

Woodbury Boston Primary School Annual Report 2015

As presented at the AGM 27th April 2016

Chairperson's Report

The Chairperson's report is meant to be a reflection of the year gone by, a look at what we achieved, or perhaps what we didn't, ("Even the best laid plans of mice and men often go awry", as the saying goes). I'm having trouble comprehending everything that we managed to achieve in the last year, and the speed in which the same year simply disappeared.

The Governing Body certainly had a significant hurdle to overcome almost immediately following the last AGM. The discovery that our constitution did not consider two of its newly elected members eligible to be on the Governing Body (Michelle as an EX parent and Tony being married to a staff member were not considered to be members of the incorporated body), meant we were down valuable members straight away while the remainder of us directed all our energies into going through the constitution with a fine tooth comb. It was an enlightening process, but I'm not sure any of us are in much of a hurry to do it again. Happily the amended constitution was passed unanimously at the Special General Meeting and we were a full contingent once more.

The most significant, and I believe constructive change to the constitution, allows two interested members from the non-school community to nominate for the Governing Body. Not necessarily a new thing for the school in years gone by, it means we have the opportunity of attracting members with specific skill sets, or just general know how. Non-members can be for example extended family such as grandparents, Aunties or Uncles who are interested in being involved in the school and contributing.

Fostering this kind of contribution to the school is the first of the Future Directions listed in our Strategic Plan. Which is, to "Be a sustainable school..." where we "Encourage, value and support the contribution of families and school volunteers." Obviously the more support we can get from parents and the wider school community in all things related to our school the more sustainable our little school becomes. It means our brilliant, hardworking staff get to focus more on the children themselves and less on the day to day running of the school. Again I refer to our Strategic Plan where, under Our Values, "The community of Woodbury Boston Primary will: Embody a cooperative culture rather than one based on competition." This in turn follows the strategic objective, "Support staff to be challenged and inspired to be great teachers" which allows them to "Continue to provide relevant education" another of our Future Directions.

In case you didn't pick it up, The Governing Body (a sub-committee of) and Staff are in the process of independently reviewing our Strategic Plan. It's a little over due, but it comes at a good time, particularly for Josh, after the rush of last year, to sit with the Staff and take a comprehensive look at where our school is going and more importantly where we want to go.

The school review, conducted in November 2015, shows that overall, Staff morale remains high. The most commonly seen comments referring to a committed, supportive team with "minimal workplace politics, due to a great culture of consultation and respect for others (this is not to say there is not conflict)." However, the pay rate for Teachers and education assistants generated a lot of comment and general opinion was that it fell short, particularly when workloads, both during and after school hours, were taken into consideration. The Governing Body is aware of the discrepancies

between the pay rates of the Education Department and the Independent sector and will continue its' endeavours to close that gap.

The parent survey showed that Parent Satisfaction also remains high, almost all responses citing that their children love to come to school and have shown positive improvements. Better communication with parents and an updated website were common requests. Happily, we can say that Whitney has done an amazing job with this, and not only to do we now have an updated website, but also a mobile app to make receiving up to date information and newsletters that much quicker and more reliable. Well done Whitney and a massive thank you. It is much easier to refer to the app, than to sieve through a pile of newsletters, and it's nice to have that odd alert/reminder pop up too.

Carl, Heather, and Kelly thanks for your valuable contributions, and comprehensive minutes, and your humour.

Kier, Tony, and Alby. Thank you also for your always relevant and insightful input. It has been a very interesting year but we managed.

Michelle as a member of our finance committee thank you for the extra hours you spend essentially working to help the school.

Lastly, Josh, Well Done, you survived your first year and did an exceptional job, despite what we now know was an unrealistic Teaching Principal load. Thank you for the many many hours you put in to our School.

Thank you to everyone who is here tonight for coming,

Kate.

Katherine Grocott

Governing Body Chairperson

Teaching Principal's Report

LOOKING BACK

As I reflect on the last 12 months, I think of just how much I have learnt. There is no substitute for role specific experience and perhaps the first 12 months in any position is the most important in terms of shaping knowledge and informing direction. I'd like to take this opportunity to thank the wonderful staff of Woodbury Boston Primary School for taking time to induct me into the important processes of our school.

