



# **Greenmount Primary School**

## **Annual Report 2025**



# Welcome from the Principal

Welcome to the Greenmount Primary School Annual Report 2025. In this Annual Report you will find a summary of our school's achievements, programs and activities over the past year. This includes the progress we have made implementing key strategies outlined in our School Community Plan 2024-2026 and the extent to which we have achieved the performance targets set. It has been another successful year for our students. Our dedicated, exceptional team of teachers and support staff have continued to provide high level education for all students, and I thank them for their dedication and care. This year our school went through a Public School Review,. This involved a rigorous self-assessment process of the schools performance across 6 domains. A review team visited the school to validated the evidence we submitted. The full report can be found on our website. Our school was commended for our relentless focus on respectful community relationships and a foundation of professional trust that underpins the school's strong reputation and values standing within the local community. The school has been given a 3 year return before our next School Review. Thank you to our amazing Greenmount community for your contributions to such a successful School Review.

Greenmount runs many events over the year that draw us together as a community that work and learn side by side, including, Sports Carnivals, Easter Hat Parade, Combined Hills ANZAC Service, Book Week dress up parade, Year 6 camp, Cupcake Day, RUOK Day, Reconciliation Walk, Colour fun run, Japanese exchange students, Constable Care and Safety House events, NAIDOC week, dress up days to fundraise for Parkerville Children's Home, Tash Dance, and Presentation and Graduation events. This year our students were part of our faction crests undergoing a change process. The students voted to select the new faction emblems. The students chose local birds and the designs were finalised by the end of the year. We are so proud of our new factions (Bandiny, Karak and Djidi Djidi). Well done to all of our students who were fundamental to this amazing process and of course the staff that were involved in making it all happen. The support we have from our incredible community is what makes Greenmount PS such a lovely environment for our students to learn and grow. Our new faction crests are now proudly displayed in our undercover area.

Throughout the year, the School Board held scheduled meetings. With the support, advice and guidance of the Board throughout the year the school continued to make progress towards set goals and targets. A highlight of our year was having Ms Nelson facilitate a yarning circle for the Board. The yarning circle was a wonderful opportunity for Cindy to share the work she is doing in the school and the community around cultural responsiveness and understanding. The Board was able to deeply understand the pivotal role an AIEO plays in enabling support for Aboriginal students, families and in the community.

The P&C held some key fundraising events and raised a remarkable **\$19866.00** which provided back thousands to the students and the school. This enabled them to subsidise school activities such as swimming, Champion Life, Tash Dance, a Safety house incursion a new sound system, shade sails, and the Graduation fun night for our year 6's. The hard work and commitment of staff, the School Board, P&C, our students, and families ensured that we continued to maintain the safe, caring environment for which we are well regarded.



**Natalie Astle (Principal)**



# Message from the Chair of the School Board

Kaya & Wandjoo

On behalf of the Greenmount Primary School Board, I would like to say "hello and welcome" to the Greenmount Primary School's 2025 Annual Report.

It's been another busy year for the school, and I would like to thank our Principal, Natalie Astle, Associate Principals Amy McEwen, Evie Vernon and Natalie Marotta, and all of our Teachers, Education Assistants, Office staff, Maintenance staff and Cleaning staff for the time and effort they have all put in to make 2025 another successful year for Greenmount Primary.

One of the main focuses of the Board this year has been to support the Principal and leadership team in the school review. The review occurs around every three years and is undertaken by the Department of Education to ensure public schools continue to deliver high-quality education to students. The school review is a very in-depth and detailed process requiring many hours of preparation with those undertaking the review speaking with the Principal and leadership team, teachers, students, parents, and Board members. The review focuses on the key areas of relationships and partnerships, learning environment, leadership, use of resources, teaching quality and student achievement and progress. The outcomes from the review were incredibly positive, providing a number of recommendations to guide the school in its continued growth and improvement. The full review report is available on the school's web site.

The School's Culturally Responsive Committee has continued to guide the Board as we move down the path of reconciliation. This year the Board held its May meeting as a yarning circle discussion, lead by our very own Cindy Nelson, Noongar Elder and AIEO. Cindy talked about the significance of the school site and the surrounding region to the Whadjuk people, and the importance of culture and country within the school community and in the journey towards reconciliation. Board members also had the opportunity to look at some of the tools and artifacts which Cindy uses in her work as an AIEO with students, and we also picked up a few hints on the plentiful resources available within our local bushland! A big thank you to Cindy for her time and also to Brooke Desmond for his photography skills.

This year the Board also made the important decision to offer Cindy Nelson a standing invitation to attend all Board meetings in her role as Elder and AIEO, to provide advice and guidance to the Board. We are truly fortunate to have Cindy on our staff and providing Cindy with open access to the Board will serve to strengthen and integrate culture within the school, and in time, the broader community.

I would like to thank the School Board for their time and their effort over the past year. The Board is made up of parent and community representatives, with its main focus being one of oversight of the school's overall performance and to provide support and guidance to the Principal and their leadership team. The 2025 School Board was Shane Spinks (Chair), Amanda Swadling, Jason Russell, Brook Desmond, Scott Rogers, Clinton Kleynhans, Natalie Astle (Principal), Amy McEwen (Associate Principal), Natalie Marotta (Associate Principal) and Board Secretary, Jane Miles.

I would also like to highlight the work done by our amazing Parents and Citizen's Association (P&C). Each year the P&C work tirelessly to raise funds to assist the School with activities such as swimming lessons, Term 4 Dance Program, the annual Year 6 outing and the Presentation Day. Without the P&C the school would not be able to provide these activities to the same extent, so I would like to say a big thank you to P&C Committee for their ongoing efforts. It is very much appreciated. If you are able to volunteer your time, please do as, it makes the world of difference!

