

# 2015 Annual Report



**MERRIWA  
PRIMARY SCHOOL**

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**2015****Leadership Team and Administration**

Principal	Sue Waterhouse
Associate Principals	Sandra Long Jeff Hoskins
Registrar	Tracey Bell
School Officers	Nevis Evans Alison Humble

**Contact Details**

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<b>Teaching Staff 2015</b>	
<b>Kindergarten</b>	Kristie Avins/Teneale Hogan Janelle Avins
<b>Pre Primary</b>	Charon Thompson Andrea Hollie Terri Liddelow Anne McKimmie Jo White Gemma Donaldson
<b>Year 1</b>	Siobhan Fitzsimmons Erin Purcell Tammy Reale
<b>Year 2</b>	Ahidan Barr Sue Zainudin Phillipa Hill/Louise Carroll
<b>Year 3</b>	Jane Lang/Nikki Nelson Judy Mair
<b>Year 4</b>	Renee Rogers Lynda Radich/Lynne Pontikos
<b>Year 5</b>	Cathy Hay Joe Hodgson
<b>Year 6</b>	Shonagh McKenzie-Jones Angela Winter Allison Ebert
<b>Support Teachers</b>	
<b>ESL</b>	Judy Mair
<b>Numeracy</b>	Jeff Hoskins/Louise Carroll
<b>Literacy</b>	Andrea Hollie/Nicole Fraser
<b>Art</b>	Gemma Donaldson
<b>Music</b>	Rose Prior-Longmuir
<b>Physical Education</b>	Chris Leonard
<b>Italian (LOTE)</b>	Melissa Zoccali

## **2015: A Year of Program Consolidation and Improvement**

In 2015 it was agreed that we should consolidate on the programs that we have introduced and to focus on maintaining the following improvements that lifted us out of ERG status in 2010:

- Whole school approach to all that we do;
- Focus on English and Maths;
- Continue to expect high standards of behaviour;
- To uphold our high expectations of both ourselves, our students and the school community;
- To continue to build upon school and community relationships;
- To implement and expect high quality teaching to improve NAPLAN scores.





**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 lifelong learning, and foster responsible citizenship qualities.

**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:**

- Make every student a successful student
- Have sound teaching in every classroom
- Ensure Merriwa Primary school is a good school
- Provide practical support for our teachers and support staff
- Deliver meaningful accountability
- 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 stands 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:**

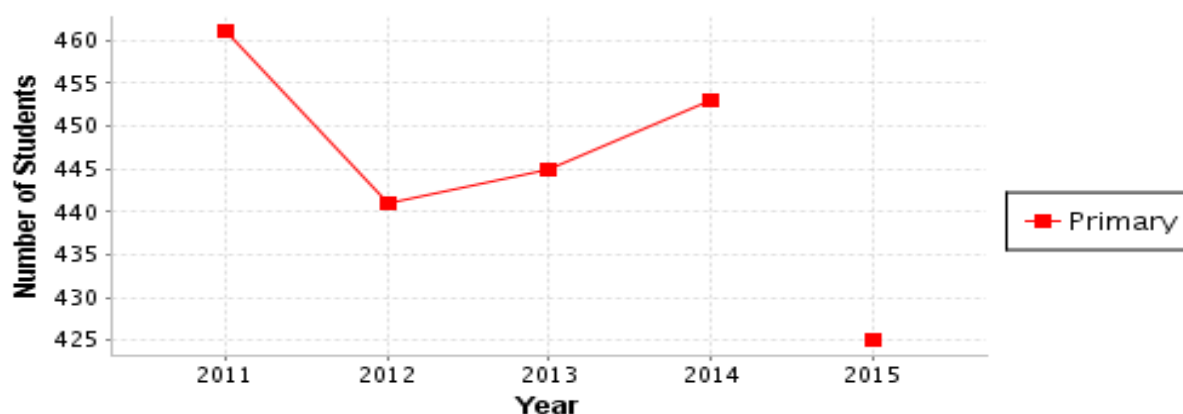
- High expectations are needed to allow all students to reach their full potential.
- A safe, stimulating learning environment supports learning.
- Instructional Leadership is imperative in a whole school approach to teaching and learning. Students learn in a variety of ways and learning programs need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

**At Merriwa Primary School:**

We are respectful.  
We are positive.  
We are friendly.  
We achieve.

**ENROLMENTS SEMESTER TWO 2015**

	2011	2012	2013	2014	2015
<b>Primary</b>	461	441	445	453	425
<b>Total</b>	<b>461</b>	<b>441</b>	<b>445</b>	<b>453</b>	<b>425</b>

**Semester 2 Student Numbers**

	Kin	PPR	Pri	Sec	Total		Kin	PPR	Pri	Sec	Total
<b>Male</b>	27	34	192		253	<b>Aboriginal</b>	4	9	50		63
<b>Female</b>	27	35	164		226	<b>Non-Aboriginal</b>	50	60	306		416
<b>Total</b>	<b>54</b>	<b>69</b>	<b>356</b>		<b>479</b>	<b>Total</b>	<b>54</b>	<b>69</b>	<b>356</b>		<b>479</b>

**STUDENT NUMBERS SEMESTER TWO 2015**

<b>Primary</b>	<b>Kin</b>	<b>PPR</b>	<b>Y01</b>	<b>Y02</b>	<b>Y03</b>	<b>Y04</b>	<b>Y05</b>	<b>Y06</b>	<b>Total</b>
<b>Full Time</b>	(28)	69	66	60	67	47	59	57	<b>453</b>
<b>Part Time</b>	54								

After the significant decrease in student enrolments between 2011 and 2012, numbers steadily increased until 2014, when there was another drop in enrolments as the Year 7 students moved to high school. In 2015 there was a total of 479 children, including the kindy. Merriwa had 27 more boys than girls and an enrolment of 63 Aboriginal children, and 85 children speaking a language other than English at home.

## **Our Destination Schools**

The major high school destinations for Merriwa students continued to be Butler College and Clarkson Community High with some enrolments at Quinns Baptist College, Woodvale Senior High School (specialist basketball) and Irene McCormack Christian College.

As at writing this report in March 2016, specific destination information was not available from the Department of Education.



## **A Place of Many Cultures**

In 2015 Merriwa Primary proudly continued to be a place of many cultures. There were a total of 85 children who spoke a language other than English, or dialect, at home including Martu, Maori, Dinka, Dari, Acholi, Swahili, Arabic, Cebuano, Romanian, Bengali, Tamil, Hindi, Cambodian, Vietnamese, Russian, Afrikaans, Filipino, Kurdish, Thai, Nubian, Spanish, Loma, French, Indonesian, Luganda, Serbian, Croatian, Farsi, Hazara, Khmer, Tagalog, Pidgin, Nuer, Cantonese, and Malay. Of these, 13 children attracted additional funding.



## Attendance

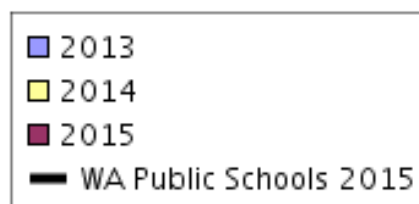
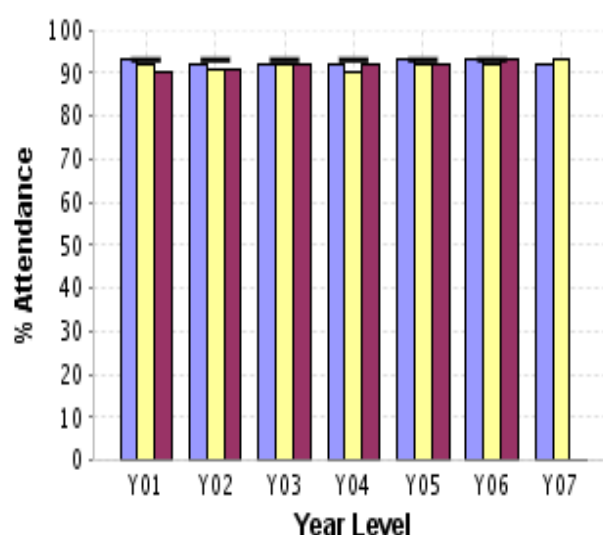
### Merriwa Primary Attendance Rates Pre-Primary to Year 7, 2010-2015

Year	PP	1	2	3	4	5	6	7
2010		91%	91%	92%	92%	94%	93%	93%
2011		91%	91%	92%	92%	92%	92%	91%
2012		88%	90%	89%	93%	92%	91%	88%
2013	91	92.4%	92.4%	91.8%	91.9%	92.1%	92.1%	91.7%
2014		92%	91%	92%	90%	92%	92%	93%
2015		90%	91%	92%	92%	92%	93%	
State 2015		93%	93%	93%	93%	93%	93%	

In 2015 attendance rates were above 90%, which indicates that the majority of students at all Year Levels were attending school regularly. The Merriwa Attendance Strategy continues to provide support for children and their families and the increase in attendance rates between 2012 and 2015 are pleasing. In 2015, however, the attendance rates were still below state levels for all year levels except Year 6 which equalled state levels.

Attendance will continue to be a focus in 2016.

**Attendance %  
Primary School Levels**



### At Risk Attendance by Year Level

	Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
<b>Regular</b>	63%	76%	67%	78%	70%	79%	71%	79%	71%	79%	67%	79%
<b>At Risk - Indicated</b>	22%	16%	21%	15%	20%	14%	17%	14%	16%	14%	27%	14%
<b>At Risk - Moderate</b>	10%	5%	9%	5%	10%	5%	13%	5%	14%	5%	7%	5%
<b>At Risk - Severe</b>	5%	2%	3%	2%	0%	2%	0%	2%	0%	2%	0%	2%

### At Risk Attendance

Rate	2012	2013	2014	2015	State Schools 2015
<b>90%</b>	61.7%	68.9%	69.6%	<b>66.0</b>	<b>78.0</b>
<b>80 – 90%</b>	25.6%	25.3%	21.0%	<b>21.5</b>	<b>15.0</b>
<b>60 – 80% Moderate Risk</b>	10.5%	5.4%	8.0%	<b>10.3</b>	<b>5.0</b>
<b>Less than 60% Severe Risk</b>	2.1%	0.2%	1.2%	<b>1.9</b>	<b>2.0</b>

Attendance continues to be an issue for the children at Merriwa Primary School. The ongoing case management of children who do not regularly come to school will continue in 2016.

In 2015 our regular attendance rate of over 90% was 12% less than the state average, with 21.5% attending 80 – 90% of the time. This means that on average 21.5% of the children take a day off every week, and for those children at moderate risk, 10% are only attending 3 days per week. The number of children who attended less than three days per week is at the state average, but at nearly 2.0% is too high. This can be attributed to some severe cases that were investigated by the relevant authorities.

It is encouraging, however, to note that the children who were at severe risk are confined to Years One and Two. From Years Three to Six there were no children in the severe category which seems to indicate that the Merriwa Attendance Strategy is having a positive effect.

