



# Medina

PRIMARY SCHOOL



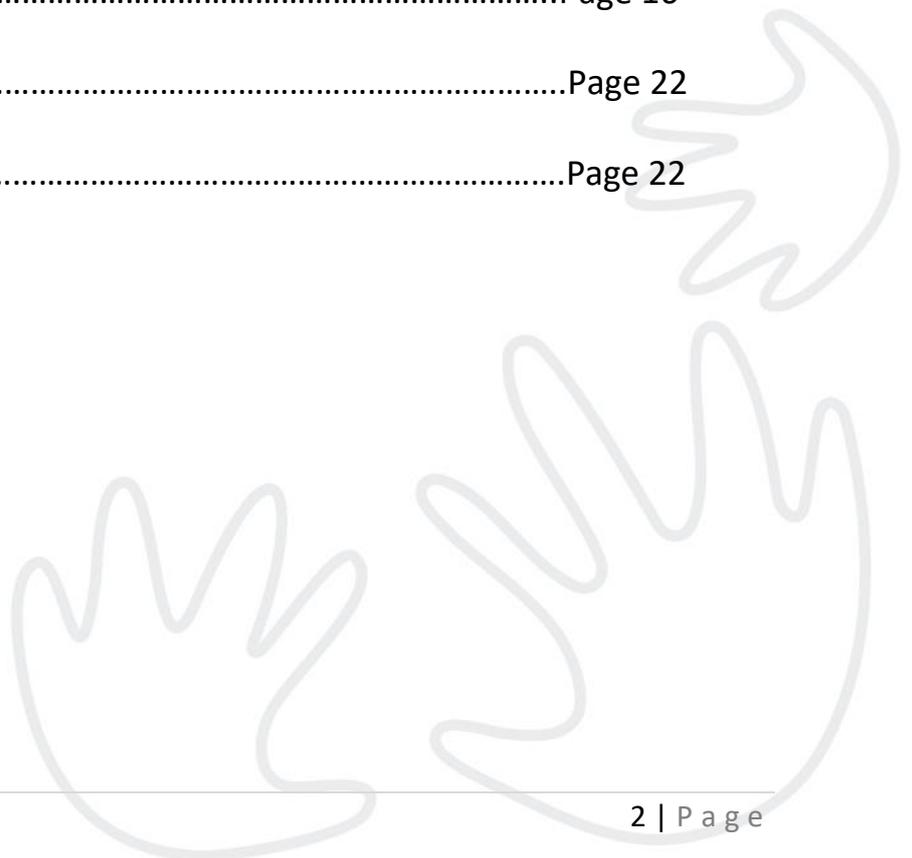
## 2021 Annual Report

### Medina Primary School



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## 2021 Annual Report Medina Primary School

### 1 School Overview:

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.

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.

### 2 Vision Statement:

To develop an understanding and commitment to the promotion of a “Strong and Smart” ethos, incorporating strength of mind, body and spirit.

Medina Primary School aims to establish an inclusive community that encourages acceptance, respect, care and compassion.

We support and encourage all learners to be risk takers and achieve their full potential. We aim to do this through relevant, engaging and challenging programs that cater for the learning needs and styles of individuals.

Medina Primary School wants 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; and to be happy at school and in life.



### 3 Student Numbers and Characteristics:

#### Class Sizes - Primary

Pre-compulsory and Primary Class Details as at first semester census, 2021

TTI	K	P	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8+	Class Total	Class Type
0.5	19										19	ST
1		29									29	TA
1			18	5							23	TX
1				16	6						22	MX
1					20						20	ST
1						30					30	TA
1							20	12			32	MX
Total	19	29	18	21	26	30	20	12			175	

#### Class Types

ST	Straight Class	Class of one year level only with one teacher
MX	Mixed Class	Class of more than one year level with one teacher
TE	Team Class	Class of one Primary year level with a team of two or more teachers working together in the classroom (TTI > 1.0)
RI	Rural Integration	Class of 3 or more year levels, at least one of which is either K or P
TA	Tandem Straight	Class of one year level only with more than one teacher job sharing
TX	Tandem Mixed	Class of more than one year level with more than one teacher job sharing
MT	Mixed Team	Class of more than one year level with a team of 2 or more teachers working together in the classroom (TTI > 1.0)



#### 4 Workforce Composition:

### Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	9	6.9	0
<b>Total Teaching Staff</b>	<b>10</b>	<b>7.9</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	2	1.8	0
Gardening / Maintenance	1	0.8	0
Instructional	3	1.2	3
Other Non-Teaching Staff	5	3.0	1
<b>Total School Support Staff</b>	<b>11</b>	<b>6.7</b>	<b>4</b>
<b>Total</b>	<b>23</b>	<b>16.6</b>	<b>4</b>

#### Note

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

A workforce plan has been developed to ensure the school is adequately staffed to support the learning needs of the school and the student population and that sufficient funding is available to support the staffing plan for the following year. Data has been taken from student/staff numbers, census data and staffing profiles to support our current workforce and future demands.



