



Medina
PRIMARY SCHOOL

2018

Annual Report



At Medina Primary School we show **C.A.R.E.**

Co-operation
Achievement
Respect
Engagement



Medina
PRIMARY SCHOOL

AT MEDINA PRIMARY SCHOOL WE C.A.R.E.

Behaviour Matrix

	Co-operation	Achievement	Respect	Engagement
In Class	<p>We co-operate with others on shared learning tasks.</p> <p>We are held accountable for doing our share of the work when completing group activities.</p> <p>We listen to and follow instructions from adults.</p> <p>We encourage and accept others' opinions.</p> <p>We fully participate in activities.</p> <p>We reflect on our actions.</p>	<p>We set personal goals and work towards them.</p> <p>We reflect on and celebrate success.</p> <p>We persevere.</p> <p>We display pride in all that we do.</p> <p>We work independently when required.</p>	<p>We wear the Medina PS uniform with pride.</p> <p>We show respect and good manners to peers and adults.</p> <p>We are responsible for our property, equipment and behaviour.</p> <p>We are honest.</p> <p>We respect others personal space and safety.</p> <p>We manage our feelings and emotions in a positive way.</p> <p>We treat all resources appropriately and only use them for the purpose intended.</p> <p>We move around the school in a quiet and orderly manner.</p> <p>We wait outside classrooms quietly and responsibly.</p> <p>We are respectful of others and their games.</p> <p>We respect our environment by placing rubbish in bins, walking on paths and conserving resources.</p> <p>We only enter classrooms when a teacher is present.</p>	<p>We arrive at class on time.</p> <p>We help and encourage others by using positive gestures.</p> <p>We ask for help when help is needed.</p> <p>We are active learners.</p>
Out of Class	<p>We remain seated in our designated areas when eating.</p> <p>We co-operatively agree on and follow game rules before starting.</p> <p>We play safely.</p> <p>We keep our hands and feet to ourselves.</p> <p>We wear a Medina PS hat when outside.</p>	<p>We do our best and challenge ourselves.</p> <p>We stay within set areas.</p> <p>We support and encourage others to do their best.</p>		<p>We participate in all activities and 'have a go'.</p> <p>We are inclusive of others and provide opportunities for them to join in.</p>

SCHOOL CONTEXT

Medina Primary School, located in the Town of Kwinana, and bordered by natural bushland, industry and established housing, caters for students from Kindergarten to Year 6. Medina Primary School is a small school with the student population over the last few years between 140 and 200 students. Medina Primary School values its rich cultural diversity with approximately 30% of the population being Aboriginal. At Medina we value family and community. You can find students of all ages playing happily together in the classroom and playground. Classes are well resourced and the school community actively works together as a team towards achieving improved outcomes for all students. At Medina Primary School, we aim to prepare students for life in the 21st Century, to assist them to develop the tools to deal to deal effectively with the opportunities and challenges they may encounter in a rapidly changing world. We know students need to be literate and numerate so they can play an effective part in society and our school planning focuses on improved outcomes in these two areas.

At Medina Primary School 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. Many of our pastoral care programs provide for their holistic needs.

OUR VISION: STRONG AND SMART

Our shared vision for Medina Primary School community is to develop an understanding and commitment to the promotion of a “Strong and Smart” ethos, incorporating strength of mind, body and soul. We aim to establish an inclusive community that encourages acceptance, respect, care and compassion. At Medina, 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. We endeavour to prepare students for life in the 21st Century, developing adoptive and lifelong learning skills. 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 2018 Medina Primary School Annual Report. The purpose of Medina Primary School is to promote high performance and high care through quality teaching, to ensure that 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 2018 Annual Report is a summary of the school’s performance for the 2018 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.

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. I would like to acknowledge the Board Chair, Mr Ash Towns who brings a wealth of knowledge and expertise to our Board.

SCHOOL BOARD REPORT: ASHLEY TOWNS (BOARD CHAIR)

The Medina Primary School Board is a collaboration of parents, community members and staff involved in assisting the school with decision-making and the strategic direction of the school.

Re-reading some of last year's meeting minutes in preparation for this message, I am struck by how much change has occurred since our last annual report. We received our Departmental Review, put together our new Business Plan, said goodbye to Fiona Blundell our Principal, welcomed, (for a short while) to Brendan Hodge who did much more than just act as a stand-in, farewelled Brendan, welcomed Karen Davey our new Principal (Good Luck Karen), farewelled Kay Saunders, our stalwart Finance Officer and welcomed John Oliver, her successor, farewelled Mandy Grubb and Megan Summers from our Board and welcomed Doris Getta and Sally Lewis as new members. All this while still managing the complex, daily tasks surrounding the education of over 200 young people. This, I believe is all the evidence needed to claim that the school is run by highly motivated and professional teachers and other staff who are dedicated to the task of providing this important service.

Our P&C rolled out the new-look canteen menu and has done a fantastic job with fundraising towards the Covered Area Enclosing Project. New volunteers are always welcome. Thank you to everyone who volunteered last year, and everyone who contributed to the improvement of the school and the lives of those connected with it. A personal thank you to my fellow board members : Karen Davey, Gerry Folletta, John Oliver, Doris Getta, Sally Lewis, Gavin Bunning and (Past) Mandy Grubb, Brendan Hodge, Kay Saunders and Megan Summers for their forbearance and patience. Here's hoping this year is safe, harmonious and joyful.

PARENT AND CITIZENS ASSOCIATION

The Parents and Citizens Association experienced a rebuilding process throughout the year and we now have a group of passionate, enthusiastic parents and community members all working very hard to support the students and our school. They are an amazing group of people who give tirelessly of their time to improve outcomes for students and staff.

Key Accomplishments

- Canteen
- Bunnings Sausage Sizzles
- Colour Fun Run
- Easter Raffle
- Mother's Day & Father's Day Stall
- Faction T Shirt Sales
- Athletics Carnival



STRATEGY 1: 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.

