

Harmony

Persistence

Success



HUDSON PARK
PRIMARY SCHOOL

ANNUAL REPORT 2024



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PRINCIPAL'S MESSAGE

It is with considerable pride that I present the Hudson Park Primary School Annual Report for 2024. This report provides an overview of the many achievements, events, and initiatives that have shaped the year, as well as the directions we will continue to pursue in the future.

2024 has been a year of growth, renewal, and celebration for our school community. Building on the recognition of becoming an Independent Public School (IPS) at the close of 2023, Hudson Park has embraced the opportunity to make local decisions that best support our students. This autonomy has allowed us to strengthen our focus on student support, staff recruitment, financial management, governance and accountability, ensuring that the quality of education provided continues to improve.

We have also continued to embed the outcomes of our most recent Public School Review and the priorities outlined in our 2024–2026 Business Plan. These priorities have guided our work in strengthening academic outcomes in literacy and numeracy, supporting student wellbeing, and deepening community partnerships.

Our students have enjoyed a rich and diverse educational program across all learning areas. Highlights included explicit teaching in English and Mathematics, inquiry-based projects in Science and STEM, and hands-on experiences such as Science Week, the First Lego League Challenge, and the A6 Food Forest project. The return of our Music Program was another significant highlight, with students performing at the ANZAC Assembly, One Big Voice Festival, and Carols by Candlelight.

The school community also came together to celebrate significant events, including Harmony Day, NAIDOC Week, Book Week, and RU OK? Day. These occasions not only strengthened our sense of belonging but also reflected our school values of harmony, persistence, and success, which remain central to everything we do at Hudson Park.

Our staff have continued to demonstrate professionalism and dedication, engaging in professional learning and collaboration to deliver high-quality teaching and learning. We also acknowledge the outstanding contribution of our School Council, Parents and Citizens' Association, and our many volunteers. Their commitment has made a positive impact across programs, events, and fundraising initiatives, and has strengthened the ties between school and community.

As we reflect on 2024, I extend my thanks to our students for their enthusiasm, resilience and commitment to learning; to our families for their trust and support; and to our staff for their unwavering dedication to the success of every child. Together, we remain focused on providing a safe, inclusive, and vibrant learning environment where every student is encouraged to achieve their best.

I look forward to continuing this important journey with you in 2025 as we work towards realising the goals of our Business Plan and celebrating the unique strengths of our school community.

Warm regards,
Astrid Morgan

Principal

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

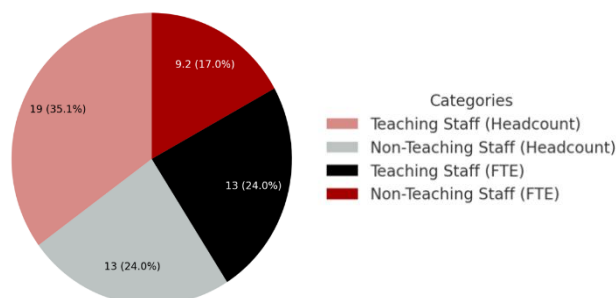
Staff

All teaching staff at Hudson Park Primary School meet the professional requirements to teach in Western Australian public schools and are registered with the Teachers Registration Board of Western Australia.

Professional learning continues to be a priority, with staff engaging in school-based and system-level professional development to strengthen teaching and learning practices. Our Professional Learning Plan provides ongoing opportunities for staff to build capacity in line with Department and school priorities. Collaborative learning is further supported through our Professional Learning Communities (PLCs), enabling staff to share expertise and develop consistent approaches across the school.

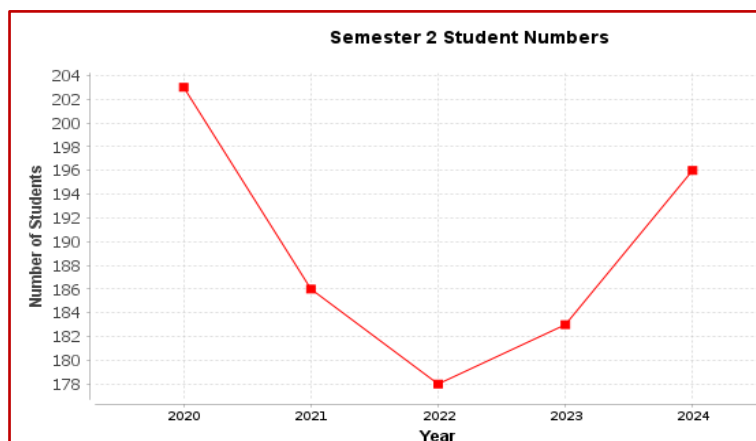
School staff

Teaching staff	19
Full-time equivalent teaching staff	13.0
Non-teaching staff	13
Full-time equivalent non-teaching staff	9.2



Enrolment Profile

This graph outlines the total number of students from Pre-Primary to Year 6 in Semester 2, 2024.



