



2020 Annual Report



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

Strive to Achieve



The 2020 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 2020 Annual Report

Part 1

- Introduction
- Message from School Board Chair
- School moral purpose and beliefs
- Highlights of 2020

Part 2

- NAPLAN 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 2020 – Part 1

1.1 Introduction

In 2020, Greenwood Primary School (Greenwood PS) entered the final year of 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 and one member who left the school community, 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.

Like all schools, Greenwood PS was hugely impacted by the COVID 19 adjustments required by the government to support the health of our community. One major impact was on the ability to have the normally open and welcoming community involvement in school operations. The school sought opportunities to maintain school culture and ensure that staff and community were well aware of changes in the many health adjustments and system policy. The staff took every opportunity to implement and highlight the directions of Focus 2020. The use of 'Connect' as the sole communication platform for the school became embedded across 2020. It was exciting to see increased uptake in some areas of the school in the student use of the platform. COVID-19 adjustments accelerated this implementation.

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. Within the adjustments required by COVID, Greenwood PS evaluated itself against The National Quality Standard (NQS) to ensure that student outcomes and the foundations for future learning were implemented as closely as possible to the required standards.

As mentioned in the 2019 report, the International Space Station (ISS) radio hook up that was planned for the end of 2019 had been rescheduled for 2020. NASA was able to provide another opportunity, but unfortunately once again, they cancelled at the last minute due to operational requirements preventing astronaut availability. With lost momentum the school made the sad decision to withdraw from the program. Students had been disappointed on 3 occasions. One of our community is investigating an opportunity for the selected students to link up with a returned ISS astronaut. This coordination will be through the European Space Agency. Hopefully this will take place, via video conference in mid-2021.

WebEx became widely used across The Education Department settings. Teachers used it with students and parents in the initial COVID-19 Remote Learning structures and staff used it for any network or professional learning requirements. It was fantastic to see the Indonesian Languages Network facilitated out of GPS, run by Ibu Clifton, continue to support teachers across the system using this platform. Unfortunately, the Early Literacy Languages Australia (ELLA) trial for P-2 was postponed once COVID-19 impacted. The implementation of the Kindergarten was also impacted due to inconsistent attendance in Semester 1

On behalf of Greenwood PS and the School Board, I present the 2020 Annual Report. Due to COVID-19 impact, many aspects that would normally be contained in the report are unable to be commented upon. 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 2021

1.2 School Board Chair Report

What an unexpected year 2020 turned out to be. COVID-19 impacted the children, teachers and the whole school community in so many ways. I would like to thank all the staff at Greenwood Primary for ensuring that the children's school lives could remain as normal as possible and tried to ensure that the children still got to do most of the normal yearly activities, even if they were slightly different to the usual.

I would also like to thank the P&C who kept doing amazing work and continued planning and putting together great events for the children and community even when they couldn't physically meet. Additionally, I'd like to acknowledge the staff that stepped in to facilitate some of these events, like the yearly Mother's Day Stall, when parents weren't allowed on school grounds. The children love this event and it wouldn't have been able to go ahead without the staff stepping in. In March we farewelled Amanda Vicary (staff representative), Melissa Kingston (staff representative) and Caroline Gordon (parent representative) from the Board and I'd like to thank each of them for their contribution.

The 2020 Board consisted of Samantha Lakin (parent representative and Board Chair), Peter Mulcahy (Principal), Maureen Perry (Associate Principal and staff representative), Jodie Southern (staff representative), Jennifer Stojceski (staff representative), Hayley McGill (parent representative), Dean Starbuck (parent representative), Jane Dalin (parent representative), Jess Howatt (parent representative), John Logan (Community representative) and Sarah Malu (staff representative).

In 2020, one of the Board meetings was cancelled due to COVID-19, however we were able to hold all other scheduled meetings. This year the Board:

- Reviewed the school's budget.
- Endorsed the 2019 Annual report.
- Reviewed school performance data including on-entry assessment data and report grades compared to 'like' schools.
- Discussed and implemented actions to improve the Board's presence in the community.
- Approved third party use of the school for tennis, tai chi and out of school hours' care.
- Reviewed the Cultural Standards Framework.
- Selected a new booklist provider.
- Approved the voluntary contributions and charges for 2021.
- Was kept informed of updates and procedures within the school in-line with COVID-19 restrictions.
- Undertook Board training; and
- Undertook a Board self-reflection exercise.

Despite the restrictions and COVID-19 upheaval, I'm very pleased that the Board ensured a productive year and I'm looking forward to hopefully an easier and less interrupted year for everyone.

Samantha Lakin
Greenwood PS Board Chair
March 2021

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 2020 (despite COVID-19 we managed to get great activities into the program)

- As the restriction began to lift GPS was able to invite community back into the school and run a COVID-19 safe Carols on the Green. Mr Campbell (Semester 2 Science teacher) joined with our own Courtney Murphy to entertain the parents before the children took over. A highlight of the evening was a combined performance by the Warwick SHS Band and the GPS instrumentalists.



- School Board member and 89.7FM personality John Logan trialed a new 'School of Thought' profile by conducting an unscripted interview session with the student leadership of GPS live on air.



- Our Year 6 students managed to get to undertake their team building activities at Ern Halliday Recreational Centre during Term 3.



- Students prepared tiles and mosaics to construct path stones for the Noongar Six Seasons garden. The project was led by Ms Young and Ms Oxenham. Parents assisted with both the artwork and the laying of the pathway for the garden. Students then planted out the garden.



- A **whole school** NAIDOC Week celebration was led by our Aboriginal and Islander Education Officer (AIEO), Ms Sharla Oxenham. Part of the celebration was a presentation by three of our Aboriginal students who developed a PowerPoint presentation to share with the whole school, celebrating their pride in culture and country.

