



Medina

PRIMARY SCHOOL



Annual Report 2020

May • 2021

SCHOOL CONTEXT

Medina Primary School – A school that demonstrates C.A.R.E.

Medina Primary School is an Independent Public School located in Kwinana, catering for students from Kindergarten to Year 6. Medina Primary School values its rich cultural diversity. At Medina we value family and community. You can find students of all ages learning and playing happily together in the classroom and playground. Class sizes are small and well resourced.

Medina Primary School has specialist programs Science, Art, Digital Technologies and Physical Education. The school has a strong partnership with the Western Australian Symphony Orchestra (WASO) and students participate in their Crescendo Music Program. Literacy and Numeracy continue to be the two major priorities for the school, with the school receiving significant funding through the Federal Government's National Partnerships Initiative.

At Medina, we are committed to building a genuine sense of community partnership and parent engagement to enable staff, students and families to enjoy the mutual respect and support essential for growth and learning.

Medina's school motto of "Strong and Smart" was developed by Medina educators and our community. It encourages students to make strong and smart choices about their education, attendance and behaviour; to aspire to be the best they can be; and to be proud of who they are and where they are from.

Medina Primary School supports and encourages all students to be risk takers and achieve their full potential. The school aims to do this through relevant, engaging and challenging programs that cater for the learning needs and styles of individual students.

At Medina PS we not only strive to improve educational outcomes for students but we care about the social, physical and emotional needs of students and their families.

OUR VISION: STRONG AND SMART

Our shared vision is to develop an understanding and commitment to the promotion of a "Strong and Smart" ethos, incorporating strength of mind, body and spirit. Medina aims to establish an inclusive community that encourages acceptance, respect, care and compassion.

At Medina, we want our students to value and respect themselves and others; to develop a sense of belonging and responsibility to the school, their family, their culture, the Medina community and the wider world in which we live. We would like our students to be happy at school and in life.



PRINCIPAL'S REPORT: KAREN DAVEY

It gives us great pleasure to present the 2020 Medina Primary School Annual Report. The purpose of Medina Primary School is to ensure all students become successful learners, confident and creative individuals and active and informed citizens. We will build the capacity of the whole child to meet their academic as well as their social and emotional developmental needs. Contained within the 2020 Annual Report is a summary of the school's performance for the 2020 school year. It provides details of student academic and non-academic achievement and highlight major achievements in the areas of school and student achievement, financial and workforce management. At Medina Primary School our teaching and learning priorities and directions are underpinned by the school's Business Plan. The 2018 – 2020 Business Plan was ratified by the School Board and clearly conveys the focus areas for the school. This report will outline progress we have made to date in relation to the outcomes and performance targets set within our Business Plan.

Note:

Medina's Index of Community Socio-Educational Advantage (ICSEA), against which schools are compared for statistical purposes, was 906 in 2019 with the Australian average ICSEA being 1000. When "like schools" comparisons are referred to in this document they are made against schools with a similar ICSEA.

BUSINESS PLAN 2018 – 2020

1. Quality Teaching and Leadership
2. Student Success
3. Strong Community Partnerships and Engagement

I would like to acknowledge and thank our dedicated staff and other school community members for their outstanding support, encouragement and guidance. They make an important contribution to our ongoing improvement effort. Our teachers and support staff are committed professionals, dedicated to ensuring excellence and equity for all our students. Our staff maintains high expectations for student behaviour and academic achievement and adopts a wide range of innovative teaching practices, bringing a blend of experience and expertise to the implementation of the Western Australian Curriculum.

The School Board plays an important role in ensuring the school operates successfully. The School Board supports the school in strategic decision making, policy reviews, reporting requirements, endorses financial arrangements and participates in processes to review school performance. We acknowledge the current School Board members and all their hard work to date as they are a very committed group of people.



STRATEGY 1: HIGH QUALITY TEACHING AND LEADERSHIP

Medina Primary school staff are committed to building highly professional teaching and learning standards to ensure all students are given the best opportunity to succeed. They see positive relationships, quality teaching and working in partnership with families and communities as a way of achieving this.

Business Plan Targets Red - not commenced Orange - commenced Green - achieved				2020 Evidence and Future Actions
Teachers maintain data or goal walls to promote progress towards student learning targets				Data walls for PM Benchmark reading levels and Letter and Sounds phonics levels have been created in the staffroom. This enables the tracking of all of student progress at a whole school level. ACTIONS: Classroom teachers to continue to develop learning targets for students at a classroom level. Whole school data tracking spread sheet to be reviewed and modified. Data Spreadsheet
All staff effectively incorporate explicit teaching into their daily practices				All staff participated in Letters and Sounds PD. This has provided a clear direction for explicit intentional teaching. ACTIONS: Continue to support staff to implement Letters and Sounds with fidelity and accurately track student progress. Begin classroom observations in this area. Continue to work with the SSEN:D team.
Retention of staff.				As student numbers continued to fall we were unable to renew contracts for our staff who were on 'fixed term contracts'. All permanent staff were retrained. ACTIONS: Continue to ensure Medina PS is a school where staff are not only expected to perform highly by delivering high quality instruction to their students, but also where their own wellbeing is regarded as important. Creating an environment that values, supports and encourages staff is an important element in establishing a professional culture. Continue to promote the school as a school of choice in the community in order to build student numbers.
Maintain a positive parent and community perception of the teaching, learning and school in the National School Opinion Survey (3.5 or higher).				The school



STRATEGY 2: STUDENT SUCCESS

Medina Primary school staff are committed to building highly professional teaching and learning standards to ensure all students are given the best opportunity to succeed. They see positive relationships, quality teaching and working in partnership with families and communities as a way of achieving this.

ENGLISH FOCUS PAGE

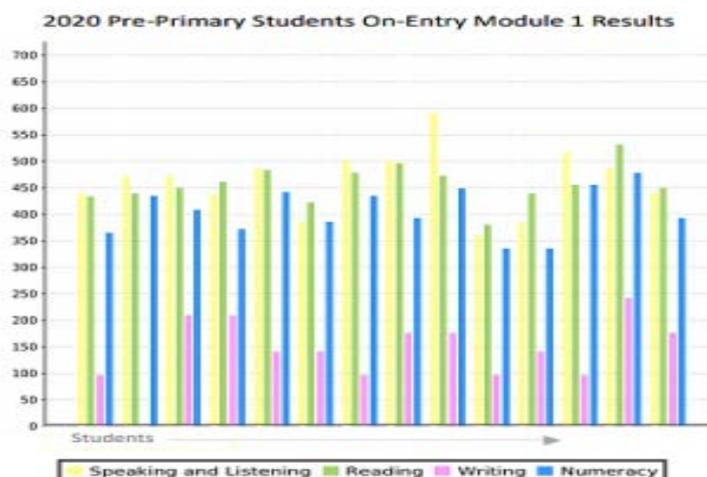
In 2020 a Junior and Senior Literacy Leader were chosen to lead the English learning area and an English Committee was formed. The English Committee included teaching staff representatives from across the school. This year the NAPLAN Literacy Assessment was cancelled due to Covid-19 so as result we are unable to include NAPLAN Literacy data in the 2020 Annual Report.

