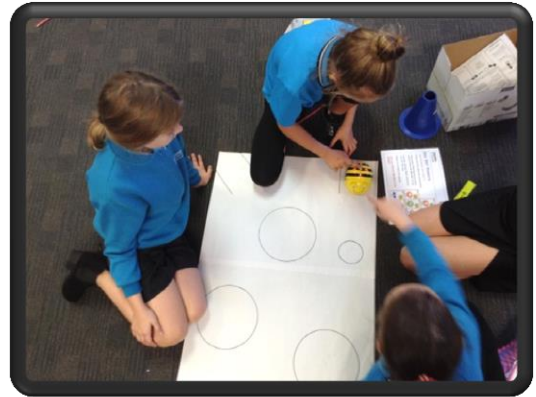


2017 Annual Report



**GREENWOOD
PRIMARY SCHOOL**
(AN INDEPENDENT PUBLIC SCHOOL)

Strive to Achieve



The 2017 Greenwood Primary School Annual Report articulates and provides evidence for the dynamic nature of our school, our commitment to excellence and our relentless pursuit of *Striving to Achieve*. Our staff members focus their efforts on being reflective and responsive to student needs and there is a commitment to continual quality improvement by the entire school community.

Format of the 2017 Annual Report

Part 1

- Introduction
- School moral purpose and beliefs
- Highlights of 2017

Part 2

- Student achievement data
- Early years report
- Curriculum area reports Years 1 to 6
- Attendance data
- Student Behaviour data
- Community Survey data
- Student destination data
- Financial summary
- Future directions



ANNUAL REPORT 2017 – Part 1

1.1 Introduction

In 2017, Greenwood Primary School (Greenwood PS) entered its third year as an Independent Public School. As outlined in the Business Plan, the school continued to promote excellence and ensure that community was given the opportunity to understand and share in successes. The School Board had a number of changes in membership due to retirement and family situations. As a body, it continued to develop, taking opportunities to analyse the current school situation and performance in relation to what had been identified as important in the Greenwood context.

Greenwood PS continued to grow its school culture and ensure that staff and community were well aware of changes in system policy. Appreciation is extended to all staff members who took the opportunity to build their capacity as curriculum leaders, continued to work hard in their areas of expertise and accept their roles in ensuring shared accountability. Without these valuable contributions our school would not be developing the strengths of collaboration so evident in our efforts to meet the aspects outlined in the Department of Education's Strategic Plan and Focus 2017. Students performed well in all learning areas across the school. National Assessment Program in Literacy and Numeracy (NAPLAN) testing continued to be used as a guide to reflect upon the standards of literacy and numeracy. Results of this form of assessment along with other judgements of student learning can be found later in this report.

The National Quality Standard (NQS) was used to reflect on the Early Years phase of schooling. As in 2015 and 2016, staff reflected upon their performance against two of the standards. Administration and our NQS Leader visited classrooms and then analysed the environment of the school, then placed the school on a continuum against all seven standards at the end of 2017. Research shows the importance of providing quality play based programs that focus on developing early literacy and numeracy through experimental and experiential learning opportunities. At Greenwood PS, high levels of collaborative planning and professional learning have ensured that student outcomes and the foundations for future learning are strengthened.

The Arts contributed strongly to the culture of Greenwood PS with students being offered various high quality learning opportunities. There was a definite link to the "Special Event" program around the school to allow children authentic performance opportunities. The level of community involvement and opportunity for Arts being exhibited continued to be important during 2017. Along with the Arts, the areas of physical education and environmental awareness have enhanced community interaction. The school has talented and dedicated staff leading both of these initiatives. Staff have led and/or participated in opportunities to build curriculum networks, including participating in moderation and collegiate support.

Miss Hannaford and Miss Gordon-Plint were nominated for the Western Australian Education Awards in the Teacher of the Year category, and Mrs Shadbolt in the Support Staff category. Mrs Dias won an Australian Council of Educational Leaders Excellence in Teacher Leadership Award. Miss Kingston was successful in a very rigorous two phase process to be granted her Level 3 Classroom Teacher status. The momentum continues to develop for Greenwood PS on our journey to build a school of excellence that will serve its community well.

On behalf of Greenwood PS and the School Board, I present the 2017 Annual Report. I look forward with great confidence to working closely with our community to build on the achievements and develop the capacity of this wonderful school.

Peter Mulcahy
Principal
February 2018

1.2 School Moral Purpose and Beliefs

Greenwood Primary School will build a school community whereby students develop intellectual curiosity and creativity that will enable them to fulfil their academic, social and emotional potential. We will provide opportunities to inspire students to become morally and environmentally conscious, local and global citizens who will contribute positively to a contemporary society.

Building Moral Purpose

It is an expectation that all staff who are employed or engaged at our school be accountable to our agreed behavioural statements. The following provides behavioural indicators for staff to clarify what needs to be evident for us to work towards achieving our moral purpose.

Intellectual Curiosity and Creativity

- ✓ Provide specialist visual arts, music, dance, physical education, science, digital technologies (ICT), School of Instrumental Music (SIM) program, choir, languages (Indonesian), PEAC and swimming programs.
- ✓ Provide opportunities for students to participate in school and community events.
- ✓ Engage students in manipulative (hands on), digital, oral and written learning.
- ✓ Build an engaging play space across the school, looking at both “Adventure Play” concepts and curriculum linked play opportunities (incorporating the School Values).
- ✓ Provide a stimulating learning environment through incursions and excursions, assembly items, school and community gardening projects, enterprise activities (selling worm whiz/castings, chillies etc.), and providing opportunities for problem solving.
- ✓ Engage with parents who have a specialty skill set to offer our students.
- ✓ Celebrate special days.
- ✓ Collaborate with targeted secondary teachers where appropriate to engage our students (after hours).
- ✓ Provide timely and appropriate parent and community workshops to enhance their capacity to develop children’s curiosity and creativity.

Social and Emotional Potential

- ✓ Develop resilience through a whole school program, School Drug Education and Road Aware (SDERA) (Challenges and Choices).
- ✓ Create risk takers across the school by providing opportunities for children to engage with nature play areas (utilising community involvement).
- ✓ Deliver a whole school values program including assembly promotion and class focused awards.
- ✓ Provide specialist staff to support students’ social and emotional needs, e.g. School Chaplain and School Psychologist.
- ✓ Model and live positive behaviours, e.g. appropriate values, rules, friendship, social courtesies and resilience.
- ✓ Acknowledge cultural diversity by engaging in activities related to National Aboriginal and Islander Day of Celebration (NAIDOC), Harmony Day, Anzac Day, and providing halal food at the canteen, growing different vegetables and recognising global religions.
- ✓ Seek opportunities to positively engage and communicate with parents/caregivers to develop the understanding that they are welcome in our school and feel supported in dealing with their children. This will include provision of workshops to enhance parent and community support of children’s social and emotional development.

Moral and Environmental Conscience

- ✓ Utilise the Greenwood Primary School Values Program to develop a focus for students on specific qualities that demonstrate the qualities of a good citizen, such as resilience and responsibility.
- ✓ Model an understanding of cultural diversity and celebrate different cultures and religions with our student population.
- ✓ Ensure strategies are in place to promote and value inclusion for all students; such as
 - Case management processes
 - Students at Educational Risk (SAER) processes
- ✓ Engage in the Greenwood Primary School Sustainability Program which actively promotes environmentally responsible actions through:
 - Promoting the 3 Rs (Reduce, Reuse, Recycle), and therefore raising students' awareness and effective management of waste by composting scraps, worm farming, gardening, and recycling of aluminium, paper, batteries, and e-gadgets.
 - Caring for the physical environment by, for example, picking up litter and planting trees in the school and community.
 - Witnessing and immersion in community recycling and rehabilitation; e.g. through engagement with Tamala Park and Coast Care.
 - Modelling responses to the eco audit, and thus increasing our school's efficient use of energy.

1.3 Highlights of 2017 – just some of the many exciting positives for our school community

- Key leadership staff involved in a partnership with SciTech to build capacity in STEM. This translated to innovative programs across the school.



- Launch of the Play Focus and Leadership Committee. This was a group consisting of 8 parents and 7 staff. This group has met monthly to develop a project plan. The Implementation Phase will commence in 2018.



- A **whole school** NAIDOC Week celebration with a local Aboriginal filmmaker and TV presenter speaking with students and visiting classrooms. Our Year 6 students also developed and delivered power point presentations at the Department's State-wide Services celebrations.
- Mr Mulcahy and Greenwood PS filmed as part of AITSL National Pathways to Leadership Profiles (building school culture around strong partnerships). This formed one of six stories from around Australia.
- Miss Gordon-Plint, Miss Hannaford and Mrs Shadbolt nominated for WA Education Awards.
- Mrs Dias awarded prestigious ACEL Teacher Leadership Award.
- Staff facilitated numerous curriculum based incursions and excursions designed to support opportunities for students to build skills, knowledge and understandings through authentic learning opportunities.
- The highly proactive P&C worked extremely successfully across the year to support the school community and enhance opportunities for the students.