## Aboriginal Student Attendance

Year	School %	Like Schools %	WA Public Schools %
<b>2010</b>	82.4		82.6
<b>2011</b>	87.3	85.3	81.6
<b>2012</b>	85.6	82.8	81.1
<b>2013</b>	91.1	83.5	80.7
<b>2014</b>	86.0	82.4	80.4
<b>2015</b>	<b>89.0</b>	<b>85.5</b>	<b>81.2</b>

This shows that the level of attendance for Aboriginal students at Merriwa has been consistently higher than both Like Schools and WA Public Schools since 2011. The 2015 attendance results were 4.5% above Like Schools and 8.8% above WA Public Schools. We are very proud of these results and can contribute it to a high level of engagement and a high level of regard for the Aboriginal culture at Merriwa.



NAIDOC Day continues to be a major celebration at Merriwa, with a focus on interactive workshops for all children that provide the opportunity to experience and deepen their understanding of the history, arts, science and storytelling of the Noongar culture. In 2015 highlights included Urban Youth teaching the children how to dance both traditionally and in rap style, the creation of a Rainbow Snake artwork, tasting of traditional food and the history presentation by the Aboriginal and Islander Education Officer.

## **Our Staff**

All teaching staff meet the professional requirements to teach in Western Australian public schools and are registered with the Western Australian College of Teachers. In addition In accordance with Department of Education requirements, all staff have Working With Children Checks and National Police Clearance.

Teachers at Merriwa Primary have a range of experience, with 19% of staff having taught for 0 - 5 years, and 24 % with over 30 years experience. This means that in coming years, there is likely to be a large number of retirements.

Specialist teachers teach in the following areas: Physical Education, music, science and Italian. Specialist instrumental music lessons were provided in guitar, trumpet and flute. We also offered the services of a school psychologist, English as a Second Language / Dialect teacher, Aboriginal and Torres Strait Islander Officer and Chaplain. We have two staff who hold a Senior First Aid Certificate.



All teaching and non-teaching staff regularly attend professional development, which in 2015 included John Hattie's research on Visible Learning, The Australian Curriculum in History and Geography, Peer Coaching and Self Reflection; Direct Instruction; I maths; Elementary Maths Program; Letters and Sounds; Team Teach ( Physical Restraint Training); Whole School Behaviour Management; Gatekeeper Training (Training in Mental Health and Suicide Prevention); and Science: Aboriginal Perspectives.

## **Focus 2015**

### **Student Engagement and Wellbeing**

Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. Fifth year of implementation of the Positive Behaviour in Schools project.

### **Literacy**

Encompasses a whole school approach with a strong focus on explicit teaching of skills in reading, writing and spelling. The program is supported by the Associate Principal, Early Childhood Coordinator and a specialist literacy teacher.

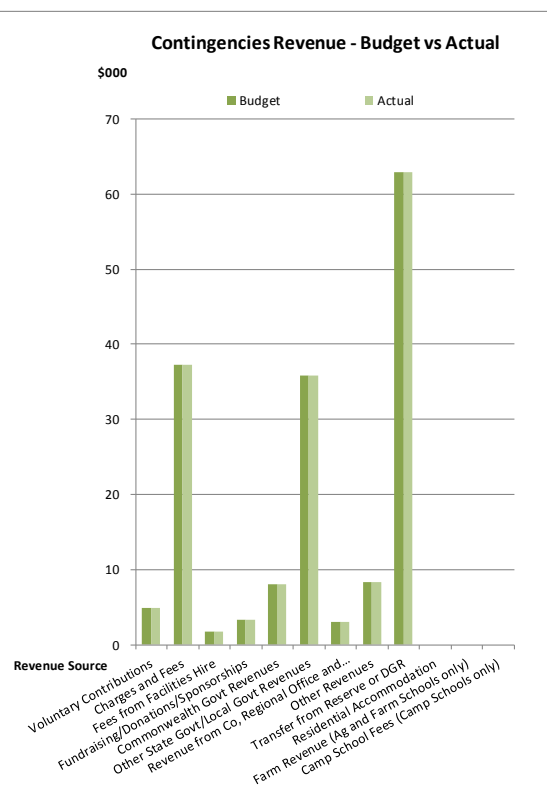
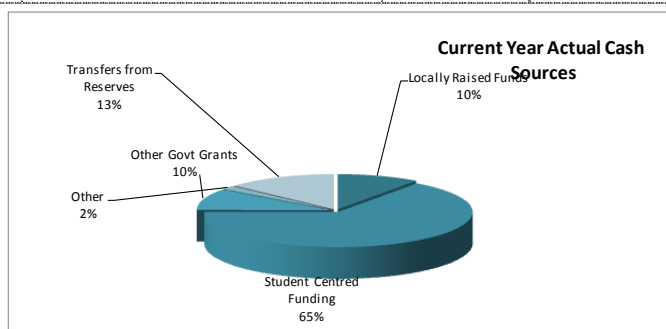
### **Numeracy**

Encompasses a whole school approach with a strong focus on skills in number and measurement. The program is supported by the Associate Principal and specialist numeracy teacher.

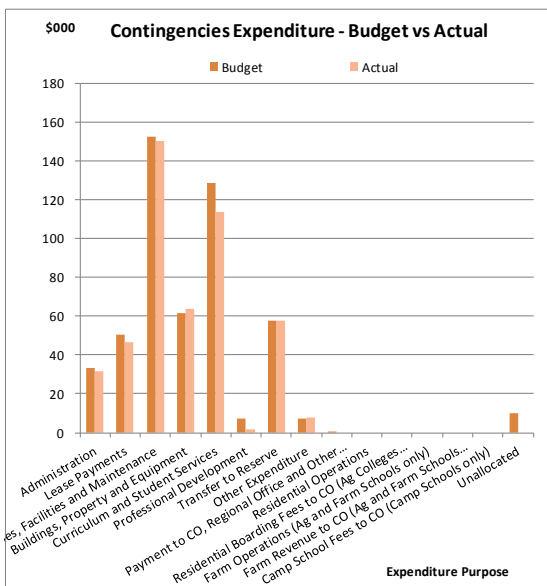
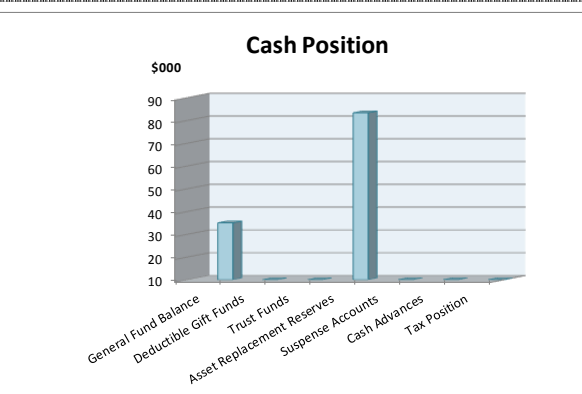
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Merriwa Primary School  
Financial Summary as at  
4 March 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 4,888.20	\$ 4,888.20
2	Charges and Fees	\$ 37,232.99	\$ 37,232.99
3	Fees from Facilities Hire	\$ 1,818.20	\$ 1,818.20
4	Fundraising/Donations/Sponsorships	\$ 3,278.70	\$ 3,278.70
5	Commonwealth Govt Revenues	\$ 7,989.93	\$ 7,989.93
6	Other State Govt/Local Govt Revenues	\$ 35,830.82	\$ 35,830.82
7	Revenue from Co, Regional Office and Other Schools	\$ 3,011.36	\$ 3,011.36
8	Other Revenues	\$ 8,292.60	\$ 8,295.20
9	Transfer from Reserve or DGR	\$ 62,877.34	\$ 62,877.34
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 165,220.14</b>	<b>\$ 165,222.74</b>
	<b>Opening Balance</b>	<b>\$ 34,500.00</b>	<b>\$ 34,500.19</b>
	<b>Student Centred Funding</b>	<b>\$ 308,400.00</b>	<b>\$ 308,400.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 508,120.14</b>	<b>\$ 508,122.93</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 508,120.14</b>	<b>\$ 508,122.93</b>



	Expenditure	Budget	Actual
1	Administration	\$ 33,100.00	\$ 31,677.13
2	Lease Payments	\$ 50,579.00	\$ 46,648.21
3	Utilities, Facilities and Maintenance	\$ 152,408.00	\$ 150,150.73
4	Buildings, Property and Equipment	\$ 61,277.34	\$ 63,906.44
5	Curriculum and Student Services	\$ 128,606.35	\$ 113,426.73
6	Professional Development	\$ 7,000.00	\$ 1,928.66
7	Transfer to Reserve	\$ 57,629.00	\$ 57,629.00
8	Other Expenditure	\$ 7,356.18	\$ 7,756.93
9	Payment to CO, Regional Office and Other Schools	\$ 0.11	\$ -
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)	\$ -	\$ -
15	Unallocated	\$ 10,164.16	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 508,120.14</b>	<b>\$ 473,123.83</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 508,120.14</b>	<b>\$ 473,123.83</b>



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 112,825.25</b>
Made up of:	
1 General Fund Balance	\$ 34,999.10
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 83,289.83
5 Suspense Accounts	\$ 4,172.68
6 Cash Advances	\$ 150.00
7 Tax Position	\$ 1,141.00
<b>Total Bank Balance</b>	<b>\$ 112,825.25</b>



**NAPLAN 2009 –2015****Percentage of students at and above national average**

<b>YEAR 3</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	94.5	92	93	73	90	88	92
<b>Reading</b>	86	84	88	83	86	84	91
<b>Writing</b>	97	86	96	98	98	83	97
<b>Spelling</b>	90	80	80	80	71	86	84
<b>Punctuation and Grammar</b>	83.5	77	79	73	78	77	87

<b>YEAR 5</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	95	93	95	90	94	85	92
<b>Reading</b>	92	78	86	68	90	91	91
<b>Writing</b>	89	77	90	95	71	79	92
<b>Spelling</b>	93	90	88	93	81	95	83
<b>Punctuation and Grammar</b>	86	88	90	81	81	87	83

<b>YEAR 7</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Numeracy</b>	83	94	96	86	92	91	95
<b>Reading</b>	82	92	92	90	94	82	93
<b>Writing</b>	66	77	91	82	87	87	84
<b>Spelling</b>	70	77	91	86	90	89	80
<b>Punctuation and Grammar</b>	62.5	81	91	88	79	87	82

At a year **three** level, students results demonstrated a high level of competency in the area of numeracy from 2009 to 2011. However, in 2012, there was a decline in results to 73%, followed by a return to 90% in 2013. This decreased again in 2014 by 2% and in 2015 increased again to 92%. While spelling showed a slight decrease of 2%, there were significant increases in reading, (7%), writing (14%), and punctuation and grammar (10%). It is apparent that the investment in early childhood, both in resources and programs is beginning to make a difference. It is hoped that this will continue in 2016.

At a year **five** level, there were pleasing results in most areas. Although spelling showed a decline of 8%, and punctuation and grammar decreased by 5%, there was a significant increase in writing (13%) and numeracy increased by 7%. Reading maintained its level of 91%. It is hoped that the increase in year 3 results will be reflected in an improvement in Year 5 results in 2017.

