

# Mount Hawthorn Primary School



## Business Plan 2023-2025





## Acknowledgment of Country

**Kaya, nidja Wadjak Noongar boodja**  
*Welcome, this is Wadjak Noongar country*

Mount Hawthorn Primary School acknowledges the Wadjak Noongar people as the past and present traditional custodians of this land on which our school is built.

We respectfully recognise their contribution and ongoing cultural connection to this region. We celebrate the significant contributions Aboriginal and Torres Strait Islander peoples make to our shared country through their knowledge, resilience and bravery.

We are committed to reconciliation through deeply connecting with the cultures, languages, practices and stories of Aboriginal and Torres Strait Islander students, families and peoples within the wider community.

## Our Story

The cultural story of Mount Hawthorn Primary School is anchored in the land and history surrounding the school. This story is captured in a mural collaboratively designed by our Aboriginal students, community members and Noongar artist, Danika Eades.

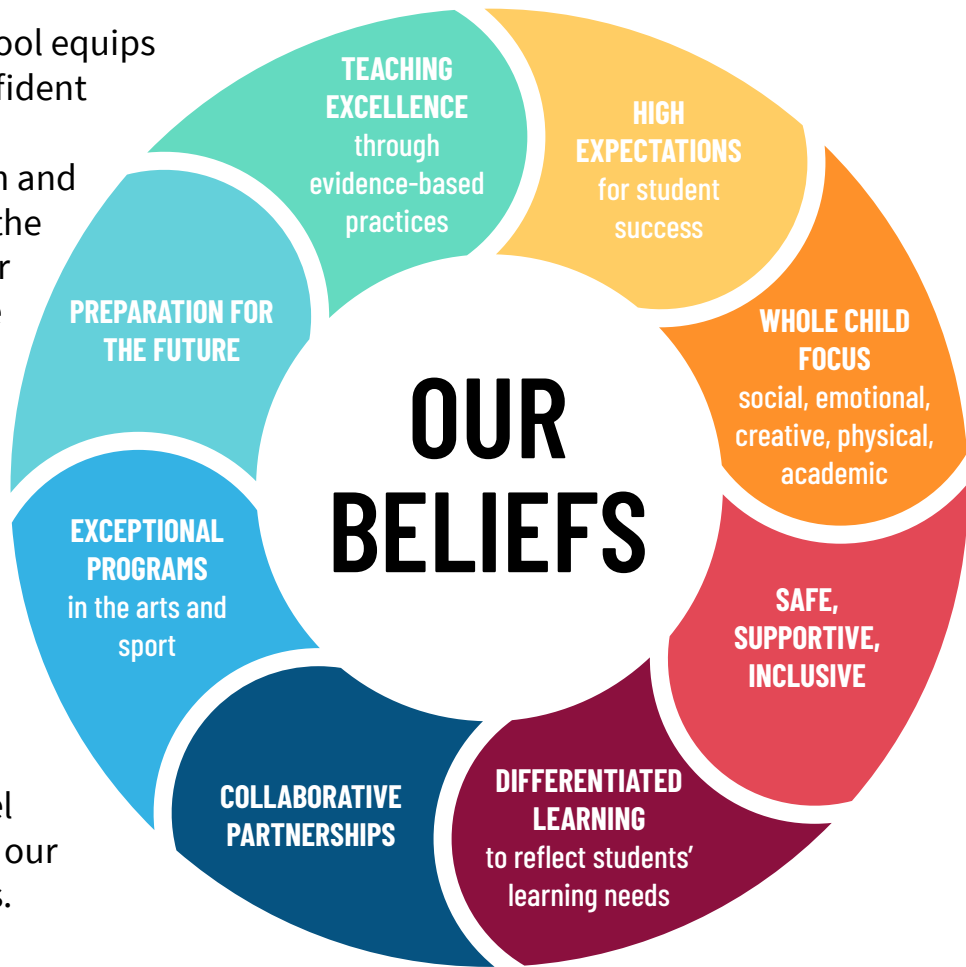
The large circles are our local waterholes created by the Wagyl (the rainbow serpent) as it tunnelled underground and emerged to create Galup (Lake Monger). The centre of these circles are the meeting places of our school. The small semicircles are our students and the larger semicircles are our staff nurturing them. A river flows through the mural which is composed of the fingerprints of our whole school community and symbolises our motto, *together towards the future*.

