



HUDSON PARK
PRIMARY SCHOOL

ANNUAL REPORT 2021



Harmony

Persistence

Success

Principal's Report

Mr Andrew Britton, Principal

It is with great pleasure that I present to you Hudson Park Primary School's 2021 Annual Report. This report captures the key events of 2021 and conveys information about the performance of our school in the following areas:

- Student Achievement in English, Mathematics and student attendance data
- School human and financial resource management details
- Highlights and noteworthy achievements of the 2021 school year

At Hudson Park Primary School, we are committed to working in partnership with the school and wider community to provide a supportive and stimulating learning environment for all learners. Collectively we continue to be strong, connected and focussed on giving our students the very best opportunities we can. Always at the forefront, is our focus on building strong relationships with our students and community as a foundation to providing a positive learning environment. This includes meeting with different linguistic groups each term. Student academic growth can only shine through, when our school has good management of student behaviour, solid attendance and a connected community.

In 2021, we continued with a strong focus on curriculum and pedagogy. In English, our teachers continued to embed research based strategy of Talk 4 Writing and Sounds Write. This year we added an additional focus of phonemic awareness to ensure students have the building blocks to reading success. We remained focussed on refining our assessment practices to ensure student achievement and progress is monitored closely and intervention groups implemented at point of need. Our English Lead teacher supported the implementation of whole school programs and intervention groups throughout the year. In addition, we worked with Dr Paul Swan who delivered professional learning to our staff in Mathematics. In particular, we focused on mathematic vocabulary and problem solving. In 2021, we also launched our STEM Gifted and Talented initiative with success to meet the needs of gifted students.

Thank you to the members of the School Council for their ongoing support and their key role in the strategic direction of Hudson Park Primary School. Thank you also to our P&C who are a willing group of volunteers who have ensured a successful year in fundraising and most importantly, the maintaining of a School Canteen service.

I am proud of the professionalism and dedication to our students and families, displayed by our staff, as well as all the hard work they undertook in providing your children with the best possible learning opportunities throughout the year. Hudson Park Primary School looks forward to continuing our strong academic performance and working with the community to ensure that all our students achieve success.

Our Shared Vision



'We develop inspiring learning environments, within a collaborative community, where students have a strong sense of belonging and strive for their personal best.'

Harmony- *We strive to accept and respect our cultural diversity.*

Persistence- *We continue to move forward towards our goals despite the difficulties we face.*

Success- *We have high expectations for our students and believe that all students are capable of success.*

Achieving success is underpinned by our Mantras:

- Every child matters every day
- Successful students come from a connected community

School Wide Pedagogy

- Positive student-teacher-parent relationships
- Balance of play-based learning and explicit teaching in Kindy – Year 2
- Evidence based explicit practice including ensuring learning intentions are made explicit in every lesson
- Whole school approaches in Literacy, Numeracy and Positive Behaviour expectations
- Rigorous data analysis leading to differentiated planning, teaching and learning

Our Self-Assessment Process



Whole school self-assessment practices incorporate the perspectives of staff, students and the community and are underpinned by the three components of the Department of Education's School Improvement and Accountability Framework.

The improvement cycle is a continuous process:

- **Assess** and analyse student academic and non-academic data to inform priorities at whole school, intervention group and individual student levels
- **Plan** improvements of the standards of student academic and non-academic achievement through Operational Plans
- **Act** to implement planned improvement strategies

All staff participate in the collection, analysis and planning for improvement using the following tools:

- The National Schools Improvement Tool (NSIT)
- National Quality Standards Reflection Tool (ACECQA)
- The Aboriginal Cultural Standards Framework (DoE)
- Systemic and school based student data (academic and non-academic)
- National Opinions Survey for students, families and staff bi-annually



Staff

All teaching staff at Hudson Park Primary School meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teachers Registration Board of Western Australia. We also have a thorough Workforce Plan that outlines our predicted future staffing needs.

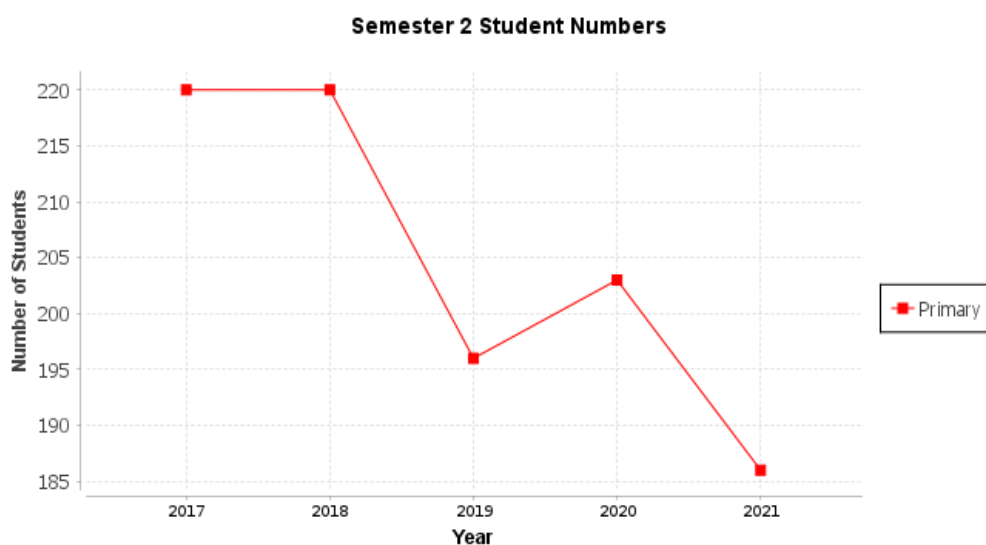
| <u>Staff numbers</u> | No | FTE | AB'L |
|--------------------------------------|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Vice / Deputy / Associate Principals | 2 | 1.2 | 0 |
| Total Administration Staff | 3 | 2.2 | 0 |
| Teaching Staff | | | |
| Other Teaching Staff | 15 | 11.6 | 0 |
| Total Teaching Staff | 15 | 11.6 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 3 | 2.0 | 0 |
| Gardening / Maintenance | 1 | 0.6 | 0 |
| Instructional | 1 | 0.2 | 0 |
| Other Non-Teaching Staff | 9 | 5.9 | 0 |
| Total School Support Staff | 14 | 8.7 | 0 |
| Total | 32 | 22.5 | 0 |

Professional learning is key to enabling staff to improve their practice and encourage ongoing growth and development. Professional learning included four pupil free school development days that were used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In addition to this, we have a through Professional Learning Plan to ensure staff are trained in our key whole school processes and regular opportunities are provided to improve teaching practices.

Ongoing and continuous development opportunities are also provided through the Professional Learning Communities programme where staff are encouraged to work collaboratively in many focus areas.

Enrolment Profile



The graph above outlines the total number of students from Pre-Primary to Year 6 in Semester 2, 2021.

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (11) | 31 | 27 | 18 | 35 | 17 | 27 | 31 | 197 |
| Part Time | 21 | | | | | | | | |

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 10 | 15 | 80 | | 105 |
| Female | 11 | 16 | 75 | | 102 |
| Total | 21 | 31 | 155 | | 207 |

| | Kin | PPR | Pri | Sec | Total |
|----------------|-----|-----|-----|-----|-------|
| Aboriginal | 5 | 2 | 12 | | 19 |
| Non-Aboriginal | 16 | 29 | 143 | | 188 |
| Total | 21 | 31 | 155 | | 207 |

The tables above show the total number of students from Kindergarten to Year 6. In recent years, student numbers have been on a steady decline from 220 in 2017 to 186 in 2021.

We have established a school promotional team who has been tasked to find innovative ways to promote Hudson Park Primary School. In 2021, this included a new website, a digital newsletter, leaflet drops, banners and Facebook.

Destination of 2021 Year 6 students for High School in 2022

| Destination School | Male | Female | Total |
|---------------------------------------------|------|--------|-------|
| Girrawheen SHS | 9 | 10 | 19 |
| Warwick SHS | 3 | 2 | 5 |
| Balga SHS | 1 | 2 | 3 |
| Mercy College | 1 | 1 | 2 |
| John Septimus Roe Anglican Community School | 0 | 1 | 1 |
| St Andrews Grammar | 0 | 1 | 1 |
| Governor Stirling | 0 | 1 | 1 |

Attendance

The tables below outline our attendance rates compared to 'Like Schools' and 'WA Public Schools'.

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|-------------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2019 | 91.1% | 91.7% | 92.7% | 77.1% | 82.9% | 79.5% | 90% | 90.3% | 91.6% |
| 2020 | 91.3% | 91.8% | 93.2% | 75.9% | 77.7% | 77.6% | 90.3% | 90.1% | 91.9% |
| 2021 | 92% | 90.7% | 92.4% | 81.8% | 78.7% | 76.8% | 91.2% | 89% | 91% |

| | Attendance Category | | | |
|--------------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2019 | 63.6% | 19.1% | 12.9% | 4.3% |
| 2020 | 68.4% | 18.9% | 8.7% | 3.9% |
| 2021 | 73.4% | 17.1% | 6.5% | 3.0% |
| Like Schools 2021 | 61.8% | 23.4% | 10.8% | 4.0% |
| WA Public Schools | 71.0% | 19.0% | 7.0% | 3.0% |

Attendance rates have steadily increased over time. 2021 was the first time that Hudson Park Primary School's 'Total' attendance rate was above WA Public Schools and Like Schools. The attendance rate of our Aboriginal students was considerably above WA Public School average. It is also really pleasing to see that the number of students who attend school 'regularly' at Hudson Park PS is higher than WA Public Schools.

* Please note, 2020 attendance rates excluded Week 7 – 10 of Term 1.

