

SCHOOL CONTEXT

Midvale Primary School's moral purpose is *'As a community we create a safe learning environment driven by high expectations for all students to achieve success in all areas.'* This belief underpins everything we do.

Midvale Primary School (MPS) is located approximately 20km from the Perth CBD, within the City of Swan. The school motto is Together Everyone Achieves More. This understanding forms the foundation of a truly collaborative approach between staff, students, families, and the wider community to change lives and expand possibilities.

MPS caters for students from Kindergarten to Year 6. Current enrolment is approximately 330. The staff are committed to providing innovative programs in a well-resourced, supportive, and safe environment. The school staff continually update their skills to ensure the teaching and learning at MPS is the best it can be, and all students achieve the best they are capable of. MPS is renowned for its outstanding pastoral care and excellent early intervention strategies. It has a reputation for being inclusive and providing quality education programs especially for those with special needs.

The school supports curriculum implementation through Positive Behaviour Support (PBS), enabling the students to engage in learning in a safe and respectful environment. At Midvale Primary School, students are Safe, Thoughtful, Achievers and Respectful.



PRINCIPAL'S REPORT

It is with great pleasure that I present the 2022 Annual Report for Midale Primary School.

The 2022 school year continued to be impacted by Covid-19. This virus continued to change the way we live, and the way schools operate. The impact of the virus was significant, as staff, students and their families were either sick with the virus or symptomatic. There were unavoidable disruptions to learning caused by both student and staff absenteeism due to compliance with health department rules and illness. Our Admin team were constantly involved in contact tracing and supporting families to navigate isolation requirements as well as health concerns.

With high numbers of staff absent we were often unable to get relief teachers, and this meant that classes had to be collapsed or combined.

The timeframe of the strategic plan 2020 to 2022 coincided with a tumultuous few years, which saw ongoing changes in staffing, policies, and directions. As a result, many of the priorities, targets, strategies, and metrics outlined in the 2020 – 2022 Plan had been modified, extended, or discontinued. This has resulted in a compromised ability to report accurately against some aspects of the plan.

This Annual Report will give you a snapshot of 2022 and how we faced the challenges and celebrated the successes.

Tania Leete - 2022 School Principal

DESTINATION SCHOOLS

Destination Schools	Male	Female	Total
4118 Swan View Senior High School	7	3	10
4020 Governor Stirling Snr High Sch	12	8	20
1223 La Salle College	2		2
Aranmore Catholic College	2		2
4116 Darling Range Sport College	1		1
4213 Bob Hawke College	1		1
6029 Durham Road School	1		1
Swan Christian College		1	1
Overseas		1	1

SURVEY DATA

Based on survey data our school focus areas in 2022 were:

1. **Parent Engagement.**
2. **Implementation of EDI across the school.**
3. **Role Clarity.**

Key actions to improve these areas:

1. More coaching opportunities [through implementation of 'Rypple' program & development of collaborative teams].
2. EDI training [whole school PI with Joe Ybarra/ regular focus during staff meetings on EDI strategies].
3. Opportunities for family to be more involved [COVID dependent].
4. Development of Performance Growth Document [focusing on accountability/role clarity].

2021 survey data showed the following strengths:

1. There was steady improvement in learning culture.
2. We used data to inform practice better.
3. We implemented EDI teaching practices.

All 3 focus areas were carried over due to Health Department Restrictions that limited contact throughout the year.

