

# 2019 Annual Report



**GREENWOOD  
PRIMARY SCHOOL**  
(AN INDEPENDENT PUBLIC SCHOOL)  
*Strive to Achieve*



The 2019 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.

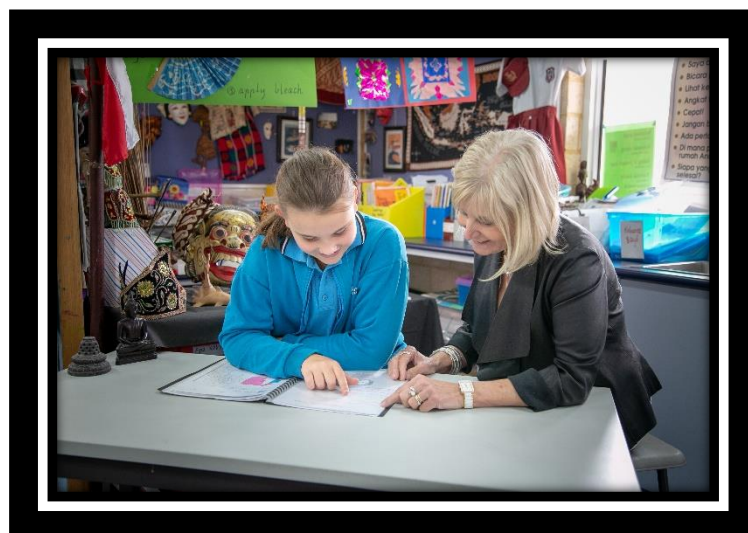
## Format of the 2019 Annual Report

### Part 1

- Introduction
- Message from School Board Chair
- School moral purpose and beliefs
- Highlights of 2019

### 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 2019 – Part 1

## 1.1 Introduction

In 2019, Greenwood Primary School (Greenwood PS) continued to progress its second three-year cycle as an Independent Public School. As outlined in the Business Plan, the school worked to promote excellence and ensure that community was given the opportunity to understand and share in successes. Apart from the end of tenure positional changes, the School Board maintained stability. As a body, it analysed the current school situation and performance in relation to what had been identified as important in the Greenwood PS context.

Greenwood PS embraced opportunities to grow its school culture and ensure that staff and community were well aware of changes in system policy. I know that the community appreciated the staff members who took the opportunity to build their capacity as curriculum leaders, continued to work hard in their areas of expertise and accepted their roles in ensuring shared accountability. Without these valuable contributions our school would not be developing the strengths of collaboration or be meeting the needs of the Public Education System as outlined in Focus 2019. Students' results across all learning areas and 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 overwhelming bank of research evidence shows the importance of providing quality play based programs that focus on developing early literacy and numeracy through experimental and experiential learning opportunities. Greenwood PS closely monitored itself against The National Quality Standard (NQS) to ensure that student outcomes and the foundations for future learning were embedded and strengthened.

Greenwood PS was selected as the only Western Australian School to take part in a radio hook up with astronauts on the International Space Station (ISS). Staff and students put in hours of work to participate in numerous theme based excursions, incursions and across phase of learning activities. The vibe created in the school was amazing. Unfortunately, due to unforeseen circumstances the actual event was cancelled by NASA at the eleventh hour. Whilst the community was extremely disappointed, the learning and cultural positives generated by the program were sensational. The profile and credibility of the school has been enhanced by our involvement. There is a possibility of securing an opportunity to link up with the ISS in 2020.

Ibu (Mrs) Clifton was nominated and won an Australian Council of Educational Leaders (ACEL) Excellence in Teacher Leadership Award. We were all so proud of the work she did to be selected. 2019 also saw a number of teaching staff take on new phase of learning positions. It is planned for this renewal to continue over the coming years. I congratulate the teachers on their efforts. The Early Learning Languages Australia (ELLA) initiative expanded into Pre Primary to build upon the 2018 Kindergarten work. Application was made to become involved in the new Early Learning STEM Australia (ELSA) program. 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 2019 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  
March 2020

## 1.2 School Board Chair Report

2019 was a productive year for the Greenwood PS Board (the Board) where we continued to identify areas of potential development to improve culture and functioning of the Board. We drafted a term by term responsibilities planner to ensure the Board covers all required items throughout the year, produced a new Board handbook to be provided to new members, undertook a board reflection exercise and I was fortunate enough to have participated in school board training run by the Department of Education.

The Board comprises the school principal, elected staff and parent representatives, as well as community members. In 2019, the Board consisted of: Samantha Lakin (parent/Board Chair), Peter Mulcahy (Principal), Maureen Perry (staff), Melissa Kingston (staff), Amanda Vicary (staff), Jodie Southern (staff), Caroline Gordon (parent), Jessica Howat (parent), Hayley McGill (parent), Courtney Murphy (parent), Dean Starbuck (parent), John Logan (community) and we also welcomed back, former chair, Sarah Malu (community) towards the end of the year. Sarah brought back to the Board her university research experience.

In order to achieve our role of helping the school achieve best outcomes for students, as well as the items mentioned above, in 2019 the Board has:

- Reviewed the school's budget
- Reviewed and endorsed the 2018 annual report
- Approved new shorts, skirts, backpack and hats to be added by the school's uniform supplier
- Reviewed the school's Aboriginal Culture Standards Framework
- Reviewed and approved contributions and charges and voluntary contributions for 2020
- Approved renewal of OSHC provider
- Approved renewal of booklist provider
- Analysed of NAPLAN and on-entry results

The Board would like to acknowledge the parents, teachers and community members who add to the fantastic culture of the school and thank all out going Board members for their contribution over their tenure.

Samantha Lakin  
Chair Greenwood PS School Board  
March 2020

## 1.3 School Moral Purpose and Beliefs

### 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), 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 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**

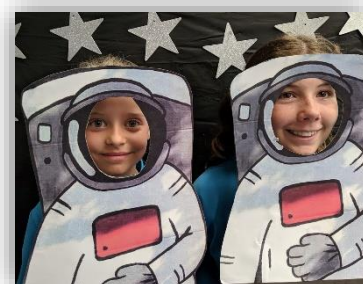
- ✓ Develop resilience through a whole school program, School Drug Education and Road Aware (SDERA) (Challenges and Choices).
- ✓ Create risk takers across the school by providing opportunities for children to engage with nature play areas (utilising community involvement).
- ✓ Deliver a whole school 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/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 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.

### 1.4 Highlights of 2019 – just some of the many exciting positives for our school community

- Greenwood PS was chosen, as the only school in WA, to have children participate in an Amateur Radio hook up with the International Space Station (ARISS). The link was to be managed by the ARISS members with 10 students chosen to speak directly to the astronauts. The school ran a Space theme for over a term including buddy class interactions, Gravity Centre (Gingin) excursion, SciTech 'Space Dome' incursion, Space Dress Up assembly and rehearsals using ARISS technologies. Staff visited community radio station 89.7FM to promote the hook up, WA media were approached to cover the event and dignitaries were invited. Unfortunately, NASA postponed the first hook up as well as the one rescheduled for the last week of school, due to 'operational issues' on the Space Station. Students and community certainly were excited and motivated by the preparation and learning that took place throughout the preparation. There is a possibility that the ARISS link may occur sometime in 2020.



- Ibu Clifton was nominated for the prestigious ACEL Teacher Leadership Award. She was chosen as one of two recipients in WA for the award and had it presented to her by the Minister for Education at a formal awards event conducted at the Bendat Centre.
- Greenwood PS and Warwick Senior High School (WSHS) built upon their partnership throughout 2019 with Principal, Peter Mulcahy, presenting awards at the SHS 'Great Start' presentation event during March, a performance visit from the new WSHS Band in November and GPS students participating in a STEAM event at WSHS in September. Transition and scholarship opportunities were provided to our Year 6 students throughout the year.



- With support from our School Board member and local Councillor, John Logan, Greenwood PS conducted a 2 hour 'outside broadcast' from the undercover area on local community radio station 89.7FM. The student leaders coordinated the event with contributions from staff, students and community members.