- Launch of a loose Parts play project across PP- Year 6 which included staff education and the development of new student leadership roles
- Whole school involvement of celebratory events including engaging Book Week activities (which incorporated a community open night), Harmony Day and ANZAC remembrance and Christmas on the Green concert.



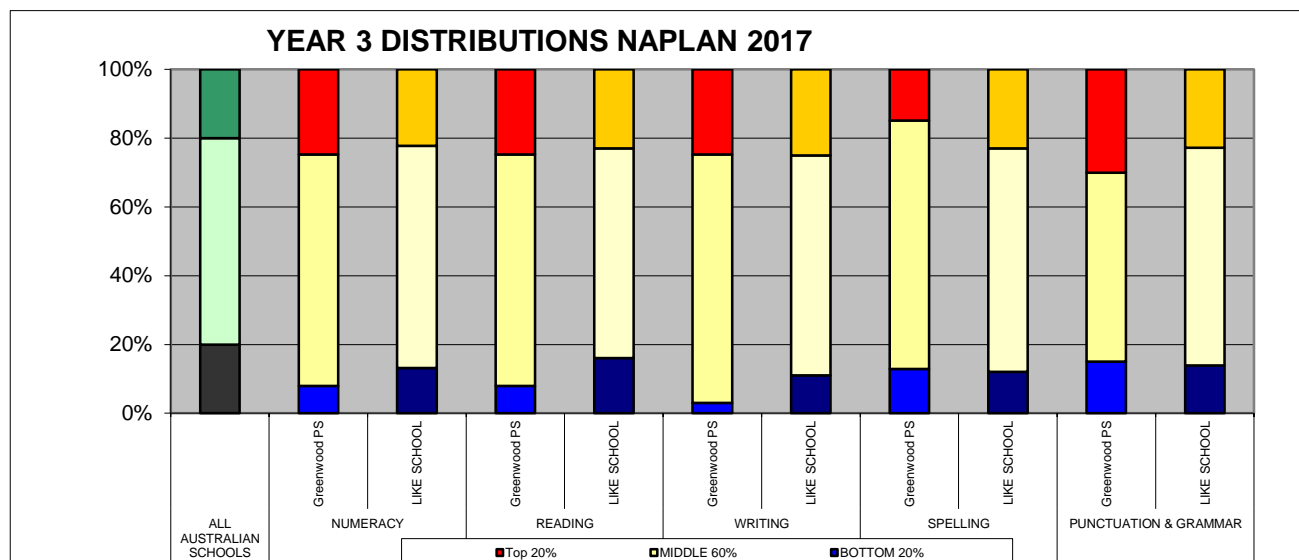
- School Board members maintained a high profile by presenting certificates at every assembly and attending school events. The Board reflected against the school's 2015-2017 directions through the Business Plan development, engaged in various self-assessments and the School Board leadership attended training modules.
- Added to our strong sustainability program by increasing items being recycled at school. Community organisations acknowledge the impact that our Sustainability Education program has had on school level environment outcomes and awareness.
- Outstanding choir and instrumental programs (guitar and clarinet) ensuring performance opportunities such as the "Massed Choir" event held at the Perth Concert Hall, whole school events and local community organisations.
- Growth of our engagement with "Next Challenge" to provide Speech Pathology and Occupational Therapy screening and intervention services in the early years. This included opportunities for parents to interact with therapists.
- With support from our School Board member and local Councillor, John Logan, Greenwood PS hosted a three hour Outside broadcast for 89.7FM. The broadcast involved two local secondary schools and three other primary schools.
- Partnership with Frasers Property Group (developer of East Green – our old East Greenwood School site) which saw a whole day of tree planting and donations of logs, mulch, plants and labour)
- Our School Chaplain program continued to grow. Thanks to funding support from the P&C Chaplain time will increase to 2 ½ days per week in 2018.



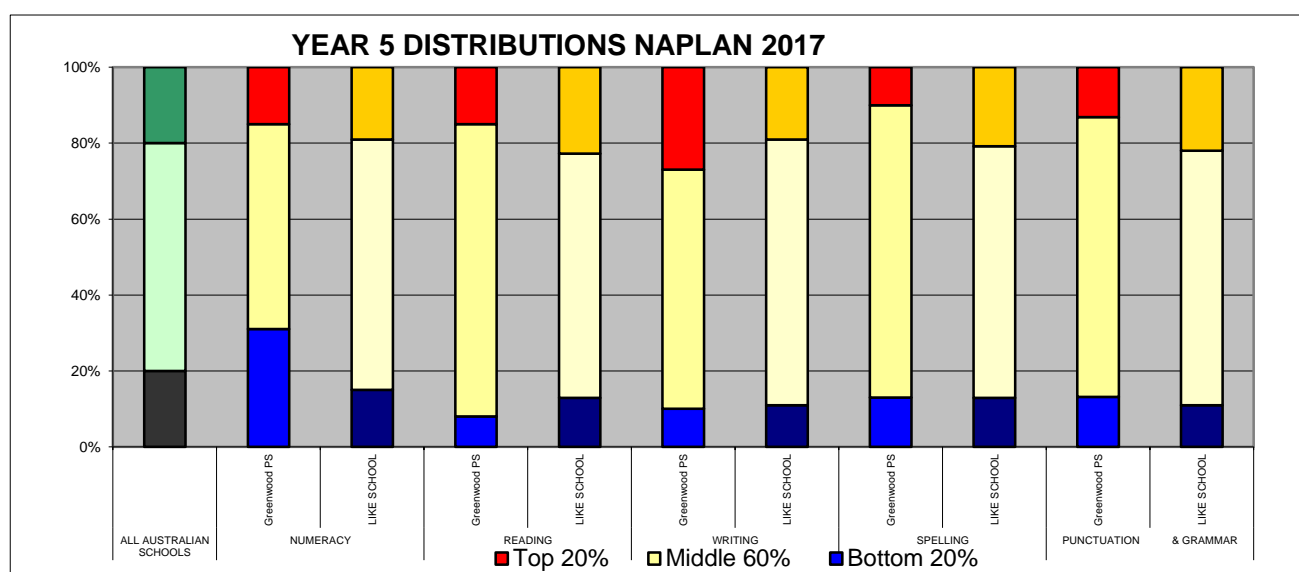
ANNUAL REPORT 2017 – Part 2

2.1 Student Achievement Data

The following graphs provide a comparison between Greenwood PS and Like Schools. Like Schools area based on the Index of Community Socio-Educational Advantage (ICSEA) - in relation to the national distribution bands of top 20%, middle 60% and bottom 20% of students in each NAPLAN assessment.

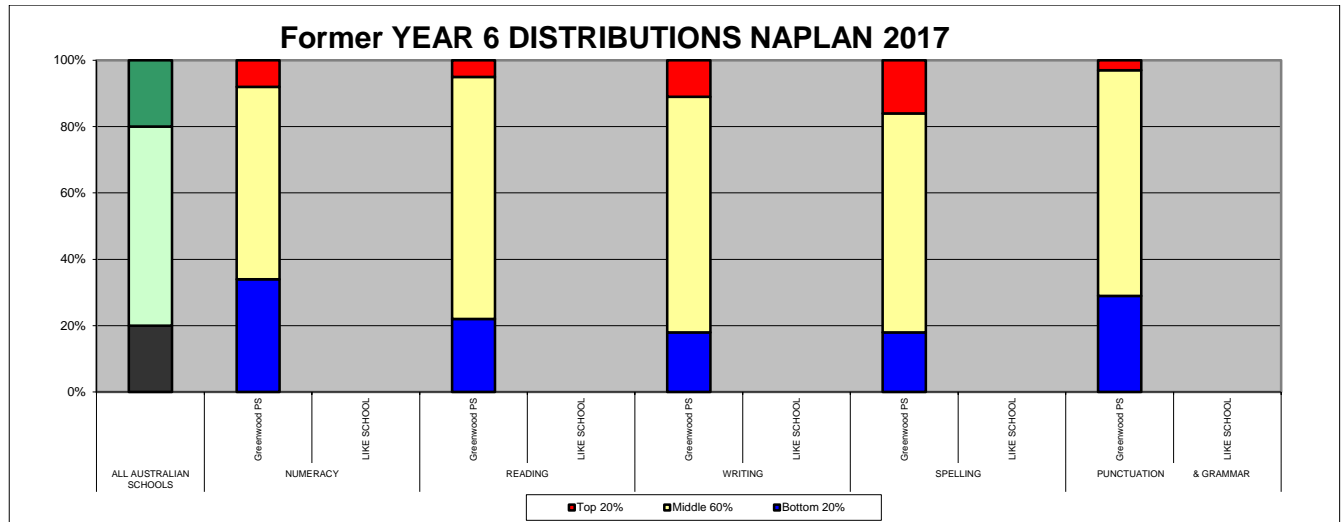


At Year 3 level, Greenwood PS has consistently fewer students in the bottom 20% of NAPLAN compared to national schools. The percentage of Greenwood PS students in the middle 60% of national bands compares well with national data. For 2017, we met our Business Plan target of maintaining our school reading mean at that of national level. Compared to Like Schools, Greenwood PS performed well above expectations in numeracy and above expectations in reading, writing and punctuation and grammar. The numeracy Business Plan target of increasing the number of students in the “good” and “excellent” distributions was also met. The improvement in numeracy is particularly pleasing given the resources we have invested into the development of our school level and family maths games processes.