KEY ACCOMPLISHMENTS 2018

Business Plan Targets and what we should do. Red - not commenced Orange - commenced Green - achieved				2018 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. 2019 ACTIONS: Classroom teachers to continue to develop learning targets for students at a classroom level.
All staff effectively incorporate explicit teaching into their daily practices				
Retention of staff.				As student numbers fell during 2018 we were unable to renew contracts for our staff who were on 'fixed term contracts'. All permanent staff were retrained. 2019 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.
Maintain a positive parent/community perception of the teaching, learning and school in the National School Opinion Survey (3.5 or higher).				The survey wasn't completed in 2018. 2019 ACTIONS: The National School Opinion Survey is to be available for parents to complete at the end of Term 2. Data from the survey will then be analysed.



STRATEGY 2: STUDENT SUCCESS

The students of Medina Primary School make 'Strong and Smart' choices with regards to their academic endeavours, their behaviour and their attendance. They are happy, resilient and respectful.

MATHS FOCUS PAGE

ACHIEVEMENTS

What our Data tells us:

On Entry - Start of 2018 - End of 2018

- out of 37 Pre-Primary students tested only 8 students were below 0.5 Progression points
- at the end of the year we re-tested 5 students and all 5 students made progress
- 1 student out of the 5 made the required 1.0 in Numeracy. With the remaining 4 students sitting at 0.7 or above.

NAPLAN - Start of 2018 - End of 2018

- 19 students tested with only 1 student scoring below National Minimum Standard in Year 3.
- 20 students tested with only 1 student scoring below National Minimum Standard in Year 5.

On Entry to Year 3

- 8 out of 13 students have very low On Entry to Year 3 NAPLAN Progress
- 1 student has low On Entry to Year 3 NAPLAN Progress
- 4 students have moderate On Entry to Year 3 NAPLAN Progress

Year 3 to Year 5

- 4 out of 15 students have very low Year 3 to Year 5 NAPLAN Progress.
- 1 out of 15 students have low Year 3 to Year 5 NAPLAN Progress.
- 5 out of 15 students have moderate Year 3 to Year 5 NAPLAN Progress.
- 3 out of 15 students have high Year 3 to Year 5 NAPLAN Progress.
- 2 out of 15 students have very high Year
- 3 to Year 5 NAPLAN Progress.

Teacher Judgements:

Year 3 Grade Allocations to NAPLAN

- In Numeracy out of the 13 students tested 1 was Below National Minimum Standard, 9 were at National Minimum Standard and 6 were above National Minimum Standard. 30% of these students' grades aligned with their achievement in NAPLAN.

Year 5 Grade Allocation to NAPLAN

- In Numeracy out of 18 students tested 1 was below National Minimum Standard, 4 were at National Minimum Standard and 13 were above National Minimum Standard. 27% of these students' grades aligned with their achievement in NAPLAN.



Percentage of students in each Proficiency Band

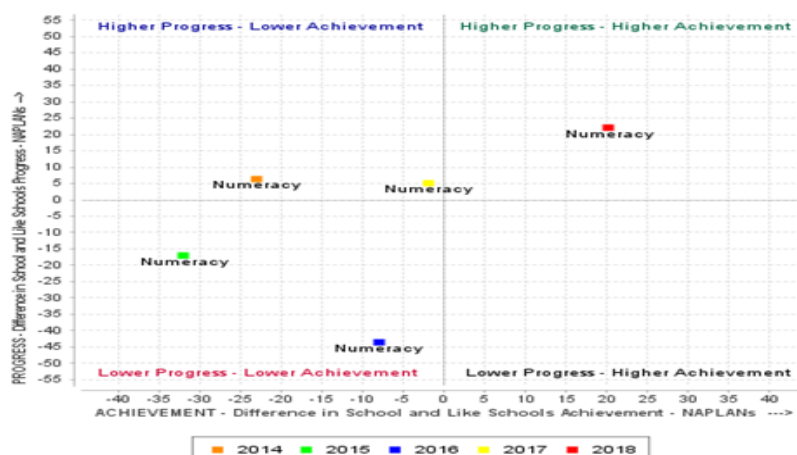
Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	0%	0%	0%	4%	5%	5%	15%	18%	14%
5	426 - 477	14%	0%	0%	8%	10%	15%	18%	18%	22%
4	374 - 425	18%	14%	12%	19%	24%	22%	22%	28%	27%
3	322 - 373	27%	24%	25%	31%	22%	22%	26%	19%	21%
2	270 - 321	32%	41%	56%	23%	27%	25%	14%	13%	11%
1	Up to 269	9%	21%	6%	15%	13%	11%	5%	5%	5%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

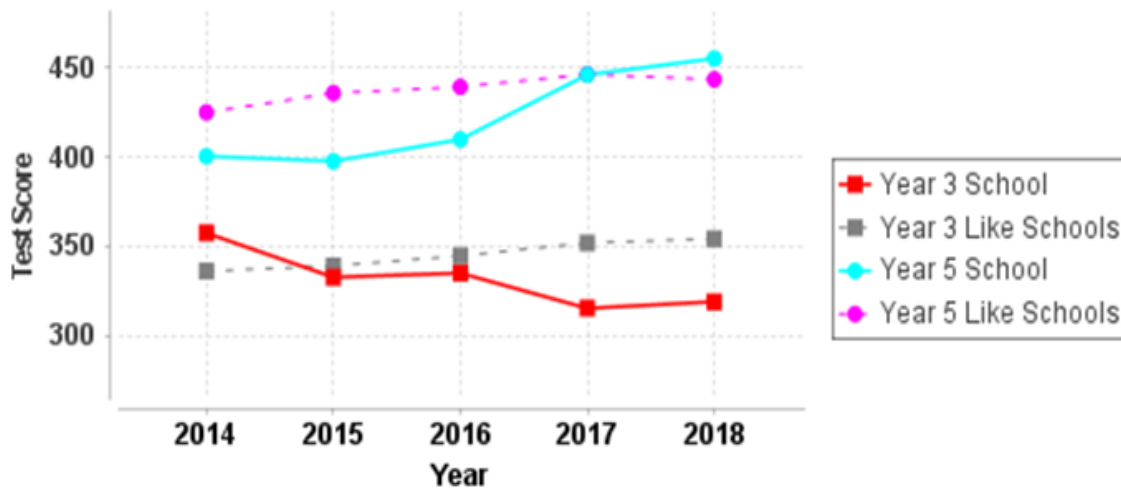
Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	4%	0%	0%	2%	3%	2%	11%	9%	7%
7	530 - 581	0%	5%	11%	7%	8%	6%	13%	16%	16%
6	478 - 529	8%	24%	22%	16%	20%	17%	26%	28%	29%
5	426 - 477	31%	33%	39%	31%	30%	33%	28%	26%	28%
4	374 - 425	15%	38%	22%	24%	27%	31%	16%	15%	14%
1 to 3	Up to 373	42%	0%	6%	19%	13%	11%	7%	5%	6%