## 5 Student Attendance:

### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	89.8%	90.8%	92.7%	74.4%	77.7%	79.5%	86.0%	86.5%	91.6%
2020	89.1%	90.4%	93.2%	73.7%	77.4%	77.6%	85.8%	88.0%	91.9%
2021	89.5%	90.7%	92.4%	74.1%	78.8%	76.8%	85.9%	88.5%	91.0%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	48.1%	32.1%	15.0%	4.8%
2020	54.7%	25.1%	11.7%	8.4%
2021	47.6%	28.0%	17.1%	7.3%
Like Schools 2021	61.1%	22.2%	11.3%	5.4%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

### Analysis and Impact of Evidence:

In collaboration with staff, School Board and parents a Good Standing Policy was developed, endorsed and implemented. This policy links behaviour and attendance; requiring students to maintain 90% + attendance rate and punctuality. 2021 data indicates non-Aboriginal students attend 89.1% while our Aboriginal students' attendance is below like-schools at 73.7%. Several Aboriginal families cross boundaries to attend Medina Primary School. Anecdotal evidence shows low socio-economic factors affect attendance.

Monitoring and fostering attendance is an on-going and reflective process at Medina Primary School. Staff continue to work hard to foster positive relationships with our school community that encourage regular attendance. Classroom teachers take a lead role in identifying and following up attendance concerns.

The rapport and relationships we have developed with families and community are proving beneficial in enriching our understanding in relation to absences and overall attendance.

### Management of Non-Attendance:

The school continues to monitor attendance through SIS and proactively case manages individual students. Each term we monitor the impact of the Good Standing Reward Policy and acknowledge those students who are achieving 90% or above attendance, and promote this in the community. We will continue to analyse overall attendance as a whole staff using the SAR information each semester. We work in collaboration with our AIEOs and Aboriginal families, to support increased attendance for Aboriginal students. Attendance Plans are created for all students at risk.



## 6 Student Achievement and Progress:

Comparative Performance for Year 3

Year 3	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	-0.1	-0.6	-1.7	-1.7	1.1	-0.2	36	22	29	16	17	24
Reading	1.1	0.3	-0.5	-5.0	0.8	-0.6	36	23	29	16	18	24
Writing	0.0	-0.5	0.8	-1.5	0.4	0.0	36	23	28	16	17	24
Spelling	0.1	0.1	-0.7	-2.1	2.1	-0.9	36	22	28	16	16	24
Grammar & Punctuation	-0.1	-0.6	-0.6	-1.1	0.7	-0.3	36	22	28	16	16	24

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Comparative Performance for Year 5

Year 5	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	-2.2	-2.4	0.9	0.9	0.9	-2.6	18	26	21	18	22	20
Reading	0.2	-0.7	-0.3	-1.8	0.6	-1.6	18	25	22	18	23	19
Writing	-0.4	-0.4	0.3	0.7	0.1	-0.6	18	26	24	20	23	18
Spelling	-0.4	-1.6	0.1	-2.0	-0.6	-1.5	18	25	24	19	22	20
Grammar & Punctuation	-1.9	-0.4	-0.5	-0.1	0.8	-2.1	18	25	24	19	22	20

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**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



All teachers at MPS participate in the collection, analysis and ongoing review of school and system data and contribute to planning for improvement processes identifying gaps and strengths. Targets for attainment are set in key focus areas at a whole school level and classroom level.

Whole school data spreadsheets record the evidence of students' assessment tasks, results and progress. Student data can be compared from semester to semester and across their schooling years. Conversations around assessment and data collection are regular conversations that are had by all staff. Why and what data are we collecting, and the purpose it has on informing our programming and practice, to progress all students.





## English:

The English Leadership Team is responsible for the development of the Medina Primary School English Operational Plan and English Expectations and Assessment timeline. The English Leadership Team guide and support teaching staff to implement and deliver evidence/research based literacy programs such as the Letters and Sounds Program at Medina Primary School. The English Leadership Team work collaboratively with all teaching staff to ensure whole school literacy programs and approaches are followed with consistency and fidelity across the school. Ensure literacy programs and assessments align with SCSA English documents.

In Term 3, 2021 we trialled increased literacy support in Years K-3 this involved timetabling EA's across the K-3 classes for one hour each day during the Literacy Block to support the Letters and Sounds Program. Teachers and EA's worked in the classroom with small groups to target student needs.

Classroom teachers K-2, and Education Assistants have recently completed The Heggerty Approach to Phonemic Awareness Instruction program. This program will run alongside the Letters and Sounds Program in K-2 and will be used as a targeted intervention program, Heggerty - Bridging The Gap will be used for small groups of students above Year 2. Classroom teachers in K-2 and Education Assistants have been invited to observe these programs being delivered at Success PS. Classroom Teachers in Years K-2 will participate in follow up professional learning workshops facilitated by SSEN:D in Term 1 2022. Classroom Teachers in Years 3-6 will take part in professional learning workshops in Heggerty - Bridging the Gap and the Support for Spelling Program in Term 1 2022.

Ongoing support for teaching staff will be provided by our English Leader who completed the 'Train the Trainer' PL in Letters and Sounds.

The focus in 2022, is to build teacher capacity by ensuring highly professional effective teaching/ learning practices and standards are used consistently across the school. We will:

1. Ensure high levels of expertise and fidelity in the teaching of the Letters and Sounds, Heggerty and Years 3-6 Spelling Programs.
  - Evaluate the implementation and effectiveness of the programs.
  - Develop an instructional model for the teaching of Letters and Sounds.
  - Implement classroom observations and feedback.
2. Ensure a consistent approach to using the Brightpath Writing Assessment tool.
  - Track students' growth over time.
  - Compare student performances across year levels.
  - Moderate using SCSA English Judging Standards and Brightpath Ruler.
3. Ensure an effective and consistent approach to the teaching of reading comprehension.
  - Classroom observations and feedback.
  - Investigate providing further professional learning/workshops in reading comprehension.
  - Explicit teaching of reading comprehension strategies.



