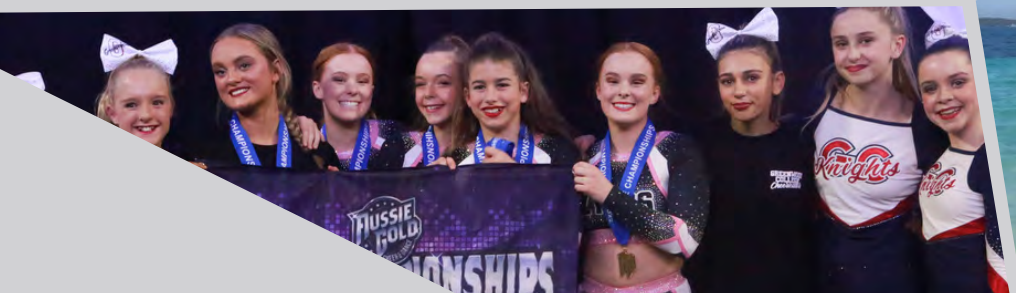


2022



ANNUAL REPORT



GREENWOOD COLLEGE

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Year 8 Visual Art
Masks

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VISION

Greenwood College is the school of choice in our community. United in creating a safe and supportive environment where students acquire, in a changing world, the skills to learn with passion, grow with confidence and contribute with integrity.

MISSION

Greenwood College provides high quality teaching and learning in an inclusive, challenging and engaging learning environment. Pathways enable all students to grow socially, emotionally, and intellectually to achieve personal excellence and develop the transferable skills to extend within and beyond school for lifelong fulfilment and learning.

VALUES

We value and cultivate **CARE:**
Cooperation. Achievement. Respect. Engagement.

OUR ETHOS

LEARN GROW CHANGE

PRINCIPAL'S REPORT

Jennifer McMahon

Welcome

2022 was a successful year for Greenwood College. The COVID-19 pandemic continued to affect the College and its operations, especially in Semester One, despite this, the College functioned very well. We were able to run nearly all of our planned events, excursions and camps which was fantastic for our students. Student enrolments were 941 which was a decrease again due to closed borders. However, in Semester 2 enrolments started to increase as we welcomed back students into our Intensive English Centre.

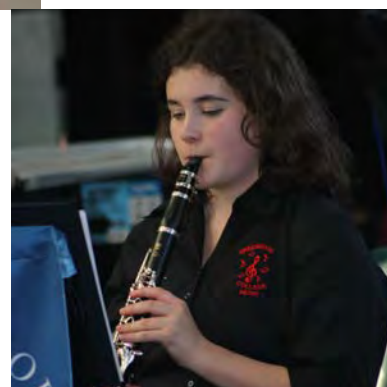
The College capital works program continued. We opened the renovated Science Laboratories early in term 1 and planning for the next stage of our capital infrastructure development gathered some pace. We continued with our minor capital works program to ensure the campus continued the ongoing cycle of renovation. Outside we installed four square courts for students and improved our universal access with a lift and ramps installed, all stairways were upgraded to ensure safety, two stairways were completely rebuilt. Inside we renovated the demountable classrooms, painting them throughout and installing new doors. The library started the first part of its redesign, creating a study room and an information technology lab. The P&C funded new shelving for the library, which was ordered and will arrive early in 2023.

Academically, the school ran all its programs. In Terms 1 and 3 OLNA testing ran for Year 10, 11 and 12 students and for Year 9s in Term 4. In Term 2 the full online NAPLAN for Year 7 and 9 students was run. We completed our full reporting cycle in both semesters with exams running in Years 10, 11 and 12. Our Year 12 ATAR program was also completed in full. The summary of our academic results are in this report.



The Specialist Volleyball Program had another exceptional year with our students reaching new heights. Engagement in all competitions increased, morning training became a hive of activity, we commenced a partnership with Volleyball WA running a weekly junior program each term for primary school students and the Southwest Tour in term 4 rounded off an incredibly successful year. Six students represented Western Australia at the Indoor State competition in Victoria during the year and three students were selected to represent the state in Beach Volleyball.