The tables below show the total number of students from Kindergarten to Year 6. In recent years, student numbers steadily declined from 220 in 2017 to 186 in 2022. However, there has since been a noticeable increase, with enrolments rising to 219 students in 2024. This upward trend suggests growing confidence in the school within the local community.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(12)	35	24	29	25	29	24	30	208
Part Time	23								

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

	Kin	PPR	Pri	Sec	Total
Male	14	11	76		101
Female	9	24	85		118
Total	23	35	161		219

	Kin	PPR	Pri	Sec	Total
Aboriginal	8	5	23		36
Non-Aboriginal	15	30	138		183
Total	23	35	161		219

High School Destination of Year 6 students

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

Regular attendance remained a strong focus at Hudson Park Primary School, as consistent attendance is closely linked to student engagement, progress, and achievement.

In 2024, the school's overall attendance rate was 85.4%, which was slightly below the WA Public Schools average of 89.4%. While this represents a decline from 88.6% in 2023, targeted strategies are in place to continue improving attendance across all year levels.

Attendance rates by year level ranged from 82% to 91%, with the highest attendance recorded in Year 5 (91%) and the lowest in Years 3 and 4 (82%). When compared to the WA Public Schools 2024 averages (ranging from 89% to 90%), this indicates that while some cohorts are performing close to state levels, others require additional support to improve consistency of attendance.

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	83%	86%	82%	90%	86%	85%	85%
2023	87%	88%	88%	90%	93%	87%	87%
2024	84%	86%	88%	82%	82%	91%	85%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	85.1%	86.6%
2023	88.6%	88.9%
2024	85.4%	89.4%

Throughout 2024, staff have continued to:

- Monitor student attendance closely and follow up promptly on unexplained absences.
- Work in partnership with families to promote the importance of regular attendance.
- Provide pastoral care and wellbeing support for students with attendance concerns.
- Celebrate and acknowledge students who achieve regular and improved attendance.

Improving attendance will remain a priority in 2025, with a continued focus on reducing unexplained absences and increasing the percentage of students in the regular attendance category.

STUDENT PERFORMANCE AND CURRICULUM

On-Entry

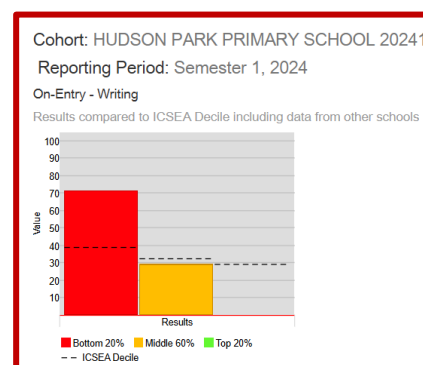
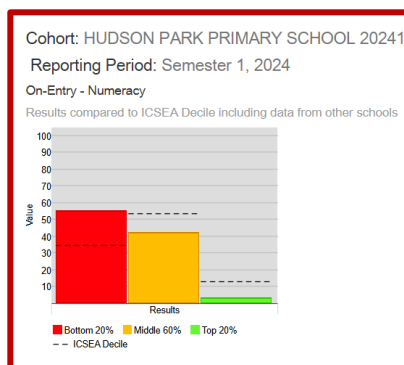
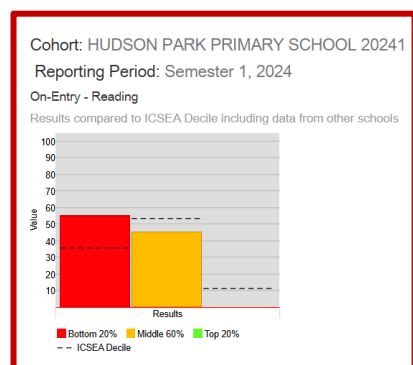
The On-Entry Assessment is a mandatory diagnostic tool for all Pre-Primary students. It provides valuable insights into students' foundational literacy and numeracy skills, enabling teachers to design and implement targeted learning programs that meet the individual needs of each child.

The 2024 On-Entry Assessment results provide a snapshot of the early literacy and numeracy skills of Pre-Primary students as they begin their schooling journey.