Finally, I would like to say thank you to all the students, parents and carers for being a part of the Greenmount Primary School community. Each school year brings many challenges for our students, some of which can be easily met while others take a little more time and effort. However, by working together, being respectful and promoting a safe and caring environment, we can help our students be their best.

Go Greenmount PS !

**Shane Spinks (Board Chair)**



# Message from the P & C

I would like to give a massive thank you to all our amazing P&C members, volunteers and the school community who have helped us throughout the year. The countless hours our members and volunteers have put in whilst raising their families and or working and with other commitments just shows the true dedication we have for our students and community.

We are extremely grateful for this continued support as this allows us to be able to raise much needed funds that will benefit all students, their families and our school. Our main focus for the P&C is to reduce the cost of activities for all the students and to help further their education by providing extra funding for the school.

The dedication from our P&C members and volunteers throughout the year was what made 2025 another successful year for our school community.

Here is a run-down of the amazing efforts we were all able to accomplish in 2025.

## Fundraising Events

- Disco \$2939
- Colour Run \$7962
- Cupcake Day at school - parents baked & donated goodies which the kids and staff could buy \$797
- Sports Faction Carnival stall \$959
- Sausage Sizzles x 2 during Elections, as the school is a voting site \$2316
- Crazy Hair, Sock and Free Dress days \$690
- Easter & Christmas Raffles \$2300
- R U OK Day School sausage sizzle \$747
- The Guardians of Greenmount Fathers Raffle and Containers for Change Drive \$603
- Dominoes Dough Raiser \$553

## Donations

- We subsidised the cost of swimming lessons for each child, total \$3270
- We subsidised the cost of the Dance Programme run by Tash Dance every Tuesday and Thursday before school. \$2000
- We are contributing \$1,000 towards the cost of an end of year outing for Year 6, and have committed to doing this each year.
- We support the cost of Presentation Day by contributing towards the cost of any hired equipment.
- We contributed towards the school's new sound system. \$9000
- We have funded the cost of the Year 6 excursion to the Road Safety School which takes place in term 4 as part of their end of primary School activities. \$700
- We contributed towards new shade sails to provide more sun cover for different areas of the school. \$2500

**Lucy Mackenzie**

**Vice President**



## Our Students



In 2025 student numbers continued to be stable, with a total of 383 students attending.

We supported students from 21 different cultural backgrounds, several students with special needs and students in the care of Child Protection and Family Services.

Attendance rates at Greenmount Primary school are excellent, we continue to be better than the WA Public Schools average for both Aboriginal and Non-Aboriginal students (92%). The school has a proactive approach to supporting all students to be regular attenders by following up absences and working together with families to provide support where needed.

The importance of school attendance is communicated to and recognised by families and school community members. 73% of our students are in the 'Regular' attendance category, which is above WA Public Schools. Our attendance has improved by 4% since last year. Greenmount is clearly providing a safe environment for students.

Having a safe and caring environment plays an important part in student engagement and attendance. Students are supported by a highly effective Student Services Team who focus on Pastoral Care and Behaviour Support Programs. Our Supporting Positive Behaviours Policy is based on the belief that pro-social behaviours need to be explicitly taught. Our students indicated in the recent student survey that they feel safe at school and that behaviours are managed well.

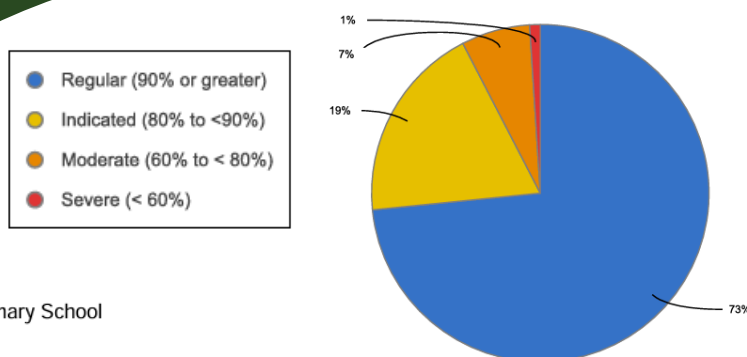
Greenmount Primary school continues to offer a range of leadership opportunities for Year 4-6 students (120 opportunities per year) as Prefects, Faction Captains, School Councillors, IT Monitors, Library Monitors and Art Monitors. Leadership roles continue to be highly valued and actively sought by students.

Greenmount Primary School

### Attendance % - Primary Year Levels

|                        | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
|------------------------|-----|-----|-----|-----|-----|-----|-----|
| 2023                   | 89% | 90% | 90% | 91% | 92% | 89% | 91% |
| 2024                   | 92% | 92% | 95% | 92% | 92% | 91% | 90% |
| 2025                   | 92% | 92% | 91% | 92% | 92% | 91% | 94% |
| WA Public Schools 2025 | 89% | 89% | 89% | 90% | 89% | 89% | 89% |

Attendance Profile 2025 Semester 1



# Our Staff

Our teaching and non-teaching staff are a valued resource who continue to work collaboratively to engage our students in best practice educational programs and initiatives. Our staff have had the opportunity to invest in their own professional learning around key strategies and programs that enhance and strengthen their teaching. The educators at our school are committed to working collaboratively using action research and recurring collective cycles of learning to inquire into and increase the impact of their teaching practice to achieve better results for the students they serve. Our teaching staff work in Professional Learning Communities (Early childhood, Years K-PP-1, Junior Years 2-3, Middle Years 3-5 and Senior Years 5-6 and Specialists) where they collaboratively plan units of work, set assessment tasks, deliver effective learning programs, differentiate for students and identify the impact they have had on student learning. This has ensured consistency in the classroom programs, with excellent progress and achievements noted in 2025.

Education Assistants support teachers in classrooms across the school, helping implement key programs and individualised support plans for students.

The school ran five Specialist areas in 2025, Visual Art, Technologies, Physical Education, Music and Japanese. An Aboriginal Education Officer is employed for 2.5 days working alongside classroom teachers, supporting students, liaising with the community and teaching Aboriginal language and culture.