The Specialist Aviation Program went through some staff changes in 2022. This gave the opportunity to review our program. We increased the STEM components of the course and were fortunate to receive funding for 3D printers and improved IT facilities. All of this enabled a combination of modern technology to be embedded into the curriculum. We increased hands on learning and changed how the flying component was conducted. In term 4 two groups of 20 students visited Jandakot Airport for a whole day of flying and airport and safety introduction.





The Elite Dance and Music Programs had another exceptional year with our students performing to an extremely high standard. After restricted performance time during the last two years, the opportunity for students to perform was a welcome return. We enjoyed a Student Choreography Night, the Main Choreography Night, and a Winter Music Concert. Our programs are well supported by the Parent Committees who fundraise tirelessly for both programs with funds used to add value to support every student. My gratitude and thanks to Ms Kelly Merrin, Mr Luke Salmon, their staff and the parents for the work they do with our students. Our Arts community held several key events throughout the year including the inaugural Visual Art Exhibition, many productions, all very dramatic and we expanded our photographic displays at local venues. Our students have excelled in The Arts this year thanks to the efforts of the dedicated Arts Department.



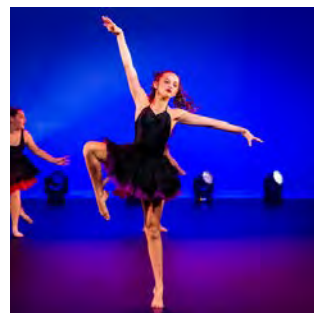
Our Health and Physical Education department had another huge year with students participating in a wide range of interschool carnivals and year group lightning carnivals. An outstanding achievement in athletics was celebrated early in Term 4, with second place in the C Division and winners of the Meritorious trophy, promoting The College to B Division for 2023.



Outdoor Education continued to engage students. A new venue in the Southwest for the Year 12 camp was trialled successfully. The program is successful in moving students out of their comfort zone, supporting environmental awareness and building skills in resilience, teamwork, and collaboration.



We were lucky in being granted funding for a Career Practitioner teacher from the start of 2022. One of 70 schools statewide awarded this funding. We welcomed Karen Kerlin to our staff in the position. Karen worked tirelessly with all areas of the school to embed careers as part of all learning. A focus on Year 9s saw a vast array of taster programs and events which included Virtual Reality, a Careers Expo and Try-a-trade.



2022 has been a very successful year for Greenwood College. The following report details our summary of key programs and initiatives which shows the work that the College continues to do to ensure that we Learn, Grow, Change, and support the school values of CARE, cooperation, achievement, respect and engagement.

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. It is easy to forget that 2022 was the year that COVID-19 hit WA. It presented great challenges. I'm proud to say that our staff and students were up to the challenge. A special shout-out to our wonderful teachers, who continued to provide a quality education to all our students. I would also like to acknowledge our hard-working Principal, Jennifer McMahon, and her team for their leadership. I also thank our Manager Corporate Services, Kristy-Anne Moore, for her tireless work since taking on the role.

Having met the challenges posed by COVID-19, we are now in a period of re-building; striving to return to pre-pandemic normal. It is great to see that school enrolments are on the bounce. On current projections, it looks like we will have 970 students for the year ahead. In welcome news, there has been an improvement in the number of enrolments in our Intensive English Centre. I can also report that after a COVID-induced hiatus, plans to build the new sporting complex are gaining momentum.

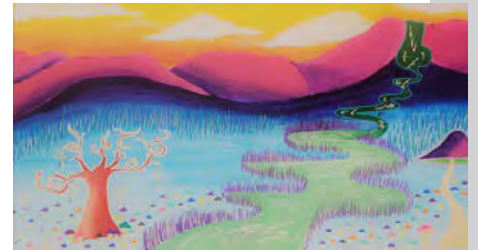
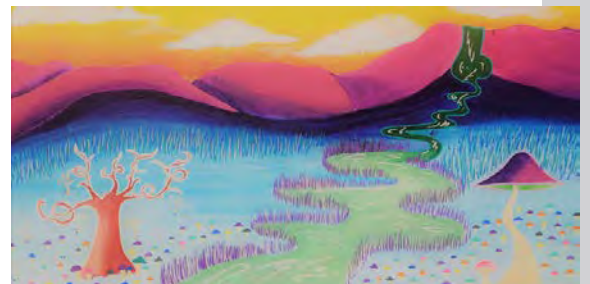
Every year I attend the Year 12 Awards Nights. I am constantly amazed by two things: the diversity of our student body and the tremendous collegiality they demonstrate. It is a credit to the students, staff, parents, and the whole school community.

