

Woodbury Boston Primary School Annual Report 2017

Chairperson report

At the risk of sounding repetitive, 2017 proved to be a landmark year for Woodbury Boston Primary School. Like many schools as membership changes, it has evolved, morphed and re-generated over the course of its near 40-year history. Since foundation by John and Forrest Woodbury in 1980 Woodbury Boston Primary School has variously been wholly family run, parent run with guidance from the founders and more recently governed by an elected body – the Governing Body. In 2017, the Governing Body successfully negotiated purchase of the school land from owners, and school founders, John and Forrest Woodbury. The purchase, settled on the last day of the 2017 school year, heralds a new phase for Woodbury Boston Primary School with opportunities for greater choice and control over future directions. Importantly the negotiations were conducted and agreement achieved while maintaining a strong relationship with the Woodbury family which will hopefully continue for many years to come.

The purchase signals a greater level of commitment from the whole school community in the long-term viability of the school and highlights the need for continued rigorous governance processes and interest in how our school is managed. Land ownership also poses the question to the school community of how to maintain the guiding philosophy– that children are treated as individuals that their varying educational needs and interests can be met, and they are treated with kindness and respect – with increasing responsibility for compliance on a range of matters. For Woodbury Boston, I am pleased to say staying true to the school values is a key element of Governing Body business and it informs decision making on an ongoing basis.

To determine the sustainability of land ownership the Governing Body dedicated significant resources throughout 2017 to review the financial modelling that underpins financial management of the school. In-depth analysis prior to land purchase negotiations, in conjunction with the implementation of the 'Gonski 2.0' funding has ensured a solid financial position for the school in the immediate future. Further details of the school's financial position can be seen in the detailed financial audit and financial report as part of this annual report.

Concurrent to the land purchase negotiations was the implementation of a new staffing model from mid-2017. The increasing accountability and responsibility of schools for the academic progress, well-being and care of students as well as increased responsibility that comes with land ownership meant change was necessary. The Governing Body recognised this required additional resourcing and implemented a dedicated Principal role from Semester 2, 2017. The new model enabled increased support for classroom teachers to get on with the valuable work of providing relevant, engaging learning experiences for students in keeping with the school's values and ethos. It also resulted in greater interaction between the Principal, Josh, as the leader of day-to-day activities in the school and the Governing Body. Increased management cohesion enhanced the capacity of the school to begin preparations for re-registration in 2018.

Further, the Governing Body commenced strategic planning in 2017 in recognition of the changing status of the school's financial position, future options and increased autonomy. This process is to be concluded in mid-2018 to coincide with re-registration and to identify actions to guide the long-term development and sustainability needs of the school across the domains of learning programs/outcomes, financial and human resources and infrastructure.

Finally but importantly enrolment numbers and interest in vacancies remained strong in 2017 continuing a trend over the last 5 years. The optimum enrolment target of 90 provided flexibility of options for classroom learning, 'Out & About', as well as camps and takes into account the school's resourcing and finance needs. 2017 enrolments peaked at 82, with projected numbers of 88 expected for 2018. The commitment of all staff to provide safe, nurturing and challenging learning experiences throughout 2017 is to be recognised as such an important part of the school's reputation. The ongoing relevance of Woodbury Boston as a first-choice option for families is firmly grounded in the efforts of our staff each day they are with the students. The unwavering commitment and resilience of staff spoke volumes for their character and stood out in 2017. In addition, the efforts of the Governing Body members current and recent – Tony Higgs, Alicia Nowak, Michelle Salisbury, Mark Boynton and Kier Perryman, Rachel Williams and Alby Van Dongen – through a period of historic change for the school cannot be overstated. Such a talented and committed group of volunteers, with a good dose of humour, integrity and belief in the value of Woodbury Boston Primary School to our local communities, was a pleasure to work with throughout 2017.

As the school embarks on a new part of its journey I'm reminded of the value of the 'Woodbury Boston' experience and the importance of safeguarding its future by a recent camp anecdote. When your canoe fills up with water, and you're soaked to the bone, your friends can recognise your needs. They will rally around you, they might even raft up for support but they probably can't empty the boat for you. In order to reach your destination, it is going to take some grit and resilience to get back in the boat but the rewards are immeasurable for your belief in what you can achieve.

