

# 2021 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](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 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 21 March 2022 at 12:49 PM by Oliver Thockloth (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.

Attested on 21 March 2022 at 07:02 PM by Alex Syme (School Council President)

## How to read the Annual Report

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### 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.

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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).

#### 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.

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### 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)

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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.

'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 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

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### 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, 1.2 learning specialists, 24 teachers, 1.4 Primary Welfare Officers, 0.4 chaplain, 2.6 administration staff and 5.2 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, but is not on the school's payroll.

Woori Yallock Primary School has an excellent reputation in the Yarra Valley community. This reputation has seen the school have huge enrolment increases over the past six years. The school is now limiting enrolments due to the school being close to capacity. In 2020 the school had 352 students. The school is currently at 404 students and will be going through a major building project through 2022 which will see the school basically rebuilt with new modern facilities.

The school has invested in ICT resources and now has a 1-1 ratio which includes iPads and chrome books to support our engaging research based teaching programs.

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.

2021 was a challenging year in terms of COVID-19 restrictions and long periods of remote learning. The school was commended for its implementation of remote learning but internally we are very aware that our current grade one and two children do not yet know what a normal school year looks like.

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 vegetable garden, native flora, solar panels, recycling program and water tanks.

Our school values are 'High Expectations and Respect', while our school motto is 'Take Pride At All Times'. These values are lived and talked about every day at Woori.

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### 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 and 2020 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, plans were interrupted by COVID restrictions and lock-downs but the school still did its best to keep the improvement agendas moving. We engaged highly respected education consultant Keay 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 2020 and 2021 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 we teach writing and the way reader's/writer's' 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.

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## Achievement

2020 was a very good year in terms of school results. Woori Yallock Primary School was highlighted by the region for the increases in major data measures.

The schools grade three NAPLAN results demonstrate that the school is close to the state average but higher than similar schools and network schools. Grade five results were similar except in Spelling which was below. The school continues to do very well at every level in numeracy.

Teacher judgments demonstrate the difficulty to teach writing during remote learning with large percentages of the school judged as below in writing. During 2022 the school will use substantial resources to provide intervention to students identified as being more than a year behind.

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 eighth 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.

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## Engagement

Our attendance data during the past two years has been much improved, and is better than the state average.

However, we still have some chronic absenteeism with some families. 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.

The following data is from our 2021 Attitudes to School Survey (gr 4-6)

Effective Teaching Time - 94% - State Average 85%

Not experiencing Bullying - 93% - State Average 82%

Advocate at School - 92% - State Average 87%

Parent Survey

General School Satisfaction - 94% - State Average 81%

Effective Teaching - 97% - State Average 78%

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## 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.

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### Finance performance and position

The schools staffing profile is quite young, which is the main reason for the surplus delivered in previous years. 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, a capital works program will begin in 2022 which is funded by the state government at \$10.6 million dollars. The capital works program contains a long list of contingency items which the school will have to fund. Therefore, the finance committee has made sure that the school has enough money to make sure the new school building can be completed in full.

2021 Net Operating surplus was \$472,624. Revenue is made up of \$80,053, 2022 Curriculum and Other Contributions.

Total funds available have been committed to the following \$400,000 on capital works/school upgrades, \$34,000 on Computer/tech upgrade, \$9,900 on ground upgrades plus remaining funds held for school based programs such as Parents and Friends, Chaplaincy and the balance is held in reserve.

**For more detailed information regarding our school please visit our website at**  
[www.woorips.vic.edu.au](http://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 371 students were enrolled at this school in 2021, 195 female and 176 male.

NDP 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).

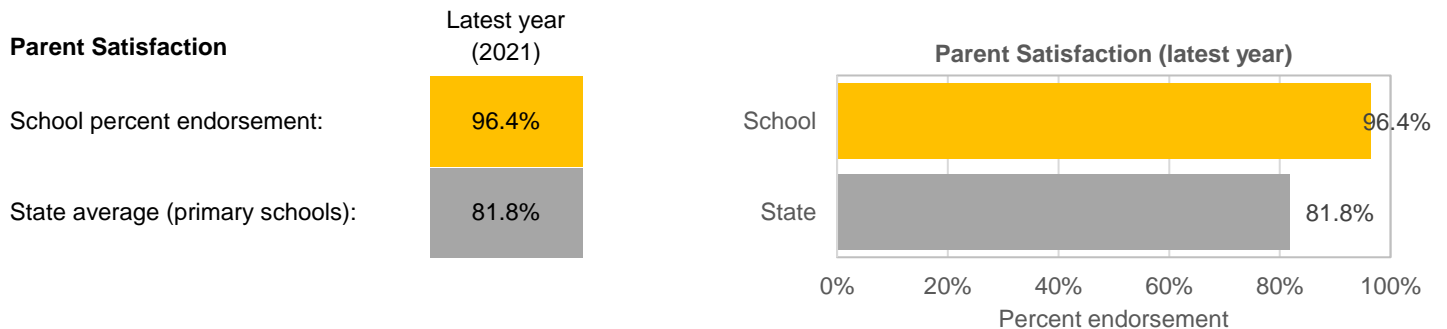
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