## Mathematics:

Learning programs such as Top Ten, First Steps, Paul Swan and iMaths (Senior classes) at MPS have been implemented across the school in Numeracy. Staff have been previously upskilled and are working within a supportive environment towards building strong partnerships with Scitech Maths Enrichment Program, Professor Maths and continue to adapt/modify our combined Literacy and Numeracy week activities. To ensure we are building teacher capacity the leadership team, with our SAER/LSC leader, ensure NAPLAN data and PAT data identifies at risk students and creates SEN Plans that are targeted and implemented effectively. Based on the PAT Data results from years 3 – 6 students were grouped into extension, target and SAER with a focus on an identified area of need. P – 2 utilized On-Entry to form the basis of their targeted groups.

The leadership team analysed NAPLAN data with a focus around progress from On-Entry – Year 3 and Progress from Year 3 – 5. According to 2021 NAPLAN data, the leadership team identified 45% of year 3's made limited progress from On-Entry to Year 3 and 35% of Year 5's made limited progress from year 3 – 5.

The focus in 2021/2022 is to build teacher capacity and ensure effective targeted teaching and learning practices are applied consistently across the school.

1. Intervene early and maintain focus
2. Know what students can do and target teaching accordingly
3. Have clear and transparent learning goals (e.g. WALT, WILF, TIB)
4. Focus on teacher professional learning that improves the teaching of Numeracy
5. Fidelity to the Numeracy Operational Plan and the WA Curriculum (SCSA)
6. Investigate student progress between On-Entry – Year 3 and Year 3 – Year 5 utilizing NAPLAN Data

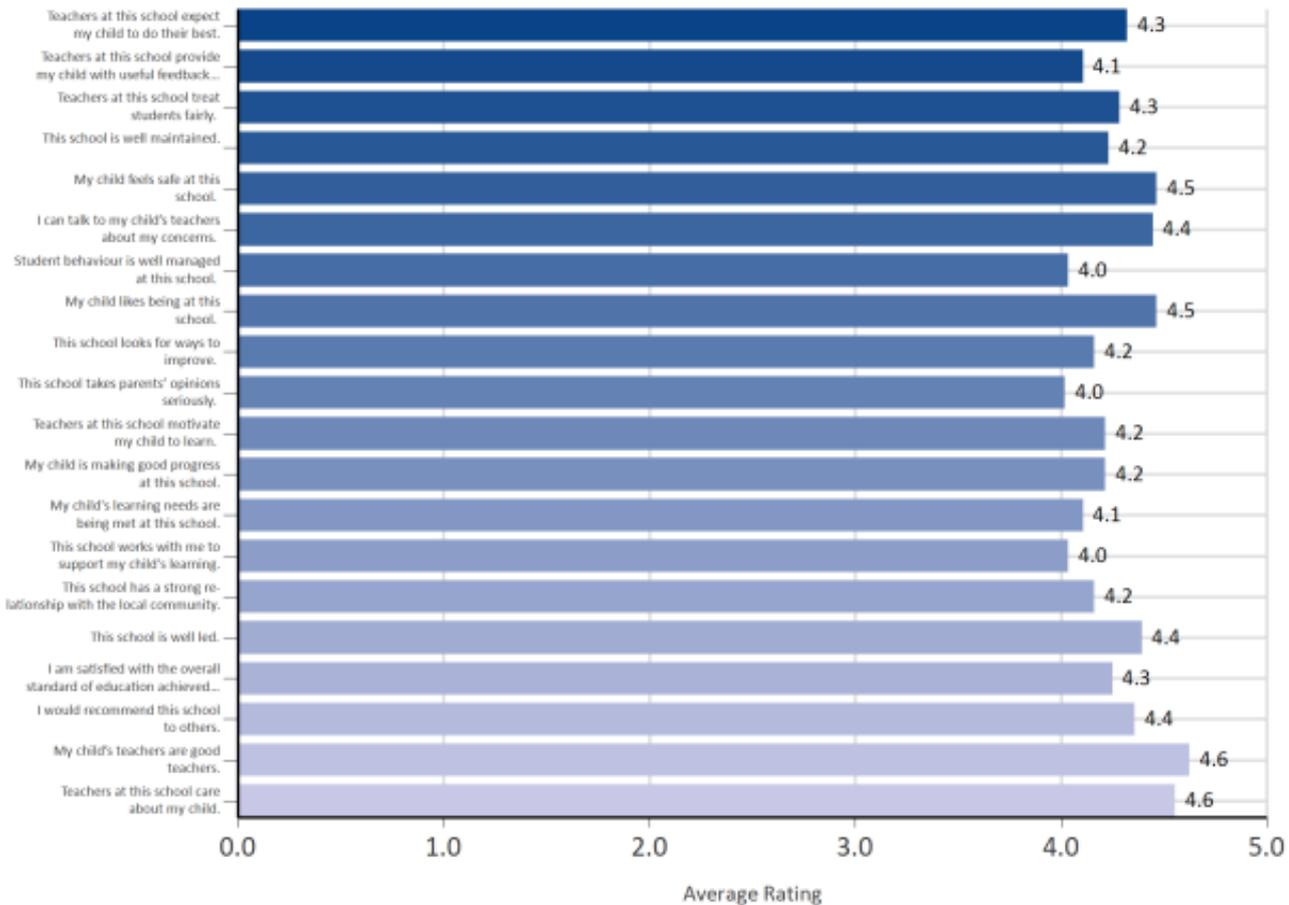
At Medina Primary School we continue to maintain an operational focus on improving levels of students' achievement in Literacy and Numeracy through consistency of teaching practices.





