

# MERRIWA PRIMARY SCHOOL 2011 ANNUAL REPORT



## Welcome to the Merriwa Primary School Annual Report.

### USING THIS REPORT

This report provides parents and members of the wider community with information about Merriwa Primary School's activities and performance over the past year. It highlights the school's strengths and sets out targets for improvement during 2010.

To gain maximum benefit from this School Report it should be read alongside other school documents such as Schools online and My School websites, school reports for your child, our Parent Information Handbook, newsletters and other school documents.

Our school has adopted a 'continual improvement' philosophy. Individually and collectively, we aim to attend to those areas of performance or operation that require further attention.

### SCHOOL ETHOS AND VISION

We provide an inclusive child centred learning environment which encourages all children to develop skills, understandings and concepts to achieve a high level of personal achievement, develop a passion for life long learning, and foster responsible citizenship qualities.

To provide children with a secure, stimulating and positive learning environment, which caters for individual needs, allowing students to develop to their potential. To provide instruction that promotes whole school cohesion, individual self worth, independence and respect for the rights of others.

### MISSION STATEMENT

At Merriwa Primary School we strive to work together to fully develop the academic, social and emotional potential of every student

Our aim is to:

- ◆ To make every student a successful student.
- ◆ To have sound teaching in every classroom.
- ◆ To ensure Merriwa Primary School is a good school.
- ◆ To provide practical support for our teachers and support staff.
- ◆ To deliver meaningful accountability.
- ◆ To build public confidence in our school.

### Our Values

- ◆ Learning: We have a positive approach to learning and encourage it in others; we advance students' learning based on the belief that all students have the capacity to learn.
- ◆ Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.
- ◆ Equity: We recognise the differing circumstances of students and are dedicated to achieving the best possible outcomes for all.
- ◆ Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

### OUR BELIEFS ABOUT TEACHING AND LEARNING

1. High expectations are needed to allow all students to reach their full potential.
2. A safe stimulating learning environment supports learning.
3. Instructional Leadership is imperative in a whole school approach to teaching and learning.
4. Students learn in a variety of ways and learning programs need to reflect this.
5. Learning happens best when student-teacher relationships are based on mutual trust and respect.
6. Students need opportunities to engage in higher order thinking and reflection about learning.
7. Parents and community are actively involved with students learning.



Merriwa Primary School is located at the heart of Merriwa in the thriving Shire of Wanneroo approximately 35km north of Perth. Student population is representative of the region with 10% Aboriginal population and an increasingly diverse range of non-English speaking backgrounds being catered for in a culturally rich environment.

In 2010/11, National Partnership School (NPS) funding supported whole school engagement of effective evidence based literacy and numeracy strategies with a focus on strong leadership and close monitoring of student and school performance.

A focus on early childhood, inclusivity, students at educational risk and pastoral care is enhanced by close collaboration with Merriwa Education Support Centre located on site. Merriwa Primary School is also enriched by the chaplaincy program, campus collaboration and integration of the Education Support Centre students, implementation of Aboriginal Perspectives across the Curriculum, Chaplaincy program and staff application of Restorative Practices.

## OUR STUDENTS

### Our Enrolments as at Semester two 2011.

School	Total	
Full Time	461	
Part Time	63	(12)
Total	524	(12)

### Our Attendance

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2009	92.6%	93.9%	83.3%	81.1%	91.9%	92.9%
2010	93.0%	93.9%	82.4%	82.6%	92.2%	92.9%
2011	91.9%	93.7%	87.4%	81.6%	91.5%	92.7%

### Our Destination Schools

Destination School	Male	Female	Total
4160 Clarkson Community High School	23	15	38
4140 Ocean Reef Senior High School	1	5	6
4153 Belridge Senior High School	3	1	4
1100 Aranmore Catholic College	1	2	3
1404 Quinns Baptist College	2	1	3
1488 Alkimos Baptist College	1	1	2
4004 Balcatta Senior High School	1	1	2
4050 Balga Senior High School	1	1	2
4172 Kinross College		2	2
4072 Denmark High School		1	1
4129 Duncraig Senior High School	1		1
4040 Newton Moore Senior High School	1		1
4125 Wanneroo Senior High School		1	1