HIGHLIGHTS AND ACHIEVEMENTS

- We participated in National Simultaneous Story time.
- We participated in Book Week activities in class and dressed up for a Book Week Parade.
- Students in PP-6 participated in a combined Literacy and Numeracy rotational activity morning to mark Literacy and Numeracy Week.
- All Teachers and Education Assistants participated in the Letters and Sounds Professional Learning workshops delivered by SENN:D throughout 2020.
- Relocation and organisation of levelled and fluent reading texts from the Library to the Reading Resource Room and a new borrowing system for staff.
- We increased the number of decodable reading texts to support the Letters and Sounds Program.
- We trialled and implemented the Brightpath writing assessment tool Years PP-6.

ON-ENTRY

In 2020 the English Leadership Team recommended that students in PP-2 be assessed using the On-Entry Assessment Program. This is mandated by DoE for all students in Pre-primary. Students in Years 1-2 were assessed using Modules 2 and 3 of the Literacy and Numeracy assessments so that we could track students' progress in the early childhood year's and identify those students at risk in literacy and numeracy. The table below is one example of the range of student scores.



LETTERS AND SOUNDS

In 2020 teachers and education assistants participated in Professional Learning sessions in the teaching of the synthetic phonics program - Letters and Sounds. This program is designed to help practitioners teach how the alphabet works in relation to reading and spelling. This was delivered by Teacher Consultants from The School of Special Education Needs: Disability (SENN:D) throughout Semester 2. This is essential for ensuring a consistent approach to teaching phonics across the school. All students will be tracked through Phases 1-6 of the program using the Letters and Sounds Student Tracking Booklet. The English Committee purchased additional Letters and Sounds resources and decodable readers to support the Letters and Sounds Program throughout 2020.

TARGET GROUPS

English Leaders collaborated with classroom teachers in PP-6 to identify students at educational at risk, target students for improvement and students requiring extension in the areas of: Oral Language, Reading, Writing, Spelling and Grammar. English data, teacher observations and judgements and classroom assessments were used to identify focus students.

WORDS THEIR WAY - SPELLING

Students in Years 3-6 continue to work on the Words Their Way Spelling Program. Students are tracked using the Words Their Way assessment tool. All students in these year levels are assessed on the Elementary Spelling Inventory. In this stage, students move through the following stages: Late Emergent, Letter Name-Alphabetic, Within Word Pattern, Syllables and Affixes and Early Derivational Relations. The other Elementary stages are divided into Early, Middle and Late. This data is then recorded in the Medina Primary School Whole School Data Sheet. When students successfully complete the Elementary stages they move on to the Upper Level Spelling stage.

PM BENCHMARK ASSESSMENTS

PM Benchmark Testing is conducted each semester by classroom teachers. The table indicates expected levels by the end of the year. In Year 3 52% of students met the reading level target by the end of the year. In Year 4 62% of students met the reading level target by the end of the year. In Year 6 in 96% of students met the reading level target by the end of the year.

Year Level	Number of students assessed	% of students who achieved expected PM Level at end of year
PP	24	0%
1	24	8%
2	21	51%
3	29	52%
4	21	62%
5	12	83%
6	25	96%

Year Level	PM Benchmark Levels end of year
PP	8
1	14
2	20
3	24
4	30 Fluent
5	Fluent 30+
6	Fluent 30+



BRIGHTPATH WRITING

At the end of 2019 staff identified 'writing' as an area requiring further development. Staff participated in a Brightpath Professional Learning workshop at the end of 2019. In first semester 2020 the English Leadership Team presented an information session on how to navigate the Brightpath software at a staff meeting. Teachers committed to trial the Brightpath Ruler (writing assessment tool). The teachers' assessment ruler provides a scale which spans the full range of performances. Teachers can compare their students work to calibrated exemplars and then place them on the Brightpath scale. It provides an informed basis for teaching writing and targeting the needs of individual students. The program provides reports for individual students, identifies areas that require development, tracks students' growth and overtime and compares performances over year levels.

KEY STRATEGIES 2021 ENGLISH

- We will continue to increase the number of decodable readers and classroom resource kits to support the teaching of the Letters and Sounds Program.
- We will administer On-Entry Literacy and Numeracy assessments for students in PP-6 so we can track student progress in the early years.
- We will administer Progressive Achievement Tests (PAT) for students in Years 3-6 in Reading, Punctuation and Grammar so we can track and monitor students' progress in Years 3-6.
- We will administer NAPLAN Literacy assessments and analyse students' in Years 3-5 performance so we can set whole school targets and identify students below, at and above National Minimum Standard.
- English Leaders will meet with teachers to identify SaER, target students for improvement and extension to improve student outcomes.
- We will continue to use the Brightpath teacher assessment ruler to moderate, assess and track students' progress in writing.
- We will increase parent engagement in literacy by encouraging parents/carers to assist with listening to students read in classrooms in the morning.



MATHEMATICS FOCUS PAGE

The students and teachers at Medina Primary School are committed to strive for student success. Again, the restrictions imposed during the COVID-19 lockdown and the slow return to classroom routines significantly impacted the data we were able to collect, collate, and analyse, in order to evaluate the targets we had set to achieve during 2020.

KEY ACHIEVEMENTS AND HIGHLIGHTS

- Combined Literacy and Numeracy week activities
- Greater use of online learning
- Purchase of Numeracy resource 'Top Ten'
- Purchase of 'Top Ten' 40 Book Numeracy Library.

STRATEGIES

Research shows the best way for our students to learn and make sense of new Mathematical concepts is by way of 'hands on' learning, using concrete materials. The Medina Primary School Mathematics Team bought two new resources to encourage this. One of these resources is a Mathematical Library which has an array of books especially designed to link Numeracy and Literacy in an enticing way.

Students usually complete NAPLAN testing in Years 3 and 5 in order to track student progress and identify target students.

