



ANNUAL REPORT 2015



TABLE OF CONTENTS

TABLE OF CONTENTS	2
FROM THE PRINCIPAL	2
OUR LOGO, OUR BELIEFS AND OUR VISION	2
OUR COMMUNITY AND OUR SCHOOL	2
LEADERSHIP AND PROFESSIONAL LEARNING	2
HAMMOND PARK PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD	2
HAMMOND PARK PRIMARY SCHOOL PARENTS AND CITIZENS' ASSOCIATION (P&C)	2
HAMMOND PARK PRIMARY SCHOOL STAFF	2
ENROLMENTS	2
ATTENDANCE	2
STUDENT PERFORMANCE INFORMATION	2
STUDENT PERFORMANCE INFORMATION	2
STUDENT PERFORMANCE INFORMATION	2
STUDENT PERFORMANCE INFORMATION	2
STUDENT PERFORMANCE INFORMATION	2
STUDENT PERFORMANCE INFORMATION	2
STUDENT PERFORMANCE INFORMATION	2
SCHOOL BUDGET AND ANNUAL ACCOUNTS	2
COMMUNITY SURVEY	2
INFORMATIONTECHNOLOGY	2
SCIENCE	2
SUSTAINABILITY	2
100 DAYS OF SCHOOL	2
FACTION ATHLETICS CARNIVAL	2
INTERSCHOOL ATHLETICS CARNIVAL	2

HAMMOND PARK PRIMARY SCHOOL

2015 ANNUAL REPORT

FROM THE PRINCIPAL

It is my pleasure to present the 2015 Annual Report for Hammond Park Primary School.

As I reflect on 2015, our second year of operation, I recall the many exciting things that have been achieved and enjoyed over the course of this year.

The 2015 school year began for 75 Kindergarten students and 271 PP – Year 6 students on Monday February 2 2015.

Throughout the year our students enjoyed many opportunities to consolidate their learning by going on excursions, attending incursions at school and listening to visiting speakers and performers. These opportunities included:

- a Worm Farm Incursion
- a visit to Kelmscott Farm School
- a visit to ANZAC Cottage
- a visit to Scitech
- St. John First Aid
- Saluka African Drums
- RAC Cycle Safety, and
- Constable Care.

Our ICT journey continued throughout 2015 with banks of iPads in each K – 6 classroom and MacBooks for the Year 4/5/6 classrooms.

Year 3 and 5 students sat NAPLAN tests in May. Our results clearly indicate that we are making progress that is close to or above Like Schools in all areas tested.

Our senior students took part in their first Summer and Winter Sports Carnival against other local schools.

Our annual ICT Expo was held in Term 4. The focus for this year's expo was to showcase how we use ICT to integrate and enhance all learning opportunities for students in each and every classroom.

Our whole-school sustainability focus has continued to go from strength to strength this year. This year we had eight Green Guardians who worked together to support our whole-school sustainability focus with whole school paper and cardboard recycling, whole school composting, worm farms, Zero Waste lunchboxes, and vegetable gardens.

We once again celebrated **National Simultaneous Storytime**. This event is celebrated Australia wide and 500,000 children were expected to participate this year.

The **MULTILIT** program (Making up Lost Time in Literacy) was successfully implemented by Education Assistants and parent volunteers to support low progress readers in Year 2 and above. This program provided individual instruction in Word Attack skills, Sight Words and reading texts for identified students who have made outstanding progress over the course of the year.

We received a Bankwest Happy Communities Grant to purchase a pie warmer for our **"Fabulous Food Factory"**.

Our P&C Association have had a very busy year. Our **"Fabulous Food Factory"** (our school canteen) opened for business one day a week with a hard working team of volunteers at the helm.

A team of committed P&C members and volunteers have worked together throughout the year to run successful fundraising events that included:





Four Free Dress Days – Funky Hair, PJ Day, Dress in Your Team's Colours and Christmas

- Adidas Fun Run
- A term 2 and a term 4 disco
- Mother's and Father's Day Stalls
- Zinc stations for the Faction Athletics Carnival and
- A Bunnings Sausage Sizzle.

Our PP – Year 6 students attended Swimming Lessons at South Lake Leisure Centre.

Our Early Childhood Teachers are working towards meeting the standards of the National Quality Standards (NQS). Planning for Quality Area 3 (Physical Environment) has resulted in some amazing play opportunities for our K and PP students. These include:

- Mud Pie Kitchens
- Dress ups
- Lots of new construction toys
- Obstacles courses and
- Sand and water play equipment.

OSHClub continue to offer before and after school care from our Undercover Area. This service is now available to all families on our School Development Days.

Our school app is used to alert parents to upcoming events and remind them of closing dates.

Our Faction Athletics Carnival was spectacular. Magnus won the carnival. The **"Fabulous Food Factory"** provided a delicious and nutritious lunch for students, parents and teachers.

Year 3 – Year 6 students took part in our first school Cross- Country event. The winners of this event then represented our school at the Inter-school Cross-Country event.

Term 4 saw the arrival of four transportable classrooms in readiness for 2016.

We successfully applied for an Artist-in-Residence Grant from the Department of Education and the Department of Culture and the Arts. Our project "The Red Thread" was multi-layered. It was managed by our Visual Arts Specialist Teacher. Our Artist-in-Residence was Sam Hughes. Year 1 – Year 6 students learnt about the history of the local area, life in Ethiopia, print making and writing autobiographies as part of our AiR Grant entitled.

Our junior students celebrated 100 days of school in many creative ways. They were joined by lots of teachers who joined in this fun-filled day.

For the first time, our Year 5 and 6 students participated in the Centenary Cockburn Youth Parade for ANZAC Day.

Our school held its first ANZAC Day ceremony to commemorate 100 years of the ANZAC tradition. Major Rachel Brennan (Mr Brennan's daughter) from the Australian Armed Forces spoke to the assembly on the special occasion.

We welcomed lots of excited Kindy students and their parents to our annual **"Teddy Bear's Picnic"** in Term 4. Our newest students had a lovely time and met their teachers and explored the playground and their classroom in readiness for starting school next year.

A large number of parents attended a Kindy Parent Information Session held in the library late in Term 4. This event was so successful that it will be included on our school calendar again next year.

I am justifiably proud of our school's achievements this year. I would also like to acknowledge the hard work of our Business Manager and School Officers who ensure that our school runs efficiently and effectively. Our teachers and Education Assistants are highly effective in providing engaging teaching and learning opportunities for each and every student in our school.

Jennifer Lee, Principal

8 April 2016



OUR LOGO, OUR BELIEFS AND OUR VISION

OUR LOGO



Our logo **“Learning Together Every Day”** symbolises the successful, ongoing and lasting relationships that are nurtured between students, parents, the community and the staff.

The three figures in our logo represent these relationships whilst the leaves of the eucalyptus tree, prevalent in the local environment, embrace and support the development of a strong culture of collaboration now and into the future at our school.

OUR BELIEFS

Our beliefs inform how we work together as a collaborative learning community.

