

2025 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 \(VIT\)](#)
- 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 10 March 2026 at 11:53 AM by Oliver Thockloth (Principal)

- As executive officer of the school council, I attest that this 2025 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 18 March 2026 at 10:14 AM by Oliver Thockloth (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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. The school provides 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 equivalent principal class officers, 2.8 learning specialists, 28 teachers, 2.0 Primary Welfare Officers, 0.6 MHWL, 0.4 chaplain, 3.6 administration staff and 12.4 equivalent full time Educational Support Staff, 0.8 School Nurse. The school is also lucky to have a psychologist who works out of the school three days per week, however 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 being careful with enrolments and can only allow a small number of enrolments from outside the school zone each year. In 2020 the school had 352 students. In 2025 the school had 433 students. The school went through a building project which was finished in 2024. The project has given the school modern facilities to match its outstanding teaching practices. The school has invested in ICT resources and 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, with every teacher and leader having a coach to support their progress. 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, Levelled Literacy Intervention, Toe by Toe and QuickSmart 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. 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, and recycling project. 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 Yallock P.S.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Priorities for Woori Yallock Primary School in 2025 were Reading and Spelling. We identified Reading and Spelling as a priority area for improvement for 2024 and decided that the work wasn't yet embedded. The school prides itself on its outstanding results over many years, particularly being consistently above similar schools. Our reading results in NAPLAN for grade 3 was below similar schools and the state average in 2024. Our use of formative assessment to teach students at their point of need remains a high priority. During 2025 Danny Hyndman introduced some new reading strategies which were implemented across the school. Danny Hyndman also worked with team leaders to plan lessons that would make a direct impact on students love of reading and comprehension. Writing results in 2024 and 2025 were amongst the highest the school has ever received and comes out of sustained work. Whole school beliefs and actions were also re-evaluated for reading during 2024.

The table below demonstrates the school has been successful with its priorities over 2024 and 2025. For the NAPLAN **excelling and strong** categories for 2025, the school was above the state average and similar schools in every measure. This is the first time the school has ever achieved this feat.

The school has a culture of continuous teacher improvement with the use of videoed teacher lessons to maximise teacher understanding of their own teaching practice and their impact on students. The school continues to do very well at every level in numeracy. Our survey results are extremely high for students, staff and parents which demonstrates that overall satisfaction from stakeholders is outstanding. The results in this annual report particularly in learning, demonstrate that the school is doing an outstanding job when you compare the results to similar schools and network schools. During 2025 the school used 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 Assistant Principals 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. 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.

Wellbeing

The school received an overall HIGH mark for wellbeing in its 2025 Performance Report. Woori Yallock Primary School has comprehensive 'Wellbeing Team' in the form of two fulltime Primary Welfare Officers, Chaplain three days a week and a school psychologist two days a week and the

MHWL three days a week, which ensures we can support the needs of students and families. Our school nurse, four days a week works very closely with the welfare team. Students that visit the sick bay frequently are referred to the welfare team. The school runs breakfast club two days per week and also has a community pantry for families struggling with the high cost of living. The school has had a relationship with Uniting that serves to support families in need, unfortunately that relationship came to an end at the end of 2025 due to funding.

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 to teach confidence and skills in addressing adults. Our Prep students' transition to school was again aided by the excellent transition program conducted the year before they started. The school has a very close relationship with the local kindergartens, 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 December.

Engagement

Our attendance data was much improved from 2024. Attendance in 2025 although still affected by family illness and holidays, was our best for many years. Being lower than the similar schools, network schools and the state average. We will continue to send the message 'that it's not ok to be away' and engage parents with our welfare team where needed.

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 and our Welfare Team. We are also a Stephanie Alexander Kitchen Garden Program School. 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 2025 Attitudes to School Survey (gr 4-6) Effective Classroom Behaviour - 89% - State Average 78% Managing Bullying - 89% - State Average 76% Advocate at School - 91% - State Average 87% Parent Survey General School Satisfaction - 93% - State Average 82% Effective Teaching - 89% - State Average 77%

Financial performance

As at 31 December 2025, Woori Yallock Primary School maintained a sound and sustainable financial position, reflecting prudent financial management and careful planning by the School Council and Finance Committee. The school's total cash holdings at year-end were **\$1,681,792**, reflecting both careful financial stewardship and surpluses carried forward from previous years.

