



Principal Selection and Placement

Greenwood Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

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Principal Selection and Placement

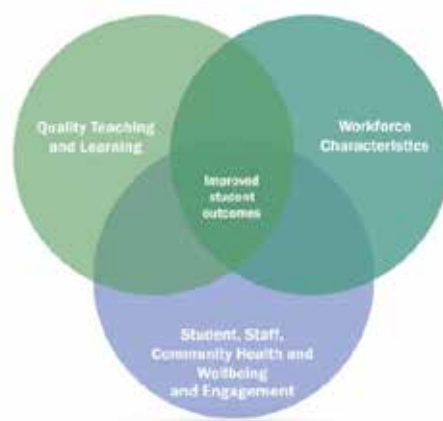
Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes



School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Department of
Education

Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

Schools Online - School Report

Contact Information

Code 5818
Name Greenwood Primary School
Physical Address 12 Merivale Way
Greenwood
6024
Postal Address (Same as above)
Phone 08 9352 2750
Fax

School Management

Principal

Maureen Perry

Vice / Deputy Principal

Sandra Dias

Manager Corporate Services

Jai Shadbolt



Region Management

Director of Education

Jo Harris
North Metropolitan Education Regional Office

Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Greenwood Primary School, (previously Allenswood and East Greenwood Primary Schools) is located in the northern suburbs of Perth.

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 school's 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.

Discover more about what Greenwood Primary School can offer your child:

W: greenwoodps.wa.edu.au

Student Numbers (as at 2022 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	42	51	44	36	51	50	42	335
Part Time	31								

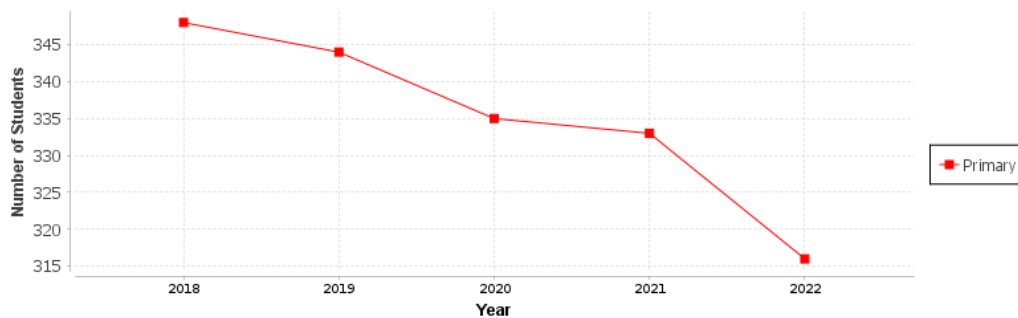
Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Sex

	Kin	PPR	Pri	Sec	Total
Male	12	24	143		179
Female	19	18	131		168
Total	31	42	274		347

Student Number Trends (based on 2022 Semester 2 Census Data)



2022 Semester 2

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	348	344	335	333	316
Upper Secondary	0	0	0	0	0
Total	348	344	335	333	316

Note:

The graph and table include only full-time students

Staff Numbers

No	FTE	AB'L
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Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Other Teaching Staff	23	18.2	0
Total Teaching Staff	23	18.2	0

Clerical / Administrative	2	1.7	0
Gardening / Maintenance	2	0.8	0
Instructional	1	0.3	1
Other Allied Professionals	14	8.8	0
Total Allied Professionals	19	11.6	1

Total	44	31.8	1
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Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

NAPLAN Numeracy									
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	84%	73%		77%	83%		80%	74%	
At NMS	11%	20%		17%	12%		13%	17%	
Below NMS	5%	6%		6%	5%		7%	9%	

NAPLAN Reading									
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	89%	78%		83%	91%		85%	76%	
At NMS	9%	22%		15%	9%		13%	13%	
Below NMS	2%	0%		2%	0%		2%	11%	

NAPLAN Writing									
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	93%	66%		91%	84%		96%	74%	
At NMS	4%	19%		4%	14%		0%	15%	
Below NMS	4%	15%		4%	2%		4%	11%	

