



HUDSON PARK
PRIMARY SCHOOL

**HUDSON PARK PRIMARY SCHOOL
STRATEGIC PLAN
2020-2023**



Message from the Principal

Hudson Park Primary School is located 20km north of Perth in the centre of the suburb of Girrawheen. It opened as Hudson Park Primary after the amalgamation of Girrawheen and Blackmore Primary Schools in 2009. It has extensive grounds with large shady trees, grassed play areas, a large grassed oval, modern playground equipment and natural vegetation. A substantial upgrade was completed in 2009 adding two new blocks including new classrooms, kindergarten, undercover area and canteen.

The school enrolment is approximately 235 students from Kindergarten to Year 6. The school population is multicultural with over 40 percent of the population speaking a language other than English. Hudson Park Primary employs a Literacy Support / English as an Additional Language or Dialect (EAL/D) teacher and an Ethnic Assistant to assist with children and their families.

Hudson Park Primary School is committed to providing a quality education for every student and prides itself on aspiring to high standards. We provide a strong foundation in Literacy, Numeracy, Science, HASS and Technology. The academic program also includes a specialist Physical Education, French, Digital Technology and a Music/Drama program. Hudson Park continues to embrace technology throughout the curriculum as a tool to enhance learning.

Hudson Park Primary School has a strong emphasis on pastoral care, inclusivity, values and teaching the students responsibility. The 'You Can Do It' program, Good Standing and a school wide ClassDojo incentive program have helped the school gain an outstanding reputation in the area of pastoral care. The school also employs a Chaplain and an Aboriginal & Islander Education Officer to support students and families across the school.

This unique school is underpinned by strong community links and collaborative partnerships that work together to make this a vibrant, innovative, contemporary education facility.

Andrew Britton

Principal

Our 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. We instil in our students the virtues of Resilience, Respect, Persistence, Organisation and Harmony*

Forward

This plan sets out the direction for our school from 2020-2022 and serves as a guide to achieving our school vision. Developed by the school leadership team in consultation with our school staff and School Council, the plan articulates the pathway forward in continuing to provide quality and effective teaching and learning experiences that will result in high achievement for all students, emphasising the full development of the intellectual, creative and social potential of the individual with an understanding that each and every student is important in their own right.

School-wide pedagogy

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

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

FOCUS AREAS;

Relationships and Partnerships

2019 School Review feedback—Parents, the School Council and members of the P&C describe Hudson Park Primary School as a happy place where children want to go to school and are actively engaged. The caring, inclusive and enthusiastic nature of staff and the openness of their classrooms is evident.

Aspirations

Establish purposeful and valued community partnerships.

Recognise the diverse cultural and linguistic needs of students and families, and build on relationships with relevant cultural groups in the local community.

A strong and active School Council who contribute to school improvement.

Strategies

- Collaboratively develop a Community Engagement Plan that recognises and celebrates cultural diversity.
- Seek perspectives, contributions and involvement from members of the school community through surveys, P&C, School Council and associated school based activities.
- Use of a range of strategies to communicate and connect with parents and the broader community.
- Establish a strong connection with feeder High Schools to create a clear pathway for students transitioning to Year 7.
- Develop a strong sense of student voice through leadership roles and surveys.

Learning Environment

2019 School Review feedback—A deliberate focus on the health and wellbeing of staff and students is evident. A broad variety of celebratory and recognition activities enrich cultural understandings and engage families.

Aspirations

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.

Strategies

- Implement 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 embedded in all classrooms. School values embedded apply to the whole school community.
- Effective implementation of the 'You Can Do It' program from Kindergarten to Year 6, to foster positive health and wellbeing of students.
- Establish a committee to analyse health and wellbeing data for staff and 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.

Leadership

2019 School Review feedback—A culture of high expectations, distributed leadership and strong relationships and partnerships is evident. We focus on establishing the pre-conditions that support student learning.

Aspirations

Establish a thorough school self-assessment process to enhance school improvement planning.

