



Government of Western Australia
Department of Education

Greenwood Primary School

2018

Review Findings



Independent Public School Review

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School and Review Details

Principal:	Mr Peter Mulcahy
Board Chair:	Ms Sarah Malu
School Address:	12 Merivale Way, Greenwood 6024
Number of Students:	399
ICSEA¹	1023
Reviewers:	Mrs Georgina Detiuk (Lead) Professor Marion Milton
Review Dates:	10 and 11 April 2018

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://docs.acara.edu.au/resources/About_icsea_2014.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- School Performance Monitoring
- Schools Online reports

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Greenwood Primary School was built on a new site in 2010 after amalgamation with Allenswood Primary School and East Greenwood Primary School. It became an IPS in 2015. The new facilities which are located on landscaped grounds include a purpose built early childhood facility; three teaching blocks comprising 10 classrooms; a library/resource centre which includes a computer laboratory; and art, music, language and science specialist rooms. Extensive grassed areas; an oval; cricket, tennis, basketball and netball facilities; and three playgrounds enable participation of students in a range of outdoor activities.

There has been an upward trend in enrolment (Years K–6) from 357 students in 2015 to the current enrolment of 399 students. Reviewers were advised that the peak of enrolment is expected to be approximately 420 students. Aboriginal enrolment is 5% and language background other than English students account for 9% of enrolments. The school provides support learning programs to meet the educational needs of students with learning difficulties. Students come from a range of socio-economic backgrounds. The school's current ICSEA places it in the first decile of this measure with 19% of the students in the highest quartile and 23% in the lowest quartile. Attendance in Term 1 of 2017 was 94% with 85 % of students attending regularly (90% or more of the time). There was a fall in attendance during Term 3 to 93 % with only 72% of students attending regularly. This is attributed by staff to families taking holidays other than during scheduled school holiday time.

There is an evident and strong community culture with considerable parent and community involvement and engagement in the life of the school.

Emphasis is placed on enabling students “to learn to know, to learn to do, to learn to be, to learn to live together and to learn to live sustainably.”

Findings

- In developing the Business Plan 2015–17 consideration was given to the milestones achieved through the strategic plans of 2013 and 2014. Staff and school board members reflected on data sets available to them. This reflection was conducted using a disciplined dialogue process based on the Leading for Learning framework by Dempster (2009). The business plan is linked to priorities of the Excellence and Equity Strategic Plan for WA Public Schools 2012–2015.

- The business plan is framed in terms of five strategic directions: curriculum and teaching literacy, conditions of learning, leadership, parent and community support and professional learning. Each strategic direction delineates enabling strategies, milestones/targets guided by the school moral purpose “to build a school community whereby students develop intellectual curiosity and creativity that will enable them to fulfil their academic, social and educational potential.”
- Student improvement academic targets are quantitative through National Assessment Program – Literacy and Numeracy (NAPLAN) comparisons with State and national means and the number of students in good and excellent distribution of Year 3 and Year 5 compared to Western Australian public schools and like-schools.
- Other quantitative student improvement targets relate to improving the value-adding component of On-entry assessment Modules 1–3 in numeracy, improved attendance of students in indicated and moderate risk categories, increasing the number of students receiving positive behaviour rewards and a reduction in the number of students receiving office detention.
- All elements of each strategic direction of the business plan were measured or rated in terms of met or not met and commentary on achievement of milestones, success of strategies and suggested possibilities for the next iteration of the business plan.
- The inclusion of non-academic milestones/targets demonstrates a willingness to be explicit regarding effective implementation and assessment; however, these have sometimes been difficult to quantify improvement.
- The current business plan has the elements of an effective plan. The explicit statement of values, moral purpose, strategic intent and key focus areas have guided the school's strategic intentions and provided focus on improved student outcomes.
- The school leadership and staff at all levels have engaged in cyclical self-review processes. There is recognition that when developing the next business plan, greater effectiveness may be achieved by changing the structure and targets to ensure greater simplicity in establishing specific and measurable targets. Consideration could be given to using triangulation of NAPLAN, On-entry and school-based data to enable data reliability and usefulness in identifying targets for specific student cohorts.

