



HUDSON PARK
PRIMARY SCHOOL

ANNUAL REPORT 2022



Harmony

Persistence

Success

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Principal's Message

Mr Andrew Britton, Principal

It is with great pleasure that I present to you Hudson Park Primary School's 2022 Annual Report. This report captures the key events of 2022 and conveys information about the performance of our school in the following areas:

- Student Achievement in English, Mathematics and student attendance data
- School resource management details
- Highlights and noteworthy achievements of the 2022 school year

Hudson Park Primary School prides itself on working closely with parents and the wider community to provide quality education that is supportive and stimulating and meets the needs of all children. Collectively we continue to be connected and focussed on giving our students the best opportunities. Always at the forefront, is our focus on building strong relationships with our students and families, as a foundation to provide a positive learning environment. We are proud of the rich diversity of cultures represented in our school community. Our literacy support teacher and ethnic assistant are on hand to assist children and their families where English is an additional language.

In 2022, we continued with a strong focus on curriculum and pedagogy. In English, our teachers embedded an evidence-based pedagogical approach to teaching phonemic awareness, phonics, reading and writing. Science of Reading and Scarborough Reading Rope, play a key part of the research that we utilise. As we continued to reflect and modify our practice in 'word recognition' (i.e. decoding, Phonological & Phonemic Awareness and sight words) we moved our focus further into 'language comprehension' (vocabulary knowledge, language structures, literacy knowledge and verbal reasoning). We also continued to refine our Universal Screening (assessment) practices to ensure student achievement and progress is monitored regularly and students are identified for intervention planning, if required. In addition, we consolidated our pedagogical framework in Mathematics and enhanced our practices in implementing 'daily reviews'. Teachers also continued to refine our approach to teaching mathematical vocabulary, problem solving and mental computations. In 2022, our Gifted and Talented STEM initiative continued 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 maintaining of the school canteen service.

I am proud of the professionalism and dedication our staff display towards students and families, as well as the hard work they undertook in providing the best possible learning opportunities. We look 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.

All this is underpinned by our Mantras:

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

School Profile

School Wide Pedagogy

- Positive student-teacher-parent relationships
- Balance of play-based learning and explicit teaching in Kindy – Year 2
- Evidence based explicit instruction throughout all learning areas
- Whole school approaches in Literacy, Numeracy and Positive Behaviour expectations
- Rigorous data analysis leading to differentiated planning, teaching and learning

School 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.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1	0
Associate / Deputy/ Vice Principals	2	1.2	0
Total Administration Staff	3	2.2	0
Teaching Staff			
Other Teaching Staff	13	10.4	0
Total Teaching Staff	13	10.4	0
Allied Professionals			
Clerical / Administrative	3	2	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.2	1
Other Allied Professionals	8	5.3	0
Total Allied Professionals	13	8.1	1
Total	29	20.7	1

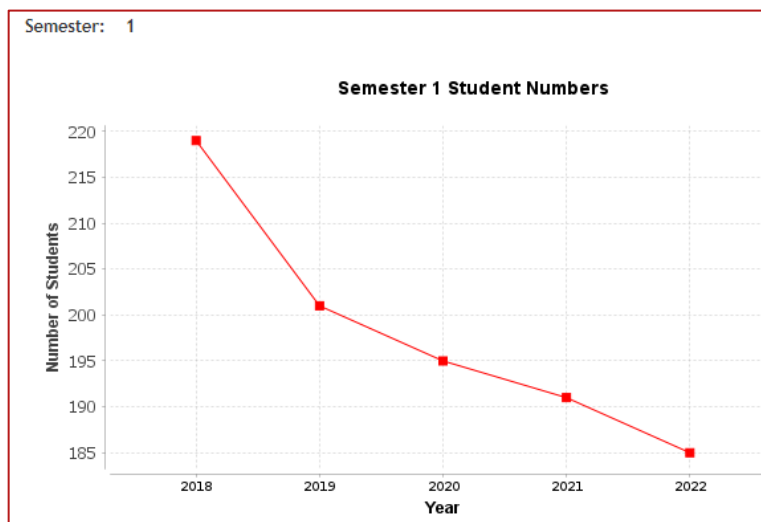
Professional learning is key to enabling staff to improve their practice and encourage ongoing growth and development. Professional learning included four pupil free school development days that were used to improve the capacity of teaching and non-teaching staff in line with school and Departmental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

This graph outlines the total number of students from Pre-Primary to Year 6 in Semester 1, 2022.



The tables below 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 2022.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	28	30	31	20	33	16	27	196
Part Time	22								

	Kin	PPR	Pri	Sec	Total
Male	10	16	84		110
Female	12	12	73		97
Total	22	28	157		207

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	7	16		26
Non-Aboriginal	19	21	141		181
Total	22	28	157		207

We have established a school promotional team who has been tasked to find innovative ways to promote Hudson Park Primary School. In 2022, this included the development of a new website, leaflet drops, banners and Facebook promotion.

High School Destination of Year 6 students (2023)

Destination School	Male	Female	Total
Girrawheen SHS	11	7	18
Warwick SHS	3	0	3
Balga SHS	1	1	2
Australian Islamic College	1	0	1
West Coast Secondary ESC	1	0	1
Thornlie SHS	1	0	1
Carine SHS	1	0	1

Attendance

Attendance rates have steadily increased over the past few years. 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 in 2021 and 2022. It is also really pleasing to see that the number of students who attend school 'regularly' at Hudson Park PS is higher than the 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
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%
2022	86.3%	85.7%	88.3%	76.4%	70.9%	69.5%	85.1%	83.5%	86.6%

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

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	68.4%	18.9%	8.7%	3.9%
2021	73%	17.1%	6.5%	3%
2022	46.9%	24.5%	21.4%	7.1%
Like Schools 2022	39.6%	33.5%	19.0%	8.0%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Unfortunately, the return of the COVID-19 pandemic resulted in a negative impact on student attendance. This was largely due to imposed restrictions.

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	COVID impacted
Increase the percentage of students in the regular attendance category to 80% in Years K to 1	COVID impacted

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 2022 and will continue into 2023. Our aim is to support families in developing regular attendance habits early in their child's schooling.

In 2022, 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. Three 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.

Our Strategic Plan Review

The following summary provides an overview of our progress towards implementing improvement strategies outlined in our 2020 to 2022 Strategic Plan. Due to the impacts of COVID-19, our school community decided to defer the development of a new Strategic Plan for 12 months. In 2023, we will consolidate areas of our current Strategic Plan to ensure the improvement strategies are embedded throughout the school.

Focus Area 1

Relationships and partnerships

Our 2020 to 2022 Strategic Plan outlined the desire to establish purposeful and valued community partnerships. This included recognising the diverse cultural and linguistic needs of our students and families, and enhancing relationships with relevant cultural groups in the local community. A strong and active School Council who contribute to school improvement was also a key focus.

Achieved / Implemented between 2020 and 2022
➤ Collaboratively developed a Community Engagement Plan that recognises and celebrates cultural diversity. ➤ Sought perspectives, contributions and involvement from members of the school community through surveys, P&C, School Council and associated school-based activities. ➤ Utilises a range of strategies to communicate and connect with parents and the broader community. This is achieved through a new website (with translations), Connect and Facebook ➤ Established a strong connection with feeder High Schools to create a clear pathway for students transitioning to Year 7.
Continued focus for 2023
➤ Developed a strong sense of student voice through leadership roles and surveys.

Focus Area 2

Learning Environment

Key strategies over the 3-year plan aimed to provide a positive learning environment which ensures safety, engagement, appropriate behaviour, and mental health & well-being for all. Establish strong relationships with families to enable effective and targeted support is also a vital element for improved student outcomes.

Achieved / Implemented between 2020 and 2022
➤ Implementation of a consistent whole school Behaviour Plan which is reviewed annually and understood by all staff and students. An explicit focus on Classroom Management Strategies and positive reinforcement is embedded in all classrooms. ➤ Effective implementation of the 'You Can Do It' program from Kindergarten to Year 6, to foster positive health and wellbeing of students. ➤ Establishment of a committee to analyse health and wellbeing data for students, determine agreed approaches and plan for implementation. ➤ Implementation of a SAER Response to Intervention (RTI) model, focusing on assessment and teaching expectations at each tier. ➤ A strategic approach ensuring a strong understanding in our community of the importance of regular attendance.
Continued focus for 2023
➤ Establishment of a committee to analyse health and wellbeing data for staff, determine agreed approaches and plan for implementation.

Focus Area 3

Teaching Quality

Our aim over the journey of our Strategic Plan was to embed consistent whole school practices, which is propelled by student data, research, and systemic directions. This is to ensure that we meet the needs of every student in all aspects of their development. Implementing a research-based Response to Intervention (RTI) model ensures early intervention for students who require additional support.

Achieved / Implemented between 2020 and 2022	
➤ Curriculum leaders in conjunction with their teams developed Operational Plans to provide specific direction across school priority and focus areas. ➤ Evidence based pedagogical framework for English and Mathematics developed and implemented ➤ Whole school approach to the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension. ➤ Consistent whole school approach to Talk for Writing. ➤ Differentiated teaching to be supported by an RTI model that identifies adjustments for tier one, tier two and tier three students. ➤ Effective use of Progress Maps from K-6 ➤ Build staff capacity to moderate and analyse data to inform teaching and learning programs and make consistent and valid judgements. ➤ Emphasise the role of play-based learning in a balanced curriculum for Kindergarten to Year Two. ➤ Plan and implement explicit teaching and learning programs that engage students and promote learning.	
Continued focus for 2023	
➤ Whole school approach to the teaching of oral language ➤ Continue to consolidate whole school approaches to the teaching of oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.	