RESULTS

Given the absence of NAPLAN testing data, teachers used information gained from On Entry and PAT Maths testing in order to set student target groups. On Entry testing was conducted at the beginning of 2020 for Pre-Primary to Year 2 students. The table below is one example of the range of student scores.

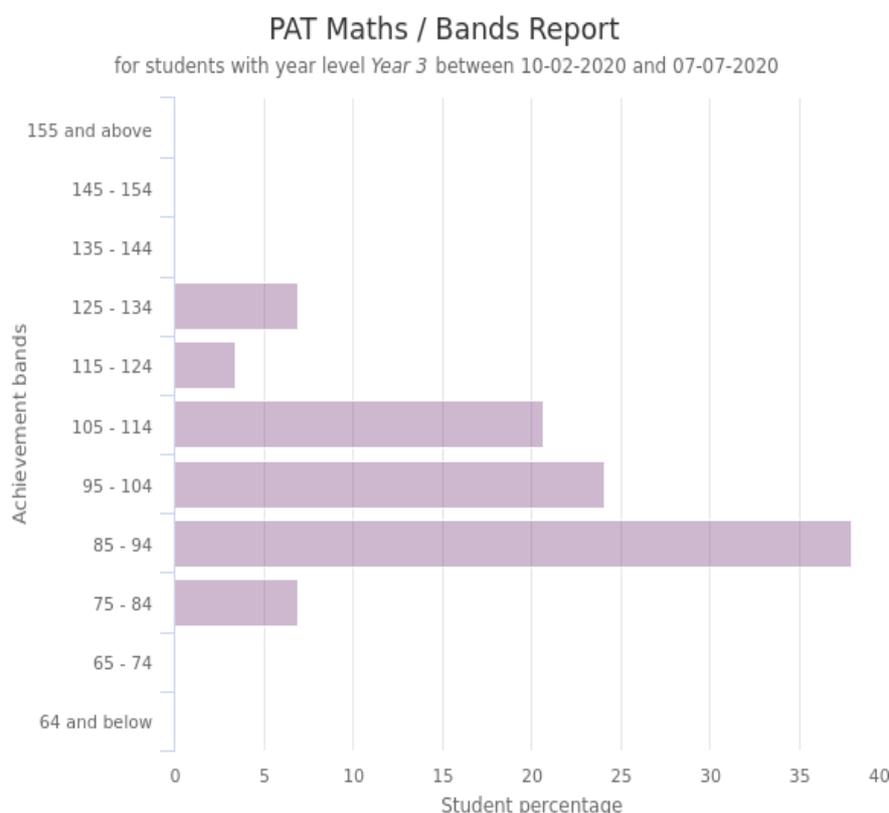
On Entry – Pre-Primary

Score Range	No. of Students
325 - 349	<u>2</u>
350 - 374	<u>1</u>
375 - 399	<u>3</u>
400 - 424	<u>1</u>
425 - 449	<u>4</u>
450 - 474	<u>1</u>
475 - 499	<u>1</u>



PAT (Progressive Achievement)

Year 3 – 6 students completed PAT (Progressive Achievement) Maths tests at the beginning of 2020. Again, this data formed the bases of class targets for the year and is one way to measure progress. Below is an example of a PAT Maths Report showing the percentage of students in each achievement band.



KEY STRATEGIES FOR 2021

- Deputy Principal and/or Curriculum Leaders will administer PAT and NAPLAN tests across all year levels to afford a consistent timeframe and testing environment.
- Students in Pre-Primary – Year 2 complete On-Entry assessments.
- Students in Years 3 and 5 participate in NAPLAN.
- Students in Years 3 – 6 complete PAT Math Assessments.
- Teachers to analyse data to plan the best outcomes for target students.
- All students to participate in combined National Literacy and Numeracy Week activities.
- Promote Mathematics in everyday situations.
- Include photos on Facebook of students working on Mathematical tasks.



MENTAL HEALTH AND WELLBEING FOCUS PAGE

Medina Primary School has continued to receive funding as part of the national mental health initiative led by Beyond Blue. Beyond Blue launched, Be You in November 2018. This initiative is designed to address mental health in schools and early learning services. A focus is placed on building mentally healthy school learning communities. The Medina Primary School Mental Health and Wellbeing Team and staff continue to use and access the professional learning modules, resources and support materials as members of the 'Be You' learning community.

At Medina Primary School the staff, students and parents/carers continue to develop positive relationships by embracing the Medina Primary School expected behaviours; Cooperation, Achievement, Respect and Engagement 'C.A.R.E'.

KEY ACHIEVEMENTS AND HIGHLIGHTS:

- We held the Medina Primary School, 'Big Breakfast' to welcome our remaining and new families to Medina Primary School for the start of the 2020 school year.
- We participated in R U Okay? Day by completing classroom activities.
- We held an R U Okay? Day special morning tea for staff.
- Wellbeing4Kids yoga sessions delivered by Linda Bancroft for students in PP-6.
- Smiling Minds meditation/mindfulness application utilised in Years PP-6.
- YSafe Cyberbullying Incursion for students in Years 5&6.

STRATEGIES

The Medina Primary School Mental Health and Wellbeing Team worked to create the 2020 Mental Health and Wellbeing Operational Plan. The purpose of this plan was to continue a strong focus on the mental health and wellbeing of students and staff at Medina Primary School.

During Semester 1 students from PP-6 participated in Wellbing4Kids yoga sessions with Linda Bancroft supported by their classroom teachers.

The Protective Behaviours and Friendly Schools Programs continued to be delivered to students in PP-6 by members of the Mental Health and Wellbeing Team and in conjunction with classroom teachers. The Smiling Minds meditation activities are used to begin the Protective Behaviours and Friendly Schools lessons. The Mental Health and Wellbeing Team will continue to purchase resources to further support these programs. Students in Years 5/6 participated in a Ysafe Cyberbullying incursion.

Professional Development opportunities will be made available for staff related to Health and Wellbeing initiatives such as; Be You Network Meetings, Leading from Within, Be You Learning Modules, Smiling Minds, Kwinana Federation SEW meetings. A continued focus has been on upskilling members of the MH&WB Team so they are able to support staff and students.

Teachers and staff continued to reward students by giving C.A.R.E. slips for demonstrating behaviours featured in the MPS matrix: Cooperation, Achievement, Respect and Engagement. Students have the opportunity to win Pizza with the Principals if their name is drawn out at assembly.



The school continues to utilise the school Chaplain to support the health and wellbeing of students by providing emotional support and counselling to students. Our Chaplain also supported classroom teachers during Protective Behaviours and Friendly Schools lessons.