**OUR STAFF**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College. Specialist teachers teach in the following areas: Physical Education including swimming at Joondalup Arena, Performing Arts including music and Italian. Selected students also receive instrumental music lessons for clarinet, trumpet and flute. A Literacy specialist and a Maths specialist are also employed to further assist teachers to raise standards of student achievement. A Learning Support Coordinator assists with the case management of students at educational risks. The schools programs focus on achievement of the Overarching Outcomes and Values as described in the Curriculum Framework. These are the outcomes which all students need to attain in order to become lifelong learners, achieve their potential in their personal and working lives and play an active part in the civic, social and economic life in our Australian society.

**STUDENT ACHIEVEMENT**

<b>2011 Priority Areas Achieving Student Potential:</b>	<b>2012 Priority Areas Achieving Student Potential:</b>
<p><b>Student Engagement and Wellbeing</b> Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. First year of implementation of Positive Behaviour in Schools project.</p> <p><b>Literacy</b> Encompasses a whole school approach with a strong focus on literacy skills in reading and writing. Program is supported by specialist literacy teachers.</p> <p><b>Numeracy</b> Encompasses a whole school approach with a strong focus on numeracy skills in number and measurement. Program is supported by specialist numeracy teachers.</p>	<p><b>Student Engagement and Wellbeing</b> Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. Second year of implementation of Positive Behaviour in Schools project.</p> <p><b>Literacy</b> Encompasses a whole school approach with a strong focus on literacy skills in reading and writing. Program is supported by specialist literacy teachers.</p> <p><b>Numeracy</b> Encompasses a whole school approach with a strong focus on numeracy skills in number and measurement. Program is supported by specialist numeracy teachers.</p>

**Merriwa Primary School was part of the 2010/2011 National partnerships Initiative**

The National Partnership for Literacy and Numeracy is a joint initiative between the Commonwealth and WA Governments to improve literacy and numeracy for all students, especially those identified as falling behind. Participation in this National Partnership will give teachers and school leaders opportunities to embed Improvement practices that will further develop their teaching of literacy and numeracy.

The Partnership focuses on three areas:

- ◇ High quality teaching
- ◇ Strong leadership and whole-school engagement
- ◇ Effective use of student performance information.

To achieve sustained improvement individual students who are experiencing difficulty in literacy and/or numeracy will have access to specific intervention programs and support. Teachers will access professional learning focused on accelerating student improvement.

National Partnership Targets 2011 are as follows:

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**READING IMPROVEMENT TARGETS 2011**

- ◇ Decrease the percentage of years 3, 5, 7 students at national minimum standard for reading, compared 2010, and move them into higher bands.
- ◇ Increase the percentage of Years 3, 5 and 7 Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading compared with 2010.
- ◇ Increase the representation of Year 3 students in proficiency bands 5 and 6 to equivalent or higher than like schools in Reading
- ◇ Improve the Reading achievement of Year 3 students tested in 2009 to equivalent or above their predicted achievement (the zero line) when they are tested as Year 5's in 2011.
- ◇ Increase the percentage of Year 5 students in proficiency bands 7 and 8 to equivalent or higher than like schools in Reading.
- ◇ Improve the Reading achievement of Year 5 students tested in 2009 to equivalent or above their predicted achievement (the zero line) when they are tested as Year 7's in 2011.
- ◇ Improve the Reading achievement of Year 5 students tested in 2009 to equivalent or above their predicted achievement (the zero line) when they are tested as Year 7's in 2011.
- ◇ Increase the representation of Year 7 students in proficiency bands 8 and 9 in Reading compared to 2010.