Focus Area 4

Student Achievement and Progress

Our 2020 to 2022 Strategic Plan outlined the desire create a data driven learning culture by embedding a consistent approach to develop data literate staff. Our focus is for all staff to utilise data to develop whole school processes and improvements to teaching and assessment practices.

Achieved / Implemented between 2020 and 2022	
➤ Kindergarten and Pre-primary speech pathology screening to identify early intervention needs ➤ Use of formative and summative school based and systemic data to monitor student's progress and achievement to identify strengths and areas of need. ➤ Targeted intervention for students based on achievement and progress. ➤ Teachers engaged in collaborative planning, data analysis and moderation. ➤ Professional Learning for staff to ensure effective use of formative assessment and feedback.	
Continued focus for 2023	
➤ EAL/D students are profiled using Progress Maps to inform differentiation.	

Focus Area 5

Leadership

A key focus at Hudson Park PS is to establish a thorough school self-assessment process to enhance school improvement planning. This is to be enhanced by a comprehensive leadership structure that incorporates the identification, nurturing of, and development of aspiring, beginning, current and senior leaders and students. This will ensure staff adopt a growth mindset and apply a professional ethic towards their work.

Achieved / Implemented between 2020 and 2022

- Administration Team make informed decisions based on school context and best practice to drive high performance in teaching practice and student outcomes.
- Ongoing self-review of school practices by Leadership Committees, Professional Learning Committees, Curriculum Committees, whole staff meetings and student leadership meetings.
- Developed an effective distributed leadership model to facilitate staff leadership and ownership of school priorities and focus areas.
- Leadership team established a consistent process through which student data is deeply analysed and linked to targets.
- EAL/D strategies are embedded across all areas of the curriculum with a focus on building strong relationships with families.
- Build capacity of staff through continually refined performance development processes and use of AITSL Standards.



Focus Area 6

Use of Resources

Over the journey of the Strategic Plan, we will strategically align finances to meet the needs of all students at Hudson Park Primary School.

Achieved / Implemented between 2020 and 2022

- Utilised School Control Self-Assessment questionnaire to continually refine financial processes.
- Developed a workforce plan to identify future staffing needs and professional learning needs.
- Finance committee strategically aligned current priorities to cost centres
- Targeted purchase and replacement plan for purchase of up-to-date technology.
- Student characteristic and targeted initiative funding explicitly planned for to meet the needs of students.
- Continued to improve outdoor spaces by creating outdoor classrooms and nature play areas.

Continued focus for 2023

- Development of an environmental responsibility education focus in K-2.

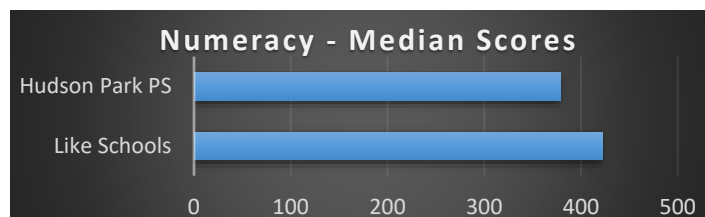
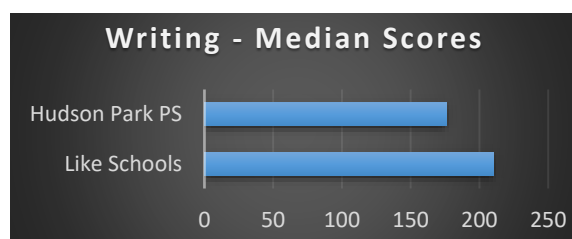
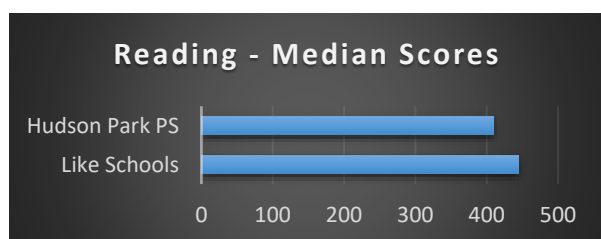
Student Performance and Curriculum Review

On-Entry

The On-entry Assessment Programme is completed with Pre-primary students in weeks 3 to 6 of Term 1. At Hudson Park Primary School, our Year 1 and 2 students also completed on-Entry so that we can track student achievement and progress and meet their needs explicitly. Data has been analysed at a cohort level, supported by our literacy lead teacher and deputy principal.

Teacher level data is used for class teachers to inform planning. Our Kindergarten teacher has collaborated closely with Pre-Primary teachers and identified areas of the kindergarten program that requires deeper understandings and backward mapping in the curriculum. A summary of our Pre-Primary data is below.

Pre-Primary Achievement



On-Entry scores indicate that students in this cohort are starting behind 'like schools' in Reading, Writing and Numeracy. Further analysis highlighted that we have a much lower number of students in the top score range when compared to 'like schools'.

Early Childhood staff collaboratively developed the following agreed practices to address the identified focus areas. Our literacy support teacher continues to empower teaching and non-teaching staff. Backward mapping and forward planning are critical elements to this process where all teachers take ownership in the K-2 curriculum and student success and progress as a highly successful and innovative team. Our decisions are based on well researched practices:

- Movement emphasis in the **Science of Reading** and Reading Rope from Word Recognition (Decoding, PA and sight words) to Language Comprehension (vocabulary knowledge, language structures, literacy knowledge)
- Continue to reflect and modify our practices in the Reading rope on Word Recognition.
- Implement Reading strategies which are highly effective – repeated reading.
- Writing strategies – focus on writing simple sentences, who what where when focus,
- Ensure writing occurs on experiences happening around the school, assemblies, special events, drama classes, sports days, Harmony events which engage students
- **Oral language Focus** in Kindergarten and Pre-Primary with emphasis on a range of strategies.
- Continue and refine our universal screening processes in literacy ensuring all students are progressing and successful.
- Daily reading of Big Books and authentic rich texts to students.

- Continue the use of PLD comprehension books
- Refine literacy Daily Reviews in all classes
- Increase the use of Decodable Australia Readers, particularly at home
- PL Teachers (Language Comprehension – LDC) and Daily Reviews / Science of Learning (How students retain their learning)- Shaping Minds Company.
- Incorporate more Oral language activities into play-based learning and across all learning areas. This is based on the premise that if you cannot say it / explain it you will not be able to write about it. Also embedding strategies from EALD Progress Maps into our teaching strategies

In 2022, we also assessed Year 1 and 2 students. We followed the same process as Pre-Primary, except we also monitored student progress. The tables below show the overall progress made over a 12-month period for our Year 1 students and 24-months for our Year 2 students. It was very pleasing to see great improvement in all six areas. Hudson Park PS students commenced Pre-Primary well below like-schools. It is really pleasing to see that gap closes year on year as student progress over and above expectations.

Year 1 On-Entry Summary of Progress from 2021 to 2022

	2021		2022		Progress made on Like Schools
	Hudson Park PS	Like Schools	Hudson Park PS	Like Schools	
Reading	406	445	46	502	+13
Writing	141	176	399	430	+4
Numeracy	375	415	476	487	+29

Year 2 On-Entry Summary of Progress from 2020 to 2022

	2020		2022		Progress made on Like Schools
	Hudson Park PS	Like Schools	Hudson Park PS	Like Schools	
Reading	388	445	518	533	+42
Writing	176	210	540	524	+50
Numeracy	393	415	553	566	+9

English

Mrs Janet Anthony, Mrs Karen McKenzie and Mrs Colleen Phillips

Our **Tier One English programs** has been our main emphasis in 2022 with a deliberate focus on the Science of Reading and an introduction to the Science of Learning. These programs included Heggerty PA, Sounds Write phonics and Talk 4 Writing in years K-6 and PLD in years 3-6. Key elements in writing have also been covered in our instructional practices as a means of applying and embedding the spelling and phonic focus from earlier years.

High expectations for all students have resulted in great progress. There has been a collective efficacy cycle of teachers currently in operation in our PLC groups, where common sets of challenges have been identified (after data analysis) resulting in strategic focus and direction for the PLC team. The sharing of knowledge and skills as a collective, and the implementing of these strategies has been used to address the challenges. The PLC collective has focussed on improving teacher efficacy. Each PLC group has been engaged in data analysis in On Entry, Heggerty PA, Brightpath (narrative and Persuasive moderation), Reading Adaptive, Naplan and Dibels Universal Screening.

They have then implemented strategies to address the issues at hand and was followed up by modified practices (by the PLC) to remove any barriers to students learning. A collective culture has developed and we have deliberately planned and celebrated our successes.

Within the English team our Level 3 English Leader streamlined her specific responsibilities due to her workload commitments as classroom teacher for 2022-23.

These responsibilities are:

- Oral Language priority whole school
- EALD: Whole School including database plus whole school PL, assessment & links to Aboriginal English (Tracks to Two Way Learning) in conjunction with our deputy principal Vince Cardenia.
- Phonemic Awareness (K-2) including intervention, database, Tier 1 teaching/ assessments
- Pre-Primary and Year 2/3 Sounds Write intervention group
- Year 5/6 intervention – writing and fluency reading group

Early Childhood teachers have focussed on the Word Recognition strand in reading (decoding, phonemic and phonological awareness, and sight words), with a new HPPS Phonic Scope and Sequence based on Sounds Write developed. The classroom instructional focus changed from Phonics taught in isolation to encompassing its application in reading and writing and across learning areas. Assessment using the Year 1 Phonic Hub in September occurred for the second year running. Year 2 intervention group also took part in this assessment allowing for backward mapping. Reading fluency also increased in focus as this is a prerequisite for comprehension.