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. Our School Office staff, cleaners and gardener all contribute significantly to the productive, positive and aesthetically pleasing school environment.

## Staff Numbers

|                                      | No | FTE  | AB'L |
|--------------------------------------|----|------|------|
| Administration Staff                 |    |      |      |
| Principals                           | 1  | 1.0  | 0    |
| Associate / Deputy / Vice Principals | 3  | 2.2  | 0    |
| Total Administration Staff           | 4  | 3.2  | 0    |
| Teaching Staff                       |    |      |      |
| Level 3 Teachers                     | 1  | 0.6  | 0    |
| Other Teaching Staff                 | 21 | 18.2 | 1    |
| Total Teaching Staff                 | 22 | 18.8 | 1    |
| School Support Staff                 |    |      |      |
| Clerical / Administrative            | 3  | 1.9  | 0    |
| Gardening / Maintenance              | 1  | 0.6  | 0    |
| Instructional                        | 1  | 0.5  | 1    |
| Other Allied Professionals           | 15 | 9.8  | 0    |
| Total School Support Staff           | 20 | 12.9 | 1    |
| Total                                | 46 | 34.9 | 2    |



# Progress towards our targets

Greenmount Primary has a systemic and comprehensive cycle of assessment.

Data is collected from various sources throughout the year and includes: NAPLAN, On Entry assessment, PAT Maths Reading and Social and Emotional Wellbeing assessments, Letters and Sounds Screening, KAT (Kindy screening), Brightpath, and moderation tasks. The school also collects information around attendance rates, student behaviour and student wellbeing. With a focus on student progress and school improvement, staff analyse data to set targets at a school, class, and individual student level.

At Greenmount PS we have 3 focus areas in our 2024-2026 School Community Plan.

The staff and School Board have discussed and reviewed our progress for 2025 across these 3 key focus areas.

## 3 Focus Areas:

**Focus Area 1:** Wellbeing

**Focus Area 2:** Engaged and Challenged Learners

**Focus Area 3:** Quality Teaching and Learning in English and Maths



# FOCUS AREA 1: 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:

- As part of our annual wellbeing focus, our school has set a target for 80% of students to utilise self-regulation strategies—such as play and physical activity—to support their overall wellbeing and positively impact 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.

## What does the data tell us?

- Students continue to feel safe and happy at school. The data from Champion Life mental health check-ins shows that students on average are checking in at a 4/5.
- This year, our PAT Social-Emotional Wellbeing survey indicates that we are currently achieving this goal. The data is complemented by implemented strategies to support students in developing and applying self-regulation techniques:
- 91.2% of students reported that when they do not understand something they do not give up easily, highlighting strong and supportive relationships in the classroom and resilience in our students and their learning.
- 84% of students identified using strategies such as running to self-regulate and make themselves feel better if they are feeling bad.

These results demonstrate that while we are above our target for self-regulation, showing the indicators of wellbeing remaining very positive, reinforcing our commitment to a safe, supportive, and emotionally healthy learning environment for all students.

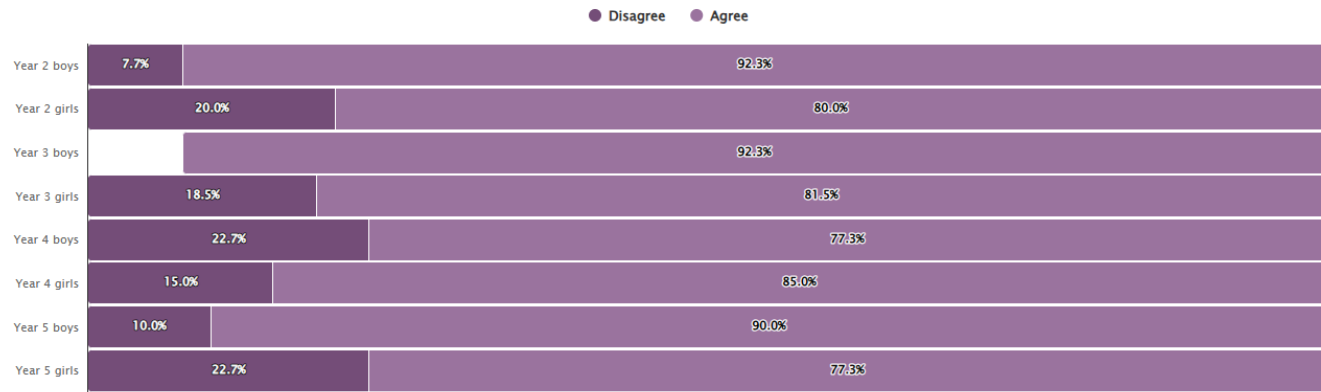
- 2025 Whole school attendance data shows that we have achieved our target of our attendance being over 90%, our 2025 attendance was 92.1%.
- 2025 Aboriginal Student Attendance data shows it was 91% which is above our target of above 90%, our data is well above Like schools (82.8%) and WA Public Schools (73.2%).

