

Chairperson's Report

As presented at the AGM 29th April 2015

Let me begin with an official goodbye, to our amazing Rex. Rex came to this school as Teaching Principal in 2004, the first following the retirement of the founder himself. A daunting task I am sure. Rex was 100% committed to the school and never backed down from a fight he believed was worth fighting, especially if something threatened to compromise the integrity of our ethos. I remember feeling incredibly sad to hear of his impending retirement and I know I was not the only one. His passion is still evident in his continued reappearances at camps, much to the delight of the kids. Thank you Rex for your dedication, for your commitment to the children in your care, for the school hours, the afterhours, and the weekends you spent building on the intricate groundwork laid by John and Forrest, and for leaving us in a strong position for the future.

Now for an official welcome, to the equally amazing Josh. You cannot deny Josh's enthusiasm. He comes to us with a wealth of information and skills, and has thrown himself into continuing where Rex left off. Josh brings a fresh outlook, while being an avid supporter and believer in the Woodbury Boston experience. Welcome also to his family, wife Madeleine, and children, Hudson, Mather, Grady and little Tatum.

Much of the last half of 2014 was taken up by preparations for the school's re-registration with the Department of Education Services, the visit for which happened earlier this year, a mammoth effort from Rex and Whitney in compiling all the records needed to show compliance. We are yet to receive the final report; however the visit went quite well despite Josh being so new to our school, with only a few minor issues to address which we will concentrate on this year. Also during the second half of 2014, the Governing Body was focussed on finding a replacement Teaching Principal, and a sub-committee of GB members and staff was formed to concentrate solely on that task.

Consequently reviewing the strategic plan and conducting another whole school survey in 2014 were put on hold and will now be the immediate business of this year. Ultimately this has its benefits with Josh now being able to be a part of both those processes.

Without a current school review I can only speculate on parent and student satisfaction, the overall feeling though continues to be positive, it will be interesting to see what suggestions and feedback the next whole school survey will yield. The Governing Body received a letter from an education assistant working with us, halfway through the year highlighting the need for classroom staff to have a set period of time available each day, where they can take time for themselves, to have a quiet cuppa/eat lunch etc. without interruption. Immediate action was undertaken by the Governing Body, Rex, and teaching staff to initiate a system that allows education assistants this time, either side of student break times. The staff also conduct weekly meetings to debrief, and discuss concerns, share ideas and offer support.

I will take this opportunity to commend all the teaching staff, Deanne, Sunny, Kristy, Jule, Robyn, Linda, Ree, Jenny, Hiede, Em, Kylie, Liz and Josh on their outstanding efforts, we appreciate that more often than not your duties go above and beyond what could be considered a normal workload, yet your enthusiasm never seems to falter.

Student numbers were slightly elevated in 2014 at 87, as this was the last year of Year 7 being part of primary school. Our waiting lists for those seeking places for their children now and for the years ahead continue to grow (we currently have 7 applications for kindy in 2018!) This is a positive sign. Woodbury Boston's vision for "providing a comfortable and nurturing atmosphere in which to learn".... is finally being recognised as essential by parents wanting more for their children. It does create a certain dilemma in that we are losing the ability to immediately take in children that could really benefit from a place in our school; this is also something we (the Governing Body) will attempt to address over the coming year.

I'd like to acknowledge my fellow Governing Body members, for your dedication and commitment, despite personal hardships, long working hours, and busy family lives, you are all still willing to be there. It's an honour to be a part of the enthusiastic discussions and momentous decision-making on behalf of our school. Our unity has stood us in good stead as we provide support to our new principal. In particular, thank you to Michelle, for taking on the treasurer role, and for continuing to stay on the Governing Body, despite no longer having a child at the school.

Whitney, a mention of your own, thank you, for all the support you gave Rex, the support you continue to give Josh, for being the first point of call for prospective parents, the phone calls, your sensible advice, your comprehensive budget reports each meeting, the 'just in case you forgot' reminders in our inbox's, and for our informative weekly newsletters and so much more.

I hope you all feeling as inspired about the upcoming year as I am, remember the door to our GB meetings is always open if you wish to sit in throughout the year, bring cake.

Thankyou

Kate.

