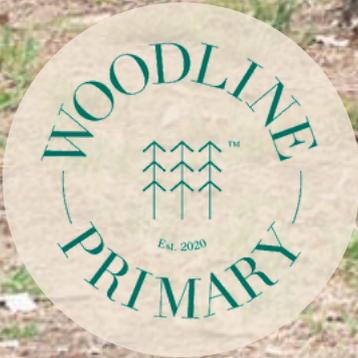
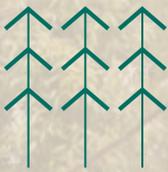


ANNUAL REPORT 2021



Woodline Primary
acknowledges and pays
respect to the
Wadawurrung people
of the Kulin Nation as
the traditional
custodians of the land
in which we learn, play
and gather together.

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Philosophy

Our philosophy is centred around supporting and nurturing children's emotional wellbeing within an emotionally safe learning environment. Research shows that when children feel safe (free from judgment, treated with kindness and respect, valued for their differences), their neurological system becomes fully operational, increasing their capacity for learning and growth. Our aim is for children to utilise their time with us to develop critical life skills such as emotional intelligence, self-expression, critical thinking and a growth mindset.

Values

CONNECTION

ENVIRONMENTAL RESPONSIBILITY

OPENNESS

A SENSE OF WONDER AND CURIOSITY

HONOURING THE INDIVIDUAL



Executive Summary

WOODLINE PRIMARY'S FOUNDING YEAR

Woodline was created by two inspirational women, Lael Stone and Melanie Austin. Their vision was to build a school centred around emotional wellbeing. 2021 was Woodline Primary's founding year. We have created a nurturing environment where children are welcomed with respect, presence, connection and care. Our school is a safe place for children to be who they really are. Our priority is to foster our community, honouring the individual and the collective. We prioritised connection; connection to self, connection to others, connection to place and connection to community.

Our Annual Implementation Plan focussed on the following goals:

- **For children to feel safe and connected**
- **To build team capacity**
- **Establish a Teaching and Learning Framework**
- **Full implementation of the School Management System and Accounting System**
- **Create a culture of community involvement**

We started with two composite learning groups; Foundation/Year 1 and Year 2/Year 3 and our enrolments were full with 30 children. As word spread of our school, its philosophy and our approach, the level of interest grew exponentially and resulted in many families on our waiting list. Our Team initially consisted of 5 members and by the end of the year we had 7. The founding families and team members were all courageous in taking the leap of faith with our new school. We had many highlights throughout the year including Bush Connection Days, tree planting, Woodline Market, pony rides and our 100 days of Woodline celebration.

One of our biggest challenges was navigating home learning and restrictions. We endeavoured to always hold the children at the centre by providing learning opportunities that required creativity, play and learning with our hands. As time went on we introduced more online sessions to increase connection and learning opportunities.

Opening a new school requires a lot of dedication, persistence, effort, passion and courage. We are incredibly proud of what we have achieved in our founding year.

Claire Bartlett, Founding Principal



VISION FOR LEARNING 2021

In 2021, our learning was designed around opportunities for real world experiences and a holistic education that embedded core social, emotional and academic foundational skills. It fostered intrinsic learning as we knew this was an essential focus for our children to develop into self-actualising and self-motivated individuals.

We focussed on embedding the notion that education is not about the answers, but rather the questions being asked. With this in mind, we designed our learning programs to encourage the children to be inquisitive, creative and have a sense of joy and wonder.

Through our innovative curriculum and pedagogy, our aim in 2021 was to bring learning to life for our children using the following seven foundational principles:

- **Experiential Learning**
- **Differentiation**
- **Championing 'Mastery' in Learning**
- **Inquiry Based Learning**
- **Interdisciplinary Learning**
- **Negotiation**
- **Questing**

Aligning with our school value of Connection was at the heart of every decision we made in 2021.

