**2018 Annual Report to**

**The School Community  
  
School Name: Woori Yallock Primary School (1259)**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 20 March 2019 at 03:19 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 Regulation 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 2018 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 2019 at 10:49 AM by Kylie Davey (School Council President) | |

**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. We ensure that when students graduate, all opportunities in life are open to them. Our school has doubled in it's student population in the past 8 years and currently has 320 students. This growth is not due to any new housing developments. Growth is due to much improved teaching methods and academic results, parents now feel pride and confidence in their local 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, 0.3 learning specialist, 0.4 teaching and learning coach, 19 teachers, 1.2 Primary Welfare Officers, 0.4 chaplain and 6.4 equivalent full time Educational Support Staff. The school has invested in ICT resources and has a 1-2 ratio which includes iPads, chrome books and desk top computers. The technology is used to support our engaging research based teaching programs. Over the past number of years the school has had regular visits from other schools who come to see Woori Yallock Primary School's lesson structure and workshop model which has been held up as exemplary practice by the Bastow Institute of Educational Leadership.  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 Fast For Word, Levelled Literacy Intervention, 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. Other programs we run include gender based classes; ‘Boys to Men’ and ‘Believe’ for our Grade 5/6 students. 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 is entering into the government pilot program 'Greener Government School Buildings' which will see it producing more green energy to lessen the schools 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 Positive Climate for Learning. Our Improvement Initiatives are building practice excellence and positive climate for learning. We identified writing and how reading is linked with writing to be a whole school focus area for improvement. Our use of formative assessment was a high priority amongst our professional learning for 2018. During 2018 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 Keay Cobbin to run two Curriculum Days on Creating a whole school reading approach. Identified through, in school data and NAPLAN data was the growth in reading particularly between the year 3 to 5. During 2018 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. |
| Achievement |
| The school experienced its best ever NAPLAN results in 2018 and continued to achieve some outstanding results particularly in Numeracy. 79% of grade 3 and 47% of grade 5 students were in the top two bands for Numeracy which is substantially above the state mean. Grade 3 reading and writing results were also outstanding and demonstrates that the school's junior school is doing very well.  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 and Assistant Principal fulfil 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 has won the Yarra Valley Schools speaking competition for the fifth year running.  We consistently moderate student work and have implemented accountabilities and robust formative and summative assessments to ensure that our teacher judgements are not giving parents a false impression on student abilities. Our teacher judgements are lower however, than NAPLAN scores demonstrate.  In 2018 our school performance report labelled us as a renew school for the second year running. This was mainly due to a below expected result from our 2018 grade five reading NAPLAN results. Our percentage of grade five writers in the top two bands of NAPLAN continues to be disappointing. Therefore reading and writing will continue to be our schools improvement focus for 2019. |
| Engagement |
| Our attendance data has improved since we implemented text messaging to parents. 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 run girls (‘Believe’) and boys (‘Boys to Men’) gender programs. 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 |
| Having an exceptional Wellbeing Team in the form of a fulltime Primary Welfare Officer, part time Welfare Officer, Chaplain two days a week and a school psychologist one day a week, 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. We have introduced the Respectful Relationships program across the school but still explicitly teach and model the concepts of gratitude and kindness. At our school teachers shake each child's hand 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. Our Grade 6 students enroll for Year 7 at a range of local government and independent schools and we are involved in many transition events to ensure a smooth entry to secondary school.  We have a whole school approach to managing student behaviour which is based around rewarding positive behaviours, and clear steps for dealing with inappropriate behaviour. Using Restorative Practices has been very successful when dealing with conflict and is continuing to develop individual and group responsibility for behaviour.  Woori Yallock Primary School promotes and utilizes the values and elements of the ‘Kidsmatter’, ‘eSmart’ and ‘Health Promoting Schools’ frameworks. Kidsmatter provides a framework for supporting student mental health and wellbeing. eSmart is the framework for supporting and promoting good practice in the use of technology, while the Health Promoting Schools framework provides guidance to school in promoting a healthy lifestyle for all school community members.  Feeling connected is a clear determinant of health and Woori Yallock Primary School seeks and strongly encourages parent and community engagement in all areas of school life. |
| 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.  2018 Net Operating surplus $647,378 Revenue is made up of $57,750 2019 Essential Education Items. Total funds available have been committed to the following, $111,921 to provisions accounts, $300,000 on school upgrades, $100,000 to school based programs, balance is held in reserve |
| **For more detailed information regarding our school please visit our website at** [**https://www.woorips.vic.edu.au/**](https://www.woorips.vic.edu.au/) |

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 |  | | |  | | --- | | Achievement | | |  | | --- | | Student Outcomes | | | | | |  | | --- | | School Comparison | | |  | | |  | | --- | | NAPLAN Year 3  The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.  Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  | |  |  |  |  |  | | | |  | | |  |

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--- | --- | --- | --- | --- | | |  | | --- | |  | | |  | |  | | --- | | **Performance Summary** | |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | | | | |  |  | |  |  |  |  |  |  |  |  | | |  | | --- | | Wellbeing | | |  | | --- | | Student Outcomes | | | | | |  | | --- | | School Comparison | | |  | | |  | | --- | | Students Attitudes to School -  Sense of Connectedness  Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  | |  | |  |  |  |  | |  | |  |  | |  |  |  |  | | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  |  | |  | |  |  | |  | |  | |  | |  |  | |  | |  | |  |  |  | | | | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | |  |  | |  |  |  |  |  | |  |  |  | |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | | |  |  |  | |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | |  | | | | | | | |  | | | |  |  | |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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as at 31 December, 2018 | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $479,077 | | Official Account | $22,919 | | Other Accounts | $145,383 | | **Total Funds Available** | **$647,379** | | |  |  | |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $2,221,341 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $913,023 | | Government Grants Commonwealth | $77,700 | | Revenue Other | $7,344 | | Locally Raised Funds | $172,636 | | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | 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| | --- | | **Expenditure** | | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $107,236 | | Other Recurrent Expenditure | $1,448 | | Funds Received in Advance | $169,671 | | Asset/Equipment Replacement > 12 months | $100,000 | | Capital - Buildings/Grounds > 12 months | $269,024 | | **Total Financial Commitments** | **$647,379** | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | | |  |  |  | |  | | --- | | $2,175,058 | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Communication Costs | $6,593 | | Consumables | $60,324 | | Miscellaneous Expense³ | $146,963 | | Professional Development | $11,393 | | Property and Equipment Services | $326,434 | | Salaries & Allowances⁴ | $164,657 | | Trading & Fundraising | $64,835 | | Travel & Subsistence | $23 | | Utilities | $43,234 | | | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | |  | |  | | --- | | **$2,999,514** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | | |  | |  | | --- | | **$392,531** | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  |  | 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(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | *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.* | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  | | --- | |  | | | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |  | | |

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Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* or *'ND'* mean?**  Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.  New schools have only the latest year of data and no comparative data from previous years.  The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.  ‘Levels A to D’ 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **What does the *About Our School* section refer to?**  The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.    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 reports on data in three key areas:  **Achievement**  - student achievements in:  - English and Mathematics for National Literacy and  Numeracy tests (NAPLAN)  - English and Mathematics for teacher judgements  against the curriculum  - all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)  **Engagement**  - student attendance and engagement at school  - how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)  **Wellbeing**  - Attitudes to School Survey (ATOSS)  - Sense of connectedness  - Management of Bullying  Results are displayed for the latest year, as well as the average  of the last four years (where available). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | |  |  | | |  |