

2024 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 17 March 2025 at 12:17 PM by Oliver Thockloth (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 02:47 PM 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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data 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 principal class officers, 2.8 learning specialists, 28 teachers, 1.6 Primary Welfare Officers, 0.6 MHWL, 0.4 chaplain, 3.2 administration staff and 12.4 equivalent full time Educational Support Staff, 0.6 School Nurse. The school is also lucky to have a psychologist who works out of the school two 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 limiting enrolments due to the school being close to capacity. In 2020 the school had 352 students. In 2024 the school had 419 students. The school's building project 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.

During 2024 the school turned 150 years old, a video was produced and 150th year celebration was organised by staff and parents. The day was extremely well attended with previous families, staff and students attending to celebrate 150 years of continuous learning in Woori Yallock.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Priorities for Woori Yallock Primary School are Excellence in Teaching and Learning and Building Practice Excellence. We identified reading and spelling as a priority area for improvement for 2024. 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, which we believe was a disappointing result considering all other results were way above Similar Schools. Our use of formative assessment to teach students at their point of need remains a high priority. During 2024 Danny Hyndman introduced some new reading strategies which were implemented across the school. Danny Hyndman also worked with middle school leaders to build their capacity. Identified through, in school data and NAPLAN data was the growth in writing particularly between the year 3 to 5. Writing results in 2023 and 2024 were amongst the highest the school has ever received and comes out of sustained work which we believe is now embedded. Whole school beliefs and actions were also developed for reading during 2024.

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 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. 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 2024 Performance Report.

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. 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 also entered a relationship with Uniting that serves to support families in need. 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 did decrease during 2023 and 2024 but is still better than the state average. Attendance in 2024 was affected by family illness and holidays. 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 2024 Attitudes to School Survey (gr 4-6) Effective Teaching Time - 95% - State Average 84% Managing Bullying - 92% - State Average 82% Advocate at School - 94% - State Average 87% Parent Survey General School Satisfaction - 86% - State Average 82% Effective Teaching - 91% - State Average 77%

Other highlights from the school year

The highlights for 2024 were definitely the milestone of turning 150 years old. The event really did demonstrate how much the community loves their school. The opening of the time capsule demonstrated to our current students just how well the school is currently going. The video that was created will leave a lasting legacy for the current staff of the school.

The school has had an emphasis on teaching public speaking for over 10 years. During the last ten years the school has won or came second, in the Yarra Valley interschool speaking competition. We have then competed in the region final but without winning it. But during 2024 we had a student finish in first place which was a huge highlight for the school.

Receiving the overall mark of HIGH in the school performance report also highlighted just how well the school performed over many different measures. The school continues to grow and build on its already brilliant reputation.

Financial performance

The schools staffing profile is still quite young compared to other schools, but due to this we are managing a lot of maternity leave and other staffing challenges. However, the younger staffing profile is the main reason for the surplus delivered in previous years. Due to the growth of the school, a capital works program began in 2022 and only finished towards the middle of 2024, which is funded by the state government at \$10.6 million dollars. The school is still adding needed infrastructure not funded in the scope of the works. Therefore, the finance committee has made sure that the school has enough money to make sure the infrastructure can be completed like further concrete paths, undercover walkways to join the new school to the existing buildings, older playground upgrades, shed upgrades, retaining wall upgrades as well as drainage upgrades etc, that the schools require. The school's finance committee is carefully looking into the future to make sure the school has the finances it needs to continue to be successful.

Total bank accounts at end of 2024 \$1,677,025.

Revenue is made up of 2024 Curriculum and Other Contributions. Total funds available have been committed to the following: \$600,000 on capital works/school upgrades, \$40,000 on Computer/tech upgrade, \$57,000 for our hall plus remaining funds held for school based programs such as Parents and Friends, Chaplaincy, with the balance is held in reserve.

**For more detailed information regarding our school please visit our website at
<https://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 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 419 students were enrolled at this school in 2024, 218 female and 201 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).

