



2023 Annual Report

Welcome to Hyden Primary School

Acknowledgement of Country

Hyden Primary School acknowledges the traditional owners of this land and pays our respect to past, present and emerging elders. It is a privilege to meet, live and learn on Ballardong Boodja.

From the Principal

Despite 2023 being a year of change at Hyden Primary school (Hyden PS), it was also been a year of accomplishments and progress for our students. Our principal in Term 1 was Linda Sparks and in Term 2 Noel Morgan,. Senior teacher, Lauren Hinck was also appointed to the position during the transition period. I thank them for their contributions. I acknowledge the hard work, consistency and team-work our staff demonstrated during this period of change.

In 2023 we welcomed YouthCARE Chaplain, Felicity Ward, to our team two days per week. We farewelled and thank teacher Tara Richter for her dedication to Hyden PS during her time with us. I also thank you members of our School Board for their input to school decision making and review of school documents such as the 2023-2025 Business Plan. Thank you to our chairperson Cheryl James and members Sarah Jenkins, Donna Lane, Brett Smith and Melinda Ditchburn for being part of our board as they concluded their tenures in 2023. I also thank our Hyden PS Parents & Citizens Association, led by president Shannae Baker, for their focused efforts on initiatives such as organising the Year 6 graduation dinner and fundraising for Senior Room camp.

I have truly enjoyed getting to know each and every one of our students during 2023. I feel proud of the progress they have made when visiting classrooms, analysing data and reading school reports. Our students are very much commitment to developing our school value of knowledge. I am also proud of students who consistently demonstrate our other values of respect, courage and optimism.

Thank you to staff, parents and community members for your support of Hyden PS in 2023. It was a busy but successful year. I am excited for the year ahead and continuing to ensure that the students of Hyden continue to grow academically, socially and emotionally.

Dr Bree Wagner

Principal



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Our School

Our Vision

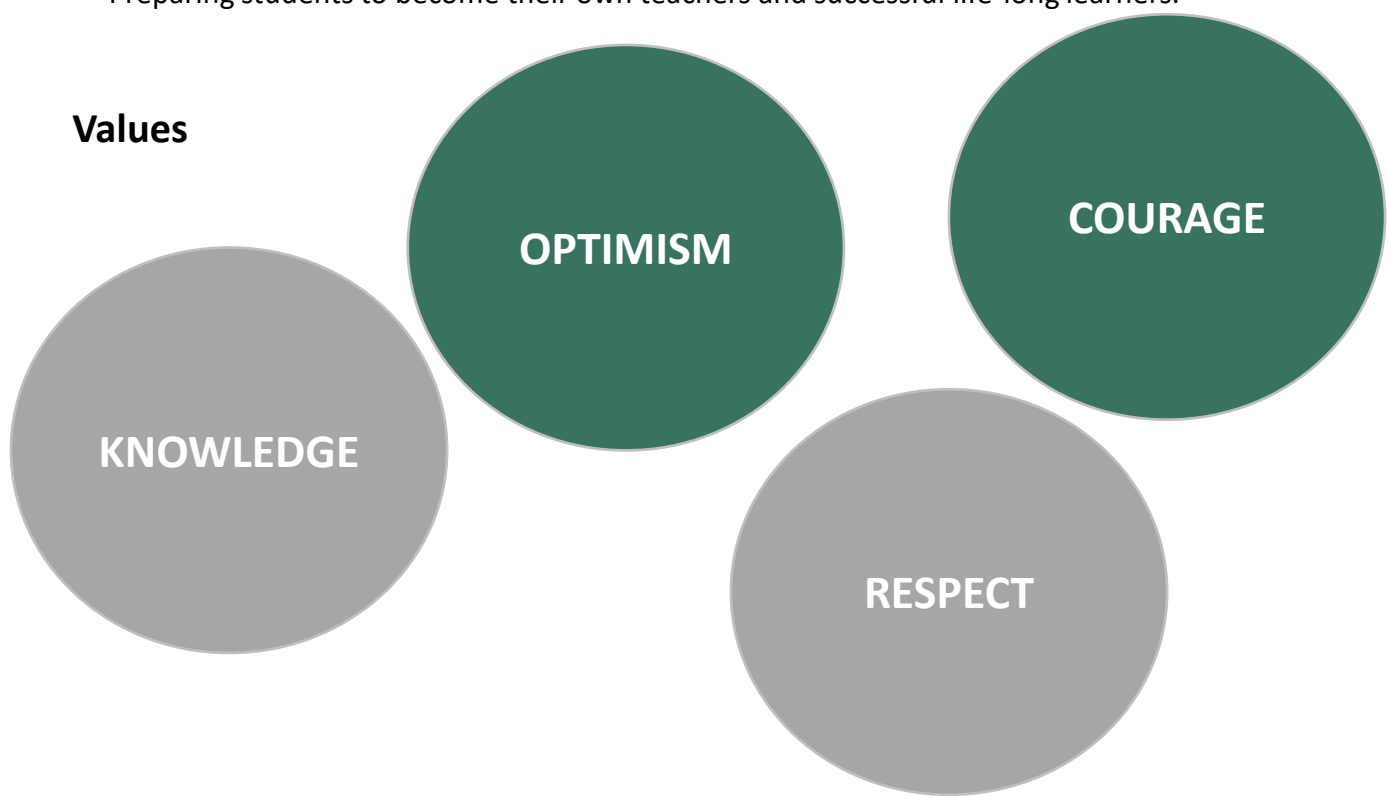
To nurture a sense of belonging, stimulate life-long learning, cultivate happiness and inspire innovators of our future.

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.

Values



School Overview

About Hyden Primary School

Hyden Primary School, established in 1934, is situated on Noongar Ballardong Boodja and is at the heart of our proud town, Hyden. We have 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.

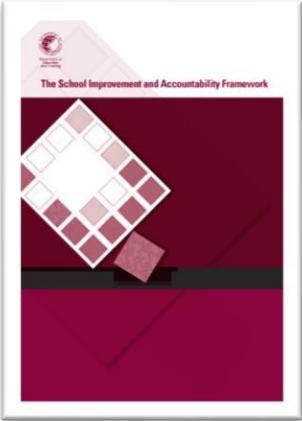
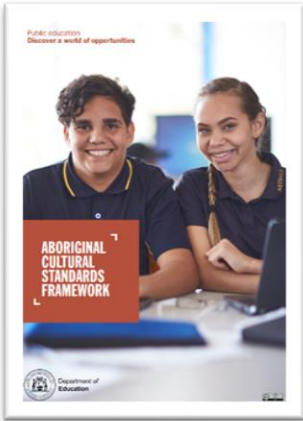


School Planning & Improvement

In Semester 2 2023, staff worked to review our performance in each of the six domains of the Public School Review (PSR) in preparation for our PSR scheduled for Term 1 2024. We also worked to finalise our 2023-2025 Business Plan which was endorsed by the school board.



