

2024 ANNUAL REPORT



'As a community we create a safe learning environment driven by high expectations for all students to achieve success in all areas.'

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 351. 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 2024 Annual Report for Midvale Primary School.

This annual report provides an overview of the school's characteristics, academic achievement and activities that took place and highlights our ongoing commitment to enhancing the educational outcomes for all students.

Thank you to all the staff, students and community members who contributed to the success of our school in 2024. We look forward to continuing our Improvement Journey together and building on our successes.



Tania Leete - 2024 School Principal

DESTINATION SCHOOLS

Destination Schools	Male	Female	Total
4118 Swan View Senior High School	7	13	20
4020 Governor Stirling Snr High Sch	8	3	11
4121 Southern River College	2		2
1304 Swan Christian College		2	2
4211 Alkimos College	1		1
4209 Aveley Secondary College		1	1
4116 Darling Range Sports College	1		1
4022 Hampton Senior High School	1		1
4112 Kiara College		1	1
1223 La Salle College	1		1

Attendance

	Attendance Rate	
	School	WA Public Schools
2022	78.7%	86.6%
2023	83.6%	88.9%
2024	88.5%	89.4%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	81%	75%	80%	78%	75%	85%	78%
2023	86%	82%	83%	82%	83%	84%	85%
2024	84%	87%	86%	85%	85%	85%	87%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

Midvale's student attendance rate has improved from 2023 by almost 5 percentage points and 10 percentage points from 2022. Our attendance rate is 1 percentage point less than all WA public schools. Attendance has improved in all year levels over the past 3 years.

Health & Wellbeing at Midvale Primary School

Midvale Primary School is supported by two Chaplains [each one day a week]. Our Chaplains regularly visited classrooms getting to know students, met with individual students for regular sessions, led small groups of students targeting social skills as well as assisting with Breakfast Club and other whole school initiatives or events. The Chaplains organise supports through outside agencies such as Relationship Australia to support groups of students targeting social skills.

Midvale Primary Schools accessed mentors through the *EdConnect Program*. This involved mentors who either supported students individually to support wellbeing or in groups to support literacy. We also accessed the support of Helping Minds who supported several students individually.

Agencies such as *Food Bank*, *Qube*, *Dreambuilders* as well as local food stores, supported students by providing food for the *Breakfast Club* and *Crunch & Sip Programs*. These agencies also supported families in need, with food hampers & packs.

Staff at Midvale Primary School have been involved in a health & wellbeing program. A whole school approach to health and wellbeing was actioned in 2020 to support the whole school community. The *Smiling Minds Program* was introduced at Midvale Primary School in 2021 and supports students, staff and families.

Students at Educational Risk [SAER] Summary

Midvale Primary School continues to provide supports for students who are at educational risk by implementing a range of programs and approaches. Students who are at educational & social and emotional risk at Midvale Primary School are identified, provided with supports and their progress continuously monitored and reviewed. These supports can include the engagement of the School Psychologist & State-wide Services, Child Development Service, and referrals to other agencies.

The SAER Team at Midvale Primary School comprises of the Principal, Deputy Principals, School Psychologist, Chaplain, School Nurse, Aboriginal Islander Education Officer & Attendance Officer.

A SAER Register was developed for each class, tracking each individual student. The register tracks over a two-year cycle and includes the following: previous SAER involvement, previous psychological involvement, IEPs/BSP/RMP, confidential records, other agency supports & NCCD data. Registers are reviewed each term and will be updated for the following year.

OUR POLICY STATEMENT

Midvale Primary School is committed to identifying students at risk and addressing the needs of students as early as possible to ensure that every student achieves their full potential.

AT MIDVALE

- We are accountable for providing opportunities for all children to learn and to achieve their full potential.
- We believe all children can learn.
- We believe intervention is most effective when it meets the targeted and specific needs of children.
- We believe intervention is most effective when it is in collaboration with parents/family and other agencies.
- SAER students are a shared responsibility, and they need a collaborative response from parents, the school and related agencies.