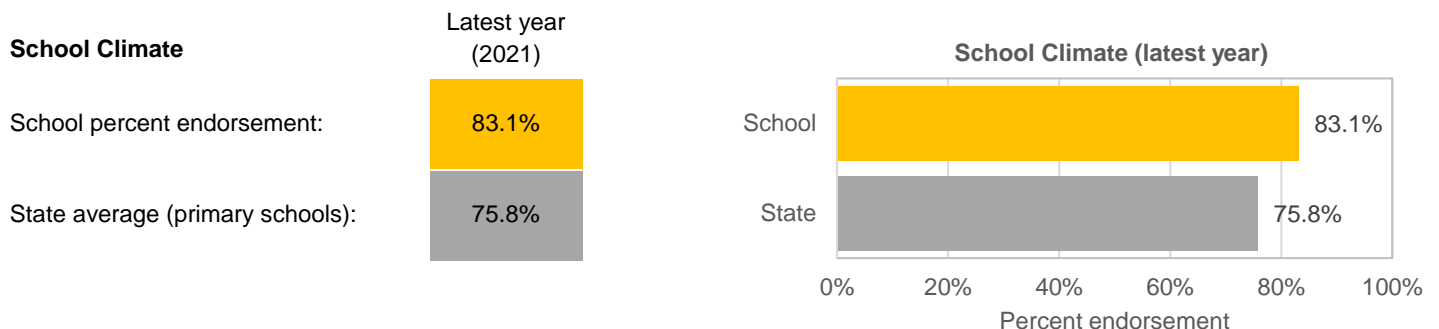


### School Staff Survey

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:

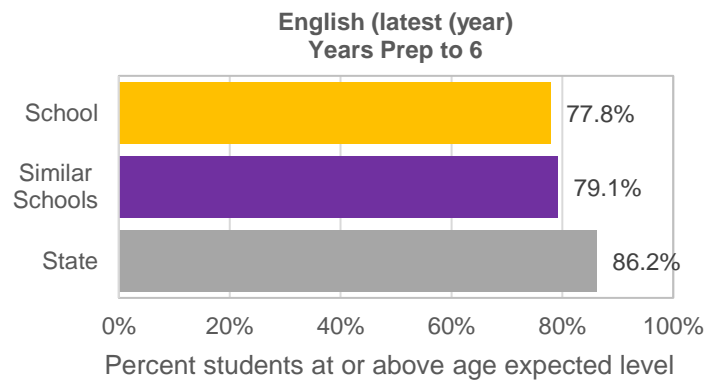
77.8%

Similar Schools average:

79.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

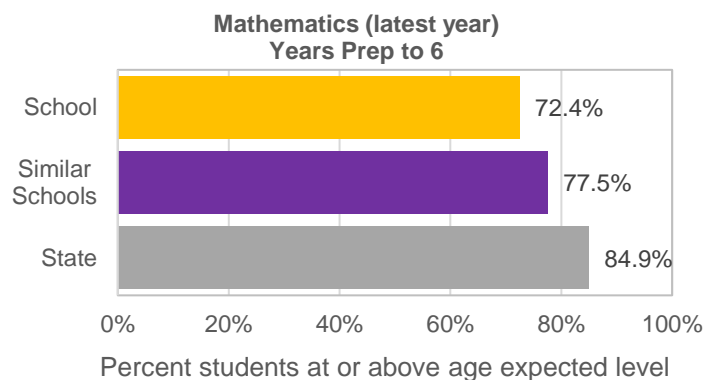
72.4%

Similar Schools average:

77.5%

State average:

84.9%





**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.

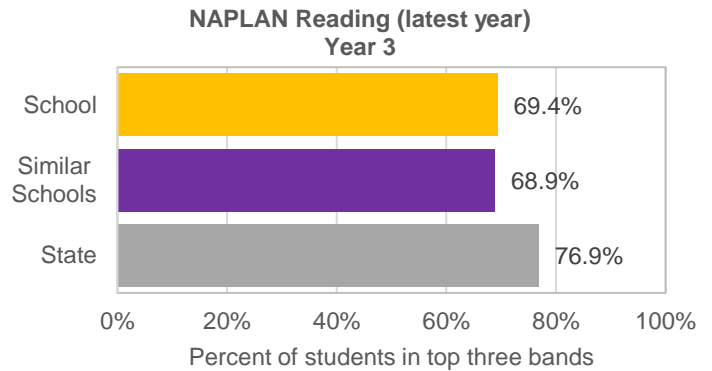
**NAPLAN**

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.

