

Chairperson's Report

One of the triumphs for Woodbury Boston Primary School was the 30th Year Celebration last November. It was a time for reflection, reunion and commemoration. It was a reminder of how many children have had the privilege to experience such a wonderful school.

Throughout its long history, the school has had fluctuations and change. This year marked as one of growth and transition. We have gone from having two classrooms at the beginning of 2010 to four at the beginning of 2011. There have been many discussions about the physical layout of the school and deciding its limitations without sacrificing the ethos and quality of education for the children. There were risks taken and quality financial judgment thanks to Diane Evers and Bev Harris. The way that the students and staff have adapted to this transition has been commendable.

We also celebrated the completion and official opening of the hall, which is a fantastic asset to the school. This new building was funded under the Federal Government's Building the Education Revolution, Primary Schools for the 21st Century program, and we gratefully acknowledge their support. I would like to praise Charlie Lemann and his crew for this accomplishment and the staff for sacrificing their staffroom and office space. I would particularly like to acknowledge the administration staff, who continued to work with these sometimes arduous conditions.

The school has continued to have many extracurricular activities, camps and a superior bus service. The building and grounds have been maintained and enhanced. The computer and IT needs have once again been cared for by Tony Evers. The Governing Body has continued to be coherent, responsible, productive and supportive of Rex and the staff. I thank you all for being a committed team.

I believe the biggest asset of Woodbury Boston Primary School is the dedicated staff, and I attribute much of the school growth to the leadership of Rex alongside his strong and wonderful team of staff.

I have enjoyed being part of Woodbury Boston Primary School for the past five years, and I wish nothing but the very best for your future years. I hope I can one day be part of your 50th Year Celebration.

Many thanks

Michelle Rechichi

Governing Body Chair 2010.

As presented at the AGM 13th April 2011.

Principal's Report.

Welcome

Under the *Schools Assistance Act 2008*, schools are required to annually publish information which includes contextual information, key student outcomes and information on satisfaction.

In this annual report for 2010, I will be reporting on:

- Contextual information about the student body
- A description of how attendance is managed at school
- Student attendance.
- The National Benchmark tests.
- Parent and student satisfaction with the school
- The breakdown of funding sources.
- Teacher standards and qualifications

Contextual information about the student body

The student body is made of a very wide and disparate group. We have students across the socio economic range and a broad range of and a broad mix of academic and social appropriate abilities. We have a high number of students in the top end of the school who are the result of an inappropriate fit with the mainstream schools; and maybe this explains the motivation for one or two staff.

How attendance is managed at school

Woodbury Boston manages its attendance protocols very much the same as other schools.

An attendance check is made early in the day and this information is sent to admin to call any missing students' carers to establish a reason, if the absence hasn't been advised in advance. Continued non-attendance without a reason is followed up by the teacher. This may result in a visit from the principal, a meeting at school with carers and the school discussing the possible impact on the student, and/or a request for assistance from the Albany Education Office. Historically where there are repeated accounts of unverified absences, there are often many reasons that are not the fault of the student, it can be sometimes at the request of parents. When the pressure comes to be apparent to them then the parent/parents, can, or will, leave a school and find another school where the pattern can be repeated. This has been evident in the Snowden Report on the NT Intervention, but it has been happening in all schools since I can't remember when.

Here at Woodbury Boston we are aware of this pattern, and paradoxically it is sometimes better to bear bad attendance statistics for the ultimate good of the child. At least here they won't have to deal with shame and intimidation of the well intentioned bureaucrat, and still not attend.

Under normal circumstances students, when they leave the school, are tracked through the office, in accordance with the compulsory 'Student Tracking' policy and other legislation.

Our average attendance in 2010 was 92.8% a 5% improvement on 2009 attendance.

Student outcomes

The National Benchmark tests.

As mentioned last year, the reporting of the National Assessment Plan Literacy and Numeracy (NAPLAN) results, is a 'one size fits all', model, which doesn't suit all schools.. Our year level cohorts have historically been so small that in some cases one student may constitute 100% of the tests results. Yet we are to report in comparisons with the NAPLAN tests against national averages, a reality constructed with big school models in mind.