An **Early Childhood K-2 brochure** was developed highlighting the Hudson Park philosophy and pedagogical approach in the early years. The brochure focusses on our explicit teaching programs and play based learning strategies. It also explains the additional services offered at the school to support the students academically, socially, and emotionally. This will be placed on our website and has been disseminated to parents in our various forums as well as at K-2 enrolments.

Heggerty PA has now been embedded in our K-2 English Tier 1 program with an intervention program added in Kindergarten and PP. There have been refinements made in 2022 regarding assessments, teacher understandings and adapting the program to address complex student needs. The PP teacher has now undertaken the Tier 2 PL with DSF and disciplined dialogue at our PLCs has occurred regarding Tier 3 students' starting points for our students especially in Kindergarten and Pre-Primary.

Many of our **Education Assistants** are now trained in Sounds Write /fluency practice /Heggerty PA and as paraprofessionals they are also being upskilled via outside PL, inhouse regular meetings and inclusion in teacher emails and updates. Additional Assistants are now taking small groups or individual students for intervention in Sounds Write across all year levels to meet year level or DEP targets.

Print Concepts has been another particular focus as identified in our On Entry data (March this year) as an area of weakness in our PP and Year 1 students. Both the library and drama teachers have been focussing explicitly on these concepts. These concepts include recognising concepts of title; starting points of a page; differences between a word and letter; and recognising characters and settings.

Encouraging Home Reading in K-2 has also been a focus with the purchasing of Decodable Readers Australia (DRA) online series enabling students to take advantage of this program both at home as well as at school. Intervention students in the upper years are also able to take advantage of this online reading series. Parents have been in-serviced at kindergarten orientation days, K-2 parents' afternoons and the information has also been placed on Connect. Our wonderful volunteers are also used as an additional resource to assist teachers with engaging students in reading. The DRA program itself has been very successful in the classroom with their plethora of resources.

Two Hundred Nights of Reading has continued with renewed vigour. The school has raised parent awareness by presenting certificates at the main assembly. Teachers have ensured that students who do not have someone to read to at home, read to a volunteer EA or the teacher themselves.

Lit Pro is another program that provided students with another means of accessing online books in year 3-6. Books are accompanied by quizzes that both teachers and students can monitor comprehension. Some of our younger students, who are very capable readers have been placed on Lit Pro with great success. There has been some good progress made by all students on this program and the focus will be on extending its reach and usage.

Universal screening was introduced this year from Years 2-6 in comprehension and fluency. A few components of the DIBELS testing is being used (the **Maze** Comprehension and **Oral Reading Fluency**) and students were tested and monitored three times throughout the year. This screening is in the early stages of its use and teachers are developing their understanding.

Following the universal screening, students were placed on a **Progress Monitoring Schedule** for **Fluency** using Acadience materials appropriate to their results. Some Tier 2 and 3 students from Years 3-6 required decodable fluency passages using Orton Gillingham resources which has also been successfully used. Students in Years 1-2 are using more appropriate resources from University of Florida suitable for their age. A process was developed with the teachers utilising a gradual release model; whereby oral reading is first modelled by the teacher. Students are then guided in practice and finally read the text independently. Explanation of vocabulary and comprehension questions, accompany the fluency routine. This routine was demonstrated to staff in 2021 by our English Leader. These additional areas were included as they were **also** weaknesses in the PAT-R Adaptive testing. After 6 months of implementation valuable feedback from EAs was obtained and further refinement will be required in 2023 after consultation with teachers.

Fluency practice is also now part of our classroom pedagogy and instructional practice.

Three staff members have attended **Shaping Minds PL on the Science of Learning** which includes structuring **daily reviews, spaced and interleaved practice and cognitive overload**. Presentations at PD days, mentoring sessions, sample lessons, and additional observation lessons for all staff have occurred. Many staff have included this as part of their Performance Management goals and targets.

With Word Recognition (phonics, PA and fluency) a key focus in recent years and now embedded across the school, the focus has now shifted to the **Language Comprehension** strand of the Reading Rope (Scarborough). An **Oral Language** focus commenced this year led by our English Leader. KAT and On Entry (PP-Y2) assessment data identified oral retell as an area of weakness. NAPLAN (Year 3 and 5) identified Sentence Structure as a weak area in writing. Our English Leader participated in the Language Leadership School Series in 2021 (through NEMLDC) and trialled some new strategies in 2022. An Oral Language PL session was delivered to all staff, to increase awareness of the components of Oral Language (Background Knowledge, Vocabulary Knowledge, Language Structures, Verbal Reasoning and Literacy Knowledge (print concepts/ text structure. The PL introduced a range of strategies to use in the classroom to develop Oral Language. These strategies were applicable to mainstream as well as EALD learners. Discussions with PLC teams is fine tuning the Oral Language focus for 2023.

Talk for Writing was recently modified as a whole school to meet the varied needs of our clientele. A revised schedule was implemented due to staff concerns over the number of genres covered, and assessments which was not allowing for in-depth study of a genre. This sequence did not allow for any other writing associated with key events like Harmony Day, Science Week, Book Week and Sports Day. Generally, one genre is now studied, in depth, with the included poetry component as opposed to the two genres which overlapped each other. After staff analysis of data relating to NAPLAN, Brightpath and On Entry, the development of student syntax from simple sentences to complex/compound sentences was shown to be areas of need. Hence more time was given each term to further develop a particular genre.

Termly schedules are collaboratively planned at PLCs from Years 2-6, but differentiation occurs depending on individual class needs around background knowledge, grammar, syntax, vocabulary, and genre knowledge. Classes no longer work on a 20-day schedule, but the time frame is adapted according to class needs. More time has also been allotted to short burst writing, publishing and the development of vocabulary associated with the genre.

The Early Childhood is now using a 5-sentence structure for writing narratives with great success and intend implementing this structure with persuasive writing in 2023. Students are encouraged to expand on this structure as they become more proficient. Greater emphasis can be placed on sentence structure, punctuation, and grammar in general.

Brightpath Narrative and Persuasive Writing Ladder has now been added to the moderation process in Terms 1 and 4 with staff gaining increased confidence in assessing and planning.

Tier Two targeted intervention programs: Sounds Write and MacqLit have been embedded into our English Program in 2022 as result of the rigorous data analysis using the KAT (Kindergarten), On Entry (PP, Yrs.1 & 2), NAPLAN, PAT-R Adaptive (Yrs. 3-6), school wide assessments and teacher judgement. Sounds Write intervention now occurs across the whole school in small groups in Yr 1-3 and on a 1-1 basis in Tier 3.

English Data Base

An English database has also been established with all data results being entered and student's results monitored regularly. Our dedicated Librarian has been instrumental in setting up the mechanics of this database.

Library

The library has been a welcoming resource centre that has provided access to each class every week from Kindergarten to Year 6. Stocked with a varied collection for all readers to enjoy, where literary curiosity is supported and reading for enjoyment is encouraged. This year saw a focused weeding of old materials in the non-fiction area and an extensive addition of many new series in the fiction area. The introduction of primary Manga and a new focus on graphic novels was a highlight for many readers. The library housed the computer lab alongside its designated area before, but this year saw the separation of the two areas and so the library became a dedicated space for literacy. New brightly coloured furniture also gave our library renewed vigour and has made the space even more inviting.

As part of our literacy celebrations this year, the library staff encouraged the celebration of CBCA Book Week that held the theme 'Dreaming with eyes open'. Students attended school in their dress ups of pyjamas; sleepy characters or characters in pyjamas. Literary competitions were held where students wrote stories about dreams, completed wordsearches, designed bookmarks and reviewed books within the pyjama theme.



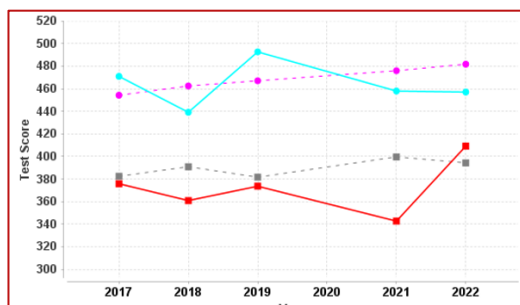
Near the end of the year, the annual Book Fair was held in the library. This event was very well supported and gave the school additional rewards from Scholastic to purchase more books for the library. The theme was 'How the Grinch Stole Christmas' and not only was the library transformed into the world of 'Whoville' but the literary text was explored in each session too. The focus was on rhyming as well as the storyline. Students engaged in rhyming games and conversations around what Christmas should be about.



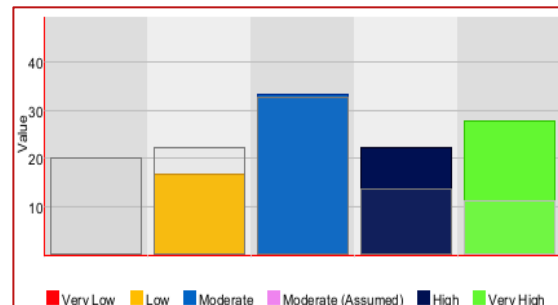
NAPLAN Data – Reading

Summary of Year 3 and 5 Data

Average Reading Scores



Reading Stable Cohort On-Entry to Year 3 Progress



Proficiency Band

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	6%	0%	8%
7	530 - 581					11%	18%	8%	21%
6	478 - 529	6%	18%	25%	16%	33%	29%	31%	27%
5	426 - 477	9%	20%	20%	20%	26%	23%	38%	23%
4	374 - 425	9%	22%	25%	21%	19%	14%	15%	14%
3	322 - 373	29%	21%	20%	17%	11%	11%	8%	9%
2	270 - 321	40%	15%	10%	18%				
1	Up to 269	9%	6%	0%	8%				

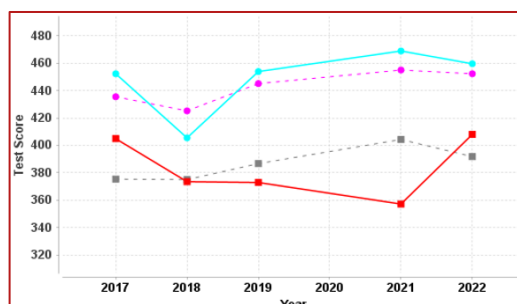
- Reading scores for our Year 3 students have significantly increased. Our students performed above 'like schools' for the first time over the 6-year period.
- Reading scores for our Year 5 students remained consistent to previous year.
- Overall, Year 3 students have made very high progress from On-Entry (2019) to Year 3 NAPLAN (2022). Our student progress in Reading is significantly higher than 'like schools'
- In Year 3, we have 90% of children above the National Minimum Standard compared to 74% in like schools
- In Year 5, we have 77% of children above the National Minimum Standard compared to 77% in like schools

Please note, current Year 5 students did not complete NAPLAN in 2020 due to impacts of COVID-19. We therefore do not have progress data for these students.