Student Progress and Achievement Compared with Like Schools
NAPLAN Numeracy Year 3 to Year 5 Longitudinal



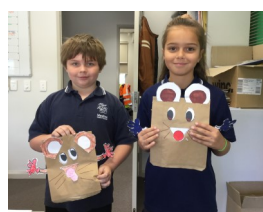
Average Numeracy Score



Business Plan 2018 – 2020 Mathematics Targets	Achieved Green Not Achieved Red
Each year increase the percentage of Year 3 students above national minimum standard compared with the previous year's data.	Green
Each year increase the percentage of Year 5 students above national minimum standard compared with the previous year's data.	Red
Improve the Year 3 – Year 5 trajectories in NAPLAN relative to 2014-2017 data.	Green
Improve the schools performance against that of like schools	Red
Increase percentage of Pre-primary students in Mathematics On-Entry Assessment achieving progression 0.5 or higher.	Red

Key Strategies for 2019

- 60 minutes of leadership support allocated to each class across the school each week. Leadership support assists teachers in implementing the targets set in our business and operational plan. The Maths Curriculum Leader works collaboratively with staff and with individual and small groups of students.
- imaths - Collaborative meetings with teachers in 2018 led research into planning and differentiation. Reflections regarding the Year 3 and Year 5 NAPLAN Data were around students not making High Progress and High Achievement. Focus was based at our Low progress students and therefore our expectations were lowered.
- Mad Maths Morning - All staff and students will be participating in a Mad Maths Morning in Term 2 to showcase their Math Learning within their classrooms. We will also be integrating Digital Technologies to showcase how we are utilizing our amazing classroom apps with ipads.
- Parent information session – Maths Curriculum Leader will be conducting an information session for junior parents and another for senior parents to outline the importance of mathematics at home and what they can do to help. We will also be showing parents some good apps to use on ipads at home.
- National Numeracy Week - Classroom teachers will be running mathematics games with a rotational style block. I will be highlighting the importance on Mathematics all week with prizes at an assembly and classroom spot prizes for innovative games and activities.
- Regular Facebook, newsletter and photo opportunities showcasing mathematics.



