



Hammond Park Primary School

ANNUAL REPORT

2019

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Our Logo, Our Beliefs and Our Vision

Vision

Our school motto “Learning Together Every Day” symbolises our lasting commitment to each other and the learning of all students.

We work together to ensure that our students become lifelong learners.

Teachers at Hammond Park Primary School are professional and hard working. They support each other and work and learn together in a collaborative and professional way.



Beliefs

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 should regularly reflect on their words and actions towards each other
- We are enriched by the cultural diversity that exists within our school



Values

We have high social and academic expectations of all students.

We work together to ensure that we have a safe, respectful and tolerant learning environment that supports and promotes academic rigour.

We endorse and commit to professional learning for our teachers and support staff. Our teachers engage in professional dialogue. This learning is anchored in their daily work and supports the culture of our school.

From the Principal's Desk

It is with pleasure that I present the 2019 Annual Report for Hammond Park Primary School.

This Annual Report provides a comprehensive summary of our school's achievements over the past year and describes the continuing progress we have made in implementing key strategies outlined in the final year of our 2017-2019 Business Plan. The report also describes the extent to which we have achieved the strategic targets articulated in this Business Plan.

Also detailed in this report are some of the major achievements and highlights of the 2019 school year. We are also very proud of the excellent results we achieved in our NAPLAN tests this year.

2019 was another very successful and enjoyable year for our school in its sixth year of operation.

Our Public School Review is scheduled for Term 2, 2020. In the meantime, as we continued to focus on achieving the strategic targets articulated in our 2017 – 2019 Business Plan, we also engaged in rigorous and ongoing self-review of our processes and our performance, across academic and non-academic domains. This sets the scene for future years and the development of our new Business Plan 2020 -2022. Our 2019 successes provide continued momentum for working together to ensure that all students achieve their potential.

I hope you enjoy reading this year's Annual Report as it provides you with an overview of the real and authentic work and deep commitment of our staff, students and families to the education of all of our students.

We look forward to working in partnership with all stakeholders 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 to continue ***"Learning Together Every Day"*** for many years to come.

Jennifer Lee

Principal

February 2020

Aboriginal Cultural Standards Framework (ACSF)

All schools from the Cockburn Central Education Network met on the morning of Monday 15 April for our Network's shared School Development Day for 2019.

On this morning, we all heard inspiring speakers provide interesting perspectives on how we could interpret and use the Aboriginal Cultural Standards Framework in our schools.

Professor Simon Forrest presented an overview of the history of the Aboriginal people since colonisation less than two hundred years ago. He also spoke of the collective voice of the Aboriginal people as it was presented in the Coolangatta Statement in 1999 that transformed education for Aboriginal people. He spoke passionately about the "On Country" learning experiences that he leads. These popular two way learning experiences involve story-telling and learning the history of the Aboriginal people.

Mr Kevin O'Keefe, Director of Aboriginal Education in the Department of Education also shared many insights into the ACSF that we have taken forward. He talked about removing the word Aboriginal from the ACSF, as this then made it a Cultural Standards Framework that could be used as a different way of looking at the world and its cultures. The ACSF has five standards against which we have reflected on our school's stage of implementation and considered our future development.

We learnt that the Aboriginal Cultural Standards Framework is not a compliance checklist, but has given us a way, as a school that we can continue to reflect on our processes and how we move forward to make sure we understand and build knowledge of the history of the Aboriginal people from colonisation to modern day.

Our teachers thoroughly enjoyed the morning and the work that has now been done based on our reflections of the day has positioned us to embrace the ACSF and use it to develop intercultural understandings and trust with all students in our care. We are now planning our own "On Country" experience in January 2020.

2019 Highlights

Learning Journey

Our inaugural Learning Journey took place on April 9th. Parents and family members were invited into classrooms to observe the learning that had been taking place in each class. Students took great pride in presenting the learning they had completed so far to their families. Every classroom was full of parents as they wandered through the school. With the success and feedback received about the learning journey families will be welcomed back in 2020 to our annual learning journey.

Global Picnic

On 12th April – the final day of Term 1, 2019 – Hammond Park Primary School held its inaugural Global Picnic event. This initiative provided a wonderful opportunity for members of our school community to come together and celebrate the vast cultural diversity of our population. The occasion was shared by K-6 students, staff, and many parents and members of the school community. The Global Picnic Planning Committee had been organising this ambitious event since Term 4, 2018.

Our first Global Picnic was a grand occasion that featured a shared, outdoor, picnic lunch; a multicultural concert showcasing performances by students, staff and external artists; and a host of diverse ethnic-inspired activities. For the picnic component, families offered an array of authentic, cultural foods and the Fabulous Food Factory invented a special menu that students could order from on that day. After lunch, the school community gathered on the school oval, where they were greeted by a professional sound system and stage setup. Community members were treated to songs and dances from all around the world, including traditional Indigenous Australian dances by the students at Clontarf Aboriginal College. To conclude the festivities, students participated in a range of activities, from Bollywood Dancing to an interactive Angklung performance by the Murdoch University Indonesian Student Association (MUISA).

Our introductory Global Picnic event was an overwhelming success – so much so that we have decided to make it an integral part of our yearly operations at Hammond Park Primary School. In April 2020, we will host our annual second Global Picnic, which will feature an even wider array of cultural activities. We look forward to being able to bring the entire school community together once again to celebrate that we are *Living in Harmony Every Day*.



Year 6

As the years go on and our school continues to grow, the Year Six cohort has become larger and larger with 52 students in 2019.

It was a busy and successful year for all of our Year Sixes who faced and persevered through a variety of challenges. With the challenges came academic, social and emotional successes and triumphs, both individually and as a cohort.

Our year began, as it always does with a large number of students applying for leadership positions, including Prefects, PBS Leaders and Faction Captains. The students took the application process seriously and we were lucky to have such strong candidates for the Year Fives and Sixes to vote for. All of the Year Sixes recognised that this was the time for them to take responsibility as leaders and representatives of the school.



Our Year Six overnight camp to Woodman Point is always a highly anticipated event, and this year was no different. The students undertook a range of activities allowing them to enhance their interpersonal and leadership skills, improve self-management and decision making and engage with and appreciate the outdoor environment.

Students enjoyed a number of other educational experiences outside of school, including the annual ANZAC Youth Parade where our students proudly represented Hammond Park Primary School by marching in the parade. Two of our students accepted the invitation to speak during this special occasion. They took their Health and Science learning outside of the classroom and participated in a Constable Care and Scitech excursion.

As the year came to a close, our Year Sixes began to prepare for their Graduation Ceremony and Graduation Dinner. The students were given the opportunity to participate in weekly dance lessons provided by Humphries Dance Studios. The students learnt a range of dances in a fun, positive learning environment.

In the final week of school, we held the formal graduation ceremony where all of our Year Sixes graduated in front of the Hammond Park Primary School community, the Honourable Roger Cook and our School Board Chairperson. Following the ceremony, the students headed to their Graduation Dinner, which for the first time was held at the stunning Coogee Surf Club. The Year Sixes performed for their parents, the dances that they had been working hard to learn with Humphries Dance studios. The evening of revelries included dancing, awards and memories that our students will cherish forever.

Our fantastic P&C donated the funds for a high quality year book for each student. A copy of this special book was presented to each student and was extremely well received by students and their families.

2019 was a successful year, filled with many opportunities for our students to challenge themselves and grow together in preparation for high school. Our students waved farewell and most of our students moved to Hammond Park Secondary College where they became the foundation students for the brand-new high school. A number of our other students went to other high schools including Emmanuel Catholic College, Leeming Senior High School, Byford Secondary College, Corpus Christi College, Lakelands Senior High and Aquinas College.