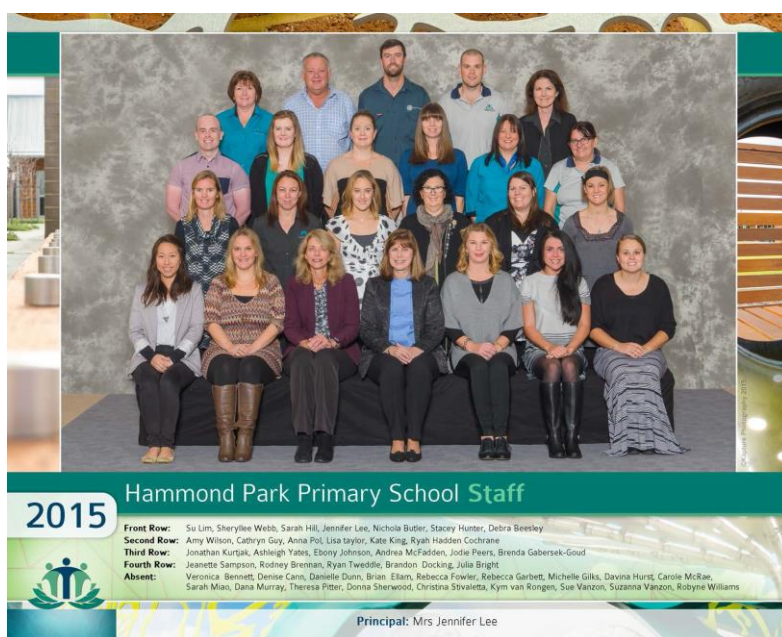
We believe that:

- Every student is capable of successful learning
- Developing self-discipline and working and learning cooperatively with others are essential skills for lifelong learning
- Knowing the families of the children we teach and working with them as partners is essential
- All members of our collaborative learning community regularly reflect on their words and actions towards each other
- We are enriched by the cultural diversity that exists within our learning community.

OUR VISION AND VALUES

Hammond Park Primary School is a joyful place to be.

We have high social and academic expectations of all students. The decisions we make and the structures and processes that we have in place help maintain a learning environment that promotes intellectual rigour and is safe, respectful, and tolerant.



OUR COMMUNITY AND OUR SCHOOL

Hammond Park Primary School is situated in the growing suburb of Hammond Park, south of Perth in the City of Cockburn.

We opened our doors to 154 PP – Year 6 students and 75 Kindy students in February 2014. By the end of that year we had an enrolment of 246 students in Kindergarten – Year 6.

In 2015 we ended the year with an enrolment of 384 students from K to Year 6.

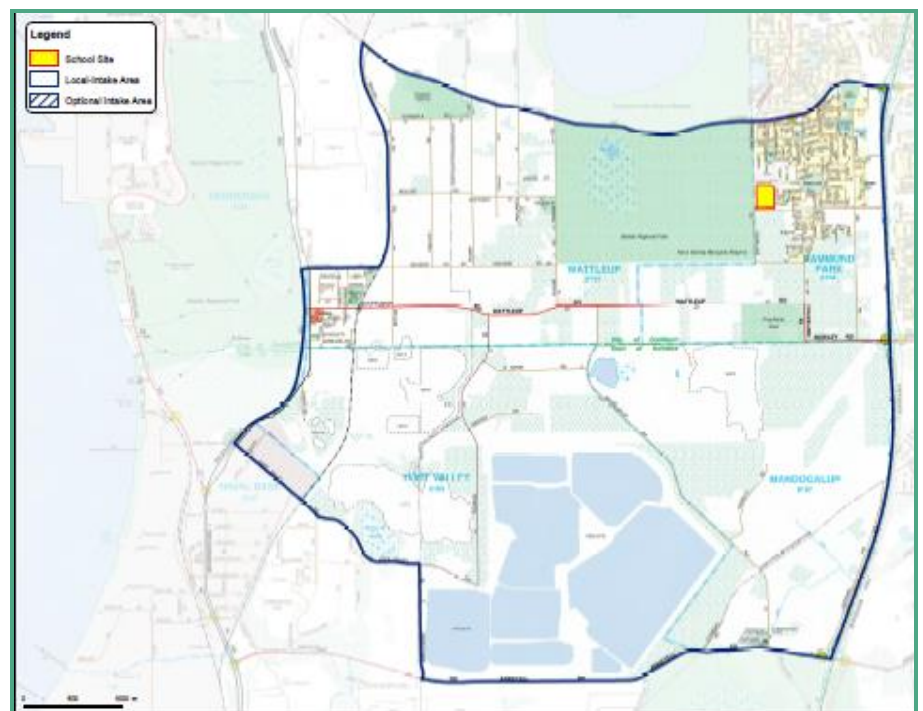
Our school has four teaching and learning blocks including one that is specifically designed for early childhood children, a purpose built visual arts room and music room, a covered assembly area with a fully equipped canteen, a library, an oval, cricket pitch, cricket nets and basketball/tennis courts.

Out of school hours care is available on site in the mornings and after school.

State of the art ICT infrastructure is in place to ensure all students and staff members make the best use of the opportunities to use cutting edge technology in a 21st century learning environment.

All administration staff, teachers, education assistants and ancillary staff have been merit selected. Our dedicated, committed and professional team work together to establish a joyful and engaging learning environment where students can be the best they can be.

The boundaries of our school's *Local Intake Area*:



Hammond Park Primary School Year 6 students feed in to Atwell College for their secondary schooling.

Our ICSEA rating is 1049. The Australian average ICSEA rating is 1000.

Our socio-economic status is measured using the ICSEA rating (Index of Community Socio-Educational Advantage). The ICSEA value assigned describes the level of the school's educational advantage. It takes into consideration factors such as parents' occupation and education levels, the geographical location of the school and the proportion of indigenous students enrolled at the school. Data is retrieved from parent information at the time of enrolment.

LEADERSHIP AND PROFESSIONAL LEARNING

Staff are committed to and engaged with our school vision, ethos, policy and procedures.

- Staff are encouraged and supported to engage in lifelong learning by collaborating and learning with colleagues in school and across the Cockburn Central Education Network (CCEN).

All staff members engage in ongoing self-reflection to maintain effectiveness and currency of practice.

The Australian Institute of Teaching and School Leadership (AITSL) standards are used as a self-reflection tool for teachers and school leaders.

Employee Performance is a self-reflective process designed to support, monitor, develop and embed skill sets in all staff members.

We work together to make sure that all teachers have the opportunity to observe other teachers teaching in order to reflect on their own teaching. This challenges them to adjust their current practices and improve outcomes for the students in their care.

Leadership opportunities at our school are enabled through:

- An established distributed leadership model in key learning areas provides opportunities for staff who want to develop their leadership skills.
- Level 3 teachers working collaboratively with their colleagues.
- Participation in a range of Curriculum and Behaviour Committees that meet regularly to support the strategic and operational direction of the school.

School based professional learning opportunities build staff capacity and engagement in the implementation of school initiatives and key focus areas.

- Collaborative meetings (K/PP, Year 1/2, Year 3/4 and Year 5/6), committee meetings (ICT and Waste Wise) and Curriculum Leaders meetings held regularly and at point of need.
- Teachers are committed to meeting each Tuesday afternoon throughout the year to engage in sharing, data analysis, planning and professional learning.
- Teachers present professional learning to colleagues at collaborative meetings and each Tuesday afternoon after school.



