Greenmount Primary School
ANNUAL REPORT 2014
2014 was a milestone year for Greenmount Primary School and its community, marking several important events for our school. Firstly, we celebrated our 50th year on this current site, culminating in a special assembly and afternoon of activities. It was timely that in this milestone year, Greenmount Primary was granted Independent Public School status for 2015 - a significant achievement and acknowledgement of our good standing. Towards the end of 2014, Greenmount Primary School also hosted the launch of the 100 years of ANZACs activities recognising the events leading up to the departure of troops from the Blackboy Hill site in 1914.

This year's Annual Report contains information about the school's academic and non-academic performance, learning programs, priorities, finances and events at Greenmount Primary School. The school continues to have strong family and community support, and is well regarded in the wider community. Parents at Greenmount place a high value on their child's education and this is evidenced by the ongoing support provided throughout the year.

At Greenmount Primary School, we aim to provide students with an inclusive, caring, safe and cooperative learning environment. We promote mutual respect, creativity and self-esteem through relevant learning experiences, reflecting community values and allowing students to develop with confidence to their full potential.

I trust that in reading the Annual Report you will have a snapshot of the school’s achievements in what was a remarkable year.

Lucy Webb

Our Staff

The school has 22 teaching staff and 12 Education Assistants who work collaboratively to engage students in educational programmes responsive to Department of Education initiatives and student performance information. Staff participated in a minimum of 25 hours Professional Learning sessions throughout the year focussing on school priorities and the Australian Curriculum Phase One implementation. All teaching staff meet the professional requirements to teach in WA public schools and can be found on the public register of teachers on the Teachers Registration Board of WA. All non-teaching staff have a Working with Children Check.

Our Students

Non Academic Achievement

Greenmount Primary School implements the Traffic Lights system to effectively manage inappropriate behaviours both within classrooms and during break times. All students are familiar with the system which is embedded in all classes throughout the school. This is complemented by the ongoing teaching of key social skills and positive behaviours programs.

Data from the school’s Integris system indicates that in 2014 there were only 9 incidences resulting in a total of 9.5 days suspension. Individual Behaviour Management Plans are put in place for students requiring support.

Senior students were surveyed in Term 4 2014 to determine perceptions of school processes and classroom environments. Student responses indicated that they felt teachers expected them to do their best and they were motivated and supported to learn.
As part of our ongoing commitment to the health and wellbeing of all students, the school committed to be part of the PaVE project for 2015. Students in year 3 and 4 participated in an online questionnaire to gather baseline data. During 2015, staff will participate in training in the Friendly Schools Plus program, to be implemented firstly with the Year 4 and 5 classes and then throughout the school. The aim of the program is to enhance students’ social skills, develop resilience and reduce bullying in schools.

Semester Reports provide parents with ongoing information regarding student progress in both academic and non-academic areas. Information from these reports indicate that students in Greenmount Primary are demonstrating a high standard of behaviour, appropriate values, and a positive attitude to class activities.

These graphs are representations of the Attitudes, Behaviours and Efforts reported in Semester 2, 2014.

High attendance rates continued to be better than State average for all students. Attendance is closely monitored as regular attendance is essential to improving educational, behavioural and social outcomes. The support of families and carers, and the communication between home and schools is reflected in very positive attendance rates at Greenmount Primary.

Key:
1. Works to the best of his/her ability
2. Shows self-respect and care
3. Show courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions
Academic Achievement

One of the major assessments we use to measure student achievement is the National Assessment Program for Literacy and Numeracy (NAPLAN). This is a National Assessment program conducted each year with all Year 3, 5 and 7 students participating.

Comparative Performance Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
<th>Year 7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Numeracy</td>
<td>-1.2</td>
<td>-0.7</td>
<td>-0.7</td>
<td>0.2</td>
<td>-0.3</td>
<td>-0.7</td>
</tr>
<tr>
<td>Reading</td>
<td>-1.2</td>
<td>-0.5</td>
<td>0.2</td>
<td>0.6</td>
<td>0.0</td>
<td>-1.2</td>
</tr>
<tr>
<td>Writing</td>
<td>-0.8</td>
<td>-0.7</td>
<td>0.0</td>
<td>-0.8</td>
<td>0.6</td>
<td>-0.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>-1.0</td>
<td>-0.6</td>
<td>0.3</td>
<td>0.7</td>
<td>0.5</td>
<td>-1.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-0.9</td>
<td>-0.4</td>
<td>-0.5</td>
<td>0.7</td>
<td>0.0</td>
<td>-0.6</td>
</tr>
</tbody>
</table>

The red cells in the Comparative Performance Summary above represent areas where student performance was below the predicted school mean – that is, not within the range expected. Staff discussed data in order to determine focus areas for 2015 and embedding whole school approaches in Reading and Numeracy will be a priority for teaching and learning programs.

