

2018 ANNUAL REPORT



PRINCIPAL - RODNEY SIMEONS

DEPUTIES - ROB GUY & PAULA BELL

MANAGER OF CORPORATE SERVICES - LISA SNELL

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FOREWORD FROM THE PRINCIPAL

Dear Readers,

It is with great pleasure and pride that I present our third Annual Report for Anne Hamersley Primary School. This year has been spent in focusing on our identified priority areas, consolidating our relationships and networks with parents and the community and responding to your identified needs for our school through our Surveys.

The growth and development that we planned for 2018 has, in the main, come to fruition. Our academic results continue to improve and the initial hurdle of assimilating children from several schools into a brand new school in 2016 has now been overcome. Children, parents and teachers are well embedded in our Anne Hamersley culture and our substantial increase in student numbers has resulted in expected growth and diversity in staff and children alike.

Our efforts during the year focused on developing our school as an Independent Public School of excellence. Our School Board has continued to discharge the essential tasks required and member education has been a focus. Our P&C Association continues to work tirelessly towards raising the funds necessary to value add to our programmes. Their report in the body of this document reflects the hard work they have put in. The community acknowledges this work and thanks them most sincerely.

Looking back, we are proud of our efforts in 2018 and look ahead to ensure that Anne Hamersley Primary School continues to be a school of excellence where all children can be the best they have the potential to be. The catalyst for this achievement is our staff and I thank them most sincerely for their professionalism and dedication to our cause.

With best wishes

R W SIMEONS
PRINCIPAL
May 2019



BOARD CHAIR REPORT

Last year was an amazing year for our School Board Members. I believe we have had a massive learning curve as a few of us have never been involved in an endeavour like this. However, we continue to learn and strive to be the best we can for our school, our students, staff and parents. I would like to thank our Board Members for the time they have put in to making Anne Hamersley Primary School Board a success.

You have had the following people faithfully working on the Board on your behalf: Rod Simeons, Rob Guy, Andrea Griffin, David Donovan and myself. There are still some vacancies on the Board and it is important to have these filled. I say this for several reasons. It is good to have new/fresh ideas, it is good to help to carry the load with the other Board members, it is good to have a succession plan as current Board Members commitments can change over the year.

These Board members continue in their endeavours to assist in any way they can, and their efforts are greatly appreciated. This year, 2019 we commenced our third year of School Board duties and look forward to the opportunity in meeting more of the parents throughout the coming year.

Throughout this year the Board has assisted the School Executive with;

- Finalised revisions to the School's business plan
- Endorsement of the annual school report and school budget
- Endorsement of the financial arrangements necessary to fund the school objectives, priorities and directions.
- Support and promotion of the Board and the P&C

This is not an exhaustive list but hopefully gives you an indication of the type of roles the Board does play

The Board would also like to acknowledge the P&C for their contribution. We are extremely fortunate to have such a committed group of parent volunteers who strive to provide the best environment possible for our students.

It is with pleasure that I present the 2018 Anne Hamersley Primary School Board Annual Report and reflect on the activities of the Board over the last twelve months. I have immensely enjoyed being on the Board and endeavour to continue your School Board Chair and hope our Board Members enjoy the experience as much as I do.

I would like to thank the Principal, Mr Rod Simeons, for his leadership and his executive team for their application and dedication to achieving the best outcome for the school.

The Board welcomes your input and encourages your feedback.

Yours Faithfully

Michelle Carroll
School Board Chair
May 2019



STAFFING PROFILE

The following table represents staffing in 2018. School numbers continued to grow and this required the employment of additional staff. New employees were identified through the selection of staff using merit select principles. This process ensured that new staff aligned themselves with the school ethos and purpose and were easily inducted.

STAFFING PROFILE 2018

Administration Staff		Staff	FTE
Principal		1	1.0
Deputy Principals		2	2.0
Total Administration Staff		3	3.0
Teaching Staff			
Other Teaching Staff		23	21.4
Total Teaching Staff		23	21.4
School Support Staff			
Clerical / Administrative		4	2.6
Gardening / Maintenance/Cleaning		5	2.69
Education Assistants		11	9.1
Total School Support Staff		20	14.39
Total		46	38.79