- After having the Massed Choir event cancelled, Mrs Wilson-Boyce organised for our choir to go to Langley Park and sing in the Telethon promotion. They all braved the weather and were filmed by drone for the show.



- A couple of fun events for us all. The pyjama day was loved by the students. It was held just after the initial return to school from COVID-19 lockdown. The second saw the staff get to celebrate World Teachers day with a spread prepared by the school canteen. Purchasing food from there supported our P&C.



- The school participated in the National Storyteller session. The story was read to the Year 1 students by the GPS Values Leaders.



- After moving Bookweek to October the school was able to hold a COVID safe parade and morning tea for families



- GPS managed to get the Year 4 and Year 5 students to Sculptures by the Sea just before it was shut down. The children were amazed by the designs.



- The staff were humbled and highly appreciative of the beautiful gesture from the community when early one morning as they were working hard to prepare Remote Learning strategies the parents banded together and organised a visit from the 'Little Retro Rascal' coffee van providing all staff with a coffee and morning tea snack.



ANNUAL REPORT 2019 – Part 2

2.1 Student Achievement Data NAPLAN

Normally this section of the report would contain our comments and graphs supporting the NAPLAN results. Due to COVID 19 adjustments across all jurisdictions the National Assessment Program in Literacy and Numeracy did not take place in 2020

2.2 Early years

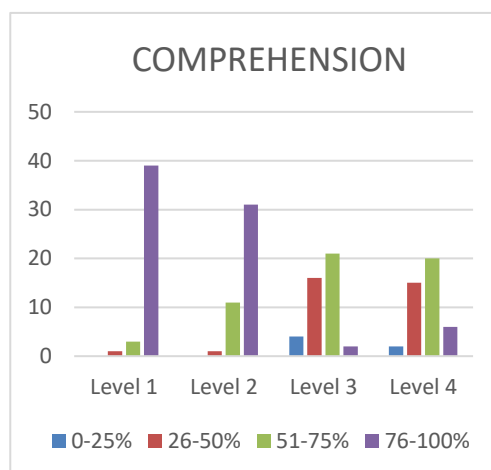
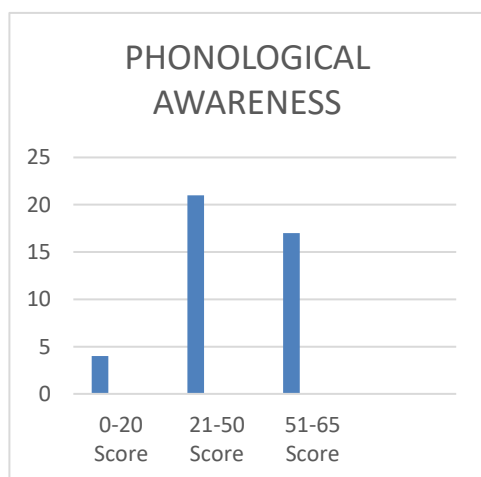
2020 was a year like no other! In the Early Years our focus quickly shifted to student and family well-being. Remote learning for the Kindy and Pre-Primary children consisted of weekly 'learning packs' containing all of the necessary items to complete learning experiences at home. Staff engaged with children via 'WebEx' and prepared learning programs that families could undertake in their own time, depending on their family circumstance. Pre-Primary continued their InitialLit program by pre-recording each lesson.

When children did return to the school site many new health and hygiene practices became routine and independence grew rapidly.

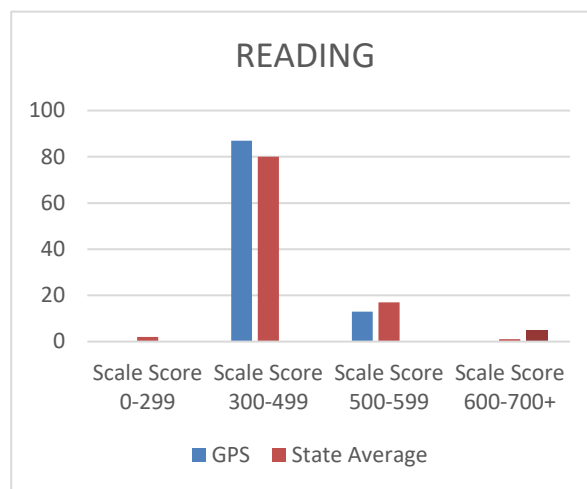
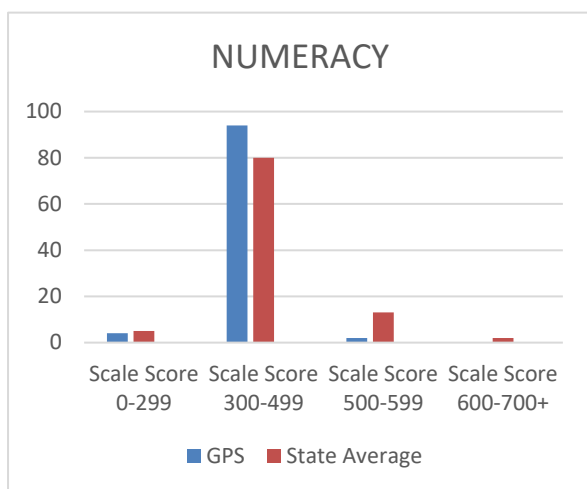
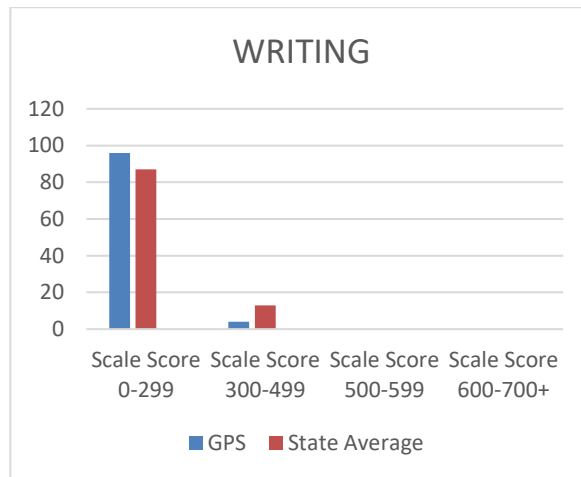
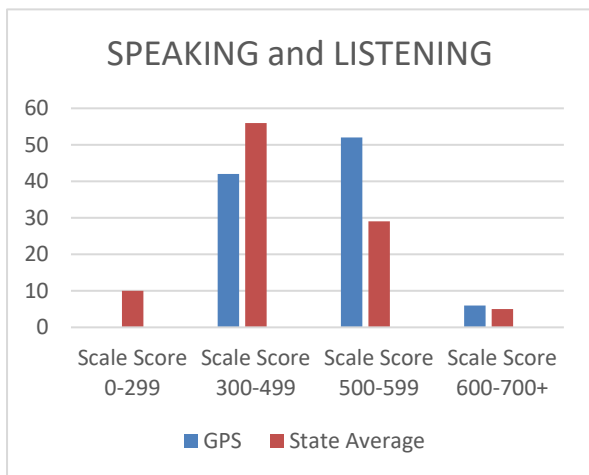