Value add data – showing progress made between two years of testing – indicates that overall students have made good progress in most areas of testing.
As demonstrated in the longitudinal performance graphs below, our Year 3 cohort performed better than Like Schools (schools of similar socio economic status) in Reading and Spelling, and that a continuing upward (improvement) trend was noted in 4 of the 5 domains assessed.

The overall results for the Year 5 cohort were below that of Like Schools in all assessments and improvement trends over recent years in Numeracy, Reading, and Grammar and Punctuation were not sustained.

Year 7 results performed below Like Schools in 3 of the 5 areas assessed, though achievement in Spelling and Grammar and Punctuation was pleasing.

Focus For Improvement 2015

Several key National and Department of Education policies help guide our planning and are integrated into our Strategic and Operation Plans. These include the Plan for Public Schools 2012-2015, Progressing Classrooms First, Focus 2014, The National Quality Standards and The Early Years of Schooling. Our planning is also based on information derived from formal and informal assessments of student achievement in all areas.

- The Australian Curriculum Phase 1 has been successfully implemented within the timeline set. In 2015, teachers will be reporting to parents against Australian standards using the Australian Curriculum content.
- Screening of Kindergarten students using the Screening of Communication Skills (SOCS) will continue to provide valuable data to identify students at risk and areas for teaching focus.
- On Entry Assessment will be extended to include all students from Pre Primary to Year 2, providing monitoring of student progress and data to guide planning.
- NAPLAN tracking for Years 4 and 6 students will monitor progress of students in key areas.
- Key focus areas were identified as English (Reading) and Mathematics (Number). Whole school approaches are to be embedded, including First Steps, and explicit teaching of key skills to be consistently taught throughout the school.
- Implement the Visible Learning program to develop students’ understanding and skills to engage in their own learning.
Our Parents and Community

The Greenmount Primary School Council has supported the application for Independent Public School status over recent years. From 2015, Greenmount will be operating as an Independent Public School (IPS), and the School Council will reform as a School Board. The current School Council is made up of representatives from staff, parents and the community with Ms Jane Miles in the role of Chair.

During the year, the Council discussed school budgets, student achievement data, changes to the school uniform, and Department of Education and National initiatives impacting on school programs and funding. The Council was also involved in discussing information disseminated from various sessions related to IPS, including One Line budgets and the role of the School Board. One of the first undertakings of the School Board will be to develop a Business Plan for Greenmount Primary School.

Our very proactive and hardworking P&C had another successful year in many aspects with meetings being well attended throughout the year. Through huge fundraising efforts, parents contributed over $15 000 towards school programs and projects including Interactive Whiteboards, a time capsule for the 50th Celebrations, contributions towards Mathletics program and many items for classroom and student activities. Mrs Mardi Warner Stanton indicated that she will be stepping down from her role of President and is sincerely thanked for the tremendous work she has done over the last four years.

Though a Parent Survey was conducted in Term 4, only 28 responses were received. As feedback from parents is important and incorporated into planning, the school will conduct a second survey in 2015.

Celebrating our 50th

A combined team of P&C reps and staff worked tirelessly to put together a wonderful experience for the Greenmount School community as it celebrated its 50th Year.

Diane White, Julia Tolj, Toni Saunders, Amy McEwen and Natalie Astle spent many months organising activities, a formal assembly, mementos and an all-round fun time for the families and students to share.

- A Year Book highlighting work and photos from all 2014 staff and students was produced.
- The time capsule from the 25th anniversary was unearthed.
- A new time capsule was purchased by the P&C and included: remains of the old capsule, the 2014 Year Book, current school uniforms, a USB and CD of the photos from the 50th celebrations, photos of the current school site and buildings, copies of the school crests and emblem with explanations, one of each of the commemorative tea towel, mug, key ring, commemorative tea bottles and pin and various other items relevant to the school.
- A 50th anniversary tea towel with self-portraits of all staff and students was designed and sold.
- All students were given commemorative pins and cards to mark the 50th.
- A 50th celebration day where the students showcased a 1964 themed karaoke assembly. Each class sang a different song from 1964. Students and staff dressed in 1960s costumes for the day.
- An evening formal assembly with invited guests and community. Displays were put up throughout the classrooms, library and undercover area of past school photos, a staff timeline, a potted history timeline of the school over the past 100 years. Retro 1960s games were set up for the children to enjoy after the formal assembly. Commemorative goods were sold and the P&C organised a sausage sizzle and ice-cream and coffee van for the night.
- A VIP wine and cheese evening for past principals, students and special guests.
A commemorative seat was erected with bricks donated from Brikmakers; all students carved their names into bricks that became part of the seat. Mark Sherwin (parent) designed and built the seat, John Woodley (grandparent) built the Jarrah bench. Midland trophies donated the plaque and the P&C donated the time capsule which is now housed in the cavity of the seat.

