



Greenmount

Primary School



SCHOOL COMMUNITY PLAN

2024 - 2026

Principal's Welcome

At Greenmount Primary School our students are front and centre in all that we do. Our positive learning environment creates the preconditions for successful and happy students. We create an environment where students feel safe, have relevant and engaging learning programs, and have clear expectations regarding behaviour. Our School Board, P&C, families, and staff work hard to create a school community that is safe and caring. Students feel a sense of belonging to our school and they feel valued. Everyone at Greenmount Primary is afforded the opportunity to learn academically, socially, and emotionally. We are a culturally responsive school that ensures we are inclusive of all our students and their families.

Greenmount is a unique school with a rich history. The first students of Greenmount Primary School enrolled in July 1913 when the school was located in a small cottage on Innamincka Road. Since 1964, the school has operated from its current location. We are proud of our connections to the historic Blackboy Hill Commemorative site and the links to the ANZACs who trained on the hill where our school is now located. Our values, expectations and dispositions reflect the values of the soldiers that trained on our site. These include; respect, relationships and responsibility.

With dedication and collective accountability, our staff are committed to improving student achievement outcomes. All teachers meet weekly in Professional Learning Communities to plan data informed Action Learning Cycles where the learning is prepared, implemented and reviewed, and progress is measured. There is a shared responsibility for student achievement with a belief that good teaching does make a difference. Our new School Community Plan 2024-2026 builds on our successes and reflects our student focus and continuous school improvement. Our school motto of Learning Side by Side encapsulates our vision. Greenmount Primary School is a rewarding and happy place for all to learn and work together.

Natalie Astle





Acknowledgement of Country

Greenmount Primary School acknowledges the past and present traditional custodians of the land where we teach and learn. It is a privilege to be on Whadjak Country.

Our Vision

We are a community of lifelong learners. We learn side by side while being inclusive, collaborative and respectful in a safe and caring environment.

Our Values

Our values underpin the approach we take to enable our vision. We embrace, teach and promote these values daily:

Respect | Relationships | Responsibility

To Enable Our Vision

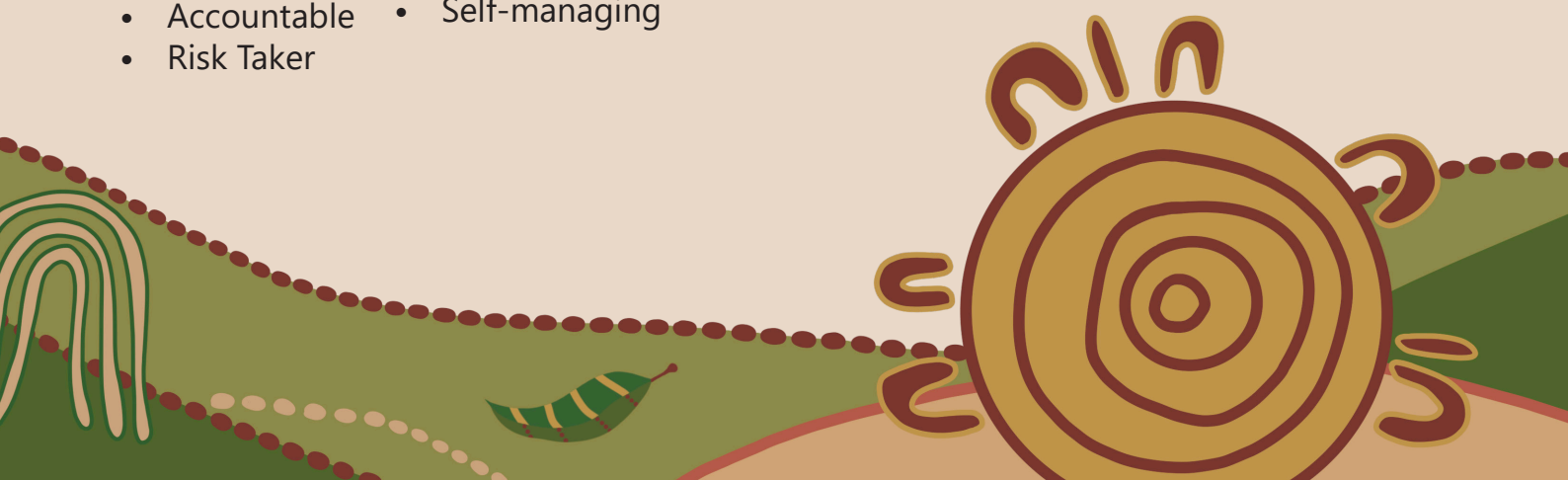
To enable our vision and empower our students to achieve their full potential we explicitly teach seven key dispositions so that learners are:

- Resilient
- Engaged
- Reflective
- Persevering
- Accountable
- Self-managing
- Risk Taker

Our Expectations:

Our expectations reflect our values.
We expect everyone to :

- Use kind words and actions
- Keep our school safe and orderly
- Include everyone in our games and activities



Focus Area One: **WELLBEING**

Our community expectations of positive student behaviour encourage respectful relationships, enabling a safe and supportive environment for all learners. We are a community that cares and looks after each other. We focus on creating culturally responsive classrooms that build on the strength of Aboriginal students. We celebrate diversity and work hard to strengthen positive relationships in our community. Our aim is to help students develop resilience and promote a positive culture of wellbeing in our school.