- Discussions with the leadership team and staff indicated an acute awareness of how the business plan relates to the DPA and the annual operational plans. Reviewers were provided evidence demonstrating there has been comprehensive review by the school staff of the extent to which the commitments of the DPA have been met. From information provided, observation and discussion at the school the reviewers consider that the school is meeting its DPA commitments.

Areas of strength

- The disciplined dialogue process and collaboration in development of the business plan.
- The business plan providing a sustained and targeted approach of the strategic directions across the school.
- The comprehensive and thorough self-assessment processes.

Areas for improvement

- Utilise the extensive school data to inform the setting of specific, measurable, achievable, relevant and time limited targets.
- Develop targets specific to student cohorts.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- The school motto “Strive to Achieve” highlights the focus on improving the performance of all students. Annual reports and the self-review documents indicate in learning areas where student performance has lifted and areas where more needs to be done to redress areas of concern. Students in all years who require teaching and learning adjustments are given extra support by class teachers and education assistants (EAs), differentiated learning activities, are monitored through improvements on specific programs and/or individual education plans or a curriculum adjustment plan.
- Reviewers confirm that the principal has ensured that teachers regularly engage in interrogation of data for each child and for year groups. Teachers indicated that this leads to timely student feedback. Discussions with students indicated that they are given feedback and help when required. Parents indicated they are kept well informed of their children’s progress and that teachers are approachable should they have further concerns.
- The self-review document demonstrates thorough exploration of goals from the Business Plan 2015–17 under each of the strategic directions. Under curriculum and teaching, the first target was for the school to meet expectations against all standards of the National Quality Standard (NQS) audit during the life of the business plan. An internal audit revealed that most had been met and that significant progress had been made on the remainder with a predicted mid-2019 completion date. Planning for site works for an outdoor playground and a broader environmental project are under way with support of a parent group. A further goal identified is to improve the value-adding component of On-entry assessment Modules 1–3 in numeracy. The self-review indicates that the NAPLAN progression graph for 2017 provides evidence of a progression shift in the top categories of progress. Further, students identified in On-entry assessments as needing to develop their language and numeracy skills to take advantage of formal schooling, are provided with early intervention learning activities in those areas and reassessed to determine progress and the effectiveness of instruction.
- Targets for NAPLAN performance that were assessed as being met in 2017 are:
 - Years 3–5 writing progress closer to the State mean

- increase the number of students in good and excellent distribution in Year 3 and Year 5 numeracy
- maintain school mean at national mean level in Year 3 reading.
- As there is a relatively small cohort of students undertaking NAPLAN, there is some variation from year to year. A table of expected outcomes, displayed on the Schools Online website, demonstrates there was a red flag for lower than expected outcomes for Year 5 NAPLAN results in 2016. This was improved in 2017 with no red flags for NAPLAN and better than expected performance for Year 3. Teacher judgements in English, science and humanities were red flagged in 2016 and English and science in 2017. Staff are aware of the discrepancies between NAPLAN and teacher judgements and are working on the accuracy of the latter.
- In comparison to like-schools and Western Australian public schools, NAPLAN data graphs indicate that progress in some learning areas is low, even though achievement may be high. For example, writing progress from Year 3 to Year 5 in 2017 was lower than expected even though achievement was high. Teaching staff indicated that those factors are investigated at the year group, phase and individual level to determine the reason, particularly if performance in class is different to performance on the formal assessments. Although more students performed in the good and excellent categories on NAPLAN assessments in numeracy in 2017, some students, particularly in Year 5, did not perform well. Therefore, while progress from Year 3 in 2015 to Year 5 in numeracy in 2017 indicated an increase in good and excellent ratings, the number of students in the lowest 20% also increased. Wave 2 measures are being used to assist those students. Paul Swan resources for mathematics games to engage all students and increase the level of differentiation activities have been introduced to students, along with professional learning for teachers. Teachers are working on moderation tasks and making sure that the language of mathematics is used consistently throughout the school.
- There has been success in the achievement of both business plan goals and operational goals in literacy as a result of some specialised targeted programs, such as Springboards into Comprehension reading series with inbuilt comprehension assessments and Reading Assistant, a digital prosody program that is currently being trialled with 10 students in Year 4 who are demonstrating remarkable progress. This program is to be extended to other students who are likely to benefit. Further, synthetic phonics is used in the early years, with the program Letters and Sounds and Words their Way for spelling. There is also a whole-school approach to home reading. New programs and resources are trialled in one or two classes prior to a decision about their adoption across the