- Reading: Most students entered school performing within the bottom 20%, with a smaller group achieving within the middle 60% and a few in the top 20%.
- Writing: Results showed a similar pattern, with many students starting within the bottom 20% and several within the middle 60%.
- Numeracy: Results were slightly stronger, with a larger proportion of students achieving within the middle 60%, while some were in the bottom 20% and a small number in the top 20%.

While the data indicates that our students begin below the average of 'like' schools, it offers staff a clear understanding of the specific skills requiring development. This data-driven approach ensures that teaching is responsive and focused. Our Kindergarten teacher has collaborated closely with Pre-Primary teachers and identified areas of the kindergarten program that require deeper understandings and backward mapping in the curriculum.

These results highlight the diverse learning needs of our students and the importance of strong early intervention and evidence-based teaching practices. They also affirm the value of the school's focus on oral language development, explicit teaching in foundational literacy and numeracy, and targeted support programs to ensure all students are well supported to make strong progress throughout their early years of schooling.



English and Literacy

Mrs Janet Anthony, Mrs Karen McKenzie

The English program in 2024 focused on strengthening instructional practices through a clear Tier 1, Tier 2, and Tier 3 model of support.

Tier 1 Focus (Whole-School Instruction):

Sentence Structure and Grammar: Middle and upper primary classes trialled Ochre Education's Syntax resources, while early years teachers implemented Colourful Semantics in collaboration with the school speech therapist. These initiatives significantly improved oral language and written expression.

Novel Studies and Picture Book Comprehension: Ochre Education novel studies and the PLD Picture Book Comprehension Series were introduced to build vocabulary, comprehension, and background knowledge. Students engaged in close reading and deep questioning to strengthen critical thinking.

Daily Reviews: Now embedded in classrooms, Daily Reviews reinforced content and improved retention. Professional learning in the Science of Learning model supported teachers to deliver consistent practice.

Experiential Learning: Carefully planned incursions and excursions expanded students' oral and written language by providing real-world contexts for learning.

Tier 2 and 3 Focus (Targeted Intervention):

Data-driven intervention programs, including PLD, Sounds-Write, and MacqLit, supported students requiring additional help in phonics and spelling.

Oral language intervention was prioritised in Kindergarten to Year 2, supported by the school speech therapist.

The new CUBED Dynamic Decoding Measure (DDM) replaced Heggerty assessments, offering a more comprehensive screener to identify students at risk of reading difficulties.

These approaches contributed to outstanding results in the 2024 NAPLAN English assessments, affirming the school's commitment to continual refinement of practice to ensure success for all students.

NAPLAN Comparative Performance Summary

In 2024, Hudson Park Primary students showed pleasing progress across all areas of literacy. In Reading, Year 5 students achieved an average score close to the state average, with more students reaching the 'Exceeding' level than in previous years. Writing was a strong point, especially in Year 5, where results were above the state average and most students achieved in the 'Strong' range or higher. Spelling stood out as a real highlight, with Year 5 students scoring well above the state average and the majority working at a 'Strong' level. In Grammar and Punctuation, Year 5 students also lifted their results, with almost half achieving in the 'Strong' range.

Across all areas, there were fewer students needing additional support compared to last year, showing that targeted teaching and extra help in the classroom are making a difference.

Average Test Score

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	374	466	350	456
WA Public School Average Score	390	484	387	477

Average Test Score

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	406	465	386	474
WA Public School Average Score	408	474	405	473

Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	4	7	5	9
Strong	48	56	42	48
Developing	37	26	32	30
Needs Additional Support	11	11	21	13

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	7	4	10	4
Strong	63	52	60	67
Developing	22	44	15	25
Needs Additional Support	7	0	15	4

Average Test Score

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	406	478	372	492
WA Public School Average Score	396	485	392	482

Average Test Score

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	401	457	332	454
WA Public School Average Score	397	487	395	487

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	11	15	11	13
Strong	44	38	33	70
Developing	33	38	33	13
Needs Additional Support	11	8	22	4

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	7	8	6	0
Strong	37	42	17	48
Developing	44	23	33	39
Needs Additional Support	11	27	44	13

Mathematics

Mr Vince Cardenia

Throughout 2024, Mathematics teaching at Hudson Park Primary School remained focused on developing both conceptual understanding and problem-solving skills. Staff continued to embed explicit teaching strategies across year levels, ensuring that students built strong foundations in number, measurement, data, and algebra. Regular moderation across year levels ensured consistency of grading and standards.

