



# HALIDON PRIMARY SCHOOL

BUSINESS PLAN 2024-2026

**Gratitude  
Respect  
Resilience  
Ownership  
Willingness**

**TO EMPOWER ALL CHILDREN TO ACHIEVE EXCELLENCE  
AS REFLECTIVE LIFE- LONG LEARNERS.**

## ACKNOWLEDGEMENT OF COUNTRY

**Kaya, nidja Wadjak Noongar boodja**

Welcome, this is Wadjak Noongar country

Halidon Primary School respectfully acknowledges the past and present Traditional Custodians of this Boodjar on which our school stands, the Whadjuck people. This Boodjar has a rich continuing history, and it is privilege to be living and learning on Whadjuk Country.

We also extend our gratitude and respect to Aboriginal and Torres Strait Islander Peoples and we are thankful for the opportunity to learn from them about their cultures, histories and knowledge, so we can continue to grow and walk this land together.

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.

## ENRICHING CHILDRENS LEARNING EXPERIENCES: Arts, Culture, Languages, Science, Technologies and Sport





## About Halidon Primary School (HPS)

Established in 1986, Halidon Primary School is located in the vibrant suburb of Kinglsey, just 17 kilometres north of Perth. As an Independent Public School, we cater to the educational needs of approximately 200 students from Kindergarten to Year 6. Our commitment to providing exceptional educational services includes on-site after school care and vacation care (not on site), ensuring our students and their families are supported beyond regular hours in partnership with Zig Zags.

## Motto and Vision

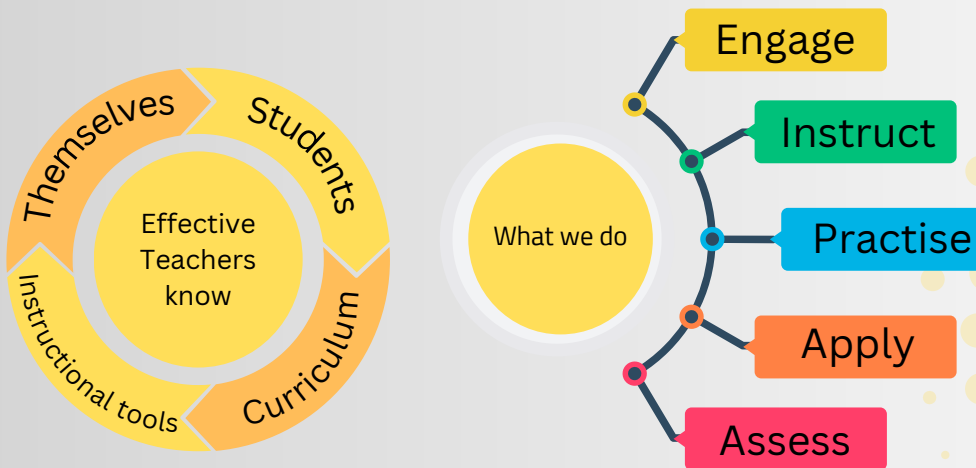
Our school motto, ‘Growing with Wisdom,’ encapsulates our belief in providing opportunities for all students to develop wisdom in cognitive abilities, social skills, physical fitness, and creativeness. We aim to inspire lifelong learners by creating a stimulating environment that challenges student to be creative, curious, and collaborative. Our core purpose is to nurture global citizens who will thrive in a rapidly changing world.

## Education Philosophy

HPS has evolved into a school with well-established beliefs about teaching and learning. Our primary goal is to exceed student potential through quality differentiation and a strong focus on social and emotional well-being of our students. We embrace research-based teaching practices to ensure every student can achieve their full potential.

Our belief statement promotes excellence in teaching and learning, emphasising strong community partnerships within a supportive school environment. We are committed to fostering an engaging learning environment that helps inspire and support students in reaching their full academic and social potential. Our GRROW values guide us in growing with wisdom together as a community.

As a learning team we hold immense value in reflecting on the following within our practice:



Teacher Reflection Tools

**“...focus on the elements that have the biggest impact on student well-being and achievement.”**

*Director General Lisa Rodgers  
 ‘Teach for Impact’ 2023*



## **Leadership**

Our leadership has a clear vision and direction, it encompasses evidence-based planning, offers strategic guidance, leadership opportunities, and performance feedback through professional development.

## **Student Achievement**

We have high expectations for all students, aiming for year on year academic and social growth, to enable students to achieve their personal best, throughout their Halidon Primary School journey.