## 7 Parent / Teacher / Student Satisfaction with the School:

### Parents-



### Analysis:

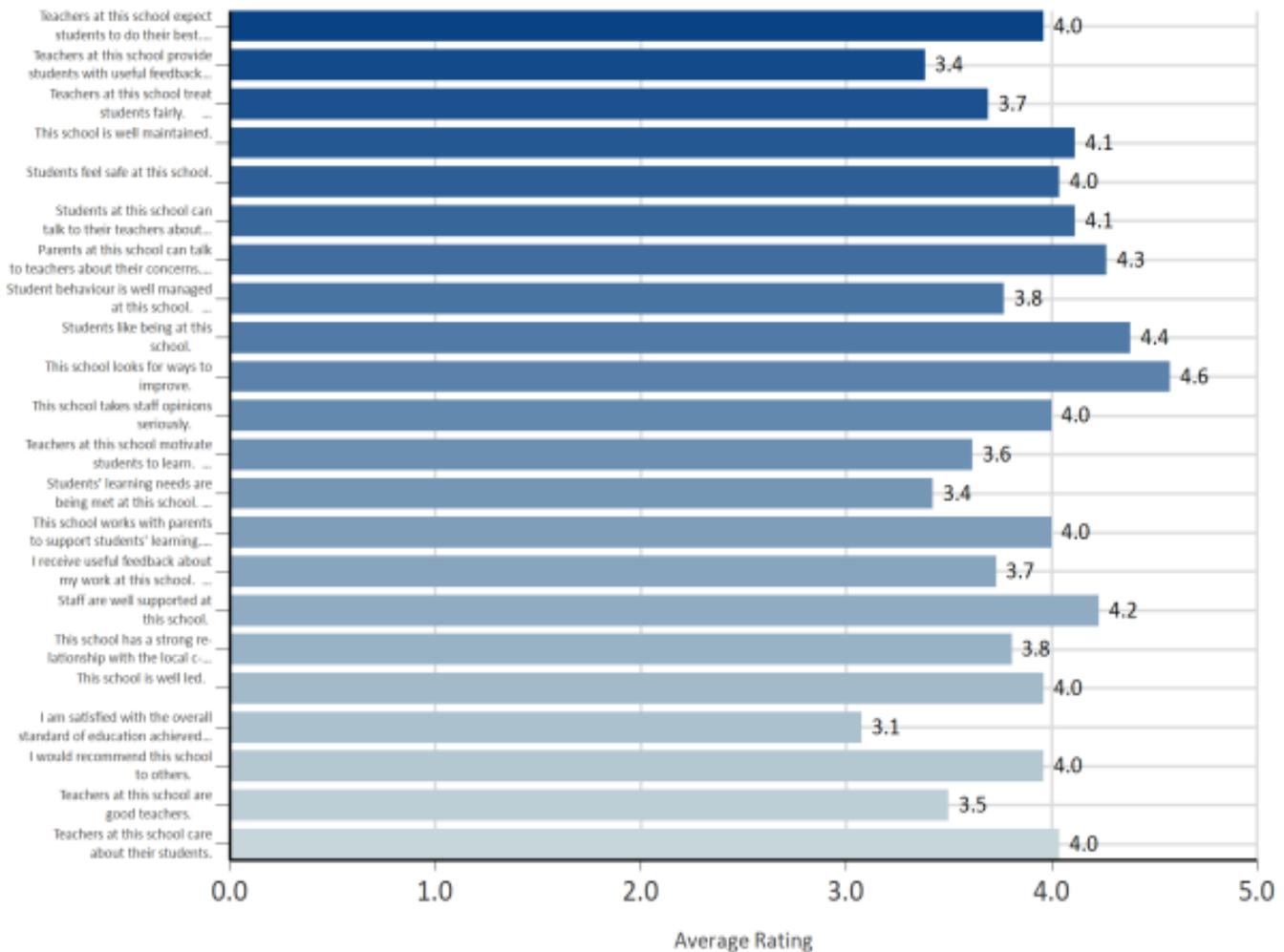
Surveys are regularly conducted to validate current practices and inform school improvement. Surveys provide an effective way to access community, staff and student voice at Medina PS following events and key points in the school year. Due to a high transiency rate, we conduct the NSOS surveys annually to ensure data is reflective of community views.

In 2021, just over 50% of our families participated in the NSOS. Survey data is analysed and discussed with all stakeholders. Success is shared and celebrated. Evidence from the surveys is used to inform the next planning cycle.

Across all areas of the National School Opinion Survey – Parents, a rating of 4.0 or above was achieved. Our families acknowledge teachers at Medina Primary School care about their child/children and that their child/children feel safe at school. This is incredibly important in the context of our school.