Mrs Karen Brook designed a banner incorporating the story of the school site.

Mrs Morag Robertson researched the history of Greenmount Primary School and put together “A Potted History” – a detailed account of the school’s beginnings through to current day.

A special one off ‘Spirit of Greenmount Award’ was given to three students - Jaime Brook, Liam McCracken and Matthew Hart.

Hosting the Bivouac

With our historical links to the Blackboy Hill commemorative site, the school was invited to host a re-enactment of the departure of ANZAC troops from the site 100 years ago. This marked the launch of the ANZAC centenary activities in WA and provided many opportunities to highlight the school in the media. As part of the two day event, our school and students were part of a myriad of experiences including:

- An installation of clay poppies (glazed red) was created by the students of GPS with Art Teacher Mrs Amy McEwen. Additional poppies were fired and the community were invited to glaze the poppies on the night of the bivouac. The installation will be displayed permanently outside our school library (to be unveiled on our school ANZAC day 2015).
- Interviews by channel 9 in regard to the poppy project, was shown on the today show and highlighted in the Department of Education’s email
- A group of students were chosen to be a part of the ANZAC Flame production where students were photographed at the Blackboy Hill memorial with VC Ben Roberts Smith
- Year 6/7 students contributed to the book ‘Blackboy Hill is Calling” profiling soldiers who had trained at the camp
- Channel Nine news featured an item about the development of our school song which included the choir singing
- Deputy Principal Natalie Astle was interviewed by Russell Wolf from ABC radio in regards to the school’s connections to the Blackboy Hill camp and site.
### Revenue - Cash

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$16,430.00</td>
<td>$15,690.00</td>
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<tr>
<td>2 Charges and Fees</td>
<td>$66,531.00</td>
<td>$59,823.79</td>
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<tr>
<td>3 Government Allowances</td>
<td>-</td>
<td>-</td>
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<tr>
<td>4 P&amp;C Contributions</td>
<td>$15,326.40</td>
<td>$15,326.46</td>
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<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$10,841.00</td>
<td>$12,371.02</td>
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<tr>
<td>6 OGS Grants</td>
<td>$305,819.00</td>
<td>$329,929.15</td>
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<tr>
<td>7 Other State Govt Grants</td>
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<td>$4,544.73</td>
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<tr>
<td>8 Commonwealth Govt Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$110.00</td>
<td>$11.37</td>
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<tr>
<td>10 Other</td>
<td>$9,591.49</td>
<td>$8,921.67</td>
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<tr>
<td>11 Internal Transfers</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total</strong></td>
<td>$429,190.82</td>
<td>$446,615.19</td>
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### Current Year Actual Revenue Sources

- Locally Generated Revenue 23%
- DoE Grants 74%
- Other Govt Grants 1%
- Transfers 0%
- Other 2%

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1 Administration</td>
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<tr>
<td>2 Leases</td>
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<td>3 Utilities</td>
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<tr>
<td>4 Repairs/Maintenance/Grounds</td>
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<tr>
<td>5 Capital Works</td>
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<td>6 Assets and Resources</td>
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<td>7 Education Services</td>
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<td>8 Other Specific Programs</td>
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<td>9 Trading Activities</td>
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<td>10 Salary Pool Payments to Central Office</td>
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<td>11 Other</td>
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<tr>
<td>12 Transfers to Reserves</td>
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<tr>
<td><strong>Total</strong></td>
<td>$479,559.82</td>
<td>$446,252.93</td>
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</table>

### Bank Balance

- **Total Bank Balance**: $75,514.85

### Cash Position

- **Cash Position**: $75,514.85

- Made up of:
  1. **General Fund Balance**: $55,553.00
  2. **Deductible Gift Funds**: $23,469.85
  3. **Cash Advances**: $3,026.00
  4. **Suspense Accounts**: $0
  5. **Other**: $0
  6. **Total Bank Balance**: $75,514.85