This boat of ours still needs paddling so come along for the journey and let's see what we can achieve not only for our own benefit but for the benefit of others into the future.

Nikolai Emery
WBPS Governing Body Chairperson
April 2018

Principal Report

THE YEAR THAT WAS....

Firstly, I like to say a big thankyou to all of the stakeholders in our school community.

To the **staff** of the school, I'd like to acknowledge the incredible effort and commitment you have shown to the school again over the last 12 months. It is most certainly your time and energy that promotes the positive messages of the school and most importantly the progress of our students. I think I speak on behalf of the whole school community when I thank you all for this.

Our **families** are the reason our school exists. It is our parents and carers that choose Woodbury Boston as the place that they want to send their children. It is also our families, that through word of mouth, have had a huge influence on the popularity of the school and the current desirable and sustainable enrolment. Thank you for your support and commitment.

And of course, our **students**. You are the motivation behind all of us. You make working at Woodbury Boston a delight. The way you treat each other, the way you interact with adults, both known and unknown and the spirit and attitude that you bring to school each day is what inspires us. You are the heart and soul of our school.



It has been a huge year for the **Governing Body** this year. Your work is almost always unnoticed, and often happens at the end of very busy days (and sometimes during very busy days). Your



work is testament to the commitment and support that our school community contributes towards making our school so special. The skills that our GB members bring to the governance of the school are also exceptional. I know that Nikolai has discussed the work of the GB during 2017 in his report but I just wanted to acknowledge how much all of your efforts are appreciated by all of us.

The **Governing Body Chair**, Nikolai Emery has had a particularly busy year in his role. Whilst we often made humorous comments about the unpaid job that he was holding down, in addition to the paid one that he has, I must say that his commitment to the school has been nothing short of incredible. Hmm, I do remember him attending the AGM a couple of years ago with a memo from Jane, that perhaps it wasn't a good idea to come home from the meeting with a job! Whoops. Huge thanks from all of us Nikolai.

The **Strategic Plan** review was a big undertaking towards the end of 2017. We were fortunate enough to receive very generous support from Kylie Cutten. Kylie very professionally worked with the Governing Body, the School Staff, the Parents of the School and the School Founders to obtain critical information, allowing us to put together our future strategic plan. This plan is nearing completion and represents a clear and motivational direction for the future of the school.



As people would be well aware, we successfully **purchased the land** that our school sits on. This was announced and celebrated early in 2018, however the work leading up to the settlement on December 15, 2017, had been going on for a long time. Years in fact!

Article published in Great Southern Weekender. March 31, 2018.

There were a number of **staff changes** last year. We welcomed Elizabeth to the school at the commencement of the school year as the K/PP teacher. We also welcomed Jasmine to the school in Semester 2, as she worked in the senior class. This was a result of the changes to the ongoing teaching load of the Principal. This was a very big but necessary change, that the Governing Body helped initiate last year.

Sadly, we farewelled Tina, Jasmine and Elizabeth at the end of last year. It was definitely more of a 'see you later' rather than a 'good bye', as we continue to maintain contact with them. They may be missed by us; however, they are far from forgotten.

Out & About Days are something that we value highly at school. Our Out & About activities are linked to the School Curriculum and Standards Authority (SCSA) WA Curriculum. In addition to this there are many more valuable skills and attitudes that we developed during Out & About days that aren't necessarily clearly outlined in the curriculum. I have summarised our Out & About activities below, as it is easy to forget the interesting programs and activities that we were involved in.

