

2020 Annual Report to The School Community



School Name: Woori Yallock Primary School (1259)



- 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 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 21 April 2021 at 12:57 PM by Oliver Thockloth (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 22 April 2021 at 10:15 PM by Alex Syme (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Woori Yallock Primary School is located in the township of Woori Yallock in the semi-rural Upper Yarra Valley some 60 kilometres from Melbourne GPO. We provide a comprehensive curriculum, personalised learning, exceptional teaching and high expectations. When students leave Woori Yallock it is our vision that they are literate, numerate and worldly with all opportunities open to them as they transition into Secondary School.

Woori Yallock P.S. provides a safe, secure, challenging and stimulating learning environment. We specifically target individual learning needs and demonstrate excellence in relation to all of the key learning areas. Our current staffing profile consists of 2 principal class officers, 1.0 learning specialists, 22 teachers, 1.4 Primary Welfare Officers, 0.4 chaplain, 2.6 administration staff and 4.7 equivalent full time Educational Support Staff. The school is also lucky to have a psychologist who works out of the school two days per week.

Woori Yallock Primary School has become a school of choice and is now limiting enrolments due to the school being close to capacity. In 2020 the school had 352 students. This is forecast to be over 400 in 2022.

The school has invested in ICT resources and has a 1-2 ratio which includes iPads and chrome books to support our engaging research based teaching programs. The school last year introduced at 5/6 level, book club discussions with Cobram PS 300kms away.

The school invests heavily in teacher professional learning, giving teachers a fourth hour per week of planning time so that teachers can build on their individual capacity. This is facilitated by the leadership of the school. The school also invests in a literacy consultant to work with the school as an outside lens to improve student outcomes.

We have a number of innovative intervention programs in place for both Literacy and Numeracy that are highly effective and popular with our students. These programs include, Leveled Literacy Intervention, pre lit phonics and QuickSmart Literacy and Numeracy.

Our emphasis on educating the whole child is demonstrated by being a Stephanie Alexander Kitchen Garden Program school and that we also offer electives that come from ideas formulated by our Junior School Council.

2020 was a challenging year in terms of COVID-19 restrictions and the introduction of remote learning. The school was commended for its implementation of remote learning and was asked to a part of a case study.

Our beautiful grounds are a real feature of the school along with the fantastic scenery as a backdrop. We are an environmentally friendly school with features such as a frog bog, vegetable garden, native flora area and water tanks.

The school has entered into the government pilot program 'Greener Government School Buildings' which has seen it reduce its carbon footprint.

Our school values are 'High Expectations and Respect', while our school motto is 'Take Pride At All Times'.

Framework for Improving Student Outcomes (FISO)

The FISO Improvement Priorities for Woori Yallock Primary School are Excellence in Teaching and Learning and Building Practice Excellence. We identified reading comprehension and writing as areas for improvement through data and our 2019 school review. Our use of formative assessment to teach students at their point of need remains a high priority.

During 2019 staff analysed data and engaged in targeted professional learning in order to build teacher capacity to record and utilize student learning data and improve pedagogical practice. We engaged highly respected education consultant Key Cobbin to run two Curriculum Days on Creating a whole school writing approach. Identified through, in school data and NAPLAN data was the growth in reading particularly between the year 3 to 5. During 2019 and 2020 staff worked on improving the use of reader's notebooks to improve the way students were responding to reading and to make them more cognisant of how they were comprehending. Whole school beliefs and actions were developed on the way readers notebooks are used at Woori Yallock Primary School.

The school has a culture of continuous teacher improvement and uses video of teacher lessons to maximise teacher understanding of their own teaching practice and their impact on students. Remote learning has helped the school to have a huge bank of instructional videos to draw from.

Achievement

With no NAPLAN results in 2020 or Attitudes to school survey results we only have teacher judgment data to paint a picture of how the school performed during 2020.

Teacher Judgement Data 2020:

Writing

Below 64% At Level 23% Above Level 13%

Reading

Below 40% At Level 20% Above Level 40%

Number

Below 55% At Level 17% Above Level 27%

Looking at these results we do need to take 2020 into context. The negatives for 2020 are demonstrated in these results, all the results are skewed as Prep results across the board were mostly in the below category, students that didn't engage in remote learning also tested poorly at the end of the year. It is also a fact that writing is difficult to teach in a remote learning setting. The positives were reading where the results are not dissimilar to the previous year. The results highlight the importance of targeted intervention during 2021.