The following table demonstrates our progress towards achieving our strategic attendance targets by the end of 2022. Our self-assessment process only included Semester 2 data, due to the pandemic predominantly in Semester 1.

| Non-Academic Improvement Targets – By the end of 2022: | Status |
|-----------------------------------------------------------------------------------------------|-------------|
| Reduce unexplained absentees to 20% | On Schedule |
| Increase the percentage of students in the regular attendance category to 75% in Years 2 to 6 | On Schedule |
| Increase the percentage of students in the regular attendance category to 80% in Years K to 1 | On Schedule |

Mr Cardenia and Ms Gill oversee the Attendance portfolio at Hudson Park Primary School.

Attendance data was analysed fortnightly to ensure students' attendance was monitored closely. A 'hotlist' was developed to include students who had fallen below the 90% threshold. Our aim was to work with and support families in getting their children to school regularly. As well as the 'hotlist', Kindergarten to Year 1 was our primary focus in 2021 and will continue into 2022. Our aim is to support families in developing regular attendance habits early in their child's schooling.

In 2021, we were selected to participate in the Year 6/7 Engagement and Transition Pilot Project, in collaboration with Girrawheen Senior High School. All students in Year 6 completed a range of self-assessment to express their thoughts about transitioning to high school. Six students were identified and they worked closely with an Engagement and Transition Coordinator in Semester 2. These students were then supported into high school with a range of activities. This pilot program will be reviewed, utilising student attendance data. The aim is to provide all schools with a range of strategies that will assist students transitioning to high school throughout the state.

On-Entry Data

On-entry Assessment Programme is completed with Pre-primary students in weeks 3 to 6 of Term 1. Data has been analysed at a cohort level for this summary, supported by our Literacy lead teacher and Deputy Principal.

Teacher level data is used for class teachers to inform planning (Student Performance Graphical / Student Groups and Student Distribution / Student Performance Report / Student Performance Report Graphical PDF and Class Reports). Kindergarten teachers have collaborated closely with Pre-Primary teachers and identified areas of the Kindergarten program that requires deeper understandings.

| LITERACY RESULTS | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------|------|--------|------------------------------|-----------------------------|
| | Score range | State | HPPS | Scores | Cumulative Frequencies State | Cumulative frequencies HPPS |
| Speaking and Listening | 0 - 399 | 22% | 56% | ≤ 399 | 22% | 56% |
| | 400- 449 | 21% | 10% | ≤449 | 43% | 66% |
| | 450- 499 | 22% | 12% | ≤499 | 65% | 78% |
| | 500- 549 | 19% | 9% | ≤549 | 83% | 88% |
| | ≥550 | 17% | 12% | ≥550 | 100% | 100% |
| Observation: HPPS is behind state with a much greater percentage of students scoring below 400 and fewer students scoring above 550. We have a high percentage of students in this cohort who have been recently identified with both speech and language concerns. We also have a large EAL/D cohort one of whom is in the very early stages of learning English. (EAL/D Progress Map level 1 for Listening and Speaking). | | | | | | |
| Analysis: Strength: Participation and engagement Areas of focus: Responding appropriately, vocabulary expansion, speaking in simple sentences, learning of nursery rhymes, songs | | | | | | |
| Reading | 0 - 399 | 15% | 44% | ≤399 | 15% | 44% |
| | 400- 449 (prev VELS 0.4) | 29% | 38% | ≤449 | 44% | 81% |
| | 450- 499 | 30% | 16% | ≤499 | 84% | 97% |
| | 500- 549 | 14% | 3% | ≤549 | 98% | 100% |



| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|------|--------|------------------------------|-----------------------------|
| | ≥550 | 2% | 0% | ≥550 | 100% | 100% |
| <p>Observation: HPPS is behind state with a much greater percentage of students scoring below 400; HPPS has a lower percentage of students scoring below 550.</p> <p>Analysis: Strength: Initial sounds, sequencing 1/2 pictures and ideas, understands text organisation (title, character)</p> <p>Areas of focus: Dictation to occur at least 3 times per week in Sounds Write Phonic lessons. Introduction of daily Phonemic awareness in all Early Childhood classes. Letter/sound recognition, asks and answers the 5 W questions (who, what, where, why and when?)</p> | | | | | | |
| Writing | Score range | State | HPPS | Scores | Cumulative Frequencies State | Cumulative frequencies HPPS |
| | 0 - 99 | 14% | 32% | ≤99 | 14% | 32% |
| | 100- 149 | 14% | 23% | ≤149 | 28% | 55% |
| | 150- 199 | 16% | 26% | ≤199 | 44% | 81% |
| | 200- 224 | 19% | 13% | ≤224 | 63% | 94% |
| | 225- 274 | 17% | 6% | ≤274 | 80% | 100% |
| | 275-374 | 6% | 0% | ≤374 | 86% | 100% |
| | ≥375 | 14% | 0% | ≥375 | 100% | 100% |
| <p>Observation: HPPS is behind state with a greater percentage of students scoring below 99 and fewer students scoring above 275.</p> <p>Analysis: Strength: Majority of students in C3 can write their name with accuracy, Some C5 students are struggling with this due to additional learning issues. Some students in C3 and C5 are using capital letters and aware of full stops. There is a small cohort of very strong students in C5 which teachers have identified to be catered for.</p> <p>Areas of focus: Talk4 Writing and genres taught, vocabulary and widen the experiences students have to write about in recount writing. Explicit and consistent teaching of handwriting skills using Peggy Lego and also focussing on gross motor skills associated with handwriting. Continue to explicitly teach Phonics using Sounds Write program incorporating dictation to reinforce editing skills and punctuation.</p> <p>Goal: Independent writing of simple sentences with full punctuation, finger spacing and correct letter formation by end of Pre-primary.</p> | | | | | | |

Moving Forward

To address these focus areas throughout our Early Childhood, staff collaboratively developed the following agreed practices. Our Literacy support teacher continues to empower teaching and non-teaching staff.

- Morning reviews to occur in phonics daily in a fun way to engage students.
- Group differentiation within class. EAs to assist and be trained.
- All Early Childhood Primary teachers attended professional learning in Phonological and Phonemic awareness using LDC expertise. EAs also to attend separate workshops.
- Intervention groups started in Year 1 for students at risk in Phonic knowledge.
- Sharing of literacy practices and expertise in a collaborative manner between teachers on specific needs of students.
- Peggy Lego PD - all early childhood teachers and Animal Fun (gross motor skills) – Kindergarten.

Literacy

Mrs Janet Anthony and Mrs Karen McKenzie

2021 has been a year of consolidating and refining our high impact, evidence based Tier 1 school wide programs - Sounds Write (PP-2), PLD (3-6) and Talk for Writing (K-6) ensuring that they successfully address the complex needs of our student cohort. Through disciplined dialogue in our PLCs we also refined the scope and sequence in Talk 4 Writing and refocussed on specific strategies in both Sounds Write and PLD e.g. dictation. A tracking system in PLD was introduced and additional professional learning and resources were purchased to support this strategy.

Two new programs were also introduced across the Early Childhood, Heggerty Phonological Program (K-1) and Peggy Lego (Handwriting) K-PP program and strategies. Six staff were serviced in Peggy Lego which complemented the Sounds Write program and was implemented in Kindergarten and Pre-primary.

A **Play based learning planning framework** was implemented in the Kindergarten and shared amongst staff. Scripts in Kindergarten and Pre-primary were used in various role-play situations to facilitate speaking and enhance vocabulary. Use of barrier games across learning areas was also promoted. Play based activities were also introduced through lunchtime clubs which have proved to be very successful. Resources in the area of dramatic play and STEM have been targeted.

Structured Daily reviews have been an awareness raising focus without implementing a specific format in English. Daily reviews have usually been done via PowerPoint. Discussions on the theory behind daily reviews and spaced practise have occurred both formally and informally through PLCs, Performance Management and English committee meetings. Resourcing has also occurred.

Reading Comprehension had a broad focus through reference to Scarborough's Reading Rope and the 'simple view of reading'. Word recognition was a key focus with Phonological Awareness and decoding in Sounds Write. The Middle Childhood implemented Florida Reading Fluency assessments and teachers continued to track students' progress. CARS and Stars programme was also trialled in the Year 3/4 class as a comprehensive strategy based program allowing for differentiated learning. Staff were also serviced in vocabulary and fluency instruction by our English Leader to supplement and guide Teachers 'explicit practice'. PLD comprehension sets were placed across K-3 for all year levels to focus on blank questioning techniques and provided excellent books as model scripts. Lit Pro was also used as a program between the Years 4-6 but it has not been particularly successful.

In K-1 HPPS took part in a Heggerty PA action research trial in conjunction with NEMLDC as part of the Language Leaders course which our English Leader took part in for 2021. This program incorporates daily explicit teaching of phonological skills and has yielded excellent results with 70% of students achieving expected skills by the end of the year in kindergarten. Adaptations to the teaching of the skills have also occurred in line with current research. EAs have been coached by our English leader as well as attended a PA and Phonics Instruction workshop and mentored by NEMLDC staff. EAs through this mentorship have been given opportunities to receive feedback and improve their practice through their use of strategies. In Term 3, three assistants attended a Tier 2 workshop on PA which has enabled the Early Childhood to identify students at risk, identify their needs and provide a scope and sequence for their intervention journey. This has provided enormous benefits to our intervention program.

Boost program run by DSF which focussed on PA and phonics was attended by ten parents whose children were either in Kindergarten, Pre-primary and Year 1 plus two interpreters. Parents reported that they enjoyed and gained a great deal of knowledge from this program.

Several **new assessments** were also trialled successfully this year including Year 1 On-Entry, Year 1 Phonic Screening Test (September), and Pat Reading Adaptive. These assessments gave staff additional student information at critical times about their students' literacy progress.

Staff collaboratively analysed these assessments in PLCs, plus additional days were allotted to the PLC groups, to identify specific areas of need, improvement and identified Tier 2 students. Teaching programs were modified to meet these needs. Staff were very engaged in this process and initiated new programs and recommendations were initiated as a result of these highly productive days.

