

Merriwa Primary School

Independent Public School in 2017

Annual Report 2016



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2016 Leadership Team and Administration

| | |
|----------------------|--|
| Principal | Sue Waterhouse |
| Associate Principals | Sandra Long Jeff Hoskins and Louise Carroll |
| Registrar | Tracey Bell |
| School Officers | Nevis Evans Alison Humble |

Contact Details

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| Teaching Staff 2016 | |
|----------------------------|--|
| Kindergarten | Kristie Avins/Teneale Hogan Andrea Hollie |
| Pre Primary | Charon Thompson Terri Liddelow/Janelle Avins |
| Year 1 | Siobhan Morgan Erin Purcell Sophie Perkins/Therese Hutchinson |
| Year 2 | Ahidan Barr Sue Zainudin Phillipa Hill/Jo Dorney/Nichola Yates |
| Year 3 | Renee Rogers Judy Mair/Tracy Hanratty |
| Year 4 | Cathy Hay Di Reweti |
| Year 5 | Nikki Nelson/Louise Carroll (Term 2) Ben Collins |
| Year 6 | Shonagh McKenzie Lynda Radich Allison Ebert |
| Support Teachers | |
| ESL | Judy Mair |
| Numeracy | Jeff Hoskins/Louise Carroll |
| Literacy | Andrea Hollie/Phillipa Hill |
| Music | Rose Prior |
| Physical Education | Chris Leonard |
| Italian (LOTE) | Melissa Zoccali |
| Science | Ben Allan |
| Computing | Andrew Bownes |

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

At Merriwa Primary School:

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

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:

- 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****Focus 2016****Student Engagement and Wellbeing**

Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. Fourth year of implementation of 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.

2016: A Year of Independent Status, Consolidation and Improvement

We were awarded Independent School Status for 2017.

We agreed that we should continue to consolidate the programs that we have introduced and to focus on maintaining the following:

- Whole school approach to all that we do;
- A whole school model of peer and self assessment of teaching effectiveness;
- A commitment to health and well-being for staff;
- Continued focus on English, maths and health and well-being for students.
- A whole school commitment to Direct Instruction Spelling and Phonemic Awareness; I Maths; Guided Reading; and Talk for Writing;
- To 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.



STAFF, STUDENT AND PARENT SURVEYS 2015 AND 2016

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.

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

In 2016 extensive consultation was carried out with the school community regarding our Independent School status application.

The teachers and school council talked with parents through parent surveys, interviews, telephone calls and information meetings and the results are summarised on the next page:

Parent Satisfaction

- The parents stated that the school learning programs, teaching strategies and the staff are effective.
- They appreciate the work of the P&C.
- The reputation of Merriwa Primary School has improved, and continues to improve.
- The community has confidence in the Principals.

The parents identified these social impacts on our school:

- Levels of poverty and crime
- Poor levels of language and numeracy skills upon entry at Kindergarten
- Inconsistent levels of parenting skills across the community.

Parent Recommendations:

- Continuity in the appointment of teachers.
- Support is needed and should continue for managing the impact of poverty through services and links such as: the breakfast club, financial counselling, Salvation Army, Mercy Care and The Spiers Centre.
- Provision of therapy, counselling and community nurses at school to alleviate the issues of inability to afford private health cover, long government waiting lists and missed school due to appointments.
- Parent networks to address parenting skills through workshops, playgroups and specific focus groups.
- Early intervention to address literacy and numeracy skills upon entry to Kindergarten.

This information will form the basis upon which further school improvement and community relationships will be built in 2017.



ALL ABOUT OUR STUDENTS: ENROLMENTS AND ATTENDANCE

Our student population is complex and varied. In 2016 we had 27 more boys than girls, and there are 27 different languages spoken at home. Our socio-economic ranking is 941 (8th decile).

We had 52 Aboriginal students (11%) and 45 African students (9%) enrolled here. The cultural and ethnic mix at Merriwa contributes to our inclusive and welcoming environment.

Our student numbers declined after the transfer of Year 6 students to high school, and we have experienced an ongoing high level of transiency, averaging at thirty percent since 2012. Numbers were steady between 2015 and 2016 and it is anticipated that the numbers will be similar in 2017.

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Pre-Compulsory | 76 | 68 | 56 | 63 | 61 | (K) 69 | (K)54 | (K)40 |
| | | | | | | | (PP)69 | (PP)50 |
| Primary | 457 | 472 | 411 | 387 | 348 | 384 | 356 | 390 |
| Total | 533 | 540 | 467 | 450 | 409 | 453 | 479 | 480 |

Attendance continued to be a focus. Our Attendance Management Team worked hard to alert parents to the links between unexplained absences with a decline in academic achievement, beginning with an address to incoming parents of kindy children and continuing regular updates at assembly, in newsletters and on the school website. The team also followed up on chronic and severe attendance issues and provided support to families as needed.

Our attendance rates for Aboriginal students continued to be outstanding, with 3.5% higher attendance than similar schools and 9.6% above state levels.