- A **whole school** NAIDOC Week celebration was led by our Aboriginal and Islander Education Officer (AIEO), Ms Sharla Oxenham. The day included a visit from the 'Midn Marr Dreaming' dance group who performed and then conducted workshops with selected students from across the year levels.



- WA Noongar elder Josie Boyle visited Greenwood PS as part of The City of Joondalup's cultural celebrations program. She played music, told stories through sand play and engaged the students through music and dance.



- Whole school involvement of celebratory events including engaging Book Week activities (which incorporated a community open night), Harmony Day observances, ANZAC remembrance and Christmas on the Green concert.



- Senior staff engaged in a structured Graduation process leading to a wonderful formal ceremony with guest presenters, performances by students and the presentation of graduates to families. This was followed by a formal dinner and dance evening which was a culmination of the work done as part of the Term 4 whole school social dance program.



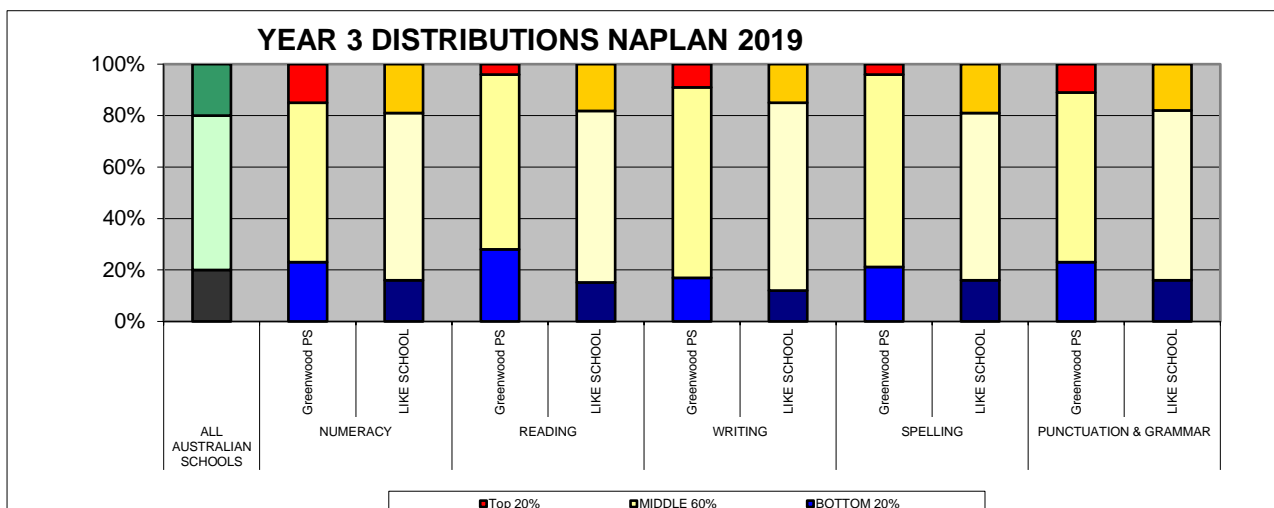
- Outstanding choir and instrumental programs (guitar, brass and clarinet) ensuring performance opportunities such as the “Massed Choir” event held at the Perth Concert Hall, whole school events and local community organisations.



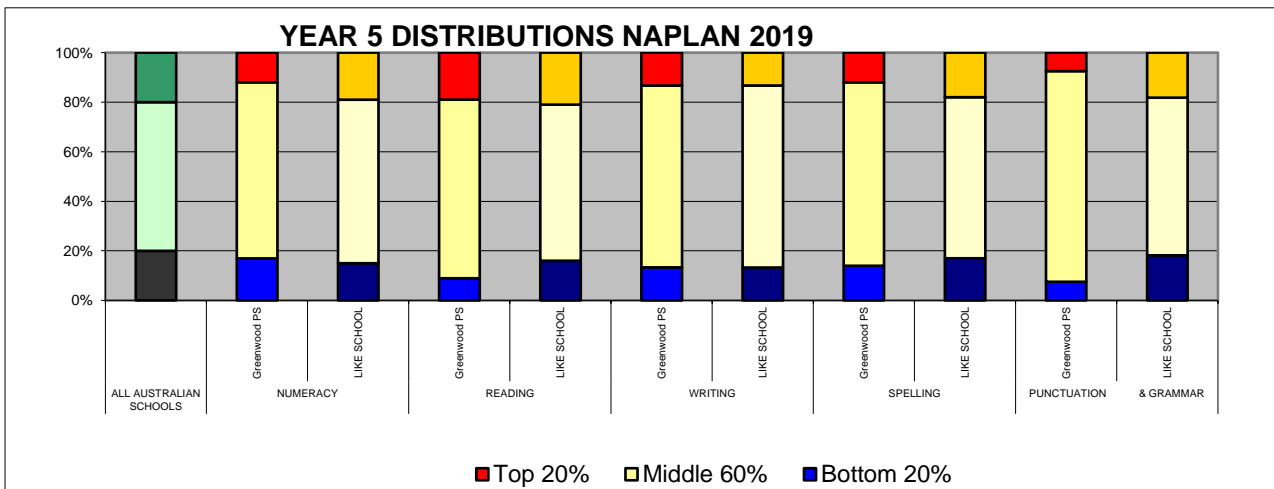
## ANNUAL REPORT 2019 – Part 2

### 2.1 Student Achievement Data

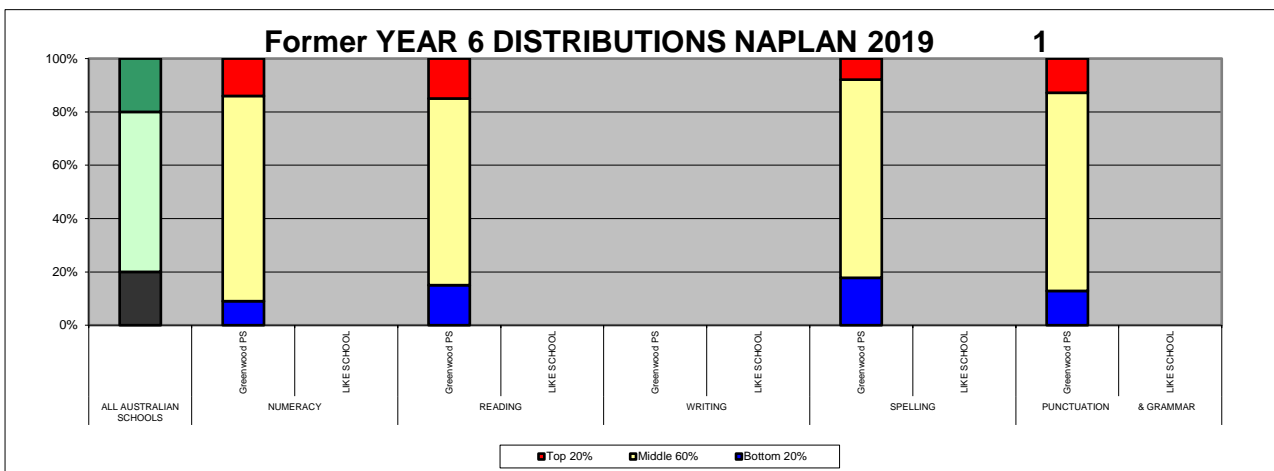
The following graphs provide a comparison between Greenwood PS and Like Schools. Like Schools area based on the Index of Community Socio-Educational Advantage (ICSEA) - in relation to the national distribution bands of top 20%, middle 60% and bottom 20% of students in each NAPLAN assessment. Greenwood PS is identified as a Band 4 ICSEA school (1021).



Greenwood PS performed strongest, at Year 3 level, in Writing. Comparative results in other areas were lower than Like Schools. Staff have monitored this cohort of students closely and are aware of the issues some students have. Structures are in place to support these students now and into the future. The progress levels of the stable cohort of Year 3 students from On Entry at Pre-Primary to Year 3, were consistent to Like Schools reflecting the effectiveness of these structures. For 2019, we improved on the previous year but still did not meet our Business Plan target in terms of the percentage increase of students in the High and Very High bands of progress.