These statistics are measured in different ways, at this meeting we will report on the numbers of students who achieved

- Above,
- At, or
- Below the national benchmark standards. The national benchmark is the minimum level of achievement at which it is believed a student is progressing satisfactorily.

NAPLAN results can be a helpful tool for teachers, along with all the other classroom assessment that is continually taking place. When examining NAPLAN results in a small school, there are many variables that have little to do with the standards of teaching, or the school's programme, which need to also be considered. For example, a new student to the school may have results that do not reflect teaching standards at that school. Say a new year 5 student arrives one week before the testing, and this student is one of only four students sitting the test that year, then the school overall results will be skewed. The 2010 years 3, 5 and 7 cohorts were particularly challenged, however except for two students in one subject, impressive improvement was seen in students' results in years 5 and 7 when compared against their previous NAPLAN test results in years 3 and 5 respectively. Obviously there are no progress-over-time figures for year 3 students, given it is their first year of NAPLAN results.

After saying all this we have done remarkably fine. With some exceptions, Woodbury Boston Students who have spent the majority of their time here do well when they go on to high school, socially and usually academically.

Results of the NAPLAN tests for 2010 are as follows

Year 7 students.

This group in the 2010 year included two students with special needs and one severely dyslectic student.

- **Reading** –2 well above the national benchmark, 1 at the benchmark and 2 were below the national benchmark.
- **Writing** - 3 were well above the national benchmark and 2 were below
- **Spelling** - 2 were well above the national benchmark, 3 were below.

- **Punctuation and Grammar** - 2 were well above the national benchmark, (Including one in the top 20%) 1 at the benchmark, and 2 below.
- **Numeracy** - 3 were above the national benchmark, 2 below.

Year 5.

This cohort included 1 student with special needs.

- **Reading**, - 1 above the national benchmark, 3 at the benchmark, none below.
- **Writing** -1 above the national benchmark, 1 at the benchmark, 2 were below.
- **Spelling** - 1 above the national benchmark, 1 at the benchmark, 2 were below.
- **Punctuation and Grammar** - 1 scored above the national benchmark, 2 at the benchmark, and 1 below.
- **Numeracy** - 4 above the national benchmark, 1 at the benchmark, 1 was below the national benchmark.

Year 3.

- **Reading** - 2 above the national benchmark, 1 at the benchmark, 3 were below.
- **Writing** - 3 above the national benchmark, 2 within the benchmark, 1 on the national benchmark minimum.
- **Spelling** 1 well above the national benchmark, 2 at the benchmark, 3 were below.
- **Grammar and Punctuation** 2 above the national benchmark, 3 at the benchmark, 1 below.
- **Numeracy** 4 above the national benchmark, 1 at the benchmark, 1 below.

Parent and student satisfaction with the school

Based on the school review completed in 2010, parents indicated they are generally happy with the school in the areas of communication, management, and teaching standards, with some important qualifications that were addressed in 2010 and others continuing.

The highest score in the survey indicated the level of the children's experience of school.

Otherwise student satisfaction with the school is determined by individual's expressing their feelings in circles and school parliament, the comments are usually positive, and if not, they have the opportunity to have their needs expressed with the expectation that they will be heard. Students generally express their joy to come to school here, as reported by parents and relatives. Again students are invited to comment during our annual review.

The breakdown of funding sources.

Woodbury Boston Funding is based on 3 main sources.

- ½ federal per capita (How many students on the school bi annual census),
- ¼ state per-capita.
- ¼ parent contributions.

One-off grants makes up some funds, but these are usually competitive and cannot be relied upon.

Teacher standards and qualifications

All teaching staff are members of Western Australian College Of Teaching. Conditions of continuing registration that are requisite, include:

- Suitable qualifications for the responsibilities of the practice.
- Ongoing professional development.
- Current Working With Children registration
- Current national police check.
- That a professional standard is maintained.
- That all changes that could effect your ongoing registration are reported to WACOT
- The maintenance of financial membership.
- That all claims can be verified, and all supporting evidence is available on request

Woodbury Boston teaching, assistant and administrative staff work extremely well together, in a supportive and collegiate atmosphere, and we trust this will continue for 2011.

Rex Davies

Teacher In Charge 2010.

As presented at the AGM 13 April 2011