

Woodbury Boston Primary School

Annual Report 2018

As presented at the Annual General Meeting 29 May 2019



Left to right: Visiting Albany Recycling Centre, and eating lunch before collecting nurdles at Muttonbird beach; two of a variety of activities conducted while we were Out & About in 2018

Chairpersons report

Woodbury Boston Primary School is a unique learning environment. A school with a strong tradition of supporting the whole child to foster a curiosity in the world around them, learn how to be co-operative and considerate of others and to be active participants in their communities. The school's 40 plus year history as an independent school has spanned changes in education philosophy, funding cycles and political environments. Yet the school retains its foundational roots and continues to be a school of choice in the local communities of Torbay, Albany, Denmark, Mt Barker and in between.

2018 signified a year of consolidation for Woodbury Boston Primary School following the purchase of the school land in December 2017. This significant achievement meant the Governing Body could shift its focus to longer term planning for the school. 2018 also represented the first full-year of a dedicated Principal role and 4 dedicated classrooms across the Kindy to Year 6 age span. Experiencing a full school year cycle of this staffing model was important for future planning for both school development and staffing.

In Term 2, the school participated in a review of its registration status conducted by the Department of Education WA. All non-government schools are regularly reviewed against the WA Non-Government Schools Registration Standards. The process provides feedback on governance and operational performance and areas for improvement and defines the period of registration before the next review. During the on-site visit by a Department of Education staff it was lovely to hear the students' provided a tour of the school him. It is a great strength of Woodbury Boston that the children have the chance to show their school to visitors and are so well equipped to take on this role. The school achieved a registration period of 4 ½ years (of a maximum 5-year registration limit) in recognition of its strong governance, financial position and improvements in reporting on student learning. Some elements of quality improvement were noted for specific policy areas and will be addressed through ordinary policy review cycles conducted by the Governing Body.

Student numbers remained steady throughout 2018. The Governing Body set a non-binding target of 90 for overall student numbers. This target provides the school with a flexibility for classroom delivery while also maintaining a suitable number to sustain school finances. The school's ethos of providing an opportunity for education regardless of financial status is a key element of maintaining student and school community diversity which reflects the communities from which students are drawn. The non-binding student number target has been identified as suitable for the school in its current form and recognises:

- Maintaining staff to student ratios has been a key element of fostering the Woodbury Boston approach to teaching and learning. Historical decisions to prioritise high staffing provides a classroom environment which supports student wellbeing and provides opportunities to explore learning opportunities in creative and responsive ways. The challenge remains for the school to maintain this high staffing level in the face of growing financial pressure.
- Fires experienced in the Albany area in May 2018 also highlighted the need to be considerate of the school's unique location in planning for student and staff safety. Having good systems in place for evacuating students in the event of a fire also requires having access to suitable transport and current bus access means student numbers at or around 90 are most appropriate.
- The school has maintained multi age level classrooms as part of it's learning environment. This approach combined with whole school activities such as parliament, Monday Milo and whole school camp continue to be important experiences for promoting the caring and supportive environment of Woodbury Boston. 2018 demonstrated that with higher numbers of students (and therefore also staff) the physical space in school, at camps, arrangements for Out and About are more evident and challenge some of the existing school practices.

For all of these reasons growing student numbers in excess of 90 presents challenges and requires careful consideration for any future school development. Nevertheless, the school embarked on the initial stages of site planning in 2018 recognising the new status as land owners brought with it additional responsibility of stewardship for the land as well. Potential school development ideas were considered before settling key focus areas for future planning. Consideration of independent access to water, site access and storage will all form part of the site plan process to be conducted. This will enable greater autonomy for the school and provide greater independence of land use. Throughout the pre-planning process the importance of space and connection to nature for children of the school has been at the forefront of discussions.

The contributions of the existing Governing Body members has been invaluable during a period of transition for the school. The understanding as parents, ex-parents and interested community members as members of the Governing Body is representative of the diversity of the school population. The school has been particularly fortunate to have strong experience in governance, education, finance and planning skills on the Governing Body but continues to look at ways to make sure its needs for the future are well met through the membership of the GB.