HAMMOND PARK PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD

2015 SCHOOL BOARD

CHAIRPERSON:

Steve Goldsworthy

Angela Tibbits

Amanda Dixon

Megan Charlton

Sarah Hill

Nichola Butler

Nathan Cheung

Jo Brown

Martin Maloney

Jennifer Lee

Lianne Clark

EXECUTIVE OFFICER:

Jeanette Sampson

Our School Board meets in our school Staff Room on Wednesday evenings in Weeks 3 and 7 each term. Some of the current School Board members were part of the important Steering Committee that was set up in 2013 during the planning stage of the school.

School Board members come from a range of backgrounds. Mrs Sarah Hill and Mrs Nichola Butler are Associate Principals at Hammond Park Primary School. They bring comprehensive knowledge of curriculum, classroom management and staff management to their role as staff representatives on our School Board.

Our School Board Chairperson together with a number of other members comes from a business background. Together they bring a breadth of knowledge that now aligns with the growing understanding of how successful schools operate.

We are most fortunate that our Business Manager, Mrs Jeanette Sampson is committed to our School Board as our Executive Officer. Mrs Sampson takes the minutes of each meeting and provides high level expertise and knowledge in relation to Financial Management. She presents a comprehensive overview of the School Resource Allocation Report, Summary Analytics – Consolidated Financial Report and Charges and Voluntary Contributions collection rates percentage summary. These reports are tabled for discussion by the School Board to ensure understanding and clarity in relation to the school's finance procedures and protocols in line with the Department's Schools Resourcing System.

Mrs Lianne Clark is the endorsed P&C representative on our School Board. Mrs Clark is the President of the HPPS P&C Association. She presents a report to the School Board at each meeting. This provides valuable information to the meeting in regard to the roles of the P&C and the canteen.

HAMMOND PARK PRIMARY SCHOOL PARENTS AND CITIZENS' ASSOCIATION (P&C)

Our Parents and Citizens' Association continued to gather momentum throughout 2015. Processes were further refined and committee membership expanded.

The opening of our school canteen for the first time was a highlight of the year for our P&C, our students and our community.

A competition was held to name our canteen. Students submitted their ideas and the winning entry was chosen by the Administration team. ***"The Fabulous Food Factory"*** opened for business one day a week in Term one. Food available for purchase from the canteen meets the requirements of the Department's Healthy Food and Drink Policy.

The P&C held many fundraising events throughout the year and have used the funds to support the school by buying resources for Physical Education and Visual Arts.

We look forward to working in partnership with this hard working group of parents who have the best interests of all students at our school now and into the future.

HAMMOND PARK PRIMARY SCHOOL STAFF

2015 Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	1.8	0
Total Administration Staff	3	2.8	0
Teaching Staff			
Other Teaching Staff	25	22.4	1
Total Teaching Staff	25	22.4	1
School Support Staff			
Clerical / Administrative	3	2.6	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	11	8.3	0
Total School Support Staff	15	11.5	0
Total	43	36.7	1

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.

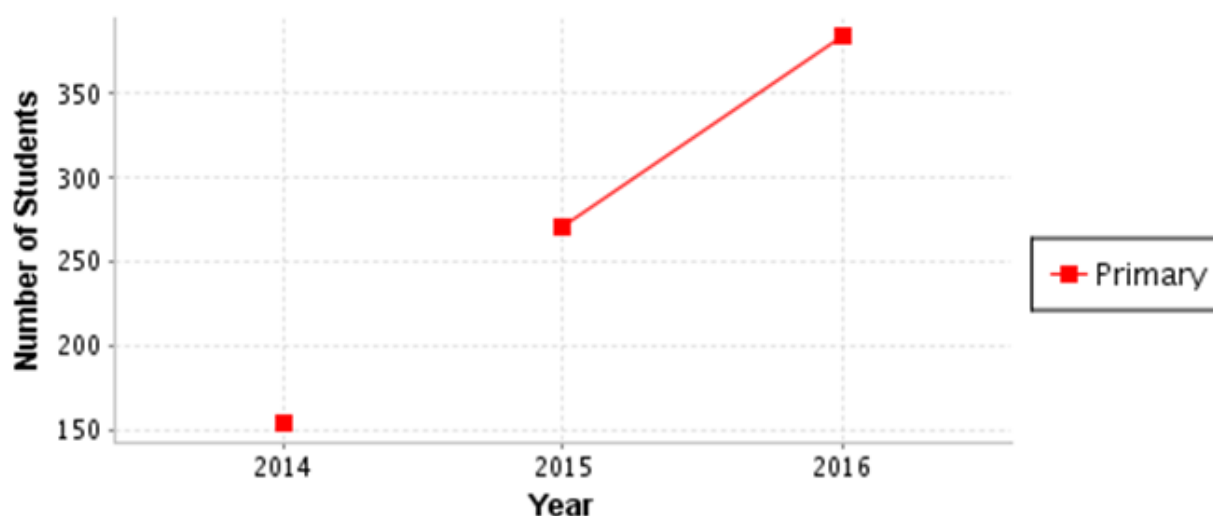
ENROLMENTS

Pre-primary – Year 6 Enrolment Trend Data:

		2015	2016
Primary (Excluding Kindy)	154	271	384
Total	154	271	384

NB: In 2015 we had an enrolment of 80 Kindergarten students.

Semester 1 Student Numbers



As can be seen from the graph above, our enrolment numbers have been on an upward trajectory since the school opened in 2014. This growth is expected to continue in 2016 and beyond with the ongoing release of land in the suburb.

ATTENDANCE

Overall Attendance 2014 and 2015

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	94%	94.1%	93.2%	90.5%	87.5%	80.4%	93.9%	93.9%	92.1%
2015	93.8%	94%	93.8%	84.2%	87.6%	81.2%	93.6%	93.8%	92.7%

Individual student attendance at Hammond Park Primary School is closely monitored by classroom teachers and the Administration team.

Children who arrive at school after 9.00am must sign in via the office and get a 'late note' to give to their teacher. This data is regularly harvested and parents whose children are regularly late to school are contacted to discuss the importance of arriving at school before the first siren sounds.

Our attendance data clearly shows that our overall attendance is similar to Like Schools and above that of all WA Public Schools. Our attendance for Aboriginal students reflects the absence of two students in a small cohort of students

STUDENT PERFORMANCE INFORMATION

NAPLAN Comparative Performance Summary

	Year 3		Year 5	
	2014	2015	2014	2015
Numeracy	-1.0	-0.1	0.4	0.2
Reading	-1.1	0.3	-0.5	0.9
Writing	0.0	0.4	-2.8	-0.6
Spelling	-1.4	0.6	-1.3	1.2
Grammar & Punctuation	-0.8	0.0	0.6	0.9

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

We are very pleased with the significant improvement in all tested areas that is evident in both Year 3 and Year 5 data from 2014 – 2015.

Ongoing data analysis of groups and sub-groups will continue to inform planning in 2016.

Our Whole-School Assessment schedule will continue to expand in 2016 to include further testing in the area of Science and Reading Comprehension.

NAPLAN data together with Whole-School Assessment data informs cohort and class planning. Operational targets are set for each cohort and then classroom teachers set their classroom targets for groups in English and Maths to reflect the diverse range of students represented in each class.

STUDENT PERFORMANCE INFORMATION

Year 3

In Grammar and Punctuation, compared to 2014, HPPS has made 23 points progress towards closing the gap with like schools.