Context

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

In 2019 we ended the year with an enrolment of 704 students from Kindergarten to Year 6. Thirty-one percent of our students come from a language background other than English (LBOTE).

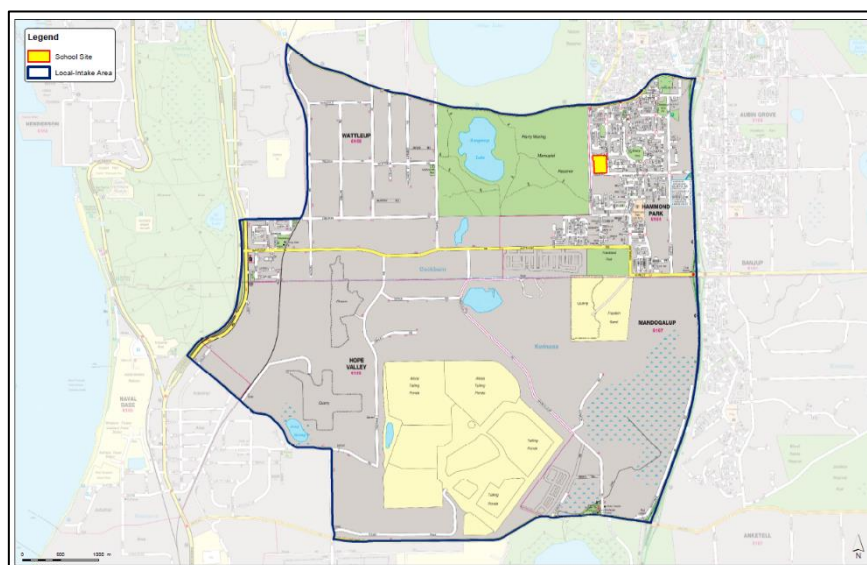
Our school has four teaching and learning blocks including one that is specifically designed for early childhood students, a purpose built visual arts room and music room, a covered assembly area with a fully operational canteen, a library, an oval, cricket pitch, cricket nets and basketball/tennis courts. At the start of 2019, two more transportables were added, F8 in the Frankland block for a Year 5 classroom and M8 in the Murrumbidgee block for a Kindergarten classroom to accommodate growing enrolments.

Out of school hours care was available on site in the mornings and after school. OSHClub operated from our Undercover Area. Vacation care was available during the school holidays each term.

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**:



From 2019, Hammond Park Primary School Year 6 students, feed in to Hammond Park Secondary College as the foundation students commencing Year 7 in 2020.

Our ICSEA rating is 1055. The Australian average ICSEA rating is 1000.

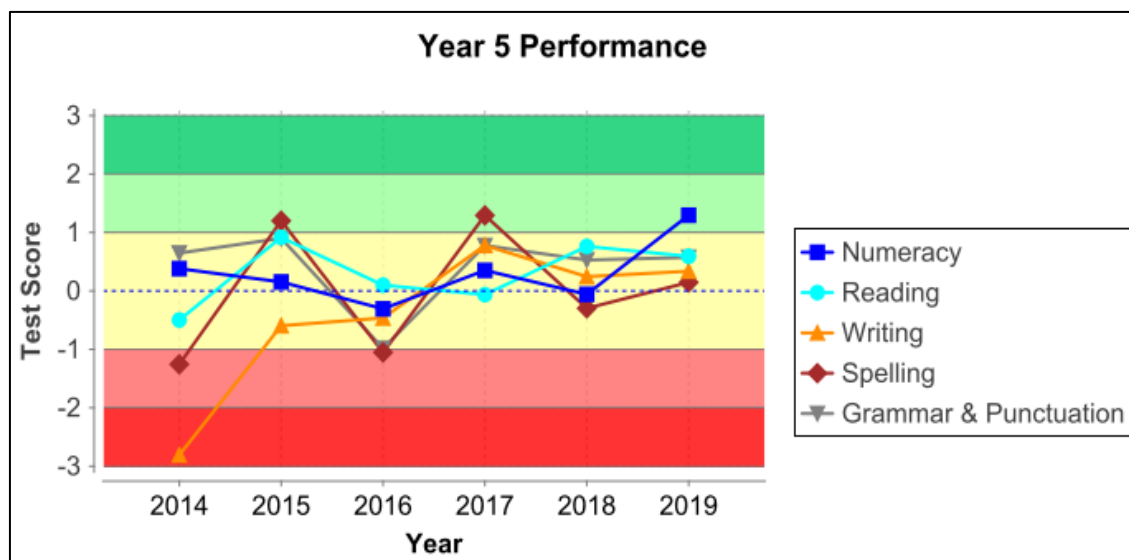
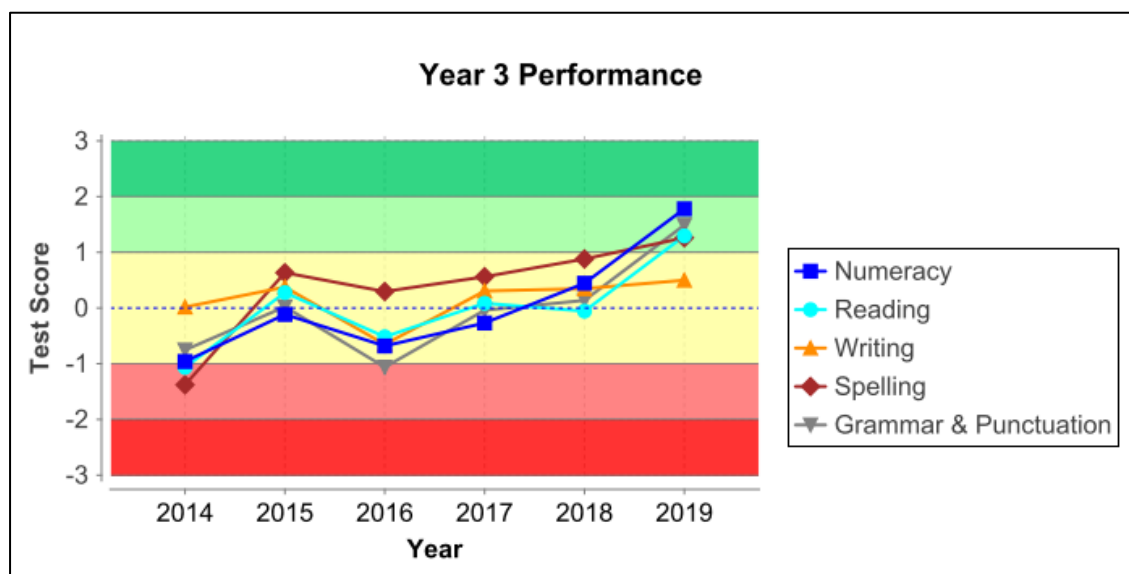
Our socio-economic status is measured using the ICSEA rating (Index of Community Socio-Educational Advantage). The ICSEA value assigned describes the level of the school's educational advantage. It takes into consideration factors such as parents' occupation and education levels, the geographical location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

NAPLAN 2019

In 2019 our Year 3 and Year 5 NAPLAN performance against our Business Plan (2017-2019) Targets were analysed by all staff on our second School Development Day in Term 4.

Analysis of 2019 NAPLAN data revealed that our Year 3 targets in all areas tested - Numeracy, Spelling, Reading, Writing and Grammar and Punctuation were met.

