Trading & Fundraising	\$32
Motor Vehicle Expenses	\$207
Travel & Subsistence	\$0
Utilities	\$4,463
Total Operating Expenditure	\$549,792
Net Operating Surplus/-Deficit	\$72,925
Asset Acquisitions	\$0

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$173,103
Official Account	\$14,535
Other Accounts	\$0
Total Funds Available	\$187,638

Financial Commitments	Actual
Operating Reserve	\$24,507
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,790
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$61,972
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$97,269

All funds received from the Department of Education, 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.