In 2015, HPPS' performance is only 4 points below like schools.

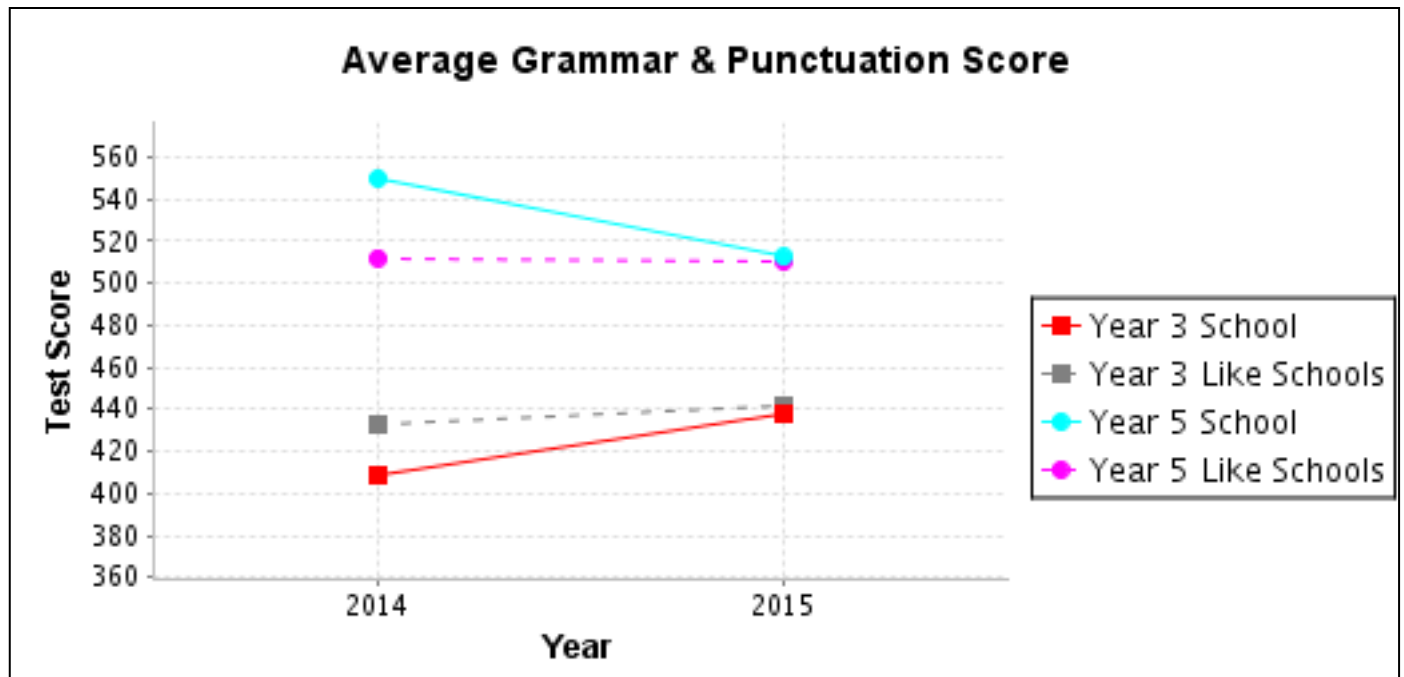
Year 5

In Grammar and Punctuation, HPPS' performance continues to be above that of like schools as in 2014.

Performance in 2014 was skewed by a small cohort of students (9) in our Foundation Year.

Average Grammar & Punctuation Scores against Like Schools

Y03		Y05	
School	Like Schools	School	Like Schools
409	432	550	512
438	442	512	510



STUDENT PERFORMANCE INFORMATION

Year 3

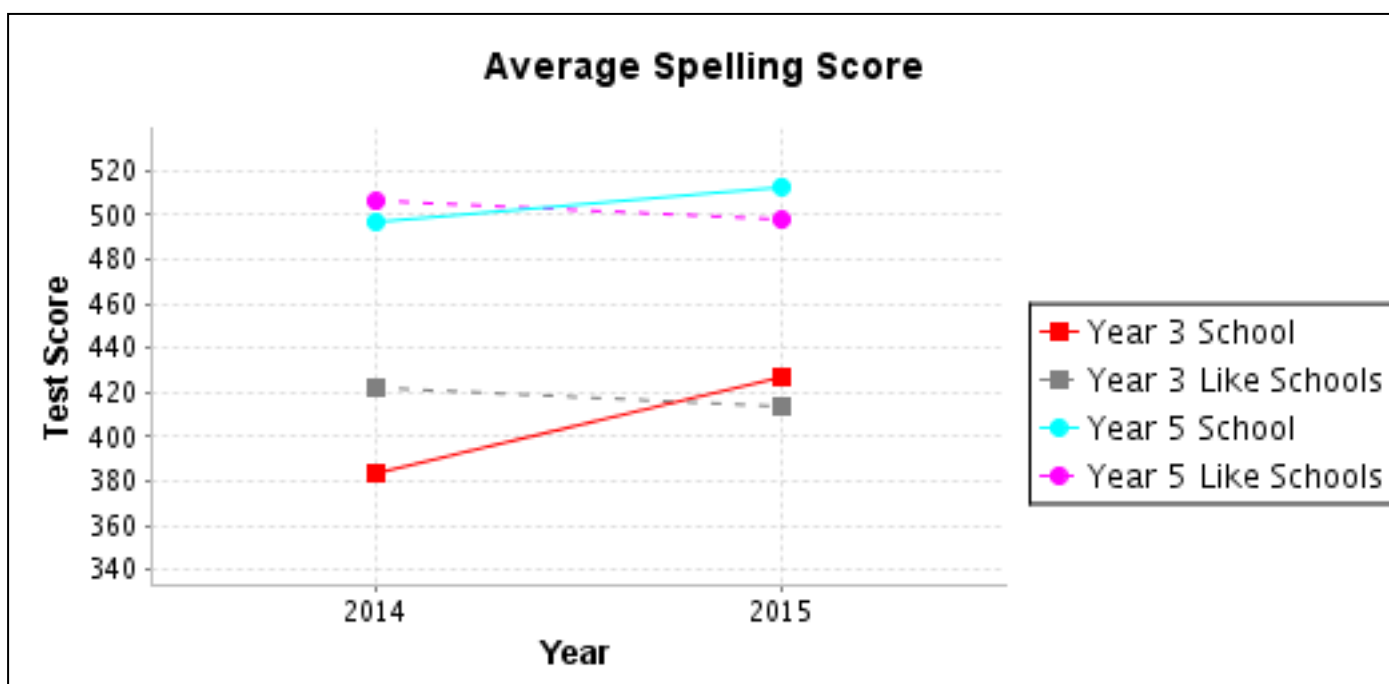
In 2015 NAPLAN Spelling, HPPS performance is above that of Like Schools by 14 points

Year 5

In 2015 NAPLAN Spelling, HPPS performance is above that of Like Schools by 15 points

Average Spelling Score against Like Schools

Y03		Y05	
School	Like Schools	School	Like Schools
383	423	497	506
428	414	513	498



STUDENT PERFORMANCE INFORMATION

Year 3

In 2015 NAPLAN Writing, HPPS' performance is above that of Like Schools by 2 points