In last year's report, I stated that I needed to start thinking about the year ahead in terms of producing this current report. I think this was evident as we collected data to help inform our future programs and staffing. We are also currently reviewing the strategic plan, with the view that it is at the forefront of our planning and practice.

In Term 1, 2015, Woodbury Boston Primary School completed its re-registration process. This is quite an exhaustive task and without the tireless work of both Whitney and also Rex, the school registration period would be severely compromised. The school should be very proud of how it presented itself throughout this process and ultimately the three-year registration period that it obtained. The process does provide opportunity for reflection and I think that it is reasonable to suggest that the recommendations made to us during this process were both fair and achievable. We have already addressed these recommendations and we are well placed to make sure that we stay up to date in preparation for our next registration process in a couple of years' time. Well done everyone.

The school also conducted a review of itself in 2015. This review is being collated by the Schools Governing Body and will be reported to the school community shortly. This is a comprehensive process that seeks feedback from the students, parents and staff of the school.

As a result of literacy data collected by the school during 2015, the Governing Body agreed that it would be a good idea to offer a 0.6 position in Accelerated Literacy for 2016. This will help to ensure that we target the needs of all of our students as early as possible. Hopefully we can see suitable progress this year, as affordability may prevent us offering this position beyond the end of this year. In addition to the Accelerated Literacy position, all staff of the school participated in a 2-day Accelerated Literacy Professional Development in conjunction with another school at the beginning of Term 1 this year. Despite the different contexts of the two schools, there are definite advantages for learning and collaborating with others.

2015 was certainly a busy year but there is little doubt that it was also a very productive one. Congratulations and thank you to the whole school community.

The school's annual report needs to include analysis of school performance that meets Commonwealth Government requirements. The *Australian Education Regulation 2013, regulation 60*, requires each school to publish an annual report on the Internet within six months after the end of a year that includes that includes the following items:

a) **Contextual Information**

Woodbury Boston Primary School is a small independent primary school situated halfway between Albany and Denmark, on the south coast of Western Australia. The school was established in 1980, and currently caters for boys and girls from kindergarten (age 4) to year six (age 11). Woodbury Boston is a day school, and takes children from Albany and Denmark and the surrounding areas.

Children learn best when they are happy. The philosophy of the school is firmly focussed on children having the opportunity to experience fun every day. Everyone at the school, children and adults alike, are treated with kindness and respect, and are expected to treat those around them the same way.

b) **Teacher Standards and Qualifications**

In 2015, all teachers employed at the school:

- were registered with the Teacher Registration Board of Western Australia (TRBWA). This is a requirement of all teachers working 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 TRBWA 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.

List of Teaching Staff and qualifications

Jule Ruscoe	B.Arts Ed
Deanne Lowrie	B. Ed
Kristy Watson	B.Arts Grad Dip (Early Childhood Studies)
Sunny Stefanoni	B. Ed
Josh Bell	B.Teach Grad Dip (Health & PE)

List of Governing Body Members (as at first GB meeting following the 2015 AGM)

Kate Grocott (Chair)	Michelle Salisbury
Heather Williams	Carl Richardson
Kelly Kerr	Kier Perryman
Alby Van Dongen	Tony Higgs
Whitney Weaver (Ex-officio) School Administrator	Josh Bell (Ex-officio) Teaching Principal

c) **Workforce Composition**

Teaching staff	5
Full-time equivalent teaching staff	4.6
Non-teaching staff	12
Full-time equivalent non-teaching staff	6

d) **Student Attendance**

2014 / 2015 ATTENDANCE RATES FOR EACH YEAR OF SCHOOLING

YEAR LEVEL	ATTENDANCE RATE %	
	2014	2015
Pre-Primary	89.27	
Year 1	89.91	89.32
Year 2	89.7	83.6
Year 3	89.62	90.27
Year 4	93.72	83.78
Year 5	88.98	93.54
Year 6	91.84	85.37
All students 1-6	90.63	88.06

The graph above is of concern to the school. It indicates:

- that the cohort of Year 2 students in 2015 had attended school an average of 6.3% less than they had the previous year.
- that the cohort of Year 4 students in 2015 had attended school an average of 6% less than they had the previous year.
- that the cohort of Year 6 students in 2015 had attended school an average of 3.5% less than they had the previous year.
- that the average attendance of students in our school is of concern.

