

# Hyden Primary School

2023 - 2025 Business Plan



# Our School

Hyden Primary School, established in 1934, is at the heart of our proud town. Our school has a very stable cohort of students, the majority of whom belong to farming families, or to families working in allied agricultural services. Staff are highly motivated to work collaboratively and use evidence to examine the impact of their teaching on student progress and achievement. They are extremely supportive of our school and community and know each student in many capacities. Hyden PS is a vibrant, culturally responsive community where there is a strong sense of belonging and connection. We are partnered by a dynamic School Board and P&C Association, being actively involved in school decision making processes. By working together, our community fosters a collective sense of responsibility to explore every possible avenue for a great education and to ensure that each student has every opportunity to achieve personal excellence in all facets of life.

## Our Vision

To nurture a sense of belonging, stimulate life-long learning, cultivate happiness and inspire innovators of our future.

## Our Values

- |  |   |
|--|---|
|  Respect  |  Courage   |
|  Optimism |  Knowledge |

## Our Staff Shared Beliefs

We believe in:

- unlocking the learning potential of every student
- evaluating the impact of our practice and seeking to improve
- inclusion and valuing student diversity
- equity and reconciliation
- Student wellbeing and engagement, being essential to student achievement
- sharing the responsibility for student success with schools, families and the broader community
- preparing students to become their own teachers and successful life-long learners

# **Our Business Plan for 2023 - 2025 is overarching the ideology of high expectations and a school mindset of continuous improvement.**

## **Our priority areas drive our Business Plan:**



Successful Students



Effective Leaders



Teaching Excellence



Connected Community

After extensive collaboration with all stakeholders invested in our school; educators, families, students and community members, we are proud to present to you our school's new plan, which will determine our continued school improvement journey over the next three years.

**This Business Plan comes to you with both our head and our heart.**



# Focus Area 1:

## Successful Students

### What we will do

Focus on Early Childhood

Embed a whole school strength- based, preventative approach to Attendance and Engagement

Engage and challenge every student

Plan for K – 12 Pathways

### What you will see

- An Early Childhood philosophy and approach for HPS developed in alignment with the Early Years Learning Framework. (Embedded into HPS Instructional Model).
- Practices to review, address and meet all areas of the National Quality Standards embedded.
- The internal physical learning space within the Early Childhood Centre upgraded.
- Rigorous teaching and learning of phonics.
- The HPS Attendance and Engagement Plan refined and embedded.
- Monitoring of student engagement developed.
- Whole school beliefs, policies and procedures for gifted and talented students developed.
- Classroom pedagogical practice reflecting the needs of gifted and talented learners.
- Year by year progress consistently tracked.
- Clear transition planning into high school, inclusive of preparation for boarding school.
- Integration of Digital Technologies and critical and creative thinking to broaden career pathways and understanding of options for post schooling.



## What we will do

Ensure Aboriginal students succeeding as Aboriginal people

Cater for all student's individual needs

Provide leadership for the intervention for SAER students.

Support students to become 21st century learners

Build tomorrow's leaders

## What you will see

- Culturally responsive pedagogical practices that meet the learning needs of students from diverse cultures.
  - Processes and case management procedures developed and embedded for Students at Educational Risk, including screening and intervention processes and comprehensive transition processes.
  - A whole school (evidence-based) Students At Educational Risk (SAER) policy developed.
  - SAER case managed by a Student Services leader.
  - Staff capacity and expertise to use an integrated and inquiry approach to teaching science, technology, engineering and mathematics (STEM) developed.
  - A whole school understanding and beliefs of STEM, embedded into HPS Instructional Model developed.
  - Longer-term ICT asset maintenance and replacement plan to sustain ICT and STEM resources across the school, including the investigation of grants developed.
  - Student leadership as a role within the wider-community.
  - Processes that ensure student voice is considered in school decision making.
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# Focus Area 2:

## Teaching Excellence



### What we will do

Lead a culture of teaching excellence

Embed a clear and consistent pedagogy across the school

Improve staff understanding of data literacy

Ensure our students are self-regulated, assessment capable learners.

