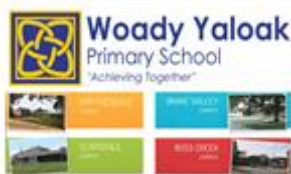


2021 Annual Report to The School Community



School Name: Woody Yaloak Primary School (5440)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 17 March 2022 at 12:33 PM by Corey Pohlner (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 17 March 2022 at 12:37 PM by Geoffrey McClardie (School Council President)

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, 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.

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.

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)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with 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

School context

Established in 1994, Woody Yaloak Primary School is the product of the community initiated amalgamation of four rural schools located at Scarsdale, Smythesdale, Snake Valley and Ross Creek (in an area approximately 20 km south west of Ballarat).

This draws together four historic goldfield schools. Woody Yaloak operates as a multi site school, offering a small school setting with the advantages which emanate from a large school environment. The school is committed to successfully unifying the four communities to develop a coherent sense of belonging. "At Woody we strive to "Achieve Together."

A single administration manages the four campuses and specialist teachers travel to each of the campuses to deliver their respective programs. The school 16 classrooms and Educational Support staff over our 4 sites. Specialist areas include: - The Arts, Physical Education, L.O.T.E. – and Japanese. All campuses have modern facilities. As one school we have shared beliefs, values and mission. We have a strong emphasis on the development of literacy, numeracy and behaviour education through the development of a positive sense of self-worth, tolerance and a healthy lifestyle. Woody Yaloak's students come from a diverse population.

The school's goals demonstrate a strong commitment to improving teaching and learning, with a specific focus on improving Literacy and Numeracy outcomes across the school. We have well embedded Professional Learning Teams and School Improvement Teams, which as represented by a member of leadership and a staff member from each campus. All staff members have demonstrated a commitment to on-going professional learning and the sharing of best practice over our 4 sites. As a school we are well embedding our focus areas within the strategic plan, which has provided us with a clear vision and a blueprint for success.

Framework for Improving Student Outcomes (FISO)

Over the past 2 years our school, like all school have been affected by Covid-19, which has resulted in some changes to our whole school focus areas, that we set out to achieve in our last strategic plan. As a result, our 2021 priorities goals have shifted to 3 key improvement strategies;

1. Learning catch-up and extension priority
2. Happy, healthy, active kids priority
3. Connected schools priority

Our core business has still been to focus on our whole literacy practices, using our developed instructional model as a driver to teaching and learning, feedback and professional development. We also were able to further develop our behaviour education programs, to assist our students and staff. Although our whole school data has been hard to track over the past 2 years, we feel that our parent engagement has increased and more parents/carers are using our communication means and interacting with their child's classroom teacher on a daily basis.

2022 is our school review year, so we are excited to reflect on the past 4 years, to ensure we have a clear plan moving forward and through this very disruptive past 2 years.

Achievement

When assessing ourselves against the performance summary, we look at how our school is tracking against other Victorian schools and as a whole, in line with the Education State priority. Although it is hard to gauge how our students have really done over the past year, due to many disruptions to the teaching and learning program, we still need to draw on what the data is telling us, then make professional judgements to further develop our programs.

Our results in parent satisfaction is above the state average, suggests that our parents have been happy with the way we have managed and engaged with them, during this difficult time. Our staff have also indicated through the staff

survey that school climate is similar to the states average, which is a great result given the fact that on multiple times we have to close 3 out of our 4 campuses during remote learning and onsite learning, which required a lot of flexibility and adjustments on a daily basis.

Our students had mixed results in the remote learning periods, some students did really well, some struggled with environmental factors and the length of the lockdowns. Our teacher judgements indicated that in English our Prep- 6 students achieved 84.6% at or above the expected standard, which was higher than similar schools, but slightly lower than the States average. In Mathematics our Prep- 6 students achieved 83.4% at or above the expected standard, which again was higher than similar schools, but slightly lower than the States average.

In Naplan our results were mixed and very hard to judge, due to the fact that our students completed the assessment using a chrome book, which they only received a week prior to the test. In the past they had used a ipad or a paper version of the test. In Reading, our grade 3 students performed well, but our grade 5 students didn't do as well. Numeracy again saw our grade 3 students perform similar to like schools and again our year 5 students struggled against similar schools and the state average.