# About Us

Mount Hawthorn Primary School opened in 1906 and is situated on Wadjak Noongar boodja. The school provides outstanding educational opportunities to over 900 students from Kindergarten to Year 6. Students in Pre-primary to Year 6 are at the main campus on Killarney Street in Mount Hawthorn and Kindergarten students learn and play at our Richmond Street, Leederville campus. The school shares the Killarney Street campus with the highly regarded Mount Hawthorn Education Support Centre.

Mount Hawthorn Primary School equips students to be successful, confident learners through engaging opportunities in the classroom and beyond. Our school has been the hub of the local community for over 116 years and reflects the values of the families who make Mount Hawthorn their home.

This Business Plan sets the future direction of our school in the period 2023 to 2025. It has been developed in consultation with our staff, parents and the School Board. It is our statement of high-level strategic priorities that inform our objectives, actions and targets.



# Strategic Statement

We will maintain our distinctive breadth of student opportunities whilst enhancing student outcomes through whole school, evidence-based teaching practices. We will prioritise social and emotional well-being, differentiated learning and collaborative community partnerships to support all students.

# Enriching the Whole Child

Arts, Culture, Languages, Music, Sport, Technology



Valuing and acknowledging the Wadjuk Noongar people and lands is prioritised through the integration of the Noongar language, history, art and storytelling into all curriculum areas. The MHPS community aspires to be a leader in reconciliation



# Strategic Priority 1: Quality Teaching and Learning

We will provide high quality teaching grounded in evidence-based practices to maximise student achievement.

What we will do	What you will see
Develop and embed a high-impact teaching pedagogy across the school	<ul style="list-style-type: none"><li>• Students actively participating in their learning</li><li>• Teachers employing consistent student engagement strategies and daily review to maximise learning</li></ul>
Offer high-quality specialist learning opportunities that complement classroom subjects	<ul style="list-style-type: none"><li>• Specialist teaching in Italian, Music, Physical Education, Science, Technologies and Visual Art</li><li>• Distinctive extra-curricular opportunities through the school orchestra, concert band and choir</li><li>• Students competing in a variety of interschool sporting competitions</li></ul>
Cater for the academic needs of all students	<ul style="list-style-type: none"><li>• Personalised learning plans for students with unique learning needs</li><li>• Early screening, intervention and support delivered one to one or in small groups</li><li>• Enrichment opportunities to extend students achieving beyond their year level</li></ul>
Prioritise early childhood education to build sound social, emotional, literacy and numeracy foundations	<ul style="list-style-type: none"><li>• Students participating in foundational literacy and numeracy activities every day</li><li>• Teachers providing play-based opportunities for children to learn and interact creatively</li></ul>
Implement a consistent approach to curriculum planning and student assessment	<ul style="list-style-type: none"><li>• Evidence-based programs to teach phonological awareness, synthetic phonics, spelling, reading and mathematics</li><li>• A whole school assessment and moderation schedule</li></ul>
Employ a continuous professional learning cycle that targets school and Department of Education priorities	<ul style="list-style-type: none"><li>• Staff engaging in professional learning, including classroom observations at our school and other high performing schools</li><li>• Teachers being coached and receiving actionable feedback from instructional experts</li><li>• Teachers using the Australian Institute for Teaching and School Leadership (AITSL) standards to reflect on and improve their practice</li></ul>







## Strategic Priority 2: Learning Environment

We will provide a safe, positive and supportive learning environment which builds resilience and social confidence.

What we will do	What you will see
Provide safe and supportive classrooms which develop students' social and emotional capability	<ul style="list-style-type: none"><li>• An inclusive school culture that acknowledges and celebrates diversity</li><li>• A values-based approach to behaviour management which builds individual responsibility and resilience</li></ul>
Identify, support and monitor students with additional needs	<ul style="list-style-type: none"><li>• Collaboration with parents to understand student needs and inform individual education programs</li><li>• Case-management of learning and wellbeing for students with additional needs</li><li>• Access to onsite specialist expertise and resources, including school psychologist, speech language pathologist and specialists from the Education Support Centre</li><li>• Individual attendance plans to support at-risk students</li></ul>
Adopt a multi-tiered approach to support student wellbeing	<ul style="list-style-type: none"><li>• A wellbeing and social-emotional program across all year levels</li><li>• Targeted small group programs in specific areas, such as anxiety</li></ul>
Promote a supportive and collaborative workplace	<ul style="list-style-type: none"><li>• A thorough induction for new staff members</li><li>• Opportunities for staff to collaborate professionally and connect socially</li><li>• Staff supporting staff through a workplace culture which recognises effort and expresses appreciation</li></ul>
Strive for an environment that acknowledges Aboriginal histories, peoples, cultures and languages	<ul style="list-style-type: none"><li>• Culturally-responsive improvements to the school facilitated by a proactive Reconciliation Action Committee with representation from staff, parents and community members</li><li>• Noongar language and culture integrated across the curriculum</li></ul>
Ensure that school facilities are engaging	<ul style="list-style-type: none"><li>• Renewal of play spaces and buildings to inspire and facilitate learning and play</li></ul>