## **Learning Environment**

We provide a safe and inclusive learning environment which supports and promotes the engagement, growth, and well-being of all members of the school community.

## **Relationships and Partnerships**

We develop professional relationships and respectful communication which is fostered among staff, students, parents, and key stakeholders; feedback is acted upon, and sustainable community partnerships are valued.

## **Quality Teaching**

We create a culture of engaged and motivated learners by recognising student strengths and diversity, and we cater to individual needs through intentional and evidence-based practice.

## **Resources**

We use our human, physical and financial resources to improve the educational experiences and opportunities for the entire community, through targeted and evidence-based decision making.

## **Community Partnerships**

Strong, well-established partnerships with local and broader communities are vital to our success. We actively encourage the input of knowledge and skills from various perspectives, embracing change to ensure continuous growth both as individuals and as a whole-school community. These partnerships enable us to promote and sustain effective networks, enhancing the educational experience for our students.

## **Future Directions**

The business plan represents an opportunity to chart new directions for Halidon Primary School with an inspiring vision developed by our team that embraces our school values and reflects the needs for our community and students. We have worked closely with our staff, School Board, and local community to develop a future direction plan that aligns with our shared moral purpose. As our students face a changing world, we remain committed to providing high impact learning and teaching that meet our children's needs.



## Principal Message

Kaya, Halidon Primary School Community.

I would like to begin by acknowledging that Halidon Primary School is a special school. It is one that is supported by a wonderfully caring community and professional staff that empower our students to be the best they can be. When I look at this new business plan, I have a sense of excitement and pride in recognition that our shared vision is one of high expectation and commitment to providing our students with excellence in educational approaches.

At Halidon Primary, we are committed to providing a nurturing and stimulating learning environment that fosters the academic, social, and emotional growth of every child. This plan outlines how we will continue to build upon our strengths and address emerging needs to ensure that student success is the centre of what we strive to achieve. We want our students to have a passion for learning and a connected understanding of how they can contribute to a brighter future.

This plan has been a shared labour of love and I encourage you to read the full Business Plan and engage in meaningful conversations about how we can all contribute to its success. Together, we will shape the future of Halidon Primary School and continue to inspire our students to be reflective life-long learners.

Sincerely,

Adam Mosconi  
 Proud Principal, Halidon Primary School

*Building on our strengths to support our community, students, and learning team is at the core of everything we do at HPS.*



Leadership Reflection Tool



“Growing with wisdom!”

## Our Purpose



To empower all children to achieve excellence as reflective life-long learners.

## Our Values



- Gratitude
- Respect
- Resilience
- Ownership
- Willingness

## 2024-2026 Business Plan Targets

- ✓ Students' achievement in NAPLAN Numeracy, Writing, Spelling, Grammar and Punctuation is at or above WA Like Schools.
- ✓ The mean progress of the Year 3 to Year 5 stable cohort in all NAPLAN domains is at or above WA Like Schools.
- ✓ A to E grade allocations for English, Maths, Science, Humanities will be at or above the expected range.
- ✓ The proportion of students at or above the national mean in PAT Science testing is greater than 60%.
- ✓ The proportion of students making moderate, high or very high progress between Pre-primary and Year 3 in Reading and Numeracy is at or above WA Like Schools.
- ✓ The proportion of Consistently and Often ratings in students 'Attitude, Behaviour and Effort' assessments will be above 85%
- ✓ 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 least 4 out of 5).



## 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 validation visits within the duration of the business plan.

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



## Student Achievement & Progress

We have high expectations for all students, aiming for year on year academic and social growth, to enable students to achieve their personal best, throughout their primary school journey.

### Across Our Teaching Areas

#### What we will do...

Implement evidence-based programs to support student progress and achievement.

Use student data to track and monitor student progress.

Operational plan aligns with targeted Business Plan initiatives.

#### What you will see...

- Develop explicit instructional intervention program, implemented for all identified students, where progress is measured and monitored regularly.
- Whole school reflections on data tracking and performance.
- Enhanced opportunities to extend critical and creative thinking skills through inquiry investigations
- The HPS team regularly reflects and identifies assessment purpose and refines whole-school assessment schedule.
- Agreed common diagnostic tools, benchmarks and standardised testing for tracking student performance.
- Elastik is used to explore trends within the data collected and triangulated.
- Planned teaching team workshops on the analysis of standardised testing results.
- Regular surveys are conducted to identify priorities and student voice and need.
- Sustainable Operational plan is a working document with clear research action goals with specific targets, resources and timelines.
- Committe meetings are held regularly with minutes documented and communicated across the school.

