



# ANNUAL REPORT 2022



**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 was created by two inspirational women, Lael Stone and Melanie Austin. Their vision was to build a school centred around emotional wellbeing. 2022 was Woodline Primary's second 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 areas:

- **Diversity, Equity and Inclusion**
- **Assessment and Reporting**
- **Outdoor Learning**
- **Vision for Learning and Wellbeing**

We grew from our founding two groups to four groups and catered up to Year 5. We grew from 30 children to 57.

Our Team also grew significantly and we welcomed new guides and assistants. We had many highlights throughout the year including Connection to Country Days, numerous excursions and our Arts Festival.

We created our first Reconciliation Action Plan Working Group, continued our implementation of Respectful Relationships and were proud to win a Victoria School Garden Award for Best Garden for Wellbeing and Learning.

2022 continued with us learning and unlearning, refining our processes and programs and fostering our community, honouring the individual and the collective.



Claire Bartlett  
**Founding Principal**



## VISION FOR LEARNING 2022

In 2022, our learning was designed around opportunities for connection, inclusion and a focus on being outside.

Through our innovative pedagogy, our aim for our second year was to bring learning to life for our children by drawing on the differences in who we are and our experiences, ensuring that we honoured each individual and the collective.

We focussed on ensuring consistency in our pedagogy across the 4 Groups and implemented our new assessment rhythm to gather learning information to analyse, monitor and track learning growth. Group Guides had opportunities to plan and learn alongside each other as we collaborated on many whole school events and activities.

Aligning with our school value of Honouring the Individual, our whole school research project was at the heart of every decision we made in 2022. Woven into all of our learning was a theme of honouring each other as our provocation was “What makes me unique?” Our project focused on how we welcome and support all parts of a child’s being. We honoured each individual - allowing them to fully express their true nature and teaching them skills to cultivate and treasure their extraordinary uniqueness.

We recognised that each child learns and creates in a way that is particular to them and we provided learning contexts that were mindful of being inclusive, differentiated and respectful of individuality. We held space for children, empowering them to value themselves deeply. We focused on having compassion and empathy for ourselves and others.

It was beautiful to recognise and honour how each child learns and creates in ways that are personalised to them as we continued to build learning environments that were inclusive and respectful of individuality. As the children learned about themselves and developed and deepened their own identities over the year, there were many special experiences that created a sense of belonging and connection within our school community. We watched the children grow in confidence to explore their learning. Through observations of the children in each Learning Group, we continued to explore the possibilities of the children communicating through their “100 languages” – whether it be through painting, wood working, singing, dancing, sculpting, creating, questioning, imagining, listening, writing, dreaming, playing, exploring or experimenting. These languages created infinite ways for the children to express, explore and connect their feelings and learning over the year.



Our Honouring the Individual project came to life in many ways:

- **Woodline Arts Festival**

This special event created an opportunity to share and celebrate the creativity of our children and our community together. Our weekly Arts Festival committees provided opportunities for every child to shine.

- **“Where is Galah?” Performance**

Sharing Dreaming stories through Performing Arts, Visual Arts and Auslan set the scene for our first ever whole school performance. From painting the backdrop set, learning the signs for native animals, designing the tickets, to preparing the catering, the children were so proud to share their learning.

- **Nature Arts Day**

From making flower potions to sharing stories around the fire with lemon myrtle tea, to designing flower crowns and leaf art, to water colour painting on the boat deck, to making cubbies and forts ... the children loved learning outside.

- **Camps**

What a special year it was having our first ever camps. With a mix of nerves and excitement, it was such a proud moment to watch the children extend themselves and take on new experiences with such courage and determination.

- **The Animals of Woodline**

From bottle feeding the calves, to watching our little lamb play and chase after us, to naming the new alpacas, to figuring out what our new group pets would be, to cuddling the guinea pigs, to collecting the eggs from the chickens each day ... the animals of Woodline brought us so much joy each day.

- **Woodline Olympics**

Watching the children celebrate the opening of our new sports field with games, activities, music and food was a magical moment in our history.

- **Cooking**

Each week our kitchen was a hive of activity and delicious smells as the children created and shared so many amazing meals together.

- **Group Excursions**

Being able to personalise our excursions for each learning Group created authentic opportunities to link the children’s wonderings, interests and passions.

- **Farm Committees**

The children took responsibility for watering the gardens, preparing the grazing platters, managing the waste and feeding the animals. This allowed another regular opportunity for the children to connect with place, nature and focus on our environmental responsibility.



Rachel Fox **Leader of Learning**

## ENROLMENT NUMBERS

Year Level	Enrolments
Foundation	13
Year 1	7
Year 2	16
Year 3	6
Year 4	9
Year 5	6

## ATTENDANCE

Year Level	Attendance (%)
Foundation	91%
Year 1	90%
Year 2	89%
Year 3	78%
Year 4	86%
Year 5	87%





## NAPLAN Year 3

Subject	Expected Level	Above Level
Reading	0%	100%
Spelling	50%	50%
Numeracy	0%	100%
Writing	25%	75%
Grammar and Punctuation	0%	100%

## NAPLAN Year 5

Subject	Expected Level	Above Level
Reading	0%	100%
Spelling	17%	83%
Numeracy	0%	100%
Writing	17%	83%
Grammar and Punctuation	0%	100%



## FAMILY SATISFACTION

In 2022, families were randomly selected over both groups to participate in a satisfaction survey. Families were surveyed using a five point scale: Emotional wellbeing, Learning, Communication and Facilities.