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	\$2,697,323.00
Student and School Characteristics	\$582,201.52
Disability Adjustments	\$0.00
Targeted Initiatives	\$60,678.50
Operational Response Allocation	\$21,034.88
Regional Allocation	\$0.00
Total 2022	\$3,361,237.90
Transition Adjustment	\$0.00
Total After Transition Adjustment	\$3,361,237.90

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	31	0	\$154,752.00
Pre-primary	41	0	\$355,593.00
Year 1	49	0	\$424,977.00
Year 2	45	0	\$390,285.00
Year 3	37	0	\$320,901.00
Year 4	51	0	\$369,597.00
Year 5	51	0	\$369,597.00
Year 6	43	0	\$311,621.00
Total	348	0	\$2,697,323.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	18	\$35,457.62
Disability	37	\$147,681.38
English as an Additional Language or Dialect	9	\$21,960.00
Social Disadvantage	92	\$78,685.54
Sub Total		\$283,784.54
School Characteristics		
Enrolment-Linked Base		\$298,416.98
Locality		\$0.00
Sub Total		\$298,416.98
Total		\$582,201.52

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,220.51
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,519.99
Targeted Initiative: Preschool Reform Agreement	\$30,938.00
Total	\$60,678.50

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$11,126.72
Operational Response: Dental Therapy Clinics	\$5,642.00
Operational Response: Key Language Leaders Initiative	\$1,738.66
Operational Response: Minor Works	\$2,527.50
Total	\$21,034.88



Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

Greenwood Primary School

Five Year Profile: 2019 – 2023

Extracted as at **PAYDAY: 05/01/2023**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Greenwood Primary School Profile 2019 – 2023

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Greenwood Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

Other: library officers, network support officers, technical officers, school psychologists

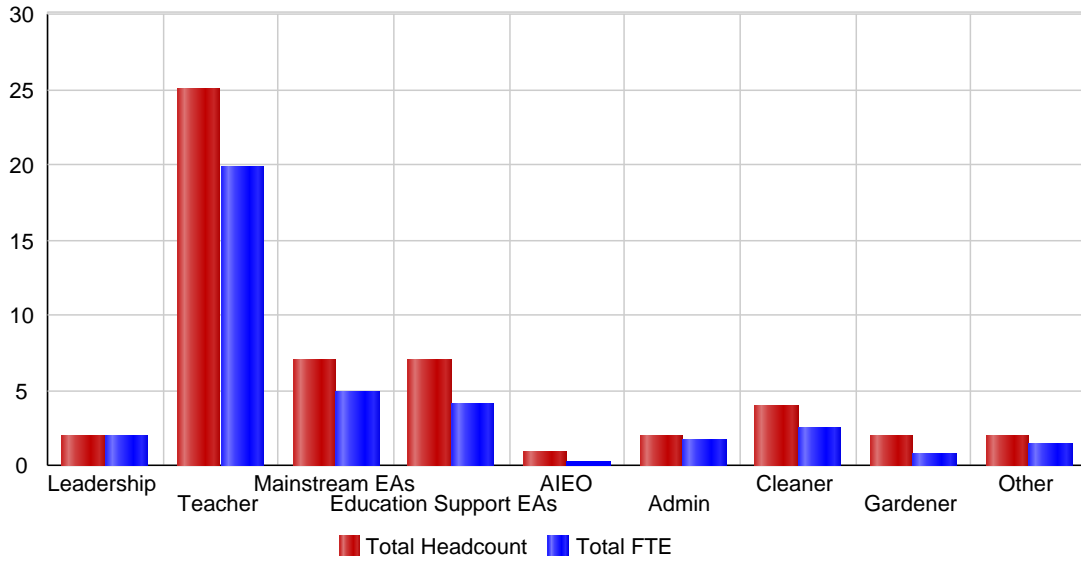
and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	24	19.2	1	0.6	25	19.8
Mainstream EAs	7	4.9	0	0.0	7	4.9
Education Support EAs	7	4.2	0	0.0	7	4.2
AIEO	1	0.3	0	0.0	1	0.3
Admin	2	1.7	0	0.0	2	1.7
Cleaner	4	2.6	0	0.0	4	2.6
Gardener	2	0.8	0	0.0	2	0.8
Other	2	1.5	0	0.0	2	1.5
Total	51	37.2	1	0.6	52	37.8

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups



2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2019-2023).