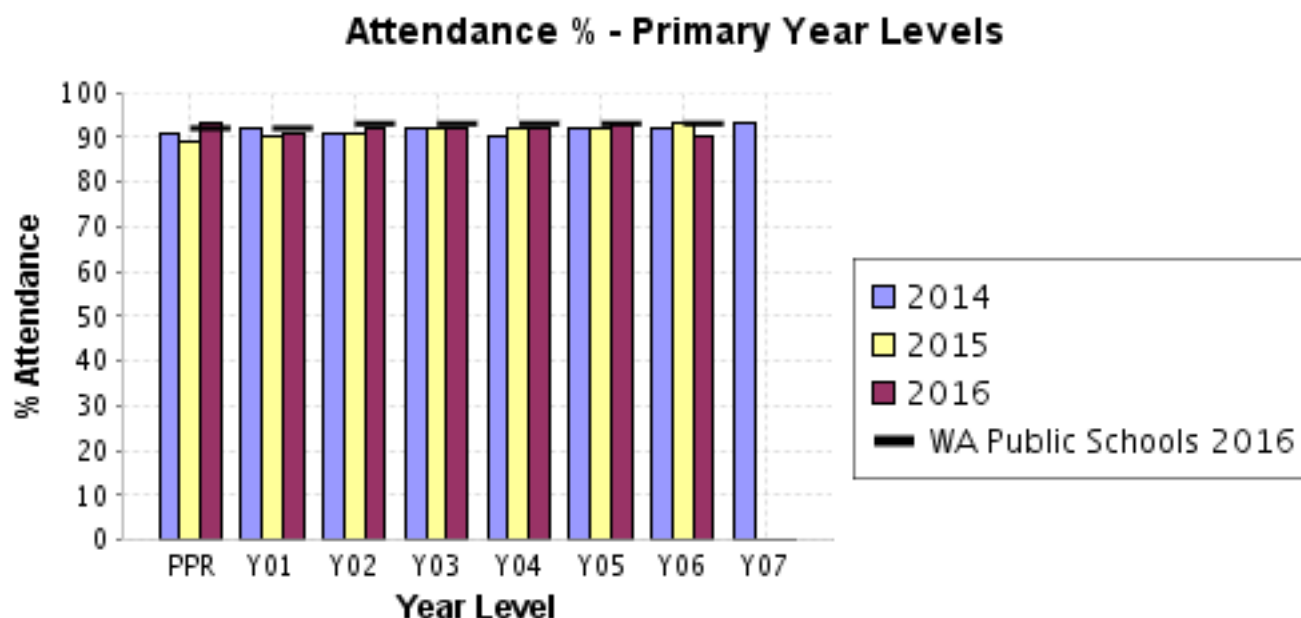
This indicates a high level of engagement and a high level of regard for and understanding of Aboriginal culture at Merriwa.

Regular attendance for all Merriwa students in 2016 was similar to that of Like Schools, and 7.2% lower than all state schools.

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2014 | 92.4% | 91.9% | 93.2% | 86% | 82.4% | 80.4% | 91.8% | 90.7% | 92.1% |
| 2015 | 91.3% | 92.1% | 93.8% | 89% | 85.5% | 81.2% | 91% | 91.3% | 92.7% |
| 2016 | 92.1% | 92.4% | 93.7% | 90.3% | 85.8% | 80.7% | 91.9% | 91.5% | 92.6% |

ALL ABOUT OUR STUDENTS: ATTENDANCE

Whilst attendance improved for the Pre Primary Students in 2016, it presented a problem for Year 1 and Year 6 students. The Attendance Management Team will continue to work with the school community to improve levels in 2017.



Those students who are identified as being at risk for attendance are carefully case managed by the team. The number of students with regular attendance of 90% and over is similar to Like Schools, and 7.2% less than state levels. In 2017 the focus will continue to be to work with those at severe and moderate risk, and to move the group with 80 – 90% attendance into the top attendance group. The team will also focus on alerting the community to the impact of unexplained absences and its link with lower achievement.

| Rate | 2012 | 2013 | 2014 | 2015 | 2016 | Like Schools | State |
|--------------------------------------|-------|-------|-------|-------|-------|--------------|-------|
| 90% | 61.7% | 68.9% | 69.6% | 66.0% | 69.8% | 70.5% | 77.0% |
| 80 – 90% | 25.6% | 25.3% | 21.0% | 21.5% | 20.0% | 18.0% | 15.0% |
| 60 – 80% Moderate Risk | 10.5% | 5.4% | 8.0% | 10.3% | 7.7% | 8.7% | 6.0% |
| Less than 60% Severe Risk | 2.1% | 0.2% | 1.2% | 1.9% | 2.3% | 2.6% | 2.0% |

ALL ABOUT OUR STUDENTS: YEAR 7 STUDENTS**DESTINATION SCHOOLS FOR YEAR 7 STUDENTS**

| | |
|---------------------------------------|----|
| Butler College | 22 |
| Clarkson Community High School | 18 |
| Quinns Baptist College | 4 |
| Catholic Agricultural College Bindoon | 1 |
| Kinross College | 1 |
| Newman SHS | 1 |
| Ocean Reef SHS (music) | 1 |
| Woodvale Secondary College | 1 |

**2016 STUDENT COUNCILLORS**

L to R Back Row Mrs Waterhouse (Principal), Pia Broadhurst, Kiara Baines, Daruka Deng (Head Girl), Hayley Tilbury, Mrs Macri (Principal ESC)

L to R Front Row Conor Henry, Man Jok, (Head Boy), Makayla Tottman, Mason Gregory, Tawa Reedy.

ALL ABOUT 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.

In 2016 the Associate Principals continued to fulfil essential roles in actively supporting the whole school behaviour management team and policy, the case management of students at educational and attendance risk and the coordination and teaching of numeracy, literacy and Early Childhood and Early Intervention.

Specialist instruction was provided in the following areas: physical education, music, flute, guitar, Italian and science.

In 2016 Merriwa won a state award for Science. Our collaboration between the science specialist, Ben Allan, Merriwa staff and Joondalup Edith Cowan University lecturers enabled our students to take part in Aboriginal science and forensic science workshops, and an astronomy program with Professor David McKinnon and lecturers from the USA. This strengthened the scientific knowledge of our staff and

students and forged links for our staff with Butler Community College and ECU staff. It has paved the way for our students to consider university study.