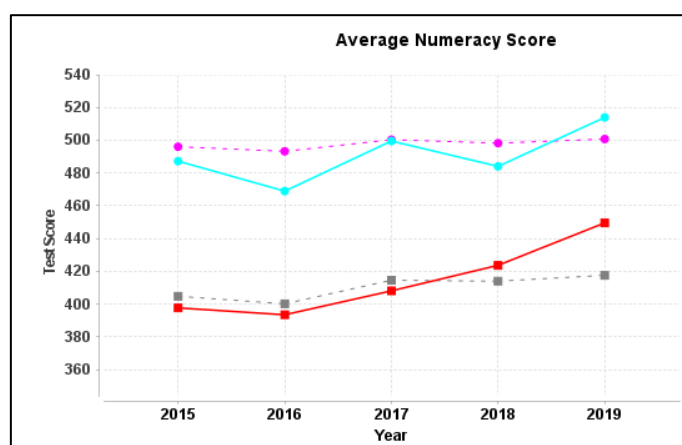
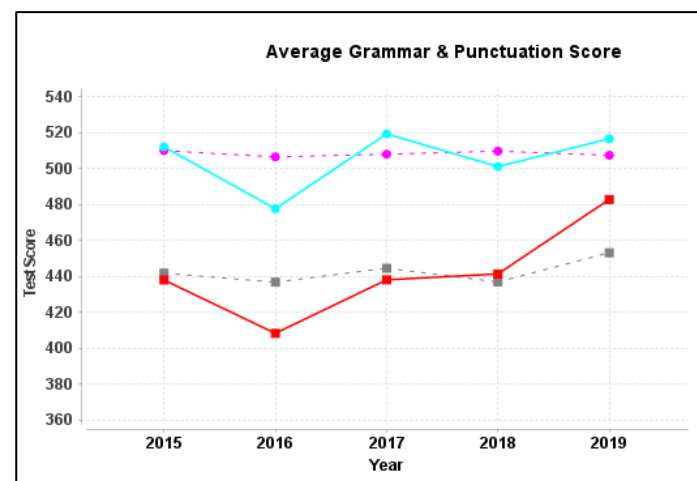
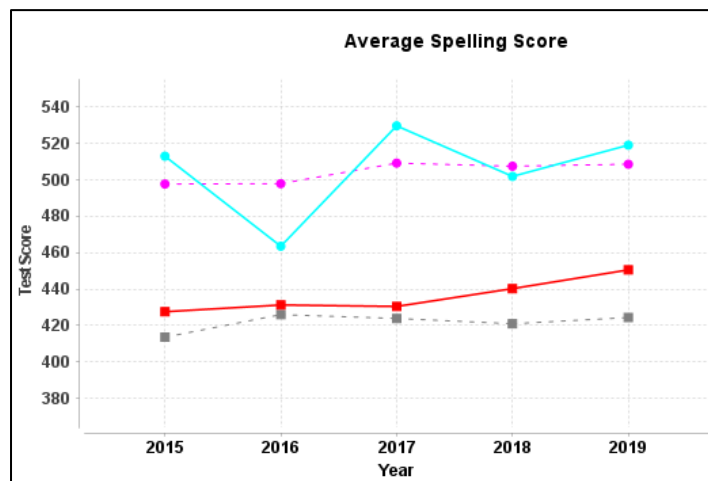
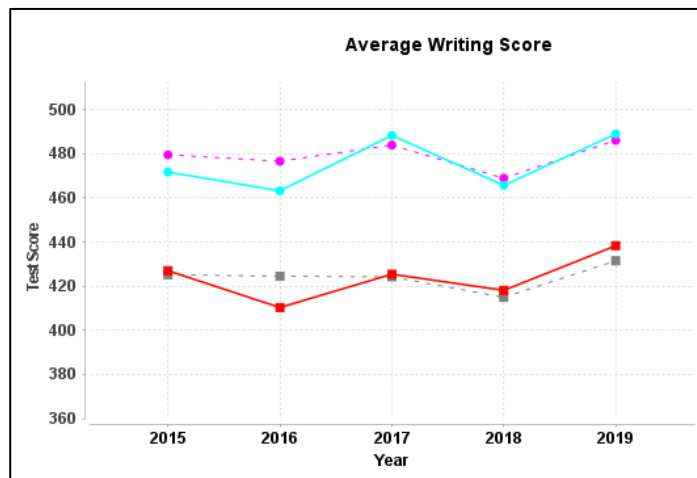
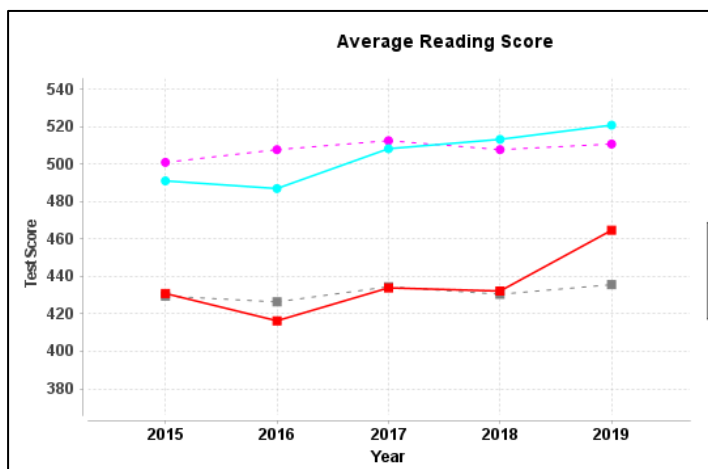
Analysis of 2019 NAPLAN data revealed that our Year 5 targets in all areas tested - Numeracy, Spelling, Reading, Writing and Grammar and Punctuation were met.



Year 3 performance in band five and beyond is equal to or above Like Schools in all areas tested (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy).

We achieved the target of Year 5 performance in band seven and beyond is equal to or above Like Schools in all areas tested (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy).

We achieved the target of performance in all areas tested is equal to or above like schools



80% of our stable cohort make 'moderate' to 'very high' progress in Year 3 NAPLAN according to On-Entry. This target was achieved for Mathematics and Reading with 85% of students making moderate to very high progress.

2019 Survey Data

In 2019, Hammond Park Primary School conducted surveys so we could gather quality data to assist us to streamline our processes and identify areas for further development.

We surveyed different groups of people (community, staff and students) about various topics such as the Athletics Carnival, Year 6 events, Book Week Parades, lunchtime activities and other whole school events.

As a result of the data we have collected, we had reviewed and refined our processes and identified relevant target areas. We constantly focus on continuous improvement and rigorous self-assessment.

Sample from teacher survey (37 responses)

	Strongly Disagree	Disagree	Agree	Strongly Agree
Our school looks for ways to improve	0%	0%	41%	59%
Our school uses data to inform planning	0%	0%	30%	70%
Teachers at this school are good teachers	0%	3%	32%	65%
Our school focuses on academic achievement	0%	0%	59%	41%
My job is important	0%	0%	8%	92%

Sample from student survey (219 responses)

	Not sure	Sometimes	Always
My teachers expect me to do my best	2%	5%	93%
I try hard to succeed in my learning at school	0%	13%	87%
There are clear rules and expectations for classroom behaviour	1%	5%	94%

	No	Yes
I have friends at school that I trust and who encourage me to make positive choices	4%	96%

Please describe some things you really like about our school, or things that would make it even better

'I like everything in school especially my teachers'

'Good school because it provides me with lots of things like iPads and Chromebooks.'

