



HUDSON PARK
PRIMARY SCHOOL

ANNUAL REPORT 2023



Harmony

Persistence

Success

Contents

PRINCIPAL'S MESSAGE	4
Public School Review	4
SCHOOL PROFILE	5
Our Shared Vision	5
School Wide Pedagogy	6
School Self-Assessment Process	6
Staff	7
Enrolment Profile	8
High School Destination of Year 6 students (2024)	9
Attendance	9
STUDENT PERFORMANCE AND CURRICULUM	10
On-Entry	10
English and Literacy	10
Tier 1 Focus	10
Tier 2 and 3 Foci	11
NAPLAN Comparative Performance Summary	11
Mathematics	12
Whole School Priorities	12
Numeracy Block Structure	12
Numeracy Content Blocks	12
NAPLAN Comparative Performance Summary	14
EAL/D	14
Technology	16
Science and STEM	17
Library	18
Book Week	19
Rigorous Readers	20
French	20
COMMUNITY PARTNERSHIPS	22
School Council's Report	22

Parents and Citizens' Report	22
School Programs	22
School Chaplain – Mrs Kate Tatum.....	22
Breakfast Club and Community Pantry	23
2023 SPECIAL HIGHLIGHTS	24
Freeze Frame Opera – Rapunzel	24
Athletics Carnival	24
Slime Run	24
FINANCIAL SUMMARY	25
GLOSSARY OF ACRONYMS	26

PRINCIPAL'S MESSAGE

The 2023 Annual School Report, along with the Schools Online information, provides parents and members of the wider community with information about the performance of Hudson Park Primary School, as well as the events and activities the school has taken part in, during 2023. It also outlines the schools' strengths and future directions we need to take for continued improvement. The information in this report has been used to assist us in whole school planning for 2024 and beyond.

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 216 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 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 programs have helped the school gain an outstanding reputation in 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.



2023 was a very successful year for Hudson Park Primary School as we were recognised as an **Independent Public School (IPS)**. This means, that as a school community we have demonstrated our capacity to make local decisions across a range of school operations to enhance education outcomes for students. Principals of Independent Public Schools have more freedom to make decisions about important matters that impact students' education such as student support, staff recruitment, financial management, governance, and accountability. Independent public school communities take a greater leadership role in all aspects of education, with the ultimate goal of delivering high quality education to students.

Public School Review

Our School Review has been endorsed by the Director General on Monday, 30 May. We received glowing feedback in all 6 areas: Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress

Some particular highlights were:

- **Students** expressed their appreciation for the school which they described as respectful, kind, and caring. Parents value the school highly. They 'feel seen' and have trust in the school.
- Positive relationships with **families** and the wider **community**. Our External partnerships were also a highlight especially the DSF and Child and Parent Centre and breakfast Club affiliations.
- Effective **behaviour** and **attendance** processes with improved results. We are experiencing the highest levels of attendance and lowest behaviour referrals.

- A **distributed leadership** structure including curriculum, phase teams and phase leaders is supporting the development of consistent practices and connected learning.
- Based on the school's understanding that success is founded on the ability to develop the **potential of staff**, performance development processes and professional learning are focused on learning, collaboration and staff sharing
- **Shared beliefs**, aligned to school-wide teaching and learning practices and programs have been collaboratively developed.
- Staff use system and **school-based assessments** to monitor individual student progress, identify learning needs and inform classroom decision making.
- **Differentiation** for individual student needs is integral to the school's focus on planning in the classroom, including the targeting of learning gaps through interventions.
- **Early intervention** has been prioritised to ensure student learning gaps are addressed and students are able to maximise their progress and levels of achievement.

The only recommendations were areas that we had identified as priorities moving forward.

We will use the feedback from our Public School Review, as well as our self-assessment practices, to develop our **2024 to 2027 Strategic Plan**.

SCHOOL PROFILE

Our Shared Vision

'To equip students for the future, within a collaborative community, where students have a strong sense of belonging and achievement.'



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 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.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.2	0
Total Administration Staff	3	2.2	0
Teaching Staff			
Level 3 Teachers	1	0.8	0
Other Teaching Staff	15	10.4	0
Total Teaching Staff	16	11.2	0
School Support Staff			
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.4	0
Other Allied Professionals	9	5.2	0
Total School Support Staff	14	8.2	0
Total	33	21.5	0

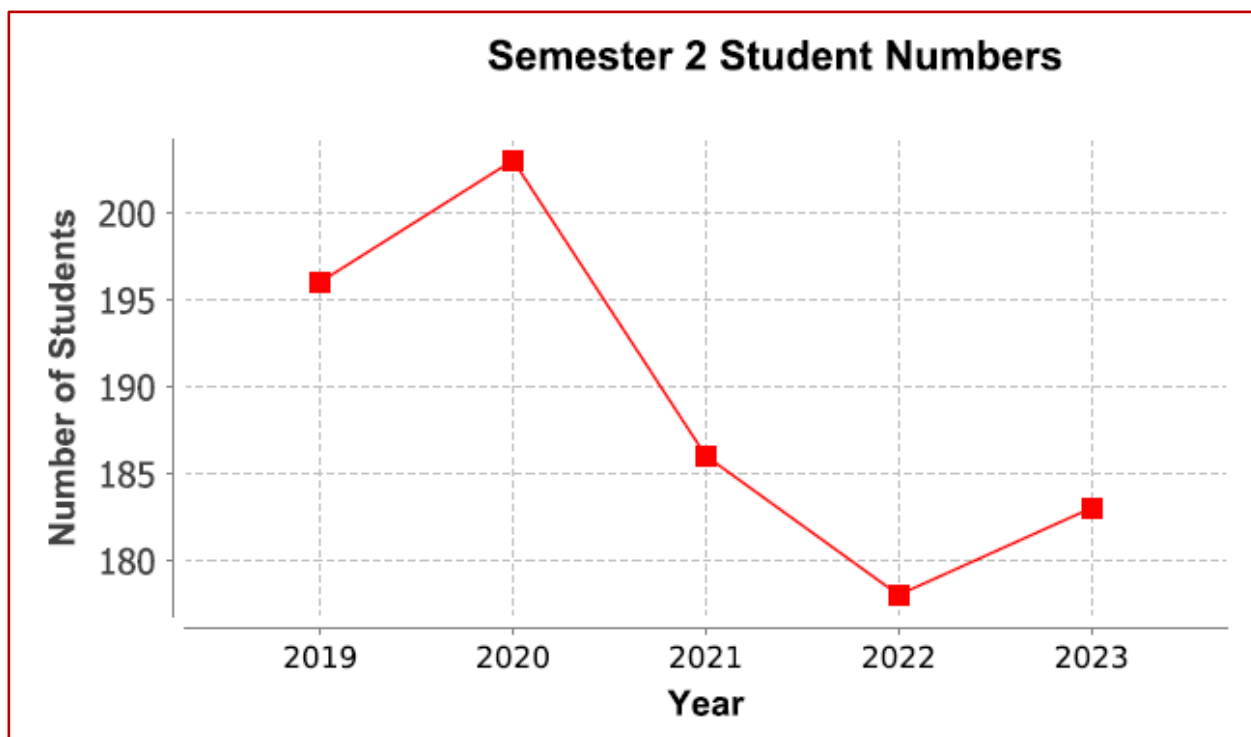
Professional learning is key to enabling staff to improve their practice and encourage ongoing growth and development. Professional learning included four pupil free school development days that were used to improve the capacity of teaching and non-teaching staff in line with school and Departmental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