The music teacher was a key Committee member for the One Voice concert at the Perth Arena. This outstanding concert featured a choir of over 4000 students from around the state and was a highlight for the Merriwa community.

This year was the first time Merriwa Primary won the interschool athletics carnival. We were very proud of all our athletes and the combined effort of the PE specialist and all staff.

We also offered the services of a school psychologist, Aboriginal and Torres Strait Islander Officer and Chaplain who coordinated the Breakfast Club, Mentor Program and provided counselling. We had two staff who hold a Senior First Aid Certificate.

The Merriwa Playgroup was staffed by Merriwa Primary, and the Kurlanga Aboriginal Playgroup was hosted on our site. These groups continued to provide early intervention by our Early Childhood staff to local parents.

The services of a private Clinical Psychologist were available on site to provide individual counselling for students through the Medicare funded Mental Health Care Plan.

PROFESSIONAL DEVELOPMENT OF STAFF

Both teaching and support staff participated in regular professional development in 2016.

Child Protection

Trauma and Abuse and the Effects on Achievement

Poverty and Implications for Education

Talk For Writing

Letters and Sounds

I Maths

National Quality Standards

SOE 4 Department of Education Computer Upgrade

Collaboration, Reflection and Effective Teaching: Performance Management,
Peer Coaching and Mentoring

John Hattie and Research on Effective Teaching

Merriwa Model for Peer Observation and Self Reflection

Staff Health and Wellbeing

Asthma Friendly School Accreditation

Independent Schools Workshops.



NAPLAN RESULTS**NAPLAN 2014 –2016**

| | Year 3 | | | Year 5 | | |
|-----------------------|--------|------|------|--------|------|------|
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Numeracy | -1.5 | -0.2 | -0.8 | 0.4 | -0.7 | -0.1 |
| Reading | -0.1 | -0.3 | -0.5 | 0.6 | -0.1 | -1.1 |
| Writing | -1.6 | -0.3 | -0.6 | -0.1 | 0.0 | -0.4 |
| Spelling | -0.5 | -0.5 | -0.6 | 1.3 | 0.9 | 0.8 |
| Grammar & Punctuation | -1.3 | -0.4 | -0.7 | 1.0 | 0.2 | -1.0 |

| | |
|--|---|
| | Above Expected – more than one standard deviation above the predicted school |
| | Expected – within one standard deviation of the predicted school mean |
| | Below Expected – more than one standard deviation below the predicted school mean |
| | If blank, then no data available or number of students is less than 6 |

This table shows the overall results for all NAPLAN tests from 2014 to 2016 for both Years 3 and 5.

There appears to be little pattern with the Year 3 results, and the Year 5 results have shown a downward trend.

These results have been closely analysed by the staff, and further analysis later in this report examines the comparisons with similar schools, state schools and the rate of progress that is being made by Merriwa students.

Staff have examined the NAPLAN results for each child in 2016, and have put programs into place to address their needs.

NAPLAN RESULTS

NAPLAN 2009 –2016

Percentage of students at and above national average

| YEAR 3 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------------|------|------|------|------|------|------|------|------|
| Numeracy | 94.5 | 92 | 93 | 73 | 90 | 88 | 92 | 91 |
| Reading | 86 | 84 | 88 | 83 | 86 | 84 | 91 | 88 |
| Writing | 97 | 86 | 96 | 98 | 98 | 83 | 97 | 95 |
| Spelling | 90 | 80 | 80 | 80 | 71 | 86 | 84 | 85 |
| Grammar and Punctuation | 83.5 | 77 | 79 | 73 | 78 | 77 | 87 | 89 |

| YEAR 5 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------------|------|------|------|------|------|------|------|------|
| Numeracy | 95 | 93 | 95 | 90 | 94 | 85 | 92 | 85 |
| Reading | 92 | 78 | 86 | 68 | 90 | 91 | 91 | 74 |
| Writing | 89 | 77 | 90 | 95 | 71 | 79 | 92 | 83 |
| Spelling | 93 | 90 | 88 | 93 | 81 | 95 | 83 | 87 |
| Grammar and Punctuation | 86 | 88 | 90 | 81 | 81 | 87 | 83 | 80 |

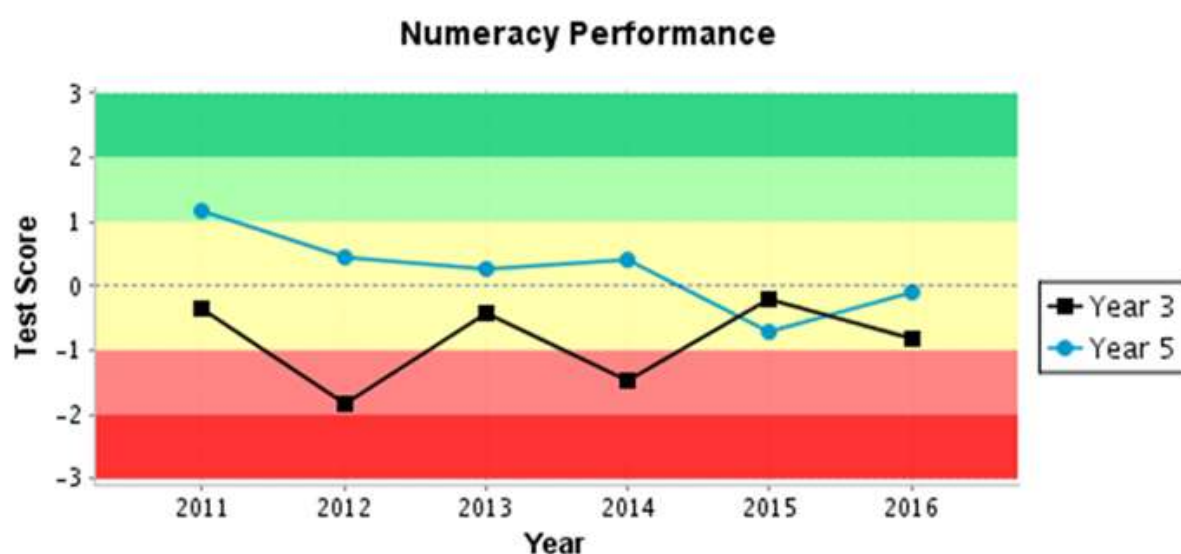
| YEAR 7 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------------|------|------|------|------|------|------|-------|-------|
| Numeracy | 83 | 94 | 96 | 86 | 92 | 91 | 95.24 | 94.24 |
| Reading | 82 | 92 | 92 | 90 | 94 | 82 | 92.86 | 90.57 |
| Writing | 66 | 77 | 91 | 82 | 87 | 87 | 83.73 | 85.19 |
| Spelling | 70 | 77 | 91 | 86 | 90 | 89 | 79.1 | 92.46 |
| Grammar and Punctuation | 62.5 | 81 | 91 | 88 | 79 | 87 | 81.4 | 88.68 |