Table 2 Total employment FTE and headcount 2019-2023

Year	Headcount	FTE
2019	49	36.2
2020	49	35.8
2021	54	35.2
2022	53	38.2
2023	51	37.8

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2019-2023

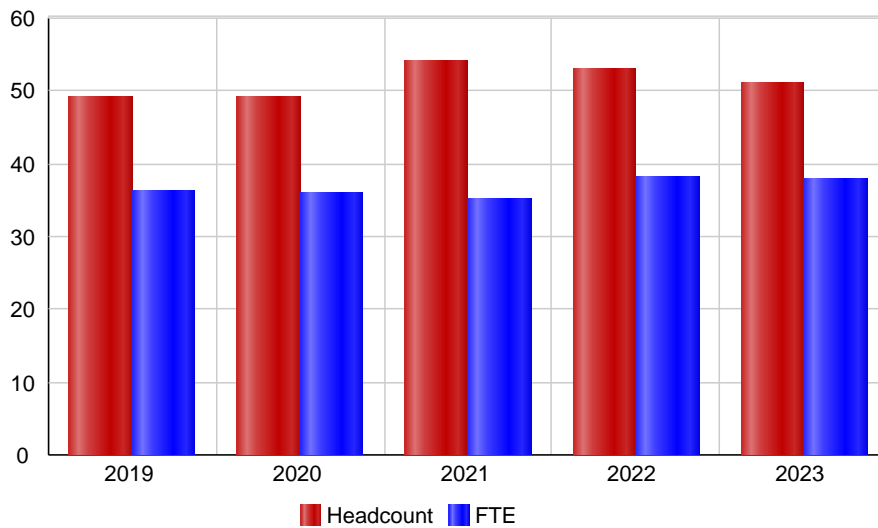


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	2	100%	0%
Teacher	25	52%	48%
Mainstream EAs	7	29%	71%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	7	0%	100%
AIEO	1	0%	100%
Admin	2	50%	50%
Cleaner	4	20%	80%
Gardener	2	0%	100%
Other	2	50%	50%
Total	52		

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

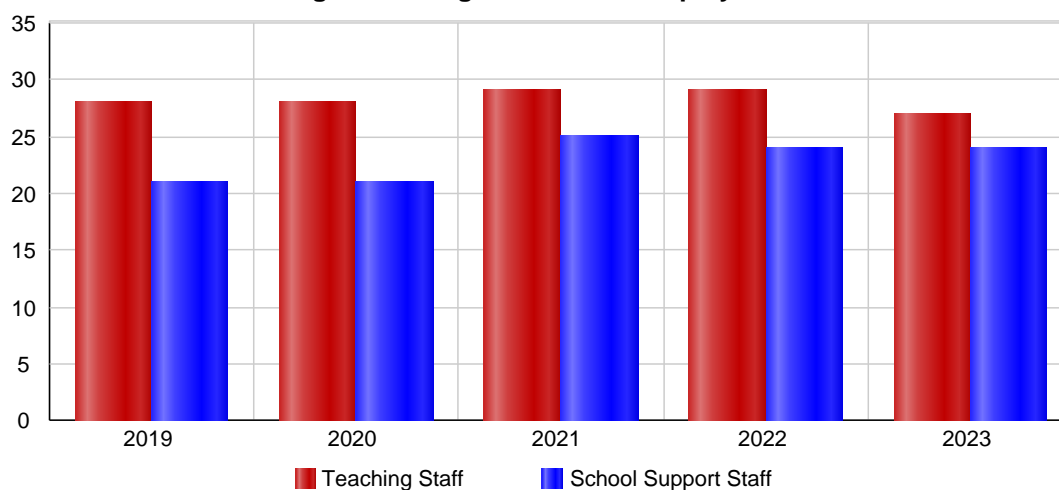


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2019.

