

# **Greenmount Primary School Annual Report 2022**

# Welcome from the Principal

Welcome to the Greenmount Primary school Annual Report 2022. In this Annual Report you will find a summary of our school's achievements, programs and activities over the past year including the progress we have made implementing key strategies outlined in our School Community Plan 2021-2023 and the extent to which we have achieved the performance targets set. 2022 has been another successful year for our students. Our most recent student survey indicates that our students feel safe, supported, and valued at our school. 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.

Greenmount has run 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, Colour Fun Run, RUOK Day, Constable Care and Safety House events, NAIDOC week, dress up days to fund raise for Parkerville Children's Home, Tash Dance, and Presentation and Graduation events. The support we have from our incredible community is what makes Greenmount PS such a lovely environment for our students to learn and grow.

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.

The P&C held some key events and raised a remarkable \$10123.93 and provided \$9148.46 back to the students and the school. This enabled them to subsidise school activities such as Tash Dance, NAIDOC Week incursion, funding for local artist Stacy Gardoll to paint a mural in our new maths outdoor area and the Graduation Dinner for our year 6s. 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



# Message from the Chair of the School Board

The School Board represents our entire School Community of parents, teachers and 6056 locals. We ensure that the school's priorities reflect the needs of students and the expectations of the School Community. The Principal is able to draw on the collective knowledge and experience of Board Members for advice.

2022 has been an important year as Natalie Astle transitioned into the role of Principal during Lucy Webb's leave. The Board is confident in Natalie's abilities to lead our School Community with compassion and wise judgment.

Natalie has provided the Board with additional insight into Greenmount's financial management and sentiments-based survey results. This transparency will enable the Board to enhance its oversight in these domains, expanding on the high standard it has already set for monitoring academic results.

The Board continues to examine how we can provide students with an inclusive learning environment. To this end, we have approved small but significant changes to our School emblem, song and honours. Further changes will be considered by the Principal on an ongoing basis. I have faith that changes will be determined, implemented and accepted in a respectful manner and that they will enhance harmony within our School Community. I would like to acknowledge the contribution of Glenda Perrin and Margaret Opie, who have served our School community for 27 and 25 years, respectively.

Many thanks,

**Jason Russell**



# Message from the P & C President

With the increased restrictions of Covid-19 at the start of the year, the P&C was still able to achieve a lot for the community in 2022. Nothing can dampen the amazing community spirit at Greenmount PS.

I sincerely applaud all P&C members, volunteers, school community members and all the staff that assisted us throughout the year.

We are so lucky to have such amazing support to achieve great things for the students and the school. We are so grateful for the collaborative efforts.

Our main aim for the P&C every year is reduce the cost of activities for all the students and their families and to help further their education by providing extra funding for the school.

We all love being able to help our school community in any way we can. We appreciate that everyone's time is precious and by having many hands helping us we can do so many great things.

We made some changes to our fundraising events this year just to mix things up. Here is a run-down of the year we had in 2022:

## Fundraising Events:

- Easter Raffle: donations of chocolate and crafts enabled us to have many prizes and we raised just over \$900.
- Domino's Pizza fundraising was a great hit with just over \$600 raised.
- Cupcake Day: parents baked up a storm and pupils and teachers alike enjoyed choosing their cupcakes for recess; we raised nearly \$800 and were able to sell an extra \$200 at the inter-school sports carnival the next day.
- Bunnings Sausage Sizzle: was very successful with over \$3000 raised.
- Election sausage sizzle was also successful with over \$1500 raised.
- Cards that count fundraiser: Raised over \$630.
- Sockables fundraiser: Raised \$350 which was run alongside the crazy sock day the prefects held at the school.
- Colour Fun Run: this raised over \$3000.
- Christmas Raffle: 17 lucky families each won a hamper of seasonal goodies and we raised over \$1000 dollars.



The Guardians of Greenmount also hosted another campout at the school with free breakfast and ice creams for everyone.  
We also had a donation of \$294 from Gilbert's Fresh in Midland. We are so extremely grateful for their ongoing support to the P&C.

We also changed the Year 6 end of year outing that we fund.  
They were treated to Mini Golf, Pizzas and Slushies.  
We also hosted an amazing Free disco for all students to thank them for the amazing support they did with helping out with all the fundraising they did throughout the year.

We raised a total of \$10123.93  
And we provided \$9148.46 back to the students and the school.

We look forward to seeing what 2023 brings.

