



Greenmount Primary School

Annual Report 2024



Welcome from the Principal

Welcome to the Greenmount Primary School Annual Report 2024. This year we celebrated 60 years of Greenmount Primary School at this site. 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. The big highlight of the year was our 60th anniversary of the school which we celebrated with a community open night. Our Aboriginal Islander Education Officer (AIEO) and Elder, Ms Nelson officially opened the night with a smoking ceremony and Welcome to Country. We had performances from our Choir and Instrumental music students, an Art exhibition, games and dancing as well as fun stalls and displays run by the teachers and students.

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. This year we had our first Reconciliation Walk, this will continue to be an annual event. 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. This year we launched our new School Community Plan for 2024-2026. This 3 year plan has three focus areas, 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 \$6366, received \$1456 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, the 60th celebration 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.

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 2024 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 2024 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. 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 2024 School Board was Shane Spinks (Chair), Amanda Swadling, Jason Russell, Brook Desmond, Scott Rogers, Kirsty Silcock, Clinton Kleynhans, Natalie Astle (Principal), Amy McEwen (Associate Principal) Evie Vernon (Associate Principal), Natalie Marotta (Associate Principal) and Jane Miles, (Secretary) who provided exceptional administrative support to the Board.

This year the Board's focus has been on "Wellbeing" which is the first focus area in our Community Plan. Our focus has been on ensuring that everyone in the school is able to benefit from a culturally responsive and inclusive environment. In the past year the school has undertaken a Social Emotional Wellbeing survey Year 2-6 to ensure that we can provide appropriate support to students and introduced whole of school rewards for Respect "the Respect Rocket" which resulted in some fantastic reward activities for students.

Over the past year the School's Culturally Responsive Committee has continued to guide us as we move down the path of reconciliation. This year the school had its very first whole school Reconciliation walk, installed Noongar signage around the school (funded by a P&C grant!) and had the School's first ever Smoking Ceremony, led by Noongar elder Cindy Nelson, to open our 60th Anniversary on the school open night.

I would also like 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 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. 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.

Greenmount PS – You're the best

Shane Spinks (Board Chair)



Message from the P & C President

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.

The dedication from our P&C members and volunteers throughout the year was what made 2024 another successful year for our school community.

Last year we said goodbye to one of our long serving members Kate Donovan. Kate has been a member of our P&C since 2016 where she has held many positions over the years and helped transform our P&C over the years. We wish her and her family all the best as they enter a new era.

2024 was another successful year for our P&C. We managed to fund several projects for the school and also subsidised swimming and Tash Dance. We also celebrated 60 years of Greenmount Primary School alongside the school and our community. Below is a run-down of the amazing efforts we were all able to accomplish.

Fundraising Events

- Easter Raffle: \$1,280.00
- Cupcake Day: \$809.80
- Sports day bake sale :\$ 649.59
- Fathers Day Stall: \$780.86
- Car Park Raffle: \$358.15
- Guardians of Greenmount : \$1,642.71
- Containers for change: \$596
- Disco we \$2,411.12
- Christmas Raffle we raised just under \$1,358.40.
- Donations from Gilbert's Fresh, Good to give and Scholastic book club : \$1456

Social & Community Events

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

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 also subsidised the cost per student in PP to Year 6 for the "Tash Dance" program for the end of year presentation day performances \$3,160.

The P&C paid for the Tuesday and Thursday Morning before school "Tash Dance" and the Year 6 leavers enjoyed "mini golf and pizza night" for their end of year celebrations, \$1000

We also helped fund Shade Sails for the school near the "Quiet Area" \$3,684.00

We held a stall for the 60th Anniversary with amazing merchandise as well as a food stall where we were fortunate enough to have a lot of our food supplied by local businesses in our community.