Programs such as **Bond Blocks** have been investigated so as to strengthen fluency in number facts, while Daily Reviews reinforced retention of key concepts. These approaches contributed to steady progress across the school, as reflected in NAPLAN results, and supported students in applying mathematical knowledge in practical, real-world contexts.

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, using the Western Australian Curriculum in Mathematics, HPPS End of Year Expectations, Mathletics, 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.

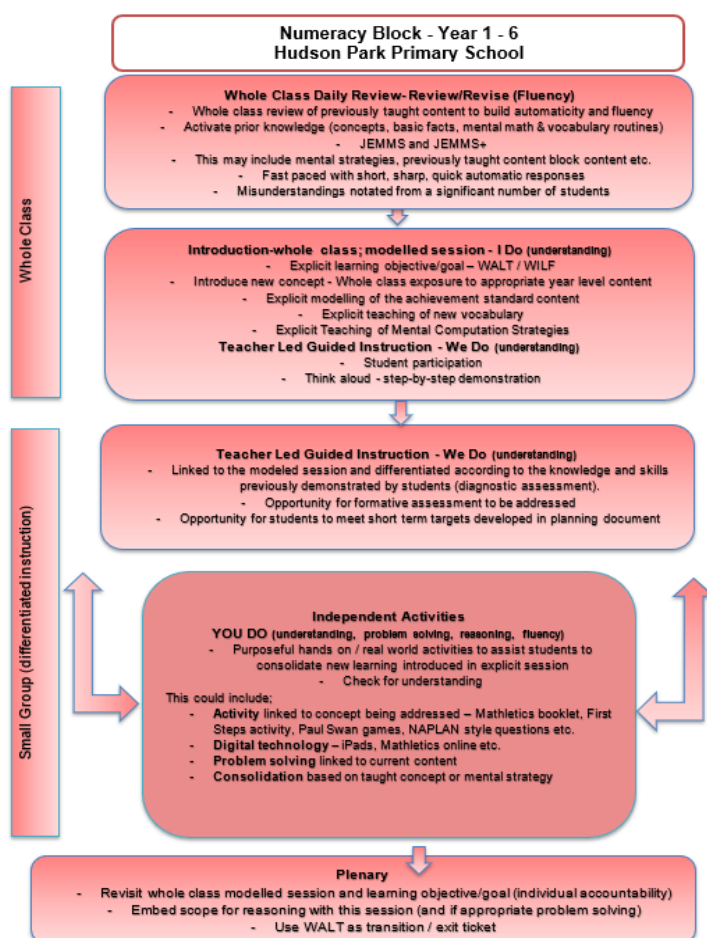
Ideally, a Content Block of teaching should commence with a purpose-built pre-diagnostic assessment, with questions that enable students to demonstrate knowledge in that content area, from a D to an A grade.

(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 (Daily Review).	- Establish routines for mental computations, problem solving and vocabulary. - Mental computation strategies involving four 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.

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.

NAPLAN Comparative Performance Summary

In 2024, Hudson Park Primary's Year 3 and Year 5 cohorts showed encouraging outcomes in NAPLAN Numeracy.

Although the Year 3 average score (368) was slightly below the WA Public School average (394), the small cohort size meant individual progress had a stronger impact on overall results. Importantly, the proportion of students needing additional support dropped notably from 35% in 2023 to just 12% in 2024, showing strong improvement in early numeracy foundations.

Year 5 students performed strongly overall, with an average score of 445 — almost matching the WA Public School average of 480. The proportion of students achieving at the 'Exceeding' level doubled from 2% to 4%, while nearly three-quarters of students achieved in the 'Strong' or 'Developing' bands.

These results reflect the effectiveness of targeted teaching through Mathematics Content Blocks and ongoing classroom support, which have helped lift the overall achievement profile and reduced the number of students requiring additional support.

Average Test Score

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	378	433	368	445
WA Public School Average Score	398	480	394	480

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	4	4	0	4
Strong	41	27	35	35
Developing	48	35	53	48
Needs Additional Support	7	35	12	13

EAL/D

Mrs Karen McKenzie and Mr Vince Cardenia

Hudson Park Primary School continues to be a culturally responsive learning community, embedding the **Aboriginal Cultural Standards Framework** and supporting students from diverse language backgrounds.

Key Highlights of 2024:

- Partnerships with **Girrawheen Senior High School** enabled Aboriginal girls from the high school to share cultural knowledge and dance with Hudson Park students.
- Early steps were taken to collaborate with **Luma** and community Elders to develop an art project reflecting the school's surrounding area.
- Staff continued to integrate cultural standards across relationships, leadership, teaching, learning environments, and resourcing.
- The school celebrated cultural events including **NAIDOC Week**, **Sorry Day**, and community-based projects that promoted inclusion and pride.