P&C President,

**Sally Winter**





# Our Students

In 2022, student numbers continued to be stable, with a total of 378 students attending. We supported students from 21 different cultural backgrounds, several students with special needs, 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. 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. 70% of our students are in the 'Regular 'attendance category. 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 (90 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.

## Student Numbers (as at 2023 Semester 1)

### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(24)	58	51	58	45	54	50	38	378
Part Time	40								

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

### Gender

	Kin	PPR	Pri	Sec	Total
Male	22	33	150		205
Female	18	25	146		189
Total	40	58	296		394

# 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, Senior Years 4-6 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 2022.

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

The school ran four Specialist areas in 2022- Visual Art, Physical Education, Music and Japanese. An Aboriginal Education Officer is employed for 2.5 days working alongside classroom teachers, 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
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Level 3 Teachers	2	1.2	0
Other Teaching Staff	20	15.8	0
Total Teaching Staff	22	17.0	0
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.5	1
Other Allied Professionals	10	6.9	0
Total Allied Professionals	15	10.0	1
<b>Total</b>	<b>40</b>	<b>30.0</b>	<b>1</b>



# 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 and Reading, Letters and Sounds Screening, KAT (Kindy screening), Brightpath, and moderation tasks. The school also collects information around attendance rates, student behaviour and student well being. 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 4 focus areas in our School Community Plan.

The staff and School Board have discussed and reviewed our progress for 2022 across these 4 key focus areas.

## 4 Focus Areas:

**Focus Area 1:** Resilient Students

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

**Focus Area 3:** English

**Focus Area 4:** Mathematics



# FOCUS AREA 1: Resilient Students

At Greenmount Primary we focus on building and promoting positive respectful relationships which enable a safe and supportive environment for all learners. Building resilience is an ongoing focus for our school.

## Our Targets

- Survey data indicates that students continue to feel safe and happy at school
- BMIS data reflects continuing positive student behaviours throughout the school

## What does the data tell us?

Students continue to feel safe and happy at school as indicated in the School Survey results.

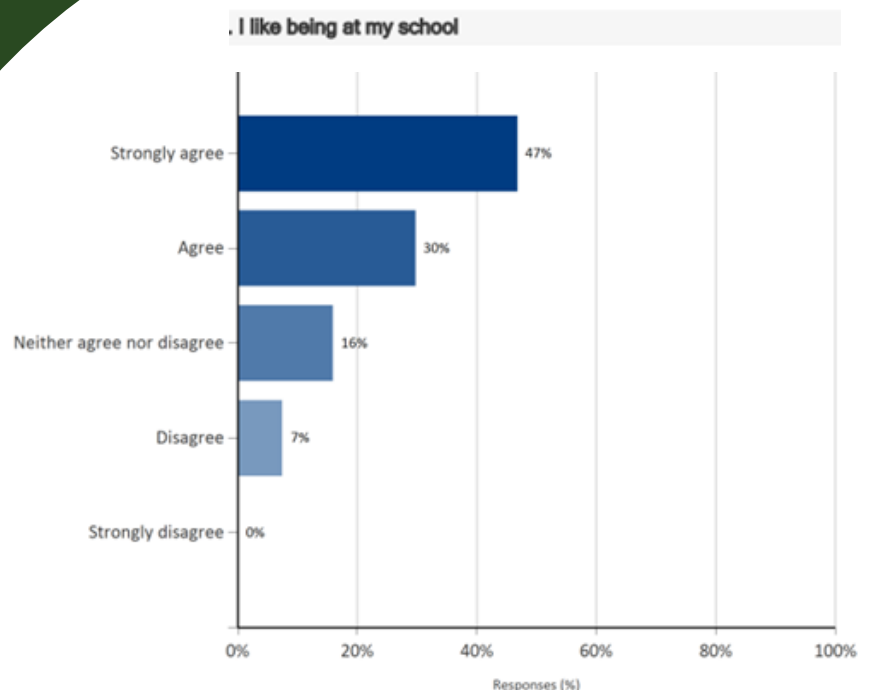
## What is working well?