STAFF SAER ACTION PLAN

	Identification
1.1	Teacher observations/judgements /assessments
1.2	SAER Meeting with SAER coordinator.
1.3	Education Plan completed. Discuss with parents/caregivers [phone call or face to face] Plan to be signed by parent/caregivers. Record dates of communication.
1.4	Signed plans to be sent to SAER coordinator for filing.

If Individual Education Plan not improving outcomes move to stage 2.

	Intervention
2.1	SAER meeting with SAER Coordinator.
2.2	Complete SAER Request Referral Form and send it to SAER Coordinator.
2.3	SAER coordinator to refer to School Psychologist and takes over management of planning improved outcomes.
2.4	Case conference organised to develop an agreed action plan.
2.5	Agreed action plan undertaken.
2.6	Review & revise.

Midvale PS 2024 Literacy Data Summary

To assist analysis of MIDVALE PS Literacy data, the NAPLAN Year 3 and 5 Proficiency Standards results were compared to other sources of Literacy data collected in the 2024 school year. Included is the School Curriculum and Standards Authority's explanation of the NAPLAN Proficiency Standards as it provides a guide to help the reader understand that students are tested on the previous year level curriculum. This means that students not achieving proficiency, have not met the standard for the Year 2 or 4 curriculum.

NAPLAN PROFICIENCY STANDARDS

The proficiency standard for each assessment area (numeracy, reading, writing, conventions of language) includes four levels: Exceeding, Strong, Developing and Needs additional support. A result in the Exceeding or Strong level means the student has demonstrated proficiency. A result in the Developing or Needs additional support level means the student has not yet demonstrated proficiency.

The proficiency standards (and achievement levels) have been developed from student performance on questions in NAPLAN tests.

NAPLAN questions are based mostly on the literacy and numeracy skills students have been taught in previous years of schooling.

A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered by proficient students using strategies they have learnt in previous years.

Midvale PS Year 3 and Year 5 Proficiency Percentages for Reading

Average Test Score

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	313	427	284	409
WA Public School Average Score	390	484	387	477

Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	0	3	0	0
Strong	27	39	15	42
Developing	39	35	26	24
Needs Additional Support	33	23	59	34

15 percent of Year 3 students have achieved the proficiency standard while 85 percent have not yet demonstrated proficiency, a significant drop from 27 percent achieving proficiency in 2023.

42 percent of year 5 students have achieved the proficiency standard while 58 percent have not yet demonstrated proficiency. These results were the same as 2023.

Midvale's school average is around 100 points below that of the WA school average in Year 3. In Year 5, results at Midvale are around 70 points below that of the WA school average. These results are lower than those in 2023.

DIBELS Data Summary

YEAR	BOY Negligible/ Minimal risk	BOY Some risk/ at risk	EOY Negligible/ Minimal risk	EOY Some risk/ at risk	Improvement Negligible/ minimal risk	Improvement Some risk/ at risk
PP	12%	88%	26%	74%	14%	12%
1	29%	71%	46%	54%	16%	17%
2	38%	62%	54%	46%	16%	16%
3	28%	72%	42%	58%	14%	14%
4	50%	50%	31%	69%	-19%	-19%
5	34%	66%	34%	66%	0%	0%
6	12%	88%	33%	66%	21%	22%

Pre-Primary BOY (beginning of year) results showed 12% of students were in the top 2 levels of assessment, demonstrating negligible or minimal risk with 88% of students needing strategic or intensive support. At the EOY (end of year), 26% of students demonstrated low or negligible risk, an improvement of 14% from BOY. 74% of students at the EOY demonstrated they required strategic or intensive support, an improvement of 14% from BOY.

In Year 4, BOY results showed that 50% of students were in the top 2 levels of assessment, demonstrating negligible or minimal risk with 50% of students needing strategic or intensive support. At the EOY, 31% of students demonstrated low or negligible risk, a drop of 19% from BOY. 66% of students at the EOY demonstrated they required strategic or intensive support, an increase of 19 % from BOY.