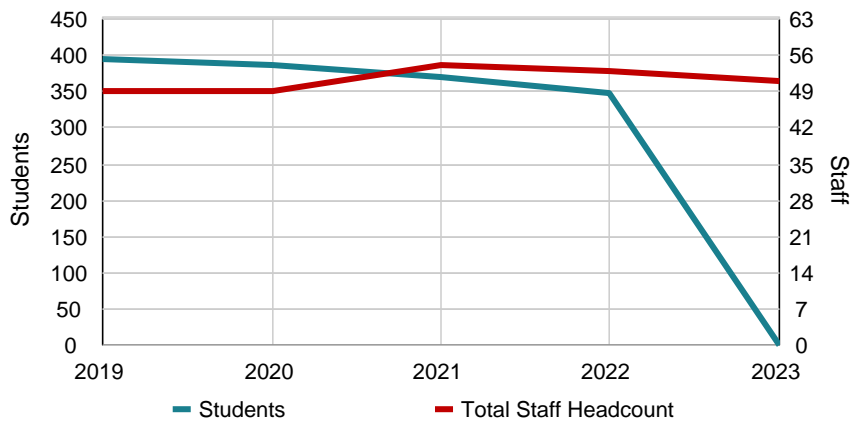
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	49	28	21	395
2020	49	28	21	387
2021	54	29	25	369
2022	53	29	24	348
2023	51	27	24	

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend



3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Greenwood Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2019	5	44	3	25	2	19
2020	6	43	3	25	3	18
2021	7	47	4	25	3	22
2022	5	48	2	27	3	21
2023	7	44	3	24	4	20
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	4.0	32.2	2.2	19.6	1.8	12.6
2020	4.2	31.6	2.4	20.1	1.8	11.5
2021	4.0	31.3	2.4	17.9	1.6	13.4
2022	3.2	35.0	2.0	20.7	1.2	14.3
2023	5.2	32.6	3.0	18.8	2.2	13.8

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2019 and currently in 2023.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2019	1
2020	1
2021	1
2022	1
2023	1

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2019 and currently in 2023.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2019	1
2020	1
2021	1
2022	1
2023	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2019 with the current 2023 data.

Table 7 Comparison of age profile data

	2019			2023		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	0	0	0	2	1	1
25 to 34	7	6	1	6	5	1
35 to 44	9	5	4	14	8	6
45 to 54	10	7	3	12	6	6
55 to 59	8	1	7	4	3	1
60 to 64	11	8	3	5	1	4
65 to 69	2	1	1	6	3	3
70 and over	2	0	2	2	0	2

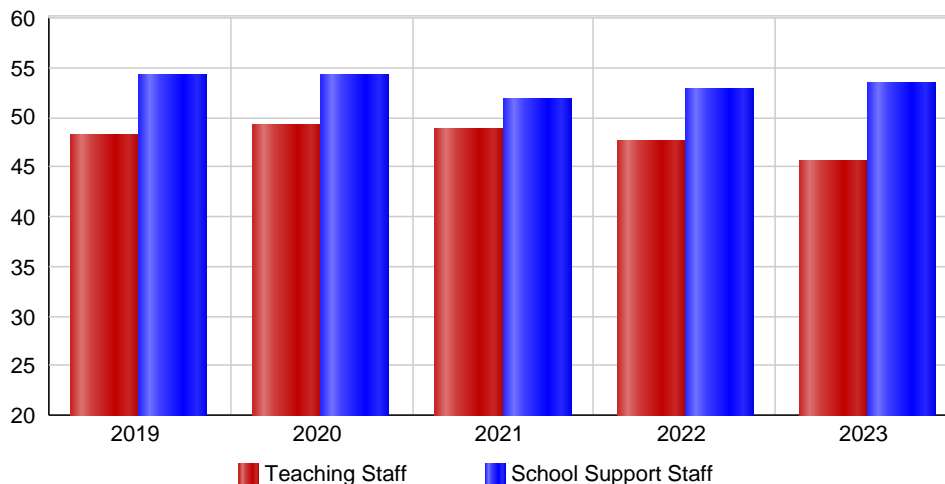
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2019 to 2023