ASSESSMENT

Kindergarten children undertook the Kindergarten Assessment Tool (K.A.T) throughout the year. The K.A.T. is an assessment tool 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 2020 43 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. 47 Pre-Primary children were assessed in 2020.



Future Directions:

- Kindergarten classes will introduce PreLit as part of their Literacy program.
- Kindergarten and Pre-Primary will continue to use Dr Paul Swan resources to develop numeracy skills.
- Continue partnership with Next Challenge to provide Speech and Occupational Therapy sessions to students identified from above school assessment and other teacher collected data.

2.3 Curriculum Area Reports – Years 1-6

Numeracy

During 2020, teachers continued to implement effective strategies for teaching Maths. They planned from and reported against the Western Australian Curriculum. Due to COVID-19, aspects of the Maths Operational Plan were amended.

Key Successes:

- Maths leader delivered Professional Learning (PL) for staff at School Development Days and Staff Meetings focusing on using Paul Swan documents for planning. Aspects of the PL were aimed at the whole school Maths lesson structure.
- Two paraprofessionals provided a Second Wave Intervention program (Numbers and Fun) for basic



number facts. Strong progress in automaticity was evident in the overwhelming majority of students.

- Whole school planning and assessment continued using the MTS Online resource. Data collected was included in the Student Profiles system.
- Staff collaborated in 'like year levels' to create warm up ideas to improve student engagement.
- Pre-Primary to Year 2 staff used On Entry Assessment Data to plan for curriculum delivery.
- Replacement of materials for Paul Swan Year 2 Maths boxes.
- The Maths Room continued to be extremely well resourced. At point of need, consumables were replaced to support the Paul Swan Maths Games. Additional manipulative resources were purchased to support home learning during the COVID-19 phase.

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 | 62 | 50 | 31 | 41 |
| 2 | 48 | 45 | 46 | 44 |
| 3 | 60 | 43 | 31 | 42 |
| 4 | 34 | 47 | 34 | 38 |
| 5 | 56 | 43 | 32 | 41 |
| 6 | 48 | 43 | 38 | 43 |

Future Directions:

- Establish a new leadership team incorporating staff from all phases of learning.
- Leaders provide ongoing support with the Maths curriculum across all phases of learning, as well as the Numbers and Fun program.
- Maths Committee members to review the criteria required to select students to participate in the Numbers and Fun program.
- Maths committee to review and investigate a high-quality evidence-based Maths Assessment program for Years 2 to 6.
- Investigate whole school facilitation of 'Problem of the Week' for Pre-Primary to Year 6 students.
- Ways to engage parents in our school environment.



English

At the commencement of 2020, staff utilised the school’s English Operational Plan to guide planning, teaching and assessment. Additionally, whole school Student Profile Data gathered from the previous year, was used to gain knowledge of individual students’ academic knowledge.

Specific programs that provided a key focus included the Words Their Way (WTW) spelling program and 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 across all year levels. Staff moderated and assessed samples of Narrative, Recount and Persuasive writing with like year level teachers against the writing Brightpath assessment tool. To enhance student writing skills, teachers continued to implement VCOP (vocabulary, connectives, openers and punctuation) strategies across the curriculum.



In Term 1, COVID-19 impacted student learning in classrooms. An online reading program called Epic was used to assist with home learning during this time.

In Term 4, members of the English committee met with a consultant from MultiLit to discuss professional learning of the InitialLit reading and phonics program. Three Year 1 staff members attended a 2-day workshop on the implementation of the program in readiness for 2021.

Due to COVID-19, several programs were impacted over the course of the year. (e.g. home reading (book borrowing), SIC reading program, Reading Assistant, Letters and Sounds)

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

- InitialLit resources
- VCOP resources
- Home reading books for Pre-Primary
- Replacement books for SIC reading
- Literacy Posters.