ANNE HAMERSLEY
Primary School

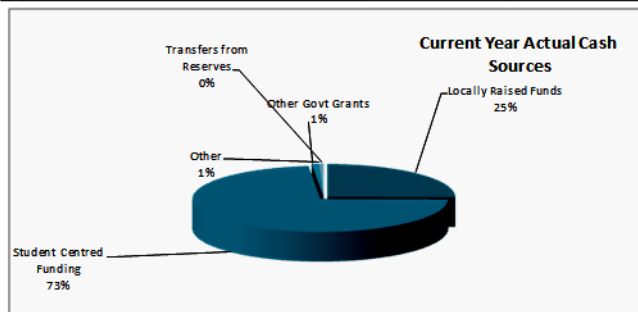
FINANCIAL REPORT

Anne Hamersley Primary School

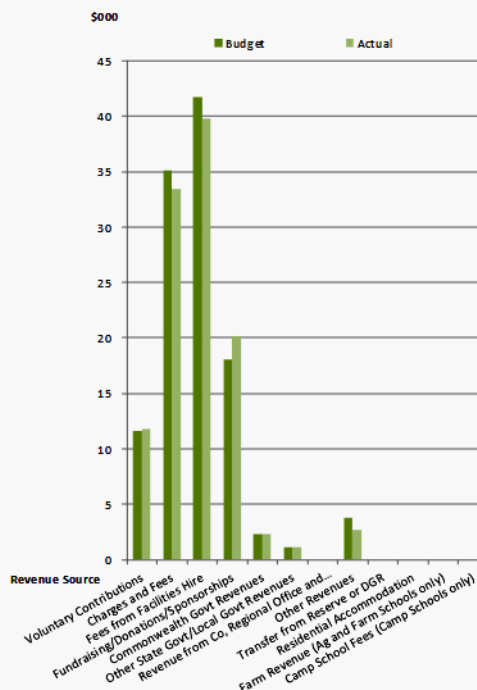
Financial Summary as at

31 December 2018

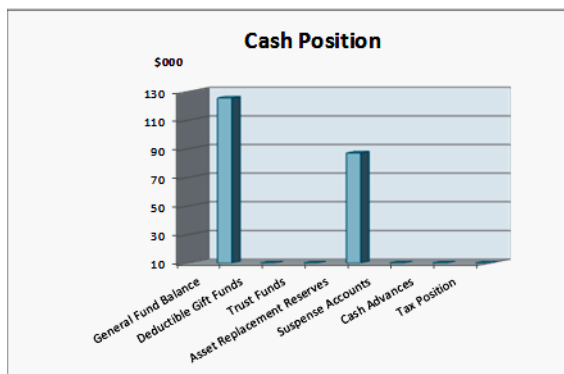
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,646.00	\$ 11,807.50
2	Charges and Fees	\$ 35,127.00	\$ 33,485.15
3	Fees from Facilities Hire	\$ 41,685.00	\$ 39,761.07
4	Fundraising/Donations/Sponsorships	\$ 18,104.00	\$ 20,201.91
5	Commonwealth Govt Revenues	\$ 2,298.00	\$ 2,297.50
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,802.00	\$ 2,713.86
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	\$ 113,762.00	\$ 111,366.99
	Opening Balance	\$ 34,878.16	\$ 34,878.16
	Student Centred Funding	\$ 306,962.00	\$ 306,962.06
	Total Cash Funds Available	\$ 455,602.16	\$ 453,207.21
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 455,602.16	\$ 453,207.21



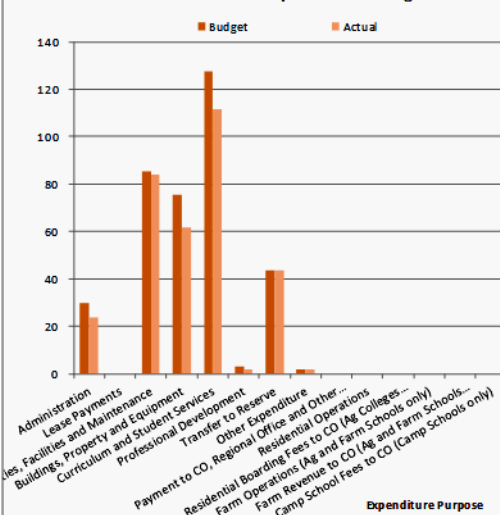
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 29,524.80	\$ 23,829.95
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 85,490.00	\$ 84,126.21
4	Buildings, Property and Equipment	\$ 75,409.00	\$ 61,494.79
5	Curriculum and Student Services	\$ 127,635.22	\$ 111,483.72
6	Professional Development	\$ 3,060.00	\$ 1,667.26
7	Transfer to Reserve	\$ 43,463.00	\$ 43,463.00
8	Other Expenditure	\$ 1,887.00	\$ 1,724.97
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 366,469.02	\$ 327,789.90
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 366,469.02	\$ 327,789.90
	Cash Budget Variance	\$ 89,133.14	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 213,487.30
Made up of:	\$ -
1 General Fund Balance	\$ 125,417.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 86,926.00
5 Suspense Accounts	\$ 1,830.99
6 Cash Advances	\$ -
7 Tax Position	\$ 687.00
Total Bank Balance	\$ 213,487.30

P & C Report

Parents and Citizens Association

The Parents and Citizens Association of Anne Hamersley Primary School are very proud of their efforts for the 2018 fundraising year. We are very fortunate to have a dedicated team of hard working volunteers from our school community that go above and beyond to assist the smooth running of fundraising events such as BBQ's, Movie Nights, Disco, Colour Run, Mother's Day and Father's Day gift stall's, Christmas Concert, lunch orders Day's, Raffles and Icy Pole Friday. With the overwhelming support of the school community last year the P&C were able to raise just shy of \$46,000. These funds were used to purchase the annual license fee for the school based learning programs Jump Jam, Jiggle Jam, Bug Club and Mathletics, the purchase of 8x computer tables for the library, the supply of 2x soccer goals as well as the supply and install of high grade quality shade sails over the playground equipment in our Kindy and Pre Primary area. The school also took part in the Woolworth's Earn and Learn school incentive program which enabled us to increase our sports equipment due to the assistance of parents supplying us with their sticker tokens.

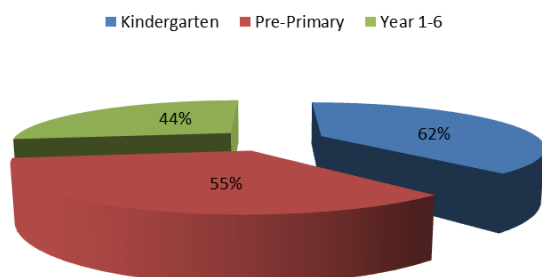
The P&C has some exciting events in the planning stages for the 2019 fundraising year and we look forward to what these may bring to our school community. We always welcome new members to the P&C as we rely on our volunteers and would encourage parent involvement whenever possible.

