

1. General Information

Greenwith Primary School opened in 1994 with an enrolment of 67 students in a newly developed subdivision which was part of the Golden Grove Development. Over the past 20 years the school has grown considerably and caters for students within Greenwith and surrounding communities. The school has developed a strong reputation in the area as an educational institution focused on quality teaching and learning. To manage enrolment pressure a zone was approved and has been in place for many years. Some out of zone enrolments are accepted if vacancies are available.

The school is co-located with Our Lady of Hope Catholic School which currently has an enrolment of 310 students. Although a number of schools in South Australia are co-located our arrangement is quite unique, as the two schools share a number of facilities including the Administration building; Teachers' Preparation area; Staffroom; Kitchen; Canteen; Resource Centre; Community Centre (hall); tennis courts and an oval. Both schools share the playground areas at recess and lunch times. The two schools constitute the 'Greenwith Campus'.

Greenwith Kindergarten is located adjacent to the school. The kindergarten is also a highly regarded educational facility and the links between the school and the kindergarten are valued. Students from the kindergarten visit the school on a regular basis and the transition from kindergarten to school is structured and comprehensive. The school has also built a strong relationship with Golden Grove High School, where the majority of Year 7 students continue their education.

Part A – School Details and Enrolment Data

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|---------------------------|--|
| School Name: | GREENWITH PRIMARY SCHOOL |
| School Number: | 1858 |
| Location Address: | 1500 Golden Grove Rd, Greenwith 5125 |
| Postal Address: | As above |
| Partnership: | The Golden Way |
| Distance from GPO: | 23 kilometres |
| Phone Number: | (08) 8289 8100 |
| Fax Number: | (08) 8289 7555 |
| Email Address: | dl.1858_info@schools.sa.edu.au |
| Web Address: | www.greenwith.sa.edu.au |

| FTE Enrolment | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---------------|------------|------------|------------|------------|------------|------------|------------|
| Reception | 55 | 66 | 67 | 60 | 77 | 76 | 85 |
| Year 1 | 62 | 82 | 81 | 83 | 80 | 80 | 85 |
| Year 2 | 78 | 63 | 83 | 87 | 85 | 78 | 87 |
| Year 3 | 83 | 82 | 65 | 84 | 88 | 92 | 83 |
| Year 4 | 84 | 77 | 83 | 73 | 87 | 92 | 95 |
| Year 5 | 94 | 87 | 77 | 90 | 78 | 89 | 99 |
| Year 6 | 86 | 92 | 76 | 71 | 88 | 84 | 80 |
| Year 7 | 91 | 83 | 92 | 79 | 67 | 81 | 86 |
| Totals | 633 | 632 | 624 | 627 | 650 | 672 | 700 |

Enrolment trends

Enrolment numbers remain steady. Housing development in the area has slowed over the last few years.

Part B – Demographic Data

School Data

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| ★ Total FTE (Full Time Equivalent) Enrolment: | 700 |
| ★ Students eligible for School Card: | 16% |
| ★ NESB Students (Non English Speaking Background) | 10% |
| ★ Aboriginal Students | 1.7% |
| ★ Students with an NEP (Negotiated Education Plan) | 7% |



Leadership Positions

| | | |
|-----------------------------|-----------------|-------------------------------------|
| ★ Principal: | Tanja Antoun | (Appointed 2016) |
| ★ Assistant Principal: | Robyn McLachlan | (Appointed 2009 – Reappointed 2012) |
| ★ Assistant Principal: | Jacqui Bowen | (Appointed 2010 – funded yearly) |
| ★ Assistant Principal: | Sara Slater | (Appointed 2016 for 2 terms) |
| ★ Business Manager (SSO 3): | Debbie Foster | (Appointed 2008) |

2016 School Structure

- ★ 25 classes at the beginning of the year (the school incorporates as many straight year levels as possible) (In 2016 we have 20 straight classes and 5 composite)
- ★ Specialist Teachers provide NIT in Japanese, Art, Health and Physical Education and Science
- ★ Student Services Officers work with all Students with an NEP (Negotiated Education Plan)
- ★ Funding has been provided for:
 - An **Aboriginal Education Teacher (AET)** is for 1 day a week
 - An **English as an Additional Language or Dialect (EALD) Teacher** for 1 day a week
 - A **Reading Support Teacher** for 1 day a week