NAPLAN Data- Writing

Summary of Year 3 and 5 Data

Average Writing Scores



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	405	375	452	436
2018	374	375	406	425
2019	373	387	454	445
2021	357	404	469	455
2022	408	392	460	452

Proficiency Bands

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	3%	0%	2%
7	530 - 581					7%	8%	13%	10%
6	478 - 529	9%	12%	0%	8%	44%	30%	13%	27%
5	426 - 477	12%	33%	45%	29%	13%	31%	38%	30%
4	374 - 425	9%	31%	30%	30%	33%	17%	31%	19%
3	322 - 373	35%	13%	15%	15%	0%	12%	0%	12%
2	270 - 321	29%	6%	10%	12%				
1	Up to 269	0%	0%	0%	0%				

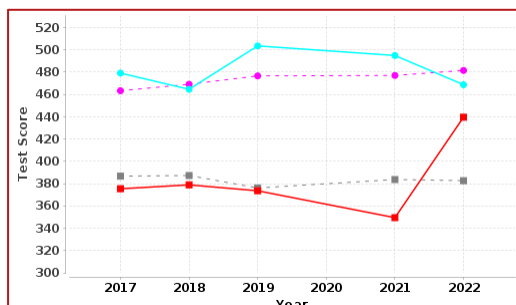
- Writing scores for our Year 3 students have significantly increased. Our students performed above 'like schools' for the first time since 2018.
- Writing scores for our Year 5 students remained consistently above 'like schools'.
- In Year 3, we have 90% of children above the National Minimum Standard compared to 83% in like schools
- In Year 5, we have 71% of children above the National Minimum Standard compared to 69% in like schools

Please note, current Year 5 students did not complete NAPLAN in 2020 due to impacts of COVID-19. Current Year 3 students did not complete On-Entry Writing Assessment in 2017. We therefore do not have progress data for these students.

NAPLAN Data – Spelling

Summary of Year 3 and 5 Data

Average Reading Scores



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	375	387	479	463
2018	379	387	465	469
2019	374	376	504	477
2021	350	384	495	477
2022	440	383	469	482

Proficiency Bands

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like School	School	Like School	School	Like School	School	Like School
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	7%	0%	8%
7	530 - 581					20%	21%	15%	21%
6	478 - 529	11%	18%	20%	17%	41%	23%	23%	23%
5	426 - 477	9%	18%	35%	17%	30%	23%	46%	24%
4	374 - 425	23%	22%	35%	23%	0%	15%	8%	12%
3	322 - 373	17%	21%	5%	17%	6%	11%	8%	10%
2	270 - 321	17%	11%	5%	12%				
1	Up to 269	23%	11%	0%	14%				

- Spelling scores for our Year 3 students have significantly increased. Our students performed above 'like schools' and above 'state average'.
- Spelling scores for our Year 5 students dropped slightly and is now below 'like schools'.
- In Year 3, we have 95% of children above the National Minimum Standard compared to 74% in like schools.
- In Year 5, we have 84% of children above the National Minimum Standard compared to 78% in like schools.

Priority Areas for the 2023 English Operational plan:

- Continue focus on reading comprehension with associated strategies aligned with the 'Reading Rope' and targeted assessment. Lit Pro will now be on ability not on Year level.
- Home readers and their usage require further investigation.
- Before School Reading Club will restart, assisting with reading as well as an opportunity for students to complete their 200 Days/Nights of Reading records.
- Create a Literature Spine that links with HASS and cultural events such as Harmony Week, World Refugee Week and NAIDOC.
- Embed fluency processes / Paired reading
- SAER Intervention Home Backpacks to assist with reading and writing.
- Commence Lit Pro for those students who have completed reading decodable readers. Allow for home reading as an option.
- Oral language: excursions/incursions to build background knowledge and provide a shared experience for oral retell. Oral retell to be developed around a variety of genres such as Recount, Description, Procedural and Non-Chronological Report.
- Embed Daily Reviews with literacy formats for K-6.
- PP to commence Talk for Writing in Term 2. Focus in Sem 1 on construction of a simple sentence.
- Whole school focus in writing-syntax inc scope and sequence (focus on oral to written)
- Continue intervention programs based on the analysis of data by all staff. Intervention starting semester 2 for PP and major intervention programs in Year 1 as additional support to the main instructional program.
- Embed assessment and ongoing data analysis: KAT (K), On Entry (Pp-Yr 2), Heggerty (K-Yr 2), Yr 1 Phonics Test August inc Yr 2 Intervention Group, DIBELS Maze and ORF (YR 2-6), Brightpath (PP-Yr 6), PAT-R Adaptive (Yr 3-6), NAPLAN (monitoring syntax and use of vocab in all of these assessments).
- Targeted Professional learning for Early Childhood staff on Bookshare (LDC), Talk 4 Writing (EC) – Denise, Seven Steps for Writing Years 1-6, Dyslexia K-Yr 6, Writing Revolution (English Leader), LDC Leaders Course
- Two staff attend Shaping Minds Early Childhood – Daily Reviews
- Selected staff to attend Tracks to Two Way Learning PL.
- English Leader to complete the EALD online learning modules through the EALD HUB (approx 8 x 45 minutes).
- PL in the specific aspects of English that challenge EALD learners.
- Targeted PL in the use of the EALD Progress Maps for planning SMART targets (DEPs).
- HPPS EALD profile to include speakers of Aboriginal English.
- Incorporation of Aboriginal English texts to support engagement of Aboriginal students, and bridge gap between Aboriginal English and SAE.
- **Our library** plans to introduce our new digital catalogue to students in the new year that will give them the opportunity to browse for books and reserve them online. Our fiction section weeding will continue throughout 2023.

Mathematics

Ms Melanie Chapman and Mr Britton

We have a knowledgeable and dedicated Mathematics Committee who work collaboratively to improve the Mathematic 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 Brightpath, On-Entry, NAPLAN, and school-based common assessment tasks.

Mathletics continued to form a key component of teaching the mathematics curriculum. Mathletics 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. Teachers also accessed the Department of Education's curriculum support material with positive results. The support materials provided teachers with a sequence of lessons that they adapted with a range of resources and assessment practices.

Through deep data analysis, the Mathematics Committee identified the following areas as priorities in 2022:

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

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 2022, we further refined our framework for teaching mathematics based on the needs of our students and further professional learning. We focussed on Daily Reviews as part of our explicit teaching pedagogical approach.

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, EMMs was and will be continued.

Mental Maths

Students completed '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.

Problem Solving techniques

Throughout 2021, staff engaged 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. In 2022, teachers began to implement problem solving routines in each classroom. They were introduced to the CUBES model to provide students with effective steps when solving word problems.

Vocabulary

An emphasis on improving the understanding of mathematical vocabulary through explicit teaching was the focus for the year. End-of-year expectations were created to provide a list of vocabulary to be taught in each year level.

Data Informed Practice

Disciplined dialogue approach to data analysis has been adopted throughout the school. Teachers have deeply analysed systemic data (NAPLAN and On-Entry), which has informed future improvement plans (classroom and operational planning). Brightpath Number and Algebra has been administered twice a year for teachers to moderate. Teachers utilised the data to identify gaps in attainment and monitor student progress.

Priority areas for the 2023 Mathematics Operational Plan

In 2023 we will consolidate and further refine priorities of 2022. 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 be priorities in 2023.