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

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

Enrolment Profile

This graph outlines the total number of students from Pre-Primary to Year 6 in Semester 2, 2023.



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. However there appears to be some growth occurring in response to the school promotional team who has been tasked to find innovative ways to promote Hudson Park Primary School, with numbers increasing.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	24	25	26	31	27	32	18	200
Part Time	33								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	7	11	78		96
Female	26	13	81		120
Total	33	24	159		216

	Kin	PPR	Pri	Sec	Total
Aboriginal	6	3	24		33
Non-Aboriginal	27	21	135		183
Total	33	24	159		216

High School Destination of Year 6 students (2024)

Destination School	Male	Female	Total
Girrawheen SHS	6	3	9
Warwick SHS	3	3	6
Balcatta SHS	1	0	1
Mercy College	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, being only slightly higher in 2023. It is also really pleasing to see that the number of students who attend school 'regularly' at Hudson Park Primary School is higher than the WA Public Schools.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2023	90.8%	87.7%	90.3%	74.8%	75.1%	74.3%	88.6%	85.1%	88.9%

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

Our Non-Academic Improvement Targets to reduce unexplained absences by 20%, is on schedule and will continue to be maintained and monitored into 2023.

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.

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	73.4%	17.1%	6.5%	3.0%
2022	46.9%	24.5%	21.4%	7.1%
2023	64.4%	20.7%	6.9%	8.0%
Like Schools 2023	47.1%	28.1%	17.6%	7.3%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

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 2023 and will continue into 2024. Our aim is to support families in developing regular attendance habits early in their child's schooling.

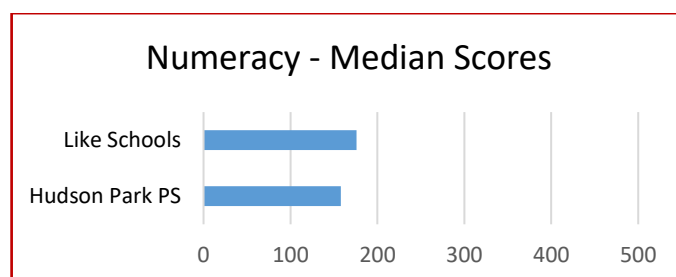
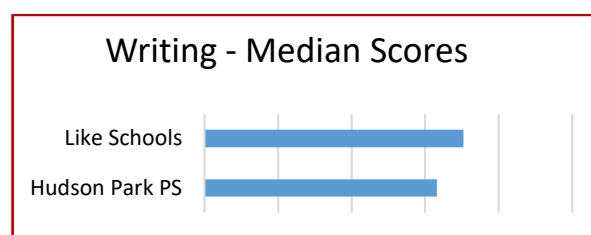
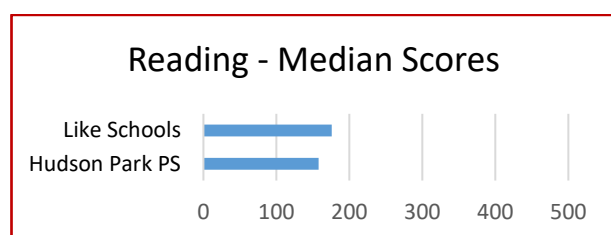
STUDENT PERFORMANCE AND CURRICULUM

On-Entry

The On-entry Assessment Programme is completed with Pre-primary students in weeks 3 to 6 of Term 1. Data has been analysed at a cohort level, 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".

English and Literacy

Mrs Janet Anthony, Mrs Karen McKenzie and Mrs Colleen Phillips

In 2023 we focussed even further on our tier instruction methods.

Tier 1 Focus

Improving our instructional practices in English.

- Trialling the Syntax Project and lessons in a variety of classes to promote the growth of writing placed a strong instructional focus on sentence structure and its composition. In the Early Years Colourful Semantics was also trialled simultaneously to assist students in writing and both programmes will continue in 2024. This impact on student awareness and learning has been seen in all our testing and data analysis as it was an area of previous concern.
- A K-6 Literature Spine was collaboratively developed by teachers. This spine of rich texts further developed the experiential and vocabulary needs of students across a wide spectrum of learning areas. The Spine also included literature of Special days and events like Harmony Days and Anzac Days. It will be trialled and adapted in 2024.