The Health and Wellbeing team and the Medina Primary School community continues to build positive relationships with students, families and carers by hosting community events such as; The Big Breakfast, student reward days, R U Okay? Day and other whole school events.

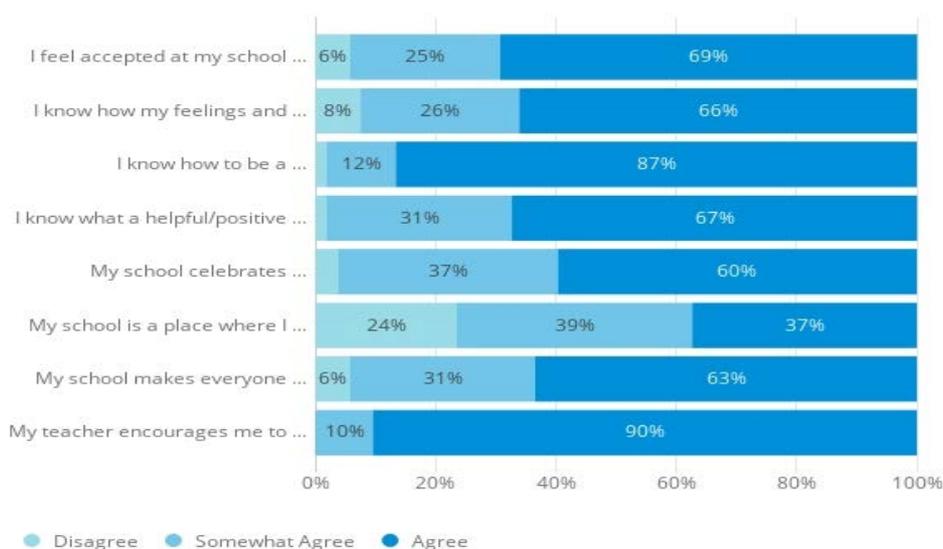
BE YOU CHILDREN’S SURVEY

Students in Years 4-6 completed the Be You online student survey in Semesters 1 and 2. The information and data gathered from this survey will inform school planning in relation to this initiative. During Semester 2, Be You changed their Children’s survey platform and reduced the number of response options/choices for students. The new survey gives students three responses to choose from: Agree, Somewhat Agree and Disagree.

The two graphs below show responses from students in Years 4 – 6 to the Be You Children’s Survey for the domains: Mentally Healthy Communities and Family partnerships

The graph below shows the breakdown of students’ responses to the questions below.

Mentally Healthy Communities | Breakdown



- I know how my feelings and mood can affect my time at school.
- My school is a place where I can show my emotions and share my feelings.
- My school makes everyone feel included
- My school celebrates differences between people.
- My teacher encourages me to treat others with respect.
- I know what a helpful/positive friend looks like.
- I know how to be a helpful/positive friend to others.
- I feel accepted at my school and that I belong.

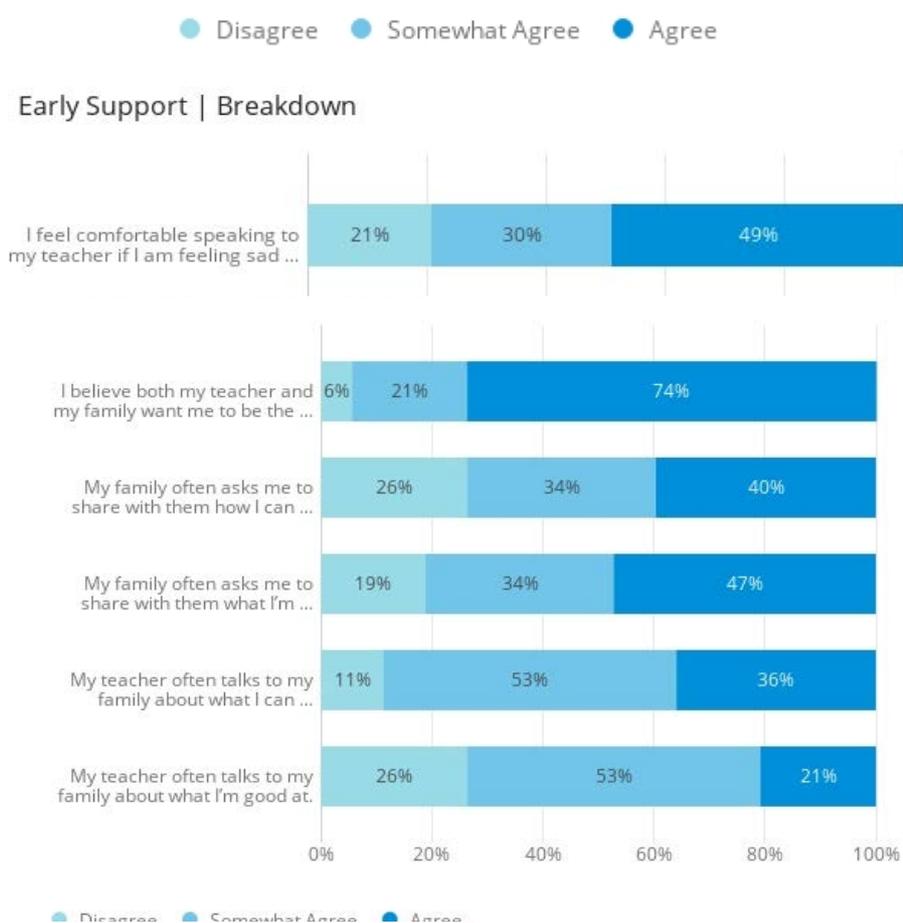
In the MPS Mental Health and Wellbeing Operational Plan 2020, one of our targets was to increase students’ overall positive responses to the survey questions. My school is a place where I can show my emotions and share my feelings to an average (score of 65% or higher). The graph above shows that 37% of students agreed and 39% of students somewhat agreed. The result indicates that this is still an area that requires further



investigation and targeted strategies to help support our students so they feel more comfortable and confident sharing their emotions and feelings.

In the MPS Mental Health and Wellbeing Operational Plan 2020 one of our targets was to increase students' overall positive responses to the survey question: I feel comfortable talking to my teacher if I feel sad or upset to an average (score of 65% or higher). The graph above shows that 49% of students agreed and 30% somewhat agreed with this statement. This result indicates that we need to look at how we can encourage our students to communicate to their teachers when they are feeling sad and upset.

- I feel comfortable talking to my teacher if I feel sad or upset.



