



BUSINESS PLAN

2021 ~ 2023





FOREWORD

In developing the Business Plan for Greenwood Primary School consideration was given to the milestones achieved throughout the 2018-2020 Business Plan. Staff and School Board members reflected upon the review of this plan. Reflection processes used a “disciplined dialogue” approach based on the Leading for Learning Framework (Dempster 2009).

The plan is designed to build the capacity of the school to become a “Place of Excellence” in the community. The development process also took into account priorities contained within Department of Education strategic documents;

- Building on Strength (long term vision for schools)
- Every Student, Every Classroom, Every Day (2020-2024 strategic directions)
- Focus Documents – 2020 and 2021

OUR SCHOOL

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

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

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

All facilities are located on superbly landscaped grounds with thousands of native shrubs and plants, including many mature trees - creating a welcoming feeling. Large grassed areas, an oval, cricket nets, tennis courts, basketball and netball along with three playgrounds encourage children to participate in a range of activities during their breaks. This has been further enriched with the introduction of 'Loose Parts' play and an ever developing adventure/nature playground.

Greenwood Primary School is multicultural with over twenty home languages spoken. We recognise and respect the cultures of all families. This is demonstrated during our acknowledgement of Harmony Day each year. Our AIEO has worked with staff to address the needs of the Aboriginal Cultural Standards Framework, through the development of a 2020-2022 directional plan.

The school is part of the sustainable schools' initiative which supports the 'culture of sustainability' being established within school communities. Examples of

these practices include paper recycling, food scraps (worm farming), recycling of postage stamps, mobile phones, coffee pods, batteries, aluminium ring pulls and oral care products along with vegetable gardens and chickens in the early childhood area.

As part of facilitating students' exposure to digital technologies, latest technology e-Boards are fitted in all teaching areas. Our assembly area has a state of the art 'Cube' display system. Students also have access to iPads, desktop computers, notebooks and coding using a variety of robots. Classroom teachers also work collaboratively to integrate STEM (Science, Technology, Engineering and Mathematics) activities into their learning program.

The strong and supportive parent community is outstanding in its support of the school. The Greenwood Primary School Parents' and Citizens' Association is an extremely active group, contributing funds for in-school activities, excursions, library books, reading books, mathematics resources, book week activities, book prizes and graduation costs. The School Board is a strong group which reviews and promotes the activities and of the school, whilst having an important influence on the future directions of the school. Our partnership with a local OSHC provider allows parents access to an on-site before and after school care service.





STAKEHOLDER GROUPS

Students

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

Staff

Our staff members are charged to inspire our children and each other, and are responsible for implementing and realising our moral purpose.

The Business Plan seeks to ensure that we maintain a focus on creating an environment of support to provide our teaching and paraprofessional staff with the best opportunities to maximise the potential of every child in our school.

Parents and Carers

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

School Board

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

Parents and Citizens Association (P&C)

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

Prospective Students, Parents and Staff

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

The Wider Community

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



MORAL PURPOSE



GREENWOOD PRIMARY SCHOOL will build a school community whereby students develop intellectual curiosity and creativity that will enable them to fulfil their academic, social and emotional potential.

We will provide opportunities to inspire students to become moral, environmentally conscious, local and global citizens who will contribute positively to society.