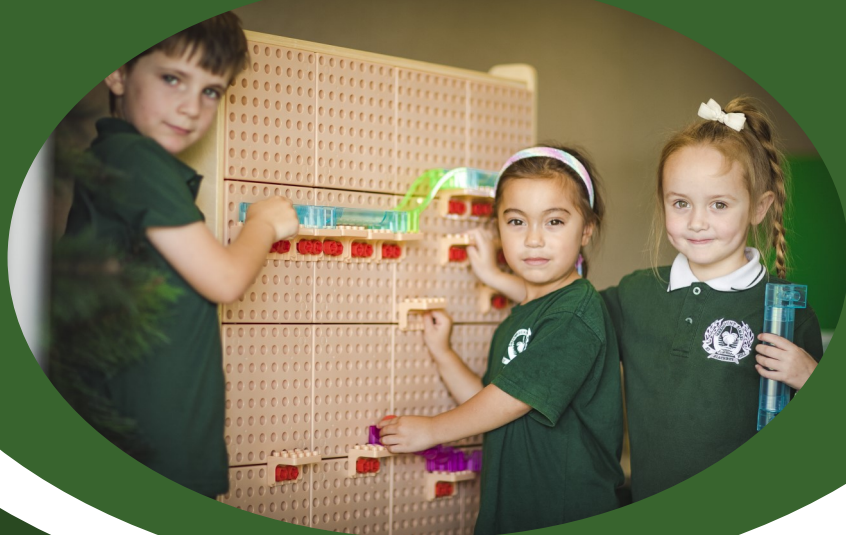
The Safety House committee ran a sausage sizzle for the kids in Safety House week along with a Constable Care incursion.

We were grateful to have new members join our P&C last year and all of the positions were filled. I look forward to another amazing year in 2025 for our school and community.

Sally Harding

P&C President





Our Students

In 2024 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. 69% of our students are in the 'Regular' attendance category, which is above 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.

Greenmount Primary School

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	92%	92%	91%	93%	92%	91%	90%
2023	89%	90%	90%	91%	92%	89%	91%
2024	92%	92%	95%	92%	92%	91%	90%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

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 2024.

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 2024- 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 Information

	No	FTE	AB*L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	2	0.6	0
Other Teaching Staff	21	18.0	0
Total Teaching Staff	23	18.6	0
Allied Professionals			
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
Total	43	32.5	1



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 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 3 focus areas in our 2024-2026 School Community Plan.

The staff and School Board have discussed and reviewed our progress for 2024 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.

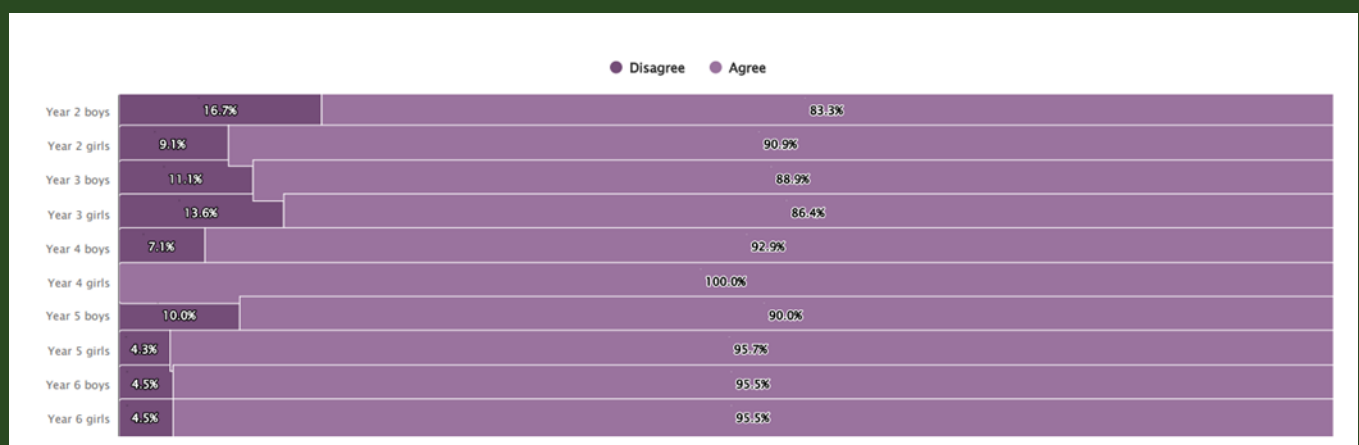
What does the data tell us?