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2019	51	48.1	54.3	61.2	49.6
2020	51.4	49.1	54.2	56.3	50.7
2021	50.1	48.7	51.7	49.5	50.2
2022	50	47.6	52.7	49.9	50
2023	49.4	45.6	53.4	49.4	49.4

Figure 5 Average age of teaching and school support staff members 2019 to 2023



6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2019 to 2023

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	2	1.6	2	1.7	0	0.0
2020	1	0.3	2	1.6	0	0.0
2021	1	0.4	4	2.4	0	0.0
2022	1	0.3	3	2.2	0	0.0
2023	1	0.3	3	2.2	0	0.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Greenwood Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2019	243.5	70	10	14.1
2020	387	70	0	20.4
2021	152	80	0	10.1
2022	116.5	86.5	0	9.5

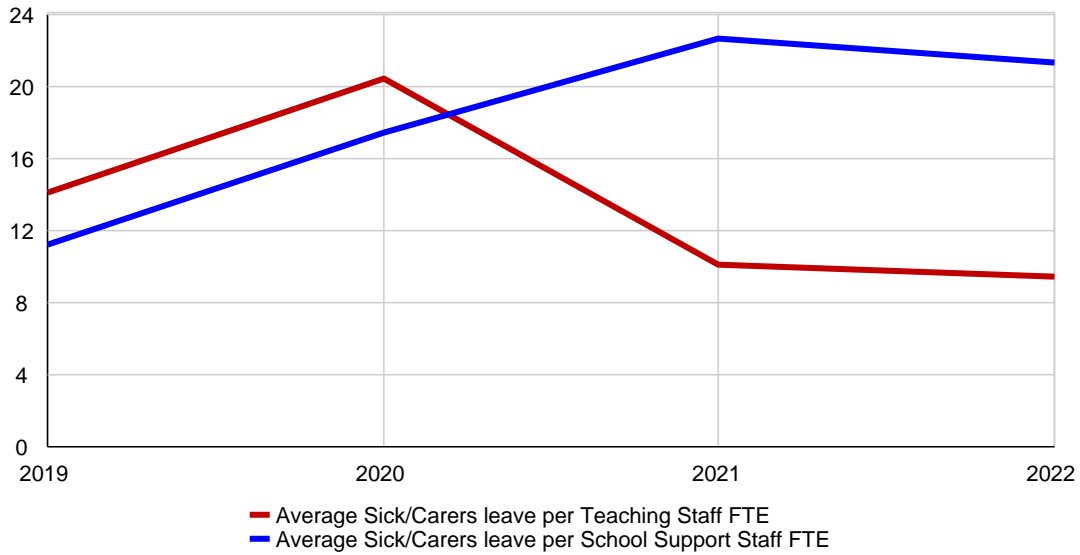
7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2019	111.4	39.6	0.7	11.2
2020	170.4	54.3	36.5	17.4
2021	82.8	50.1	219.1	22.7
2022	85.3	62	175.5	21.3

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2019 and 2023.

Figure 6 Sick and Personal Carers leave trends 2019 to 2023



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2019	1	0	1	36.6	2.0%
2020	1	1	0	47.9	1.9%
2021	0	0	0		0.0%
2022	0	0	0		0.0%
Total	2	1	1		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

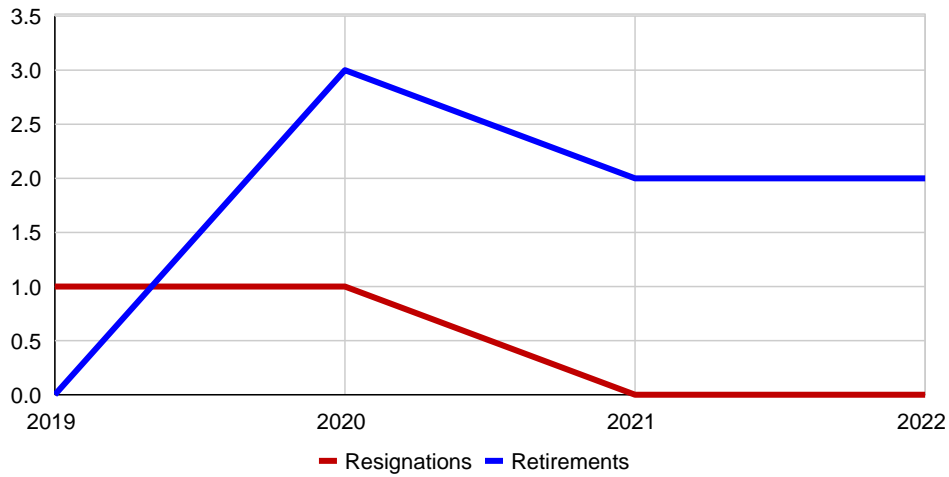
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2019	0	0	0		0.0%
2020	3	1	2	67.8	5.6%
2021	2	1	1	66.4	3.8%
2022	2	0	2	63.2	3.9%
Total	7	2	5		