The gains that the students at Merriwa make can be seen in these scores particularly when we examine the results of the 2016 Year 7 students over time.

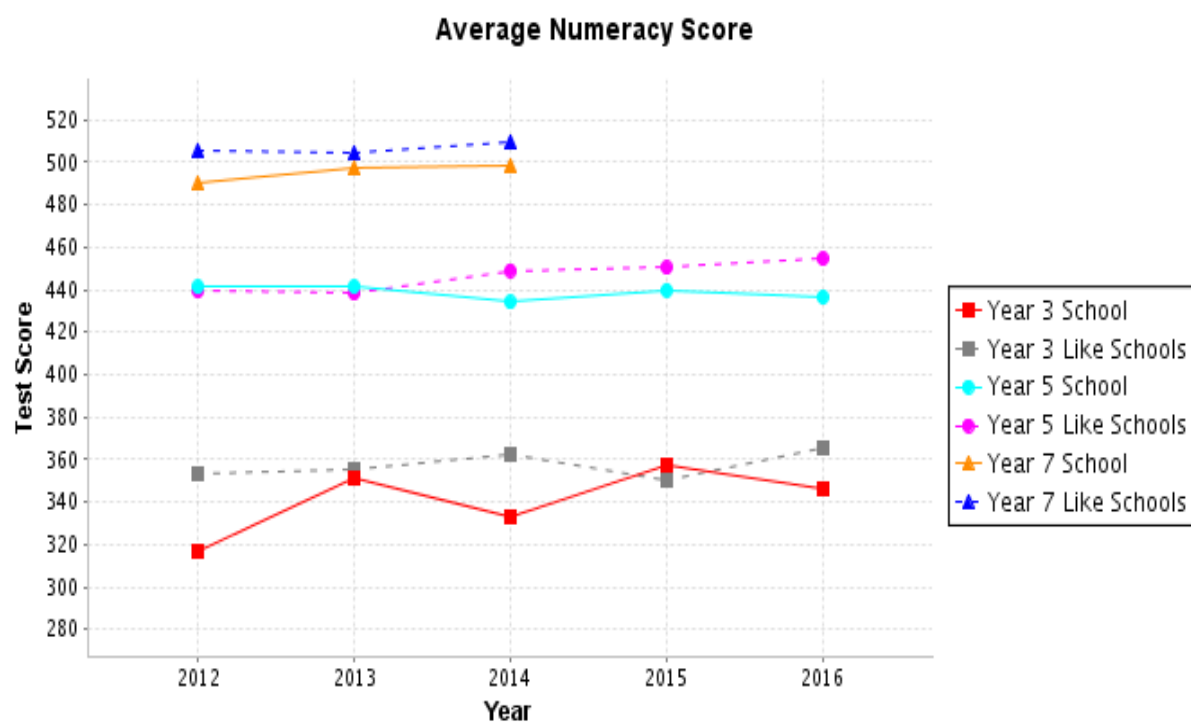
A comparison of their first NAPLAN test in 2012 and their last NAPLAN test in 2016, shows encouraging results.

Between testing in Year 3 during 2012 and Year 7 in 2016, there are 19% more students at and above the National Average in numeracy; 7% percent more in reading; 12% more in spelling and 15% more in grammar and punctuation. Writing is the only area that has had a decrease in overall achievement, which has been addressed through the new Talk 4 Writing program in 2016- 2017.