- FOCUS AREA 1:** Successful Students
- FOCUS AREA 2:** Teaching Excellence
- FOCUS AREA 3:** Effective Leadership
- FOCUS AREA 4:** Connected Community



System level documents that inform school planning

School Characteristics

Index of Community Socio-Economic Advantage (ICSEA)

Hyden Primary School has an ICSEA of 989. The average ICSEA across Australia is 1000.

Like Schools

When “like school” comparisons are referred to in this report, they are made with schools with a similar ICSEA. Like school comparisons include the following schools:

School	Region	ICSEA Value
Lake Grace District High School	Wheatbelt	982
Bakers Hill Primary School	Wheatbelt	980
West Beechboro Primary School	Metropolitan	988
Baynton West Primary School	Pilbara	987

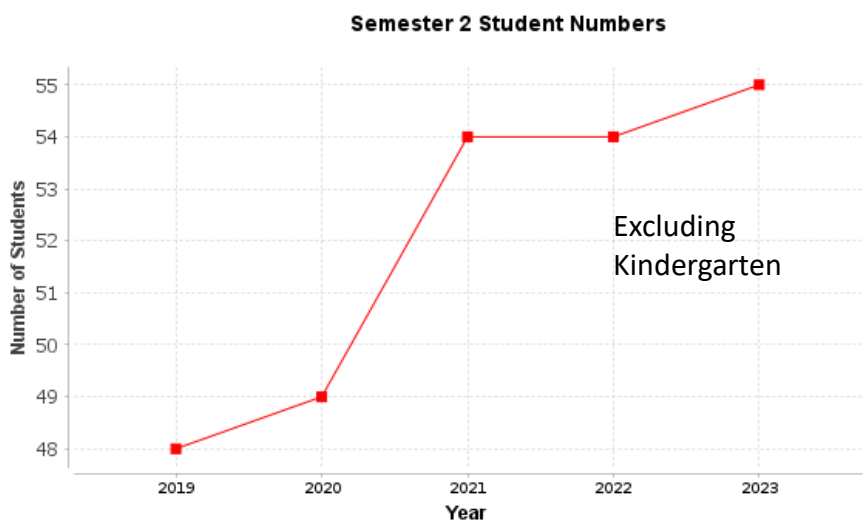
Network Schools

Hyden Primary School is situated in the Wheatbelt Education Region. The school is a member of the Lakes Network, which comprises of the following geographically close schools:

- Babakin Primary School
 - Corrigin District High School
 - Hyden Primary School
 - Kondinin Primary School
 - Kukerin Primary School
- Kulin District High School
 - Lake Grace District High School
 - Narembeen District High School
 - Newdegate District High School
 - Pingrup Primary School

Student Numbers and Characteristics

Enrolment Overview



2023 Student Numbers							
Kindy	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	9	6	8	8	5	13	6

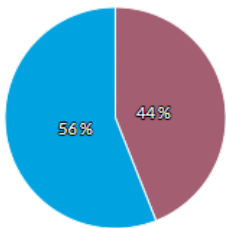
Students at Hyden Primary School are drawn from extensive geographical locations due to neighbouring schools closing over time. Our school bus service is integral in ensuring enrolments are maintained, and students are well supported in coming to school. Hyden PS demonstrates fairly stable cohorts across the school.

Characteristic Overview

Students

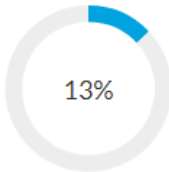
Total enrolments: 64

- Boys 36
- Girls 28



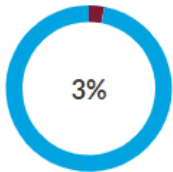
Full-time equivalent enrolments: 60.4

Indigenous students



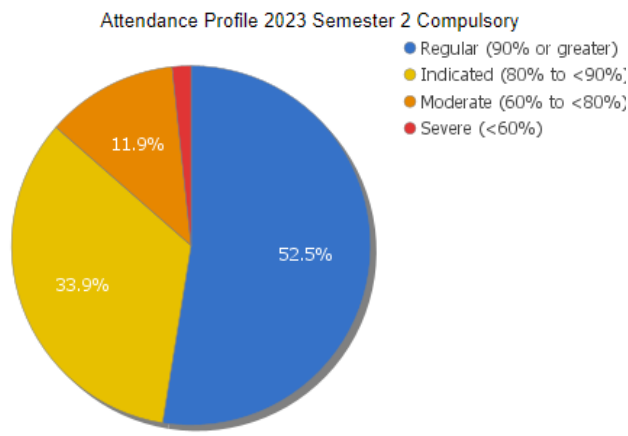
Language background other than English

- Yes (3%)
- No (97%)
- Not stated (0%)



Attendance and Engagement

At Hyden Primary School we know and understand our context and the significant factors underlying student attendance. We are committed to creating contextually appropriate, community-led, differentiated attendance plans to support our families and reduce these barriers.



Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2021	85.6%	91.0%
2022	85.7%	86.6%
2023	88.1%	88.9%

In 2023 we reviewed our Attendance and Engagement Plan which can be viewed on our website.

Target	Success Criteria
By the end of 2023, unexplained absences (K-6) for Semester 2 will be less than or equal to 12% compared to 15% in Semester 1.	<ul style="list-style-type: none">Attendance & engagement plan revised.All staff complete their defined responsibilities outlined in the plan.Parents phone, emails or SMS the school to advised the reasons for their child’s absence.
By the end of 2023, the whole school attendance rate (PP-6) will be at or above the WA Public School mean.	<ul style="list-style-type: none">Students will attend schools unless absent for authorised reasons.Staff record absences in Integris accurately.

