



# **Greenmount Primary School**

## **Annual Report 2023**



# Welcome from the Principal

Welcome to the Greenmount Primary School Annual Report 2023. 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 2021-2023 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.

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, Japanese exchange students, 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 School board ratified our New School Community Plan for 2024-2026. Thank you to our dedicated staff who worked collaboratively to create our new Community Plan. We are looking forward to our next 3 year plan focussing on Wellbeing, Engaged and Challenged Learners and Quality Teaching and Learning in Maths and English.

The P&C held some key events and raised a remarkable \$6385, received \$2480 in grants and donations and provided back thousands to the students and the school. This enabled them to subsidise school activities such as swimming, Tash Dance, NAIDOC Week and Safety house incursions and the Graduation fun night 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. 2023 was my first year as the substantive Principal of Greenmount PS and I would like to thank you all for the incredible support you have shown me. I am looking forward to working with all of you in 2024, leading our school into the next community plan.

**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 2023 Annual Report.

2023 has been another very busy year for the school, and I would like to thank our Principal, Natalie Astle, Associate Principals Amy McEwen, Evie Vernon and all of our Teachers, Education Assistants, Office staff, Maintenance staff and Cleaners for the time and effort they have all put in to make 2023 another successful year for Greenmount Primary.

I would also like to thank the School Board for their time and their effort over the past year, and in particular Jason Russell for undertaking the role of Chair of Board in 2023. 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 2023 School Board of Jason Russell (Chair), Brook Desmond, Karen Shearer, Amanda Swadling, Scott Rogers, Shane Spinks, Natalie Astle (Principal), Amy McEwen (Associate Principal) Evie Vernon (Associate Principal) and Jane Miles (Secretary)

Apart from all of the wonderful events held throughout the school year, I think it would be fair to say that the Board's most significant achievement has been to support the establishment of the School's Culturally Responsive Committee. The Committee aligns with the DoE Aboriginal Cultural Standards Framework. As a culturally responsive school it will reflect the schools strong focus on the local Noongar culture. The Committee draws upon the passion, knowledge and experience within the school community, which is led by Noongar Whadjak Elder Cindy Nelson who enables the school to create opportunities to engage our community and families. The significant changes which have been driven by the Culturally Responsive Committee include; the establishment of the Greenmount Medal, changing of the School motto to 'Learning side by side' and amendment of the School song. I look forward to seeing what the Committee can achieve in 2024.

It would also be remiss of me not to highlight the work done by our amazing Parents and Citizen's Association (P&C) over the past year. 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 President Sally Harding and the Committee for their ongoing efforts. It is very much appreciated.

Finally, I would like to say thank you to all the students, parents and carers for being apart of the Greenmount Primary School Community. The 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.

**Shane Spinks (Board Chair)**



# Message from the P & C President

I would like to thank our amazing P&C, and the school community who have volunteered throughout the year.

The many hours our P&C and school community have put in whilst raising families, working and with various other commitments, shows the dedication we have for our students and community.

We are extremely grateful for the continued support as this allows us to be able to raise much needed funds that will benefit all students and our school.

We are absolutely delighted that Mrs Natalie Astle was appointed as the principal of our school at the start of the year.

We have all watched our school community grow and flourish under her amazing leadership and guidance.

Her level of understanding regarding the importance of creating a wonderful school community has been what's made her first year as principal so amazing.

We are very grateful to have such a positive relationship with the school and staff.

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 and volunteers throughout the year was what made 2023 another successful year for our school community.



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

## **Fundraising Events-**

Easter Raffle: donations of chocolate and crafts enabled to have many prizes -\$1,095.20

Election Sausage sizzle -\$1,036.60

Cupcake Day: parents baked up a storm and pupils and teachers alike enjoyed choosing their cupcakes for recess -\$905.60

Sports day cake stall -\$539.40

Car Park Raffle which was a big favourite -\$308.00

Sockables fundraiser -\$298

Pyjama day at school -\$353

Containers for change -\$350

Gilbert's Fresh - \$480 from their Support our Schools program.