Amy Bond
P & C President
May 2019

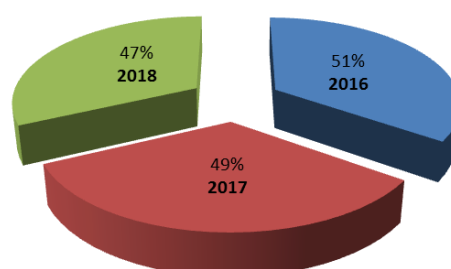
VOLUNTARY CONTRIBUTIONS

Public school funding is allocated based on the learning needs of students and school characteristics. A majority of these funds go towards salaries of teaching and administrative staff and school buildings and facilities. Fundraising, sponsorships and donations from school communities and Voluntary Contributions also supplement the funds required to fund the operation of a school. In 2018, Voluntary Contributions were at around 47%. Whilst the contributions are voluntary, they do contribute directly to the classroom resources for all students.

**2018 Voluntary Contributions
Collection Rates %**



**Whole School Collection Rates %
2016 - 2018 Comparison**

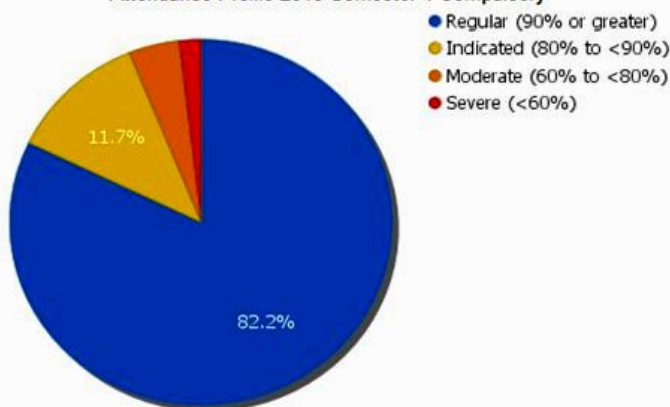




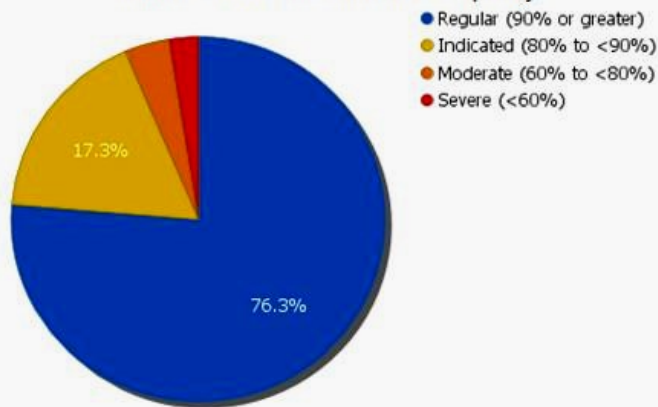
ANNE HAMERSLEY
Primary School

ATTENDANCE REPORT

Attendance Profile 2018 Semester 1 Compulsory



Attendance Profile 2018 Semester 2 Compulsory



2018 - Semester 1 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	89.0%	27	5	8	1	70%	30%
PPR	91.7%	53	11	3	3	64%	36%
Y01	93.5%	47	7	3		66%	34%
Y02	94.9%	56	10	3		71%	29%
Y03	93.1%	43	7	1	2	70%	30%
Y04	94.6%	37	2	2	1	64%	36%
Y05	94.8%	43	4			75%	25%
Y06	92.3%	30	3	4	1	53%	47%
Compulsory	93.5%	309	44	16	7	66%	34%

2018 - Semester 2 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	88.1%	26	6	7	1	62%	38%
PPR	89.1%	47	20	3	4	59%	41%
Y01	93.7%	48	11		1	58%	42%
Y02	93.0%	54	13	1	1	76%	24%
Y03	93.9%	45	6	3		64%	37%
Y04	92.2%	37	5	2	2	63%	37%
Y05	93.3%	37	7	3		68%	32%
Y06	89.6%	32	6	3	2	53%	47%
Compulsory	92.1%	300	68	15	10	63%	37%

STUDENT ACADEMIC ACHIEVEMENT NAPLAN YEAR 3 2018

Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	12%	11%	4%	9%	13%	11%	15%	18%	14%
5	426 - 477	23%	19%	14%	17%	18%	24%	18%	18%	22%
4	374 - 425	19%	19%	31%	25%	32%	30%	22%	28%	27%
3	322 - 373	42%	31%	35%	28%	19%	21%	26%	19%	21%
2	270 - 321	4%	19%	14%	16%	12%	12%	14%	13%	11%
1	Up to 269	0%	0%	2%	5%	5%	3%	5%	5%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Number of students with a Test Score

	School Year 3 Numeracy		
	2016	2017	2018
Total Students	26	36	49

Band	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	19%	19%	14%	17%	19%	18%	23%	23%	23%
5	426 - 477	19%	19%	24%	21%	20%	24%	22%	20%	22%
4	374 - 425	27%	14%	25%	21%	24%	25%	19%	23%	24%
3	322 - 373	15%	22%	14%	22%	21%	16%	19%	18%	16%
2	270 - 321	15%	14%	14%	14%	10%	11%	12%	9%	8%
1	Up to 269	4%	11%	10%	5%	5%	7%	6%	7%	6%

