

ANNUAL REPORT

2021



**GREENWOOD
COLLEGE**



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PRINCIPAL'S REPORT

Jennifer McMahon



Welcome

It is my pleasure to present the 2021 Greenwood College Annual Report. 2021 provided us with opportunity and innovation with the 2021-2023 Business Plan. The plan gives the College and the community an explicit and clear strategic direction to ensure success for all students.

I am very proud of all our staff for their commitment to ensure quality teaching in every classroom every day and their professionalism in working as a team to support every student experience and achieve success at Greenwood College.

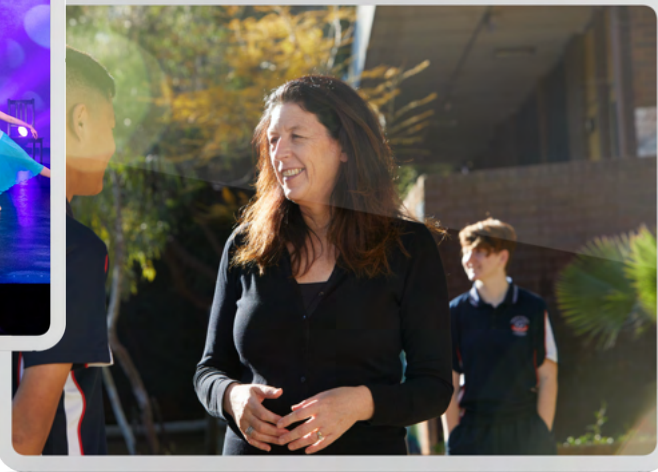
I am also extremely proud of the outstanding achievements of our Year 12 Class of 2021, both in ATAR and Vocational studies. 87% of our students achieved a WACE. Greenwood College had a median ATAR of 81.45. ATAR results were impressive with the depth of achievement; 28% of our ATAR students achieved an ATAR above 90; 64% of our ATAR students scored above 80 and therefore eligible for direct entry into UWA and 82% achieved an ATAR above 70. The highest ATAR was 99.65%, we had 2 students achieve an ATAR above 99, this is in the top 2% of achievement in Western Australia.

We achieved 14 Exhibitions and Awards. Exhibitions and Awards are granted by the Schools Curriculum and Standards Authority to senior secondary students studying courses and vocational education and training (VET). The awards recognise individual excellence in all courses and VET. Our students achieved one Subject Exhibition, three Certificates of Excellence, three Certificates of Distinction and seven Certificates of Merit. These results show that Greenwood College is routinely able to graduate students with a WACE and that these same students are well set up for entry into university, TAFE or the workplace. This is something that we are very proud of as a school community, because it tells us that we are doing a great job with our students academically.

Further to the excellent Year 12 achievements, our Year 7 to 11 students across all curriculum areas, worked hard to achieve sound progress throughout 2021. This reflects the excellence in teaching and learning that is taking place at Greenwood and is reflective of a high performance culture we are building with a focus on attendance and achievement which we will continue to strengthen each year.

With such fantastic results, we continue to be the school of choice in our community. This is evident with a growing student population in our mainstream years 7 to 12. However, our overall student numbers reduced slightly in 2021 due to the closed international borders and no enrolments in to our Intensive English Centre.





One highlight of 2021 was the building and facility upgrades that took place. The West Australian Recovery Plan funded the \$2.4 million upgrade to our Science facilities as a major project. Started in December 2020 and completed in January 2022, the Science facilities at Greenwood College are now world class learning spaces. The focus is now to replicate this across the College. The P&C and the College Board have been instrumental in advocating for the College. Over the next few years we will see the result of the P&C's tireless work in pursuing funding for capital works with a new sports complex, refurbished performing arts facilities, a STEM centre, new Student Services and Administration facilities and renovated maths and science offices. The planning for all of these projects started this year (2021) with completion scheduled for the start of 2024.

Throughout 2021, students were involved in numerous programs, events, competitions, exhibitions and performances. This resulted in some outstanding achievements, which we proudly celebrated as a school. These extracurricular experiences value add to every student involved and enrich their lives.