These initiatives demonstrate the school's ongoing commitment to ensuring that all students are supported holistically — academically, socially, and culturally.



Technology

Mr Peter Randall

Digital Technologies remained a strong area of focus at Hudson Park Primary throughout 2024, with the dedicated Digital Technologies Specialist Teacher playing a vital role in guiding and supporting students. This support extended beyond day-to-day learning, helping students build a solid foundation in computer science and information systems — skills essential for their future.

Students engaged in a broad range of learning experiences within Digital Technologies. They learned to investigate, communicate, and create using digital tools, while developing the ability to manage and operate Information and Communication Technology (ICT) effectively. The program emphasised the application of social and ethical practices when using ICT and encouraged students to become innovative creators of digital solutions. They developed critical skills in computational thinking, design-based problem solving, coding, robotics, and engineering design.

Promoting responsible digital citizenship was also a key component of the curriculum. Students were guided to work together respectfully and ethically in online environments, build strategies to protect their personal information, and develop the confidence to navigate the digital world safely.

iPads continued to be used strategically for NAPLAN testing, and the transformation of B2 into a computer lab created an engaging space that continued to engage students as a collaborative space for building digital literacy.

This space supported students in developing their technological skills, accessing online learning platforms, creating documents, and completing NAPLAN assessments.

The school's participation in the First Lego League at Darling Range Sports College, marked the third year Hudson Park Primary had competed, with two teams of Year 5/6 students representing the school. The teams performed exceptionally well, placing third out of forty-eight schools after the first round — even outscoring three of the four teams entered by a local senior high school. A major area of growth this year was in the teams' oral presentation skills.



Science and STEM

Mr Vince Cardenia

Science and STEM programs in 2024 provided students with engaging, inquiry-based learning opportunities designed to foster curiosity, creativity, and collaboration.

Science Week was a highlight of the year, with classes across the school participating in hands-on experiments, including balloon inflations with vinegar and baking soda, static electricity challenges, and colourful oobleck creations. These activities encouraged students to ask questions, test hypotheses, and enjoy the excitement of discovery.

STEM learning continued to be embedded in classroom projects, with upper primary students participating in the **First Lego League Challenge**, where they worked in teams to design, code, and test robotics solutions to real-world problems. This experience built skills in coding, engineering design, and teamwork, while linking to science and technology outcomes.

Practical learning also extended into the **Food Forest project** in A6, where students grew and harvested vegetables, then used their produce to cook and reflect on teamwork and sustainability. This cross-curricular approach highlighted the real-world application of science in daily life.

Physical Education

Ms Rosie Baker and Mr Andrew Crook

In 2024, Physical Education at Hudson Park Primary School placed a strong emphasis on developing students' fundamental movement skills, progressing into sport-specific skills as students advanced through the year levels.

- **Junior Students:** Focused on locomotion and object manipulation skills, such as hopping, throwing, catching, sprinting, and kicking.
- **Middle Years:** Built on these foundations by applying skills in modified games and challenges.
- **Senior Students:** Learnt the official rules of multiple sports and competed in structured matches once competent in key movements.

Highlights of the Year:

- **Winter Lightning Carnival (Term 2):** Hudson Park hosted this event, welcoming competitors from Dryandra, Nollamara, Boyare, and Marangaroo Primary Schools. Students participated enthusiastically in football, netball, basketball, and soccer.
- **Athletics Carnival (Term 3):** Students from Kindergarten to Year 6 competed in individual and team events, with novelty activities adding excitement. Yoorn (Gold) won the Team Shield, and Djidi-Djidi (Green) claimed the Faction Shield.
- **Interschool Athletics:** Following the school carnival, selected Year 3–6 students represented Hudson Park at the Interschool Carnival, finishing third overall. Special recognition was given to Maham, who achieved "Runner-Up" in the Intermediate Girls Division.

We also acknowledge Ms Rosie Baker for her outstanding contribution during the first half of 2024 while covering Physical Education during parental leave. Her leadership, particularly in coordinating the Winter Lightning Carnival, was greatly appreciated.



Music

Mrs Ashleigh Ludovico

After a two-year pause, the Hudson Park Primary School Music Program returned in 2024, much to the excitement of students, staff, and families.