ECE Priority areas

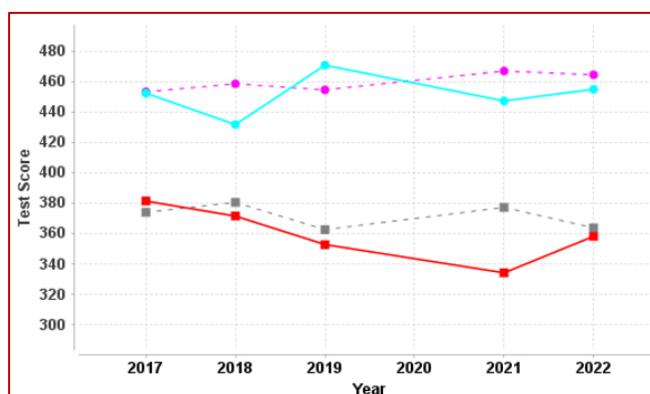
- Subitising
- Matching numbers to its quantity
- Counting backwards
- Patterns
- 2D shapes

Whole School Priority areas

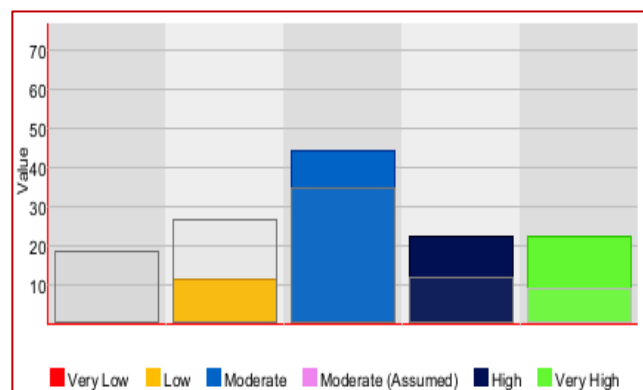
- Skip Counting
- Multiplication Facts
- Mathematics Vocabulary
- Time / Calendars
- Patterning

NAPLAN Data

Average Numeracy Scores



Numeracy Stable Cohort On-Entry to Year 3 Progress



Proficiency Bands

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021 School	2021 Like School	2022 School	2022 Like School	2021 School	2021 Like School	2022 School	2022 Like School
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	4%	0%	4%
7	530 - 581					7%	11%	15%	11%
6	478 - 529	9%	6%	0%	6%	19%	26%	8%	28%
5	426 - 477	8%	18%	10%	11%	13%	30%	54%	34%
4	374 - 425	12%	28%	30%	23%	22%	20%	23%	23%
3	322 - 373	18%	26%	40%	30%	11%	5%	0%	0%
2	270 - 321	47%	16%	20%	20%				
1	Up to 269	12%	7%	0%	8%				

Summary of Year 3 and 5 Data

- Numeracy scores for our Year 3 students have increased. Our students are in line with “like schools”.
- Numeracy scores for our Year 5 students have increased, closing the gap to ‘like schools’.

- Overall, Year 3 students have made very high progress from On-Entry (2019) to Year 3 NAPLAN (2022). Our student progress in Numeracy is significantly higher than 'like schools'.
- In Year 3, we have 80% of children above the National Minimum Standard compared to 80% in like schools
- In Year 5, we have 77% of children above the National Minimum Standard compared to 77% in like schools
- Please note, current Year 5 students did not complete NAPLAN in 2020 due to impacts of COVID-19. We therefore do not have progress data for these students.

EAL/D

Mrs Karen McKenzie & Mrs Janet Anthony

Staff reflected on the EALD provision at HPPS, using the EALD Implementation Checklist (this was last conducted in 2019). Teachers reflected on the domains of *Teaching and Assessment*, *Professional Learning and Parent and Community Engagement*, and the administrative team reflected on the remaining domains: *Leadership*, *Program Coordination and EALD Student Data*. Data from the reflection was collated by our English Leader. The implementation status of many descriptors was rated *In Progress*. This data will be used to create an EALD Operational Plan for 2023.

The deputy principal who leads the Aboriginal Cultural Standards Framework worked closely with our Aboriginal Islander Education Officer to identify students who speak Aboriginal English. Aboriginal English families have been consulted regarding the *English as an additional language or dialect* (EALD) Progress Map as an additional assessment and reporting tool. Aboriginal students with low achievement will be monitored via the Progress Map (PM) in 2023. The deputy principal and English Leader attended Tracks to Two Way Learning and a summary of this Professional Learning was delivered to all staff, to increase their understanding of Aboriginal English. Additional Professional Learning will be delivered in 2023 to further raise awareness of the major challenges faced by EALD learners in learning English. Professional Learning will also support teachers in using the EALD PM as a planning and as an assessment tool.

A termly Meet and Connect (before school) continued at the beginning of 2022 but was paused due to COVID 19 challenges. The Meet and Connect provided an opportunity for our Karen, Arabic and Vietnamese families to connect with each other and access information about school happenings. The session was led by the principal and supported by interpreters and our Vietnamese Ethnic educational assistant (EA). This will be re-established in 2023.

STEM – (Science, Technology Engineering and Mathematics)

Mr Vince Cardenia

Throughout 2022, Hudson Park Primary School continued to deliver its STEM Gifted and Talented program. Students from Pre-Primary to Year 6 were selected based on academic performance, NAPLAN results, PEAC score or participation in the Early Years Extension (EYE) program. Students in Pre-Primary to Year 4 examined the properties of flight and how fins on a rocket helped with flight and stability. Rockets were built and tested with and without fins. Students recorded and analysed the flight pattern. Flight distance was recorded and analysed.

Senior students coded and constructed a fitness device, with the help of Mr Randall. Students coded for heart rate, steps walked, a reminder to move as well as some music which could be heard using headphones. Students had to also design the device so that it could be worn on the wrist, ankle or carried around the neck.

STEM activities were also conducted in classrooms. Senior students learnt about electricity and circuits. Students then integrated their knowledge from Science, Technology, Engineering and Maths to build skill testers. This involved wiring, soldering, attaching switches and testing the skill tester for any faults. Middle and junior students built their own games, examining the world before smart phones.

Once again Hudson Park Primary School participated in the First Lego League, under the team's name Hudson Prime. This year Hudson Park extended the competition to include Year 2 students, thus allowing Year 5 and 6 students to become leaders in guiding students in preparation for participation in the First Lego League in future years. The theme for 2022 was renewable energy. Students were required to code robots to complete various tasks that involved wind, solar and hydro power. Students also completed a presentation on the benefits of renewable energy. Hudson Prime was commended for their team uniform. After three rounds Hudson Prime was third in the coding competition with 210 points.



Science

Mr Vince Cardenia

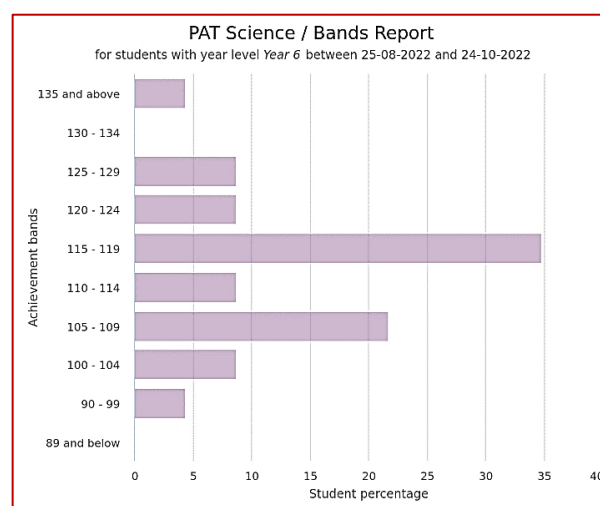
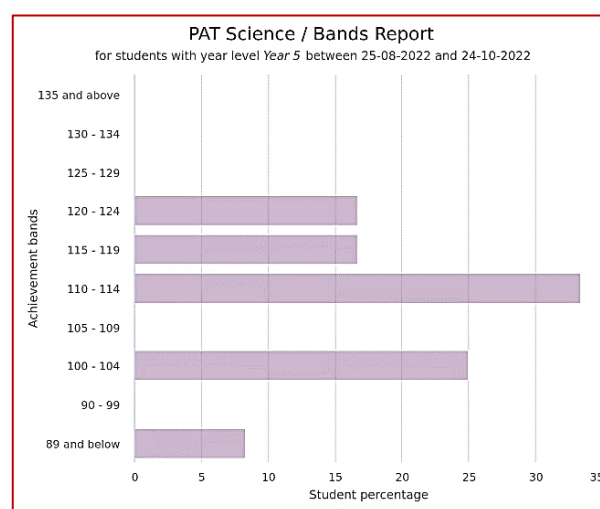
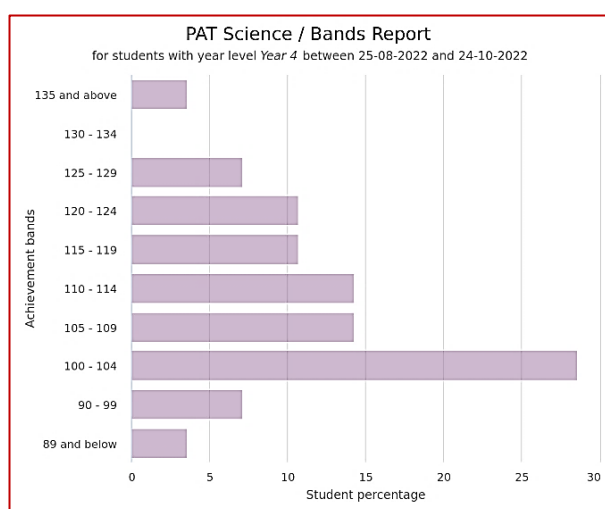
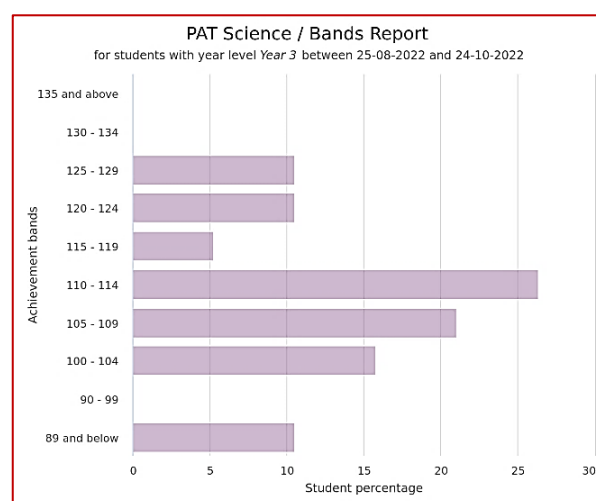
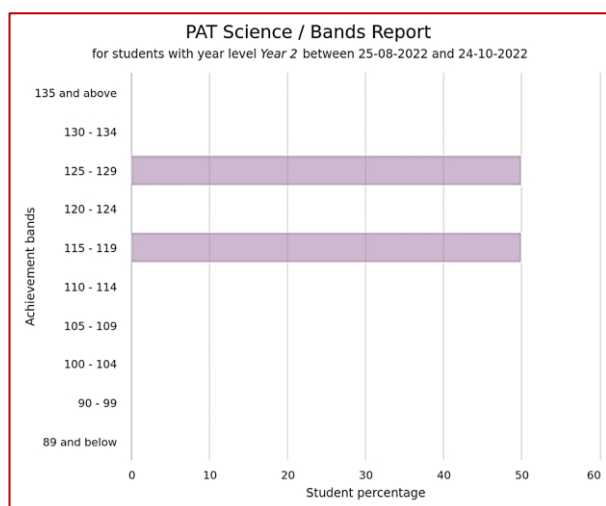
Throughout 2022 Hudson Park Primary School provided a science curriculum that allowed students to expand their curiosity and test their understanding on the changing world in which we live. Scientific inquiry skills have been developed through inquisitive experiments, and Science endeavour has been explored through studying how Science influences our daily life. Students have been able to evaluate results and draw critical, evidence-based conclusions.