Finally, I would like to thank our Board members for their on-going contribution to our wonderful school. I would also like to thank the following Board members who finished their term last year: Terry Dunn, John Smith, Nicki Van der Loop, Donna Barwood, John Chester, John Rule, Carolyn Hutton, Michael Wright, Sharon Clayton, and Jessica Stojkovski MLA.

I wish our students and staff all the best for 2023!

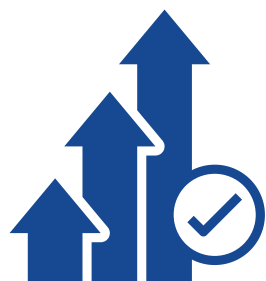
Brett Tooker
Board Chair

Year 12
Visual Art



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.



- An expectation that every student will have regular attendance (over 90%) and implementing support for students with less than 90% attendance.
- Full participation by all students in every class and its meaning is understood across the College.
- Implementing a Rewards and Recognition system for students.
- Monitoring student health and well-being and further developing a range of preventative and responsive programs to address health and well-being issues.

Students' academic progress is without doubt the most important measure of success of an individual, program and school. However, we also believe that our school offers students opportunities across a range of endeavours, that significantly contribute to their physical, social, and emotional development and enhances their educational experience.

Attendance is a vital statistic in student performance. The higher the attendance rate, the greater the opportunity for students to achieve to their full potential.

Attendance data is divided into four categories so that schools can implement targeted strategies for specific attendance issues.

Regular attendance is categorised as over 90% attendance, but it is important to note that a student can achieve this category whilst missing one day of school each fortnight.

The table below shows regular attendance over a three-year period. Our Business Plan target focuses on increasing the percentage of students with regular attendance in every year group.

	2020	2021	2022
ALL YEARS	31%	62%	67.3%
Year 7	36%	79%	77%
Year 8	28%	52%	79%
Year 9	23%	56%	63%
Year 10	36%	54%	59%
Year 11	41%	63%	67%
Year 12	20%	73%	64%
IEC	N/A	52%	87%

Culture of High Expectations



The goal is improvement in regular attendance, which is increasing following the pandemic years, it is an area we are constantly working to improve.

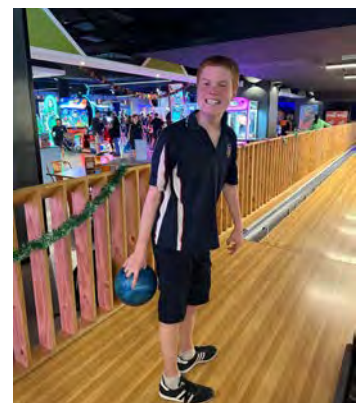
A strong partnership between home and the College supports regular attendance. In recent years we have increased reward activities for students. To attend these activities, students require regular attendance or significantly improved attendance. These type of incentives are steadily supporting regular attendance.

A large proportion of College resources are used to support students to attend school. We have a dedicated Attendance Officer, plus our Year Coordinators, Student Support Officers, Chaplain and Student Services Program Coordinators all work to improve attendance. In 2022 we continued to be part of the Year 10 Engagement and Transition Program. This program provides additional support for Year 10 students who are disengaged from education. In 2022, 12 students were supported through the program to alternative, successful educational pathways.