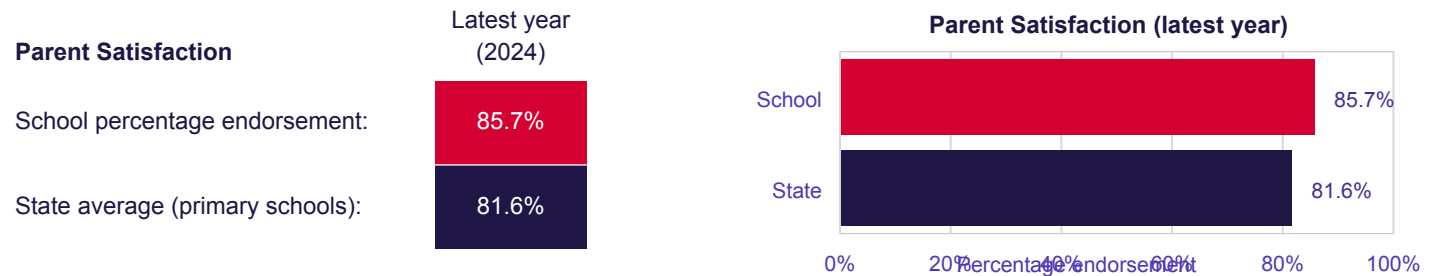
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The 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.

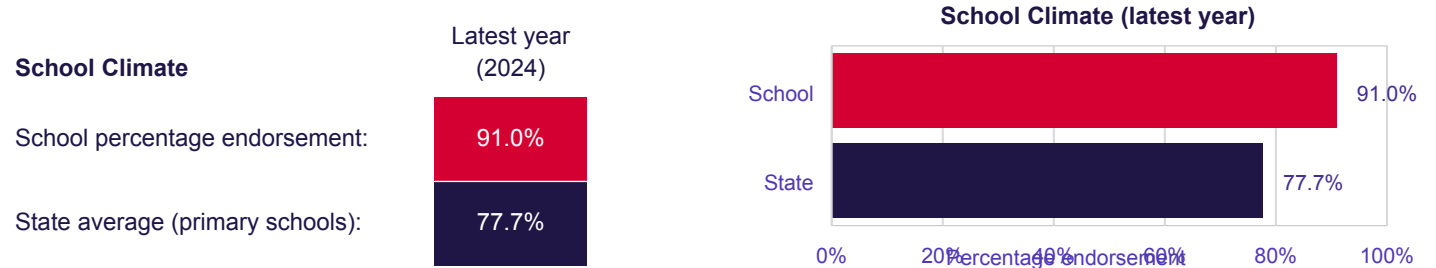


School Staff Survey

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.

