



HUDSON PARK
PRIMARY SCHOOL



Business Plan 2024 to 2026



Our Vision

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

harmony persistence success

Our 3 Year Plan for School Improvement

At Hudson Park Primary School, success for all students is at the heart of all decision making. This plan sets out the direction for our school from 2024-2026 and serves as a guide to achieving our school vision. This Business Plan ensures our families, students, staff and local community understand our priorities and what we need to do to achieve our goals.

We have a committed staff who work together to improve student achievement through high levels of engagement.

You will see

- High expectations for students and teachers
- Evidence based teaching practice
- Data driven decision making

Our Values

We are Resilient
We are Respectful
We are Organised
We are Persistent
We Get Along

Strong Connected Community

We will

A diverse school community is embraced by a staff who view respectful relationships as fundamental to student success. With a focus on cultivating students' sense of connection and belonging, relationships are positive, trusting and culturally responsive.

- Continue Partnerships to add value, increase family connections and access to intervention for student well-being through:
 - Wanslea - Support children and young people to grow and develop, safely.
 - Language Development Centre - dedicated to providing early intervention to maximise learning outcomes for students with Developmental Language Disorder.
 - Child and Parent Centre/Roseworth - runs the Hudson Park playgroup as well as a community place for families of children from 0 to 8 years in Girrawheen and surrounding areas.
 - Chaplaincy Service - offers a range of services and strategies to support the social and emotional well-being of students.
 - Intensive English Centre - runs a specialist programme for teaching English as an additional language to primary-aged children.
- Streamline communication between home and school
- Engage interpreting services as needed
- Embed a strong students services team to support students and families
- Continue the strong connection with Girrawheen Senior High School, creating a clear pathway to Year 7
- Ensure a positive transition to support kindergarten students and families with school readiness programs
- Ensure strong governance and support continues with a well trained school board who can advise and support the school decision making processes

High Quality Teaching & Leadership

We will

We have committed staff working collaboratively to support high levels of student engagement and improved outcomes. This is informed by high expectations, data driven decision making and the implementation of school-wide evidence-based teaching practices

- Continue to plan and implement explicit and research based whole school teaching programs including Heggerty, Sounds Write, Talk 4 Writing, PLD, Bond Blocks, MAWA, Ochre and Paul Swan Resources
- Utilise the Quality Teaching Strategy to build a culture of excellence in teaching
- Provide students in early childhood an equal balance of explicit teaching and intentional play based learning
- Continue to refine screening processes and evidence based programs for early intervention
- Differentiated teaching to be supported by a Response to Intervention (RTI) model that identifies academic adjustments for students
- Embed Daily Reviews to consolidate students' understanding in essential skills for literacy and numeracy sessions
- Provide students with opportunities to achieve excellence in Specialist Programs such as Music, Sport, STEM, LOTE (French) and Technology
- Prioritise staff collaboration through a distributed leadership model in Professional Learning Communities (PLC)
- Utilise data to inform targeted teaching programs
- Ensure culturally appropriate practices are reviewed and improved
- Ensure assessment and reporting schedule is aligned to system and informs teaching and learning

Learning Environment & Resourcing

We will

The school's safe, inclusive and culturally responsive learning environment is characterised by a commitment to early intervention and wrap around support, optimising the conditions for students to thrive.

- Continue to refine the use of the EAL/D Progress Maps for students from culturally and linguistically diverse backgrounds
- Provide a whole-of-system approach to trauma informed practice.
- Enhance our Multi-Tier System of Support (MTSS) to consistently improve students' academics, well-being, and positive behaviour
- Provide a positive learning environment which ensures safety, engagement, appropriate behaviour, and mental health & well-being for all
- Effectively implement social and emotional learning programs from Kindergarten to Year 6, to foster positive health and well-being of students through the You Can Do It Program, Protective Behaviours, Smiling Minds and mindfulness.
- Encourage students to participate in highly engaging Specialist Programs - Choir, One Big Voice, Hudson Park Remixed, First Lego League, Inter-school Sports Competitions and Sci-Tech Challenge Day Event.
- Complete the annual K-2 self reflection on the National Quality Standard
- Continue to focus on improved attendance
- Analyse data to inform decision making on the allocation of resources for interventions and evidence-based support.

Student Achievement & Progress

A central focus at Hudson Park is a commitment to every student achieving success and the development of a culture of evidence-based decision making.

We will

- Create a data driven learning culture by embedding a consistent approach to develop data literate staff.
- Provide Kindergarten and Pre-primary speech pathology screening to identify early intervention needs
- Hold Parent Teacher Meetings to discuss the progress of each student
- Engage in moderation using standards based programs aligned with curriculum
- Continue the systematic collection and collaborative analysis of student achievement and progress data contributing to a sense of collective responsibility for improvement

Targets

Academic Improvement Targets

NAPLAN Literacy

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

NAPLAN Numeracy

- Stable cohort student progress in Year 3-5 NAPLAN to be above like schools
 - Stable cohort achievement to be above like schools
- The percentage of Year 3 and Year 5 students in the strong and exceeding proficiency bands to be better than like schools

Non-Academic Improvement Targets

Attendance

- Reduce unexplained absentees to 20%
- Increase the percentage of all students in the regular attendance category to 90%
- Increase the percentage of Aboriginal students in the regular attendance category to 85%