school. Strategic partnerships with literacy and language specialists impact positively on students' language and literacy learning.

- Teacher judgements are reported in the annual reports of 2015–17 for English, numeracy, humanities and social sciences (HASS), science and the specialist learning areas.
- In non-academic areas, overall attendance at the school in 2017 (85.6%) was above (80.2%) and Western Australian public schools (77%) in virtually all categories. Regular attendance by non-Aboriginal students achieved 95.2% in 2017 well above the required 90%. Aboriginal attendance decreased from 87% in 2016 to 80.9% in 2017. However, overall there has been a steady improvement over the course of the Business Plan 2015–17. This is due to processes and procedures put in place to address attendance concerns, particularly for the 'at risk' groups. There was a small increase in the percentage of students in the 'severe' category in 2017, to equal that of like-schools at 0.9%, which is better than the 2% average of Western Australian public schools. A whole-school behaviour reward system has been successful and the goal to decrease the percentage of students receiving playground violations has been met, as has the goal to decrease the number of children reaching office detention for classroom issues. Behaviour is not an issue for the large majority of students who are well mannered, follow school rules and show support and understanding of students facing difficulties. Incidents are dealt with promptly and effectively.
- Staff take part in an annual performance management process, which is linked to the priorities for student learning noted in the business plan and the operational plans, as well as to the professional learning needs of each teacher. Peer observations, mentorships and teaching demonstrations occur as required for performance management goals and areas for improvement. Discussions with the leadership team and teachers indicated that a formal process is in place and that it is valued.
- Teacher collaboration was evident throughout the school with regular phase of learning team (Years K–3 and Years 4–6) meetings, as well as learning area meetings. Whole-school approaches and the development of consistency and coherence, across and within year levels, have been introduced in literacy and numeracy and the specialist areas. The leadership team is commended on the practice of peer observations, modelling and developing effective collaboration within the teams, leading to a more intense focus on quality teaching and increasing the learning of all students.
- The principal has led a strong focus by the broader leadership group on the use of data to inform practice. Time has been allocated for one teacher to establish a

computer spreadsheet that contains a regularly updated data profile on every student. All teachers have access to the file so it assists them to gain an overall picture of each child's outcomes in a range of academic and non-academic areas, as well as alerting them to learning areas needing further focus. Teachers indicated that it also allows for a more comprehensive hand over of student information from year to year.

- The principal, leadership team, teaching and support staff involved in students' education are all committed to ongoing improvement in student learning outcomes. There is a collaborative and supportive culture in the school which is appreciated by the whole-school community.

Areas of strength

- Strong leadership from the principal that provides a vision for the future, proactive guidance and support to enable leadership opportunities for staff.
- Effective distributed leadership, modelling and developing a collaborative approach to teaching and learning across the school.
- Commitment to improvement, through the implementation of evidence-based practices supported by professional learning.
- The collegial culture apparent within the school that embraces teacher collaboration, peer observation, feedback and ongoing improvement.
- Community engagement including the range of partnerships that enrich classroom experiences and add value to learning outcomes.
- The specialist learning area team's collaboration, teamwork and sharing of innovative practices.