Our Arts Department provided many opportunities for public performance in music, dance, cheer and drama. Our two Elite Programs of Dance and Music again excelled with memorable performances that demonstrated student and teachers' commitment and enjoyment of the performing arts. The Student Choreography Night, the Choreography Night, the Winter Concert, the Music Camp, Primary School Music Tour and numerous drama performances and plays are all part of our performing arts programs. Students have the opportunity to display their talents and we continue to marvel at their ongoing achievements

Our Health and Physical Education teachers are continually providing opportunities for our students across a wide range of sports. From AFL to netball, athletics, cross country, swimming and of course volleyball. A successful South West Volleyball Tour was held in term 4. Students visited Busselton, Margaret River and Bunbury. Our students led and ran clinics for primary and high school students, playing against high school and club teams and promoting volleyball as a sport for all. Their commitment, collaboration and leadership led to a successful tour and promotion of how our students excel in our Volleyball Specialist program.

In 2021, our Aviation Specialist Program provided opportunities for students to fly, learn about drones, helicopters, fixed wing aircraft and engage with those working in the aviation industry. We took part in the Goollellal Primary School 40 year Celebration. We cemented an industry partnership with CHC Helicopters during the year. This culminated with a helicopter visit to the school in the last week of the year. The CHC rescue helicopter landed on the College oval. The whole community got to be involved and our aviation students were able to see inside the helicopter and learn firsthand about the roles within a rescue helicopter.

In 2021 we focused on rewarding students for their commitment to their learning. Student Services provided reward activities each term for students who had regular attendance (90% attendance) and good standing. Activities ranged from Taco Tuesday, to zorb balls and pool rewards. Our monthly house point rewards continued led by our Year Coordinators. This is part of our culture of high expectations and we will continue to strengthen and congratulate students for their part in being active, engaged learners.

Congratulations to our whole community on a spectacular 2021.

BOARD CHAIR REPORT

Brett Tooker



The Greenwood College Board is the governing body of Greenwood College. Established in 2011 when Greenwood College became an independent public school, the role of the Board is to oversee the operations and strategic direction of the school. The Board's vision for Greenwood College is to be the school of choice in our community, known for providing an excellent education for all students in a safe and caring learning environment that promotes diversity and respect.

The period 2012 to 2020 was a period of growth for Greenwood College. We went from approximately 650 students to 1050 students. In the last 2 years the student population has contracted somewhat, down to about 950 students. Largely this has been due to WA's closed border and the effect it has had on international fee-paying students and the number of students in the Intensive English Centre. With the WA border now open, it is hoped that our student population will slowly return to pre-pandemic levels.

Since 2014 the Greenwood College Board has been working hard to improve the ageing infrastructure at the school. These efforts are starting to bear fruit. During the March 2021 State election the WA Government made a commitment to spend \$13.8 million on infrastructure projects at Greenwood College. Things are well under way. The refurbishment of the Science labs has been completed and is officially opened. The next project is the building of a new sporting complex to replace the aging gymnasium. Plans are being drawn up and the new sporting complex is due to be completed in 2024. I am very pleased that we are starting to deliver better facilities for our students, teachers and the broader community. The next decade promises to see a revitalisation of the campus. I can't wait to see these projects come to fruition.



2021



142 Students achieved WACE	38 Students achieved a Certificate III or IV	81 Students achieved a Certificate II
	Median ATAR 81.45	
One Subject Exhibition Award	Three Certificates of Excellence	Three Certificates of Distinction
Highest ATAR 99.65	Seven Certificates of Merit	64% of Students achieved an ATAR over 80

COLLEGE PRIORITIES

Culture of High Expectations

Leadership

Excellence in Teaching

Culture of High Expectations

When there are high expectations in the learning environment and a belief by all that performance can and will improve, it does.

As a College we acknowledge that the teenage years are a time of growth and development. Adolescents need time to grow and experience independence with lots of support and time to build the strategies that will enable them to engage positively in society post school. Due to this **CARE** is fundamental at Greenwood College and our emphasis is on:

✔ **Cooperation** ✔ **Achievement** ✔ **Respect** ✔ **Engagement.**

This is central to everything we did in 2021 and continue to do.

An expectation that every student will have regular attendance (over 90%) and implementing support for students with less than 90% attendance.