Katherine Grocott
Governing Body Chairperson

Teaching Principal's Report

I'd firstly like to take this opportunity to thank the Woodbury Boston School Community for making me feel so welcome since arriving at the start of this year. You have all made the adjustment of moving a family to a new place and also starting a new job as smooth as possible. This is particularly true of the school's staff who see and guide me every day. Thank you.

I'm really enjoying the role and am listening hard in order to fast-track my understanding of how such a unique and successful school has managed to function so well.

Despite the need for me to familiarise myself with the operations of the school, I am also well aware of the need for the school to continually improve on what it has to offer. I am committed to this improvement and see this opportunity today as not just the chance to report the progress of 2014 but also the opportunity to start thinking of the 2015 report. I see it as a time to start making explicit what we are trying to achieve over the next 12 months, and to use this information to accurately use and report our progress.

There are certain requirements of an annual report, some of which will be covered by Kate. In addition to these requirements, I feel that we have the opportunity to make the annual report 'our own'. By this I mean we can use all of our valued reflective processes to drive our report to ensure we continually engage with it. Whilst a lot of the report will always address certain aspects of compliance, I look forward to us making the report 'our own' over the next 12 months.

Teacher Standards and Qualifications

In 2014, all teachers employed at the school;

- were registered with the Teacher Registration Board of Western Australia (TRBWA). This is a requirement of all teachers in Western Australian schools.
- provided a Working with Children Check. This is a compulsory criminal check for people who work with children under the age of 18 in Western Australia. As a result all adults working in the school or staying overnight at school camps provided this check to the school.
- had suitable qualifications, both allowing them to be registered by the Teacher Registration Board and also carry out their duties as competent educators of the school.
- displayed continued enthusiasm and professionalism towards opportunities that provided them with new skills to offer an even more enriching education.

2014 Workforce composition

Teaching staff	7
Full-time equivalent teaching staff	5
Non-teaching staff	10
Full-time equivalent non-teaching staff	6

2014 Student Attendance

2014 Attendance rates for each year of schooling

YEAR LEVEL	ATTENDANCE RATE %
Kindy	81.25
Pre-Primary	89.27
Year 1	89.91
Year 2	89.7
Year 3	89.62
Year 4	93.72
Year 5	88.98
Year 6	91.84
Year 7	95.38

The graph above provides us with some useful information.

- 6 of the 9 classes provided attendance rates that were below 90%. Anything below 90% starts to put students at significant educational risk. This is something that we need to be mindful of and look to improve over the next 12 months.
- We understand that Kindy attendance can be low as children take some time to transition to the school environment.

Student attendance for years 1-7	Rate
All students	91%

How non-attendance is managed by the 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 administration. Parents and carers are required to send a note, or phone the school if their child is away. If a note has not been provided or a phone call not made, administration will attempt to call to establish a reason for the absence. The teacher follows up continued non-attendance without a reason.

This may result in...

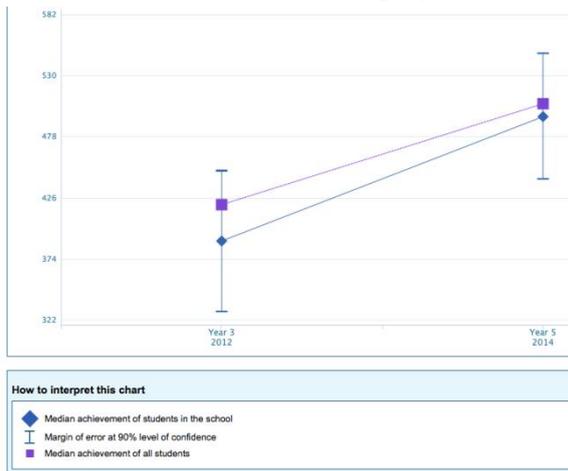
- Contact from the principal,
- A meeting at school to discuss one or some of the following;
 - the possible impact on the student
 - a report to the education department
 - and/or the involvement of other external agencies

2014 Students Results in NAP annual assessments

NAPLAN results provide us with limited data about student progress and even less relevant data about the success of the school but it provides us with data all the same. The challenge for us is to ensure that we don't compromise the ethos of our school and the sensible, balanced curriculum that should be offered, in an attempt to strive for improved NAPLAN data. It is my belief that regular collection and use of meaningful and valued data in

classrooms will lead to improved NAPLAN data. Therefore we can use NAPLAN to reflect on progress to some degree but its usefulness should not be overstated.