SSO Support Staff

| | |
|----------------------------|---|
| ★ Business Manager: | SSO3 and line manager for all SSOs in the school |
| ★ Administration Officers: | Administration, finance administration and IT support |
| ★ Student Services: | First aid, health care plans, student enrolment, transfers |
| ★ Classroom Support: | 1 hour a week per class as part of the Better Schools funding |
| ★ Resource Centre: | Shared between two schools |
| ★ IT Technicians: | Work across both schools on the campus |
| ★ Grounds Staff: | Across the week – full day on Wednesday |

Other Support Staff

| | |
|--|---|
| ★ Canteen Manager: | Employed by the Governing Council |
| ★ Pastoral Care Worker (PCW): | Supports classes and students |
| ★ Defence Support Transition Aid (DSTA): | A federally funded position to support the significant number of defence families on Campus |
| ★ Aboriginal Community Education Officer (ACEO): | Supports Aboriginal students and their families |

2. Students (and their welfare)

Positive Student Behaviour

Greenwith Primary is active in promoting positive student behaviours. All classes promote our school **CORE** values (**Collaboration**, **Organisation**, **Respect** and **Excellence**). At the beginning of each school year, there is a school wide focus on our values and work related expectations. Classes work within a framework to negotiate logical consequences for inappropriate behaviour. Teachers are expected to use restorative processes in working with all students.

Inappropriate behaviour in the yard results in logical consequences that may include either a Sit Out or attendance in Rethink. A Rethink involves working through the issue with a teacher during the following lunch break. The duty teachers works through the issue with the student/s involved, helping them to 'rethink' the choices made and to examine more productive alternatives.

The data trends over the last few years show a slight decrease in the number of students requiring intervention to support behaviour in both the classroom and the yard. This is due to a number of factors including: a more coordinated whole school approach; explicit high expectations; training in restorative practices; improved support procedures and documentation and consistent application of consequences.

Learning and Student Support

All students identified with a learning disability who qualify for an NEP (Negotiated Education Plan) receive support from a Student Service Officer in either a one on one or small group environment. The school has also implemented a range of programs to also support students who:

- ★ are below school and/or region benchmarks but don't qualify for an NEP - an ILP (Individual Learning Plan) is developed for each student
- ★ have been identified as having high intellectual potential and/or specific gifts and talents
- ★ require support with social skills and/or classroom or yard behaviour

These groups are facilitated by specialist teachers and specifically trained SSOs using evidence based programs in both year level specific and multi year level groups.

3. Key School Policies

Statement of Purpose

'The sky's the limit' is the motto for Greenwith Primary School and signifies the school's desire to be the best it can be with a strong focus on continual improvement. Staff are encouraged to reflect on current practice and provide a supportive learning environment.

All members of the school community actively support the school's **CORE** values:

- ★ **Collaboration**
- ★ **Organisation**
- ★ **Respect**
- ★ **Excellence**

Site Improvement Plan – 2016 Strategic Priorities

The school's Site Improvement Plan is described in a detailed document with key strategies; desired outcomes and specific SMARTA targets. In 2016, staff are working on improvement in student learning outcomes with a **Quality Teaching** focus on:

- ★ English – Writing
- ★ Mathematics – Number
- ★ Teaching and Learning

Whole School Expectations

After a number of years of development, we now have in place at Greenwith a comprehensive set of whole school assessment procedures and protocols that were developed through collaboration and trialling. These procedures and protocols are reviewed and updated regularly. The data obtained through these processes performed at regular intervals throughout the year is used to drive our decision making at a whole school; subschool; year level and individual classroom level.

Teachers all work as a member of a subschool and year level or specialist team. Many teams have developed over the last few years into high functioning professional learning communities. These subschools and teams are focussed on meeting the needs of their students where high expectations are evident and a commitment to making a difference for all students is required.

After a number of years in development, we adopted a whole school and year level specific literacy and numeracy agreement with documented expectations. Additional aspects and components are being added each year.

4. Curriculum

Quality Teaching

At Greenwith we are committed to making a difference for each and every student. This is achieved by expecting quality teaching to facilitate quality learning. Staff constantly engage in examining what constitutes quality teaching and the related understandings, skills, actions and pedagogical practices.

The use of the Teaching for Effective Learning Framework (TfEL) with resource tools has guided ongoing dialogue in one to one meetings, year level groupings, PLCs, subschools and across the school. Leaders and staff reflect on practice, participate in observations and share strategies conducive to providing a quality education.