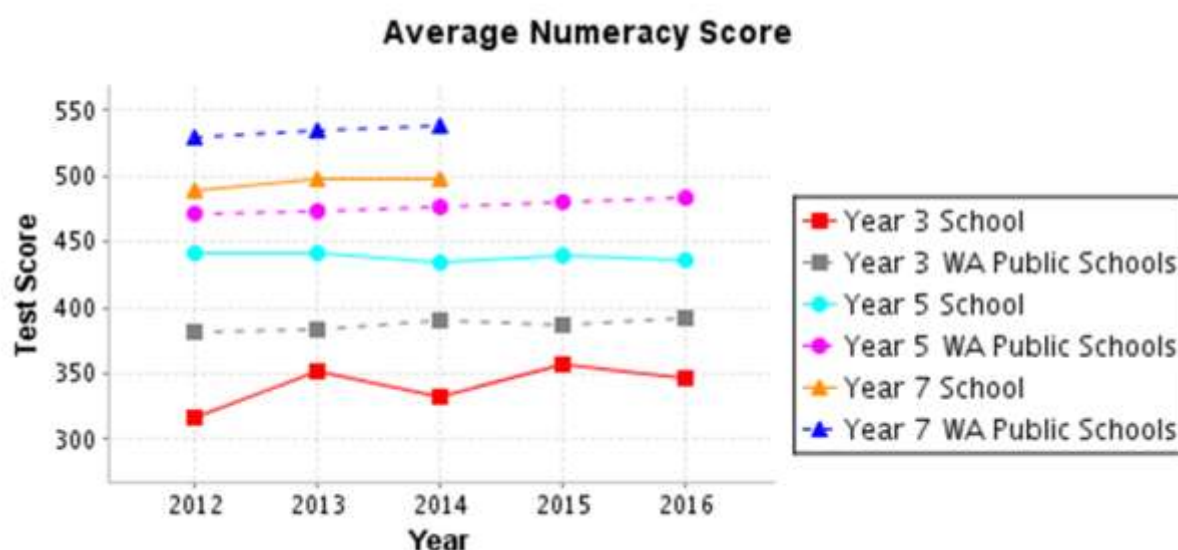
NUMERACY MERRIWA Vs LIKE SCHOOLS



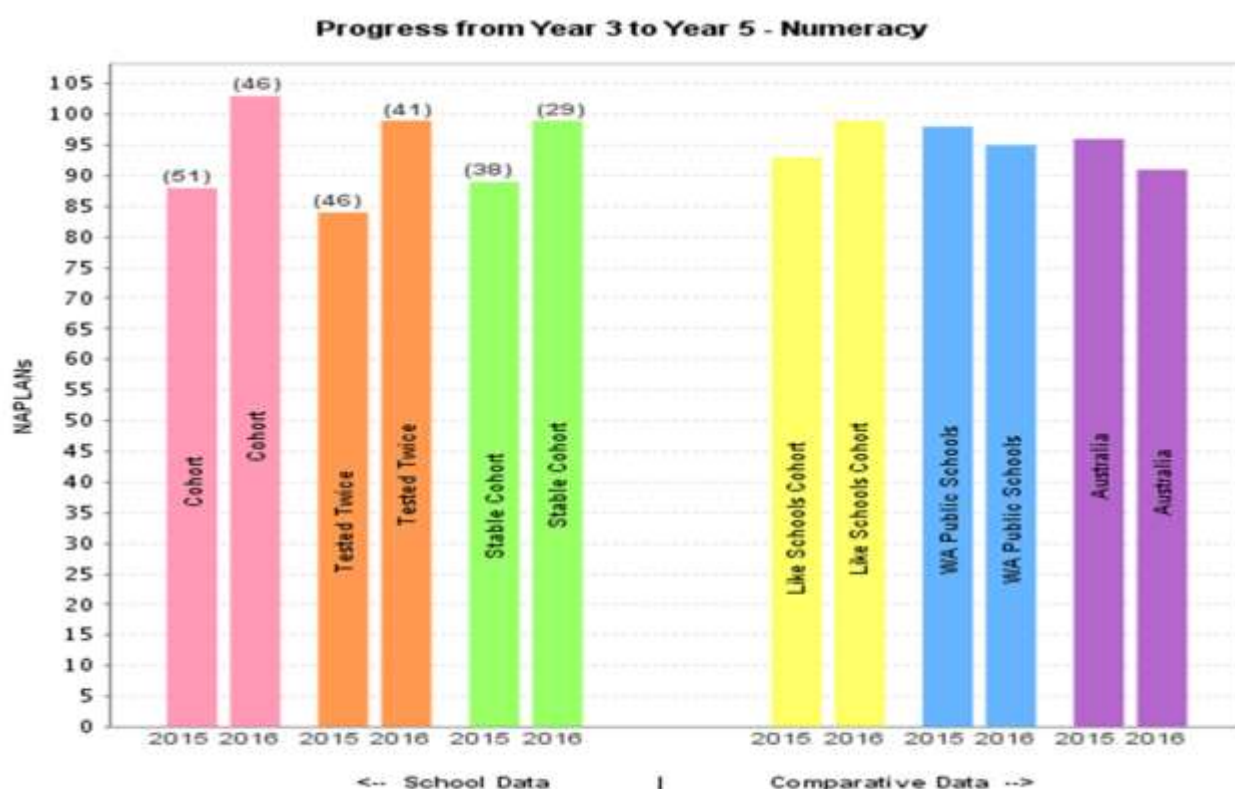
These graphs show that both the year 3 and 5 results are within the expected range in comparison with similar schools. The Year 3 results continue to be sensitive to specific cohorts. The whole school numeracy program of explicit teaching and I Maths, supported by the Associate Principal and Numeracy Specialist will continue in 2017.