The strong performance of our Year 5 students across Reading, Writing, Spelling and Punctuation and Grammar saw us easily meet our Business Plan target around percentage of students in the Very High and High range of progression levels. The 'Reading Assistant' intervention for our higher achieving students again has had very positive results. Numeracy continues to be a concern for this cohort. Staff put new Wave 2 intervention (Numbers and Fun) measures in place during Semester 2 2018. We are expecting this, along with the focus on Problem Solving to impact positively upon future performance levels.



The graph above shows NAPLAN results for 35 out of 47 former Greenwood PS students who transitioned to public secondary schools at the end of 2018. There is no "like school" comparison as this data is unavailable. Although trends are difficult to generate with this limited information, 'Schools Online' data notes that our former students tested stronger in Numeracy and Punctuation and Grammar than they have across the previous three years.

## 2.2 Early Years Report

2019 was filled with 'play based' learning opportunities for our Kindy and Pre-Primary children. A highlight was the opening up of our play area to create our very own Nature Play area. Children bounded across huge piles of wood chips and climbed giant logs before calculating the risks of jumping from them!

Our Kindy classes continued the ELLA program. The Pre-Primary children continued to embed their understanding of our target language (Indonesian) through the use of the interactive apps. The school supported this program by purchasing 6 iPads for each Pre-Primary class.

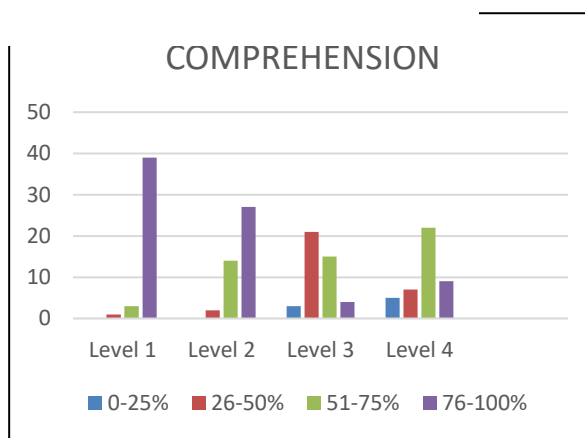
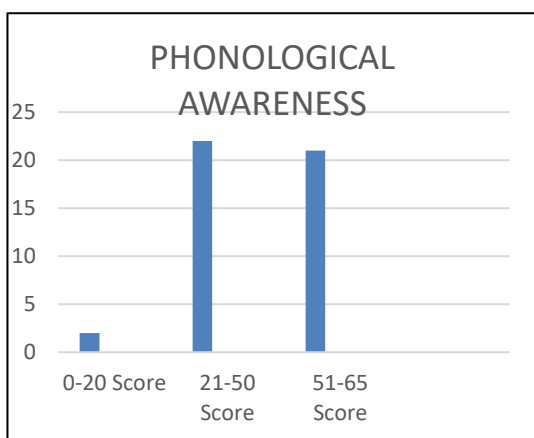
Literacy and Numeracy blocks were once again filled with as many ‘hands on’ activities as possible to enrich learning. The Pre-Primary classes once again used the InitialLit program in Literacy. This provided all children with an explicit and systematic synthetic phonics program as well as a comprehensive literature component to increase oral language skills, comprehension and vocabulary. Paul Swan provided the basis for our Maths program in both the Kindy and Pre-Primary classes.

A new initiative this year was having our Kindy children attend our school assemblies. They sat in wonder as class groups performed and children were recognised for achievements. Our Pre-Primary classes joined together to participate in special events such as National Simultaneous Story time, 100 Days of School and Outdoor Classroom Day. The highlight for Pre-Primaries was a trip to the Perth Zoo.



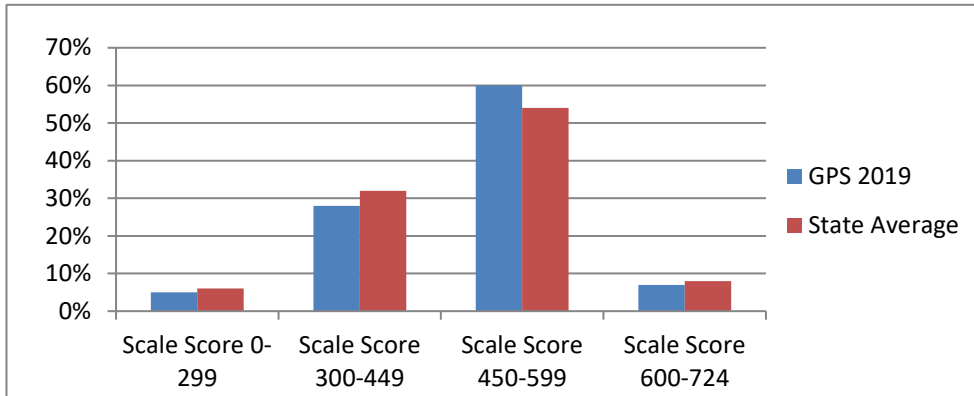
**Assessment:**

Kindergarten children undertook the Kindergarten Assessment Tool (K.A.T) throughout the year. This tool is designed to ensure oral language development is maximised. The purpose is to provide teachers with baseline data in oral language and emergent literacy skills of Kindergarten students. In 2019, 45 Kindy children participated in the K.A.T. Assessment. Below are graphs showing the level of achievement in Phonological Awareness and Comprehension (Blank Test).

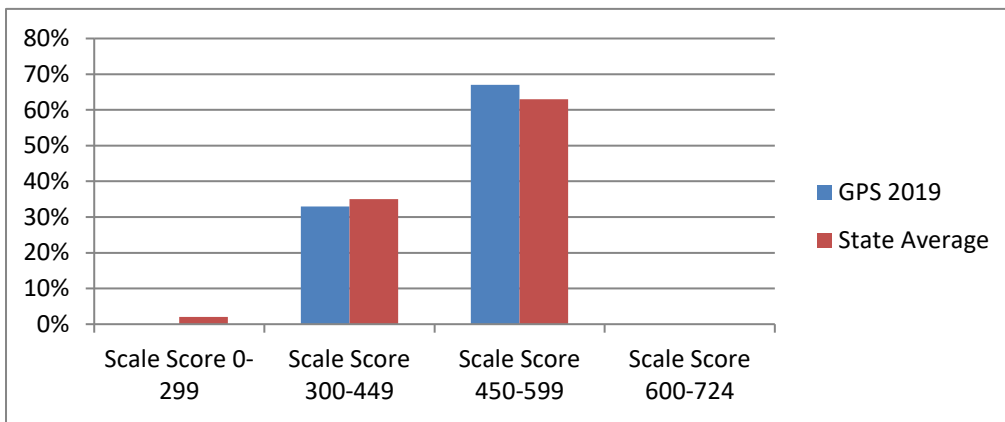


The On-Entry assessment is conducted at the beginning of the Pre-Primary year. The purpose of the assessments is to provide teachers with an opportunity, early in the year, to collect information on literacy and numeracy skills and understandings of each child in the class. Information gathered by teachers helps to develop teaching targets and learning programs that cater for groups of children and support the needs of individuals. 42 Pre-Primary children were assessed in 2019.