Professional Learning Communities and Subschoools

To strengthen the teaching and learning programs, Greenwith has adopted a more formalised teaming structure, built on the concept of professional learning communities (PLC). Every staff member is a part of a PLC and 2 or more PLCs constitute a Subschool. Each PLC has a line manager and are required to meet weekly PLC meetings and scheduled Subschool meetings. In 2016 the structure is:

- ★ **Year F/1 Subschool:** All Foundation and Year 1 class teachers (including a Year R/1 class)
- ★ **Year 2/3 Subschool:** All Year 2 and 3 class teachers (including two Year 1/2 classes)
- ★ **Year 4/5 Subschool:** All Year 4 and 5 class teachers
- ★ **Year 6/7 Subschool:** All Year 6 and 7 class teachers
- ★ **Specialist Subschool:** All specialist teachers: Japanese, Physical Education; Art; EALD; AET and Resource Centre
- ★ **Support Staff:** All SSOs, DSTA, ACEO and PCW

Learning Technologies

Greenwith has well developed and reliable ICT infrastructure designed to support teaching and learning programs. Every teacher is provided with a notebook computer and all classrooms have an interactive whiteboard installed. The school has a Computer Suite of 32 computers for classes to book into weekly. All classes also have 5 additional computers in their classroom for student use. By 2016 these will all be notebooks.

Inquiry Based Learning

All classes have the opportunity to work with Resource Centre teaching staff for a 4 or 5 week block of time on 'Inquiry Based Learning'. It is expected that this model is also incorporated into classroom practice.

Reporting Procedures

Parent / Student / Teacher Progress Conferences are held twice per year in Terms 1 and 3 and written reports are sent home in Terms 2 and 4. Both the conferences and the reports provide parents and carers with detailed and explicit information and feedback on student effort, achievement and challenges. Guidelines are in place across the school outlining the structure and focus of each form of reporting. As part of our commitment to continual improvement, a random group of parents is surveyed each year from every class seeking feedback about the relevance and effectiveness of both the progress conferences and the written reports. This feedback is then reviewed for future learning.

5. Sporting Activities

Physical Activity

Over the last five years Greenwith has had an increased focus on promoting physical activity for all students. With the appointment of a fulltime teacher in physical activity, all students participate in physical education lessons; sports workshops and PE week activities. Year 6 and 7 students are given the opportunity to try a variety of different sports as part of our increased involvement in SAPSASA carnivals and knockout competitions. The Campus also enters some teams in 'out of school hours' competitions. These all rely on parental support to coach and manage the teams.

6. Other Co-Curricular Activities

Transition

Strong transition programs are in place with both Greenwith Kindergarten (Kindergarten to Foundation) and Golden Grove High School (Year 7 to 8). All Kindergarten students visit our Resource Centre each week and work with Resource Centre staff. With the introduction of the '**Same First Day**' start, transition in 2016 has evolved and will be reviewed for 2017. Currently Foundation students participate in:

- ★ regular short visits in a Foundation class (often weekly in Terms 1, 2 and 3)
- ★ half day visits to a class

Student Government

A school Student Representative Council called 'Student Voice' is a forum for student voice and participatory decision-making. An Assistant Principal works with one representative from every class. New representatives are elected for the second half of the year. All classes are expected to hold regular class meetings and provide opportunities for authentic student voice.



Kids in Community (KiC)

All Middle School students are actively involved in providing service intended to benefit the school community. These opportunities are designed to enhance positive and productive involvement in our school while integrating our CORE values. KiC hours are collected through involvement in many activities and responsibilities including: Kindergarten assistance, Front Office support, IT Assistance, Canteen, Resource Centre administration and Sports administration.

School Leaders

Year 7 students are given the opportunity to assume an additional leadership role as a school leader. The successful students are required to win their positions through a merit selection process. They act as school ambassadors, liaise with and plan activities with leadership, welcome visitors, conduct and address assemblies. They also act as Sports Day Captains where they have the opportunity to model and develop their leadership skills.

7. Staff (and their welfare)

Staff Profile

The school currently employs 69 staff working in times ranging from only a few hours per week to full time. With teaching tenure now removed, the staffing of the school is likely to remain stable over the next few years.

Performance Development

The school has focused performance development processes which facilitate staff feedback and reflection. Aspects of the process include: formal meetings, leaders' observations, Professional Learning Planning discussions and written feedback.

Staff Utilisation

SSOs are used to support literacy and numeracy practices, some intervention programs, Foundation services, ICT support, student services, financial management, the Resource Centre and grounds facilities and maintenance.

School Committees

All staff members are expected to contribute to the schools operation and development through participation in at least one of the following committees or groups that meet out of teaching hours at least twice a term.