These achievements have resulted from teachers and students utilising the extensive Science resources at Hudson Park Primary School. These have included Bunsen burners, light microscopes, plasma balls, insect models and resources specific for students in Kindergarten to Year 2. Hudson Park Primary School celebrated Science week through activities conducted by AusearthEd (sponsored by Woodside). Mining, different rock type, soils, fossils, and flooded landscapes were examined by students from Pre-Primary to Year 6. Kindergarten students were visited by a crazy professor who demonstrated plasma balls, exploding soft drinks and the students were even able to make yummy ice-cream.

Hudson Park Primary School held a stargazing night where families enjoyed a picnic and watched and participated in demonstrations from the schools Robotics program. When the sun went down the Gingin Observatory set up two powerful telescopes to observe the night sky. Jupiter and Saturn were the first planets spotted, followed by various clusters of stars. We also had iPads set up to locate and name star clusters.



Student data has been collected through using the PAT Science test for students in year three to six. Moderation has occurred across all grades, through integrating Science, Talk 4 Writing and Maths. Teachers have been provided with support in delivering the Science curriculum through a Science Lead Teacher. Hudson Park Primary School has a strong Science committee that regularly meet to drive Science forward throughout the school. Through the Science committee Hudson Park Primary School has been accredited as a Waste Wise school, and has many sustainable projects such as worm farms, paper recycling, containers for change and the establishment of Environmental leaders.



Technology

Mr Peter Randall

Digital Technologies has continued to be a priority learning area at Hudson Park Primary.

The provision of a Digital Technologies Specialist Teacher has ensured that our students are supported in learning skills that aren't only necessary for successful learning in all learning areas presently but help them develop key computer science and information systems concepts that will be necessary for the future.

In Digital Technologies, students learnt to:

- Investigate, communicate, and create with digital technologies; manage, and operate Information and Communication Technology (ICT) as well as apply social and ethical rules when using ICT.
- Be innovative creators of digital solutions, using new critical skills such as computational thinking, and design problem solving and coding and extending into Robotics and engineering design skills.
- Be responsible digital citizens when collaborating and communicating with others in the digital space and develop the awareness and skills to protect their personal information and remain safe online.

The key highlights in Digital Technologies this past year:

- NAPLAN – The application of resources spent on iPads as the testing device for year 3's and the focus on developing the specific necessary ICT skills and strategies to use those resources to perform well during online testing.
- The development and content of the school website has been completed and hudsonparkps.wa.edu.au will be live sometime during 2023.
- B2 became the school's computer lab, equipped with desktop PC's and wireless access for iPads. This space will continue to be used to develop our students understanding of digital technologies as well as accessing online learning platforms used in other learning areas and creating and publishing documents and NAPLAN testing.
- This year STEM TAGS projects had a particular emphasis on digital technologies and their application. In particular, the "micro:bit" Wearable Step Counter project challenged the students to code effectively as well as use design thinking to create a way to carry or attach the device to their bodies, including wearing headphones!
- The First Lego League competition was a tremendous "culmination" of the school's STEM talented and gifted program. Students designed and programmed a Lego Spike Robot to complete several themed missions on a game board and found solutions to real-world technological challenges. The theme was "Superpowered". Our team comprised of 14 students, worked very hard to successfully engineer solutions to 12 of the possible 15 missions in the game! They created an innovative solution to the energy needs of our school community and called it "Energy Boxes". Our team had 3 rounds to score as many points as they could in the robot game and were also graded in a presentation/interview on their design and engineering solutions, game strategies innovation project idea and research. Our FLL Lego Team performed excellently in the "Superpowered" Challenge. We placed 3rd in the points ladder in the "Robot Game" scoring 210 points and were invited to demonstrate our skills in the "Showcase" round where the top 4 teams competed for fun. The manner in which teams overcame technical difficulties was part of the competition and our team demonstrated the core values (similar to our school values) commendably. During the Research and Development Judging part of the game, our team presented their Innovation Project, robot design and teamwork strategies extremely well but we narrowly missed out on overall prizes and advancement to the State level. We were very proud of the team and their performance.



Physical Education

Mr Ash Crooks

Some exciting changes took place in the Physical Education space in 2022. As part of our Aboriginal Cultural Awareness strategies, we renamed our factions after aboriginal animals. After many surveys and input from students and the community we were proud to announce those changes. The colours remain the same but our new school factions will now be known as Kwila (Shark), Yoorn (Lizard) and Djidi-Djidi (Willie-Wagtail). Future projects will include designing a mascot and logos to go with the new names.

Throughout the year our junior students were engaged in learning all their fundamental movement skills, locomotion types and object manipulation skills. These form the basis of Physical Education before any sport specific skills can be taught. Everything from hopping, throwing, jumping, catching, sprinting and kicking were taught explicitly to all our younger year groups. Middle age groups took these fundamental skills and applied them to modified games and challenges. Senior students learned the official rules of several sports and played matches once they were competent in the specialised skills and movements that those sports required.

The second term saw a brand new interschool competition begin its first season. Our school was grouped with other "like schools" namely, Dryandra, Nollamara, and Boyare Primary Schools. Our senior students had the chance to compete in either football, netball, basketball, or soccer. There were mixed results coming in from all teams and it was looking like an exciting culmination to be had at the Lightning Carnival at Nollamara. Our Soccer team took home the trophy with an unbeaten run in 2022. Our AFL team came a close runner-up after being beaten by Dryandra in the final.



We hosted our inaugural Slime-Run in the second term to fundraise and exercise in some cooler weather. These funds went to the Hudson Park P&C who organised an excellent fun-filled event. Hundreds of dollars were raised for our P&C and students loved getting slimed by their teachers!

Term three saw our school host a Skipping Fundraiser for the Hudson Park P&C. Mr Crook gave out prizes to students who could jump rope continuously the longest with both long and short ropes. Those who impressed with best tricks also took home prizes. It was great to see our Kindy students, most who had never skipped before, having a go at skipping for the first time and jumping through the agility ladders.

As always, Hudson Park Primary had an Athletics focus in the third term. After recent feedback our Faction Carnival was scaled down to get all junior and senior events done in one day.

Hudson Park hosted the first Interschool Athletics Carnival within our new sporting cell. The best year 3-6 athletes were put to the test against our local rivals. Hudson Park placed third overall.



Drama

Mrs Bernie Nelson

123 ... Action! ...Hudson Park Primary!

Drama was alive, interactive and challenging. Through dance, movement, mime and improvisation we expressed our ideas, stories and were *seen*. We engaged our students by giving them all the opportunities to make, appreciate, respond, and perform through dramatic action throughout 2022. We created in imaginative or realistic situations. We used our voices and movement to explore and experiment with acting (as ourselves or in character). Our talented students improvised, mimed, performed skits and participated in Readers Theatre. They were inspired to present expert speeches as well as comical and serious monologues.

Students have been immersed in literature eliciting deep understanding of characters, enabling them to think about the lives and feeling of others, from their viewpoint, which brought about empathy.

Throughout the year our students grew in a safe drama space, sharing ideas, resiliently accepting challenges and opening their minds to new exciting and creative techniques to present drama in a fun way.

Uplifting and joyful community songs were sung at our assemblies and we had many outstanding singers and dancers who confidently lead the whole school. At times we also had students accompany them with percussion music instruments, wearing jazzy jackets or other costumes.

Our senior students visited Girrawheen Senior High School to view a modern version of Snow White in their Drama Theatre. This was a great experience for our year four to six students. It also demonstrated how confidently they would answer questions related to a play, about the characters, the plot, and their own opinions of the cast.



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 saw the children's confidence soar in spoken French, as peer mentors worked hard to help new students to the school, understand French and help students who needed assistance with certain tasks. The students built up their resilience by answering questions in class even when they were unsure of the answer. They learnt that we all make mistakes, even the teachers!

Term three was a very exciting term for our year five and six students in A5, as they hosted their fabulous French café, "Le Café français". They invited a family member to join them for breakfast (le petit déjeuner). Some of them dressed up in French colours and dazzled their families with their French language skills.

Students produced their own menus in French and perfected table decorations to entertain their guest. The class teacher also impressed everyone with her crêpe making skills and her French greetings! Fantastique!

We were transported to France that morning! It was so wonderful to see so many families, staff, students, and members of our school community sitting together, enjoying each other's company over coffee and croissants. We also had the local church pastor and members of the church come to support the children and visit our café. It was a very proud moment as all of the students worked very hard and were dedicated to making the morning such a success.