Figure 7 Comparison resignation and retirement numbers



8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	0	0.0	2	2.0	0	0.0
Teacher	3	3.0	1	0.7	1	1.0	0	0.0
Mainstream EAs	1	0.2	1	1.0	0	0.0	0	0.0
Education Support EAs	1	0.6	2	1.2	0	0.0	0	0.0
Admin	0	0.0	1	0.7	0	0.0	0	0.0
Cleaner	0	0.0	0	0.0	1	0.8	2	0.9
Other	0	0.0	0	0.0	2	1.5	0	0.0
Total	5	3.8	5	3.6	6	5.3	2	0.9

Figure 8 Potential retirements as per age group

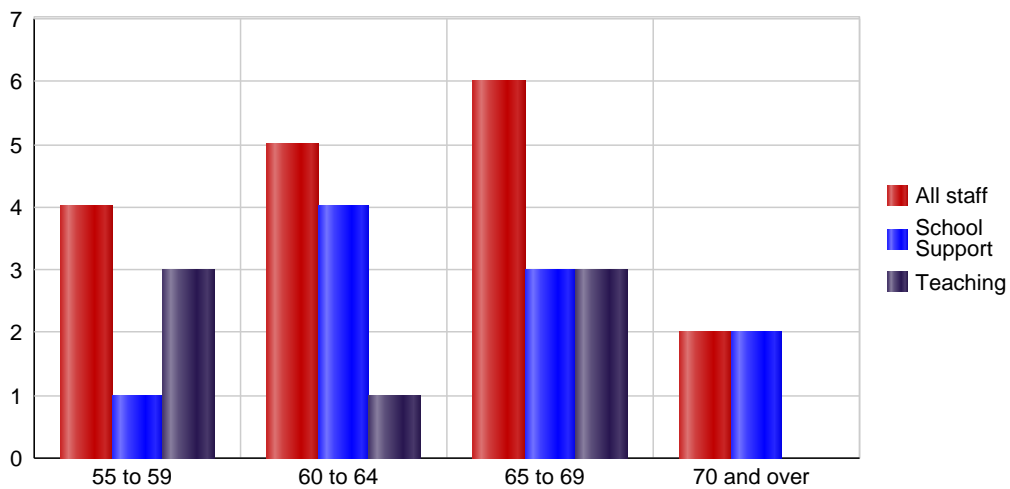


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	26	2	93%	7%
2020	26	2	93%	7%
2021	24	5	83%	17%
2022	26	3	90%	10%
2023	24	3	89%	11%

Figure 9 Employment Class (Teachers)