Targets:

- Our annual Wellbeing Survey data indicates that 80% of students are utilising self-regulation strategies to improve their overall wellbeing and resulting in a positive impact in their learning.
- The annual school attendance rate will consistently be equal to or higher than 90%.
- To maintain our Aboriginal student attendance at 90% or higher.
- 80% of teaching staff indicate that the school has moved from 'Interculturally Competent' to 'Interculturally Responsive' on the Intercultural Development Continuum self-reflection tool by the end of 2026.



| Intentions | Success Criteria |
|--|--|
| Students apply the skills and language of self-regulation | <ul style="list-style-type: none"> Students can identify, express and manage emotions through daily check-ins and wellbeing activities Students apply strategies to make positive choices around their behaviours, interactions and learning All students are aware of our Positive Behaviour Support policy to make positive choices and maintain a safe learning environment |
| Students develop resiliency skills and apply these to problem solve | <ul style="list-style-type: none"> Resiliency and problem solving strategies are explicitly taught The seven dispositions are explicitly taught and reinforced Students are provided with opportunities to, and are taught to, set realistic goals which allow them to achieve success |
| Students demonstrate age appropriate levels of autonomy and responsibility | <ul style="list-style-type: none"> Forums for student voice are established Student feedback is sought and valued Leadership roles are extended and continue to promote a sense of connectedness |
| The key attributes of positive thinking, gratitude and empathy are reinforced to develop wellbeing and resilience | <ul style="list-style-type: none"> Plenary sessions provide students with time for reflection and opportunities to express 'What I learned', 'What I enjoyed', and 'What I am grateful for' |
| Aboriginal culture is valued and embedded within the school | <ul style="list-style-type: none"> Our Culturally Responsive Committee contributes to the success of our school being culturally responsive The school continues to strengthen positive relationships with Aboriginal families School liaises with AIEO to deliver culturally respectful lessons, activities and community events Noongar language is embedded within the school and valued amongst students |
| The school utilises the Student Services model to identify and support students at academic, social and emotional risk | <ul style="list-style-type: none"> The Student Services Team provide access to support for students at point of need including the Student Services Coordinator, School Psychologist, School Chaplain and external agencies The Student Services Team liaise with our AIEO to ensure that the social, emotional and academic needs of Aboriginal students are met |

Focus Area Two: **ENGAGED & CHALLENGED LEARNERS**

At Greenmount Primary School we believe in inclusion and value student diversity. We create a culturally responsive, safe, inclusive and supportive learning environment where students feel confident and challenged, and have the skills to be successful learners.

Targets:

- Our yearly survey will indicate that 80% of students feel their learning is engaging and challenging at our school.
- By the end of 2026 the NAPLAN proficiency achievement in all areas tested indicates a 5% increase of students in Strong and Exceeding for Years 3 and 5.





| Intentions | Success Criteria |
|---|---|
| <p>Analyse and act on student data to identify student needs and areas requiring targeted teaching</p> | <ul style="list-style-type: none"> • Professional Learning supports teachers in data literacy • Professional Learning Communities utilise Action Learning Cycles to target student needs • Professional Learning Communities measure impact of whole school approaches and targeted interventions • Professional Review processes support a shared understanding of highly effective practice |
| <p>Design programmes that will engage and challenge students</p> | <ul style="list-style-type: none"> • Whole school evidence based, innovative programs are utilised • Evidence based instructional strategies and priorities 'High Impact Teaching Strategies' are implemented • Student personal strengths and needs are considered • Opportunities for students to build self-efficacy and autonomy are provided • Feedback informs students of 'where they are at, where they are going and what their next steps are |
| <p>Maximise student learning by catering for individual and diverse learning needs through differentiated learning, cultural responsiveness and high expectations</p> | <ul style="list-style-type: none"> • Clear learning intentions and success criteria incorporate levels of differentiation • Greenmount PS learning dispositions are explicitly taught • Higher order thinking skills are promoted through deep acquisition, consolidation and transfer of learning in a range of contexts • Skills and opportunities are provided to students to be collaborative, critical, creative and innovative thinkers • Student goal setting reflects age appropriate yet challenging levels • Tasks set are modified to meet the needs of all students • Culturally inclusive and engaging learning environments are created to meet the needs of our Aboriginal students |

Focus Area Three: QUALITY TEACHING & LEARNING IN ENGLISH AND MATHS

At Greenmount Primary School we utilise data to determine the needs of all students. We develop quality teaching and learning programs which align with Maths and English Curriculum progressions. Our diverse range of learners are supported with targeted interventions and evidence based instructional strategies. We create culturally responsive, inclusive and supportive learning environments in which our students thrive.