Tier Two targeted **Intervention programs - Sounds Write (Years 1&2) and Macqlit (Years 3&4)** have been initiated as result of this rigorous data analysis using the KAT (Kindergarten), On-Entry (Years1 &2), NAPLAN, PAT (Years 3-6), school wide assessments and teacher judgement. Brightpath narrative moderation also took place in Terms 1 and 4 with staff gaining increased confidence and able to assess and plan from Brightpath.

In Early Childhood Intervention groups (4) were established with the English Leader taking responsibility for Sounds Write program (Phonic/Spelling) with a Reading fluency emphasis. There were approximately 6 students in each group for three terms. Teachers in Years 1-3 also had the added assistance of a trained Sounds Write EA.

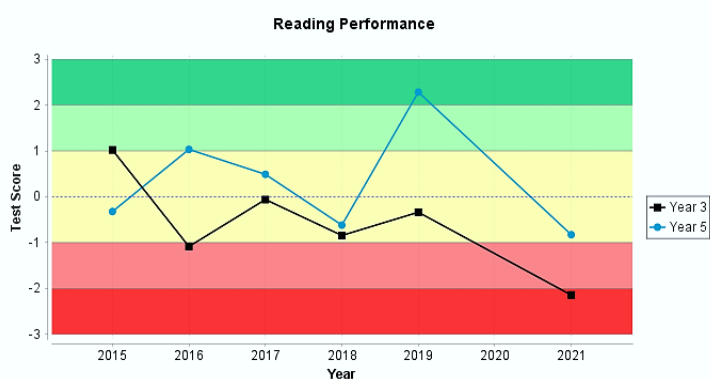
In Middle childhood, initially one group of six students commenced Macqlit in Term 2 with a second group commencing in Term 4. These groups were run by a very competent and trained Special Needs Assistant.

As a result of this ongoing data analysis, PLC dialogue and response to intervention final analysis for the year phonics (Years 1-3), grammar and punctuation (Years 3-6) and reading comprehension were found to be ongoing areas of most need in English for 2022.

NAPLAN Data – Reading

Summary of Year 3 and 5 Data

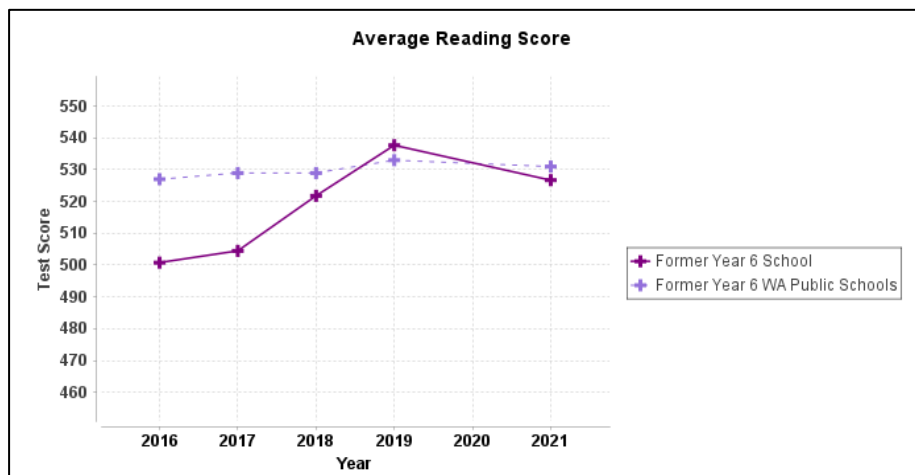
| Reading | Performance | | | | | Students | | | | |
|---------|-------------|------|------|------|------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2021 | 2016 | 2017 | 2018 | 2019 | 2021 |
| Year 3 | -1.1 | -0.1 | -0.8 | -0.3 | -2.1 | 25 | 41 | 29 | 34 | 35 |
| Year 5 | 1.0 | 0.5 | -0.6 | 2.3 | -0.8 | 43 | 30 | 22 | 38 | 27 |



| Year | Y03 | | Y05 | |
|------|--------|-------------------|--------|-------------------|
| | School | WA Public Schools | School | WA Public Schools |
| 2016 | 351 | 411 | 467 | 487 |
| 2017 | 376 | 415 | 471 | 493 |
| 2018 | 361 | 416 | 439 | 495 |
| 2019 | 374 | 419 | 493 | 496 |
| 2021 | 343 | 423 | 458 | 500 |

- Reading scores are significantly down in Year 3 and 5, which results in an overall downward trend line.
- When measured against like schools our students overall rating is Lower Progress – Lower Achievement.
- In Year 3, we have 51% of children above the National Minimum Standard compared to 81% in like schools.
- In Year 5, we have 70% of children above the National Minimum Standard compared to 75% in like schools.

Summary of Year 7 Data (former students)



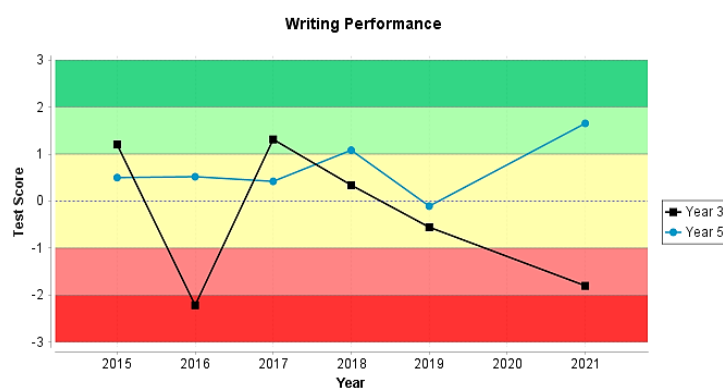
| Year | Former Y06 |
|------|------------|
| | School |
| 2016 | 501 |
| 2017 | 505 |
| 2018 | 522 |
| 2019 | 538 |
| 2021 | 527 |

Year 7 students (former HPPS Year 6 students) performed close to like schools. This is the second highest overall average score over a 6-year period.

NAPLAN Data – Writing

Summary of Year 3 and 5 Data

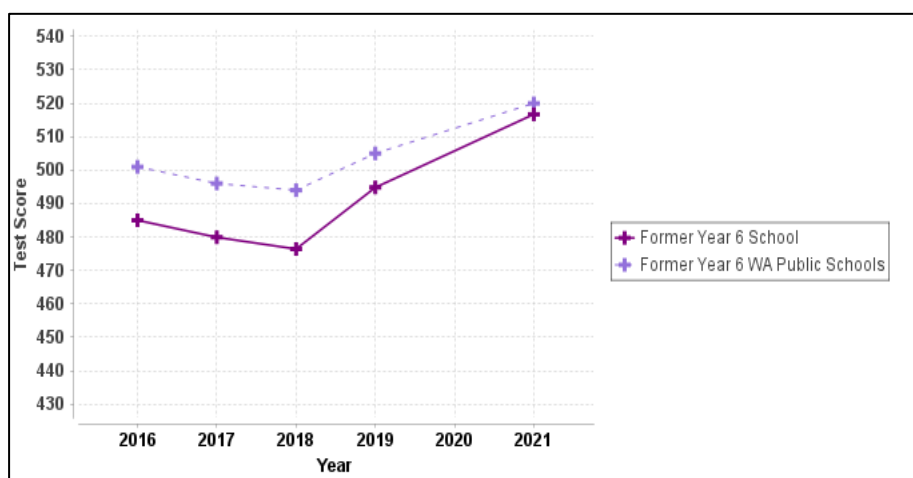
| Writing | Performance | | | | | Students | | | | |
|---------|-------------|------|------|------|------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2021 | 2016 | 2017 | 2018 | 2019 | 2021 |
| Year 3 | -2.2 | 1.3 | 0.3 | -0.6 | -1.8 | 23 | 41 | 29 | 34 | 34 |
| Year 5 | 0.5 | 0.4 | 1.1 | -0.1 | 1.7 | 43 | 30 | 22 | 38 | 27 |



| Year | Y03 | | Y05 | |
|------|--------|--------------|--------|--------------|
| | School | Like Schools | School | Like Schools |
| 2016 | 340 | 389 | 455 | 446 |
| 2017 | 405 | 375 | 452 | 436 |
| 2018 | 374 | 375 | 406 | 425 |
| 2019 | 373 | 387 | 454 | 445 |
| 2021 | 357 | 404 | 469 | 455 |

- Writing scores are significantly down in Year 3 results with a downward trend line
- Writing scores are significantly higher in Year 5
- When measured against like schools our students overall rating is Higher Progress – Higher Achievement.
- Excellent progress from Year 3 (2019) to Year 5 (2021). Thi is also replicated with the Year 7 results
- In Year 3, we have 65% of children above the National Minimum Standard compared to 11% in like schools
- In Year 5, we have 67% of children above the National Minimum Standard compared to 71% in like schools

Summary of Year 7 Data (former students)



| Year | Former Y06 |
|------|------------|
| | School |
| 2016 | 485 |
| 2017 | 480 |
| 2018 | 476 |
| 2019 | 495 |
| 2021 | 517 |

Year 7 students (former HPPS Year 6 students) performed close to like schools. This is the highest overall average score over a 6-year period.

Areas for inclusion in the 2022 English plan are:

- Continue focus on Reading comprehension with associated strategies aligned with the “Reading Rope” and targeted assessment. Lit Pro will now be on ability and not on year level. (Motif Years 2-6).
- Introduce Daily Reviews with literacy formats for K-2 and 3-6.
- Introduce David Kilpatrick’s PA 1 min review Year 2 onwards.
- Continue work on fluency and vocabulary.
- Whole school focus in writing -grammar and punctuation.
- Introduce PP-2 scope and sequence which aligns Sounds Write Plus sample dictation, Heggerty, Peggy Lego and morphology and assessments.
- Targeted Professional learning for EA’s in Sounds Write and PA with DSF.
- Continue intervention programs based on the analysis of data by all staff.