## Attendance Overall Primary

|      | Non-Aboriginal |              |                   | Aboriginal |              |                   | Total  |              |                   |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
|      | School         | Like Schools | WA Public Schools | School     | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2023 | 90.2%          | 90.4%        | 90.3%             | 91.2%      | 85.5%        | 74.3%             | 90.3%  | 90.1%        | 88.9%             |
| 2024 | 92.2%          | 90.8%        | 91%               | 88.8%      | 83.3%        | 74.3%             | 91.8%  | 90.3%        | 89.4%             |
| 2025 | 92.2%          | 90.3%        | 90.7%             | 91%        | 82.8%        | 73.2%             | 92.1%  | 89.9%        | 89.1%             |

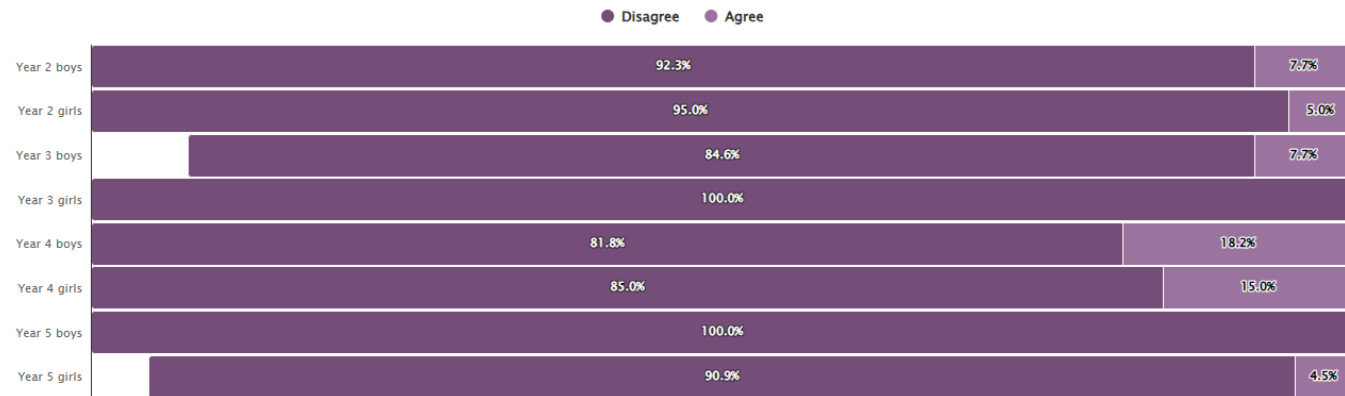
Internal strengths: 30. When I feel bad, I know that running and playing can help me feel better

Please select the domain of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.



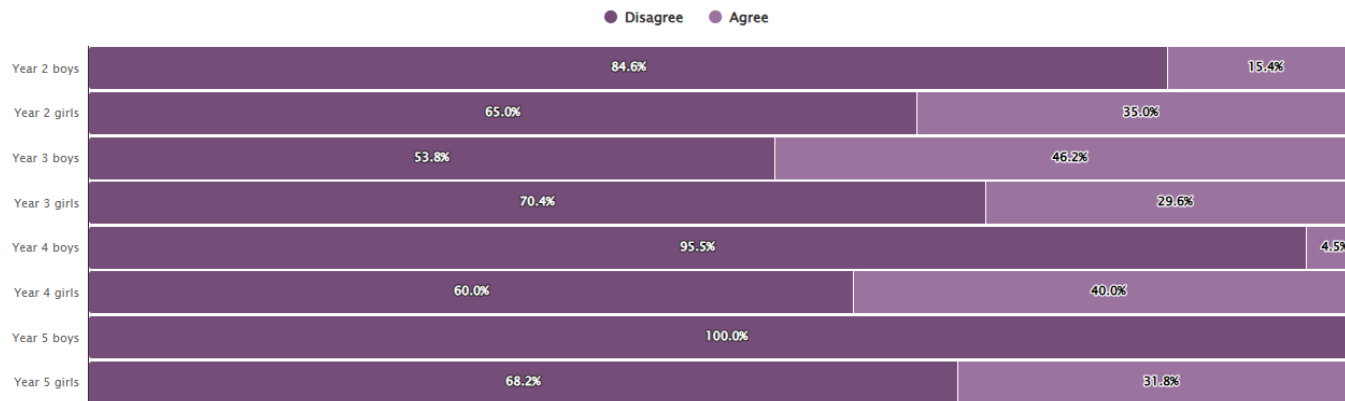
Internal strengths: 33. When I do not understand something, I give up easily.

Please select the domain of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.



Feelings & Behaviours: 16. My feelings are easily hurt.

Please select the domain of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.

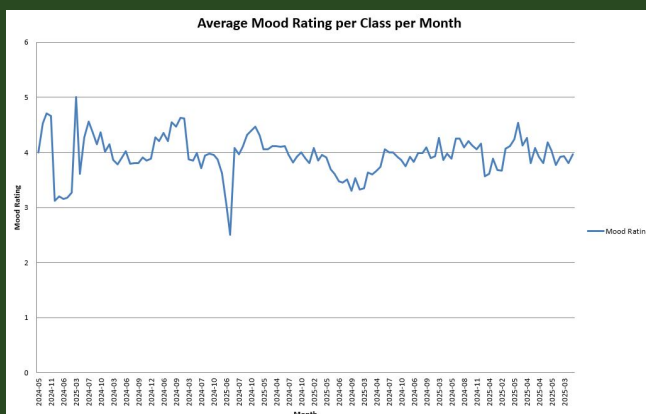


## What is working well?

- Learning dispositions are focussed on as a whole school and explicitly taught in classrooms.
- Chaplaincy and School Psychology services support identified students with strategies and programs.
- Social Emotional Wellbeing PAT survey conducted.
- Whole School Reward program was introduced: Respect Rocket. This reward system encourages classes to earn 'fuel' by showing respect and kindness at school. When classes earn their target as a team, they are rewarded with a whole-school activity to enjoy together.
- All students are aware of our Positive Behaviour Support policy to make positive choices and maintain a safe learning environment.

## Where to from here?

- Continue to reinforce Learning dispositions, with a focus on a new disposition highlighted each term.
- Continue support for students through Chaplaincy and School Psychology at point of need.
- Continued use of Champion Life as a tool for students to check in daily on their mental health and wellbeing. Students check in each day on a scale of 1-5 of how they are feeling, (mood). Teachers can track individual students who are not tracking well and put supports in place. The graph below shows the data from 2025



Funding was granted from sponsors to access the Fast and Fit ROAR program in 2025. Students will be given a ROAR survey to identify those showing low self-esteem who will take part in the program. This program encourages resilience, optimism, altruism and respect.