DATA - NAPLAN

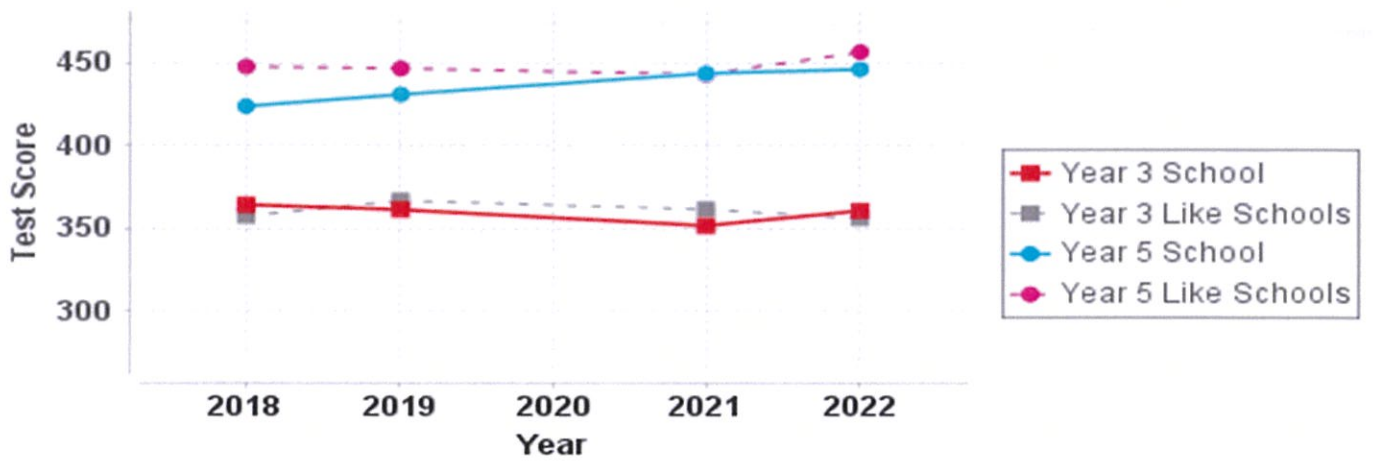
The disruptions in 2021/22 have clearly impacted the performance of our students and has shown us that we need to take a step back, revise and review our school plans and focus on implementing effective strategies to improve the teaching and learning programs in our school.

Focusing on early intervention, including school readiness and whole school strategies to reduce within school variability, I believe we will be able to get back on the improvement path we were on before the pandemic.