'I like that the school is always positive about everything and they have so many opportunities in sport, music art and so on.'

'I like that our school has cool sports stuff at lunch time'

'The subjects and going to camp for more than one day! :)'

'I really like the way how the school has rules to keep everyone safe.'

'I like how all the teachers are very positive and motivational another thing i like is how the canteen his healthy'

'The thing I really like about our school is that everybody has different learning skills but everybody is treated the same'

'The things that I like about school are: the chickens, the vegetable patch and the teachers'

'I like that all the teachers encourage students to improve on their education'

'I really like that we have prizes for tokens and I like the Harmony day.'

'I really like the PBS rewards and expectations I also really like tokens.'

'I have good friends and nice teachers and it feels safe to me.'

'I have funny teachers amazing friends and an awesome school.'

Sample from Parent and Community survey (179 responses)

Please name three things you like about our school.

'Sense of community, students' sense of ownership of the school and high quality teachers'

'Organised, teachers and staff go above and beyond and kids are disciplined accordingly'

'Staff, sense of community and like-minded parents and care givers'

'Good clean environment. Canteen serve up great food (I have volunteered here) staff are lovely'

'Teachers, activities organised and getting parents involved in kids learning and activities'

'Close to home, inclusive of all ethnicities, like how parents are included in learning'

'Friendly and approachable teachers, level of safety and the feeling of community'

'The community feel, the ability to approach all staff, the involvement of all students'

'Friendly atmosphere, well organised, fantastic staff'

'The community, the teaching staff, the education my kids are receiving'

'Inclusive, friendly, community oriented'

'Caring community, safe school, excellent teachers'

Would you like to comment about our school events?

'The global picnic was amazing and such a lovely experience for all involved. I also loved being welcomed into my daughter's classroom for the parent night. Thank you such commitment!'

'I am awed over how much work goes in to them and how fun they are'

'They are fantastic. I like our multicultural community all coming together'

'So proud that my son is part of a very multicultural school who celebrate cultural differences and cultural awareness'



P & C

Hammond Park Primary School together with the Hammond Park Primary School P&C Association supported Paul Litherland, from Surf Online Safe to conduct a parent and student presentation on the subject of cyber safety at our school on Tuesday 28 May.

The Hammond Park P & C Association had a busy and successful Term 3 with lots of fundraising events. The Father's Day stall was well attended and lots of happy children chose gifts for their Dad. The Cookie Dough fundraiser was also popular with our community.

Our P & C continues to be very generous in supporting school requests for resources. Throughout the year they have donated funds to the school for the following resources:

- Reading books for students and MULTILIT resources
- SurfOnline Cybersafety presentation
- Students from Kindergarten to Year 6 Constable Care excursion
- Additional sports shirts
- Year 6 Graduation Photobook

Our hard working P&C members hosted three discos on Friday 18 October. Our Kindy and Pre-primary students had a wonderful time dancing with their teachers and their friends. Our year one, two and three students also enjoyed the opportunity to dance and have fun with friends. The glow sticks were certainly a hit with this very big group and the students loved the games, dances and music that the DJ led. Our year four, five and six students enjoyed a longer disco with a different atmosphere that was enhanced in a darkened environment with twinkling lights.

PBS

This year we entered our fourth year as a Positive Behaviour Support School. Throughout the year we continued to embed our four PBS expectations into our school culture. Staff received formal and informal training in relation to how to implement PBS lessons and strategies into their teaching. We reviewed and restructured the PBS Matrix and designed the Good Standing Policy to be introduced in 2020.

PBS Matrix

	WE ARE RESPONSIBLE	WE ARE RESPECTFUL	WE ARE SAFE	WE ARE LEARNERS
All Areas	Look after equipment Manage our behaviour and feelings in a positive way Wear our school uniform Be organised	Demonstrate 'active listening' Use words to express our feelings Use our manners Show compassion towards others	Use equipment carefully and correctly Tidy up after ourselves Walk in the classroom Follow the class mat manners	Follow teacher instructions Show resilience Be the best you can be Have a growth mindset Work collaboratively
Outside Areas	 Walk quietly around the school Deal with playground problems before returning to class Arrive on time after breaks	Wait patiently for others to move Respect the opinions of others Use appropriate language and volume levels Follow the duty teacher's instructions Share the space and equipment with others	Use the crosswalk correctly Stay in supervised areas Keep our hands and feet to ourselves Walk in front of our teacher in line Use equipment safely and correctly Follow the expectations of each playground	Agree on the rules before starting games Follow the agreed rules Play cooperatively
Eating Areas	Use the canteen correctly Minimise packaging in lunchboxes Eat healthy food every day Eat lunch in our classrooms	Respect other people's food choices Use our manners whilst eating	 Be allergy aware Eat our own lunch Finish our food outside our classrooms	Read the information on recycling bins Use the recycling bins and compost bins correctly 
Toilets	Use toilets correctly and quickly Leave toilets as soon as we have finished	Allow others their privacy in the toilets 	Wash hands Use the Toilet Record sheet (Years One to Six)	

Students were explicitly taught behaviours that aligned with our expectations and were rewarded through tokens and slips for positive behaviours. As a part of our reward program students participated in a range of fun activities including extended recess, a flash mob dance-off, free dress days and our annual Fabulous Faction Challenge. Students also received tangible rewards such as canteen vouchers, icy poles and temporary tattoos. Our final reward was a chance for students to give back to the community. Students donated new toys and games for children less fortunate to enjoy over Christmas.



Presents donated by members of the community as part of the PBS reward.

Curriculum Wrap Ups

English

2019 was a productive year for the English committee at Hammond Park PS. With the Talk for Writing program having been implemented as a whole school approach since Term 2 2017, term one provided an excellent opportunity to upskill staff by offering three levels of professional learning allowing staff to choose where they felt they were at with the program and select the appropriate workshop to attend – new to Talk for Writing, implementing in the early years and a master class in teaching non-fiction writing. Other professional learning opportunities that were offered to all staff in 2019 were based around reading, following the attendance of six staff at the Margaret Menner reading workshop late 2018. In term one, staff met to discuss and review how guided reading is taught at HPPS, in Term 2 Mindarie Primary School (English TDS) led a workshop on Running Records and in Term 3 Pearson Learning visited to show staff ways in which Reading Eggs could provide resources and assessment for teachers to develop children's reading skills.

On review of our On-Entry to NAPLAN Year 3 data it was noted that Speaking and Listening skills were an area of concern, so a Change Management Project was launched to address this. This began by collecting data, interviewing staff and observations of current practice, from this a committee was formed to continue to work on this area throughout 2020. The committee have started by working on a Scope and Sequence for all year groups and will be administering professional learning throughout 2020 as we continue to grow in this area.

The English committee coordinated two whole school events during 2019, Simultaneous Story Time and Book Week. During the Simultaneous Story Time, children throughout the school all listened to, read or viewed the story of Alpacas with Maracas and the Kindy to Year 1 students were treated to a live performance of this as an assembly item. Book Week celebrations were a highlight of the year. All classes decorated a door based around a book, and on the Friday, everyone participated in a gallery walk to view the doors and talk about the books. During the week Buddy Reading took place, which saw older students paired with younger students to share stories, poems and foster a love of reading. Our Book Parade, the main event, was held out on the oval and was a huge success, using ideas gathered from the school community of how we could improve this parade to make it as engaging as possible. The new format made it the most successful parade yet and we continue to refine this by gathering community feedback on the event so that 2020's will be even better!



