



ANNUAL REPORT 2016



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HAMMOND PARK PRIMARY SCHOOL

2016 ANNUAL REPORT

FROM THE PRINCIPAL

It is with great pleasure that I present the Annual Report for Hammond Park Primary School for 2016.

This Annual Report is a summary of our school's achievements over the past year and describes the progress we have made in implementing key strategies that are outlined in our 2014-2016 Business Plan. The report also describes the extent to which we have achieved the strategic targets in our Business Plan.

Also detailed in this report are some of the major achievements and highlights of the 2016 school year.

2016 was another very successful and enjoyable year for our school in its third year of operation. It also marked our first Independent Public School Review in November.

The findings of the IPS Review were positive and contained a series of commendations and some recommendations. You will find a summary of these findings in the body of this Annual Report.

Our next external review is scheduled for 2019. In the meantime, we will continue to focus on achieving the strategic goals in our 2017 – 2019 Business Plan, undertaking ongoing and rigorous self-assessment of our performance across academic and non-academic domains.

Please enjoy reading this 2016 Annual Report. I hope that by reading it you gain an appreciation of the hard work and deep commitment of the staff, students and families of our school who continue to work together to ensure that Hammond Park Primary School maintains its reputation in our local area, as an outstanding school with clearly developed processes and strategies that bind and bond students, staff and our community as we ***“Learn Together Every Day”***.

Jennifer Lee
Principal

7 April 2017



2016 HIGHLIGHTS

As I reflect on 2016, our third year of operation, I recall the many exciting and interesting things that have been achieved and enjoyed over the course of the year.

Throughout the year our students enjoyed many opportunities to consolidate their learning by going on excursions, attending presentations from visiting presenters at school and participating in extra-curricular events at school and across our Cockburn Central Education Network (CCEN). These opportunities included:

- A whole-school National Day of Action against bullying and violence which was held to raise awareness of how to recognise bullying and strategies to use if it is experienced or seen happening to other students.



- A Summer Sports Carnival held at Lakeland Senior High School in Term 1 that involved 46 students from Year 3 – Year 6.
- A year 6 class excursion to the Francis Burt Law Courts. This excursion supported the students to develop a deeper understanding of Civics and Citizenship as part of the HASS Learning Area.
- The annual ANZAC Assembly that was co-hosted by our Year 6 class and the Year 2s from G1. I Ms Hunter, Mr Docking and Ms Winfield (our Music Specialist Teacher) worked hard to present a polished performance that acknowledged the ANZAC tradition and explored the true spirit of the ANZACs that still exists in Australia today. It was wonderful to hear all students (PP – Year 6) singing the song “The ANZAC” by Adam Brand, as a tribute to our great nation.
- Mr Docking speaking at the ANZAC Assembly about the challenges he faced when walking the Kokoda Trail last year with his father. He shared the trials and tribulations of the journey with us. He also reflected on how he and his father supported each other mentally and physically throughout the walk to achieve their goal of making it to the ‘finish line’.
- The establishment of our inaugural School Choir who rehearse on Wednesday mornings before school ably led by our Music Specialist teacher Ms Lana Winfield. The annual Harmony Day celebrations which were held in April. This special day celebrated Australia’s cultural diversity– a day of cultural respect for everyone who calls Australia home. It highlighted inclusiveness, respect and a sense of belonging for everyone. The day reflected the goals of the recently celebrated United Nation’s International Day for the Elimination of Racial Discrimination. Students and families celebrated with activities throughout the day ending with a multicultural lunch provided by our generous families.
- Five students qualifying for and beginning to learn guitar through the School of Instrumental Music (SIM).
- 2016 Runners’ Club that saw lots of students, parents and teachers gathering on the oval to run, walk or jog laps of the oval or provide support to those who were running. Runners’ Club provided an opportunity for all children K – Year 6 to build their fitness and endurance to prepare for our interschool cross-country events that took place on Tuesday 21 June.
- Our annual ICT Expo that is held in high esteem across public and private schools in our local area.



“Captain Clean-up”



Francis Burt Law Courts

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.

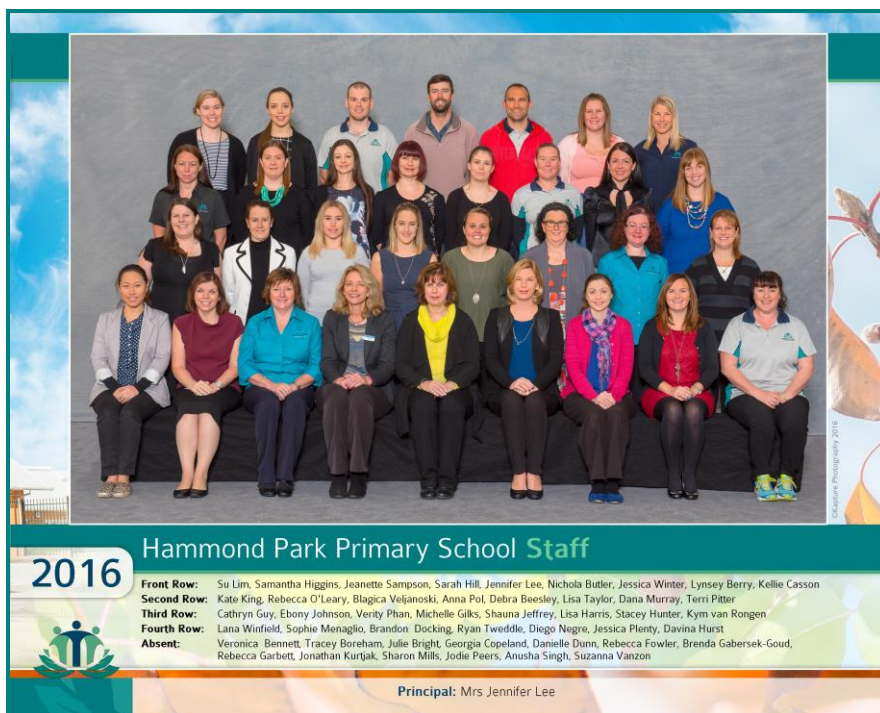


National Harmony Day

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.