Target	Review and Analysis
By the end of 2023, unexplained absences (K-6) for Semester 2 will be less than or equal to 12% compared to 15% in Semester 1.	<ul style="list-style-type: none">Our whole school (K-6) unexplained absences for Semester 2 2023 were 23% compared to our target of 12%. The rate of unexplained absences from Semester 1 to Semester 2 increased by 8%. While we started using the <u>OutReach+</u> messaging app to encourage families to advise the reason for their child’s absence. In 2024, staff will work to engage families who don’t respond to the automated text messages and continue the use of phone calls to follow up unexplained absences.
By the end of 2023, the whole school (PP-6) attendance rate will be at or above the WA Public School mean.	<ul style="list-style-type: none">Our percentage attendance for compulsory students was 88.1% compared to the WA rate of 88.9%. The gap between Hyden’s attendance and WA Public School mean reduced by 0.1% from 2022 to 2023 with Hyden’s attendance rate and the WA Public School mean both increasing (2.4% vs 2.3%).

Workforce Composition

The permanent principal position was filled in Semester 2, 2023 bringing leadership stability to the school. There were two full time and 5 part time teachers, one of whom completed their fixed-term contract at the end of the year. We have three education assistants (EAs), an Aboriginal and Islander Education Officer, and part time library officer who is also the school officer. Our manager of corporate services works 0.8 FTE. We have also been supported by locally based relief EAs and teachers throughout the 2023 school year.

Building leadership capacity amongst staff through a distributed leadership model remains a priority in our 2023-2025 Business Plan.

Data drawn from the average FTE across Semester 1 and Semester 2, 2023.

Administration Staff	No	FTE
Principals	1	1.0
Total Administration Staff	1	1.0

Teaching Staff		
Other Teaching Staff	7	4.6
Total Teaching Staff	7	4.6

Allied Professionals		
Education Assistants	4	2.3
AIEO	1	.20
School Chaplain	1	.40
Clerical / Administrative	2	1.0
Library Officer	1	.10
Gardening / Maintenance	1	0.5
Cleaners	2	.63
Total Allied Professionals	12	5.13
Total		

K – 12 Pathways

Of the 6 graduating 2023 Year 6 students, one is attending boarding school, four are attending local high schools and one has relocated and is attending their local high school.

Student Progress and Achievement

At Hyden Primary School, we promote a data culture where teachers and leadership seek reliable data to inform their decisions about curriculum and instruction. We believe in using data to guide school improvement. Hyden Primary School has a process for data-driven decision-making to identify priority areas.

Changes to the NAPLAN testing period and reporting scales in 2023 means no comparative progress data from Year 3 to 5 is available. NAPLAN is one of many forms of data we use at Hyden Primary School to report student achievement and inform individual, classroom and whole school planning. Other standardised assessments include Progressive Achievement Tests (PAT - Mathematics, Spelling, Vocabulary, Reading), Brightpath writing assessments, and in-class formative and summative assessments based on School Curriculum and Standards Authority (SCASA) and teacher observations/professional judgements.

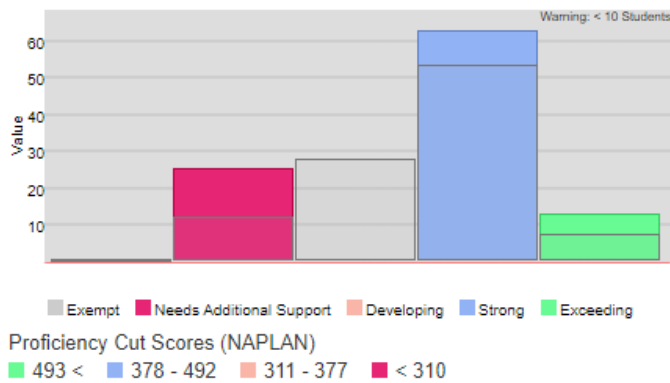
It is important to note that due to small cohorts, individual results may have a large impact on the overall achievement levels reported. Therefore, we must be mindful of the reliability of data in cohorts less than 10 children. For example, two students in a cohort of 8 students equals 25. Students identified as needing additional support in NAPLAN are most often already identified as students at educational risk and therefore on an individual education plan or receiving Tier 2 interventions based on previous assessment data and teacher knowledge of students.

From 2023, NAPLAN results are reported against proficiency standards, with student achievement shown against 4 levels of proficiency. There is a standard for each assessment area at each year level. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- Exceeding**: the student's result exceeds expectations at the time of testing.
- Strong**: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing**: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support**: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

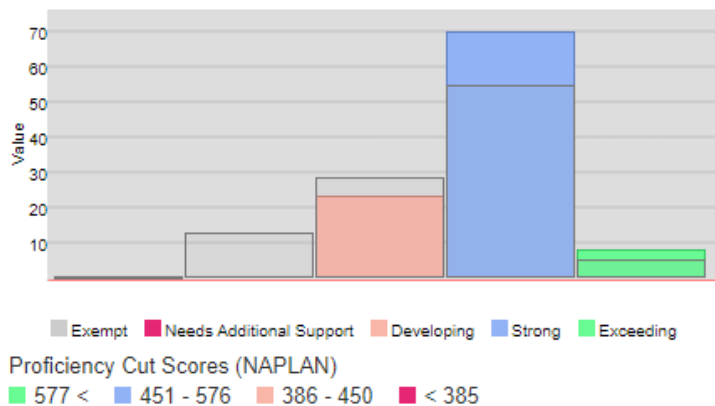
Student Progress and Achievement

NAPLAN Numeracy - Year 3



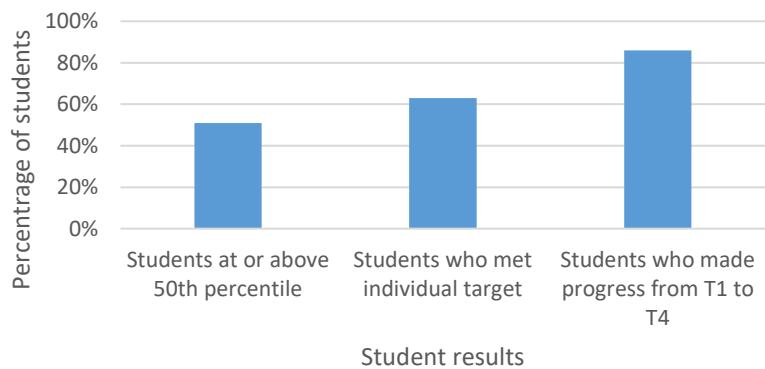
Pleasingly, this graph shows that 76% of our eight Year 3 students placed in the strong or exceeding bands for numeracy. While 25% of students were identified as needing additional support, these results were not surprising as targeted support was already in place.

NAPLAN Numeracy - Year 5



Of the 13 Year 5 students who completed the test, 77% placed in the strong or exceeding bands for numeracy. While 23% of students were identified in the developing category this was less than the WA Public School average. No students were identified as needing additional support.

