

ANNUAL REPORT

2020



2020



PRINCIPAL'S REPORT



Jennifer McMahon

It is my pleasure to present to you the 2020 Greenwood College Annual Report.

I would like to thank all our staff for their contribution in making Greenwood College a successful school and providing a caring, safe and engaging school environment that supports learning for every student. In a challenging year all staff maintained their focus on student learning and we all worked to continually improve our performance in the classroom so that every Greenwood College student has the highest quality education available.

I am extremely proud of the achievements of our Year 12 Class of 2020. At the start of 2020 Year 12 students were filled with excitement, aspirations and vigour. None of us knew what lay ahead. For Year 12 students especially, the disruptions, uncertainties and challenges of 2020 caused many anxious times. However, as a year group they supported each other, focused on what mattered and responded to the many changes and different learning modes to ensure their achievements gave them choices and opportunities for the future.

Due to the COVID-19 Pandemic NAPLAN did not go ahead this year, although throughout the school we continued to embed literacy and numeracy strategies in all classes. In addition attendance is not reported across the Department of Education due to the pandemic. For these reasons we are not able to report on those two Student Improvement Targets.

The College continued to work with our community and the Department of Education to upgrade and improve our facilities for students. College and Department funded refurbishments undertaken in 2020 were designed to create additional learning spaces and renovate our 40 plus year facilities. This included new carpets to all Maths and IT classrooms, Administration, Student Services and the Science office, refurbishment of our limited Student Services space, painting inside and out of all transportable and demountable accommodation and upgrade of air conditioning and extensive roof repairs. As the year ended the complete renovation of our science laboratories started. This 18 month project will ensure our science facilities are fully modernised and equipped to provide learning spaces for this crucial curriculum area. We also installed a new kiln in Art, created a dedicated STEM room, replaced ageing ceilings and improved drainage next to the Library.

A significant change for 2020 was increased resources in Student Services to better support all students at school. We trialed and then permanently implemented increased personnel in Student Services, increasing the number of Student Services Coordinators from one to three to improve support for students in all year levels. A dedicated receptionist was placed in Student Services to quickly answer student and parent queries or direct to the relevant staff members for guidance and support. This increase in resources focuses on the College supporting every student in their learning.

2020 was the last year of our current Business Plan cycle and much of semester two was devoted to community consultation to develop our new Business Plan, to plan our strategic direction for the next three years. Staff, parents and students were all involved in this planning with the final plan being ratified by the College Board in November, ready for implementation from the start of 2021.

As a College, we have high expectations of our students and our staff. We continue to strive for excellence and as such, have set some ambitious targets of achievement. My sincere thanks to all members of the School Board and the P&C who have provided ongoing support for our College. We will continue to work hard to provide the best possible learning environment and opportunities for our students, allowing them to achieve their best.

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.

When Greenwood College became an Independent Public School ten years ago there were 650 students and our greatest challenge was ensuring the viability of the school itself. In the years since I am proud to report that Greenwood College has gone from strength to strength and we now have a thriving student population of approximately 1050. By reputation Greenwood College truly is a school of choice in Perth's northern suburbs.

2020 was a challenging year for everybody. On behalf of the Board I can say that we are very proud of the way that the students, teachers and administrators at the school rose to the challenge and marched on.

One of the long term goals of the Greenwood College Board is to improve the ageing infrastructure at the school. Perhaps our most important infrastructure project is to build a new gymnasium and to convert the old gym into a performing arts centre. It is pleasing to see that both political parties are acutely aware of the need to improve facilities at Greenwood College. It is my sincere hope that the next WA Government will fund a new gymnasium and we see a revitalisation of the campus.

I look forward to continuing to work with the school Principal and her team in 2021. The future looks bright.

A handwritten signature in blue ink, appearing to read 'Brett Tooker'. The signature is stylized and includes a long horizontal line extending to the right.

Brett Tooker
Board Chair



LEARN

GROW

CHANGE

OUR 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.

Our long term goals are:

- To promote and enhance the reputation of Greenwood College within the local community.
- Greenwood College be a vibrant community hub.

OUR 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.

The academic achievement of students at Greenwood College will reflect, as a minimum, "a year's worth of learning for a year's worth of teaching".

OUR VALUES

Greenwood College is a safe, caring and inclusive learning community. Our diversity is our strength and the way we relate to one another is characterised by **CARE**.