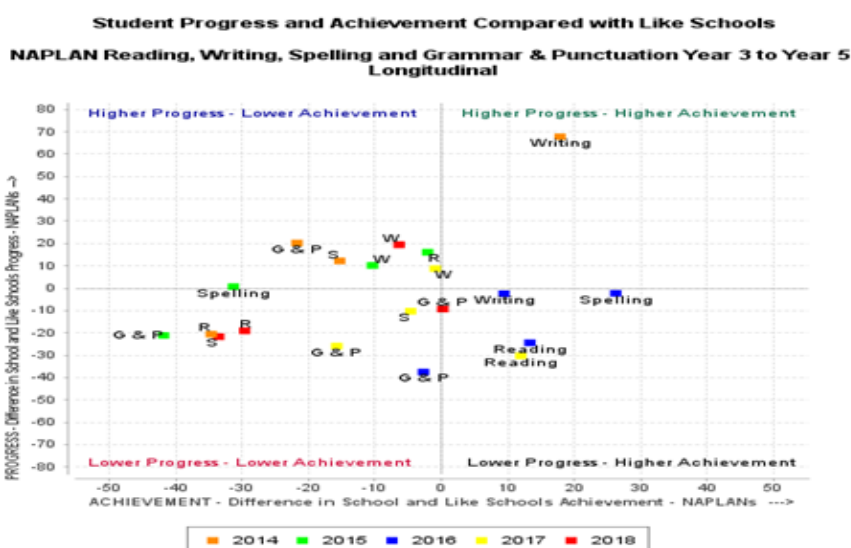
ENGLISH FOCUS PAGE

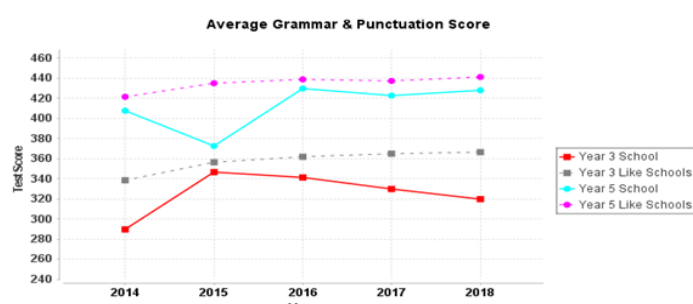
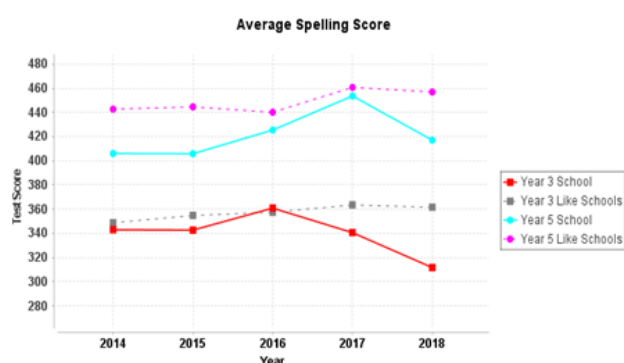
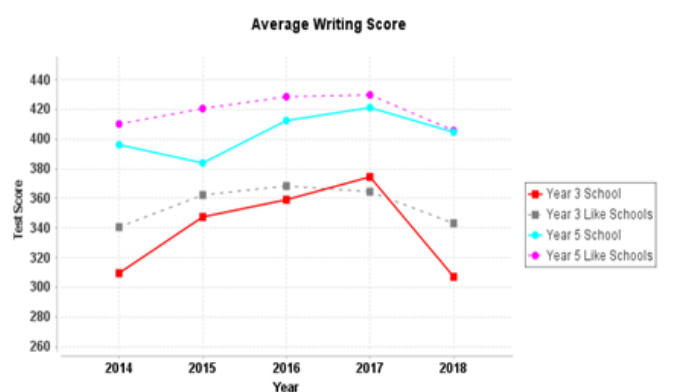
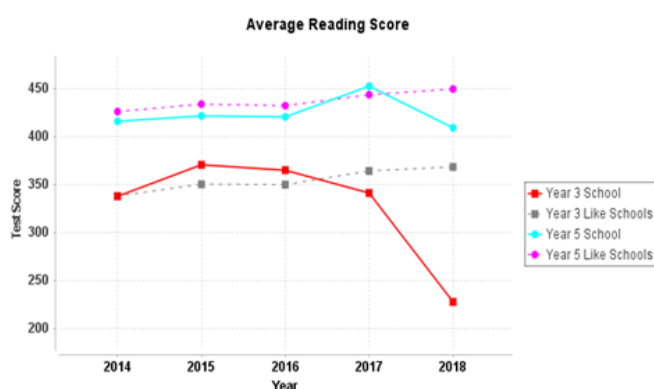
HIGHLIGHTS AND ACHIEVEMENTS

- During Book Fair we raised over \$2,000 which allowed us to purchase \$750 worth of books at no cost to the school.
- We participated in National Simultaneous Storytime.
- We participated in Book Week activities in class and dressed up for a Book Week Parade.
- We purchased guided reading tables and wobble stools for each classroom so that all students could engage in guided reading.
- We redesigned the layout of the library and purchased new furniture to make the space more inviting.
- More than 30 students across the school participated in MacqLit with data showing these students made more than the expected progress in reading across the school year. Teachers also reported that students who participated in MacqLit were more confident and willing to have a go during the Literacy Block.

NAPLAN

- Our Year 5 students performed better in Grammar & Punctuation than in 2017. 79% of Year 5 students achieved at or above National Minimum Standard, compared to 75% in 2017. Reading scores dropped from 2017 with 66% of students achieving at or above National Minimum Standard. Whilst writing scores dropped from 2017, the Year 5 cohort achieved the same score as like schools with 65% of students achieving at or above National Minimum Standard. Spelling scores also dropped from 2017 with 64% of students of students achieving at or above National Minimum Standard.
- Our Year 3's underperformed in 2018 and made less progress in all assessment areas. Reading scores dropped significantly in 2018 with less than 50% of our students achieving at or above National Minimum Standard in Reading. Whilst writing scores dropped for 2017, 88% of our Year 3 students still achieved at or above National Minimum Standard. Grammar & Punctuation continued the same downward trajectory from 2016 with 82% of students achieving at or above National Minimum Standard. Spelling has also continued the same downward trajectory from 2016 with 75% of students achieving at or above National Minimum Standard.





Business Plan Targets

Business Plan 2018 -2020 English Targets	Achieved – GREEN Not Achieved - RED			
Each year increase the percentage of Year 3 students above national minimum standard compared with the previous year's data.				
Each year increase the percentage of Year 5 students above national minimum standard compared with the previous year's data.				
Improve the Year 3 – Year 5 trajectories in NAPLAN relative to 2014-2017 data.	Reading	Writing	Grammar & Punctuation	Spelling
Increase percentage of Pre-primary students in English On-Entry Assessment achieving progression 0.5 or higher	Speaking and Listening		Reading	



On-Entry

- In Term 1, 2018 37 Pre-primary students sat the Module 1 On-Entry assessment. 20 of these students scored at or above the expected score of 0.5. Of these students, 17 students scored below the expected score in speaking and listening and reading and were retested in Term 4, 2018.
- In speaking and listening 11 of these students made progress across the school year, however, only 2 of these students scored above the expected end of year score of 1.0. 5 students made little to no progress in speaking and listening with some students going backwards. In reading all 17 students made progress throughout the year, however, only 1 student progressed above the expected score.

Teacher Judgments

- In 2018, 20 Year 3 students were tested in NAPLAN.
- In reading 9 of these students were below National Minimum Standard, 7 of these students were at or above National Minimum Standard and 4 students were absent. 50% of these students' grades aligned with their achievement in NAPLAN.
- In writing 2 of these students were below National Minimum Standard, 15 of these students were at or above National Minimum Standard and 3 students were absent. 12% of these students' grades aligned with their achievement in NAPLAN.
- In 2018, 23 Year 5 students were tested in NAPLAN.
- In reading 6 of these students were below National Minimum Standard, 12 of these students were at or above National Minimum Standard and 5 students were absent. 45% of these students' grades aligned with their achievement in NAPLAN.
- In writing 7 of these students were below National Minimum Standard, 13 of these students were at or above National Minimum Standard and 3 students were absent. 45% of these students' grades aligned with their achievement in NAPLAN.

Key Strategies for 2019

- 60 minutes of leadership support allocated to each class across the school each week. Leadership support assists teachers in implementing the targets set in our business and operational plan. The English Curriculum Leader works collaboratively with staff and with individual and small groups of students.
- Focus on Letters & Sounds in the Early Childhood and Junior Block to ensure phonics is being explicitly modelled and taught to students. Focus on Words Their Way in Upper Primary to ensure a consistent approach to vocabulary and spelling development.
- Parent information sessions will be run for families with students in the Junior Block and a separate one for those in the Senior Block. These sessions will focus on the importance of home reading and how families can support their students.
- To promote home reading, a Junior Girl/Boy and Senior Girl/Boy will be awarded a book prize at each assembly.
- National Simultaneous Story Time and Book Week, classrooms will be participating in these special events and teachers will run rotational style activities around the theme. A Book Week dress up parade will be held at assembly with prizes for the best dressed in each year level.
- Regular Facebook, Newsletter and photo opportunities showcasing Literacy around the school.



