

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 300. 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

The 2021 school year continued to be impacted by the Global Pandemic known as Covid-19. This virus continued to change the world, how we live, and the way schools operate. We were relying on the Health Department to provide regular updates and guidelines on how we conducted our day to day lives and these were translated by the Corporate Executive and applied to education and schools. These guidelines were ever changing and required staff, students and families to modify their way of living and the way they accessed work and education. The goal in 2021 was to ensure that schools remained open. While this was achieved, the impact of the virus was significant, as staff, students and their families were either sick with the virus or a close contact. With high numbers of staff absent we were often unable to get relief teachers, classes had to be collapsed or combined and, at times, whole classes were absent. While students were offered, and often provided, with work packages, they were rarely completed. This meant many students were missing out on learning opportunities and made assessments very difficult.

As restrictions eased, we realised there were still many changes that needed to be made to keep all staff and students safe and well. We had to cancel some events or modify the way we did them. At the end of the year we were able to have a graduation ceremony and also an end of year concert with a few changes to ensure we were compliant with health department guidelines.

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

Tania Leete - 2021 School Principal

OUR SCHOOL IMPROVEMENT JOURNEY

As part of our whole school improvement focus, in 2019, our school began its 3 year journey as part of the Fogarty EDvance School Improvement program. Fogarty is an initiative that supports schools to improve the educational outcomes of children attending schools in disadvantaged communities by enhancing the capacity of school leaders to address the complex challenges in their schools. The key focus is on supporting school leaders to identify effective practice that can work for them and translate that practice into their schools and classrooms. The improvements were seen almost immediately in 2019 and we were very excited. In 2020 our intensive change process had to be slowed down as a direct result of Covid restrictions and the need for extra time to be committed to Covid responses. As part of the Fogarty program, all schools administer surveys to assess the Organisational Health of a company or school. An organisation's health – its ability to align around and achieve, strategic goals – is critical for its long term effective performance. While, in 2020, we saw a significant improvement in the Organisation's Health Index (OHI), we expected that this improvement may not be able to be maintained because of 2020's Covid focus. In 2021 we were expecting a significant drop on this area but we were pleasantly surprised when it was still a much higher score than in 2019. Many goals were set as part of our strategic planning and many were to be measured using NAPLAN data, however, it was difficult to measure data improvements in 2020 due to the absence of NAPLAN as the test was cancelled due to Covid. In 2021, we began writing our next 3 year strategic plan but with the amount of disruption it became very disjointed. As a result, we slowed down the process and eased the pressure on staff so they could focus on their students and maintaining routines where possible. In 2021, flexibility was key and this meant that many targets were not achieved and became part of our next 3 year plan.

DESTINATION SCHOOLS

Destination Schools	Male	Female	Total
4118 Swan View Senior High School	11	8	19
4020 Governor Stirling Snr High Sch	13	5	18
1223 La Salle College	1	1	2
1037 Carmel Adventist College	1		1
1021 Edmund Rice College		1	1
1288 Emmanuel Christian Com School	1		1

More students every year are choosing to apply for a high school place at Swan View Senior High School. I believe this is due to the excellent transition program they provide and the opportunities available at the school. Governor Stirling is the local school for many of our students and the football, netball and engineering programs are very popular.

SURVEY DATA

Based on survey data in 2020, our school focus areas in 2021 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.

From 2021, what actions should you keep doing?