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

Our collective action based on these values strengthens and sustains our positive College culture

OUR ETHOS

LEARN Develop and extend within and beyond school

GROW Socially, emotionally, and intellectually through a growth mindset

CHANGE Education for change in life and the development of resiliency

STUDENT PATHWAYS AND TRANSITIONS



2018-2020

PRIORITIES

Students are central to everything we do and ensuring students have a pathway for success has been a focus for 2020. Pathways focus on being flexible as students Learn Grow and Change throughout their school life, being modified and changed to match student interests and growing strengths. Humanities and Social Sciences focus on mapping pathways for students as part of their curriculum planning. In 2020 this continued by direct teaching and online via Moodle so students have a record each year of their own pathway as they develop and grow. Increase in Student Services resourcing in 2020 focused on higher levels of individual support for students to achieve their academic milestones with increased tracking of students both academically and socially and more emphasis on successful transitions.

Supporting students within the IEC and moving into the mainstream school is a core area of Greenwood College. In 2020 a review of IEC curriculum, with improved coordination within the IEC and between the IEC and the mainstream school are highlighted as areas developed in 2020. Monitoring and tracking students for longer when they transition into the mainstream school supports continued acquisition of standard Australian English. This year we increased professional development for mainstream teachers to support embedding EALD into every classroom. Some Education Assistant time within mainstream classes was provided. Plus, increasing the integration between IEC teachers and the whole school had a focus on developing a greater understanding and support between teachers to support students transitioning from the IEC into the mainstream school.

We continued our comprehensive transition program for Year 6 students moving into Year 7. Specialist and Elite programs were reviewed with entry information and requirements for all programs updated to better inform parents and students about the programs, how to gain entry and to better select the most suitable students.

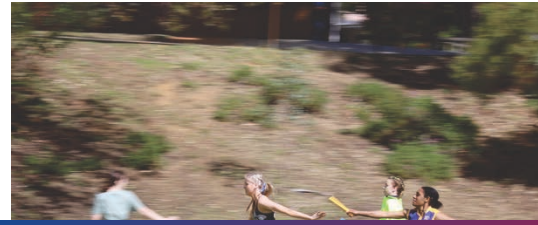
Improved cooperation with our feeder primary schools with increased resourcing in Student Services enabled us to continue to run the High School Enrichment program and collaborate with our primary schools to continue to build a seamless transition for students.

To support the achievement of all students it is vital that all teachers understand current achievement levels of students and what is required to support student progress. A large part of this is analysing student progress using available achievement data. In 2020 teachers worked as a whole school and in individual learning areas to continue developing their skills in analysing data and transferring their understandings to actual activities in the classroom.

Transitioning from Year 10 to Senior School is a large milestone for all students. In 2020 we revamped our counselling processes, introducing Subjects Online to better support students and parents understand pathways, academic requirements and options and choices post school. A Senior School Coordinator, as part of the increased resourcing in Student Services, supports senior school students from the start of the counselling process until the end of Year 12.

We continued to review offerings in Years 11 and 12 to ensure we can offer a variety of courses and certificates that provide access to viable post school options. Tracking and monitoring senior school students to ensure they remain on track to achieve WACE was streamlined and the focus moved to Student Services supported by the Senior School Deputy Principal. OLNA tutoring, ATAR revision workshops and additional time to support students complete Certificates were part of the strategies employed to assist our Year 11 and 12 students.

Across the College, throughout 2020 we continued to prioritise personal learning pathways that foster success and are characterised by high levels of individual support for all students to achieve academic milestones and successfully negotiate key transitions.



2018-2020

PRIORITIES

Effective Teaching

The major focus in 2020 was the quality and effectiveness of teaching in every classroom. Building on previous success in this area, the development of the Greenwood College Instructional Model was undertaken as per the strategies in the Business Plan. Through the Professional Learning Community structure, we researched and developed a school wide instructional framework. Every teacher was involved in this project. In Semester One we researched why a school wide instructional model is advantageous and components of models at other schools across Australia. In Semester Two we developed a base model and trialled implementing it in the classroom. Every teacher had the opportunity to trial and give feedback. By the end of term 4, the Greenwood College Instructional Model was complete and ready for implementation in every classroom from the start of 2021. Having an agreed College wide model ensures consistency for students, a focus on quality teaching and tailoring learning to progress student achievement..

Expertise within the College was utilised throughout the year to share skills, knowledge and understandings. This focused on developing and embedding ICT into learning. Literacy and numeracy strategies continued to be a focus, including EALD classroom strategies. Teachers used their analytical skills to gain greater understanding of literacy and numeracy achievement levels using the 2019 NAPLAN and OLNA results to ensure they understood achievement levels within their classes and practical classroom literacy and numeracy strategies were shared. Using teachers within the College to support the growth of all teachers develops teachers as experts and ensures every teacher receives support in a collaborative, supportive environment for the benefit of all students.