- Continue Respect Rocket Whole School reward program to encourage showing respect and kindness at school.



Rocket fuel for Respect

# FOCUS AREA 2: Engaged and Challenged Learners

## Our 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.

## What does the data tell us?

Our most recent student survey indicates that 82% of our students can do the work they are given, 84% have indicated that their teachers make learning fun, 96% have indicated that their teachers want them to do their best, and 82% indicated the work they do in class is engaging.

Our 2025 NAPLAN data shows student achievement equal to or better than Like Schools in: Year 5 Numeracy, Year 5 Reading, Year 5 Writing, Year 5 Spelling (which we were well above expected and above the school mean) and Year 5 Grammar and Punctuation. Our Year 3 results were all in the expected range but just below 'like schools'. Year 3 spelling was in the 'below expected' range.

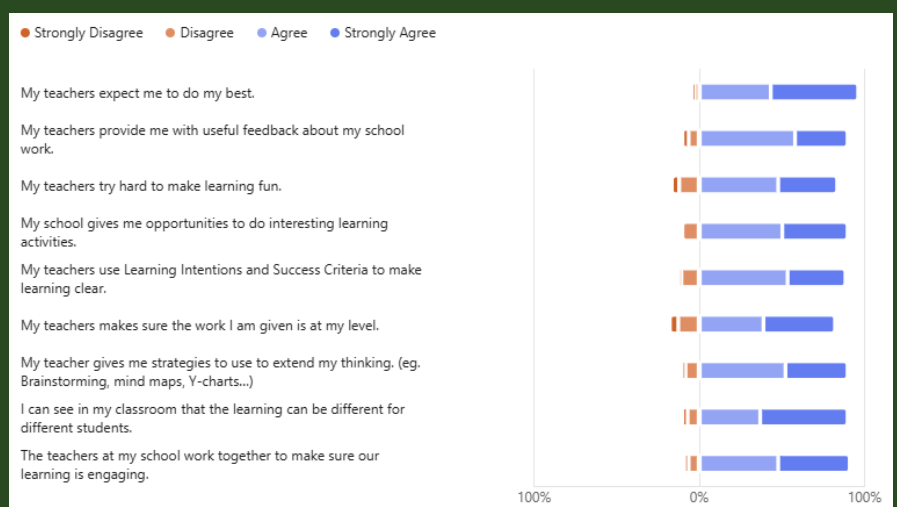
## What's working well ?

Teachers are working in Professional Learning Communities, and engage in rigorous Action Learning Cycles. High Impact teaching strategies and evidence-based learning programs are a focus in these cycles as teachers strive to achieve the best possible achievement outcomes. Consistent evidence-based teaching programs are embedded across the school. These are; 7 steps for Writing, Letters and Sounds, Spelling Mastery, Maths Trek, and Talk for Write. PLCs engage in moderation using tools such as; Brightpath and Paul Swan Milestones. A comprehensive Assessment Schedule (linked to operational plans) supports the planning of Action Learning Cycles.

NAPLAN data informs planning for intervention and extension. This year Greenmount PS were chosen to be a part of the Small group Tuition program. The school was funded one day a week to release a teacher. Mrs Alex Taylor worked extensively with a group of children identified as needing additional support with outstanding results and progress.

## Where to from here?

Our teachers will continue to build on differentiation with class activities and practice. We will continue to engage in Action Learning Cycles around the implementation of evidence-based programs and strategies. Performance and Development cycles will support teachers with self reflection on teaching and learning strategies, and identifying areas of need. The executive team will plan for professional learning aligning with the needs of the school.



## Focus Areas 3, Quality Teaching and Learning in English and Mathematics

Action Learning Cycles are embedded in our school as a Professional Learning Community. All staff engage in a systematic cycle of disaggregating data and making informed judgements about student achievement and progress. Key assessment results are recorded on *Student Assessment Profiles* and inform classroom planning.

### Our 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)

### What does the data tell us?

We are celebrating that our 2025 NAPLAN data for Year 5 was all in the “Expected” and “Above expected” range for spelling.

Our data for our Year 3 students was all in the “Expected” range except for Spelling which fell in the “Below expected” range.

Against our targets, NAPLAN 2025 data showed student achievement equal to or better than Like Schools in: All areas for Year 5’s and close to like schools for our Year 3 students.

| Comparative Performance Summary |        |      |      |        |      |      |
|---------------------------------|--------|------|------|--------|------|------|
|                                 | Year 3 |      |      | Year 5 |      |      |
|                                 | 2023   | 2024 | 2025 | 2023   | 2024 | 2025 |
| Numeracy                        | 1.2    | 1.1  | -0.8 | -0.7   | -0.2 | -0.0 |
| Reading                         | 1.3    | 0.3  | -0.8 | -0.2   | 0.3  | 0.6  |
| Writing                         | 0.9    | 0.1  | -0.8 | -0.9   | -0.6 | -0.6 |
| Spelling                        | 0.6    | -0.3 | -1.0 | -1.6   | -0.2 | 1.1  |
| Grammar & Punctuation           | 1.4    | 0.2  | -0.7 | -0.7   | -0.1 | -0.1 |

Above Expected - more than one standard deviation above the predicted school mean

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

Average Numeracy Score

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 415    | 392          | 458    | 465          |
| 2024 | 411    | 392          | 469    | 473          |
| 2025 | 370    | 381          | 492    | 465          |

Average Reading Score

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 413    | 382          | 473    | 474          |
| 2024 | 387    | 383          | 477    | 472          |
| 2025 | 361    | 370          | 501    | 466          |

Average Writing Score

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 420    | 400          | 443    | 462          |
| 2024 | 404    | 409          | 451    | 474          |
| 2025 | 375    | 394          | 461    | 463          |

Average Spelling Score

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 402    | 389          | 440    | 470          |
| 2024 | 378    | 388          | 470    | 480          |
| 2025 | 358    | 379          | 501    | 472          |

Average Grammar & Punctuation Score

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 426    | 393          | 459    | 473          |
| 2024 | 388    | 386          | 476    | 481          |
| 2025 | 358    | 369          | 497    | 472          |

What’s working well?