- **Classroom Program:** From Kindergarten to Year 6, students engaged in singing, dancing, instrumental work, composition, and exposure to a range of musical styles.
- **Hudson Park Remixed:** This whole-school performance showcased class items in music, drama, and dance. The event was met with enthusiasm, with parents and staff commending the high level of student engagement and cooperation.
- **Choir:** The re-established school choir attracted forty-five committed members. The choir performed at the ANZAC Assembly, Community Song events, the Hudson Park Carols, and participated in the *One Big Voice Festival* at RAC Arena, joining thousands of other WA students in song.
- **Incursion:** Students were inspired by *Kaboom Percussion* in Term 4, experimenting with creating music using everyday objects. This hands-on approach culminated in a whole-school percussion play-along, which highlighted creativity and teamwork.

The Music Program has reinvigorated a strong sense of creativity and community at Hudson Park and will continue to build momentum in the years ahead.



Library

Mrs Colleen Phillips

2024 was a year of growth and renewal for the Hudson Park Primary School Library. A key focus was on upgrading the graphic novel collection, resulting in a substantial and modernised offering that has proven very popular with students. This initiative has helped engage a broader range of readers and encourage a love of literature through accessible, high-interest texts.

The physical space of the library also underwent enhancements, with new furnishings and improvements to the student area that have made the library more inviting and functional. Additional design components are currently being completed to further modernise the space and enhance its overall appeal.

Despite the Librarian being on long service leave during the year, the library still hosted two important events. Book Week 2024 was coordinated by the English Department, who ensured students could participate in a wide range of literacy activities. Students and staff dressed as favourite book characters for a whole-school assembly and parade, bringing colour and excitement to the day. Thanks to the efforts of the English team, students participated in a range of literacy-focused activities that encouraged imagination and a love of reading.

The celebrations were complemented by a visit from acclaimed author Frané Lessac, who shared stories and insights into the craft of writing and illustrating. Students were inspired by her creativity and storytelling, which reinforced the importance of reading and writing in connecting people and cultures.

Book Week continues to be an important tradition at Hudson Park, reinforcing the school's strong commitment to literacy and providing opportunities for students to celebrate literature as a community.



In November, the library hosted its annual Grinchmas Book Fair, which was once again a highlight for students and families. The fair provided a festive opportunity for students to engage with books in a fun and creative way while supporting literacy development across the school.



The Library remained a central hub of learning and literacy at Hudson Park, and the upgrades in 2024 have ensured that it continues to provide both resources and inspiration for students.

Rigorous Readers

2024 saw the continued growth of the Rigorous Readers program, previously known as the Before School Reading Club. Offered on Wednesday and Thursday mornings before school, this initiative has become a cornerstone of the school's literacy support strategy.

The program provides a structured and welcoming space for students to engage in independent or collaborative reading sessions, helping to foster a culture of regular reading and a genuine love of literature. A key feature introduced in 2024 was the inclusion of a 200 Days of Reading record, which students could have signed off after each completed session. This encouraged consistent participation and provided recognition for student commitment. Rigorous Readers has played an important role in enhancing reading levels, building confidence, and supporting students on their journey to becoming fluent, engaged readers.

French

Mrs Jo Steiner

French language learning flourished in 2024, with students across all year levels engaging in a range of exciting activities.

- **Term 2:** Year 6 students created mini-French books which they shared with Pre-Primary classes. This initiative not only developed the younger students' love for language but also showcased the leadership, kindness, and teaching skills of our senior students.
- **Term 3:** Students in Years 1–4 researched, designed, and produced stickers for the annual Teachers of French Association in WA (TOFA WA) sticker competition. The theme, "*Journey to New Horizons*," inspired creative and thoughtful entries, and students are eager to participate again in 2025.
- **Term 4:** Year 6 students hosted *Le Café français*, a French café where they invited family members to share breakfast. Dressed in French-themed attire, the students created menus, decorated tables, and even crocheted croissants for display. The event was a tremendous success, drawing support from staff, families, and members of the local church.

The year concluded with fun French activities across all year groups, reinforcing students' language skills and cultural appreciation in a memorable way.



COMMUNITY PARTNERSHIPS

School Council's Report

Ms Helen Burgess, Chair

2024 marked our first full year as an Independent Public School. The School Board has embraced this transition, undertaking training to strengthen our knowledge of governance processes and responsibilities. The Board met four times during the year — in March, May, August, and October — and each meeting included updates from the principal, staff presentations on school progress, and review and endorsement of key policies.