- Greens Pool
- Skating at ALAC
- Trampolining program through Sporting Schools
- Mokare Exhibition at Museum
- Denmark Reptile Park
- National Geographic Photography workshop at Museum
- Hortin's Dairy
- Small School Collegiate visit
- Albany Art Prize
- Mini Beasts exhibition at Museum
- Cosy Corner Revegetation project with Torbay Catchment Group
- Lisa Blair (solo sailor) yacht visit
- Albany Forts
- Wilson Inlet water release
- Musica Viva in Denmark
- Spirit of Play Visit and bushwalk
- Old Albany Gaol visit
- Cull House visit
- St John First Aid training for students
- Concert Rehearsal in Denmark
- Tower of Babbaleonia at Vancouver Arts Centre



- George Temple-Poole tour
- Whale World
- 'The Arrival' Play at Albany Entertainment Centre
- The Gap visit
- Frenchman's Bay Day

It's quite a list and as I write it, I think fondly of the discussions we had (particularly at the places of historical interest) throughout these days. Personally, I've learnt bucket loads more about our local community during these days than during my own personal time.

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:

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.

Teacher Standards and Qualifications

In 2017, 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
Elizabeth Bain	M.Ed
Sunny Steffanoni	B. Ed
Josh Bell	B.Teach Grad Dip (Health & PE)
Jasmine Heslop	B.Ed (E.C). Grad Dip (Languages)

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

Workforce Composition

Teaching staff	6
Full-time equivalent teaching staff	5.2
Non-teaching staff	10
Full-time equivalent non-teaching staff	7.7

List of Governing Body Members

Nikolai Emery (Chair)
Michelle Salisbury
Kier Perryman
Alby Van Dongen (Jan-May 2017)
Rachel Williams
Tony Higgs
Alicia Nowak
Whitney Weaver (Ex-officio) School Administrator
Josh Bell (Ex-officio) Principal

Student Attendance

2017 - 2017 Attendance rates for each year of schooling

YEAR LEVEL	ATTENDANCE RATE %			
	2014	2015	2016	2017
Year 1	90	89	92	89
Year 2	90	84	93	87
Year 3	90	90	91	89
Year 4	94	84	93	92
Year 5	89	94	85	90
Year 6	92	85	92	90
All students 1-6	91	88	91	90

The graph above indicates:

- A 1% reduction in average attendance across the school from the previous year.
- A fairly expected level of attendance when compared to previous years reported.

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. 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.

The School 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,
- 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

2017 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 and tables below are an efficient way of summarising our NAPLAN data for 2017.

STUDENT DISTRIBUTION

NUMERACY			
Australian Students	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	17%	66%	17%
WBPS Year 5	0%	83%	17%

