

Annual Report 2012
As presented at the WBPS Inc. AGM
Tuesday 16 April 2013

Chairperson's Report

I present the 2012 Woodbury Boston Primary School Chairperson's Report with mixed emotions. First of these is the privilege I have felt working with my fellow Governing Body members, past and present, and those who have supported us. They are an impressive, hard working and considerate bunch who give nourishment to the school principles and the well-being of its people; staff, parents and supporters as well as the students, and to the progress of the school itself. Simple as it might sound, it can be challenging, sometimes, in the face of diverse needs and expectations, to create a school where students can be themselves, first and foremost. But the reward, I can assure you, is worth it. It has been the application, heart and genuineness of these people which continue to keep the school solid and true to its ethos.

Secondly I feel an element of satisfaction in the school's strong development over the last twelve months in line with earlier forecasts and plans, as we progressed from such key events as the Federal Government's Building The Education Revolution of a few years ago (which allowed us our wonderful new-*ish* hall) towards the inclusion of year sevens in secondary school in 2015. All the while, occasional and ongoing issues such as the NAPLAN process, the Gonski report, government and funding policies and issues from the implications of the Global Financial Crisis, through to how the school promotes nutrition, all thrown into the mix. Don't even get me started on keeping up with technology! I would like to extend my appreciation to the GB members for their dedication and achievements (and a sneaky thanks to Bev Harris, our financial officer for her diligence and guidance).

Thirdly, it is with a mix of sadness and appreciation I present this report as I stand-down from the Governing Body and take the time to look back on my daughter's nine years of primary school at Woodbury Boston. Overwhelmingly, I could not feel more satisfied with the experience she has been offered. A personal indulgence in thanking you all, particularly the teaching staff, for what they gave my child and for what they give yours.

The solid grounding of the school in times of transformation means we can be confident and excited for the future of Woodbury Boston Primary School. On a practical level, confident in our ability to achieve student number thresholds in the coming years and in our history of solid financial performance, and on an emotional level, excited about the possibilities for the school within with the guidance and spirit of our updated strategic plan.

Thank you and warmest regards

Bryan Taylor
Chairperson
Woodbury Boston Governing Body
2011 – 2013

Teaching Principal's Report

I'm very happy to report that there have been some considerable initiatives undertaken by the Governing Body over the last 12 months and the resulting achievements have been considerable, over the last years many of these outcomes during the involvement of Brian Taylor as chair. My congratulations and heartfelt appreciation goes to you all.

I feel I must give you my take the recent consequences of the Gonski review. I don't know how much we will benefit from it. Initially we stood to gain significantly, however I'm yet to see our final offer. As I've already said in the school's newsletter, the funding will come as one stream not divided between state, commonwealth and others. Given the state's position on this it stands to reason we are not yet close to a resolution. Though I am confident that we will be better off with the final implementation, it's just the degree of benefit.

The new office build is due to start these next holidays with the demolition of the office.

Safety features include.

- The site will be fenced
- Builders and contractors will be instructed not to be in contact with the students;
- The school community is not to direct the builders. All enquiries are to go through the office to the builder and or Architect.

So the building adventure starts. Please feel free to ask any questions about the plans after the meeting.

A small note on the loss of year sevens in 2015. Our forward projections predict our enrollments would be sufficient to cover that loss. The current enrollment enquiries seem to verify this prediction.

Finally I would like to encourage all those present to take part in the life of the school. I agree with Schoenberg (Good Australian Schools); it's not necessarily about money that makes a good school; '...in the largest part, school success is about the commitment of its community'.

Compliance

As a result of the legislation enacted under previous Federal Education Minister Brendan Nelson, and continuing accountability required by the present and past governments since, the school is required to sign an agreement with the commonwealth to secure ongoing funding. This agreement requires the school to undertake a performance report displayed for community scrutiny based in part on the NAPLAN results. While this seems a reasonable request the ramifications can be quite damaging.