#### English

Implement evidence-based programs to support student progress and achievement.

- Implementation of a whole school delivery approach to spelling, reading and writing.
- Deliver consistent lesson structures in Pre-primary to Year 2 in phonological awareness and synthetic phonics.
- Deliver consistent lesson structures in Year 3 to Year 6 in spelling program.
- Common lesson structures and agreed scope and sequences are used throughout English learning strands.
- English fluency routines are in action.
- Oral language, phonological awareness, phonics, vocabulary, fluency and comprehension is targeted daily.

#### Mathematics

Implement evidence-based programs to support student progress and achievement.

- Whole school agreed delivery approach to Mathematics is implemented.
- Consistent lesson structures in Pre-primary to Year 6 that supports the whole school Maths program.
- Common lesson structures and agreed scope and sequences are used throughout Mathematic Strands.
- Mathematic fluency routines are in action.

#### Social and Emotional Learning

Implement evidence-based programs to support student progress and achievement.

- Sustainable, research-based SEL approach to the delivery of Social Emotional Learning with tiered intervention support is in action.
- Common lesson structure in place for explicitly teaching SEL.
- Agreed common scope and sequence used throughout the school.
- Visual and common instruction to support students in identifying their emotions and coping strategies when un-regulated emotions are in action.





## Relationships and Partnerships

We develop professional relationships and respectful communication which is fostered among staff, students, parents, and key stakeholders; feedback is acted upon, and sustainable community partnerships are valued.

### What we will do...

Strengthen our communication.

Strengthen our school brand.

Promote our P&C and School Board partnerships.

Enhance our school networking.

Expand on our relationships with external agencies and organisations.

Partner with parents to enhance the experience for our students.

### What you will see...

- Delivered with consultation with the school team and community Whole School Communication policy.
- Parent and community feedback sought and acted on.
- School banner developed to promote our school Kindergarten enrolments.
- Increased engagement with our school brand on social media.
- The school board, consisting of staff, parents and community members, acting as peak governance body to oversee the educational experience provided by the school.
- An active and dynamic P&C that provides parents an opportunity to support the school within a culture of inclusion and volunteerism.
- Partnerships with network primary schools to expand student opportunities and teaching team professional learning opportunities.
- Teacher leadership potential developed and supported to be a part of the Kingswood Aspirant Leader Network program.
- Partnership opportunities with external agencies identified such as childcare centres.
- Partnership developed with SEND.
- Partnership identified with LDC and other Department of Education programs and initiatives at point of need.
- Developed opportunities for parent workshops and learning.
- Parents participating in school events.
- Parent liaisons providing classroom-specific conduit and supporting social connections between parents.
- Teachers communicating regularly with parents.
- Embed strong Student Support Team to support students and families with physical, mental health and well-being.



## Quality Teaching

We create a culture of engaged and motivated learners by recognising student strengths and diversity, and we cater to individual needs through intentional and evidence-based practice.

### What we will do...

Develop and embed a high impact teaching pedagogy across the school.

Cater for the academic needs of all students.

Core foundational skills and understandings targeted to build on sound social, emotional, literacy and numeracy foundations.

Implement a consistent approach to curriculum planning and student assessment.

Employ a continuous professional learning cycle that targets school and Department of Education priorities.

### What you will see...

- Students actively participate in their learning.
- Teachers employ consistent student engagement strategies that are HPS agreed instructional approaches.
- HPS teaching team refers to our Pedagogical Framework and reflects on high impact strategies for learning.
- Personalised learning plans for students with unique learning needs.
- Early screening, intervention and support delivered one to one and in small groups.
- Wrap around approach to intervention and support for students, families, teaching and education assistant team.
- Enrichment opportunities to extend students achieving beyond their year level.
- Students participate in foundational literacy and numeracy fluency routines daily.
- Students use visual frameworks and support systems from whole school Social Emotional Learning program.
- Evidence-based programs teach phonological awareness, synthetic phonics, spelling, reading and mathematics.
- A whole school assessment, moderation and data analysis schedule.
- Staff engaging in professional learning, including classroom observations at our school and other high performing schools.
- Professional development around data analysis and tracking of student progress.
- Development of teachers presenting their learning journeys and coaching peers.



## Learning Environment

We provide a safe and inclusive learning environment which supports and promotes the engagement, growth, and well being of all members of the school community.

### What we will do...

Develop genuine conditions for student voice in school decision making.