- My teacher often talks to my family about what I'm good at.
- My teacher often talks to my family about what I can improve on.
- My family often asks me to share with them what I'm good at.
- My family often asks me to share with them how I can improve at school.
- I believe both my teacher and my family want me to be the best I can be.



The survey results above indicate that Family Partnerships is an area that requires targeted strategies for improvement. All responses from students to the statements above with exception of the first one suggest that a greater focus needs to be placed on strengthening relationships and increasing communication between teachers and parents/carers. It's important to note that communication between teachers, parents/carers during 2020 was likely to have been reduced and affected by Covid-19.



[LEARNING SUPPORT & STUDENT SERVICES FOCUS PAGE](#)

Medina Primary School continues to have access to a school psychologist one day a week. Our school psychologist has worked at Medina Primary School for a number of years. This has enabled our school psychologist to develop a comprehensive knowledge and understanding of the diverse needs of the Medina Primary School community. The school psychologist works collaboratively with our school Learning Support Coordinator to support students, families and school staff. The Learning Support Coordinator is responsible for organising, coordinating and facilitating case management meetings with parents/carers, school psychologist, allied health professionals, NDIS disability service providers and a range of external government agencies. The LSC (Learning Support Coordinator), and school psychologist work together to develop strategies, implement programs and plan targeted interventions to cater for the diverse needs of students who attend Medina Primary School.



We have a number of additional student service personnel who are an integral part of our student services team and are able to be accessed by parents/carers, students and staff.

We engaged the services of 'YAC' (Young Achievers Community) to mentor our male Aboriginal students in Years 3-6.

We were fortunate to have 'KOYA' this year supporting our Aboriginal students in K-6 working in the classrooms to support learning programs and our students' mental health and wellbeing.

Our Learning Support Coordinator supports staff to develop and implement personalised learning plans for students. The Learning Support Coordinator meets regularly with teachers to discuss student progress. An important facet of this role is assisting teachers to write SMART goals, identification of strategies which will enable and support students to achieve learning outcomes and the review and monitoring of Personalised Learning Plans. Staff have accessed Teacher Consultants from the School of Special Education Needs and Disability (SSEN:D). The Teacher Consultants have specialised knowledge pertaining to students with disability, particularly in relation to students diagnosed with Autism Spectrum Disorder, Learning Disabilities, Intellectual and Physical Disabilities. Students diagnosed with a disability who receive NDIS funding have been able to participate in therapy sessions onsite at school. This provides staff with an opportunity to liaise regularly with external therapy providers.

As a member of the Kwinana Federation of Schools, Medina has access to a range of services provided through The Smith Family.

Parents who have students entering Kindergarten in 2021 attended a Kindergarten transition/information session at the end of 2020. The speech therapist from the Calista - Child and Parent Centre provided parents/carers with information about the speech services available and the referral process. Parents and carers were provided with a range of ideas, activities and manipulative resources they can use in the home with their child.

KEY STRATEGIES FOR 2021

- Increase parent engagement by developing stronger partnerships with parents/carers and the community.
- Staff to complete the Be You: 'Family Partnerships' and 'Mentally Healthy Communities' Modules.
- New Staff will complete the Be You: 'Early Support' Module completed by staff last year
- Continue to provide professional learning and upskilling in Mental Health and Wellbeing for staff.
- Mental Health and Wellbeing Staff to undertake professional learning in Understanding the Impact of Trauma and Trauma in the Classroom K-6.
- Wellbeing4Kids yoga program to continue for students in PP-6 Term 1, 2021.
- Protective Behaviours and Friendly Schools lessons to continue Terms 2-4 for students in Years PP-6.
- A Tinkering Shed will operate at lunchtime for students in Years 3-6 on Tuesdays.





TECHNOLOGIES

- Over the last two years the school has increased their bank of iPads meaning that all classrooms now have a wider access to iPads than ever before.
- Student usage of iPads continues to increase in classrooms.
- Students are able to navigate iPad tools with greater competency including the microphone, camera and drawing tools.
- The Year 3 and Year 5 students participated in the NAPLAN Online Trial in 2019. Going forward students will continue to complete their NAPLAN assessment online.
- During 2019 the computers in the computer lab were all upgraded and newer models were rolled out to teachers. Student usage of the computers has increased and their ability to log in and navigate the systems continues to grow.
- Student participation at our after-school Coding Club has remained high with 21 taking part in 2020 and another 24 signing on for 2021. Coding Club is run with the support and assistance of the Smith Family where a strong partnership remains in place.
- STEM learning now inbuilt into classroom timetables (Senior classes semester 1; Junior classes semester 2).
- Medina Primary School signed up for the STEM Enterprise Schools program within the Kwinana Federation, working closely with Bertram Primary School. A priority of the STEM Enterprise Schools project is to develop students' 21st century thinking skills, also known as enterprise skills

PHYSICAL EDUCATION FOCUS PAGE

- In Physical Education (PE), the Fundamental Movement Skills were a focus in the junior classes, and skills and game-based strategies were a focus in the senior classes.
- Senior sport continued to run for year 3-6 students.
- Medina Primary School held a cross-country and athletics carnival in term 2 and term 4.
- Selected students participated at interschool cross-country against schools within the Kwinana network and selected students participated at interschool athletics.
- Daily fitness sessions were held before school to build up general fitness levels.
- With the help of Sporting School funds students were exposed to a range of different sports ranging from lacrosse to rugby with specialised coaches coming in to coach.
- Medina successfully applied for the Sporting Schools Plus funds and used the money to purchase additional sporting equipment, playground equipment as well as the Champion Life sporting program.
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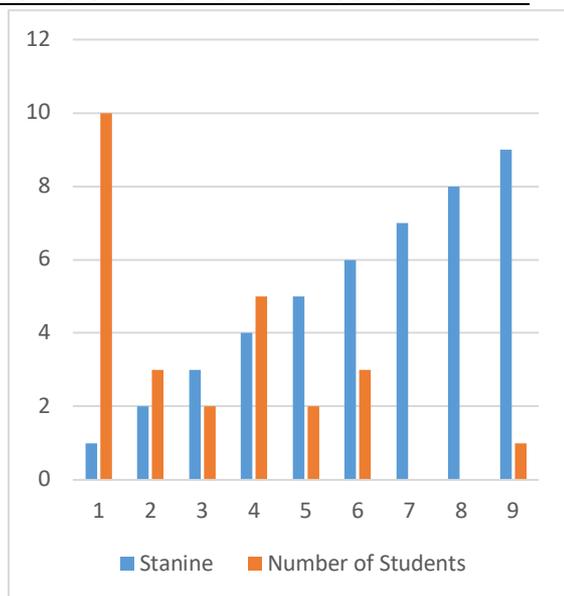


- The Champion Life program was purchased to develop student well-being and physical ability.
- Commencement of the Nourishing Minds program which aimed to provide healthy lunches to our students, educate students on healthier eating options, support the families within our community and improve school attendance.