2016

Hammond Park Primary School Staff

Front Row: Su Lim, Samantha Higgins, Jeanette Sampson, Sarah Hill, Jennifer Lee, Nichola Butler, Jessica Winter, Lynsey Berry, Kellie Casson
Second Row: Kate King, Rebecca O'Leary, Blagica Veljanoski, Anna Pol, Debra Beesley, Lisa Taylor, Dana Murray, Terri Pitter
Third Row: Cathryn Guy, Ebony Johnson, Verity Phan, Michelle Gilks, Shauna Jeffrey, Lisa Harris, Stacey Hunter, Kym van Rongen
Fourth Row: Lana Winfield, Sophie Menaglio, Brandon Docking, Ryan Tweddle, Diego Negre, Jessica Plenty, Davina Hurst
Absent: Veronica Bennett, Tracey Boreham, Julie Bright, Georgia Copeland, Danielle Dunn, Rebecca Fowler, Brenda Gabersek-Goud, Rebecca Garbett, Jonathan Kurtjak, Sharon Mills, Jodie Peers, Anusha Singh, Suzanna Vanzon

Principal: Mrs Jennifer Lee

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 2016 we ended the year with an enrolment of 489 students from Kindergarten 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.

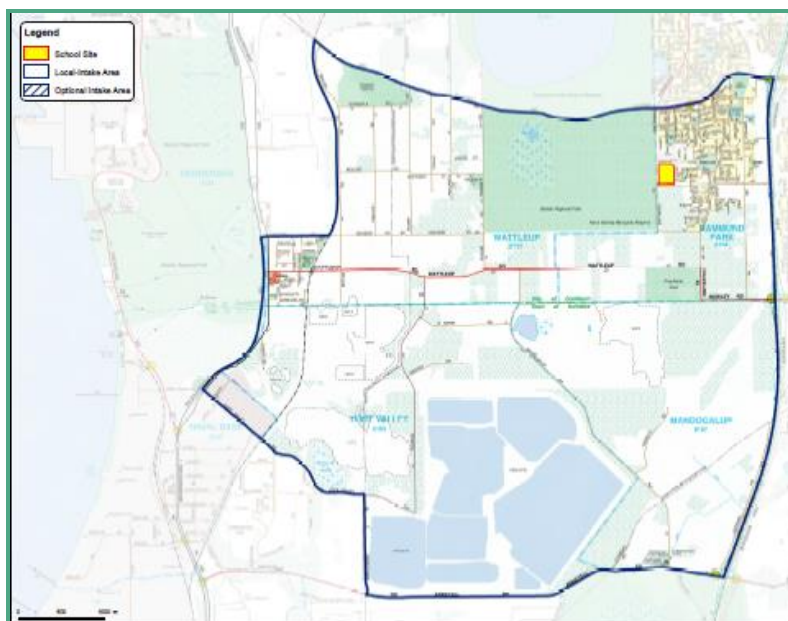
At the start of 2016 three transportable classrooms were relocated to our school to accommodate our growing enrolments. Two of these classrooms were Early Childhood classrooms and they housed sixty of our Kindergarten students in Murrumbidgee Block. The other transportable was used as a Year 2 classroom and was located alongside Eucalyptus Block.

Out of school hours care is available on site in the mornings and after school. OSHClub operates from our Undercover Area.

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 1055. 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:

- A Distributed Leadership model in key learning areas that provides opportunities for staff who want to develop their skills in this area.
- 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 (Learning Areas, ICT and PBS) 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.
-



ANZAC Assembly



ANZAC Parade



2016 SCHOOL BOARD

CHAIRPERSON:
Steve Goldsworthy
and Nathan Cheung

PRINCIPAL:
Jennifer Lee

Amanda Dixon

Megan Charlton

Sarah Hill

Nichola Butler

Nathan Cheung

Jo Brown

Martin Maloney

Angela Tibbits

Lianne Clark

EXECUTIVE OFFICER:
Jeanette Sampson

Fabulous Food Factory and
P&C photos here

HAMMOND PARK PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD

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 inaugural School Board Chairperson Mr Steve Goldsworthy stepped down from this role in term 1 2016. I would like to sincerely thank Mr Goldsworthy for his commitment to our school in its first two years of operation.

Mr Nathan Cheung was happy to accept nomination as the new Chairperson. His nomination was unanimously accepted by current Board members. Mr Cheung was a Steering Committee member during the planning of our school. He was also a member of the inaugural School Board. He was instrumental in working alongside me to prepare for the Independent Public School Review in November 2016. Together they bring a breadth of knowledge that now aligns with the growing understanding of how successful schools operate.

Financial 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 highly successful **"Fabulous Food Factory"**.

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

Our Parents and Citizens' Association continued to work together throughout 2016. Committees that were established in 2015 were also operational this year. These included the Fundraising Committee and the Canteen Committee, the School Banking Committee and the P&C Executive.

Our school canteen continued to provide morning recess and lunch to lots of children each Wednesday in terms 1 and 2. Mrs Ange Tibbits was appointed as Canteen Coordinator in Term 3 and then canteen then opened two days a week.

The Fabulous Food Factory also introduced a very popular birthday cupcake service for parents throughout the year.

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 the buildings around the school, the library, our Physical Education and Visual Arts programs.

The Fundraising Committee

Many of the most successful fundraising events from previous years were refined and replicated in 2016 favourites: a Free Dress Day every term, Disco, Family Photo Day, Athletics Carnival Zinc station, the Entertainment Book, Mother's and Father's Day Stalls, and the Eden Green Christmas Party Cake Stall.