Ensuring students feel welcomed and part of every class is critical to students wanting to attend school. In 2022 we continued to be part of the Teachwell Masterclass program. Nine teachers took part in the program over the year, bringing the total number of teachers who have successfully completed the program to nineteen. A fundamental part of Teachwell Masterclass is ensuring every child participates in class. Full participation ensures no child can opt out and no child can dominate. Through Teachwell teachers learn how to ensure they control participation, so that there is full participation which means equal opportunity to learning for all children. At the College those that have completed the Teachwell Masterclass regularly share the strategies from this high impact learning so that all teachers are ensuring full participation in every classroom.

In 2022 we continued our Rewards and Recognition program. Every term Student Services organised reward activities that range from movie afternoons, the Year 9 Camp, Year 12 Ball, Years 7 & 8 River Cruise, Taco Tuesday and the end of Year Fun Day.

Students in each year group are consulted on the type of reward they would like and the Student Councillors work with their Year Coordinator to organise the events. Students are invited to attend based on having Good Standing and Regular Attendance (or significantly improved attendance).



Culture of High Expectations



In 2022 we increased our recognition of the academic achievements of students. At the end of Term 2 the Highest Achiever and the student who had made the greatest progress in every year group in every subject were recognised at special school assemblies.

In week 10 of term 4 we held our **Years 7 to 11 Awards Night**. We recognised the Highest Achiever in every subject in each year group, plus our Citizenship Awards, National Awards winners and announced our Student Leaders for 2023. Congratulations to all our winners.



We continue to support the health and wellbeing of all students. Student Services provides a multifaceted approach to health and wellbeing. We increased the school psychologist time in 2022, so that we have a full time psychologist available. We continued our partnership with the WA Health Department through the provision of our Community Nurse. We continue to have a Chaplain (shared with West Greenwood Primary School) and Student Support Officers. A multi-disciplinary approach supports students to engage in education. We will continue this approach as the trend of increasing need to support student wellbeing is ever present in our College.

Leadership

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



We welcomed a new Deputy Principal to our College at the start of 2022. Janelle Mittonette joined us, bringing expert knowledge and leadership in Lower School Curriculum. This appointment was in response to one recommendation of the School Review of 2021, to provide whole-school leadership in lower school curriculum.

Adding this expertise to our Leadership Team has supported improvement in teaching quality by upskilling leaders' capacity to support their team of teachers to analyse student achievement and plan for improvement at the classroom level. We reviewed our interventions to support students and from this developed a whole school literacy plan that focuses on writing, identified as an area for improvement through NAPLAN and OLNA testing and teacher professional judgements.

We expanded our Aspirant Leadership program this year. Creating a more comprehensive program that supports the Department of Education's Future Leaders Framework. Our goal is to build leaders of the future through a dynamic, engaging, and innovative program that develops capacity across the range of leadership positions within a school. Eight staff are part of the 18-month program, which involves a series of topical workshops, mentoring, a group action learning project and professional development.

The 2022 Student Council represented students across the College at a wide variety of events. They were invited by our local MLA, Jessica Stojkovseki, to lunch at Parliament House and were guests of the City of Joondalup where they saw how a Council meeting operates. These experiences supported their leadership development. A successful Leadership Development Day introduced them to public speaking, working as a cooperative team and how to organise and run events.

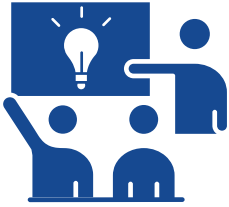
The Councillors took on the task of running special events throughout the year. NAIDOC Week, Wear it Purple Day and Zero2Hero were organised and run by the Councillors. In addition the Student Council ran their year assemblies each week and were integral in selecting and organising the reward activities for their year groups.

The Student Councillors in 2022 were a cohesive group, well lead by the Year 12 Captains and Vice Captains, an important voice within the College.



Excellence in Teaching

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



Students' academic progress and achievement is our primary role. There are several key indicators of academic performance in relation to Senior Secondary. The 2022 cohort performed strongly in several of these areas, in some measures the cohort achieved the best results since the implementation of the new WACE in 2016.

Rigorous counselling and interrogation of data continues to occur to ensure students maximise their results. The inclusion from 2022 of a Career Practitioner at Greenwood College added to our counselling process.