Processes employed to support the delivery of the English curriculum:

- Maintained two well stocked reading resource rooms.
- Some teaching staff were provided with a Paraprofessional for support.
- The Wave Two Letters and Sounds Intervention Literacy program operated with 31 students from Years 1 to 4.
- During Term 1, a paraprofessional supervised an online 'Reading Assistant' program with 16 Year 5 students, including extension students. Unfortunately, due to COVID-19 this program was interrupted and unable to be completed.
- Students participated in a significant number of cross curricula Literacy activities through learning experiences and special events.
- Introduced the online 'Epic Books' program to support the fact that home readers could not be borrowed



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, 2020.

| Year Level | % Students C Grade GPS | % Students C Grade Like Schools | % Students Above C Grade GPS | %Students Above C Grade Like Schools |
|------------|------------------------|---------------------------------|------------------------------|--------------------------------------|
| 1 | 46 | 46 | 46 | 36 |
| 2 | 40 | 47 | 56 | 38 |
| 3 | 51 | 49 | 36 | 34 |
| 4 | 47 | 47 | 38 | 34 |
| 5 | 42 | 46 | 44 | 38 |
| 6 | 48 | 47 | 47 | 40 |

Future Directions:

- Continue to embed and implement consistent and collaborative approaches to whole school English programs, through Phase of Learning team meetings and collaborative DOTT sessions.
- English Leader to provide support where appropriate, especially with new staff.
- Implement MultiLit program for all Year 1 students.
- Conduct the online Reading Assistant program in Term 1 with 16 selected Year 4 and Year 5 students. (3rd Party approval required)
- Professional Learning for all new staff on school-based programs and resources.
- Upskill selected staff in the process of conducting a Big Write.
- Investigate ways to engage parent involvement in class activities.
- Reintroduce the Support a Reader program (This ceased during COVID-19).

Languages (Indonesia)

Bahasa Indonesia was taught to students from Year 3 class to Year 6 class at Greenwood Primary School. A specialist language teacher was employed to teach Indonesian in 50-minute blocks each week. Despite the challenges with restrictions due to COVID 19 positive outcomes were achieved this year.

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

The language was taught using an explicit teaching model and co-operative learning strategies. Digital Technology and peer tutoring was embedded in the program along with a variety of activities to enhance positive student positive interaction.

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 Years 3, 4 and 5 whilst the Curriculum Framework was taught and reported against for students in Years 6.

Highlights of our Language program:

- Digital Technology and IPADS were used to consolidate student learning.
- Cross-curricular activities e.g. visual art, cooking, music, Indonesian Independence Day activities enhance students' cultural understandings.
- Mentoring and support for teachers participating in the LEAP, Ketawa programs were provided by the language specialist.

- Indonesian Network meetings were conducted every term at Greenwood Primary School, with the introduction of WebEx in Term 2 due to COVID-19 restrictions. The meetings provided ongoing curriculum and cultural support for North Metropolitan Indonesian language teachers and classroom Ketawa teachers.
- In Term 1, the “*Indo Language Hub (North Metro); Greenwood Primary School*” was created in the Connect support community for teachers. The Greenwood Language Hub was facilitated by the language specialist and provides members with resources, curriculum updates and professional learning opportunities.

The table below provides a summary of teachers’ judgements of student performances Semester 2, 2020, (Years 3-5) WA Languages Learning Area, against like schools that teach Languages e.g. German, French, Mandarin, Japanese, Indonesian etc and Year 6 Curriculum Framework DoE schools.

| Year Level | % Students C Grade - GPS | % Students C Grade – Like Schools | % Students Above C Grade - GPS | % Students Above C Grade Like Schools |
|------------|--------------------------|-----------------------------------|--------------------------------|---------------------------------------|
| WAC:L 3 | 55 | 62 | 39 | 34 |
| WAC:L 4 | 50 | 56 | 34 | 31 |
| WAC:L 5 | 61 | 54 | 29 | 34 |
| CF 6 | 44 | 45 | 49 | 37 |

Future Directions:

- A sustainable transitional language pathway into high school will continue to be available to Greenwood Primary School students when attending Warwick Senior High School.
- In 2021, Year 3,4, 5 and 6 students will be taught and assessed against the WA Languages Curriculum.
- 2021 students in Years 3-4 will participate in an additional 45 minutes of tuition every week. The classroom teachers in these year levels will learn the language with their class. The additional lesson will facilitate the use of Indonesia within the classrooms across our school.
- The ELLA digital Indonesian language program will be implemented in the Year 1 classrooms at our school.
- The language specialist will continue to mentor and coach LEAP language teachers.
- The “*Indo Language Hub (North Metro); Greenwood Primary School*” will continue to provide support to language teachers in the North Metro region.
- The language specialist will continue to work collaboratively with Statewide Services and other language specialists to provide professional learning opportunities to Ketawa language teachers.



The Arts – Music



Music 2020 involved our choir, instrumentalists and soloists performing at several venues. Outstanding results were achieved, despite the many challenges with restrictions due to COVID-19.

A highlight for our Choir of 60 children from Years 4 to 6, was performing with 22 primary schools at Langley Park as part of the Massed Choir performance for Telethon. We were again successful in having a student audition for a soloist and sing with the Massed Choir performance on the steps of the Perth Concert Hall.

A group of soloists met regularly, once a week to rehearse and enhance their singing in harmony. They sang magnificently at school assemblies

and at our Christmas on The Green. We were fortunate to have the skills of a teacher on staff, accompany the children on acoustic and electrical guitar.

Twenty-nine children from Years 5 and 6 participated in the Instrumental Music School Services (IMSS) program in clarinet, classical guitar or brass. The selected children received 30 minutes free musical tuition. The students performed at school assemblies and over the PA during COVID-19 restrictions.



The formal concert of the Massed Choir did not occur due to COVID-19. Our school hosted a Music Concert instead, with great success. This gave our choir, instrumentalists and soloists an opportunity to perform and for our community to celebrate our music program.