# Strategic Priority 3: Relationships and Partnerships

We will foster productive relationships with students, staff, families and community organisations to enrich the learning experience and positively influence student outcomes.

What we will do	What you will see
Build respectful and trusting teacher-student relationships	<ul style="list-style-type: none"><li>Teachers with a genuine interest in students and an understanding of individual circumstances</li><li>Students who feel welcome, safe and experience a sense of belonging at school</li></ul>
Partner with parents to enhance the experience for our students	<ul style="list-style-type: none"><li>Teachers communicating with parents regularly and at point-of-need regarding their child’s learning and school experience</li><li>Parent liaisons providing a classroom-specific conduit between families and the teacher, and supporting social connections between parents</li><li>Parents participating in school events</li></ul>
Communicate professionally and regularly to keep parents informed	<ul style="list-style-type: none"><li>High quality communication through the school app, the school website and social media platforms</li><li>Parent and community feedback sought and acted upon</li></ul>
Work closely with our partner schools	<ul style="list-style-type: none"><li>Partnerships with network primary schools to expand student opportunities in academic extension, science, music and art</li><li>Mount Hawthorn Education Support Centre leveraged as an onsite resource to support neurodiverse learners</li><li>A robust Bob Hawke College orientation program for Year 6 students</li></ul>
Build and maintain relationships with community organisations	<ul style="list-style-type: none"><li>Supplemental opportunities offered through partnerships with Indigenous cultural organisations, civic history groups, music consortiums, the Fathering Project, sporting clubs and out-of-school care providers</li></ul>
Work in partnership with our Schools Board and P&C	<ul style="list-style-type: none"><li>The Schools Board, consisting of staff, parents and community members, acting as the peak governance body to oversee the educational experience provided by the school</li><li>An active and dynamic P&amp;C that provides parents an opportunity to support the school within a culture of inclusion and volunteerism</li></ul>





# Strategic Priority 4: Leadership

School leaders will share a strategic vision and develop the organisational capability to deliver optimal student outcomes.

What we will do	What you will see
Provide clarity of vision and strategic direction	<ul style="list-style-type: none"><li>• A clearly communicated strategy underpinned by a performance agenda and targets</li><li>• Leaders creating a culture of confidence and trust focused on high expectations for students</li><li>• The principal and deputy principals visible to students, staff and parents before, during and after the school day</li></ul>
Implement organisational structures to support our improvement agenda	<ul style="list-style-type: none"><li>• School leaders and staff ensure consistent delivery of curriculum across the school</li><li>• Deputy principals with responsibility for each of the learning phases at the school: Early childhood, Years 1-3 and Years 4-6</li><li>• Leadership opportunities for aspiring staff in pedagogy and curriculum</li></ul>
Support highly effective teaching and learning	<ul style="list-style-type: none"><li>• Research-based pedagogical approaches promoted by leaders to achieve consistency in curriculum delivery</li><li>• School leaders and instructional coaches regularly visiting classrooms</li></ul>
Include students in authentic leadership roles	<ul style="list-style-type: none"><li>• The school seeking input from students to inform decision-making</li><li>• Peer-elected student leaders responsible for defined portfolios</li></ul>

# Strategic Priority 5: Resources

We will optimise the allocation of resources to maximise the learning experience for all students.

