Our Misson

One Team, One Mission, striving to provide an inclusive learning environment , encompassing our C.A.R.E values and where everyone feels welcomed, safe, valued and encouraged to be their best.

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.

As a culturally responsive school we continue to create respectful opportunities to share and learn from one another where difference and diversity is celebrated.

Our 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.
* Co-operation
* Achievement
* Respect
* Engagement

We take a collaborative approach to the development of high expectations which empower each student to develop integrity through the expected behaviours of C.A.R.E. We agree to be ambassadors for these values and encourage all our students, staff, families and wider community to do likewise. We agree to act in accordance with these core values and to be held accountable.

Medina Primary School is an Independent Public School located in Kwinana, catering for students from Kindergarten to Year 6. We value our rich cultural diversity. At Medina Primary we work in partnership with our families 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 L.O.T.E. 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 Primary School we offer KindiLink for children aged 0-3 which provides high quality play-and-learn sessions for children and their parents/ carers. We ensure our students have equitable access to technology which enhances their learning outcomes across the curriculum. To help achieve this, all our students in Years 1 – 6 are provided with their own iPad, fostering enriched learning experiences and promoting digital literacy through carefully selected educational apps and programs.

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.

Medina
PRIMARY SCHOOL

Medina Primary School
Business Plan
2024-2026

Acknowledgement of Country

Medina Primary School acknowledges the Whadjuk Noongar people as the traditional custodians of the land where we learn, live and play in harmony. We pay our respects to elders past, present and future. We recognise and respect their cultural heritage, beliefs and relationships with the land. We will continue to foster respect for Aboriginal and Torres Strait Islander cultures and histories in our community.

Targets

- The performance of our students will be at or above schools similar to MPS (Like Schools) in all NAPLAN areas in Years 3 and 5.
- Increase the percentage of students attending school Regularly to be at or above Like Schools.
- The National School Opinion Survey is reflective of positive community, staff and students' perceptions. Work towards achieving continuous improvement in the biennial surveys.
- Achieve a rating of meeting or exceeding in all 7 Quality Areas of the National Quality Standards.
- Demonstrated improvements in student Social and Emotional Wellbeing data in identified areas each year.

Focus Areas

We will continue to provide high quality education and pastoral care by:

1 Building Strong Positive Relationships and Partnerships

2 Enhancing High Quality Teaching

3 Creating a Safe and Inclusive Learning Environment

4 Using Resources Effectively

5 Excellence in Leadership

6 Producing Successful Students with a Focus on Student Achievement in Literacy and Numeracy

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Focus Area 1:

Building Strong Positive Relationships and Partnerships

Outcome

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.

Strategies and Milestones

- Develop student agency to promote the use of student voice in decision making.
- Support and encourage families and carers to become more engaged and active in their child's education.
- Engage with our families, carers, and communities to further understand the aspirations, interests, and needs of our students.
- Build a strong, effective School Board that contributes to the school's Strategic Direction.
- To investigate and improve cultural responsiveness school wide.
- Continue to build and strengthen mutually beneficial partnerships. E.g., WASO, Smith Family, Food Bank.
- Communicate effectively with families and the community.

Focus Area 2:

Enhancing High Quality Teaching

Outcome

Leaders provide the conditions for high quality teaching to occur in every classroom. Staff demonstrate a commitment to core business of teaching and learning and a collective responsibility for promoting continual professional improvement.

A focused commitment to best practice in teaching ensures all students are given the opportunity to learn and grow.

Strategies and Milestones

- Continue to build teacher capacity to ensure high quality, consistent, low variance and connected teaching practice in every classroom for every student every day.
- School wide evidence based approaches to teaching Literacy and Numeracy are implemented with fidelity.
- Strengthen assessment practices to inform and track student progress and inform targets and planning.
- Observation and feedback of classroom teaching is undertaken between teachers, leaders and external staff. There is a shared belief around what quality teaching looks like and its application is evident in classrooms throughout the school.
- Sustain meaningful Performance Development processes for all staff in line with the Australian Institute for Teaching and School Leadership standards and school priorities.

Focus Area 3:

Creating a Safe and Inclusive Learning Environment

Outcome

A positive school culture creates the conditions for students to develop self-awareness and self-worth. All staff create a culturally responsive learning environment where all students feel welcomed, safe and valued.A focused commitment to best practice in teaching ensures all students are given the opportunity to learn and grow.

Strategies and Milestones

- Health and Wellbeing programs /plans address the mental health, pastoral care, psychological requirements and physical needs of students.
- All staff maintain positive, respectful relationships with students, parents and colleagues to create a caring school environment that supports student and staff wellbeing.
- Whole school behaviour, attendance and engagement strategies provide clear and consistent expectations for students.
- Enhance implementation of school wide Positive Behaviour Management Policy with a focus on our C.A.R.E values.
- Differentiate and personalise learning to maximise educational achievements and opportunities for all students.

Focus Area 4:

Using Resources Effectively

Outcome

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.

Strategies and Milestones

- Priorities in the Business Plan and Operational Plans inform financial planning and the budget allocation process.
- The School Board and Finance Committee meet on a regular basis to maintain transparency of financial resourcing and spending in line with the school priorities.

Focus Area 5:

Excellence in Leadership

Outcome

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

Strategies and Milestones

- Continue to identify and develop strong leadership across the school.
- Curriculum leaders and committees drive operational planning, data analysis and resourcing to inform planning for student improvement.
- Clear links between the Business Plan, Operational Plans, resourcing and classroom planning.
- Strengthen support for all staff through professional collaboration that ensures opportunities for sharing, mentoring, coaching, observations and feedback.
- Teachers are reflective practitioners who continue to review and improve on their practice and pedagogy to deliver high performance and high care to all students.

Focus Area 6:

Producing Successful Students

Outcome

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. Their knowledge of our students goes beyond that which NAPLAN results can measure. Teacher judgement and other data capture the school's success in areas of student progress, achievement, wellbeing and engagement.

Strategies and Milestones

- Analysis of system and school based data is used to track student progress, develop student targets and inform teacher planning.
- Continue to build the data literacy of staff.
- Student achievement data is tracked and discussed with line managers, colleagues and families.
- Continue case conferences involving parents/carers, school psychologist, classroom teachers and administration to support identified students.