2023 PAT - Maths Achievement (Year 1 - 6)

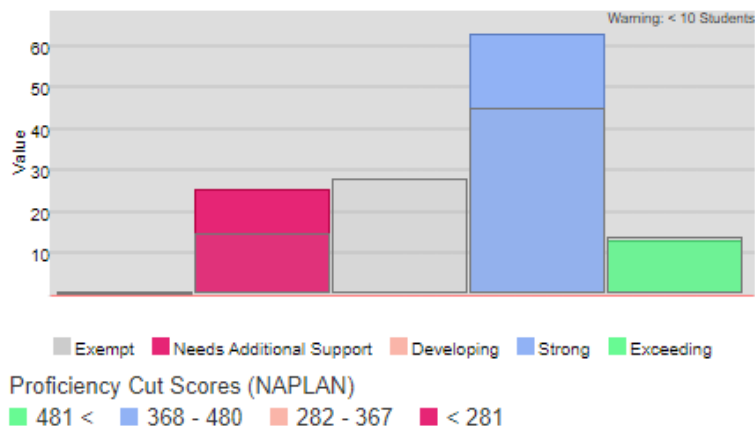


PAT- Maths adaptive data shows 51% of students were at or above the 50th percentile ($n = 49$). The data also shows that 86% of students ($n = 44$) made progress from Term 1 to Term 4 and 63% met their individual targets. Of those students who did not meet their individual targets, 70% still made progress.

Further investigation of our maths data showed that 86% of students received a C grade or above in 2023. This indicates further interrogation of our data is needed to identify why half of students did not perform above the 50th percentile on PAT standardised testing but performed relatively well on NAPLAN maths. Another focus for 2024 is to target education assistant support for students who are not achieving at level through small group maths interventions, for example, Paul Swan Bond Blocks.

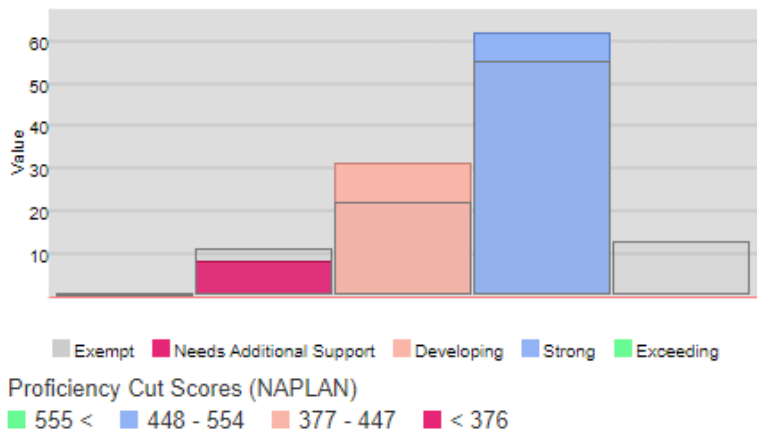
Student Progress and Achievement

NAPLAN Reading - Year 3



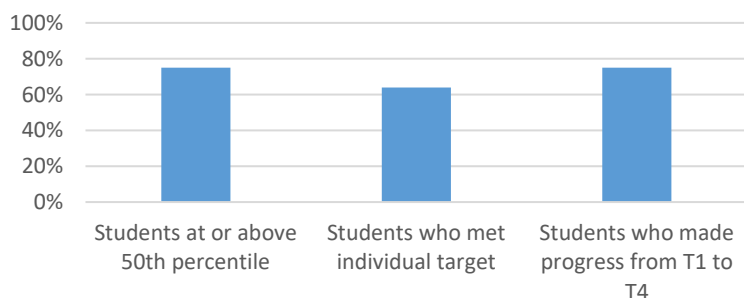
This graph shows that of the Year 3 cohort, 76% placed in the strong or exceeding bands for reading. Students with higher scores in the 'strong' band were flagged to receive target extension in 2024. Of the eight students who completed the test, 25% were identified as needing additional support. These results were not surprising as targeted support was already in place.

NAPLAN Reading - Year 5



Of the 13 Year 5 students who completed the test, 62% placed in the strong band and 38% of students placed in the developing or needing additional support bands for reading. While several of these students were already receiving additional support, these results indicate a review of our reading program, and future interventions are needed.

PAT Reading 2023 Results (Yr 1-6)

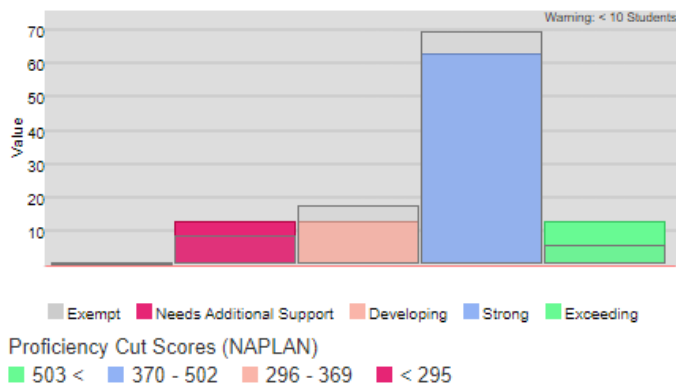


PAT Reading adaptive data shows that 42% of students were at or above the 50th percentile. The data also shows that 75% of students made progress from Term 1 to Term 4, and 64% met their individual targets.

Based on our 2023 reading data, we investigated Tier 2 reading interventions to provide additional support in 2024 for students not achieving at level and discussed these with our School Board. As such we will be starting Tier 2 MacqLit intervention groups for students from Years 3-6. In addition, 8 differentiated reading groups will run for students in Years 3-6 with Year 2 students requiring extension also participating in these groups. To further support the building blocks of reading, we are implementing the Heggerty Phonological Awareness program from Kindergarten to Year 2. This is in addition to the continued explicit teaching of synthetic phonics.