At a year **seven** level, results between 2010 and 2011 improved in all areas compared with the results of 2009. However, in 2012, all areas showed decline along with their attendance levels. In 2013 results improved in all areas except for punctuation and grammar and in 2014 numeracy, writing and spelling remained similar, while there was a decrease in reading (12%) and in increase in grammar and punctuation of 8%. In 2015 there was a decrease in spelling (9%), writing (3%) and grammar and punctuation (5%). Numeracy increased by 4%, and reading increased by 11%.

It is apparent that attention needs to be given to the whole school writing program in 2015. It is anticipated that with the implementation of the early intervention, explicit instruction and attendance strategies that NAPLAN results will improve overall. In addition, Letters and Sounds and Talk to Write will be introduced in 2016 to specifically focus on writing.

## Merriwa Naplan 2010 –2015 Year 3 National Minimum Standard

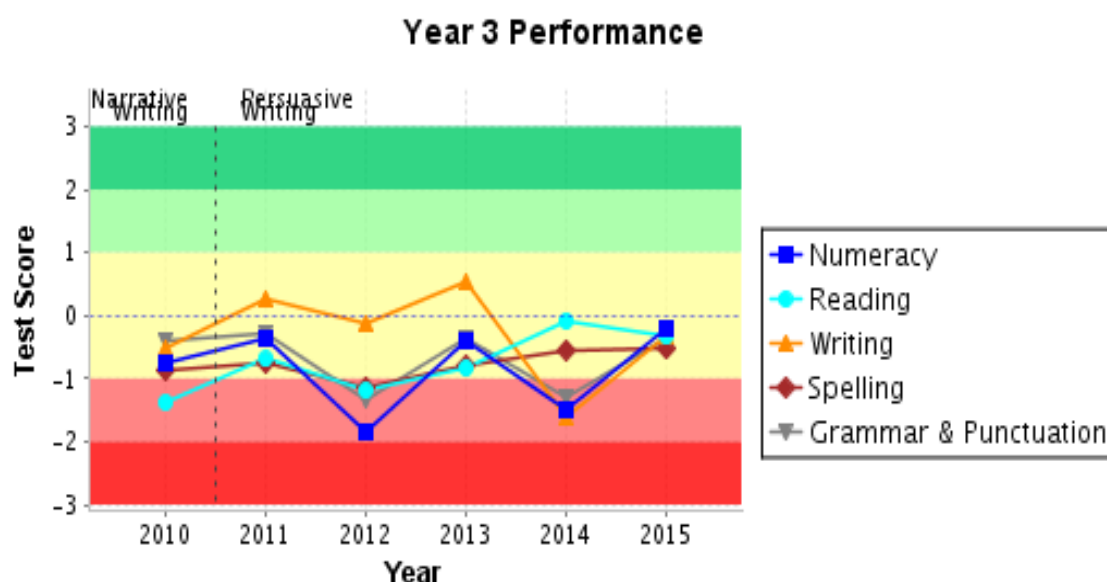
### NAPLAN Comparative Performance for Year 3

Year 3	Perform.						Students					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Numeracy	-0.7	-0.3	-1.8	-0.4	-1.5	-0.2	51.0	58.0	55.0	59.0	44.0	62.0
Reading	-1.4	-0.7	-1.2	-0.8	-0.1	-0.3	55.0	57.0	55.0	59.0	44.0	65.0
Writing	-0.5	0.3	-0.1	0.5	-1.6	-0.3	56.0	56.0	56.0	59.0	42.0	64.0
Spelling	-0.9	-0.8	-1.1	-0.8	-0.5	-0.5	56.0	56.0	56.0	59.0	44.0	64.0
Grammar & Punctuation	-0.4	-0.3	-1.3	-0.4	-1.3	-0.4	56.0	56.0	56.0	59.0	44.0	64.0

1	<b>Above Expected</b> - more than one standard deviation above the predicted school
2	<b>Expected</b> - within one standard deviation of the predicted school mean
3	<b>Above Expected</b> - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

The Year 3 NAPLAN results in 2015 were very encouraging and were all at the expected level. Despite reading results decreasing slightly, spelling maintained its level and significant gains were made in numeracy, writing and grammar and punctuation. Whole school systems of explicit phonics and spelling appear to have made a positive difference to both spelling and writing scores, and this strategy of explicit teaching will be introduced to writing in 2016 through *Talking to Write*.

The Brightpath Moderation system was introduced to the school in an effort to improve staff moderation in writing. Numeracy made significant gains and the Early Intervention of Principals as Numeracy Leaders will continue in 2016. There will also be a continued focus on Early Intervention and explicit teaching in English from Kindy to Year 2.



## Merriwa Naplan 2010 –2015 Year 5 National Minimum Standard

### NAPLAN Comparative Performance for Year 5

Year 5	Perform.						Students					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Numeracy	0.5	1.2	0.4	0.3	0.4	-0.7	68.0	58.0	42.0	49.0	54.0	51.0
Reading	0.6	-0.4	-0.2	-0.4	0.6	-0.1	68.0	58.0	43.0	49.0	54.0	53.0
Writing	0.0	1.0	0.7	-0.7	-0.1	0.0	69.0	59.0	42.0	48.0	56.0	53.0
Spelling	0.4	0.5	0.5	-0.2	1.3	0.9	69.0	59.0	42.0	48.0	55.0	54.0
Grammar & Punctuation	1.1	0.5	0.1	-1.2	1.0	0.2	69.0	59.0	42.0	48.0	55.0	54.0

1

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

2

**Expected** - within one standard deviation of the predicted school mean

3

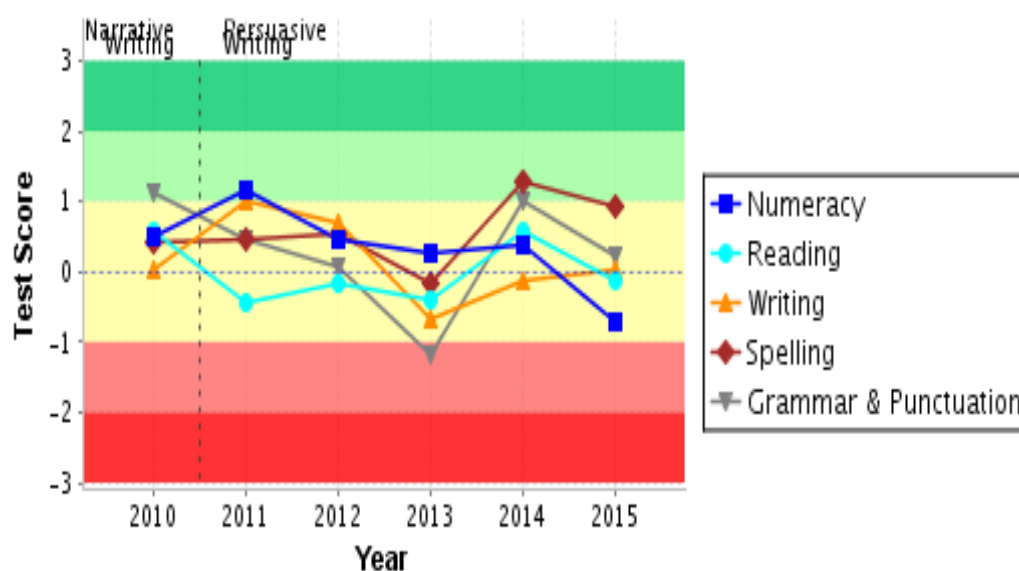
**Above Expected** - more than one standard deviation below the predicted school mean

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

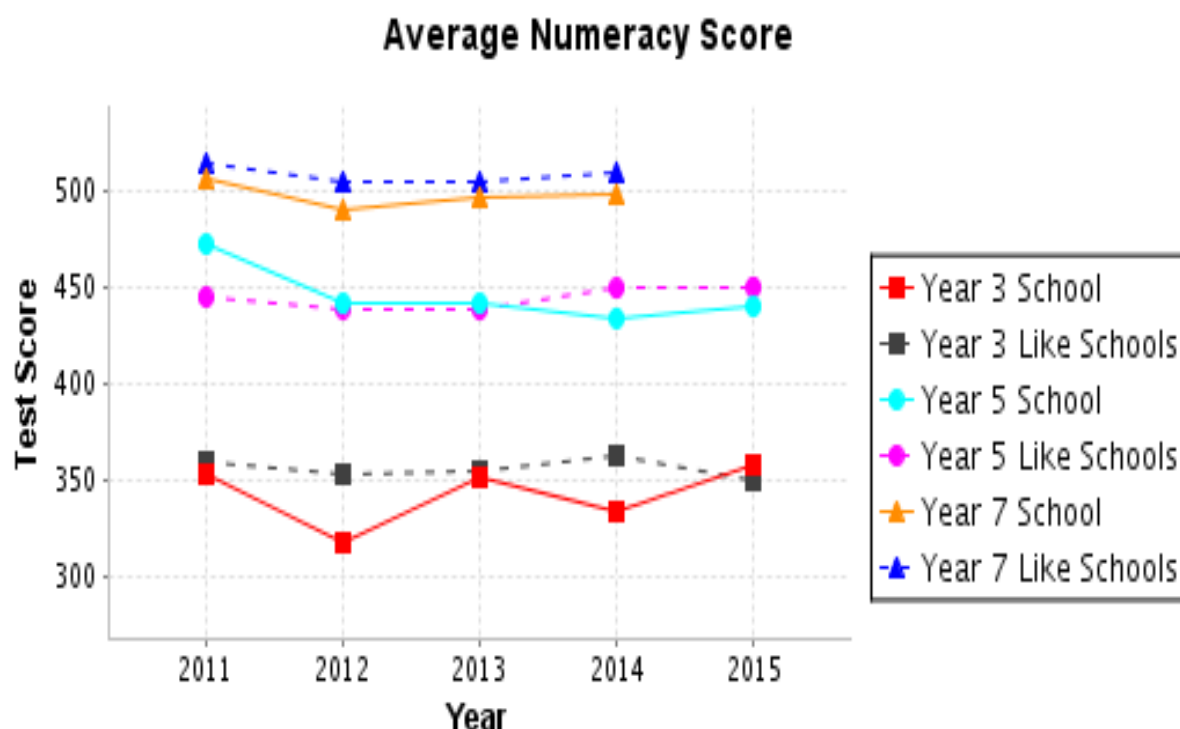
The Year 5 NAPLAN results are all within the expected range. There has been a decrease in results in all areas except for writing however, and numeracy in particular will need attention in 2016. It is expected that the Elementary Maths Program and I maths will improve results in future years.

Whole school programs continue to be of vital importance, particularly the Literacy and Numeracy Blocks, phonics and spelling programs, Guided reading, PANL support in Numeracy, imaths and mental maths programs.

