

Woodbury Boston Primary School Annual Report 2016

As presented at the AGM 27th April 2017

Chairperson's Report

The 2016 school year was one of change and evolution for the school. The proud history of Woodbury Boston Primary School dates back more than 30 years and is built on a solid set of core values including compassion and respect, cooperation and resilience. These values are reflected in the strategic directions set down in 2012 which focus on sustainability, environmental responsibility, relevant education, engaging with the school community and the Woodbury Boston 'experience'. In my efforts to define how the school has gone about achieving these lofty goals I'm drawn to concrete examples of these values and goals in practice. None more so than Whole School Camp, Peer Support, Parliament, Out & About, the School Concert and end of year dance. These are the celebrations of the school – where we see how the focus on providing a holistic, nurturing learning environment brings the school community together. It is easy to focus on these 'showcase' events but they also provide tangible links to the day to day effort that goes into creating the unique learning environment that exists at Woodbury Boston. Further, the conversations that continue to surface in the broader community about Woodbury Boston give rise to great optimism regarding the direction of our school. In particular, when we hear of restaurant owners ringing the school to say how wonderful it was hosting our year 6 graduates' dinner at the end of 2016, to hear community members say how much they loved visiting the school and to hear students, staff and parents speak so proudly of the school in conversation not to mention the joy of pulling muddy clothes out of a school bag on a Friday morning before lunch gets packed!

Woodbury Boston continues to enjoy a healthy reputation for providing a unique learning experience which values the contribution of all its students, staff and the broader school community. It's this approach which has seen families seeking the Woodbury Boston experience and is reflected in the enrolments sustained over the last 5 years. In 2016 the total number of students was 81 (71 Pre-Primary to Year 6 and 10 Kindy). This year the school had 80 enrolled students as at February 2017 census. After peaking in 2015 at 87 students, in the last year of year 7s as part of primary school, numbers have stabilised at or around 80 in keeping with the stated objective for 2012-2017. The interest in attending Woodbury Boston is also shown by strong numbers in future enrolments for Kindy places and a waitlist for other class vacancies. The retention of students across all years is significant for the school as 2016 demonstrated that even with a waiting list the capacity of families to accept a place at Woodbury Boston mid-year can be limited. With such small numbers overall the effect on class balance and revenue is acutely felt by the school when a family ceases an enrolment. To this end the Governing Body is taking steps to manage class waitlists to better reflect the actual numbers of prospective students. Maintaining healthy enrolment numbers is key to the sustainability of the school and also in providing evidence of continued demand to attract funding or to access capital for future school development.

In 2016 the operating cash surplus of \$78,319 was equivalent to 7.3% of total revenue. This represents a small margin for an operating budget of more than one million dollars and highlights the need for prudent financial management. More than 75% of school revenue comes in the form of federal and state grants while in 2016 School Fees made up 13% of total revenue. Staff salaries and related expenses continue to be the majority costs accounting for 84.5% of expenditure in 2016. This

is a reflection of the importance the school places on staff to student ratios in all classes to achieve a supportive learning environment, stimulating learning experience and challenge to all students. Future planning and directions will necessarily take this into account to find ways to sustain the school's approach to teaching and learning. Negotiations with the land owners and founders of the school, John and Forrest Woodbury, regarding the ownership of the land continued in 2016 and the school entered into a lease extension with the owners until the end of 2021, securing the medium-term tenure of the school. The long-term future of the school site was a focus of Governing Body activities throughout 2016. In the second half of 2016 the Governing Body increased its efforts to ensure the school's solid financial position not only for 2017 but also for budget projections out to 2024. The capacity of the school to withstand funding changes and budget pressure thereby continuing to provide an affordable alternative option for education locally to Albany, Denmark and places in between continues to be a key objective of the Governing Body.

Ramping up of accountability from funding sources and regulatory bodies places increasing pressure on the resources of the school and makes doubly important the need for all school members to consider how to support and sustain the schooling experience that has become synonymous with Woodbury Boston. This is not to say that the school remains static. Rather, throughout its history the school has responded to the ever-changing nature of education trends in Australia. The challenge remains for the school community to support the staff to stay focused on what we know works well – valuing all children and promoting their inquisitive spirit and building a caring and supportive environment where their talents can be nurtured – while also being conscious of how we need to evolve to remain relevant to prospective and current family members. As the school prepares for re-registration again in 2018, school resources will need to be directed in the second half of 2017 to ensure we are well prepared for the re-registration process. This will also coincide with a review of the existing, and creation of a new, Strategic Plan for the next 5 years.