Area for improvement

- Continue to work on improving academic outcomes in areas of concern and on differentiation of learning as required.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- Reviewers can confirm that targets and milestones listed in the Business Plan 2015–17 are reviewed annually. Self-review documentation, annual changes to operational plans and annual reports provide evidence. Discussions with the leadership team and teachers further ratified those documents. The self-review was rigorous, comprehensive and embedded, with documents indicating areas of growth and areas needing improvement.
- Discussions with the leadership team and phase of learning team members indicated that teachers use teacher-designed activities and assessment tasks to monitor student understanding in all curriculum areas. They also use the assessments that accompany specific teaching resources, such as those for Springboards into Comprehension, to monitor student progress. Teachers stated that in the past a broader range of standardised assessments were used, but these are no longer used as it was considered they did not help teachers plan for instruction. Currently, teachers tend to develop and use moderated tasks, and are currently working with Brightpath examples to improve teacher judgements of student writing. The leadership team indicated that they may consider using more standardised measures in the future if suitable assessments can be found that have a comparable norming sample. They also indicated their awareness, over the past year, of the need to extend academic targets in the business plan to more learning areas and more year groups, and to work on making them specific, measurable, achievable, relevant and time limited targets.
- Students receive ongoing feedback on their learning through the above measures. This was confirmed by students and parents. Parents also indicated that in addition to biannual student reports, they receive information about their children's progress through parent-teacher nights and emails.
- An NQS internal audit in 2017 identified two elements of Quality Area 3, physical environment, that the school is working towards. These elements are “the design and location of the premises as appropriate for the operation of a service” and “the environment is inclusive, promotes competence, independent exploration and learning through play.” A special project team is working towards developing the outdoor play area to ensure the school will meet Quality Area 3. The early years team backward mapped areas of need from Year 3 NAPLAN data.

- Annual reports from 2015 to 2017 have been made available on the school website. Those reports provided information related to achievement of NAPLAN targets, as well as for all other learning areas and other targets listed in the business plan. The annual reports also set future directions for the coming year in each learning area. Parents who met with reviewers, accessed the annual report from the website and were familiar with the contents.
- This is the first IPS Review for Greenwood Primary School.
- The processes established for ongoing student performance monitoring and interrogation of data as a means to effective planning and differentiation were evident through the reviewers' interviews and classroom visits. Practices for the sustainability of effective performance monitoring include a strong leadership team, building up expertise across all staff through peer observation, modelling, provision of training, effective performance management and the establishment of collaborative teams.

Areas of strength

- Thorough and rigorous self-reviews in which all staff are involved.
- The comprehensive interrogation of NAPLAN data by all teaching staff and the use of this information along with other measures to plan for ongoing improvements, particularly in literacy and numeracy.
- The clear links between student performance management, planning for individuals and groups and professional learning for teachers.

Areas for improvement

- Use a broader range of standardised assessments when possible, to further monitor academic improvement across all years.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- From evidence provided in documentation and through discussion with the school leadership, members of curriculum committees and staff, reviewers are of the opinion the education programs are designed and delivered to meet the needs of students and in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*. Evidence was also provided verifying the school is compliant in implementing the Western Australian Curriculum and Assessment Outline, the Early Years Learning Framework, Kindergarten Curriculum Guidelines and the NQS. Curriculum evaluation and reporting is in line with the School Curriculum and Standards Authority guidelines. The school's self-review of the business plan target to fully implement Phase 1 and develop Phases 2–3 of the Australian Curriculum (set prior to the change to Western Australian Curriculum and Assessment Outline) has been assessed as ongoing with focus on whole-school approaches in curriculum delivery and providing staff professional learning to incorporate the Department of Education focus documents into planning.
- The school places priority on quality relationships with the Aboriginal community and the profile of the Aboriginal and Islander education officer (AIEO) is promoted. Cultural focus and celebrations are a highlight of the school calendar. The Aboriginal Cultural Standards Framework is in early stage of implementation.
- Staff capacity building has been adopted by the administrative leadership team as the key to improving teaching and learning and in establishing and maintaining an open and collaborative culture that values professional dialogue about good practice in the delivery of the curriculum. To facilitate this, an effective distributed leadership structure and accompanying processes have been implemented through which staff are engaged in a participative approach to decision-making responsibilities and ownership of strategies and resources.
- Policy documentation, procedures and discussion with staff conveyed to reviewers that comprehensive risk management strategies are in place to ensure the safety and welfare of students in accordance with Department of Education policies including emergency procedures, excursion and incursion planning, and protective behaviours. School routines and line responsibilities are embedded to

support and ensure a safe and orderly learning environment. Duty processes make staff, including the leadership team, highly visible.