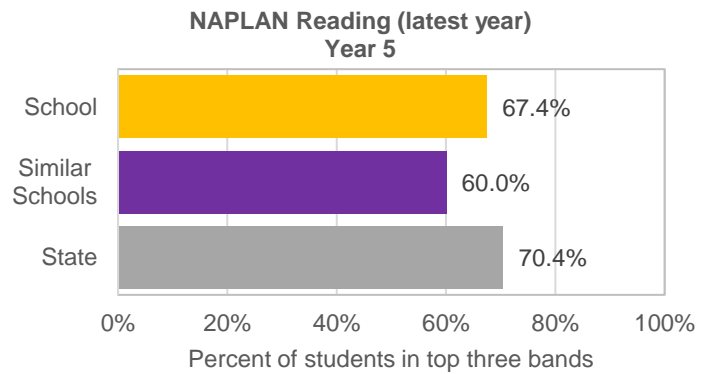
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.4%	74.4%
Similar Schools average:	68.9%	68.0%
State average:	76.9%	76.5%



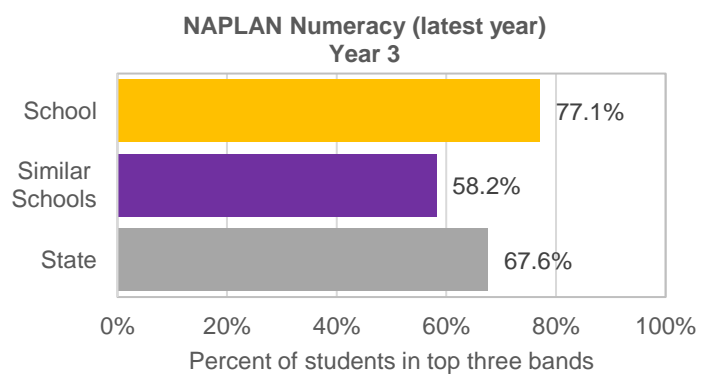
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.4%	59.3%
Similar Schools average:	60.0%	59.1%
State average:	70.4%	67.7%



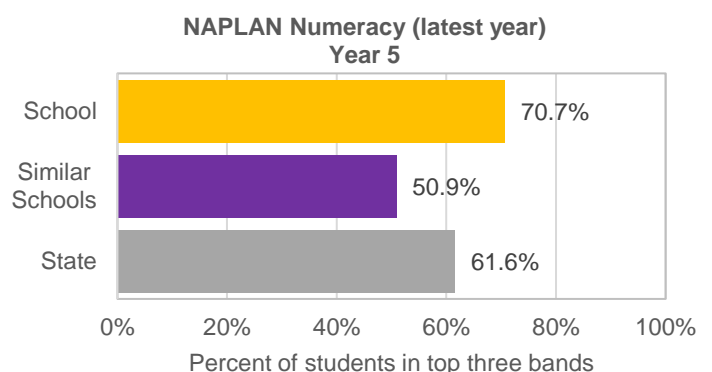
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.1%	74.4%
Similar Schools average:	58.2%	59.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.7%	67.0%
Similar Schools average:	50.9%	48.6%
State average:	61.6%	60.0%



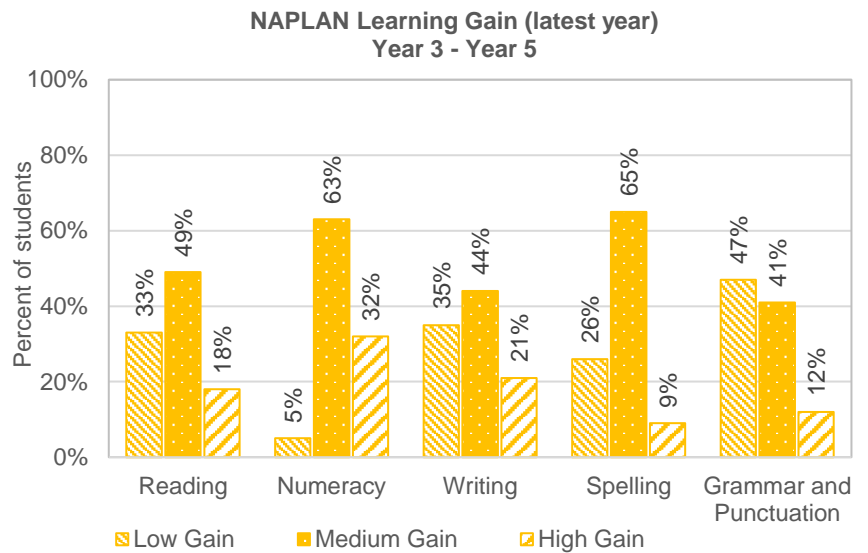
**ACHIEVEMENT (continued)**

**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:	33%	49%	18%	20%
Numeracy:	5%	63%	32%	20%
Writing:	35%	44%	21%	18%
Spelling:	26%	65%	9%	18%
Grammar and Punctuation:	47%	41%	12%	18%