Number of students with a Test Score

	School Year 3 Reading		
	2016	2017	2018
Total Students	26	36	51

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	12%	14%	2%	9%	8%	6%	12%	11%	11%
5	426 - 477	35%	44%	22%	34%	33%	33%	34%	34%	27%
4	374 - 425	31%	14%	39%	33%	26%	27%	30%	24%	29%
3	322 - 373	15%	19%	20%	16%	24%	22%	14%	21%	18%
2	270 - 321	0%	8%	16%	5%	6%	7%	6%	6%	8%
1	Up to 269	8%	0%	2%	2%	3%	6%	3%	4%	8%

Number of students with a Test Score

	School Year 3 Writing		
	2016	2017	2018
Total Students	26	36	51

STUDENT ACADEMIC ACHIEVEMENT NAPLAN YEAR 3 2018

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	12%	17%	16%	18%	17%	18%	20%	20%	20%
5	426 - 477	35%	31%	22%	25%	24%	23%	25%	23%	22%
4	374 - 425	23%	17%	24%	26%	23%	24%	23%	23%	24%
3	322 - 373	8%	14%	31%	16%	18%	20%	14%	16%	17%
2	270 - 321	15%	19%	6%	11%	14%	9%	12%	12%	10%
1	Up to 269	8%	3%	2%	5%	4%	6%	6%	6%	8%

Number of students with a Test Score

	School Year 3 Spelling		
	2016	2017	2018
Total Students	26	36	51

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	23%	39%	25%	24%	25%	25%	28%	29%	27%
5	426 - 477	23%	14%	20%	17%	23%	17%	17%	24%	24%
4	374 - 425	23%	11%	16%	21%	16%	26%	19%	15%	18%
3	322 - 373	15%	17%	20%	26%	13%	17%	24%	12%	14%
2	270 - 321	4%	14%	20%	7%	12%	11%	6%	10%	10%
1	Up to 269	12%	6%	0%	4%	10%	5%	6%	10%	7%

Number of students with a Test Score

	School Year 3 Grammar & Punctuation		
	2016	2017	2018
Total Students	26	36	51

Summary of Students BELOW – AT – ABOVE the National Standard in NAPLAN Testing 2018, YR 3

Subject	Number tested	Number below Min National Standard	Number At Min National Standard	Number Above Min National Standard
Writing	51	1	8	42
Numeracy	49	1	8	40
Reading	51	5	7	39
Grammar	51	0	10	41
Spelling	51	1	3	47

STUDENT ACADEMIC ACHIEVEMENT NAPLAN YEAR 5 2018

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0%	3%	2%	8%	6%	7%	11%	9%	7%
7	530 - 581	6%	17%	11%	10%	17%	15%	13%	16%	16%
6	478 - 529	44%	20%	32%	24%	30%	27%	26%	28%	29%
5	426 - 477	44%	40%	36%	31%	29%	32%	28%	26%	28%
4	374 - 425	0%	17%	7%	21%	15%	17%	16%	15%	14%
1 to 3	Up to 373	6%	3%	11%	7%	3%	3%	7%	5%	6%

Number of students with a Test Score

	School Year 5 Numeracy		
	2016	2017	2018
Total Students	16	35	44

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0%	11%	11%	9%	9%	12%	12%	14%	12%
7	530 - 581	25%	17%	14%	19%	19%	17%	21%	20%	20%
6	478 - 529	19%	26%	25%	24%	30%	28%	23%	26%	28%
5	426 - 477	31%	20%	20%	22%	21%	22%	20%	18%	22%
4	374 - 425	19%	17%	23%	15%	16%	13%	14%	15%	11%
1 to 3	Up to 373	6%	9%	7%	11%	5%	8%	10%	7%	7%

	School Year 5 Reading		
	2016	2017	2018
Total Students	16	35	44

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	0%	3%	7%	2%	2%	2%	3%	3%	3%
7	530 - 581	12%	12%	11%	9%	9%	8%	11%	10%	10%
6	478 - 529	19%	35%	9%	27%	27%	25%	30%	28%	27%
5	426 - 477	44%	35%	43%	38%	41%	40%	35%	38%	31%
4	374 - 425	19%	9%	11%	16%	12%	12%	14%	11%	17%
1 to 3	Up to 373	6%	6%	18%	8%	9%	12%	7%	10%	13%

	School Year 5 Writing		
	2016	2017	2018
Total Students	16	34	44

STUDENT ACADEMIC ACHIEVEMENT NAPLAN YEAR 5 2018

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	6%	9%	7%	9%	11%	9%	10%	13%	10%
7	530 - 581	6%	32%	23%	13%	19%	19%	15%	19%	21%
6	478 - 529	31%	24%	30%	31%	33%	36%	31%	30%	29%
5	426 - 477	44%	21%	25%	25%	23%	21%	25%	22%	22%
4	374 - 425	12%	15%	9%	13%	10%	11%	11%	10%	11%
1 to 3	Up to 373	0%	0%	7%	8%	5%	5%	8%	8%	7%

	School Year 5 Spelling		
	2016	2017	2018
Total Students	16	34	44

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	12%	12%	7%	13%	12%	15%	16%	17%	12%
7	530 - 581	12%	3%	23%	14%	16%	17%	18%	13%	20%
6	478 - 529	19%	32%	23%	24%	26%	28%	23%	25%	29%
5	426 - 477	38%	24%	16%	27%	18%	18%	22%	16%	17%
4	374 - 425	19%	18%	25%	15%	21%	13%	15%	19%	13%
1 to 3	Up to 373	0%	12%	7%	7%	8%	8%	7%	10%	8%

	School Year 5 Grammar & Punctuation		
	2016	2017	2018
Total Students	16	34	44

Summary of Students BELOW – AT – ABOVE the National Standard in NAPLAN Testing 2018, YR 5

Subject	Number tested	Number below Min National Standard	Number At Min National Standard	Number Above Min National Standard
Writing	44	8	5	31
Numeracy	44	5	4	35
Reading	44	4	11	29
Grammar	44	4	11	29
Spelling	44	4	4	36

DIGITAL TECHNOLOGIES & ICT REPORT

Focus Area Vision: Teachers integrate Digital Technologies and ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents. Pedagogical approaches that integrate Digital Technologies and ICT to enhance achievement create new learning opportunities and extend interaction with local and global communities.