In our first year, we focussed on creating learning environments that were child centred and rich in a range of intentional materials, resources and opportunities in which each child could engage. We centred our approach on creating learning environments that promoted connection, relationships, creativity, critical thinking, imagination and self-expression; and that embedded self-awareness, self-management and self-regulation in the children's learning. Our learning environments centred on the notion that the environment was the third teacher. It helped to engage, motivate and create opportunities for the children to learn and develop a wide range of social, emotional and academic skills. Our aim was to promote a sense of wonder, exploration, interest and investigation. As a team, we knew that the learning environment was one of the most important ways to personalise learning and to promote motivation, inspiration and belonging.

We consciously aimed to foster an emotional connection with each child. This provided the foundations for a safe learning environment. We knew that when the children felt emotionally safe in the environment, their capacity for learning and growth would flourish.

Our whole school project for 2021 was “Connection.” Woven into all of our learning was a theme of connecting to each other, connecting to ourselves and connecting to our environment. Our Connection project came to life in many ways: We loved being together to celebrate special occasions such as the Welcome Gathering, ANZAC Day, Reconciliation Week and the 100 Days of Woodline celebration.

We reflected on our identity and place through exploring space and researching world festivals.

We connected through song and dance, physical education and art.

We developed plays and circus performances that we shared together.

We learnt new ways to communicate by learning Auslan.

We climbed trees, made cubbies, shared food, baked together, went on bush walks, spotted native birds and wildlife, ate the food that we grew, looked after our farm animals, created habitats for native animals, built sand cities and spent days connecting in nature.

We built friendships with each other and learnt about ourselves.

We loved playing, learning and gathering together on beautiful Wadawurrung country.

Child Characteristics:

- **Emotional Intelligence**
- **Growth Mindset**
- **Critical Thinking**
- **Self-expression**
- **Value and acceptance**
- **Self-actualisation**



ENROLMENT NUMBERS

Our founding year focussed on finding families that aligned with our values and our philosophy.

Year Level	Enrolments
Foundation	8
Year 1	7
Year 2	4
Year 3	11

ATTENDANCE

Woodline implemented Compass for monitoring attendance. The attendance of each child was recorded three times daily.

If a child was absent, families were encouraged to contact Reception at the beginning of the day via phone or email. Child absences were recorded through Compass. If there was an unexplained absence, a call to families was made to determine the whereabouts of the child.

Year Level	Attendance (%)
Foundation	93.12%
Year 1	96.44%
Year 2	94.11%
Year 3	95.33%

NAPLAN

We had 6 children sit NAPLAN. Given we had only had the children for a term, the learning information gathered from this test was used to assist future learning opportunities as opposed to evaluating our practice.

Subject	Expected Level	Above Level
Reading	17%	50%
Spelling	0%	17%
Numeracy	17%	50%
Writing	17%	17%
Grammar and Punctuation	0%	20%