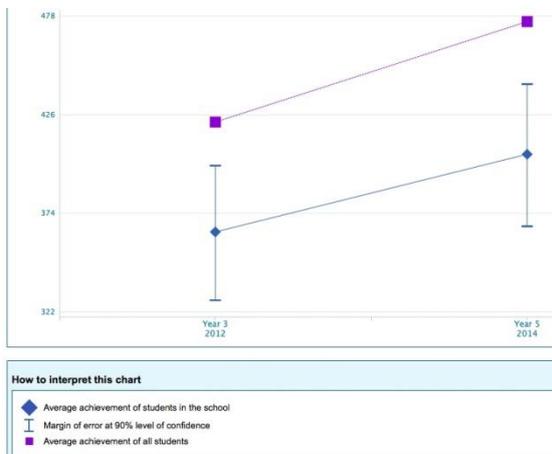
The graphs below help to show the impact that we have had on the progress of our students. It shows NAPLAN results for the same group of students in Years 3 and 5, ensuring that we are not comparing data from different students. With small sample sizes, data can be very misleading. There were insufficient numbers in the cohort moving from Year 5 to Year 7 to construct the same graphs.



READING

This graph indicates that the particular cohort of students:

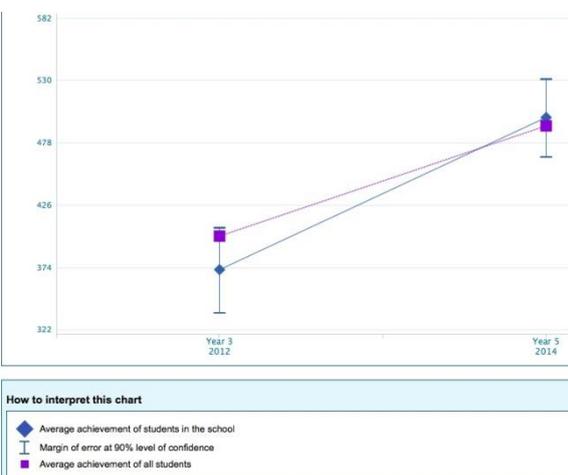
- accelerated at a greater rate than the average of all Australian students.
- achieved results just below that of all Australian students in year 5.



PERSUASIVE WRITING

This graph indicates that the particular cohort of students:

- accelerated at a similar rate to the average of all Australian students.
- achieved results well below that of all Australian students in both Year 3 and Year 5.



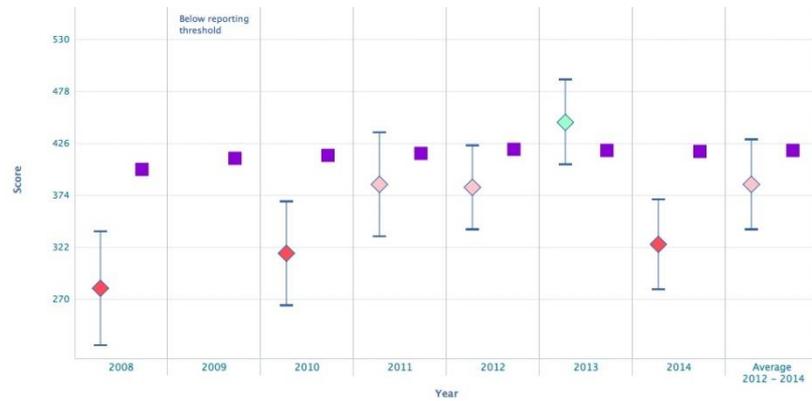
NUMERACY

This graph indicates that the particular cohort of students:

- accelerated at a higher rate than the average of all Australian students.
- achieved results above that of all Australian students in year 5.

Longitudinal Reading Data

Year 3



LONGITUDINAL READING DATA

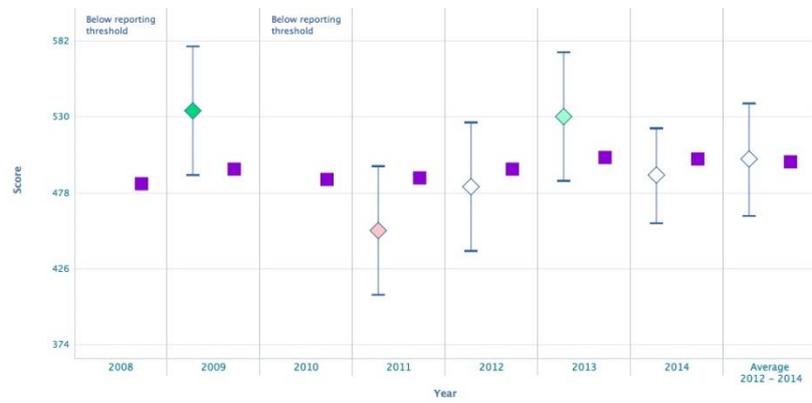
The following three graphs look at the schools performance in reading against Australian averages since 2008.