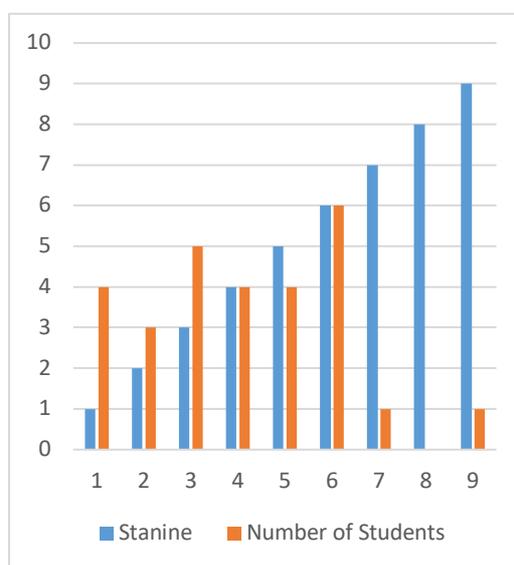
SCIENCE FOCUS PAGE

In 2020 students have achieved well with a dedicated AIEO for authentic implementation of Aboriginal Perspectives and support for Indigenous students. The PAT Science testing of all year 3-6 students at the beginning and end of year have shown great improvements.

Year 3 Stanine Results 1st Semester 2020

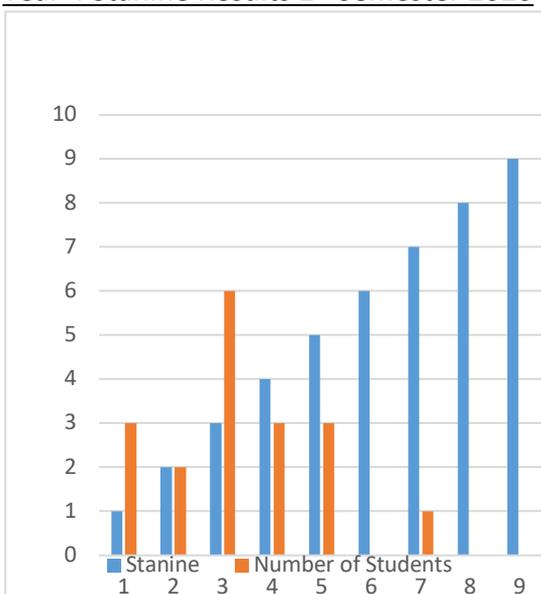


Year 3 Stanine Results 2nd Semester 2020

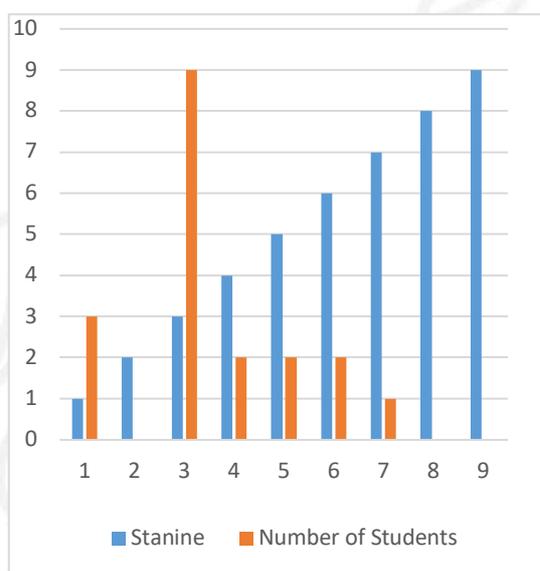


- In Year 3 at least 60% of the students will achieve Stanine 5 as PAT tested by the end of the year.

Year 4 Stanine Results 1st Semester 2020



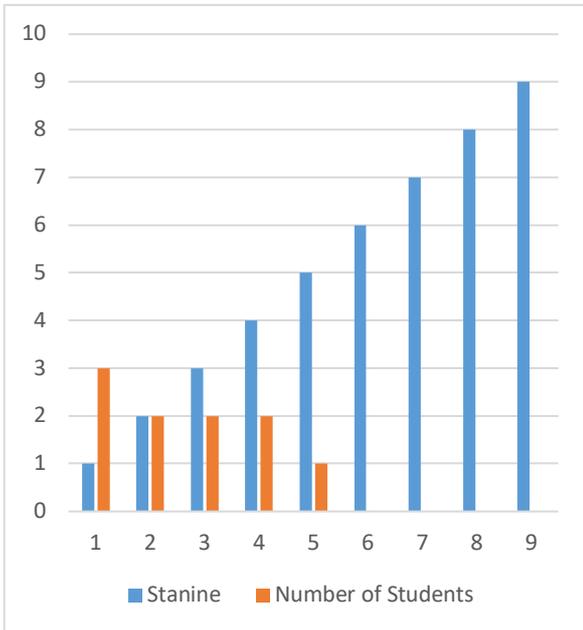
Year 4 Stanine Results 2nd Semester 2020



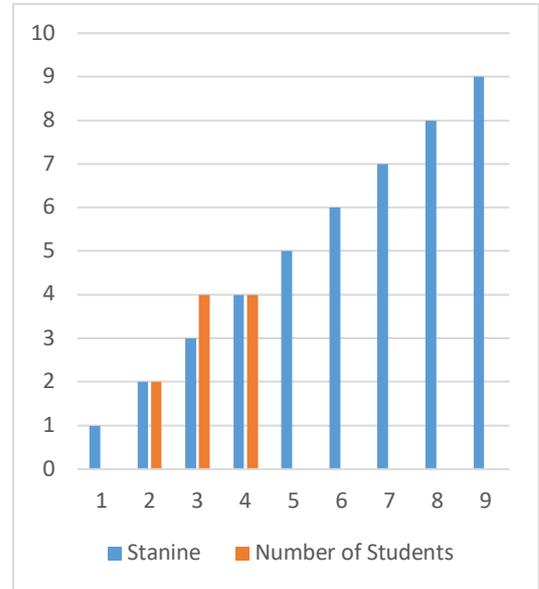
- In Year 4 at least 60% of the students will achieve Stanine 5 as PAT tested by the end of the year.