Numeracy

Mr Andrew Britton and Ms Melanie Chapman

We have a knowledgeable and dedicated Mathematics Committee who collaboratively work together to improve the Mathematics outcomes across the school. Collaborative PLC (Professional Learning Committee) time has been allocated each term to Mathematics, for teachers to learn and refine their practice, linked to our pedagogical framework. During curriculum and PLC meetings, staff conduct regular disciplined dialogue around our data, which includes the trialling of Brightpath Mathematics in Year 2 to 6. This new assessment and moderation tool provided teachers with instant summative assessment data on their students and classroom plans were then developed to build on strengths and focus on weaknesses. Kindergarten to Year 1 students completed a Common Assessment Task for moderation and planning purposes.

Mathematics continued to form a key component of teaching the Mathematics curriculum. Mathematics combines the benefits of online, concrete and in class work. All teachers have drawn upon the elements of this program to differentiate the learning of their students.

Through deep data analysis in 2020, the Mathematics Committee identified the following areas as priorities in 2021:

- Evidence based whole school approaches to teaching mathematics
- Response to Intervention
- Mental Mathematics
- Problem Solving techniques

Evidence based whole school approaches to teaching mathematics

In 2020, our strategic priority was to develop an evidence based pedagogical framework for Mathematics. Staff engaged in a range of workshops analysing recent research, then applied it to the context of Hudson Park PS. In 2021, we further refined our framework for teaching mathematics based on the needs of our students and further professional learning. This ensured that teachers explicitly teach mathematics vocabulary, mental mathematics strategies and problem solving techniques.

Response to Intervention

Following extensive research, we trialled the implementation of Junior Elementary Maths Mastery (EMMs) as an intervention program in 2021. This is a direct explicit instruction program to provide an additional boost to students below the expected achievement standard. Students were initially identified by classroom teachers through school based assessment tasks. Systemic data is now also utilised. Due to the success of the trial we will continue to use EMMs in 2022 and beyond.

Problem Solving techniques

Throughout 2021, staff engage in a range of workshops linked to our priority areas. In particular, we enlisted the expertise of Dr Paul Swan to build staff capacity in teaching students how to solve problems in mathematics. Dr Paul Swan outlined that students need to comprehend the problem before they can solve the problem. This includes having a thorough mathematics vocabulary and a deep understanding of graphics, symbols and the way questions are written / structured. Dr Paul Swan designed workshops to provide teachers and education Assistants with practical activities that we could implement.

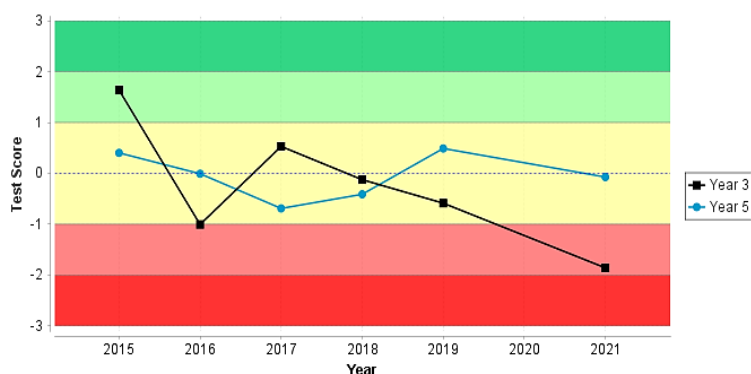
Mental Maths

Students complete 'One Minute Mathematics' assessment each term to monitor their progress with basic facts. To support teachers, our Mathematics Committee researched and devised a Mental Mathematics Scope and Sequences with explicit skills and strategies to be taught at each year level.

NAPLAN Data

Summary of Year 3 and 5 2021 Data

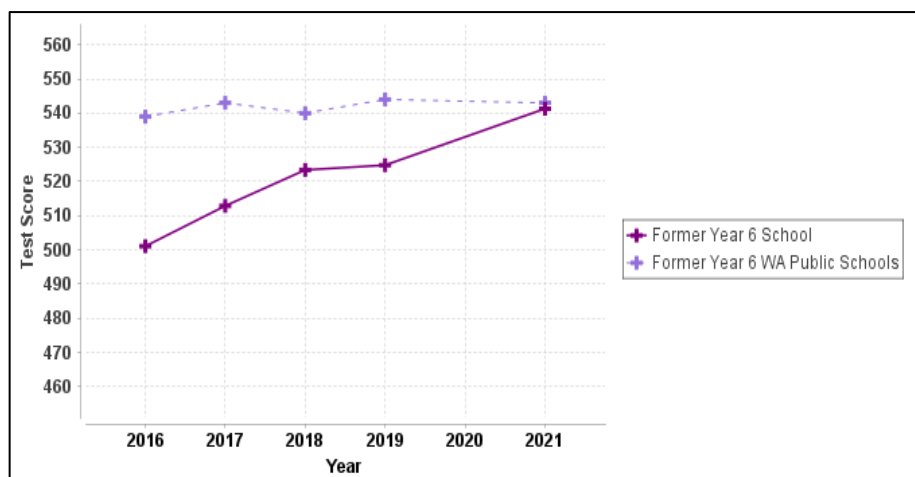
| Numeracy | Performance | | | | | Students | | | | |
|----------|-------------|------|------|------|------|----------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2021 | 2016 | 2017 | 2018 | 2019 | 2021 |
| Year 3 | -1.0 | 0.5 | -0.1 | -0.6 | -1.9 | 23 | 42 | 29 | 34 | 34 |
| Year 5 | -0.0 | -0.7 | -0.4 | 0.5 | -0.1 | 43 | 30 | 22 | 36 | 27 |



| Year | Y03 | | Y05 | |
|------|--------|--------------|--------|--------------|
| | School | Like Schools | School | Like Schools |
| 2016 | 343 | 364 | 446 | 454 |
| 2017 | 381 | 374 | 452 | 453 |
| 2018 | 372 | 381 | 432 | 459 |
| 2019 | 353 | 363 | 471 | 455 |
| 2021 | 334 | 377 | 447 | 467 |

- Numeracy scores are significantly down in Year 3, which has resulted in a downward trend line over the past 7 years.
- Numeracy scores are on par in Year 5, over a 7-year period.
- When measured against like schools our students overall rating is Higher Progress – Lower Achievement.
- In Year 3, we have 49% of children above the National Minimum Standard compared to 67% in like schools.
- In Year 5, we have 63% of children above the National Minimum Standard compared to 72% in like schools.

Summary of Year 7 2021 Data (former students)



| Year | Former Y06 |
|------|------------|
| | School |
| 2016 | 501 |
| 2017 | 513 |
| 2018 | 523 |
| 2019 | 525 |
| 2021 | 541 |

Year 7 students (former HPPS Year 6 students) performed in line with like schools. This is the highest overall average score over a 6-year period.

Strategies for Numeracy for 2022:

In 2022 we will consolidate and further refine priorities of 2021. This will include:

- Evidence based whole school approaches to teaching mathematics – emphasis on Daily Reviews
- Response to Intervention – utilise the direct instruction program JEMMS and JEMMS+
- Problem Solving techniques – explicitly teach the CUBES problem solving model
- Data informed Practice

Through deep data analysis of NAPLAN, PAT and Brightpath data, staff have identified strengths and weakness of our students. These will also be priorities in 2022.

In 2022 we will also trial the Education Department’s Curriculum Support Material. Teachers will follow the suggested order of teaching and supplement the Curriculum Support Materials with a range of resources such as Mathletics, Paul Swan games etc.

Progress Towards Academic Targets

The following targets were set by the school community to monitor the impact of our 2020 to 2022 Strategic Plan;

| | |
|-------------------|--|
| School Reflection | |
| Achieved | |
| On Schedule | |
| Behind Schedule | |

| Academic Improvement Targets | 2021 |
|-------------------------------------------------------------------------------------------------------------|--------|
| NAPLAN - English - By the of 2022; | Status |
| Stable cohort student progress in Year 3-5 NAPLAN Writing to be above like schools | |
| Stable cohort achievement to be above like schools in Reading | |
| Stable cohort achievement to be above like schools in Writing | |
| The percentage of Year 3 students in the middle proficiency bands to be above like schools in Reading | |
| The percentage of Year 5 students in the middle proficiency bands to be above like schools in Reading | |
| The percentage of Year 3 students in the middle proficiency bands to be above like schools in Writing | |
| The percentage of Year 5 students in the middle proficiency bands to be above like schools in Writing | |
| The percentage of Year 3 students in the top proficiency bands to be better than like school in Reading | |
| The percentage of Year 5 students in the top proficiency bands to be better than like school in Reading | |
| The percentage of Year 3 students in the top proficiency bands to be better than like school in Writing | |
| The percentage of Year 5 students in the top proficiency bands to be better than like school in Writing | |
| The percentage of Year 3 students in the bottom proficiency bands to be better than like schools in Reading | |
| The percentage of Year 5 students in the bottom proficiency bands to be better than like schools in Reading | |
| The percentage of Year 3 students in the bottom proficiency bands to be better than like schools in Writing | |
| The percentage of Year 5 students in the bottom proficiency bands to be better than like schools in Writing | |

| NAPLAN - Mathematics - By the end of 2022 | Status |
|--------------------------------------------------------------------------------------------------|--------|
| Stable cohort student progress in Year 3-5 NAPLAN to be above like schools | |
| Stable cohort achievement to be above like schools | |
| The percentage of Year 3 students in the top proficiency bands to be better than like schools | |
| The percentage of Year 5 students in the top proficiency bands to be better than like schools | |
| The percentage of Year 3 students in the bottom proficiency bands to be better than like schools | |
| The percentage of Year 5 students in the bottom proficiency bands to be better than like schools | |

EAL/D

Mrs Karen McKenzie & Mrs Janet Anthony

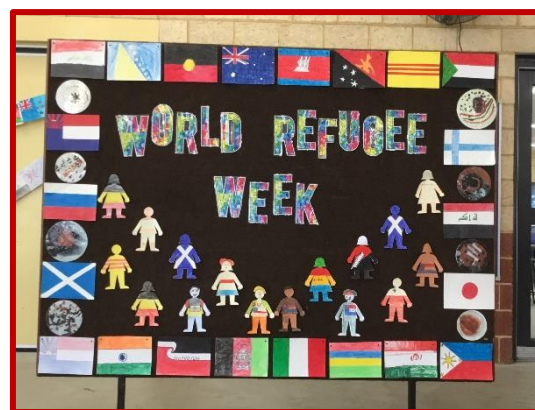
At HPPS, 95 students come from a background which is culturally and linguistically diverse. This represents nearly 50% of the student population. The three main languages spoken by students are Arabic, Vietnamese and Karen. Approximately 20 students identify with an Aboriginal cultural group.