Transiency and low attendance for some students need to be considered particularly in the EOY results. (Some students had left, new students tested, and some students were absent or due to behaviour or restrictions, not tested)

Gap Analysis Data provided by Elastik: PAT- Reading Assessment conducted at the end of 2024

The Year 3 Gap analysis shows that 75 percent of students tested had gaps in some Year 2 concepts (fluently reading non predictable texts) and 91 percent of students tested had gaps in Year concepts (comprehension of texts).

The Year 5 Gap Analysis showed that 76 percent of students tested had gaps in Year 3 concepts (fluent reading), 71 percent had gaps in Year 4 concepts (comprehension) and 100 percent of students tested had gaps in some Year 5 concepts (comprehension).

This Data also correlates to DIBELS Oral Reading Fluency and MAZE (comprehension) data.

Consideration needs to be made regarding the low number of students tested.

Midvale PS Year 3 and Year 5 Proficiency Percentages for Writing

Average Test Score

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	326	430	329	376
WA Public School Average Score	408	474	405	473

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	0	10	0	0
Strong	33	30	40	28
Developing	23	27	30	28
Needs Additional Support	43	33	30	45

40 percent of Year 3 students achieved proficiency while 60 percent of students have not yet achieved a proficient standard in writing. This is an improvement from 2023 by 7 percent.

28 percent of Year 5 students displayed a proficient standard in writing while 73 percent of students have not yet achieved at a proficient level. This is a drop from 2023 by 12 percent.

Results show that overall writing proficiency at Midvale is around 76 points lower than the WA school average in Year 3 and nearly 100 points below the WA school average in year 5.

Brightpath Writing assessments were accessed by some classes in Year 3 and 5 but not all. In fact, only 6 classes across the school utilised assessments within Brightpath.

Year 3 Narrative Writing Brightpath Scores

School	Mean Score	Median Score
MPS	264	260
All Schools	302	310

Year 5 Narrative Writing Brightpath Scores

School	Mean Score	Median Score
MPS	350	400
All Schools	372	380

Midvale PS Year 3 and Year 5 Proficiency Percentages for Spelling**Average Test Score**

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	296	444	298	433
WA Public School Average Score	396	485	392	482

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	0	10	2	10
Strong	24	35	16	37
Developing	24	35	35	27
Needs Additional Support	52	19	47	27

18 percent of Year 3 students show proficiency in spelling while 82 percent of students have not achieved proficiency. This is a drop of 6 percent from 2023 results.

47 percent of year 5 students display proficient achievement in spelling while 54 percent are not proficient in spelling, similar results to 2023.

Results show that Midvale's school average is approximately 100 points below the WA school average in Year 3 spelling, whereas Year 5 spelling results are around 50 points lower than the WA school average score.

Gap Analysis Data provided by Elastik: PAT Spelling Assessment conducted at the end of 2024

The Year 3 Gap Analysis in Spelling showed that 66 percent of students tested in Year 3 had gaps in Year 1 concepts (Phonics and Word Knowledge), 58 percent of students had gaps in Year 2 concepts (Phonics and Word knowledge) and 100 percent of Year 3 students tested had gaps in Year 3 concepts (Phonics and Word Knowledge).

The Year 5 Gap Analysis in Spelling showed that 56 percent of students tested had gaps in Year 4 concepts (phonics and Word Knowledge) and 64 percent of students had gaps in Year 5 concepts (Phonics and Word Knowledge).

Midvale PS Year 3 and Year 5 Proficiency Percentages for Grammar and Punctuation

Average Test Score

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	317	400	289	421
WA Public School Average Score	397	487	395	487

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	0	0	0	2
Strong	15	26	19	27
Developing	42	35	23	37
Needs Additional Support	42	39	58	34

19 percent of Year 3 students achieved proficiency in grammar and punctuation while 81 percent of students have not yet displayed proficiency. This is an improvement of 4 percent from the previous year.

29 percent of Year 5 students achieved at the proficiency level while 71 percent of students were not proficient in Grammar and Punctuation. This is an improvement from 2023 results by 3 percent.

The WA average score in Grammar and Punctuation is just over 100 points higher than Year 3 Midvale student results. In Year 5, Midvale results are 66 points lower than that of average WA school score.