The 2017 cohort of Year 5 students' data was quite erratic. In reading, high progress and achievement was evident. In writing, achievement was strong, but mean progress weaker. Further

analysis indicated that a number of students who are capable (based on teacher grades) seemed to find the formal testing situation a challenge, which impacted upon the school mean. The numeracy Business Plan target of increasing our numbers of students in the “good” and “excellent” distributions was also met at Year 5 level. The mean performance in numeracy and punctuation and grammar was disappointing. As a result, staff have identified a couple of strategies to be implemented in 2018 to attempt to address both of these areas. They are outlined in the Future Directions area of this report.



The graph above shows NAPLAN results for 39 out of 44 former Greenwood PS students who transitioned to public secondary schools at the end of 2016. There is no “like school” comparison as this data is unavailable. Although trends are difficult to generate with this data, it is very pleasing to see the improvement in spelling performance with continued sound results in writing.

2.2 Early Years Report

Year in Review

2017 was a busy year in Kindergarten and Pre-Primary. The Kindergarten students enjoyed a range of fun and exciting activities to enhance their learning and understandings, through play. Kindergarten students were assessed in literacy using the Kindergarten Assessment Tool (KAT). This information proved vital in assisting teachers with their planning. Literacy and numeracy blocks were filled with fun, hands on activities to enrich learning. The introduction of Bee Bots into the early childhood area provided children with coding opportunities to enhance literacy and numeracy learning.



The Pre-Primary classes shared in some fantastic incursions and continued to be well supported by the parent group, as evidenced by the huge turn out to the traditional family Easter morning. A wildlife incursion gave the children hands on experience with animals. Early childhood was fortunate to have an incursion from the local fire brigade. The children thoroughly enjoyed seeing and using some of the equipment that was on-board the truck.

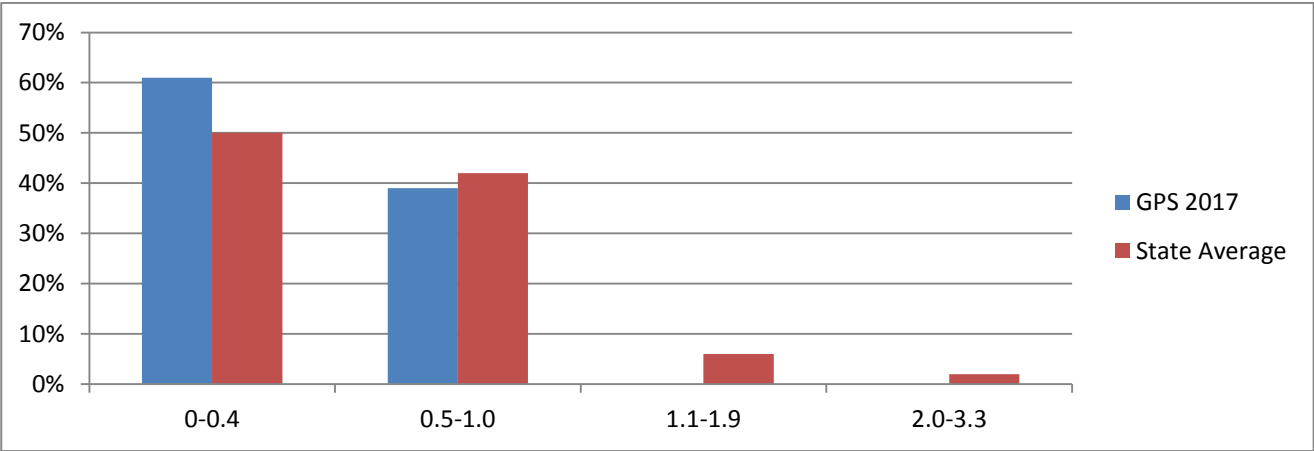


On Entry Assessment

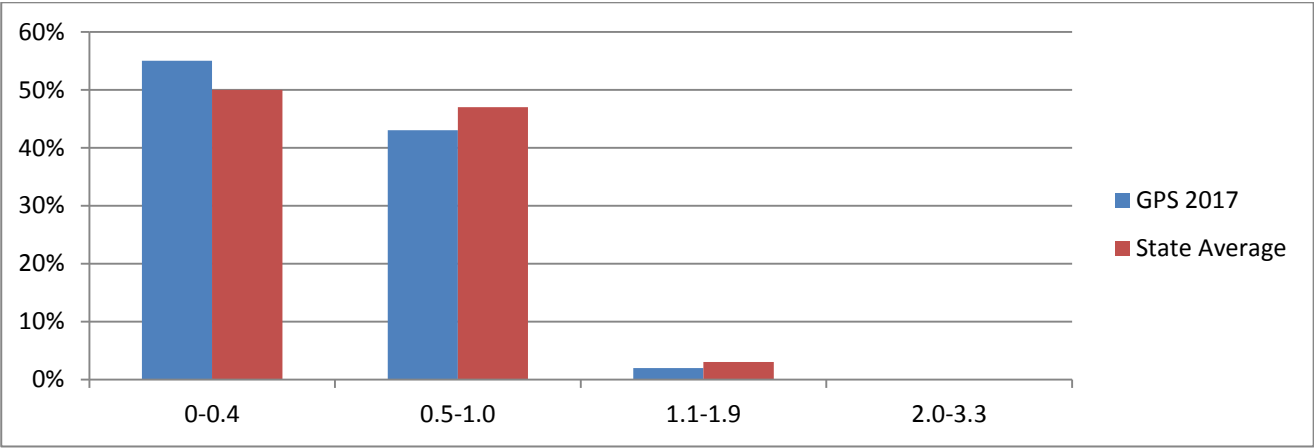
The On-Entry assessment is conducted at the beginning of the Pre-Primary year. The purpose of the assessments is to provide teachers with an opportunity, early in the year, to collect information on literacy and numeracy skills and understandings of each child in the class. Information gathered helps teachers to develop targets and learning programs that cater for groups of children and support the needs of individuals. Fifty one Pre-Primary students were assessed in 2017. Student

results are represented by progression points. In the Pre-Primary year, the end of year progression point for literacy and numeracy is one.

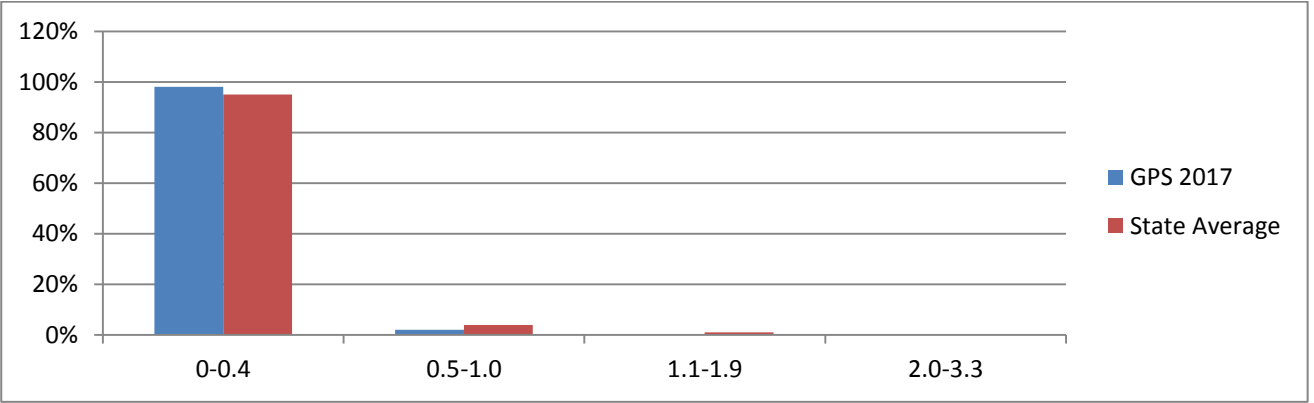
SPEAKING AND LISTENING



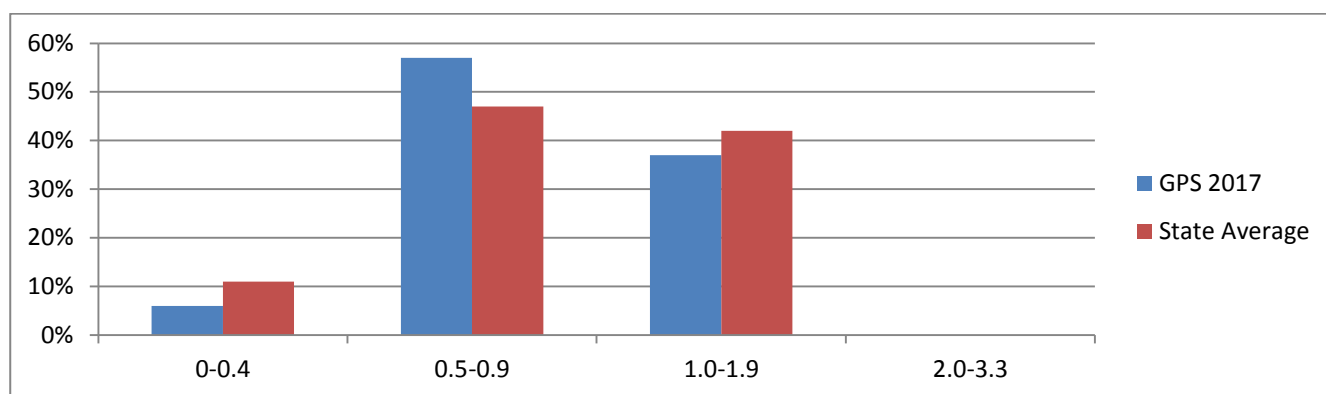
READING



WRITING



NUMERACY



Future Directions:

- Continue relationship with “Next Challenge” Speech Pathology and Occupational Therapy.
- Continue to review and refine teaching and assessment cycle of phonological awareness and alphabet knowledge based on KAT data and On-Entry assessments.
- In numeracy, continue the emphasis on developing student understanding of the principles of counting in Kindergarten. Dr Paul Swan resources to remain a focus in Pre-Primary.
- Investigate and implement strategies for increasing digital technology use across all K/PP classes.
- Introduce partnership with ECU investigating synthetic phonics and links with home reading.

2.3 Curriculum Area Reports – Years 1-6

Numeracy

During 2017, teachers continued to implement effective strategies for teaching maths. Teachers planned from and reported against the Western Australian Curriculum.

- Whole school planning and assessment continued using the MTS Online resource, with whole school data collected and included in the student profiles. Staff used Phase of Learning Team meetings to develop these processes.
- In class coaching/mentoring, by the numeracy curriculum leader, in various classes from Pre-Primary to Year 5.
- Teachers and education assistants (EA) continued using Dr Paul Swan’s maths resources. The school provided in house professional learning sessions to build staff capacity to use the resources and implement the WA Curriculum. This included 1.8FTE extra EA support for the delivery of maths programs in small groups, across the three teaching blocks.
- A games evening for parents was held to raise awareness of mathematical concepts facilitated by staff members of the Mathematics Committee. The evening session was offered following community feedback.
- Teachers of students in Years 3 and 5 followed the NAPLAN planning guide provided by the Department of Education to assist students understand the test structures.
- Pre-Primary to Year 2 staff used On Entry Assessment data to plan for curriculum delivery.

Many maths resources were purchased to support teaching and learning. These included more Paul Swan resources such as child friendly playing cards, maths kits, various games and teaching resource books, along with replacing of consumables used in the Paul Swan games.

The following table provides a summary of the teacher judgements of student performances in the numeracy area of the curriculum:

Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade- Like Schools
1	74	57	15	32
2	66	53	27	32
3	35	47	57	40
4	46	50	31	35
5	44	49	36	35
6	43	48	39	37

Future Directions:

- Continue to up skill staff to implement the WA Curriculum effectively.
- Research, fund and introduce a Wave 2 intervention program to target the Year 4 and 5 phase of learning. Looking to address the concerns identified through NAPLAN data.
- Continue extra EA support for numeracy.
- Purchase and use more resources developed by Dr Paul Swan.
- Ensure MTS Online is used continuously across the school for planning and assessment
- Address the gaps identified by analysing NAPLAN, in particular Year 5.
- Research, plan and implement a whole school “mental maths challenge” system.
- Continue to build our parents’ skills and encourage further use of the games for home borrowing and ongoing parent evenings.



Classroom Coaching



Parent Games Evening



Using Paul Swan Games

English

During 2017, staff continued to address focus areas outlined in the English component of the school’s Operational Plan. At the commencement of the year, staff accessed the newly established whole school English data hand over documents, which provided information on individual students. Specific programs that provided a key focus included the Words Their Way (WTW) spelling program and the Springboards into Comprehension (SIC) reading program. SIC assessment tasks were undertaken in the Year 3 to 6 classes, as well as the prosody assessment tool and WTW assessment, which were employed in all year levels.



Resources purchased to support the development of a whole-school approach included:

- 6 class sets of 12 headphones to accompany the digital SIC reading books;
- WTW Australian version (disc);
- Red Rocket home reading series for Years 1-3;
- High interest chapter book series for reluctant readers in Years 4-6;
- Additional set of novels for Year 4 - 5 students;
- 5 headsets to assist reluctant writers; and
- Additional Phase 3 and Phase 4 *Letters and Sounds* resources.

Processes employed to support the delivery of reading and writing programs included:

- Central reading storeroom maintained in the senior teaching block for ease of access to resources;
- Additional EA support time provided across the three teaching blocks to assist teachers effectively conduct guided SIC lessons;
- Wave 2 *Letters and Sounds* intervention for 34 students Years 1 to Year 5. In synthetic Phonics support derived by two paraprofessionals in two blocks;
- Literacy coordinator conducted classroom teacher observations, coaching and support, in the area of guided reading;
- EA supervised a Wave 2 online reading intervention program (*Reading Assistant*) with ten Year 4 students for a ten week module during Terms 2 and 3;
- The Support a Reader (SAR) program operated for four Year 2 students, five days a week during Terms 2 and 3, coordinated by a dedicated ex-staff member and parent and supported by community volunteers;
- Students participated in a significant number of cross curricula English activities through involvement in learning experiences and special events; and
- Professional Learning for all staff in the implementation of the Australian WTW disc.

The following table provides a summary of the teacher judgments of student performances in the English area of the curriculum compared to like schools.

Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade – Like Schools
1	55	52	36	31
2	41	56	46	29
3	42	47	52	38
4	58	52	31	33
5	50	54	28	32
6	44	50	39	37

Future Directions:

- Continue to embed and implement consistent and collaborative approaches to reading comprehension using SIC, through Phase of Learning team meetings and learning programs.
- Utilise available technology for guided reading activities, research and publishing.
- Incorporate the Australian version of WTW in spelling programs.
- Conduct the online Reading Assistant Wave 2 intervention program with the original group of 2017 students and add to the program the top 6 students from the year level cohort to promote extension.
- Professional Learning for two lead staff in the *Bright Path* writing assessment program. Train all staff and incorporate into the Year 4 and 5 teaching programs.
- Professional Learning for Year 4 and 5 staff on the Vocabulary, Connectives, Openers and Punctuation (VCOP) and trial in classrooms for this phase of schooling.
- Continue incorporating staff self-reflection and peer-coaching tools for performance management processes.
- Continue and expand the SAR reading program to include two streams of students in 2018. Promote the benefits of the program at parent meetings to encourage volunteers.
- When it becomes available, purchase the Year 3 SIC assessment box.
- Continue EA support for classroom and Wave 2 *Letters and Sounds* programs.

Languages (Bahasa Indonesia)

Bahasa Indonesia was taught to students from Years 3 to 6 students at Greenwood PS (including some Year 2 children in a split class). Students participated in a vibrant and engaging 50 minute lesson each week under the instruction of a specialist teacher. Indonesian was taught using an explicit teaching model and co-operative learning strategies with peer tutoring was imbedded in the program. A variety of activities that maintain student interest and enhance students' linguistic competencies and cultural understandings were used.

Students were given opportunities to demonstrate their skills and knowledge in a variety of activities and tasks. Teacher observations, anecdotal records, role plays, teacher-produced tests were used to measure student progress using the Curriculum Framework while the WA Curriculum; - Languages was being developed.

Some of the highlights of our Languages program:

- Technology and use of iPads within the language classroom to consolidate student learning
- Incursions and cross-curricular activities such as geography, visual art, cooking, dancing, music and games enhance students' cultural understandings
- Our language specialist provided mentoring and support for other Indonesian Language Teachers and our program was used as a model for other schools' Indonesian Language programs. This included a Department video being made on our delivery model.



The table below is based against Like Schools who teach Languages – (e.g. Chinese, French German, Indonesian or Japanese)

Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade- Like Schools
2	56	61	44	31
3	55	61	45	35
4	67	62	29	30
5	68	62	30	32
6	50	56	37	38

Future Directions:

- Greenwood Primary School has been selected to become primary languages Teacher Development School (TDS) in 2018. Our school will be supporting other primary schools implement Ketawa: online Indonesian language program.
- We aim to increase the linguistic awareness and the use of Bahasa Indonesia in classrooms across our school.
- Build greater cultural understandings through the language program.
- To provide students with a sustainable language pathway. Our feeder high school, Warwick Senior High School also offers Indonesian.
- In 2018 Year 3 students will be taught and assessed against the WA Curriculum: Languages and Years 4-6 will continue to be taught and reported against the Curriculum Framework.



The Arts - Music

Choir

2017 was an exciting time for the Greenwood PS Choir. In September, 60 students from Years 4-6 performed at the Massed Choir Festival at the Perth Concert Hall. Our students performed brilliantly. We were fortunate to have a student selected to perform as a soloist with the choir. The choir also excelled in their end of year performances at Warwick Shopping Complex and the Lakeside Retirement Village, as well as the music run assembly and the Greenwood PS ANZAC service.