Focus Area Details:

- Keyboard skills for NAPLAN Writing tests
- Develop the Digital Technologies Scope and Sequence
- Further expand and develop STEM Programs across all year levels
- Introduce and develop a bank of Applications to assist digital learning on iPads

What did we do in 2018?

In 2018 an expansion of ICT resources in the school was a highlight. The Bring Your Own Device Program for Year 4 to Year 6 students made a useful contribution to the overall number of available devices in the school. Additional iPads were purchased to provide students with opportunities to develop coding and robotics during class time and for AHPS Coding Club.

In preparation for NAPLAN ONLINE 2018, the creation of our Computer Centre, hosted in the school Library, was a special highlight. A class set of desktop computers were purchased and installed enabling Year 3 and Year 5 students to sit the online tests. A focus leading up to the NAPLAN testing was to improve keyboard and mouse skills.

What are we seeking to achieve in 2019 and in the future.

With consistently increasing student numbers the demand on ICT Resources in the school remains a focus area. Additional hand held devices will be purchased and distributed to each block to support inquiry skills and problem solving skills. Teacher computers will be upgraded to desktop computers using Windows Ten as the operating system to drive the IWB's and panels in the classrooms.

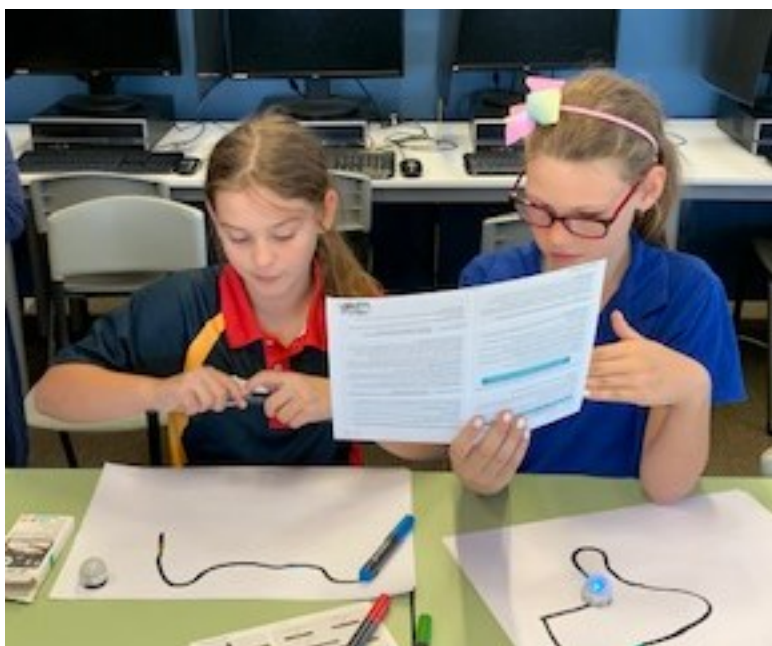
Additional coding resources will be purchased to supplement the Coding Club in the form of Ipads and Edison Robots.

What is the data/anecdotal evidence telling us?

Students in Year 3 demonstrated lack of confidence using keyboards and mouse during NAPLAN Tests. Student keyboard skill and confidence had to be a focus for 2019. Touch typing skills to be improved to ensure all students are competent navigating and using computer keyboards and word processing software.

What are we going to develop and improve?

- Purchasing additional ICT resources to cater for the growing needs of increasing numbers at AHPS.
- Upskill staff in coding applications and the use of existing robotics resources.
- Develop further opportunities for students to engage in coding and robotics by further developing the coding club.



SUSTAINABILITY REPORT

Focus Area Vision

At Anne Hamersley Primary School, we value as a school our responsibility to create a more sustainable environment through education and the implementation of student based sustainability programs. We aim to educate students on the environmental impacts we have on our environment and develop knowledge, skills, values and world views. This allows us to develop more sustainable patterns of living and allows us to reflect on our own practices.

Focus Area Details

What did we do in 2018?

- Crunch 'N' Sip was conducted daily to allow children to have a healthy snack in class time. Weekly tallies per class were collected for school data to measure the increase of food/water intake.
- We introduced the 'Weekly Waste Warriors', where classes were nominated weekly to collect rubbish and maintain the beautiful aesthetic of the school.
- We continued our Worm Wizards club in which students were recruited to feed and maintain our worm farm.
- Six Worm Wizard leaders were selected and made weekly announcements at Monday Muster about keeping our environment clean, drawing the Weekly Waste Warriors and any general announcements.
- We created a bush tucker garden in Parmelia where students helped plant native plants to grow and cultivate for future cooking lessons.
- The Worm Wizard Club held an end of year party where students participated in making their own healthy pizzas. This was with special thanks to the 'Wood fire Pizza' food truck, owned by local business owners.
- Healthy Eating cooking classes were held during lunch times. Worm Wizards were invited to come and learn how to prepare simple and healthy dishes using vegetables grown in our very own garden.