Good to Give program - \$500

Perth Airport Grant -\$1000

Scholastic book club program - \$713.56 in rewards points that go directly to our school library.

Christmas Raffle -\$1500.

Thank you to the Hon. Michelle Roberts MLA who donated a \$500 voucher for our Christmas raffle and to the Cavallaro Family for donating 2 large prizes.

## Social & Community Events

We subsidised \$10 per student in PP-Year 6 for Swimming lessons to a total of \$3530.

We contributed funds towards the 'Tash Dance' program that runs every Tuesday and Thursday mornings in the undercover area before school.

Our safety house committee was able to fully fund the excursion to the Constable Care Safety School in Maylands for all Year 6 students.

We subsidised the cost per student in PP to Year 6 for the 'Tash Dance' program for the end of year presentation day performances .

The Year 6 leavers enjoyed mini golf and pizza night for their end of year celebrations.

\$1000 was given to support the school with the sound and lighting at the presentation night.

We are excited to be funding the new indigenous signs that will pop up around the school.

The Safety House committee ran a sausage sizzle for the kids in Safety House week along with a Constable Care incursion.

The Guardians of Greenmount held a can drive for our containers for change recycling program.

We are grateful to have new members join our P&C this year and all of the positions have been filled.

I look forward to another fabulous year in 2024 for our school and community.

**Sally Harding**  
P&C President





## Our Students

In 2023 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 (90.3%) 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. 61% of our students are in the 'Regular' attendance category, which is equal to WA Public Schools. 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.

| Primary   | Kin  | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (24) | 40  | 56  | 42  | 57  | 44  | 52  | 52  | 367   |
| Part Time | 40   |     |     |     |     |     |     |     |       |

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

|        | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male   | 22  | 21  | 147 |     | 190   |
| Female | 18  | 19  | 156 |     | 193   |
| Total  | 40  | 40  | 303 |     | 383   |

|                | Kin | PPR | Pri | Sec | Total |
|----------------|-----|-----|-----|-----|-------|
| Aboriginal     | 4   | 3   | 34  |     | 41    |
| Non-Aboriginal | 36  | 37  | 269 |     | 342   |
| Total          | 40  | 40  | 303 |     | 383   |

### Attendance Overall

#### Primary Attendance Rates

|      | Non - Aboriginal |              |                   | Aboriginal |              |                   | Total  |              |                   |
|------|------------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
|      | School           | Like Schools | WA Public Schools | School     | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2021 | 92.2%            | 92.6%        | 92.4%             | 89.4%      | 83.6%        | 76.8%             | 92.0%  | 92.0%        | 91.0%             |
| 2022 | 91.7%            | 88.3%        | 88.3%             | 90.3%      | 76.8%        | 69.5%             | 91.6%  | 87.4%        | 86.6%             |
| 2023 | 90.2%            | 90.4%        | 90.3%             | 91.2%      | 85.5%        | 74.3%             | 90.3%  | 90.1%        | 88.9%             |

# 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 2023.

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 2023- Visual Art, Physical Education, Music/Drama 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 Information

|                                      | No        | FTE         | AB'L     |
|--------------------------------------|-----------|-------------|----------|
| <b>Administration Staff</b>          |           |             |          |
| Principals                           | 1         | 1.0         | 0        |
| Associate / Deputy / Vice Principals | 2         | 2.0         | 0        |
| Total Administration Staff           | 3         | 3.0         | 0        |
| <b>Teaching Staff</b>                |           |             |          |
| Level 3 Teachers                     | 2         | 0.6         | 0        |
| Other Teaching Staff                 | 21        | 18.0        | 0        |
| Total Teaching Staff                 | 23        | 18.6        | 0        |
| <b>Allied Professionals</b>          |           |             |          |
| Clerical / Administrative            | 3         | 2.0         | 0        |
| Gardening / Maintenance              | 1         | 0.6         | 0        |
| Instructional                        | 1         | 0.5         | 1        |
| Other Allied Professionals           | 12        | 7.8         | 0        |
| Total Allied Professionals           | 17        | 10.9        | 1        |
| <b>Total</b>                         | <b>43</b> | <b>32.5</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 2023 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

- 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. The data from Champion Life mental health check-ins shows that students on average are checking in at a 4/5 on the good mood meter.