- Obviously this can compromise confidential information on individual student levels for very small classes, exposing issues of privacy.
- And if say one student out of 4 fails to reach the benchmark for a NAPLAN test, 25% of the year 3 class fails.

- Also this compromises our 'My School' website, one student can make a significant comparative difference to an otherwise reasonable or even excellent group results.

A new agreement is due to be signed this year with the Federal Government for the next financial quadrennium. One thing is certain, there is even more accountability expected.

The results from the 2012 NAPLAN tests are given as,

- above the national benchmark,
- at the benchmark
- below the benchmark:

Yr 3 Reading . 6 above the benchmarked . 2 at the benchmark . 1 below	Yr 5 Reading . 5 above . 2 below	Yr 7 Reading . 6 above . 1 at
Yr 3 Writing . 5 above . 4 at . 1 below	Yr 5 Writing . 3 above . 2 at . 1 below	Yr 7 Writing . 2 above . 4 at . 1 below
Yr 3 Spelling . 4 above . 3 at . 2 below	Yr 5 Spelling . 3 above . 3 at . 2 below	Yr 7 Spelling . 4 above . 1 at . 2 below
Yr 3 Grammar . 6 above . 4 below	Yr 5 Grammar . 4 above . 1 at . 2 below	Yr 7 Grammar . 5 above . 1 at . 1 below
Yr 3 Numeracy . 7 above . 2 below	Yr 5 Numeracy . 4 above . 1 at . 2 below	Yr 7 Numeracy . 5 above . 1 at . 1 below

So while the NAPLAN tests only show a thin slice of achievement in one year, nevertheless over a couple of years and compared against state and like schools, and with the same students, they can begin to be a little helpful. We are very aware that there is an ongoing challenge with spelling at our school, addressed by the staff in 2009 and again in 2010-11 with the trial of a new spelling programme and professional development of teachers. In 2012 we undertook to improve numeracy in the school. As a result of unsuccessful attempts at moderating students with the new curriculum, it became obvious we needed to develop a common approach. We have now have all teachers undertaking PD in a common cross-school programme day 1 term 2 2013. This will provide a common tool for the whole school to discuss and measure progress in a common numeracy language.

There is a new proposal that we report A-E explicitly in each report, on each student. This as you know is in direct opposition to our schools non-competitive ethos and rest assured we are on to it.

Student attendance in 2012 attendance scored a 92.2%, in the collection period, this is an increase from the 2011 years 89%, the absences are averaged across each year level. The legislation covering attendance is found in the, 'Compulsory Clauses' in the *Australian Schools Act. And The Nation Education Act;*(Various revisions).

How attendance is managed at school

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

An attendance check is marked early in the day and then sent to admin. If there isn't a note or call previously admin will attempt to call to establish a reason for the absence. 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 the possible impact on the student,
- And / or a report to the education department, and / or the involvement of other agencies.

Students who do leave without notice as much as possible are tracked through the office and the compulsory 'Student Tracking' legislation.

There are repeated accounts of unexplained absences usually from one or two families in every school.

Teacher Standards and Qualifications

- All teaching staff are registered with the Teacher Registration Board.
- All hold suitable qualifications for the responsibilities of their practice.
- Also staff are encouraged to undergo ongoing professional development, they are all collegial, share their practice openly, and help maintain a positive and happy work environment.
- The staff demonstrate dedication with extra effort after school hours, camps, concerts etc.

In addition the attendance to various required meetings, staff meetings are not confined to teachers and all voices contribute to the wellbeing of the students. All this with considerably less remuneration that would be expected at State and Catholic Schools.

Communication with parents and the community

Communication in the community is of a particularly high standard in this school in comparison with other schools I have been associated with.

The regular newsletter is excellent, informative, regular and connective. (Thanks to Whitney).

The Governing Body has been strong and the Parent Group, while irregular, has been helpful with fund raising and general support.