**NUMERACY IMPROVEMENT TARGETS 2011**

- ◇ Increase the percentage of Year 3 students at or above the National Minimum Standard in Numeracy to equivalent than like schools.
- ◇ Increase the percentage of Year 3, Year 5 and Year 7 Aboriginal and Torres Strait Islander students at or above the National Minimum Standard in Numeracy compared with 2010.
- ◇ Increase the representation of Year 3 students in proficiency bands 4 to 6 to equivalent to like schools.
- ◇ Increase the percentage of Year 3 students Above the National Minimum Standard to 60%.
- ◇ Increase the representation of Year 5 students in the proficiency bands 6 and 8 to equivalent to like schools.
- ◇ Increase the percentage of Year 5 students Above the National Minimum Standard to 72%.
- ◇ Increase the representation of Year 7 students in proficiency bands 8 to 10 to equivalent like schools.
- ◇ Increase the percentage of Yr 7 students Above the National Minimum Standard to 65%.



During 2010, the Merriwa teaching team used a range of assessment tools to determine student achievement. These included individual and co-operative classroom tasks, formal testing and professional discussions during literacy and numeracy target setting and moderation sessions. This process ensures consistency in planning for, assessing and reporting student achievement. Year one to year seven students received two formal written reports at the end of each semester indicating their achievement. Student achievement as measured through the National Assessment Program in Literacy and Numeracy testing, at the year three, five, and seven levels occurred in the second week of May. All students participated in the testing. Results were as expected. Staff utilised the results of testing to inform planning in the areas of Literacy and Numeracy for 2012.

**What is the data telling us...****Literacy and Numeracy - Percentage of Merriwa students at or above minimum standards.**

	Year 3			Year 5			Year 7		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Numeracy	94.5	92	93	95	93	95	83	94	96
Reading	86	84	88	92	78	86	82	92	92
Writing	97	86	96	89	77	90	66	77	91
Spelling	90	80	80	93	90	88	70	77	91
Punctuation and Grammar	83.5	77	79	86	88	90	62.5	81	91

At year **three** level, students results demonstrated a high level of competency in the area of numeracy over the past three years. Reading, writing Concerns addressed were addressed in 2011 and an improvement is evident. Along with a slight improvement in punctuation and grammar.

At year **five** level, students there has been improvement in 2011 compared to 2010 results in all areas except spelling.

At year **seven** level, results show improvement in the areas of numeracy, and a marked improvement in writing, spelling and punctuation and grammar compared with 2010 results. Concerns and poor performance will be a focus area in 2012

What is the data telling us... YEAR THREE

READING

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
6	7%	2%	11%	8%	9%	12%	17%	19%	20%
5	19%	2%	7%	11%	12%	14%	17%	16%	15%
4	16%	20%	14%	20%	22%	18%	21%	23%	20%
3	25%	31%	25%	21%	19%	23%	19%	16%	21%
2	19%	29%	32%	23%	21%	22%	16%	15%	16%
1	14%	16%	12%	16%	17%	11%	9%	9%	8%

NUMERACY

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
6	8%	0%	5%	4%	5%	6%	8%	9%	11%
5	8%	8%	7%	10%	11%	12%	17%	19%	17%
4	20%	10%	22%	22%	19%	20%	26%	21%	25%
3	35%	39%	26%	24%	31%	27%	25%	27%	23%
2	23%	35%	33%	22%	23%	26%	16%	17%	17%
1	5%	8%	7%	18%	11%	9%	7%	6%	5%

WRITING

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
6	3%	4%	0%	8%	6%	6%	11%	12%	9%
5	21%	11%	29%	13%	15%	23%	24%	21%	31%
4	27%	36%	29%	32%	30%	23%	31%	34%	27%
3	40%	20%	25%	24%	26%	24%	19%	18%	20%
2	7%	16%	14%	12%	10%	14%	9%	7%	8%
1	3%	14%	4%	12%	13%	10%	4%	6%	4%

**Reading:** 2009-2011 has seen a decline in the number of students below national minimum standard. There has also been a marked increase in the percentage of students in the top reading band - band 6 on par with like schools.