- WACE achievement rate - 85%.
- Median ATAR – 83.08
- 130 Certificates II, III, IV were completed, with a 5% increase in the number of Certificate III and IV's completed.
- Certificates of Merit - 7
- Certificates of Distinction - 2
- Statewide recognition as one of the highest performing schools in ATAR Biology and ATAR English as an Additional Language or Dialect.

Year 12 is not the only measure of academic progress and success. We continue to analyse NAPLAN results to ensure we are targeting areas for improvement.

Two of our School Improvement Targets focus on achievement and progress in NAPLAN

The percentage of students achieving Band 8 or above in Year 9 NAPLAN reading, writing and numeracy will increase and be equal to or above like schools.

NAPLAN Band	Year 9 Numeracy										
	School				Like Schools				WA Public Schools		
	2019	2021	2022		2019	2021	2022		2019	2021	2022
10	2%	8%	8%		11%	8%	6%		8%	9%	8%
9	18%	17%	15%		24%	19%	21%		16%	16%	16%
8	33%	30%	36%		32%	36%	35%		27%	30%	29%
Total %	53%	55%	59%		67%	63%	62%		51%	55%	53%

Excellence in Teaching



Year 9 Reading											
NAPLAN Band	School				Like Schools				WA Public Schools		
	2019	2021	2022		2019	2021	2022		2019	2021	2022
10	3%	3%	5%		5%	5%	5%		4%	7%	6%
9	12%	21%	18%		19%	18%	18%		14%	16%	16%
8	31%	24%	38%		36%	32%	33%		29%	29%	28%
Total %	46%	48%	61%		60%	55%	56%		47%	52%	52%