As a school we continue to build a culture that expects instructional leadership and continuous teaching improvement; using study groups, coaching, peer observation, learning walks and video feedback. Both our Principal, Assistant Principal and learning specialists, fulfill the roles of coaches and attend common planning sessions. This drives the teaching and learning that happens at the school and enables our teachers and students to have access to the latest research regarding best practice in the classroom.

The school continues to dominate the Network in Public Speaking. The school won the Yarra Valley Schools speaking competition for the sixth year running even though it was in a remote learning format.

Teachers PDP discussions at half year and end of year revolve predominately around student growth and their own growth as a teacher. These discussions along with teacher coaching give teachers a clear understanding of their impact on the learning of each individual.

Engagement

There has been some small improvements with our attendance data, and it should be noted that we are still doing better than the state average. However we continue to have problems with particular families who choose to keep their children at home for a number of reasons. We will continue to engage these parents with our welfare team and continue to send the message to parents 'that it's not ok to be away'.

On top of the high quality teaching that takes place at our school our students have access to a range of opportunities. We are innovative in that we offer a range of activities each day through our electives that are developed through our Junior School Council. We are also a Stephanie Alexander Kitchen Garden Program School, have an Annual Production, and a very active student leadership team.

The school has a philosophy that students being taught at point of need and having success with personal learning goals, will be engaged and connected to their school.

Wellbeing

Woori Yallock Primary School has comprehensive 'Wellbeing Team' in the form of a fulltime Primary Welfare Officer, part time Welfare Officer, Chaplain two days a week and a school psychologist two days a week, which ensures we can support the needs of students and families.

Our Wellbeing Team is very proactive in engaging with all stakeholders and external agencies to ensure the best outcomes for our students and families.

The Respectful Relationships program is taught across the school but we still explicitly teach and model the concepts of gratitude, empathy and kindness. At our school teachers greet each child entering the classroom in the morning and again leaving the classroom in the afternoon.

Our Prep students' transition to school was again aided by the excellent transition program conducted the year before they started. The school runs a co-teaching partnership with the local kindergarten and we continue to have very positive feedback from parents regarding our grade five/six students filming a virtual tour of the school and sending it to the new prep students in January.

During 2019 the school looked for options and was successful funding the resilience project for 2020, some of these sessions were postponed during COVID lock downs but the school has begun it's resilience project journey.

Financial performance and position

Due to the school growing in size and some teachers excepting promotion positions at other schools. The schools staffing profile is quite young, which is the main reason for the surplus delivered in 2018 and 2019. The school continues to be in a positive financial position due to the excellent work of the school's business manager and the finance sub-committee. Due to the growth of the school there is a lack of space in the administration area. Surplus funds will be directed to major building works in the coming years.

2020 Net Operating surplus was \$424,202. Revenue is made up of \$78,995 2021 Essential Education Items.

Total funds available have been committed to the following \$300,000 on capital works/school upgrades, \$100,000 on Computer/tech upgrade and balance is held in reserve.

For more detailed information regarding our school please visit our website at
www.woorips.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 352 students were enrolled at this school in 2020, 180 female and 172 male.

0 percent of students had English as an additional language and 3 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.

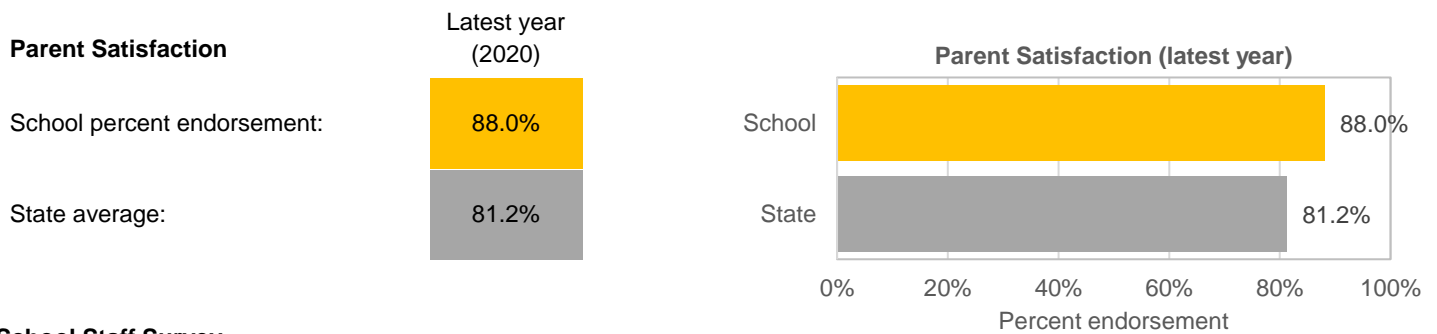
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