Finally, some acknowledgments from 2016 must go out to the staff who demonstrated such amazing warmth and commitment to all the students. Being an employee of Woodbury Boston is a labour of love – one that comes with great reward – and requires a huge effort from all. From the whole school community, I thank all of the staff for their efforts in 2016. We've had some additions and departures in the staffing ranks but change brings with it opportunity and I have been reminded of the generosity that exists in our school community by the way that new staff, students and families are welcomed into Woodbury Boston. I encourage you all to continue to contribute to the school in whichever way you can and take a moment to recognise the efforts of the staff in making the school such a nurturing place for our children to thrive.

Nikolai Emery
Acting Chairperson

Teaching Principal's Report

LOOKING BACK

This report summarises the progress of the school for 2016. We have to remind ourselves of this, as now entering Term 2; we are well into the 2017 school year.

First and foremost I'd really like to thank the staff, the families and of course the kids who have continued to make Woodbury Boston Primary School the most amazing place for the students to receive their primary school education. We all contribute to this and without our combined efforts, we wouldn't have such an amazing school.

- The staff in our school work very hard to not only educate the children according to the requirements of the Australian Curriculum but they also work very hard to uphold the very important ethos on which the school was founded. The current educational climate continues to make this increasingly more difficult for staff to manage, but I'd like to thank all of our staff for their effort in continuing this imperative focus for our school.
- The families in our school have made a conscious decision to choose Woodbury Boston as their preferred primary school option for their children. The families of our school continue to speak of our school in glowing terms to those outside of the school community. They support both their own children, and the staff of the school to offer the education that Woodbury Boston is known for. Our school community understands how difficult it is to meet everyone's needs and I thank them for the consideration and understanding they show towards maintaining school operations in the most positive way.
- It's the students that are the heart of our school. It's the students that provide the inspiration for us all. It's the students that get us ticking again if we're tired or feeling down. It's the students that make us laugh and cry (sometimes on the same day). The kids in our school are active participants. They are decision makers, negotiators and problem solvers. We love the kids in our school and we have a lot to thank them for in terms of creating the school we have.

During 2016, Kate Grocott finished up as the Chair of our governing body. Kate was a member of the GB for many years and chair when I first started at the school. The role of GB Chair is far from easy. It is not only a significant time commitment that you have to make, but requires high-level organisation and huge responsibility. One of the roles of the GB Chair is to support the Teaching Principal of the school. I would like to thank Kate profusely for all that she achieved in this role, and specifically for the tremendous support that she has offered me.

In 2016 the Governing Body reviewed our strategic plan. This helped to ensure that the document is used by both staff and students on a regular basis to keep the school operating in the direction that we say it does. In brief this has involved using time during each Monday Milo Meeting, for the senior class to lead discussion around our school values. We spend about 2 weeks talking about each value. This is a student led discussion, which helps to enable understanding and ownership. These values are then added to staff meeting agendas each week. Classroom teaching programs and staff improvement plans now require reflection and planning directly from our strategic plan.

With school re-registration approaching in 2018, now is the time that we need to start putting all of our documentation together. As we were during the last re-registration process, we are confident that we are doing everything required of us, and some, however we are aware that this needs to be presented and communicated in the most effective way.

At this time in 2015, we identified reading decoding accuracy as an area in which we would like to demonstrate improvement. As a result, we conducted PD sessions at the start of 2016, employed a literacy teacher to work with us and recorded our results. As a school that prides itself on low-level assessments, we kept our assessments to a minimum. This was all done in a respectful way, where results were only used to inform teaching and not shared with students. In view of this, I have chosen not to present our data on this report, despite the positive message it portrays. Rest assured however, that the data is shared with the GB, to ensure that we continue to make sensible decisions around programs and staffing.

Our staffing changed a little bit last year. We had the very exciting news of two new babies to staff members. Both Deanne and Kylie took time off in 2016 to add to our extended Woodbury Boston family! During this time, we welcomed Tina to the school, to work as the teacher in the Geckos (Year 1/2) room. Val also joined us in a more permanent capacity as a literacy teacher working across the school. Welcome to the school Tina and Val. Welcome to the world Ari and Georgia! On a sad note, the end of 2016 saw us saying goodbye to Kristy. Kristy was a much-loved Early Childhood Teacher, and we wish her well in her future teaching pursuits in Perth.