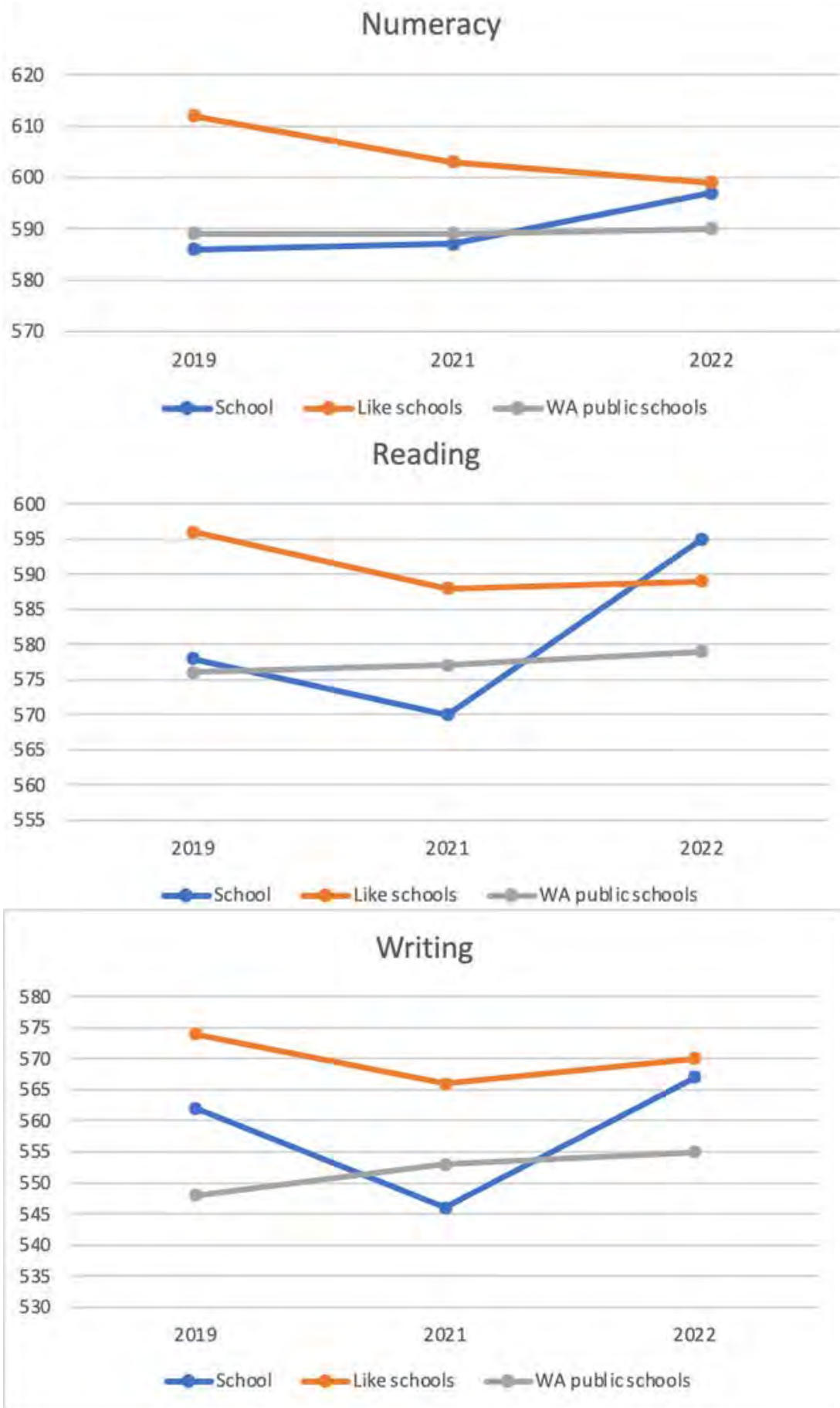


Year 9 Writing											
NAPLAN Band	School				Like Schools				WA Public Schools		
	2019	2021	2022		2019	2021	2022		2019	2021	2022
10	7%	3%	3%		5%	4%	6%		3%	4%	6%
9	9%	8%	12%		12%	9%	11%		10%	10%	10%
8	27%	25%	29%		31%	32%	30%		21%	27%	25%
Total %	43%	36%	44%		48%	45%	47%		34%	41%	41%



Excellence in Teaching

The mean achievement in Year 9 NAPLAN writing, reading and numeracy is equal to or exceeds, both the State and like-schools.



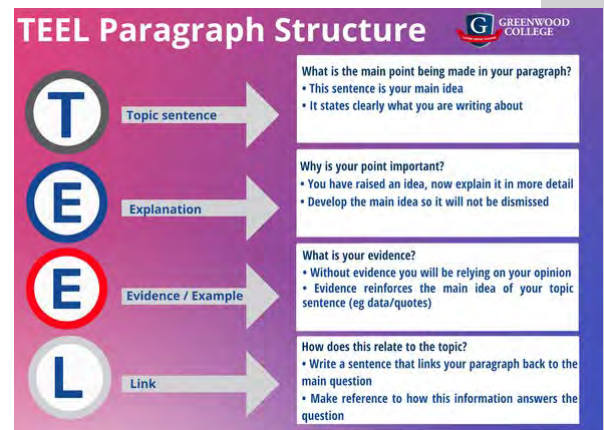
Excellence in Teaching

The standout improvement is in Reading, with good improvement in Numeracy. Writing is the area where we need to focus. The Reading at Home program in English in Lower School has been a large contributor to the improvement in Reading as has our attention to quality teaching and full participation by all students.

We know that Writing is the area for improvement and in 2022 a whole school Literacy Committee was formed. They analysed student achievement, diving into strengths and areas for improvement. Staff were surveyed to investigate where they saw the areas of need. From this a whole school process for writing paragraphs was developed and implemented. This is based on educational research and gives students consistency in their writing across Learning Areas, contexts, and topics.

Staff engaged in professional learning, supporting each other to share and implement learning strategies across the College. Classroom posters which demonstrate how to use the paragraph format in different contexts of writing were developed. Leaders in our school supported teachers to analyse the achievement of students in individual classes so that student performance data is guiding and informing effective practice. This is a whole school focus which will continue into 2023.