## Staff-



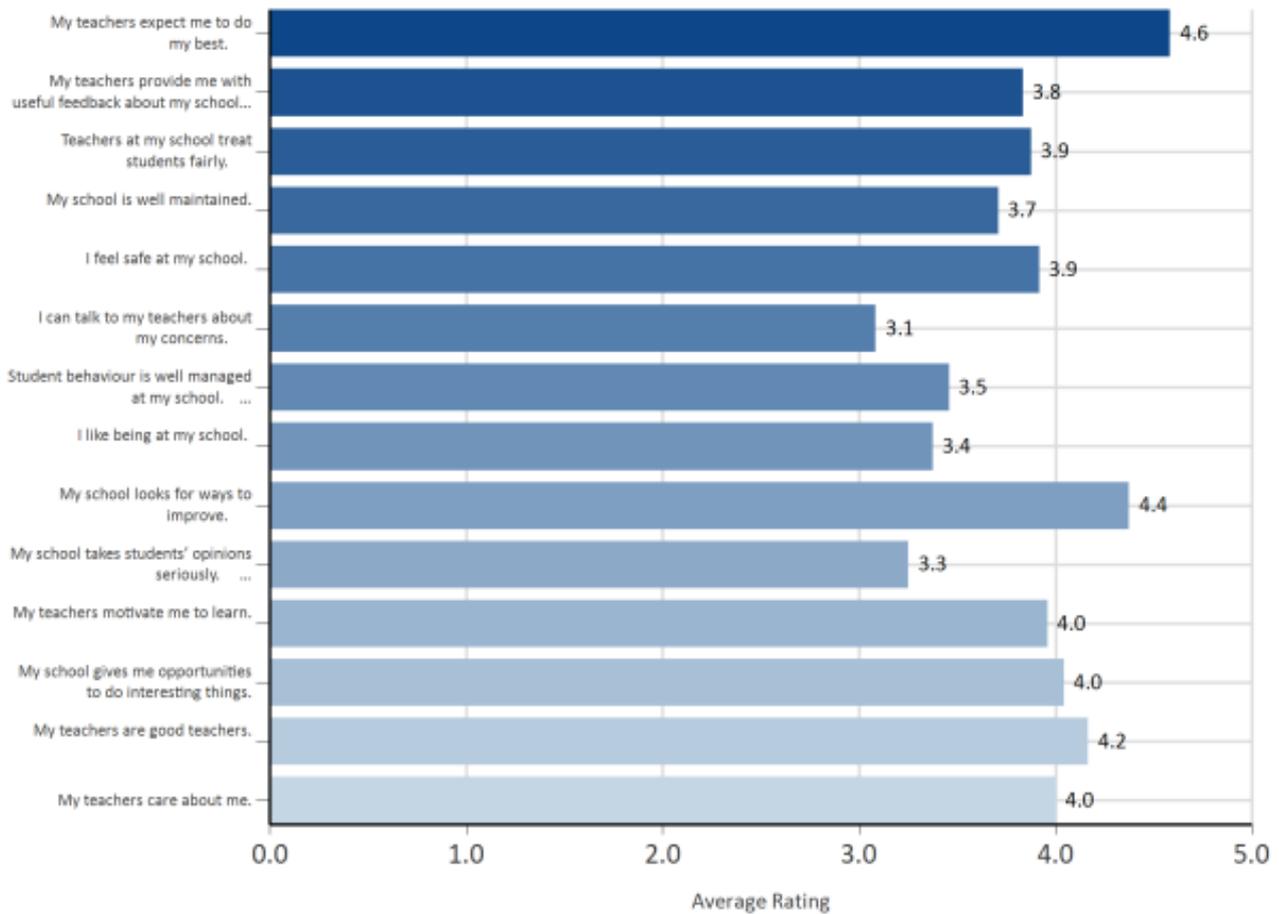
### Analysis:

The Staff Survey provides an opportunity for teaching and non-teaching staff to express their views about what works well in our school and what could be done better to improve the working environment for all staff members and ultimately, to further improve the outcomes for students. The survey revealed as a staff we perform very well in Pastoral Care and students enjoy being at our school and feel safe but ratings were lower in teaching and learning which is an area requiring increased focus.

Core to a culture of high performance for 'every student, in every classroom, every day' is strong leadership that raises expectations. As an Administration team we place priority on improving student outcomes by ensuring high quality teaching in every classroom. We build teachers' commitment and capacity to make sustainable improvements in their day-to-day teaching practices.



## Students-



## Analysis:

Student surveys provide a voice for our students. The senior students have the opportunity to complete the NSOS for students, Year 3 - 6 students complete the Be You Mental Health and Wellbeing surveys, and students complete subject specific surveys E.g. STEM survey. Their thoughts and opinions are valued and shared with staff. We work to ensure our students are listened to and that as a school we respond to their suggestions, concerns or ideas.

We will work to continue to provide opportunities for student voice and leadership development.

Overall, the results from the National School Opinion Student Survey reveal that we have some students who display negative behaviours, impact on the classroom/playground environment. We believe that the programs we have in place are making inroads in relation to the mental health and wellbeing of the majority of students at Medina Primary School. We continue to work with families to provide support and facilitate access to support services e.g. DoE services, Allied Health Professionals, external services/agencies.

At Medina Primary School we have a mandate to address the social, physical and emotional needs of our students first and foremost so they can maximise their educational opportunities.