Implement, multi-tiered systems of support intervention to include student well-being through identifying and implementing an appropriate social and emotional program.

Upgrade and build on sustainable processes for the use of ICT tools across the school.

Strengthen Culturally Responsive approaches.

Develop sustainable practices in collecting behaviour data to strengthen our review and analysis for evidence-based decision making to respond to our student needs.

Further enhance our SAER practices.

### What you will see...

- Student leader meetings with the Leadership team will be developed to provide opportunities for genuine discussions around school decision making.
- Peer-elected student leaders responsible for defined portfolios.
- Student surveys are in place to inform direction and student opinions.

- A Well-being and Social-emotional program across all year levels.
- Targeted small group programs in specific areas such as anxiety in collaboration with School Chaplain.

- Planned sustainable management of ICT tools across the school.
- Regular audits and feedback from teaching team on the use of ICT tools to inform decision making and student needs.
- Identification of upgrades and maintenance needed.

- Strengthened partnerships and our priorities within our Reconciliation Action Plan (RAP).
- Continually review and update RAP as a working document.
- Regularly seek feedback from the community on our culturally responsive approaches.

- An inclusive school culture that acknowledges and celebrates diversity.
- A values-based approach to behaviour management which builds individual responsibility and resilience.
- Sustainable data collection of behaviour monitoring.

- Case management of learning and well-being for students with additional needs.
- Students identified at risk through diagnostic and assessment tracking will be case-managed.
- Documentation guidelines support the team in ensuring important information is stored and sustainable.



## Leadership

Our leadership has a clear vision and direction, it encompasses evidence-based planning, offers strategic guidance, leadership opportunities, and performance feedback through professional development.

### What we will do...

Provide clarity of vision and strategic direction.

### What you will see...

- A clearly communicated strategy underpinned by a performance agenda and targets.
- Leaders creating a culture of confidence and trust focused on high expectations for students.
- The Leadership team visible to students, staff and parents before, during and after the school day.
- A developed and refined school understandings of a culture of excellence for all stakeholders.

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Implement organisational structures to support our improvement agenda.

- School leaders and teaching team ensure consistent delivery of curriculum across the school.
- Leadership opportunities for aspiring teachers in pedagogy and curriculum.
- POL and Curriculum Committee operational plans that align with our school business plan, with measurable and timeline targets.

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Support highly effective teaching and learning.

- Research-based pedagogical approaches promoted by leaders to achieve consistency in curriculum delivery.
- Professional development that is sustainable and develops instructional coaches to support the teaching team to reflect on practices.
- Clear connections to Teach for Impact framework in teaching team reflections on our beliefs, plan, engage, instruct and assess.
- Implementation of data collection systems that identify student progress and achievement that is sustainable.



## Use of Resources

We use our human, physical and financial resources to improve the educational experiences and opportunities for the entire community, through targeted and evidence-based decision making.

### What we will do...

Target our financial and human resources to the priorities outlined in our Business Plan.

Attract staff with skills and experience aligned to our strategic direction.

Provide access to impactful information and communications technology (ICT).

Sustainability practices to increase resource efficiency.

Ensure oversight of school delivery and performance.

### What you will see...

- Financial and human capital applied to meet learning and well-being needs of all students in the school.
  - Transparent alignment between planning and financial allocation to whole school initiatives.
  - Budgets linked to strategic priorities.
  - Physical assets are managed through audits, maintenance and replacement plans.
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- Recruitment of teachers with high quality instructional practice and strong interpersonal skills.
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- Investment in hardware, network and professional learning to enhance staff and students' technological capability.
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- Implementation of measures to reduce the schools' carbon footprint.
  - Engagement of students in sustainability through composting, worm farming and recycling.
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- The Schools Board regularly informed of the schools' academic performance and financial position.
  - Compliance with the Department of Education's Annual Funding Agreement for Schools and School Audit/Control Self-Assessment.
  - Enrolment links to targeted initiatives.

# HALIDON PRIMARY SCHOOL

## Gratitude

We are grateful for our school environment and learning community.  
We work as a community; not in competition.

## Respect

We treat people the way we want to be treated, valuing and respecting others' opinions, beliefs, values, and cultures.

## Resilience

We provide opportunities for students to be resilient in their own learning and take responsibility for ourselves, others and belongings.

## Ownership

We show ownership of our own decisions respecting our one school rule of 'Being Kind to Everyone', no excuses.

## Willingness

We encourage each other's talents, beliefs and values. We are good neighbours and active citizens within our community



## GROWING WITH WISDOM



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