



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

Strive to Achieve



BUSINESS PLAN

2018-2020



FOREWORD

In developing the Business Plan for Greenwood Primary School consideration was given to the milestones achieved throughout the 2015-2017 Business Plan. Staff and School Board members reflected upon the review of this plan. Notice was also taken of the recommendations contained in the IPS Independent Review of that plan, which took place in April 2018. Reflection processes used a 'disciplined dialogue' approach based on the Leading for Learning Framework (Dempster 2009).

The plan is designed to build the capacity of the school to become a 'Place of Excellence' in the community. The development process also took into account priorities contained within the 2016-2019 Strategic Plan for Western Australian Public Schools:

- Success for All Students
- High Quality Teaching
- Effective Leadership
- Strong Governance and Support

OUR SCHOOL

Greenwood Primary School, (previously Allenswood and East Greenwood Primary Schools) is located in the northern suburbs of Perth.

Each member of our widely experienced staff is committed to providing a safe and stimulating environment for our students. We are supported by a school psychologist and chaplain who promote health and wellbeing within a positive school culture. A strong values program exists within the school to support our vision of enabling students to become valued and responsible members of society.

Specialist programs are offered in the areas of physical education, information and communication technology, music, language (Bahasa Indonesian), art for the junior primary years and science for the more senior years. Students with additional educational needs are supported through various intervention programs such as Numbers and Fun, Support a Reader and Letters and Sounds. Occupational therapy and speech pathology services can also be provided when required.

Our school consists of three, purpose-built early childhood rooms and ten classrooms divided into three teaching blocks. At the time of development of this plan, the school also has two transportable classrooms. There is a library/resource building which includes a computer laboratory and an additional block containing an undercover area, music room, and an art/science/languages room. A dental therapy unit is also located at the school.

All facilities are located on superbly landscaped grounds with thousands of native shrubs and plants, including many mature trees - creating a welcoming feeling.



Large grassed areas, an oval, cricket nets, tennis, basketball and netball courts along with three playgrounds encourage children to participate in a range of activities during their breaks. This has been further enriched with the introduction of 'Loose Parts' play and an evolving adventure/nature playground.

Greenwood Primary School is multicultural with over twenty home languages spoken. We recognise and respect the cultures of all families. This is demonstrated during our acknowledgement of Harmony Day each year.

The school is part of the Sustainable Schools Initiative which supports the 'culture of sustainability' being established within school communities. Examples of these practices include recycling of paper, food scraps (worm farming), postage stamps, mobile phones, coffee pods, batteries, aluminium ring pulls and oral care products, along with vegetable gardens and chickens in the early childhood area.

As part of facilitating students' exposure to digital technologies, interactive whiteboards are fitted in all teaching areas. Students also have access to iPads, desktop computers, notebooks and coding using a variety of robots. Classroom teachers also work collaboratively to integrate STEM (science, technology, engineering and mathematics) activities into their learning program.

The strong and supportive community is outstanding in its support of the school.





STAKEHOLDER GROUPS

Students

Our student body is our primary stakeholder and the focus of our school’s core business. The chief aim of our Business Plan is to develop a passion for learning and to help our students live up to the school motto, ‘Strive to Achieve’. Greenwood Primary School endeavours to create a vibrant and supportive environment in which every child is cared for, and can develop fully across academic, social, emotional and physical domains. Each child will then be equipped to contribute to the community of Greenwood and beyond.

Staff

Our staff members are charged to inspire our children and each other, and are responsible for implementing and realising our moral purpose. The Business Plan seeks to ensure that we maintain a focus on creating an environment of support to provide our teaching and paraprofessional staff with the best opportunities to maximise the potential of every child in our school.

Parents and Carers

The education of any child must involve a partnership. Parents and carers are integral to that partnership. They have the responsibility of ensuring that their children are supported throughout their school journey by maintaining open communication with the school, and providing a safe and stable home environment. This in turn allows all children to access the opportunities available to them as we work together toward our common goal.

School Board

Greenwood Primary School Board provides an effective conduit between the community and the school, and helps shape the direction of the school. Members are expected to be highly visible and enunciate the views of the community in both goal setting and reflection phases of the school’s planning processes.

Parents and Citizens Association (P&C)

This association provides a forum for parent and community input and discussion. The P&C is also involved in organising school events and acts as the central parent fundraising arm of the school. Funding provided by the P&C supports the development of facilities, programs and other resources to benefit students.

Prospective Students, Parents and Staff

The future of the school and its ability to achieve its moral purpose depends upon an understanding of the needs of this group. By striving to be a place of excellence with a clear and progressive purpose, Greenwood Primary School will attract new community members who can contribute to the widening of opportunity for all.