In 2021 HPPS continued to value the wonderful cultural diversity of its community.

The Harmony Day parade once again showcased students' cultural dress. Many students chose to wear orange which is the official Harmony Day colour. Students also engaged in a variety of activities to promote the Harmony Day message 'Everyone Belongs'.



World Refugee Week is an equally important celebration at HPPS as several of our families have migrated to Australia as refugees. We also wanted to acknowledge the disposition of Aboriginal Peoples from their land as a result of colonisation. Classes engaged with a variety of literature that explored what it means to be a refugee. An assembly, with a variety of guest speakers, dancers and student performers was organised by our Ethnic EA (EEA), Trang Chau.



NAIDOC Week was postponed until Term 3 due COVID 19. HPPS is currently implementing the Aboriginal Cultural Standards Framework. A part of the framework is creating partnerships with Aboriginal cultural groups as well as recognising, valuing and promoting Aboriginal culture and perspectives. Students were led by an Aboriginal artist Melissa Spillman in creating the six season poles. These were erected in the new native garden together with a fire pit and yarning circle. The blocks were renamed yongka (kangaroo), waitj (emu) and maali (black swan) and decorated with an artwork to reflect the name. Students are enjoying this new addition and use it daily at recess and lunch and teachers have started to use it for some lessons. In addition, Aboriginal cultural understandings are incorporated into teaching and learning programs as are the many cultures represented at our school.

The school is also researching Aboriginal names for our faction groups which the student voice will decide. The school community is very proud of its indigenous links and continues to make these links wherever possible whether it be through our community songs at assemblies, special days or relationships with families. Additional reading books have been purchased reflecting Aboriginal stories and the students' proud heritage. Students have been enjoying these small novels immensely.

Acknowledgment to Country is said every morning over the PA to the school community in Noongar and Standard Australian English. In addition, our Pre-primary very proudly knows and can recite for parents their version as they did after their last assembly.

EALD students have received intervention through specific sessions with our EEA, Trang Chau. This Tier 2 intervention is based on their EAL/D Progress Map level, or if they have recently exited from Koondoola IEC or arrived in Kindergarten with minimal English. Teachers also have had specific PLCs based on EAL/D to upskill their knowledge on culturally and linguistically diverse students' backgrounds, teaching strategies for EAL/D students, and implementing the EAL/D Progress Maps. All staff now record EAL/D student progress electronically on the Observations Guides which are linked to the students' reports.

All parent interviews for Kindergarten, new EAL/D parents and Reporting to Parents were conducted with the assistance of Oncall Interpreters. Interpreters are also utilised for meet the teacher sessions at the beginning of the year, general information gatherings once a term, SAER meetings and parent workshops, for example the BOOST program.

The Before School Reading Club and the Smith Family after school support are regularly used by our EAL/D families. These services help our families to support their children with their learning. It also provides strategies for parents to assist their child at home.

STEM – (Science, Technology Engineering and Mathematics)

Mr Vince Cardenia

2021 was the first year that Hudson Park Primary School had a STEM lead teacher. We were able to provide curriculum leadership and support for all staff in planning, teaching and assessing STEM. HPPS implemented a STEM Gifted and Talented program across all year levels. Teachers were supported with shoulder to shoulder teaching and delivery of STEM in the classroom.

Class activities were guided by teacher and student interest, so that participation and implementation of STEM was successful. Students were required to utilise higher order thinking to collaborate and solve real world problems. Projects were linked to HASS, Maths, Technology, Science and Art.

Junior students worked on how to make cars travel faster. Middle school students examined how to utilise robotics in farming and improve productivity and efficiency in farming techniques. Senior students looked at how many Australian native plants were present at HPPS and how we could improve the environment to invite native animals in the school grounds. Diana Bui and Reda Ramlan were the winners of designing the school STEM logo and this was professionally produced by a graphic artist.



Senior students also participated in the STEM TAGS programs through Girrawheen Senior High School. HPPS participated in the First Lego League where Year 5 and 6 students were chosen to solve various problems and missions in the shortest time using a robot. Students have also had the opportunity to engage in “coding activities” through the Technology learning area. There is also provisions for iPads to be used throughout learning areas so that students are able to present solutions in a variety of ways.

Science

Mr Vince Cardenia

Whole School Priorities for 2021

- Develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.
- Develop an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things.
- Develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions.
- Develop an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- Develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions.

Students and teachers continued to utilise the resources at Hudson Park Primary School in delivering the Science Curriculum. Further resources were purchased for C block, enabling all year levels to have access to quality equipment for lesson demonstrations and student investigations. Students enjoyed Science week through interactive activities provided by Woodside. Topics included Sandpit Mining, Story of Rock, What’s in Soil and Flooded Landscapes. Science moderation tasks were completed through Brightpath and PAT test Science. A focus on Procedural writing was identified. Containers for Change continued throughout 2021, encouraging sustainability.



Technology

Mr Peter Randall

In 2021, the whole school priority in Technologies focused on:

- Increasing the general capability of every student by integrating ICT into a teaching/learning/physical environment that supports their development as effective, ethical users of technology in all learning areas.
- Maintaining a functional network infrastructure (Broadband network speed and Wireless Access Points) and providing an adequate level of devices in each classroom.
- Building the capacity of teachers so they can implement classroom practices that reflect the integrated nature of ICT in the WA curriculum.
- Using CONNECT to help students and staff develop distance learning practices for use during possible COVID lockdowns. Staff and students used digital technologies as part of the distance learning workflow (communicating and distributing learning experiences, collaborating, completing learning activities, submitting, and marking assignments and giving feedback).
- Providing a Specialist Digital Technologies teacher to implement the Digital Technologies Curriculum to Pre-primary to Year 6. Students learnt 21st century learning skills that included digital citizenship and online safety, understanding digital systems, digital collaboration, coding concepts and computational thinking skills, and robotics and engineering design skills.

In 2021, CONNECT became the main digital platform for communication with parents and students. Parents could securely view their child's reports and communicate with the school. The Digital Technologies teacher explicitly taught year 3-6 the skills necessary to access CONNECT from any device, anywhere like home in preparedness for COVID lockdowns. Students could find assigned learning experiences and resources, digitally ask questions, and submit work for marking and feedback from the teacher.

In 2021 iPads were used by the NAPLAN numeracy, reading and conventions tests. The best results are achieved when using devices that students are most familiar with. This year the school purchased 40 iPads for this purpose. This many devices also allows the school to maintain a high level of devices in each classroom for use daily in all learning areas. Students were taught how to use NAPLAN online testing environment during Digital Technology classes.

This year in Digital Technologies students focused on developing computational thinking strategies using educational platforms like Grok Learning and Minecraft for Education completing activities in diverse topics like "hacking" simulated social media accounts (cyber security), building a Space Invaders Game, and using coding to solve Science and HASS themed challenges. Computational thinking involves decomposition (breaking complex problems into smaller parts), pattern recognition, abstraction (identifying core information and extraneous), and algorithms (devising a set of steps to complete the task). The iterative approach to digital problem solving hopefully leads to improved engagement and persistence in learning areas like Science, Maths, Literacy and HASS that require similar thinking processes.



Our inaugural FLL Year 5/6 robotics team, HUDSON PRIME, competed in the Forrestfield "Cargo Connect" First Lego League Challenge. This year's challenge was called "Cargo Connect" because the missions in the robot game related to the use of technology to make the transport and delivery of packages and cargo more safe, efficient, and economical in a COVID impacted world.

Hudson Prime competed against 24 other teams and were judged on their demonstration of:

1. FLL Core Values like teamwork, innovation, valuing others and discovering solutions through the engineering design process.
2. Highest points scored when completing robot missions during a 2.5-minute game (best of 3 rounds).
3. A team presentation and interview in front of 3 judges on an Innovation Project and their robot design solutions – our team researched and designed a type of reusable, pneumatic packaging made of recycled plastic.

HUDSON PRIME performed excellently in all aspects of the challenge and scoring 190 points in the robot game (the winning score was 265). The whole team were proud of their achievements and excited about next year. This Robotics competition will be positioned as the pinnacle of our STEM program for upper grades next year, with the engineering thinking process (researching problems, finding solutions, developing design solutions or prototypes and testing and redesigning) being embedded in the STEM projects planned.

Physical Education

Mr Ash Crooks

Throughout the year our junior students were engaged in learning all their fundamental movement skills, locomotion types and object manipulation skills. This is the basis of Physical Education before any sport specific skills can be taught. Everything from hopping, throwing, jumping, catching, sprinting and kicking are taught explicitly to all our younger year groups.

Throughout Term One our year 5 and 6 students competed in an inter-faction basketball competition during the Senior Sport period on Friday afternoons. Gold faction won bragging rights with the most wins and hence, took out the shield for this year.

Term 2 saw a return to interschool winter sports after the COVID situation cancelled all last year's winter events. Our senior students had the chance to compete against 6 other schools within our region in either football, netball or soccer. With mixed results coming in from all teams it was looking like an exciting culmination to be had at the Lightning Carnival at Kingsway Sports Centre. Unfortunately, a combination of COVID protocols and inclement weather meant that this event was not able to take place this year. On a positive note, students had a blast representing Hudson Park during the weekly fixtures and did so with great endeavour and sportsmanship.