Staff Beliefs to build Moral Purpose

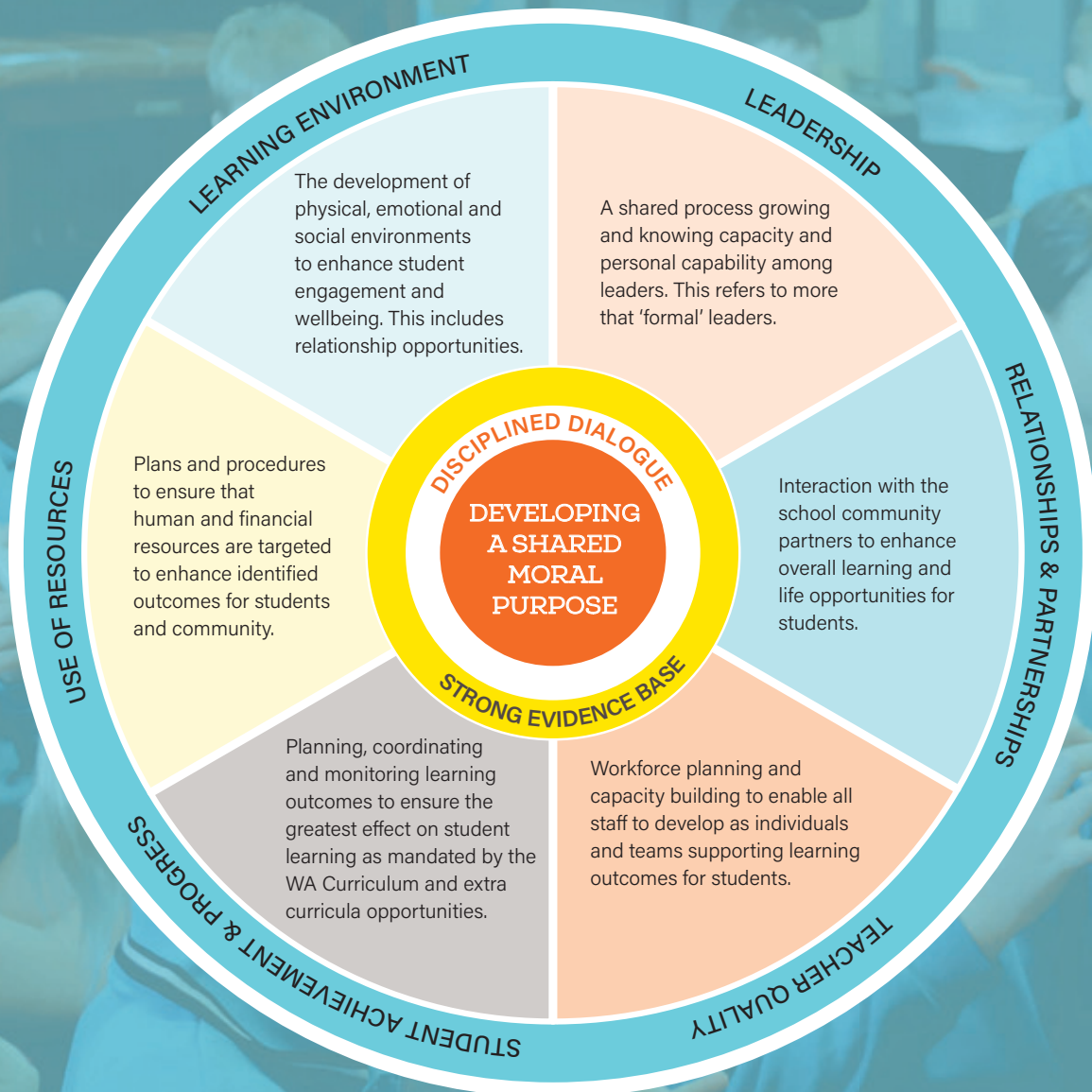
It is an expectation that all staff who are employed or engaged at Greenwood Primary School be accountable to our agreed behavioural statements. The following provides behavioural indicators for staff to clarify what needs to be evident for us to work towards achieving our moral purpose.

Intellectual Curiosity and Creativity

- ✓ Provide specialist visual arts, music, dance, physical education, science, Digital Technologies, 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.
- ✓ Maintain 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 and providing opportunities for problem solving.
- ✓ Engage with community members who have a specialty skill set to offer our students.
- ✓ Celebrate special days.
- ✓ Collaborate with targeted secondary teachers, where appropriate, to engage our students.
- ✓ Provide timely and appropriate parent and community workshops to enhance their capacity to develop children's curiosity and creativity.
- ✓ Create calculated 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 inclusive food at the canteen, growing different vegetables and recognising global religions.
- ✓ 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.

Social and Emotional Potential

- ✓ Develop resilience through a whole school program, incorporating The Department approved Protective Behaviours program, and the School Drug Education and Road Aware (SDERA) program - Challenges and Choices.
- ✓ 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
 - Student leadership opportunities
- ✓ Engage in the Greenwood Primary School Sustainability Program which actively promotes environmentally responsible actions through:
 - Promoting the 3 Rs (Reduce, Reuse, Recycle) 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 managing litter removal and planting trees in the school and community.
- Witnessing and immersion in community recycling and rehabilitation.
- Monitoring the school's efficient use of energy and resources.