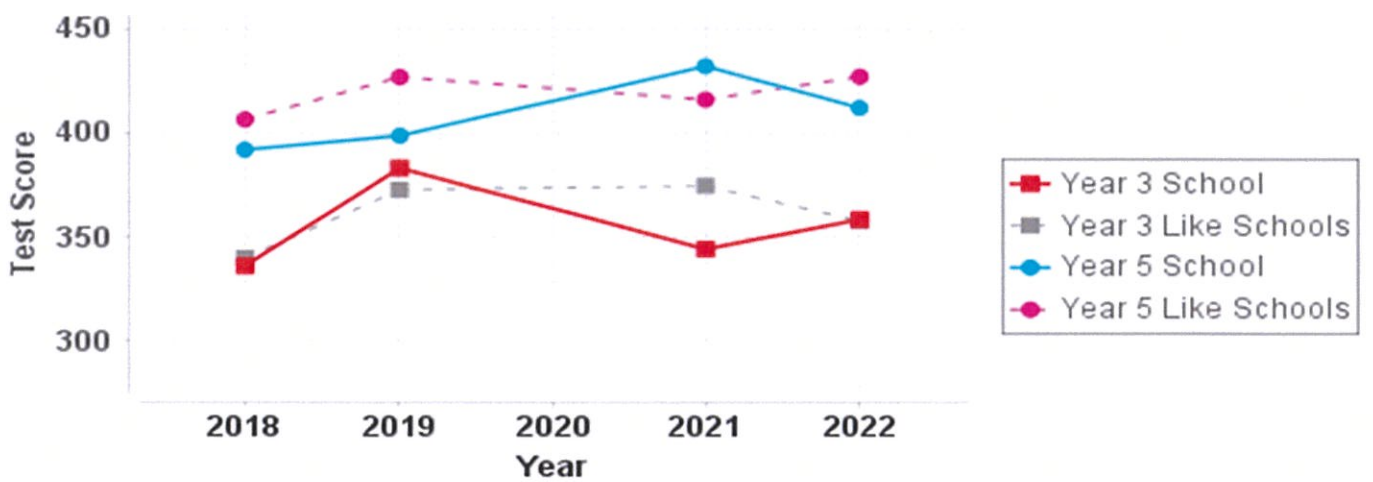
Average Numeracy Score



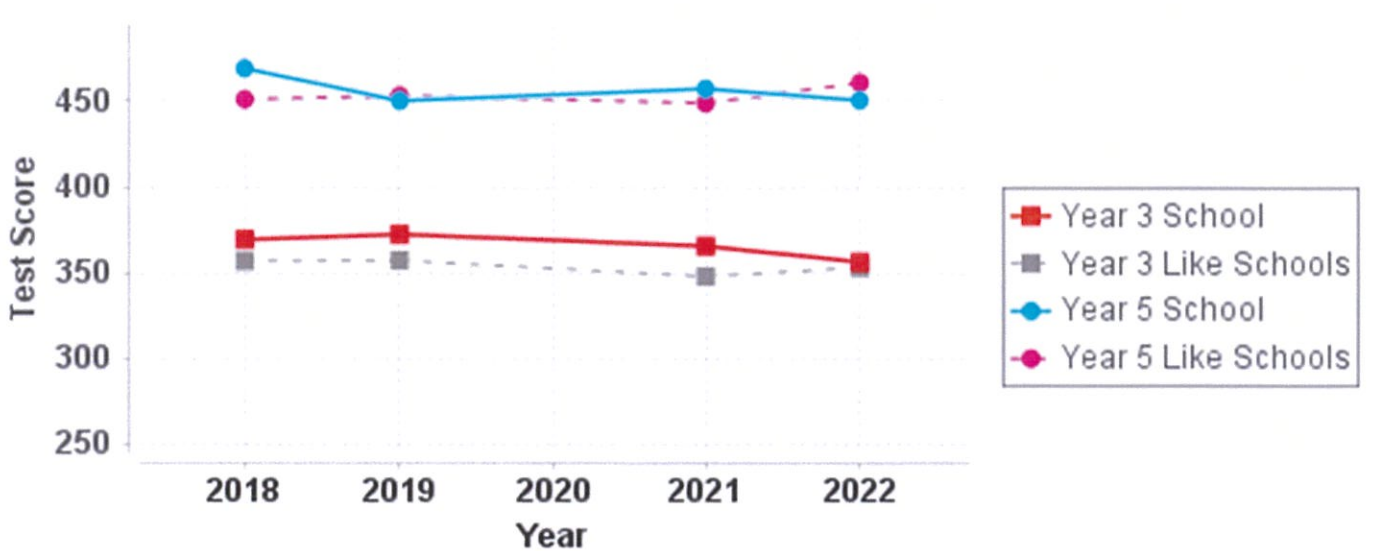
Average Reading Score



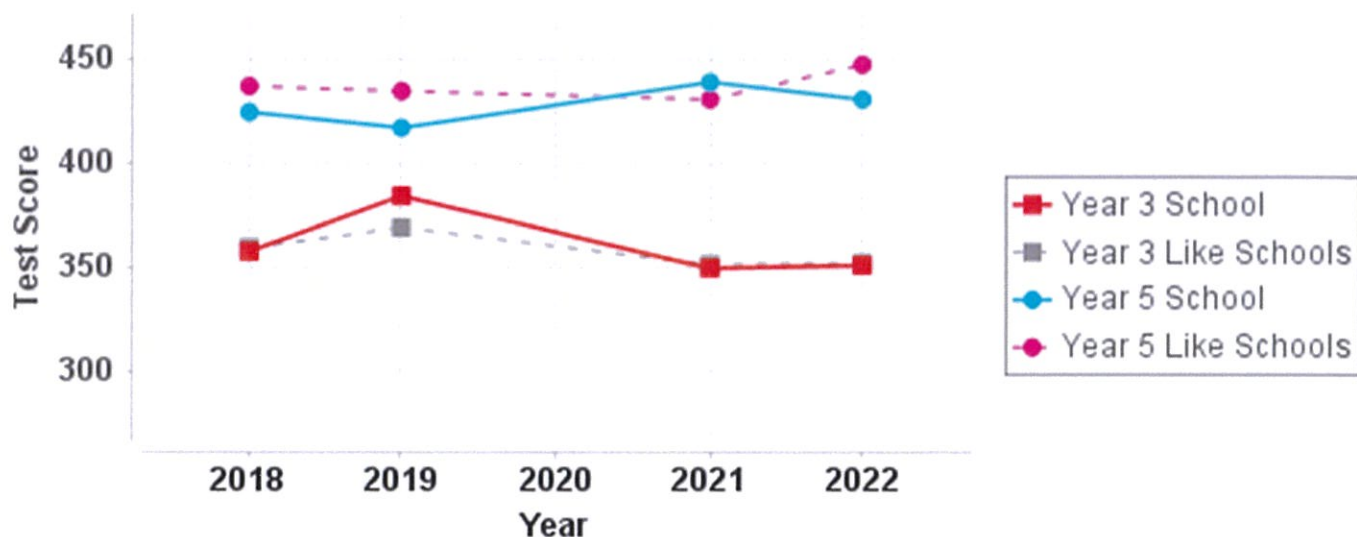
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



During 2022 it was difficult to analyse data and set targets due to the very low attendance rates of both staff and students. As a school, we are striving to do better. Our school has a strong moral purpose that we all believe, and we are driving our improvement with high expectations.

Key Actions: 2022

- Develop and implement effective & consistent processes to increase engagement and respond to inappropriate behaviour choices.
- Develop and implement effective & consistent processes to recognise and incentivise appropriate student behaviour choices.
- Liaise closely with specialist services to develop initiatives that support students with specific learning or social needs.
- Research and implement a whole school program to support the social-emotional learning of students, with a specific focus on developing self-regulation and resilience.