All students are supported to prepare for NAPLAN through their regular classes by sequencing the delivery of the syllabus. In addition, English and Maths target preparation around test literacy. Academic intervention classes in Maths and English expanded in 2022 with the addition of an Education Assistant to support students in small groups. The classes in Years 7, 8 and 9 target foundation skills and testing identifies gaps in learning which become the focus.



ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

Students need to demonstrate a standard of literacy and numeracy to meet Western Australian Certificate of Education (WACE) achievement requirements. This can be achieved by receiving Band 8 or above in Year 9 NAPLAN and pre-qualifying for OLNA or by sitting the required Online Literacy and Numeracy Assessment (OLNA) in March and September of each year in Year 10, 11 and 12, until the standard has been met. There are three tests: Numeracy, Reading and Writing. Substantial support through a range of classes and sessions are provided to students who have a demonstrated literacy or numeracy need. We identify a cohort of Year 10, 11 and 12 students in Semester 1 to have supported classes, we provide dedicated OLNA preparation sessions for all OLNA students as well as in class support. Support includes an English as Additional Language focus in recognition of our large EALD student population.

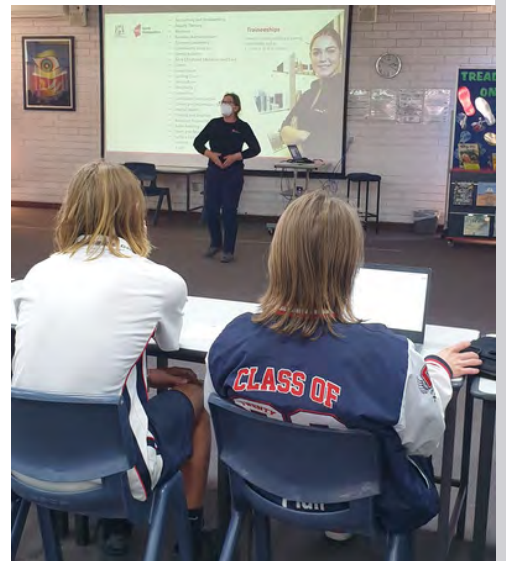
Sustainability and environmental understanding are a fundamental part of student learning.

As a College we applied for initiatives offered by the Department of Education to reduce our environmental footprint. We are working to increase the amount of solar electricity we generate and utilise. Our canteen continued to expand the use of recycled packaging and across the curriculum environmental understanding was embedded in each learning area. Our Student Council reviewed our environmental impact and have planned initiatives for 2023 to reduce waste and increase recycling.

Excellence in Teaching



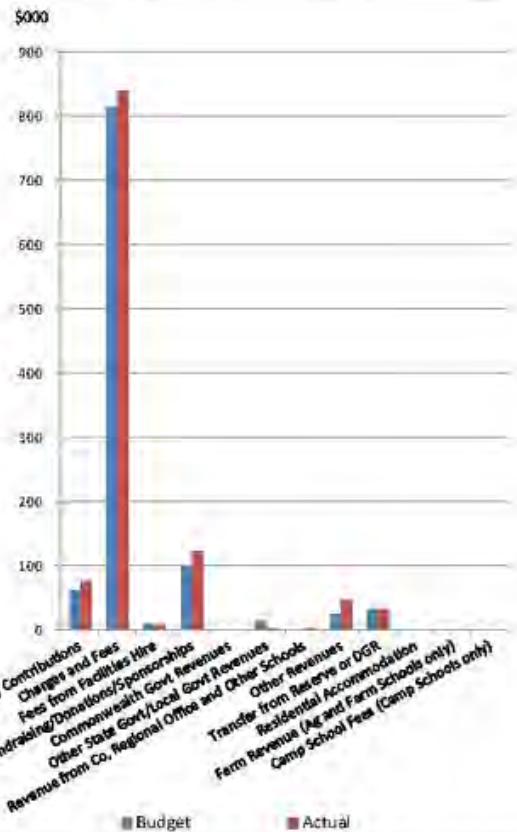
At the start of 2022 Greenwood College was selected to trial the new Career Practitioner in schools initiative. The Career Practitioner works collaboratively to plan and embed career development and work exposure activities into curricular and co-curricular programs. Since the inception, our practitioner has played an integral role in providing information and liaising with students, staff, parents, training providers, employers and industry. We had our first Career Expo to coincide with Year 10 students selecting Senior School Pathways. We received funding to implement a Year 9 Career Taster program which featured many different elements, including the opportunity for science students to get a taste of the jobs of the future through a virtual reality (VR) experience in partnership with Mindflight7. The students engaged with a virtual science laboratory and learnt about creative industries while doing some cool 3D drawings. The experience linked to the science curriculum, focusing on science, ICT and creative thinking.