Children in Years 1 to 6 received instruction in general music lessons with a specialist music teacher. Kindergarten and Pre-Primary children included music into their class program with Area 2 and 3 combining and working together. Music lessons included movement to the beat, learning to read rhythms and notes through playing classroom instruments, improvising and singing, learning cooperative skills along with performing. A variety of songs were taught to children including songs with Indigenous Artists.

Our school worked collaboratively with the Head of Music at Warwick S.H.S. Our Year 6 brass and our Year 6 clarinet players rehearsed with their Junior Concert Band and then performed at our Christmas Concert along with the Warwick SHS Junior Choir.

The following table provides a summary of the teacher judgements of performances in The Arts-Music curriculum area for Semester 2, 2020.

| Year Level | % Students C Grade - GPS | % Students C Grade – Like Schools | %Students Above C Grade - GPS | %Students Above C Grade -Like Schools |
|-------------|--------------------------|-----------------------------------|-------------------------------|---------------------------------------|
| Pre-Primary | 83 | 72 | 17 | 20 |
| 1 | 56 | 70 | 44 | 26 |
| 2 | 60 | 65 | 40 | 28 |
| 3 | 58 | 55 | 38 | 42 |
| 4 | 60 | 56 | 33 | 40 |
| 5 | 54 | 51 | 40 | 45 |
| 6 | 45 | 58 | 54 | 38 |

Future Directions:

- Continue to rehearse a small soloist group and provide opportunities for performance.
- Include the Year 6 guitar and clarinet students in our ANZAC service.
- Liaison with Warwick SHS music department to develop further performance opportunities.
- Re-establish the Arts Network community.
- Look at performing a Music Concert at the end of the year.

The Arts – Visual Arts

A creative Visual Arts program continued throughout 2020 with students from Greenwood Primary participating in weekly art and craft lessons across the school to further 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 PP/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 mediums were experienced throughout the year. During the COVID-19 period, Art lessons were relayed through Connect and hard copies of Art projects were sent home.



Some of the highlights were

- Van Gogh inspired sunflower paintings, Noongar Six Seasons, Viking boat paintings and clay sculptures, dragons, sea creature pen and ink wash drawing followed by hessian sewing with bead embellishments.
- 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 bottles into papier mache people. They responded to public art in WA via a website and wrote a summary of these.
- Other artists/art explored were Picasso faces, pointillism, dragonflies, kites and Chinese slat books. Year 5/6 students created some Kandinsky inspired firework/cityscapes, pointillism landscapes, hybrid animals, Pete Comer inspired animal collages, and practised the elements of art using line and textural effects. Students responded to a local Midland Artist Mam Jo Bungaun's 2019 NAIDOC Week artwork, and studied the Noongar Season Wheel.
- The Noongar Six Seasons garden path project was completed just before the COVID-19 interruption, with three parent/staff volunteer busy bee days finishing off the grouting of mosaicked pavers, and then the laying down of the path outside TA11 and TA13.



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 | 77 | 64 | 23 | 32 |
| 2 | 67 | 60 | 31 | 35 |
| 3 | 75 | 60 | 23 | 35 |
| 4 | 62 | 61 | 36 | 34 |
| 5 | 65 | 61 | 27 | 36 |
| 6 | 64 | 63 | 36 | 34 |

Future Directions:

- Art specialist teacher to continue networking across like schools in the area and moderate for consistent grading of student artwork across year levels.
- Continue to develop the students Art skills according to WA Arts Curriculum.
- Add student created bird bath clay sculptures around the Noongar “Six Seasons” Garden Path.

Health and Physical Education

Unfortunately, the impact of COVID-19 affected the Physical Education program at GPS, quite a lot. At least half of the annual activities were cancelled, and explicit instructional lessons moved to an online environment. It was not only felt within the school by staff and students but also throughout the entire school community. In the latter half of the year however, sporting activities were able to be conducted with success. These included skills lessons, Friday sports and sporting carnivals such as Athletics and Cross Country. GPS also annually hosts the Interschool Cross Country Carnival which sees ongoing participation and long-term commitment from 8 other schools within the district. With online learning taking place students were being involved more with fitness programs than outside type sports. This allowed students to participate in fitness in a different context.



Class teachers and specialist Health teachers 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 and control. The whole school Protective Behaviour program is established and ongoing with teachers presenting this program from PP-Yr 6.



Our report allocation data shows that overall, most year levels at GPS are similar to the average for like schools for those that are achieving high or excellent grade levels.

| Year Level | % Students C Grade - GPS | % Students C Grade – Like Schools | % Students Above C Grade - GPS | % Students Above C Grade – Like School |
|------------|--------------------------|-----------------------------------|--------------------------------|----------------------------------------|
| 1 | 55 | 62 | 38 | 33 |
| 2 | 40 | 61 | 38 | 36 |
| 3 | 46 | 61 | 37 | 37 |
| 4 | 48 | 59 | 26 | 36 |
| 5 | 50 | 58 | 42 | 39 |
| 6 | 58 | 54 | 40 | 40 |



Future Directions:

- Continue to strengthen our community connections through local clubs, coaches, and parents and create new partnerships by participating in a carnival through the Subiaco Development Commission and creating a community feel with parental involvement in sporting days
- To increase FTE of the HPE specialist within the school.
- Provide a high standard of teaching pedagogy and conduct assessments in the Health and PE area under the new WA Curriculum standards.
- It is a goal to 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.
- Offer both girls and boys the opportunity to participate in the anti-bullying program “Rock and Water” program



Humanities and Social Sciences (HaSS)

Teachers implemented the 2020 aspect of the biannual Scope and Sequence to assist with their planning and teaching of History and Geography content. A new whole school teaching and planning resource called Inquisitive, was purchased at the end of 2020 to assist teaching staff in their delivery of all HaSS strands for 2021.