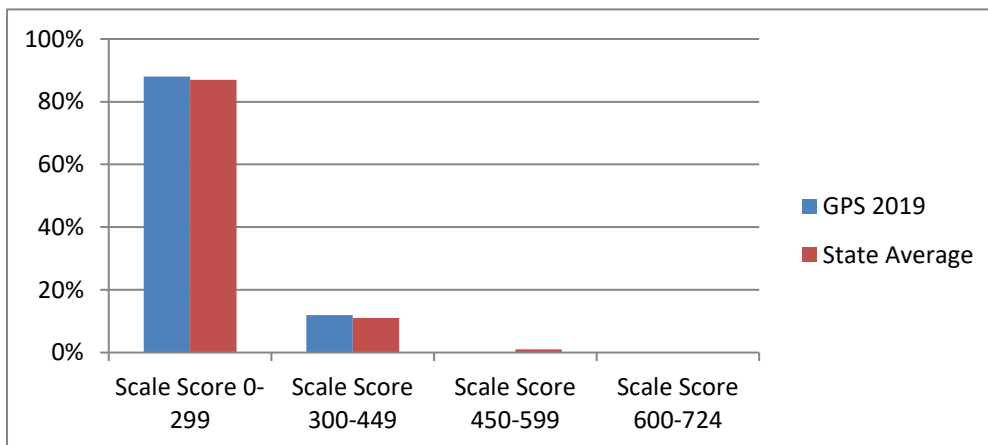
## Speaking and Listening



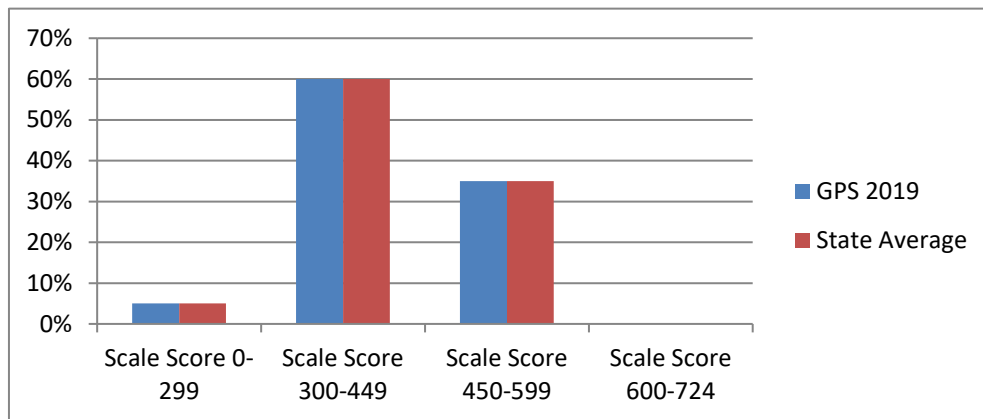
## Reading



## Writing



## Numeracy



### Future Directions:

- Kindergarten classes to be part of an Early Learning STEM Australia (ELSA) trial in 2020.
- Continue relationship with 'Next Challenge' (Curtin University) 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.
- Continue with the InitialLit program in the Pre-Primary years.
- In Numeracy, continue the emphasis on developing student understanding of the Principles of Counting in the Kindergarten year. Dr Paul Swan resources to remain a focus in the Pre-Primary year.

## 2.3 Curriculum Area Reports – Years 1-6

### Numeracy

During 2019, teachers continued to implement effective strategies for teaching Maths. Teachers planned from and reported against the Western Australian Curriculum.

- Maths leader delivered PL for staff at School Development Days and staff meetings. She also engaged in coaching as required
- Education assistants worked alongside Maths leader to implement a Second Wave Addition and Subtraction Intervention program (Numbers and Fun) in Collaboration with Dr Paul Swan. These staff collaborated in the writing of the Multiplication and Division module of the program. This module will be delivered in 2020
- Whole school planning and assessment continued using MTS Online resource, with data collected on a whole-school basis and included in the Student Profiles
- Staff continued to be upskilled in Polya's four step approach to problem solving. This was required to be implemented across the school. Education assistants were employed to construct resources to support the implementation.
- Staff were provided with collaborative time to build their capacity in the use of the Paul Swan planning documents as the resource to be used across the school.
- 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
- A new Kindergarten Maths box was purchased and used to bring this year level in line with the rest of the school in having access to this resource.

Resource spending was not required at the same level as previous years due to the high level of purchases across 2017-2018. Consumables were replaced to support the Paul Swan Games. As mentioned above resources for problem solving were constructed. Education Assistants were also engaged to expand the available cards to be used in classroom Word Walls.

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	46	43	44	45
2	64	46	33	40
3	46	41	41	41
4	36	45	43	40
5	57	46	31	39
6	47	45	33	37

### **Future Directions:**

- Continue to upskill staff to implement the WA Curriculum effectively with a greater emphasis on the specific structure of lessons.
- Planning to be based upon Paul Swan’s planning resources with use of Milestones, curriculum thread charts and measurement maps
- Continue to implement a whole school approach to problem solving
- Ensure MTS Online is used continuously across the school for planning and assessing
- Address the gaps identified by analysing NAPLAN, in particular Year 3 students as they move to be Year 4 cohort in 2020.
- Continue the Second Wave Intervention program with full implementation of both modules

## **English**

Staff implemented focus areas outlined in the English component of the school’s Operational Plan. At the commencement of 2019, to assist with planning, teaching staff accessed whole school Student Profile data, which provided current assessment 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 with all Year 3 to 6 students, as well as the prosody assessment tool and WTW assessment, which were employed in all year levels. For the second year running, staff received a number of Professional Learning (PL) sessions using the Writing Brightpath software program. Staff moderated and assessed samples of Narrative, Recount and Persuasive writing with like year level teachers, in phase of learning teams and with the Literacy leader.



Year 1-6 staff received a full day of PL in the Vocabulary, Connectives, Openers and Punctuation (VCOP) program, which was implemented in classrooms. This is an evidenced based writing program. During Term 4, the VCOP leader provided support to staff.

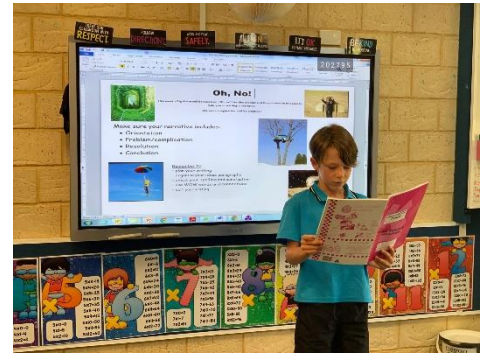
*Resources purchased to support the development of our whole-school approach included:*

- VCOP resources
- Letters and Sounds resources

- Top up novels for Year 6
- Replacement books for SIC reading
- Reading packs for Pre-primary

*Processes employed to support the delivery of the English curriculum:*

- Literacy leader coaching across all year levels in reading and writing.
- Literacy leader support in guided reading and writing moderation tasks, as well classroom support
- Maintenance of two well stocked reading resource rooms.
- Paraprofessional support time provided to each teaching block, to assist teachers effectively conduct Literacy programs.
- The Wave Two Letters and Sounds Intervention Literacy Program operated with 36 students from Years 1 to 6. This synthetic phonics program teaches the relationships between letters and the speech sounds they represent. The program is delivered by 2 Paraprofessionals over 3 afternoons. Post and pretesting is carried out to measure student progress
- During Term 1, a Paraprofessional supervised an online 'Reading Assistant' program with 16 Year 5 students, including extension students. At the conclusion of the term, excellent student progress was evident.
- The Support a Reader (SAR) program operated for four Year 2 children, four days a week during Term 2, Term 3 and into Term 4 through the dedication of an ex-staff member and parent volunteers.
- Students participated in a significant number of cross curricula Literacy activities through learning experiences and special events.



The following table provides a summary of the teacher judgements of student performances in the English area of the curriculum compared to like schools in Semester 2, 2019.

Year Level	% Students C Grade GPS	% Students C Grade Like Schools	% Students Above C Grade GPS	% Students Above C Grade Like Schools
1	38	44	54	37
2	53	48	40	33
3	51	47	34	39
4	43	49	42	35
5	52	49	39	36
6	51	46	29	41

**Future Directions:**

- Continue to embed and implement consistent and collaborative approaches to whole school Literacy programs, through Phase of Learning team meetings and collaborative DOTT sessions.
- Literacy Leader to provide coaching where appropriate.
- Utilise an extensive range of digital technology for Literacy activities.
- Conduct the online Reading Assist program in Term 1 with 16 selected Year 5 students.
- All staff will moderate, assess and record student writing sample information on the Brightpath program.
- Vocabulary, Connectives, Openers and Punctuation (VCOP) PL for all staff as new resources become available

- Years 1 to 6 staff will use VCOP in classrooms.
- Big Write PL. This links with VCOP. It is a comprehensive, evidence-based assessment tool that develops consistency and accuracy of writing.
- Provide parent meetings for VCOP and guided reading.
- Continue the SAR reading program.