**Writing:** There has been a major decline in the number of students below the national minimum standard. This is comparable to the state. Merriwa performed better than like schools in bands 3 to band 5

**Numeracy:** The most noticeable positive is the increase in the percentage of students in the top band - band 6 and band 4 compared to 2010. Merriwa has less students in Band 1 compared to like schools.

What is the data telling us... YEAR FIVE

READING

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
8	4%	3%	0%	6%	7%	5%	9%	11%	10%
7	25%	7%	10%	12%	8%	9%	16%	12%	16%
6	19%	25%	12%	17%	15%	15%	23%	20%	19%
5	30%	25%	43%	27%	28%	27%	22%	25%	27%
4	13%	18%	21%	20%	24%	23%	16%	17%	14%
3	7%	22%	14%	19%	18%	20%	12%	14%	13%

NUMERACY

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
8	2%	0%	5%	3%	3%	3%	4%	7%	8%
7	12%	12%	9%	8%	9%	5%	12%	14%	10%
6	20%	12%	26%	17%	17%	18%	26%	22%	27%
5	36%	47%	41%	33%	37%	39%	31%	31%	32%
4	26%	22%	14%	27%	22%	21%	19%	17%	14%
3	5%	7%	5%	12%	12%	14%	7%	8%	8%

WRITING

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
8	5%	3%	2%	4%	3%	2%	5%	6%	6%
7	17%	7%	12%	8%	9%	7%	14%	11%	13%
6	23%	25%	24%	30%	25%	18%	28%	32%	24%
5	39%	28%	47%	23%	26%	36%	28%	24%	33%
4	6%	25%	5%	18%	20%	16%	15%	16%	12%
3	11%	13%	10%	17%	17%	21%	8%	10%	12%

**Reading:** There has been a major reduction in the percentage of students below national minimum standard. 22% in 2010 and 14% in 2011. Merriwa is below the like schools comparison in this band. It is evident that a greater number of students are achieving in the higher bands 5 and 7.

**Writing:** There has been a major decline in the number of students at and below the national minimum standard. Merriwa performed better than like schools in bands 5 to 8.

**Numeracy:** The most noticeable positive is the increase in the percentage of students in the bands 6 and 8, along with a drop in the percentage of students at or below the national minimum standard.



## What is the data telling us... YEAR SEVEN

## READING

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
9	0%	3%	0%	4%	3%	5%	6%	8%	8%
8	13%	16%	11%	10%	13%	13%	15%	19%	17%
7	13%	25%	15%	22%	25%	20%	26%	26%	23%
6	39%	27%	45%	26%	24%	30%	26%	23%	28%
5	17%	22%	21%	23%	22%	24%	17%	16%	18%
4	17%	8%	8%	15%	14%	8%	9%	6%	5%

## WRITING

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
9	0%	2%	2%	2%	4%	3%	6%	7%	7%
8	8%	9%	4%	14%	13%	10%	13%	18%	15%
7	17%	16%	19%	20%	18%	23%	26%	21%	23%
6	25%	34%	34%	32%	35%	24%	28%	31%	24%
5	17%	16%	32%	16%	15%	23%	16%	12%	19%
4	33%	23%	9%	16%	15%	17%	9%	9%	9%

## NUMERACY

Band	School			Like School			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
9	4%	2%	0%	2%	4%	5%	7%	11%	11%
8	8%	3%	4%	12%	10%	12%	14%	15%	15%
7	13%	32%	28%	18%	21%	21%	26%	27%	25%
6	13%	31%	41%	32%	30%	32%	27%	25%	26%
5	46%	26%	24%	26%	26%	22%	18%	15%	17%
4	17%	6%	4%	10%	9%	9%	7%	5%	5%

**Reading:** 2009-2011 has seen a decline in the number of students below national minimum standard. There has also been a marked increase in the percentage of students in the top reading band - band 6.

**Writing:** There has been a major decline in the number of students below the national minimum standard. Merriwa performed better than like schools in bands 3 to band 5

**Numeracy:** The most noticeable positive is the increase in the percentage of students in the top band –band 6 and band 4 compared to 2010.