Some of the matters reviewed and discussed included:

- On-Entry and NAPLAN results.
- The Community Engagement Plan.
- Training and screening requirements for Board members.
- The transition of the back-to-school provider to Officeworks.
- The review and endorsement of the School Vision and Business Plan.
- Reporting changes for parents.
- Intervention plans to support the success of every student.

The Board also attended external training sessions to deepen our understanding of school governance. Importantly, we continued to emphasise the role of parent and community voice in shaping the school's future.

In 2025, we look forward to welcoming new members and working further with the community to improve understanding of school processes, committees, and opportunities for engagement.

Parents and Citizens' Report

Mr Andrew Locke, President

The Hudson Park Primary School Parents and Citizens' Association (P&C) continued its strong tradition of supporting the growth and development of our students throughout 2024. Our primary goal remains to provide valuable fundraising opportunities that directly enhance the learning environment.

This year, the canteen and uniform shop continued to be important resources for families, while a variety of fundraising initiatives contributed to school programs. With the generous support of parents, staff, and volunteers, the P&C maintained a strong financial position, raising over \$5,000 for the school.

Highlights of the year included:

- Crazy Hair Day, Free Dress Day, and the Easter Hat Parade.
- The Colour and Slime Run, which fostered community spirit while raising funds.
- Faction Carnivals, interschool sports events, and special menu days.
- Seasonal raffles for Easter, Mother's Day, Father's Day, and Christmas.
- A fun and successful Reward Disco.

Beyond fundraising, the P&C continues to play a vital role in strengthening connections between home and school. By volunteering, attending meetings, and contributing to events, parents and guardians help foster a supportive and inclusive environment where students can thrive.

Looking ahead, we aim to build on this year's successes with new initiatives and expanded fundraising opportunities to further enrich the experiences of our students.

School Programs

School Chaplain – Mrs Kate Tantum

In 2024, our Chaplaincy Program continued to provide essential pastoral care for students, families, and staff at Hudson Park Primary School. Working through YouthCARE, our Chaplain collaborated closely with the School Leadership Team, School Psychologist, and Wanslea Social Worker to deliver wrap-around support services across the school community.

Throughout the year, the Chaplain engaged in more than two hundred significant one-to-one conversations, supporting students through personal challenges, building resilience, and strengthening wellbeing. Strong links with agencies such as Manna Kids, Eat Up, No Limits, Give Write, Dandelions WA, Feed it Forward, Food Bank, Encounter City Church, and Love Our Suburbs ensured families had access to timely assistance.

Highlights in 2024 included:

Student Support: Provision of spare uniforms, stationery, school bags, lunch boxes, and hygiene packs (in partnership with Dandelions WA and the P&C) for Year 5 and 6 students.

Wellbeing Events: Bullying No Way! Day with the theme “Everyone Belongs,” where classes engaged in activities promoting belonging. R U OK? Day featured a staff appreciation coffee van and student kindness activities, reinforcing positive connections.

Lunch Time Club: Held twice weekly, this club offered students a safe, engaging space to participate in craft, games, role play, and imaginative activities. It remains a valued outlet for children seeking friendship and support during recess breaks.

Christmas Hampers: Nearly forty hampers were distributed to families in need, thanks to generous donations from staff, Manna Kids, and Love Our Suburbs.

The Chaplaincy Program continues to play a vital role in supporting student wellbeing, building resilience, and fostering a positive and inclusive school culture.

Breakfast Club and Community Pantry

The **Breakfast Club** successfully operated three mornings a week in 2024, supported by volunteers from Encounter City Church and generous food donations from Foodbank and Manna Kids. Each session served between 40 and 50 breakfasts, ensuring students started the day with a nutritious meal and a sense of community connection. The Club has become a welcoming space for families to meet, reinforcing positive relationships across the school community.

The **Community Pantry** was relocated in 2024 to a space near the front office, improving access for families. Stocked daily with non-perishable donations, the Pantry provided vital assistance to those in need, reinforcing the school’s ethos of care and collective responsibility.

Together, the Breakfast Club and Community Pantry reflect Hudson Park’s commitment to supporting student wellbeing and family engagement beyond the classroom.

2024 SPECIAL HIGHLIGHTS

Freeze Frame Opera – The Magic Kazoo

Students were once again treated to a performance from Freeze Frame Opera in May, with this year's production titled *The Magic Kazoo*. The engaging performance, adapted from Mozart's *The Magic Flute*, delighted students with its vibrant staging, humour, and music. The incursion provided a valuable opportunity for students to experience the arts in an interactive and memorable way.