Term Four ended with lots of fun activities to finish the year. The year 6 students made their own crêpes in groups and got to choose delicious toppings before eating them. They said that they will be making crêpes for breakfast, lunch and dinner throughout the holidays and when they get to High School!! A fantastic end to the year!

Community Partnerships

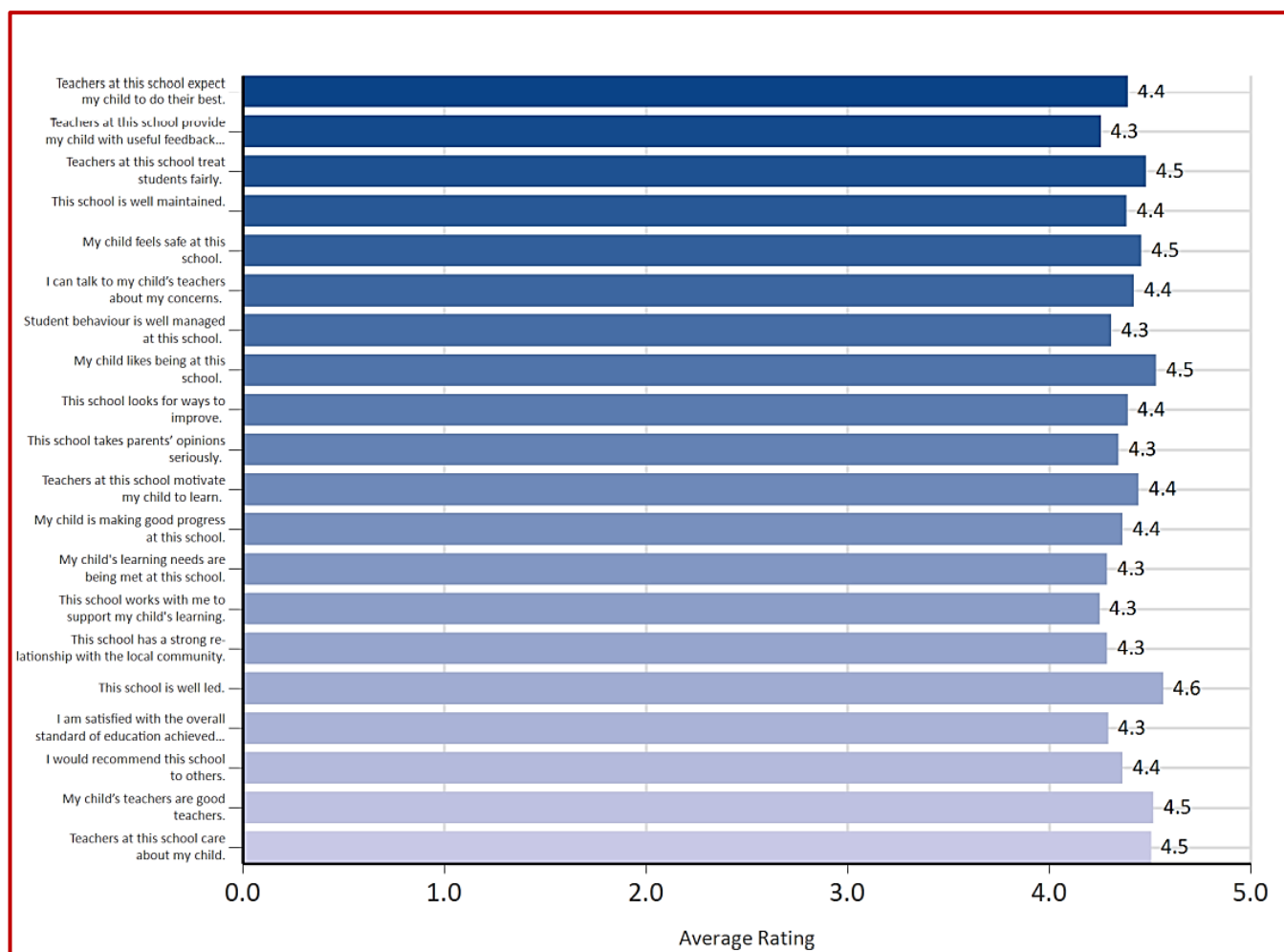
National Opinion Survey

Parent Survey

The biannual survey was circulated electronically and in hard copy. 48 families responded, which equates to 45% of the total families in our school community. The results of the 2022 survey demonstrated that our parent community felt that our school was generally very well managed. It was positive to note the high level of agreement that teachers focus on the needs of individual students and that there is a very positive view of our staff. Hudson Park Staff have collaboratively analysed the data and identified key focus areas.

The survey (as indicated on the next page) demonstrated that our key strengths are:

- Teachers at this school expect students to do their best.
- Teachers at this school treat students fairly.
- My child feels safe at this school.
- My child likes being at this school.
- Teachers at this school motivate my child to learn.
- This school is well led.
- My child's teachers are good teachers.
- Teachers at this school care about my child.



Even though the scores in the lowest areas are still really positive, areas for improvement that were identified from the survey are:

- Teacher's at this school provide my child with useful feedback.
- Student behaviour is well managed.
- The school works with me to support my child's learning.
- This school has a strong relationship with the local community.

Following our 2020 parent survey, staff analysed the data and set the following areas to focus and improve on. It was really pleasing to see that these areas have improved over the 2-year period, even with the restriction placed on schools due to COVID-19.

	2020	2022
The school has a strong connection with the community	4.0	4.3
Student behaviour is well managed at this school	4.1	4.3
The school, works with me to support my child's learning	4.1	4.3
The school is well led	4.4	4.6

School Council's Report

Ms Helen Burgess, Chair

We had a dedicated School Council consisting of parents, community members and school staff and despite COVID-19 restrictions early in 2022, the School Council had a very productive year.

In 2022 we had:

School Planning

- Reviewed progress made towards the 2020 – 2022 School Strategic Plan
- Reviewed and amended the 2022 Terms of Reference
- Supported the development of the Hudson Park Primary School Vision
- Analysed student data and reviewed progress towards student achievement targets
- Analysed 2022 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 2023

School Finances

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

Reporting

- Reviewed and ratified the 2020 Annual Report

Our Council members have been 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 their needs. This has been invaluable in driving our new strategic plan.

Parents and Citizens' Report

Mr Andrew Locke, President

At Hudson Park Primary School, the school community continued to work together for the children in our local area. The P&C worked with the school administration to ensure, where possible, the school's and the children's needs are met by providing fundraising opportunities that contribute funds towards these needs and activities.

The Canteen was well run and the School Uniform Shop continued to hold adequate stock to ensure the children had uniforms throughout the year. Fundraising continued to be a focus in 2022, and the P&C were in an excellent financial position. General and investment funds were still in place before any other fundraising activities had been completed before the end of the year. Various events were held which included the Colour Slime Fun Run,

the Photo fundraiser, Krispy Kreme fundraiser, Pizza days, Halloween Disco, Banking commissions, Faction Carnival refreshment sales, Father's and Mother's Day Raffles, Nacho nugget day, Christmas Raffle and Carols by Candlelight event.

The continued provision of opportunities ensured that the P&C raised over \$5000 in 2022 to support the funding towards the school chaplaincy program, swimming lessons, and various excursions.

School Programs

School Chaplain – Mrs Kate Tantum

The School Chaplain, Kate Tantum, has provided pastoral care to students, their families and staff. She worked part time, coming in for 16 hours a week and has had more than 200 significant one-on-one conversations with students, staff and parents in 2022. Kate has worked hard to develop relationships with many support agencies such as Manna Kids, Eat Up, No Limits, Give Write, Salvation Army and Food Bank as well as Encounter Church and Rainbow Church.

During the year she 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 worked with Food Bank, Manna Kids and Eat Up to ensure that the Breakfast Club, Community Pantry and Lunch Relief sandwiches were always well stocked. The school also had a partnership with Rainbow Church in Girrawheen who supplied a large quantity of bread that gets put out for the families who may need some, each week.

Kate made sure that we had spare clothing and uniforms for those unforeseen times when they would be required. There were also stocks of stationery, school bags, lunch boxes and water bottles available for student who may need them. Kate created hygiene packs for each of the Year five and six students with essential toiletries in them. They were handed out after the Body and Hygiene talks that took place in 2022.

Kate ran a Friendship program with ten students from year four to six. This program equipped the students with 'tools' to navigate through the friendship hurdles that popped up during the year. It also gave them understanding into healthy and unhealthy friendships and what to do in conflict situations.

Bullying No Way! Day was celebrated in March with a Kindness tree in the school grounds decorated with notes of acts of Kindness.

Hudson Park also celebrated "R U Ok? Day" and continued the theme of "Kindness." We noted and acknowledged the kind acts that our fellow students did by nominating them for a prize draw. Students from each class won a wonderful "R U Ok? Day" bouncy ball and chocolates. Each class also made a paper chain depicting their way of asking each other if they were okay. R U Ok? Day chocolates were handed out to Staff to acknowledge the day as a reminder to us all, of how important it is to check in with each other as often as possible.

A "Lunch Time Club" was set up once a room became available in the fourth term. This ran for 30 minutes during lunch on Mondays and a Wednesdays. The students loved building Lego, playing board games, beading, creating, driving toy trucks and trains, drawing and colouring, and the favourite of all were the dress-ups and imaginative role play in the "Kitchen corner" that had been set up.

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

Breakfast Club and Community Pantry

Breakfast Club continued in 2022 with great success thanks to Senior Pastor Phil McCourt and his team of volunteers from Encounter City Church, Girrawheen. Over forty hearty breakfasts were enjoyed by families before school every Tuesday and Thursday from 8:00am to 8:40am. It was a great way to start the day as it encouraged students to eat healthily and provided a space for families to meet each other. Foodbank and Manna Kids were the main drivers and suppliers of a large array of food for the Breakfast Club and without whom it could not have been possible.