The College Leadership Team undertook extensive professional learning to continue developing leadership skills, especially in leading their teachers in analysing student achievement data and engaging in data informed reflection and planning for their learning area. This increased the support leaders provided their staff to improve student outcomes in the classroom.

To further enhance the quality of teaching at the College, seven staff completed the Teachwell Program in Semester Two. An intensive six-month professional learning program utilises robust research to provide concrete techniques teachers can use immediately in the classroom. It supports teachers to build high-impact instruction into their own classroom. This quality learning will be a focus in the future, with ten teachers being offered the opportunity to take part in 2021, mentored by the seven teachers who completed the program in 2020.



ENGAGEMENT

2018-2020

PRIORITIES

We work to maintain a learning environment that is safe, respectful, tolerant and inclusive. We promote positive, supportive and caring relationships between staff, students and parents.

Parents and carers are partners in education and important members of the College community, this relationship was vital in 2020, a year like no other. We had made the decision to advocate the use of Connect to support all parents and students from the start of 2020. On making this decision we did not realise how important communicating would be in 2020. In Term One it quickly became apparent that ensuring timely and clear communication would assist parents as education at home became a proposition. We created videos to ensure parents had easy access on how to use the functions of Connect, gave tips for successful learning at home, whilst School Officers answered many queries from parents, ensuring logging on worked and passwords were available. At the same time teachers supported each other to increase the amount of information and interactive learning available via Connect for students and worked with students to access this new form of learning. Connect has become a vital part of our College and we will continue to use this as our main form of communication with parents and embedding it as a tool for learning.

Increasing attendance and engagement was still a focus despite the pandemic. Staff work together to ensure the classroom and the College in general is the place students want to be. Attending every day is crucial for learning. We worked to ensure parents and carers understood the effects of missing school on their child's learning and anything except regular attendance puts students at educational disadvantage.

The focus of the College continues to be on positive behaviour focusing on CARE (Cooperation, Achievement, Respect and Engagement) and we continued to advocate and support students to display those positive behaviour characteristics each day.



We have a positive behaviour reward system and promoting this system continued in 2020 with house points, rewards and activities for those students who continue to display positive behaviour each day at school. We consolidated our whole school Behaviour Management Policy to ensure a consistent approach across the College and promote and advocate our positive culture of CARE.

During 2020 the Department of Education withdrew the availability of WebSIS. To compensate we increased the use of SEQTA across the College. This has assisted communication between teachers to support a consistent approach for students who require support in regulating their behaviour and our ability to streamline support and case management. Increased resourcing in Student Services has supported the implementation of SEQTA and a culture of collegiate support to improve classroom management practices. A more consistent approach to managing behaviour has assisted in individual case management of students at risk with coordinated planning, assigning case managers and accessing support services.

ENGAGEMENT

2018-2020

PRIORITIES

Extra curricular activities were limited during 2020 due to the pandemic. However, the activities we did take part in were memorable and contributed to building engagement, relationships and wellbeing. World Day in term four enabled students from all over the world to showcase their culture. Online meetings with our sister school in Japan were organised for students studying Japanese to gain greater appreciation of the Japanese culture and mix with Japanese students without going to Japan. A group of Year 9 students took part in Optiminds, placing third in the state competition. We had a socially distanced Zero to Hero day and Bully Buster presentations. Whole school and whole year group presentations were limited. The Year 9 students enjoyed camp early in term one where group activities challenged and tested their resilience, ability to work together and problem solve.

Student Leadership is a crucial part of all schools. In 2020 we reviewed the role of our student leaders and how to enhance leadership opportunities and student voice across the College. Student Services staff worked with students to revamp the makeup and role of our Student Leadership Team ready for 2021.

The planning of the Business Plan 2021-2023 involved a group of Year 7 and 8 students workshopping what they wanted for their college for the future. Their work was included as part of the new Business Plan and their role in shaping and forming the plan ensured our strategic direction is about students.

A connected community with Greenwood College as an integral part is essential for our success as a school and the success of our community. In 2020 we endeavoured to work closely to engage our community in the College, this is work we continue to do so that all students achieve success.