Naplan learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (students in all sectors in the same year level who had the same score two years prior). Our results show that in;

Reading: low 39% medium 48% high 13% (high gain similar schools 18%)

Numeracy: low 49% medium 47% high 4% (high gain similar schools 19%)

Writing: low 36% medium 47% high 17% (high gain similar schools 16%)

Spelling: low 24% medium 59% high 17% (high gain similar schools 17%)

Grammar and Punctuation: low 26% medium 54% high 20% (high gain similar schools 18%)

We are hopeful that our reading learning gain will be trending higher in years to come, with the whole school targeted tutoring program in every Prep-4 classroom, where we have used Sounds Write as our program. Rather than students leaving their classroom for targeted differentiated intervention, all our of teachers in these year levels are trained and administer the Sounds Write program, each day for an hour. Our teachers use up to date data, to teach each student at their point of need.

Engagement

In 2021 school attendance was also challenging, given all of the factors outlined in this report. Schools had to adapt and use different coding to perform their daily attendance records, which required excellent communication processes from the school and home. The average number of days absent for our Prep-6 students was 15.7, which was slightly higher (13.5) from our 4 year average.

Our attendance rate by year level was pleasing, as every year level had a attendance % higher than 92%, the highest being our grade 2's with 92%.

During the various remote learning periods and onsite learning, we developed daily processes to check in with families via Class Dojo, Webex and by phone and were accommodating in family situations and made onsite learning available to those in complex environments. By keeping things simple and only working out of one campus, also helped with the wellbeing of our staff during these periods. A log of all these encounters were kept, using a google sheet and also wellbeing notes on our student management system (Sentral).

Wellbeing

Again our wellbeing data is subject to interpretation, as many students experienced different learning environments over the past year. Our years 4-6 sense of connectedness data indicates 69.6% of students felt that this was positive, compared to the 4 year average of 77.1%. Again having our students work from home a lot or being on a different campus, with other students they don't know, may have affected these results.

Our years 4-6 managing bullying data indicates 72% of students felt that this was positive, compared to the 4 year average of 75.9%. Again a lot of variables from how students answered these questions during this time period.

Finance performance and position

Although the major disruptions in 2021, our school is still in a financially sound position. At the end of the year ending from December 31st, 2021, our operating statement summary indicates that we have \$707,153 in the bank. Although that seems like a lot of money, a large amount of that funding are committed funds, which is highlighted in our indicative cash budget for 2022.

As a school we have sound budget processes in our school and our cash and credit budgets are both in surplus for 2021. The ongoing maintenance of facilities at four sites continues to be a drain on our finances, this in turn means we need to be creative in the way in which we manage our funds. With the lack of locally raised funds in 2021, we will again have to be creative in the ways we budget in 2021.

As a school we have sound processes to manage the cash and credit budgets and have a wonderful team of people, doing everything we can for the holistic education of all students. In 2022, we have plans to upgrade all 4 of our playgrounds, start an OSCH service, which required a purchase of a school bus in December 2021.

For more detailed information regarding our school please visit our website at
<https://www.woodyyaloak.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 334 students were enrolled at this school in 2021, 167 female and 167 male.

NDP percent of students had English as an additional language and 8 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.

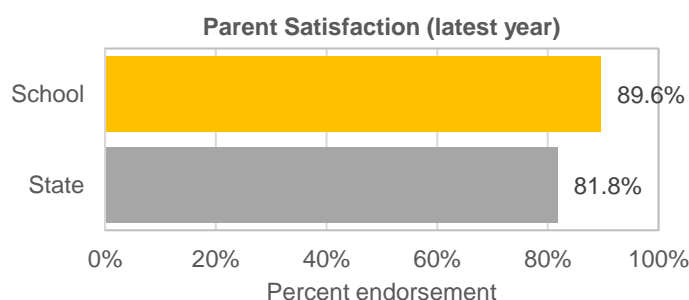
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	89.6%
State average (primary schools):	81.8%



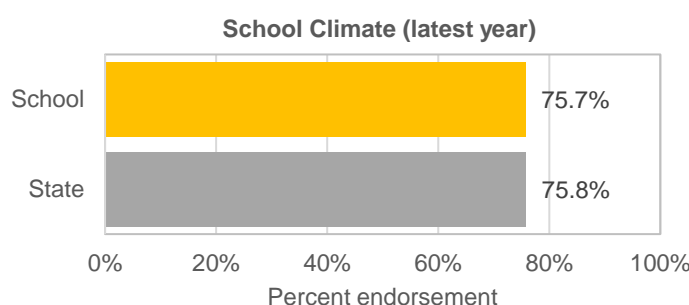
School Staff Survey

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.