FAMILY SATISFACTION

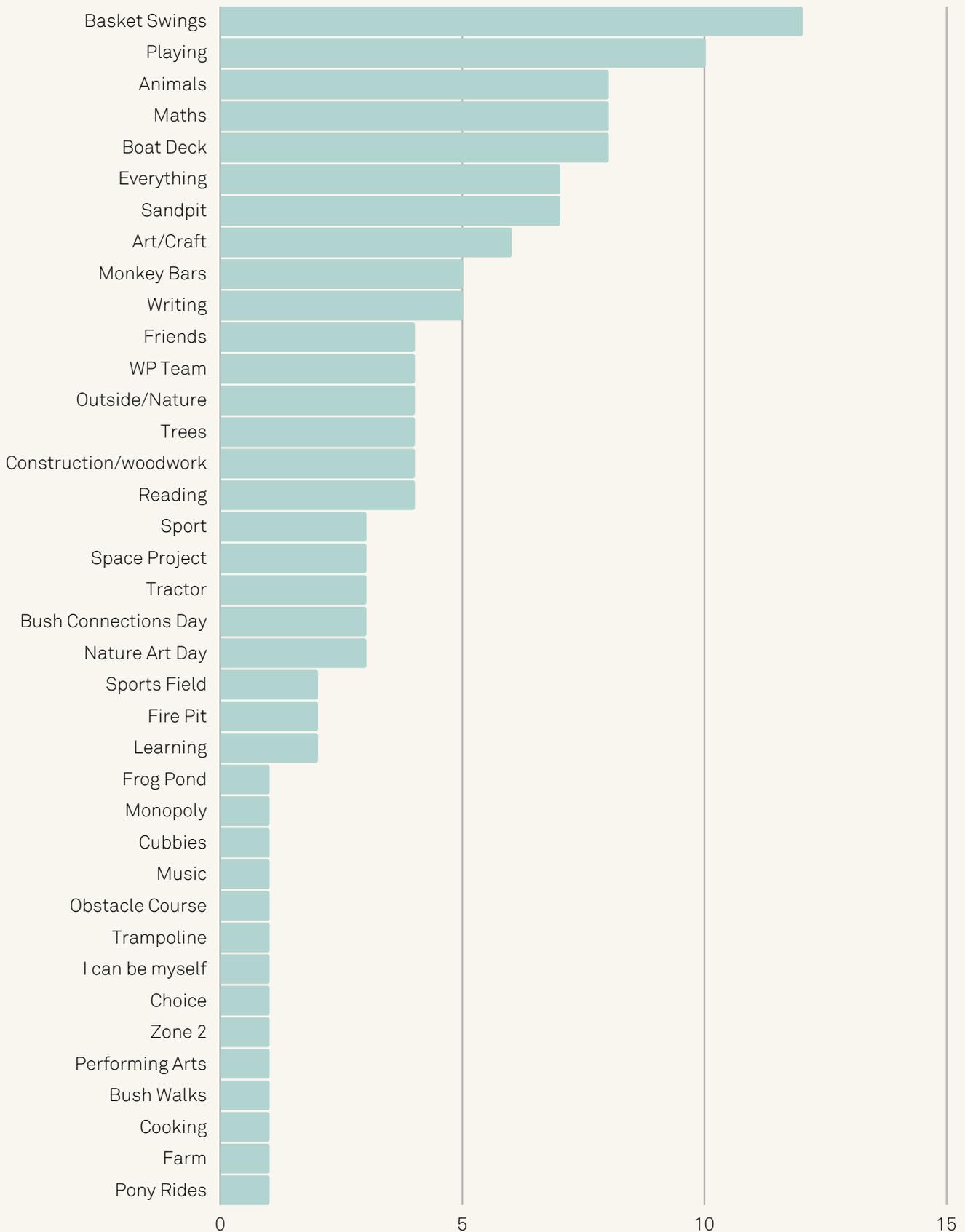
In 2021, families were randomly selected over both groups to participate in a satisfaction survey. Families were surveyed using a five point scale:

Emotional wellbeing, Communication, Facilities, Learning and Home Learning.

Surveyed Areas	Expectations met/exceeded (%)
Emotional Wellbeing	95%
Learning	90%
Home Learning	90%
Communication	95%
Facilities	95%

What Children Love About Woodline

The most valued aspects from the children in 2021:







Quotes from Our Children

My highlight was the Woodline Market.

My highlight was the 100 Days of Woodline when we roasted marshmallows and had afternoon tea together.

I love that we learn Auslan because most schools don't learn it and it is different.

People are really kind here and I get to be myself.

I am very happy. I love everything and everyone gets treated equally.

Quotes from Our Families

Thank you to you and all the Team for doing all the changes within yourselves, the learning and the school in general to allow a path to unfold that may well lead to exactly that – the children being seen, knowing they're enough and being free to bring their fullest potential to the world on every level.

We are so thankful for the past two terms and how you have held my child in such love and support of him as an individual. You are doing wonderful things and we can't wait to watch you grow.

We are really happy with how learning is running each day. It has been great to see how the learning has evolved each term, improving as the year progresses.

In the spirit of expressing gratitude we wanted to say thank you for helping our child have a far smoother and happier transition than we could have hoped for. They are far more happier, settled and motivated than we have seen in a long time.