**FUTURE DIRECTIONS:**

During 2011 Merriwa has been recognised for their implementation of the prescribed improvement strategies to improve student outcomes recommended by the expert review group in October 2010.

Merriwa Primary Schools response has been:

1. Established and maintained a shared set of beliefs about teaching and learning to ensure a consistent approach to teaching, assessment and moderation within a planned and well-understood program of curriculum content and delivery from Kindergarten to Year 7.
2. Raised the standards of literacy and numeracy through the implementation and monitoring of a consistent evidence-based whole-school approach and assist teachers to set realistic improvement targets aligned to individual student needs.
3. Built strategic and operational planning based on a shared vision that ensures the purpose and direction of the school are known to and understood by all stakeholders. Clarified all leadership roles and responsibilities.
4. Strengthened the school's instructional leadership with a focus on alignment between classroom teaching practices and behaviour management.
5. Improved the behaviour of students by developing more explicit standards of behaviour, applying behaviour management procedures more consistently and ensuring that support of and for teachers is balanced, dependable and timely.
6. Reviewed practices relating to the provision for students at educational risk (including able students who are not progressing as expected) to ensure that the most efficient, effective and inclusive model is implemented. A formal approach to the consistent development, implementation and monitoring of documented plans for student progress has been applied.
7. Built effective internal and external relationships and trust by creating a positive school and community ethos that is underpinned by a spirit of professional regard and mutual respect for all members of staff and the school community.

## HIGHLIGHTS OF 2011



- ◇ Positive Behaviour Reward days
- ◇ Walking School Bus
- ◇ School Fifteen years celebration - Fete
- ◇ Time Capsule opening
- ◇ West Coast Song Festival
- ◇ Crunch & Sip
- ◇ Clarkson Challenge linking with Clarkson Community High School
- ◇ Principals Morning Tea each term
- ◇ Book week
- ◇ World of Maths week
- ◇ End of year book awards
- ◇ Carnivals – Faction, Interschool, Lightning, ESC, Cross Country, Swimming, Rugby
- ◇ Assemblies – Class, Graduation, ANZAC, Remembrance Day
- ◇ Excursions – SciTech, Zoo, Underwater World, Supa Golf, Escape, Museum, Caversham, Whiteman Park, Tamala Park, Fremantle Prison, Roundhouse, Perth Mint
- ◇ Literacy and Numeracy Week
- ◇ Year Seven Boys/Dads - Dark light Excursion
- ◇ Year Seven girls/mums pamper evening
- ◇ Lunch time dance competitions
- ◇ Halloween Disco
- ◇ NAIDOC Celebrations – Wadumbah Dance Group
- ◇ Bike to School Days
- ◇ Inclusive Integration with Education Support Centre
- ◇ Community Programs - Breakfast Club, School Open Night,
- ◇ Koort Coolong – Indigenous Playgroup, Playgroup
- ◇ Research partnership commenced with Edith Cowan University
- ◇ Kindy Christmas Concert
- ◇ Clarkson CHS Transition Program – opportunities to visit local high school
- ◇ Year 7 Graduation ceremony
- ◇ Play to Learn – 0-4 playgroup
- ◇ Rugby League Challenge
- ◇ School vegie garden being established
- ◇ The Ned Show