- Daily Reviews were embedded into our strategies which reinforced learning concepts at timely intervals. This implementation was a result of staff attending high quality professional learning on the Science of Learning and understanding the reason and importance of these reviews in students retaining key information.
- Oral language - by increasing the number of incursions and excursions students were involved in provided a wider range of topics to talk, write and read about. This was vital, especially where the use of vocabulary in writing was concerned. This will also continue in 2024 with a broader selection of topic excursions planned to enhance students' experiences. As this has proven to be very successful, this strategy is now built into all budgets.
- The Heggerty Phonemic Awareness program was implemented in Years K-2 for the third year. This is a scripted program that is delivered daily for approximately 10 minutes. PA is essential for the development of literacy. Students with low oral PA find blending (to read) and segmenting (to spell) challenging. We have adopted the assessments recommended by DSF (WA). These were the 2021 version and Mrs McKenzie prepared all assessment materials to ensure the correct assessments were used and all students accounted for. Teachers have continued to be supported to complete the testing through additional relief teacher funding. We decided to test ALL students in Kindy and PP in all tests (Beginning, Middle and End) as testing became more complex as the year progressed. All Year 1 and 2 students were tested on all items at the beg of the year. Only students non-proficient in their results, were further tested mid and end year (in subskills they had not mastered). All Heggerty data was inputted into the Hudson Park whole school database to track student's achievement and progress over time. Students in all classes were taught the Year level scope and sequence. At the mid-year test, students' who were experiencing difficulty were identified. Resources were only available to offer intervention in Pre-Primary (Term 3 and 4). Identified PP students were retested using the kindergarten assessment to determine a starting point for intervention. This was evident in the data set below.

Tier 2 and 3 Foci

- Embedding intervention and associated practices and understandings with the Tier 2 and 3 students in phonics and spelling across the school from Years PP-6.
- The Interventions of PLD, Sounds Write and Macqlit have been refined and linked to all data analysis.
- The focus in intervention has been in the Early Years in particular Years Pre-Primary to Year 2 with Phonemic Awareness and Phonics and been very successful with our results.
- Fluency understanding and processes with our assistants during Progress Monitoring time with a focus on vocabulary and comprehension built into the fluency scripts.
- Continue to identify the speech and language needs of kindergarten students and link with supports and applying for a speech therapist through the LDC for 2024 which was successful.

Data collection and analysis continued to be a focus in the four main areas – Phonemic awareness (Heggerty), Phonics (Sounds-Write and PLD), Fluency (ORF Dibels) and Comprehension plus the KAT in Kindergarten. From this rich data our Tier 2 and 3 intervention groups were comprised. Our instructional practices in the classroom have also been revised and re-evaluated by teachers. This process has been successful as a result of teacher input, at every step, assistant knowledge increasing, and data analysis focussed on student progress.

NAPLAN Comparative Performance Summary

Our excellent results in English in Naplan in 2023 has resulted in the school further refining our overall instructional practices, intervention, and data analysis for 2024

■ Above Expected - more than one standard deviation above the predicted school mean
■ Expected - within one standard deviation above the predicted school mean
■ Below Expected - more than one standard deviation below the predicted school mean
 If blank then no data available or number of students is less than 6

	Year 3		Year 5	
	2021	2022	2021	2022
Reading	-2.1	0.0	-0.8	0.0
Writing	-1.8	0.0	1.6	0.0
Spelling	-1.1	0.0	1.3	0.0
Grammar & Punctuation	-2.0	0.0	-0.3	0.0

	Year 3	Year 5
	2023	2023
Reading	1.2	1.2
Writing	1.7	1.5
Spelling	2	1.3
Grammar & Punctuation	1.9	0.8

Mathematics

Ms Melanie Chapman and Mr Vince Cardenia

In 2023 we conducted a gap analysis on the strengths and weaknesses of students based on the assessment data from On Entry and NAPLAN. These areas of focus were then included in the Operational Plan Priorities and continued to be developed through the Hudson Park Pedagogical Framework. A range of mathematics programs were identified to suit the needs of students, with a focus on basic maths facts and mental computation. We had an increased focus on the number of mathematics lessons each week and highlighted the priorities. The full implementation of Brightpath moderation for mathematics assessments has been an excellent tool for monitoring achievement, progress, and areas to focus teaching on.

Whole School Priorities

- Evidence based whole school approaches to teaching mathematics – emphasis on Daily Reviews
- Response to Intervention
- Data informed Practice
- Problem Solving techniques
- Mental Computation Strategies

To achieve the school targets for Mathematics set out in the Business Plan, HPPS has adopted a whole school approach to excellence in the teaching and learning of Mathematics. In order to achieve this, Mathematics will be taught in Content Blocks of work, through dedicated Numeracy Blocks of teaching.

Numeracy Block Structure

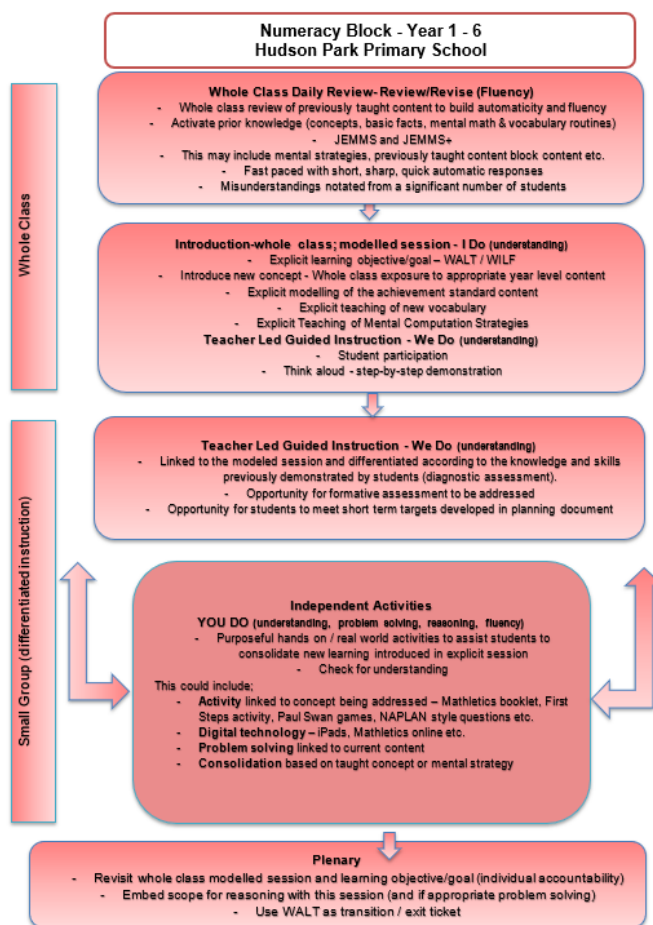
HPPS Mathematics Block structure is built on a research based model designed to deliver the Western Australian Mathematics Curriculum to students through the Proficiency Strands, embedding mastery and deep learning of concepts.