Greenmount PS has many key processes and programs that are having a positive effect on the building of resilience in our students. These include

- Expectations of student behaviour are made clear, are reinforced, and explained
- Behaviour management is focussed on teaching desired behaviours with clear consequences in place
- Class teachers support students with Classroom Management and Instructional Strategies (CMIS), these are consistently applied in all classrooms
- Chaplaincy and School Psychology services support identified students with strategies and programs
- Learning dispositions are focussed on as a whole school and explicitly taught in classrooms
- Mistakes are seen as a learning opportunity, they are expected, respected, inspected and corrected

## Where to from here?

- New staff to be inducted on the *Schools Supporting Positive Behaviours Policy* and CMIS strategies
- Continue to reinforce desired behaviours and Learning dispositions
- Continue support for students through Chaplaincy and School Psychology at point of need



# FOCUS AREA 2: Engaged and Challenged Learners

## Our Targets

- ABE (Attitude, Behaviour and Effort) data indicates that students are enthusiastic about their learning
- Student surveys reflect positive attitudes towards school and learning activities
- NAPLAN data indicates that the % of students in the higher bands is comparable to *Like Schools*

## What does the data tell us?

The Student survey reflects that 87% of students agree that the school gives them opportunities to do interesting things and 81 % indicated their teachers motivate them to learn

ABE data from semester reports indicate that 81 % of year 3-6 students consistently demonstrate an enthusiasm for learning

NAPLAN: Our Year 3 achievement in Numeracy and Grammar and Punctuation were both above *Like Schools* in 2022. This indicates that targeted programs like Letters and Sounds, Bright path, Paul Swan Maths, Maths Streaming and Read alouds have had a positive impact on student results

Year 3 and 5 Writing in 2022 was below *Like Schools*, we are addressing this with the introduction of a whole school writing approach '7 Steps for Writing'

## What's working well?

Teachers working in Professional Learning Communities implementing *High Impact Teaching Strategies* in classrooms and engaging in rigorous *Action Learning Cycles* to inquire into and increase the impact of their teaching practice to achieve better results for the students they serve

Our feedback culture, teachers and students seeking and using feedback to improve outcomes and influence school planning

Cross setting in *Letters and Sounds PP-3*, and cross setting for years 4-6 in Mathematics is having a positive impact on student results

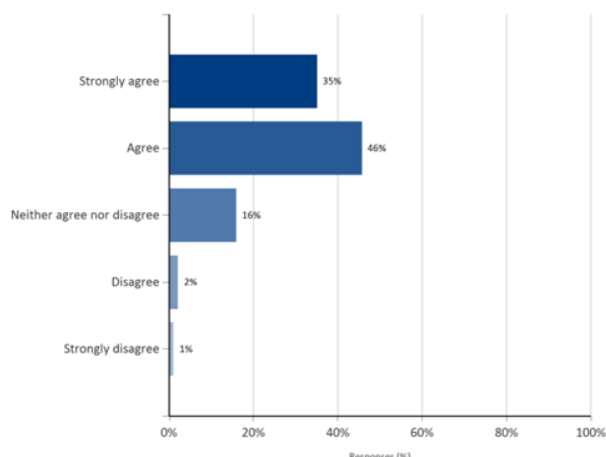
## Where to from here?

Build on the great work in differentiating class activities and practice

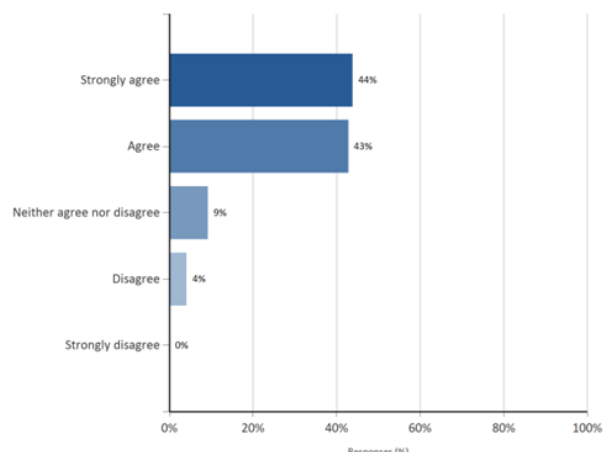
Professional Review for Teachers to focus on Action Learning cycles around implementation of High impact teaching programs and strategies

Continue to use Learning Intentions and Success Criteria and build capacity of students to set goals, monitor their progress and reflect on their learning.