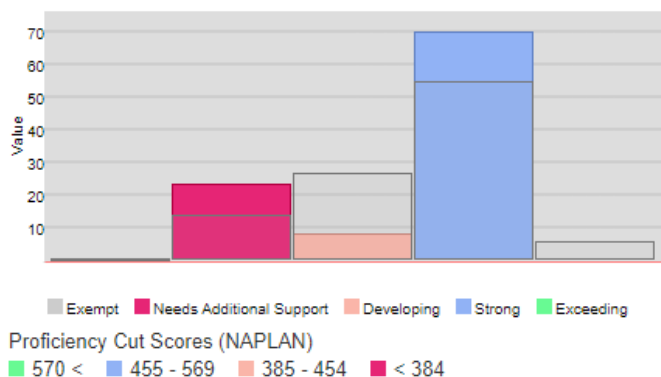
Student Progress and Achievement

NAPLAN Writing - Year 3



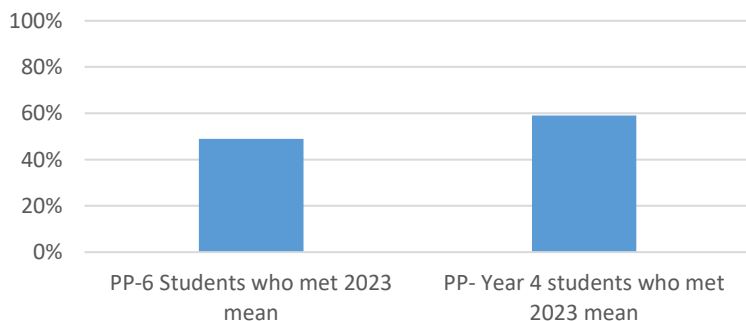
This graph shows that of the Year 3 cohort, 76% placed in the strong or exceeding bands for writing. The percentage of students in the exceeding band was particularly pleasing. Of the 8 students who completed the test, 25% were identified as developing or needing additional support. These results were not surprising as targeted support was already in place.

NAPLAN Writing - Year 5



Of the 13 Year 5 students who completed the test, 70% placed in the strong band and 30% of students placed in the developing or needing additional support bands for writing. These results led to investigation of an alternate writing program for the Year 5/6 class in 2024.

Brightpath Narrative Results (PP-Year 6)

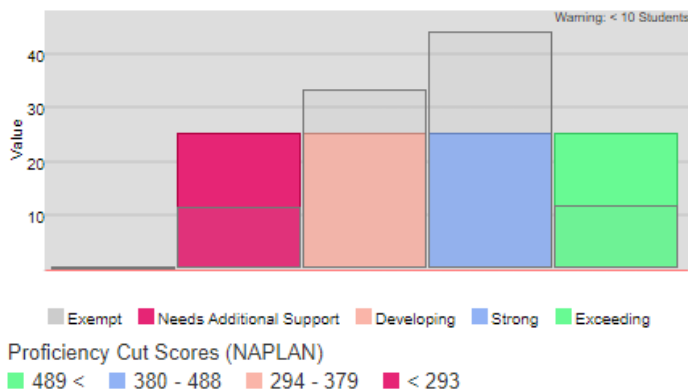


Brightpath Writing- Narrative data shows that 49% of our students ($n=51$) PP-Year 6 met the National Mean for writing. Interestingly, when the PP-4 cohorts were analysed, this figure rose to 59% ($n=32$).

Based on our 2023 writing data, we investigated and discussed with the School Board our proposal to switch from Talk4Writing to The Writing Revolution approach to teaching writing in our Year 5/6 class in 2024. Talk4Writing will continue to be implemented in our Kindergarten to Year 4 classes in 2024.

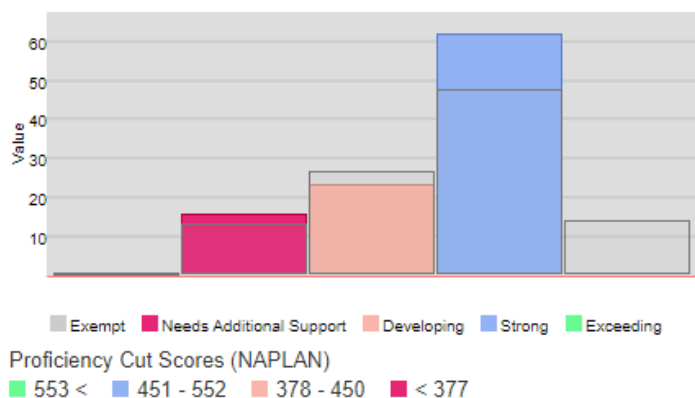
Student Progress and Achievement

NAPLAN Spelling - Year 3



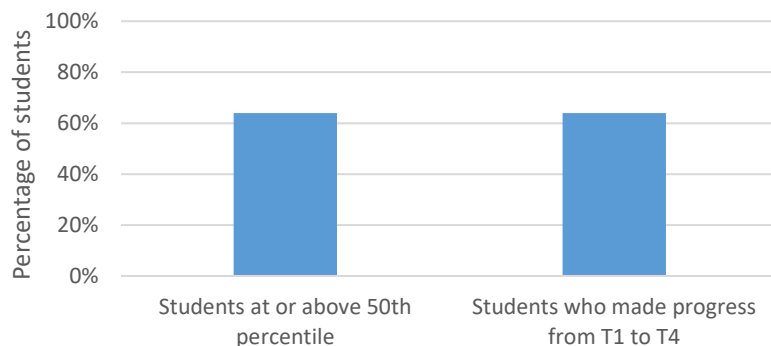
This graph shows that of the eight Year 3 students who completed testing, two students (25%) placed in each of the four bands for spelling.

NAPLAN Spelling - Year 5



This graph shows that of the 13 Year 5 students who completed testing, 62% placed in the strong band for spelling. Five students placed as needing additional support or developing.

PAT - Spelling Achievement (Year 2-6)