The Wider Community

Greenwood Primary School is an Independent Public School and part of the outstanding Western Australian public education system. It maintains the proud history of its amalgamated schools, Allenswood and East Greenwood. In its efforts to forge links with the wider community, Greenwood Primary School will collaborate with groups such as the City of Joondalup and Edith Cowan University.



MORAL PURPOSE

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 moral and environmentally conscious, local and global citizens who will contribute positively to society.





STAFF BELIEFS TO BUILD 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

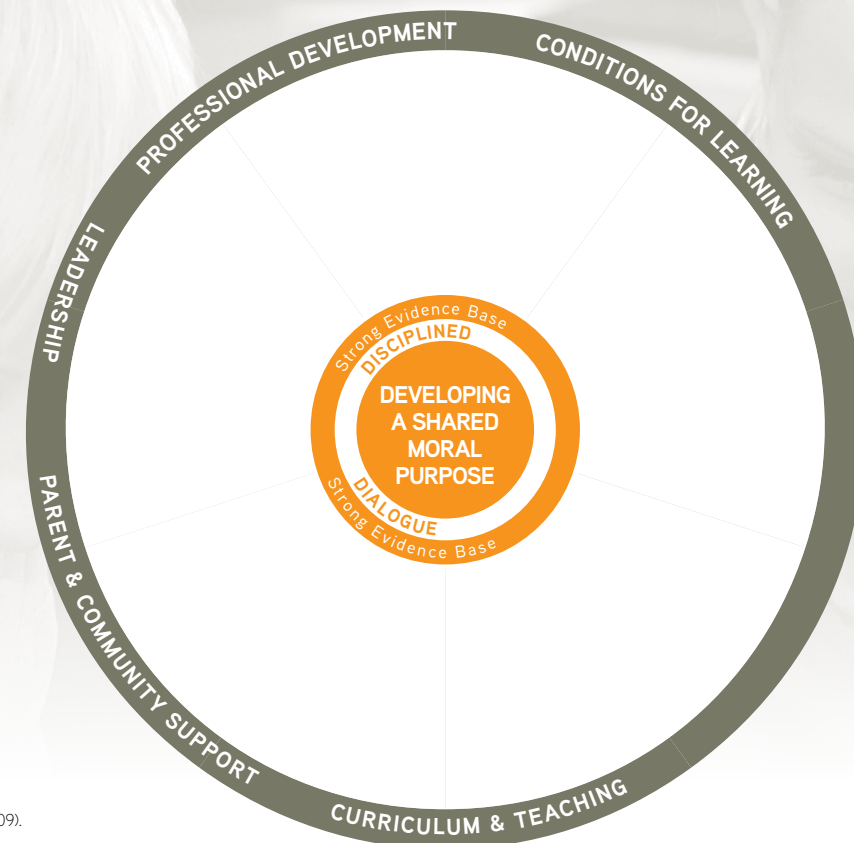
- Provide specialist visual arts, music, dance, physical education, science, Information and Communication Technology (ICT), Instrumental Music School Services (IMSS) program, choir, languages (Indonesian), Primary Extension and Challenge (PEAC) and swimming programs.
- Provide opportunities for students 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, produce etc.), and providing opportunities for problem solving.
- Engage with parents/carers 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, providing halal food at the canteen, growing different vegetables and recognising global religions.
- Seek opportunities to positively engage and communicate with parents/carers 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.

LEADING FOR LEARNING FRAMEWORK

The framework below will form the basis of the Business Plan.



Adapted from Dempster (2009).

Moral and Environmental Conscience

- Utilise the Greenwood Primary School Values Program to develop a focus for students on specific traits 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.



Dempster, N. (2009). Leadership for learning: A framework synthesizing recent research. Edventures (Paper 13). Canberra: The Australian College of Educators.



STRATEGIC DIRECTIONS

1. Curriculum and Teaching Literacy

Greenwood Primary School commits to ensuring that the Western Australian Curriculum is embraced and delivered effectively to our students. Staff will embrace the opportunity to deliver a balanced curriculum with a high level of excellence.

2. Conditions for Learning

Greenwood Primary School will build upon whole school processes that support positive behaviour choices and the pastoral care of every student. This will include developing new and interactive options for students to engage both inside and outside of the classroom, and strategies to enhance student and staff wellbeing.

3. Leadership

Greenwood Primary School will build the leadership capacity in all stakeholders, as appropriate, to support the development of excellence and enhanced learning outcomes for our students.