## What is working well?

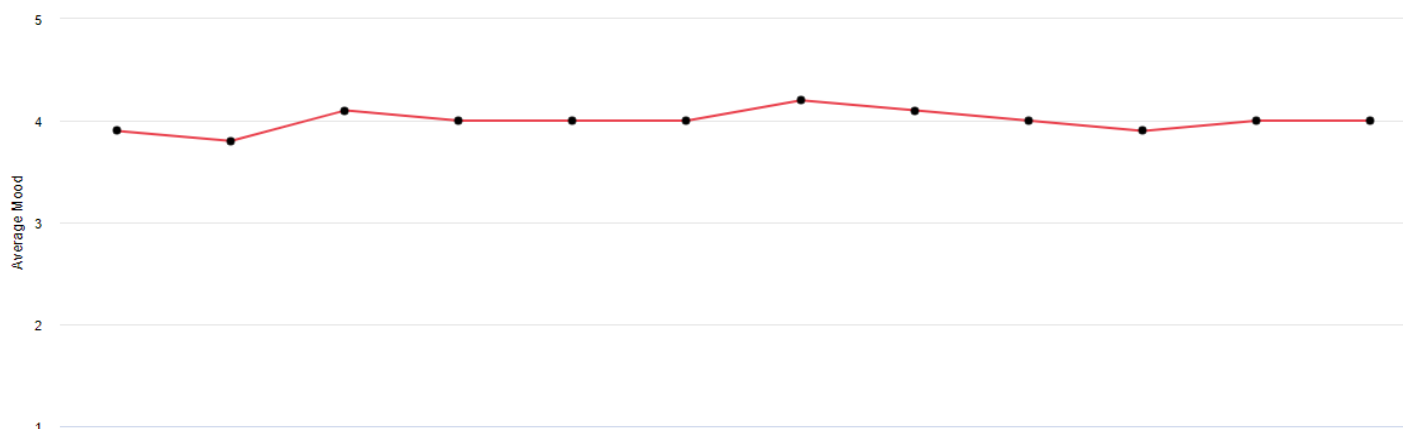
Greenmount PS has many key processes and programs that are having a positive effect on the building of resilience in our students. These include:

- 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.
- Introduction 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 for the last 3 months of 2023.

Average Wellbeing - past 3 months



# 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 across all areas is above like schools. This indicates that targeted programs like Letters and Sounds, Brightpath, 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*, with the introduction of a whole school writing approach '7 Steps for Writing' in 2023, the year 3 results are now higher than like schools. The year 5 results are still below.

## 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.

The introduction of '*7 steps for writing*' has had a positive impact on results in Year 3.

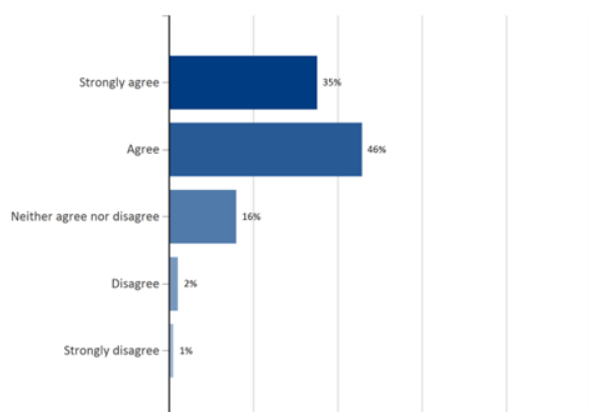
## Where to from here?