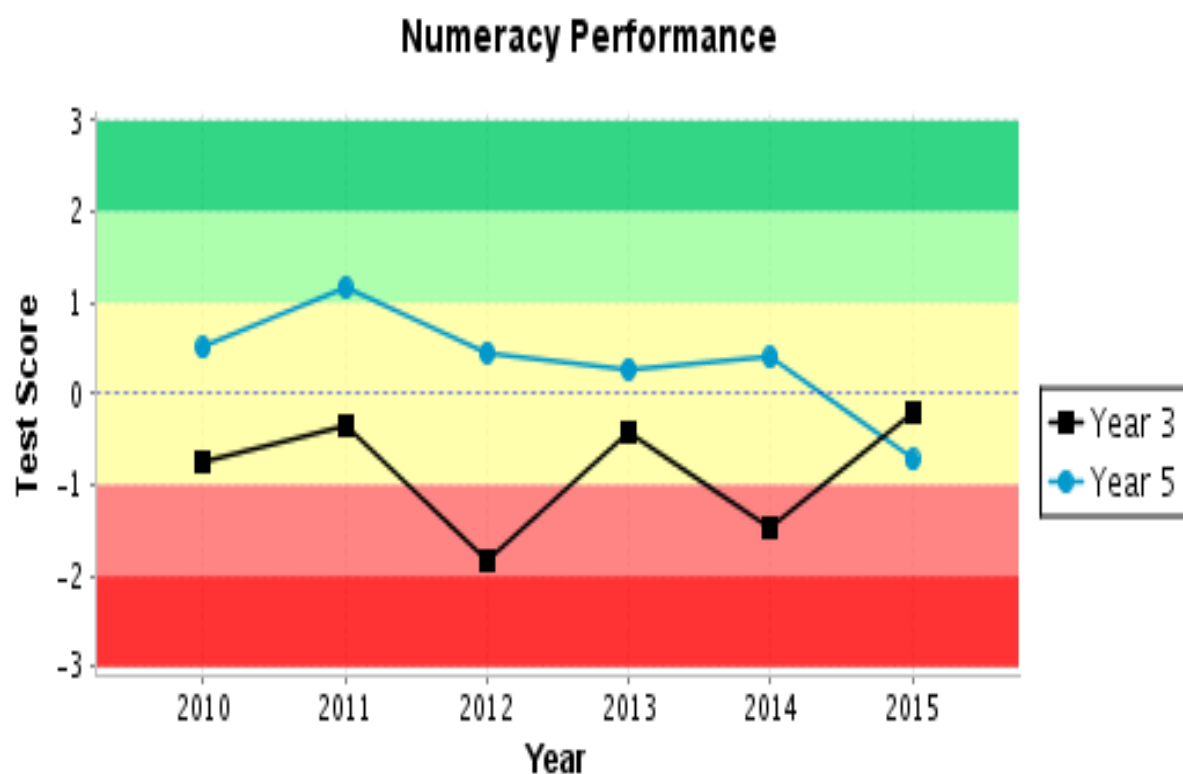
### Year 5 Performance

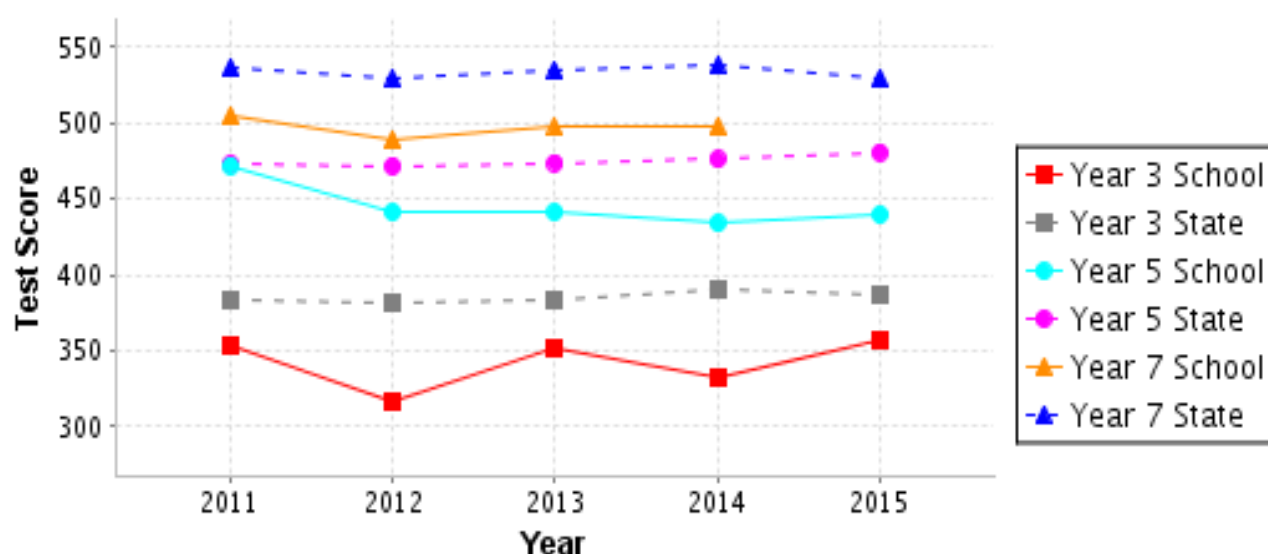
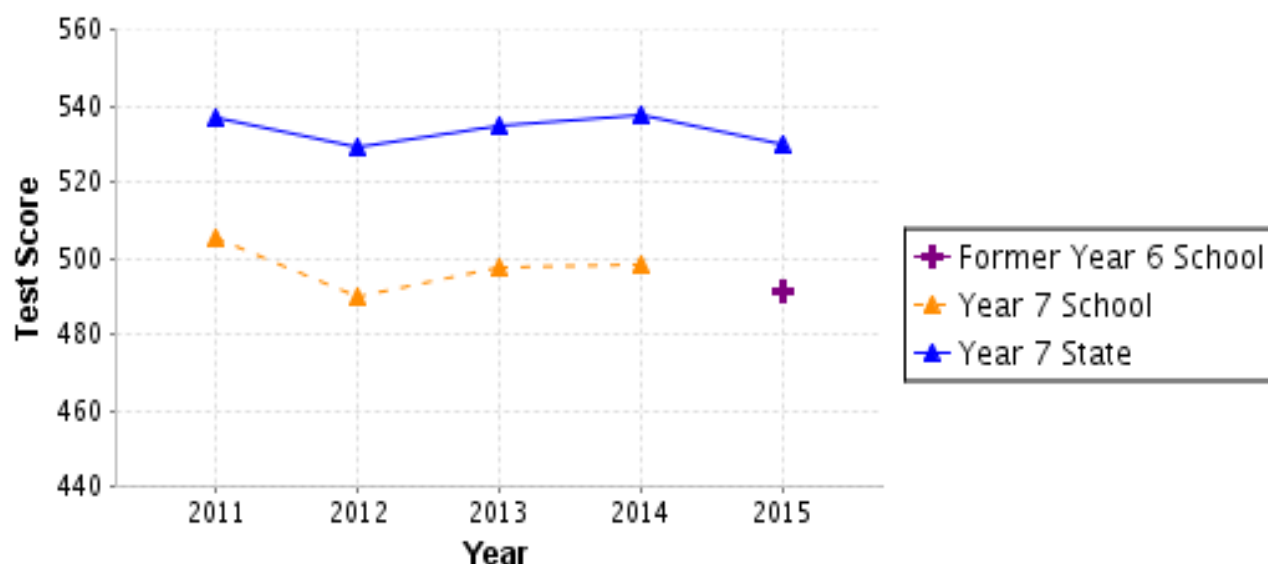


## NUMERACY - SCHOOL v. LIKE SCHOOLS



This graph shows that there has been improvement made in Year 3 and 5 results in comparison with similar schools. The whole school numeracy program (PANLS) supported by the Associate Principal and Numeracy Specialist will continue in 2016.