4. Parent and Community Support

Greenwood Primary School will identify and build specific partnerships within the community to enhance the direction of the school, build the school's reputation as a school of choice and improve learning outcomes for the students. The school will also ensure that parents/ carers are provided with opportunities to be informed and effective partners in their children's learning.

5. Professional Learning

Greenwood Primary School will provide opportunities for staff and the community to build their knowledge, skills and understanding to support the strategic direction of the school in line with contemporary evidence based practices.



Strategic Direction	Enabling Strategies	Milestones/Targets
CURRICULUM AND TEACHING LITERACY. Ensure that the Western Australian Curriculum is embraced and delivered effectively to our students.	<ul style="list-style-type: none">• Provide high quality Kindergarten and Pre-primary programs consistent with National Quality Frameworks to develop effective learning and life skills through high quality early childhood learning, teaching and assessment practices.• Deliver a curriculum that provides students with the opportunity to develop knowledge, skills and understandings commensurate to their ability and capacity.• Provide appropriate opportunities for students to demonstrate their achievement and progress. Opportunities will promote a diversity of depth and breadth and allow students a variety of presentation modes.• Build effective Wave 1 and Wave 2 processes to enable teachers and paraprofessionals to provide explicit instruction through intentional teaching practices and authentic learning experiences.	<ul style="list-style-type: none">• Achieve at a 'Met' level for all standards of the National Quality Standard (NQS) Audit.• Maintain a level of 60 % of students in the Very High or High progression levels for Numeracy with the stable cohort from On Entry to Year 3 National Assessment Program Literacy and Numeracy (NAPLAN).• Increase the percentage of students in the Very High and High progression levels for Year 3 to Year 5 Reading by a mean of 15% over the life of the Business Plan.• Across the life of the Business Plan, increase the entry level standard, using 'Assessing Basic Number Facts Using Diagnostic Tests' (Dr Paul Swan) for the Wave 2 Intervention program. The assessment looks at automaticity of basic facts for the students selected to participate.• Increase the number of students entering the Wave 2 Letters and Sounds intervention program at the second half of Phase 2 and Phase 3.
CONDITIONS FOR LEARNING. Operate whole school processes that support positive behaviour choices and the pastoral care of every student.	<ul style="list-style-type: none">• Embed high quality behaviour management procedures that reflect the developmental needs and cultural indicators of the school's students.• Provide whole school pastoral care programs. These programs to include support agencies (eg Chaplain) and available curriculum support materials such as Protective Behaviours resources.	<ul style="list-style-type: none">• Increase the percentage of students visiting the office for positive work and whole school engagement cards by 5% across the life of the Business Plan.• Achieve a minimum mean whole school attendance rate of 94% and mean Regular category attendance rate of 84% across the life of the Business Plan.
Facilitate and maintain engaging opportunities and environments for learning both inside and outside the classroom.	<ul style="list-style-type: none">• Implementation of curriculum practices that enhance student accountability for their learning through engagement, self-reflection and goal setting.• Build upon interactive play opportunities for students that enhance resilience. The essential components of risk and protective factors are to be incorporated into procedural, environmental and activity adjustments.	
LEADERSHIP. Build the leadership capacity of all stakeholders, as appropriate, to support the development of excellence and enhanced learning outcomes for our students.	<ul style="list-style-type: none">• Provide opportunities for leadership roles across the range of school staff and community members.• Ensure provision of interaction for leaders to have access to the latest research around best practice and the opportunity to self-reflect against relevant frameworks. (eg AITSL, ACEL).• Share expertise through collaborative processes and involvement of community partners.	<ul style="list-style-type: none">• Maintain a minimum of 60% of teaching staff and 25% of support staff in a leadership role across the life of the Business Plan.