Engagement in school through regular attendance is fundamental to success at school for every student. We continue to work extensively with groups of students and with individual students and their families to support all students to attend school regularly. Led by Student Services, attendance was a major focus in 2021. The uncertainty in 2020 had some carry over into 2021. However, our regular attendance increased throughout the year.

Our first Student Improvement Target focuses on attendance. Some identified improvements in 2021 were:

- Every year group increased regular attendance compared to 2020.
- The Year 7 students had the highest regular attendance of all year groups and the highest since 2018.





Culture of High Expectations

Full participation by all students in every class and its meaning is understood across the College

Attending school is one part of learning, actually engaging in class and participating is the next step. As a staff we continue to attend the Teachwell Masterclass program. This intensive professional learning gives teachers the opportunity to review and reflect on how their students participate in the classroom and strategies to ensure full participation in every lesson by every student. Teachers who have completed the course share strategies with their colleagues to support full participation across the college.

There continues to be an increase in the number of students presenting with anxiety which seriously affects attendance and participation. In 2021 we trialled Student Support Officers to support the wellbeing of students. These positions started in August of 2021 and support students in their emotional development. With this additional resource, our combined approach within Student Services saw increased effectiveness of targeted strategies to support student mental health which had a positive effect on student engagement in the classroom. The whole of Student Services work to support students to attend and remain in the classroom. Being in the classroom is where students will learn and progress.

Implementing a Rewards and Recognition system for students.

2021 saw the first year of our revamped rewards and recognition program, developed based on feedback from the Student Council in 2020, with a suite of activities for students. Students are rewarded for maintaining regular attendance, appropriate behaviour at school, academic achievement and improvement. Every activity has criteria that must be met to secure a place. For example, the Year Coordinators ran reward activities at the end of each term, based on regular attendance and good standing. Year 7 and 8 students were rewarded with a visit to the movies at the end of term 2. Every student who met the criteria received an invitation to attend. Those students who did not meet the criteria, met individually with their year coordinator to put a plan in place to improve attendance and/or behaviour so they had the opportunity to secure a place on the next reward activity. Reward activities ranged from the movies, to Taco Tuesday, Burger Lunches, zorb ball soccer and water activities.





Culture of High Expectations

The High Flyers and 90's Clubs recognise academic achievement. Early in term 3 students from Years 7 to 10 were selected to attend a visit to Perth Museum Boola Bardip as part of the High Flyers Club. Students had demonstrated outstanding academic achievement in semester 1. The excursion enabled students to be inspired, explore and encouraged to continually strive for academic success.

In 2021 a large number of Year 11 and 12 students were invited to be members of The 90's Club, recognising their predicted ATAR of 90 or above calculated from their previous semester report. A range of activities supporting and challenging each other to demonstrate excellence in all academic elements at the College were held throughout the year. These included, breakfasts, lunches and events with ex-students to motivate and encourage the 90's members. At the Year 12 Graduation these students were rewarded with an Honour Scarf.



Celebrating & recognising:
Year 11 & 12 students who have a predicted ATAR over 90.



Monitoring student health and well-being and further developing a range of preventative and responsive programs to address health and well-being issues.

The College has seen over recent years an increase in the number of students requiring support for their mental health and well-being. Supporting students to have strong mental health and well-being is an important part of our College to enable students to engage positively in their education.

Bully Zero activities and workshops were run with Years 7 and 8 throughout the year to help students develop skills and strategies to manage bullying issues throughout life. We again held Zero2Hero celebrations which aims to unleash the heroes of today, to become the leaders of tomorrow in the campaign to promote good mental health throughout our community. It was a fun day to dress up as your hero but with an important message to every student.

Our Year 10 students had the opportunity to take part in the Tomorrow Man workshops which were expanded to Tomorrow Woman in 2021. This highly engaging and relatable program, immerses students in learning how to walk their own path and how to engage actively, and with purpose. The goal is for students to develop a sense of pride in who they are and have positive relationships in all aspects of their lives.





Leadership

Empowering staff and students to become more effective leaders enables a collaborative school culture of high expectations to thrive.

The Leadership Team guiding and supporting teachers to develop highly effective teaching practices to ensure the most impact on student achievement.