## Languages (Indonesia)

Bahasa Indonesia was taught to students from the Year 2/3 class to the Year 6 class at Greenwood PS. A specialist language teacher was employed to teach Indonesian in 50-minute blocks each week.

To encourage early acquisition of a second language the digital ELLA program was implemented in Kindergarten - Pre-Primary and was coordinated by the Early Childhood teachers. The ELLA program supported and enhanced students' linguistic competencies and cultural understandings.

In 2019 students in the Year 2/3, Year 3 and Year 4 classes participated in a second 50-minute lesson each week. During the second lesson the classroom teachers worked collaboratively with the language teacher and learnt the language with the class. This process enhanced and increased the use of Indonesian within the classrooms across our school.

The language was taught using an explicit teaching model and cooperative learning strategies. Digital Technology and peer tutoring were embedded in the program. A variety of activities that maintain student interest and enhance students' positive interaction within this area were employed.



### Assessment:

Students were given opportunities to demonstrate their skills and knowledge in a variety of activities and tasks. Summative and formative assessment tasks, together with teacher observations, anecdotal records and role-plays were used to measure student progress. The WA Curriculum was taught and used to measure achievement for students in Year 2, Year 3 and Year 4, whilst the Curriculum Framework was taught and reported against for students in Years 5-6.

### Highlights of our Language program:

- Digital Technology and the use of IPADS to consolidate student learning.
- Incursions and cross-curricular activities e.g. visual art, cooking, dancing, music, Harmony Day, Assembly items, Indonesian Independence Day activities and games enhanced students' cultural understandings.
- Mentoring and support for teachers participating in the 'Leap', 'Ketawa' and 'Walk the Talk' programs provided by the Language specialist.
- In 2019 Indonesian Network meetings were conducted each term at Greenwood PS providing ongoing WA curriculum and cultural support to North Metropolitan Indonesian language teachers.
- The ELLA digital Indonesian language program has been implemented in both Pre-primary classrooms at our school.
- Working collaboratively with other specialist teachers and classroom teachers.



- As a result of an additional 50 minutes' tuition, data collected indicates that improvement for Year 2 students has increased by 14% and for Year 3 students by 6% for the respective cohorts since the implementation of WA Curriculum in Year 2 and 3 in 2018

The table below is based against Like Schools who teach Languages e.g. German, French, Mandarin, Japanese, Indonesian etc.

Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade Like Schools
WAC:L 2 (10 students)	30 (3 students)	62	70 (7 students)	32
WAC:L 3	57	62	32	29
WAC:L 4	58	60	33	29
CF 5	59	48	38	36
CF 6	56	56	35	21

### **Future Directions:**

- A sustainable transitional language pathway into high school will continue to be available to Greenwood PS students when attending WSHS.
- In 2020 Year 2,3,4 and 5 students will be taught and assessed against the WA Languages Curriculum and the Years 6 will continue to be taught and reported against the Curriculum Framework
- 2020 students in Years 3-5 will have the possibility of participating in an additional 50 minutes of tuition each week. The classroom teachers in Years 3-5 will learn the language with their class. The additional lesson will facilitate the use of Indonesia within the classrooms across our school.

### **The Arts – Music**

In September, our fabulous School Choir of 72 children performed with the Massed Choir Festival at the Perth Concert Hall. We were again fortunate to have a student selected to perform as a soloist. 500 children from five W.A. primary schools sang to a packed audience of delighted parents and family members.

Our choir also sang with much enthusiasm at Warwick Shopping Centre, Lakelands Leisure Village, our music assembly and our School ANZAC Service.



A small group of soloists met regularly at lunch time to participate in singing in their own time. They performed with confidence, singing in 2-part harmony. The group performed beautifully at an opening at Coles at Warwick Shopping Centre and were commended for their performance by the State Managers. They also performed at a Citizenship Service at Joondalup Civic Centre.



Our instrumental program gained extra students with the introduction of brass, and the introduction of Year 5 children. In total we had 25 students participate in the IMSS program in clarinet, classical guitar and brass. The selected children received 30 minutes of free musical

tuition. The instrumentalists performed at a music assembly, Book Week, 89.7FM Outdoor Broadcast and Lakelands Leisure Village.

Children in Years 1 to 6 all received 50 minutes of instruction in general music lessons with a specialist teacher. Kindergarten and Pre-Primary children include music into their class program. Music lessons include movement, learning to read rhythms and notes through playing classroom instruments, creating their own music in small groups, learning cooperative skills along with performing. A variety of songs were taught to children including singing in Noongar.

Our Christmas Concert was again a huge success with children in Kindergarten to Year 6 singing with their buddies to a large parent and community audience on the school oval.



An Arts Network group continued to meet once a term to plan and discuss ideas in Music and Visual Arts. This proved to be extremely productive in collaborating to plan activities and Reporting.

The following table provides a summary of the teacher judgements of performances in The Arts- Music curriculum area for Semester 2, 2019.

Year Level	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade-Like Schools
1	52	67	46	31
2	60	59	38	38
3	55	59	42	38
4	53	62	45	34
5	49	58	51	39
6	55	59	42	36

**Future Directions:**

- Continue to develop the choir strengths in singing in harmony.
- Continue a small soloist group and provide opportunities for performance.
- Include the Year 6 guitar children in the ANZAC service.
- Liaison with WSHS music department.
- Provide opportunities for our instrumentalists to perform.

**The Arts – Visual Art**

A vibrant Visual Arts program continued throughout 2019 with students from Greenwood PS participating in weekly art and craft lessons across the school to further their skills of Making and Responding to Art using the WA Arts Curriculum.

Kindy and PP students participated in many integrated hands on art/craft lessons in response to class, school and HASS themes, whilst developing their fine motor and manipulative skills. Years 1 to 3 worked with the Art Specialist throughout the year on various projects to further develop their skills in Making Art and Responding to their own art and other artists. These were integrated with HASS aspects, class themes, school and community days. Basic art elements were included in each lesson and different media were experienced throughout the year. Some of the highlights were: summer fun paintings, sea life 2D and 3D clay sculptures, 3D stick and string woven sculptures relating to Tjanpi Desert Weavers and colourful 2D butterfly sculptures. Students in

Years 4 and 5 had their annual excursion to 'Sculptures by the Sea', in March at Cottesloe, and enjoyed viewing many inspiring sculptures. They responded to these and made their own sculptures using recycled materials. They explored public art in WA via a website and wrote a summary of these. Other artists explored were: Andy Warhol: pop art, painted faces and MC Escher: tessellating shapes. Year 5 and 6 students created some Kandinsky inspired firework art, drew some Boab trees to celebrate NAIDOC Day and landscapes to practise the art elements of line.

The Art Specialist continued to work with other like schools across our area with moderation for consistent grading of student art work across year levels in accordance to the SCSA Arts Curriculum.



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	100	55	0	42
2	100	50	0	46
3	94	52	6	45
4	65	55	35	42
5	66	54	34	44
6	69	51	31	45

**Future Directions:**

- Art specialist to continue networking across schools in our area and moderate achievements of students.
- Differentiate between report grade allocations in the lower school.
- Continue to develop the students' Art skills according to SCSA Arts Curriculum.
- Complete the Noongar 'Six Seasons' Garden Path project started in 2018

**Health and Physical Education**



The Physical Education program at Greenwood PS in 2019 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 to participate in a winter Lightning Carnival format and at a higher level of competition for Athletics.