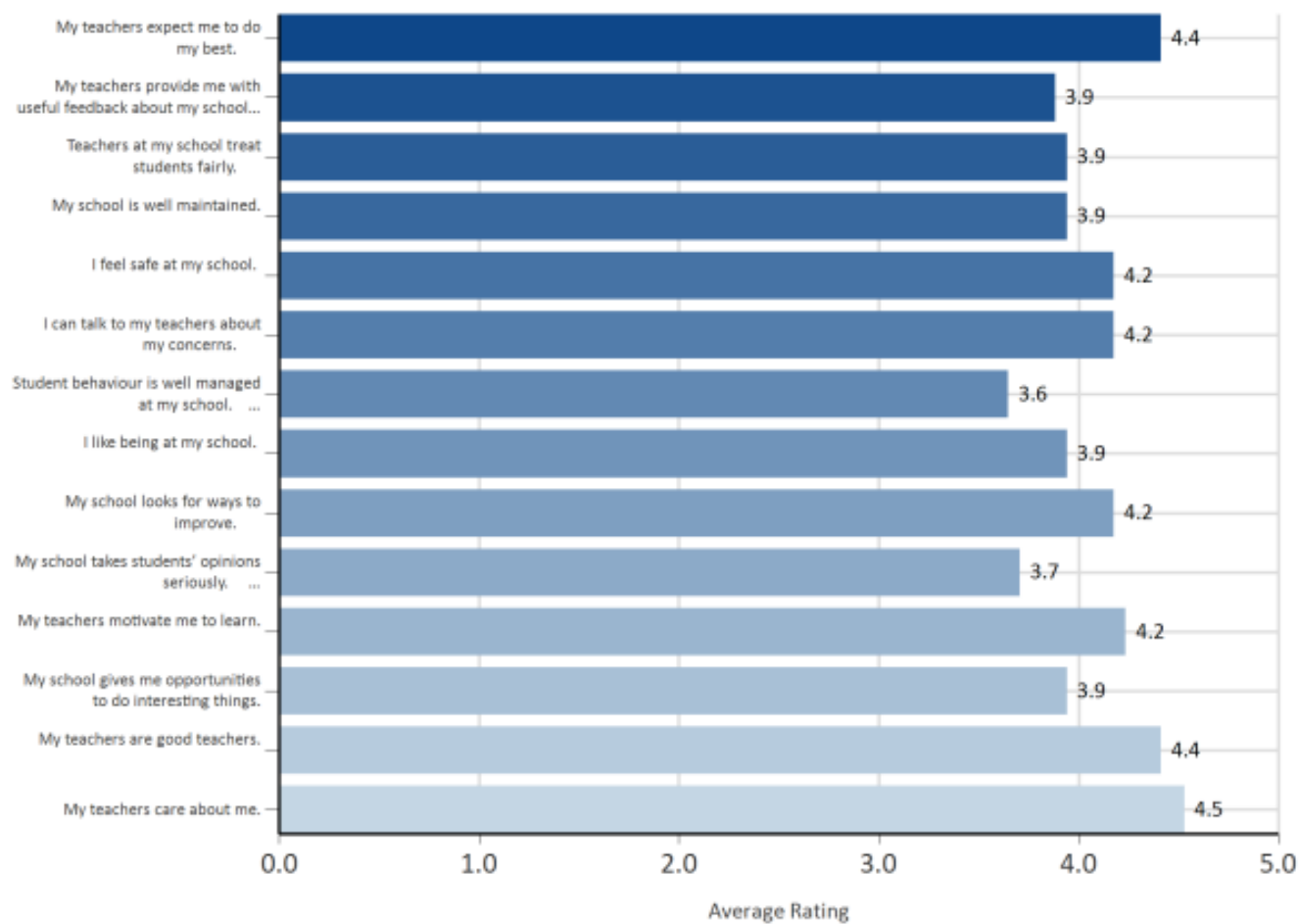
PAT-Spelling data shows that that 64% of students were at or above the 50th percentile. The data also shows that 64% of students made progress from Term 1 to Term 4. Individual achievement targets were not set for spelling in 2023.

While two thirds of our students made progress in spelling during 2023, our data still indicates that improvements are needed for over a third of our students. As such, we investigated and presented a proposed alternative approach to teaching spelling for 2024 with our School Board. In 2024 we will be adopting the evidence based direct instruction program Spelling Mastery from Year 3-6. We have also timetabled spelling five days per week and included some Year 2 students, requiring extension in the program. To support the development of foundational literacy skills from Kindergarten to Year 2, we have commenced the Heggerty Phonemic Awareness program in our early childhood in addition to the ongoing explicit teaching of phonics.

National School Opinion Survey

The National School Opinion Survey (NSOS) is conducted at least every two years by Australian schools. All students, staff and parents are asked to provide answers to a common set of statements on a five-point scale (1 strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree or 5 strongly agree). Results from each of the surveys are reported below.