Achieving our Student Improvement Targets and success for all students is dependent on a team effort. This requires highly effective leadership. Our Leadership Team, comprising of the Heads of Learning Areas, Student Services Program Coordinators, Deputy Principals, Manager Corporate Services and the Principal, worked throughout 2021 to support all teachers to be highly effective in every classroom. The Team undertook professional learning to develop their skills, especially in relation to using student achievement data to guide classroom teaching and to respond to the needs of students. The Leadership Team are now better able to actively and directly monitor student performance and develop their teachers' ability to use data to monitor student learning and make decisions about classroom teaching.

Providing leadership opportunities for staff to develop our future leaders.

The Greenwood College Aspirant Leader Program was established in 2021. Led by the Deputy Principals, seven staff gained acceptance into the program during the year. Through a combination of targeted professional development and mentoring, our aspirant leaders gain valuable experience in leading whole school improvement practices. Through the program we are building the future leaders of our College.

Providing student leadership opportunities to foster and encourage student leadership and voice.

During 2020 the Student Leaders requested their role to be expanded and more prominent within the College. They worked through an improved selection process which gave us our 2021 Student Leadership Group.

We started the year with a revamped Student Council constitution, which set out the role and standards required of a student leader.

A leadership day in Semester one developed the skills required to carry out the role of a leader. Public speaking, communication, cooperation and team building were all skills taught learnt, developed and practiced on the day.

Every school leader had a significant role in their year group. This included presenting at year group assemblies and consulting with their year group on ideas and concerns. The Council met formally twice a term as a team, where the school captains chaired the formal meeting. One of their big successes for 2021 was the alteration of the general appearance policy which was ratified by the School Board and is now part of the whole school lifestyle.





Leadership



Years 7 to 10 Student Leaders each decided upon a focus for the year. The Year 7 and 8s chose NADIOC Week. The Year 9 and 10s selected Zero2Hero. Plus, the Year 10s organised the first Wear It Purple Day for Greenwood College. They were supported by the Year 11 and 12 Leaders who acted as mentors and guides.



Excellence in Teaching

Highly effective teaching implemented in every classroom ensures high academic achievement.

The Greenwood College Instructional Framework consistently applied in every classroom.

2021 was the first year of full implementation of the Greenwood College Instructional Model. Developed by the College teaching staff in 2020, the model guides classroom teaching and learning and improves consistency between classes for students to support learning.



Our Professional Learning Community (PLC) structure supported teachers to develop their skills. Semester One focused on how to write Learning Intentions and Success Criteria. Semester Two the focus was on the actual Learning Experiences. Through the PLC, teachers are able to share experiences, swap strategies and compare and discuss their work in the classroom. This year a trial group of teachers undertook a different model of classroom observation. Using the Triads Model, they worked in groups of three to support teacher development, observe and support reflection on their work in the classroom. The PLC also gave the opportunity for Teachwell strategies to be shared. At the end of 2021 seventeen teachers had completed the Teachwell Masterclass series, with eight more teachers to undertake the program in 2022. Teachers who have completed the program are able to use the strategies straight away in their classroom and report an improvement in their teaching, evidenced by improved student achievement.



Excellence in Teaching

A consistent whole school approach to the teaching of Reading, Writing and Numeracy.

The teaching of Reading, Writing and Numeracy is essential across all Learning Areas. Students need to be able to utilise literacy and numeracy skills within different contexts, therefore every teacher has a responsibility to embed literacy and numeracy within their subject. In 2021 English and Maths lead literacy and numeracy teaching by reviewing their teaching programs to ensure the needs of students are being met using student performance data.

In all areas of Year 9 NAPLAN, significant progress was made compared to when the students were Year 7's. Across Numeracy, Reading and Writing assessments, in both achievement and progress, Greenwood College students' performance is better than National Averages. There is a definite upwards trend in progress by students and with continued high quality teaching this will transfer into higher achievement.



In Year 9 Numeracy, Greenwood College students improved achievement with an increased percentage of students achieving Band 8 or higher, compared to 2019. In Numeracy our achievement mirrored WA Public schools but was lower than our like schools. Our progress in Numeracy equalled like schools. The review of maths curriculum, early identification of students requiring support and targeted intervention started to improve results as the year progressed.



In Year 7 assessments, achievement in all areas is trending upwards with particular improvement in spelling and grammar and punctuation.