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 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 2016, 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.

List of Teaching Staff and qualifications

Jule Ruscoe	B.Arts Ed
Valentina Ollington	B. Ed
Kristy Watson	B.Arts Grad Dip (Early Childhood Studies)
Sunny Stefanoni	B. Ed
Josh Bell	B.Teach Grad Dip (Health & PE)
Val Nissen	B.Arts (Sociology) Grad Dip (Education)

All teachers are fully registered with the Teacher Registration Board of Western Australia.

List of Governing Body Members

Kate Grocott (Chair Jan-Nov)
Nikolai Emery (Acting Chair Nov-present)
Michelle Salisbury
Kier Perryman
Alby Van Dongen
Tony Higgs
Alicia Nowak
Whitney Weaver (Ex-officio) School Administrator
Josh Bell (Ex-officio) Teaching Principal

c) Workforce Composition

	Head count	Full Time Equivalent
Teaching Staff	6	5.3
Non-teaching Staff	10	7.5

d) Student Attendance

I. 2014 - 2016 ATTENDANCE RATES FOR EACH YEAR OF SCHOOLING

YEAR LEVEL	ATTENDANCE RATE %		
	2014	2015	2016
Pre-Primary	89		
Year 1	90	89	92
Year 2	90	84	93
Year 3	90	90	91
Year 4	94	84	93
Year 5	89	94	85
Year 6	92	85	92
All students 1-6	91	88	91

The graph above indicates:

- That only one year level reported a lower attendance rate than the previous year.
- The average attendance across the year has improved by 3%.

As mentioned in previous reports, in a small school, attendance can be severely affected by a small number of students. As some year level cohorts have less than 10 students in them, it only takes low attendance by one student to drop the overall cohort attendance rate significantly. Despite this, in 2016, it was pleasing to see our attendance rate improve on the previous year. We are committed to continued improvement and are aware that this information needs to be shared with the school community to enable this improvement to happen.

II. 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(s) to establish a reason for the absence. The teacher follows up continued non-attendance without a reason.

This may result in...

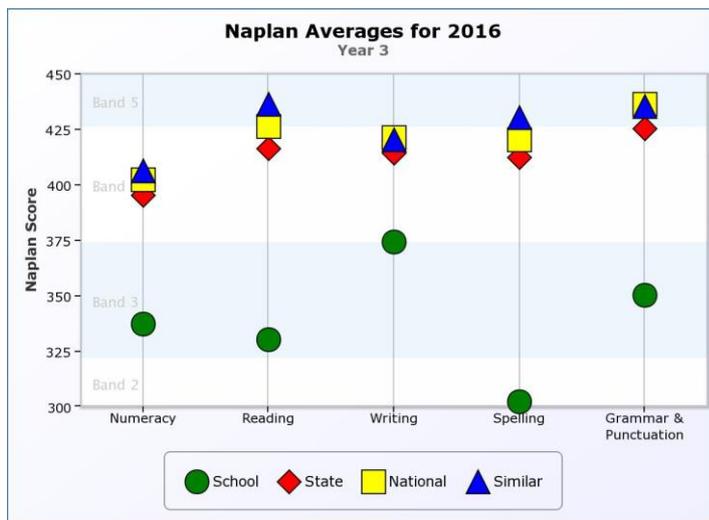
- contact from the principal,
- meeting at school or home to discuss one or some of the following;
 - the possible impact on the student
 - a report to the education department
 - and/or the involvement of other external agencies