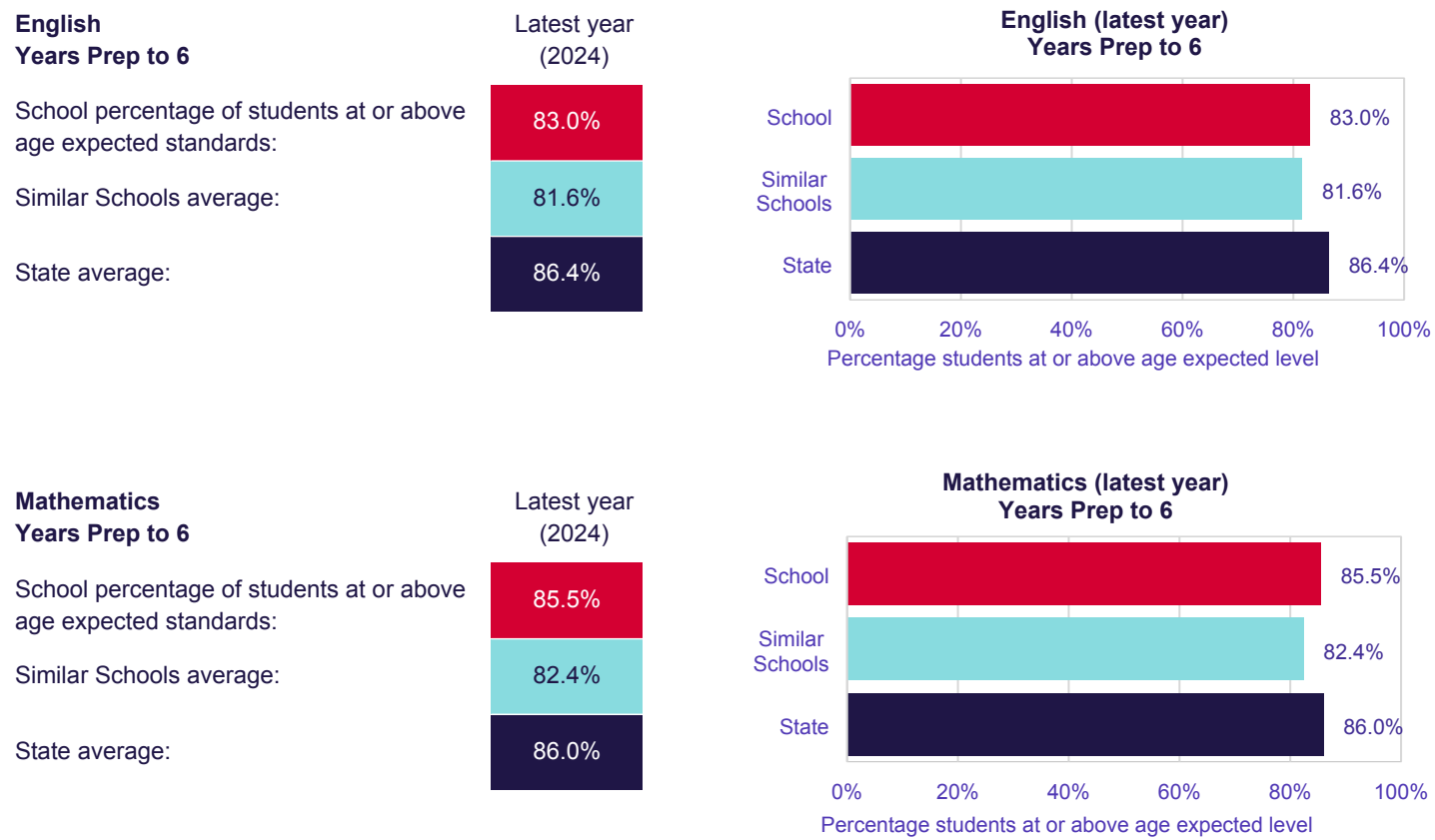


LEARNING

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.



Mathematics

Years Prep to 6

Latest year

(2024)

School percentage of students at or above age expected standards:

85.5%

Similar Schools average:

82.4%

State average:

86.0%

Mathematics (latest year)

Years Prep to 6

| Category | Percentage |
|-----------------|------------|
| School | 85.5% |
| Similar Schools | 82.4% |
| State | 86.0% |

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.

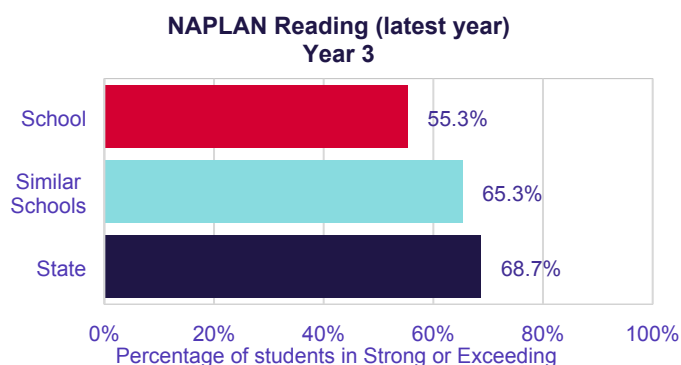
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

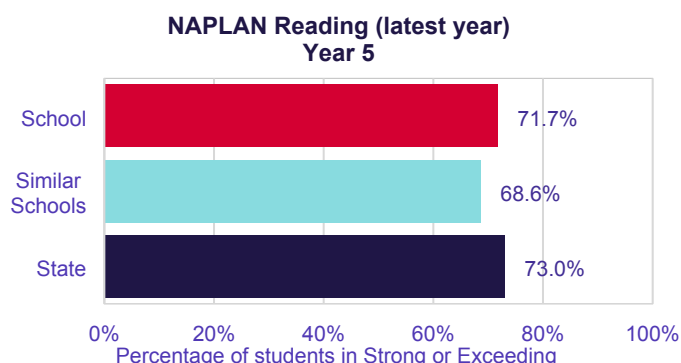
Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 55.3% | 60.0% |
| Similar Schools average: | 65.3% | 65.0% |
| State average: | 68.7% | 69.2% |



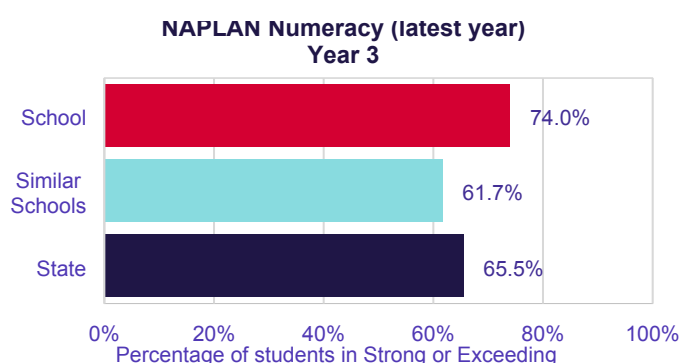
Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 71.7% | 71.7% |
| Similar Schools average: | 68.6% | 70.8% |
| State average: | 73.0% | 75.0% |