School Climate	Latest year (2021)
School percent endorsement:	75.7%
State average (primary schools):	75.8%



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:

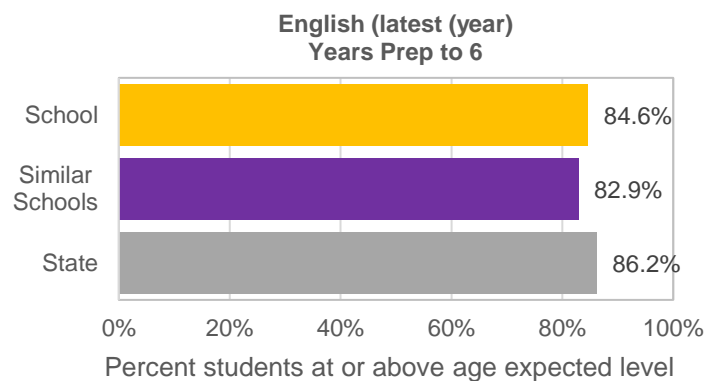
84.6%

Similar Schools average:

82.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

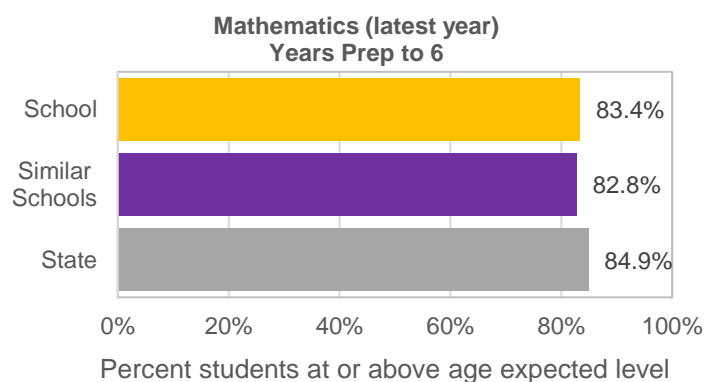
83.4%

Similar Schools average:

82.8%

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.

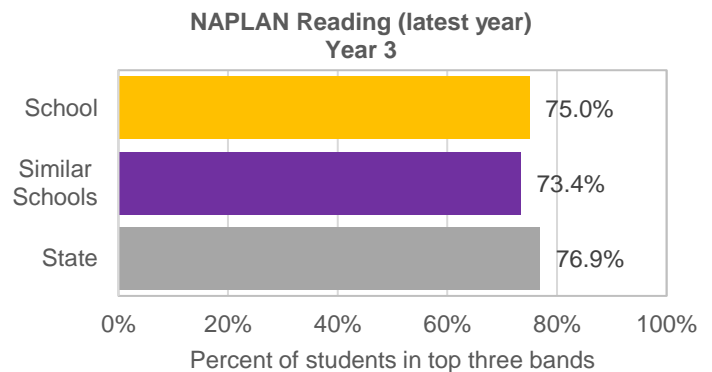
NAPLAN

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.

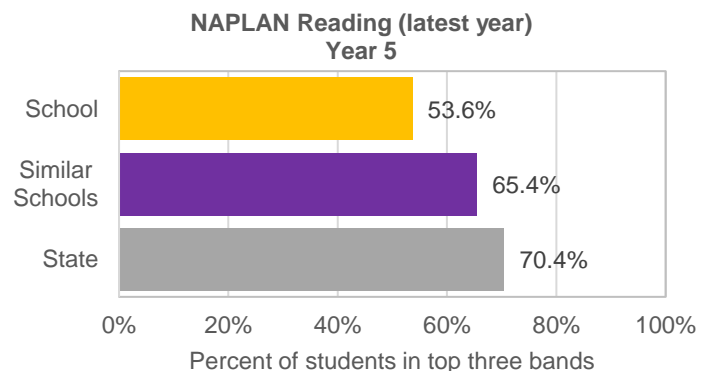
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	69.8%
Similar Schools average:	73.4%	72.4%
State average:	76.9%	76.5%



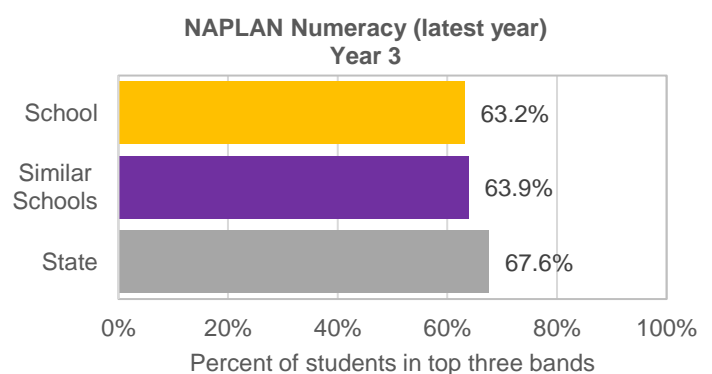
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.6%	59.4%
Similar Schools average:	65.4%	64.0%
State average:	70.4%	67.7%