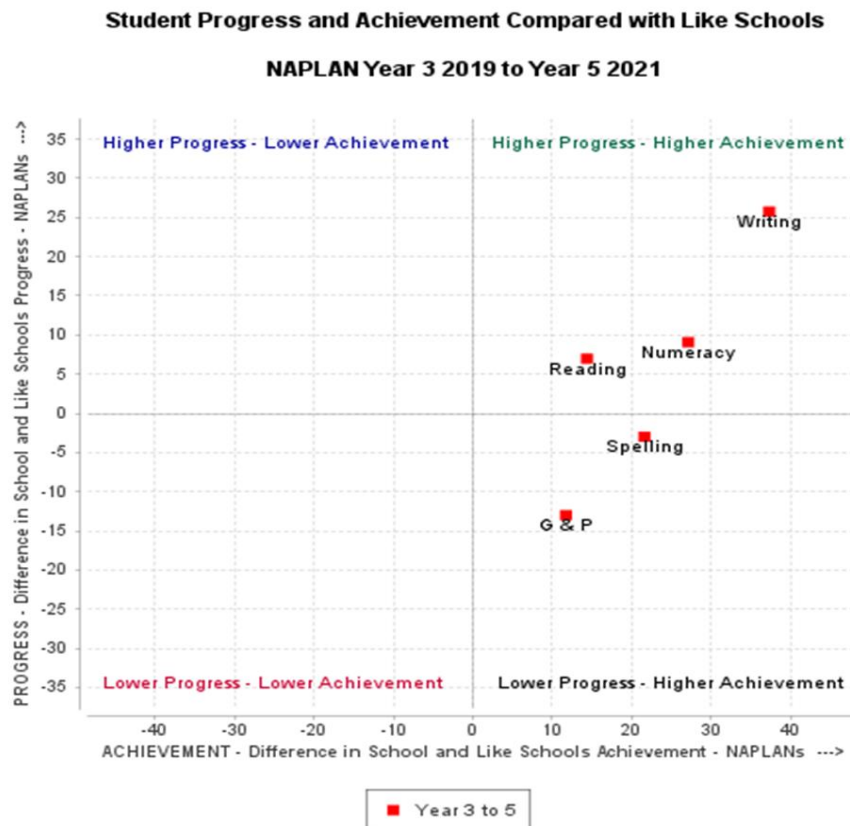
1. A continued focus on High Quality Teaching.
2. Maintain a consistent approach to behaviour management to find the right balance between pastoral care & consequences.

From 2021, what actions should you stop doing?

1. To stop taking on tasks as an 'Admin 'and assume more shared responsibility with staff.
2. Holding off – we need to stop waiting for other things to fall into place or something to happen and start doing things.

From 2021, what actions should you change?

1. Community relationships.
2. Distribution of leadership roles across staff for shared ownership of planning.



It is evident in the data that our progress is higher when compared to like schools in reading, writing and numeracy and our achievement gains are higher than like schools in Spelling and Grammar and punctuation.

We have a history of performing higher than our like schools but need to improve in all areas so we are higher than the WA and National Mean. It is disappointing that we have not achieved this.

The disruptions in 2021 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.

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	-0.3	0.4	-0.7	-1.0	-0.1	0.2
Reading	0.2	-0.1	-0.4	-0.2	-1.4	-0.4
Writing	-0.3	0.7	-1.2	-0.6	-0.7	0.5
Spelling	0.4	0.7	0.5	0.4	-0.1	-0.2
Grammar & Punctuation	0.2	0.7	-0.2	-0.7	-1.0	-0.3



Above Expected - more than one standard deviation above the predicted school

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

During 2021 it was difficult to analyse data and set targets due to the very low attendance rates of both staff and students. Our data comparison from 2019 year 3's with the same students in 2021 as year 5's shows we are within one standard deviation of the predicted school mean. This means we scored close to how we would be expected to score. However, the summary showed a decline in scores in all areas.

In 2019 we were on an upward trajectory and by 2021 we had lost that momentum almost entirely.

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.

ATTENDANCE

	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%	90.9%	92.7%	81.7%	77.0%	79.5%	87.6%	86.7%	91.6%
2020	90.3%	91.0%	93.2%	80.3%	77.1%	77.6%	87.4%	86.9%	91.9%
2021	89.8%	90.7%	92.4%	77.2%	73.1%	76.8%	86.4%	84.1%	91.0%

The attendance figures from 2021 have improved from the 2020 figures. More of the students are regular attenders, going from 40% in 2020 to 53% in 2021. Student numbers in the Indicated and Moderate categories have reduced, however the severe category has increased. Due to COVID, the at risk, low socio- economic families at the school are still unsure and worried, and therefore more of these students have been kept at home - increasing the Severe category.

The number of unexplained absences has increased in 2021 to 55% compared to 43% in 2020. The school finds that it is the students in the severe category that the parents are reluctant to give a reason for the absences and are difficult to contact. This is when building a relationship with our families help.