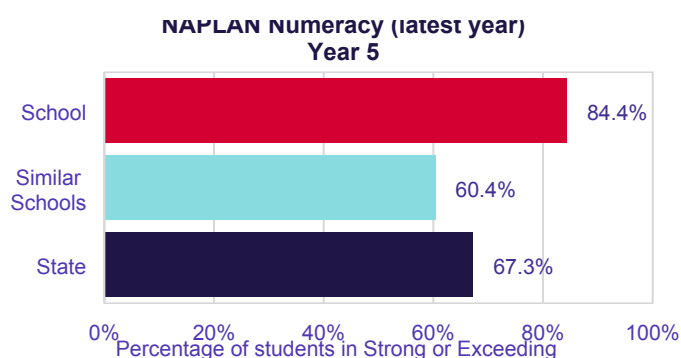
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 74.0% | 71.8% |
| Similar Schools average: | 61.7% | 62.0% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 84.4% | 80.2% |
| Similar Schools average: | 60.4% | 58.9% |
| State average: | 67.3% | 67.6% |



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

83.0%

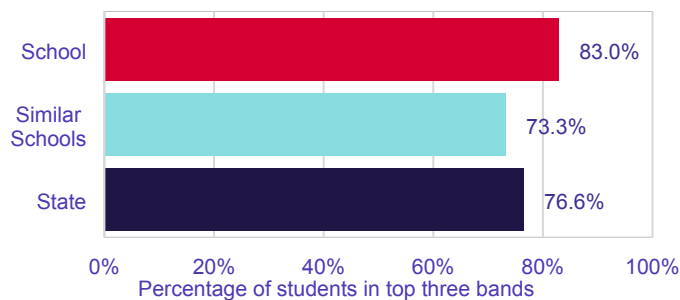
Similar Schools average:

73.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.8%

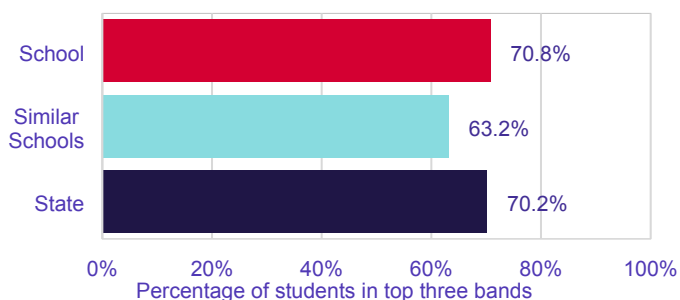
Similar Schools average:

63.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

82.6%

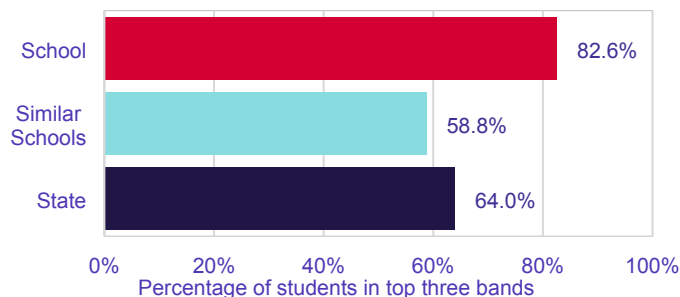
Similar Schools average:

58.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

56.5%

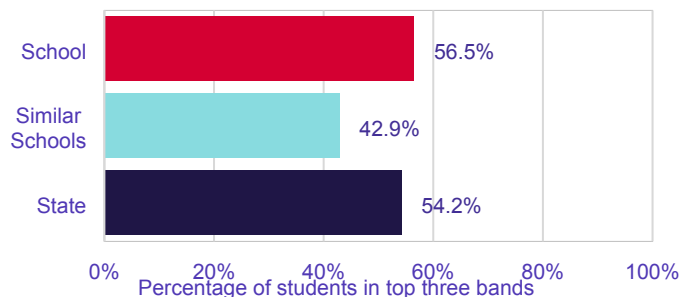
Similar Schools average:

42.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

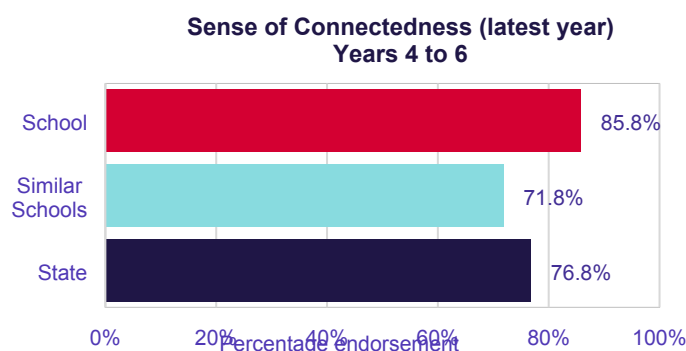
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 85.8% | 86.0% |
| Similar Schools average: | 71.8% | 74.2% |
| State average: | 76.8% | 77.9% |