My teachers motivate me to learn



My school gives me opportunities to do interesting things



## Focus Areas 3 and 4: 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:

Year 3 and 5 NAPLAN averages to be equal to or higher than Like Schools in Literacy and Numeracy assessments

In PAT Reading and Mathematics assessments, all year levels are equal to or better than PAT norms

### What does the data tell us?

NAPLAN 2022 data showed student achievement equal to or better than Like Schools in:

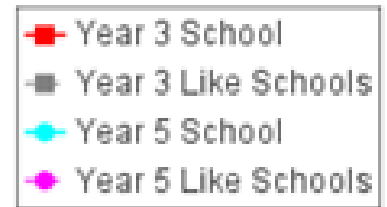
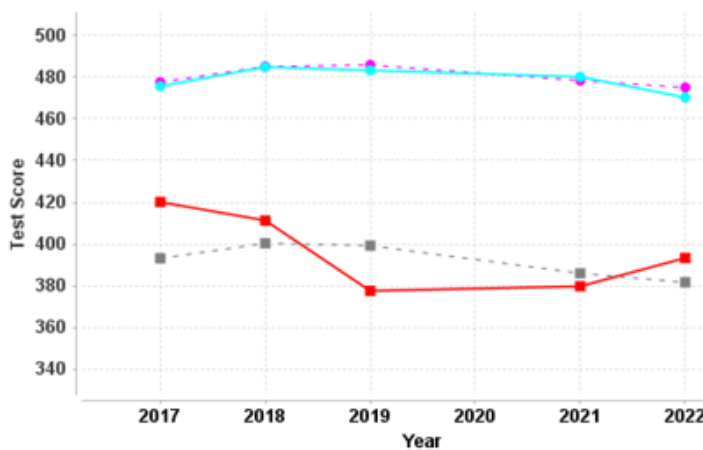
Year 3 Numeracy

Year 3 and 5 Reading

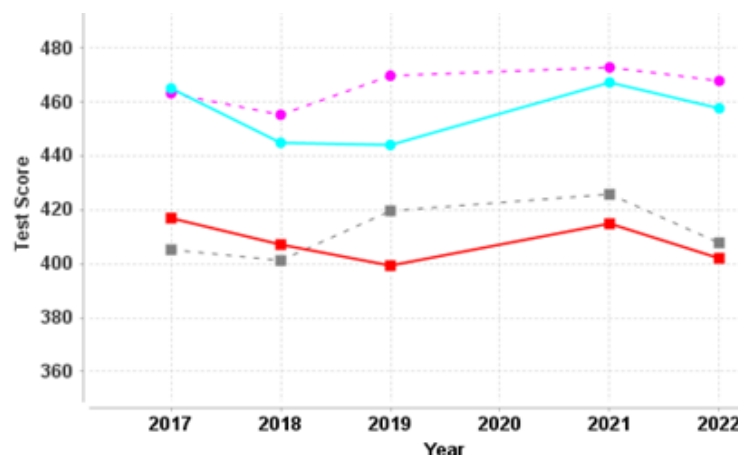
Year 3 and 5 Grammar and Punctuation

Year 3 and 5 Writing and Spelling slightly below *Like schools*.