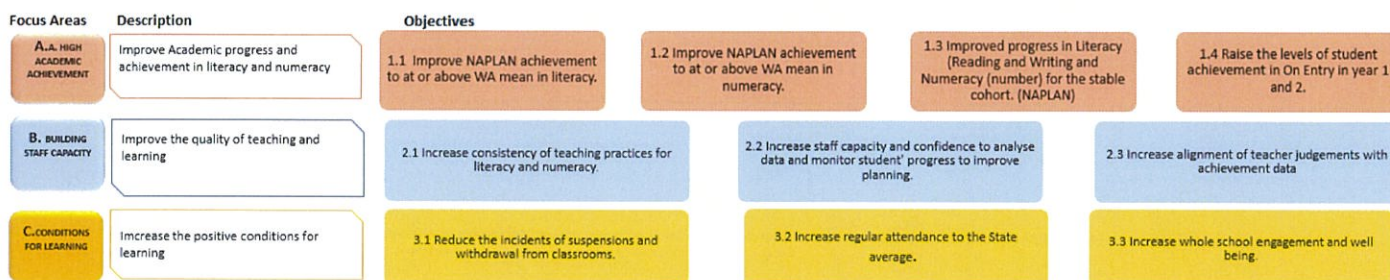
Identified school priority	Progress against priority	Planned actions
<p>Improve Academic progress and achievement in literacy and numeracy:</p> <ul style="list-style-type: none"> • Improve NAPLAN achievement to at or above WA Mean in literacy. • Improve NAPLAN achievement to at or above WA Mean in numeracy. • Improved progress in Literacy (Reading and Writing and Numeracy (number) for the stable cohort. (NAPLAN) • Raise the levels of student achievement in On Entry in year 1 and 2. <p>Improve the quality of teaching and learning:</p> <ul style="list-style-type: none"> • Increase consistency of teaching practices for literacy and numeracy. • Increase staff capacity and confidence to analyse data and monitor student' progress to improve planning. • Increase alignment of teacher judgements with achievement data 	<p>2021 saw a decline in the use of EDI and other whole school programs and strategies in classrooms due to the ongoing disruptions. This had a direct impact on our data. NAPLAN showed we are still ahead of like schools in progress, but below in achievement and we are still striving for the state and national mean.</p> <p>On entry was difficult to administer because Covid meant there were frequent staff and student absences.</p> <p>We were disappointed that the gains made in 2022 around our school improvement plan, were not sustained due to the inconsistencies and within school variability that Covid caused.</p> <p>As a result of the remote learning plans that were developed, teachers were looking more intently at their planning and identifying the non-negotiable content which assisted in developing scope and sequence documents for Numeracy and Literacy.</p> <p>Teacher's alignments with NAPLAN in 2022 were more accurate but not as easy to identify due to lack of grades on reports in 2020.</p> <p>Covid had a negative effect on both attendance and behaviour. Many classes had weeks away from school as they were close contacts or had the virus and many teachers were away as well, for the same reasons. This meant there was often no consistency or routines as classes were divided or collapsed. Students with special needs or those who rely on routine and relationships to regulate their behaviour at school found it very difficult and this was reflected in our suspension data.</p>	<ul style="list-style-type: none"> • Review and implement EDI. • Review and use literacy and Numeracy Scope and Sequence documents. • Focus on Teaching and Learning. • Research and identify effective assessment tools for literacy and numeracy. • Develop and implement consistent whole school approaches to reduce within school variability.
		<ul style="list-style-type: none"> • Develop data literacy to drive effective planning, teaching and assessment. • Revise the School handbook and increase accountability for its content. • Practise data analysis to build staff capacity. • Expand the data set so we are less reliant on NAPLAN.
<p>Increase the positive conditions for learning:</p> <ul style="list-style-type: none"> • Reduce the incidents of suspensions and withdrawal from classrooms. • Increase regular attendance to the State average. • Increase whole school engagement and well-being. 		<ul style="list-style-type: none"> • Implement a consistent approach to behaviour management. • Maintain and continue to build on PBS and Rypple. • Address the Aboriginal Cultural Standards Framework. • Review current strategies to target attendance and intervene with students and families at risk. • Follow Health Department guidelines for Hygiene. • Implement the smiling minds program.

ATTENDANCE

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	89.8%	90.7%	92.4%	77.2%	73.1%	76.8%	86.4%	84.1%	91%
2022	83%	85.5%	88.3%	67%	66.3%	69.5%	78.7%	79.2%	86.6%

Attendance in 2022 continued to be negatively affected by Covid. Despite offering incentives to families, rewards to students and closely managing individual attendance plans, our student attendance was very low. With many families not fully understanding the Health Department Guidelines, they often kept students' home if they were unsure whether they were required to keep them home or if they were unsure about whether it was safe for their children to be at school.