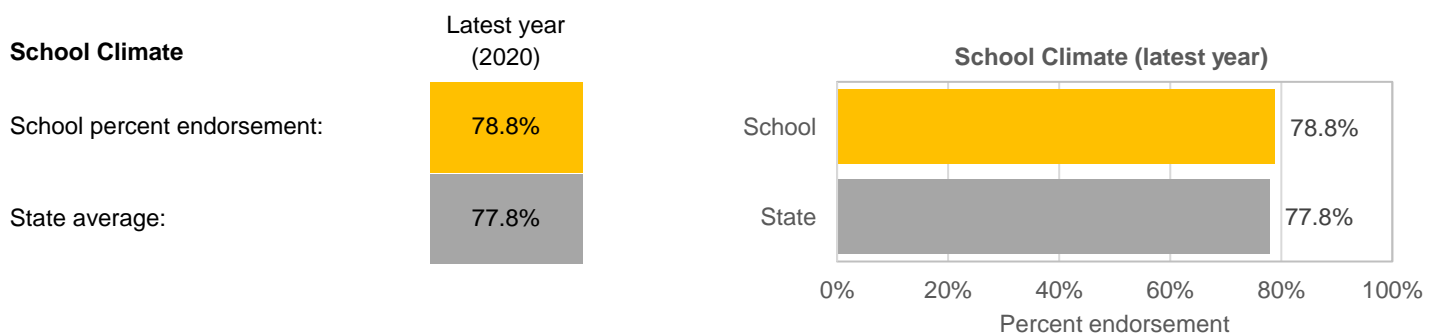


School Staff Survey

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:

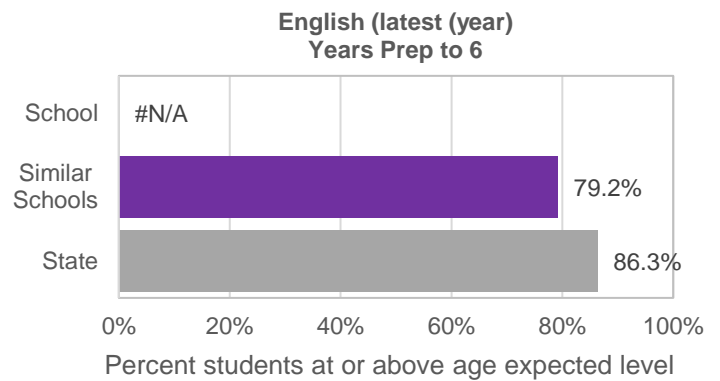
NDA

Similar Schools average:

79.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

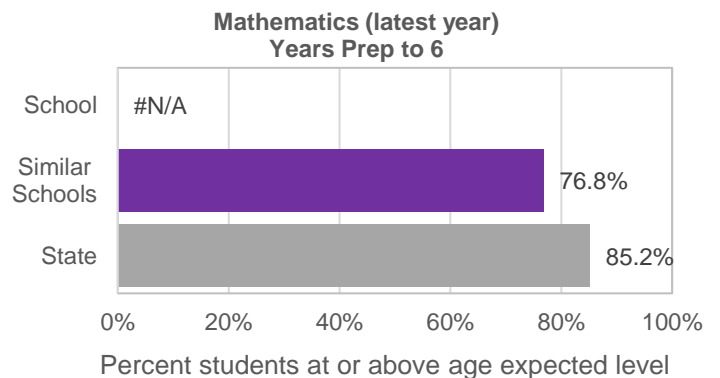
NDA

Similar Schools average:

76.8%

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

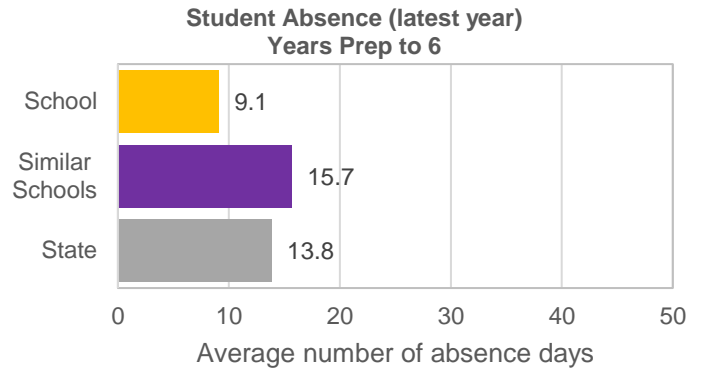
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.1	15.3
Similar Schools average:	15.7	16.7
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):	96%	95%	96%	95%	95%	96%	96%

WELLBEING

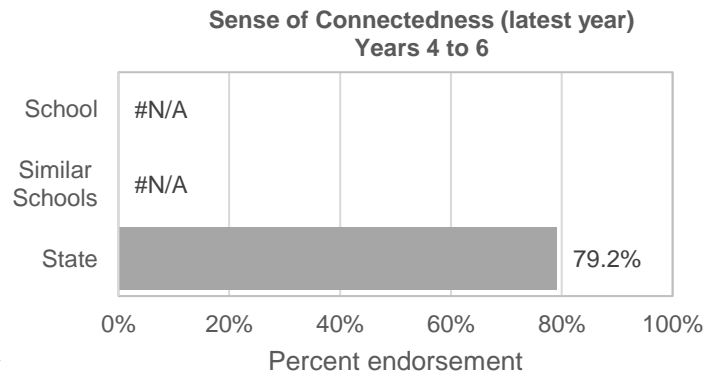
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	83.3%
Similar Schools average:	NDP	78.5%
State average:	79.2%	81.0%



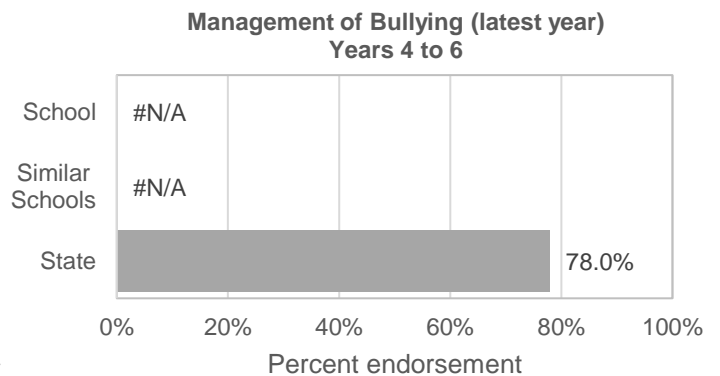
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	90.4%
Similar Schools average:	NDP	78.6%
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	\$3,363,339
Government Provided DET Grants	\$570,837
Government Grants Commonwealth	\$1,300
Government Grants State	NDA
Revenue Other	\$6,117
Locally Raised Funds	\$142,749
Capital Grants	NDA
Total Operating Revenue	\$4,084,342

Equity ¹	Actual
Equity (Social Disadvantage)	\$314,730
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$314,730

Expenditure	Actual
Student Resource Package ²	\$2,948,147
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$28,128
Communication Costs	\$9,635
Consumables	\$120,562
Miscellaneous Expense ³	\$6,816
Professional Development	\$6,951
Equipment/Maintenance/Hire	\$20,949
Property Services	\$93,415
Salaries & Allowances ⁴	\$54,009
Support Services	\$57,189
Trading & Fundraising	\$15,513
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,457
Total Operating Expenditure	\$3,401,769
Net Operating Surplus/-Deficit	\$682,572
Asset Acquisitions	\$108,207

- (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	\$751,580
Official Account	\$25,802
Other Accounts	NDA
Total Funds Available	\$777,382

Financial Commitments	Actual
Operating Reserve	\$63,078
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$78,995
School Based Programs	\$43,155
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$23,644
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$75,313
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$34,130
Capital - Buildings/Grounds > 12 months	\$459,067
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$777,382

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.