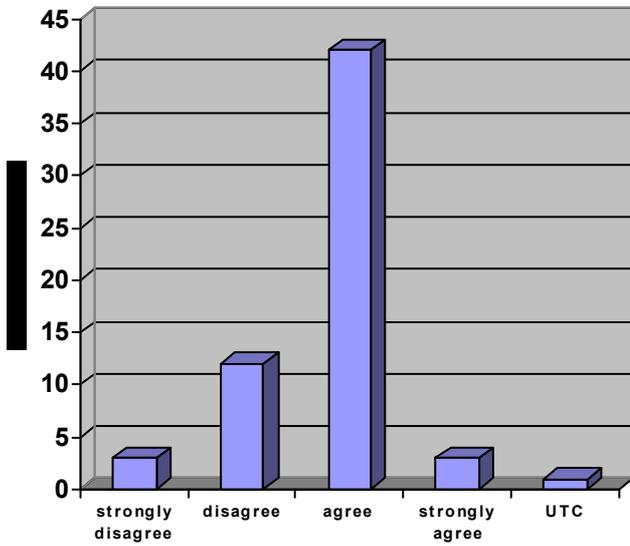


# HIGHLIGHTS OF 2011

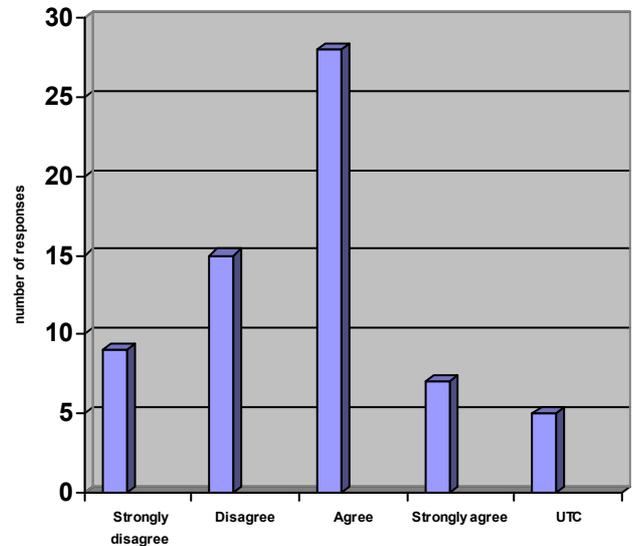


**Community Satisfaction** A survey was sent to a random number of 100 parents during fourth term 2010. A follow up community survey is planned for 2012. Key information is as follows .

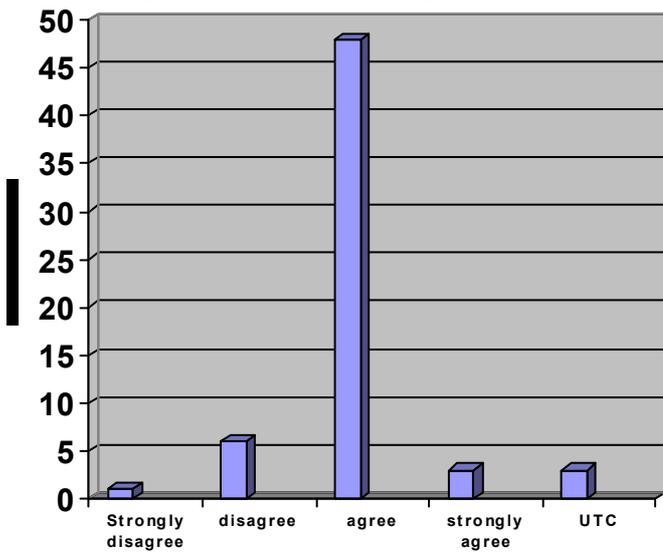
We are satisfied with the schools overall learning program.



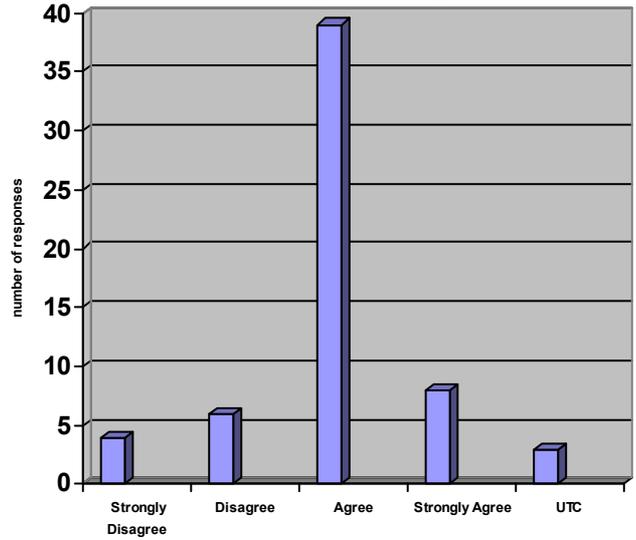
Parents are informed promptly if their child has a problem.