e) **2016 Students Results in NAP Annual Assessments**

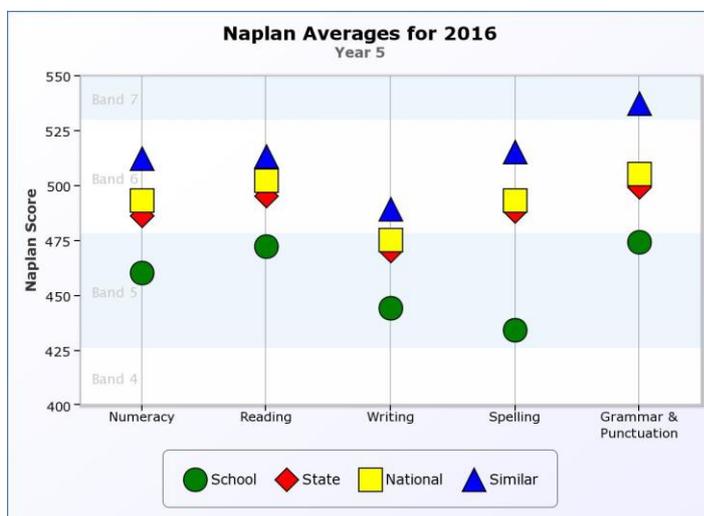
NAPLAN results provide us with limited data about student progress and even less relevant data about the success of the school but it provides us with data all the same. The challenge for us is to ensure that we don't compromise the ethos of our school and the sensible, balanced curriculum that should 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 it's usefulness should not be overstated.

The graphs below are an efficient way of summarising our NAPLAN data for 2016.

AVERAGES FOR 2016



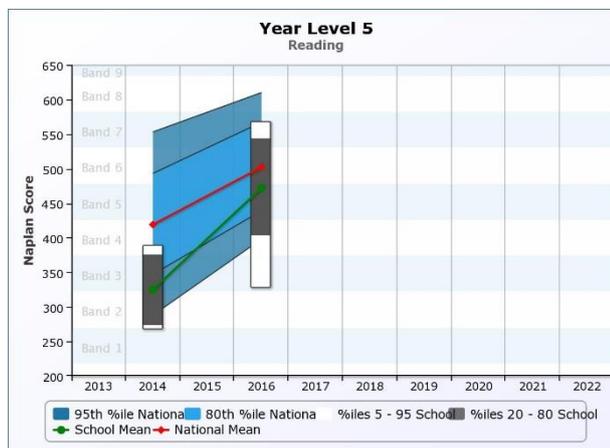
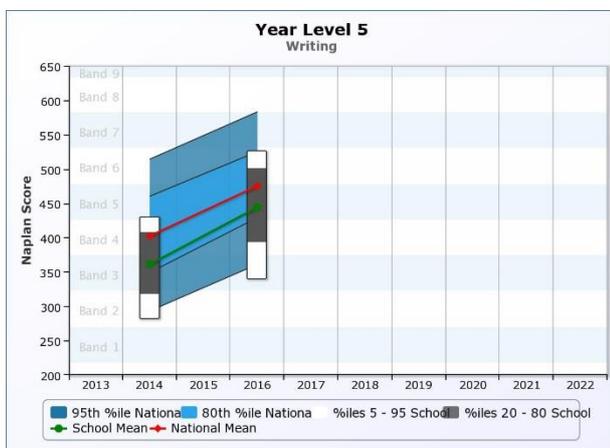
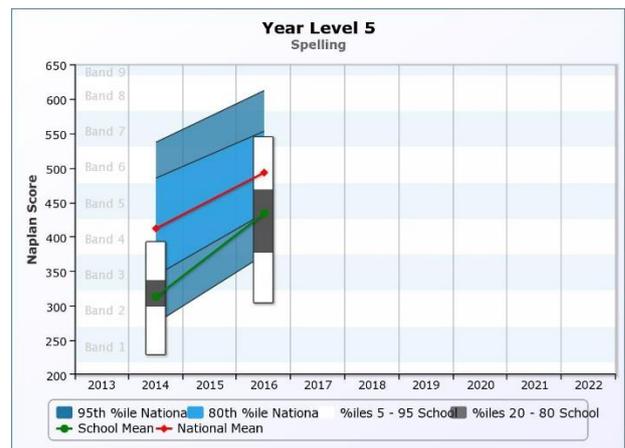
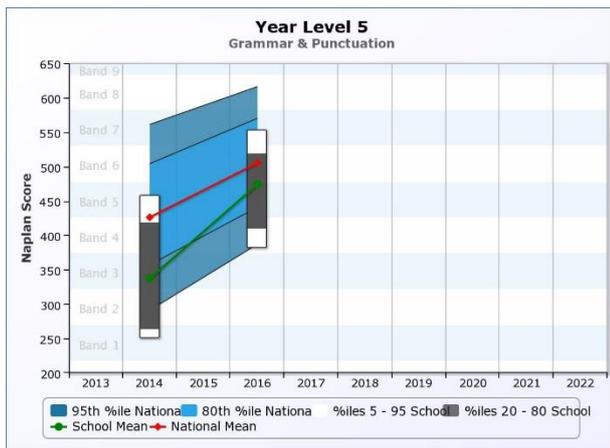
- Our Year 3 students were considerably below National Average in all assessments.
- The Spelling is the area of greatest need.