Instrumentalists

The instrumental program continued with five students learning clarinet and five students learning classical guitar. These Year 6 students received free musical tuition through the School of Instrumental Music. The students performed at two music assemblies, Lakelands Leisure Village and our Book Week celebrations.

Classroom and other Music contexts

Children in Years 1-6 all received 50 minutes instruction in general music. Students continued to develop their reading of music through learning to play the recorder as well as learning to improvise and create their own music. There was a significant change to the 2017 - Christmas on the Green concert. Lower year classes were paired with older year groups using a classroom buddy system. The high quality of their singing was acknowledged by our school community.

Year 6 students performed beautifully for their graduation ceremony with our instrumentalists for the first time providing the music for our singers. Instrumentalists in Year 6 gained entry into local high schools to further develop their musical studies.

The following table provides a summary of the teacher judgements of performances in the Arts – Music curriculum area.

Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students above C Grade - GPS	% Students above C Grade – Like Schools
1	68	61	23	37
2	64	58	36	37
3	68	60	30	37
4	60	59	38	36
5	68	55	30	41
6	56	48	39	48

Future Directions:

- Continue to provide opportunities for children to perform at a variety of venues and festivals
- Implementation and reporting of the full WA Curriculum: The Arts, Music
- Specialist to participate in a local network for Arts teachers and Connect Community
- Develop student's creativity further by creating opportunities for improvising in music
- Further develop the choir's strengths in singing in harmony

- Continue with the same format for the Christmas on the Green with younger classes paired with senior classes.

The Arts – Visual Art

Students at Greenwood PS participated in weekly Art activities to develop their skills through the art aspects of Art Ideas, Arts Skills and Processes and Arts in Society.



Throughout the school, students have participated in many art/craft lessons to enhance their understanding of basic art elements including: line, shape, colour, texture, form & shape and perspective. Students have experienced art through various mediums such as: drawing, painting, collage, printing, tin-can sculpture, dioramas, sewing, masks, kites, cushion and bag designing, portraiture and 2D /3D clay sculpture.

Throughout the year Visual Art themes were integrated with HASS aspects, class

themes, school and community days, including: Chinese New Year: Year of the Rooster, pioneer settlement, Aboriginal motifs, Anzac Day, Harmony Day, ocean life, Book Week, athletics, seasons, Indonesian culture, North American totem-pole art and many more. Students responded to famous artists' works including: Kandinsky, Monet, Van Gogh, Dali and Op Artists, and Australian Aboriginal artists.



High quality art has been on display in the front office and Admin block. Student's art work was displayed in the classrooms throughout the year and in the art room for open night during Book Week.

Students in Years 4 and 5 had an excursion to Sculptures by the Sea in March at Cottesloe and enjoyed viewing many inspiring sculptures.

A highlight for the Year 3/4 class was participating in and winning a "sneaker-art" competition run by the Art Gallery of WA. They enjoyed a free excursion to the gallery with a workshop included.

The following table provides a summary of teacher judgements of student performance in the Visual Arts area of the curriculum.



Year Level	% of Students C Grade-GPS	% of Students C Grade- Like Schools	% of Students Above C Grade-GPS	% of Students Above C Grade-Like Schools
1	83	63	15	34
2	75	60	20	37
3	40	54	61	43
4	75	67	24	31
5	64	65	36	32
6	38	59	63	34

Future Directions:

- Art specialist teacher to network across like schools in our area and moderate for consistent grading of student art work across year levels.
- Teachers to plan, implement and report using the new WA Curriculum: The Arts.
- Continue to develop the students Art skills.
- Find new ways to display the student's Visual Art in the community.

Health and Physical Education

The health and physical education program at Greenwood PS in 2017 offered many exciting and varied learning opportunities for students. These included skills lessons, senior sports, specialist clinics run by accredited coaches and sporting carnivals. Ongoing involvement in the Northern Corridor Interschool Sporting Cell has provided students with opportunities to participate in a winter Lightning Carnival and at a higher level of competition for athletics. Greenwood PS also annually hosts the Interschool Cross Country Carnival which saw the addition of another new school, bringing the total of competing schools to eight.

Highlights at interschool level included the undefeated AFL and modcrosse A teams finishing top of their division and the girls soccer team finishing second.



At school level some of the highlights for the year were the annual swimming, cross country and athletics carnivals. Students have also been involved in programs run by specialist coaches in soccer, AFL and modcrosse. Junior students are also offered an explicit and comprehensive early fundamental movement skills program, starting in Pre-Primary. The inclusion of the *Rock and Water* socialisation program for boys has been a great success.

Our PE specialist is continuing her role as a tutorial teacher at Edith Cowan University in the areas of Health and Physical Education for pre service teachers. Our students benefitted from individual skills screening during Term 4 by pre service teachers under the guidance of university staff.

Class teachers incorporated the School Drug Education and Road Aware resources into their Health programs. Staff were given the opportunity to engage with the Department protective behaviours resources. The new protective behaviour program was implemented across the school from K-6. Senior classes used the *Zones of Regulation* program focussing on developing self-regulation, emotional awareness and control.

The physical education data shows that overall most year levels at Greenwood PS are well above the average for like schools for those students achieving high or excellent grade levels.



Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade – Like School
1	34	68	36	30
2	50	66	43	30
3	53	62	45	35
4	50	62	46	35
5	42	59	50	38
6	61	52	35	46

Future Directions:

- Continue to strengthen our community connections through local clubs, coaches, and parents. Create new partnerships by participating in a Girls AFL carnival through the Subiaco Development Commission and create a community feel with parental involvement in sporting days.
- Provide an high standard of teaching pedagogy and conduct assessments in the Health and PE area, including reporting against the WA Curriculum standards.
- Enhance learning opportunities and offer fun active programs that will encourage students to get involved in physical activity and make it a part of everyday life.
- Offer more students the opportunity to participate in the *Rock and Water* program. The P&C Association is interested in funding an extra group. Timetabling will need to be looked at in 2018 to see if that is possible
- Continue and strengthen our relationship with Edith Cowan University.

Humanities and Social Sciences (HASS)

In 2017, all areas of HASS became reportable. Staff were given time during staff meetings to discuss and develop moderation tasks, as well as carry out moderating sessions. New teacher resource packages, that included task cards, were purchased to support staff in the teaching of History. To encourage students to be active citizens, students and staff participated in fundraising events such as Dress like a Pirate Day and Pyjama Day. Money raised during these events was donated to various charities that support childhood cancer and the homeless.



Greenwood PS continued with its focus on celebrations of special days, such as NAIDOC Week, ANZAC Day and Harmony Day through whole school events.

Students and staff were also given opportunities to further explore their understanding of HASS through excursions to Buckingham House, Parliament House and Fremantle Prison. To celebrate NAIDOC Day, students in Year 6 were invited to attend a special NAIDOC celebration at State-wide Services in Padbury, where they participated in a range of activities which included:

- research of respected Noongar people such as Yagan;
- nature walks looking at the local flora and fauna; and
- traditional Noongar singing.

Neil Coyne, a well-known Aboriginal wrestler and media personality, came and spoke to all students from Years PP-6 on his life and personal journey. Students in Years 4-6 were lucky enough to have Neil teach them some traditional Noongar cultural activities and language.



The following table provides a summary of the teacher judgements of student performances in the HASS area of the curriculum.

Year Level	% students C grade - GPS	% students C grade – like schools	% students above C grade – GPS	% students above C grade – like schools
1	64	70	25.5	22
2	61	64	39	28
3	57.5	56	42.5	33.5
4	75	51	19	33
5	72	60	22	28
6	52	54	37	33

Future Directions:

- Greenwood PS staff will focus on personal professional learning in the four strands of HASS.
- Continued whole school development and celebration of special events and days
- Appropriate resources will be purchased to assist in the teaching of all areas of HASS based on teaching and learning area needs.
- The HASS committee will investigate purchasing resources to support the implementation of “Business and Economics” in the Year 5 and 6 area.
- Continued moderation of HASS assessment tasks across the school to enable teachers to more confidently make judgements against the WA Curriculum Standards.

Science

The Science curriculum at Greenwood PS is based upon the Primary Connections “5E” model. – engage, explore, explain, elaborate and value. During 2017 there was a mixture of curriculum delivery either via classroom teacher or a science specialist teacher. One of the highlights for students was the *Science Alive* incursion. Year 5 students also had the opportunity to visit Warwick SHS, engage in a science fair and work with the secondary school specialist teachers.

The science specialist teacher was again involved with five classes. Through a coaching model, individual staff members were able to work alongside the specialist to build their understandings of integrating science across other learning areas, especially through inquiry skills.



In Semester 1, ALL teachers were asked to evaluate their students in the strand “Science as a Human Endeavour” and in Semester 2 they evaluated their students and reported on the strand “Inquiry Skills”.

At school development days and staff meetings, staff were provided with the opportunity to plan moderation tasks and work collaboratively to build their understandings of the WA Curriculum judging standards.

Staff used large inquiry lesson proformas (purchased for each classroom in 2016) to ensure a consistent approach to experimentation methods across the school.