The Community Pantry, located in the middle of C Block provided a space where families could support each other by supplying non-perishable food items, that can be shared by those who need a little food assistance on any given day. The pantry was regularly stocked with donations and was open and accessible every day.

Community Link with Roseworth Child and Parent Centre

Hudson Park Primary School and the Child and Parent Centre (CPC) – Roseworth have developed a strong partnership over the past nine years. The playgroup provided an engaging and informative program that helped children develop a range of skills that included social and emotional, fine-motor and routines that support children’s transition to kindergarten.

The Centre also supported and lead the Hudson Park Primary School’s transition to kindergarten program. This program was run in Term four for children and families who would be joining the school’s Kindergarten program in 2023. Through collaboration with the Child and Parent Centre, we ran a number of sessions with families to provide relevant information so they could commence the following year successfully. It was also an opportunity to begin building relationships between all parties.

Child and Parent Centre – Roseworth provided valuable support for our 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 extended to our School Council in 2022, as Helen Burgess who was the centre co-ordinator was elected as School Council Chair in 2022.

2022 Special Highlights

Harmony Week

On Tuesday 22 March we celebrated Harmony Day with a special lunch. It was wonderful to see so many students wearing their traditional costume and others wearing the colour orange. Mrs Nelson organised for every classroom to sing the Harmony Day song “I Am, You Are, We Are Australian.”



Freeze Frame Opera – Hansel and Gretel

On Tuesday, 10 May 2022 the students were treated to a fairy tale with a difference. Freeze Frame Opera's kid friendly version of Hansel and Gretel was a pantomime performance full of joyful singing, colourful costumes, marvellous props, and interactive performers. The students enjoyed a laugh with Hansel and Gretel and were mesmerised by the witch's magic bubble gun. A lot of fun for staff and student alike.



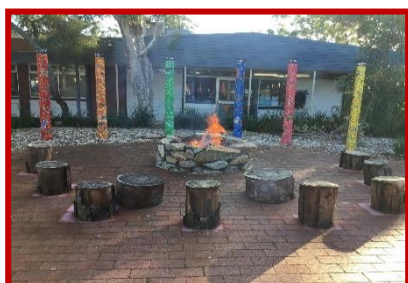
NAIDOC

At Hudson Park PS we celebrated NAIDOC in the final week of Term two, in a celebration that recognised the history, culture and achievements of Aboriginal peoples. The NAIDOC theme was 'Get up! Stand Up! Show Up!'. Students participated in a range of activities throughout the week, that included creating a large collage made up of individually painted tiles done by each student. We also held a ceremony around the fire pit and Aboriginal Garden. During the Ceremony, we also revealed our new faction flags to match the new names:

Yoorn (Gold Faction) - Bobtail Lizard

Kwila (Blue Faction) - Shark

Djidi Djidi (Green Faction) - Willy Wagtail



Athletics Carnival

Our 2022 Athletics Faction carnival was a huge success due to the planning prowess of the Physical Education Teacher and supported by staff. All activities were carried out in one day and included participation from Kindergarten to Year six. All Hudson Park students competed in a range of individual and team events. Novelty events (such as spectators vs teachers giant tunnel ball) and the graduating student sprint were a great spectacle. Students competed extremely well in both the individual and team events. The results were as follows:

1st: **Djidi-Djidi** with 1128 points

2nd: **Yoorn** with 916 points

3rd: **Kwila** with 868 points



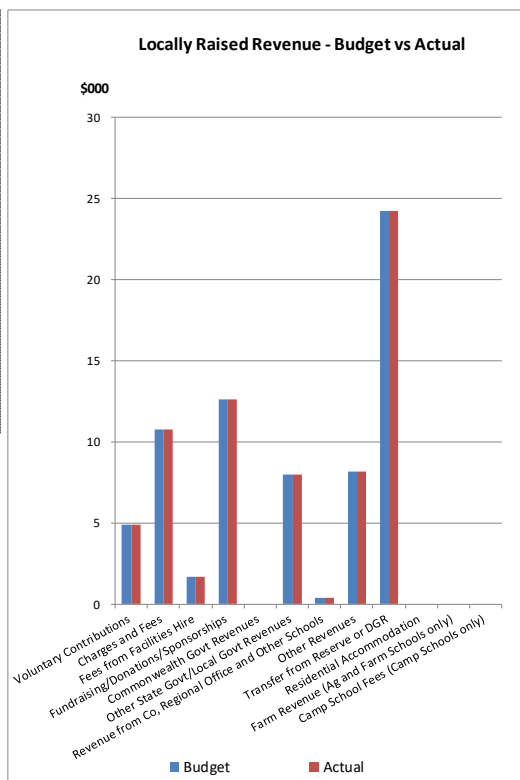
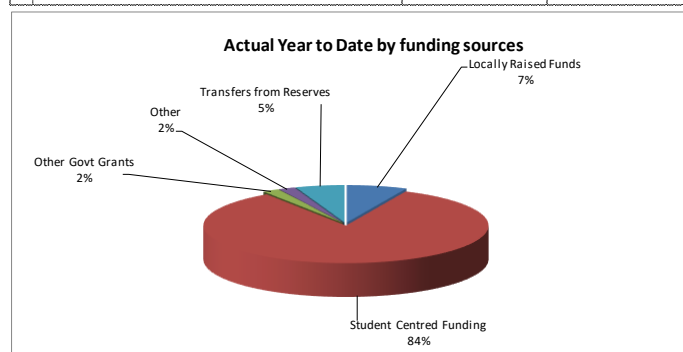
Financial Management

Hudson Park Primary School

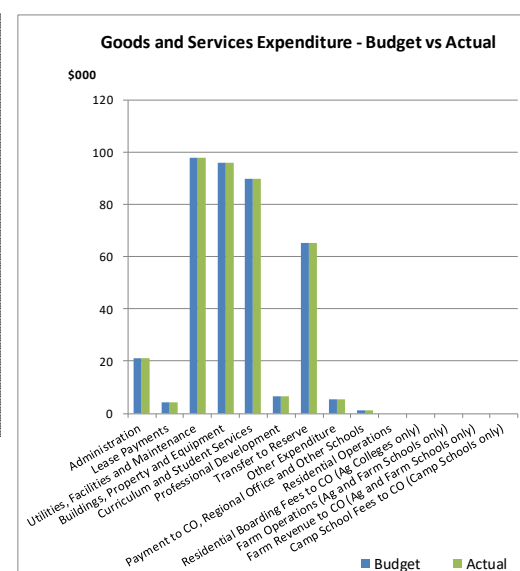
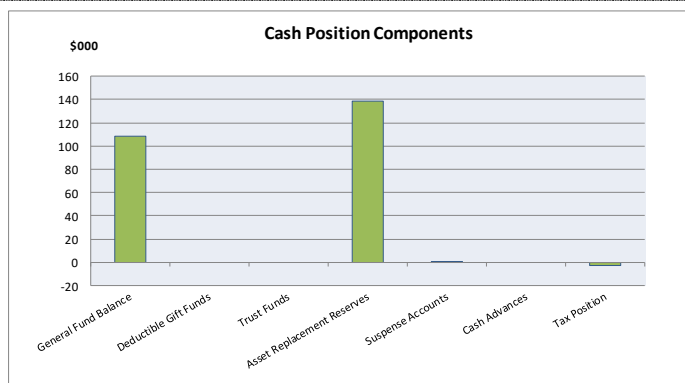
Financial Summary as at

Enter date here i.e. 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 4,900.00	\$ 4,899.50
2 Charges and Fees	\$ 10,752.00	\$ 10,751.57
3 Fees from Facilities Hire	\$ 1,656.00	\$ 1,655.42
4 Fundraising/Donations/Sponsorships	\$ 12,599.00	\$ 12,599.01
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 8,000.00	\$ 8,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 358.00	\$ 357.93
8 Other Revenues	\$ 8,160.00	\$ 8,160.39
9 Transfer from Reserve or DGR	\$ 24,238.00	\$ 24,238.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 70,663.00	\$ 70,661.82
Opening Balance	\$ 61,029.00	\$ 61,029.00
Student Centred Funding	\$ 363,421.32	\$ 363,421.32
Total Cash Funds Available	\$ 495,113.32	\$ 495,112.14
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 495,113.32	\$ 495,112.14



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 20,973.82	\$ 20,974.39
2 Lease Payments	\$ 4,192.05	\$ 4,192.15
3 Utilities, Facilities and Maintenance	\$ 97,823.71	\$ 97,824.76
4 Buildings, Property and Equipment	\$ 95,998.76	\$ 95,999.16
5 Curriculum and Student Services	\$ 89,770.91	\$ 89,771.13
6 Professional Development	\$ 6,651.59	\$ 6,651.50
7 Transfer to Reserve	\$ 65,038.00	\$ 65,038.00
8 Other Expenditure	\$ 5,435.05	\$ 5,434.86
9 Payment to CO, Regional Office and Other Schools	\$ 1,010.00	\$ 1,010.00
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	\$ 386,893.89	\$ 386,895.95
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 386,893.89	\$ 386,895.95
Cash Budget Variance	\$ 108,219.43	\$ 108,219.43



Cash Position Components	
Bank Balance	\$ 245,631.71
Made up of:	
1 General Fund Balance	\$ 108,216.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 138,683.17
5 Suspense Accounts	\$ 1,103.35
6 Cash Advances	\$ -
7 Tax Position	\$ (2,371.00)
Total Bank Balance	\$ 245,631.71

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