Greenwood PS also annually hosts the Interschool Cross Country Carnival which sees ongoing participation and long term commitment from 8 other schools within



the district. Highlights at interschool level included our AFL team being undefeated for a fourth year in a row and participating for the first time in the State Schools Handball competition in term 4. 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 modcrosse, tennis and cricket coaches. Junior students are offered an explicit and comprehensive early Fundamental Movement skills program, starting in Pre-Primary



Class teachers and specialist Health teacher incorporated the School Drug Education and Road Aware resources into their Health programs. The upper school area of the school used a program 'Zones of Regulation' to assist students in developing better self-regulation and emotional awareness. A new Protective behaviour program has been implemented across the school from K-6.

The table below shows that overall most year levels at Greenwood PS equate well with the average for like schools and DoE schools for those that are achieving high or excellent grade levels.

GRADE	% Students C Grade - GPS	% Students C Grade – Like Schools	% Students Above C Grade - GPS	% Students Above C Grade – Like School
1	64	63	33	32
2	60	60	37	36
3	55	57	37	40
4	54	58	41	38
5	55	54	40	43
6	54	51	41	45

### **Future Directions:**

- Continue to strengthen our community connections through local clubs, coaches, and parents. Create new partnerships by participating in carnivals such as the Subiaco Football Development Commission. These events create a community feel with parental involvement in sporting days
- Provide a high standard of teaching pedagogy and conduct assessments in the Health and PE area under the WA Curriculum Standards.
- Enhance the learning opportunities and offer fun active programs that will encourage our students to get involved in physical activity and make it a part of everyday life.
- Develop a new operational plan for the HPE area for the whole school creating consistency across year levels.
- Offer both girls and boys the opportunity to participate in the anti-bullying program “Rock and Water” program

### **Humanities and Social Sciences (HASS)**

All areas of HASS continued to be covered in 2019. New resources were purchased to support staff in the teaching of Business and Economics and Civics and Citizenship, including teaching resource books. Teachers were also introduced to a biannual Scope and Sequence to assist with the teaching of History and Geography content.

To encourage students to be active citizens, students and staff participated in a Crazy Hair Day, where all money raised was donated to the Type 1 Diabetes Family Centre. Students and staff were also encouraged to donate goods to the Giving Tree.



Greenwood Primary continued with its focus on celebrations of special days, such as NAIDOC Day, ANZAC Day and Harmony Day through whole school events. Students were also given opportunities to explore their understanding through excursions such as Buckingham House and Parliament House, as well as an incursion from Tales of Times Past.

To celebrate NAIDOC Day, Sharla Oxenham (Aboriginal Islander Education Officer - AIEO) organised a range of activities for students to develop their understanding of the importance of NAIDOC Day. These included a whole school assembly hosted by Sharla and our special guests Neil Coyne, a well-known Aboriginal wrestler and media personality, and his dance group 'Midn Marr Dreaming'.

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	52	56	40	34
2	50	55	46	34
3	66	56	32	35
4	64	55	30	34
5	64	59	34	33
6	73	56	22	35

**Future Directions:**

- Continued focus on the Geography, Civics and Citizenship and Economics and Business content of the HASS curriculum.
- Continued use of Geography and History Scope and Sequence
- Continued focus on special events and days.
- Continuation of excursions linked to the HASS curriculum area
- Continued moderation sessions where teachers are able to set moderation tasks and moderate once task is complete.
- Creation of the Aboriginal garden by the sustainability and Art committee.
- Purchasing resources on a needs basis

**Science**

The Science curriculum at Greenwood PS is based upon the Primary Connections “5E” model. – engage, explore, explain, elaborate and evaluate. During 2019, there was a mixture of curriculum delivery either via classroom teacher or a science specialist. The science specialist 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. The science specialist was given time to work with junior primary classes and their teachers and assist them to become involved with the science inquiry process.

We were assisted by Mr Warwick Dawes, a scientist with CSIRO who presented many interesting experiments to a variety of classes. Throughout the year many students were involved in interactive activities with the science staff and students at WSHS.

In Semester 2, all teachers conducted a number of inquiries, evaluated their students and reported on the strand 'Inquiry Skills' if their students did not work with the specialist science teacher.

It was planned that staff and parents develop a program involving a communication link with the ISS. The whole school was involved in studying and responding to activities on space and the ISS. Unfortunately, for technical reasons, this event was cancelled. Hopefully it will occur in 2020.



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	40	64	48	40
2	76	65	22	27
3	57	60	28	34
4	49	65	45	26
5	61	60	36	30
6	69	60	27	33

### **Future Directions:**

- Staff and parents develop a program involving a communication link with the International Space Station.
- 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.
- All staff will develop a number of inquiry-based activities throughout the year.
- Students to interact with the outstanding science staff at Warwick Senior High School.
- 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**

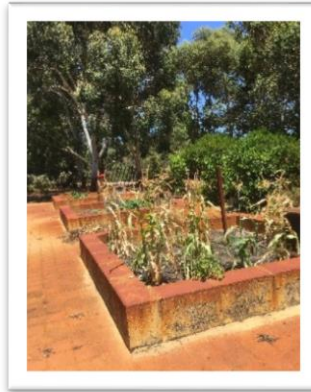
Throughout 2019, Greenwood PS students, staff and community members have continued to support our Sustainability program by incorporating the 3Rs (Reduce, Reuse and Recycle) into everyday activities. The school wide program is integrated across the curriculum with HASS & ART lessons, class activities, Active Citizenship roles, excursions and whole school projects undertaken.



Active Citizenship and Class Activities included:

- Composting of recess, lunch and Crunch & Sip scraps. Years 4/5 students to compost & feed worms waste from the breaks and each class to maintain their own scrap bucket.
- Reports at assemblies by Year 4/5 students about sustainability and waste wise objectives.
- Maintaining recycling of paper and cardboard into SITA boxes by Year 5/ 6.
- Discussions, lessons and assembly reports about the 3R's and sustainable living.
- Vegetable garden planting and maintaining, both in PP and primary areas.
- Cooking with vegetables produced in the vegetable beds and with eggs from the chickens in PP.

- Gardening Club on Wednesdays at lunchtime. Grandparents helped maintain veggie gardens in Term 3.
- Worm Farm relocated to a more secure and shady spot in the Sustainability Shed.



**Recycling Stations** (outside the Library & in Kindy/PP area): Our whole school recycling waste collection continued with the introduction of new recycled items being included: bread tags, plastic bottle lids from water, milk and juice bottles, and used pens. The Recycling Station has been a huge success and has been supported by the whole school community. Collections included 26kg of plastic lids for the Envision Hands Project, 145kg of Nespresso Pods, 500gm of stamps (=\$20), 3454 pieces of oral care (=\$54) in 2018/19, 5kg of used writing implements and 22kg printer/toner cartridges, all being saved from landfill. Well done everyone!



**Adopt a Spot:** students and staff collected litter to clean up around the school at various times throughout the year, including Clean Up Australia Friday for schools.

Our annual tree planting day took place with endemic shrubs being planted along the pathway to the oval and tennis courts by each class in the school. To support all of our efforts, key staff attended various Sustainability networks across the metro area.

### **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 to visit Tamala Park and PP to Year 3 to have a Suez incursion.
- Fundraiser for Wheelchairs for Kids and deliver ring pulls to facility.
- Utilise the shade house more across school classes with growing of seeds into seedlings.
- Staff continue to network across the education region with other Sustainable schools and provide ongoing PD for other schools initiating Sustainability programs in their school if needed.
- Garden Project outside TA11 and TA13: Noongar Season pathway, 2D and 3D sculptures and plantings; frog bog. Planning the budget for laying of pathway, 3D sculptures and frog bog safety grill.