The following table provides a summary of the teacher judgements of student performances in the science area of the curriculum.

Year Level	% Students C Grade – GPS	% Students C Grade- Like Schools	% Students Above C Grade - GPS	% Students Above C Grade – Like Schools
1	70	71	21	23
2	75	71	23	24
3	57.5	63	40	31
4	78	68	11.5	28
5	74	65	22	27
6	67	63	28	26

Future Directions:

- Continue to develop staff understanding of the 5E model and Primary Connections
- Develop a two-year content delivery structure, continuing the major and minor content areas to be focused on each alternating year.
- Science specialist teacher to assist staff in further developing consistent inquiry based teaching and build common assessment tasks across the school focusing on the WA Curriculum and standards.
- Science specialist teacher to build the network with local primary schools and the Science Department at Warwick SHS
- Continue collaboration with the Scientist in Schools programme and invite individuals who work in the science field e.g. CSIRO, to talk and design experiments with the students.

Cross Curriculum Priority: Sustainability

The sustainability program continued throughout Greenwood PS with students and staff committed to maintaining and embedding practices into sustainable education by incorporating the 3R's – reduce, reuse and recycle into everyday activities. The school wide program was integrated across the curriculum with class activities, active citizenship roles, incursions and whole school projects undertaken.

Class activities included:

- composting food scraps from recess, lunch and Crunch & Sip eating times;
- recycling of paper and cardboard;
- participating in class discussions about the 3Rs;
- planting and maintaining vegetable gardens;
- cooking with vegetable produced making soups, salads, slices, baked potato chips etc
- various technologies and art/craft activities with recycled items, e.g. Year 4/5's tin can sculptures; and
- guided reading about recycling and sustainable living across various classes.

Active citizenship activities linked to sustainability included:

- Recycling station – collections included used postage stamps, old mobile phones and small electronic items, printer ink cartridges, plastic milk bottles, glass and coffee pods, dental hygiene packaging, batteries, ring pulls and aluminium cans for Wheelchairs for Kids Inc.
- Sustainability teams in Years 4 and 5 - fed the worms, composted the lunch scraps, cleaned the large scrap buckets, aerated & added carbon to the compost cones and put out the aluminium recycling buckets. Reports were provided at each assembly. The Years 5 and 6 team collected and recycled paper and boxes.
- The Values monitors organised an aluminium ring pull competition in Term 3 to see which block could collect the most for recycling. The delighted Banksia Block won and were treated to an extra reward play.
- The Greenwood Tree Planting Day in Term 3, - Fraser's Property Group (who are developing the old East Greenwood Primary School site) and Australian Landscapers collaborated to provide Greenwood PS with donations of trees, shrubs, tools, mulch and volunteer staff time. Classes were able to add native species and fruit trees to our gardens, bush and top verge around our school.

- Gardening Club: - conducted every Wednesday at lunchtimes with a teacher and a parent helper. Tasks included maintaining the vegie beds, fruit trees, worm farm, compost cones, and verge garden with feeding, weeding, watering and planting.
- Wheelchairs for Kids: over 35kg of ringpulls and aluminium cans collected and recycled into tube-frames for wheelchairs for under privileged children in other countries.
- Adopt a Spot: - students and staff collected litter to clean up around the school at various times throughout the year.
- The whole school enjoyed a performance by the Royal Agricultural Society of WA looking at the origin of food and fibre that is purchased through supermarkets. On the same day, younger students enjoyed a visit by a farmer and his menagerie of farm animals to highlight caring for animals and sustainable food growing /living across WA.



Future Directions:

- Continue to embed sustainability practices and momentum of projects at Greenwood PS with “thinking globally and acting locally” in mind e.g. students to place rubbish and recycling waste in appropriate resources around the school.
- Continue with Adopt-a-Spot/ Clean-Up Australia Day practices.
- Year 4's to visit Tamala Park and PP to Year 2 to have a Cleanaway incursion.
- Fundraiser for Wheelchairs for Kids.
- Increase shade house usage - growing of seeds into seedlings.
- Provide ongoing professional learning for other schools initiating sustainability programs in their school upon request.
- Continue the work of lead staff engaging across the network of sustainable schools.

2.4 Attendance Data

	Attendance Category			
	Regular (90-100%)	At Risk		
		Indicated (80-89%)	Moderate (60-79%)	Severe (0-59%)
2015	83.5%	12.6%	3.1%	0.6%
2016	83.0%	13.1%	3.5%	0.2%
2017	85.6%	11.2%	2.3%	0.9%
Like Schools 2017	80.2%	14.7%	4.1%	0.9%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

The tables above indicate that Greenwood PS has attendance levels that compare favourably with Like Schools. The 2017 data indicates that the improvement trend is maintaining. This trend is

evident in overall attendance and in each of the categories. The school continues to focus on a case management approach for the most at risk students.

Greenwood PS made little consistent impact against our Business Plan target relating to improving Indicated and Moderate attendance across 2015-2017. School data shows that despite extra efforts with lesson structures, opportunities for more engaging curriculum and improved playground adjustments little impact was seen for these groups. What is very interesting is the pattern emerging around the differences between Semester 1 and Semester 2 in each of the three years. There has been a clear increase in the Indicated category during Semester 2 for each of the three years. Some of this can be attributed to Term 3 flu season however; there is an increased number of students taking unauthorised vacations.

Students were monitored over targeted blocks and letters were sent to all families below 90% attendance with information on the impact of non-attendance. This process and data was shared with the School Board. As indicated in last year's report, there is a link between NAPLAN performance and attendance data, so this area will need to remain a continued focus. Parents often consider this level of attendance satisfactory, citing reasons for absence activities such as family birthday celebrations and holidays outside of school vacation breaks. Research has shown that any absence from school has a significant negative impact on student progress.

Future Directions

- Associate Principal to continue monitoring attendance data and alerting both teachers and families of issues. School Student Services team will work closely with identified families.
- Improvement letters sent out to families where data indicates better attendance.
- Certificates provided for students with an attendance rate of 98% or above for the collection period.
- Use School Board and P&C membership to assist in the communication to parents about the impact of student attendance on learning outcomes
- Work with the Regional Office Engagement team to assist families struggling to get children to school on a regular basis.

2.5 Student Behaviour Data

Greenwood PS follows the Department's Student Behaviour Policy which clearly articulates the responsibilities of students and the outcomes for behaviour choices. There is a whole school reward program that involves Administration contact with each student as they attain levels of achievement. Each level requires 40 stamps on a chart. This is adjusted for Kindergarten students who have a 2.5 days per week attendance requirement. Class level positive and negative behavioural consequences are articulated to students and parents at the commencement of the year. A structured approach is in place to deal with bullying when it occurs.

- **1538** whole school stamp charts were rewarded at administration.
- **296** office visits occurred where students shared positive work or behaviour and took a certificate home to parents/carers.
- There were **seven** suspensions totalling 6.5 days during 2017.

The table below indicates the categories of administration intervention in the behaviour management structure where students were either reprimanded or received a detention.

Category	Physical aggression toward staff	Physical aggression intimidation of students	Verbal abuse/ threats toward staff	Verbal abuse / threats toward students	Violation school/ class code	Bullying	Property damage
Number of incidents	16	4	3	6	69	9	1
Percentage of Total Behaviours	14.8	3.7	2.7	5.5	63.8	8.3	0.9