Build on the great work in differentiating class activities and practice

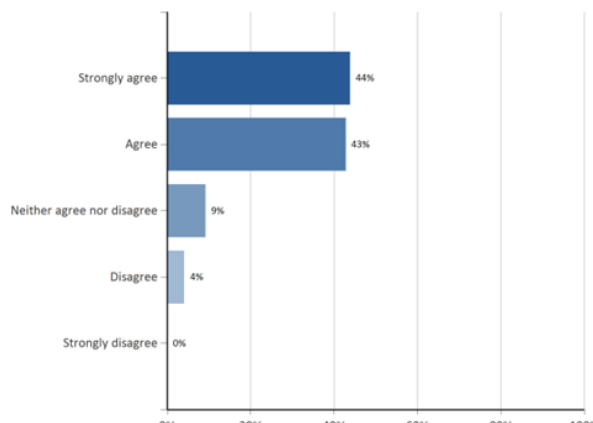
Professional Review for Teachers to focus on Action Learning cycles around implementation of High impact teaching programs and strategies.

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 2023 data showed student achievement equal to or better than Like Schools in:
  - Year 3 Numeracy
  - Year 3 Writing
  - Year 3 Reading
  - Year 3 Spelling
  - Year 3 Grammar and Punctuation
- \* Year 5 Numeracy and Reading close to Like schools*

### Numeracy

| Year         | Y03    |              | Y05    |              |
|--------------|--------|--------------|--------|--------------|
|              | School | Like Schools | School | Like Schools |
| 2023         | 415    | 392          | 458    | 465          |
| Copy Options |        |              |        |              |
| Year         | Y03    |              | Y05    |              |
|              | School | Like Schools | School | Like Schools |
| 2018         | 411    | 400          | 485    | 485          |
| 2019         | 378    | 399          | 483    | 486          |
| 2021         | 380    | 386          | 480    | 478          |
| 2022         | 393    | 382          | 470    | 475          |



### Writing

| Year         | Y03    |              | Y05    |              |
|--------------|--------|--------------|--------|--------------|
|              | School | Like Schools | School | Like Schools |
| 2023         | 420    | 400          | 443    | 462          |
| Copy Options |        |              |        |              |
| Year         | Y03    |              | Y05    |              |
|              | School | Like Schools | School | Like Schools |
| 2018         | 407    | 401          | 445    | 455          |
| 2019         | 399    | 420          | 444    | 470          |
| 2021         | 415    | 426          | 467    | 473          |
| 2022         | 402    | 408          | 458    | 468          |

## Reading

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 413    | 382          | 473    | 474          |

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| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2018 | 434    | 419          | 510    | 495          |
| 2019 | 396    | 422          | 501    | 500          |
| 2021 | 406    | 417          | 502    | 493          |
| 2022 | 417    | 414          | 495    | 490          |

## Spelling

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 402    | 389          | 440    | 470          |

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| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2018 | 411    | 415          | 508    | 499          |
| 2019 | 386    | 405          | 490    | 494          |
| 2021 | 378    | 404          | 494    | 490          |
| 2022 | 395    | 409          | 490    | 496          |

## Grammar and Punctuation

| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2023 | 426    | 393          | 459    | 473          |

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| Year | Y03    |              | Y05    |              |
|------|--------|--------------|--------|--------------|
|      | School | Like Schools | School | Like Schools |
| 2018 | 413    | 427          | 484    | 497          |
| 2019 | 397    | 426          | 492    | 490          |
| 2021 | 401    | 414          | 488    | 483          |
| 2022 | 415    | 412          | 481    | 484          |

### 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, 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.

### Where to from here?

- To address the downward trend in our writing results, a whole school approach to writing has been introduced called '*7 steps for Writing.*' All our teachers have had 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.
- Introduction of Spelling Mastery (evidence based spelling program) for Years 4-6 to address the downward trend in Spelling.

# Our Culturally Responsive School

In 2023, Greenmount Primary School formed a Culturally Responsive Committee. The committee consist of School Leaders, our AIEO Cindy Nelson, Teachers, Board members, Parents and Caregivers.

At Greenmount Primary School we recognise the importance of 'belonging', 'connectedness' and 'inclusivity' as essential to the success of our school environment. When students feel like they belong at school they are more likely to be successful with their learning and feel confidence in their cultural identity and their ability to interact with others. We strive to ensure that every person in our school community feels safe, heard, respected, and included by supporting positive relationships between students, teachers, parents, and staff members.