A student is deemed to be at educational risk when their attendance is less than 90%. We acknowledge that in a small school, average attendance rates can be severely affected by a small number of students. However, in 2015 over 50% of students in the school attended less than 90% of the time. We are determined to ensure that we adopt strategies to ensure that all students are attending school each day. We are committed to this and are aware that this information needs to be shared with the school community.

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 contact the parent to establish a

reason for the absence. The teacher follows up continued non-attendance without a reason.

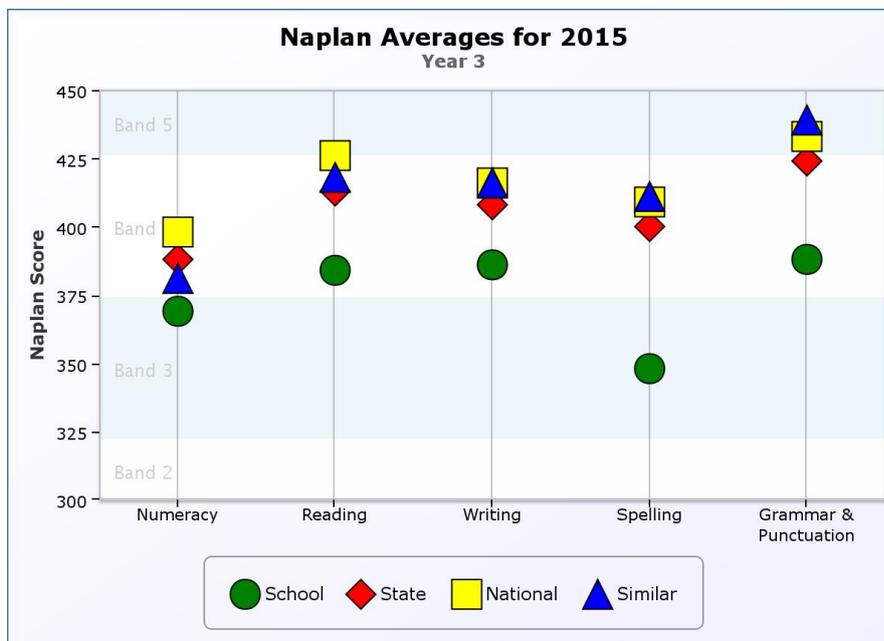
Continued non-attendance without a valid reason may result in...

- contact from the principal,
- meeting at school or home 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

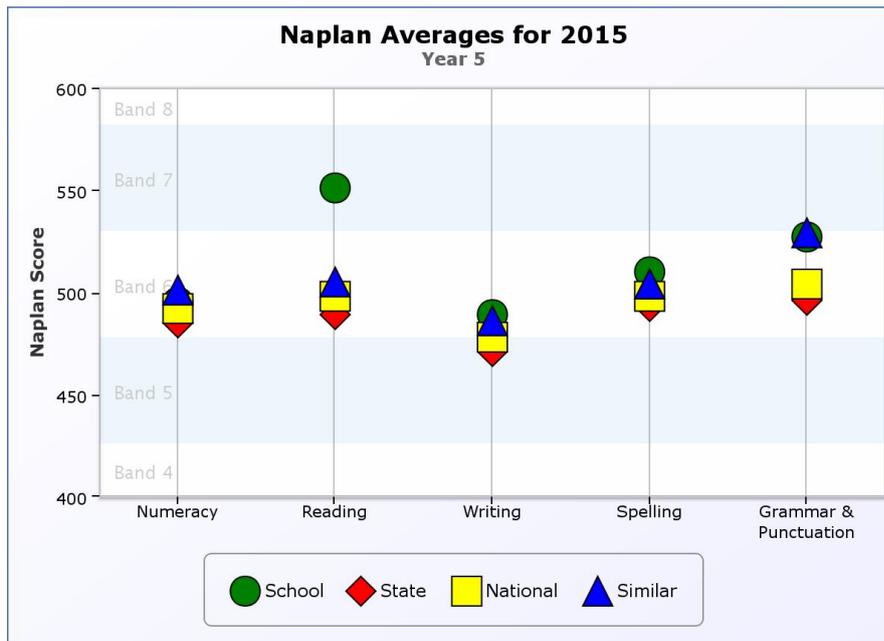
e) **2015 Students Results in NAP Annual Assessments**