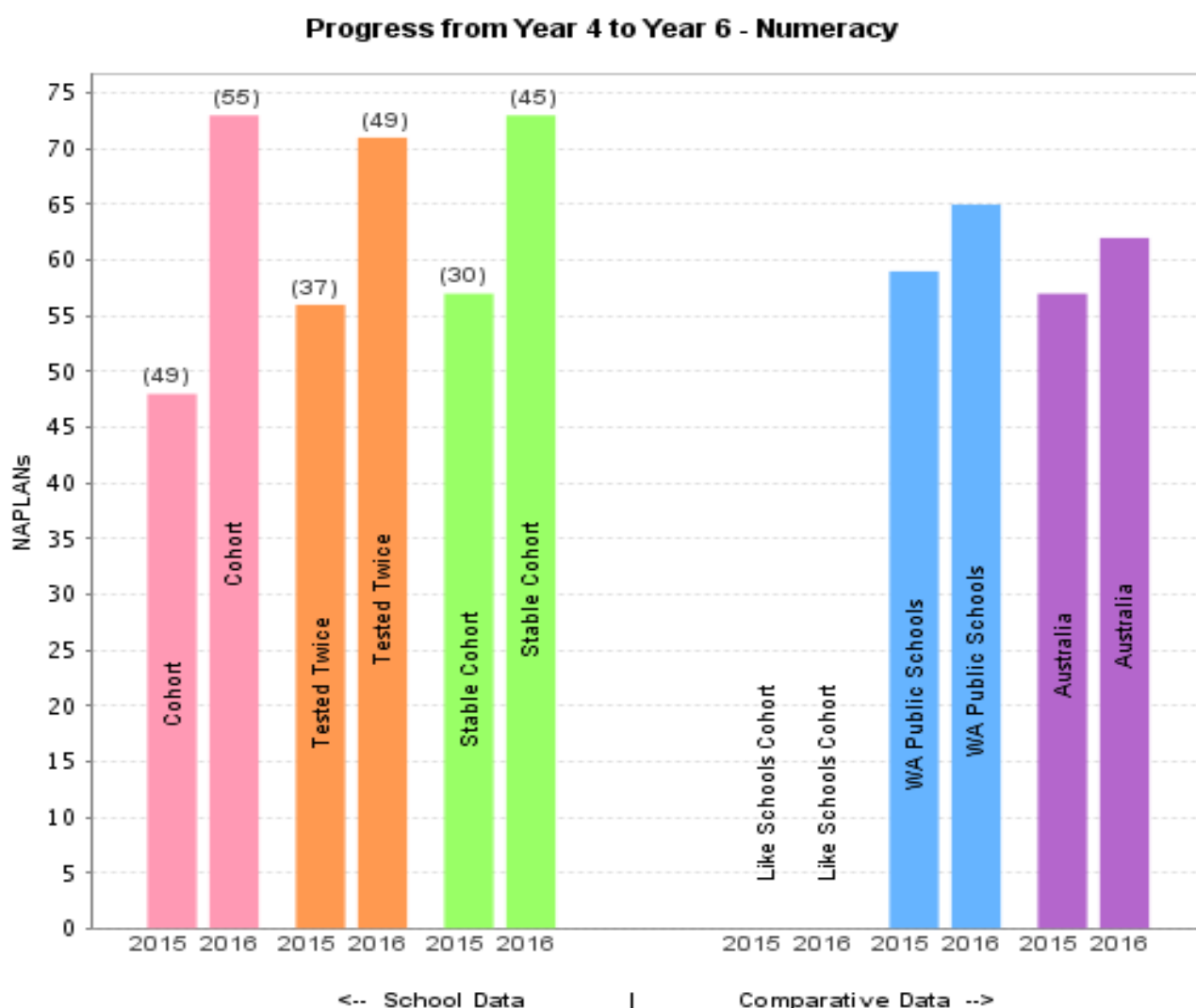
NUMERACY – SCHOOL Vs. STATE SCHOOLS



Whilst Merriwa students are not yet attaining State levels, the staff are ensuring that they are making good progress. The progress between years 3 and 5 shows that in 2016 they made more progress than similar schools, both state wide and nationally.

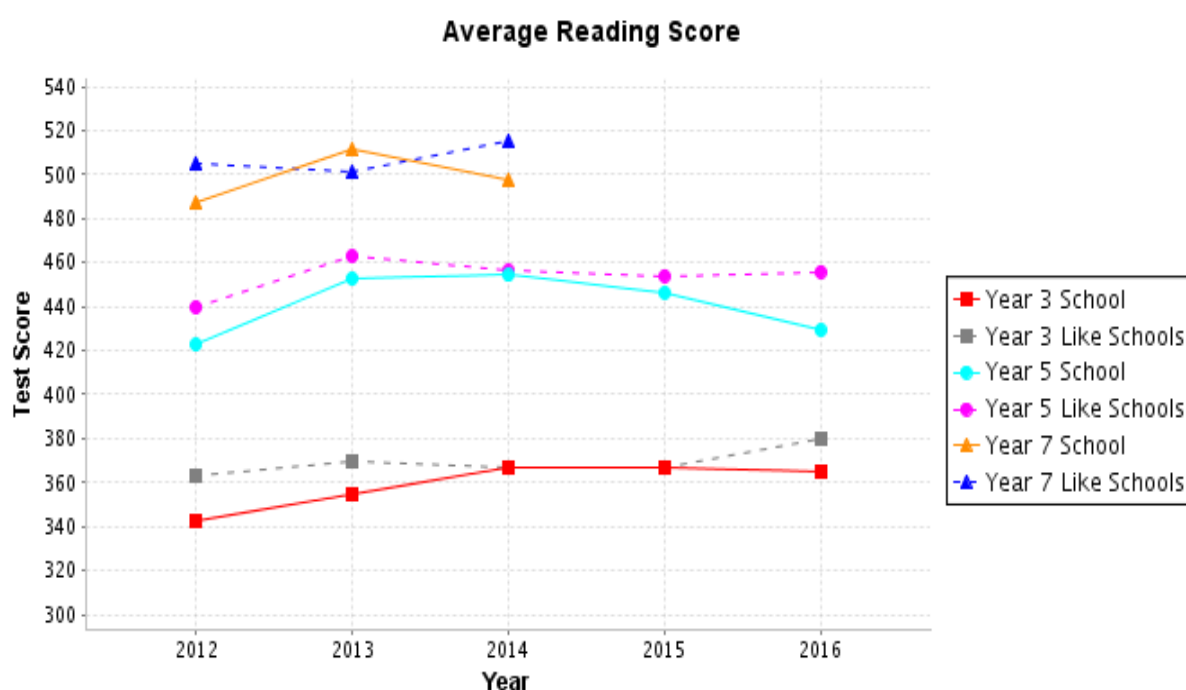


The progress in numeracy between years 4 and 6 for Merriwa students is excellent. This is clear in the graph below, which shows that the stable cohort of students in 2016 made significantly better progress than schools both state wide and nationally.