The school's interaction with the community is as regular as our 'Out and About days'; connecting with local guest speakers, the museum and the library amongst others.

Teachers do not hesitate to call parents and the calls are always welcome the other way; that is parents to school. Carers are also welcome to visit the school and participate, or just observe, in our daily life. We need to be proud of our transparency.

Parent student and teacher satisfaction with the school.

The Governing Body's School review of 2012 made specific recommendations which have all been responded to and some are ongoing.

In part the concluding remarks stated ... The overall impression gained from the review is that the school is considered by parents and staff to be functioning well despite the increase in numbers, new staff and ... a higher than expected group of challenging students...(Both highly engaged and in need of extra support).

Students reported some social problems and a couple reported they found coming to school difficult because of this. However in the concluding comment of students the review noted; 'The overall ratings to making friends, to getting along well with teachers, and to liking coming to school, were positive and are testament to the strength of the school community'.

Staff suggestions for improvement have all been acted upon. Clearer delineation of formal duty times, increase in DOTT times, despite this clearer breaks were not achieved. General though the review noted under job satisfaction 'Ratings and statements show that this is generally high although various staff noted that difficult students could make for very tough days. Some staff volunteered that they were highly motivated by the ethos, and the setting of the school, and by their colleagues: "I frequently tell people I have the best job in the world!"

The responses from parents were overwhelmingly positive. Most felt that the academic and social improvement in their children exceeded their expectations. Parents frequently responded on the nurturing of students, articulating feelings and needs, and were appreciative of the levels of communication, especially with staff. Things the school could improve on included the impact of disruptive students, the unfair burden on teachers and other students, and a small number felt unfamiliar with the reporting structure.

Looking forward: A previous report when completed in 2010, after the 30th celebrations, called for the Governing Body to strengthen the school's permanency,

strengthen the best of the school's traditions through a forward plan and develop our finances and capital works with a solid view to where we would like to be. Thanks to the initial work by Diane Evers and the vision of Michelle Rechichi, the present Governing Body has delivered and are still delivering that vision. I'm proud of where we are and share with Bryan the optimism for the future.

A huge thanks to our excellent staff and Whitney, on whom we are all developing an unhealthy dependency. I believe last year was a successful year, but then again what would I know?

For those who are leaving our Governing Body and a heartfelt thanks for your support. A real appreciation for those staying on, all have demonstrated a positive problem solving contribution to the Governing Body so far, and your experience will be highly valued.

For those joining thank you for your commitment and welcome.

Rex Davies
Teaching Principal

Financial Report

The financial records of Woodbury Boston Primary School have been audited, and the Audit Report is hereby tabled for anyone to peruse. Please note; this report is not to be taken from the school building.

From the audit report:

27 March 2013

Scope

We have this day audited the financial records of the Woodbury Boston Primary School for the period 1st January 2012 to 31st December 2012. The Committee is responsible for the preparation of the Cash Book and other aspects of keeping financial records of the committee. We have conducted an independent audit of the financial records in order to express an opinion on it to the Committee.

Our audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance whether the financial report is free of material misstatement. Our procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates.

The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In our opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements the financial position of the Woodbury Boston Primary School for the year ended 31st December 2012 and the results of its operations and its cash flows for the period then ended.

1.1 Statement of Financial Performance

Looking at the results for 2012 we ended the year with an operating profit of \$26,636 compared with \$53349 for 2011. The reduction in operating profit is partly due to our increased staffing levels, and to the commencement of our 5 year building program, which will continue in 2013 with the construction of the new administration block.

School Funding Sources

Up to and including in 2012, Woodbury Boston funding is based on 3 sources. ½ federal per capita (How many students on the school bi annual census), ¼ state per capita, and a ¼ parent contributions. One-off grants makes up some funds but these are usually competitive and cannot be relied upon. With the current review of government funding, this funding model may be different from 2013 onwards.

Whitney Weaver
School administrator