Also commitment of all staff to provide a welcoming, nurturing environment for the children remains something the school community can be proud of. With increasing curriculum pressure both in breadth of content required to be covered and increased compliance the role of the staff in maintaining a focus on making Woodbury Boston a fun place to be for the children becomes a bigger task. The photos in our newsletters, the way the children speak to visitors about the school and the way they share their joy with each other and the school adults on a daily basis is the indicator of how the Woodbury Boston approach is working. As the Governing Body continues to plan for the future while maintaining the strong links to its proud history, the role of the whole school community will be vital in shaping the school's future direction.

Nikolai Emery

GB Chair

Principal Report

This report summarises the progress of the school for the 2018 school year.

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

To the **staff**. 2018 was a challenging year for us as a staff. There is little doubt however that we were able to offer each other the support that we all needed. It was a great example of how colleagues treat each other as trusted friends, which in turn makes our school a caring and trusting place to work. At the centre of your thoughts are always the kids of the school who continued to benefit from the personal and quality education that you offered them. The time and commitment that you offered the school was outstanding. Thank you from all of us.

Our **families**. You have chosen us as the school that you want your child to be enrolled in. This is a deliberate and important decision for you, as not only do most of your kids have to travel on the bus for hours each week, but you also have to pay to come here! Yes, there are cheaper and closer options for you, however they're not better options for you. I respect, appreciate and agree with the decision that you have made. Thanks again for all of your support in 2018.

And, of course, our **students**. You weren't bad either!!! Haha. You're the reason that the school exists. You make us think, laugh, smile and even cry. There is hardly ever a day that goes by where you don't conduct yourselves as respectful, mature, considerate and fun kids. You are the epitome of our school and I thank you for making our school the wonderful place that it is.

My thanks, of course, also go to the **Governing Body**. I know it's been mentioned before, but it deserves to be mentioned again! Being on the GB is a big commitment. You're not just demonstrating your commitment to the school, but it also requires significant time. It doesn't go unnoticed. Without you, the school wouldn't be where it is. Your professionalism and support have been greatly appreciated.

In 2018 the school went through its **Registration** process. This comes with the burden of a significant workload. Much of this workload fell onto Whitney's shoulders, as she expertly filed through all of the registration standards, school policies, processes and operations to ascertain what we still needed to do. The Governing Body also had a significant role to play in preparing the school for registration and the registration panel visit. Of course, there was a bit of work for me as well. As a result of the preliminary information provided to the panel prior to the visit and the panel visit, which involved time with staff, GB, parents and students, we attained a lengthy registration period. We now have 4 ½ years until the school needs to go through the process again. Well done to everyone for showcasing our school in the wonderful way that it so dearly deserves.

The **Governing Body** will again experience some changes in personnel during this AGM. I want to take this opportunity to both thank everyone for coming to the AGM to help influence it's make-up and direction over future years, and also congratulate the newly elected members to the GB. It always comes with sadness though as we farewell members that have completed their terms representing our school. At the completion of the 2018 school year, we farewelled Kier Perryman after significant time on the GB. Tonight, we also farewell other valued members of the GB. Deanne and I would like to thank you for your professionalism and commitment to the school, and

for your unwavering support as we both stepped into the acting principal role. In particular, I'd like to acknowledge the contribution made by Nikolai Emery as our GB Chair. The time, care and professionalism that he has brought to this role has been exceptional. What the school has managed to achieve under Nikolai's leadership has been outstanding. A huge thank you from all of us, Nikolai.

There were a number of **staff changes** for and within the 2018 school year as well. In fact, it started on the very first day of school for the year! Robyn decided that after thousands and thousands of lay-ups during her distinguished basketball career, that her ankles would be forever bulletproof! Unfortunately, there's one little track leading into Woodbury Boston that had other ideas. Thankfully Robyn was able to re-join us later in the year. And of course, after a last-minute change of mind, we were already starting the year a teacher down on the first day. Doesn't the world have a funny way of looking after you, because we ended up getting Jane instead! It was meant to be. Val and I spent some time teaching the senior class and we welcomed Deanne back into the school, teaching The Arts across all year levels. It was fabulous having you back, Deanne. And of course, we got to hold on to Rachel as well, as she moved into teaching the Year 1/2 class one day per week. It was wonderful having Jessie join us at the start of the year and after some important time off, she rejoined us later in the year, which was exciting for us all. It was lovely having Val so well positioned to jump in and offer her endless knowledge again, when we needed her, often at the last minute. Thank you so much, Val.