- There is strong leadership by the associate principal ensuring an effective process is in place for students at educational risk. This includes the Three Wave Intervention Model and collaborative case management involving all stakeholders. Students who require additional support or those considered to be at educational risk are initially identified by teachers through observation, classwork and moderated assessments. Attendance data, expertise and assessment from external agencies, including the School of Special Educational Needs: Behaviour and Engagement, and parent input are also sources of information for determining student risk factors. Information and data is collated and used to ensure an appropriate course of action is taken. Reviewers were made aware of the increasing complexities in the needs of some students and the demand this is placing on the human and financial resources of the school on a daily basis. The school leadership and staff are commended for their professional expertise and high level of care in attending to these students.
- An early intervention partnership has been established with final year pre-service students providing support in occupational therapy and speech pathology, supervised by qualified therapists.
- EAs and support staff fulfil a significant role in the school participating as members of school teams and sharing innovative ideas and strategies. Class teachers utilise their time and expertise in implementing extension and challenge programs and in facilitating small group or one to one learning opportunities for students.
- The school has a team of highly regarded specialist teachers responsible for planning and the delivery of curriculum for science (Years 3–6), music (Years 1–6), art (Years 1–3), physical education (Years PP–6), information and communications technology (ICT) (Years 1–6) and Bahasa Indonesian (Years 3–6). It was clear to reviewers the specialist teachers are actively engaged in reviewing progress of the business plan and work collaboratively to ensure the highest outcome for all students in respective specialist areas. There is evidence of planning for purposeful integration and cross-curricular activities. Their leadership, support to teachers and keeping abreast of innovative practices is valued by staff. The expertise and commitment of staff is recognised in nominations for and success in awards for teaching. The specialist area teachers have formed a strong and supportive team, as well as establishing or becoming active in broader specialist networks.

- The success of the language program is evident in the high level of motivation of students wanting to learn Indonesian, the increasing awareness and practice of the language in meeting and greeting in classrooms and across the school. The specialist teacher has provided network mentoring and support for other teachers of Indonesian including making a video of the school delivery model for the Department of Education. Students are being provided a sustainable language pathway as the local secondary school also offers Indonesian. The school is congratulated on being selected as a language Teacher Development School.
- The school music curriculum is complemented by the Instrumental Music School Services. Opportunity is provided for students to experience a variety of music styles, learn to read music and play the recorder. The choir has participated in the One Big Voice Festival and the Massed Choir Festival. All students, the choir and instrumentalists and parents participated in the 2017 Christmas on the Green concert.
- The school uses Primary Connections to deliver a comprehensive science program. The specialist teacher of science conveyed to reviewers intent to develop common science terminology across Years PP–6. A comprehensive science operational plan is in place.
- Reviewers acknowledge the high-quality art which is visible around the school and also digitally displayed through the monitor in the reception area. There is purposeful integration of HASS themes and for special celebrations such as NAIDOC, Harmony Day and Anzac Day.
- ICT has been embraced by staff and additional resources and opportunities have been provided to increase the level of ICT integration into the teaching and learning program from Kindergarten to Year 6. Digital citizenship is introduced contextually where relevant. A sequential digital implementation plan has been developed and includes Scratch, Kahoot and Bee-bot applications. Students participate in a lunch time coding club. Reviewers noted during classroom visits evidence of student technology assisted learning. This is planned to continue as an ongoing focus in the school with emphasis on the provision of teacher professional learning.
- Physical education and health programs provide students opportunities to participate in the Northern Corridor Interschool Cell, lightning carnivals and competition in athletics, cross-country and swimming. Individual skill screening of students in 2017 was possible through the pre-service teachers of Edith Cowan University under the guidance of university staff. An explicit early fundamental skills program commences in Pre-primary.