The Mathematics Block structure is divided into whole class instruction, guided small group instruction – differentiated to meet student needs and then whole class plenary to revisit the learning goals and objectives (see attached diagram of Numeracy Block Structure).

Numeracy Content Blocks

A Mathematics Content Block is a teaching block of work that addresses a specific content area and generally consists of a duration. Delivering content to students in blocks of work allows them to create deep understandings through immersion in content that is then revisited throughout the year as required.

Content Blocks should be written, utilising the Western Australian Curriculum in Mathematics, HPPS End of Year Expectations, Mathematics, and other supporting resources as appropriate.



The Mathematics Content Block involves planning a series of numeracy lessons (numeracy teaching blocks) that deliver year level specific content to students, that is differentiated to target the students' specific needs, depending on the results of a pre diagnostic assessment, student interview or anecdotal observations.

Ideally, a Content Block of teaching should commence with a purpose built pre-diagnostic assessment, with questions that enable students to demonstrate knowledge in that content area, from a D to an A grade. (The SCSA Judging Standards are an excellent resource when compiling these assessments).

Lessons from the content block are then differentiated and delivered to students. Formative assessment opportunities should be built into the Content Block to enable continuous student assessment, allowing for movement of students within the groups as required.

Each Content Block of learning should conclude with a purpose built post diagnostic assessment (which may or may not be the same as the pre diagnostic assessment) for formal assessment purposes and for planning purposes to highlight future teaching requirements. It is imperative that this assessment allows students to demonstrate their abilities from an A to a D grade.

Whole class Daily Review sits at the beginning of your Numeracy Block and aims to build fluency through repeated exposure and practise of skills and content. It should ideally be no more than 10 minutes.

Teaching Content ideas	Possible strategies
- Quick recap and practise of previously taught/learned skills mental comp or problem solving strategies. - Fast paced review of previously taught concepts and student misconceptions.	- Establish routines for mental computations, problem solving and vocabulary. - Mental computation strategies involving 4 operations (where appropriate), problem solving practise including money, time, other measurement etc... - May involve flashcards, PowerPoint. Follow the recall, apply process where teacher gives the correct learning, students then have an opportunity to give quick responses to apply the concepts.

Whole class explicit teaching session follows the warm-up. It is the 'I Do' whole class component of the lesson. The teacher explicitly teaches year level curriculum content whilst students actively listen.

Teaching component	Strategies
Introduce the WALT & WILF/ lesson objective/ learning goal.	- Write learning goal on the board. - Use WALT/WILF posters.
Explicitly teach the achievement standard content from the Western Australian Curriculum.	- Modelling on the whiteboard. - Use of manipulatives to demonstrate concepts. - Talk-alouds.

Differentiated instruction is the 'We do/ You do' component of the lesson. Students are grouped on the results of pre-diagnostic assessment / anecdotal records and then monitored via observations from classroom activities. Movements within groups are made as required.

Teaching component could include	Strategies
Students on mat initially	Explanation of rotational activities
Teacher led group (generally 1 st teacher led group is SEN/SAER to capitalise on explicit teaching prior to independent group activity).	- Activity to allow teacher to observe student's understanding of content taught. - Maths games, think boards etc... - Teacher may have observation grid to focus on particular students and particular skills.

Consolidating learning of concept – practice, practice, practice	• Partner work • Games – dice, dominoes, Paul Swan activities/games
Problem solving rotation – working on previously taught problem solving strategy/ies.	• Partner work • Independent problem solving
Mental computation rotation - working on previously taught mental computation strategy/ies.	• Partner work • Games – dice, dominoes, Paul Swan activities/games

Plenary comes about when the class revisits the learning goal/objective for the lesson. What does it look like in their practice? How do they know they have achieved the goal? Paint a clear picture for students.

NAPLAN Comparative Performance Summary

The NAPLAN reporting format had changed and so it was a challenge to determine the results in terms of a definitively. However, there was a noted small improvement.

	Year 3		Year 5	
	2021	2022	2021	2022
Numeracy	-1.9	0.0	-0.1	0.0

	Year 3	Year 5
	2023	2023
Numeracy	1	-0.2

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 If blank then no data available or number of students is less than 6

EAL/D

Mrs Karen McKenzie and Mr Vince Cardenia

In 2023, approximately 60% of HPPS students speak one or more languages other than Standard Australian English. This includes 21 students who speak Aboriginal English. 14 of students are Aboriginal. The dominant languages at HPPS are Karen, Arabic, Vietnamese, and Aboriginal English. An additional 29 languages are spoken by our families. Interpreters continue to be an important part of the school's communication process. As part of the School Review in 2022, staff evaluated our practices using the EALD Implementation Checklist and the Aboriginal Cultural Standards Framework. An EALD Operational Plan was created for 2023. Teaching and Assessment, Professional Learning and Parent and Community Engagement were key focus areas.

Harmony week held in March was a highlight on the calendar. This celebration was led by Ethnic EA Mrs Trang Chau, who did an outstanding job organising the shared community lunch and entertainers. These included: "Selendang Sutra Dance Troupe", the Vietnamese Community Dance Group, and drummers to accompany students performing the Lion Dance.

Mrs Chau was well supported by our enthusiastic parents and community members who contributed a diversity of traditional dishes to the lunch.

This event truly brought our community together. We were amazed by everyone's generosity as well as the different foods we were able to experience. Alongside the community lunch, HPPS staff organised an array of engaging classroom activities that explored the theme, "Everyone Belongs".



HPPS continues to build a strong relationship with Girrawheen SHS. Our Year 3-6 students were invited to attend an entertaining and professional Harmony Day performance by the Girrawheen high school dance students.