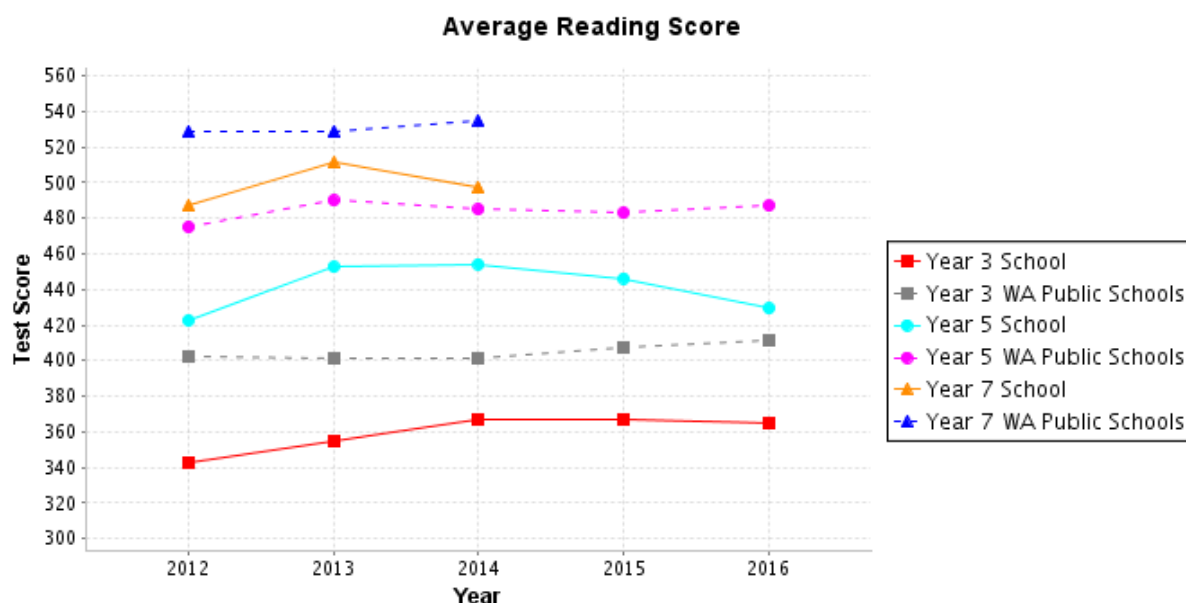


READING - MERRIWA v. LIKE SCHOOLS

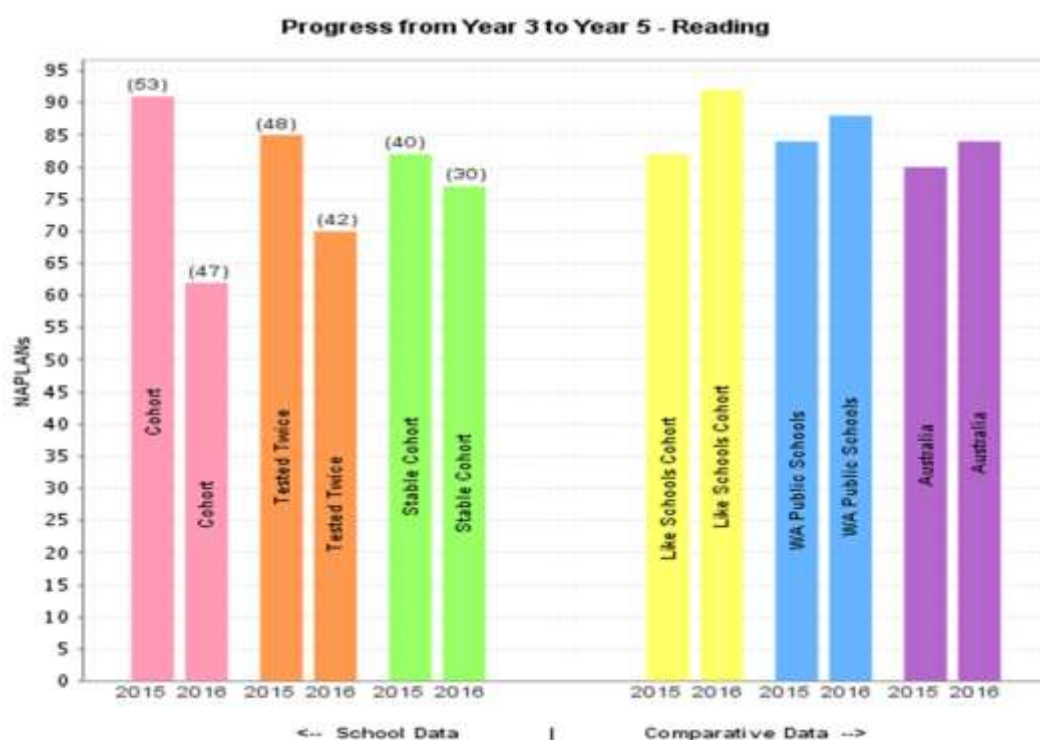
Although the reading scores are within the expected range, there is a downward trend in both year levels, particularly in Year 5. There will be continued explicit teaching and guided reading in 2017, along with a continued emphasis on early intervention through the Early Years playgroup, Direct Instruction phonemic awareness, spelling and explicit teaching of phonics through *Letters and Sounds*.