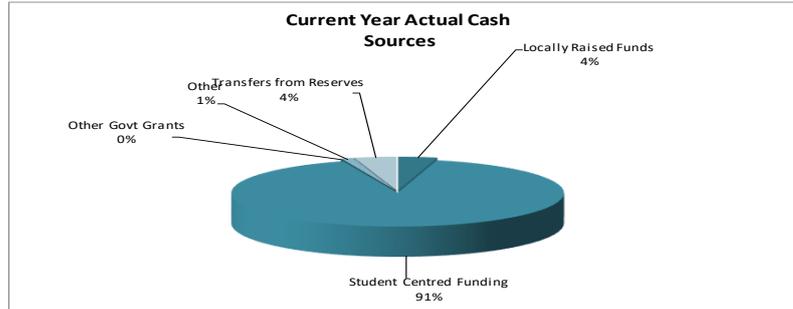
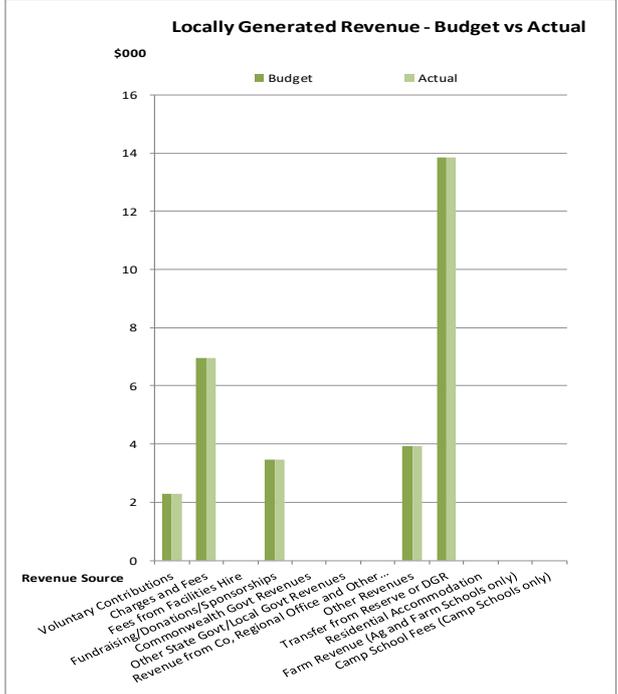


## 8 Financial Summary Report

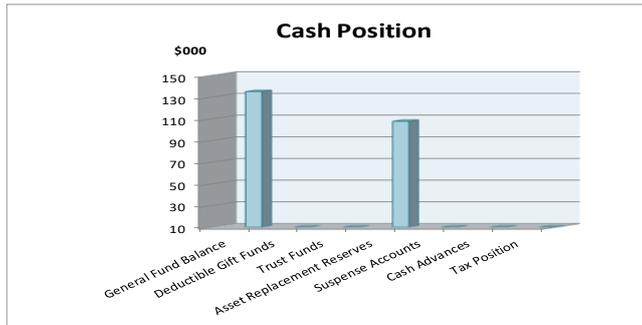
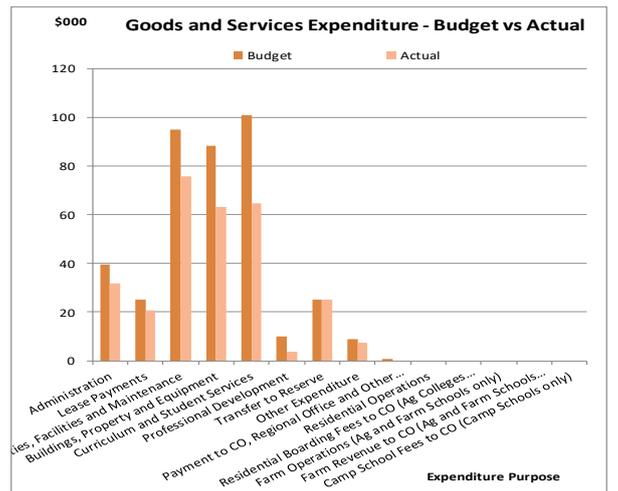


### Medina Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 2,301.00	\$ 2,301.50
2	Charges and Fees	\$ 6,959.14	\$ 6,964.14
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,475.60	\$ 3,475.60
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,928.03	\$ 3,928.06
9	Transfer from Reserve or DGR	\$ 13,856.79	\$ 13,856.79
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 30,520.56</b>	<b>\$ 30,526.09</b>
<b>Opening Balance</b>		<b>\$ 91,682.09</b>	<b>\$ 91,682.09</b>
<b>Student Centred Funding</b>		<b>\$ 305,027.67</b>	<b>\$ 305,027.67</b>
<b>Total Cash Funds Available</b>		<b>\$ 427,230.32</b>	<b>\$ 427,235.85</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 427,230.32</b>	<b>\$ 427,235.85</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 39,671.70	\$ 31,903.30
2	Lease Payments	\$ 25,248.42	\$ 20,780.77
3	Utilities, Facilities and Maintenance	\$ 94,913.75	\$ 75,830.53
4	Buildings, Property and Equipment	\$ 88,148.00	\$ 63,164.66
5	Curriculum and Student Services	\$ 100,923.40	\$ 64,645.79
6	Professional Development	\$ 10,000.00	\$ 3,511.28
7	Transfer to Reserve	\$ 25,000.00	\$ 25,000.00
8	Other Expenditure	\$ 8,895.68	\$ 7,394.38
9	Payment to CO, Regional Office and Other Schools	\$ 800.00	\$ -
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 393,600.95</b>	<b>\$ 292,230.71</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 393,600.95</b>	<b>\$ 292,230.71</b>
<b>Cash Budget Variance</b>		<b>\$ 33,629.37</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 239,248.08</b>
Made up of:	
1 General Fund Balance	\$ 135,005.14
2 Deductible Gift Funds	\$ 107,601.44
3 Trust Funds	\$ 176.50
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (3,535.00)
<b>Total Bank Balance</b>	<b>\$ 239,248.08</b>



**Analysis:**

Budget submissions are evidence based and aligned to school priorities as outlined in the Business Plan 2021 -2023 and operational plans. Continue to ensure budget formulation is ratified by the Finance Committee to ensure transparency and compliance with Departmental policies.