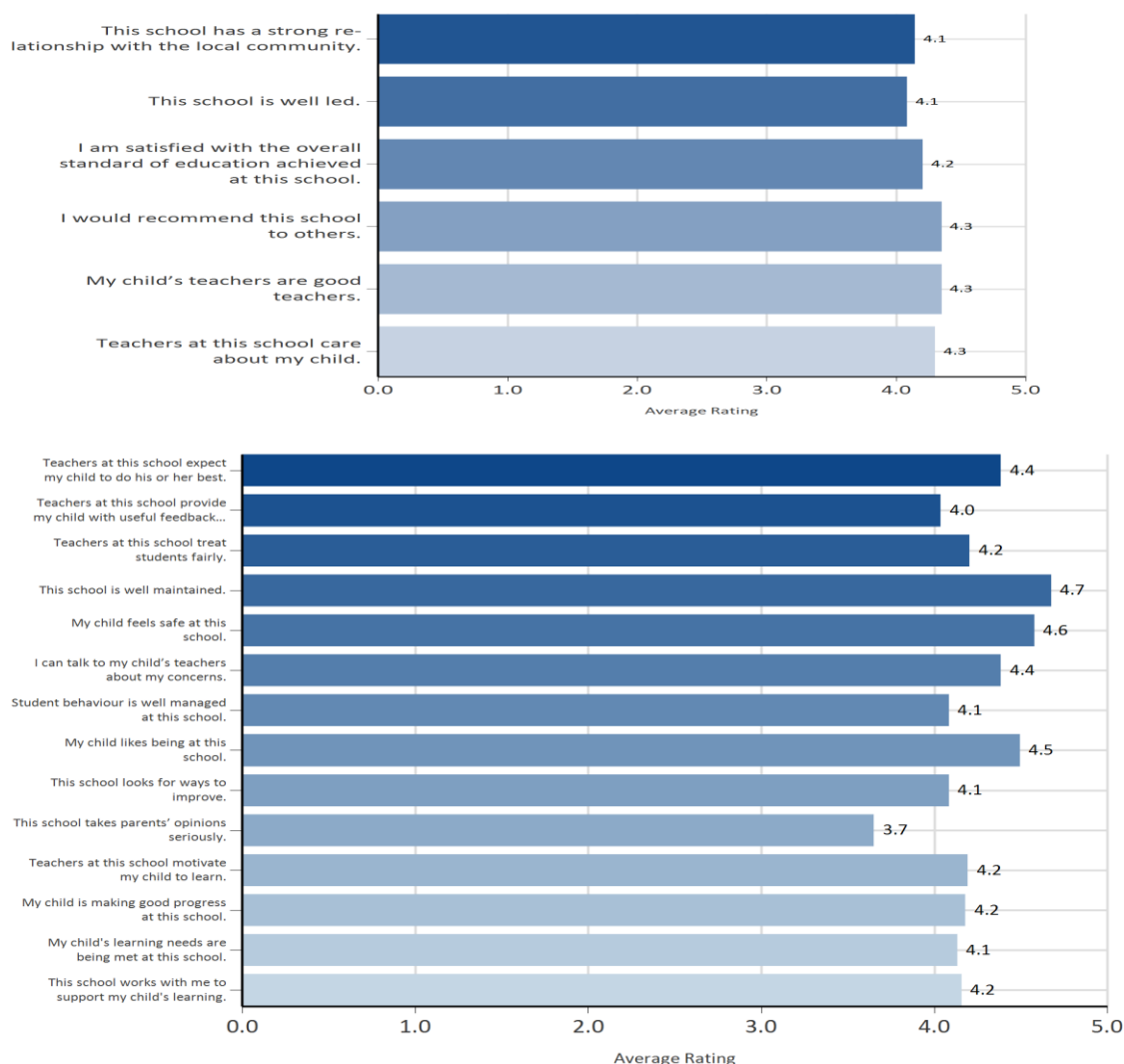
Values

At Greenwood PS, values education is considered to be an important element of building a positive school culture. Each month students are taught about a value (eg respect, tolerance etc). This value is articulated at assembly by Values Monitors (student leaders). Posters and desktop default images support the identified value. Teachers develop classroom learning experiences to develop students' understanding. At the following assembly two certificates are presented for each class to students who have exhibited strong understanding or demonstration of the value.

2.6 Community Survey Data

Every two years schools are required to participate in the National Schools Opinion Survey. The surveys allow families, staff and Year 5 and 6 students the opportunity to provide feedback to their school. The last Community Survey conducted in 2016 received, 83 responses from families, 51 from students and 31 from staff. These surveys looked at the aspects of the school's operations that impact upon each survey group. Since 2014, there was a mean improvement of 0.2 across each survey. The graphs below provide an average rating for each statement.

2016 Parent Survey



The mean scores were very strong across the board with a range of 3.7 - 4.7. The impact of a small minority of responses is the difference in these results.

Areas of strength noted by parents:

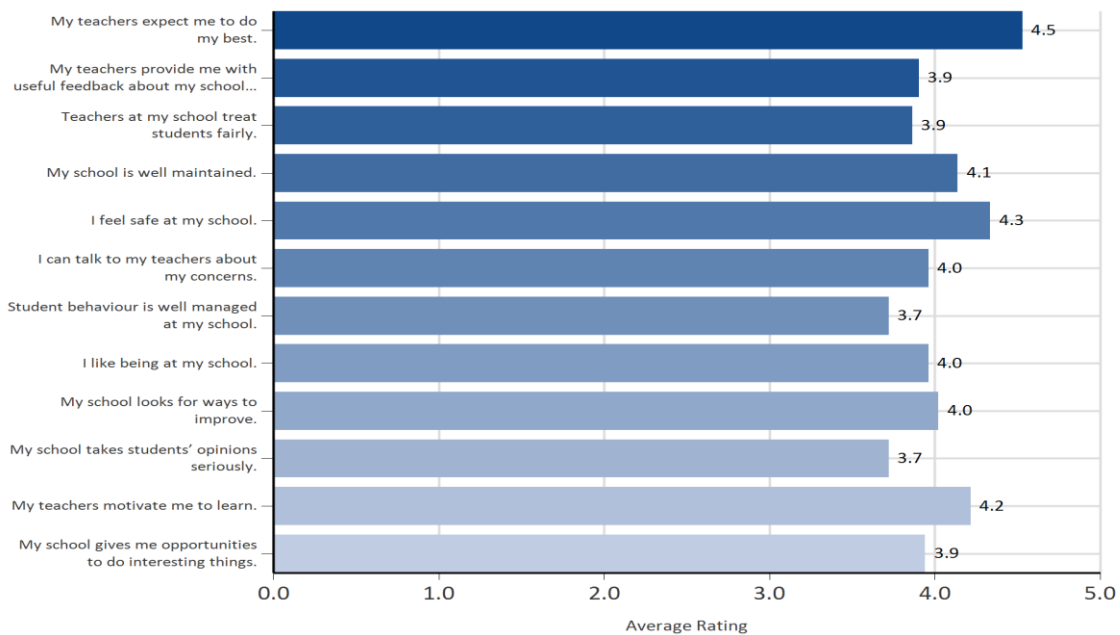
- child feels safe and school is well maintained;
- teachers have high expectations; and

- parents feel that they can discuss their child's needs and progress with teachers

Areas parents see as needing to be developed:

- more notice taken of parents' opinions; and
- the level of feedback about their child.

Student Survey



For the student survey, the mean scores were very positive with a range of 3.7 - 4.5. The difference in scores can be attributed to a few students. Most of the students were very consistent in their opinions.

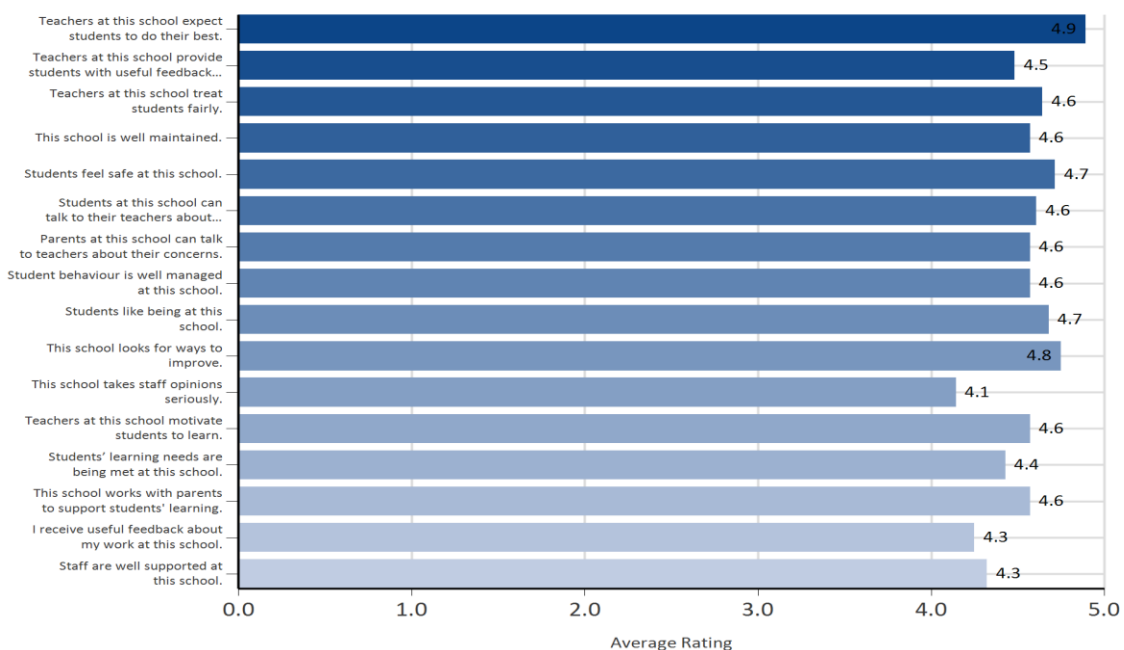
Strengths articulated by students include:

- teachers expect the best from them;
- they feel safe in their school and believe they are motivated to learn.

Areas of concern to a few students were:

- having their opinions taken seriously; and
- management of student behaviour.

Staff Survey



Staff responses were extremely positive with mean scores in a range of 4.1- 4.9. The overwhelming majority of staff felt empowered and valued in their work environment. The 4.9 for “high expectations” and 4.8 for “looking for improvements” are significant results reflecting staff desire to build an environment where students can thrive.

All surveys will be undertaken again in 2018.