West Oz Wildlife Incursion

In Term 1, students attended an interactive incursion with West Oz Wildlife, exploring Australian marsupials and reptiles. Presenters introduced a koala named Gumnut, a young sugar glider, and several pythons, as well as a bobtail lizard. Students enjoyed the hands-on experience of meeting these animals while learning about their habitats and behaviours.



Carols by Candlelight

In December, the school community came together for Carols by Candlelight. Families brought blankets and chairs to enjoy an evening of festive music, student performances, and community spirit, with the P&C providing food and refreshments.

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.



Constable Care

Students took part in an engaging Constable Care Foundation incursion, designed to build their understanding of safety and wellbeing. The interactive performance explored topics such as road safety, cyber safety, and respectful relationships through age-appropriate theatre and discussion. Linked to the curriculum, the session encouraged students to make safe and responsible choices and supported the school's ongoing focus on protective behaviours and student wellbeing.



Crazy Hair Day

The P&C hosted a colourful Crazy Hair Day fundraiser, bringing a burst of creativity and fun to the school. Students arrived with vibrant and imaginative hairstyles, proudly showing off their designs while supporting the event. The day generated plenty of excitement across the school and raised valuable funds to support future P&C initiatives.



FINANCIAL SUMMARY

Operational One Line Budget Statement

Issued on 15 September 2025

School: Hudson Park Primary School **School Year:** Dec 2024 (Verified Dec Cash)

Region: North Metropolitan Region **Aria:** 0
Distance to Perth (km): 12.76

One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	140,719	140,719	0
Carry Forward (Salary):	\$	206,075	206,075	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	2,904,798	2,904,798	0
Locally Raised Funds:	\$	50,881	50,884	-2
Total Funds:	\$	3,302,474	3,302,476	-2
EXPENDITURE				
Salaries:	\$	2,552,032	2,552,032	0
Goods and Services (Cash):	\$	487,417	487,414	2
Total Expenditure:	\$	3,039,449	3,039,446	2
Variance:	\$	263,025	263,030	-5

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$140,719.00	\$140,719.00	\$0.00
Carry Forward (Salary)	\$206,075.40	\$206,075.40	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$2,904,798.24	\$2,904,798.24	\$0.00
Per Student	\$1,711,964.00	\$1,711,964.00	\$0.00
School and Student Characteristics	\$971,310.12	\$971,310.12	\$0.00
Disability Adjustments	\$59,898.90	\$59,898.90	\$0.00
Targeted Initiatives	\$164,334.40	\$164,334.40	\$-0.00
Operational Response Allocation	\$27,442.44	\$27,442.44	\$-0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-426,898.89	\$-426,898.89	\$0.00

School Transfers - Cash	\$396,747.27	\$396,747.27	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$50,881.00	\$50,883.50	\$-2.50
Voluntary Contributions	\$5,068.00	\$5,068.00	\$0.00
Charges and Fees	\$13,513.00	\$13,512.90	\$0.10
Fees from Facilities Hire	\$1,527.00	\$1,527.24	\$-0.24
Fundraising/Donations/Sponsorships	\$7,144.00	\$7,144.39	\$-0.39
Commonwealth Govt Revenues	\$1,353.00	\$1,353.17	\$-0.17
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$492.00	\$492.00	\$0.00
Other Revenues	\$21,784.00	\$21,785.80	\$-1.80
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$3,302,473.64	\$3,302,476.14	\$-2.50

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$2,552,032.01	\$2,552,032.01	\$0.00
Appointed Staff	\$2,197,323.19	\$2,197,323.19	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$354,652.76	\$354,652.76	\$0.00
Other Salary Expenditure	\$56.06	\$56.06	\$0.00
Goods and Services (Cash Expenditure)	\$487,416.91	\$487,414.49	\$2.42
Administration	\$16,826.00	\$16,826.02	\$-0.02
Lease Payments	\$8,374.00	\$8,374.20	\$-0.20
Utilities, Facilities and Maintenance	\$99,641.00	\$99,640.29	\$0.71
Buildings, Property and Equipment	\$193,538.00	\$193,537.12	\$0.88
Curriculum and Student Services	\$111,849.91	\$111,848.86	\$1.05
Professional Development	\$4,582.00	\$4,582.11	\$-0.11
Transfer to Reserve	\$51,133.00	\$51,133.00	\$0.00
Other Expenditure	\$1,398.00	\$1,397.89	\$0.11
Payment to CO, Regional Office and Other schools	\$75.00	\$75.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$3,039,448.92	\$3,039,446.50	\$2.42

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