- Staff are continuing to use the Brightpath ruler to assess student achievement in Writing. Data provides information which supports validation of teacher judgement, provides a scaled score, and allows the tracking of student progress.
- Assessment data continues to be tracked on student assessment profile spreadsheets where longitudinal data from On Entry, Letters and Sounds, Spelling Mastery, PAT Reading and Maths, Brightpath, Paul Swan Maths milestones and NAPLAN are recorded.
- This recorded data is used to inform planning across the school. Teachers in Professional Learning communities use this data to inform groupings of students, so teaching is at point of need.
- Since the introduction of Spelling Mastery Year 3-6 there has been a huge improvement in Year 5 NAPLAN Spelling.

Where to from here?

- Continue our whole school approach to writing ‘7 steps for Writing.’ All our teachers have had Professional Learning on how to implement the 7 steps for Writing initiative.
- Build on the use of ‘effect size’ to reflect the impact of high impact teaching strategies and programs.
- Continue whole school reviews of NAPLAN data focussing on attainment of targets set in the School Community plan and performance compared to Like Schools.
- Continue Spelling Mastery (evidence based spelling program) for Years 4-6.
- Spelling Mastery to now commence from year 2, to help address the downward trend in Year 3 spelling.

# Our Culturally Responsive School

At Greenmount PS, we aim to align our strategic planning with the Australian Institute for Teaching and School Leadership (AITSL) standards, Intercultural Development Continuum and the Aboriginal Cultural Standards Framework as a means of ensuring that we are 'culturally responsive'. In addition to Department frameworks, we seek input from the school community. The Greenmount PS Culturally Responsive Committee, formed in 2023, consists of School Leaders, our AIEO, Teachers, Board members, Parents and Caregivers. The Committee aims to support the school in achieving strategic aspirations by establishing shared responsibility, ultimately contributing to student wellbeing and success.

Culturally Responsive Committee facilitators aim at sharing current school improvements and seeking feedback/input on future improvement planning. The Committee is a forum for members of the school community to contribute to the success of our school in being 'culturally responsive'.

In 2025 Greenmount PS continued to engage in significant culturally responsive improvements endorsed by the Committee. Students researched, tallied and drew local birds seen at our school as inspiration for new faction names and logos. Students voted for the Noongar name of the bird for their factions and then began designing the new logos including relevant Noongar symbols. These new faction logos will create consistency amongst our new branding, link to our cultural vision and values whilst also reflecting our beautiful school landscape and local nature. This process will continue into next year where the designs will be finalised and presented to the community.

The Culturally Responsive Committee, along with the school community, participate in special events such as Sorry Day, Reconciliation Week and NAIDOC Week. The school held its second Reconciliation walk this year. The Walk was an opportunity for our school community to further deepen their understanding of our past and strengthen relationships for the future.

We look forward to working with the Culturally Responsive Committee in 2026 as we strive to achieve our strategic goals and move forward on the Intercultural Development Continuum.

**Amy McEwen**

Associate Principal



## Greenmount Faction Birds Survey

Name: \_\_\_\_\_ Room: \_\_\_\_\_

Faction (circle) :

**RED**

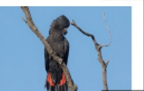
**YELLOW**

**BLUE**

Tick the box of the bird you would most like for **your** faction:

The chosen bird will be the name and mascot for your faction.

(only tick **one** box)

|                                                                                       |                                                                                       |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |
| koolbardi                                                                             | djidi djidi                                                                           |
|  |  |
| djakal ngakal                                                                         | karak                                                                                 |
|  |  |
| doonart                                                                               | bandiny                                                                               |

# Cultural Activities 2025

Being Culturally Responsive and ensuring that Aboriginal and Torres Strait histories and culture are embedded in our school, and every day practice is a school priority.

In 2025 our staff, guided by Ms Cindy Nelson (Noongar Elder and AIEO) collaborated to plan for and engage in the following cultural events and opportunities.

- This year each assembly starts with one of our senior Aboriginal students doing the Acknowledgement to country. Ms Nelson then leads the school singing the Wanjoo welcome song, which includes AUSLAN signing.
- For the first time one of our Aboriginal students did the Acknowledgement to Country at the Combined Schools ANZAC service.
- NAIDOC week celebrations including Damper, stories with Nanna Coral and cultural activities including a whole school incursion by Yirra Yaakin.
- Guest Aboriginal singer Indigo Ellis (a highlight).
- This Year we held our second Reconciliation walk. All classes participated and placed yellow hands with messages of Reconciliation around the school. Ms Nelson and the Aboriginal students led the walk. A bush tucker morning tea was put on for the community after the walk.
- Ms Nelson worked with a group of senior students to create nests out of recycled milk bottles for the annual Boorna Waakan festival at Kings Park.
- During RUOK day Ms Nelson ran rock painting activities with a focus on the Aboriginal symbols.
- Local Aboriginal artist Arron Yarran was commissioned to paint a mural for the school, this was made possible through PALS funding.
- The new Noongar Bird faction crests were designed this year, so exciting to see this collaboration come together. The crests will be proudly displayed in our undercover area for the start of 2026 in time for our faction carnival
- Ms Nelson was invited to present to our School Board. She held a cultural sharing session with the Board members in our school yarning circle, this was a highlight for the Board.
- In August, we hosted 10 Japanese exchange students. Our week started with an incredible welcome assembly where Ms Nelson and our senior Aboriginal students welcomed our visitors with the Kaya song and the Welcome to country. Binar Futures performed several amazing interactive Aboriginal Dances and stories for our guests and students. Binar ran a fabulous basketball clinic for our visitors. Everyone joined in and had so much fun. Ms Nelson planned some thoughtful and fascinating cultural activities including: damper making, basket weaving, dot painting and bracelet making. The Japanese students were immersed in the cultural experiences and will go back to Japan with a greater understanding of our Aboriginal Culture and the different way in which Aussie kids learn.