100% of students are working above the National Minimum Standard. This is also above Like Schools

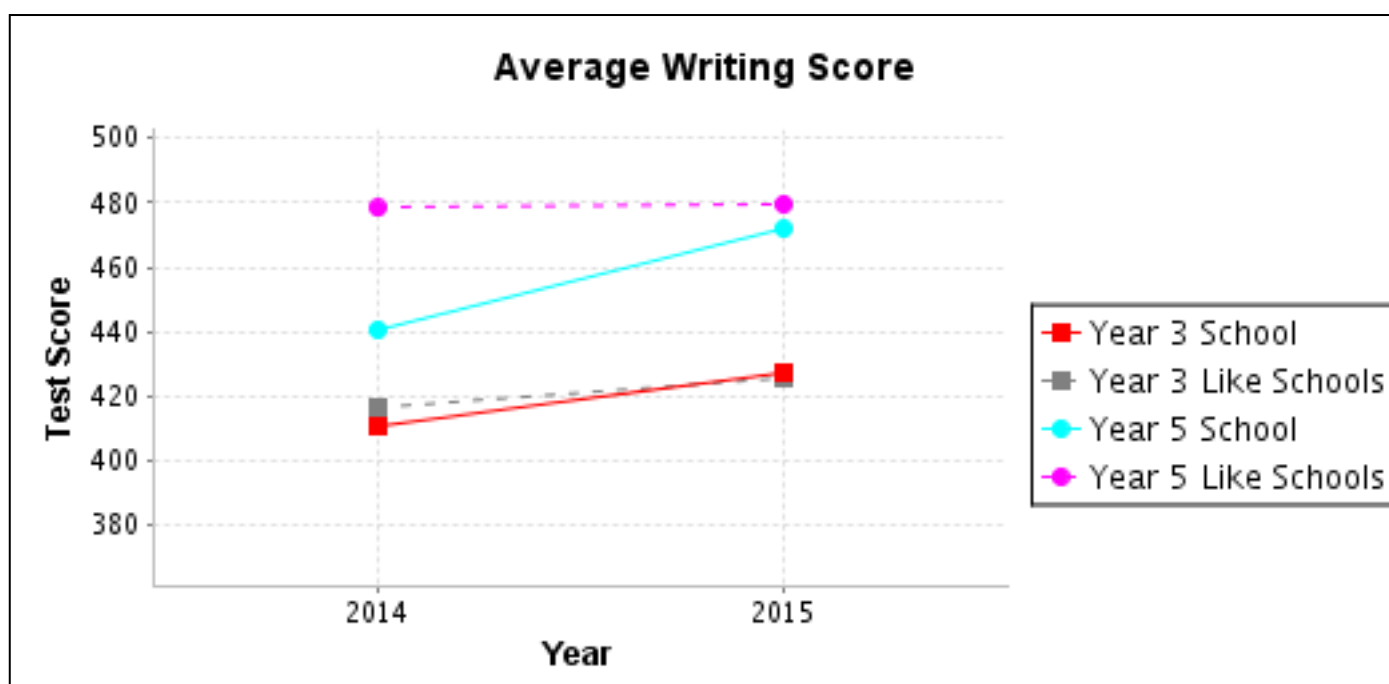
Year 5

In 2015 NAPLAN Writing, HPPS' performance is above that of Like Schools by 8 points

66% of students were working above the National Minimum Standard in 2014 compared to 84% of students in 2015. This is also above Like Schools

Average Writing Score against Like Schools

Y03		Y05	
School	Like Schools	School	Like Schools
411	416	441	478
427	425	472	480



STUDENT PERFORMANCE INFORMATION

Average Numeracy Score against Like Schools

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	387	406	523	498
2015	398	405	487	496

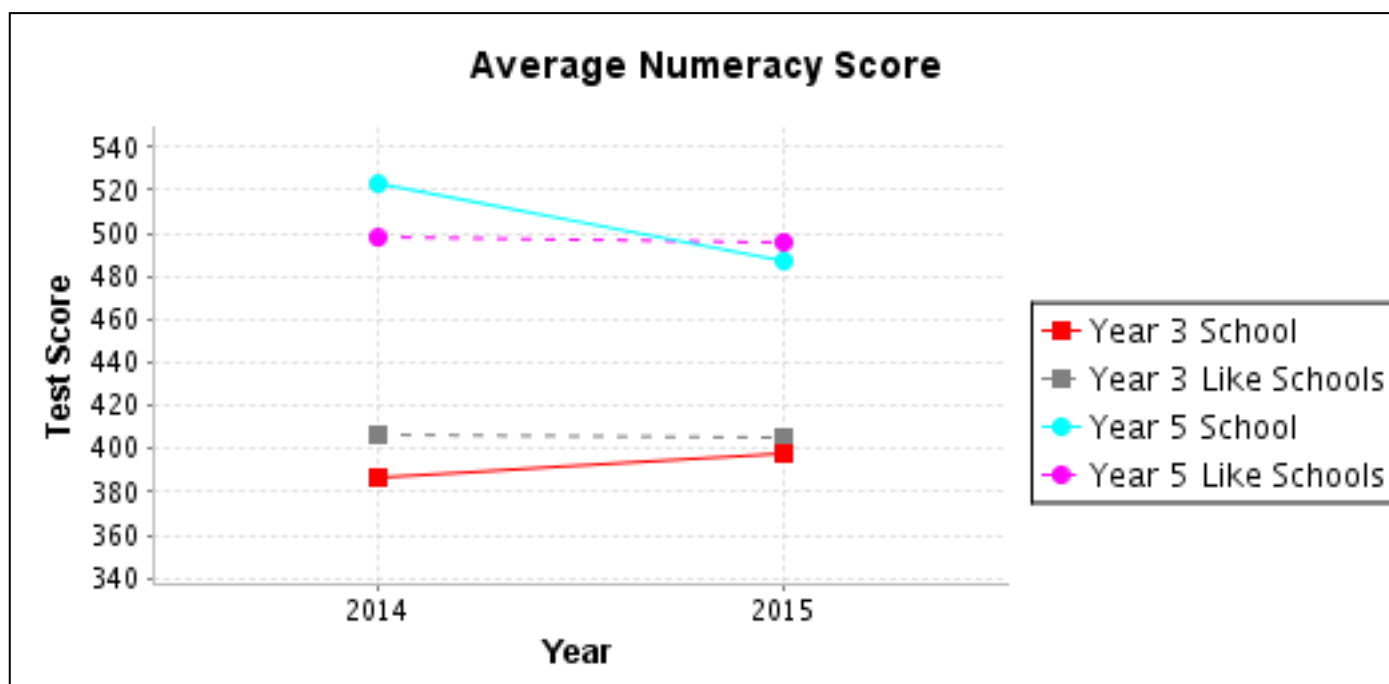
Year 3

In 2015 NAPLAN Numeracy, HPPS' performance is below that of Like Schools by 7 points

Year 5

In 2015 NAPLAN Numeracy, HPPS' performance is below that of Like Schools by 9 points

This data has been closely scrutinised by all teachers, gaps identified and tracked back to isolate the Year level in the West Australian Maths Syllabus where the concept is initially introduced. This process ensures that all teachers understand the collective and cumulative responsibility of the data from K – Year 6. It also highlights the importance of using data to inform planning for improvement meet identified operational targets



STUDENT PERFORMANCE INFORMATION

FOCUS AREAS

Numeracy Focus Areas for 2015

- Focus on Measurement, Space and Time
- focus on developing understandings through the Proficiency Strands, specifically Problem Solving
- use Mathematical Moderations every term to inform planning, teaching and assessment
- link Mathematics to new Technology Syllabus
- link Statistics and Probability Strand to Inquiry Strand from the Science Curriculum
- link to Morning Messages
- use flexible mixed ability and ability groupings
- develop a common language across the Cockburn Central Education Network
- create Mathematics resource boxes that address all strands.