The reason I am highlighting the performance of reading is because it was identified as a focus area of the School's National School Improvement Plan.

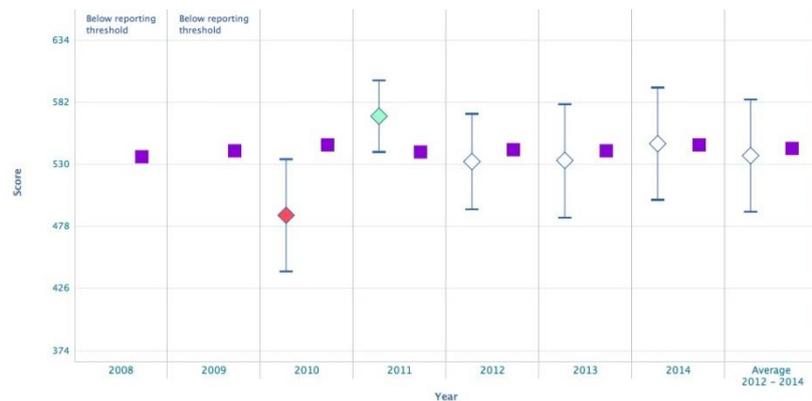
The graphs indicate:

- a distinct improvement as cohorts move through the school. (eg. 2010 Year 3 were well below Aus Average but by Year 7 2014 were above it.
- cohorts met or exceeded national average for the last 5 years in reading by the time they finished Year 7.

Year 5



Year 7



How to interpret this chart

- I Margin of error at 90% level of confidence
- ◇ Average achievement of students in the school
- Average achievement of students in Australia

Selected school's average is

- ◆ substantially above
- ◇ above
- ◇ close to
- ◇ below
- ◆ substantially below

the average for schools serving students from statistically similar backgrounds or the Australian schools' average

Looking forward

The school has recently been through a re-registration process, and despite not yet receiving the report, we have however started to think about how we can use the process to continue our commitment to school improvement.

The processes of school review, opinion surveys, performance plans, conversations etc. will all help to shape our School Improvement Plan and our Strategic Plan. These provide us with great opportunities to voice our beliefs, values, goals and ideas to collectively guide the school through it's exciting future.

2015's annual report starts now and I encourage the whole school community to start influencing its progress. The questions to ask are;

- what do we want to achieve?
- how will we know if we are achieving it?

Once again a big thank you to everyone that contributed to a very successful 2014. Your efforts are obvious and most certainly appreciated. A heartfelt thanks also goes out to Rex Davies, whose influence at the school was outstanding. This is evident to even me, despite my very short time in the school. Rex worked tirelessly to ensure that everything was in place for me coming in and I can't express my gratitude enough.

I really look forward to working with a fantastic Governing Body under the competent and motivated leadership of Katherine Grocott and a wonderfully enriching time with the students of Woodbury Boston Primary School

Josh Bell

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 removed from the school.

From the Audit Report, prepared by Sue Wheatcroft

Scope

We have this day audited the financial records of the Woodbury Boston Primary School for the period 1st January 2014 to 31st December 2014. 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 2014 and the results of its operations and its cash flows for the period then ended.

Sue Wheatcroft

Auditor

School Funding Sources

The school receives funding from both the Federal and State Governments, and from parent contributions. Due to the implementation of the Australian Education Act 2013, the proportions of school funding from each of these sources has shifted slightly to the historical $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{4}$ respectively. In 2014, Federal funding made up approximately 59.5% of the school's income, the State funding was 19.3% and parent contributions was 20.4%. The remaining approximately 1% of income was from fundraising and interest on investments. One-off grants makes up some funds but these are usually competitive and cannot be relied upon.

Whitney Weaver

Administrator