Out'n>About

It's so easy to forget all the wonderful things that we did during our Out'n>About days. Just looking down the list, you get the sense of the huge variety of experiences that we get to enjoy and learn from. It amazes me after years of trying to do different things during Out'n>About days that someone asks you on the weekend if you have been here or there and you haven't! How is this possible? I think we're just blessed to live in a place with so many things to do.

So, here's the Out'n>About list for 2018:

- Bike education and biofertilizer
- City of Albany – visit to Albany City Council
- Denmark High School production
- iTrails
- Roller Derby
- Lake Seppings
- Wilson Inlet sand bar opening, Denmark
- Noongar Song project
- Muttonbird beach for Nurdles, bees and plastic awareness
- Albany Recycling Centre – Materials recovery facility
- Beach Clean-Up
- Wilson's Machinery
- In 'n'Around – bush cooking, Noongar song project, NVC



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 2018, 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.
Jane Emery	BSc. Grad. Dip. Ed.
Sunny Stefanoni	B. Ed.
Jessie Barber	BSc. Grad. Dip. Ed.
Deanne Aylmore	B. Primary Ed.
Rachel Williams	B. Arts Grad. Dip. Ed.
Val Nissen	B. Arts Grad. Dip. Ed.
Josh Bell	B. Teach Grad. Dip. (Health & PE)

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

List of Governing Body Members

Nikolai Emery (Chair)
Michelle Salisbury
Kier Perryman
Sam Williams
Tony Higgs
Mark Boynton
Chantelle Thornton
Sally Hibbs
Whitney Weaver (Ex-officio) School Administrator
Josh Bell (Ex-officio) Principal

c) Workforce Composition

Teaching staff	8
Full-time equivalent teaching staff	5.7
Non-teaching staff	14
Full-time equivalent non-teaching staff	8.6

d) Student Attendance

I. 2014 - 2018 ATTENDANCE RATES FOR EACH YEAR OF SCHOOLING

YEAR LEVEL	ATTENDANCE RATE %				
	2014	2015	2016	2017	2018
Year 1	90	89	92	89	94
Year 2	90	84	93	87	87
Year 3	90	90	91	89	90
Year 4	94	84	93	92	93
Year 5	89	94	85	90	90
Year 6	92	85	92	90	92
All students 1-6	91	88	91	90	91

There has been an overall increase in attendance during 2018. When looking at these statistics, it is important to remember that some of our year groups have only 10 students, so one student's absence can have a significant impact on the attendance rates for that year level.

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 received, administration will attempt to contact parents and carers to establish a reason for the absence. The teacher follows up continued unexplained non-attendance.
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) 2018 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 and tables below are an efficient way of summarising our NAPLAN data for 2018.

STUDENT DISTRIBUTION

NUMERACY			
	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	0%	75%	25%
WBPS Year 5	0%	33%	67%