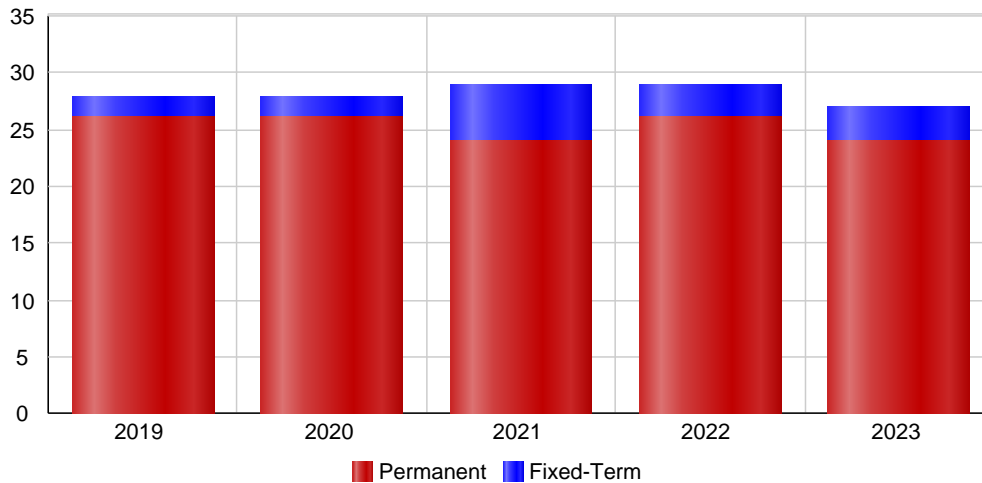
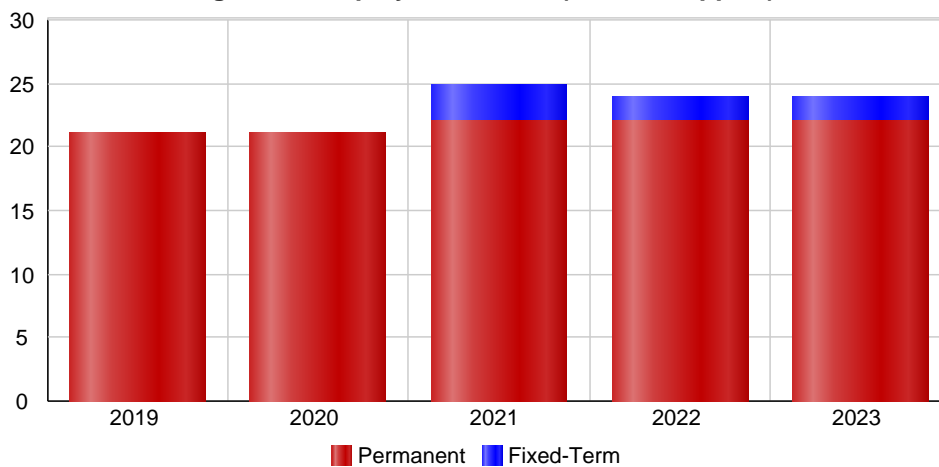


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	21	0	100%	0%
2020	21	0	100%	0%
2021	22	3	88%	12%
2022	22	2	92%	8%
2023	22	2	92%	8%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

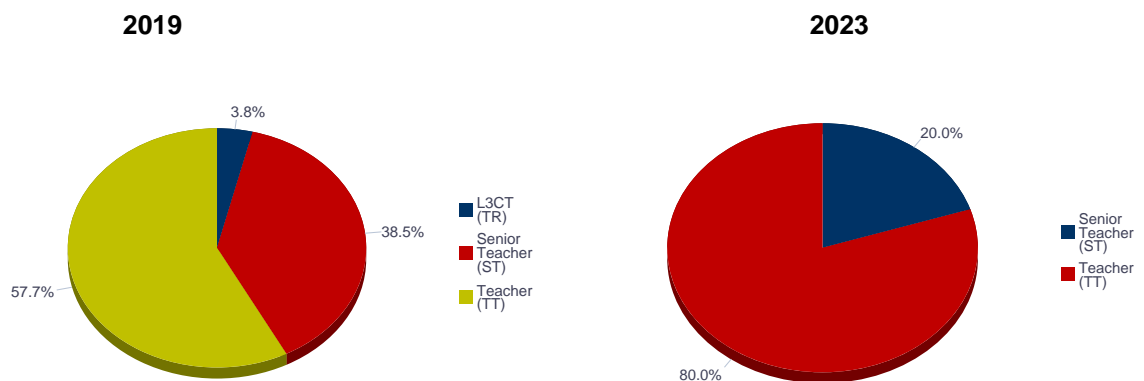
Table 16 provides the pay grade of teachers at Greenwood Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	1	1.0	10	8.9	15	9.9
2020	1	1.0	10	8.7	15	10.8
2021	0	0.0	9	7.7	18	10.6
2022	0	0.0	8	6.7	19	14.0
2023	0	0.0	5	4.7	20	15.1