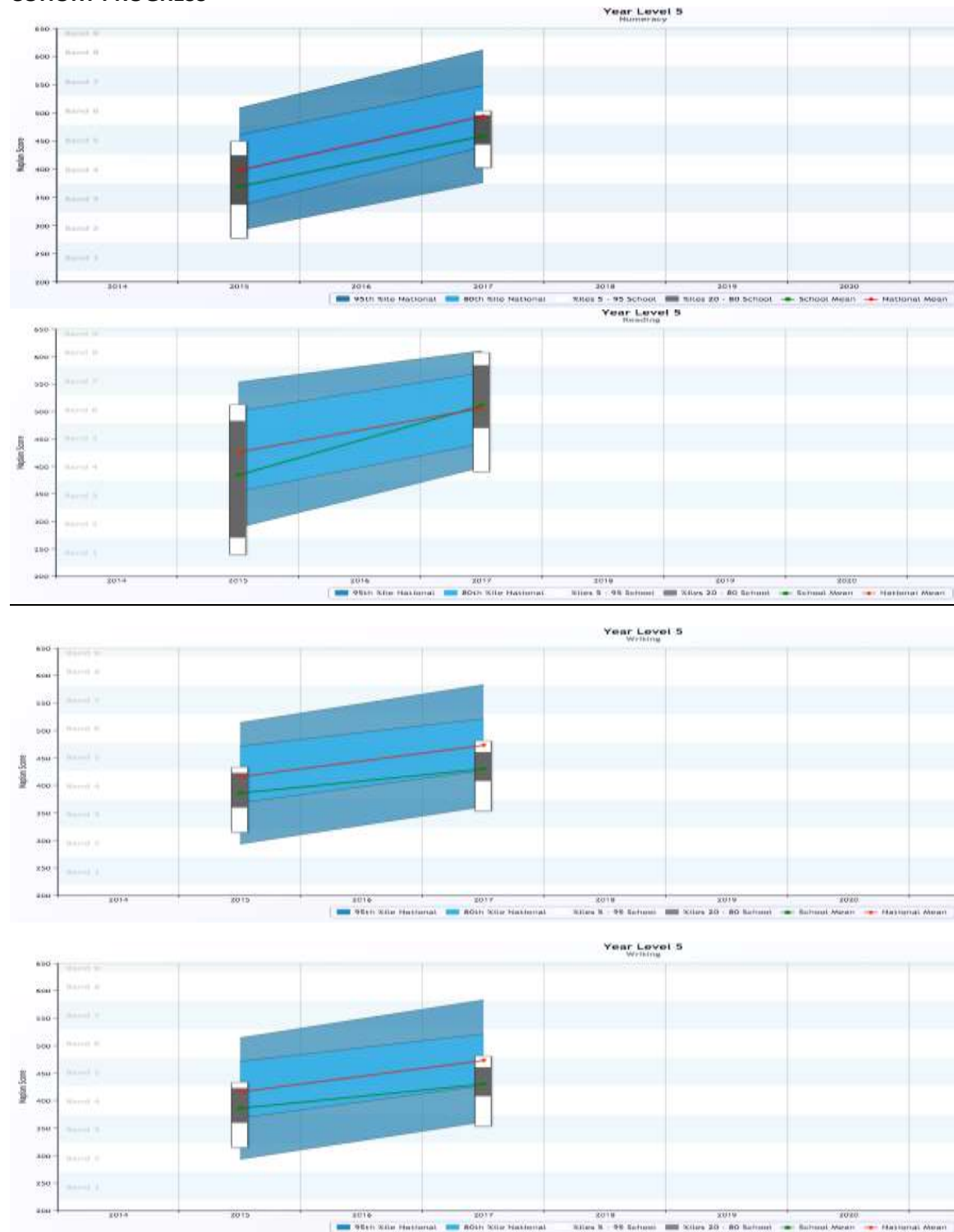
WRITING			
Australian Students	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	0%	54%	46%
WBPS Year 5	0%	62%	38%

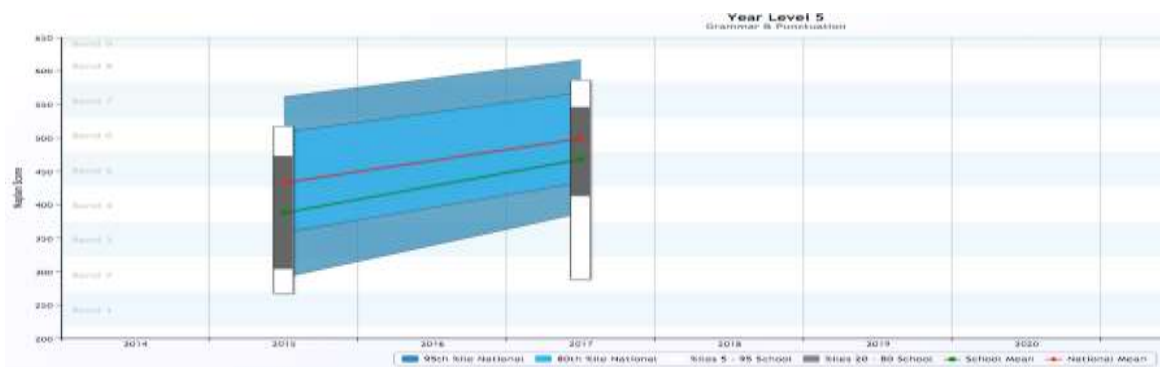
READING			
Australian Students	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	33%	25%	42%
WBPS Year 5	25%	58%	17%

SPELLING			
Australian Students	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	8%	46%	46%
WBPS Year 5	0%	46%	54%

GRAMMAR & PUNCTUATION			
Australian Students	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	31%	31%	38%
WBPS Year 5	15%	54%	31%

COHORT PROGRESS





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. For example:

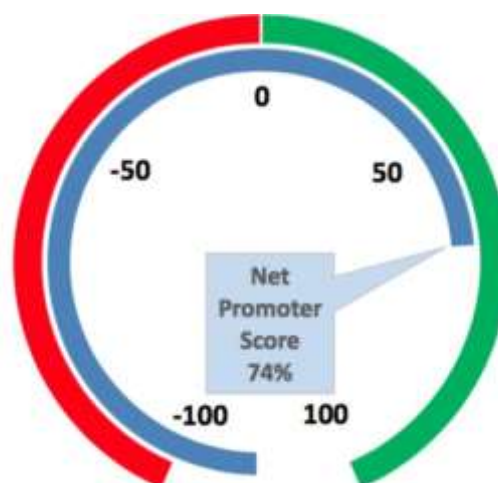
- Nearly 25% of WBPS Year 3's that sat 2017 NAPLAN tests are funded through The Nationally Consistent Collection of Data. This is for students for whom teachers make adjustments to access education because of disability.
- Of the Year 5's that sat NAPLAN tests in 2017, 15% were funded through NCCD.

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.

Satisfaction Surveys

The following *Net Promoter Score* was obtained as a part of the school's Strategic Planning process in 2017. It is based on a survey of Woodbury Boston Primary School parents.

How likely is it that you would recommend Woodbury Boston Primary School to a friend or colleague?



A score of 74 is considered to be excellent.

General Net Promotor Score Benchmark Information

Sources: <https://www.questionpro.com/blog/nps-considered-good-net-promoter-score/> and <http://www.medallia.com/net-promoter-score/>

The Net Promoter Score (NPS) measures the loyalty that exists between your organisation and your customers. A NPS can be as low as -100 or as high as +100.

Simply put, any positive score means that you have more advocates (promoters) willing to recommend you than critics (detractors). -100 means that every one of your customers is a detractor. On the other end of the spectrum, +100 means that everybody is a promoter.

So, what is considered a strong NPS?

There are a few ways that you can measure your NPS and have a general understanding of what your NPS goal should be.

Given the NPS range of -100 to +100, a “positive” score or NPS above 0 is considered “good”, +50 is “Excellent,” and above 70 is considered “world class.” Based on global NPS standards, any score above 0 would be considered “good.” This simply means that the majority of your customer base is more loyal.

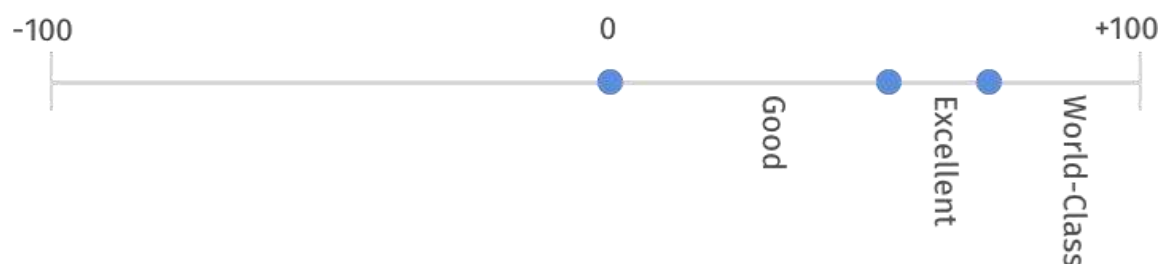
Generally, if Net Promoter Score is below 0, that is an indicator that your company needs to start understanding and improving your customer satisfaction levels.

If your NPS is above 50, you are doing great! This indicates that your organisation places customer satisfaction high in priority and has a lot more satisfied customers than dissatisfied ones.

An NPS of 70 or more places you in the list of top customer-centric organisations. This most likely means that your customers love you and your organisation generates a lot of positive word-of-mouth referrals.

The stronger your NPS is, the more organic growth your organisation will experience and the less resources required for marketing.

NPS Score Analysis



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.

Excerpts from the Management Letter and Audit Report, prepared by Paul Gilbert of Macleod Corporation Pty Ltd

We have now completed our audit, for the year ended 31 December 2017, and attached is our report and Independence Declaration, included with the financial statements prepared for audit.

During the course of our audit we did not note any areas where improvement may be made which would enhance the level of internal control. Generally, we consider the School, as a not for profit, to be in a sound financial position.