- ★ Campus Management Committee
- ★ School Development Committee
- ★ Portfolio Groups in English, Maths, ICT, and Teaching and Learning
- ★ Social Committee
- ★ Personnel Advisory Committee (PAC)
- ★ Work Health and Safety (WHS) Committee

DECD Support

Access for staff to DECD support services such as guidance officers, speech pathologists, behaviour support etc are managed through the Assistant Principal in her role as Manager of Support Services. Clear protocols and processes need to be worked through to access these regional support personnel.

Partnership

Greenwith is part of 'The Golden Way Birth to Year 12 Partnership' which includes 5 preschools, 4 primary schools, one R to 12 school and one high school.

Golden Way Partnership
Building Better Outcomes for Learners



8. School Facilities

Greenwith Primary School is located in a picturesque environment and has a range of functional and well designed facilities including some that are shared.

Greenwith Facilities

- ★ Two large brick buildings each comprising 8 classrooms and a withdrawal space
- ★ 4 classes are currently housed in transportable buildings that are being refurbished
- ★ In 2007 the school purchased land from the Tea Tree Gully Council and installed a transportable building currently used by Specialist Japanese and Physical Education teachers
- ★ A new 8 classroom brick building completed in 2011 as part of the Federal Government's BER (Building the Education Revolution) strategy
- ★ A specialist Performing Arts Room
- ★ Outdoor teaching areas developed for the Foundation to Year 1 classes
- ★ A Computer Suite
- ★ A Resource Centre recently refurbished
- ★ A small grassed area near classrooms is also widely used



Shared Facilities

- ★ The Administration building, Resource Centre, Canteen and an OSHC (Out of School Hours Care) facility are shared with OLOH (Our Lady of Hope) along with 2 playgrounds. One playground is designated for Foundation to Year 2 students and the other for Year 3 and 4 students.
- ★ The Community Centre (hall), four tennis courts, a playground (currently used by Year 5/6/7 students) and the oval are owned and maintained by Tea Tree Gully Council with the schools having exclusive access during school hours.

9. School Operations

Governance

The school is committed to participatory decision making involving interested stake holders. The active Governing Council is fully constituted and is dedicated to a continuous improvement agenda. The Governing Council sponsors the following subcommittees:

- ★ Finance Advisory Committee
- ★ Canteen Committee
- ★ Education Committee

An additional body not affiliated with the Governing Council called the 'Parent Voice Group' meets twice a term. The group is comprised of a parent representative from every class. The group meets to:

- ★ plan and coordinate school fundraising ideas and activities
- ★ assist with school programs
- ★ welcome new families to our school community
- ★ participate in the rosters for lost property monitoring
- ★ act as a representative body – each class parent is encouraged to keep in regular contact with the parents of their class
- ★ act as an advisory body and sounding board for new ideas, school issues and hot topics

Decision Making

A **Campus Management** committee meets three times a term to oversee the organisation and operation of the Campus. The committee is comprised of the Principals, Deputy Principals and Business Managers from both schools.

At a school operational level the **School Development Committee** (SDC) meets three times a term to:

- ★ represent each subschool
- ★ assist in the development, direction and monitoring of the Site Improvement Plan
- ★ assist with school programs, policy development and review
- ★ approve all incursions and excursions
- ★ plan and coordinate training and development
- ★ act as an advisory body and decision making body

Parent Communication

Greenwith Primary School publishes an online newsletter every fortnight in odd weeks of the term. The newsletter is a high quality publication designed to be the main information and communication tool with our school community. Once a year all class and specialist teachers are asked to develop and electronically provide an A4 page showcasing student work as part of their teaching and learning program. The school website provides detailed information about school policies and current events. The newsletter is renewed on the website each fortnight. The school also has its own Facebook page.

Staff Communication

Clear communication is essential at any school, especially one as large as Greenwith. Clear processes and procedures are in place to ensure all staff have access to all current and necessary information. These communications channels include:

- ★ an intranet called TOM
- ★ a weekly electronic bulletin called **GIAN** (Greenwith Information and News)
- ★ email addresses for every staff member
- ★ a tray for every staff member located in the staffroom
- ★ an electronic compository of DECD policies, procedures, information, forms and bulletins
- ★ an electronic compository of school policies, procedures, information, forms and bulletins
- ★ an electronic compository of school curriculum ideas and information in a folder called Shared Work
- ★ phones in all classrooms

10. Local Community

General Characteristics

Greenwith Primary school is part of the Golden Grove Development.

Parent and Community Involvement

Parents are actively involved as volunteers in supporting the school in classrooms, helping in the Canteen, Resource Centre and supporting fundraisers. All volunteers need to be trained and complete the appropriate application including a National Criminal History Screening check or equivalent to be accredited. Training sessions are held every term. Currently the school has almost 320 accredited volunteers.