In summary, the data collected using DIBELS, PAT Assessments and Brightpath are comparable to NAPLAN achievement and proficiency levels giving a picture of student's achievements as well as gaps in their learning. Student achievement has declined in many areas of Literacy and using the Proficiency Achievement Percentages and GAP ANALYSIS, we are able to identify that students have gaps in their learning in the years prior to NAPLAN.

Recommendations

- Review research on cognitive load and working memory to inform instruction practices in Literacy.
- A focus on using explicit instruction strategies with fidelity in all areas of Literacy.
- Reviewing Phonics instruction and program and an intervention program considered
- Review Grammar instruction across the school.
- Use reading assessment data to focus and target reading skills instruction
- All teachers to utilise Brightpath Writing assessments
- A focus on writing instruction (The Writing Revolution) considered

GAP ANALYSIS from Elastik in Reading, Writing and Speaking and Listening**Reading**

Pre-primary students tested showed gaps in Phonics and Word Knowledge, reading fluency, PA skills and comprehension.

Writing

Students showed gaps in Year 1 concepts when creating texts (re-reading their writing).

Speaking and Listening

Pre-primary students showed gaps in phonics, Phonemic and graphemic awareness and vocabulary knowledge.

The low number of students now in this cohort at the time of writing needs to be considered.

Recommendations

Explicit phonemic awareness instruction and intervention (Heggerty)

Explicit phonic instruction and intervention (UFLI)

Explicit instruction strategies used with fidelity in all areas of Literacy

Use reading assessment data to focus and target reading skills instruction

SPECIAL EVENTS 2024

Welcome BBQ

Midvale held a welcoming barbeque on Tuesday 20th February. We appreciate everyone who took the time out of their day to stop by. Everyone had a good time playing games and sharing sausage sizzles. Also, we ran upon former high school visitors who had come to see us. Officers, Jesse Bill and Mr. Bevan O'Donnell, came and kindly allowed us to use their police car so we could sound the siren. We really appreciate the P&C's assistance; we couldn't thank them enough. Thank you also to Governor Stirling for attending and chatting with our Year 6 parents and Swan View SHS for all the informative booklets.

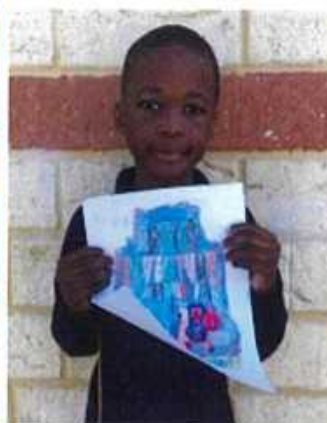


Book Fair and Colouring Competition

Our bookfair was a roaring success. Our colouring-in winners were excited to collect their prizes. Thank you to everyone who supported our fundraising.

Congratulations to the Book Fair Colouring Competition winners:

K1 Ruben	Rm 4 Summer
K2 Elora	Rm 5 Joli
PP1 Georgia	Rm 6 Jaylah
PP2 Carter	Rm 7 Kahvi
Rm 1 Leilani	Rm 8 Azaliyah
Rm 2 Arshnoor	Rm 9 Yui
Rm 14 Alinani	Rm 10 Lyra
	Rm 11 Aisea



Harmony Week

Harmony Week was celebrated in Week 8 of Term 1. Students were encouraged to wear a costume that represented their culture and took part in many activities, including face and hand painting, friendship bracelet making and various cultural classroom experiences.

Thank you to all the people who attended the Harmony Afternoon Tea on Thursday. It was wonderful to see so many different foods from different cultures. Many different foods were available for us to try, and it was enjoyable listening to others about their culture. What a diverse school we have. Thank you for celebrating all the cultures that make up our school community.



Year 6 Transition



Swan View
SENIOR HIGH SCHOOL



**GOVERNOR
STIRLING**
SENIOR HIGH SCHOOL

The Year 6 students have been visited by both Swan View SHS and Governor Stirling SHS at various times over the year.