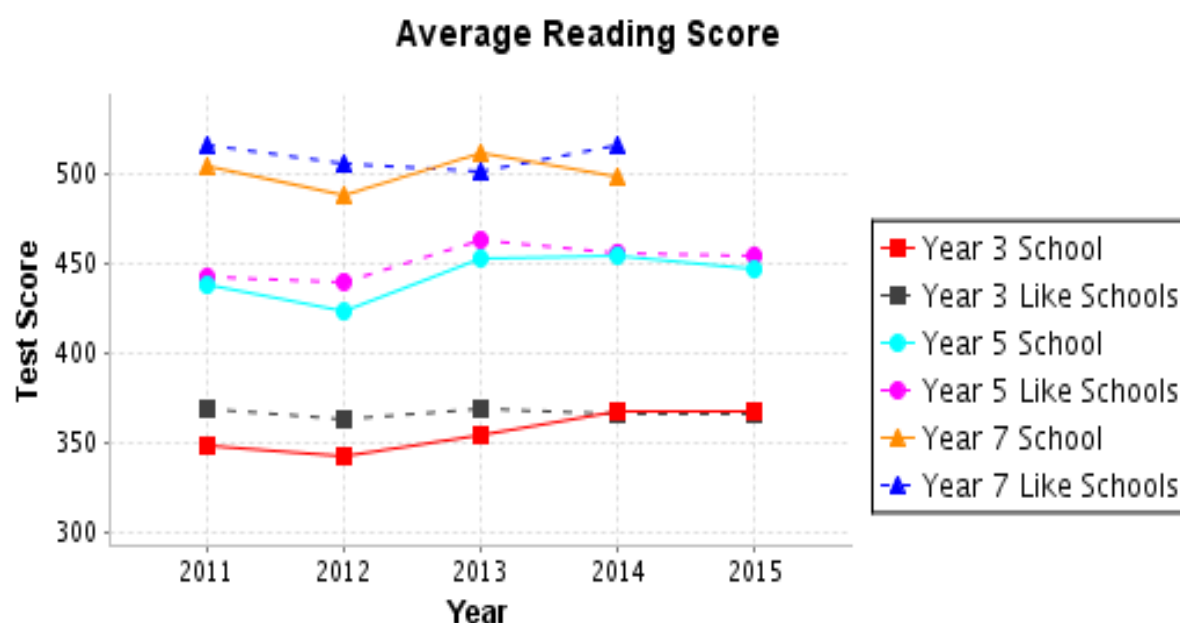


**NUMERACY – SCHOOL VS. STATE****Average Numeracy Score****Average Numeracy Score**

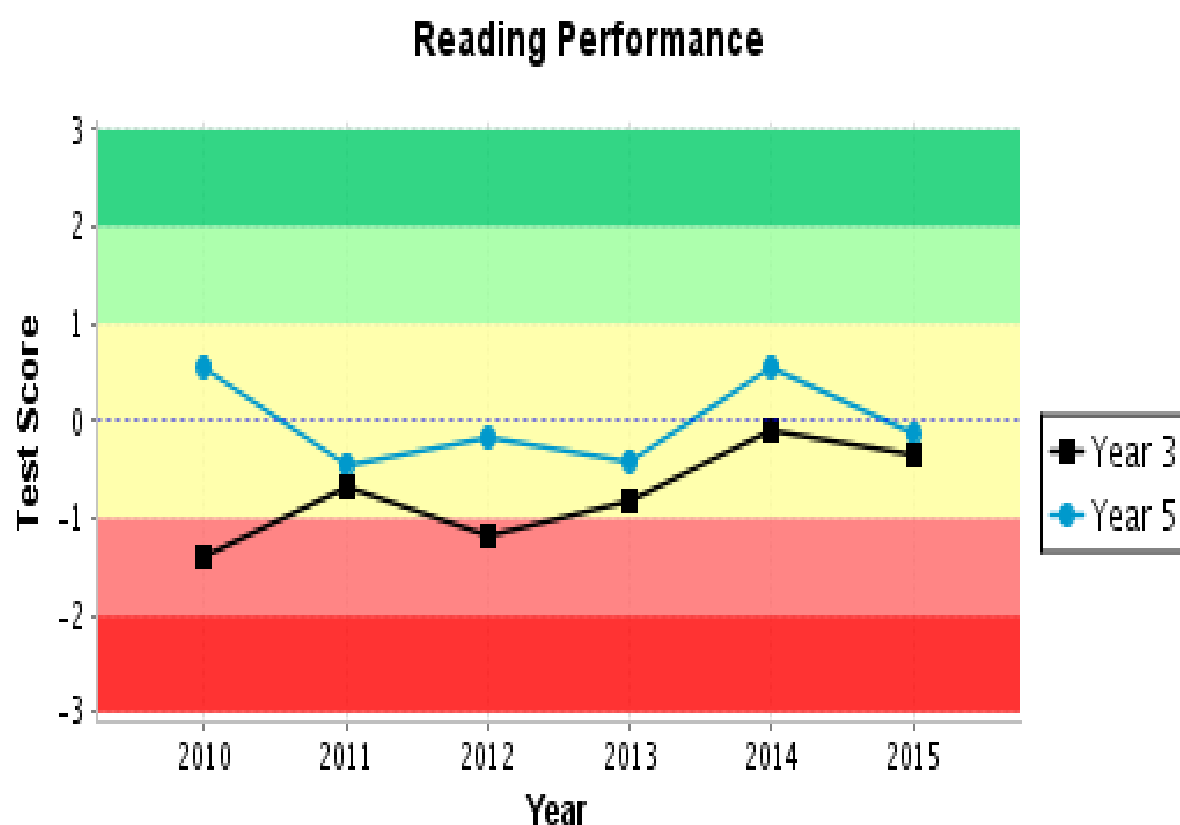
These graphs show that the results for Merriwa are below that of state levels for all areas. It is encouraging, however, to see the climb in Year 3 results, and it is hoped that this is reflected in 2017.



## READING - SCHOOL v. LIKE SCHOOLS

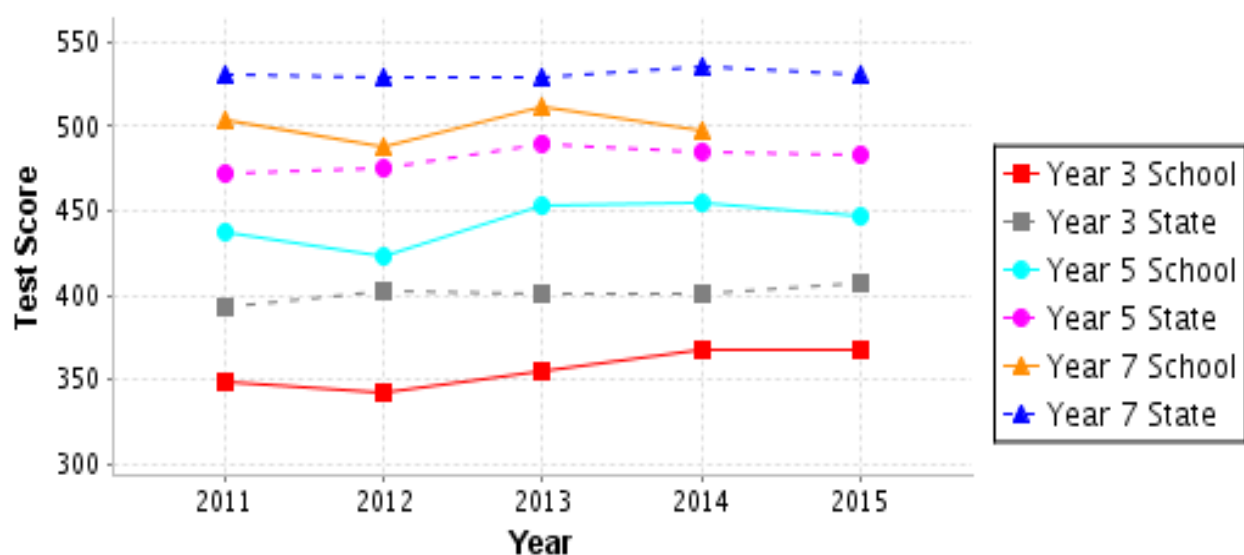


Reading results since 2010 continue to show a general upward trend compared with similar schools. The Year 3 and Year 5 results in 2015 show that the students performed at the same level as similar schools. There will be continued explicit teaching and guided reading in 2016, along with a continued emphasis on early intervention through the Early Years playgroups, Direct Instruction phonemic awareness, phonics, spelling and *Letters and Sounds*.

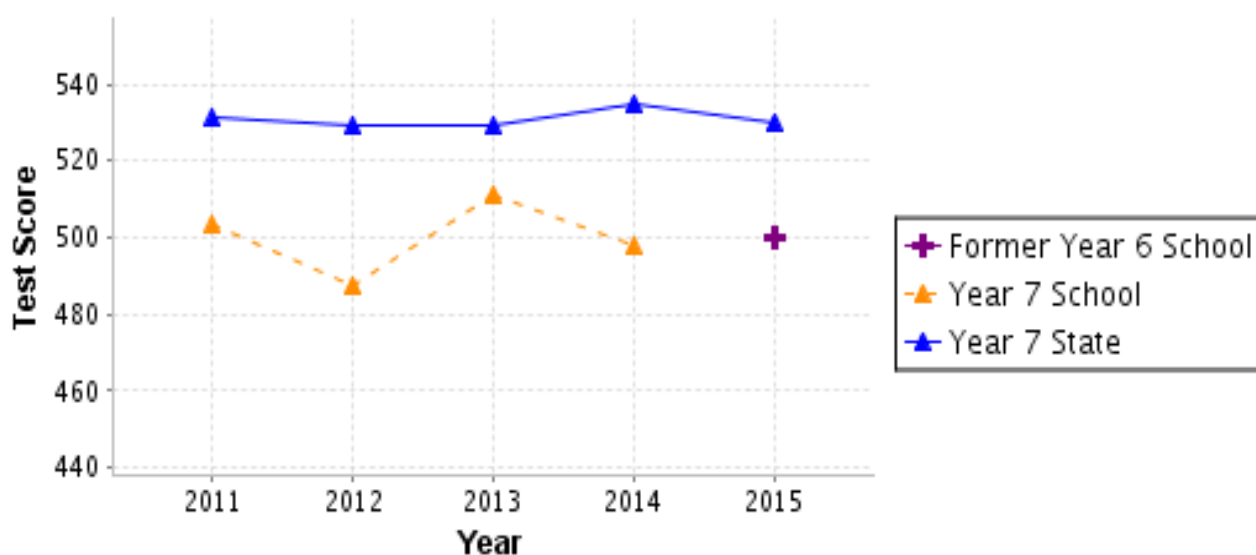


## READING – SCHOOL VS. STATE

Average Reading Score



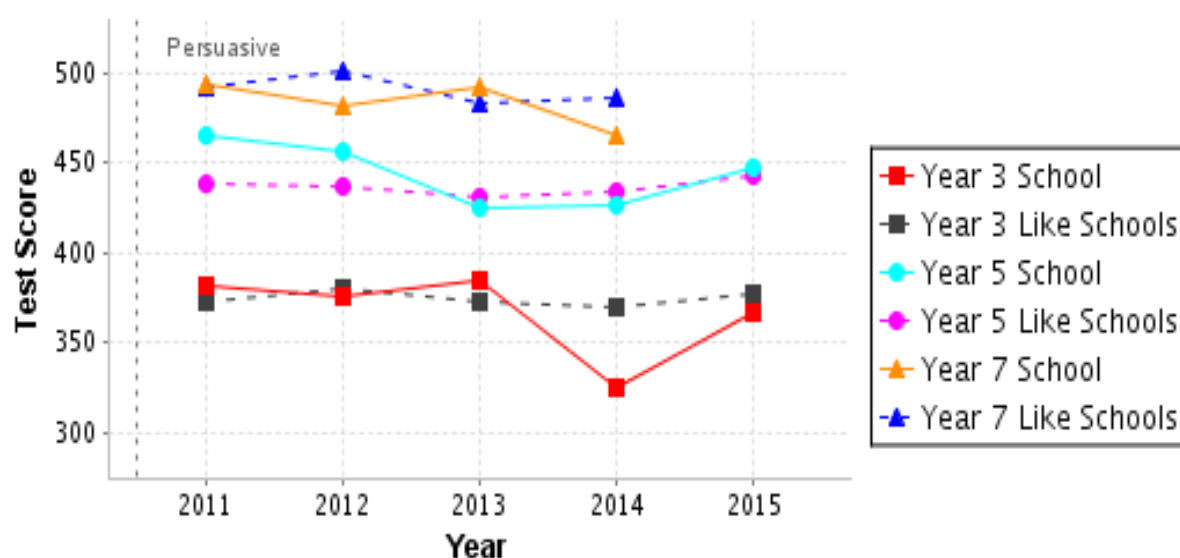
Average Reading Score



Reading levels continue to be below that of the state. Again it is encouraging to see the upward trend in Year 3 students, which may be a reflection upon the investment we are making in the early years.