Develop a comprehensive leadership structure that incorporates the identification, nurturing of, and development of aspiring, beginning, current and senior leaders and students.

Staff adopt a growth mindset and apply a professional ethic towards their work.

Strategies

- Administration Team to 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.
- Develop an effective distributed leadership model to facilitate staff leadership and ownership of school priorities and focus areas.
- Leadership team establish 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.

Use of Resources

2019 School Review feedback—Decisions about funding for school programs and staff employment are responsive to student needs. Links between budgets and school plans are increasingly evident and evidence based.

Aspirations

Strategically align finances to meet the needs of all students at Hudson Park Primary School.

Strategies

- Utilise School Control Self-Assessment questionnaire to continually refine financial processes.
- Develop a workforce plan to identify future staffing needs and professional learning needs.
- Finance committee to strategically align current priorities to cost centres
- Targeted purchase and replacement plan for purchase of up-to-date technology.
- Student characteristic and targeted initiative funding to be explicitly planned for to meet the needs of students.
- Continue to improve outdoor spaces by creating outdoor classrooms and nature play areas.
- Develop an environmental responsibility education focus in K-2.

Teaching Quality

2019 School Review feedback—School-wide beliefs about effective teaching are emerging through consistent consultation and planning processes. Literacy and numeracy leaders and committees are in the initial stages of supporting consistent whole-school curriculum delivery through Professional Learning Communities.

Aspirations Embed consistent whole school practices, which is propelled by student data, research and systemic directions. Meet the needs of every student in all aspects of their development. Embedded Response to Intervention (RTI) model.	Strategies - Curriculum leaders in conjunction with their teams develop Operational Plans to provide specific direction across school priority and focus areas. - Develop evidence based pedagogical framework for English and Mathematics. - Develop and implement a whole school approach to the teaching of oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. - Implement 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.
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Student Achievement and Progress

2019 School Review feedback—The school is aware of recent NAPLAN achievement results and is developing responsive approaches, most notably in the area of literacy planning, leadership and PLC implementation.

Aspirations Create a data driven learning culture by embedding a consistent approach to develop data literate staff. Utilise data to develop whole school processes and improvements to teaching and assessment practices.	Strategies - 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 will engage in collaborative planning, data analysis and moderation. - EAL/D students are profiled using Progress Maps to inform differentiation. - Professional Learning for staff to ensure effective use of formative assessment and feedback.
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Targets

Academic Improvement Targets

NAPLAN

- 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 and Writing
- The percentage of Year 3 and Year 5 students in the middle proficiency bands to be above like schools in Reading and Writing
- The percentage of Year 3 and Year 5 students in the top proficiency bands to be better than like school
- The percentage of Year 3 and Year 5 students in the bottom proficiency bands to be better than like schools
- Stable cohort EAL/D students who have begun schooling at HPPD from Pre-Primary will achieve a minimum of a 'C' grade in Reading by Year 3

NAPLAN Numeracy

- 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 and Year 5 students in the top proficiency bands to be better than like schools
- The percentage of Year 3 and Year 5 students in the bottom proficiency bands to be better than like schools

Non- Academic Improvement Targets

Attendance

- Reduce unexplained absentees to 20%
- Increase the percentage of students in the regular attendance category to 75% in Years 2 to 6
- Increase the percentage of students in the regular attendance category to 80% in Years K to 1

Harmony

Persistence

Success

Hudson Park School Song

High on the hill where the journey starts.
Memories are growing, deep in our hearts.
Where we have come from is not the key.
It's about where we're going, our destiny.

A place to learn, a place to rise.
A place to grow and a place to shine.
A place to live in harmony,
A place to persist and to succeed.

High on the hill with my friends each day.
Caring people guide my way.
Here as we strive to find our mark.
Here in our school at Hudson Park.

A place to learn, a place to rise.
A place to grow and a place to shine.
A place to live in harmony,
A place to persist and to succeed.



Hudson Park Primary School

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