STRATEGIC DIRECTIONS

- 1. Teacher quality.** Greenwood Primary School will provide opportunities for staff to build their knowledge, skills and understanding to support the strategic direction of the school in line with contemporary evidence based practices. This will include opportunities to moderate practices and reflect. Individual and group accountability structures will be built into the school's operations for every staff member.
- 2. Learning environment.** Greenwood Primary School will build upon whole school processes that support positive behaviour choices and the pastoral care of every student. This will include developing new and interactive options for students to engage both inside and outside of the classroom and strategies to enhance student and staff wellbeing.
- 3. Leadership.** Greenwood Primary School will build the leadership capacity in all stakeholders, as appropriate, to support the development of excellence and enhanced learning outcomes for our students.
- 4. Relationships and partnerships.** Greenwood Primary School will identify and build specific partnerships within the community to enhance the direction of the school, build the school's reputation as a school of choice and improve learning outcomes for the students. The school will also ensure that parents are provided with opportunities to be informed and effective partners in their children's learning.
- 5. Student achievement and progress.** Greenwood Primary School commits to ensuring that the Western Australian Curriculum is embraced and delivered effectively to our students. Staff will be required to embrace the assessment and moderation processes ensuring a, balanced and regularly reviewed, curriculum is delivered with a high level of excellence.
- 6. Use of resources.** Greenwood Primary School will provide opportunities for staff and the community to build their knowledge, skills and understanding to support the strategic direction of the school in line with contemporary evidence based practices.



Strategic Direction	Enabling Strategies	Milestones/Targets
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Teacher Quality

<p>Build capacity of teachers and support staff to deliver curriculum in line with whole school planned operational approaches.</p>	<ul style="list-style-type: none"> Engage our staff in professional learning that focuses on School Operational Plan initiatives. Use of School Development Days, staff meetings and relevant Network sessions for areas matching Operational Plan priorities. Provide high quality Kindergarten and Pre-primary programs consistent with National Quality Frameworks to develop effective learning and life skills through high quality early childhood learning, teaching and assessment practices. 	<ul style="list-style-type: none"> Maintain annual timetable of Professional Learning opportunities for staff with minimum of one formal session per SDD and two formal sessions per term in staff meetings. Maintain or improve a 'Met' rating against annual NQS criterion assessments.
<p>Ensure staff have the opportunity and are accountable to engaging with research around evidence based contemporary practices that are in line with school requirements.</p>	<ul style="list-style-type: none"> Build the capacity of the staff to improve skills of peer support through observation. Engage Curriculum leaders and Professional Learning Institute trained coaches to support the development of staff capacity building plans. Provide staff with reading through Australian Council of Educational Leaders Resources in Action across relevant Phases of Learning, Leadership and Technology. 	<ul style="list-style-type: none"> Conduct a minimum of 3 peer observations per annum for each teaching staff member and 2 per annum for each support staff member.

Learning Environment

<p>Operate whole school processes that support positive behaviour choices and the pastoral care of every student.</p>	<ul style="list-style-type: none"> Embed high quality behaviour management procedures that reflect the developmental needs and cultural indicators of the school's students. Provide whole school pastoral care programs that focus on enhancing the wellbeing of students. Facilitation at classroom level to be supported through Student Services Team (eg Chaplain, School Psychologist). 	<ul style="list-style-type: none"> Maintain the percentage of students visiting the office for positive work and whole school engagement cards at the 2020 level across the life of the Business Plan. Achieve a minimum mean whole school attendance rate of 94% and mean "Regular" category attendance rate of 80% across the life of the Business Plan.
<p>Facilitate and maintain engaging opportunities and environments for learning both inside and outside the classroom.</p>	<ul style="list-style-type: none"> Implementation of curriculum practices that enhance student accountability for their learning through engagement, self-reflection and goal setting. Build upon interactive play opportunities for students that enhance "resilience". The essential components of "risk" and "protective factors" are to be incorporated into procedural, environmental and activity adjustments. 	<ul style="list-style-type: none"> Completion of 'Loose Parts' storage and addition of 3 extra components to Nature Play area by end of Business Plan Cycle.