- The Rock and Water socialisation program which commenced in 2015 has been successful for Year 4 and Year 5 boys. The Parents and Citizens' Association (P&C) are supportive of this program to continue. Senior classes use the Zones of Regulation program with a focus on developing individual self-regulation, emotional awareness and self-control. A whole-school focus through class teacher health programs is focused on developing student resilience through the School Drug Education and Road Aware Challenges and Choices education program.
- Through staff and student commitment, a school-wide sustainability program is integrated across the curriculum incorporating reduce, reuse and recycle. Class activities include planting and maintaining vegetable gardens, cooking the garden produce, design and technology activities with recycled items. Active citizenship opportunities include maintaining a recycling station, zero waste lunches, gardening club and Greenwood tree planting day.
- The school has been very successful in establishing a significant partnership with its most crucial partner, the parent community. This was verified in discussion with parent stakeholders and from analysis of the parent satisfaction surveys. Parents spoke highly of the approachability of staff, opportunities to be involved in the school, the level of satisfaction they experienced in the wide variety of opportunities for students and level of care provided by the school.
- The school provides leadership opportunities for students in various meaningful roles of responsibility. In meeting with a group of students, it was clear these roles are valued, respected and taken very seriously.
- The positive and supportive culture of the school ensures that inclusion and care for all students is a priority. It is evident that programs and practices which provide a safe and secure school environment are sustainable.

Areas of strength

- Staff professional expertise and high level of care provided to students with complex and special learning needs.
- Establishing a significant partnership with the parent community.
- The early intervention partnership in occupational therapy and speech pathology.
- Success of the language program and the school becoming a language Teacher Development School in 2018.

- The open and collaborative culture that values professional dialogue on good practice in the delivery of the curriculum.
- Staff and student commitment to a school-wide sustainability program.
- The Christmas on the Green concert.

Area for improvement

- Continue to reflect upon the progress made against the Aboriginal Cultural Standards Framework.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- In addition to system requirements, allocation human and financial resources are prioritised according to identified needs. The principal and board members confirmed that resourcing decisions must align with the DPA, business plan and evidence-based judgements. Strong management systems are in place to successfully ensure allocations remain viable and transparent. Reviewers can confirm that allocated financial resources are regularly reviewed and monitored during administration meetings and reports to the board.
- Improving student outcomes for all students is a major focus at the school. Funding for cohorts of students who have additional learning needs makes up part of the budget. There is appropriate use of funds, such as for education assistant time, new numeracy resources, reading and writing programs. Documentation indicates additional funding for education assistant time.
- The school receives targeted funds for an AIEO and a school chaplain. The P&C raise funds for additional chaplain time as this has been found to be a valuable human resource for students.
- There are a number of partnerships which value-add to student learning and outcomes, an example being a funded research partnership with Edith Cowan University which led to improved reading outcomes for the students involved. The leadership team are proactive in their efforts to seek similar funded partnerships and grants to further support areas of learning need.
- There is a comprehensive 2016–18 Workforce Plan. Key workplace gaps are identified in the plan. These comprise staff long service leave entitlements, enrolment trends, ageing staff and percentage of permanent teachers. Strategies to address each of the identified items are listed. The distributed leadership model is strategically managed to drive succession planning, support program sustainability and the ongoing professional up-skilling of staff. Cost factors have been identified and milestones to be achieved, set as goals.
- As a result of the amalgamation of two schools and the provision of new buildings, materials and equipment, the school is well resourced. While student numbers have increased, the school is now only accepting students from the local-intake area so numbers, and hence resourcing requirements, should be

stable. The P&C raises money for additional resources when needed and an active board and engaged community ensure school initiatives are well supported. Current resourcing is sufficient to sustain current and intended program delivery.