As a result of the figures we have since signed up for the MGM Outreach that sends a text message to parents who have an absent child. We have found that rather than speaking to a person and giving a reason, parents are more likely to just send a text message to explain.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	55.8%	19.7%	18.2%	6.3%
2020	56.8%	19.8%	18.2%	5.2%
2021	52.9%	23.0%	16.2%	7.9%
Like Schools 2021	52.6%	21.7%	13.4%	12.3%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

Non-attendance is managed at Midvale Primary School in a number of different ways. Text messages are automatically sent to parents when the school hasn't received a reason for the absence and then these are then followed up with phone calls. Absence Follow Up forms are sent out twice a term showing all the unexplained absences for the year. Home visits are conducted to families that require additional help in some way, or if the family is not engaging. Attendance meetings are requested with families to find out more information about the reasons for the non-attendance and in what ways the school can help improve the attendance. As a result of these meetings, a reward/incentive plan is normally organised for the student. For the last couple of years the school has had a 7 seater car available so we could do a pick up of low attending students before school. The school aims at building relationships with the families, and regularly deliver cooked meals and food hampers to those that need it.

EVENTS IN 2021

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



HELENA



SWAN

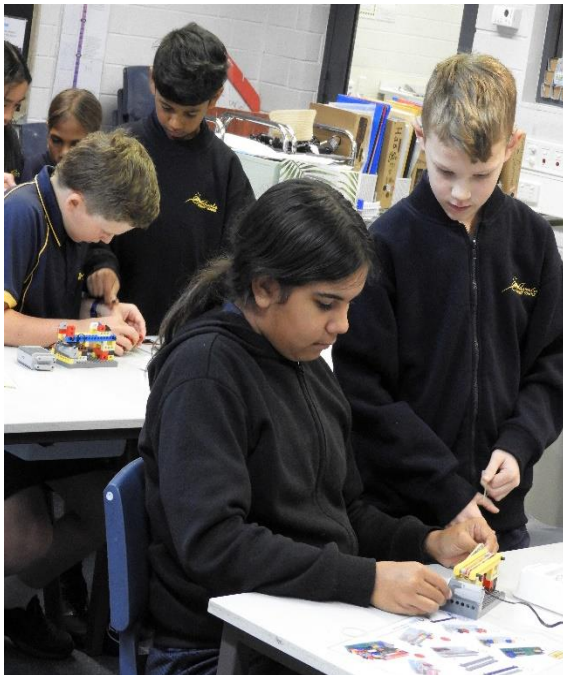


SCIENCE STEM EXCURSION

Over 80 Yr 6 students, teachers and family members from local Midland Primary schools converged at Midland Library for a 'STEM Extravaganza'! There were chemical explosions, there were electrified banana pianos, there were virtual reality fruit ninjas and amidst all that fun, there was a whole lot of learning about chemistry, physics, circuitry and technology! The three day event was made possible through an Inspiring Australia WA grant in partnership with City of Swan and Children's University. The goal was to spark curiosity and confidence to engage in ongoing learning, and judging by the looks on all the faces as they left with their classroom STEM Challenge kits, mission accomplished!



ROOM 9 YOUNG ENGINEERS INCURSION



Students in Room 9 were treated to an IncurSION from the Young Engineers. It provided a unique learning experience designed to help the students solve real world STEM problems. Students built a project from the world around them - the conveyer belt at the supermarket - and then they worked together to complete the model from start to finish - so that the students had a working model at the end of the session.

TRANSITIONS

The Year 6 students got a chance to visit Swan View Senior High School as part of their transition to high school program during Week 8 of term 3. They had a really fun-filled day and many of them felt more confident about the big leap we are taking in 2022. They got to do cooking, robotics, maths, HASS and art and the high school teachers were very welcoming. They bumped into many old friends and the lunch was especially yum! Big thanks to Swan View SHS for hosting them and to Mrs Lawler and Mrs Oliver for helping with the supervision.