2.7 Student destination data

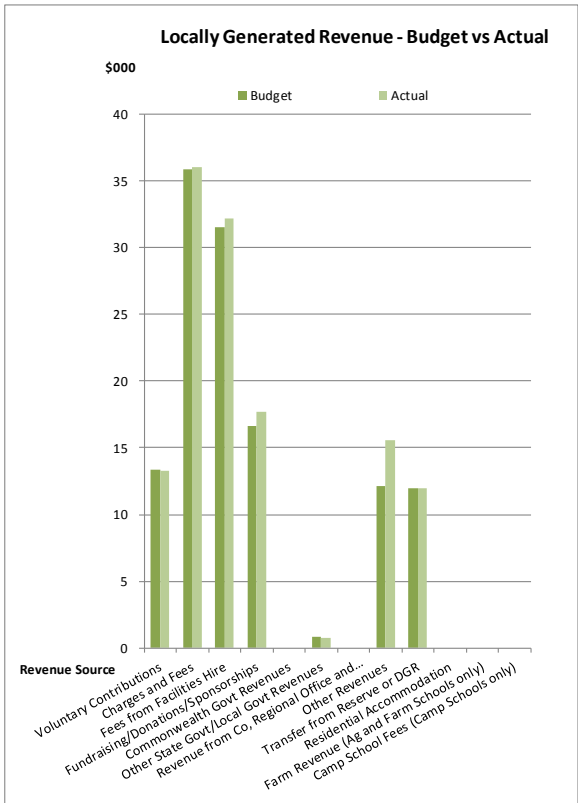
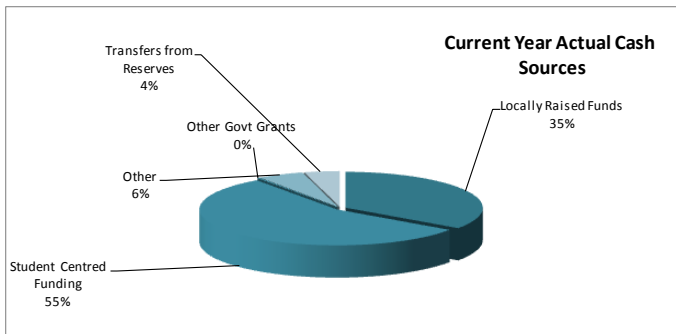
In 2017, 45 Year 6 students graduated. The table below provides their destinations.

School	No of Year 6 students
Greenwood College	25
Warwick SHS	6
St Stephens Secondary College	4
Carine SHS	3
Aranmore Catholic College	2
Girrawheen SHS	1
Churchlands SHS	1
Emmanuel Christian School	1
Bullsbrook College	1
Ocean Reef SHS	1
Total Graduating Students	45

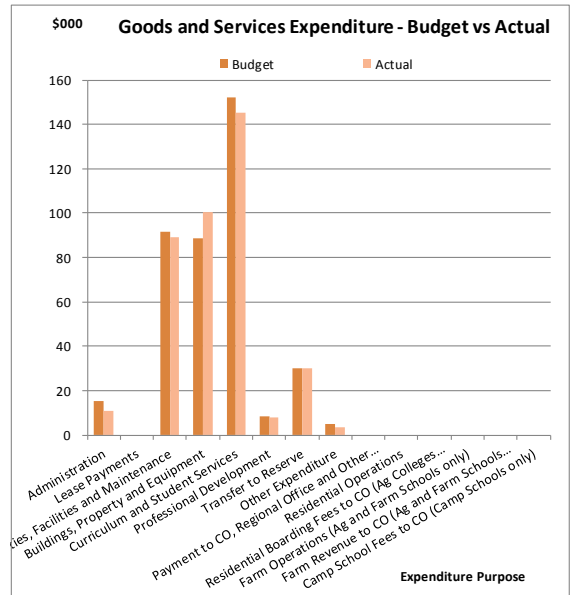
Greenwood Primary School

Financial Summary as at
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,382.40	\$ 13,246.00
2	Charges and Fees	\$ 35,880.00	\$ 36,030.63
3	Fees from Facilities Hire	\$ 31,490.00	\$ 32,190.92
4	Fundraising/Donations/Sponsorships	\$ 16,618.00	\$ 17,672.67
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 12,133.00	\$ 15,603.53
9	Transfer from Reserve or DGR	\$ 12,000.00	\$ 12,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 122,328.40	\$ 127,493.75
	Opening Balance	\$ 126,512.00	\$ 126,512.01
	Student Centred Funding	\$ 158,421.00	\$ 158,420.62
	Total Cash Funds Available	\$ 407,261.40	\$ 412,426.38
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 407,261.40	\$ 412,426.38



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,031.00	\$ 11,040.13
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 91,500.00	\$ 89,020.41
4	Buildings, Property and Equipment	\$ 88,730.00	\$ 100,257.20
5	Curriculum and Student Services	\$ 152,000.24	\$ 145,187.38
6	Professional Development	\$ 8,555.00	\$ 8,091.35
7	Transfer to Reserve	\$ 30,000.00	\$ 30,000.00
8	Other Expenditure	\$ 4,758.00	\$ 3,589.86
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 390,574.24	\$ 387,186.33
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 390,574.24	\$ 387,186.33
	Cash Budget Variance	\$ 16,687.16	



Cash Position as at:	
Bank Balance	\$ 303,156.98
Made up of:	
1 General Fund Balance	\$ 25,240.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 280,670.61
5 Suspense Accounts	\$ 507.32
6 Cash Advances	\$ -
7 Tax Position	\$ 3,261.00
Total Bank Balance	\$ 303,156.98

2.9 Future Directions

There have been many changes at system level and to curriculum which impact upon the operational aspects of the school. As the school enters its fourth year as an Independent Public School, the following plans will be at the forefront of consideration and directional thought.

- **Workforce Management Plan** – to ensure sustainability and succession planning of the human resource component of the school's operations. A focus needs to be strongly maintained in finding the "best" applicant for any position which becomes available.
- **Marketing / Communications Plan** – to continue to work with the School Board and staff in promoting the school as an institution of excellence in the community.
 - Continue to build upon the 2017 work which saw a community member engaged to support an analysis of the school's current communication processes which was undertaken at staff and School Board level. Data already existed as part of the 2016 community survey.
 - Trial the *Connect App* in 2018 with the intention of introducing it in the future as part of the communication strategy.
 - Following the Department of Education Services Review in Term 1 2018, combine feedback with completed staff and School Board reflections to complete 2018-2020 Business Plan.
 - Re-develop the School Information Booklet for new families.
 - Maintain links to local community radio station 89.7FM
- **Business Plan** – to articulate the strategic vision of the school in delivering its Moral Purpose. Curriculum direction articulated early in this report to be developed are as follows;
 - Literacy
 - Work with Edith Cowan University to develop a research project around synthetic phonics, testing the effectiveness of supporting the program with levelled and decodeable texts at the PP level.
 - Develop Brightpath and VCOP programs across Years 4 and 5. Available for trial in other classes.
 - Continue to investigate intervention programs to support areas of need
 - Numeracy
 - Build on whole school planning, investigating the model of delivery articulated through the research of Dr Paul Swan. Build upon ECE data gains to other phases of schooling
 - Introduce Wave 2 Intervention at the Year 4 and Year 5 phase of schooling
 - Continue to build strong links between home and school in developing mathematical games strategies.
 - Develop whole school mental maths strategy
 - Science
 - Develop the capacity of all staff to implement the Primary Connections program. Improve understanding of judging standards, especially differentiation of A and B grades.
 - Promote the school as a hub for best practice in environmental sustainability. Use existing networks to gather and provide support in areas of need
 - Increase links with Warwick SHS Science Department.
 - Greenwood PS staff member involved in Primary Connection Research Academy project to develop new Year 1 resources
 - HASS
 - Build on the learning area work completed over the last two years following the introduction of The Western Australian Curriculum.
 - Improve staff capacity in using the Judging Standards, especially in Geography.
 - Improve resources available to staff for Business and Economics.

- Languages
 - Greenwood PS selected as a 2018 Teacher Development School for KETAWA.
 - TDS Coordinator acting as a mentor and trainer for this program and the Department's *Leap* languages teacher training initiative
- Student and staff health and wellbeing/pastoral care
 - Continue grounds development to meet Area 3 of National Quality Standard (Environment). Planning committee will continue to develop nature playground.
 - Staff to focus on individual accountability to plans developed during KAYA Wellbeing professional learning conducted in Term 4 of 2017.
- Staff Leadership
 - Build on the school level program based on the Department's "Leading for Impact" processes. This will help to meet the Focus 2018 area of "mentoring" and promoting skills of middle management
 - Continue to distribute regular Australian Council of Educational Leaders (ACEL) research papers for all staff
 - Continue to nominate and support staff for awards at regional and system levels.
 - Science leader volunteered to be a part of Murdoch University research into quality pedagogies being used in science classrooms.
- Community and parent education/involvement
 - Develop whole school mental maths strategy
 - Focus on parents' engagement with the early years' program to build early capacity in parenting and support their understandings of evidence based child development.
 - Review and develop opportunities to communicate with and educate parents on the ways they can support and become involved as partners in their children's learning through improved understanding of curriculum.
 - Support the Dads of Greenwood (DOGs) Fathering Project.

This annual report is endorsed by the Greenwood PS School Board

Board Chair Sarah Malu

Date 28 February 2018