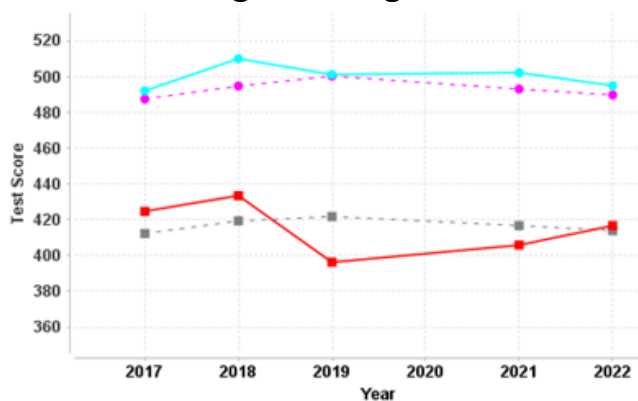
#### Average Numeracy Score



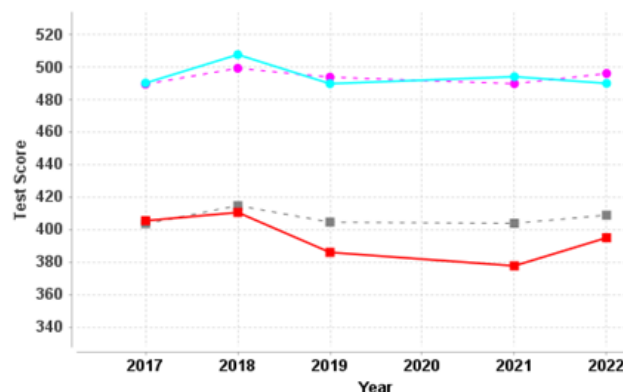
#### Average Writing Score



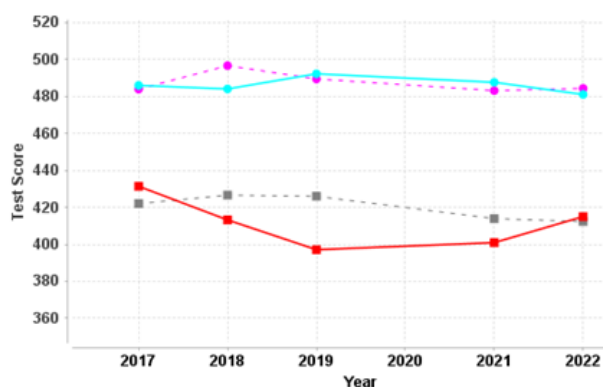
### Average Reading Score



### Average Spelling Score



### Average Grammar and Punctuation Score



#### 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 profiles spreadsheets where longitudinal data from On Entry, Letters and Sounds, PAT Reading and Maths, BrightPath, Paul Swan Maths milestones and NAPAN 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.

#### Where to from here?

- To address the downward trend in our writing results, a whole school approach to writing will be introduced next year called *7 steps for Writing*. All our teachers will have Professional Learning on how to implement the 7 steps for Writing initiative.
- The 7 steps for Writing initiative will be built into our Action Learning Cycles and the Professional Review of all teaching staff.
- 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.

# Our Culturally Responsive School

Deepening the understanding and respect for Aboriginal and Torres Strait Islander history, culture and language is embedded in our school teaching programs, learning activities, Professional Learning for staff and the school's physical environment.

This year we celebrated NAIDOC week from Mon 27<sup>th</sup> June-Fri 1<sup>st</sup> July. This Year's theme was, ***Get up ! Stand up! Show up!*** We had an awesome week of activities including an Opening assembly, Damper making, NAIDOC colours dress up day, a fabulous whole school incursion with the Wadumbah Aboriginal Dance group, guess the quandongs competition, a NAIDOC meal deal and the official opening of our new art installation of the Noongar Seasons totem poles.

This year we established a Bush Tucker Garden. The garden has been a great addition to our school. Ms Nelson has taught all the students about the Bush Tucker plants, their Noongar names and what the plants are used for in medicine and cooking.

Reconciliation with Aboriginal people has always been an important part of the schools journey. We acknowledge the incredible work Ms Nelson's does in building cultural awareness and knowledge in the school, supporting all students, and maintaining strong cultural links with our parents and the school community.



# Our Specialist Areas

## Music

2022 offered some incredible musical experiences for Greenmount students.

The choir participated in the WA Massed Choir Festival at the Perth Concert Hall. This was an incredible experience for our choir to perform in front of an audience of over 1700 and to sing alongside students from 11 other metropolitan schools. It was truly an amazing event, and the singing was incredible. The choir performed at several school events during the year, their performances of *'Change the World'* and *'Jetman'* at the Presentation night were brilliant. Our Year 5/6 Percussion students skilfully accompanied them in this item.



Our fortnightly assemblies all ended with our up beat community songs and dancing, led by our choir and the music teachers. It is so wonderful to see and hear all of students singing so joyfully together.

This year the classroom music program focussed on Making Music and responding to music.

**Miss Davina & Mr Russell Lindsay** (Music Specialist)

## Physical Education

The year started off with our Interschool Cricket Competition. Amazingly, both our boy's and girl's teams won their respective competitions and made it to the district finals. Our Faction Athletics Carnival was also early in term 1. Unfortunately, due to Covid we were unable to hold our Interschool Athletics Carnival.

The Kalamunda Cup basketball competition was held in Term 2. We had 2 girl's teams and 2 boy's teams for the All Stars division. Greenmount teams always displays excellent sportsmanship.

Our Faction and Interschool Cross Country carnivals were completed in term 2. The Interschool Cross Country Carnival was held at Greenmount Primary, and we had many year level Team wins. Greenmount finished Runner-up Champion by only 7 points. The best performance ever.

Interschool Sports (football, netball, soccer and volleyball) were played in term 3. We were successful in winning the Football shield. It was a great year in Physical Education.

**Jesse Hodgson** (P.E. Specialist)



# Japanese

## 日本語 にほんご

Greenmount Primary School runs an innovative Japanese Language Program for Years 3-6. Japanese is programmed for Wednesdays and Thursdays each week.

The Japanese language program is exciting and engaging and planned to incorporate both language and culture and is aligned with the Australian Curriculum. It is designed to provide students with communication skills in Japanese which include an understanding of not only the Japanese language, but also the unique culture and customs of Japan and its people.