We look forward to continue 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.

IPS REVIEW FINDINGS, COMMENDATIONS & AREAS FOR IMPROVEMENT

The findings of our first Independent Public School Review in November 2016 were extremely positive. The final summation from the Reviewers appears below, followed by commendations and areas for improvement which have been considered in the development of our new Business Plan (2017 – 2019).

The Hammond Park Primary School board and school leaders are justifiably proud of the progress the school has made since opening in 2014.

An intention to work together as a collaborative learning community has promoted genuine partnerships between staff and parents, and a shared commitment to the learning of every student.

Strong, distributed leadership is committed to building the capacity of all staff to improve student achievement, progress and engagement, through consistent practice that is both innovative and collaborative.

This, together with an embedded culture of self-review, leaves the school well placed to build upon current levels of student performance and develop relevant, context-specific targets to provide ongoing direction and focus for the next business plan.

Commendations

The following areas are commended:

- the importance placed on the school's community focus that evolved from the initial work of school leaders with members of the school's steering committee, which continues to strengthen the partnership that exists between staff and parents
- the development of self-review processes which are embedded in school operations and drive data-informed decision-making to ensure improvement in student learning is sustained
- the professionalism of staff in their commitment to an improvement focus where collaborative teaching practice and ongoing professional growth is highly valued
- the model of distributed leadership which provides opportunities for capable and aspiring teacher leaders to be appointed to leadership roles
- the quality of, and commitment to, embedded performance management processes

Areas for Improvement

The following areas for improvement are identified

- school leaders proceed with their intention to ensure future target setting is both strategic and purposeful
- staff investigate the use of non-academic targets to measure performance as per the requirements of the DPA
- the alignment of future annual reports with business plan targets and areas of focus to report self-review findings over the term of the three-year plan
- the board continues to develop its role in supporting the school through:
 - training for all members
 - exploring opportunities to increase its profile within the school community.

YEAR 6 - 2016

Our 2016 Year 6 cohort was the first full class of Year 6 students, since our school opened in 2014.

It was an exciting year that saw all students embrace our school motto "Learning Together Every Day" and become the leaders of our school; providing a wonderful example to our younger students.

We continued to build on our student leadership model from previous years. Our first Positive Behaviour Support (PBS) Leaders join the Prefects and Faction Captains as the leadership group. Our student leaders; elected by peers, took on many initiatives within our school, community and network. They were involved in our annual ICT Expo, ANZAC assemblies across the Cockburn Central Education Network (CCEN) and our school, peer-tutoring programs, lunch time clubs, Atwell College Zone Extension courses, a CSIRO partnership, Primary Extension and Challenge (PEAC) and they even established worldwide connections across Asia, through an integrated learning unit with a school in Nepal.

The students had their first camp experience at Woodman Point. This provided them with another opportunity to enhance their interpersonal and leadership skills. This experience witnessed students transfer their knowledge and skills from the classroom into an outdoor, real-life setting, where perseverance, resilience, problem-solving and collaboration between each other resulted in each student achieving great success and personal achievement.

Students participated in many 'special' days at school during the year. These included: Faction Carnivals, Science Week, World Book Day, 100 Days of School, Harmony Day and Autism Awareness Day to name just a few. The students planned and hosted a fundraising event to support awareness of healthy eating. Students also took their learning outside of the classroom and enjoyed a range of educational experiences at: Francis Burt Law, Parliament House where they got to sit in on some real life court cases centred on their HASS learning, Perth Zoo and the local supermarket.

It was a memorable year for all students which ended on a magnificent high, in our first full class graduation. Students and parents were involved in organising a dinner dance at Tompkins on Swan. A night of dancing and awards provided memories our students and staff will cherish forever.

Students graduated in front of our school community at our Year 6 Graduation Ceremony. Students from Pre-primary to Year 5 serenaded our wonderful Year 6 students in a final farewell song. There was not a dry eye in sight!

2016 was a most successful year, filled with many opportunities for our students to challenge themselves and grow together in preparation for high school. On December 15, students said their final goodbyes to Hammond Park Primary School. Many of them will be beginning their Year 7 education at our feeder high school, Atwell College and other public high schools as part of the Gifted and Talented Education (GATE) program. Other students will continue their education at Catholic and Independent schools in the local area in 2017.



F3 WOODMAN POINT EXCURSION

Year 6 Woodman Point Excursion By Jasmine Brooks

On the 3rd of March 2016, Year 6 went on an excursion to Woodman Point for a variety of activities to learn how to work collaboratively.

I was one of the 25 students on the excursion and when it was my time to go on the Flying Fox activity I was terrified! Walking up the stairs was hard enough but when I was hanging off the edge (with the man holding me) it was the most terrifying experience that I had ever had. At this time I had a fixed mindset and thought, "I cannot do it".

Something we learn in our class is when we have a fixed mindset we have a negative attitude. When we change our thoughts and have a growth mindset we believe that we can achieve anything we set our minds to.

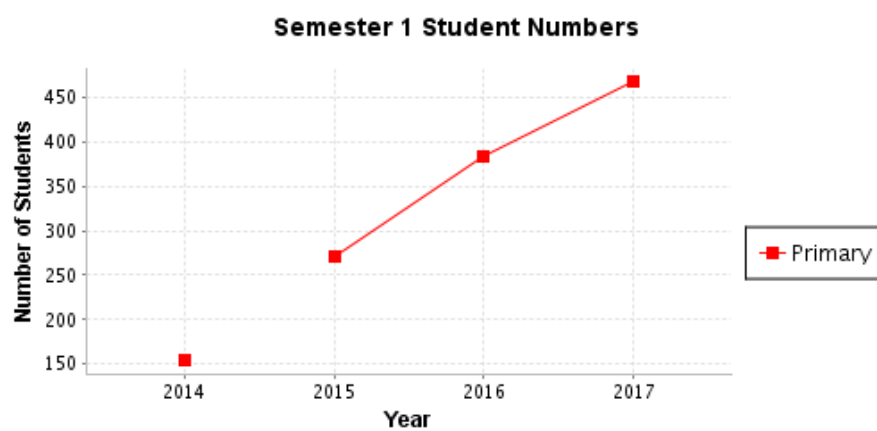
After lunch, I had a change in mindset. I had a growth mindset and believed that I could do it and that I should give it another go. When I got back up to where the Flying Fox was, I was still very frightened. I closed my eyes and pushed off and guess what I DID IT!! This was one of the best experiences I have ever had and I was so proud of myself.