Dux: -Tin Chi Pang

Subject Exhibition - Tin Chi Pang

9 Certificates of Merit

Madeleine Ella Curtis
Emily Claire Harris
Jessica Lyn Piggott
Karma Seldon
Rachel Keziah Tausem

Declan Roy Gray
Tin Chi Pang
Jasmine Pugh
Kailyn Monet Smith

STUDENT PERFORMANCE IMPROVEMENT TARGETS

WACE

MEASURE	TARGET	OUTCOME
WACE Achievement Rate 88%	Achieve a WACE achievement rate of 80% and aspire to reach a WACE achievement rate of 90%.	Achieved
WACE Attainment Standard 99%	Aim for 100% of students to meet the attainment standard.	Achieved
ATAR Participation Rate 66%	Maintain an ATAR participation rate greater than 60% for students that achieve Band 8 or above in Year 9 NAPLAN, participating in an ATAR pathway.	Achieved
ATAR Performance Overall Greenwood 75.75 Public Schools 78.25	Equal or exceed the median ATAR of WA Public Schools.	Working Towards
ATAR performance - course specific 17%	Maintain the percentage of ATAR students with one or more final scaled scores of 75%+ to consistently above 15%	Achieved
ATAR average final scaled score 4/14 Achieved 3/14 Progressing 7/14 Not Achieved	Aspire to have the average final scaled score in each ATAR course equal or exceed the state mean.	Working Towards

GENERAL COURSES YEAR 12

General and Foundation Course Achievement 10/18 Achieved	The grade point average achieved for each Year 12 Foundation and General course will be equal to or exceed Year 11 (for the stable cohort of students)	Working Towards
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VOCATIONAL EDUCATION AND TRAINING ACHIEVEMENT

VET completion rate 100%	Aspire to have a 95% completion rate for each VET certificate qualification	Achieved
Breadth and Depth	Maintain the breadth and depth of VET certificate qualification offerings	Achieved

STUDENT PERFORMANCE IMPROVEMENT TARGETS

POST YEAR 12 DESTINATION

MEASURE	TARGET	OUTCOME
University entrance	A minimum of 95% of year 12 students seeking entrance to university are successful	Not available at this time
Destination	A minimum of 95% of each cohort of year 12 students are engaged in further training, education or employment	Not available at this time

OLNA

Achievement category 1 to 3	Increase the percentage of students in each successive cohort shifting from Category 1 to 2 and category 2 to 3 in each OLNA test area from semester one Year 10 to semester two Year 12	Working Towards
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Due to COVID, NAPLAN and Attendance was not assessed.

Year 7 to 10 Achievement



Greater than 55% of Intensive English Centre graduates achieve Level 4 in Writing on the EAL/D Progress Map.

62.5% of students achieved Level 4 or higher in Writing on the EAL/D Progress Map at the end of 2020.

The measurement of student achievement in 2020 was effected by the pandemic. Grades were not awarded in Semester One due to the disparity in face to face teaching in Semester One. Grades were awarded at the end of Semester Two.

Increase the percentage of students within each cohort meeting, or exceeding the achievement standard for:

- Year 7-10: Mathematics, English, Science and Humanities and Social Sciences.
- Year 7-10: in Volleyball, Health and Physical Education, Aviation, Dance and Music.
- Year 9-10: in Languages, Technologies, Drama, Visual Arts and Media.



Overall each of these targets have been met in differing degrees by each cohort and differing Learning Areas. Results demonstrate Year 7 and Year 9 students have generally met the three targets in each Learning Area but further work is needed in regard to Year 10 and Year 8 to raise achievement levels. In 2020 our focus moved to what is actually happening in each classroom and for each student in those classrooms. The strategies started in 2020 are to be continued in 2021 and beyond are well researched and demonstrated results in research and other schools have the largest impact on student achievement. Improving achievement levels for all students across the whole College is our priority. Our strategic plans, resourcing and professional learning focuses on this and every teacher has made this commitment.

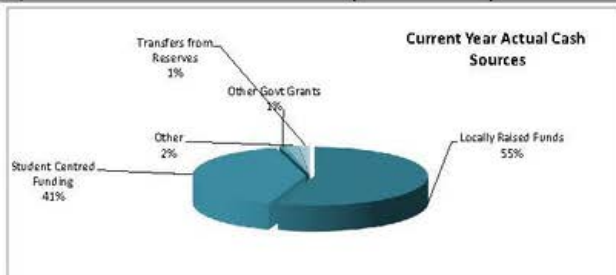
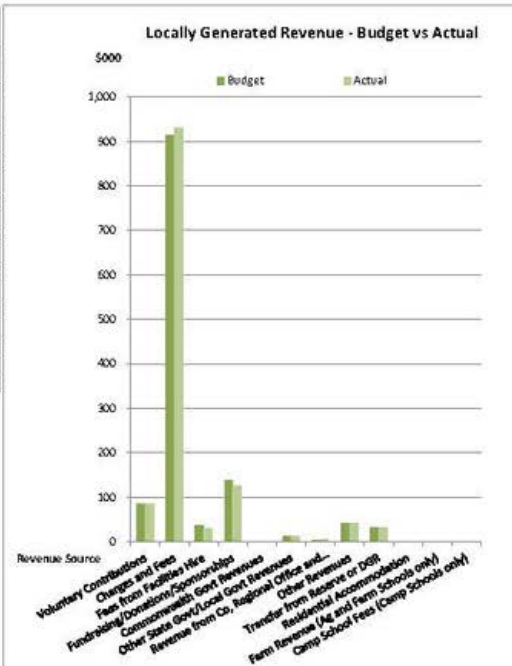