## Ms Cindy Nelson (AIEO)



# Our Specialist Areas

## Music

In 2025 Greenmount Primary School celebrated a big year of musical accomplishments! The senior choir travelled to the RAC Arena to represent the school in the One Big Voice extravaganza. They performed a selection of popular songs and songs written by homegrown artists. We were all amazed by the sheer size of the choir when we were all collected in the Arena. Greenmount PS students made us all very proud by singing the songs with enthusiasm and skill, and behaved in an exemplary manner. Two of our students were chosen to perform solos on the night, such an incredibly proud accomplishment for our school.

In music class, our students all improved their knowledge and practical ability in complex musical skills, such as reading notation, increasing their understanding of rhythm patterns, as well as growing their skills in playing the ukulele, bucket drums, and xylophones. We also celebrated a new cohort of Instrumental Music students being selected, with some of the highest scores we have seen at Greenmount Primary School in a long time. Overall, Greenmount Primary School had a highly musical 2025, and we look forward to all upcoming achievements by our talented students in 2026.

**Ms Marshall (Music Specialist)**



# Physical Education

Our Faction Athletics was run in Term 1. Thanks to St Anthony's for letting us use their grounds. Red faction (Prichard) was the winning faction on the day. Woodbridge hosted the Interschool Athletics Carnival Early in Term 2 where we came runner-up Champion school. We were again well represented with many Champions and Runner-up Champions in the various age group categories.

Our next big event was the Kalamunda Cup basketball competition. We entered 2 girls and 2 boys teams for the competition. All teams played well.

Greenmount participated in the Interschool Cross Country Carnival held at Moorditj Noongar Community College. Greenmount had many individual winners and obtained various places in most events.

Our year 5/6 students represented our school during the Interschool Sports. We participated in Football, Netball, Soccer and Volleyball. This is always a favourite sporting event, especially for our Year 6 leavers.

In Term 3 Mr Jesse Hodgson our Sport and Physical Education teacher retired after 21 years of service at Greenmount PS. We thank Mr Hodgson for the incredible job he has done in the specialist area of Physical Education.

It was great year in Physical Education.

**Emma Clauson**

**Phys Ed Teacher**



## Japanese 日本語:

In 2025 Greenmount Primary School, students from year 3 - 6 continued to have a fun and fulfilling opportunity to study Japanese.

We were given the opportunity to work with Gold Educational Tours and host students from Seikei Elementary School during July. So many families opened their doors for this week and shared some of our Australian culture with a Japanese student.

Ms Cindy Nelson provided an exceptional program to allow the students to experience the Noongar Culture. Ms Nelson's enthusiasm and desire to work with our visiting students also provided our indigenous students within GPS the important opportunity to share their culture with our visiting students. We were also fortunate to have Adam Desmond again support this Japanese visit by bringing the Binar Dance Crew and Binar Sports Crew to provide experiences for the Japanese students.

All the visitors, including their teachers, enjoyed the visit to Greenmount Primary School immensely and we hope this enabled the students to take this experience home with them to develop a better understanding of their own indigenous Ainu people.

Learning Japanese broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer.

### Ruth Smith LOTE

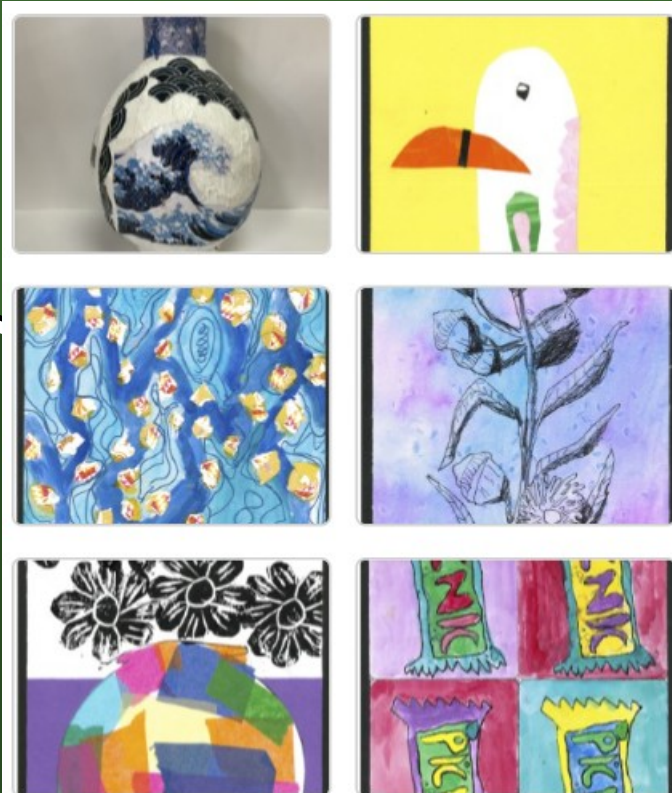


# Visual Art and Technologies

In 2025 students engaged in a wide range of mediums during the Visual Art and Technologies learning areas. During Visual Art lessons students explored printmaking, painting, sketching, textured 3-dimensional art and sculpture making techniques. Students additionally worked collaboratively to design and build architectural structures such as bridges, boats and planes, as well as learn to code during Technologies lessons.

The highlight of the year was the deep learning that took place as we researched and designed the new Noongar Bird Faction Crests. Once the 3 birds were chosen, there was a competition for the students to design the new faction crests. Once the winners for each faction were chosen the designs were digitalised to form the new faction crests. In Digital Technologies students designed posters and chants for the new Noongar bird factions.