**Greenwood SHS
Financial Summary as at
31-December-2022**

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 61,496.00	\$ 76,986.90
2	Charges and Fees	\$ 814,542.72	\$ 840,629.56
3	Fees from Facilities Hire	\$ 10,250.00	\$ 8,504.53
4	Fundraising/Donations/Sponsorships	\$ 98,728.00	\$ 122,819.08
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 12,965.00	\$ 454.55
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,159.10
8	Other Revenues	\$ 24,030.58	\$ 47,699.04
9	Transfer from Reserve or DGR	\$ 31,755.00	\$ 31,755.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,053,757.30	\$ 1,130,007.76
	Opening Balance	\$ 792,815.78	\$ 792,815.78
	Student Centred Funding	\$ 616,449.00	\$ 474,828.66
	Total Cash Funds Available	\$ 2,463,022.08	\$ 2,397,652.20
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,463,022.08	\$ 2,397,652.20

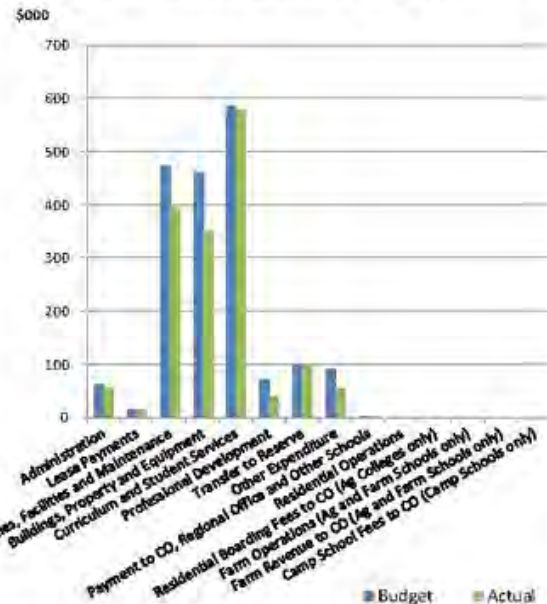
Locally Raised Revenue - Budget vs Actual



Actual Year to Date by funding sources



Goods and Services Expenditure - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 63,053.77	\$ 57,124.19
2	Lease Payments	\$ 15,746.20	\$ 15,231.66
3	Utilities, Facilities and Maintenance	\$ 474,739.04	\$ 396,204.98
4	Buildings, Property and Equipment	\$ 461,697.45	\$ 352,056.84
5	Curriculum and Student Services	\$ 586,780.95	\$ 578,584.67
6	Professional Development	\$ 71,000.00	\$ 41,092.05
7	Transfer to Reserve	\$ 101,000.00	\$ 101,000.00
8	Other Expenditure	\$ 92,325.64	\$ 54,943.00
9	Payment to CO, Regional Office and Other Schools	\$ 2,200.00	\$ 605.00
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	\$ 1,868,543.05	\$ 1,596,842.39
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,868,543.05	\$ 1,596,842.39
	Cash Budget Variance	\$ 594,479.03	

Cash Position Components



Cash Position Components	
Bank Balance	\$ 1,492,541.22
Made up of:	
1 General Fund Balance	\$ 800,809.81
2 Deductible Gift Funds	\$ 2,295.29
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 657,430.69
5 Suspense Accounts	\$ 43,650.43
6 Cash Advances	\$ (800.00)
7 Tax Position	\$ (10,845.00)
Total Bank Balance	\$ 1,492,541.22