SPEECH AND DRAMA

On Tuesday 22nd of June a group of very talented actors took to the stage at Governor Stirling Senior High School's annual Speech and Drama Festival. Led by our very gifted performance arts teacher Ms Hockey and supervised by Mr Riss (Ms Esther's prac student) our drama team won prizes in almost every category. To our very great surprise the day was opened by past pupils Jannelle, Jimmy and Junior in their Pacific Islander group Pacifica. Pacifica also led the workshops and all participating students got the chance to learn about their culture and perform some of their dances. Midvale Primary was commended not only for their magnificent performances but for their excellent behaviour and enthusiastic engagement in all aspects of the day. Thanks to Ms Beavan and Ms Fitzsimons for helping out with the transport. Well done to every member of our team. We are so proud of your commitment to the arts.



NAIDOC



The school celebrated NAIDOC with different activities throughout the week.

Congratulations to Terell, Jamie and Rollick for doing a great job in decorating the football for the NAIDOC match.

HEALTH AND WELLBEING

The Masters of Social Work Student Riss has commenced running several programs for our students, including some based around building resiliency and courage. He has also been working to begin revitalising our vegetable garden at school with three student teams: "E.G.G aka Eagles Growing Garden", "The Purple Drawing Giraffes" and one group still un-named.

I have also commenced the Year Five Girls Social-Emotional Groups, which are off to a fun start, and we look forward to seeing them continue well. Open Recess



BOOKWEEK - OLD WORLDS, NEW WORLDS, OTHER WORLDS





We have continued to build on our model of Positive Behaviour Support (PBS) and have behaviour expectations of all students at the school. Certificates, ripper recess, rubber wrist bands and extra sport sessions are some of the strategies we use to acknowledge students who demonstrate expected behaviours.



SETTING THE FOCUS

Our School Improvement Journey through Fogarty supported the development of our three year school plan 2019 – 2021. These objectives have guided our directions over the past two years. The information from the surveys gave made clear the direction that the school needed to take.

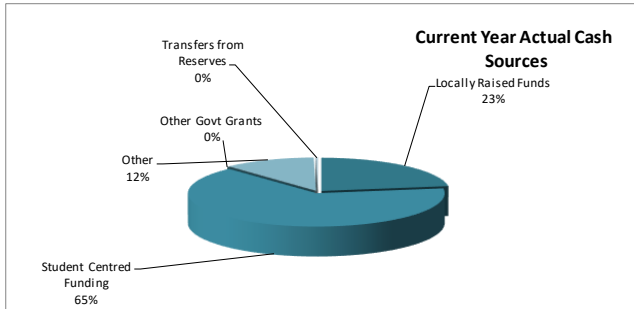
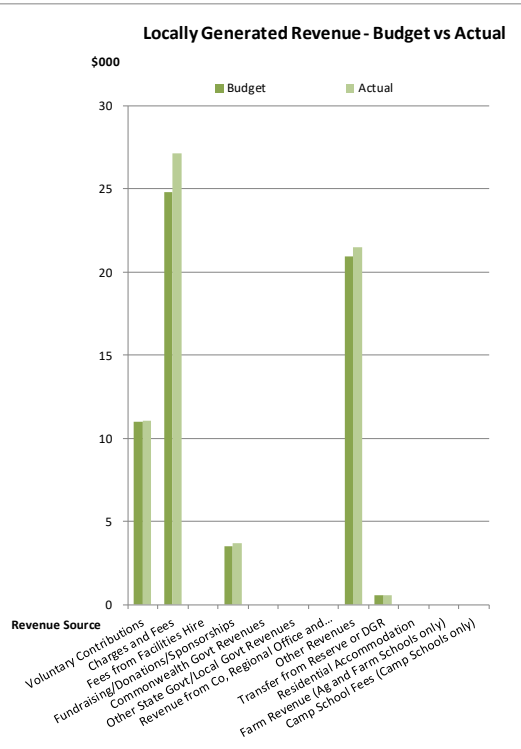
Focus Areas	Description	Objectives			
A. HIGH ACADEMIC ACHIEVEMENT	Improve Academic progress and achievement in literacy and numeracy	1.1 Improve NAPLAN achievement to at or above WA mean in literacy.	1.2 Improve NAPLAN achievement to at or above WA mean in numeracy.	1.3 Improved progress in Literacy (Reading and Writing and Numeracy (number) for the stable cohort. (NAPLAN)	1.4 Raise the levels of student achievement in On Entry in year 1 and 2.
B. BUILDING STAFF CAPACITY	Improve the quality of teaching and learning	2.1 Increase consistency of teaching practices for literacy and numeracy.	2.2 Increase staff capacity and confidence to analyse data and monitor student' progress to improve planning.		2.3 Increase alignment of teacher judgements with achievement data
C. CONDITIONS FOR LEARNING	Increase the positive conditions for learning	3.1 Reduce the incidents of suspensions and withdrawal from classrooms.	3.2 Increase regular attendance to the State average.		3.3 Increase whole school engagement and well being.