Leadership

<p>Build the leadership capacity of all stakeholders, as appropriate, to support the development of excellence and enhanced learning outcomes for our students.</p>	<ul style="list-style-type: none"> Provide opportunities for leadership roles across the range of school staff and community members. Ensure provision of interaction for leaders to have access to the latest research around 'best practice' and the opportunity to self-reflect against relevant frameworks. (eg AITSL, ACER). Share expertise through collaborative processes and involvement of community partners. Facilitate School Board members' involvement in Professional Learning opportunities as needed. 	<ul style="list-style-type: none"> Maintain a minimum of 60% of teaching staff and 50% of support staff in a formal leadership role across the life of the Business Plan.
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Relationships and partnerships

Identify and build specific partnerships within the community that enhance the direction of the school, build the school's reputation as a school of choice and improve learning outcomes for the students.

- Engage School Board, community and parental expertise as appropriate to support school operational directions.
- Ensure that the school has a profile in its community as a place of excellence through positive marketing using contemporary platforms.
- Enhance communication processes at whole school, classroom, School Board, and P&C levels through the continued use of 'Connect' groups and updated website

- › Maintain a mean score of greater than 4.2 on the NSOS for parents viewing the school as one they would recommend.
- › Fill all available School Board positions in 'Parent' and 'Community' categories across the life of the Business Plan.
- › School Board completes and analyses annual self-reflection

Provide parents with opportunities to be informed and effective partners in their children's learning.

- Facilitate opportunities for parent education sessions in curriculum areas, enhancing parents' capacity to support their children's learning.
- Involve parents and partner organisations in the sustainability focus of the school, literacy support and other curriculum areas as opportunities arise.

- › Run a minimum of 3 Parent Education sessions annually across the life of the Business Plan.

Student Achievement and progress

Ensure that the Western Australian Curriculum is delivered effectively to our students.

- Provide appropriate opportunities for students to demonstrate their achievement and progress. Opportunities will promote a diversity of depth and breadth and allow students a variety of presentation modes.
- Deliver a curriculum that provides students with the opportunity to develop knowledge, skills and understandings commensurate to their ability and capacity.
- Build effective Wave One and Wave Two processes to enable teachers and paraprofessionals to provide explicit instruction through intentional teaching practices and authentic learning experiences.

- › Maintain a level of students in the Very High or High progression levels On Entry to Year 3 NAPLAN.
 - › Numeracy 25%.
 - › Reading 30%
- › Across the life of the Business Plan achieve 85% of NAPLAN Comparative Performance levels in the expected or Above expected ranges.
- › Percentage mean of students in the Very High and High progression levels for Year 3 to Year 5 over the Business Plan.
 - › Increase Numeracy to 25%.
 - › Maintain Reading at 30%.
- › Across the life of the Business Plan, increase the entry level standard, using "Assessing Basic Number Facts Using Diagnostic Tests" (Dr Paul Swan) for the Wave 2 Intervention program.
- › Increase the number of students entering the Wave 2 Letters and Sounds intervention program at the second half of Phase 2 and Phase 3.

Build capacity of staff to self-reflect against data sets at classroom and school level.

- Monitor and maintain Student Profiles and Year levels to which teachers are accountable.
- Share Student Profiles for moderation and transition of students.
- Complete school based moderation activities around data sets within the school's annual Data Collection and Assessment Schedule.
- Enhance involvement in local networks to support the moderation of our judgments across all curriculum areas, particularly specialist areas.

- › Annual completion and transition session for Student Profile data sheets at each year level.

Use of Resources

Align all available school resources to achieving strong outcomes for students.

- Committee leaders provided with information/training on budgeting cycle and processes to ensure alignment to this plan and the annual Operational Plans in each area.
- Establish and monitor Finance Committee with representation across phases of learning to monitor spending against budgeting processes.
- School Board regularly informed and reviews the School Budget.
- Aboriginal Cultural Standards Plan requirement incorporated in the resource allocation with link to Targeted Initiatives.
- Administration reviews Workforce Profile planning and makes adjustments to increase outcomes for students.

- › Accountability requirements met for Finance Committee and School Board meeting processes.



Every Student
Every Classroom
Every Day





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