DIGITAL TECHNOLOGIES FOCUS PAGE

HIGHLIGHTS AND ACHIEVEMENTS

- Started Coding Club with the support of the Smith Family with an average attendance of 15 students per week.
- Attended the First Lego League competition at Comet Bay College with 14 students where those students utilised their coding and STEM skills to complete various tasks.
- Stocked up our Digital Technology resources including Spheros, Beebots and Makey Makey's.
- Ran a trial of typing tournament; an online typing website for students to improve their typing skills.
- Purchased more iPads to take our total of iPads close to 90 (60 – latest model)

TARGETS FOR 2019

- Increase the number of teachers using iPads in the classroom. Current statistics suggest that less than 25% of staff members currently utilise classroom iPads more than once a week.
- Maintain Coding Club numbers at an average of 15 students per week and continue to maintain a strong partnership with the Smith Family who support the implementation of the Coding Club program.
- Ensure all students from years 3-6 are using typing tournament at least one week to ensure we are prepared for online NAPLAN.
- Upskill staff members in the use of iPads and apps that are available.

KEY STRATEGIES

- Upgrade the iPad system to a remote accessed platform to make it easier for apps to be added and updated.
- Run after-school sessions for staff members on various apps that are available on the iPads.
- Attend professional development on iPads in the Early Years run by Apple.
- Digital Technology leader to attend appropriate PL and share information learned with staff.

LONG TERM GOALS

- Replace outdated technology with newer technology.
- Have a set of 5-10 iPads for each class including Kindy and Pre-Primary.



SCIENCE FOCUS PAGE

Successes

Medina Primary School applied and was successful in obtaining a grant from the WA State Government for a Science Laboratory. This year Room 6 was completely refurbished and converted into a Science Laboratory as a result of the grant. The funding allowed us to purchase new chairs, desks, Primary Science text resource kits, additional science equipment, resources, refrigerator, microwave oven as well as science technology equipment. A sink with four taps was also included to assist with experiments and cleaning. The Science Laboratory is now being used by teachers to conduct science lessons with their students.

Strategies

Time is allocated for the STEM leader to oversee the Science learning area, purchase resources and equipment and develop the Science Operational Plan.

The STEM leader organises and facilitates collaborative meetings with teachers each term to discuss science planning, resources and student achievement.

Students in Years 3-6 will complete the PAT Science tests in Semester 1 and 2 in 2019. This information is collated and used by teachers to measure student achievement in science and to inform planning decisions.

A timetable was created by the STEM teacher and classrooms were allocated times so that science lessons could be taught in the new Science Laboratory throughout the week. Classroom teachers are required to teach Science for a minimum of one hour a week.

Baseline data will be collected in Science using PAT Science tests for students in Years 3-6 in first and second semester in 2019.

There will continue to be Professional Development opportunities for staff to upskill in the area of Science.

The Science specialist teacher will focus on the teaching of Science Inquiry skills.

The Science specialist teacher will plan collaboratively with classroom teachers and other specialist teachers to integrate Science across the curriculum.

Highlights

Several staff including our AIEOs attended a CSIRO Professional Development Day on 'Inquiry for Aboriginal Science Students' which was held at Medina Primary School. Students in Years 5-6 completed some of the CSIRO Science Inquiry units in Semester 1.



STUDENT SERVICES FOCUS PAGE

SUCCESSES

At Medina Primary School we are extremely fortunate to have access to a school psychologist who works at the school one day per week. Our school psychologist has worked at Medina Primary School for several years which has enabled her to gain a comprehensive knowledge of our students and school context. This has helped to build strong relationships with staff, parents and carers. The School Psychologist works in collaboration with the Learning Support Coordinator(LSC), support staff and teachers to support students, families/carers. The LSC organises, coordinates and facilitates case management meetings with parents/carers, school psychologist, therapy providers, allied health professionals and a range of government and community based support services and agencies.

The LSC supports staff as part of the case management process to develop and implement personalised learning plans for student. The school LSC and School Psychologist makes referrals to State-wide Support Services which allows us to access teacher consultants from the School of Special Education Needs and Disability (SSEN:D). These teacher consultants have expertise in supporting students with a disability to access the curriculum.

The LSC and School Psychologist work collaboratively with teachers and support staff to develop strategies, implement programs and to plan targeted interventions to cater to the needs of our students. The School Chaplain provides emotional support and counselling to students. The Adventure Club mentor provides support to classroom teachers by working alongside individual students and small groups in and out of the classroom. Parents and carers are also able to access the School Chaplain for support or referrals to agencies and services.

Medina Primary School has had access this year to a range of services provided through The Smith Family/Chevron partnership. This resource has enabled both students and staff to be supported in this area with students being assessed and by speech and occupational therapists on site. Information sessions conducted by speech and occupational therapists so they are able to support their child at home with the resources provided during these sessions. Parents/carers are also able to discuss their concerns regarding their child and enquire about additional support services available in the community.

STRATEGIES

Staff have been provided with resources and opportunities to liaise with therapists which helps teachers to develop and incorporate recommendations from therapists when planning learning activities for students. This process has helped to provide more detailed evidence to support the referral process to the Language Development School and Child Development Service. This additional evidence has helped to support applications to the Peel Language Development School and Child Development Service. This project has been very valuable as it has helped to build the capacity of staff.

The Learning Support Coordinator will:

- Continue to support teachers to identify students at 'educational risk' with a focus on early intervention in the early years.
- Assist teachers with making referrals to the Child Development Service, school psychologist, health professionals, therapy providers, external local and government agencies.
- Continue to provide Professional Development opportunities for staff so they can learn about how to support students who have identify learning difficulties and disabilities so they are better able to support, plan and cater to the learning needs of students in their classrooms.
- Continue to utilise the expertise of School of Special Education Needs teacher consultants to support teachers to plan and implement strategies to enable students with disabilities to access the curriculum.
- Continue to liaise with Local Services such as the Child Parent Health Centre - Calista and the Kwinana Early Years Services (KEYS) and will advertise their services, courses and workshops for parents/carers in the Medina School newsletter throughout the year.
- Continue to work with external agencies such as the Calista Child Health centre and KEYS to facilitate information sessions and workshops e.g. Protective Behaviours for parents at Medina Primary School for parents/carers.