This year saw a few changes in HaSS due to COVID 19. During Semester 1, classes could not attend excursions and incursions, such as Tales of Times Past, were cancelled or postponed. Our annual ANZAC ceremony was cancelled, however, Remembrance Day was celebrated and recognised in all classes.



To encourage students to be active citizens, students and staff participated in Wear Red for Daniel Day, where all money raised was donated to the Daniel Morcombe Foundation, and Jeans for Genes Day where all money raised went towards research into childhood diseases. Students and staff were also encouraged to donate goods to the Giving Tree.

NAIDOC Day celebrations were carried out in Term 4 this year. Miss Sharla (AIEO) organised a special gathering, where some of our Year 3 Indigenous students recreated a well-known Dream Time story and read it to the whole school. Classes also carried out many NAIDOC themed activities.



Ms Young and some lovely family volunteers placed some mosaic artwork based around the Aboriginal Seasons in the garden outside TA 11 and 13. Miss Sharla and the Year 3 students planted some bush tucker plants around the mosaic art work to complete the Aboriginal Seasons garden.



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 | 59 | 62 | 38 | 31 |
| 2 | 48 | 59 | 46 | 36 |
| 3 | 51 | 55 | 34 | 33 |
| 4 | 60 | 59 | 32 | 32 |
| 5 | 60 | 56 | 35 | 36 |
| 6 | 76 | 55 | 21 | 36 |

Future Directions

- Continued focus on the Geography, Civics and Citizenship and Economics and Business content of the HaSS curriculum.
- Implementation by all staff of the planning and teaching resource, Inquisitive.
- Cohort planning and assessing using Inquisitive.
- Continued focus on special events and days taking into account COVID-19 restrictions and requirements.
- 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.
- Continued use of bi-annual Geography and History Scope and Sequence
- Purchasing resources on a needs basis.

Science

The Science curriculum at GPS is based upon the Primary Connections “5E” model. – engage, explore, explain, elaborate and evaluate. During 2020, there was a mixture of curriculum delivery either via classroom teacher or a science specialist. The science specialist was again involved with five classes. The program was impacted upon by illness to the appointed specialist. Three different teachers delivered the curriculum across 2020. Science was one of the areas that was difficult to have consistency for student across late Term 1 and into Term 2 due to inconsistent attendance and restricted capacity of families to support Home Learning activities. Curriculum delivery was much more consistent across Term 3 and Term 4.

The Year 5 students were able to attend a Science day facilitated by the staff at Warwick SHS. Students certainly had their interest levels spiked by the engaging facilities at the Senior High School. Our Year 2 classes also were able to visit Scitech as COVID-19 restrictions eased.



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.

As stated earlier in the report, the ISS link up was again cancelled by NASA which was a disappointment to all.

The following table provides a summary of the teacher judgements of student performances for Semester 2 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 | 62 | 59 | 32 | 33 |
| 2 | 65 | 59 | 27 | 32 |
| 3 | 72 | 59 | 32 | 20 |
| 4 | 45 | 59 | 34 | 32 |
| 5 | 44 | 59 | 42 | 34 |
| 6 | 52 | 59 | 48 | 32 |

Future Directions:

- Investigate the expansion of the Science specialty into other Phases of Learning.
- Explore the use of 'Inquisitive' to support the delivery of Science at GPS.
- 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.
- Research and implement web-based/digital programs to support the delivery of the 5E curriculum model.

Cross Curriculum Priority: Sustainability

During 2020, GPS students, staff and community members continued to support our Sustainability program by incorporating the 3R's - Reduce, Reuse and Recycle into everyday activities. The school wide program was integrated across the curriculum with HaSS & Art lessons, class activities, Active Civics & Citizenship roles and whole school projects were undertaken. Activities supporting the cross curricula aspect of sustainability included:

- Composting of recess, lunch and Crunch & Sip food scraps.
- Reports at assemblies by Year 4 and 5 students rostered sustainability leaders about sustainability and waste wise objectives.
- Maintaining recycling of paper and cardboard into SITA boxes by Year 5 and Year 6 students.



- Discussions, lessons and assembly items about the 3Rs and sustainable living.
- Vegetable garden planting and maintaining, both in K/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. Once COVID restrictions eased, Grandparents helped maintain vegie gardens in Term 3.
- Recycling Stations outside the Library and Kindy/PP areas. Our whole school community recycling waste collection continued successfully despite the interruptions of COVID-19 with: bread tags, used pens, batteries, old mobile phones, Nespresso pods, stamps, Terra Cycle (pieces of oral care) = \$92 raised across 2019/20, writing implements, printer/toner cartridges, aluminium ring pulls & cans all being saved from landfill.
- Adopt a Spot saw students and staff collect litter to clean up around the school at various times throughout the year, including Clean Up Australia Friday in March for schools.
- Greenwood Tree Planting Day also continued with endemic shrubs being planted along the pathway to the oval and tennis courts by each class in the school.
- Bush Tucker Planting Incursion happened in Term 4, sponsored by a PALS grant and organised by our AIEO, Miss Oxenham. It was previously planned to integrate with the Noongar Six Season Pathway project and was a hit with Year 3 students who had learned a lot about the 6 seasons in 2020.
- An Eco Action incursion was enjoyed by Year 3 students at the end of the year. They had a hands on experience with live insects whilst learning about insects in our environment.