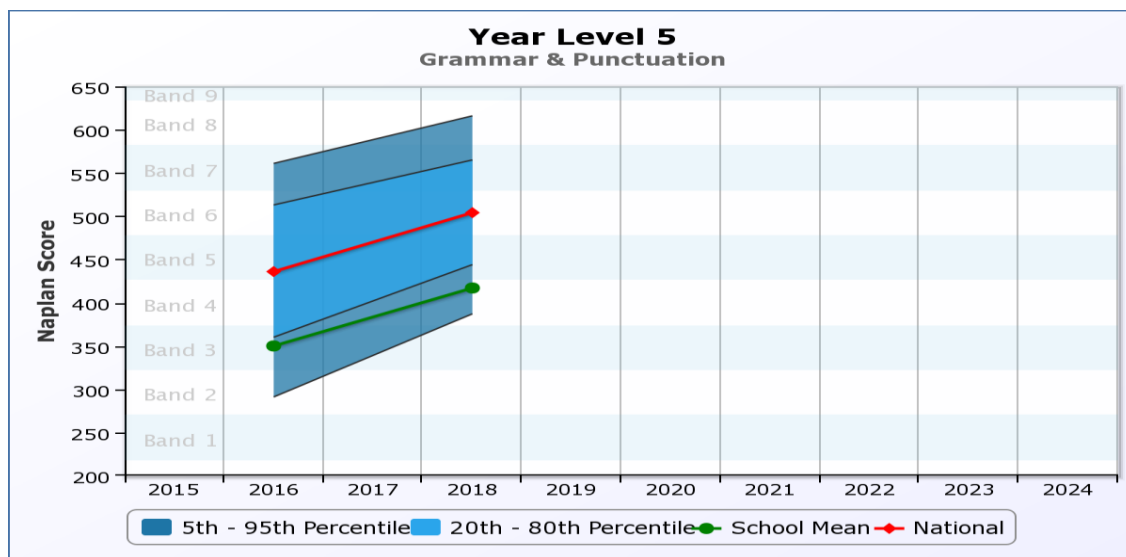
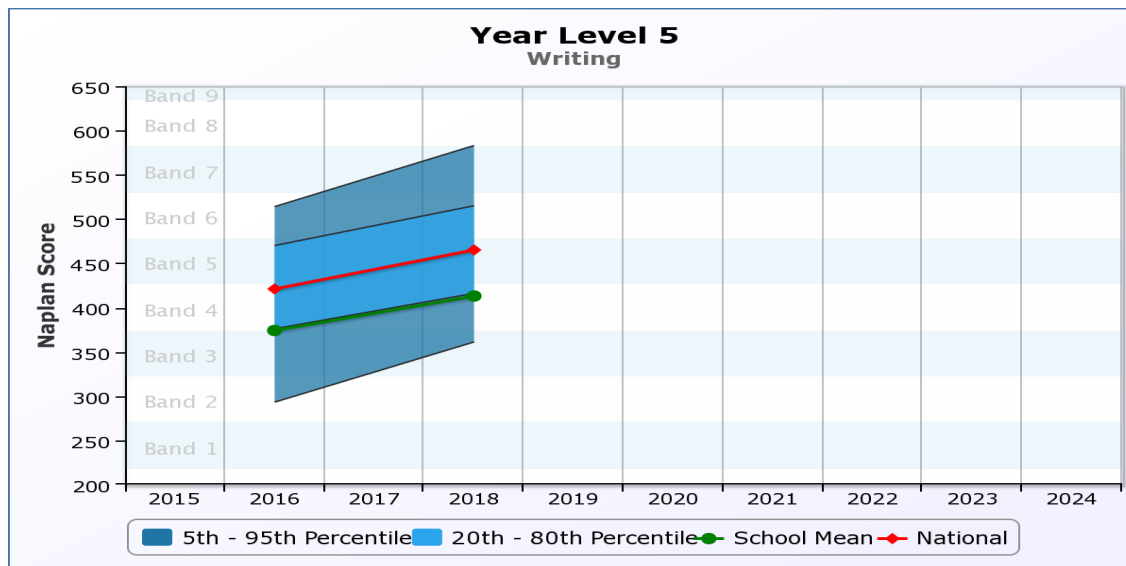
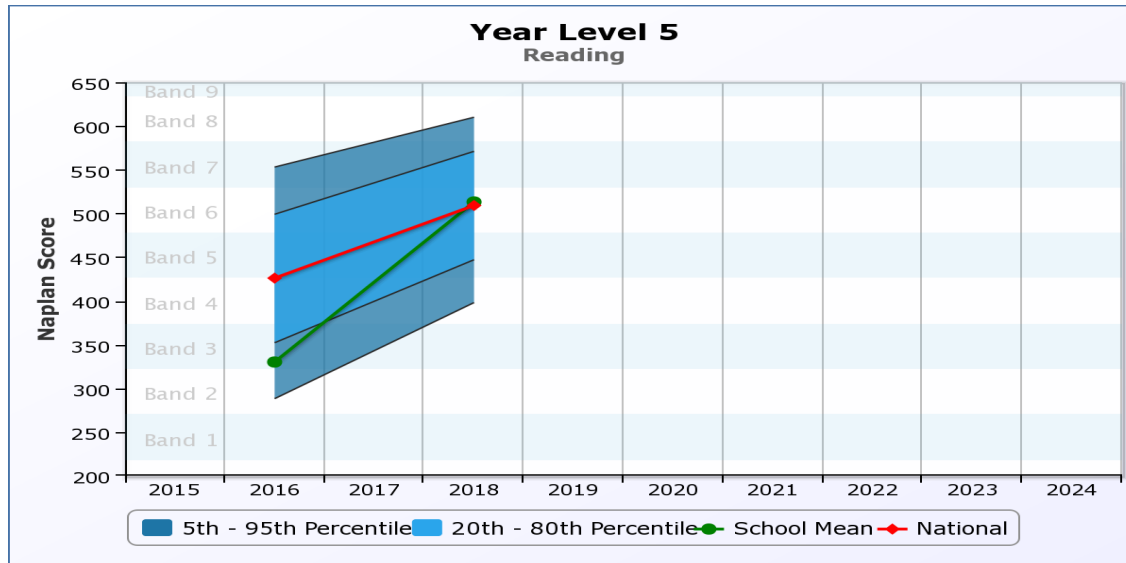
WRITING			
	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	0%	44%	56%
WBPS Year 5	0%	33%	67%