Targets:

- Yearly - Year 3 and 5 NAPLAN progress to be equal to or higher than Like Schools in Literacy and Numeracy assessments.
- By 2025, Year 5 NAPLAN spelling proficiencies in Exceeding and Strong will increase from 60 - 70%.
- Yearly - In PAT Reading and Maths assessments, all year levels are equal to or better than PAT norms (stanines).



| Intentions | Success Criteria |
|--|---|
| Use data to determine student needs, target teaching programs, and measure the impact in Maths and English. | <ul style="list-style-type: none"> • Data is routinely analysed to identify the specific learning needs of students in Maths and English • Professional Learning Communities (PLCs) plan data informed Action Learning Cycles where the learning is prepared, implemented and reviewed, and progress is measured • Whole school operational plans guide teachers through plan, teach, assess cycles • Student progress and achievement is monitored as outlined in whole school assessment schedules • Cohort progress is measured using effect size |
| Build staff capacity in effective teaching of Maths and English curriculum. | <ul style="list-style-type: none"> • Ongoing whole school Professional Learning in Maths and English is based on school needs • PLCs provide ongoing mentoring, team teaching, classroom observation and class modelling • PLCs identify successful teaching and learning strategies and provide opportunities to share and model effective practice • The Leadership Team builds instructional leadership capacity of lead teachers to support the delivery of Maths and English curriculum |
| Explicitly teach Maths and English content and key skills through evidence based whole school approaches and targeted interventions. | <ul style="list-style-type: none"> • PLCs ensure consistent teaching strategies are applied, and whole school approaches are implemented for Maths and English • A consistent approach to whole school programs ensures students have a shared understanding of Maths and English strategies and vocabulary • Targeted interventions address the needs of students at every level • Early years literacy includes planned and structured teaching of phonics |
| Create culturally responsive, inclusive learning environments to address the needs of our diverse learners | <ul style="list-style-type: none"> • Utilise our AIEO to support the progress of Aboriginal students at educational risk in Maths and English • Engage students in a variety of Aboriginal literature that encompasses traditional oral texts including Aboriginal stories, picture books and various types of print and digital texts • Utilising aspects of Aboriginal Country to deliver maths concepts and strategies |



We strive to create a community that is inclusive and culturally responsive at Greenmount Primary School. This is reflected in our school Community Plan artwork. This artwork was designed and sketched by our Greenmount Primary School Aboriginal and Islander Education Officer (AIEO) and Whadjak Noongar Elder, Cindy Nelson. This artwork was then digitalised and incorporated into our school plan and stationery, it uses symbols and meaning to convey our school's vision, values and story.

The central concentric circles represent our Professional Learning Communities at Greenmount Primary School; Early, Junior and Senior. The growing footsteps travelling along the green path show the students' learning journey as they move from Early Childhood to Year 6 and eventually graduating and moving on for their next journey of high school and beyond. The arched symbols are the teachers, education assistants, school staff and community that help the students throughout their days at school. This encompasses our vision of all students, staff, and families '*Learning Side by Side*' at Greenmount Primary School. Symbols of friendship, people sitting and working together, and family connections are seen throughout the artwork showing our highly collaborate community.

On the ANZAC training site of Greenmount, we are '*settled in the bushland, high above the city.*' The landscape of our school is shown in the background where hills, leaves and creeks are seen. The calm colours used in the artwork also reflect our environment. The lines of ovals are the children running through the artwork, highlighting our school expectations of '*being safe and orderly*' and '*including everyone in our games and activities.*'





At Greenmount Primary School we celebrate whole school activities and events with students, families, and the community. Our aim for these projects is to engage our families and foster positive connections to our school. When students contribute to their school community through collaboration, teamwork and seeing their work on display they feel a sense of belonging and ownership of their learning environment.

A recent community project involved each Aboriginal Greenmount family painting their story on a wooden gumtree installation. Our AIEO, Cindy Nelson guided families on how to tell their family story by incorporating Aboriginal symbols and art into their designs. Cindy was taught to share her stories through art from her father, a proud Noongar man, just as Cindy has passing this down to her own family. This artwork is displayed proudly in our front office, where we will continue to have future families contribute and add their own story to the branches.



Learning side by side



Greenmount
Primary School

www.greenmountps.wa.edu.au