Future Directions:

- Continue to embed Sustainability practices and momentum of projects at Greenwood Primary with “thinking globally and acting locally”.
- Continue with Adopt-a-Spot/ Clean-Up Australia Day/ shrub planting practices.
- SUEZ our local waste collector, will be booked for PP to Year 3 to have a recycling incursion.
- Continue involvement with Wheelchairs for Kids by collecting and delivering aluminium cans & ring pulls to facility.
- Increase the use of the shade house more with growing of seeds into seedlings.
- Staff continue to network across the education region with other Sustainable Schools.
- Further develop the Noongar Season pathway and Bush Tucker Garden (plants, mulch and bird baths around gardens).
- Explore possibility of involvement in the Containers for Change project;

2.4 Attendance Data

Due to the impact of COVID-19 on student attendance across the system, we have not been provided with system data for 2020. As such, no graphs appear in this section of the report for 2020. In the early weeks of COVID-19, GPS kept a daily attendance record and found that our attendance was excellent. We have hypothesised that was due to the regular provision of factual communication to families and excellent hygiene practices put into place from the commencement of restrictions. From the commencement of Term 2, attendance was again monitored, and GPS returned to near normal attendance by mid Term 2. Attempts to ensure fun environment such as our Pyjama Day certainly assisted. Last year’s Annual Report contained a reflection on the 2018 and 2019 data against Business Plan targets. That information is below.

‘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 2020 looking at 2019 data and reviewing the ‘Good Standing’ procedure. This saw a contract put in place for all Student Leaders based around the Good Standing structures. 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.

- **2116** whole school stamp charts were rewarded at administration. An increase of 255% on 2017 baseline data and despite COVID an increase of 60 visits compared to 2019.
- **755** office visits occurred where students shared positive work or behaviour and took a certificate home to parents/carers. That is a 10% increase from 2017 baseline data and a 25% drop from 2019. This was largely due to the lack of home reading reward nightly achievements due to the inability to take school readers home. We were unable to gather data for ‘Epic’ reading program, which would have impacted more positively on these figures.
- There were **six** suspensions totalling 8.5 days during 2020.

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 | 24 | 21 | 2 | 7 | 169 | 41 | 6 |
| Percentage of Total Behaviours | 9 | 8 | 0.7 | 2.5 | 62.6 | 15.2 | 2.2 |

Values

The "Triple V Awards" (Vital Values Valued) were entered its third 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. The leadership across 2020, displayed by the Year 6 Values Leaders, was really important to the school culture.

2.6 Community Survey Data

The normal cycle for the completion of this survey is bi-annually. The survey consisting of parent, staff and student components was due to be completed in 2020. Due to operational interruptions, the decision was taken to move that cycle to 2021. For information on the 2018 survey outcomes, please refer to the 2019 Annual Report.

2.7 Student destination data

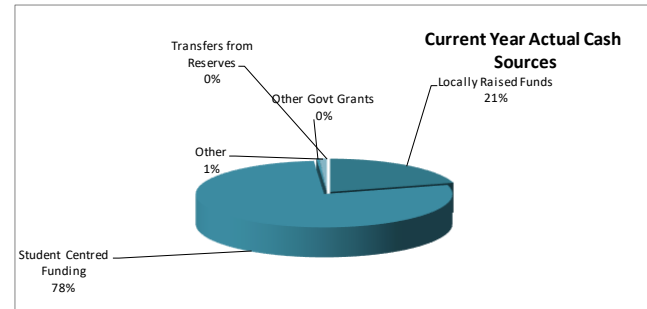
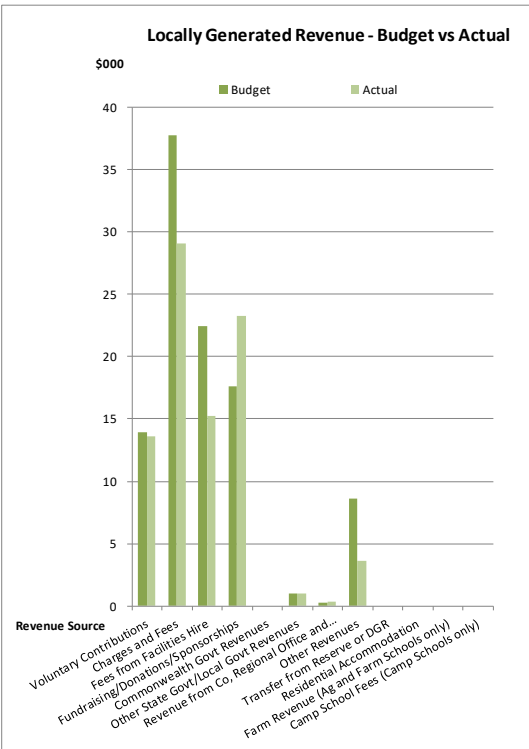
In 2019, 41 Year 6 students graduated. The table below provides their destinations.

| School | No of Year 6 students |
|-------------------------------|-----------------------|
| Greenwood College | 26 |
| Warwick SHS | 6 |
| Woodvale Secondary College | 3 |
| St Stephens Secondary College | 2 |
| Ashdale Secondary College | 1 |
| Churchlands SHS | 2 |
| Kojonup District High School | 1 |
| Total Graduating Students | 41 |

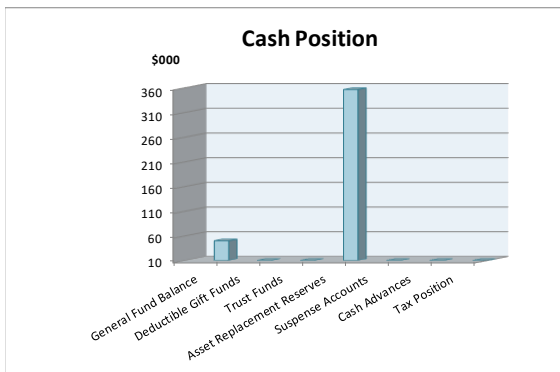
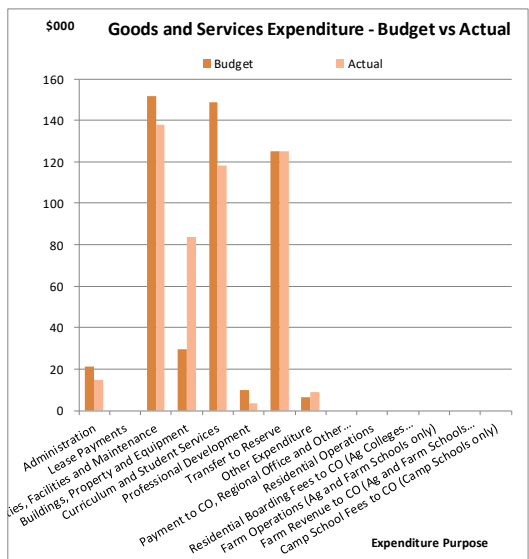