This year we hosted our annual Colour Run in May so to fundraise and exercise in some cooler weather. These funds went to the Hudson Park P&C who organised an excellent fun-filled event. This year the P&C moved away from making their own to buying the "real" coloured powder which proved to be a big hit with students and visiting family members. Hundreds of dollars were raised for our P&C and students loved getting colour bombed by their teachers!

As always, Hudson Park Primary had an Athletics focus in Term Three. Our Faction Carnival ran over two days where all students competed in a range of individual and team events. Novelty events (such as parents vs teacher vs student giant tunnel ball) and the graduating student sprint were a great spectacle.

The resulting scores and medal winners were as follows:

Kindy – Year 2 Faction Shield

| | |
|-----------------|------------------|
| 1 st | Green 344 points |
| 2 nd | Gold 292 points |
| 3 rd | Blue 170 points |

Year 3-6 Faction Shield

| | |
|-----------------|------------------|
| 1 st | Green 538 points |
| 2 nd | Gold 500 points |
| 3 rd | Blue 470 points |

Medal Winners

Junior Champions: Rafiqa, Hammond and Bluthtuhtaw
Junior Runners Up: Emma R and Sina

Intermediate Champions: Rhian and Benaiah
Intermediate Runners Up: Emilee, Laura, Lincoln and Hiebron

Senior Champions: Shamika and Antonio
Senior Runners Up: Amaya and Samim



There are some exciting changes taking place in Physical Education in 2022. Our Interschool cell has changed and some of our A Block students entered a competition to design the new name and logo for the competition. Also, as part of our Aboriginal Culture Awareness strategies, we have the wheels in motion to rename our factions after aboriginal animals. More information to come next year!

Music

Mrs Ashleigh Ludovico

It has been another fun and interesting year in the music room at Hudson Park Primary School. We have adapted to our new way of life during a pandemic and continue to find fun and interactive ways of learning music while adhering to current restrictions. Term 1 saw the setting up of the 2021 Choir and all students settling into their new music classes. The choir numbers were slightly down this year, compared to previously with less children in the upper school classes, but the successful 40 applicants made up for it with their enthusiasm and personalities. Students received 1 music lesson a week in 2021. As always, Term 1 began with a lot of revision and building on the skills students had developed in previous years. We began to prepare for Harmony Day and Anzac Day performances and continued our community songs at faction assemblies. The students get so involved with these songs, especially when they are linked in with what they are learning in the classroom.



We started Term 2 with our ANZAC Day ceremony. The choir did an outstanding job during their performance. The choir students also commenced work learning the repertoire for One Big Voice to be held in term 3. During Music lessons, every class began preparations for Hudson Park Remixed to be held at the end of term 2. We also were very lucky to have the “Madjitil Moorna Choir” come and perform for us and to teach the students some songs in Noongar language. Unfortunately, towards the end of term, our performances were once again disrupted due to the pandemic, so our NAIDOC and Remixed performances had to be postponed.

Term 3 was a busy term as we headed back to somewhat normal. “Kaboom” percussion came and performed for the children early in the term. They loved seeing how instruments could be made from found or homemade objects. The impact of this incursion could be seen by the number of classes that incorporated “Kaboom” style percussion into their assembly items. In week 3 we held Hudson Park Remixed. This year we were lucky that we could have a live audience as restrictions had been lifted. Every class performed with flair, including yet another unforgettable staff performance involving paper plates. In week 5, the choir headed off to One Big Voice. They were all very excited to visit the city and perform in a professional setting. They represented the school in spectacular fashion.

Term 4 is always a busy time in the music room. The choir attended the Swan West Network Music Day along with 5 other local schools. Students completed 5 mini workshops covering drama, dance, music and learning “Auslan” with music teachers from the participating schools. After lunch they all came together to perform several massed choir songs and showcase some of the things they learnt during the workshops. It was great to see a number of our parents there supporting the students in the performance. It was a fantastic day, thoroughly enjoyed by the students. Students are now working towards the end of year events, including Graduation, Presentation Assembly, and the Carols evening.



French

Mrs Jo Steiner

Term one began and the enthusiasm returned for learning French again after the holidays. It was lovely to see the students using their French language skills outside of the classroom as well as during lessons.

Term two was an exciting term for the year 5 and 6 students as they began planning how to fundraise for their French café, to be held in term 3. They not only enhanced their French vocabulary and immersed themselves in French culture but they also gained an insight into how to run their own businesses within their class.

On a recess at the beginning of June, they prepared, cooked and sold delicious, warm crêpes at recess to raise money for their upcoming French cafe, which was to be held in Term 3. It was such a successful event and we raised \$163.50. I was extremely proud of the Year 5/6's as everyone played an important role from campaigning and advertising before the event to organising, cooking, serving crêpes and cleaning up after the event.



I appointed a class manager who organised the event from start to finish and with the help of the rest of the A4 team, produced a highly successful fundraising event. This event couldn't have happened without the amazing help our school community, who helped with the cooking of the crêpes and our wonderful P&C committee who supported us throughout this event.

It was a wonderful opportunity to promote the exciting activities within the French programme that the younger students will be able to do in future years. The excitement was palpable!



Term three was a very exciting term again for both classes of year 5 and 6 students as they hosted their fabulous French cafés, Le Café Français. They invited a family member to join them for breakfast (le petit déjeuner). Some of them dressed up as French waiters or in French colours and dazzled their families with their French language skills. They produced their own menus in French and perfected table decorations to entertain their guest.

I was transported to France that morning! It was so wonderful to see so many families sitting together, enjoying each other's company over coffee and croissants. I was very proud of all of the students for their hard work, dedication and above all gratitude for being able to host such an event. Once again, I need to make a special mention to my cafe manager, **Sophie Leonard**, who coordinated the fundraising and the café event and also to **Hebzi** and **Alisha** who were the crêpe chefs and to **Lilly** who was the waitress extraordinaire! It was wonderful for myself, the students and their families when so many staff members supported us and came to our French café for a croissant and a chat. We also had the local church pastor and members of the church come to support the children and visit our café. This all helped to make it such a great success.

School Council's Report

Ms Lisa Baughan, Chair

We have a dedicated School Council consisting of parents, community members and school staff. Despite COVID-19 restrictions, the School Council has had a very productive year. This year we have:

School Planning

- Reviewed progress made towards the 2020 – 2022 School Strategic Plan
- Reviewed and amended the 2021 Terms of Reference
- Supported the development of the Hudson Park Primary School Vision
- Analysed student data and reviewed progress towards student achievement targets
- Analysed 2021 Student Census data
- Reviewed and ratified school policies; School Dress Code, Mobile Phone and Behaviour Policy
- Called for expressions of interest from parents for Council membership. Requests were reviewed and invited to join the School Council for 2022
- Approved School Development Days for 2022

School Finances

- Ratified the 2021 School Budget
- Reviewed the One Line Budget throughout the year
- 2021 Funding Agreement discussed and signed by Council Chair, Lisa Baughan
- Drafted and approved the 2022 Voluntary Contribution's and Charges

Reporting

- Reviewed and ratified the 2020 Annual Report

Our Council members are the voice for our families and wider community, and they have provided feedback and perspective to the school ensuring that we, as a school, are responsive to your needs. This has been invaluable in driving our new strategic plan.

I would like to thank our amazing School Council for their contributions in 2021. We are looking forward to new parents joining the Council in 2022.

Parents and Citizens' Report

Mr Stuart Mackenzie, President

2021 a more stable year, although the COVID virus remains lurking in various variants. At Hudson Park Primary School, the school community continues to come together to work around and find solutions to issues as they arise. The P&C works with the school administration to ensure, where possible, the school's and the children's needs are met.

The Canteen has been running really well this year. School Uniform Shop continues to hold adequate stock to ensure the children have uniforms throughout the year. Hudson Park Playgroup was well attended this year making good use of the "Lotteries West" grant funds which allowed for the implementation of a large outdoor play centre which is used to encourage learning through play in an outdoor environment.

Fundraising this year has seen a lower influx of funds, however we are as a P & C still in an excellent financial position. General and investment funds still in place, with several fund raisers still to go before the end of the year, We hold various events, which include Colour fun run, Photo fund raiser, Krispy Kreme, Pizza day, Halloween Disco, Banking commissions, Faction Carnival, Father's and Mother's Day Raffle, Nacho nugget day, Christmas Raffle and Carols by candlelight. Continuing as always to raise funds for the children and the school we have been able to support the school with money towards the school chaplain, swimming lessons, and towards excursions.

The P & C will look forward to a stable normality in 2022 for the school community.

School Programs

School Chaplain – Mrs Kate Tantum

The School Chaplain, Kate Tantum, provides pastoral care to students, their families and staff. She works part time coming in 2 ½ days a week and has had more than 200 significant one-on-one conversations with students, staff and parents in 2021.

This year she has supported a number of families through crisis, guiding them to local support services. Many food hampers have been provided to families going through a rough patch. Kate works with Food Bank, Manna Kids and Eat Up to ensure that the Breakfast Club, Community Pantry and Lunch Relief sandwiches are always well stocked.

Kate, alongside our Year 5/6 teacher, Vince Cardenia, has run a GRIT (Growth, Resilience, Integrity, Traction) program with the Year 6 students. This program has equipped the students with ‘tools’ to thrive through challenges and change and has better prepared them for the transition to High School next year.

Our Toilet Transformation was completed with the addition of encouraging cubicle door posters and artificial plants to brighten up the somewhat dreary space.

Bullying No Way! Day was celebrated in March with a fun “No Bullying” Poster Competition.

Hudson Park also celebrated “R U Ok? Day” with a “Kindness week.” We noted and acknowledged the kind acts that our fellow students did by nominating them into a prize draw. Three Students won a wonderful “R U Ok? Day” soccer ball. A special morning tea was put on for the Staff to acknowledge the day and remind us all of how important it is to check in with each other as often as possible.