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. This data would be far more meaningful if even-year testing were conducted. This would mean that information from results as well as other class-based observations and data could be used to inform targeted teaching in classrooms. This is something we have discussed with AISWA Numeracy Consultants and would consider for 2016 and beyond.

The graphs below are an efficient way of summarising our NAPLAN data for 2015.



Our Year 3 students were considerably below National Average in all assessments. Spelling is the area of greatest need.



Our Year 5 students were above National Average in all assessments.
Our students were well above National Average for Reading.

There were no surprises for us in terms of the information that these graphs display. Our regular observations and in-school assessments would generally support this data. Having said this, we feel we need to consider our own assessment and observation as valid data that we can use on a regular basis to help individual students to reach their personal potential. As mentioned earlier in the report, the school used its current data to make important decisions about staffing and programming to address particular needs. Some of these students first NAPLAN test results won't be available for another 2 ½ years, hence the importance of using data and observations collected and used within the school to make these necessary and important decisions.

f) **Satisfaction Surveys**

The Chairperson's report gives information on the level of staff and parent satisfaction from the 2015 School Surveys.

g) **School Income and Funding**

School Income and Funding information is included in the Financial Report.

LOOKING FORWARD

There are many requirements placed on schools, which can be incredibly daunting on staff in terms of both compliance and genuinely improving performance.

The processes of school review, opinion surveys, performance plans, valued practices, 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. In 2016 I am attempting to bring all of these initiatives, documents etc. together in an efficient way, to use as a motivational tool on school performance.

I'd also like to take this opportunity to welcome the new staff of the school. We are very excited and lucky to have you here and I look forward to working closely with you in 2016.

In addition to the new staff of the school, we also have many new families in the school. Of course most of the new families have joined us as a result of their children starting Kindy this year. Welcome to a great school to all the new families and we look forward to many fabulous years with your kids at Woodbury Boston.

It's been so nice hearing the many success stories of former Woodbury Boston students and I really look forward to hearing many more of these, particularly as I am now fortunate enough to be developing relationships with such wonderful kids, that I get to hear of prosperous futures. There will also be challenging times ahead, however the ability to cope, negotiate, resolve etc that has been so well grounded during their Woodbury Boston Education, will be of great benefit to our students.

I really look forward to working with the Governing Body of Woodbury Boston School in 2016. I welcome new members to the Governing Body and stress my appreciation to the Governing Body members that have worked so hard in 2015, but sadly are not re-nominating this year. Congratulations and thank you for such valuable contributions. You will be missed by all of us.

Lastly, I look forward to working with wonderful staff, families and most importantly kids. 2016 is an exciting year for all of us, and I sincerely thank you all for giving me the opportunity to share it with you.

We're doing a great job and the challenge is to do it even better!

Thanks kindly,

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 2015 to 31st December 2015. 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 2015 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 2015, Federal funding made up approximately 58.1% of the school's income, the State funding was 21.3% and parent contributions was 18.6%. The remaining approximately 2% of income was from fundraising and interest on investments. One-off grants make up some funds but these are usually competitive and cannot be relied upon. There is current uncertainty regarding Government funding post 2017.

Whitney Weaver

Administrator