Swan View SHS came to visit and we had auditions for the FAME programme. The successful students are invited to join the program when they are in high school. It runs alongside their normal high school classes but each week they get additional lessons in the arts and media subjects. Other specialist programs that run at Swan View SHS are the Basketball Program and the Academic Excellence Program. For our indigenous students, Swan View offers Follow the Dream, Clontarf and the Girls Academy. Governor Stirling's specialist programs are Football, Netball, Engineering and the Gifted and Talented program.

Visit to the High Schools

Year 6 students had the opportunity to visit Swan View SHS for 'A Day in the Life of a High School Student'. Students were involved in activities such as science experiments, woodwork and cooking. They were able to meet the Chaplains and talk to other teachers and students about high school life such as timetables, student leadership and the lay-out of the school. This was a great opportunity for Year 6 students to experience high school life and get a taste of the programs available to them in year 7.

Anzac Service

On Tuesday 23rd April we held our ANZAC Service. It was very moving listening to the school choir, hearing the words of our honoured guest RSL member, Mr Roy Dowsett, and laying the wreaths. LEST WE FORGET



Sports Carnival

On Friday 26th April we had our annual Faction Carnival. The weather was fantastic and so was the effort put in by all the students. Throughout the day there were continuous examples of great sportsmanship, whether it was helping another team or encouraging others.

Everyone had a lot of fun, and we appreciate all the support that we received from our parents and carers. The year level relays were a great way to all come together for one last bit of friendly competition.

A big congratulations to the following students who were Champions and Runners up:

Junior Boys

Champion: Kesomi

Runner Up: Yousif

Year 4 Boys

Champion: Ronan

Runner Up: Damien

Year 5 Boys

Champion: Anirudh

Runner Up: David

Year 6 Boys

Champion: Aisea

Runner Up: Bryce



Junior Girls

Champion: Jaylah

Runner up: Azalea

Year 4 Girls

Champion: Abigail

Runner Up: Sylvia

Year 5 Girls

Champion: Azaliyah

Runner Up: Abigail

Year 6 Girls

Champion: Evelyn

Runner Up: Makenzie





Interschool Cricket

On Wednesday 28th February, selected Year 5 and 6 students represented the school at the annual Midland and Guilford T20 Blast Cricket Carnival, held at Ron Jose Oval. It was a beautiful day for cricket with the sun shining. There was a girl's division and a boy's division, each school having one team in each. Everyone would play each other once - meaning each team played five games. At the end of the day our girls team won two games and the boys won one game. Greenmount was the winners of both divisions. Everyone had a lot of fun, and some great sportsmanship was shown throughout the day. Thank you to Mrs Lawler and Miss Maxwell who helped on the day.



Science Week

Midvale Primary School celebrated National Science Week. Some of the students from Room 10 and Room 11 planned, designed and made their own experiments to share with the whole school. It was a brilliant day that was enjoyed by everyone who came along.

Interschool Carnival

The Interschool Athletics Carnival was held at Swan View Primary over two days. On Tuesday the 7th of May students competed in jumps, throws, and long-distance events, and then on Thursday the 9th May the sprints and team games events were held. Competing against two new school was fun and made for a very close competition. On the Tuesday we won plenty of ribbons in the jumps and throws, with a couple of placing in the long distance running. On Thursday we had plenty of individual winners and place getters, but it was in the senior games and the year group relays where we really shone. In a very tight competition, we came out on top as the champion school. Well done to everyone on such a great effort and for doing yourselves and your school proud. Everyone had fun and enjoyed themselves which led to the great result.

A special mention to Jaylah (Room 6) who was the Year 3 Champion Girl, and to Ashton (Room 6), Anirudh (Room 10), and Ronan (Room 7) who were Runner-Up Champions in their age groups.