Throughout the year, we celebrated other important cultural events such as World Refugee Day, NAIDOC Week and Sorry Day through a variety of activities. During NAIDOC week, students worked with Aboriginal artist, Melissa Spillman to create a vibrant water themed mural. We continue to implement the Aboriginal Cultural Standards Framework by recognising, valuing, and promoting Aboriginal perspectives through the Curriculum.

This year we farewelled Mrs Chau who retired from her position as Ethnic EA. We also farewelled Mrs Dot Filopante, our Aboriginal/ Islander Education Officer (AIEO). We acknowledge their hard work and the positive contributions they have made to the HPPS community. *Rosanna Davis* has been appointed as the new AIEO, and we look forward to further positive outcomes. We thank *Shannan McBride* for filling this position during the recruitment process.



There was an amalgamation of the spaces used by the Chaplain and AIEO. This has enabled students to access these support services more easily. The spaces provide a welcoming and inviting environment for students and the amalgamation has also allowed the Chaplain and AIEO to collaborate more easily.

In 2023, staff engaged in a range of professional learning and dialogue to further develop understanding of, and teaching strategies for EALD and Aboriginal learners. This PL included:

- Tracks to Two Way Learning: staff evaluated the school's progress along the Tracks to Two Way Learning Evaluation Matrix (Phases 1-4). In most areas, the school is consolidating Level 3 indicators.
- Noongar Grammar and Reasoning: Vince Cardenia presented a workshop to develop understanding of the differences between Noongar grammar and reasoning, and Standard Australian English.
- In partnership with Koondoola PS, Cate Gecas, an experienced practitioner in both the IEC setting and ESL in the Mainstream, presented a workshop that focussed on oral language development and reporting processes. From Semester 2, 2023, students will continue to receive an EALD PM report until they attain C grades in Reading and Writing for three consecutive semesters (including current semester). From Semester 1, EALD reporting included low achieving Aboriginal English students.
- Wendy Callow (Koondoola IEC teacher) worked with the K-Y2 teachers during PLC. She mentored teachers through the online EALD reporting process and explained the major differences between the different PM levels in Reading and Writing. She also worked with the Kindy and PP EAs to develop their repertoire of oral language teaching strategies, especially for students still at the beginning stages of acquiring SAE (Progress Map levels 1 and 2).
- A bank of EALD PM comments was provided for Semester 2 reporting. An EALD (rather than SCSA English) comment is provided for EALD students who are achieving a D or E grade in Reading and/or Writing. This includes students who speak Aboriginal English.
- The EALD Student Profile is an ongoing data base that is updated regularly throughout the year. It allows the EALD, SAER and Aboriginal Cultural Standards coordinators, and teachers to identify which students will need an EALD report. The EALD Profile is reviewed through PLCs.

Implementation of programs based on the Science of Reading and Cognitive Load Theory (Daily Review) has had cross over benefits for our EALD and Aboriginal students. There has been a whole school focus on the explicit teaching of sentence structure, building background and vocabulary, and oral retell.

Performance targets were difficult to ascertain as the new NAPLAN format did not enable the school to compare the performance of LBOTE to non-LBOTE students, as the format had been changed.

The Listening target for PP was achieved with 100% students achieving an EALD PM level of 2 or 3. In Speaking, 86% of the students (12/14) achieved a Level 2 or 3. Two students achieved Level 1.

Using the EALD PM for planning Tier 2 and 3 interventions has been trialled by some teachers. Further PL, collaboration and mentoring will strengthen teachers' competence in this area.

Technology

Mr Peter Randall

Digital Technologies remains a focal point of emphasis at Hudson Park Primary, with the dedicated Digital Technologies Specialist Teacher playing a pivotal role in supporting students. This support extends beyond immediate academic needs, encompassing the cultivation of vital computer science and information systems concepts crucial for future success.

Within the realm of Digital Technologies, students engage in various learning objectives, including investigating, communicating, and creating with digital technologies. Proficiency in managing and operating Information and Communication Technology (ICT), along with the application of social and ethical rules in ICT usage, is emphasized. The curriculum also encourages students to be innovative creators of digital solutions, employing critical skills such as computational thinking, design problem-solving, coding, and venturing into Robotics and engineering design.

Additionally, a focus is placed on nurturing responsible digital citizenship. This involves guiding students in collaborative and ethical interactions within the digital space, fostering awareness and skills to safeguard personal information and navigate online spaces safely.

Key highlights in Digital Technologies over the past year encompass the strategic use of iPads for NAPLAN testing, the successful completion of the school website, and the transformation of B2 into a computer lab. This space, equipped with desktop PCs and wireless access for iPads, serves as a hub for developing students' digital literacy, accessing online learning platforms, and facilitating document creation and NAPLAN testing.

A noteworthy achievement is the school's participation in the First Lego League competition, a culmination of the STEM talented and gifted program. The team's efforts in designing and programming a Lego Spike Robot for themed missions called "Masterpiece" showcased their problem-solving prowess. Our team comprising of 10 students, worked very hard to successfully engineer solutions to many missions in the game. They created an innovative digital solution to effectively share their passion for cooking, particularly baking cakes! 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 "Masterpiece" Challenge. We placed equal 3rd in the points ladder in the "Robot Game" scoring 270 points. Despite narrowly missing out on overall prizes and progression to the State level, the team's commendable performance, aligned with core values, reflected their dedication and innovative spirit.