Mathematics

Hammond Park PS demonstrated great success in the area of mathematics in 2019. Our mathematics committee continued to build upon the momentum of the whole-school problem-solving approach we had begun implementing during the previous year. In 2019, teachers were provided with a range of in-house professional learning opportunities designed to further encourage a culture of problem-solving school-wide. Such tasks included investigative games and hands-on tasks that encouraged student questioning, reasoning and sensible strategy selection. Teachers continued to feature the CRA (concrete-representational-abstract) instructional framework heavily in their practice.

Our problem-solving approach also extended to the solving of traditional “word problems,” or textbook/NAPLAN-style problems. Teachers focused on the explicit teaching of key mathematical vocabulary and presented students with a range of graphical elements to help them more clearly understand problem contexts. They also encouraged their students to adopt the RUCSAC method (i.e. Read and Understand the problem; Choose a strategy; generate a Solution; present a final Answer; and Check for reasonableness) when proceeding through a problem.

Finally, 2019 saw teachers at Hammond Park PS more effectively employ a data driven approach to improving academic outcomes in Mathematics. Teachers used data analysis techniques to uncover learning gaps and subsequently address them in their planning. The result of the above-described activities was a noticeable improvement in student performance. To cite just one example, on the 2019 NAPLAN Numeracy test, our Year 3 students’ band five performance and our Year 5 students’ band seven performance was equal to or above those of “Like Schools.”

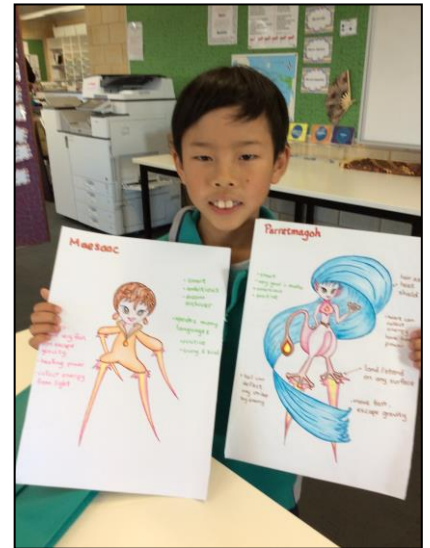
After a successful 2019, the mathematics committee looks to strengthen further the whole-school approaches put in place through providing continued professional learning opportunities and ongoing support to staff.

A hugely anticipated event for all classes in 2019 was the 100th day of school in Term 3. Students began counting each school day on their first day of school in Pre-primary to Year 2. The whole school celebrated the 100th day by wearing shirts with 100 hundred things on them. It is a much anticipated and celebrated day for all students and teachers. This year, 54 students were also recognised for having 100% attendance on the 100th day of school, the most amount of students we have had with this achievement.



Science

This year's National Science Week theme was Destination Moon: More Missions, More Science. Students again were invited to take part in the CCEN (Cockburn Central Education Network) competition where they were challenged to design; space suits for astronauts, space shuttle, Pokemon cards featuring key scientists, moon vehicles and space stations that could support human life. This year we had over 60 entrants across the school who presented their designs to a judging panel including the Cockburn Councillor, Lara Kirkwood. The solutions students came up with were very impressive as they worked through the challenges that astronauts would face in space. Nine students were selected from across the grades to present their designs at Southlake SHS with students from other schools across the network.



History and Social Sciences (HaSS)

2019 was a productive year for the HASS Committee at Hammond Park Primary School. Our main focus was to increase teacher's capacity to use their knowledge of the history, culture and experience of Aboriginal people and to explicitly use this in classroom practice. Moreover, the committee also provided support to teachers during the implementation of the Aboriginal Cultural Standards Framework. The framework supports staff to incorporate the cultural standards into our school leadership, planning, curriculum and teaching to make our practice more responsive to the needs of Aboriginal students.

Throughout 2019, the HASS Committee continued to support teachers in embedding our whole-school approach of using non-fiction literature to support students to engage with HASS curriculum content, in particular, a focus on creating inquiry questions for research purposes. Integrated with English, teachers use non-fiction literature texts as part of their shared reading sessions to create open-ended inquiry questions on a range of relevant historical and geographical content. These enable students to develop the necessary research skills to explore new content in the HASS curriculum. In addition to this, the committee began to develop inquiry skills posters for teachers across the school for use in classrooms. These posters will support students to develop their research and questioning skills.

Towards the end of 2019, the committee purchased a range of engaging guided reading texts to support the implementation of the Aboriginal Cultural Standards Framework. The texts support students to learn about the importance of country and place to Aboriginal and Torres Strait Islander People who belong to our local area. It provides an opportunity for teachers to incorporate Aboriginal and Torres Strait Islander histories and cultures in a variety of learning areas to ensure that their histories, languages and cultures are respected and valued by all students.

Early Childhood Education (ECE)

Focus 2019 emphasised the role of play-based learning in the early years. Following this directive, our school's Early Childhood Committee supported all staff in the early years to provide a balanced curriculum that included play opportunities for growth and learning. In order to deliver an effective learning environment for students we provide a balanced approach of intentional teaching, teacher directed play and child directed play. To increase the level of these experiences all ECE staff completed a survey to gauge an understanding of how they believed play is and can be used within the classroom. Using this data, a K-2 Play Philosophy was created and implemented. Visual examples of how to incorporate play, how to utilise resources and how to develop open-ended learning environments were shared between staff. The Play Philosophy outlines how play looks across Kindergarten to Year Two. This philosophy has motivated teachers to include play-based learning within their classroom with the support provided by the ECE committee.

2019 also saw the implementation of wet sand play in the K-PP environment. Students thoroughly enjoyed being able to explore, learn, communicate and create in the new wet sand area and teachers began utilising it within their teaching experiences. The ECE also allows students to not wear shoes in and outside the classroom. By providing students the opportunity to go barefoot we are encouraging growth of the whole child through muscle strength, active movement and coordination development.



Play-Based Learning At Hammond Park PS

Our **vision** is to equip students with the necessary skills to become confident, independent and inquisitive learners.

We **believe** balanced play-based experiences support student's social, emotional and physical development.

We **value** the importance of play throughout K-2 and acknowledge that play-based learning will look different in every classroom.

We **believe** students should be given the opportunity to co-construct their learning, work collaboratively and embrace the school's philosophy of 'Learning Together Everyday.'

We **understand** the importance of providing interactive, engaging, flexible and supportive learning experiences through our outdoor and indoor environments.

We **guide** our planning of play-based learning in K- 2 on the Western Australian Curriculum, Kindergarten Curriculum Guidelines, National Quality Standards and Early Years Learning Framework.



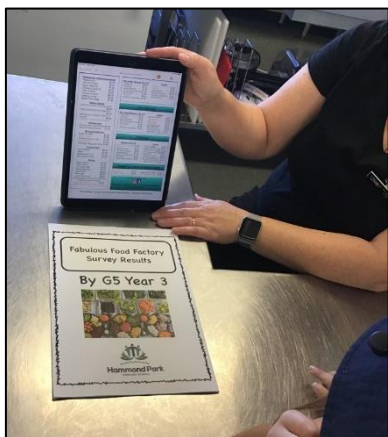
Hammond Park
PRIMARY SCHOOL

EALD

This year the team focused on learning about progress maps and reporting using the progress maps. We capitalised on using knowledge from other schools and invited Joy Cheong to assist us in creating an EALD Policy for our school. This outlines the responsibilities for the key stakeholders during enrolment, reporting and providing support for teachers to effectively teach EALD students. With the new funding model taking effect in 2020 it is vital that these processes are set up to ensure all students are supported and can the teaching is tailored to meet their needs.