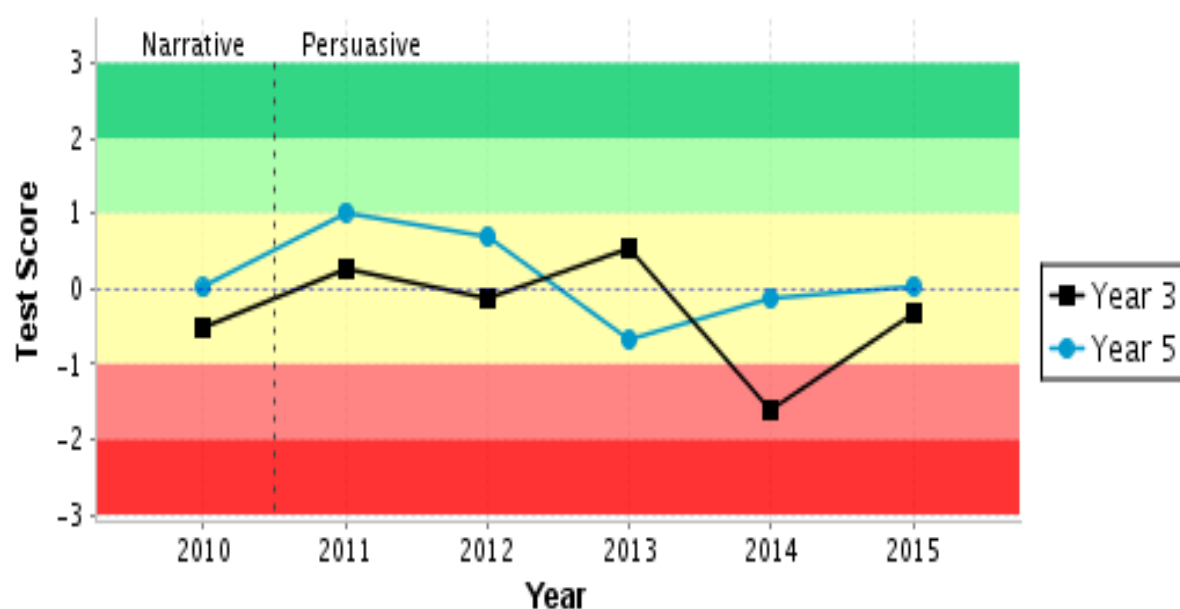
## WRITING - SCHOOL v. LIKE SCHOOLS

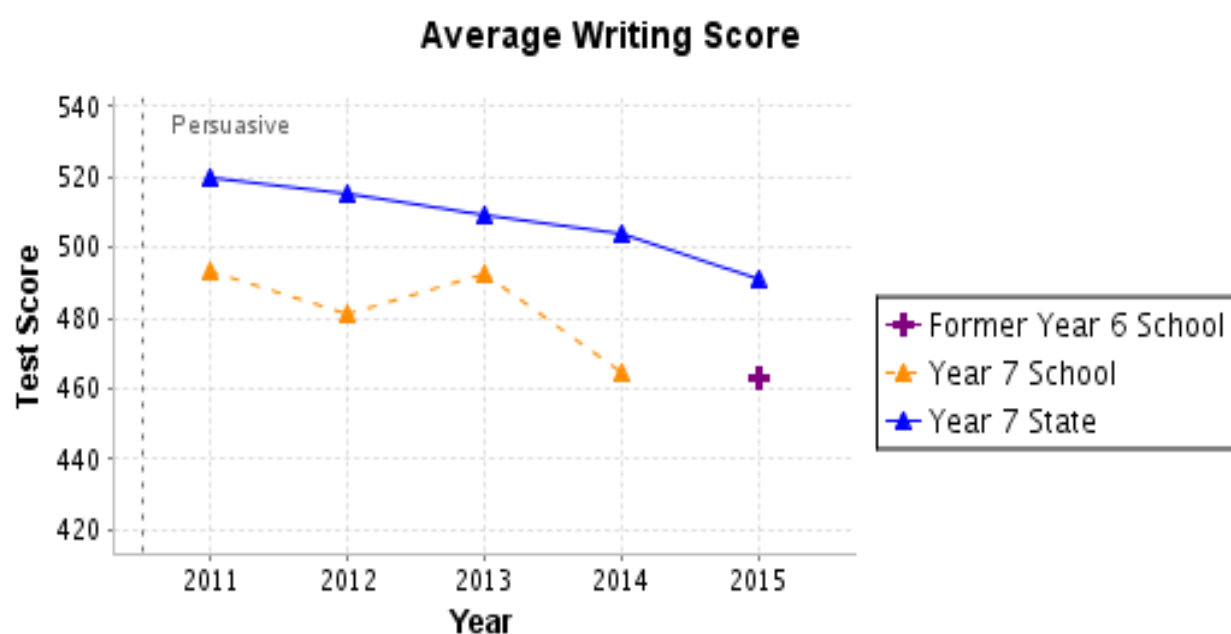
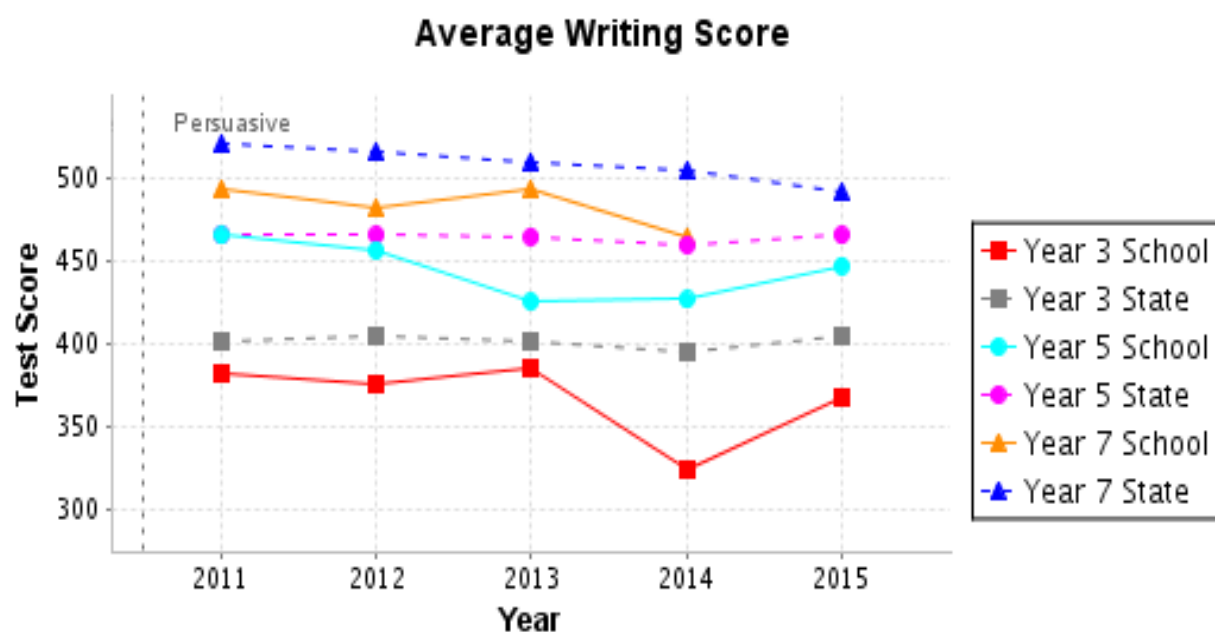
Average Writing Score



The results for writing in 2015 showed a significant improvement in Year 3, reaching scores similar to that of like schools. The Year 5 results were slightly higher than like schools and generally show an upward trend. The whole school approach to writing has been addressed through First Steps and this will be carefully examined by the Early Childhood and Literacy teams in 2016. It is intended that writing will be taught more explicitly next year through *Talk to Write*. The teachers will also implement Brightpath as a means of addressing their moderation of writing.

Writing Performance

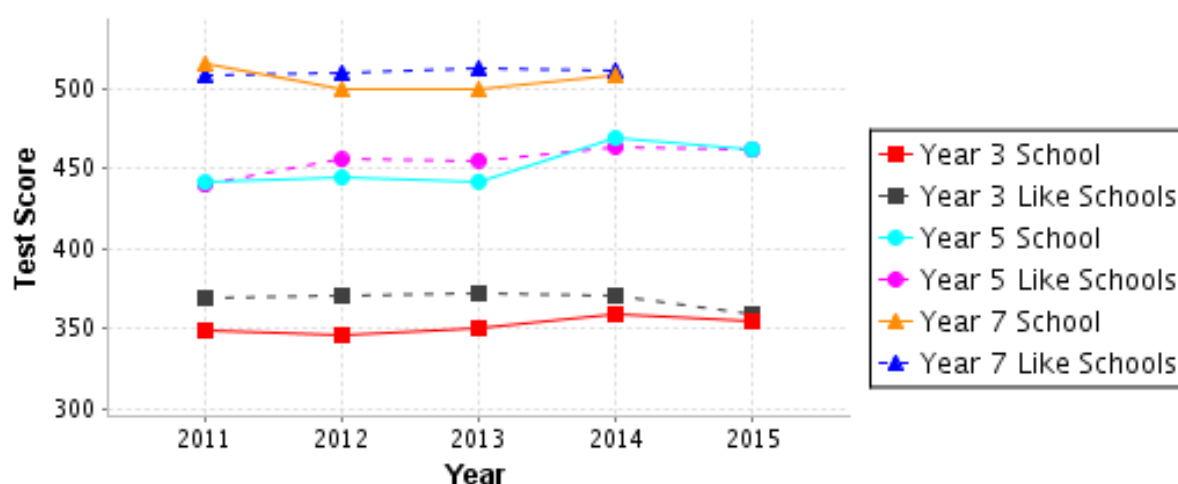


**WRITING – SCHOOL VS. STATE**

The results for writing show an interesting trend upwards, particularly in Years 3 and 5. Again the investment in the early years is hopefully having a long term effect.