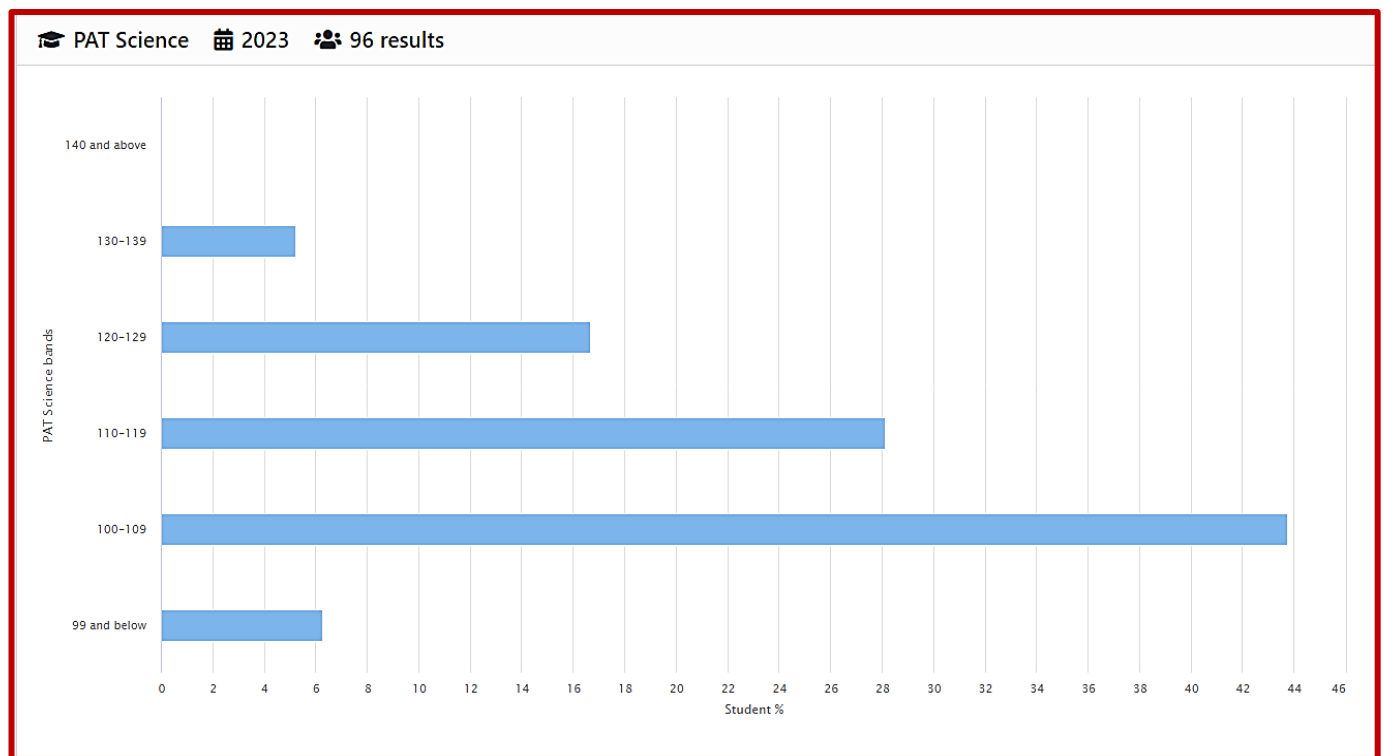
Science and STEM

Mr Vince Cardenia

In 2023 Science was again a key learning area for Hudson Park Primary School. Mr Cardenia provided shoulder to shoulder support for staff in science planning, delivery, and assessment.

The focus was on the development and delivery of the Science curriculum which is to be aligned with the West Australian Curriculum. The major strategies and highlights in science have involved:

1. The continued implementation of a science support program.
2. The relevant review of the WA Curriculum.
3. The integration of science across the curriculum with other STEM subjects.
4. The engagement of the wider school community during special events.
5. Completion of moderation tasks for Year K-2.
6. PAT testing in science for students in Year 3-6.
7. Participation in the SciTech science competition for Year 5 and 6 students.
8. Whole school excursion to SciTech to celebrate science week.



Hudson Park Primary School continued with its STEM TAGS program throughout 2023. Mr Cardenia and Mr Randall conducted projects that promoted students' problem solving and critical analysis skills. Students were nominated by their teachers after analysis of STEM based data. Another major focus, in 2023, was collaborative work between students.



Students engaged in the SciTech Science Competition



Hudson Park Primary School participated in the First Lego League and the SciTech Science competition for senior students who participated in the STEM TAGS program.



Library

Mrs Colleen Phillips

The library has once again upheld its commitment to fostering a culture of literary exploration and enrichment, ensuring equal access to its comprehensive resources for students spanning Kindergarten through Year 6, on a weekly basis. The library's collection is meticulously curated, catering to the diverse literary interests of our students. The strategic acquisition of books ensures the library remains a vibrant epicentre for reading for pleasure and is further amplified by an array of diverse displays and activities designed to stimulate literary engagement.



This year also saw the continuation of our library's transformative journey with the initiation of its second phase of refurbishment. This phase was characterized by the replacement of towering, obstructive bookshelves with lower, more accessible units designed with the ergonomic needs of our students in mind. Additionally, traditional table settings gave way to modern seating booths, facilitating a more favourable environment for collaborative reading and sharing of books. A reorganization of literacy resources into designated zones within the library was undertaken, with the enhancement of our fiction series books and the weeding of outdated materials in favour of vibrant, contemporary editions. Notably, the graphic novel section has emerged as a particular favourite among our students, witnessing substantial circulation, alongside a noteworthy engagement with our series section.



Book Week

The annual celebration of the literary culture was further exemplified through our participation in the CBCA's Book Week, themed "Read, Grow, Inspire." This event provided a broad platform for students to immerse themselves in the world of books and embodying characters from beloved stories. The event was accentuated with activities such as best costume, naming the crayons, and story writing competitions, all aimed at celebrating the joy of reading. The staff's enthusiastic participation, dressing up as "The Crayons who Quit", "The very Hungry Caterpillar", "The Cat in the Hat" and characters from "Jack and the Beanstalk", all reflecting the theme of reading, growing and inspiring, served to reinforce the event's thematic message furthermore.