Surveyed Areas	Expectations met/exceeded (%)
Emotional Wellbeing	96%
Learning	91%
Communication	97%
Facilities	96%

### Quotes from the Families

The team at Woodline are just amazing with their communication. At the start I was so unsure of what to expect but became accustomed to the level of communication that we receive.



Listening to feelings, offering space to move their bodies, listening to the children when they are tired, supporting a range of emotions, showing empathy and comfort when they hurt themselves or have big feelings.

I love the atmosphere of Woodline and feel welcome here.

### Quotes from the Children

I enjoy sports, especially PE and movement break games. I enjoy maths and appreciate that I am able to be myself at Woodline.

I feel good to be at Woodline.

I love playing on the trampoline and feeding the animals.

I love that we can sit anywhere and talk while we learn. I feel safe when I am playing and the older children are kind to me.

I like all of the plants, dramatic play area, construction area, literacy, the books and that there are materials set up for you to make your own books.



# Team



**Claire Barlett**  
**PRINCIPAL**  
*Bachelor of Education*



**Beth Colbert**  
**LEADER OF WELLBEING**  
*Diploma of Business  
Operations*



**Rachel Fox**  
**LEADER OF LEARNING**  
*Bachelor of Science  
Postgraduate Diploma  
of Education*



**Teagan Toyne**  
**RECEPTION/ADMINISTRATION**  
*Diploma in Early Childhood  
Education*

**Shae Tweedle**  
**GROUP GUIDE -  
FOUNDATION**  
*Bachelor of Education*

**Taylor Gray**  
**GROUP GUIDE -  
YEAR 3**  
*Bachelor of Education*

**Bridie Primraj**  
**VISUAL ARTS GUIDE**  
*Bachelor of Education*

**Jessica Taylor**  
**PHYSICAL EDUCATION GUIDE**  
*Bachelor of Primary Education  
Diploma in Positive Education*

**Jessica Henderson**  
**PERFORMING ARTS GUIDE**  
*Bachelor of Primary Education*

**Nathan Storer**  
**GROUP GUIDE -  
YEAR 1/2**  
*Bachelor of Education*

**Ash Pike**  
**GROUP GUIDE -  
YEAR 4/5**  
*Bachelor of Arts  
(Humanities & Social Science)  
Masters of Public Health  
(Health Promotion)  
Postgraduate Diploma of  
Education (Applied Learning)*

**Tammy Jong**  
**AUSLAN GUIDE**  
*Bachelor of Applied Science  
(Information Technology)  
Post Graduate Diploma of  
Education*

## GUIDE ASSISTANTS

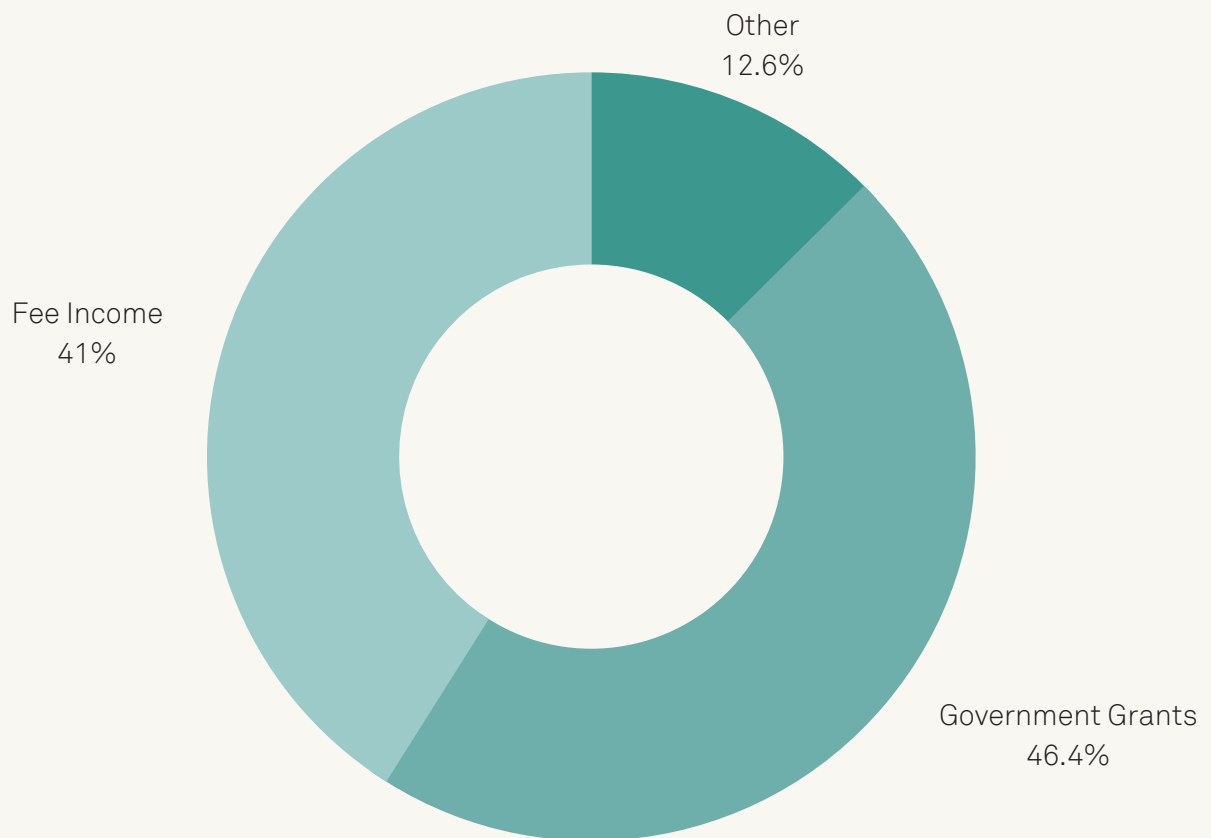
Allison Hampshire  
Bianca Powell  
Carolyn Houston  
Faith Favre  
Talitha Michael