English Focus Areas for 2015

Reading: Strategies for improvement identified from fine-grained data analysis

- English kits developed for each year level, inclusive of resources needed to support implementation of whole-school approaches
- English Block defined and implemented across the school
- Guided Reading structure defined and implemented across the school PP – Year 6
- Comprehension Strategies explicitly taught using **THINK-alouds** during shared reading
- Guided Reading flip prompts available for use in each classroom
- Additional big books purchased to support **THINK-alouds** and shared reading processes
- PAT Reading test implemented in 2016
- *Multilit* program implemented to support students at risk in Reading
- Peer Tutoring Program ongoing to support students at risk in Reading in the junior years

Writing:

- Ongoing development and support of whole-school approaches to teaching and assessing writing
- Text type focus for moderation in writing each term to be decided by collaborative groups
- Moderation in year levels using the judging standards
- Writing Scope & Sequence developed and implemented
- Modelled and daily writing is part of the English Block
- Handwriting approach reviewed to ensure common processes used across year levels
- Adjusted Handwriting Policy introduced and implemented
- PAT Vocabulary test Year 3 – 6 implemented and data analysed

Spelling:

- Professional Learning on **Words Their Way** and resources included in English Kit
- Professional Learning on **Letters & Sounds** and resources included in English Kit

Punctuation & Grammar:

- Explicit teaching of punctuation and grammar included in modelled writing sessions
- Implementation of common editing code (CHIMPS) linked to explicit teaching of grammar
- Writing genre big books and interactive resources for teaching grammar and punctuation purchased
- Scope and Sequence developed for each year level to ensure all content is being taught
- PAT Grammar and Punctuation test Year 3 – 6 implemented and data analysed

STUDENT PERFORMANCE INFORMATION

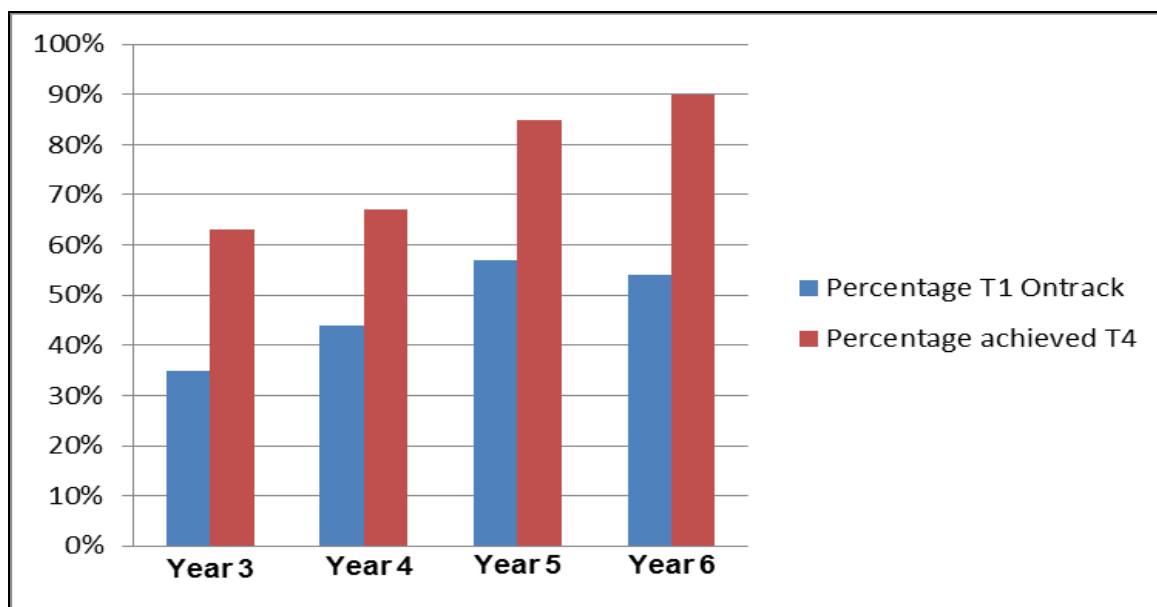
2015 PAT Science Assessment

At the start of 2015 we implemented the **Progressive Achievement Testing** (PAT) program in Science for our students from Year 3 to Year 6. This testing regime was introduced to identify target areas of need within the Science Learning Area.

The data outlines the percentage of students who achieved Year Level Targets

Science Achievement is based on students achieving Stanine 5 or higher in each year level test.

Year level	Percentage T1 Ontrack	Percentage achieved T4
3	35%	63%
4	44%	67%
5	57%	85%
6	54%	90%



Students were tested in Term 1 2015.

Students were tested again in Term 4 2015.

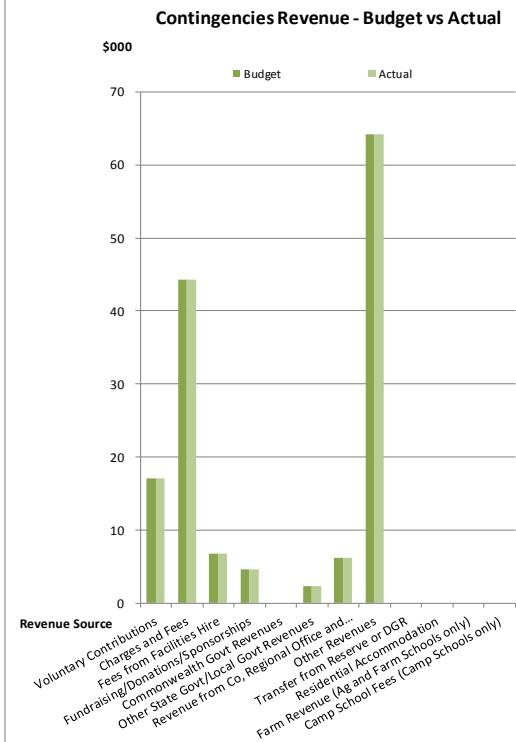
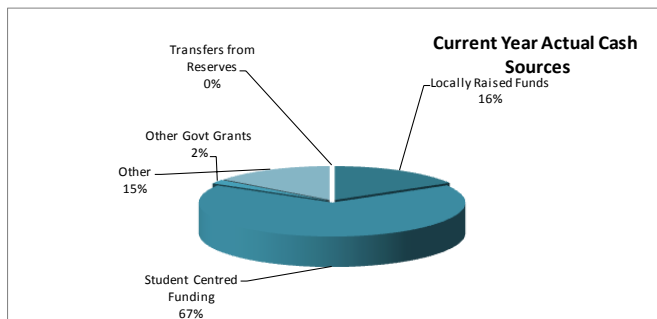
Data clearly shows that the percentage of students who achieved Year level targets in Term 4 was greater in all year levels (Year 3 – Year 6) in Term 4