2017 School Destinations of the 2016 YEAR 6 Cohort

Atwell College	16	Leeming Senior High School	1
Emmanuel Catholic College	4	Kennedy Baptist College	1
Ashdale Secondary College	1	John Curtin College Of The Arts	1
Corpus Christi College	1	Harrisdale Senior High School	1
Rossmoyne Senior High School	1	The King's College	1
Willetton Senior High School	1		

ENROLMENTS



	2014	2015	2016
Primary (Excluding Kindy)	154	271	384
Total	154	271	384

ATTENDANCE

Attendance Overall Primary Years 1 – 6

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	79.6%	16.2%	4.0%	0.0%
2015	79.1%	15.6%	4.0%	1.0%
2016	85.6%	10.8%	3.5%	0.0%
Like Schools 2016	83.5%	12.9%	2.8%	0.5%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

This table clearly shows that HPPS 2016 Attendance overall for Years 1 - 6 is above that of Like schools and all WA Public Schools. We had an overall attendance rate of 94%.

We believe that monitoring attendance is a whole-school responsibility. This means that parents/caregivers of students must also work in partnership with the school to ensure that their child/children attend school regularly.

Student Attendance is recorded through our Student Information System (SIS) *Integris*. This is a legal requirement and must be completed at the beginning of **each** school day. Parents can notify the school to advise of student absences on *Message You*, an SMS messaging system, our Skoolbag (app) or via phone. If the teacher **does not record an absence then the default is that the student is present at school**. The classroom teacher is responsible for keeping attendance records accurate and up to date.

The following attendance procedures are adhered to each day:

- Daily Roll (on SIS)**
 - An official roll is accurately maintained by the classroom teacher.
 - Absences must be recorded each morning by 9.30am. These absences are updated if necessary in the afternoon
 - Notes received from previous absences are kept on file in the classroom and available for interrogation by Associate Principals at point of need
- Late Arrival Slip**
(Must be collected from the front office by any student who arrives after 9.00am)
 - Used by the student to show arrival time. This must be presented to the class teacher for confirmation of attendance on arrival to class
 - Office staff record the student as late on SIS when they arrive at school

Associate Principals generate Attendance Reports from SIS to monitor at risk students. Class teachers request notes from parents/caregivers if an absence is unexplained.

In the case of severe non-attendance parents/caregivers are asked to account and an Individual Attendance Plan is co-developed and closely monitored by Associate Principals and class teachers.

STUDENT PERFORMANCE INFORMATION

In 2016 our Year 3 and Year 5 performance in all NAPLAN tested areas compared to previous years has been analysed by all staff and School Board members on our second School Development Day in Term 4 2016.

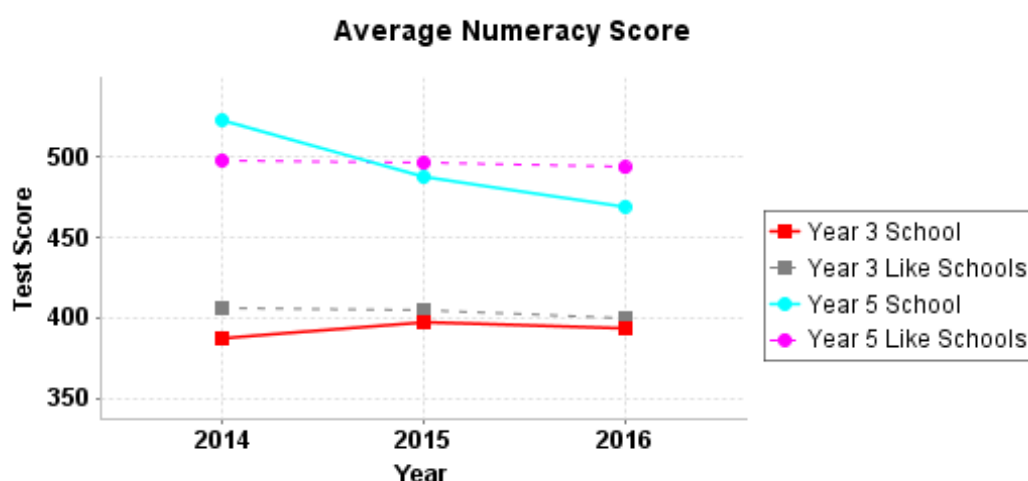
At this time our overall average NAPLAN scores compared to Like Schools, in all areas tested, were assessed against our current Business Plan targets.

Analysis of all NAPLAN data indicates that our Year 3 and 5 performance in all areas tested, except for Year 3 Spelling, was substantially below our 2014 - 2016 Business Plan targets. However, we are confident that, as a new school, our self-assessment processes ensure that we have maintained consistency of program and process to accurately inform teaching and learning to ensure that all students have the opportunity to learn and make progress towards the standards for their year level.

In 2017 we will also continue to analyse data from groups and sub-groups to inform case management planning where appropriate.

NAPLAN data together with Whole-School Assessment data will continue to inform 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.