# Financial Statement

## REVENUE BREAKDOWN

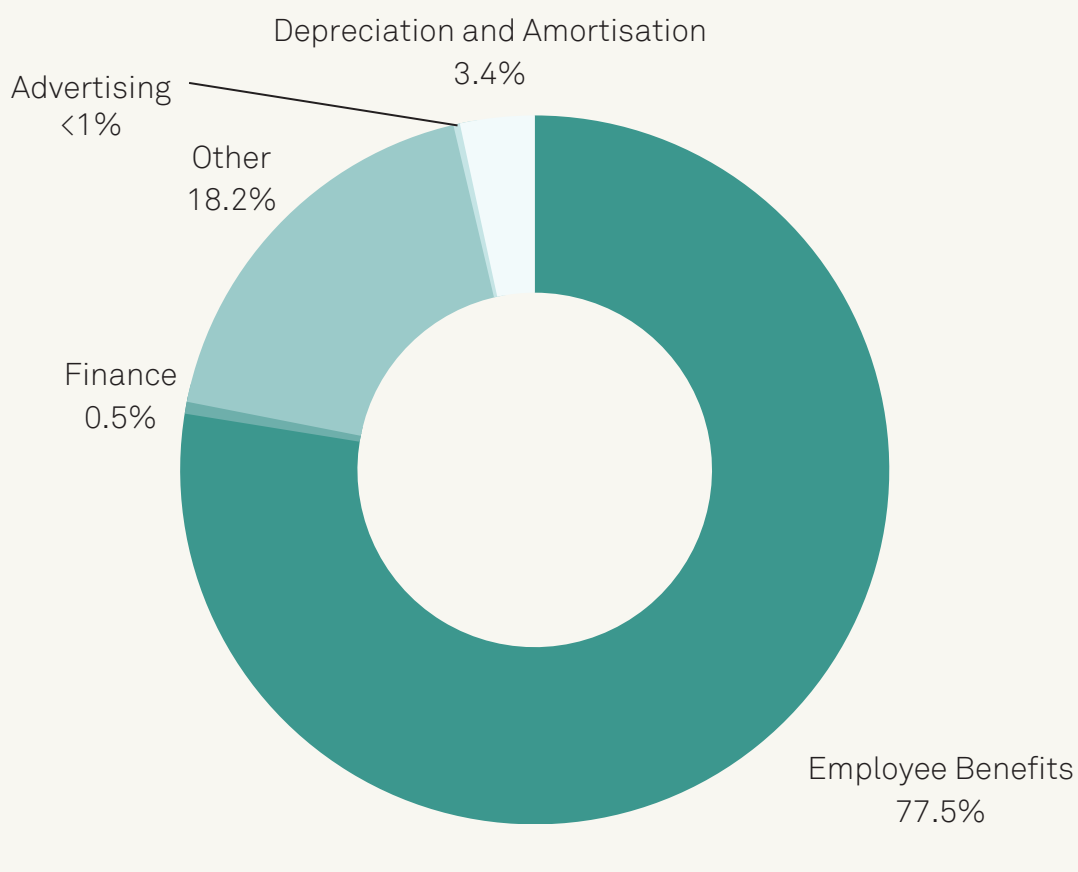
Revenue	2022	2021
Fees	\$652,987	\$206,317
Government Grants	\$738,070	\$416,010
Other	\$199,851	\$30,000



# Financial Statement

## EXPENSES

Expenses	2022	2021
Depreciation and Amortisation	\$48,203	\$35,816
Employee Benefits	\$1,102,648	\$539,809
Advertising	\$4,260	\$1,540
Finance	\$7,704	\$7,424
Other	\$259,226	\$163,716





Fostering connection and awareness



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