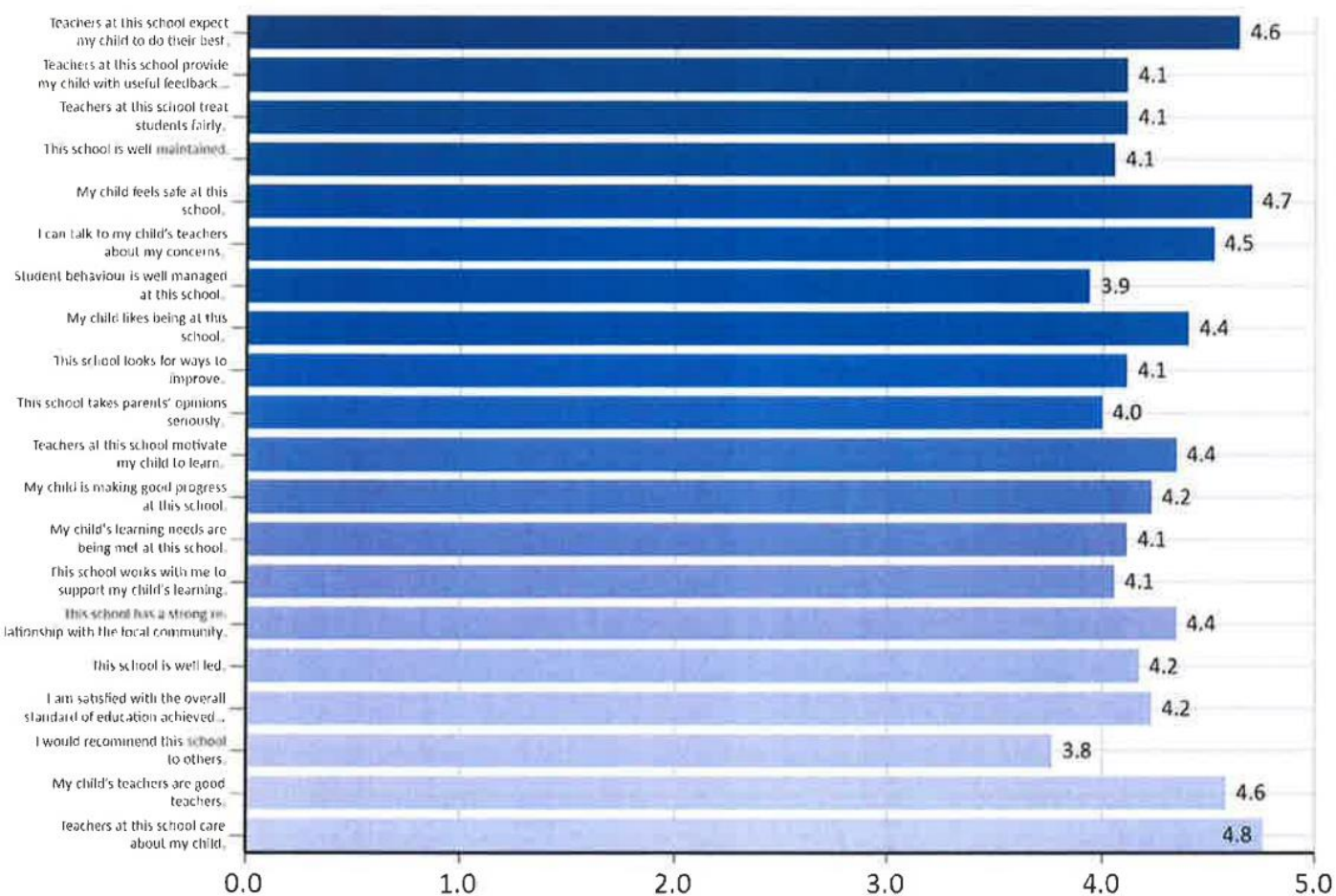
2023 Student Survey Results



Seventeen of our 20 Year 5 and 6 students provided responses to the statements. The highest rated items were “My teachers care about me” (4.5), “My teachers expect me to do my best” (4.4) and “My teachers are good teachers” (4.4). The lowest rated responses were “Student behaviour is well managed at this school” (3.6) and “My school takes students’ opinions seriously” (3.7). Based on this data, we will continue to identify genuine opportunities to capture and act upon student voice. We will be finalising our updated HPS Positive Student Behaviour Support Plan by the end of Term 1 2024 which will be aligned to the Circle of Courage model for positive youth development. This plan will include updated Rights and Responsibilities chart that has been co-created by students from Kindergarten to Year 6.

National School Opinion Survey

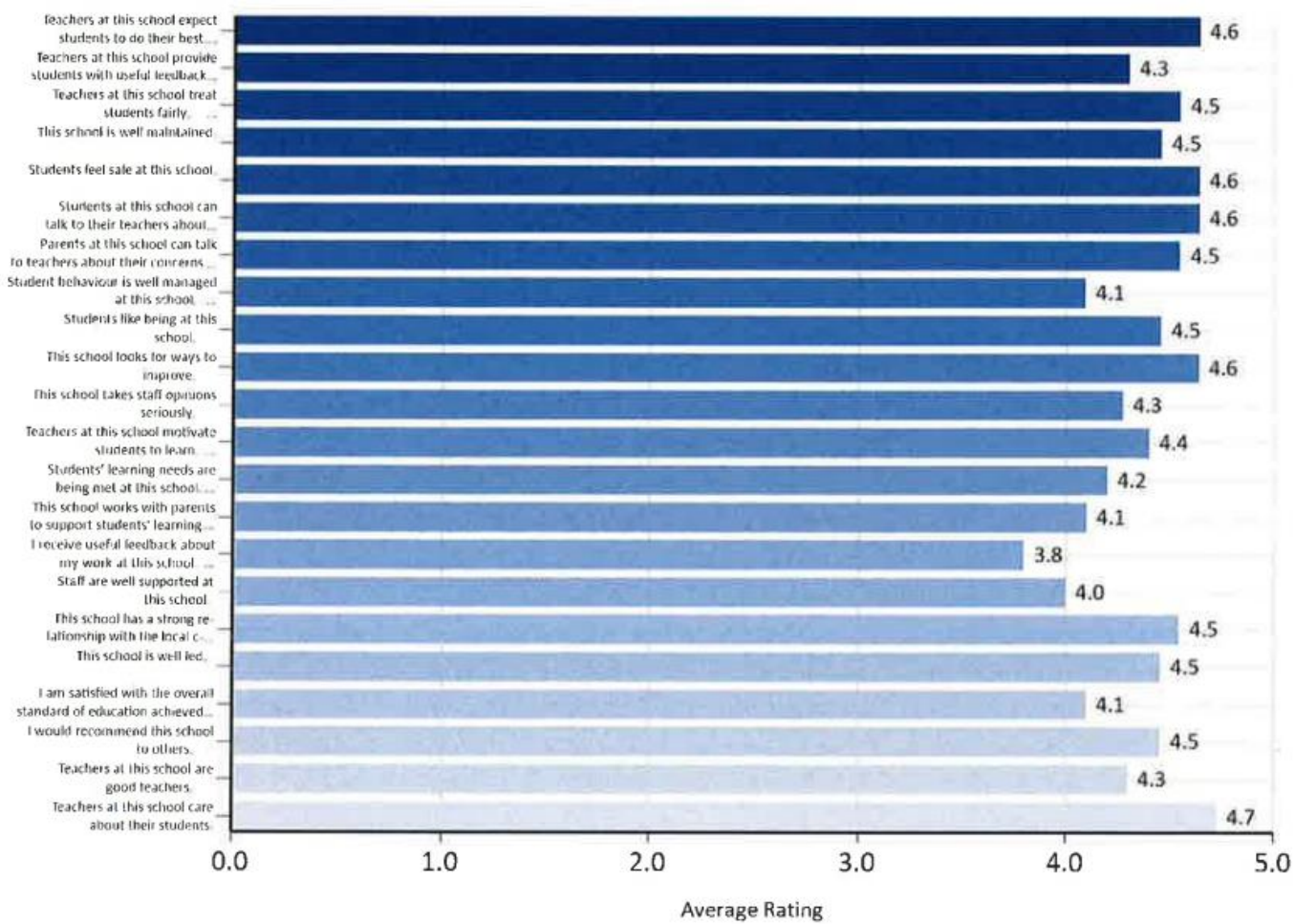
2023 Parent Survey Results



Seventeen parents from a total of 35 families provided responses to the statements. The highest rated items were “Teachers at this school care about my child” (4.8) and “My child feels safe at school” (4.7). The second lowest rated response was “Student behaviour is well managed” (3.9). We will be finalising our updated HPS Positive Student Behaviour Support Plan by the end of Term 1, 2024 which will be aligned to the Circle of Courage model for positive youth development. The review was discussed with the school board throughout Semester 2, 2023. Parents and board members were provided an opportunity to attend a seminar on the Circle of Courage late Term 4. Future work will be undertaken to obtain parent feedback on the updated plan before board endorsement is sought in Term 1, 2024. While “I would recommend this school to others” (3.8) was the lowest rated item, it was still in the positive range (between neither agree nor disagree and agree). The result is curious given all statements, excluding the behaviour statement, received an average result between agree and strongly agree. Further interrogation of this data may be warranted.