To be successful in achieving goals in our Community Plan it is necessary for our school to establish strong lines of communication between school leaders and our school community. We utilise data and feedback from surveys to guide our decisions in all areas of school improvement, including being 'culturally responsive'. Involvement from the school community plays an essential role in establishing shared responsibility, ultimately contributing to student wellbeing and success. Greenmount Primary School aims to align our strategic planning with the 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 Culturally Responsive Committee is a forum for members of the school community to contribute to the success of our school in being 'culturally responsive'. Committee facilitators aim at sharing current school improvements and seeking feedback/input on future improvement planning.

The Culturally Responsive Committee runs cycles of meetings at point of need. This year, the committee contributed to the refinement of the Greenmount Primary School Community Plan 2024 -2026. Future projects will include the changing of the faction names to Noongar names that are connected to our school and represent the environment our students learn in.

**Amy McEwen**

Associate Principal



# Cultural Activities 2023

Community involvement was our top priority for 2023. We achieved this by:

- During NAIDOC week, all of our Aboriginal families were invited to engage in a workshop with (AIEO) and Whadjak Noongar Elder Cindy Nelson on how to represent and tell their family stories and histories through art work. Ms Nelson guided the families on how to tell their family story by incorporating Aboriginal symbols and art into their designs. She shared her own personal family artwork with the group. Parents planned their art work with their children and then transferred their family stories onto a large wooden gum tree. Twelve families have contributed and added their stories to the gum tree which is proudly displayed in our front office. There is room for new families to add their story to our beautiful gum tree.
- In August we hosted 20 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.
- This year Miss Nelson and Mrs Vernon worked together to create a beautiful Art work to be used in school branding. The art work was designed and sketched by Ms Nelson and digitalised by Mrs Vernon. The artwork will be incorporated into our school documents, stationary and year 6 leavers shirts. It uses symbols and meanings to convey our school's vision, values and story. We are so proud of this art work that embodies our school motto of 'Learning side by side'.
- We are excited about lots of new ideas that we will action in 2024 including; Noongar signage around the school, more opportunities for our families to be a part of community projects and creating opportunities to incorporate Noongar culture across the curriculum.

**Ms Nelson**  
(AIEO)



# Our Specialist Areas

## Music/Drama

In 2023, Greenmount students had multiple Performing Arts experiences, learning Drama in Semester One with Mrs Jones and Ms Michelle, and Music in Semester Two with Ms Marshall.

### Drama

In Semester One, students focused on learning about the drama elements of voice, movement, and character. They explored these elements through improvisation, role play, and reflective thinking, developing their problem-solving and communication skills. Students had the opportunity to develop their self-confidence and creative thinking individually and collaboratively, within an enthusiastic and supportive environment, and thoroughly enjoyed learning about performing from their teachers, with some students even starting to write their own scripts and create drama performances collaboratively with their peers.

### Music

The Music classroom in Semester Two was dynamic and energetic, and we focused on learning how the parts of music fit together to make memorable and meaningful musical experiences for different types or groups of people.

On Presentation Day, the senior students from Room 16 and 17 performed a sensational group piece by Hozier, 'To Noise Making (Sing)', wholly accompanied by the extremely talented Year 5 and 6 instrumental students. This was a huge team effort, and it could not have been achieved without the students' months of hard work and practice, and the unwavering support of all their teachers (Ms Reece, Mr Sutherland, Mr Thomas, Mrs Voakes, Mrs Dillon, and Mrs Williams). They originated the unforgettable Green Hot Chilli Peppers (aka The Jalapeños) school name, and we will be proud to carry that name forward. The wonderful Greenmount Primary School choir also performed 'Roar', by Katy Perry, with an energy that was inspiring and contagious, and it felt like a fitting introduction to the amazing dance recitals choreographed by Tash Amato.