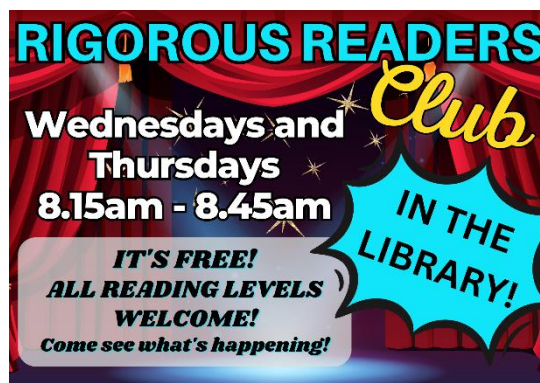
Book Fair

The annual Book Fair was held in the library in November, with thematic elements drawn from Dr. Seuss's "How the Grinch Stole Christmas" and its sequel. The library was once again transformed into the world of "Whoville" and book sales significantly contributed to our library's resources, courtesy of the support and rewards from Scholastic.



Rigorous Readers

The introduction of the “Rigorous Readers” program, formerly known as the “Before School Reading Club,” became a strategic pivot towards enhancing our literacy outreach. This initiative available on Wednesday and Thursday mornings before school, was designed to institutionalize a culture of regular reading among our students. By providing a platform for independent or collaborative reading sessions, the program aimed to enhance reading levels and cultivate a passion for reading. It also adopted the new initiative, where students could have their 200 days of reading record signed off after each completed session, thus providing opportunities for students to be fully supported.



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 three was a very exciting term again for year 5 and 6 students in A5 as they hosted their fabulous French café, Le Café français. Students invited a family member to join them for breakfast (le petit déjeuner). Some of them dressed up as French waiters or in French colours and dazzled their families with their French language skills. They produced their own menus in French and perfected table decorations to entertain their guest.

Guests and visitors were transported to France that morning! It was so wonderful to see so many families sitting together, enjoying each other's company over coffee and croissants. I was very proud of all the students for their hard work, dedication and above all gratitude for being able to host such an event.

It was so wonderful to see the support from so many staff members who also visited our French café for a croissant and a chat. And the local members of the church come to support the children and visit our café too.



Term three was also an exciting time for the year 1-4 students as they researched, designed, and produced outstanding French stickers for entry into the annual TOFA WA (Teachers of French Association in WA) sticker competition. The theme was 'France is not the only country that speaks French'. The children got to research other Francophone countries and learn about their culture, customs, and history. The children loved this challenge and are excited to enter next year's competition in 2024.

Term Four ended with lots of fun, French activities. The year 5 and 6 students in A5 created a French vocabulary book to read to their Pre-Primary buddies. It was wonderful for both the older and younger students.



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

School Council's Report

Ms Helen Burgess, Chair

2023 was a very important year for Hudson Park as it saw the school become an Independent Public School. Becoming an independent public school was an intricate process and I would like to thank Andrew Britton and Janet Anthony who attended the training sessions with me. These sessions provided an opportunity for us to reflect on future directions for the school and how we can ensure that we capture everyone's voice in the journey. We also saw Andrew Britton move on to a new school. On behalf of Board members, I would like to thank Andrew and his team for the great work they have done in improving the academic results at the school.

I look forward to our first year as an Independent Public School, and how we can continue to promote the great work happening in the school and ensure that Hudson Park continues to grow and develop.

On Tuesday 5th March we held our inaugural School Board Meeting. This was the first time the Board met as an Independent Public School. The following members were voted into official positions:

School Board Chair – Helen Burgess (Roseworth Child and Parent Centre)
Community Representative - Pastor Phil McCourt of Encounter City Church
Parent Representatives - Danice Dorogi, Gary Gilmore, and Lisa Baughan
Staff Representatives - Mrs Carmel Defilippis and Mr Vince Cardenia

Parents who would like to know more about the Board are welcome to attend meetings and become members.

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 focus was once again on the smooth running of the Canteen and Uniform Shop as well as many other Fundraising initiatives. 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 near the end of the year. Various events were held which included the Crazy Hair Day, Easter Hat Parade, Slime Fun Run, Krispy Kreme fundraiser, Pizza days, Nacho/Nugget Days, Banking commissions, Faction Carnival refreshment sales, Father's and Mother's Day Raffles, Nacho nugget day and the Christmas Raffle.

School Programs

School Chaplain – Mrs Kate Tantum

Our School Chaplain, Kate Tantum, provides Pastoral Care to our students, their families, and Staff. She works 2 days a week and has had more than 200 significant one-on-one conversations with students, staff, and parents in 2023. Kate works hard to develop and continue relationships with many support agencies such as Manna Kids, Eat Up, No Limits, Give Write, Dandelions WA, Feed it Forward and Food Bank as well as Encounter Church and Rainbow Church.

During the year she supported several families going through crisis, guiding them to local support services and providing food hampers. Kate works with 'Food Bank', 'Manna Kids', 'Feed it Forward' and, 'Eat Up' to ensure that

the Breakfast Club, Community Pantry and Lunch Relief sandwiches were always well stocked and that there is fruit for snack and Crunch and Sip times. Rainbow Church in Girrawheen and Feed it Forward have supplied a large quantity of bread which was put out for the families to help themselves each week.

Kate made sure that we had spare clothing and uniforms for those unforeseen times when they were 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 the assistance of Dandelions WA and our School P&C. Essential toiletry items such as deodorant, toothbrush, toothpaste, soap, sanitary products, comb, and a shampoo were placed in the packs. They were handed out after the Body and Hygiene talks took place.

Bullying No Way! Day was celebrated in August. Kate went round to each class and, using a paper heart demonstration, she spoke about how our hearts can be hurt and damaged from bullying. The children were encouraged to think about the words that they use and how their words can affect others.

RUOK? Day was celebrated with the help from the School P&C. They ran a themed cake sale and a Colouring-in Competition. A themed morning tea was provided for the Staff as a reminder "that a problem shared is a problem halved."

"Lunch Time Club" continued every Monday and a Wednesday. The students have loved making various crafts, beaded bracelets, driving toy trucks and trains, drawing and colouring, dress-ups and imaginative role play in the "Kitchen corner". It is a fun time, out of the elements and away from screens.

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 with great success in 2023 thanks to a wonderful team of Hudson Park parents and Volunteers from Encounter City Church in Girrawheen. Breakfast Club expanded this year to include Wednesday mornings, which is now well attended as well. Between forty and fifty hearty breakfasts are enjoyed each Tuesday, Wednesday and Thursday morning by students and their families. It is a great way to start the day as it encourages students to eat healthily and provides a space for families to meet each other. 'Foodbank' and 'Manna Kids' were the main providers of the large array of food for Breakfast Club and without whom it could not have been possible.