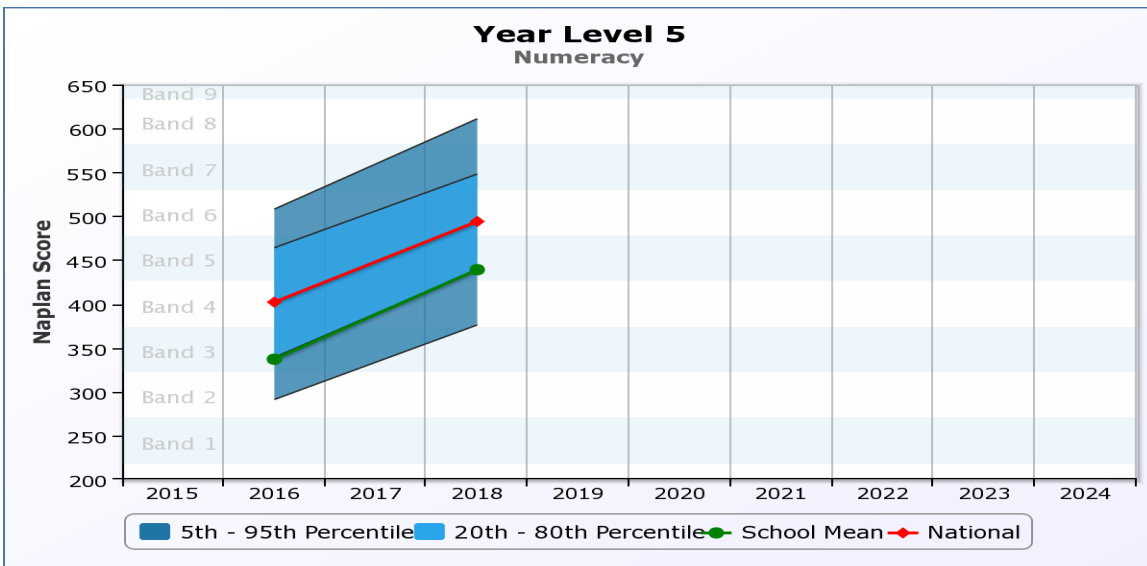
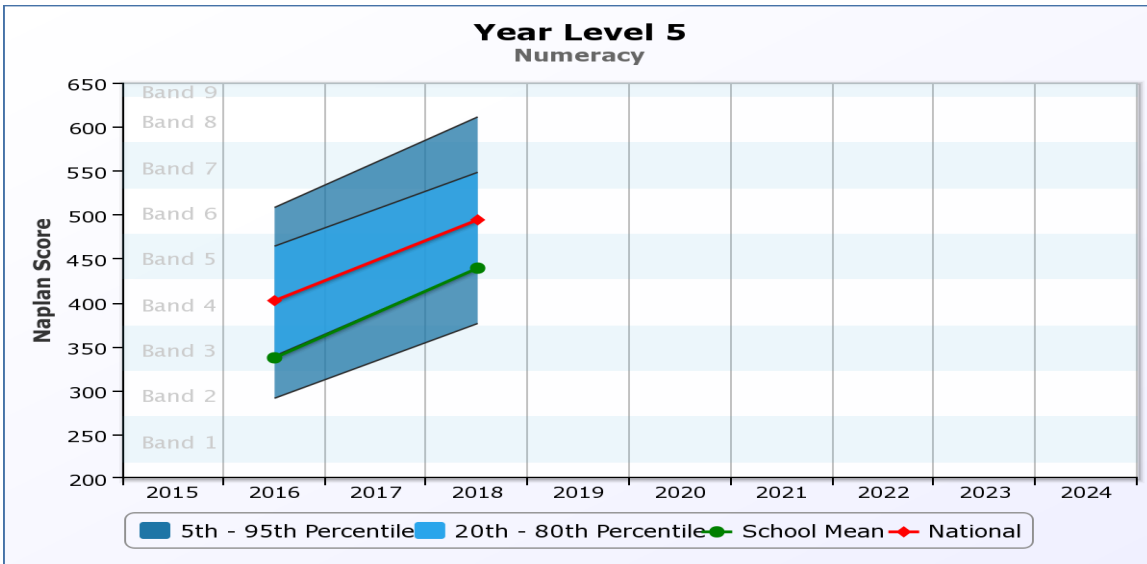
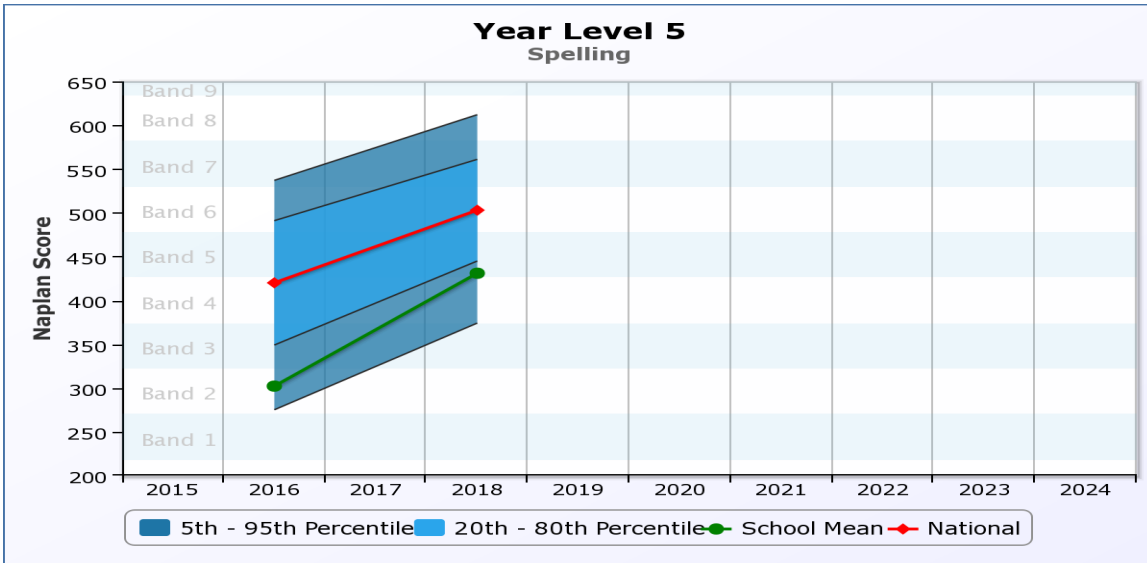
READING			
	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	0%	37%	63%
WBPS Year 5	33%	50%	17%