Greenwood Primary School
Financial Summary as at
31 December 2020

| Revenue - Cash & Salary Allocation | Budget | Actual |
|------------------------------------------------------|------------------------|------------------------|
| 1 Voluntary Contributions | \$ 13,958.40 | \$ 13,565.00 |
| 2 Charges and Fees | \$ 37,717.00 | \$ 29,033.50 |
| 3 Fees from Facilities Hire | \$ 22,438.00 | \$ 15,236.37 |
| 4 Fundraising/Donations/Sponsorships | \$ 17,609.00 | \$ 23,289.30 |
| 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 | \$ 260.70 | \$ 369.90 |
| 8 Other Revenues | \$ 8,620.95 | \$ 3,653.52 |
| 9 Transfer from Reserve or DGR | \$ - | \$ - |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 101,604.05 | \$ 86,147.59 |
| Opening Balance | \$ 147,070.00 | \$ 147,070.32 |
| Student Centred Funding | \$ 300,382.00 | \$ 308,221.61 |
| Total Cash Funds Available | \$ 549,056.05 | \$ 541,439.52 |
| Total Salary Allocation | \$ 3,495,657.00 | \$ 3,495,657.00 |
| Total Funds Available | \$ 4,044,713.05 | \$ 4,037,096.52 |



| Expenditure - Cash and Salary | Budget | Actual |
|-------------------------------------------------------|------------------------|------------------------|
| 1 Administration | \$ 21,230.00 | \$ 14,526.86 |
| 2 Lease Payments | \$ - | \$ - |
| 3 Utilities, Facilities and Maintenance | \$ 151,780.00 | \$ 137,789.73 |
| 4 Buildings, Property and Equipment | \$ 29,320.90 | \$ 83,591.39 |
| 5 Curriculum and Student Services | \$ 148,524.75 | \$ 118,078.94 |
| 6 Professional Development | \$ 9,850.00 | \$ 3,446.55 |
| 7 Transfer to Reserve | \$ 125,000.00 | \$ 125,000.00 |
| 8 Other Expenditure | \$ 6,502.00 | \$ 9,063.12 |
| 9 Payment to CO, Regional Office and Other Schools | \$ - | \$ - |
| 10 Residential Operations | \$ - | \$ - |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| Total Goods and Services Expenditure | \$ 492,207.65 | \$ 491,496.59 |
| Total Forecast Salary Expenditure | \$ 3,285,459.00 | \$ 3,285,459.00 |
| Total Expenditure | \$ 3,777,666.65 | \$ 3,776,955.59 |
| Cash Budget Variance | \$ 56,848.40 | |



| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 401,639.49 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 49,942.93 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 356,177.61 |
| 5 Suspense Accounts | \$ 370.95 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (4,852.00) |
| Total Bank Balance | \$ 401,639.49 |

Future Directions

The impact of COVID-19 across the school system has had a major impact on the final year of the GPS 2018-2020 Business Plan.

- Achievement targets were difficult to finalise, especially those looking at NAPLAN. Many of them were based on achievements across the three-year life of the plan.
- There would have been two iterations of the National School Opinion Survey, but the 2020 survey was put back to 2021 so those targets can't be measured.
- School operations were dramatically adjusted to meet important health needs and ensure the safety of all.
- The focus on Parent and community support in the school became almost non-existent.

Teachers conducted a major review of the impacts across Operational planning and identified success adjustments that could be carried into the future.

- *One positive was to adjust future parent contact at morning drop off to maintain the smoother start for both students and teachers.*
- *Another was to continue to build on the dramatically improved use of technology for student learning and parent communication.*

Workforce Management Plan – 2020 saw significant illness amongst key staff which meant long periods of absence as well as the loss of the school's Mathematics curriculum leader following parental leave and a move of school. The school was able to operate smoothly during those periods which was a credit to the distribution of capacity and leadership. With that in mind the following foci need to be at the forefront of future planning.

- *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. 2021 will see a teacher pool developed to cover several retirements from 2020 and more expected in the next couple of years. A focus on curriculum leadership potential will be a high priority of those appointments.*
- *Reassessing the use of Education Assistants (EA) across the school as numbers of Special Needs (SN) students have decreased impacting upon the balance of mainstream EAs compared to SN EAs.*

Marketing / Communications Plan – Continue to work with the School Board and Staff in promoting the school as an institution of excellence in the community.

- *Build upon the improved use of Connect across the community.*
- *Finalise the work commenced on the school new website.*
- *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 2021-2023 – Articulate the strategic vision of the school in delivering its Moral Purpose. School Board and staff analysed 2018-2020 plan and identified the following needs in the finalising of the 2021-2023 document.

- *Adjust 'Leading for learning Framework' model to align with The Department's 'Standard' document to better support the self-reflection processes.*
- *Focus on improved target setting in that plan. The current plan reduced previous overwhelming targets, but in the process set some unrealistic goals.*
- *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 30 March 2021