SETTING THE FOCUS



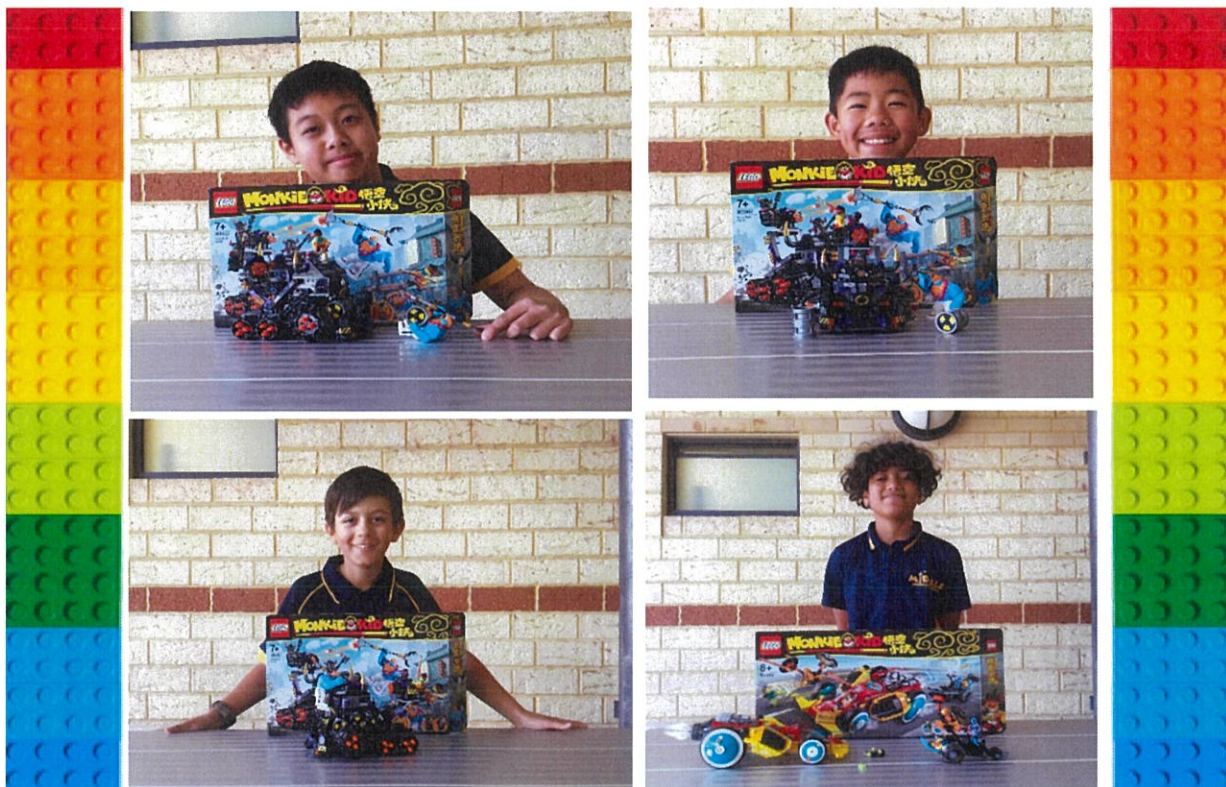
In response to the past 3 years, our focus was reset with three clear areas for improvement.

And the winner is.... AVON!!!!



MIDVALE LEGO MASTERS

Chris and Brooke from Curtin University generously donated some amazing Lego sets to Midvale PS. Jayden, Lev, Esei and Jake (Y6) were the lucky STAR pupils chosen to have the first play. They made these amazing machines and this week have been inviting students from the other classes up to the senior block to have a go with their master help. These boys continue to demonstrate our core values and we appreciate and congratulate them.



MENTAL HEALTH INCURSION

Our Early Childhood and Senior Block students had the opportunity this week to attend a short Mental Health Incursion run by Aussie Optimism. The team spoke about 'comfortable and uncomfortable feelings', ways to manage our uncomfortable feelings, noticing and adjusting our self-talk, and the importance of knowing who is in your support network whom you can seek help from, and more. Students had a go at answering questions the team presented them with and asked some insightful questions of their own.



TRANSITIONS

Year 6 students went to Swan View SHS to be a high school student for the day. We joined Swan View Primary school for a tour of the school and then we went to lessons taught by the high school teachers. So many male teachers, way more than Midvale. We made chocolate chip cookies in cookery class, towers in woodwork class, slime in science and made these beautiful boomerangs in art. We also did an English lesson and some of us got to try out for the basketball program. Swan View is a massive school and we had to walk long distances between lessons. Past pupils came running to meet us and our teachers everywhere we went, it was lovely to see them all still smiling. High school is going to be a huge change but little visits like this and the work we do in class is getting us ready for the experience.



NAIDOC

Kamsani Bin Salleh is descended from the Ballardong Noongar people and Nimunburr and Yawuru peoples of the Kimberley. He is an **emerging artist/multi-media practitioner** who is garnering attention for his ability to reflect the natural world with intricate designs and striking black line work.

Room 5 has been studying Bin Salleh's work, and above are examples from Kingi, Allannah, Israel, and Aryan.