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>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>	<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.
<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>We were disappointed that the gains made in 2020 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. Teacher's alignments with NAPLAN in 2021 were more accurate but not as easy to identify due to lack of grades on reports in 2020.</p>	<ul style="list-style-type: none"> • Develop data literacy to drive effective planning, teaching and assessment. • Revise the School handbook and increase accountability for it's 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. 	<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"> • 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.

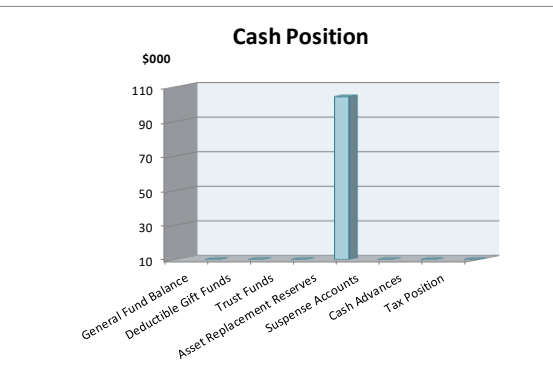
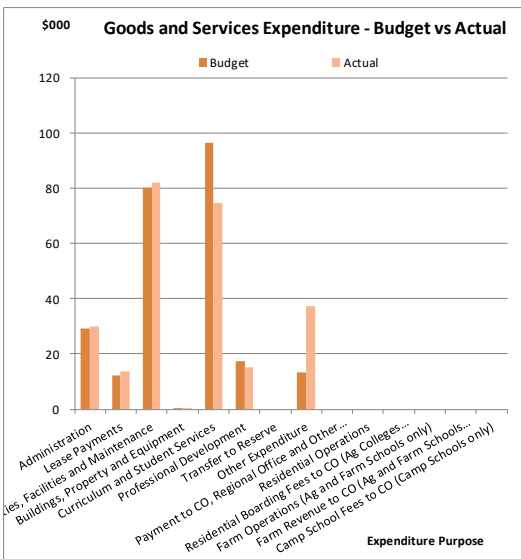
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Midvale Primary School Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,028.00	\$ 11,083.20
2	Charges and Fees	\$ 24,790.90	\$ 27,150.31
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,517.00	\$ 3,681.58
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 20,922.00	\$ 21,478.54
9	Transfer from Reserve or DGR	\$ 545.00	\$ 545.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 60,802.90	\$ 63,938.63
Opening Balance		\$ 71,412.00	\$ 71,412.11
Student Centred Funding		\$ 120,927.00	\$ 120,926.67
Total Cash Funds Available		\$ 253,141.90	\$ 256,277.41
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 253,141.90	\$ 256,277.41



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 29,204.58	\$ 29,999.13
2	Lease Payments	\$ 12,035.00	\$ 13,709.33
3	Utilities, Facilities and Maintenance	\$ 80,000.00	\$ 82,061.27
4	Buildings, Property and Equipment	\$ 545.00	\$ 544.55
5	Curriculum and Student Services	\$ 96,253.38	\$ 74,677.89
6	Professional Development	\$ 17,500.00	\$ 15,082.93
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 13,385.00	\$ 37,244.54
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		\$ 248,922.96	\$ 253,319.64
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 248,922.96	\$ 253,319.64
Cash Budget Variance		\$ 4,218.94	



Cash Position as at:	
Bank Balance	\$ 111,611.76
Made up of:	\$ -
1 General Fund Balance	\$ 2,957.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 104,216.14
5 Suspense Accounts	\$ 6,808.85
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ (2,071.00)
Total Bank Balance	\$ 111,611.76