HIGHLIGHTS

During 2018 several staff members attended and completed the two day Positive Partnerships (supporting students with Autism) Professional Development, on-line modules and learning tasks. The training provided staff with support materials and an increased knowledge and understanding about Autism Spectrum Disorder.

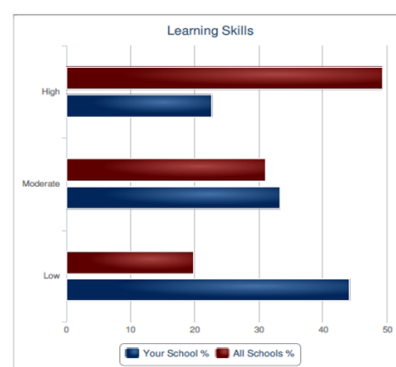
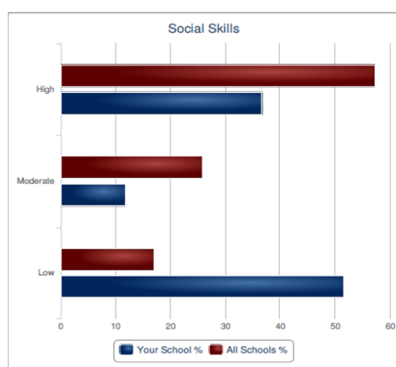
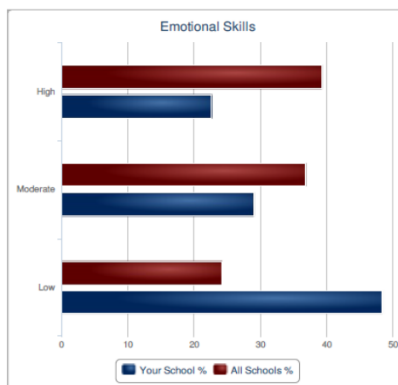
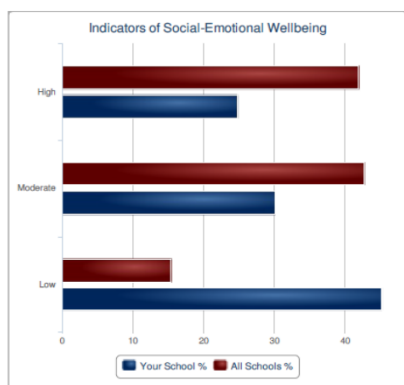
Our partnership with the Smith Family/Chevron made it possible for speech screening to be done onsite to support referrals to the CDS and providing Occupational Therapy sessions to students who may otherwise not be able to attend therapy sessions outside of school.

As part of the Three Way Conference afternoon a number of Kwinana services and agencies set up information booths for parents to visit during the afternoon such as; KEYS, The Smith Family, Stronger Families and Calista Child and Parent Centre.

HEALTH AND WELLBEING

Medina Primary School is part of the Kwinana Federation of Schools. In 2017 the Kwinana Federation of Schools accessed the Social and Emotional Wellbeing (SEW) online survey offered by the Australian Council for Educational Research. The Social-Emotional Wellbeing (SEW) Survey measures students' 'Social and Emotional Wellbeing'. The survey is anonymous, and it assesses positive and negative emotions and behaviours and students' emotional competencies. Students in Years 3-6 were surveyed again during 2018.

The data from the 2018 (SEW) survey can be summarised in the graphs below.



Medina PS students responses to the survey questions revealed they scored much lower in comparison to students from other schools surveyed in relation to: social and emotional well being indicators, emotional skills, social skills and learning skills survey area questions.

The results of the survey reinforce the need for programs and initiatives which will support our students health and wellbeing.

Medina Primary School was a recipient of funding as a result of a National Education Initiative. This initiative is specially designed to provide students and school communities including school principals, teachers, service managers, staff, parents and carers to support and the mental health of Australian children and young people. Beyond Blue was successful in receiving the Mental Health in Education grant for the National Initiative – Be You. Be You builds on the success and learnings from five existing programs aimed at promoting social and emotional health and wellbeing for children and young people in the education space: Kids Matter Early Childhood, Kids Matter Primary, Mind Matters, Response Ability and **Headspace** School Support. Be You is building on the evidence base and ten years of experience of these programs. These programs are now integrated into Be You – one single, national initiative. This led to the development of the Medina Primary School Mental Health and Wellbeing Team. Our data shows greater intervention is needed and our school Business Plan supports building positive relationships with students and parents. A new Medina Primary School Behaviour Matrix which encompasses the Medina Primary School expected behaviours; Cooperation, Achievement, Respect and Engagement 'C.A.R.E' was developed in response to the above survey.

Strategies

The Medina Primary School Health and Wellbeing Operational Plan was developed by the Medina Primary School Health and Wellbeing Team during Term 4, 2018. The purpose of this plan is to initiate a greater focus on the health and wellbeing of students and staff at Medina Primary School.

Teachers will continue the teaching of Protective Behaviours as mandated by DoE in Years K-6 and resources will be purchased to support the program.

Professional Development opportunities will be made available for staff related to Health and Wellbeing initiatives such as; Youth Mental Health First Aid, Gate Keeper Suicide Training, Protective Behaviours and Be You Network Meetings.

The Team will investigate other social and emotional programs to complement the Protective Behaviors program.

The school continues to utilise the school Chaplain to support students' health and wellbeing.

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, Three Way Conference afternoon and whole school events.

The Medina Primary School Health and Wellbeing Team members will complete the Be You online modules and access the support materials and resources provided on the website.

Students in Years 4-6 will complete the Be You online student surveys in Term: 1 2019 and this information and data gathered from this survey will inform school planning in relation to this initiative.