SPELLING			
	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	0%	33%	67%
WBPS Year 5	0%	50%	50%

GRAMMAR & PUNCTUATION			
	Top 20%	Middle 60%	Bottom 20%
WBPS Year 3	0%	44%	66%
WBPS Year 5	17%	33%	50%

PROGRESS





THE STORY

The data above should be supported by the story that underpins it. As mentioned earlier, the small cohort sizes and the demographic impact greatly on the way the data presents. For example:

- Nearly 20% of WBPS Year 3's that sat 2018 NAPLAN tests are funded through The Nationally Consistent Collection of Data. This is for students for which classrooms make adjustments to access education because of disability.
- Of the Year 5's that sat NAPLAN tests in 2018, 50% were funded through NCCD.
- 30% of our students enrolled in both Year 3 and Year 5 did not sit all NAPLAN tests in 2018.
- 44% of students in Year 5 sat NAPLAN assessments in Year 3.
- 45% of Year 3's moved to the school from another school in recent years.

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.

Thanks again and a big well done to everyone that made 2018 such a terrific year.

Bye for now,

Josh Bell
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 Paul Gilbert of Macleod Corporation Pty Ltd

We have now completed our audit, for the year ended 31 December 2018, and attached is our report and Independence Declaration, included with the financial statements prepared for audit. As noted in our engagement letter, because of the inherent limitations of an audit, together with the inherent limitations of any system of internal control, there is an unavoidable risk that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with Australian Auditing Standards.

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.

The key operating results are noted as follows:

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Revenue	1,355,507	1,197,156	1,146,732	1,095,192
Operating result for the year	150,925	84,349	61,772	93,566
Net cash flow from / (used in) Operating Activities	179,529	126,598	104,137	n/a
Current position (Current Assets less Current Liabilities)	489,674	346,429	404,079	361,109
Current ratio	7.27	4.71	5.37	5.55

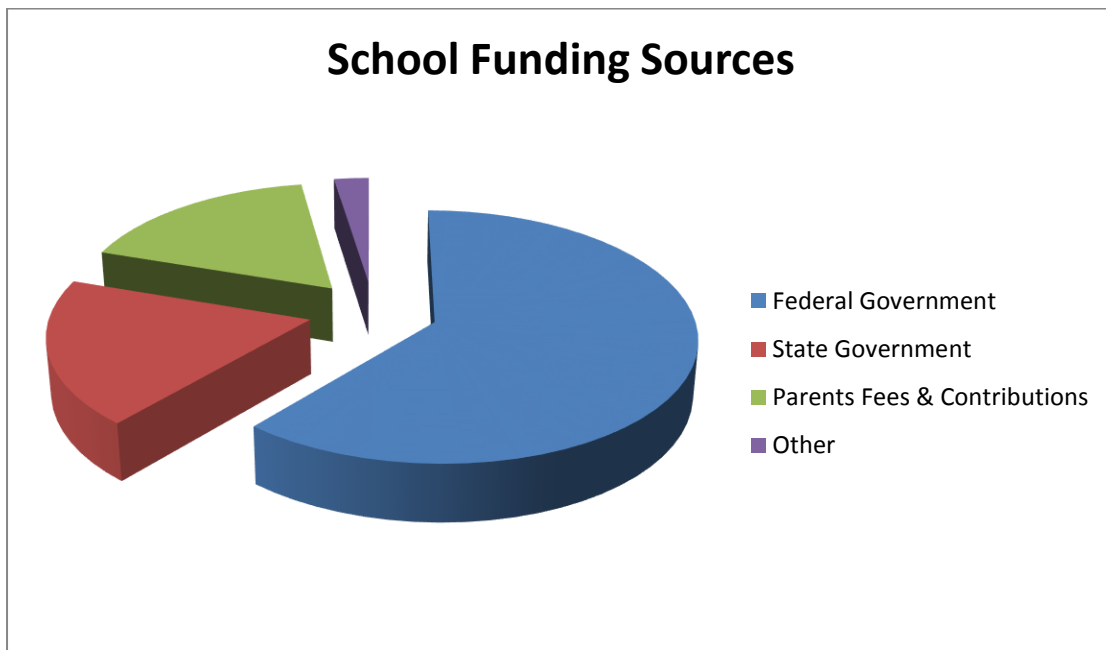
Note: A current ratio in excess of 1 is essential, as it indicates that the School has sufficient current assets from which it is able to pay current liabilities. At 7.27 the School has a healthy current ratio.