The surplus position is largely attributable to prior year surpluses and the school's relatively young staffing profile. While our staffing profile continues to be younger than that of many comparable

schools, this has provided additional flexibility in managing staffing costs, though it also necessitates careful management of maternity leave and other workforce planning considerations.

A significant portion of the available funds has been allocated to key school priorities, supporting the ongoing growth and development of the school. Allocations include:

- **\$260,000** committed to capital works and school upgrades, which will include **additional landscaping, upgrades to outdoor undercover areas, new carpet throughout the school, and drainage improvements**;
- **\$57,902** designated for computer and technology upgrades to enhance digital learning capacity;
- **\$69,321** allocated towards improvements for the school hall.

In addition to these commitments, remaining funds have been allocated to school-based programs, including Parents and Friends initiatives, fundraising efforts, Chaplaincy support, and other community-focused activities that contribute to student wellbeing and engagement. The balance of funds has been retained in reserve to ensure long-term financial sustainability and provide flexibility for future needs.

The Finance Committee continues to monitor cash flows and future commitments to ensure the school remains well positioned financially, supporting both current operational requirements and strategic objectives for future growth and improvement.

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

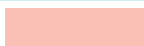
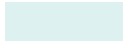

A total of 432 students were enrolled at this school in 2025, 222 female and 210 male. NDP had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

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**.

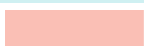


Parent Satisfaction Summary

The 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	92.9%	
	Similar schools	79.7%	
	State	82.0%	

School Staff Survey


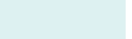


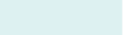

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.4%	
	Similar schools	76.2%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	84.7%	
	Similar schools	82.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	88.1%	
	Similar schools	80.4%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

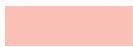





		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	78.9%	66.9%
	Similar schools	63.2%	64.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.0%	74.2%
	Similar schools	69.1%	70.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	74.1%	72.7%
	Similar schools	61.1%	61.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	77.8%	79.3%
	Similar schools	61.6%	59.8%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.


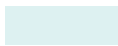

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	82.7%	
	Similar schools	70.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	72.9%	
	Similar schools	66.5%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	81.9%		85.3%
	Similar schools	74.7%		74.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	88.6%		90.7%
	Similar schools	75.9%		73.9%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.2	19.8
	Similar schools	22.5	22.5
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	91.3%	
Year 1	School	90.6%	
Year 2	School	91.8%	
Year 3	School	91.0%	
Year 4	School	89.5%	
Year 5	School	90.1%	
Year 6	School	87.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,600,312
Government Provided DET Grants	\$533,587
Government Grants Commonwealth	\$6,000
Government Grants State	\$0
Revenue Other	\$79,462
Locally Raised Funds	\$282,345
Capital Grants	\$0
Total Operating Revenue	\$5,501,707

Equity	Actual
Equity (Social Disadvantage)	\$181,565
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$181,565

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,583,324
Adjustments	\$0
Books & Publications	\$5,414
Camps/Excursions/Activities	\$157,355
Communication Costs	\$5,161
Consumables	\$75,458
Miscellaneous Expenses ²	\$13,244
Agency Staff	\$0
Professional Development	\$31,245
Equipment/Maintenance/Hire	\$24,522
Property Services	\$158,828
Salaries & Allowances ³	\$99,050
Support Services	\$128,940

Expenditure	Actual
Trading & Fundraising	\$32,842
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,293
Total Operating Expenditure	\$5,360,675
Net Operating Surplus/-Deficit	\$141,032
Asset Acquisitions	\$15,512

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,634,587
Official Account	\$47,205
Other Accounts	\$0
Total Funds Available	\$1,681,792

Financial Commitments	Actual
Operating Reserve	\$129,558
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$83,783
School Based Programs	\$118,176
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$161,732
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$49,742
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$742,991

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.