

# Annual Report 2011

## CHAIRPERSON'S REPORT

In the wake of the anniversary celebrations and completion of the hall the previous year, 2011 was a period of growth and consolidation for Woodbury-Boston Primary School. The growth arose on the back of the school promotions and evolved into enrolment numbers strong enough to establish a fourth class room. The consolidation arose from the review and development of the strategic plan for the future of the school, which was commenced in 2011. As part of an extensive survey, parents, students and staff were sought for consultation and a chance to have their say on why they choose to be part of our fantastic school. The development of the strategic plan continues with policy reviews to make sure we can capture the benefits of our growth to take into the future. This combination of growth and planning caused the Governing Body and administrators of the school to reflect on optimum numbers of children to create the best circumstances for current and future students, our staff and the school community. Our recent enrolments of around 75 students are felt to be the extent of our existing capacity in terms of physical space, our human assets and our budget. Responsible financial management of our limited funds, quality resource support and dedication of staff have delivered a strong position for the school and a solid platform for the future. The completion of the strategic plan will provide a framework for quality improvements and future sustainability and management of the school's resources.

As is appropriate, the annual Chairperson's report typically acknowledges the fantastic job done by the teachers and aides, administration and support staff. We continue to be blessed with quality staff and a learning environment which is a tribute to them. If you have had a chance to notice, I am sure you will agree with me how amazing they are. This year though, I would also like to acknowledge the lesser sung, but no less amazing contributors; my fellow Governing Body members, the parents and friends of the school who show up for the busy-bees and the fund-raisers or the Albany show, the mums and dads who help on the school camp or at the 'out and about' days or preparing the school lunch, the staff who put in so much above and beyond what is asked, all of it in good grace, most of it unheralded. You know who you are and I extend my thanks. To maintain our healthy financial environment, these voluntary contributions are also becoming vital. To the rest, I ask for your help. As you can imagine, as we start to operate at full capacity, things start to get tight. Within these constraints are factors, large and small, opportunities or threats, which can be harnessed to deliver the best and sustainable outcomes. Small shortfalls can become significant challenges just as small contributions can produce considerable benefits. For the sake of our students and the sustainability of our school, not to mention the burden on our staff, I encourage you look for any opportunities where you can support the school to do the most it can to help the children to be who they are. These contributions will allow us to develop a strong strategic plan over the forthcoming year. More importantly, in terms of practical outcomes and nourishing the school's ethos, your contribution is vital to our children.

Many thanks

**Bryan Taylor**

Governing Body Chairperson

## **HEAD TEACHER'S REPORT**

As a result of the legislation enacted under Federal Education Minister of the time Brendan Nelson, and continuing accountability required by the present and past governments, the school is required to sign an agreement with the Commonwealth to secure ongoing funding. This agreement requires the school to undertake an annual performance report displayed for community scrutiny. This includes information that can be found on the 'My School' website, and results from the National Assessment Program Literacy and Numeracy (NAPLAN) tests. As a thin slice across many subjects, the NAPLAN does little to inform us accurately of a student's development, and national testing does little to help the school generally, except that it's vaguely interesting.

I will be reporting on:

- Contextual information about the student body
- A description of how attendance is managed at school
- Student attendance.
- The NAPLAN.
- The breakdown of school funding sources.
- Teacher standards and qualifications

### **Contextual information about the student body**

The student body is made up of a very wide and disparate group. We have students across the socio economic spectrum, and a broad range and broad mix of academic and social appropriate abilities. We have a high number of students in the senior end of the school who are here due to an inappropriate fit with the mainstream schools; or even maybe one or two staff at those schools.

### **How attendance is managed at school**

Woodbury Boston manages its attendance protocols very much the same as other schools. The attendance registers are completed early in the day and then sent to admin to call the carers of any missing students to establish a reason for the absence, if there hasn't been a note or call previously. Continued non-attendance without a valid reason is followed up by the classroom teacher. This may result in a visit from the principal, a meeting at school regarding the possible impact on the student, and / or a report to the education department. There are repeated accounts of unexplained absences in every school, usually from one or two families. When students leave the school they are as much as possible tracked through the office in line with the compulsory 'Student Tracking' legislation. Our average attendance in 2011 was 92.5%.

### **Student outcomes and the NAPLAN**

School policy.

Woodbury Boston Primary School has tried to avoid utilising comparative reporting, and does not believe that its performance as a school, nor the satisfaction of the parent body, would be improved by introducing grades or levels in its reporting. Nor does it believe that testing necessarily improves outcomes. Diligent teaching and record keeping is usually

enough to maintain a close appreciation of students' levels. These levels may also be the subject of our regular moderation exercises, where samples of student work are compared across the school to make sure we are all in agreement and there is a flow of increasing achievement for each child.

As mentioned in my report last year, these national tests (NAPLAN) and the reporting of the results are a 'one size fits all' situation. Our year level cohorts are sometimes so small that one student may constitute 50% of the tests' results. Yet we are to report in comparisons against national averages, and so called 'like schools'. However the statistical models are constructed as big school models. 'Like school' comparisons can be called into question in many ways, because the 'likeness' can also be measured with different criteria, which affects how the statistics are read. Our intake is scattered across all levels, and there are many variables that impact on a student's results that might have little to do with the standards of teaching or the school's programme.

For the sake of this report we are presenting our student NAPLAN results as the percentage of each year group that achieved above the national minimum standard for that age. In 2011 some our cohort were particularly challenged, however except for two students in one subject, we did very well in improving all year 5 and 7 students' results against their previous year 3 and 5 respectively NAPLAN results. As year 3 is the first year of NAPLAN testing, there are no previous results to compare against for that cohort.

Results of the NAPLAN tests for 2011 are as follows:

Year 3            66 % of students achieved above the national minimum standards in reading, writing, spelling and numeracy; and 50% in grammar and punctuation.

Year 5            71% were above the national minimum standard in reading, 57% in grammar & punctuation and numeracy, and 42% in writing and spelling.

Year 7            92% (11 of the 12 students) achieved above (in some cases well above) the national minimum standards in reading and numeracy, 83% in grammar & punctuation, 66% in writing, and 58% in spelling.

A question we often get asked by parents thinking of sending their children here is 'How do they manage when they get to high school?' In general, students who have spent the majority of their schooling here, manage well when they go on to high school, both socially and academically.

### **Parent and student satisfaction with the school**

We are still waiting on the results of the survey completed late last year and early this year.

### **The breakdown of funding sources**

Woodbury Boston funding is based on 3 sources.  $\frac{1}{2}$  federal per capita (How many students on the school bi annual census),  $\frac{1}{4}$  state per-capita, and a  $\frac{1}{4}$  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 registered with and members of the Western Australian College of Teaching.

All hold suitable qualifications for the responsibilities of their practise.

Also staff

- Are encouraged to undergo ongoing professional development.
- Have working with children Registration
- Are collegial and share their practise and maintain an elevated professional standard.

The school community is proud of its openness. The regular newsletter endeavours to keep the whole community up-to-date with school happenings. Teachers are keen to keep parents informed and will make contact with parents for many reasons, and parents can feel free to contact the school if either feel the need, and are welcomed and encouraged to visit the school.

**Rex Davies**

Teacher in Charge