As the world becomes increasingly interconnected, the need to understand meaning across cultures and languages is becoming a necessity. Language learning not only offers opportunities for communication, but also an appreciation of diversity and beliefs. In addition, students develop an understanding of their own identity, culture, values, and language. Language learning has been shown to strengthen thinking skills and expand students' horizons by providing social, personal and employment opportunities.

In Japanese classes we cover a variety of topics throughout the year levels, making sure that each year builds upon the last, increasing the opportunity to remember and utilise prior learning.

Greenmount Primary School's Japanese lessons provide many opportunities to speak, listen, read, write, and understand Japanese, through songs, stories, practical tasks, role play, presentations and technology. The lessons involve many hands on and interactive activities that allow students to 'have a go' in a fun and supportive learning environment. We believe it is important for children to be able to succeed at their own level and we strive to develop their self-confidence and a curiosity about the world around them.

We believe the skills our students develop whilst learning a second language are life long and will stay with them regardless of the path their future learning takes. Our classroom is a vibrant and welcoming space.

ようこそ！

**Ruth Smith** (Japanese L.O.T.E. Specialist)



# Visual Art

In 2022, we continued our cross curricular program of combining Visual Art with Design and Digital Technologies. Semester 1 started with Design Technologies, we started our year looking at moving mechanisms and toy designs. We explored artists and cultures that create puppets before creating our own inspired by the Indonesian Wayang puppets. Students also designed their own toys using recycled objects and art supplies. We revised our knowledge of the art elements, colour, shape, line, and value to create beautiful artworks where we create cover pages for our art journals.

In Semester 2 we explored Egypt! Year 5/6 students were challenged with an 'escape room' where the art room turned into an Egyptian tomb. Students had to uncover hidden messages through decoding hieroglyphics to crack the code and escape! Egypt remained the focus for all classes as we explored ancient Egyptian tomb art and created ceramic scarab beetles and cartouches. We combined Digital Technologies by creating an Ancient Tomb 'Operation' style game using Scratch Coding and Makey Makey. When the art design of the game was complete, students used the laptops to code a buzzer sound to go off if students touched the sides of the tomb walls as they collected 'ancient artefacts.'

Throughout the year we reflected on our Visual Art skills and learnt to give meaningful, constructive feedback to our peers. This resulted in students using their Greenmount Primary School dispositions of being reflective, persevering and being risk takers in their learning! This year we also finished our Noongar Season poles, a collaborative art project which started last year with the help of Cindy Nelson (AIEO), students, teachers, and the community. These poles are now standing proudly near the Early Childhood area.

**Evie Matzkov** (Visual Art/Technologies Specialist)



# 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.

## Student-Centred Funding

### Student-Centred Funding 2023

Per Student Funding	\$3,238,385.00
Student and School Characteristics	\$709,380.75
Disability Adjustments	\$0.00
Targeted Initiatives	\$93,896.56
Operational Response Allocation	\$51,680.00
Regional Allocation	\$3,500.00
<b>Total 2023</b>	<b>\$4,096,842.31</b>
Transition Adjustment	\$0.00
<b>Total After Transition Adjustment</b>	<b>\$4,096,842.31</b>



### Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	40	0	\$211,320.00
Pre-primary	58	0	\$532,324.00
Year 1	51	0	\$468,078.00
Year 2	58	0	\$532,324.00
Year 3	45	0	\$413,010.00
Year 4	54	0	\$414,126.00
Year 5	50	0	\$383,450.00
Year 6	37	0	\$283,753.00
<b>Total</b>	<b>393</b>	<b>0</b>	<b>\$3,238,385.00</b>

# Financial Summary

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 11,200.00	\$ 9,012.21
2	Lease Payments	\$ 36,674.00	\$ 38,127.76
3	Utilities, Facilities and Maintenance	\$ 188,093.27	\$ 157,620.56
4	Buildings, Property and Equipment	\$ 14,060.00	\$ 10,182.31
5	Curriculum and Student Services	\$ 152,026.73	\$ 143,153.38
6	Professional Development	\$ 7,900.00	\$ 8,055.45
7	Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8	Other Expenditure	\$ 4,723.00	\$ 4,939.46
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 434,677.00</b>	<b>\$ 391,091.13</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 434,677.00</b>	<b>\$ 391,091.13</b>
	<b>Cash Budget Variance</b>	<b>\$ 7,606.00</b>	

**Goods and Services Expenditure - Budget vs Actual**