- 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 tracking at 76% towards this goal. While we continue to implement strategies to support students in developing and applying self-regulation techniques, we are encouraged by complementary data points:
- 96% of students reported that they get along well with their teacher, highlighting strong and supportive relationships in the classroom.
- 92% of students reported that they are a happy person, reflecting a generally positive school culture and student experience.

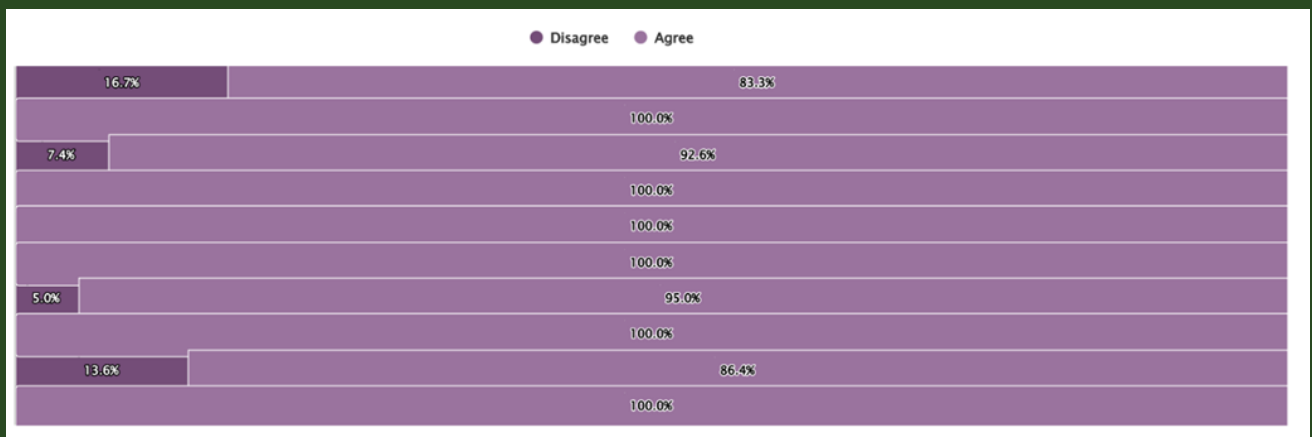
These results demonstrate that while we are slightly below our target for self-regulation, the broader indicators of wellbeing remain very positive, reinforcing our commitment to a safe, supportive, and emotionally healthy learning environment for all students.

- 2024 Whole school attendance data shows that we have achieved our target of our attendance being over 90%, our 2024 attendance was 91.8%.
- 2024 Aboriginal Student Attendance data shows it was 88.8% just below our target of above 90%, we are however well above Like schools (83.3%) and WA Public Schools (74.3%)

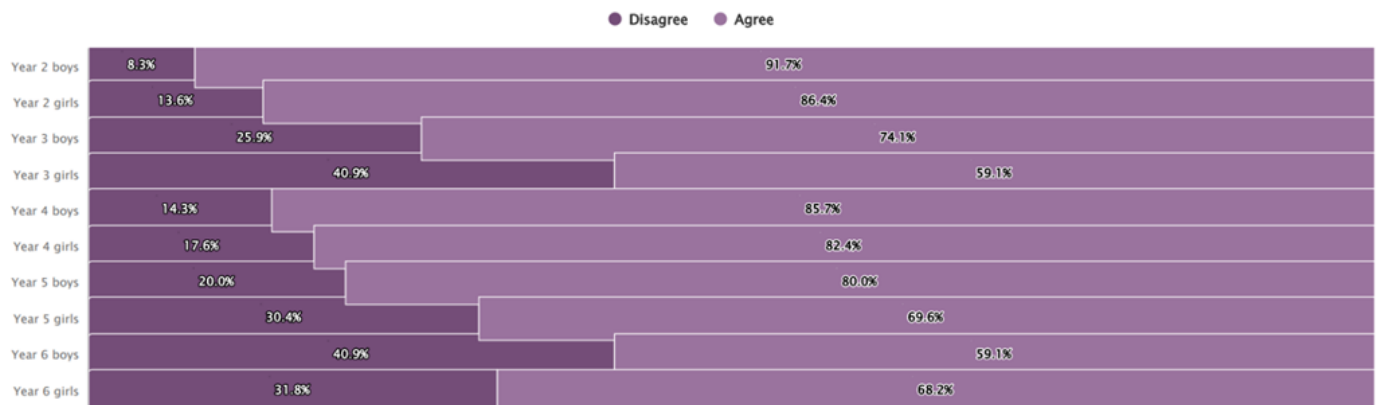
Feelings & Behaviours: I am a happy person.