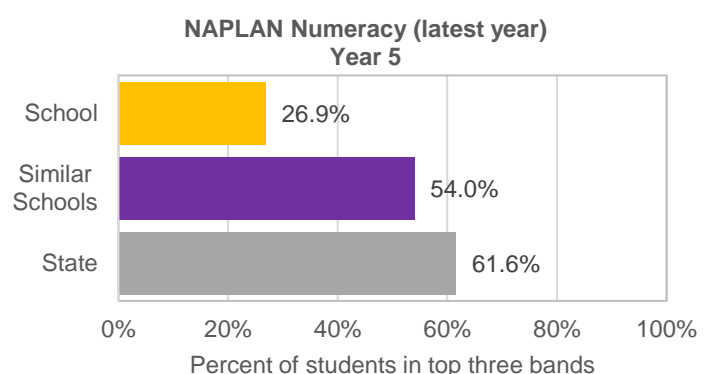
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.2%	59.8%
Similar Schools average:	63.9%	65.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.9%	45.3%
Similar Schools average:	54.0%	53.2%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

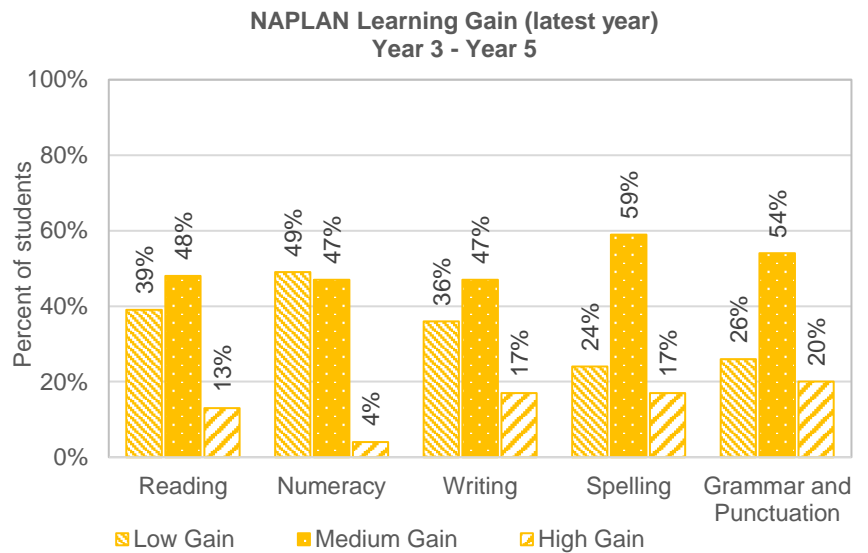
NAPLAN Learning Gain

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:	39%	48%	13%	18%
Numeracy:	49%	47%	4%	19%
Writing:	36%	47%	17%	16%
Spelling:	24%	59%	17%	17%
Grammar and Punctuation:	26%	54%	20%	18%



ENGAGEMENT

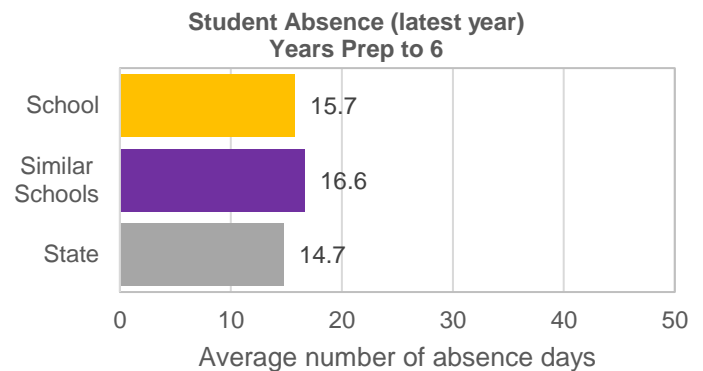
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.7	13.5
Similar Schools average:	16.6	15.6
State average:	14.7	15.0



Attendance Rate (latest year)