The school equips my child/children with personal and social skills.



Merriwa Primary is a caring school.

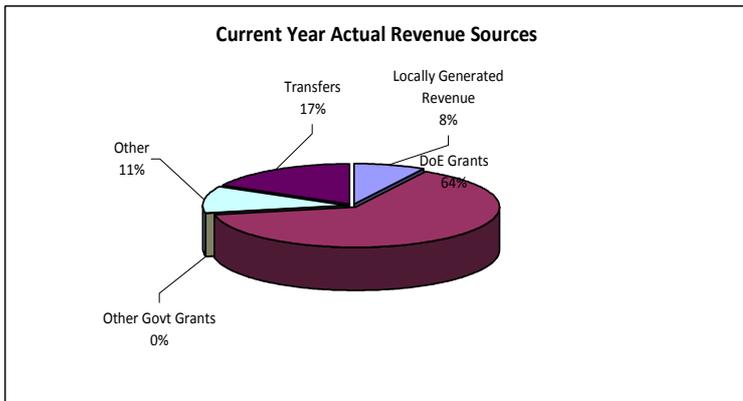
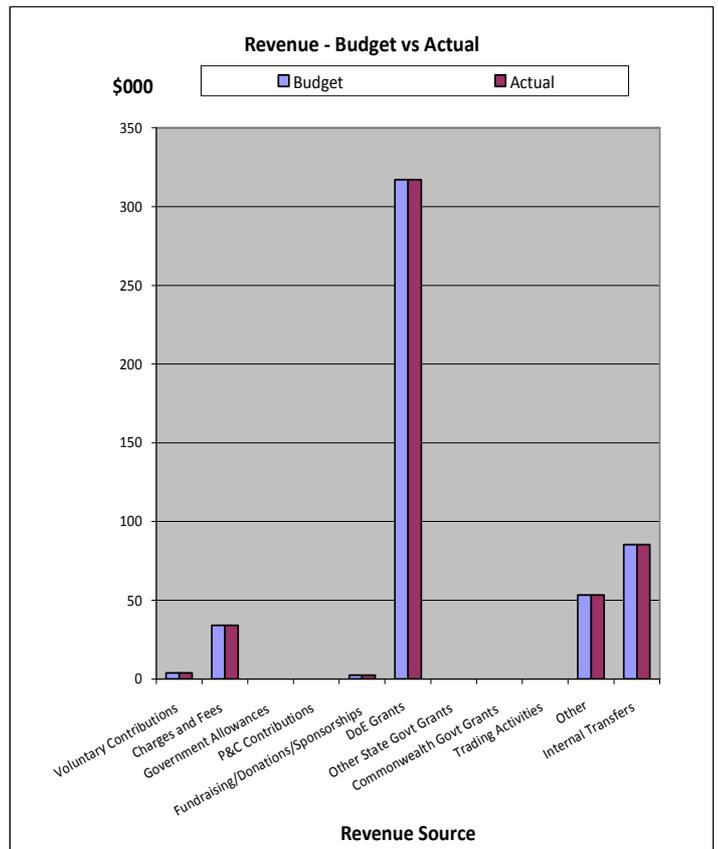