Feelings & Behaviours: I get along well with my teacher.



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



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
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%
2024	92.2%	90.8%	91%	88.8%	83.3%	74.3%	91.8%	90.3%	89.4%

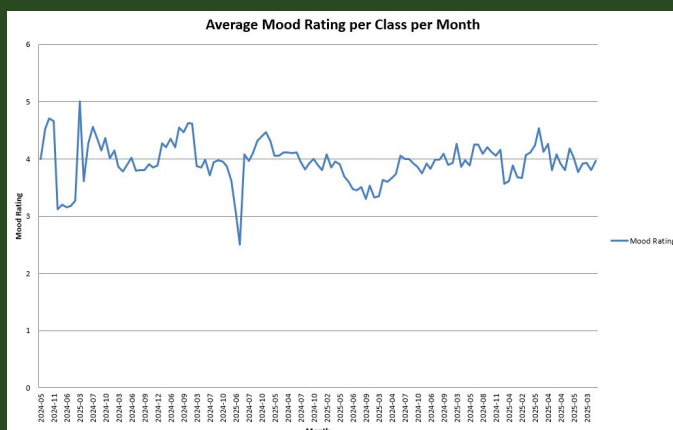


What is working well?

- 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 well-being. 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 2024.



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 87% of our students can do the work they are given, 82% have indicated that their teachers make learning fun, 88% have indicated that their teachers want them to do their best, and 87% indicated they always try their hardest. Our 2024 NAPLAN data shows student achievement equal to or better than Like Schools in: Year 3 Numeracy, Year 3 Reading and Year 3 Grammar and Punctuation and Year 5 Reading. Close to like schools in: Year 5 Numeracy, Year 3 Writing, Year 3 & 5 Spelling and Year 5 Grammar and Punctuation.

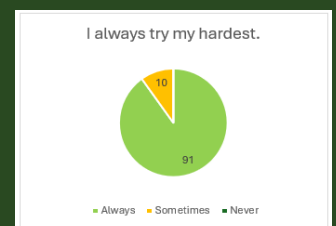
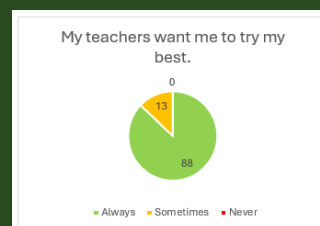
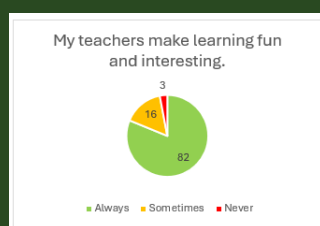
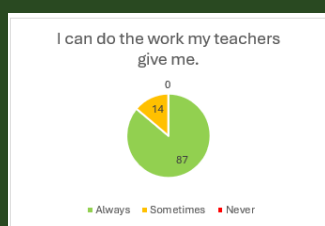
What's working well ?

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, an extension group was created to extend 'exceeding' achieving year 3 students. An intervention group was created to support students falling in the 'needs additional support' range.

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 2024 NAPLAN data for Year 3 & 5 was all ‘Above Expected’ and ‘Expected’ comparatively.

Against our targets, NAPLAN 2024 data showed student achievement equal to or better than Like Schools in:

Year 3 Numeracy, Year 3 Reading and Year 3 Grammar and Punctuation and Year 5 Reading.

Close to like schools in: Year 5 Numeracy, Year 3 Writing, Year 3 & 5 Spelling and Year 5 Grammar and Punctuation.