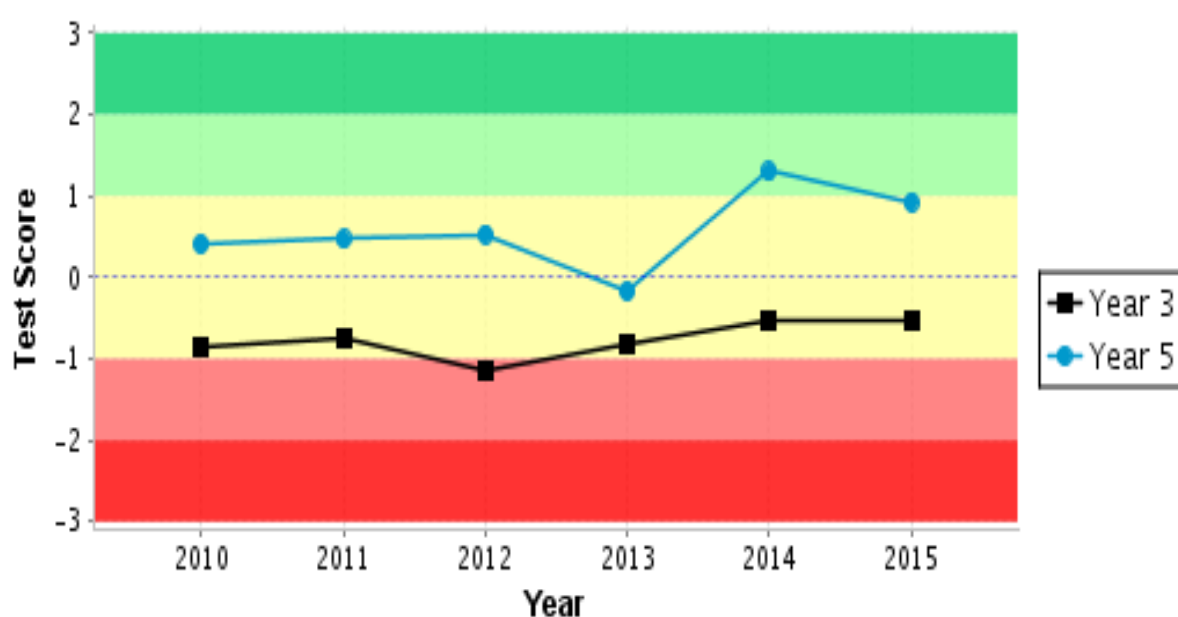
## SPELLING - SCHOOL v. LIKE SCHOOLS

Average Spelling Score

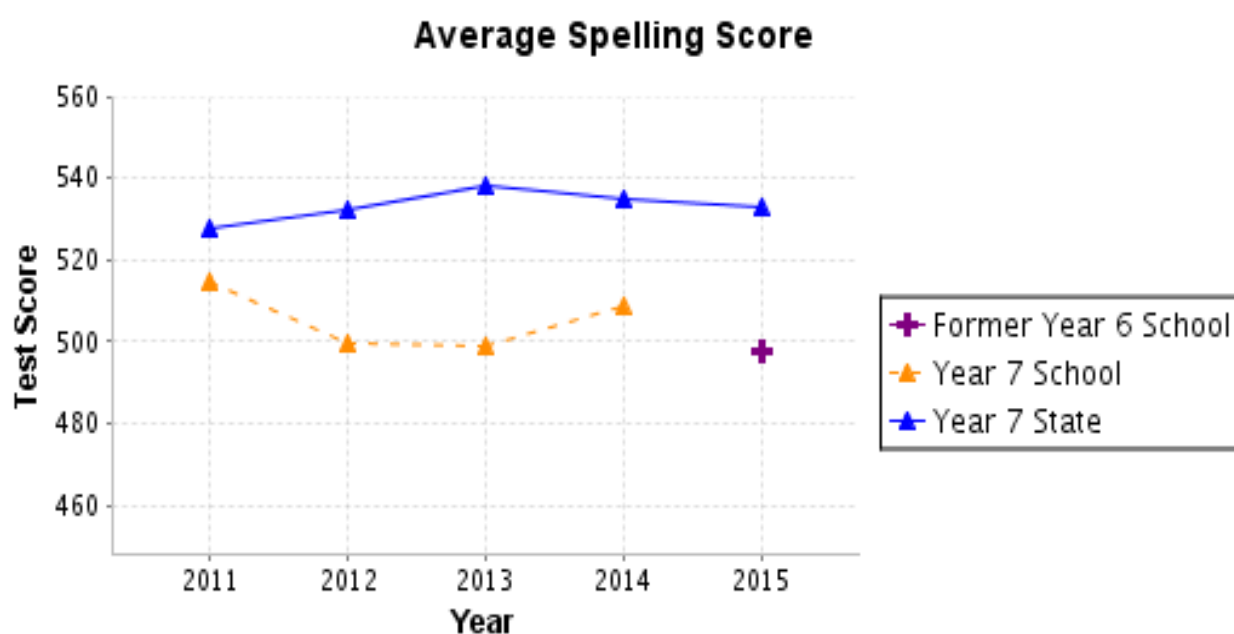
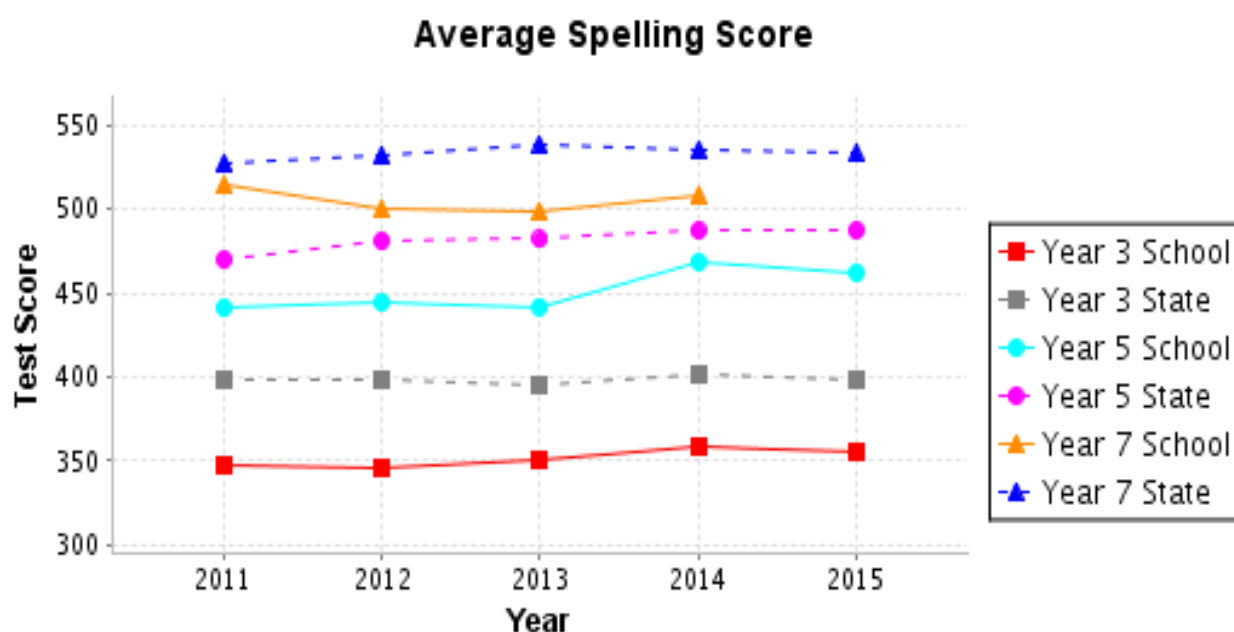


Explicit Direct Instruction teaching of Phonemic Awareness and Spelling Mastery programs was introduced in 2013. These programs appear to be making a significant difference in spelling levels, as it is apparent that the results of all year levels have improved. Letters and Sounds was also introduced to the Year 2 children, and children requiring extra tuition in Years 3 to 6 and will be consolidated throughout the school in 2016.