Technologies

In 2019 staff and students continued to build on their knowledge and expertise of the Technologies curriculum. Staff undertook professional learning through the Teachers Can Code program as well as workshops delivered by teachers from the Cockburn Central Education Network. Students engaged and collaborated in a wide variety of projects which utilised and developed their problem solving and computational thinking skills.

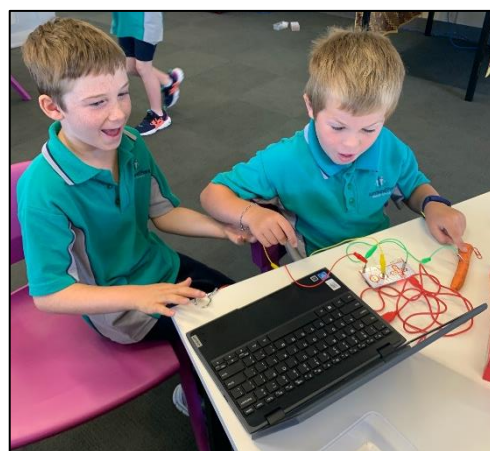


Technologies incorporates the subjects of Design and Technologies and Digital Technologies, both of which promote defining, producing and implementing solutions across a range of authentic learning challenges. One project was providing information and analysis on the Fabulous Food Factory survey which was completed by parents and caregivers. The Fabulous Food Factory wanted feedback from their customers, so students at Hammond Park obtained that data, analysed and presented it using a range of technological tools and software. They then delivered their analysis to the Fabulous Food Factory to assist in future decision making such as menu items and portion sizes.

Another important part of the Technologies curriculum is staying safe online. Students at Hammond Park participated in a Cybersafety incursion which was complemented by activities in classrooms which presented real world scenarios and strategies for dealing with issues such as privacy and cyberbullying.

As part of the digital systems component, students were given the challenge of designing and making their own game controller. Students designed, collaborated and applied their knowledge of digital systems, data and networks to build a controller which could be used to play digital games online.

Students were encouraged to develop their computational thinking skills by learning to code using a wide variety of hands on learning experiences. They had to develop a sequence of steps to solve a problem, diagnose errors and create new approaches where necessary which required complex thinking and reflection skills.



Health

This year the Health Committee continued consolidating whole school approaches such as Wheel 'N' Heel days, Crunch 'N' Sip and the teaching and learning of Protective Behaviours in Term 3. 2019 saw a greater focus placed on the implementation of the Friendly Schools Plus programme. Hammond Park Primary School continued to support and celebrate special days such as National Day of Action Against Bullying and Violence, R U OK? Day and World Kindness Day.

Friendly Schools Plus

Friendly Schools Plus was fully implemented this year, with a focus on teacher familiarisation with the programme structure and available resources. The school purchased year level teacher resource books and age appropriate story books to assist teachers in planning and teaching their Health lessons.

Wheel 'N' Heel

Wheel 'N' Heel continued throughout 2019, occurring twice a term on either a Tuesday or Friday morning. Students who participated received a voucher that was exchanged for a PBS token. The Health Committee continued to support and encourage Wheel 'N' Heel days in order to promote healthy and active lifestyles. The 2019 data has shown an overall increase in student participation from 2018 to 2019. Wheel 'N' Heel days have also provided Health Committee members with an opportunity to develop their leadership skills by planning, organising and leading the event in pairs.

Constable Care Safety School

The Health Committee in conjunction with financial support from the P&C, were able to organise an excursion to the distinguished Constable Care Safety School in Perth city. Every student from Kindy to Year 6 participated in a day of learning about pedestrian, bicycle and public transport safety. This excursion taught students how to make safe choices through augmented reality in a simulated-risk environment. It catered to the needs of students at Hammond Park Primary School, as increasing number of students are walking, riding or scooting to school.



Whole School Celebrations

The Health Committee also worked collaboratively to plan, promote and organise smaller events to raise awareness and celebrate R U OK? Day, World Kindness Day and National Day of Action Against Bullying and Violence. Such days are significant to Hammond Park Primary School as they promote social and civic responsibility and further develop students' interpersonal skills.

Physical Education

Runner's Club

In order to promote and provide active and healthy lifestyle opportunities and build fitness for our students prior to our annual Cross Country and Athletics Carnivals our school Runners' Club took place during Term 1 and 2. Students were invited to participate on Tuesday, Wednesday and Thursday mornings from 8am to 8:30am. Students from Kindy through to Year 6 ran laps of the oval to work towards the milestone targets of Half Marathon- 21km and Marathon 42km and so on. It was great to see students, parents and younger siblings running/walking laps to improve their fitness.

2019 Hammond Park PS Cross-Country Carnival

On Friday 31 May students from year 2-6 participated in the annual cross-country carnival, running over various distances to test their speed and endurance. It was wonderful to see them compete for their factions while being cheered on by their fellow students, parents and staff. The 2019 Cross Country champion faction was Magnus, with only 21 points separating second placed, Exulto. There was excellent sportsmanship and camaraderie around the track on the day.

Interschool Winter Carnival

The 2019 Winter Carnival was held on Friday 14 June 2019 at the Success Regional Sporting Complex. Students represented the school in four sports, soccer, netball, football and modcrosse. The skills displayed by our students were exceptional with both the Netball and Soccer teams making it to the grand final. The modcrosse team competed against seven other teams and took out the championship. Overall, after points were awarded for the results in each sport, Hammond Park Primary School tied with Success Primary School. Our students performed exceptionally well and displayed great sportsmanship.

Interschool Cross Country

On the 21 June students competed in the annual Interschool Cross Country at Harmony Primary School. Kailen Rochford came second in his race after storming home and nearly finishing in first place. It was a fantastic effort that showed great determination to not just run, but to finish strongly. Congratulations to all students who competed in the Interschool Cross Country team. It was such a pleasure to see great enthusiasm from everyone!

Athletics Carnival

On Tuesday 17th of September and Thursday 19th of September 2019 students competed in numerous athletics events across two days. Students participated in running, throwing, jumps and team games in their factions. Points were awarded for each event and tallied throughout the events. Congratulations to all students across the four factions for your participation, teamwork and sportsmanship. Magnus were the overall winners of the Factions shield for 2019. The event was extremely well organised by a fabulous Carnival Committee and supported by some volunteers from Atwell Senior High School to make such a successful event!



Congratulations to the following students who won Champion and Runner Up:



Year 3 Boy Champion: Cooper - Exulto

Year 3 Girl Champion: Bridget - Laurus

Year 4 Boy Champion: Kailen - Laurus

Year 4 Girl Champion: Lexy - Exulto

Year 5 Boy Champion: CJ - Creo

Year 5 Girl Champion: Tina - Laurus

Year 6 Boy Champion: Will - Exulto

Year 6 Girl Champion: Christe-Lee - Magnus

Runner Up: Marco - Laurus

Runner Up: Lily - Magnus

Runner Up: Yagan - Creo

Runner Up: Lailah: Exulto

Runner Up: Taj - Exulto

Runner Up: Niamh - Creo

Runner Up: Harry - Creo

Runner Up: Jazmyne - Exulto

The Arts: Music

This year in Music, students continued to improve their music reading, writing, listening, responding, composing and performing skills. For the first time, in conjunction with the P & C, students in Years 1-6 worked together with Miss Winfield to record a Christmas Album, 'A Very Hammond Park Christmas'. The tracks included carols that were either sung or played by the students, with some songs using altered lyrics to suit the Hammond Park environment.