## Bridget Astle (Visual Art and Technologies Specialist)



# Our Year 6 Leavers

Our Year six leavers are offered a variety of leadership roles in their final year including the opportunity to be : A Term Prefect, Councillor, Faction Captain or IT Coordinator. These opportunities allow for our students to have experience in public speaking at events like the Combined Hills ANZAC Ceremony, whole school assemblies and events and the end of year Presentation Day and the Year 6 Graduation. Our leaders also help organise whole school events like the Easter Hat Parade and Book Week.

Our Year 6 leaders have many right of passage events through the year including:

- A two day excursion to the Bickley Recreation Camp where they take part in team building activities.
- Excursion to Maylands water park with a picnic lunch.
- Excursion to adventure golf with a pizza dinner.
- An evening Year 6 Graduation ceremony with supper.

Below is a table showing the high schools that our Year 6 students have enrolled in for 2026.

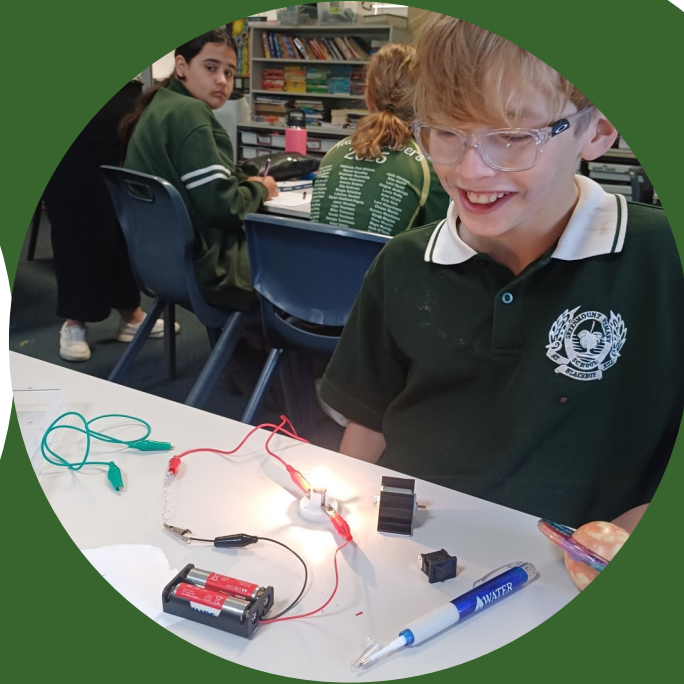
| Destination Schools                                 |      |        |       |       |
|-----------------------------------------------------|------|--------|-------|-------|
| 2026 school destinations of the 2025 student cohort |      |        |       |       |
| Year Level : <span>Y06</span>                       |      |        |       |       |
| Destination Schools                                 | Male | Female | Other | Total |
| 4118 Swan View Senior High School                   | 8    | 7      |       | 15    |
| 1223 La Salle College                               | 4    | 5      |       | 9     |
| 4116 Darling Range Sports College                   | 3    | 2      |       | 5     |
| 1304 Swan Christian College                         | 2    | 3      |       | 5     |
| 4027 Kalamunda Senior High School                   | 1    | 3      |       | 4     |
| 4017 Eastern Hills Snr High School                  | 2    | 1      |       | 3     |
| 4020 Governor Stirling Snr High Sch                 | 2    |        |       | 2     |
| 1055 Helena College                                 |      | 1      |       | 1     |
| 1450 Holy Cross College                             |      | 1      |       | 1     |
| 1103 St Brigid's College                            |      | 1      |       | 1     |
| 1218 Treetops Montessori School                     | 1    |        |       | 1     |
| Total                                               | 23   | 24     | 0     | 47    |



# Resourcing our school

School Resourcing is focussed on providing our students with the tools for learning.

Planning for the distribution of resources and finances are discussed and shared with staff, our Finance Committee, and the School Board collaboratively, all processes are transparent.



## Targeted Initiatives (Detail)

|                                                                                | Amount       |
|--------------------------------------------------------------------------------|--------------|
| Targeted Initiative: Additional support for delivery of mental health programs | \$14,153.33  |
| Targeted Initiative: Chaplaincy and Student Wellbeing Program                  | \$27,561.00  |
| Targeted Initiative: Preschool Reform Agreement                                | \$48,280.00  |
| Targeted Initiative: Principal Wellbeing Services                              | \$1,000.00   |
| Targeted Initiative: Small Group Tuition (BFSA)                                | \$33,965.57  |
| Total                                                                          | \$124,959.90 |

# Financial Summary

## Student-Centred Funding - Dec 2025

|                                     |                       |
|-------------------------------------|-----------------------|
| Per Student Funding:                | \$3,313,364.00        |
| Student and School Characteristics: | \$872,051.02          |
| Disability Adjustments:             | -\$12,537.42          |
| Targeted Initiatives:               | \$218,264.82          |
| Operational Response Allocation:    | \$1,939.85            |
| Regional Allocation:                | \$0.00                |
| <b>Total Dec 2025:</b>              | <b>\$4,393,082.27</b> |

## Per Student Funding - At Census

| Funded Student FTE |                 |                 | Amount                |
|--------------------|-----------------|-----------------|-----------------------|
| Per Student        | Below Threshold | Above Threshold |                       |
| Kindergarten       | 56.00           |                 | \$314,832.00          |
| Pre-Primary        | 44.00           |                 | \$429,748.00          |
| Year 1             | 40.00           |                 | \$390,680.00          |
| Year 2             | 54.00           |                 | \$527,418.00          |
| Year 3             | 42.00           |                 | \$410,214.00          |
| Year 4             | 58.00           |                 | \$473,338.00          |
| Year 5             | 44.00           |                 | \$359,084.00          |
| Year 6             | 50.00           |                 | \$408,050.00          |
| <b>Total</b>       | <b>388.00</b>   |                 | <b>\$3,313,364.00</b> |