## 2.4 Attendance Data

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2017</b>	85.6%	11.2%	2.3%	0.9%
<b>2018</b>	83.7%	12.6%	3.1%	0.6%
<b>2019</b>	78.8%	17.5%	3.1%	0.6%
<b>Like Schools 2019</b>	76.0%	18.9%	4.3%	0.8%
<b>WA Public Schools</b>	73.0%	19.0%	6.0%	2.0%

The table above indicates that Greenwood PS has attendance levels that compare favourably with Like Schools. The 2019 data indicates that whilst comparisons are still favourable Greenwood did have some children drifting between the Regular and Indicated categories. From 2017 to 2019, the percentage of students in the Moderate to Severe risk categories remains under both State and Like School averages.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2019</b>	93.9%	93%	92.7%	82.5%	87.1%	79.5%	93.3%	92.8%	91.6%

Greenwood PS's 2018-2020 Business Plan targets a mean 94% overall attendance. The school remains on target to meet that achievement. Despite close monitoring and Case Management of families at risk the increase in Indicated and Moderate categories occurred in 2019. The school will continue to attempt to engage these families, in the process seeking support of outside agencies.

Students were monitored over targeted blocks and letters were sent to all families below 90% attendance with information on the impact of non-attendance. Students achieving 96%+ attendance all received a positive certificate. This process and data was shared with the Board. The strong link between NAPLAN performance and attendance data has been shared with the community, 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.
- Continue certificates for students with an attendance rate of 96% or above for the collection period.
- Use The 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 and other agencies such as Department of Communities 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. The policy was reviewed at the commencement of 2018 looking at 2017 data with a 'Good Standing' procedure added in 2019. 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 an attendance requirement of 2.5 days per week. 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.

- **2077** whole school stamp charts were rewarded at administration. An increase of 250% on 2017 data.
- **1042** office visits occurred where students shared positive work or behaviour and took a certificate home to parents/carers. That is a 35% increase from 2017 to 2019.
- There were **three** suspensions totalling 3 days during 2019.

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	10	8	2	3	83	16	6
Percentage of Total Behaviours	7.8	6.2	1.5	2.3	64.8	12.5	4.7

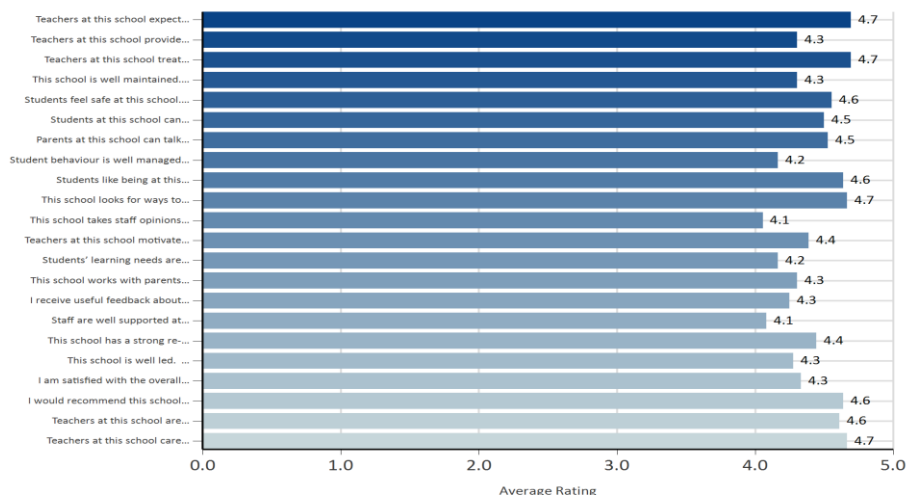
### Values

The "Triple V Awards" (Vital Values Valued) were created in 2018, so 2019 was its second year of operation. Teachers embraced the opportunity to focus on a value that suited classroom needs. Our Values Assistants presented 1 award per class twice a term at designated "Values Assemblies". The process provided students a chance to embed and display the value chosen by their class. Our award winners had their photos taken at the assembly and were featured in the newsletter which followed that assembly.

## 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 was conducted in 2018 and received 29 responses from families (9%), 91 from students (100%) and 36 (81%) from staff. These surveys looked at the aspects of the school's operations that impact upon each survey group. From the 2016 survey, there was a mean improvement of 0.2 across for the student survey, the staff survey was steady and the parent survey had a participation fall of 31% and a mean score fall of 0.14. The graphs below provide an average rating for each statement.

## 2018 Parent Survey



The mean scores were very strong across the board with a range of 3.8 - 4.8. The impact of a small minority of responses is the difference in these results.

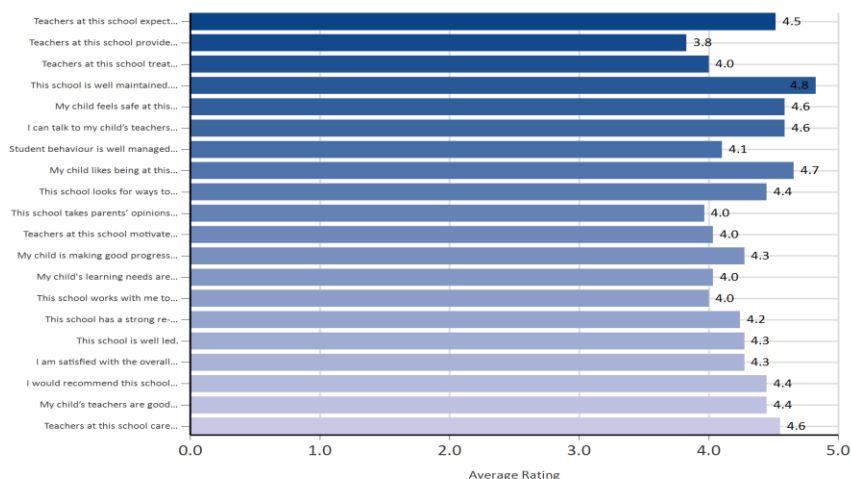
### Areas of strength noted by parents:

- Teachers care about the students
- School is well maintained;
- My child feels safe; 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.

## 2018 Student Survey



For the student survey, the mean scores were very positive with a range of 3.8 - 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:

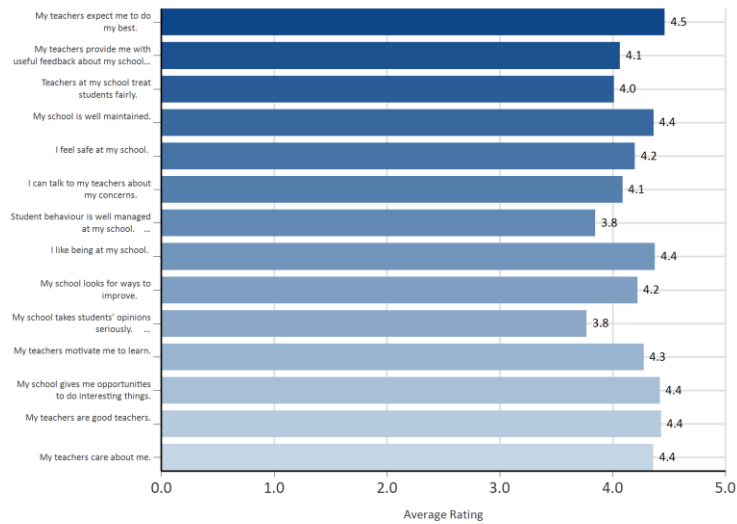
- teachers expect the best from them;
- I like being at school;
- My teachers care about me; and

- My school gives me opportunities to do interesting things.

*Areas of concern to a few students were:*

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

## 2018 Staff Survey



Staff responses were extremely positive with mean scores in a range of 4.1- 4.7. The overwhelming majority of staff felt empowered and valued in their work environment. The 4.7 for 'high expectations' and 4.6 for 'recommend this school' and 'students feel safe' are significant results reflecting staff desire to build an environment where students can thrive.

2018 was the first year which permitted comments. The overwhelming majority were highly supportive and positive. A couple of parents were disenchanted with the Admin over specific issues and a couple of staff questioned the effectiveness of Peer Observations. All surveys will be undertaken again in 2020.