A “Lunch Time Club” was set up to run for 30 minutes during lunch on a Monday and Wednesday. The students have loved building Lego, playing board games, beading, driving toy trucks and trains, drawing and colouring, and the favourite of all has been the dress-ups and imaginative role play.

Kate’s continued support of children and their families has resulted in better school attendance for some of the case managed students and improved student wellbeing.

Before School Reading Club

An initiative that was started in 2019 was the “Before School Reading Club” and it continued to take place in the library from 8.15am to 8.35am Monday to Wednesday throughout 2021. Students and parents were invited to join the club and read with or to each other, in an effort to encourage literacy and reading fluency. Not only has this club proven to be a useful space to learn English and increase literacy amongst our English Second Language families, but it has encouraged students to better their reading levels and capabilities.

Breakfast Club and Community Pantry

Breakfast Club continued in 2021 with great success thanks to Senior Pastor Phil McCourt and his team of volunteers from Encounter City Church, Girrawheen. Over 50 hearty breakfasts are enjoyed before school every Club day. The Breakfast Club runs every Tuesday and Thursday before school and is open to all students and parents of Hudson Park Primary School. It’s a great way to start the day, encourage students to eat healthily and meet the families. A big thanks to Foodbank and Manna Kids who supply a huge array of food for the Breakfast Club.

The Community Pantry is located in the middle of C Block and is a place where families can support each other by leaving non-perishable food items that can be shared by those who need a little food assistance on any given day. The pantry is regularly stocked with donations and is open and accessible every day, no questions asked.

The School also has a partnership with Rainbow Church and receives a large quantity of bread, which is distributed to our families once a week. Thank you to volunteer Andrew Locke who delivers the bread to us.

Community Link with Roseworth Child and Parent Centre

Hudson Park Primary School and the Child and Parent Centre – Roseworth have developed a strong partnership over the past eight years. The Centre provides a playgroup once a week and for the past three years this has been led by Rahmah. The playgroup provides an exciting and engaging program that helps children develop a range of skills, including social and emotional, fine-motor and routines that support children’s transition to kindergarten.

The Centre also supports and leads the Hudson Park Primary School’s transition to kindergarten program. This program is run in Term 4 for children and families who will be joining our Kindergarten the following year. Through collaboration with the Child and Parent Centre, we host a number of sessions with families to provide relevant information so they commence the following year successfully. It is also an opportunity to begin building relationships across all parties.

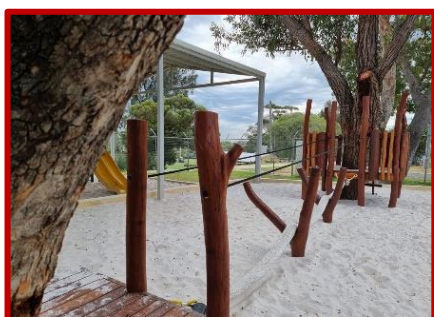
Child and Parent Centre – Roseworth provided valuable support for our inaugural Parent and Teacher interviews. The Centre offered an opportunity to meet with families during this time, whilst also providing activities for children to complete while their parents were meeting with teachers.

The partnership with CPC has extended to our School Council. Helen Burgess is a valued member of our School Council who contributes to setting our strategic direction.

2021 Special Highlights

Opening of the Kindergarten / Pre-Primary Nature Playground

We were very excited for the opening of the new Early Childhood nature playground. It is a great space to encourage student’s creativity through play. Students thoroughly enjoy the new mud kitchen in the ECE playground. This is the first stage of our playground upgrade, complete!



Harmony Week

During week 7, Hudson Park Primary School celebrated Harmony Week through a variety of activities. The celebrations began with a whole school parade. Students modelled cultural dress or clothing in the harmony colour, orange. On this day, the canteen offered a superb selection of international foods. Many thanks to Danika Mackenzie, Kelly Blake-Chitarra and Mel Leaver for tirelessly preparing the food. Through class activities, students explored the meaning of harmony, the diversity of culture and what it means to be different yet similar. An important message that was reinforced was ‘everyone belongs’.

Students participated in a variety of activities from damper cooking, flag and lantern decorating to exploring difficult musical instruments from around the world.



Family Picnic

We held our inaugural family picnic evening at Hudson Park Primary School. It was a great opportunity for families and staff to socialise and interact together, whilst students played on our playgrounds. I would like to extend a huge thank you to Mrs Priscilla Lowthorpe-Singh and Mrs Tasnim Francis for decorating students with face painting and Henna Tattoos.

National Simultaneous Story Time

On the 19 May 2021, we joined many libraries, schools, pre-schools, childcare centres and bookshops around the country simultaneously, to read “Give me Some Space!”

This is a picture book written and illustrated by Australian author Philip Bunting and was read by the astronaut Dr Shannon Walker from the International Space Station. The book was launched into Space in October last year. It tells the story of Una, a young girl who wants to be an astronaut. Una decides to go on a mission to search for life on other planets. She explores space and shares many fun facts with us throughout the book. In the end she discovers something very important about life in space.

The classes had many interesting discussions about Space, the International Space Station, what it would be like to be an astronaut and of course how to make “Astronaut Ice Cream”.



Creative Schools

Hudson Park Primary School was selected to participate in the Creative Schools program in 2021. Creative schools train and partner teachers with creative practitioners, such as dancers, painters, musicians or writers, to help students learn in a fun and safe environment. Creative Schools develop and build skills in creative thinking and learning. Creative thinking can help ease or eliminate difficulties in accessing the curriculum, and increase academic achievements for students.

These partnerships address a priority learning area—mathematics, HASS or science—and employ creative strategies for teaching the Western Australia curriculum.



World Refugee Week

Hudson Park PS celebrated World Refugee Week in Term 2 Week 10. Students were engaged in a range of activities that focussed on the stories of refugees. A highlight was the special assembly, hosted by our prefects. World Refugee Week recognises the struggles of refugees, promote positive images of them and celebrates their valuable contribution to Australia. It also acknowledges those dedicated to helping them. A refugee is a person who has been forced to leave their home or country in order to escape war, persecution or a natural disaster. In the past, many Aboriginal people in Australia were forced to leave their land. About 10 students as well as many parents at HPPS are refugees.



Mrs Phillips shared one of her favourite picture books, *The Little Refugee*, based on the real life experience of the author Anh Do.

Mr Hugh Nguyen a practising lawyer and Wanneroo Councillor shared his experience of fleeing Vietnam as a child. His journey taught him three important lessons: to respect your parents and teachers, seize opportunities, and work hard to make your dreams a reality.

The Indonesian Dance Group, "Selendang Sutra Troupe" performed three traditional dances, and explained the costumes and meanings of the dances.

Students, Thitiphan and Blutlerpwe, performed a song in Karen language, called "God Knows". The song is about the journey of Karen refugees seeking safety and freedom.

The assembly concluded with Mr Kenneth Dawson playing the didgeridoo and explained its spiritual importance.

A special thank you to Mrs Chau for organising our guest performers and the display boards for World Refugee Week.



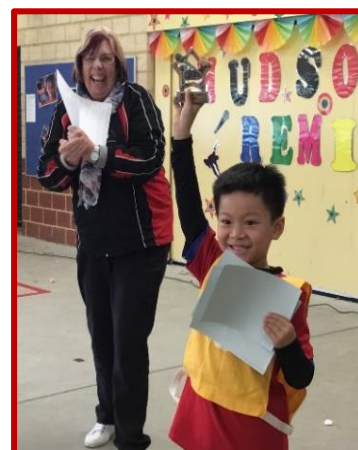
West Coast Eagles Player Visit – Jake Waterman

On Wednesday 23 June, our school was blessed with a visit from the AFL's West Coast Eagles team. Jake Waterman, the goal kicking forward, came in to run a skills clinic and 'questions and answers' session with our senior classes. Students from A4 and A5 were the lucky ones involved and were impressed with Jake's friendly nature and positive attitude. Thanks to Mr Britton for helping to organise this special visit.



Hudson Park Remixed

On Friday 20 September, the students of Hudson Park Primary performed and competed in 'Hudson Park Remixed'. Each class worked throughout the term to develop, rehearse and perform an item. There were a range of performances including lots of dance, drama, singing and other musical numbers. Every participant is to be congratulated for their outstanding performances. The students displayed great confidence, creativity and performed with flair.



One Big Voice

One Big Voice is Australia's largest children's choir. Open to all schools, public or private including years 3 – 7. One Big Voice culminates annually in two massive concerts at RAC Arena in Perth, where over 7000 students and their families celebrate in joyous affirmation of the life changing power of song.

On Friday 20 August our school choir took part in One Big Voice festival at RAC Arena. The students sang a selection of uplifting songs with choirs from over 60 schools. Our school choir represented Hudson Park PS at the highest level. They sang with amazing confidence, which led to a memorable experience.



Faction Athletics Carnival

Hudson Park Primary hosted its annual Faction Athletics Carnivals during week 6 of term 3. The Junior Carnival (Kindy-Year 2) was on Tuesday, while Friday saw our year 3-6 students take part in their events. These consisted of a range of individual events such as distance running, long jumps, sprints and distance throws. Students then joined their faction for team games including pass ball, leader ball, tunnel ball, flag race, tug-of-war and baton relays. After lunch spectators had the opportunity to take part in novelty events such as sack race, egg and spoon race, vortex throw and giant tunnel ball against the teachers. Thanks to everyone who helped put together another successful athletics week, and congratulations to Green Faction and all our medal winners. We now turn our attention to our star athletes who will compete in the Interschool Athletics Carnival at Dryandra Primary School in week 9.