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

Numeracy

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	415	392	458	465
2024	411	392	469	473

Writing

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	420	400	443	462
2024	404	409	451	474

Reading

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	413	382	473	474
2024	387	383	477	472

Spelling

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	402	389	440	470
2024	378	388	470	480

Grammar and Punctuation

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	426	393	459	473
2024	388	386	476	481

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.
- Create a curriculum scope and sequence for all subject areas to ensure consistency.

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 2024 Greenmount PS engaged in significant culturally responsive improvements endorsed by the Committee. The artwork created for our school Community Plan was used in the rebranding of the school. The Aboriginal colours, symbols and shapes, used on our stationery and media, give depth to our school story and clarity to our vision and values.

The Culturally Responsive Committee, along with the school community, participate in special events such as Sorry Day, Reconciliation Week and NAIDOC Week. In 2024, our school, led by Elder AIEO Cindy Nelson, participated in our first 'Reconciliation Walk'. 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 2025 as we strive to achieve our strategic goals and move forward on the Intercultural Development Continuum.

Amy McEwen

Associate
Principal



Cultural Activities 2024

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 2024 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 we created Noongar signage to be put around the school, at the entrance on classroom doors, specialist buildings, toilets and water fountains. Our P&C funded the project through a grant and worked with Ms Nelson to create the signage.
- 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.
- This Year we celebrated the 60th Anniversary of our school. Ms Nelson opened the official community evening with a Welcome to Country and a Smoking Ceremony. All of the Aboriginal students sang the Kaya song at the opening.
- Our new Art work designed by Ms Nelson and Mrs Vernon has now been incorporated into all of our school stationary including our new Merit Certificates.
- NAIDOC week celebrations including Damper, stories with Nanna Coral and cultural activities
- Guest Aboriginal author visit by Bianca Hunt
- This Year we held our first 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.
- 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.
- Aboriginal students along with Ms Nelson and Miss Marotta were invited to attend the Clayton View PS sorry day event and the Women's breakfast at Swan View SHS.
- 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.

Ms Cindy Nelson (AIEO)



Our Specialist Areas

Music

In 2024, Greenmount Primary School celebrated a big year of musical accomplishments! The senior choir travelled to the RAC Arena to perform 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. One of our Year 6 students, William Swadling, was key to the entire concert as he was one of three students selected to announce the start of the concert and kick off the night.

The choir also performed some of the repertoire that we had learned from One Big Voice, as well as some popular Christmas songs, at the Swan View Shops in November. Those who were present for this performance spoke of the confidence and enjoyment that the choir clearly showed. The choir also performed the songs Warrior and Cloudy Day at the school's 60th anniversary celebration, and reprised the performance of Warrior at Presentation Day, with Annabelle Millard, Azalea Millard, and Claire Doessel performing the group solo parts.

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 2024, and we look forward to all upcoming achievements by our talented students in 2025.

Ms Marshall (Music Specialist)



Physical Education

In term 1 we participated in the T-20 Big Bash cricket competition. Both Greenmount Boys and Girls teams prevailed again as Champions and participated in the District Finals at Lightning Park, Noranda in Term 4.

Our Faction Athletics was completed in Term 1. 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. With our Girls' B Team winning their first game ever in the history of our participation in the tournament.

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. We finished in 2nd place behind 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

In 2024 all students from Year 3 to Year 6 in Greenmount Primary School experience one Japanese lesson a week. The Japanese classroom is inviting and boasts an extensive range of Japanese resources, from games to authentic Japanese cultural items. The Japanese lessons follow the Australian Curriculum combined with the students' needs and interests. The projector is a valuable resource which is often used to display videos, pictures and games of Japanese life and to develop grammar structures and vocabulary which are being focused on during the lessons.

By gaining an appreciation of another culture and language we learn to understand our own language more fully. Research has also shown that learning other languages assists children to develop flexible and creative thought patterns as well broadening their open-mindedness, respect, and understanding for others. With this in mind, our goal is for all students to receive an activity-based Japanese program in Greenmount Primary School.