Year 5 Stanine Results 1st Semester 2020

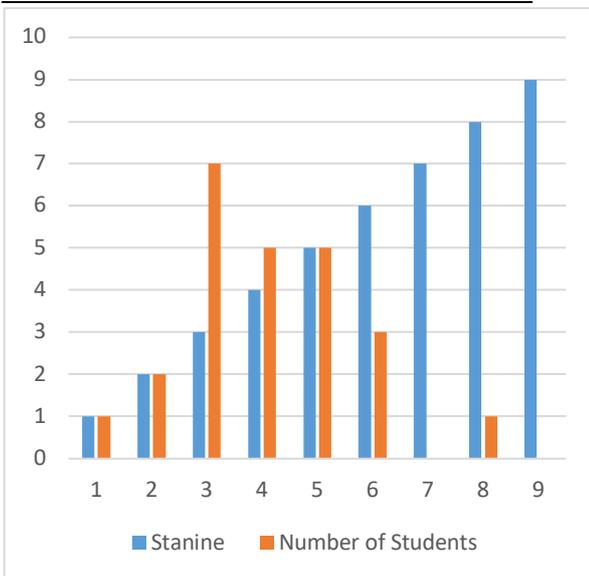


Year 5 Stanine Results 2nd Semester 2020

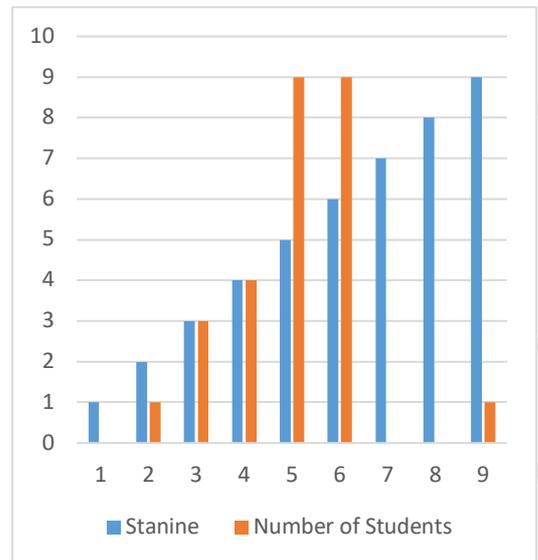


- In Year 5 at least 60% of the students will achieve Stanine 5 as PAT tested by the end of the year.

Year 6 Stanine Results 1st Semester 2020



Year 6 Stanine Results 2nd Semester 2020



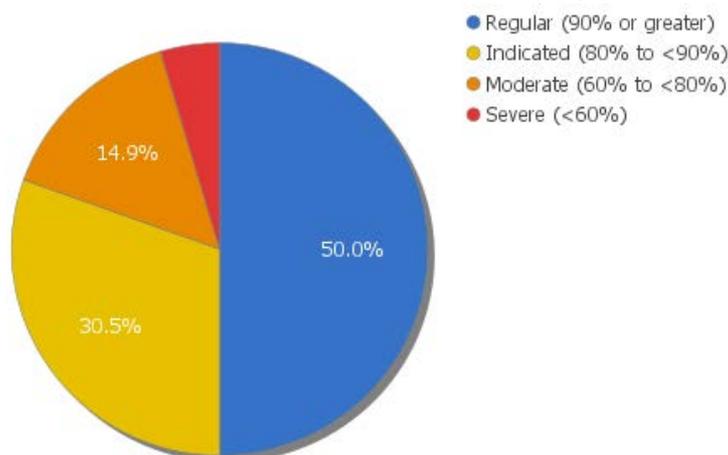
- In Year 6 at least 60% of the students will achieve Stanine 5 as PAT tested by the end of the year.



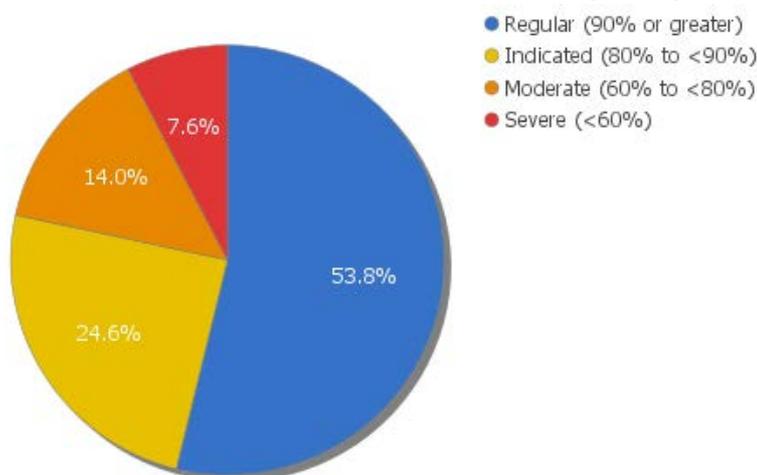
ATTENDANCE FOCUS PAGE

A continuing major focus at Medina Primary is to improve student attendance. Initiatives have been implemented for whole school and classroom attendance to encourage students to attend school regularly. These include phone contact, classroom attendance letters to parents, SIS generated letters in relation to unexplained absences and the implementation of the Department of Education initiative: Good Standing Policy.

Attendance Profile 2019 Semester 2 Compulsory



Attendance Profile 2020 Semester 2 Compulsory



We continue to rigorously monitor student attendance and engage with other agencies to support families in getting their children to attend school regularly. The automated message system to alert parents early in the day of their child's absence and request an explanation has proven to be effective toward achieving our goal for increased regular attendance (90%+). The introduction of the Good Standing policy is proving to have a positive effect on students' attendance. All students are required to have Good Standing (have demonstrated appropriate behaviour), maintain a 90% or above attendance rate, and arrive at school by 8:30am 90% of the time in order to participate in rewards and other activities.



STRATEGY 3: STRONG COMMUNITY PARTNERSHIPS AND ENGAGEMENT

The Medina Community values its rich cultural diversity. We work together to uphold the values and beliefs of our school. As we work together we commit to upholding the values and beliefs of Medina Primary School.