Achievement, especially in literacy areas, needs to be improved across the college. With the priority on Excellence in Teaching, it is essential that all teachers continue to embed and explicitly teach literacy and numeracy skills in all classrooms. Throughout the year literacy strategies were trialled, especially between English and HASS but a whole school literacy plan needs to be developed and implemented in 2022.





Excellence in Teaching

Every teacher analysing student performance data to guide and inform effective teaching practices, including differentiation of the curriculum.

To have excellent teaching we need to have every teacher using student performance data to inform their teaching. Differentiation is required and this was an area explored extensively in 2021. All teaching staff completed modules 1 to 4 of The Department of Education Autism Spectrum Disorder Training. SEN Planning and Reporting was utilised for the first time with teachers undertaking professional learning to support their understanding and sharing strategies and planning to improve education for students.

The Leadership Team completed training to understand and use the NAPLAN student achievement data to equip them with the skills to lead and guide their teachers to improve evidence based planning and delivery.

In term 4 we reviewed the pathway structure in English, Maths, HASS and Science. Documenting a consistent approach across all four learning areas and detailing the use of achievement data to make decisions about placement of students.

Literacy intervention continued with our Literacy Education Assistant. Giving students extensive intervention in reading and writing in a small group situation. Additional support was provided to students to achieve the standard in OLN for WACE. EALD students in particular were provided with intervention and support through small classes during X-Files for years 11 and 12.

We are committed to improving our teaching and learning especially in years 7 to 10. This is a priority for 2022.





Excellence in Teaching

A whole school approach to teaching environmental understanding.

For the first time in our Business Plan we have formally set a priority of developing environmental understanding within our community. This was a year of investigating what we are doing and where we want to go. Each learning area reviewed how our environmental footprint can be reduced within classrooms. We focused on making savings in electricity, with encouragement to turn off lights, air conditioners and fans around the College. We applied to be part of the Solar Power Initiative with the Department of Education.

The canteen introduced fully recyclable and compostable packaging for takeaway food. The Student Leaders investigated changes we can make as a college to be more environmentally conscious and aware. 2022 will be a year of implementing our plans and having action for the future.

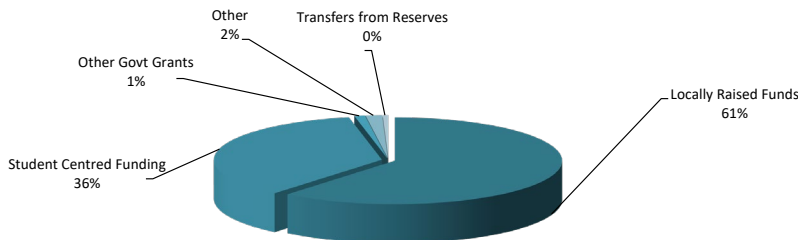


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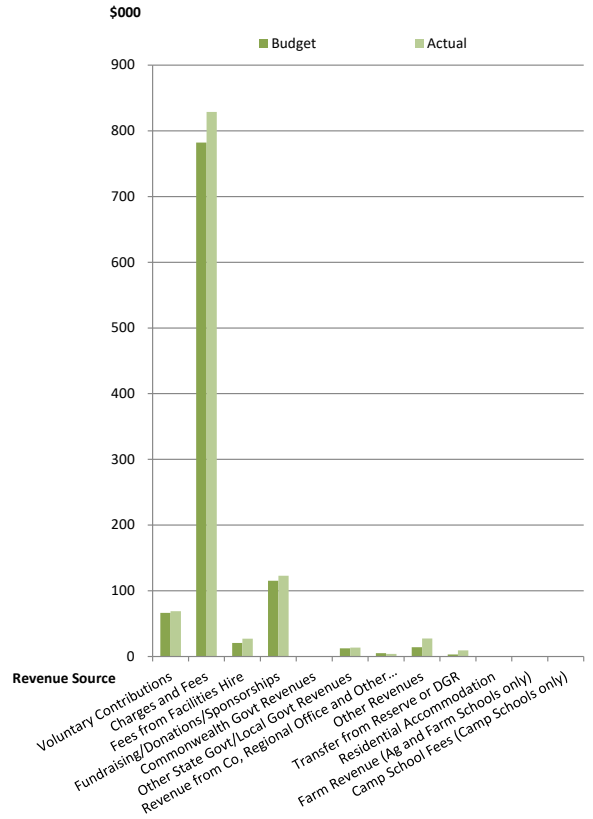
Greenwood College Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 66,560.00	\$ 69,089.60
2	Charges and Fees	\$ 782,153.79	\$ 828,797.21
3	Fees from Facilities Hire	\$ 20,775.00	\$ 27,195.21
4	Fundraising/Donations/Sponsorships	\$ 115,314.00	\$ 123,054.19
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 12,500.00	\$ 13,607.75
7	Revenue from Co, Regional Office and Other Schools	\$ 5,033.00	\$ 4,003.04
8	Other Revenues	\$ 14,168.18	\$ 27,356.24
9	Transfer from Reserve or DGR	\$ 3,105.64	\$ 9,351.64
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,019,609.61	\$ 1,102,454.88
	Opening Balance	\$ 635,471.00	\$ 635,470.86
	Student Centred Funding	\$ 625,855.00	\$ 616,072.39
	Total Cash Funds Available	\$ 2,280,935.61	\$ 2,353,998.13
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,280,935.61	\$ 2,353,998.13