**Ms Michelle, Mrs Jones, and Ms Marshall (Performing Arts Specialists)**



# Physical Education

In term 1 we participated in the T-20 Big Bash cricket competition. Both Greenmount Boys and Girls teams prevailed as Champions and participated in the District Finals at Yokine in Term 4. The Greenmount Boys Team were successful in earning a place at the State Finals a few weeks later and finished 4<sup>th</sup> in that competition.

Our Faction Athletics was completed in Term 1. Greenmount 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 had 2 girls and 2 boys team for the competition. All teams played well.

Greenmount participated in the Interschool Cross Country Carnival held at a very water logged Ron Jose playing fields. Greenmount had many individual winners and obtained various places in most events. We finished in 3<sup>rd</sup> Place behind Helena College and St Anthony's Primary School.

Our year 5/6 students represented our school during the Interschool Sports. We participated in Football, Netball, Soccer and Volleyball.

It was great year in Physical Education.

**Jesse Hodgson**

Phys Ed



# Japanese

## 日本語 にほんご

Japanese is programmed for Wednesdays and Thursdays each week and is studied from Years 3 to 6 at Greenmount Primary School. The Japanese lessons follow the Australian Curriculum combined with the students' needs and interests.

The Japanese language program is designed to provide students with communication and writing skills in Japanese, including an understanding not only of the Japanese language, but also the culture and customs unique to 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.

Students in Japanese classes have had many opportunities to speak, listen, read, write and understand Japanese, through songs, stories, practical tasks, role play, presentations and technology.

Students have been engaged in creating meishi cards (Japanese business cards) in their speaking and written activities. The students created a Greenmount Primary School meishi with their information in Japanese writing on one side and English on the other. Next, they performed conversations in front of the class to demonstrate the delicate process of exchanging the cards to their peers. This has helped students to understand that something as simple as exchanging a business card in Japan is extremely different to the process in Australia.

In 2023, Greenmount Primary School had the valuable opportunity of hosting 20 students, from the Minatoku prefecture in Tokyo, through Gold Educational Tours. Not only did this experience give the Greenmount students a confirmation of the Japanese language, it also provided the Indigenous students with a chance to share their culture. The event was highly successful, exciting and a perfect way to immerse the Greenmount students in the Japanese language. So many families in Greenmount Primary School warmly opened their homes to the visitors, which was so appreciated by everyone involved. We will be hosting a new group from the Minatoku prefecture in July 2024.

We had an enjoyable and exciting year in the studying of Japanese at Greenmount Primary School.

ようこそ！

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



## Visual Art

In 2023 students explored a range of mediums as they engaged in combined Visual Art and Technologies curriculum areas. Students enjoyed ceramics, painting, printmaking, drawing, digital innovation on iPads, and creative design and construction.

One of the highlights of the year was the Year 6 graduation self-portrait project. Year 6 students created a gelli plate print as a background for their artwork. Then, using a photo of themselves, completed a line drawing on a digital drawing app on the iPads. Students then transferred the image onto vinyl using the cri-cut software and machine. Students had to remove the negative space and apply the vinyl to their gelli print. The finished product was displayed proudly on boards at the year 6 graduation ceremony for all to see.



# 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

| ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)              |                     |                  |
|--|---------------------|------------------|
|  | Current Budget (\$) | Actual YTD (\$)  |
| Carry Forward (Cash):  | 41,989              | 41,989           |
| Carry Forward (Salary):                                      | 35,768              | 35,768           |
| <b>INCOME</b>  |                     |                  |
| Student-Centred Funding (including Transfers & Adjustments): | 4,197,208           | 4,197,208        |
| Locally Raised Funds:  | 157,918             | 159,167          |
| <b>Total Funds:</b>  | <b>4,432,883</b>    | <b>4,434,132</b> |
| <b>EXPENDITURE</b>   |                     |                  |
| Salaries:  | 3,647,742           | 3,647,742        |
| Goods and Services (Cash):                                   | 545,289             | 502,730          |
| <b>Total Expenditure:</b>                                    | <b>4,193,031</b>    | <b>4,150,472</b> |
| <b>VARIANCE:</b>   | <b>239,852</b>      | <b>283,661</b>   |