Business Plan Targets (Red – not commenced, Orange – commenced, Green – achieved)			2018 Evidence and Future Actions
3% increase each year in the percentage of students with a parent or family member attending 3 Way Conference.			A review of the 3 Way Conference was completed. In 2019 an Open Afternoon/Evening was held. This provided an opportunity for parents to come in to the school, visit classrooms, meet with teachers, make 1 on 1 appointments with teachers if required and view Specialist programs. A sausage sizzle was provided for families and The National School Opinion Survey was available to be completed. Due to COVID-19, we were unable to hold an Open Afternoon/Evening in 2020. ACTIONS: Set a date for Open Afternoon in 2021. Provide the opportunity for parents and carers to complete the National School Opinion Survey.
3% increase each year in number of respondents to the National School Opinion Survey for Parents.			The survey was completed in 2019 at the Open Afternoon/Evening ACTIONS: The National School Opinion Surveys is to be available for parents to complete at the end of Term 3. Data from the survey will then be analysed. Survey is to be completed again in 2021. This will provide comparative data and we will be able to determine if there has been an increase in the number of parents completing the survey.
Maintain a score of 4 or higher in the parent survey for the perception of strong community links.			The survey was completed in 2019. Target was achieved. ACTIONS: Our families and community have a positive perception of the school however there needs to be a focus on parental engagement. This focus will be highlighted in the new Business Plan.



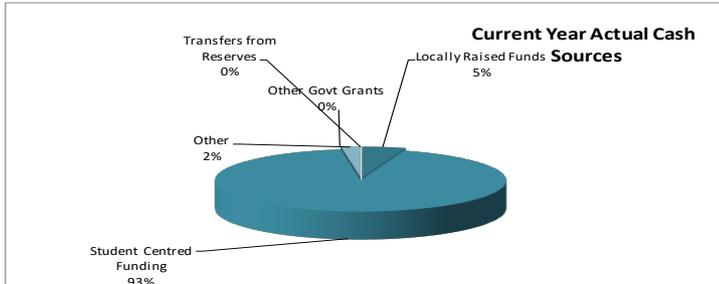
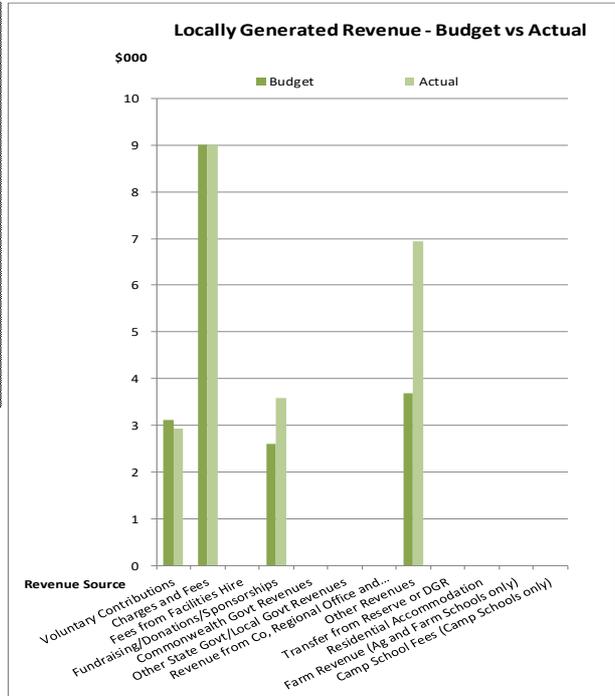
FINANCIAL SUMMARY

As at 31 December 2020

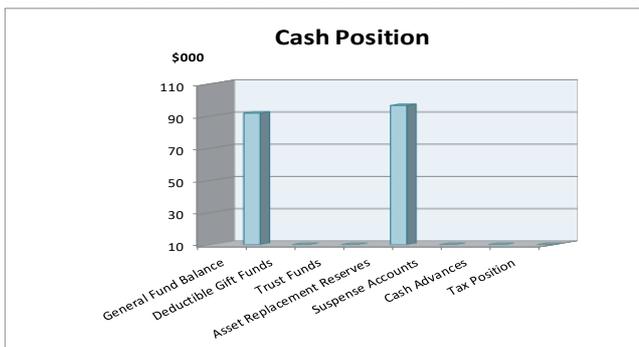
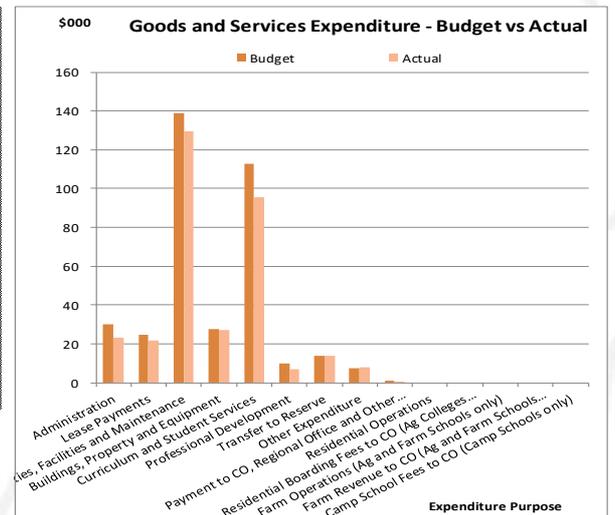


Medina Primary School Financial Summary as at 31st December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3,110.00	\$ 2,921.45
2	Charges and Fees	\$ 8,999.49	\$ 8,999.49
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,594.80	\$ 3,594.80
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,678.35	\$ 6,948.36
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 18,382.64	\$ 22,464.10
Opening Balance		\$ 97,239.71	\$ 97,239.71
Student Centred Funding		\$ 298,122.67	\$ 298,122.67
Total Cash Funds Available		\$ 413,745.02	\$ 417,826.48
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 413,745.02	\$ 417,826.48



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 30,144.00	\$ 23,326.26
2	Lease Payments	\$ 24,687.25	\$ 21,576.88
3	Utilities, Facilities and Maintenance	\$ 138,730.01	\$ 129,536.77
4	Buildings, Property and Equipment	\$ 27,625.00	\$ 27,129.19
5	Curriculum and Student Services	\$ 112,890.74	\$ 95,622.25
6	Professional Development	\$ 10,000.00	\$ 7,093.63
7	Transfer to Reserve	\$ 14,000.00	\$ 14,000.00
8	Other Expenditure	\$ 7,420.00	\$ 7,659.41
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ 200.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 366,497.00	\$ 326,144.39
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 366,497.00	\$ 326,144.39
Cash Budget Variance		\$ 47,248.02	



Cash Position as at:	
Bank Balance	\$ 185,401.62
Made up of:	
1 General Fund Balance	\$ 91,682.09
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,458.23
5 Suspense Accounts	\$ 169.30
6 Cash Advances	\$ -
7 Tax Position	\$ (2,908.00)
Total Bank Balance	\$ 185,401.62