SCHOOL BUDGET AND ANNUAL ACCOUNTS

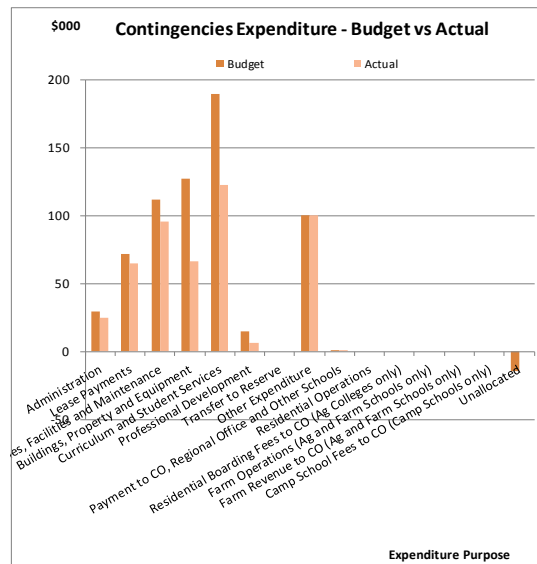
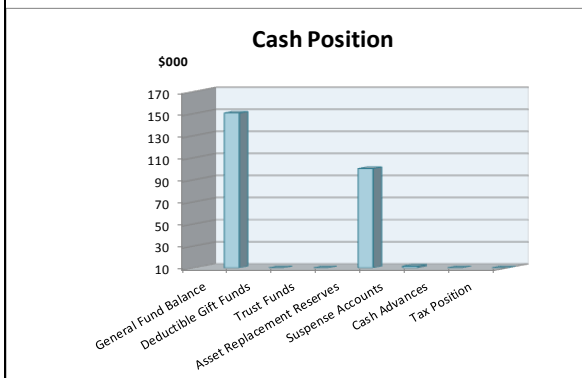


Hammond Park Primary School Financial Summary as at 31st December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 17,061.50	\$ 17,061.65
2	Charges and Fees	\$ 44,233.30	\$ 44,233.40
3	Fees from Facilities Hire	\$ 6,800.00	\$ 6,800.00
4	Fundraising/Donations/Sponsorships	\$ 4,556.36	\$ 4,555.95
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,370.00	\$ 2,370.00
7	Revenue from Co, Regional Office and Other Schools	\$ 6,134.00	\$ 6,134.00
8	Other Revenues	\$ 64,233.99	\$ 64,240.50
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 145,389.15	\$ 145,395.50
	Opening Balance	\$ 191,475.52	\$ 191,475.52
	Student Centred Funding	\$ 293,475.00	\$ 293,475.34
	Total Cash Funds Available	\$ 630,339.67	\$ 630,346.36
	Total Salary Allocation	\$ 2,971,882.00	\$ 2,971,882.00
	Total Funds Available	\$ 3,602,221.67	\$ 3,602,228.36



	Expenditure	Budget	Actual
1	Administration	\$ 29,591.00	\$ 24,438.24
2	Lease Payments	\$ 71,920.00	\$ 64,885.68
3	Utilities, Facilities and Maintenance	\$ 111,470.00	\$ 95,426.28
4	Buildings, Property and Equipment	\$ 126,921.50	\$ 66,332.62
5	Curriculum and Student Services	\$ 189,449.65	\$ 122,575.76
6	Professional Development	\$ 14,915.00	\$ 5,990.58
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 100,364.00	\$ 100,105.16
9	Payment to CO, Regional Office and Other Schools	\$ 500.00	\$ 272.23
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 14,791.00	\$ -
	Total Goods and Services Expenditure	\$ 630,340.15	\$ 480,026.55
	Total Forecast Salary Expenditure	\$ 2,876,319.00	\$ 2,876,319.00
	Total Expenditure	\$ 3,506,659.15	\$ 3,356,345.55



Cash Position as at:	
Bank Balance	\$ 251,510.91
Made up of:	
1 General Fund Balance	\$ 150,319.81
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 100,000.00
5 Suspense Accounts	\$ 11,531.10
6 Cash Advances	\$ -
7 Tax Position	\$ 10,340.00
Total Bank Balance	\$ 251,510.91

COMMUNITY SURVEY

In term 4 2015 a Community Survey was conducted. 39 families responded to the survey.

Results clearly show that overall the community is very pleased with all aspects of Hammond Park Primary School.

The results of this survey were presented to the School Board. Discussions about how to get the opinions of more families was discussed. In 2016 we will also survey the community and encourage visitors to the school office, school assemblies and those who participate in school banking, canteen and other events to complete the survey online on school iPads. We believe this will harvest more data that staff will be able to analyse as part of our school self-assessment regime.

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Overall
	Num	%	Num	%	Num	%	Num	%	Num	%	
Teachers at this school expect my child to do his or her best.	-	-	-	-	1	3%	13	33%	25	64%	97%
Teachers at this school provide my child with useful feedback about his or her school work.	1	3%	-	-	6	15%	17	44%	15	38%	82%
Teachers at this school treat students fairly.	-	-	-	-	2	5%	12	31%	25	64%	95%
This school is well maintained.	-	-	1	3%	1	3%	5	13%	32	82%	95%
My child feels safe at this school.	-	-	-	-	1	3%	7	18%	31	79%	97%
I can talk to my child's teachers about my concerns.	-	-	1	3%	1	3%	8	21%	29	74%	95%
Student behaviour is well managed at this school.	-	-	-	-	3	8%	16	41%	20	51%	92%
My child likes being at this school.	-	-	-	-	2	5%	8	21%	29	74%	95%
This school looks for ways to improve.	-	-	-	-	5	13%	13	33%	21	54%	87%
This school takes parents' opinions seriously.	-	-	2	5%	3	8%	19	50%	14	37%	87%
Teachers at this school motivate my child to learn.	-	-	1	3%	2	5%	13	33%	23	59%	92%
My child is making good progress at this school.	-	-	-	-	2	5%	12	31%	25	64%	95%
My child's learning needs are being met at this school.	-	-	-	-	2	5%	18	46%	19	49%	95%
This school works with me to support my child's learning.	-	-	1	3%	2	5%	16	41%	20	51%	92%
This school has a strong relationship with the local community.	-	-	-	-	6	15%	18	46%	15	38%	84%
This school is well led.	-	-	1	3%	-	-	8	21%	30	77%	98%
I am satisfied with the overall standard of education achieved at this school.	-	-	1	3%	-	-	12	31%	26	67%	98%
I would recommend this school to others.	-	-	-	-	1	3%	5	13%	33	85%	98%

INFORMATIONTECHNOLOGY



ICT EXPO 2015

Friday 13th November 2015

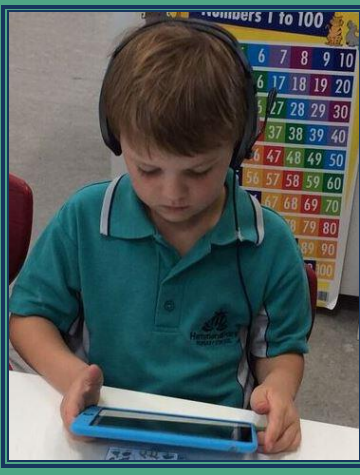
Hammond Park PS welcomes you to their 2015 ICT Expo

Where students will be showcasing their technological skills for parents



You are invited to visit classrooms around the school to see students creating work on iPads and MacBooks. This provides a great opportunity to see how learning is integrated across the curriculum through the use of ICT.