### What you will see

- HPS Instructional Model aligned with the Quality Teaching Strategy.
- The impact of Instructional Model monitored using tools outlined in the HPS Performance Development proforma.
- A gradual release change management plan for each component of Teaching for Impact created.
- Investigation of and application for the Leading Cultures of Teaching Excellence.
- The Culture Survey embedded into the whole-school self-assessment schedule.
  
- Staff beliefs of a high performance culture as outlined in the HPS Performance Development Framework embedded.
- A consistent and comprehensive approach to staff induction.
- All learning tools for targeting instructional quality (as outlined in the HPS Performance Development Framework) embedded.
  
- Student performance data used consistently to inform: teaching and learning; differentiated curriculum and; to identify trends at the whole school, classroom and individual level.
- Benchmarks and achievement targets established in reading to assist with progress monitoring.
  
- Visible Learning practices investigated.
- Stakeholders upskilled in assessment capable learners.

# Focus Area 3:

## Effective Leaders

### What we will do

Collectively embed the domains of school improvement

Embed a leadership culture to quality assure sustainable change

### What you will see

- Self-assessment practices driving school improvement and accountability to the system and community.
- A collective approach and understanding of each domain of school improvement.
- The whole-school self-assessment schedule embedded and a shift towards a shared accountability model.
- The capacity of distributed roles and responsibilities in teams strengthened.
- The Future Leaders Framework used to build the capacity of middle leaders across the network.
- Instructional leadership promoted and sustained through specific leadership roles outlined in the HPS Distributed Leadership Model.
- Opportunities for staff to lead working committees and teams in school priority areas.
- Middle leaders aligned with mentors/coaches outside of the school community.



## Focus Area 4:

# Connected Community

### What we will do

Create a Culturally Responsive Community

Shift parent interactions to engagement to enhance student outcomes

Strengthen communication practices

### What you will see

- The instalment and celebration of raising the Aboriginal flag.
- Opportunities for Aboriginal voice to be represented in our School.
- Our co-designed Reconciliation Action Plan monitored and embedded.
- Collaborative partnerships with families, local Aboriginal Elders and organisations to implement Two-way learning opportunities.
- Current whole-school processes and systems to co-develop guidelines: Working With our Community reviewed.
- The school website to showcase learning reviewed.
- Innovative opportunities for parents to engage in children's learning.
- Additional communication avenues explored to reach the wider community and system, including social media.
- Parent feedback forums conducted to promote two-way communication



## What we will do

Strengthen Health and Wellbeing practices

## What you will see

- A whole school strategy for school community Health and Wellbeing developed and implemented a through the Wheatbelt initiative – Circle of Courage.
- Pastoral care processes strengthened through a Student Services expert team: School psychologist, chaplain, AIEO, student services leader and allied professionals.
- A school environment built based on positive behaviours and values
- Prevention and intervention for students provided.



# Our Targets:

## What does success look like?

### School Culture

Continual improvements trends in the School Culture Survey.

### Attendance

- Our attendance meets or exceeds that of like schools.
- Aboriginal students will exceed overall like school Aboriginal attendance.
- Absences attributed to unauthorised reasons will be below 25%.

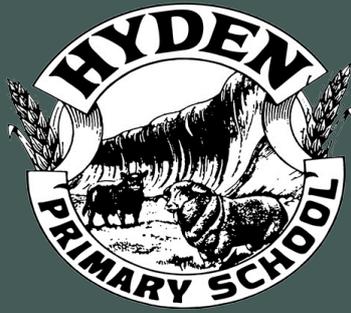
### Student achievement progress

- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN through 2023 – 2025.
- Increase the percentage of students who achieve above the minimum standard against WA Public School in all areas in NAPLAN through 2023 – 2025.
- Increase the school's performance against WA public schools in the 2023 – 2025 NAPLAN testing period.

### National School Opinion Survey

- Positive perceptions trends from students, staff and parents, relative to our 2021 results, in the National Schools Opinion Survey.
- Outstanding rating in self-assessment against domain 9 (school-community partnership) of the national school improvement tool.





# Hyden Primary School

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