2014 – 2016 NAPLAN NUMERACY LONGITUDINAL SUMMARY



Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	387	406	523	498
2015	398	405	487	496
2016	394	400	469	493

2016 NAPLAN performance for Year 3s based on the Average Numeracy Score was 6 points below that of Like Schools.

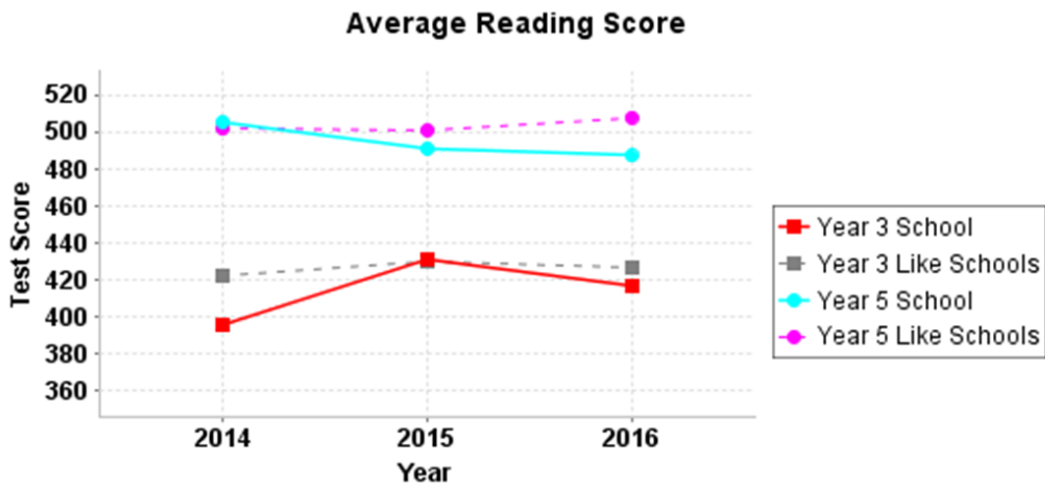
This means that we did not achieve the Business Plan Year 3 target of being equal to or above Like Schools in NAPLAN testing for Numeracy in 2016.

2016 NAPLAN performance for Year 5s based on the Average Numeracy Score was 24 points below that of Like Schools.

This means that we did not achieve the Business Plan Year 5 target of being equal to or above Like Schools in NAPLAN testing for Numeracy in 2016.

STUDENT PERFORMANCE INFORMATION

2014 – 2016 NAPLAN READING LONGITUDINAL SUMMARY



Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	396	422	506	502
2015	431	430	491	501
2016	416	427	487	508

2016 NAPLAN performance for Year 3s based on the Average Reading Score was 11 points below that of Like Schools.

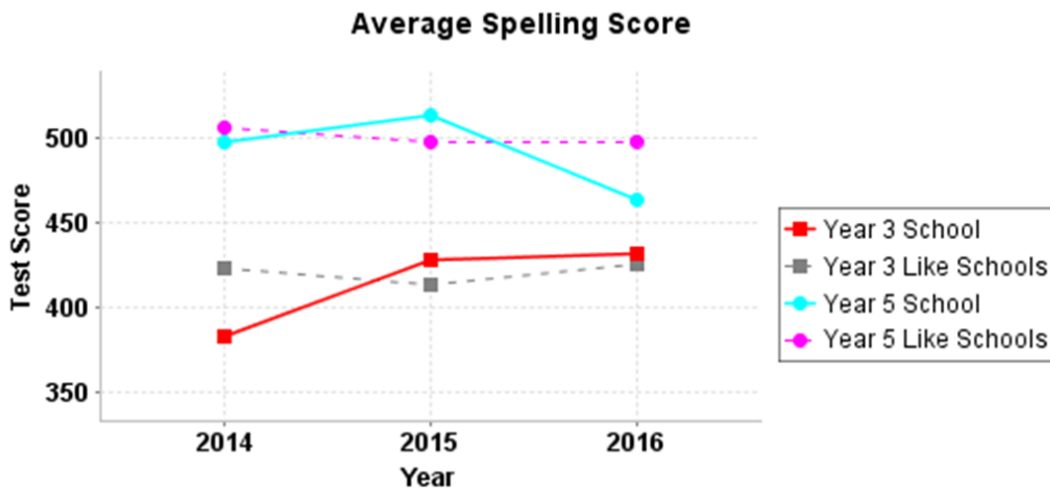
This means that we did not achieve the Business Plan Year 3 target of being equal to or above Like Schools in NAPLAN testing for Reading in 2016.

2016 NAPLAN performance for Year 5s based on the Average Reading Score was 21 points below that of Like Schools.

This means that we did not achieve the Business Plan Year 5 target of being equal to or above Like Schools in NAPLAN testing for Reading in 2016.

STUDENT PERFORMANCE INFORMATION

2014 – 2016 NAPLAN SPELLING LONGITUDINAL SUMMARY



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	383	423	497	506
2015	428	414	513	498
2016	431	426	464	498