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2019 and 2023



10.1 Accrued Leave as at **05/01/2023**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	16	10	26

Table 18 Long Service Leave - Staff with next accrual in 2023 or 2024

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2023	1	2	3
Next Accrual in 2024	3	3	6

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	4	4

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0



Student, Staff and Community Health, Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
 - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
 - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
 - Search by location to find summary data about early childhood development outcomes in the area

Principal Survey report: Greenwood Primary School

Whole school approaches/programs
 The top five of the school's key programs or approaches

Springboards into Comprehension Year 2-6
 Multi Lit, (Pre Lit/ Initial Lit) K- Yr 1
 New SCSA focused whole school Maths planning and delivery structure including mandated Daily Reviews
 Whole school lesson structure based on Visible Learning Principles for Mathematics with future extension into other curriculum areas
 Specialist areas - Physical Education, Music, Science - Yrs 4-6, Digital Technology, Bahasa Indonesian (ELLA K-1, WACL Yrs 2-6)

Targeted programs
 School-based programs that target specific groups of students

Letters and Sounds Wave 2 Intervention - focus Year 1 and 2
 School based Mathematics Wave 2 intervention (Numbers and Fun) - focus Years 3-5 2022 (to be reviewed upon final funding) high achiever before school and classroom support program - 8 week blocks in phases of learning
 Rock and Water - for students considered at risk in Years 4,5. Note: this has been targeted for boys.

Professional learning
 Most recent whole-school professional learning activities

Daily Reviews - structure, storage and implementation
 SCSA - new curriculum documents. Staff engagement with Mathematics as a focus
 Brightpath - data analysis and subsequent planning structures
 Aboriginal Cultural Awareness (this informed school based Cultural Standards Framework Strategic Plan)
 Visible Learning lesson plan structures

Student welfare	Yes	No	Details/Provider
After school care provision	1		Zig Zags OSHC
Pre-kindergarten program or partnership		1	



Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1		1			
School breakfast club		1	N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen			1	1	1
School breakfast club					1

Parent education

Triple P Program for incoming Kindergarten parents (2022 and 2023 cohorts). Significant COVID impact on these programs; previous programs in Kindergarten Triple P, Triple P for all parents of all aged students, Mathematics information for Parents, Cyber Safety.

School council/board Membership	Number of members
Principal	1
Staff	4
Parent representatives	4
Community representatives	2
Other	2

Voluntary contributions In 2022	% received
Family Rate: \$60.00 for one child, \$90.00 for two children, \$110.00 for three children and \$120.00 for four children.	72%

Capital works projects	
Are there any capital works projects in progress?	No
Are there any capital works projects pending in the next 18 months?	No
Have any capital works applications been submitted and awaiting a decision?	No

Community based committees, excluding the Council/Board that this school operates
P&C Fathering Group (Previously Nature Play Committee/Group)

Deed of Licence Agreements
OSHC - Zigzags Before and after school care. Vacation Care. Expiry Date 6 October 2023

Sponsorship arrangements
Nil

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

Commendations

Four things that the school is doing well

1. The use of the Student Achievement Information System - Dashboard is supporting the development of staff data literacy and the analysis of grade allocation, NAPLAN, Behaviour and Effort data.
2. Opportunities to work collaboratively, with a focus on moderation and the development of teaching and learning programs, are valued. Shared practices are enhanced in some classes through an 'open classrooms' approach.
3. Allied professionals are highly valued and undertake a key role in supporting data-informed interventions and programs for identified students.
4. Aligned to school priorities and programs, professional learning opportunities are provided to staff.

Recommendations:

Four areas that would benefit from further improvement

1. Embed structures that enable the Student Services Team and classroom teachers to review plans and achievement targets for identified students.
2. Explore opportunities to increase the parent National School Opinion Survey return rate to ascertain current levels of satisfaction and identify areas for growth and improvement.
3. Identify and implement appropriate structures to support staff induction and Kindergarten introduction and secondary school transition processes.
4. Build in regular monitoring of the impact of the current Business Plan.