## 9 Identified Focus Areas:

### **Focus Area 1- Building Strong Positive Relationships and Partnerships**

To value the rich cultural diversity of Medina Primary School and continue to develop a culture of care and connection to uphold the values and beliefs of the school.

### **Progress Against Priority-**

The school community carries a unique and proud identity. Members of the student body and community can articulate what they need from their school and trust a determined staff to deliver targeted learning and support.

### **Planned Actions-**

- Continue to work with outside agencies to involve more parents in our school community to improve educational outcomes for all students. Build parental engagement in our school. Promote forums and networking opportunities for staff to be part of and make connections in the community.
- We will continue the development of partnerships between MPS and Indigenous community groups, based on cross-cultural respect, to support us in achieving highly effective schooling and improved educational outcomes for our Indigenous students.
- Maintain a focus on strong family communication and assisting the community to raise expectations on student achievement, attendance and engagement.





## **Focus Area 2- Enhancing High Quality Teaching**

A focussed commitment to best practice in teaching to ensure all students are given the opportunity to achieve their learning potential.

### **Progress Against Priority-**

The committed teaching staff share a belief that Medina Primary School students learn best when there is structure, consistency, routine and low variability between classrooms.

Confidence in the use of Letters and Sounds and the Heggerty Phonemic Awareness program, following support and professional learning, provided by State-wide Services staff, is building to ensure consistency of practice.

Staff are aware that they are accountable to each other in delivering low variability teaching across the school.

The capacity of teachers to differentiate, manage wellbeing, support students and cover content is growing, and a collation of “Medina Best Practice” is the next and final step to maximise this.

### **Planned Actions-**

- We will implement a focus to embed explicit whole school approaches and professional collaboration that strengthens teaching and learning. With this in mind we will review and continue to implement quality research/evidence-based learning opportunities in the early years particularly in literacy and numeracy.
- The Medina Pedagogical Framework, reflective of our context, is under development. This document will clearly outline whole school approaches and clearly articulate what is expected of all teachers when delivering lessons. Future development is planned to build a clear understanding of explicit teaching practices in literacy. The same will then be developed for numeracy.
- The framework will provide the opportunity for ongoing reflection through the Performance Conversation process particularly in relation to classroom observations and feedback. We will work as a staff to develop a set of shared beliefs about teaching and learning to support school practices.
- We will continue to work collaboratively with all staff to embed an organic culture of peer observations that leverage off the good practice already in place in the majority of the classrooms.



**Focus Area 3-  
Creating a Safe and Inclusive Learning Environment**

A positive school culture creates the conditions for students to develop self-awareness and self-worth. All staff aim to create a culturally responsive learning environment where all students feel welcome, safe and valued.

**Progress Against Priority-**

An embedded Positive Behaviour Support culture, embracing the community agreed C.A.R.E. values (Co-operation, Achievement, Respect and Engagement), supports the whole school focus on student, staff and family well-being, which is regularly assessed and monitored.

Together with the proud local Aboriginal community, a culturally responsive approach to student learning has been created. Traditional ownership has been acknowledged in the development in the school grounds.

A dedicated Learning Support Co-ordinator facilitates engagement with SEN visiting teacher, who provides professional learning to teaching and support staff, while external therapists are welcomed onsite to consult with students and families.

Feedback from parents indicates they value our acceptance of various cultures "there is no judgement or prejudice, everyone is treated with respect and kindness equally." Families have indicated "our Aboriginal programs are great" and "value our Aboriginal workers". At Medina Primary School we encourage everyone to be proud of who they are and where they are from.

**Planned Actions-**

- As a staff we will continue to review data re; attendance, achievement, engagement of our Aboriginal students; and ongoing reflection of operational plans to ensure they meet the needs of our community.
- We will maintain the whole-school commitment to the Positive Behaviour Support – C.A.R.E. behaviour curriculum.
- We will continue to create a culturally responsive learning environment where all students feel welcome, safe, happy and valued.



#### **Focus Area 4- Using Resources Effectively**

Resources are managed and deployed to support key priorities and achieve optimal outcomes for students. The deployment of various resources may change according to the needs of the students and the particular programs that are adopted to meet those needs.

#### **Progress Against Priority-**

The Principal, working in close collaboration with the MCS, manage the school's finances administered through Schools Resourcing. Close monitoring and regular reporting to the Finance Committee and School Board ensures transparency of income and expenditure and compliance with the Funding Agreement and relevant and current Legislation Authorities.

Budget and resource allocation is now a clear, transparent and concise process. Curriculum leaders are asked to submit budget submissions by end of Week 6 of Term 4. All budget submissions, for both physical and human resources - extra EA time, Professional Learning Days are evidence based and align with school priorities and support learning area operational plans.

Budget submissions are formulated into a draft budget that is presented to the Finance Committee for ratification and the School Board for noting. Any additional requests for funding are submitted to the Finance Committee for consideration throughout the year.

Student Characteristics and Targeted Initiative funding is utilised to ensure the learning and wellbeing needs are met for all students within the school -e.g. Aboriginal students, EAL/D students, and students with special needs.

Funding is also used to support learning programs and provide opportunities to promote cultural diversity across the school and Health and Wellbeing across the whole school.

#### **Planned Actions-**

- Workforce planning will prioritise the need to employ innovators in teaching to support the Business Plan.
- Budget submissions are formulated into a draft budget that is presented to the Finance Committee for ratification and the School Board for noting. Any additional requests for funding are submitted to the Finance Committee for consideration throughout the year.
- We will continue to train staff and reiterate processes and accountability for planned expenditure.
- We will continue to ensure processes and practices are in place to manage spending in relation to financial and human resources. Priorities identified with the school's strategic plans and annual operational plans, continue to inform financial planning and the budget allocation process.