2016 NAPLAN performance for Year 3s based on the Average Spelling Score was 5 points above that of Like Schools.

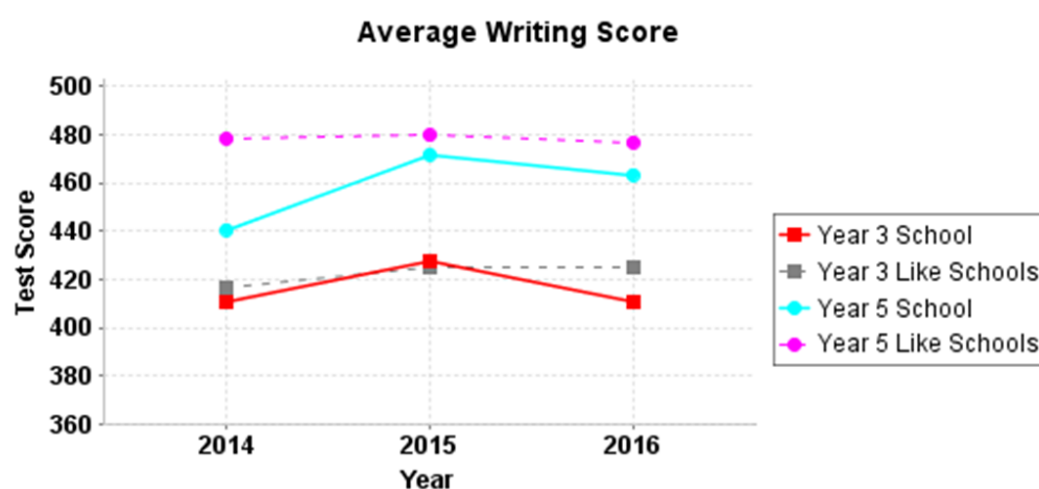
This means that we achieved the Business Plan Year 3 target of being equal to or above Like Schools in NAPLAN testing for Spelling in 2016.

2016 NAPLAN performance for Year 5s based on the Average Spelling Score was 34 points below that of Like Schools.

This means that we did not achieve the Business Plan Year 5 target of being equal to or above Like Schools in NAPLAN testing for Spelling in 2016.

STUDENT PERFORMANCE INFORMATION

2014 – 2016 NAPLAN WRITING LONGITUDINAL SUMMARY



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	411	416	441	478
2015	427	425	472	480
2016	410	425	463	477

2016 NAPLAN performance for Year 3s based on the Average Writing Score was 15 points below that of Like Schools.

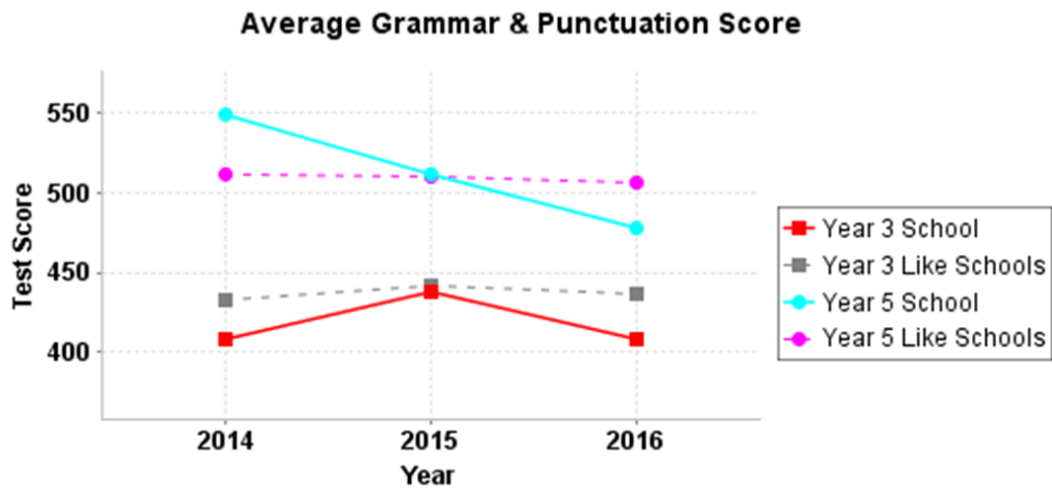
This means that we did not achieve the Business Plan Year 3 target of being equal to or above Like Schools in NAPLAN testing for Writing in 2016.

2016 NAPLAN performance for Year 5s based on the Average Writing Score was 14 points below that of Like Schools.

This means that we did not achieve the Business Plan Year 5 target of being equal to or above Like Schools in NAPLAN testing for Writing in 2016.

STUDENT PERFORMANCE INFORMATION

2014 – 2016 NAPLAN GRAMMAR AND PUNCTUATION LONGITUDINAL SUMMARY



Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	409	432	550	512
2015	438	442	512	510
2016	408	437	478	507

2016 NAPLAN performance for Year 3s based on the Average Grammar and Punctuation Score was 29 points below that of Like Schools.

This means that we did not achieve the Business Plan Year 3 target of being equal to or above Like Schools in NAPLAN testing for Numeracy in 2016.

2016 NAPLAN performance for Year 5s based on the Average Numeracy Score was 29 points below that of Like Schools.

This means that we did not achieve the Business Plan Year 5 target of being equal to or above Like Schools in NAPLAN testing for Numeracy in 2016.

STUDENT PERFORMANCE INFORMATION

Numeracy Focus Areas for 2016:

- 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 2016:

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

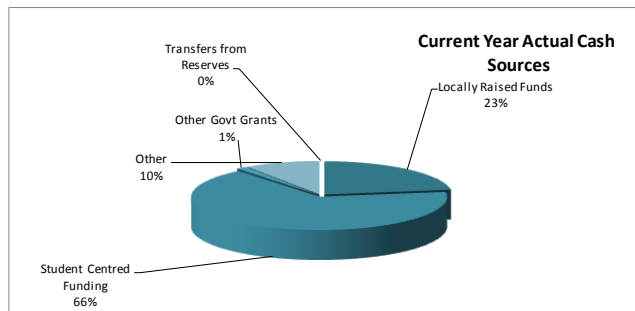
Punctuation & Grammar:

- 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

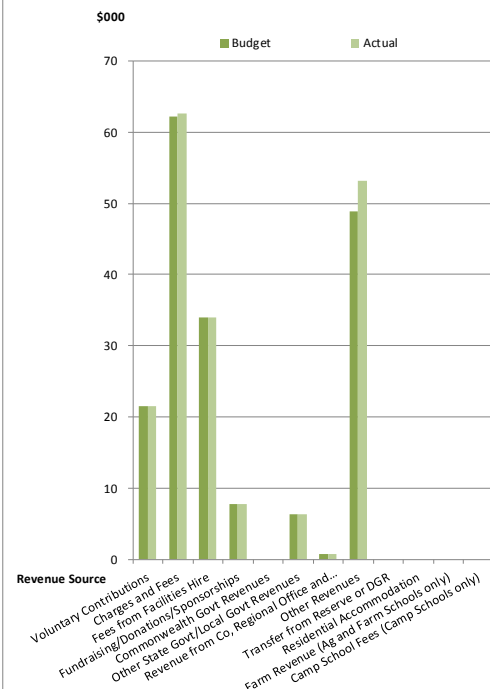
SCHOOL BUDGET AND ANNUAL ACCOUNTS

Hammond Park Primary School Financial Summary as at 31 December 2016

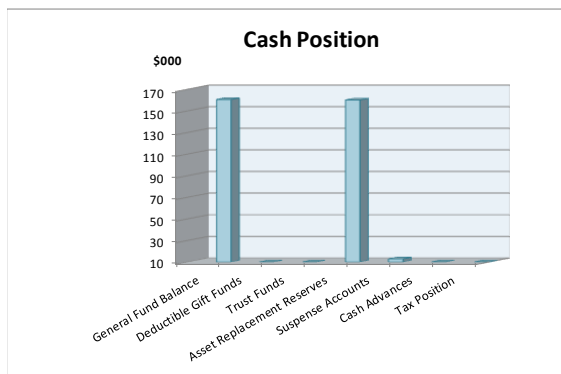
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 21,539.00	\$ 21,540.40
2	Charges and Fees	\$ 62,148.00	\$ 62,596.10
3	Fees from Facilities Hire	\$ 33,918.00	\$ 33,945.47
4	Fundraising/Donations/Sponsorships	\$ 7,696.00	\$ 7,723.56
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 6,286.00	\$ 6,286.00
7	Revenue from Co, Regional Office and Other Schools	\$ 813.00	\$ 813.00
8	Other Revenues	\$ 48,919.00	\$ 53,207.24
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	\$ 181,319.00	\$ 186,111.77
	Opening Balance	\$ 150,320.00	\$ 150,319.81
	Student Centred Funding	\$ 368,526.22	\$ 368,525.86
	Total Cash Funds Available	\$ 700,165.22	\$ 704,957.44
	Total Salary Allocation	\$ 3,764,801.00	\$ 3,764,801.00
	Total Funds Available	\$ 4,464,966.22	\$ 4,469,758.44



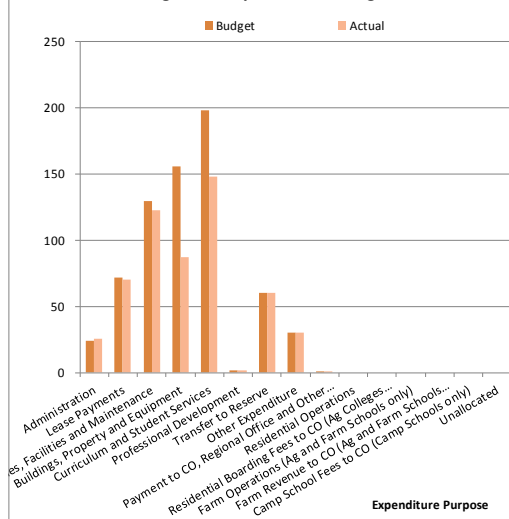
Contingencies Revenue - Budget vs Actual



	Expenditure	Budget	Actual
1	Administration	\$ 24,084.00	\$ 25,647.43
2	Lease Payments	\$ 71,420.28	\$ 69,925.10
3	Utilities, Facilities and Maintenance	\$ 128,904.00	\$ 122,649.09
4	Buildings, Property and Equipment	\$ 155,375.00	\$ 86,911.68
5	Curriculum and Student Services	\$ 197,652.25	\$ 147,463.40
6	Professional Development	\$ 1,717.00	\$ 1,716.37
7	Transfer to Reserve	\$ 60,000.00	\$ 60,000.00
8	Other Expenditure	\$ 29,900.00	\$ 30,003.04
9	Payment to CO, Regional Office and Other Schools	\$ 185.00	\$ 185.00
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	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 669,237.53	\$ 544,501.11
	Total Forecast Salary Expenditure	\$ 3,615,522.00	\$ 3,615,522.00
	Total Expenditure	\$ 4,284,759.53	\$ 4,160,023.11



Contingencies Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 324,586.09
Made up of:	
1 General Fund Balance	\$ 160,456.33
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 160,000.00
5 Suspense Accounts	\$ 12,834.76
6 Cash Advances	\$ -
7 Tax Position	\$ 8,705.00
Total Bank Balance	\$ 324,586.09

YEAR 6 STUDENT SURVEY

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	-	-	-	-	-	-	1	5%	21	95%
My teachers provide me with useful feedback about my school work.	-	-	-	-	1	5%	4	18%	17	77%
Teachers at my school treat students fairly.	-	-	-	-	1	5%	6	27%	15	68%
My school is well maintained.	-	-	-	-	-	-	3	14%	19	86%
I feel safe at my school.	-	-	-	-	1	5%	3	14%	18	82%
I can talk to my teachers about my concerns.	-	-	-	-	-	-	4	18%	18	82%
Student behaviour is well managed at my school.	-	-	-	-	1	5%	8	36%	13	59%
I like being at my school.	-	-	1	5%	-	-	3	14%	18	82%
My school looks for ways to improve.	-	-	-	-	-	-	-	-	22	100%
My school takes students' opinions seriously.	-	-	-	-	-	-	4	18%	18	82%
My teachers motivate me to learn.	-	-	-	-	-	-	-	-	22	100%
My school gives me opportunities to do interesting things.	-	-	-	-	1	5%	4	18%	17	77%

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers are good Teachers.	-	-	-	-	-	-	2	9%	20	91%
My teachers care about me.	-	-	-	-	-	-	3	14%	19	86%

INFORMATION TECHNOLOGY

At Hammond Park Primary School we focus on providing our students with many opportunities to gain the skills and knowledge required to be successful learners in the 21st century.