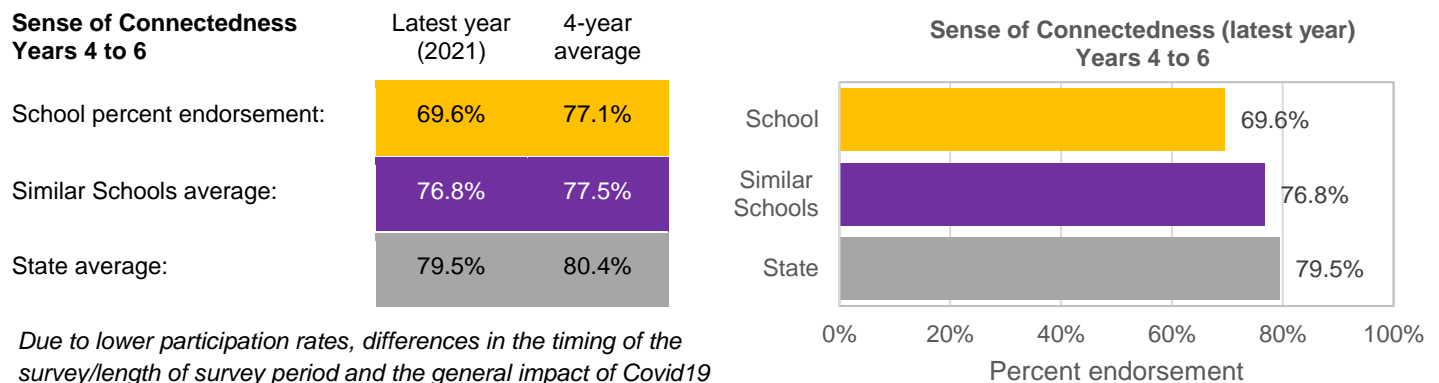
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	94%	91%	92%	92%	92%

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

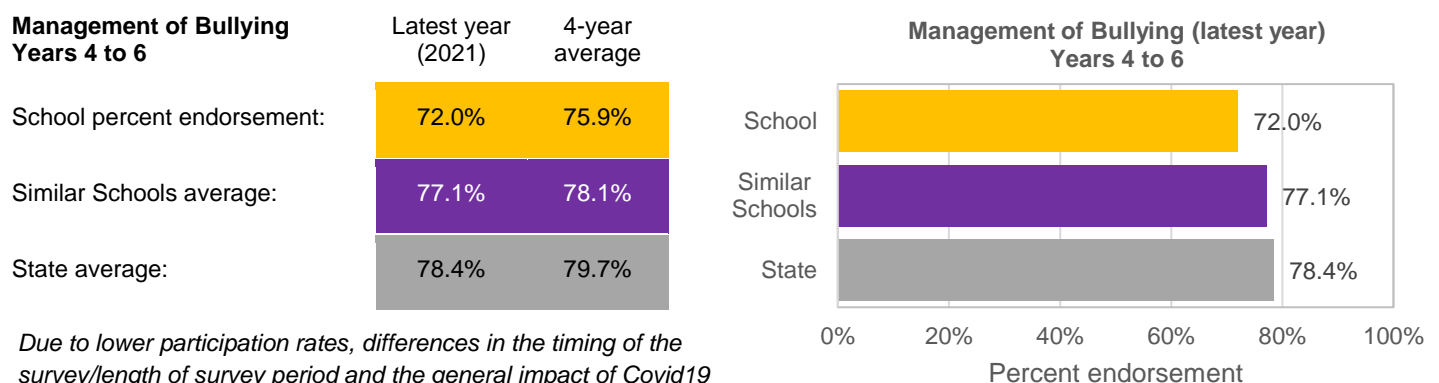
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



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).



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	\$3,443,295
Government Provided DET Grants	\$861,098
Government Grants Commonwealth	\$16,800
Government Grants State	\$0
Revenue Other	\$30,036
Locally Raised Funds	\$145,193
Capital Grants	\$0
Total Operating Revenue	\$4,496,422

Equity ¹	Actual
Equity (Social Disadvantage)	\$116,169
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$116,169

Expenditure	Actual
Student Resource Package ²	\$3,173,501
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$27,524
Communication Costs	\$5,896
Consumables	\$87,090
Miscellaneous Expense ³	\$15,255
Professional Development	\$10,562
Equipment/Maintenance/Hire	\$70,286
Property Services	\$187,211
Salaries & Allowances ⁴	\$105,086
Support Services	\$14,824
Trading & Fundraising	\$27,636
Motor Vehicle Expenses	\$3,007
Travel & Subsistence	\$1,283
Utilities	\$60,108
Total Operating Expenditure	\$3,789,269
Net Operating Surplus/-Deficit	\$707,153
Asset Acquisitions	\$56,196

- (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

Funds available	Actual
High Yield Investment Account	\$655,492
Official Account	\$34,159
Other Accounts	\$0
Total Funds Available	\$689,651

Financial Commitments	Actual
Operating Reserve	\$87,586
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$73,065
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$39,201
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$530,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$769,852

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.