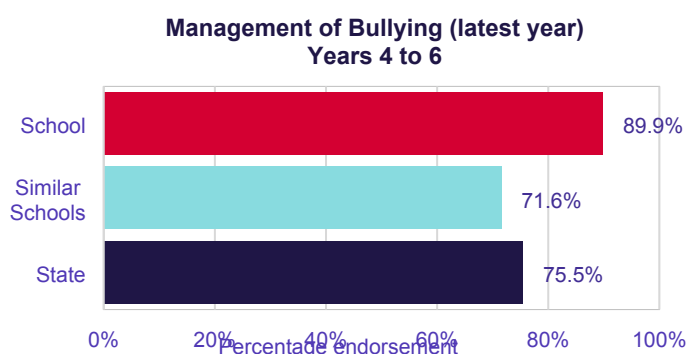


Student Attitudes to School – Management of Bullying

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 (2024) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 89.9% | 92.3% |
| Similar Schools average: | 71.6% | 73.7% |
| State average: | 75.5% | 76.3% |

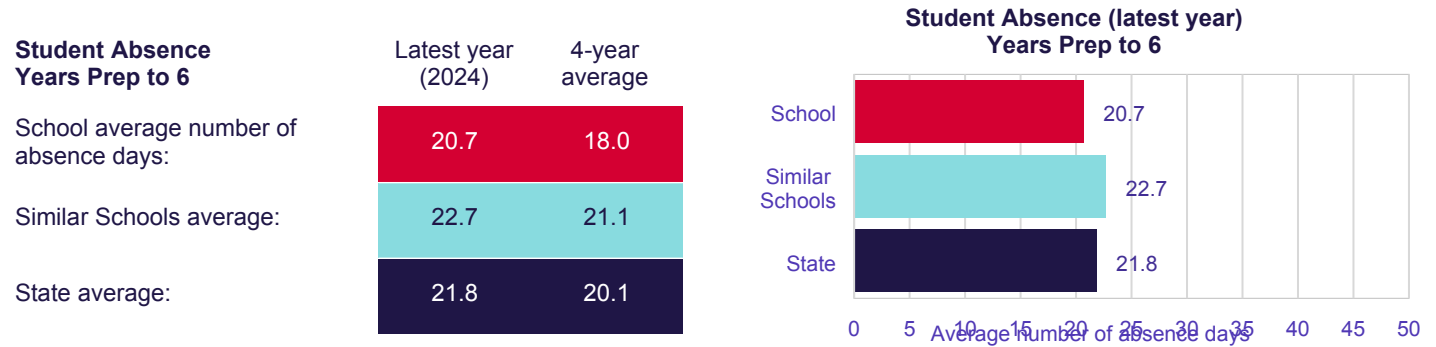


ENGAGEMENT

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.



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 (2024): | 89% | 91% | 91% | 89% | 90% | 88% | 88% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,189,400 |
| Government Provided DET Grants | \$548,049 |
| Government Grants Commonwealth | \$4,650 |
| Government Grants State | \$0 |
| Revenue Other | \$83,800 |
| Locally Raised Funds | \$292,459 |
| Capital Grants | \$40,628 |
| Total Operating Revenue | \$5,158,987 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$207,413 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$207,413 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,126,558 |
| Adjustments | \$0 |
| Books & Publications | \$5,077 |
| Camps/Excursions/Activities | \$154,484 |
| Communication Costs | \$4,529 |
| Consumables | \$72,740 |
| Miscellaneous Expense ³ | \$28,551 |
| Professional Development | \$35,842 |
| Equipment/Maintenance/Hire | \$27,529 |
| Property Services | \$150,031 |
| Salaries & Allowances ⁴ | \$103,685 |
| Support Services | \$147,332 |
| Trading & Fundraising | \$22,858 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$236 |
| Utilities | \$46,026 |
| Total Operating Expenditure | \$4,925,479 |
| Net Operating Surplus/-Deficit | \$233,508 |
| Asset Acquisitions | \$57,360 |

- (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 03 Mar 2025 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 2024

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,649,585 |
| Official Account | \$25,548 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,675,133 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$134,175 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$153,342 |
| School Based Programs | \$98,741 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$126,941 |
| 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 | \$40,000 |
| Capital - Buildings/Grounds > 12 months | \$800,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,353,199 |

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.