Audit Opinion

In our opinion the financial report of Woodbury Boston Primary School Inc, has been prepared in accordance with Division 60 of the Australian Charities and Not-for-Profits Commission Act 2012, including

- (a) Giving a true and fair view of the School's financial position as at 31 December 2017, and of its financial performance for the year then ended; and
- (b) Complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 the Australian Charities and Not-for-profits Commission Regulation 2013.

The key operating results are noted as follows:

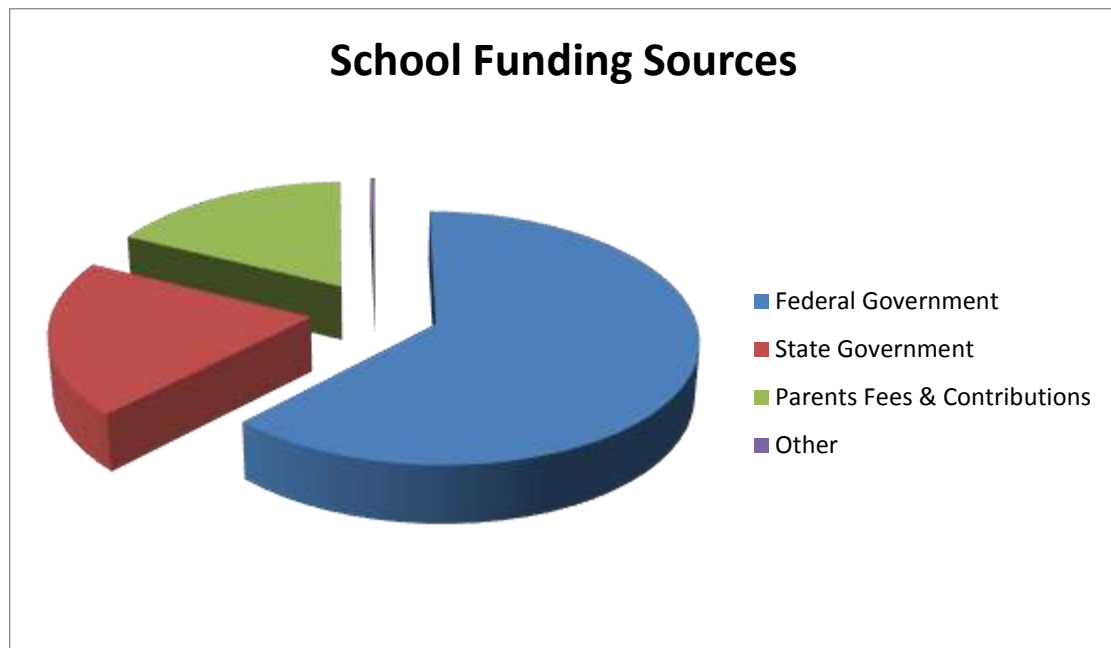
	<u>2017</u>	<u>2016</u>	<u>2015</u>
Revenue	1,197,156	1,146,732	1,095,192
Operating result for the year	84,349	61,772	93,566
Net cash flow from / (used in) Operating Activities	126,598	104,137	n/a
Current position (Current Assets less Current Liabilities)	346,429	404,079	361,109
Current ratio	4.71	5.37	5.55

Note: A current ratio in excess of 1 is essential, as it indicates that the School has sufficient current assets from which it is able to pay current liabilities. At 4.71 the School has a healthy current ratio.

Paul Gilbert
Auditor

As seen below, the school receives funding from both the Federal and State Governments, and from parent contributions. In 2017, Federal funding made up approximately 61.63% of the school's income, the State funding was 19.96% and parent contributions was 17.14%. The remaining approximately 0.29% 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 2018.



The special fee allowance policy has once again been accessed by some families in financial need this year. This is an invaluable tool that helps to reduce family stress in times of hardship and allows us to better manage our bad debts while keeping them to a minimum.

In summary, the school is in a strong financial position which the Governing Body are working hard to maintain while planning to implement some long term goals now that the school owns the land.

Michelle Salisbury
WBPS Governing Body Treasurer
April 2018