Strategic Direction	Enabling Strategies	Milestones/Targets
<p>PARENT AND COMMUNITY SUPPORT.</p> <p>Identify and build specific partnerships within the community that enhance the direction of the school, build the school’s reputation as a school of choice and improve learning outcomes for the students.</p> <p>Provide parents/carers with opportunities to be informed and effective partners in their children’s learning.</p>	<ul style="list-style-type: none"> Engage School Board, community and parental expertise as appropriate to support school operational directions. Ensure that the school has a profile in its community as a place of excellence through positive marketing using contemporary platforms. Enhance communication processes at whole school, classroom, School Board, and P&C levels. Opportunities to be provided through programs such as Connect and WebSIS. Facilitate opportunities for parent/carer education sessions in curriculum areas, enhancing their capacity to support children’s learning. Involve parents/carers and partner organisations in the sustainability focus of the school. 	<ul style="list-style-type: none"> Maintain a mean score of greater than 4.2 on the National School Opinion Survey (NSOS) for parents viewing the school as one they would recommend. Run a minimum of four Parent Education sessions annually across the life of the Business Plan.
<p>PROFESSIONAL LEARNING.</p> <p>Provide opportunities for staff and the community to build their knowledge, skills and understanding to support the strategic direction of the school in line with contemporary evidence based practices.</p>	<ul style="list-style-type: none"> Engage our staff in professional learning that focuses on School Operational Plan initiatives. Areas of focus to include: <ul style="list-style-type: none"> Digital technologies to enhance authentic STEM learning opportunities. Literacy - Brightpath implementation. Literacy - Big Write & VCOP writing processes for Years 3 to 6. Numeracy - Fluency and Problem Solving. Languages implementation across the school building on Teacher Development School (TDS) status. Science. ‘Connect’ platform to increase opportunities for parents/carers to support student engagement and learning. Enhance involvement in local networks to support the moderation of our judgments across all curriculum areas, particularly specialist areas. Build the capacity of the staff to improve skills of peer support through observation and coaching opportunities. Provide formal training for staff. Facilitate School Board involvement in Professional Learning opportunities as needed. 	<ul style="list-style-type: none"> Conduct a minimum of three peer observations per annum for each teaching staff member and two per annum for each support staff member.

Jai Shadbolt – Current Manager Corporate Services / Former student

As a former local Greenwood resident and student of Allenswood Primary School, I have again had the privilege to be part of this wonderful school and community. Apart from the beautiful aesthetics of the school, including the atmosphere and well thought out and planned facilities, it is without doubt the people that make a difference. Through the collaborative efforts of our dedicated staff, parents and families I hope that we can empower students to develop their potential and understand their role within the local and global community. Greenwood Primary School has a very bright and exciting future ahead.



Alan Gooch – Former administrator of East Greenwood, Allenswood and Greenwood Primary Schools

Greenwood Primary School formed due to the amalgamation of Allenswood Primary School and East Greenwood Primary School. I had a strong connection with the amalgamated schools having been the Principal and Deputy Principal at East Greenwood over a 13 year period and holding similar positions at Allenswood for 10 years. Appointed as the Deputy Principal of Greenwood School, I was the common link between the two school communities – parents, staff and students thereby assisting and facilitating a smooth transition into the new school.



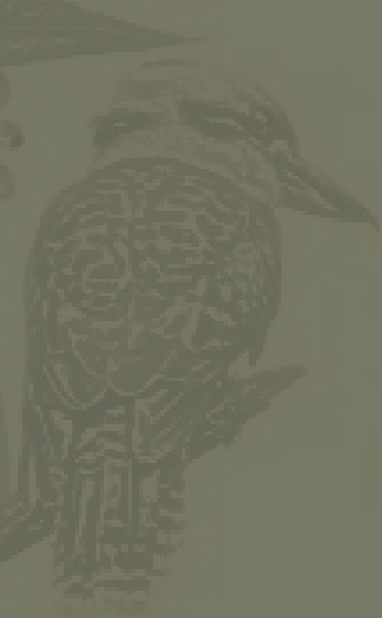
The new Greenwood Primary School officially opened on its current site in October, 2010. As an Independent Public School from 2015, Greenwood Primary School with its outstanding facilities, state-of-art technology and dedicated staff is well placed to deliver high quality educational programs for all its students. The school community can truly be proud of this wonderful school.

Wendy Hayes – Former long serving teacher of East Greenwood PS and foundation staff member of Greenwood PS

Amalgamating two schools to form a new school is not a simple task. Years of planning go into the process and there is no guarantee that all stakeholders will be satisfied with the end result. As a teacher at East Greenwood Primary School, it was my pleasure to be involved with the planning and implementation process for the new Greenwood Primary School. We were lucky to have two years at the old site to address any difficulties that arose from the amalgamation, and so we were all excited to move onto the new site in 2010. With the addition of some new staff and many new students, the school quickly took on its own identity, and has grown into a wonderful educational facility that is being embraced by the Greenwood community. I am sure all who were involved from the beginning are very pleased with the end result.



Although I retired in 2011, my association with the school continues, and I am very happy to be involved in Relief Teaching, the Support-a-Reader programme and Scholastic Book Club. I wish the staff, students and parents of Greenwood Primary School well and am confident the school will continue to grow and prosper as an Independent School.



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12 Merivale Way, Greenwood WA 6024, Australia
Telephone: 08 9243 1143 Facsimile: 08 9243 3379
Email: greenwood.ps@education.wa.edu.au
www.greenwoodps.wa.edu.au