In July we had the opportunity to host a group of 20 Year 6 students from the Minato prefecture in Tokyo. Families from the Greenmount Primary School community opened their homes and provided our visiting students with the experience of living in Australia. The atmosphere the students in Greenmount Primary School created by welcoming and accommodating the Japanese visitors was commendable. Our AIEO, Cindy Nelson provided an exceptional program to allow the students to experience the Noongar Culture. Ms Nelson's enthusiasm and desire to share her culture with our visiting students also provided our indigenous students within GPS the opportunity to share their culture with others. We were also fortunate to have Adam Desmond support this Japanese visit by bringing the Binar Dance Crew and Binar Sports Crew to provide experiences for the Japanese students.

In August Ms Nelson also helped Greenmount Primary School to host a small group of 15 year old students from Osaka Furitsu Shimizudani High School, which once again enabled our senior indigenous students to share their culture. All of the visitors involved in this event enjoyed the visit to Greenmount Primary School immensely.

ようこそ！

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



Visual Art and Technologies

In 2024 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 whole school open night, celebrating the 60th Anniversary of the school. All students had the opportunity to display a piece of art work in the Art Exhibition held on the night. Students worked very hard and were extremely proud of the work that was displayed. Parents, guardians and community members were invited to attend the exhibition. The feedback from the guests on the exhibition was excellent, the students were really proud of their contributions.

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 Constable Care Safety School in Maylands with a picnic lunch at Maylands water park.
- 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 2025. 28% of our students go to our local feeder high school Swan View SHS. 37% of our students go to Private high schools, with 36% going to other government high schools.

Year Level : **Y06** Male: 27 Female: 26 Total: 53

Destination Schools	Male	Female	Other	Total
4118 Swan View Senior High School	8	7		15
1304 Swan Christian College	6	4		10
1223 La Salle College	6	2		8
4020 Governor Stirling Snr High Sch	2	5		7
4027 Kalamunda Senior High School		5		5
4209 Aveley Secondary College	2	1		3
1100 Aranmore Catholic College		1		1
4066 Bullsbrook College	1			1
4009 Busselton Senior High School		1		1
4017 Eastern Hills Snr High School	1			1
4025 John Curtin College Of The Arts	1			1
1252 Rehoboth Christian College		1		1



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 - Dec 2024

Per Student Funding:	\$3,246,044.00
Student and School Characteristics:	\$765,685.48
Disability Adjustments:	\$18,111.06
Targeted Initiatives:	\$129,155.53
Operational Response Allocation:	\$61,129.52
Regional Allocation:	\$7,000.00
Total Dec 2024:	\$4,227,125.59



Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	40	0	\$218,720.00
Pre-primary	40	0	\$380,000.00
Year 1	56	0	\$532,000.00
Year 2	42	0	\$399,000.00
Year 3	57	0	\$541,500.00
Year 4	44	0	\$349,272.00
Year 5	52	0	\$412,776.00
Year 6	52	0	\$412,776.00
Total	383	0	\$3,246,044.00

Financial Summary

One Line Budget

	Current Budget	Actual YTD
Carry Forward (Cash):	\$ 62,925	62,925
Carry Forward (Salary):	\$ 220,735	220,735
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,227,710	4,227,710
Locally Raised Funds:	\$ 101,056	101,542
Total Funds:	\$ 4,612,427	4,612,912
EXPENDITURE		
Salaries:	\$ 3,894,943	3,894,943
Goods and Services (Cash):	\$ 517,952	464,114
Total Expenditure:	\$ 4,412,895	4,359,058
Variance:	\$ 199,532	253,854

Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD
Administration	\$21,952.50	\$22,888.56
Lease Payments	\$36,027.00	\$36,031.35
Utilities, Facilities and Maintenance	\$184,231.00	\$164,590.21
Buildings, Property and Equipment	\$34,902.00	\$30,959.24
Curriculum and Student Services	\$192,999.00	\$193,064.35
Professional Development	\$20,680.00	\$10,168.61
Transfer to Reserve	\$20,000.00	\$0.00
Other Expenditure	\$7,160.00	\$6,412.16
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00
Total	\$517,951.50	\$464,114.48