PHYSICAL EDUCATION AND HEALTH FOCUS PAGE

HIGHLIGHTS AND ACHIEVEMENTS

Medina Primary School successfully delivered Physical Education in accordance with the Western Australian Curriculum for 2018.

Medina Primary School competed in whole school and inter school sporting competitions in conjunction with Kwinana School Sports Association (KSSA). Competitions students participated in included:

- Cricket Big Bash Competition
- Inter School Winter Sports over a period of eight weeks fielding soccer, hockey and netball teams
- Medina Primary School Cross-Country Competition
- Inter-school Cross-Country Competition
- Medina Primary School Athletics Carnival
- Inter school Athletics Carnival
- Swimming Lessons

Highlights

The main highlight was Medina Primary School's improvements and great results in the Inter School Winter Sports Competition. Over the course of eight weeks Medina won every soccer match except one, won every netball match except one and only lost three hockey matches. The highlight of this was Medina's improvement in the hockey matches. Medina won consecutive hockey matches. The hockey team has improved tremendously over the past few years due to the commitment of the players to training and playing, also to the dedication and expertise of coaching from Mr. Pitchford and Ms. Bignell.

Successes

All competitions went very well and continue to exceed expectations from a sporting point of view. All participating Medina Primary School students conducted themselves in friendly, respectful and joyful ways in all competitions. Teachers from other schools remarked how friendly and well-mannered Medina Primary School students were, which was a direct reflection of their natural high standards in conduct and behaviour. Medina Primary School students have earned themselves a reputation for being sporting, honest and friendly.

HEALTH

Target

To successfully deliver the Health Curriculum to Medina Primary School from Pre-Primary to Year 6.

To have cross-curricular links to Physical education, Literacy, Mathematics, Science and Art.

Create awareness of healthy lifestyles and habits in order to support individual, social and community wellbeing.

Key Achievements

Medina successfully delivered Health in accordance with the Australian Curriculum for 2018.

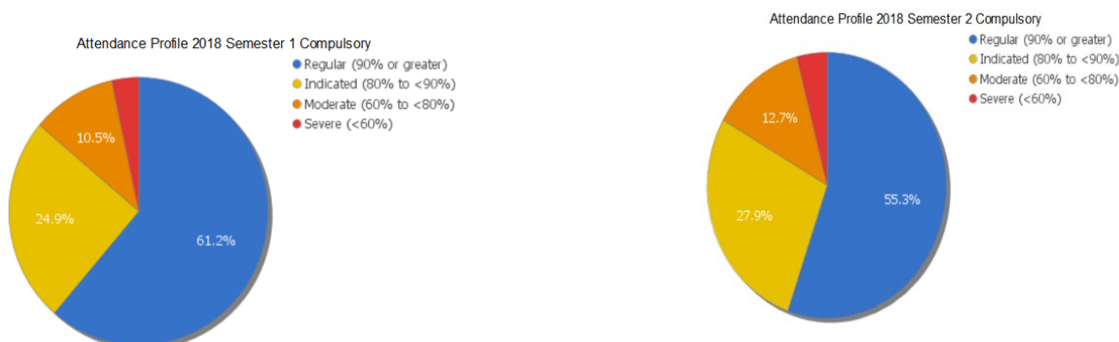
Successfully supported other Learning Areas with cross-curricular links.

Successfully created awareness of healthy lifestyles and habits in order to support individual, social and community wellbeing.



ATTENDANCE FOCUS PAGE

A continuing major focus at Medina 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 and SIS generated letters in relation to unexplained absences. Students who are late to school must enter and sign in at the front office where they are given a late card to give to the teacher on entering the classroom. If they arrive at school after recess they will then be deemed as absent for the morning session. Case conferences and individual attendance plans are developed and implemented for students who are at 'educational risk' due to poor attendance.



The attendance rate for Aboriginal students at Medina PS is consistently above that of like schools and WA Public Schools and at 86.8% for Semester 2 2018 is above our target of 85%. However, our attendance rate for Non-Aboriginal students (89.0%) remains below that of WA Public Schools affecting our overall total attendance rate. Medina Primary is consistently below WA Public Schools. Regular attendance is deemed by the Department of Education WA to be 90% or higher.

Semester 2 attendance data for 2018 shows that 55.3% of our students are attending school regularly. This is a decrease of 3% compared to the previous year. Regular attendance for Semester 2 dropped below 60% and only 54% of absences were explained. This is below our business plan target of 65% and is concerning as there is a direct correlation between poor attendance and reduced academic performance. Poor attendance also has a negative effect on a student's ability to build and maintain relationships with peers. Attendance rates can also be significantly affected when families take vacations during the school term or allow students to have extended breaks from school to visit family outside the metro area.

Medina Primary had 45% of Aboriginal students attending regularly and 5% of students attending less than 60% of the school year. These figures are lower than Like Schools and WA Public Schools but we endeavour to continually improve attendance rates in order to close the gap between Aboriginal and non-Aboriginal academic achievement.

At Medina we will 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 of benefit towards achieving our goal for increased regular attendance.



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.

KEY ACCOMPLISHMENTS 2018

Business Plan Targets and what we will do. Red – not commenced Orange – commenced Green – achieved				2018 Evidence and Future Actions
3% increase each year in the percentage of students with a parent/family member attending 3 Way Conference.				A total of 72% of our parents attended the 3 Way Conference in 2019. Of our K – Yr 2 parents, 68% attended and 77% of our Yr 3 – 6 parents attended. As we are unable to locate data for 2017 we are unable to determine if there has been an increase in the percentage of parents/family member attending 3 Way Conference. ACTION: Ensure data is collected for 2019. This data will be used to make a comparison against 2018 data.
3% increase each year in number of respondents to the National School Opinion Survey for Parents.				The survey wasn't completed in 2018. 2019 ACTIONS: The National School Opinion Surveys is to be available for parents to complete at the end of Term 2. Data from the survey will then be analysed.
Maintain a score of 4 or higher in the parent survey for the perception of strong community links.				The survey wasn't completed in 2018. 2019 ACTIONS: The National School Opinion Surveys is to be available for parents to complete at the end of Term 2. Data from the survey will then be analysed.