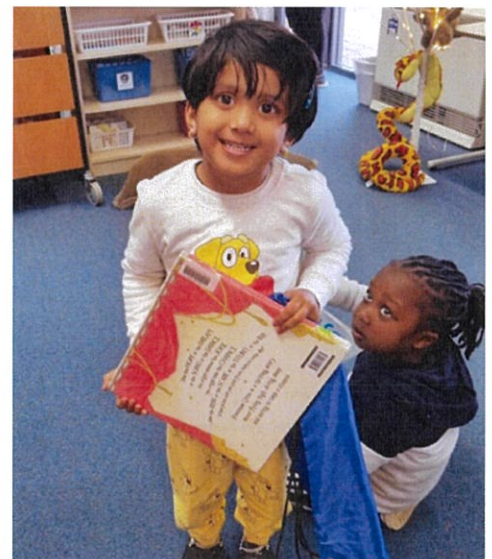


VACCINATION CLINIC

Thank you to the Community and staff, especially the Midvale Hub, Clown Doctors, The Starlight Ladies, the nurses and all the other people involved in making last Friday a very successful Immunisation Clinic.!



BOOKWEEK – DREAMING WITH EYES OPEN - KINDY



SHINING STARS

The Midvale Hub together with the Child and Parenting Centre facilitate a three year old program at the school. 2020 was the third year and we have seen a steady increase in numbers each year. The program builds relationships with families and builds their knowledge of cognitive, physical, language and social development so that they can support their children with school readiness.

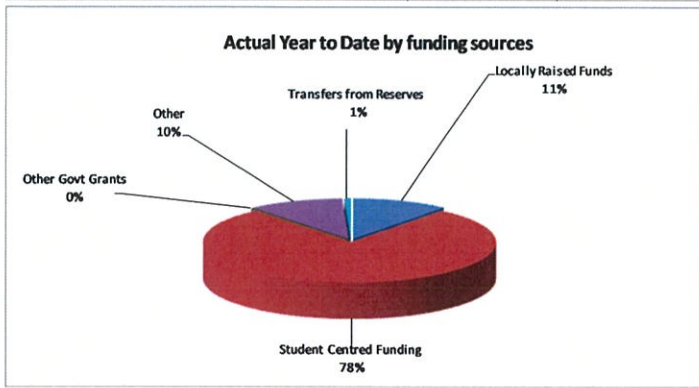
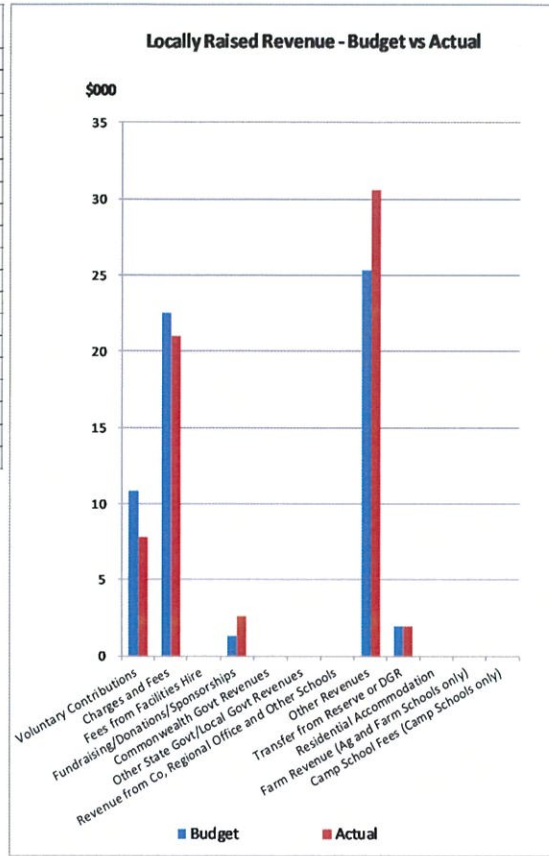
Through the program, the school has been able to offer access to support services and early interventions for the children. We have also been able to offer parenting courses such as PPP (Positive Parenting Program) at the school.