What are we seeking to achieve in 2019 and the future?

- Introduce 'Waste Free Wednesdays' so that students are beginning to use more reusable materials in order to lower our rubbish footprint in the community.
- Create and implement long-term sustainable practices in the school such as 'Weekly Waste Warriors', 'Waste Free Wednesdays', continue our worm farm team and recycle various items such as paper, ring pulls, textas and batteries.
- Purchase a water tank in order to collect rainwater and therefore reduce the amount of fresh water being released into our sewers.

What is the data/anecdotal evidence telling us?

Crunch and Sip has had a positive impact on all classrooms in 2018.

Due to the commencement of the Waste Warrior Program students are becoming more responsible for rubbish disposal and consideration of their environment.

Students are becoming aware of sustainable practices by recycling their lunch scraps for the worm farm, maintaining the farm and harvesting the worm juice for fortnightly assembly sales.



EAL/D REPORT

FOCUS AREA VISION:

At Anne Hamersley Primary School we value and celebrate cultural diversity and inclusivity. Through the many teaching and learning programs, we aim to foster understanding, acceptance and a harmonious learning environment for all students to succeed in.

FOCUS AREA DETAILS

What did we do in 2018?

- Harmony Day - Whole school Assembly: students participated in a cultural dress parade.
- Whole school rotations: students created works of art that represented the spirit of Harmony Day. These works are now prominently displayed. Aboriginal Dot Paintings are featured in our front Office. Hands around Australia is displayed in our under cover area. Students also made Chinese Lanterns and Aboriginal Rain Sticks.
- An EAL/D teacher was utilised for one day per week to support EAL/D students, their families and their teachers to maximise success for these students.
- EAL/D students received small group and individual support to build vocabulary and comprehension skills.
- Teachers received Professional Learning and shoulder to shoulder support to use EAL/D Progress Maps.

What are we seeking to achieve? In 2019 and in the future.

- Continue to build cultural understandings
- Support EAL/D students
- Develop EAL/D teaching strategies
- Enhance teacher expertise
- Encourage home school links

What is the data/anecdotal evidence telling us?

- Enrolments at Anne Hamersley Primary School have increased.
- Indigenous student numbers have increased.
- The number of EAL/D students is growing at Anne Hamersley Primary School.
- Funded Stage 1 and 2 EAL/D students are increasing, pointing to greater needs for support in the early years.
- 42 different languages are spoken by students at Anne Hamersley Primary School.
- Most EAL/D students at AHPS were born in Australia.
- 13% of EAL/D students were born in a country other than Australia.
- The majority of these students were born in African countries followed by the Philippines.
- Many students with language backgrounds other than English (LBOTE) present with EAL/D needs even though English is the first language.



Table 1: 2017 - 2018 Enrolment Data

Year	Enrolments	Indigenous Students	LBOTE Students	EAL/D Students	No. of Funded EAL/D Students
2017	366	29	76	44	29
2018	425	42	84	54	36

ENGLISH REPORT

Focus Area Vision: At Anne Hamersley Primary School, we strive to achieve the best possible English outcomes for all students by providing balanced English programs that support students to achieve their maximum levels of progress and achievement. Whole school Literacy approaches that are explicit and systematic, reflecting research and best practice are used to plan for learning, instruction and assessment. Teachers have a shared understanding of effective instructional approaches, cooperative learning structures and collaborative opportunities.

Focus Area Details:

- Balanced English programs-Explicit and play based
- Differentiated learning opportunities
- Literacy Blocks
- Collaborative learning structures
- Collaborative planning and teaching opportunities



What did we do in 2018?

In 2018, we participated in a range of whole school literacy activities and celebrations. These included the continuation and refinement of the 150 (formerly 200 nights) Nights of Reading program, National Simultaneous Story time, Bookweek, Book Fair, The Great Book Swap, Speak Up Awards, Summer Reading Challenge and the Better Beginnings librarian came to visit out Kindergarten students.

- Increasing parent involvement was a focus and a series of Parent Workshops in Reading were held at the beginning of each term. This resulted in most of the classrooms receiving daily parent help for reading and other activities.
- We identified students at risk in English and created, funded and refined targeted Literacy Programs in Early Literacy Intervention (ELI) for Pre-Primary, Reading Acceleration Program (RAP) for Year 1-6 and English as an Additional Language or Dialect Support Teacher-K-6. Successful outcomes for students and teachers were the highlight of these programs.
- Refinement of collaborative group processes continued with increased time and timetable allowances.
- A Guided Reading investigation was conducted to ensure consistency across all year levels.

What are we seeking to achieve in 2019 and in the future.

- Refinement and increased collaboration to improve the consistency and delivery of all English programs.
- Teaching Staff using the feedback and observation strategy to improve pedagogy.
- Continue targeted English programs to reduce the amount of students who are at risk in PA, Phonics, Reading and English.
- Continued focus on identifying students at risk in English including Aboriginal and Torres Strait Islander students.
- Development of an English Project group to represent all teaching blocks within the school.
- A Phonemic Awareness and Phonics investigation across K-2 to ensure consistency of delivery, assessment and planning.
- Build staff capacity by providing professional learning (Talk for Writing) for all staff.
- Increase reading resources in line with our increasing student numbers and phonic focus.

What is the data/anecdotal evidence telling us?