FINANCIAL SUMMARY

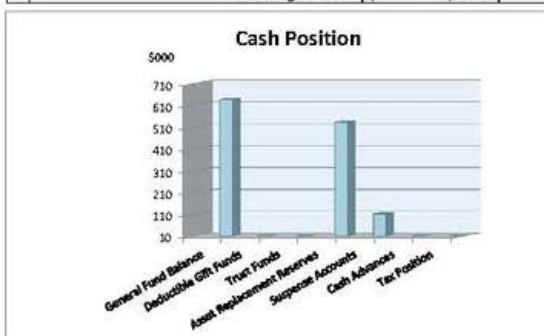
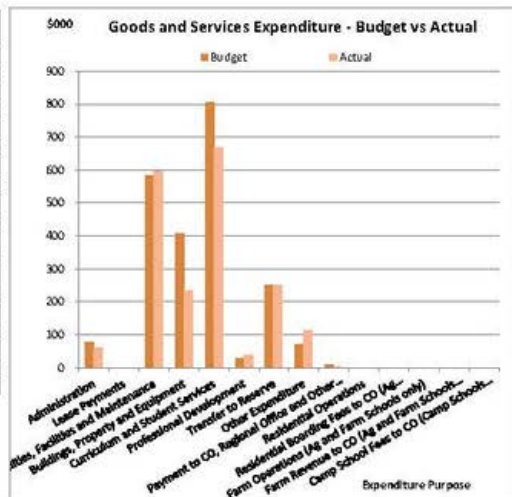


Greenwood College Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 84,557.00	\$ 85,985.51
2	Charges and Fees	\$ 914,859.38	\$ 931,482.59
3	Fees from Facilities Hire	\$ 35,300.00	\$ 28,754.81
4	Fundraising/Donations/Sponsorships	\$ 138,972.00	\$ 124,654.04
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Gov/Local Govt Revenues	\$ 13,569.25	\$ 12,618.18
7	Revenue from Co, Regional Office and Other Schools	\$ 2,511.00	\$ 4,255.46
8	Other Revenues	\$ 41,439.85	\$ 41,193.31
9	Transfer from Reserve or DGR	\$ 31,488.12	\$ 31,488.94
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,262,696.60	\$ 1,260,432.44
	Opening Balance	\$ 478,169.95	\$ 478,169.95
	Student Centred Funding	\$ 835,741.73	\$ 859,580.73
	Total Cash Funds Available	\$ 2,576,608.28	\$ 2,598,183.12
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 2,576,608.28	\$ 2,598,183.12



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 78,060.00	\$ 60,404.22
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 583,308.50	\$ 595,704.65
4	Buildings, Property and Equipment	\$ 405,884.68	\$ 235,251.39
5	Curriculum and Student Services	\$ 806,535.37	\$ 668,891.61
6	Professional Development	\$ 28,000.00	\$ 37,165.75
7	Transfer to Reserve	\$ 250,904.00	\$ 250,904.00
8	Other Expenditure	\$ 69,526.30	\$ 113,180.64
9	Payment to CO, Regional Office and Other Schools	\$ 9,691.00	\$ 1,210.00
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	\$ 2,231,909.85	\$ 1,962,712.26
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,231,909.85	\$ 1,962,712.26
	Cash Budget Variance	\$ 344,698.43	



Cash Position as at:	
Bank Balance	\$ 1,264,815.95
Made up of:	\$ -
1 General Fund Balance	\$ 635,470.86
2 Deductible Gift Funds	\$ 2,274.11
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 532,837.33
5 Suspense Accounts	\$ 112,432.65
6 Cash Advances	\$ (1,600.00)
7 Tax Position	\$ (16,599.00)
Total Bank Balance	\$ 1,264,815.95