Current Year Actual Cash Sources

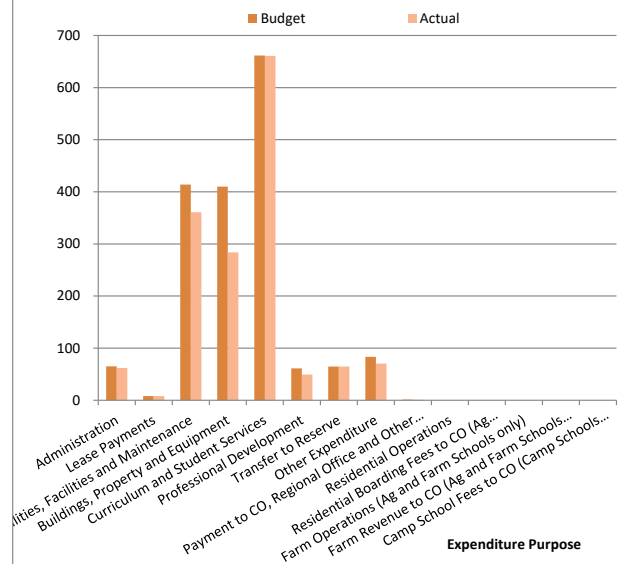


Locally Generated Revenue - Budget vs Actual

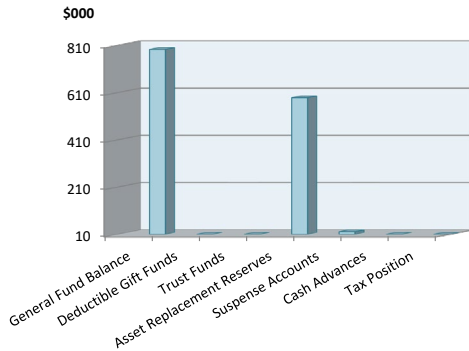


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 65,144.00	\$ 61,790.74
2	Lease Payments	\$ 7,911.04	\$ 7,911.04
3	Utilities, Facilities and Maintenance	\$ 413,876.46	\$ 360,882.95
4	Buildings, Property and Equipment	\$ 410,000.00	\$ 283,980.91
5	Curriculum and Student Services	\$ 661,535.43	\$ 660,942.52
6	Professional Development	\$ 61,000.00	\$ 49,547.42
7	Transfer to Reserve	\$ 64,850.00	\$ 64,700.00
8	Other Expenditure	\$ 83,110.00	\$ 70,546.77
9	Payment to CO, Regional Office and Other Schools	\$ 1,200.00	\$ 880.00
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	\$ 1,768,626.93	\$ 1,561,182.35
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,768,626.93	\$ 1,561,182.35
	Cash Budget Variance	\$ 512,308.68	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 1,386,145.73
Made up of:	
1 General Fund Balance	\$ 792,815.78
2 Deductible Gift Funds	\$ 2,274.11
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 588,185.69
5 Suspense Accounts	\$ 20,977.15
6 Cash Advances	\$ (1,600.00)
7 Tax Position	\$ (16,507.00)
Total Bank Balance	\$ 1,386,145.73