- Year 3 cohort shows encouraging NAPLAN results in spelling and punctuation and grammar with reduced numbers in the bottom 20%. Students in the bottom 20% in reading have increased, which is indicative of the growth in student numbers and the need for targeted programs in this area.
- Year 5 cohort shows varied NAPLAN results across the four aspects with an increase in students achieving below Minimum National Standard. Interestingly, there is an increase in students achieving in band 7 and 8 in Writing, which is higher than both Like Schools and WA Public schools.

NUMERACY REPORT

Focus Area Vision:

At Anne Hamersley Primary School, we are committed to achieving the best possible Numeracy outcomes for all students. Students are supported to show maximum progress and levels of achievement. A whole school Numeracy approach that is explicit and systematic, reflecting research and best practice is used to plan for learning, instruction and assessment. Students 'prior knowledge' is valued and teachers are dedicated to creating the best learning environment in which to learn Numeracy skills.

What did we do in 2018?

In 2018 we continued to follow our explicit teaching structure for Numeracy. This consisted of a Numeracy Block of at least 50 minutes per day in every class across the school. Teachers plan lessons that include warm ups, explicit teaching of set skills and follow up with reflections on the concepts taught. The second half the of year saw the classroom teacher gain practical teaching ideas from a GIRN teacher (Getting it Right Numeracy Teacher). This saw every class have modelled lessons delivered over a series of weeks. Topics were chosen by the classroom teacher and the GIRN teacher planned, prepared and delivered programs to each class.

Progressive Achievement Test (PAT)

To further accumulate data for focused and informed planning all Year 1 to Year 6 students sat the ACER online standardising testing. The PAT in Mathematics provides detailed information on the level of achievement for participating students. The test assesses students' skills and understanding in multiple –choice format in the six strands of Number, Algebra, Geometry, Measurement and Statistics and Probability. Test results informed forward planning.

Mathematics Extension Program (ACE)

The Mathematics Extension Program was offered to a selection of Year 5 and Year 6 students that demonstrated high achievement and a natural ability for Mathematics. The program was facilitated by maths teachers from Ellenbrook Secondary College conducted for a five week period once a week for an hour block. The focus was on problem solving. Twenty students were engaged in the activities presented and reported back their sincere appreciation and enjoyment. All participating students were presented with a special ACE certificate at a whole school assembly after their completion of the program.

What are we seeking to achieve in 2019 and in the future.

- A focus on Mathematics and its usage at home.
- A hands on approach on activities in Measurement and Geometry.
- Investigate assessment tools that will complement our CADET.
- Promote resources in all areas of maths.
- Use Collaborative DOTT to plan, implement, assess and reflect on programs across like year levels.
- Continue to promote Mathematics via Monday Muster with certificates.
- Use peer observations and feedback as a tool to self improve our teaching.

What is the data/anecdotal evidence telling us?

- There is a need for a whole school focus on Measurement and Geometry which includes hands-on resources to allow teachers to deliver effective programs in these areas.
- Year 3 NAPLAN results show an increase in the amount of students moving from band 3 to band 4. Students in the bottom 20% are less than both Like Schools and WA Public schools.
- Year 5 NAPLAN results pleasing results with an increase in the percentage of students moving from band 6 to band 7. There is an increase in the bottom 20% have increased, which is indicative of the growth in student numbers and the need for targeted programs in this area.



SCIENCE REPORT

Focus Area Vision:

To develop students Scientific Literacy resulting in deeper understanding of science concepts. Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Focus Area Details:

Promote and increase students' ability to read, write and communicate about science so they can engage in inquiry throughout their lives.

What did we do in 2018?

- In 2018 Science was taught by a Science Specialist who encouraged students to develop an interest in science and expand their curiosity and willingness to explore, ask questions and speculate on the changing world in which they live.
- The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills which are interrelated, and their content is taught in an integrated way. Primary Connections resources were used to drive most of the content within the Western Australian Curriculum for the Science program covering Biological, Chemical, Earth and Space and Physical Sciences.
- During the year students had opportunities to explore our school grounds to find the mini beasts that lay hidden beneath the leaf litter.
- Participate in hands on investigations including the creation of mixtures for blowing bubbles, making balloon rockets to experiment with forces and braving the weather to help understand the effects of seasonal change
- Undertake their own research investigations and present their findings.
- The wider school community were given opportunities to share their real-life experiences which included sharing detail about their careers in science. This included presentations about Microbiology and Engineering.
- The Anne Hamersley Coding Club was established. Students met to collaborate, create, communicate and problem solve using Scratch, Edison Robots and Spheros.
- Science Week provided opportunities during whole school rotations to explore creative processes at the heart of science, technology, engineering and mathematics, and their far-reaching influence in the world in which we live. The whole school worked collaboratively to engage the school community in a week of investigations. This included a day of rotations including student devised science experiments, coding and activities where students discovered and envisioned a range of creative solutions to real world problems.

What are we seeking to achieve in 2019 and in the future.

- Increase students' ability to use scientific knowledge, understanding, and inquiry skills to identify questions, acquire new knowledge and explain science phenomena.
- Expansion of coding club using robotics.



ART REPORT

Focus Area Vision

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

At Anne Hamersley Primary School, we explore Visual Art through discovery & experimentation, planning & design, and creative problem solving. In our Art program we encourage students to create art using a range of genres such as drawing, painting, printmaking, collage, ceramics, sculpture and textile weaving. We recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Focus Area Details

What did we do in 2018?

Term 2: A grant was received from Camp Australia to purchase a life-size fibreglass horse as an Art project.