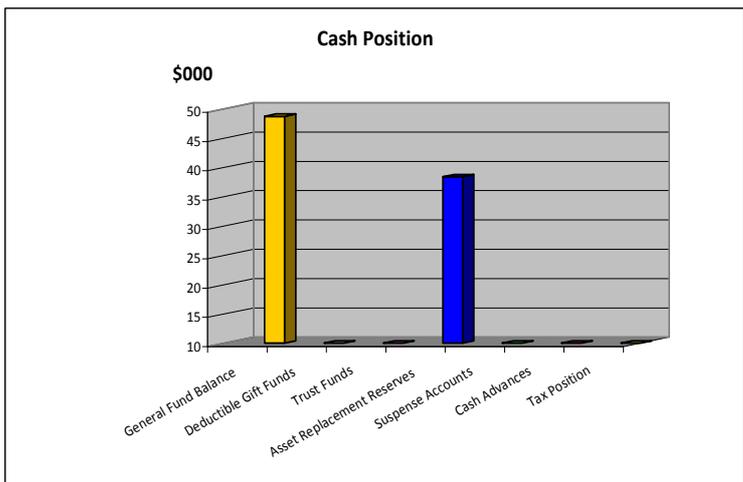
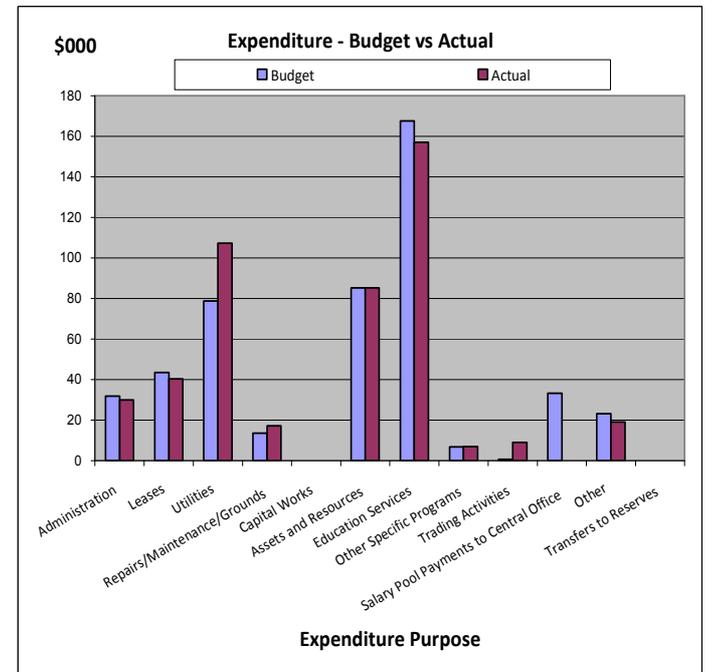
Merriwa Primary School

Financial Summary as at  
31 December 2011

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 3,737.00	\$ 3,737.00
2	Charges and Fees	\$ 34,024.78	\$ 34,024.78
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 2,242.00	\$ 2,242.00
6	DoE Grants	\$ 317,135.54	\$ 317,135.54
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 53,306.63	\$ 53,307.37
11	Internal Transfers	\$ 85,273.95	\$ 85,273.95
	<b>Total</b>	\$ 495,719.90	\$ 495,720.64
	<b>Opening Balance</b>	\$ 25,130.13	\$ 25,130.13
	<b>Total Funds Available</b>	\$ 520,850.03	\$ 520,850.77



	Expenditure	Budget	Actual
1	Administration	\$ 31,950.00	\$ 29,964.57
2	Leases	\$ 43,432.00	\$ 40,360.75
3	Utilities	\$ 78,700.00	\$ 107,241.50
4	Repairs/Maintenance/Grounds	\$ 13,512.50	\$ 17,134.84
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 85,273.95	\$ 85,274.11
7	Education Services	\$ 167,594.31	\$ 156,983.40
8	Other Specific Programs	\$ 6,800.00	\$ 7,052.61
9	Trading Activities	\$ 713.71	\$ 9,035.11
10	Salary Pool Payments to Central Office	\$ 33,259.50	\$ -
11	Other	\$ 23,149.97	\$ 19,137.80
12	Transfers to Reserves	\$ -	\$ -
	<b>Total</b>	\$ 484,385.94	\$ 472,184.69



Cash Position as at:	
Bank Balance	\$ 81,293.76
Made up of:	\$ -
1 General Fund Balance	\$ 48,666.08
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 38,389.07
5 Suspense Accounts	\$ 997.61
6 Cash Advances	-\$ 150.00
7 Tax Position	-\$ 6,609.00
<b>Total Bank Balance</b>	<b>\$ 81,293.76</b>