- Our Year 5 students were considerably below National Average in all assessments.
- Spelling is again the area of greatest need.

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.

COHORT PROGRESS



- The green line moving closer to the red line, indicates that we are catching up to the National Mean.
- Our most rapid progress has been in the Reading, Grammar and Punctuation and Spelling assessments.

THE STORY

The data above should be supported by the story that underpins it. As mentioned earlier, the small cohort sizes impact greatly on the way the data presents. As these cohorts are so small, for me to elaborate on these cohorts in any detail would be compromising the privacy of these students. I am not prepared to do this at the AGM, but will have a more detailed discussion with the Governing Body as necessary.

Of course the message that data portrays can also be skewed to paint a very rosy picture of academic progress, depending on the cohort being represented. We work very hard at the school to

ensure that all of our students have their individual needs met. These needs are sometimes emotional or social and at no point will we feel pressured or disappointed by academic results that compromise our professional opinion on what our students really need. As we are compelled to present this data as a high priority of our school, I too am compelled to present our story, justifying our position on school and individual student priorities.

f) Satisfaction Surveys

School satisfaction survey is conducted bi-annually. Due in 2017.

g) School Income and Funding

This will be included as part of the financial report to be presented by Whitney.

LOOKING FORWARD

One of the biggest challenges for the school in the coming year is to start considering how we will implement a languages program. This is a requirement of the school from the start of the 2018 year. The difficulty for us at this stage, is to find a way to integrate a languages program without compromising the programs that we already offer. I have spent considerable time recording what it is, that makes our school unique and effective, as well as tabling different language scenarios. It has been difficult to find a way to welcome a languages program, as I have felt that something would need to go to make way for it. The languages consultant from AISWA has visited us to start talking us through the process of implementing a languages program and to help problem solve our situation. However, recent meetings of staff have indicated that Auslan could fit beautifully with what our school currently offers. The context for Auslan is very open, allowing it to gel nicely with much of what we already do. It may even work during Out & About days for example. I will continue to work with AISWA to find the best way forward on this. For now, however, I am welcoming feedback from the school community for ideas and language preferences.

We welcomed one new staff member to our school this year and one returning staff member. Elizabeth Bain has joined us as our new Early Childhood Teacher, working with the K/PP Class. Elizabeth has a wealth of experience in Early Childhood classrooms and has settled into the school beautifully. We also welcome Kylie Ford back (nice little play on words there) to the school after her maternity leave. This year Kylie is working in the two youngest classrooms. It's great to have Kylie's bubbly personality back in our school.

We have also welcomed many new families to the school this year. Of course, we have all the families associated with new Kindy aged children joining us, as well as families whose children have started in other classes. I'm hope you're all enjoying seeing your kids prosper at school and we look forward to sharing the journey with you.

As mentioned earlier, the school will be going through another registration process in 2018. Despite this being some time away yet, this year is important in terms of ensuring that we have all of our documentation together for next year. This is a big undertaking for the school, however provides an opportunity for a bit of a health check at the same time!

The school's Governing Body have done an incredible job over the last 12 months and I really look

forward to another productive and supportive year this year. The time on the GB is a big commitment, however the current GB would attest to the fact that it is also incredibly rewarding. There will continue to be important decisions to be made this year and there is little doubt that Woodbury Boston Primary School will be in very competent hands in terms of its governance.

Finally, a thank you to everyone who has attended the AGM this year and for showing your continued support to the school. Thanks for a wonderful 2016 and have a terrific 2017 everyone.

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 2016 to 31st December 2016. 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 2016 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 from the historical $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{4}$ respectively. In 2016, Federal funding made up approximately 59.1% of the school's income, the State funding was 20.9% and parent contributions was 18.5%. The remaining approximately 1.5% of income was from fundraising and interest on investments. One-off grants make up some of these government funds but these are usually competitive and cannot be relied upon. There is continued uncertainty regarding Government funding post 2017.

Whitney Weaver

Administrator