International Women's Day Breakfast

On Thursday the 7th of March, Midvale's Student Leaders, Ms Fitzsimons and Mrs Dennis were invited to attend Swan View Senior High school's annual "Women's Day Breakfast". They were greeted by the staff from Swan View who had supplied a wonderful array of breakfast treats for them. Makenzie opened the festivities with an Acknowledgement of Country. Her teachers were very proud of her composure and the way she pushed her nerves aside. Midvale Primary School should be very proud of her. The students had the privilege to listen to a lovely speech given by Dr George Sekulla, the Principal of Swan View Senior High School. Later in the morning they listened to the beautiful, inspiring words of the Commissioner for Children and Young People, Jacqueline McGowan-Jones. At the end of the morning Mary, Ismael and Makenzie stopped to have a chat with the Honourable Michelle Roberts MLA, BA: Dip Ed Speaker of the Legislative Assembly and even snuck in a picture. It was a beautiful morning, and we thank Dr Sekulla, Ms Sally Bradley, and Ms Lauren Haese for inviting Midvale Primary School to attend.



Shining stars

The Midvale Hub together with the Child and Parenting Centre facilitate a three-year-old program at the school. 2024 was the seventh 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.

Chaplain

Term 3 whizzed past for the chaplains - 6 students were selected for a drumming small group with Penny based on the therapeutic Rhythm 2 Recovery course developed by Simon Faulkner <https://www.rhythm2recovery.com/> and we had loads of fun learning to express feelings, return to calm, listen and care for one another, and of course, learn a bunch of fun games!

Esther ran a social emotional learning group for some of the older girls which gave them a safe place to discuss personal issues and work on teamwork, problem solving, and conflict resolution skills. Esther also provided intensive support to families and individual students who were dealing with some tough situations.

We showed our principal and deputies some love on Principal's Appreciation Day and provided some delicious goodies for our magnificent hard-working EAs during EA appreciation week. We also set up a small stall at the school Open Night and enjoyed a few quiet chats with family members.



Book Week Fun

Book Week was a fun filled week with lots of great ways to celebrate reading. This year the theme was *Reading is Magic*. On Friday of that week, we had our annual dress up day. We had lots of students and teachers dress up for the occasion. We enjoyed seeing characters such as Harry Potter, witches, The Wizard of Oz, unicorns and Elsa.

Thank you to everyone who dressed up and created a day filled with inspiring characters.



National Simultaneous Storytime



National Simultaneous Storytime was held on Wednesday 22nd May 2024 at 12pm. This is an annual event where children read the same book simultaneously in libraries, early learning services, schools, and homes across Australia. Midvale students took part in this event and enjoyed reading this year's book, *Bowerbird Blues* by Aura Parker.



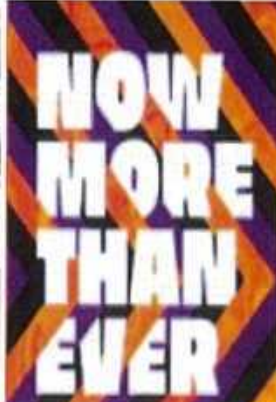
Bunnings IncurSION

A big thank you to Tez Harmer from Midland Bunnings for the donations of pots and flowers for the Kindergarten and Pre-Primary classes. The students enjoyed a science hands-on learning experience on how to plant and care for their own pot plants. The decorated pot plants were taken home for Mother's Day. A special thank you to Mr Rob Nagy for collecting the resources from Midland Bunnings for our activities.



Reconciliation Week

Week 7 was Reconciliation Week where the school had different activities throughout the week. One of the activities that Room 14 did was damper and butter making. The damper looks good!



On Wednesday 14th of August, the Year 6 students and their teachers were welcomed to Swan View SHS to experience a day in the life of a high school student. We took part in classes such as Art, History, Science, Phys Ed and Media studies. We met the principal and members of the Student Council. Many of our friends who have already gone to high school dropped by to say hello. It was lovely to see everyone so happy with their chosen high school.

PP1 and PP2: 100 Days of School

This week PP1 and PP2 celebrated 100 days of school! It was so exciting to participate in our 100 days activities. They were:

- Making portraits of what we will look like when we are 100 years old.
- Stacking, sorting, comparing and counting 100 medals.
- Making cup towers with 100 cups.
- Making 100 days of school crowns.
- Doing mindfulness colouring in for the numeral 100.
- Making the numeral 100 with Legos.
- Making the numeral 100 glasses.
- Stamping a 100 chart.