SCHOOL LEADERSHIP TEAM

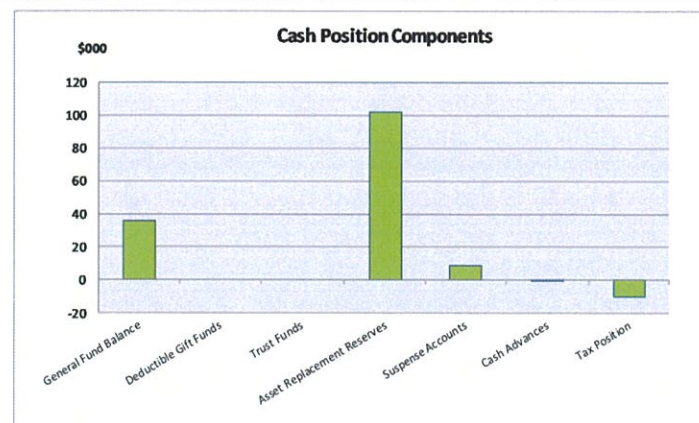
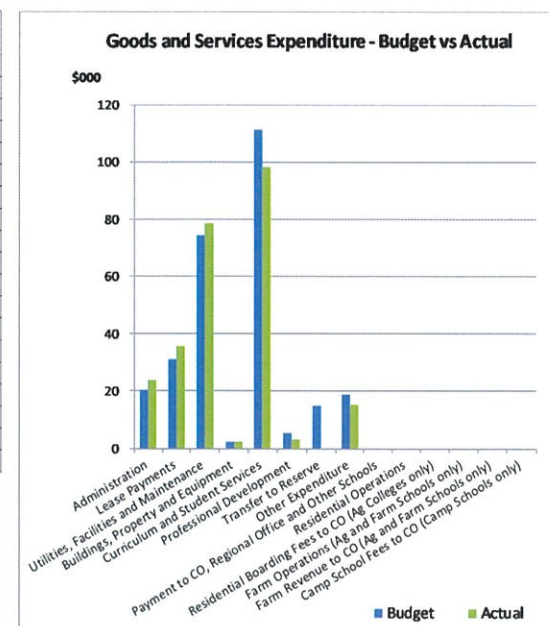


Midvale Primary School
Financial Summary as at
Enter date here i.e. 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,800.00	\$ 7,780.24
2 Charges and Fees	\$ 22,542.00	\$ 21,018.12
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 1,294.00	\$ 2,623.20
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 25,353.00	\$ 30,556.51
9 Transfer from Reserve or DGR	\$ 1,998.00	\$ 1,998.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 61,987.00	\$ 63,976.07
Opening Balance	\$ 2,958.00	\$ 2,957.77
Student Centred Funding	\$ 225,114.00	\$ 226,313.99
Total Cash Funds Available	\$ 290,059.00	\$ 293,247.83
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 290,059.00	\$ 293,247.83



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 20,513.00	\$ 23,951.17
2 Lease Payments	\$ 31,202.00	\$ 35,592.43
3 Utilities, Facilities and Maintenance	\$ 74,300.00	\$ 78,567.34
4 Buildings, Property and Equipment	\$ 2,510.00	\$ 2,442.50
5 Curriculum and Student Services	\$ 111,320.99	\$ 98,293.23
6 Professional Development	\$ 5,500.00	\$ 3,238.63
7 Transfer to Reserve	\$ 15,000.00	\$ -
8 Other Expenditure	\$ 18,891.00	\$ 15,510.66
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	\$ 279,236.99	\$ 257,595.96
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 279,236.99	\$ 257,595.96
Cash Budget Variance	\$ 10,822.01	



Cash Position Components	
Bank Balance	\$ 136,975.31
Made up of:	
1 General Fund Balance	\$ 35,651.87
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 102,218.14
5 Suspense Accounts	\$ 9,237.30
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (9,832.00)
Total Bank Balance	\$ 136,975.31