Choir 2019 saw our strongest Choir yet of 70 voices from Years 4 to 6. Yasminah Macri and Sara Kirsten did an amazing job as our 2019 Choir Captains.

Choir members had opportunities to perform at the following events:

- Global Picnic, in partnership with the HASS Committee
- R U OK Day, in partnership with the Health Committee
- Massed Choir Festival, with eight schools from the Perth Metropolitan area
- Cockburn Music Festival, with eight schools from our area, organised by the Music Specialists from our Cockburn Central Education Network
- Christmas Assembly



IMSS 2019 also saw our first group of Flute students learning through the Instrumental Music School Services program. Flute joined the ranks of Guitar (introduced in 2016), Brass (2017) and Clarinet (2018) to become our fourth instrument offered at the school to students in Year 5 and 6.

The Atwell Area Band is an optional ensemble for Year 6 students learning through the IMSS program. In 2019, students Jonathan Sarader, Naomi Lee and Dia Shahani were members. During Term 4, some of our classes were treated to the annual band incursion, where students were able to see and hear all of the instruments in action.



Cockburn Music Festival



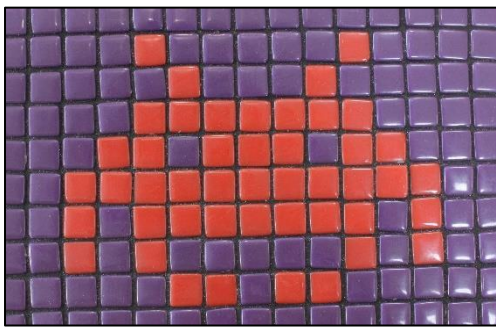
Atwell Area Band Incursion

The Arts: Visual

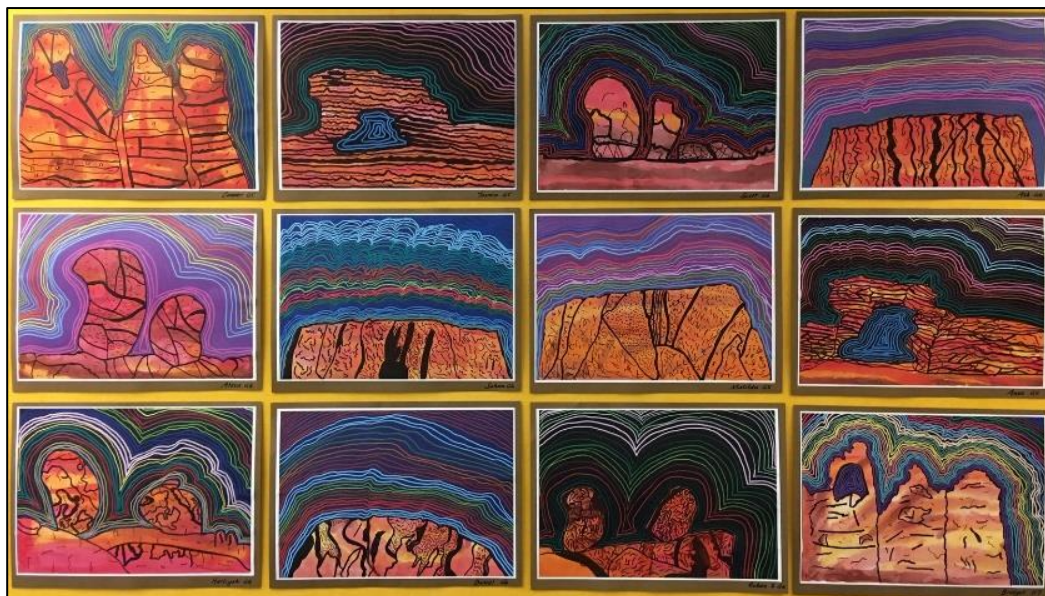
Visual Art is taught as a collaboration between two teachers - Sarah Rye and Michelle Gilks. Both have a focus on facilitating art experiences that create a sense of success for all, and on introducing students to a wide range of media. Whole class, small group and one on one instruction is used throughout each Art project to ensure effective teaching and learning.

The annual Art Net exhibition hosted by Atwell College was cancelled this year and so the Visual Art teachers sought to highlight students' achievements in other ways. Displays in the front office, library and Art room were regularly changed during the year and all year levels were represented. The Art room and wet areas of the junior blocks were transformed into exhibition spaces for the Learning Journey.

One special project during 2019 was a collaboration between the Sustainability committee and Visual Art. This resulted in junior and middle primary students painting the worm farm fridges that sit in the alcoves of G and F blocks. The G block fridge features a multitude of worms painted by the year 2 students. The F block fridge was worked on by one class of year 4 students who covered it in black and white stylised flowers.



A further special project was the installation of the year 6 leaving gift. The year 6 students studied the work of street artist, Invader. The final part of this program of work was the creation of small Space Invader mosaics – one for each graduating student. These were glued and grouted to the outside wall of the library, providing a permanent piece of public art.



Sustainability (Worm farm incursion/Chickens)

2019 was a busy year for our sustainability projects. The school was recognised by the Minister for Environment, Hon Stephen Dawson MLC in a media statement dated 18 October 2019. Our 2018 application secured a grant for \$4,735 which helped our school set up composting, worm farms and infrastructure for chickens. His comments read:

"Students at Hammond Park Primary School are real environmental ambassadors and it's great to see they are so enthusiastic about reducing the volume of waste that ends up in our landfills. I commend student's green efforts, particularly in the canteen which has cut waste dramatically by replacing single use plastics with reusable alternatives. The McGowan Government is committed to a cleaner, more sustainable environment. We have set a target to see 75 per cent of waste generated in WA reused or recycled by 2030. Hammond Park students are well on the way to achieving this target and are setting a great example - we all have a responsibility to do the right thing and adopt smarter ways to manage our waste at home, at work and at school. I encourage other WA schools to get on board."

-Stephen Dawson

In June we welcomed four new chickens named by the students. Mathmachicken, Henn Penny, Spellchick and Rosie have been delightful additions to our school. They settled in well and were soon laying eggs. Students are responsible for collecting eggs, cleaning their enclosure, ensuring they have food and water. Lots of families volunteered to care for them over the weekends and holidays. This hands on experience has been a highly engaging way to teach the cycle of sustainability. From feeding our chickens pellets and food scraps to collecting the eggs. Then giving them to the canteen and collecting canteen scraps to take back to the chickens. We also recycle the office paper by shredding it and using it for nesting material in the chicken coop. Recycled newspaper is used to line the chicken coop.



Students in Year 5 and 6 also had an incursion about our worm farms and how to make a worm farm. Each class has a bucket for collecting the fruit and vegetable scraps to feed the worms. Our fantastic art teachers worked with students to decorate the fridges ensuring they are an add art feature to our G and F blocks.



Indonesian Language at HPPS

An integral component of the Western Australian school curriculum is learning a language other than English. At Hammond Park Primary School all students from Years 3 to 6 learn the Indonesian language and its culture and geography. In doing so, students are exposed to various cross-curricular links that include music, dance, art, drama and literacy. Working both individually and collaboratively, students discover the use of the language and culture in the context of practical themes such as family, food, colours, numbers, clothes, shopping, celebrations, etc. Apart from online activities, students participate in hands-on and creative activities such as making finger puppets, creating masks, cooking and role-play. In 2020 students will also have the opportunity to use apps to record themselves acting out their dialogues.