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

The partnership with CPC extended to our School Council in 2023, as Helen Burgess who was the centre co-ordinator was elected as School Council Chair in 2023.



2023 SPECIAL HIGHLIGHTS

Freeze Frame Opera – Rapunzel

Once again, the school was visited by “Freeze Frame Opera” who treated the students to another operatic extravaganza. All the students from Kindy to year 6 were transported to the land of the brothers Grimm, where they met Rapunzel, a girl with a long, luscious plait. This was a pantomime performance filled with lots of laughs, joyful singing, colourful costumes, marvellous props, and hilarious performers. The Opera was fun and engaging and students and staff enjoyed the performance very much. The end was met with two thumbs up..... and they all lived happily ever after.



Athletics Carnival

Our 2023 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. Yoorn was the winning faction for 2023!



Slime Run

The Slime Run was a highlight of this year's school events again, blending fitness, creativity, and fun into one fundraising activity. Students enthusiastically participated with lots of energy and excitement. It was a fantastic opportunity for our school community to come together to foster our teamwork. The success of the Slime Fun Run underscores our commitment to providing engaging and inclusive experiences that promote holistic development and well-being for our students.



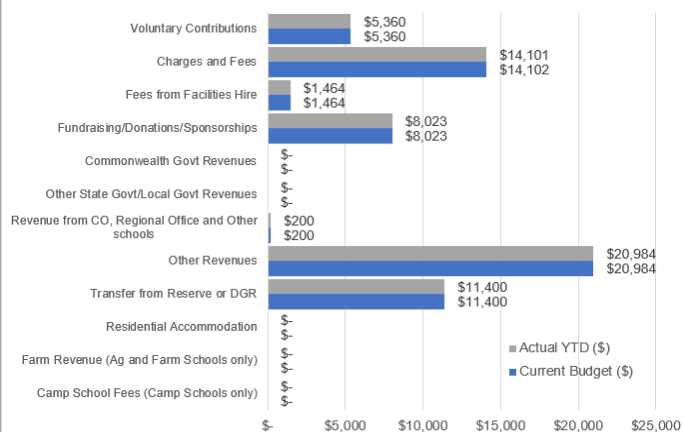
FINANCIAL SUMMARY

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	108,216	108,216
Carry Forward (Salary):	117,400	117,400
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,919,875	2,919,875
Locally Raised Funds:	61,533	61,531
Total Funds:	3,207,024	3,207,022
EXPENDITURE		
Salaries:	2,412,324	2,412,324
Goods and Services (Cash):	439,353	447,904
Total Expenditure:	2,851,677	2,860,228
VARIANCE:	355,347	346,794

EXPENDITURE – Cash and Salary	Current Budget	Actual YTD
Salaries	\$2,412,323.99	\$2,412,323.99
Appointed Staff	\$2,142,403.92	\$2,142,403.92
Casual Payments	\$269,892.72	\$269,892.72
Other Salary Expenditure	\$27.35	\$27.35
Goods and Services (Cash Expenditure)	\$439,352.81	\$447,904.11
Administration	\$21,183.00	\$21,184.46
Lease Payments	\$8,375.00	\$8,374.20
Utilities, Facilities and Maintenance	\$95,596.81	\$95,596.18
Buildings, Property and Equipment	\$91,464.00	\$91,463.48
Curriculum and Student Services	\$116,113.00	\$116,112.90
Professional Development	\$3,256.00	\$3,256.59
Transfer to Reserve	\$102,604.00	\$111,155.00
Other Expenditure	\$696.00	\$696.30
Payment to CO, Regional Office, and other schools	\$65.00	\$65.00
Total	\$2,851,676.80	\$2,860,228.10

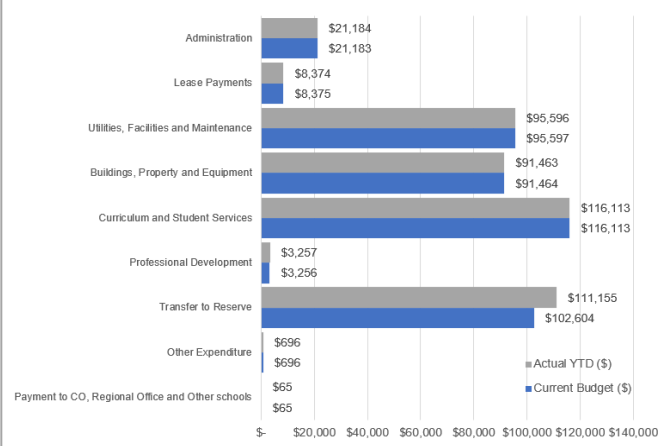
Locally Generated Revenue - Budget vs Actual

Dec 2023 (Verified Dec Cash)



Goods and Services Expenditure - Budget vs Actual

Dec 2023 (Verified Dec Cash)



GLOSSARY OF ACRONYMS

AC	Australian Curriculum
AIEO	Aboriginal/ Islander Education Officer
CAT	Common Assessment Task (a task completed by all students which is used by teachers to moderate)
CBCA	Children's Book Council of Australia
CPC	Consolidated Pastoral Company
DOE	Department of Education
DOTT	Duties Other Than Teaching
DSF	Dyslexia-SPELD Foundation
DT	Digital Technologies
EAL/D	English as an Additional Language / Dialect
HASS	History and Social Sciences
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IEP	Individual Education Plan
IPS	Independent Public School
LDC	Language development centre
LOTE	Languages Other Than English - French
NAPLAN	National Assessment Program Literacy and Numeracy
NAPLAN	National Assessment Program – Literacy and Numeracy
ORF	Oral Reading Fluency
P&C	Parents' & Citizens' Association
PL	Professional Learning
PLC	Professional Learning Communities
PLD	promoting literacy development
PP	Pre-Primary
SaER	Students at Educational Risk
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
TAGS	Talented and Gifted Students