## 2.7 Student destination data

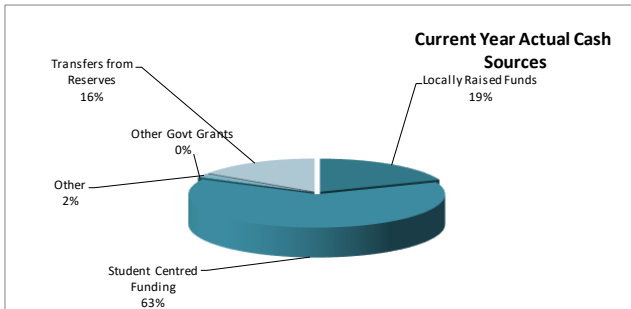
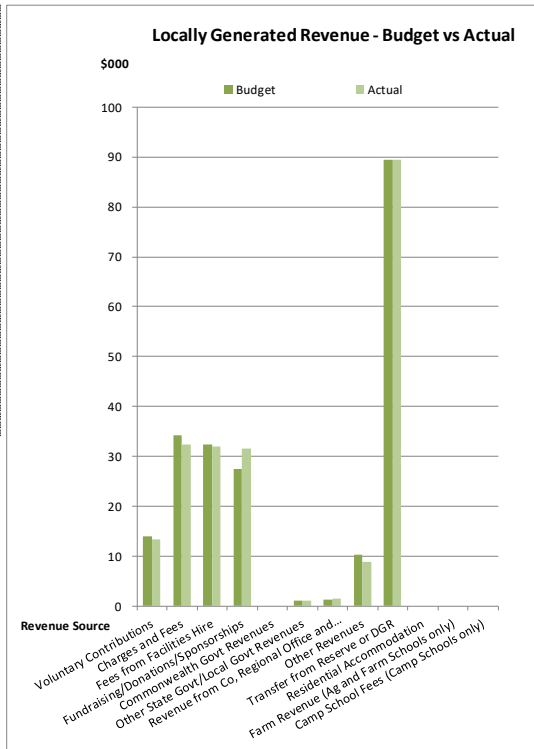
In 2019, 55 Year 6 students graduated. The table below provides their destinations.

School	No of Year 6 students
Greenwood College	30
Warwick SHS	6
John Curtin College	3
St Stephens Secondary College	3
Eastern States (schools unknown)	2
Aranmore Catholic College	1
Ashdale Secondary College	1
Churchlands SHS	1
Balcatta SHS	1
Carine SHS	1
Mercy College	1
Landsdale Christian School	1
Byford Secondary College	1
Girrawheen SHS	1
Coodanup College	1
Hampton SHS	1
Total Graduating Students	55

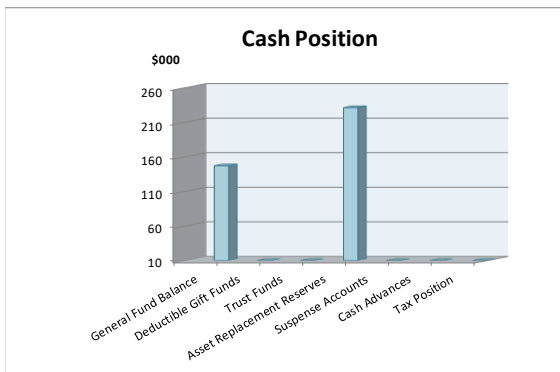
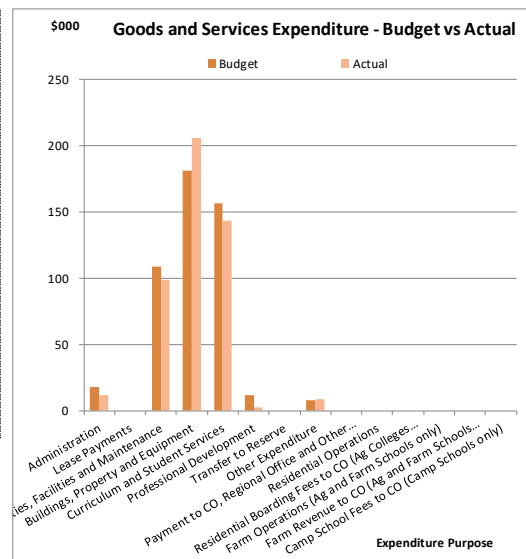


**Greenwood Primary School**  
Financial Summary as at  
31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,966.40	\$ 13,418.00
2 Charges and Fees	\$ 34,174.00	\$ 32,448.91
3 Fees from Facilities Hire	\$ 32,318.00	\$ 32,029.10
4 Fundraising/Donations/Sponsorships	\$ 27,526.00	\$ 31,617.61
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,347.00	\$ 1,427.52
8 Other Revenues	\$ 10,361.00	\$ 8,759.56
9 Transfer from Reserve or DGR	\$ 89,493.00	\$ 89,493.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 210,185.40</b>	<b>\$ 210,193.70</b>
<b>Opening Balance</b>	<b>\$ 42,471.32</b>	<b>\$ 42,471.32</b>
<b>Student Centred Funding</b>	<b>\$ 354,167.76</b>	<b>\$ 364,167.76</b>
<b>Total Cash Funds Available</b>	<b>\$ 606,824.48</b>	<b>\$ 616,832.78</b>
<b>Total Salary Allocation</b>	<b>\$ 3,500,558.00</b>	<b>\$ 3,500,558.00</b>
<b>Total Funds Available</b>	<b>\$ 4,107,382.48</b>	<b>\$ 4,117,390.78</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 17,430.00	\$ 11,655.55
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 108,201.64	\$ 98,809.93
4 Buildings, Property and Equipment	\$ 180,587.00	\$ 205,237.02
5 Curriculum and Student Services	\$ 156,310.50	\$ 143,089.83
6 Professional Development	\$ 11,600.00	\$ 2,506.31
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 7,640.00	\$ 8,463.82
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 481,769.14</b>	<b>\$ 469,762.46</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,272,230.00</b>	<b>\$ 3,272,230.00</b>
<b>Total Expenditure</b>	<b>\$ 3,753,999.14</b>	<b>\$ 3,741,992.46</b>
<b>Cash Budget Variance</b>	<b>\$ 125,055.34</b>	



**Cash Position as at:**

<b>Bank Balance</b>	<b>\$ 371,666.14</b>
Made up of:	\$ -
1 General Fund Balance	\$ 147,070.32
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 231,177.61
5 Suspense Accounts	\$ 420.21
6 Cash Advances	\$ -
7 Tax Position	\$ 7,002.00
<b>Total Bank Balance</b>	<b>\$ 371,666.14</b>

## Future Directions

At the time of writing this report our system and school are amid unprecedented times. The responses so far by the staff and Greenwood community have been nothing short of sensational. The focus has been directed towards the wellbeing of our community and keeping student opportunities as positive as possible and helping maintain a sense of security for the students. With that in mind there is minimal change of direction for 2020. Leadership will focus on working through the directions outlined in each of the curriculum area reports and consolidation of the adjustments made over the last few years. The following areas will continue development once the roadmap for recovering from the COVID-19 issue unfolds.

- **Workforce Management Plan** – to ensure sustainability and succession planning of the human resource component of the school’s operations. It should be noted that the capacity to openly select the “best” applicant for positions has been impacted upon by changes to system wide strategies. There is also potential for further adjustments to be made.
- **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.
  - *Expand the use of the Connect app in the community.*
  - *Build a new website. Current version is an outdated platform and is restrictive in its upload capacity.*
  - *Review the current Information booklet including forced change caused by The Department’s imposed new telephone platform.*
  - *Continue current media partnerships and look for new opportunities*
- **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;
  - Review Phase
    - *School Board and staff to analyse reviews undertaken and begin development of the 2021-2023 document.*
    - *Focus on improved target setting in that plan. The current plan reduced previous overwhelming targets, but in the process set some unrealistic goals. This aspect has been identified through reflections.*
    - *Build on the new Aboriginal Cultural Standards Framework 2020-2022 Plan, looking for opportunities to profile its directions across the Business Plan.*

This annual report is endorsed by the Greenwood PS School Board

Board Chair                      Samantha Lakin

Date                                      16 June 2020