See how learning can be **redefined** as students use various apps to make **voice recordings and videos**, **view**, **listen**, **RESEARCH**, **CREATE** and **SHARE** their progress as 21st century learners.



Hammond Park Primary school uses a multitude of technology to encourage and enhance student learning and engagement.

At the start of the 2015 school year there were 64 iPads and 18 MacBooks for use in classrooms. By the end of 2015, a further 50 MacBooks and 64 iPads were introduced into classrooms across the school from Kindergarten to Year 6.

These resources along with interactive whiteboards, Apple TV and subject specific software are used to assist teachers, students and staff with the implementation of the Western Australian Curriculum, specifically the General Capability of Information and Communication Technology.

Students have access to *Mathletics* and *Reading Eggs* accounts that can be used in the classroom and at home.

The School Board endorsed a \$40 iPad co-contribution for our Kindy to Year 3 students in 2015. This co-contribution will continue for 2016 and will become the iPad/MacBook co-contribution for students from Kindy to Year 6. The school used a portion of the co-contributions to fund the Reading Eggs' software, the Smart Board software and appropriate storage for the iPads and MacBooks.

Teachers engaged in IT professional development throughout the year which introduced teachers to the Technology Syllabus which is due for release in 2018. They were able to explore different integrated activities which addressed a variety of learning descriptors. This increased the learning of teachers of how to explicitly teach information technology across the curriculum.

Teachers and staff at Hammond Park have the opportunity to attend regular iTime cafes where they could share knowledge, learn about various software programs and increase their knowledge about how to integrate IT into their everyday programs to enhance student learning and engagement as well as cater for 21st century learners.

In November, Hammond Park Primary School held their annual IT Expo where members of the community were invited into the classrooms to see how technology was used in a productive learning environment.

In 2015, the IT committee formulated a ratio plan and organised for technology access at a ratio of 1:2 throughout the whole school for 2016. The committee also devised various timetables so that classes have to opportunity to access 1:1 technology for students at certain times during the week.

We look forward to continuing our IT programs into 2016 and contributing towards enhancing the creativity skills, collaborative behaviours and problem solving abilities of students as well as continuing the explicit teaching of Information Technology across the curriculum to increase student learning and attainment.

The implementation of technology into classrooms to provide an engaging learning environment commenced with the introduction of 16 MacBooks and 64 iPads for use in classrooms. A further 50 MacBooks and 64 iPads were procured by the end of the year. These resources along with interactive whiteboards are used within each classroom to support teaching of the Australian Curriculum. Students have access to Mathletics and Reading Eggs accounts that can be used in the classroom and at home. The School Board endorsed the introduction of a \$40 iPad Co-contribution payment for parents of Kindy to Year 3 students in 2015. The ICT Committee are developing a plan for the implementation of a 1:1 MacBook program for Year 4 students.

Teachers at Hammond Park are offered regular ICT professional development to maintain technological proficiency. They also have the opportunity to attend regular iCafes which are informal meetings held to share ideas and knowledge.

SCIENCE

Our focus area for 2015 was to explicitly teach the inquiry strand within the Western Australian Curriculum. This was done through linking Science to the General Capabilities as well as the Statistics and Probability strand from Mathematics. We also worked with the Cockburn Central Education Network (CCEN) Science Group to develop three age appropriate investigations planners that can be moderated to assess and plan for the Science Inquiry Strand based on the Judging Standards from the School Curriculum and Standards Authority (SCSA).

The profile of Science was raised within the school community by advocating for various programs.

- We incorporated our cross curricular links of sustainability
- hosted a school Science Alive incursion
- had an incursion on worm farming
- had whole school science tabloids as part of science week
- were successful in winning prizes in the Cockburn Central Education Network Science Week challenge
- successfully established a partnership with CSIRO where a geophysicists works with our students in the classrooms
- assisted to develop a Cockburn Central Education Network Science Investigation Planner that addresses the descriptors within the Western Australian Syllabus
- linked Science to different learning areas through integration
- focused on STEM.

At the start of 2015 we implemented the Progressive Achievement Testing (PAT) program of Science for our students from Year 3 to Year 6 in order to identify and target areas of need within our students. The PAT testing we completed with our Year 3 – Year 6 students in 2015 is shown below. T1 is the Term One diagnostic results and T4 are the Term Four summative results.

We look forward to continuing and developing these initiatives as part of our focus on Science for 2016.



SUSTAINABILITY



Hammond Park Primary School has endeavoured to foster a sense of pride and accomplishment in the area of sustainability within our whole school community since we opened in 2014. We understand how important it is to instil values, responsibility and ethics in our students.

In 2015 we had eight Green Guardians who assisted with various initiatives in our school such as; whole school paper and cardboard recycling, whole school composting, worm farms, Zero Waste lunchboxes, vegetable gardens, e-mailed newsletters, an accredited Waste Wise school, recycled art projects, ReMIDA membership and more.

Our Green Guardians were successful in winning \$2000 from the City of Cockburn as part of their Recycle Right competition. This money will be used to fund upcoming sustainability projects within the school.



Friday 5 June was **World Environment Day**. Students took part in planting native trees donated by Mr Ellam and Men of the Trees. On this day the P&C PJ day fundraiser was also held.



100 DAYS OF SCHOOL



On Monday the 27th July students from Pre-primary to Year 6 celebrated the 100th day of school for the year 2015.

Students and teachers wore t-shirts they had decorated with 100 items and they all looked fabulous in their creative designs. It was great to see the students linking their designs to what they had been learning about in class. T-shirts were covered in tally marks, graphs, creative creatures and some humorous phrases.

The day consisted of different activities in a number of classes across the school allowing Mathematics to be the focus of the day. There were bundling, grouping and counting activities to 100 and beyond. Some classes also looked at probability and graphing of 100 coin throws or dice rolls.

Teachers used an 'aging app' to make students look 100 years old and students completed a piece of writing to complement their picture, many writing about how grumpy they were going to be as they got older!

It was a fantastic day and 100 thank 'yous' go out to the parents, students and staff for their engagement in this celebration. It was a 'real life' educational success and we look forward to celebrating again next year!



FACTION ATHLETICS CARNIVAL

Students from Pre-Primary to Year 6 participated in our annual Hammond Park Primary School Faction Carnival. Students participated in running races, flag relays, throwing competitions, team games and tug-o-wars.

This event was widely supported by the Hammond Park community with a lot of parents and grandparents giving up their time to help with the activities. Also the P&C provided students and spectators with a healthy and delicious lunch.

Students thoroughly enjoyed the activities and particularly enjoyed watching their parents and teachers participate in the flag races and tug-o-war.



INTERSCHOOL ATHLETICS CARNIVAL

The Interschool Athletics Carnivals were held on 28th and 30th October at Santich Park. Schools participating in our division included Hammond Park, Success, Beeliar and Yangebup Primary Schools. We participated in several activities, which included T-ball throw, turbo throw, long jump, triple jump, running events, leader ball and multi ball.

Congratulations to all students for their good sportsmanship on the day.