Our parents, family, friends and guardians helped us count 100 things in a zip lock bag to share with our classmates.

We had so much fun, we are 100 days smarter!



NAIDOC Week

Midvale Primary school celebrated NAIDOC week during the last week of Term 2. This year we had a very special opening ceremony that started with a Welcome to Country presented by Clive Smith. Our Indigenous role models led the assembly and it was made even more special by the whole school performance of "Warrior", a song about local legend Yagan. The assembly was followed by the annual footy game which was very well attended by the local community. Our students played superbly and everyone had a wonderful time.

Each day of the week had a different theme and everyone enjoyed celebrating Noongar culture through games, food, storytelling and art. The roof was nearly lifted off the Undercover Area with the final rendition of "Warrior" at Friday's closing ceremony.



Attendance Disco

In Term 4, we held our annual Attendance Disco. This was a reward for students who have had consistent attendance (90% and over) for the year. The students had lots of fun dancing to the music and catching the bubbles from the bubble machine. Students who have attended school each day this year (100% attendance) also had a session of game playing in the library.



Pre-Primary Caversham Wildlife Park Excursion

What an exciting day! The Pre-Primary classes went on an excursion to Caversham Wildlife Park, where they spent the day exploring and discovering a variety of Australian animals. The children had a fantastic time feeding the kangaroos, patting the sleepy koalas, and observing the cranky crocodile.



Kindergarten Orientation

On Friday 22 November 2024 we had the pleasure of welcoming the 2025 Kindy students and their families to an orientation day session held in the Kindy classroom.

A heartfelt thank you to Tonia and Ruth from Midvale Hub, as well as Mrs Sarah Tomlinson from the Midvale PS School Council and P&C Association, for being our guest speakers and making the event so special.





School Financial Summary

Issued on 16 June 2025

Operational-Dec 2024

School:	Midvale Primary School	School Year:	Dec 2024 (Verified Dec Cash)
Region:	North Metropolitan Region	Aria:	0
		Distance to Perth (km):	16.7

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 101,574	101,574	0
Carry Forward (Salary):	\$ 213,699	213,699	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,668,763	4,668,763	0
Locally Raised Funds:	\$ 93,483	104,495	-11,012
Total Funds:	\$ 5,077,519	5,088,531	-11,012
EXPENDITURE			
Salaries:	\$ 4,563,732	4,563,732	0
Goods and Services (Cash):	\$ 328,978	355,413	-26,435
Total Expenditure:	\$ 4,892,711	4,919,145	-26,435
Variance:	\$ 184,809	169,386	15,423

Student-Centred Funding

Per Student	\$ 2,761,428.00
School and Student Characteristics	\$ 1,605,218.12
Disability Adjustments	\$ 31,535.69
Targeted Initiatives	\$ 261,245.29
Operational Response Allocation	\$ 9,335.88
Regional Allocation	\$ 0.00
Total	\$ 4,668,762.98

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 4,751,458
Minimum Expenditure Requirement	
96% of current budget	\$ 4,561,399
10% of carry forward	\$
Total Minimum Expenditure	\$ 4,561,399
Current Forecast Expenditure	
Salaries	\$ 4,563,732
Goods and Services (Cash Expenditure)	\$ 355,413
Total Forecast Expenditure (cash and salaries)	\$ 4,919,145

Bank Account Balances (Cash)

Bank Account	\$ 86,291.24
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 86,291.24

*Reserve balances are included in the total

Reserve Account Balances

Admin Server Reserve > \$5,000	\$ 3,866.97
Cleaning Equipment Reserve	\$ 6,148.55
Computer Equipment Reserve	\$ 27,067.72
Resource Reserve	\$ 12,143.39
Grounds Upgrade Reserve	\$ 3,575.47
Furniture and Equipment Reserve	\$ 17,390.41
Photocopier Repl Reserve	\$ 3,080.99
Total for all Reserve Accounts	\$ 73,273.50