Areas of strength

- Comprehensive workforce plan with thorough implementation of strategies and responsibilities in preparation for ongoing and future staffing needs.
- Judicious use of funding to provide for optimum student learning through clear processes for additional human and other resources.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

- Discussion with the retiring chair and board members confirmed there is a clear understanding of board functions and reviewers determined the board has been highly effective, active and representative of the school community in fulfilling the role as prescribed in the *School Education Act 1999, School Education Regulations 2000* and the Department of Education policy.
- The board chair who has provided strong and effective leadership of the board since 2015 will officially relinquish the role at the 2018 AGM. Nominations have been called for new members through the school newsletter. The board is in the enviable position of being able to elect new board members.
- To ensure sustainability of board effectiveness a board code of conduct, an induction package for new members and a succession plan of staggered member tenure have been developed. Online modules for board training have been discussed to overcome time constraints of board members.
- The board has conducted comprehensive self-reviews of its performance, identifying strengths and acting on areas of refinement or improvement.
- The significant contribution and participation of the board in the school self-review process is noted and demonstrates rigour and a collective community focus on high expectations and continued improvement in school performance.
- Minutes of meetings provide evidence that the principal and invited school leaders, including the manager corporate services, have presented comprehensive school performance information throughout the year. There has been critical reflection on NAPLAN data, progress and achievement of the business plan and information provided to the board on school finances and the workforce profile.
- Annual reports include endorsement by the board under the signature of the board chair, but do not include information or reports from the board.
- Board member photographs are displayed on notice boards around the school. Communication between the board and the school community is highly regarded and their attendance at special school celebrations is valued. A board member is present at each school assembly to present student merit awards.

- The board has participated in:
 - endorsement of the DPA
 - the development, review and endorsement of the annual report
 - the development, endorsement and review of the school budget and business plan
 - processes to review the school's performance against the business plan
 - processes to determine satisfaction levels of parents, staff and students with results reported in the annual report
 - the review of the school in the final year of the DPA.

- The board receives:
 - relevant financial reports
 - results of school audits and surveys
 - advice on school performance and student improvement targets as detailed in the business plan.

- There is a strong proactive communication between the board and the school. The reviewers are confident the board will continue to develop and operate as an informed and effective board providing high level oversight in the strategic direction and performance of the school.

Areas of strength

- A highly effective and active board which is representative of the school community.
- Strong and proactive communication between the board and the school.
- Significant and effective contribution by the board in the school self-review process.

Area for improvement

- Use the annual reports to communicate with the school and broader community regarding the board's function, membership and activities.

Conclusion

Greenwood Primary School parents recommend the school to others as they value the school culture of diversity and inclusion, the strong partnership between staff and parents and the calm and positive learning environment. Students demonstrate pride in their school and their achievements and acknowledge the efforts of staff for ensuring they have opportunities for effective learning.

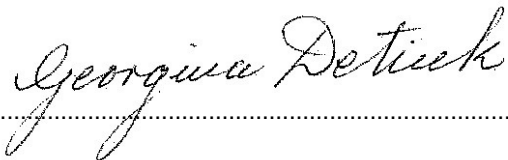
An appropriate school improvement cycle is employed which links data collection and analysis to the key focus and target areas of the business plan. The effective distributed leadership in the school has proactively sought to introduce and sustain significant curriculum initiatives and programs designed to add quality to the learning environment and effect improvements in student learning.

The school leadership, staff, parents, board and P&C are commended on the supportive and encouraging culture ensuring all students have the best opportunities of engagement in their learning and to continually “Strive to Achieve”.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Greenwood Primary School, true and correct.

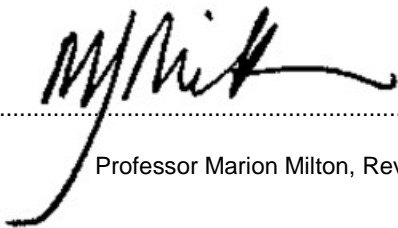
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mrs Georgina Detiuk, Lead Reviewer

10 May 2018

Date



Professor Marion Milton, Reviewer

10 May 2018

Date



Mr Ken Perris, Director
Independent Public School Review

11 May 2018

Date