**Focus Area 5-  
Excellence in Leadership**

Implement a distributed leadership model, where staff are provided with opportunities to lead and model best practice in specific areas of the WA Curriculum, participate in leadership PD, and aspire to future leadership roles in and beyond the classroom.

**Progress Against Priority-**

Trust is the core element of leadership throughout the school. Leaders are expected to provide evidence-based changes to approaches, which occur at a reasonable pace to ensure maximum impact.

At Medina Primary School our mandate is to improve the literacy and numeracy skills of our students. We have a distributed leadership model in order to build capacity in these targeted areas. All staff members are on the Maths Committee or English Committee. These Leadership teams support the implementation of curriculum initiatives such as Heggerty, Letters and Sounds, Bright path and curriculum delivery through collaborative planning (at a school level & with Success PS and SSEN).

The Admin team actively support teachers pursuing personal growth in achieving Senior Teacher status and the development of leadership abilities. The Early Childhood team have made a commitment to the implementation of Letters and Sound Whole School Literacy Instruction, and Heggerty Phonemic Awareness Program with fidelity. This includes a clear explicit teaching model. Pedagogical approaches are promoted by leaders as a means to achieving consistency in curriculum content delivery.

There have been many opportunities given for staff to build on their leadership capabilities. The opportunity was given to apply for and complete The Women's Advanced Leadership Program during the 2020 and 2021 school year. Two staff members successfully applied and participated in the course. There have also been opportunities to attend professional learning on 'Leading Classroom Observations' and 'Whole School Assessment Planning'.

Medina Primary School was successful in gaining a place in the Letters and Sounds Train the Trainer program. We identified an exemplary PP teacher to complete this program. She has completed the three days professional learning. Our PP teacher will drive the implementation of Letters and Sounds across the early years. She will provide opportunities for classroom observations and give feedback

**Planned Actions-**

- We will continue to provide access to relevant, quality Professional Learning that links to whole school planning, student learning and supporting career aspirations. Key staff members have just completed Classroom Observation and Feedback Professional Development. In 2022 there will be a clear focus on classroom observations and feedback. This process will include pre and post observation meetings/feedback and link to Performance Conversations.
- In 2022, staff will continue to have the opportunity to lead key curriculum areas in order to build on our distributed leadership. These staff members will work in collaboration leading their curriculum teams and driving school priorities. Teachers continue to pursue Senior Teacher status and leadership roles, and will be supported in this process by the administration team.
- Strengthen the leadership of key curriculum areas such as Mathematics to drive improvement in student performance and the embedding of consistent whole-school practices.



## **Focus Area 6- Producing Successful Students**

Student achievement, both academic and non-academic, is at the core of our school improvement and accountability framework. While NAPLAN results are acknowledged as an important measure of success, teachers at Medina Primary School have a deep understanding of the community's unique context and complexities and their purview goes beyond that which NAPLAN results measure. Teacher judgement and other data capture the school's success in areas of student progress, achievement, well-being and engagement.

### **Progress Against Priority-**

All teachers at MPS participate in the collection, analysis and ongoing review of school and system data and contribute to planning for improvement processes identifying gaps and strengths. Targets for attainment are set in key focus areas at a whole school level and classroom level. Attachments reflect student performance in English and Maths and the impact of current practice.

Specialist curricula and the successful focus on the social and emotional domains of learning motivate staff and leaders to improve literacy and numeracy performance.

School based data includes PAT, BrightPath, On-Entry. Staff monitor and track the progress being made by individuals and groups of students in English and Mathematics.

### **Planned Actions-**

- Maintain an operational focus on improving levels of student achievement and progress in Literacy and Numeracy through consistency of teaching practice.
- Plan opportunities for staff to undertake moderation tasks.
- Review Mathematics Operational Plan – Paul Swan PD, investigate Top Ten Math program, investigate BrightPath Maths.
- Investigate Shaping Minds – professional learning workshops that focus on the science of learning and high impact instructional strategies that are based on research and evidence. Identify “champion” teachers to attend.
- Work with teaching staff to develop a Medina pedagogical framework with explicit teaching practices articulated.
- All staff will continue to analyse different lines of inquiry from different data sets. They will use this data and plan for different groups of students. As a whole school we will continue the cycle of self-assessment to inform strategic and operational planning, and identification of targets for improvement and align to effective Professional Development.



## 10 Targets:

1. The performance of our students will be at or above Like Schools in all NAPLAN areas in Years 3 and 5.  
**Working towards**
2. Increase the percentage of students attending regularly to be at or above Like Schools.  
**Working towards**
3. Match or exceed Like Schools attendance for Indigenous students.  
**Working towards**
4. The National School Opinion Survey is reflective of positive community, staff and student perceptions. Work towards achieving continuous improvement from 2021 – 2024 in the biennial surveys.  
**Working towards for staff and student surveys**  
**Achieved for parent survey**
5. Achieve a rating of meeting or exceeding in all 7 Quality Areas of the National Quality Standards by 2023.  
**Working towards**
6. Demonstrated improvements in student Social and Emotional data in identified areas each year.  
**Working towards**

## 11 Beliefs and Values:

We take a collaborative approach to the development of high expectations which empower each student to develop character and integrity through the expected behaviours of C.A.R.E.

**C**o-operation

**A**chievement

**R**espect

**E**ngagement