What we will do	What you will see
Target our financial and human resources to the priorities outlined in our Business Plan	<ul style="list-style-type: none"><li>• Financial and human capital applied to meet the learning and wellbeing needs of all students in the school</li><li>• Budgets linked to strategic priorities</li><li>• Physical assets are managed through maintenance and replacement plans</li></ul>
Attract staff with skills and experience aligned to our strategic direction	<ul style="list-style-type: none"><li>• Recruitment of teachers with high quality instructional practice and strong interpersonal skills</li></ul>
Provide access to impactful information and communications technology (ICT)	<ul style="list-style-type: none"><li>• Investment in hardware, network and professional learning to enhance staff and students' technological capability</li><li>• A 1:1 technology program for upper primary students to build ICT capability and responsibility</li></ul>
Introduce sustainability practices to increase resource efficiency	<ul style="list-style-type: none"><li>• Implementation of measures to reduce the school's carbon footprint</li><li>• Engagement of students in sustainability through composting, worm-farming and recycling</li></ul>
Ensure oversight of school delivery and performance	<ul style="list-style-type: none"><li>• The Schools Board regularly informed of the school's academic performance and financial position</li><li>• Annual compliance with the Department of Education's Funding Agreement for Schools and Control Self Assessment</li></ul>







## Targets

- Students' achievement in NAPLAN<sup>1</sup> Numeracy, Reading, Writing, Spelling, Grammar and Punctuation is above WA Like Schools<sup>2</sup>
- The mean progress of the Year 3 to Year 5 stable cohort in all NAPLAN domains is above that of WA Like Schools
- A to E grade allocations for English, Maths, Science and Humanities will be at or above the expected range<sup>3</sup>
- The proportion of students exceeding the national mean in PAT<sup>4</sup> Science testing is greater than 60% in Years 3 to 6
- The proportion of students making moderate, high or very high progress between Pre-primary and Year 3 in Reading and Numeracy is above that of WA Like Schools
- The proportion of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 92%
- The proportion of students attending at least 90% of available student days is at or above the expected range
- School satisfaction as measured by students, parents and staff in the National School Opinion Survey is high (mean scores of at least 4 out of 5)

1 **NAPLAN:** A national standardised test assessing students' skills in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy in Years 3 and 5

2 **WA Like Schools:** A group of Western Australia public schools with a similar socio-educational advantage to Mount Hawthorn Primary School

3 **Expected Range:** Range determined by the Department of Education and aligned to the socio-educational advantage of the school

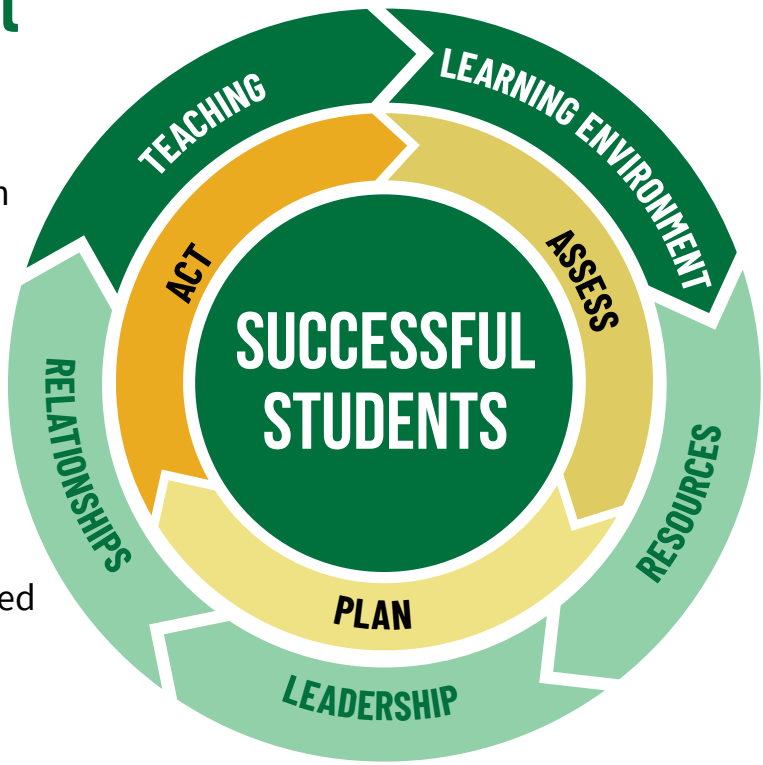
4 **PAT:** National standardised assessments provided by the Australian Council for Educational Research

## School Self-Assessment

The school will use the Department of Education's Electronic School Assessment Tool to self-assess performance annually in our strategic priority areas.

The school will host a director and a principal peer reviewer from the Department of Education's Public School Accountability team for a validation visit within the duration of this business plan.

The report from this review will be published on our website.







# Mount Hawthorn Primary School

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