Team



Claire Barlett
PRINCIPAL
Bachelor of Education



Beth Colbert
BUSINESS MANAGER
*Diploma of Business
Operations*



Rachel Fox
LEADER OF LEARNING
*Bachelor of Science
Grad Dip of Education*



Andrew White
YEAR 2/3 GUIDE
Bachelor of Education



Lauren Hickey
FOUNDATION/YEAR 1
GUIDE
Bachelor of Education



Shae Tweedle
FOUNDATION/YEAR 1
GUIDE (Term 4)
Bachelor of Education



Bridie Primraj
VISUAL ARTS GUIDE
VOLUNTEERS/GUIDE
ASSISTANT
*Bachelor of Education
Provisional VIT registration*



Stephanie McGeorge
LOTE (Auslan)/PE
GUIDE
*Bachelor of Physical and
Health Education
Master of Special
Education (deaf and
hard of hearing)*



I am so thrilled to have been offered this position and can't express my excitement to be a part of this team. This role blows my mind, and I'm feeling so much joy when I think about the fun and exploration we will have alongside the kids. The school feels so vibrant and positive and I am beyond grateful to you for inviting me to be a part of its beginning years, and hopefully many many more.

I am so excited about joining the Team. It was inspiring to hear the direction Woodline is heading and I feel incredibly welcomed by the Woodline family.

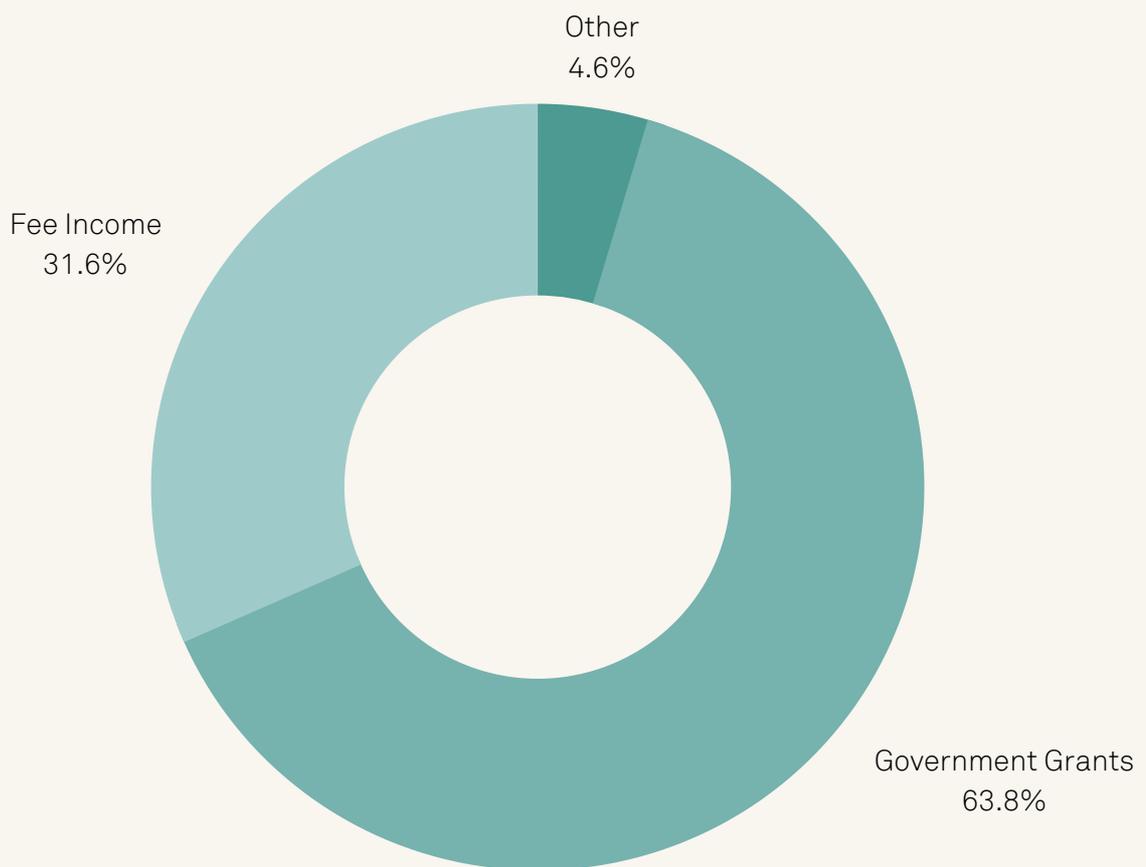
I love my job. Best job in the world.