COMMUNITY PARTNERSHIPS

- KindiLink - 3 year old program
- Western Australian Symphony Orchestra (WASO)
- Kwinana Schools and Community Network (KSCN)
- The Smith Family
- Wirrapanda Foundation – Deadly Sista Girlz
- Moordijt Koort
- Dental Clinic
- Breakfast Club – Foodbank
- KOYA – Kinship Empowerment Program

HIGHLIGHTS FOR 2018

- 3 Way Conference
- NAIDOC Day
- Big Breakfast
- ANZAC Service
- Book Week
- Colour Run
- Graduation and Book Award assemblies
- WASO Concert



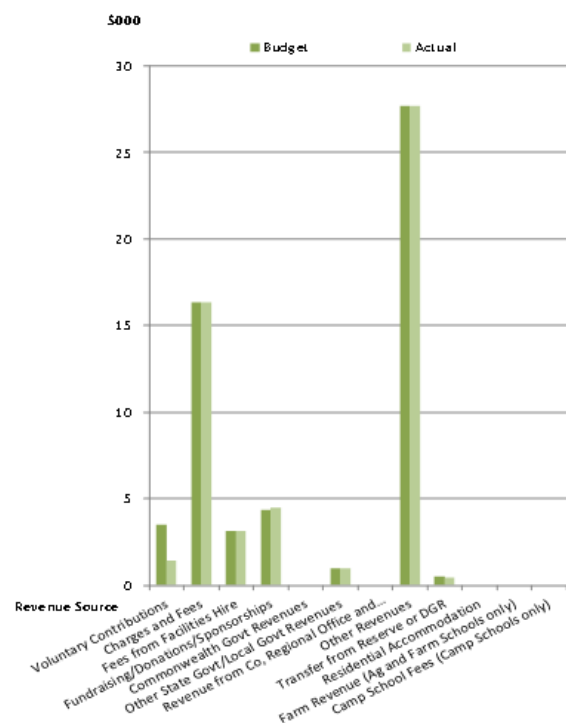
FINANCIAL SUMMARY

As at 31 December 2018

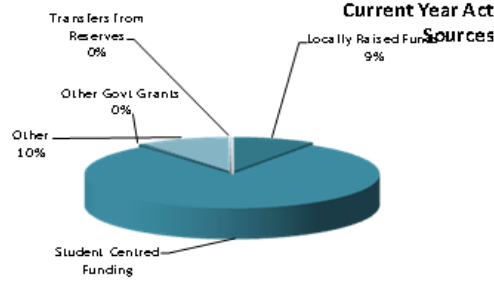
Medina Primary School Financial Summary as at 31st December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,491.80	\$ 1,432.10
2	Charges and Fees	\$ 16,343.86	\$ 16,350.90
3	Fees from Facilities Hire	\$ 3,120.91	\$ 3,120.91
4	Fundraising/Donations/Sponsorships	\$ 4,383.00	\$ 4,475.05
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 27,699.24	\$ 27,667.02
9	Transfer from Reserve or DGR	\$ 529.30	\$ 440.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 56,568.11	\$ 54,485.98
	Opening Balance	\$ 59,411.00	\$ 59,411.20
	Student Centred Funding	\$ 226,359.44	\$ 226,359.44
	Total Cash Funds Available	\$ 342,338.55	\$ 340,256.62
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 342,338.55	\$ 340,256.62

Locally Generated Revenue - Budget vs Actual

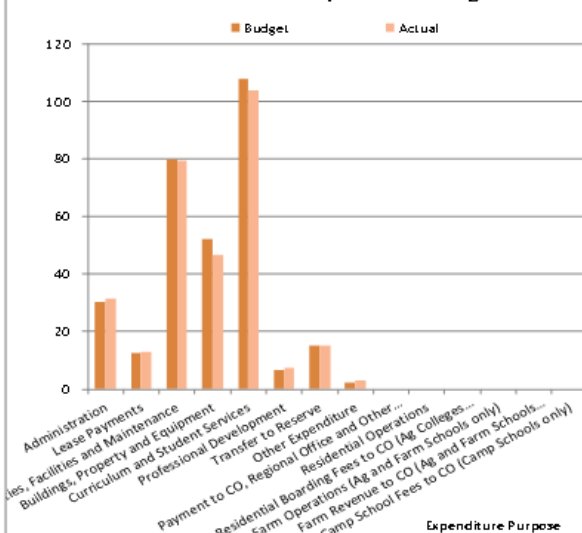


Current Year Actual Cash Sources

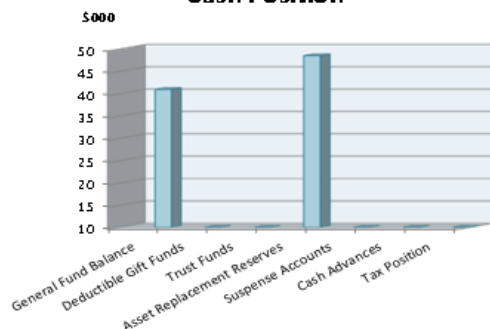


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,146.00	\$ 31,346.33
2	Lease Payments	\$ 12,547.00	\$ 12,954.12
3	Utilities, Facilities and Maintenance	\$ 79,879.80	\$ 79,556.90
4	Buildings, Property and Equipment	\$ 52,201.24	\$ 46,486.70
5	Curriculum and Student Services	\$ 107,906.28	\$ 103,611.95
6	Professional Development	\$ 6,500.00	\$ 7,378.60
7	Transfer to Reserve	\$ 15,000.00	\$ 15,000.00
8	Other Expenditure	\$ 2,354.50	\$ 3,024.78
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 305,534.82	\$ 299,359.38
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 305,534.82	\$ 299,359.38
	Cash Budget Variance	\$ 35,803.73	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 87,477.47
Made up of:	
1 General Fund Balance	\$ 40,897.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 48,458.23
5 Suspense Accounts	\$ 181.00
6 Cash Advances	\$ -
7 Tax Position	\$ 2,059.00
Total Bank Balance	\$ 87,477.47