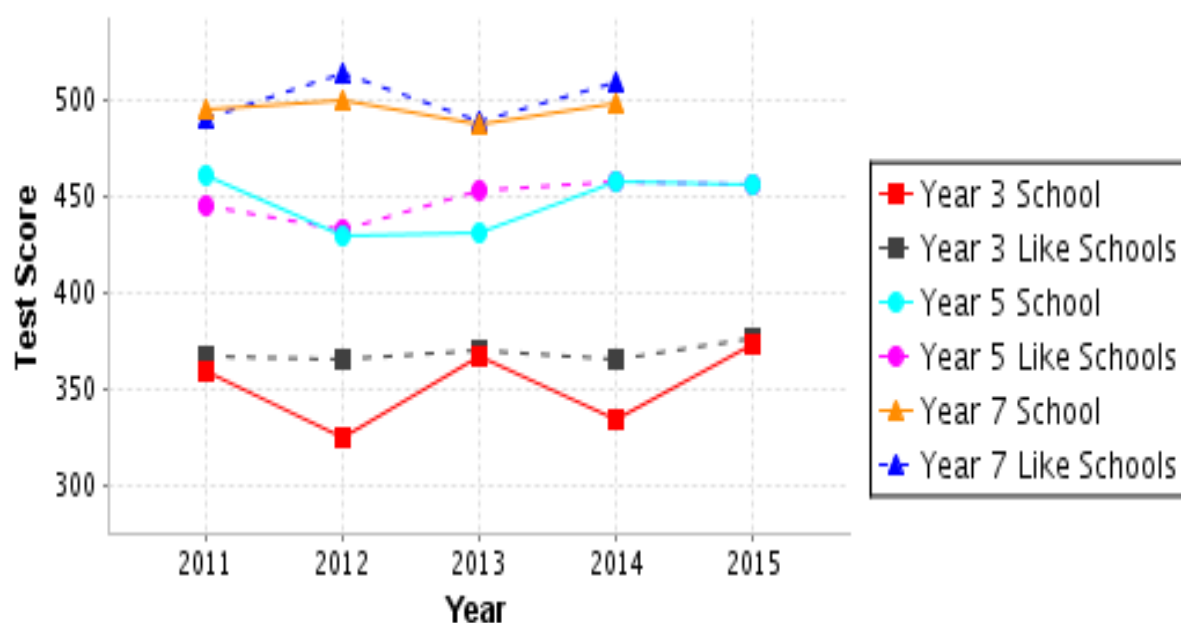
Spelling Performance



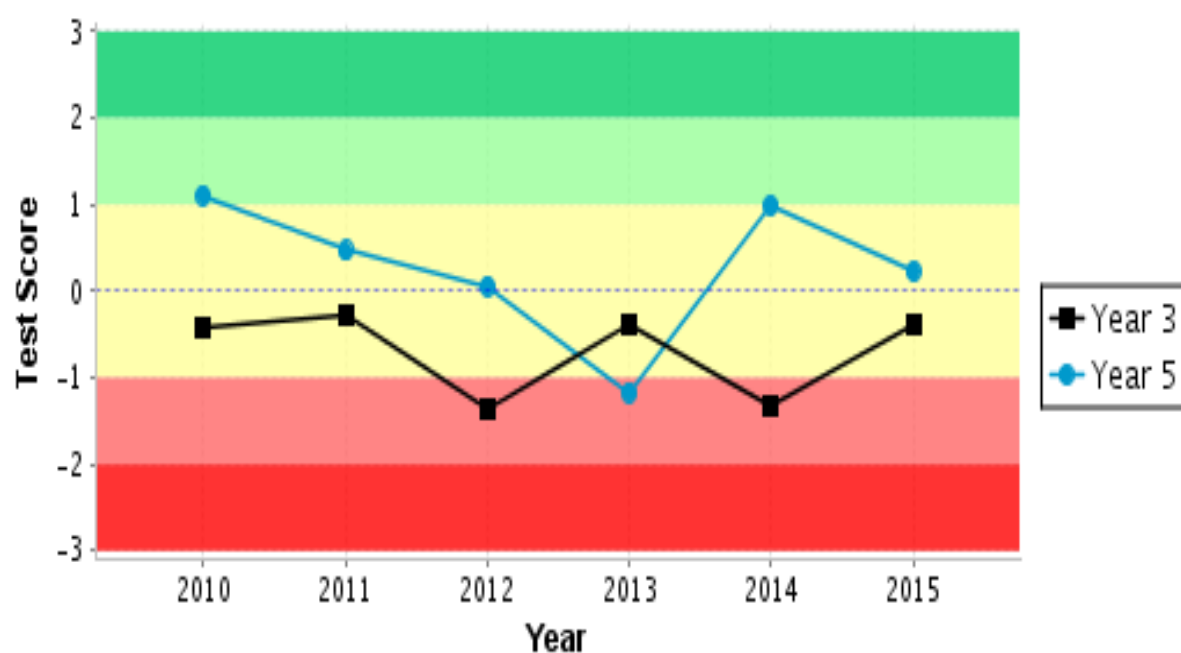


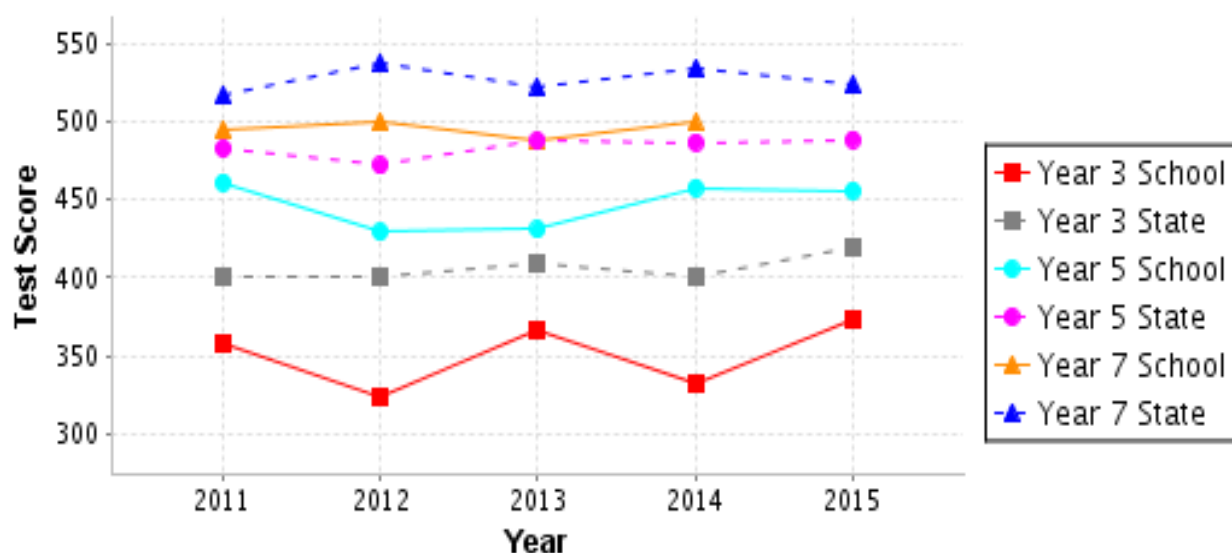
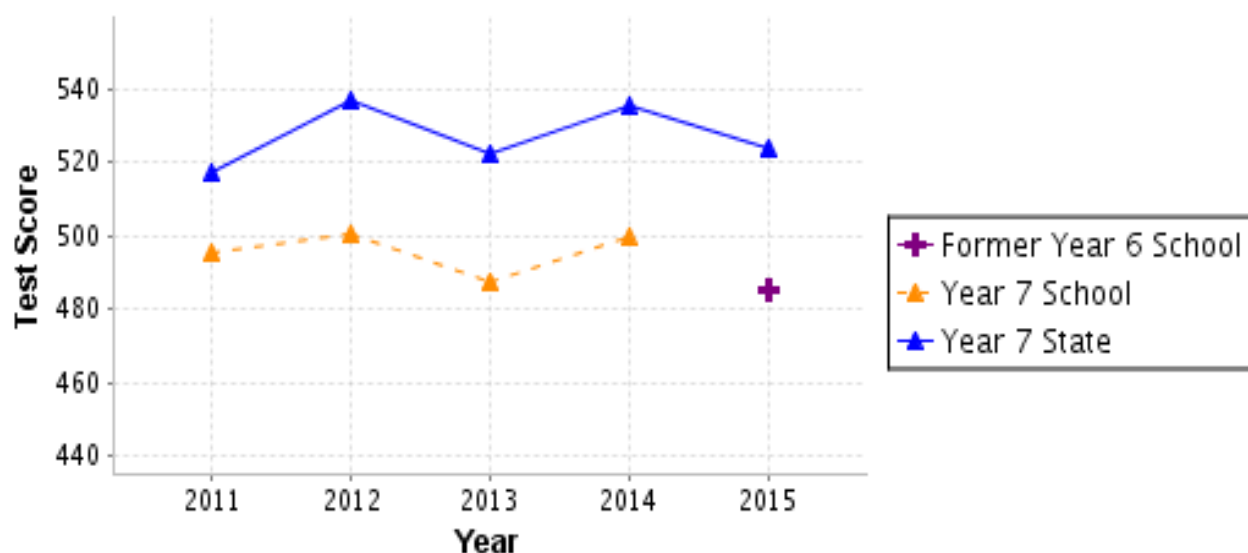
**SPELLING – SCHOOL VS STATE**

In comparison to state levels, the spelling results are encouraging at a Year 5 level, while the Year 3 results have plateaued. The Year 7 results remain at a low level. The introduction to Letters and Sounds and the expansion of the Direct Instruction spelling programs to include Year 2 should improve these results in future years.

**GRAMMAR AND PUNCTUATION - SCHOOL v. LIKE SCHOOLS****Average Grammar & Punctuation Score**

The results in grammar and punctuation are very pleasing, with both Years 3 and 5 results reflecting those of like schools. There was a significant gain in Year 3 results and it is hoped that this continues in 2016 and whilst the Year 5 results decreased, they are still within expected levels.

**Grammar & Punctuation Performance**

**GRAMMAR AND PUNCTUATION – SCHOOL VS. STATE****Average Grammar & Punctuation Score****Average Grammar & Punctuation Score**

There is an upward trend in this area and it is hoped that this will continue. Again, the investment in early intervention should see improved results in the coming years.

## COMMUNITY LINKS

The continued support from our community was a feature of 2015.

The P & C, contributed over \$15 000 to school projects, including the shade sails in the junior playground and colourful markings in the Kindy and Pre Primary playground. They also financially supported the Graduation Ceremony and whole school academic and citizenship awards.

Agencies such as The Smith Family, The Salvation Army, the Spiers Centre and Foodbank provided goods and services to our families including food, assistance for uniforms and excursions, and financial planning and advice. The breakfast club was run by our Chaplain with support from parent volunteers and Foodbank, while Bunnings provided both materials and labour to paint and improve our buildings and grounds.

The association with Edith Cowan University strengthened, with support provided by the Occupational Therapy Department, Education, and the science department in both placing practicum students at Merriwa and providing science workshops in Aboriginal studies and forensic science. We were placed 10<sup>th</sup> in the Our Schools A Star Competition for our collaborative work in science.

The SAS Defence Forces again supported our ANZAC Ceremony with personnel and armoured vehicles, and presented medallions to those students who have displayed the virtues of the SAS, achieving despite adversity.

The Church of Latter Day Saints provided a free venue and technical support for our Year 6 graduation ceremony and social dance.

We will continue to strengthen and extend our links in with the community in 2016.



## HIGHLIGHTS OF THE YEAR

Book Week - Star Gazing with ECU and Butler College - Social Dance  
 Festival at UWA - Dancing Lessons - Learning Journey - Year 6 Day Camps  
 Swimming Lessons - Clarkson Challenge - Food Revolution Day  
 NAIDOC Celebrations - Salvation Army Carols  
 Visit from Wanneroo Mayor - Literary and Numeracy week  
 Year 6 Graduation Ceremony - Whole School Christmas Concert  
 Principal's Morning Tea - Christmas Gift Boxes for the Homeless  
 Interschool Carnivals - Athletics Carnival - Girls Football Team - Robotics and  
 Forensic Science Workshops  
 Partnership with Edith Cowan University Science



**Assemblies** – Class, ANZAC, Remembrance Day

**Music** – Instrumental musical performances, interactive drumming workshops

**Choir Performances** – West Coast Song Festival, Bunnings Easter and Christmas, Channel 9 Christmas Carols, Salvation Army Carols in the Park, WA Massed Choir UWA.

**Excursions** – Indigenous Reconciliation, Peninsular Farm, East Perth Cemetary, ECU Earth Science Day, Buckingham House, Channel 9 Christmas Carols, Kalamunda History Museum, Zoo.

**Incursions** – ECU Forensic Science, Old Ways New Ways Science, Tales of Times Past, Smartstart, Australian Animals, WestOZ Wildlife, Silver Threads Brass Band, Department of Fire and Emergency Services.





## MERRIWA CELEBRATES SCIENCE



We were proud to be named in the top ten WA schools for science in 2015. This was a result of our specialist science program and the partnership between Merriwa and Edith Cowan University.

The partnership strengthened this year, to also include Butler College staff, with the aim of improving student participation and outcomes in science and developing an awareness of university entrance pathways.

### Program highlights:

Old Ways New Ways:  
Modern and Aboriginal Forensic Science

Microscopes

Star Gazing with Professor David Mc Kinnon,  
Dr Kadhy Ibrahim-Didi and Jason Barron with  
Telescopes and ipads

Earth Day at ECU: Conservation and  
Sustainability



**MERRIWA CELEBRATES PHYSICAL ACTIVITY****Highlights of 2015 included:**

The Peer Leadership Fitness Program

Interschool Athletics Carnivals

Interschool Summer and Winter Carnivals

Social Dance and Swimming Lessons

The Year 5 and 6 girls took part in the Docker's Cup girls' football carnival held at McDonald Reserve in Padbury. The team played very well, improving with every game they played, and were ultimately awarded the best tackling team in the competition.





## MERRIWA CELEBRATES THE ARTS



Our children performed locally at the school at and events such as UWA Massed Choir, with African drummers and at Bunnings Easter and Christmas events.



The Subih Brothers reached the Semi Finals of Australia's Got Talent 2015





## SCHOOL COUNSELLORS

**Head Boy:** Matei Hepcal

**Head Girl:** Lily Fox

**Counsellors:** Lute Mackie, Marshall Frankis, David Planner, Steven Hanaki, Shonola Kennedy, Jayden Winsor, Tyron Brooks.



## FACTION CAPTAINS

### Akita

Captains: Shonola Kennedy, Steven Hinaki  
Vice Captains: Jayden Winsor, Shaneka Shea

### Palermo

Captains: Bianca Hammond, Justin Sovann  
Vice Captains: Trinity Wright, David Planner

### Calabar

Captains: Andiya Paul, Andrie Subih  
Vice Captains: Jasmine Ride, Milad Safari

### Baltimore

Captains: Elija Mackedy, Ruby Juncal  
Vice Captains: Kyle Warr, Makayla Willis-Moore



## INTERSCHOOL CHAMPIONS

Year 5 Girl Champion Daruka Deng  
R/U Year 6 Champion Girl: Shaneka Shea  
R/U Year 5 Champion Boy: Makanaka Mudzengi  
R/U Year 3 Champion Girl: Aryelle Monaghan

Dockers Cup Awards: Lily Fox and Daruka Deng  
Best Player Award: Shanita Snowy



**STAFF, STUDENT AND PARENT SURVEY 2015**

A survey was carried out in 2015 to ascertain community satisfaction. The results were gathered from 61 Year 5 and 6 students, 21 teaching staff and 29 parents.

The adverse findings in the ERG of 2010 focussed on leadership, safety, behaviour management, community engagement and staff morale. Even given the low numbers of surveys returned, the results in 2015 show a much improved school environment, with the majority of the staff and parents in agreement that the school is well lead, they are satisfied with the overall standard of academic achievement achieved at this school, and that the relationship with the wider community could be strengthened.

**YEAR 5 / 6 STUDENTS**

95% say that teachers expect them to do their best  
81% say their teachers give them useful feedback about their school work  
82% say that the teachers motivate them to learn  
73% say the teachers at this school treat the students fairly  
84% say this school looks for ways to improve  
56% say they feel safe (This area was investigated further and will be reported upon in 2016 as it is in contrast with staff and parental opinions)

**PARENTS**

96% say that teachers expect them to do their best  
83% say their teachers give them useful feedback about their school work  
97% say their children feel safe at this school  
69% say the school is well led  
62% say there is a strong relationship between the school and the community  
97% say they can talk to their child's teacher about their concerns  
66% say this school looks for ways to improve  
90% say their child likes being at this school

**STAFF**

91% report that the children feel safe at this school  
95% say that teachers expect their child to do their best  
96% say this school looks for ways to improve  
96% say teachers at this school motivate students to learn  
76% say this school is well led  
71% say they receive useful feedback about their teaching  
39% say there is a strong relationship between the school and the community  
53% are satisfied with the overall standard of academic achievement at this school

**The follow up work will focus on:**

- 1. Perceptions of and actual child safety**
- 2. Relationships between the school and the community**
- 3. Feedback about teaching and the self and peer reflection model**
- 4. Academic achievement.**