Financial Statement

REVENUE

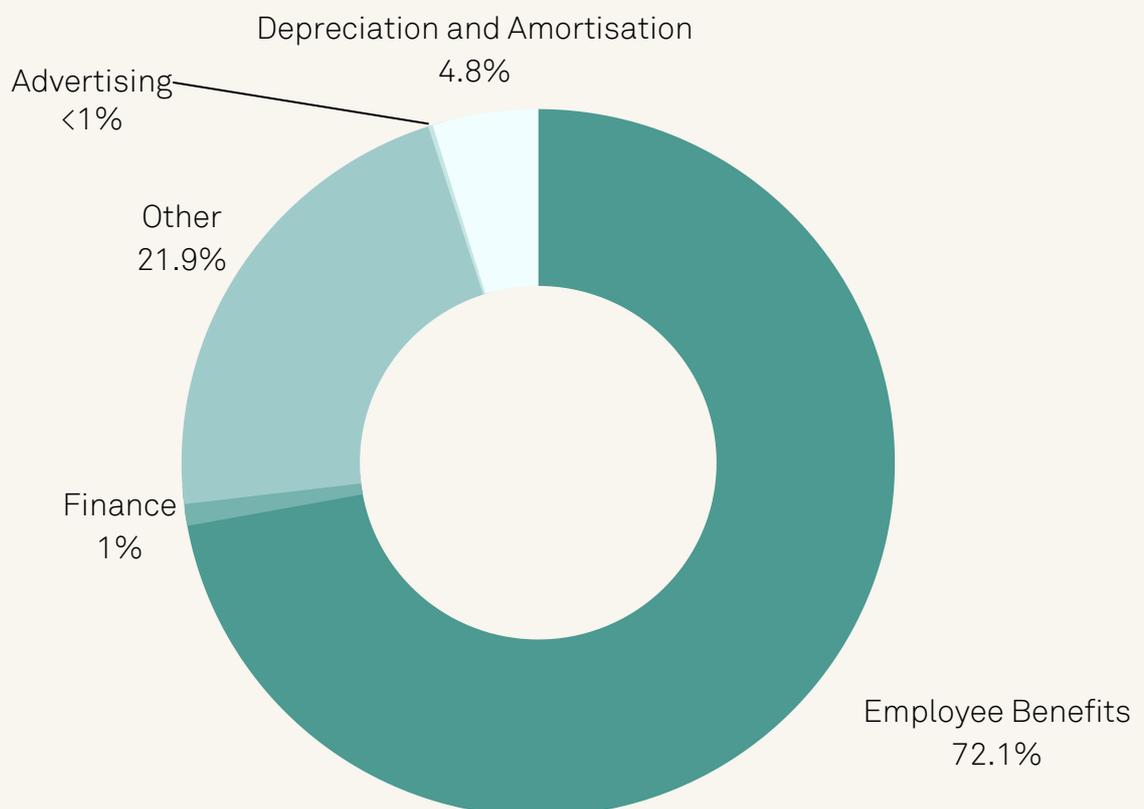
Revenue	2021	2020
Fees	\$206,317	\$55,318
Government Grants	\$416,010	-
Other	\$30,000	-



Financial Statement

EXPENSES

Expenses	2021	2020
Depreciation and Amortisation	\$35,816	-
Employee Benefits	\$539,809	\$40,180
Advertising	\$1,540	\$10,079
Finance	\$7,424	-
Other	\$163,716	\$62,724





Fostering connection and awareness

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