We remind management of the reporting requirements of the new (WA) Associations Incorporations Act, 2015, together with the requirement to review and update rules (governing document / constitution). Details are available at:

<https://www.commerce.wa.gov.au/consumer-protection/associations-information-statement>

Paul Gilbert
Auditor

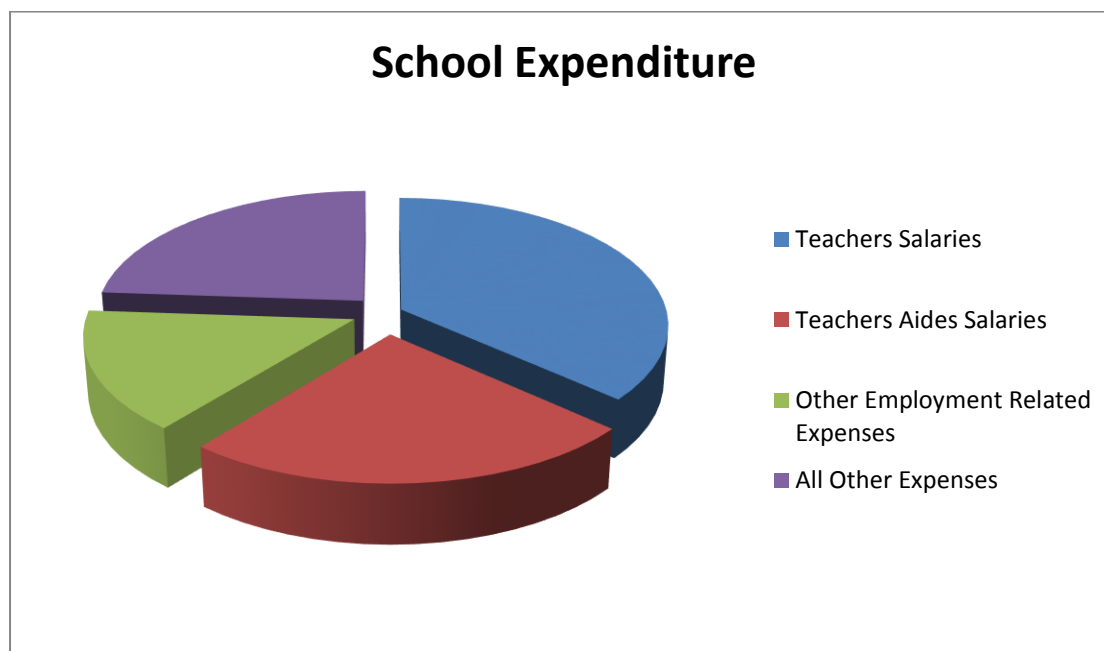
School Funding Sources



As seen above, the school receives funding from both the Federal and State Governments, and from parent contributions. In 2018, Federal funding made up approximately 61.26% of the school's income, the State funding was 18.92% and parent contributions was 17.36%. The remaining approximately 2.46% of income was from fundraising, interest on investments and workers compensation claims. 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 2019.

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.

School Expenditure



To further explain the above School Expenditure diagram, we can see that employment related costs are a big part of our budget. In total they come to 76.1%. The breakdown is as follows – Teachers Salaries 36.53%, Teachers Aides Salaries 24.33% and other employment expenses 15.24% (other employment expenses include Administration wages, superannuation, workers compensation payments, long service leave and Professional Development). All other expenses 23.90% include items such as repairs and maintenance, classroom consumables, camp expenses, administration expenses, interest on loans, discounts to fees, special fee allowance and depreciation.

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. The implementation of these long-term goals will give the school further independence in terms of access to school grounds, storage of equipment and other further development of the school's resources.