Over the last 3 years, our school has worked hard to establish reliable ICT infrastructure across the school to accommodate the growing number of devices available for student use in classrooms. Our technology rich classrooms are equipped with sets of Macbooks and/or iPads, providing at minimum a 1:3 device to student ratio. This is well supported by our iPad/MacBook co-contributions made by parents across the school. This technology is used in classroom programs as a support resource to consolidate concepts taught in Maths and English, and to engage and motivate students whilst giving them opportunities to apply technology across the curriculum.

HPPS have an active ICT/Technologies Committee, led by Nichola Butler and Anna Pol, who is also one of the CCEN Network Curriculum Leaders. Our school is well represented in the CCEN Network with a number of staff attending termly meetings to distribute Australian Curriculum Technologies implementation information and professional learning back to teams. The Committee members are dedicated to up-skilling staff through the sharing of planning, resourcing and regular iTime Cafes. These provide informal professional learning opportunities for teachers and Education Assistants to share best practice, as well as new innovations for Science, Technology, Engineering and Maths (STEM) and the integration of technology into learning.

The school maintains rigorous and effective CyberSafety practices that aim to maximise the benefits of the Internet and ICT devices to student learning, whilst minimising and managing any potential risks. The ICT Committee has developed an ICT/Technologies Handbook with ICT Policies, Acceptable Use Agreements and a summary of procedures together with leadership role statements.



INFORMATION TECHNOLOGY

Each year, we celebrate the success of classroom teaching and learning in ICT and Technologies through an ICT Expo. Classrooms open their doors to allow students the opportunity to share their learning with the community. Over the last 3 years, our school ICT Expo has become well recognised and acknowledged in the CCEN and beyond, with many schools seeing this as a professional learning opportunity and sending their teachers along to learn from the work being done at HPPS. A sample of the feedback received from parents and educators at the ICT Expo in 2016 is outlined below:



The demonstrations were well organised and it was impressive to see the variety of uses of the iPads and the interactive learning that takes part in the class. The tech tour guides were very helpful! (Parent)

Oh my goodness, I can't believe the children can do such things. So many new and interesting activities to teach concepts. I like the way the children can, in the main, direct their own learning. I saw a rather unusual use for old bananas! Loved the uses of the QR codes (good home activity). Great to see the children not afraid to try anything, not worried about mistakes. Fantastic event. (Parent)

Children are very engaged in solving problems with robotics. It is great to watch them programming. Great effort by HPPS! (Parent)

Thank you so much for a wonderful opportunity to see digital technologies in the classroom. I have learned a great deal and been very impressed by the staff and students. Outstanding effort! Amazing school! (Educator)



Excellent initiative and great to see staff and students engaged in energetic learning. Dash, Beebots and Osmo were especially impressive. Thank you. (Educator)

We were completely blown away at the variety of IT resources and apps. Loved the way the curriculum was integrated. The staff were amazingly friendly and very willing to share their knowledge and experiences. The school is beautiful and the students were so friendly. (Educator)

Great to see the kids engaged. All the students I spoke to were keen to explain and show the tech they were using and could answer questions about educational use. (Educator)



STEM

Our focus area for 2016 was to STEM (Science, Technology, English, Mathematics) across other learning areas from the curriculum.

Classes had the opportunity to showcase some of their learning activities through our Cockburn Central Education Network (CCEN) technology tour and our ICT community expo.

These activities specifically focused on 21st century learning skills and integrate the general capabilities from the Western Australian Curriculum.

This was also linked to our whole school focus of oral language as students had the opportunity to explain their thinking and expand upon their learning.

The students at Hammond Park Primary School were involved in lots of exciting and engaging activities as part of Science Week. The theme was **'Drones, Droids and Robots'**.

Pre-primary to year 6 students attended a 'Science Alive' in school performance. Other activities included; Science Tabloids and a Cockburn Central Education Network Robot competition.



VISIBLE LEARNING

Hammond Park Primary School continues to focus on visible learning as an effective form of feedback for students which enables them to identify their areas for growth and verbalise personal learning goals.

Teachers include the learning intention and the success criteria in their lessons so students are aware of where they are, what they need to do and how they will get there.

This research based initiative continues to be an important part of our whole school culture.

SUSTAINABILITY



Captain Clean-up



Hammond Park Primary School is a WasteWise school and we support the "Reduce, Reuse, Re-cycle" message.

In 2016 students continued their focus on sustainability as per the cross curricular links in the Australian curriculum.

Some of the learning activities that the children participated in were:

- Clean Up Australia Day celebrations.
- Students learnt about the importance of reducing how much waste is produced, recycling right, composting and worm farming from Captain Clean-up.
- Worm farm set up in Murrumbidgee block. Funded by WasteWise and the Cockburn Council.



The Green Guardians were announced in March for 2016. This group of students worked with classes to teach them how to recycle, compost, grow plants, care for animals and be sustainable.

Loose Parts Play in our Eucalyptus block playground was introduced. Loose parts play is about students using recycled materials to develop the skills of cooperation, creativity and innovation through play to explore how equipment goes together. The project has been funded by a WasteWise grant which allowed us to purchase containers for the materials to be safely stored in.



It is great to see so many children within our school caring for their environment and learning more about how to be sustainable.

A large group of children and adults are posing for a group photo in front of a brick building. The children, of various ages, are arranged in several rows, many holding small white cards. Large red balloons spelling out the number '100' are prominently displayed in the background. The scene is outdoors on a paved area, with a cloudy sky above.

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



Congratulations to all students for their participation and good sportsmanship.