National School Opinion Survey

2023 Staff Survey Results



Eleven of 17 staff provided responses to the statements. The highest rated item was “Teachers at this school care about their students” (4.7). The lowest rated response was “I receive useful feedback about my work at this school” (3.8). At the time of the survey, staff were experiencing their third change to principal for the 2023 school year. It is likely that due to these changes, and the requirement for each new principal to become inducted into the school and its processes and policies, that meaningful feedback to staff was not provided in the same frequency as had been experienced in previous years. It is a goals for 2024 that classroom observation and feedback protocols are revised and recommenced.

Business Plan Reporting

Successful Students

What we will do	Achievements 2023
Focus on early childhood	<ul style="list-style-type: none">• Introduction of Heggerty Phonemic Awareness program in the Kindergarten class.• Replacement of the Early Childhood Centre kitchen.• Review of the National Quality Standards for Early Childhood.• Rigorous teaching and learning of phonics using Letters and Sounds.
Embed a whole school strength-based approach to increasing attendance and engagement	<ul style="list-style-type: none">• Review and publishing of HPS Attendance and Engagement Plan.• Participation in the Wheatbelt Wellbeing Survey.• Introduction of Outreach+ to reduce unexplained absences.
Engage and challenge every student	<ul style="list-style-type: none">• Participating by students in the Wheatbelt PEAC program.• Establishment of differentiated reading groups to cater for individual learning needs.• Implementation of Individual Education Plans for students with additional learning needs.
Plan for K-12 Pathways	<ul style="list-style-type: none">• Participation in Kulin District High School Super 6s high school transition program.• Tailored transition planning for students with additional needs.
Ensure Aboriginal students are succeeding as Aboriginal people	<ul style="list-style-type: none">• Employment of an AIEO one day per week to support Aboriginal students in the classroom.• Progress towards our Aboriginal Cultural Standards Framework plan.• On-country learning for Kindy – Year 4 students.
Cater for all students' individual needs	<ul style="list-style-type: none">• Development of the HPS Student at Educational Risk (SAER) Plan.• Allocated time for a teacher to lead the SAER portfolio.• Speech screening of Kindergarten students (supported by the P&C).• Introduction of a case management approach for the SAER portfolio.
Support students to become 21 st century leaders	<ul style="list-style-type: none">• Participation in the Digital Capabilities Leadership Reflection Tool trial.
Build tomorrow's leaders	<ul style="list-style-type: none">• Review of Year 6 student leader program.• Collection of student voice data from K-6 that is considered in school decision making.• Year 5-6 participation in National Schools Opinion Survey.

Business Plan Reporting

Teaching Excellence

What we will do	Achievements 2023
Lead a culture of teaching excellence	<ul style="list-style-type: none">• Completion of staff 2023 performance and development cycle.• Acceptance of HPS into the Leading Cultures of Teaching Excellence program which received school board endorsement.
Embed clear and consistent pedagogical approaches across the school	<ul style="list-style-type: none">• Development of a staff induction checklist and staff handbook to guide the induction process.• Implementation of consistent approaches to teaching spelling, reading and writing during a dedicated morning literacy block.
Staff use data to inform school planning	<ul style="list-style-type: none">• Collection and analysis of student performance data per the whole-school assessment schedule.• Individual target setting for all students in reading, spelling, maths, and writing and development of individual education plan goals.• Review of the whole-school self-assessment schedule.• Use of cohort data and research evidence to inform changes to teaching programs.
Ensure our students are self-regulated, assessment capable learners	<ul style="list-style-type: none">• Daily use of technology by Year 1 – 6 students to support NAPLAN readiness and digital technologies capabilities.

Effective Leadership

What we will do	Achievements 2023
Collectively embed the domains of school improvement	<ul style="list-style-type: none">• Staff review of school performance against the six domains of Public School Review (PSR) in preparation for our 2024 PSR.• Completion of Leading School Improvement for Small Schools suite of professional learning by two teacher leaders.
Embed a culture of distributed leadership	<ul style="list-style-type: none">• Senior teachers led the following portfolios: Teaching & Learning, Students at Educational Risk, National Quality Standard for Early Childhood, Aboriginal Cultural Standards Framework.• Provision of additional time for teacher leaders to perform their roles.• Leadership of the Kitchen Garden portfolio by an education assistant.

Business Plan Reporting

Connected Community

What we will do	Achievements 2023
Create a culturally responsive community	<ul style="list-style-type: none">• Installation of the Aboriginal and Torres Strait Islander flag and community event to celebrate the first flag raising.• AIEO worked in a two-way team with a senior teacher to inform the Aboriginal Cultural Standards Framework plan.• Aboriginal Elders participated in NAIDOC week celebrations.• Visit to local Elders by the principal and AIEO.
Improve opportunities for parent engagement to enhance student outcomes	<ul style="list-style-type: none">• The following parent workshops were offered: Numero, Triple P Parenting seminars x 2, Circle of Courage presentation.• Teachers held individual parent meetings via appointment request.
Strengthen communication practices with our school community	<ul style="list-style-type: none">• Updating of school website to include a new parent handbook, information about student support services, a parent resource list and other operational and strategic school information.
Strengthen health and wellbeing practices	<ul style="list-style-type: none">• Staff participated in Circle of Courage professional learning.• HPS Positive Student Behaviour Plan reviewed and aligned to the Circle of Courage and Department's updated Student Behaviour in Public School Policy & Procedures.• SAER Plan developed including referral pathways.• School chaplain employed two days per week and AIEO one day per week.• Tier 2 and 3 supports provided via school chaplain, school psychologist, government and private speech pathologist, school nurse and occupational therapist.

Financial Summary

Hyden Primary School Financial Summary as at 31 December 2023

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	931,700	931,700
New Appointments	0	0
Casual Payments	137,969	137,969
Other Salary Expenditure	68	68
Total Funds:	1,069,737	1,069,737
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	17,731	19,258
Lease Payments	1,680	1,658
Utilities, Facilities and Maintenance	86,152	90,430
Buildings, Property and Equipment	17,768	14,695
Curriculum and Student Services	105,186	90,627
Professional Development	15,465	14,806
Transfer to Reserve	3,235	3,235
Other Expenditure	291	291
Payment to CO, Regional Office and Other schools	4,606	4,606
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	252,114	239,606
TOTAL	1,321,851	1,309,343

