



Hyden Primary School

2023 - 2025 Business Plan



Our School

Hyden Primary School, established in 1934, is situated on Noongar Boodja and is at the heart of our proud town. Our school has a stable cohort of students, most being from farming families, or those 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. By working together, our community fosters a collective sense of responsibility for our children's education, so they have every opportunity to achieve personal excellence.

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 2023-2025 Business Plan which will determine our continued school improvement journey for 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

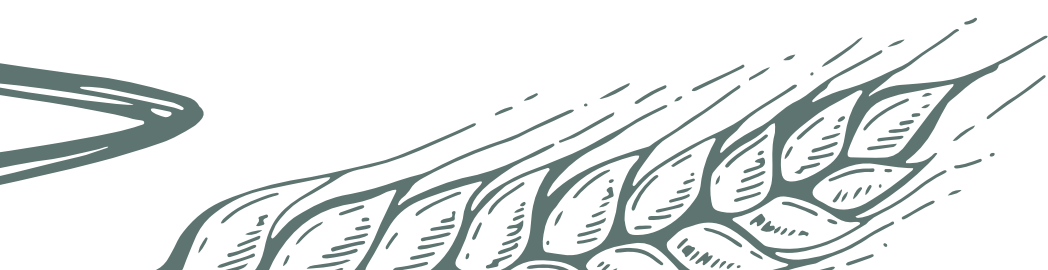
Embed a whole school strength-based approach to increasing attendance and engagement

Engage and challenge every student

Plan for K – 12 Pathways

What you will see

- A Hyden Primary School (HPS) early childhood philosophy developed in alignment with the Early Years Learning Framework that is included in HPS instructional model procedures and guidelines.
- Processes to review, address and meet all areas of the National Quality Standard for Early Childhood.
- The internal physical learning space within the Early Childhood Centre upgraded.
- Rigorous teaching and learning of phonics.
- The HPS attendance and engagement procedures reviewed and embedded across the school.
- A shared understanding of student engagement amongst the school community. Identification of and use of measurement tools to report on student engagement.
- Whole school beliefs, policies and procedures to identify and extend learning of gifted and talented learners.
- Classroom pedagogical practice reflects the needs of gifted and talented learners.
- Year by year academic progress of students consistently tracked.
- Clear transition planning into high school, inclusive of preparation for boarding school.





What we will do

Ensure Aboriginal students succeeding as Aboriginal people

Cater for all students' individual needs

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 Aboriginal students.
- A documented multi-tiered approach to prevention of and intervention for students at educational risk.
- A HPS SAER plan developed including referral pathways and processes to identify and support students at educational risk (SAER).
- A member of staff using a case management approach to lead the SAER portfolio across the school.
- Whole school staff understanding of STEM (science, technology, engineering and mathematics) and capacity to integrate inquiry-based STEM learning into teaching programs.
- A digital capabilities scope and sequence developed and used consistently across the school.
- A structured approach to integrated digital technologies and critical and creative thinking into student learning.
- An updated information and communications technologies (ICT) purchase and replacement plan based on future needs identified through the development of whole school STEM and Digital Capability plans.
- Student voice is regularly considered in school decision making processes.
- An updated approach to developing student leaders at HPS.
- Student leaders participating in activities within the broader community.

Focus Area 2:

Teaching Excellence



What we will do

Lead a culture of teaching excellence

Embed clear and consistent pedagogical approaches across the school

Staff use data to inform school planning

Ensure our students are self-regulated, assessment capable learners

What you will see

- A HPS instructional model that aligns with the Quality Teaching Strategy.
- Staff performance and development and learning plans include a focus on 'Teaching for Impact'.
- A culture of classroom observation and feedback embedded across the school.
- School Culture Survey used and analysed as part of HPS whole-school self-assessment processes.
- HPS applying and being a part of Leading Cultures of Teaching Excellence if the program is deemed beneficial and feasible for the school to be involved.
- Staff understand and demonstrate their shared beliefs of teaching and learning at HPS as outlined in the business plan.
- A consistent, comprehensive and documented approach to staff induction.
- HPS instructional model consistently applied in classrooms by teachers using agreed upon pedagogies.
- Student performance data collected and analysed according to the whole-school assessment schedule for both individuals and cohorts.
- Student data is used to inform and differentiate teaching and learning programs for individual and groups of students.
- Data is used to monitor student reading progress and inform a review of HPS's approach to reading instruction.
- HPS approach to using visible learning practices defined.
- Common understanding of and approach to developing assessment capable learners.

Focus Area 3:

Effective Leadership

What we will do

Collectively embed the domains of school improvement

Embed a culture of distributed leadership

What you will see

- Whole-school self-assessment practices are embedded and inform school improvement planning and reporting to stakeholders.
- Staff share collective responsibility for school improvement in each area of the 'The Standard' for Public School Review.
- Teaching and non-teaching staff have opportunities to lead working committees and/or portfolios in school priority areas.
- Leadership roles and responsibilities defined and valued, with a specific focus on maintaining instructional and SAER leadership roles for teaching staff.
- HPS participating in opportunities to support middle leaders across the network through the Future Leaders Framework.
- Middle leaders provided the opportunity for mentorship or coaching both within and external to HPS.



Focus Area 4:

Connected Community

What we will do

Create a culturally responsive community

Improve opportunities for parent engagement to enhance student outcomes

Strengthen communication practices with our school community

What you will see

- The instalment and celebration of raising the Aboriginal flag.
- Aboriginal voice is represented in our school.
- HPS Reconciliation Plan developed.
- Two-way partnerships with families, Aboriginal Elders and organisations inform cultural learning activities.
- A revised community engagement plan that outlines key events and opportunities to involve parents in their child's learning journey.
- School website is up-to-date and provides information of relevance and value to our school community.
- Innovative opportunities for parents to engage in children's learning.
- Current methods of communicating with our local and wider community are evaluated and adapted if required.
- Opportunities for two-way communication between HPS and parents extended.



What we will do

Strengthen health and wellbeing practices

What you will see

- The Wheatbelt social and emotional learning philosophy 'Circle of Courage' is embedded across the school.
- A HPS wellbeing plan developed.
- A school environment based on commonly understood expectations of positive behaviour and school values.
- Referral processes are in place and activated for students at educational risk and who requiring Tier 2 or 3 interventions including but not limited to the school psychologist, chaplain, speech pathologist.



Our Targets:

What does success look like?

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 and progress

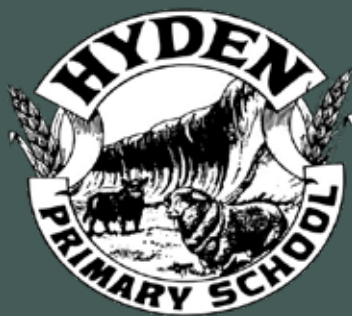
- 90% or above of students demonstrate year-on-year progress on ACER Progressive Achievement Tests (PAT) in Mathematics, Reading, Spelling and Vocabulary.
- 90% or above of students demonstrate year-on-year progress on Brightpath writing across multiple text types.

National School Opinion Survey

- Positive perceptions trends from students, staff and parents, relative to our 2021 results, in the National Schools Opinion Survey.
- Demonstrate an overall satisfaction rating of 4.0 or above in the National School Opinion Surveys for staff, parents, and students.







Hyden Primary School

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