Indonesia is our nearest neighbour and a popular travel destination. The many benefits of learning the Indonesian language and gaining an insight of the culture include potential opportunities to:

- Be involved in Indonesia's business, government, education and tourism industries
- Speak directly to more than 300 million people throughout Indonesia and Malaysia
- Gain a deeper understanding of students' first language, in addition to increasing memory and learning abilities in other areas

In Term 4 students from Year 3 to Year 6 participated in a Suara Indonesia Dance Indonesian interactive performance. Students were enthusiastic and joined in with all activities. Feedback from a staff member raved about the incursion, "The kids had an amazing time! They were all raving about how much they enjoyed it when we got back to class. The performers were really engaging and all the kids got involved. I was so impressed with how much language the students already knew!"



Attendance

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	94.5%	92.7%
2018	94.8%	92.6%
2019	93.7%	91.6%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	93%	95%	95%	95%	95%	94%	97%
2018	95%	95%	96%	94%	95%	95%	95%
2019	93%	94%	94%	95%	92%	95%	93%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

This table shows that HPPS 2019 Attendance overall for Years 1 - 6 is above that of Like schools and all WA Public Schools. We had an overall attendance rate of 93.7%. Attendance for our Aboriginal students is also above Like Schools.

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 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.

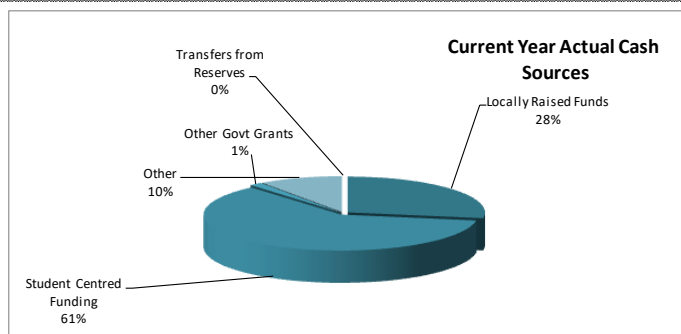
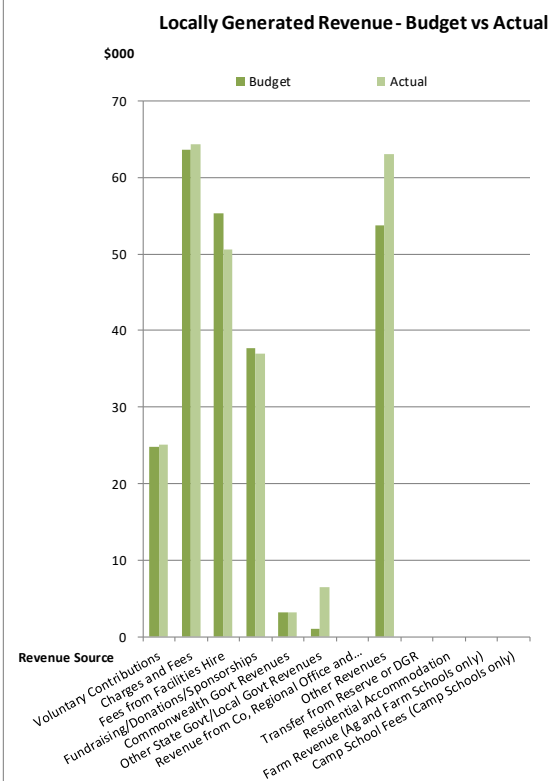
Associate Principals generate Attendance Reports from SIS to monitor at risk students. Class teachers request notes from parents/caregivers if an absence is unexplained.

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.

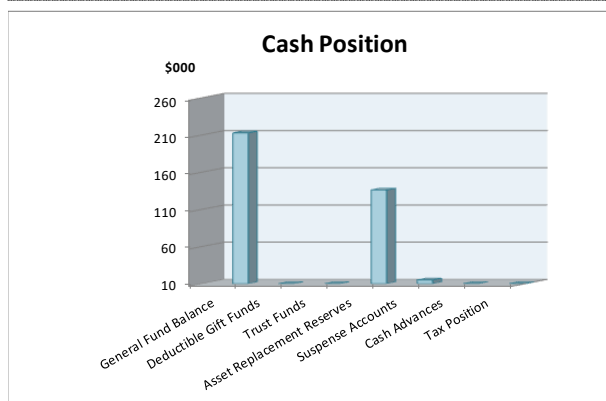
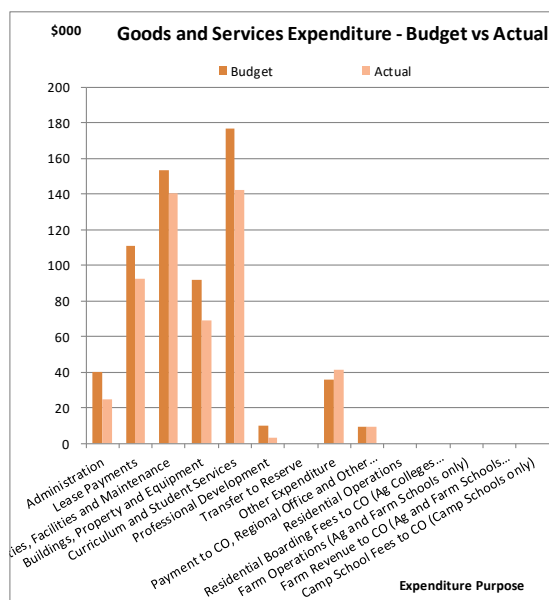
Finance

Hammond Park Primary School Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,774.00	\$ 25,114.50
2	Charges and Fees	\$ 63,672.00	\$ 64,284.99
3	Fees from Facilities Hire	\$ 55,300.00	\$ 50,527.29
4	Fundraising/Donations/Sponsorships	\$ 37,674.95	\$ 37,032.31
5	Commonwealth Govt Revenues	\$ 3,161.45	\$ 3,161.45
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 6,414.88
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 53,673.00	\$ 63,095.44
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	\$ 239,255.40	\$ 249,630.86
	Opening Balance	\$ 93,935.87	\$ 93,935.87
	Student Centred Funding	\$ 391,452.88	\$ 391,452.88
	Total Cash Funds Available	\$ 724,644.15	\$ 735,019.61
	Total Salary Allocation	\$ 4,948,853.00	\$ 4,948,853.00
	Total Funds Available	\$ 5,673,497.15	\$ 5,683,872.61



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 39,770.00	\$ 24,732.69
2	Lease Payments	\$ 111,000.00	\$ 92,428.06
3	Utilities, Facilities and Maintenance	\$ 153,150.00	\$ 140,389.24
4	Buildings, Property and Equipment	\$ 91,595.54	\$ 69,008.75
5	Curriculum and Student Services	\$ 176,577.50	\$ 142,007.96
6	Professional Development	\$ 10,000.00	\$ 3,380.91
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 35,995.00	\$ 41,501.29
9	Payment to CO, Regional Office and Other Schools	\$ 8,958.84	\$ 8,958.84
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 627,046.88	\$ 522,230.74
	Total Forecast Salary Expenditure	\$ 4,919,408.00	\$ 4,919,408.00
	Total Expenditure	\$ 5,546,454.88	\$ 5,441,815.74
	Cash Budget Variance	\$ 97,597.27	



Cash Position as at:	
Bank Balance	\$ 363,230.27
Made up of:	
1 General Fund Balance	\$ 212,611.87
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 135,921.00
5 Suspense Accounts	\$ 14,955.40
6 Cash Advances	\$ -
7 Tax Position	\$ 258.00
Total Bank Balance	\$ 363,230.27