Kindy – Year 2 Faction Shield

| | |
|--------|-------------------------|
| First | Green 344 points |
| Second | Gold 292 points |
| Third | Blue 170 points |

Year 3-6 Faction Shield

| | |
|--------|-------------------------|
| First | Green 538 points |
| Second | Gold 500 points |
| Third | Blue 470 points |

Medal Winners

Junior Champions: Rafiqa, Hammond and Bluthtuhtaw
Junior Runners Up: Emma R and Sina

Intermediate Champions: Rhian and Benaiah
Intermediate Runners Up: Emilee, Laura, Lincoln and Hiebron

Senior Champions: Shamika and Antonio
Senior Runners Up: Amaya and Samim

FIRST LEGO League Challenge

On Wednesday 24 November, our inaugural FLL Yr. 5/6 robotics team, HUDSON PRIME, competed in the Forrestfield “Cargo Connect” First Lego League Challenge. This year's challenge was called “Cargo Connect” because the missions in the robot game related to the use of technology to make the transport and delivery of packages and cargo more safe, efficient, and economical in a COVID impacted world. Hudson Prime competed against 24 other teams and were judged on their demonstration of:



- FLL Core Values like teamwork, innovation, valuing others and discovering solutions through the engineering design process.
- Highest points scored when completing robot missions during a 2.5-minute game (best of 3 rounds).
- A team presentation and interview in front of 3 judges on an Innovation Project and their robot design solutions – our team researched and designed a type of reusable, pneumatic packaging made of recycled plastic.

HUDSON PRIME performed excellently in all aspects of the challenge and scoring 190 points in the robot game (the winning score was 265). The whole team were proud of their achievements and excited about next year.

Year 6 Activities and Graduation

Our year 6 students' final year at primary school culminated with a wonderful Graduation ceremony held at the Encounter City Church on Wednesday 8th December. The children looked superb in their Graduation T-Shirts and they did themselves proud with the singing of their graduation song and sharing of their memories and hopes for the future. Many a tear could be seen in the audience during the night, graduates included!

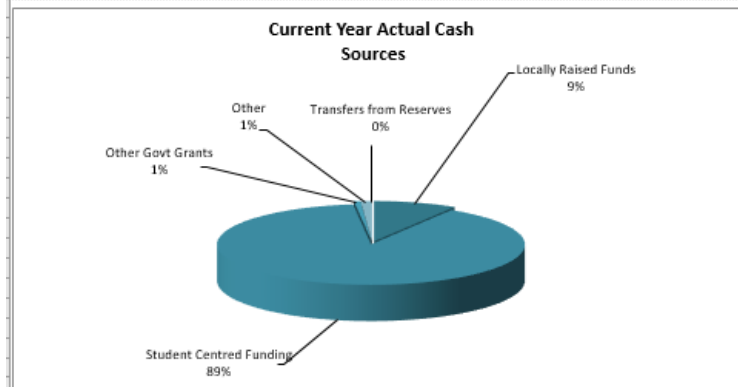
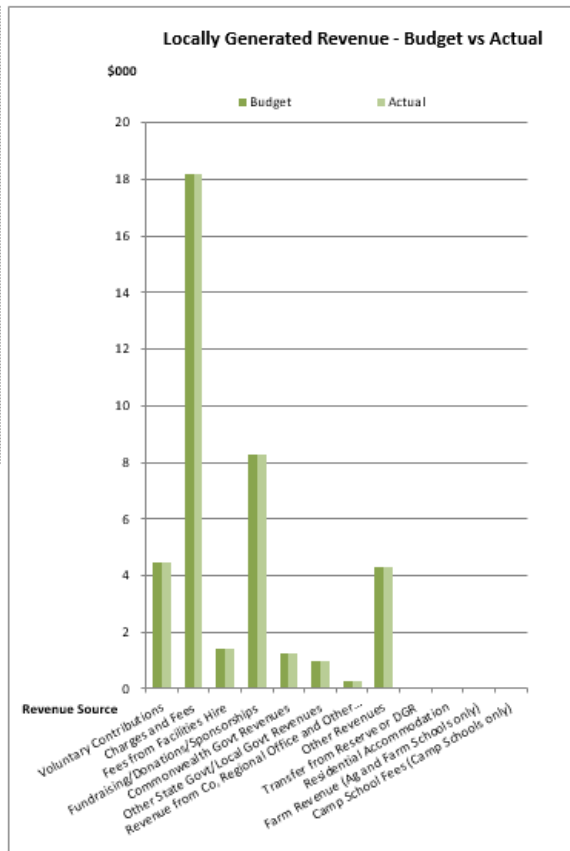
The year 6 students' final event together was a fantastic Social night on Friday 10th December. They learnt a large collection of dances throughout their weekly lessons and then put them into practise on the night. They all looked so grown up as they stepped and turned their way around the dance floor. They shared a final dance with some of their brave parents.



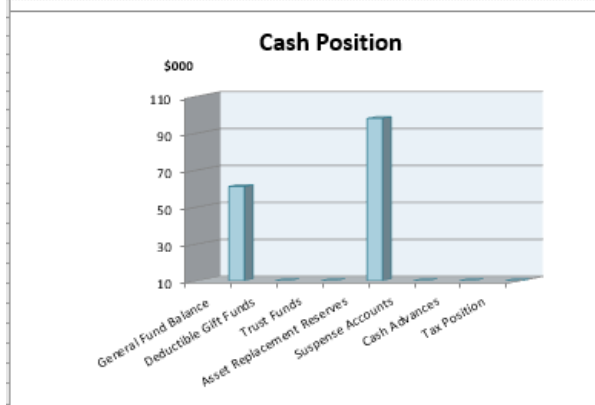
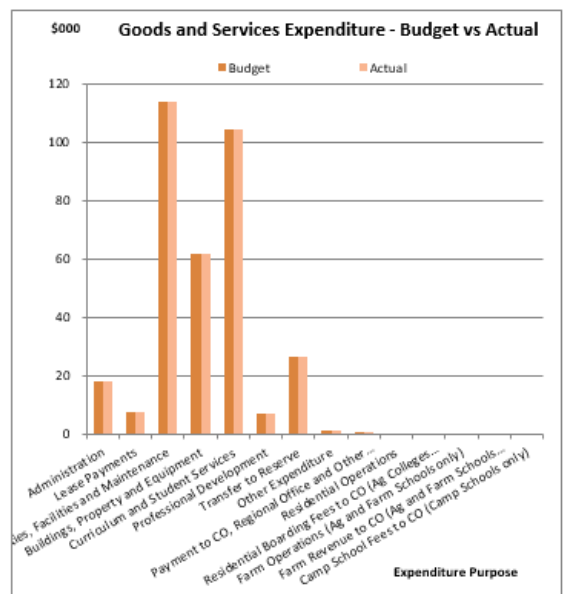


Financial Summary

| Revenue - Cash & Salary Allocation | Budget | Actual |
|------------------------------------------------------|----------------------|----------------------|
| 1 Voluntary Contributions | \$ 4,458.00 | \$ 4,458.00 |
| 2 Charges and Fees | \$ 18,199.00 | \$ 18,200.03 |
| 3 Fees from Facilities Hire | \$ 1,401.00 | \$ 1,399.98 |
| 4 Fundraising/Donations/Sponsorships | \$ 8,263.00 | \$ 8,262.40 |
| 5 Commonwealth Govt Revenues | \$ 1,237.00 | \$ 1,237.47 |
| 6 Other State Govt/Local Govt Revenues | \$ 1,000.00 | \$ 1,000.00 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 250.00 | \$ 250.00 |
| 8 Other Revenues | \$ 4,320.00 | \$ 4,320.95 |
| 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 | \$ 39,128.00 | \$ 39,128.83 |
| Opening Balance | \$ 33,388.00 | \$ 33,387.83 |
| Student Centred Funding | \$ 328,961.00 | \$ 328,960.75 |
| Total Cash Funds Available | \$ 401,477.00 | \$ 401,477.41 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 401,477.00 | \$ 401,477.41 |



| Expenditure - Cash and Salary | Budget | Actual |
|-------------------------------------------------------|----------------------|----------------------|
| 1 Administration | \$ 18,201.00 | \$ 18,201.82 |
| 2 Lease Payments | \$ 7,396.00 | \$ 7,396.23 |
| 3 Utilities, Facilities and Maintenance | \$ 114,148.00 | \$ 114,147.75 |
| 4 Buildings, Property and Equipment | \$ 61,904.00 | \$ 61,904.59 |
| 5 Curriculum and Student Services | \$ 104,258.00 | \$ 104,253.53 |
| 6 Professional Development | \$ 7,027.00 | \$ 7,028.33 |
| 7 Transfer to Reserve | \$ 26,505.00 | \$ 26,505.00 |
| 8 Other Expenditure | \$ 1,010.00 | \$ 1,001.16 |
| 9 Payment to CO, Regional Office and Other Schools | \$ 10.00 | \$ 10.00 |
| 10 Residential Operations | \$ - | \$ - |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| Total Goods and Services Expenditure | \$ 340,459.00 | \$ 340,448.41 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 340,459.00 | \$ 340,448.41 |
| Cash Budget Variance | \$ 61,018.00 | |



| Cash Position as at: | |
|------------------------------|---------------|
| Bank Balance | ***** |
| Made up of: | |
| 1 General Fund Balance | \$ 61,029.00 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 97,883.17 |
| 5 Suspense Accounts | \$ (7,645.02) |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (1,183.00) |
| Total Bank Balance | ***** |



GLOSSARY OF EDUCATIONAL ACRONYMS

| | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| AC | Australian Curriculum |
| CAT | Common Assessment Task (a task completed by all students which is used by teachers to moderate) |
| DOE | Department of Education |
| DOTT | Duties Other Than Teaching |
| DT | Digital Technologies |
| HASS | History and Social Sciences |
| SaER | Students at Educational Risk |
| IEP | Individual Education Plan |
| IBP | Individual Behaviour Plan |
| ICT | Information and Communications Technology |
| EAL/D | English as an Additional Language / Dialect |
| LOTE | Languages Other Than English - French |
| NAPLAN | National Assessment Program Literacy and Numeracy |
| PL | Professional Learning |
| SCSA | School Curriculum and Standards Authority (a branch of the Department of Education, which is the governing body for curriculum and assessment) |
| SEN | Special Educational Needs |
| STEM | Science, Technology, Engineering and Maths |