## ENGAGEMENT

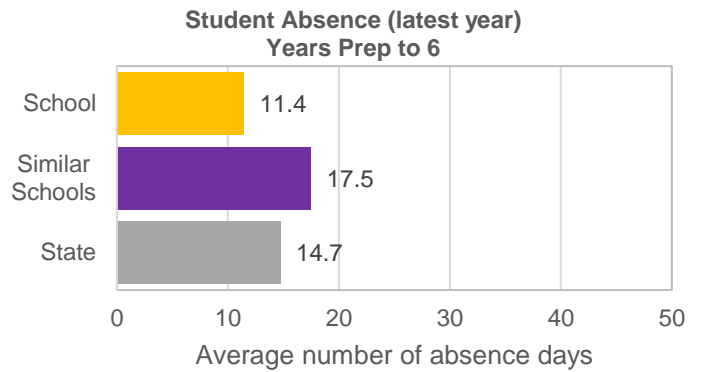
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.4	13.4
Similar Schools average:	17.5	16.8
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):	95%	94%	94%	94%	94%	94%	94%

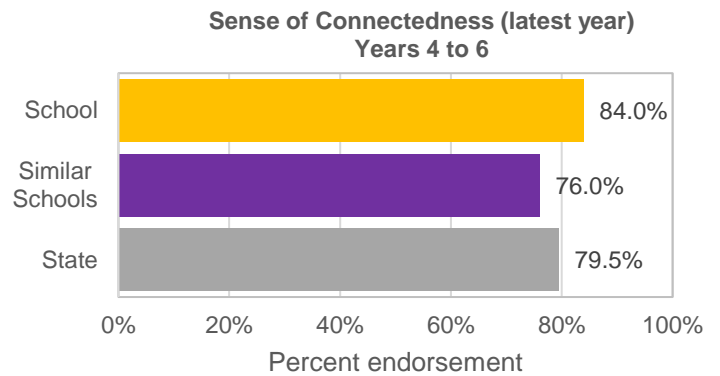
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	84.0%	84.5%
Similar Schools average:	76.0%	77.7%
State average:	79.5%	80.4%

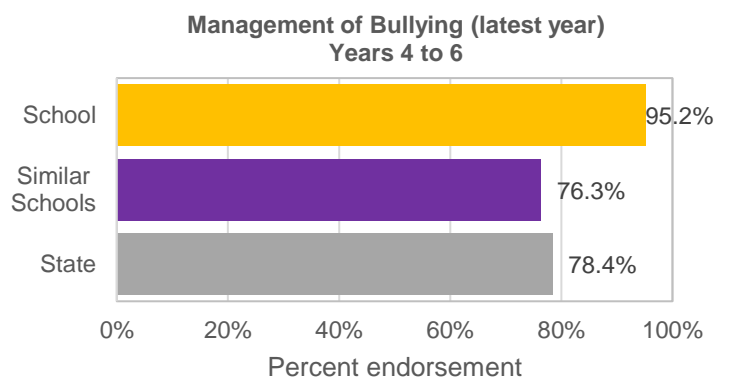


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	95.2%	92.8%
Similar Schools average:	76.3%	77.7%
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	\$3,718,019
Government Provided DET Grants	\$493,783
Government Grants Commonwealth	\$5,800
Government Grants State	\$0
Revenue Other	\$11,794
Locally Raised Funds	\$208,956
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,438,351</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$289,161
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$289,161</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,256,283
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$79,719
Communication Costs	\$8,192
Consumables	\$99,811
Miscellaneous Expense <sup>3</sup>	\$9,114
Professional Development	\$5,613
Equipment/Maintenance/Hire	\$31,501
Property Services	\$41,425
Salaries & Allowances <sup>4</sup>	\$39,447
Support Services	\$69,109
Trading & Fundraising	\$22,235
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,833
<b>Total Operating Expenditure</b>	<b>\$3,694,283</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$744,069</b>
<b>Asset Acquisitions</b>	<b>\$71,969</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$947,052
Official Account	\$42,315
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$989,368</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$67,553
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$80,053
School Based Programs	\$57,109
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,477
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$9,900
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$34,000
Capital - Buildings/Grounds > 12 months	\$400,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$685,092</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.*