Term 3: We held our annual Open Night where we were able to showcase the students art pieces. Works produced included a range of mediums such as clay work, drawing, painting, sewing, sculpting and print making.

Term 4: The Year 5 & 6 students researched and viewed videos that related to sustainability and environmental issues in Australia. They created posters with a theme of 'Our Ocean' or 'Deforestation'. Their designs were amalgamated into one design which will be used for the life size horse.

Year 5: Students experimented with lino printing for the first time. We focused on the natural flora and fauna of the Ellenbrook area and created beautiful pieces which were put on display in the art room.

What are we seeking to achieve in 2019 and the future?

- Complete the artwork on the horse and display in the school grounds
- Build Art skills and techniques
- Develop fine motor skills such as scissor skills, tearing, moulding through a range of mediums
- Create artwork to be displayed within the school to showcase student artworks

What is the data/anecdotal evidence telling us?

- Students really enjoy their time in art and having the opportunity to be creative and do hands on activities
- Our ceramics program is highly popular amongst the majority of the students.
- It presents students who may not always achieve academically the opportunity to achieve and express themselves through the creation of artworks.
- Children's fine motor skills are to be continually develop to meet the expectations needed to create and develop skills required for Art.



MUSIC REPORT

Focus Area Vision:

To encourage students to reach their creative and expressive potential by engaging in meaningful and relevant music practices and traditions.

Focus Area Details:

PP to Year 6 engage in making and responding to music in a practical and exciting way, using a wide variety of instruments and media. The younger grades develop a strong foundation through singing and rhythm activities, which is built upon year by year. By Year 5 and 6 they have a broad knowledge of musical concepts and have developed many skills, including experience in performing and working together as a team to play ensemble pieces. They have a knowledge base to take with them into the community.

What did we do in 2018?

- Purchased and acquired new instruments; Marimbas, djembes and chime bars
- Choir – performances at Anzac Assembly, Harmony Day, Bookweek assembly
- Class drumming/ensemble performances including Year 2 drumming for Bali visitors
- Year 6 Graduation ensemble performance
- Started Percussion Club in term 4, performed at Presentation assembly
- Guitar Club – before school on Tuesdays: performance at assembly
- Christmas concert including staff item. (Rock band/djembe drumming)
- PMI after school music lessons available to students
- Started teaching a community song to the whole school, a new one each assembly and for special assemblies

What are we seeking to achieve in 2019 and in the future.

- Continue with clubs
- Purchase more resources to support the curriculum
- Continue with musical traditions established by the school ie the Christmas concert, assemblies, community song at each assembly

What is the data/anecdotal evidence telling us?

It is important to establish a strong foundation for music in the early years.

What are we going to develop and improve?

The level of commitment to lunchtime clubs by the students, which could lead to participation in outside performances. ie choir participating in festivals/concerts.



PHYSICAL EDUCATION REPORT

Focus Area Vision: For students to acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings. Students take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan.

Focus Area Details: By providing opportunities to develop Fundamental Movement Skills, students will gradually develop and master FMS skills. Using protective behaviours, friendly schools and department resources, students are equipped with the knowledge to look after themselves.

What did we do in 2018?

- Interschool Summer Carnival (Tennis, League Tag, Cricket and Tee-Ball)
- Interschool Winter Carnival (Netball, Soccer, Football, Modcrosse and Hockey)
- Interschool cross country
- Interschool athletics carnival
- Modcrosse, golf, AFL and netball clinics

What are we seeking to achieve in 2019 and in the future.

- Continue to participate at interschool events, with the intentions of being champion school in at least one of the sports we are involved in.
- Continue Sporting Schools funding to provide opportunities in different sports.

What is the data/anecdotal evidence telling us?

Most students enjoy coming to sport and are eager to learn. Students who have not mastered certain FMS skills by the end of Year 4 have trouble in Year's 5 and 6 when playing team sport games. Such as two-handed striking in cricket. Protective Behaviours is becoming more prominent in our society. An added emphasis is needed to make sure children are equipped to handle certain interactions and they know they can speak to someone they trust if something makes them feel uncomfortable.

What are we going to develop and improve?

We are developing a sporting culture at Anne Hamersley Primary School. This includes all aspects of sport whether it be skills, team work or sportsmanship. Another aspect we are working towards is providing as many opportunities as possible to practice FMS skills so they are better prepared when they move through the primary years. Sporting schools is another resource we will continue to use as it provides students different sporting opportunities.



LANGUAGES OTHER THAN ENGLISH REPORT

Focus Area Vision: Languages enables students to communicate in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Focus Area Details:

What did we do in 2018?

2018 saw AHPS introduce a language program that used a combination of a Chinese teacher based in China using video conferencing technology and classroom teaching to provide a Chinese language and culture program. We learnt about Chinese New Year as a major festival and other major holidays and festivals. We were exposed to common words and phrases such as "Hello, how are you?" and "How old are you?"

The students learnt how to understand and communicate about food they would like and wouldn't like. The students were taught about the staple food in China and have experimented with using chop sticks. They learnt about how Chinese people celebrate birthdays and are able to sing 'happy birthday' in Chinese.

What are we seeking to achieve in 2019 and in the future.

In 2019 we will be increasing our Chinese program to include the Year4s which will see children in their second year of the program and build on from what they acquired in Year3.

What is the data/anecdotal evidence telling us?

Students enjoy the online learning concept and community feedback has been positive thus far.

What are we going to develop and improve?

To increase lessons to Year 4 and to further discuss how to report in this LA for 2019 via the Chinese teacher.