READING - MERRIWA V STATE SCHOOLS

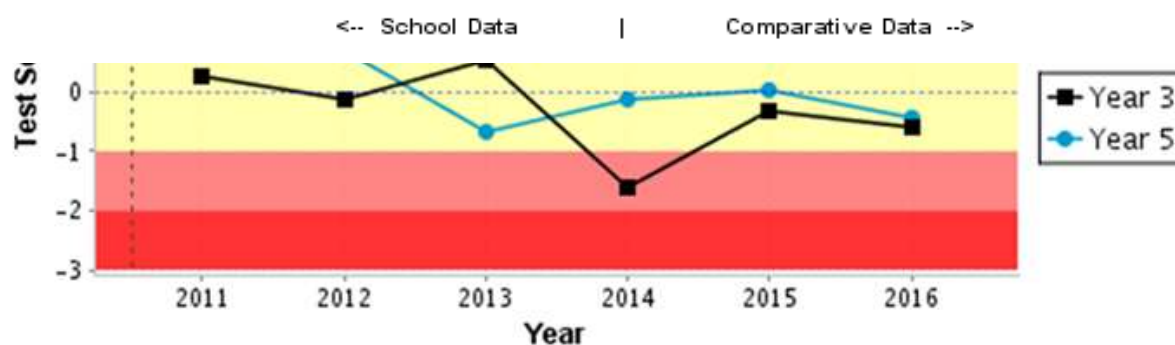
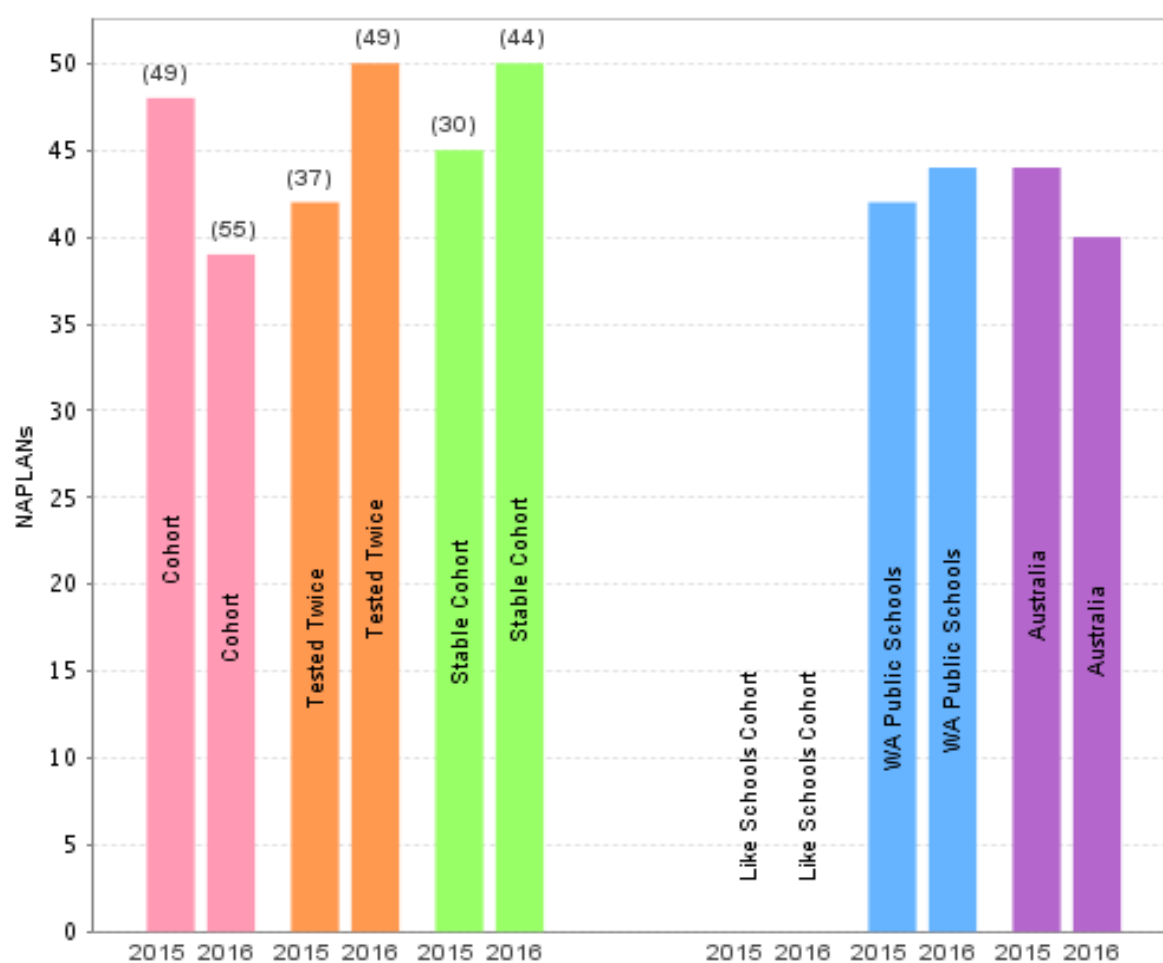


Reading scores are not at state levels, and the rate of progress between Years 3 and 5 was not as high as expected. NAPLAN analysis by staff identified areas that require explicit teaching, particularly phonics, vocabulary and comprehension, and these will be a focus in 2017 through the Direct Instruction programs, Early Intervention and *Letters and Sounds*.

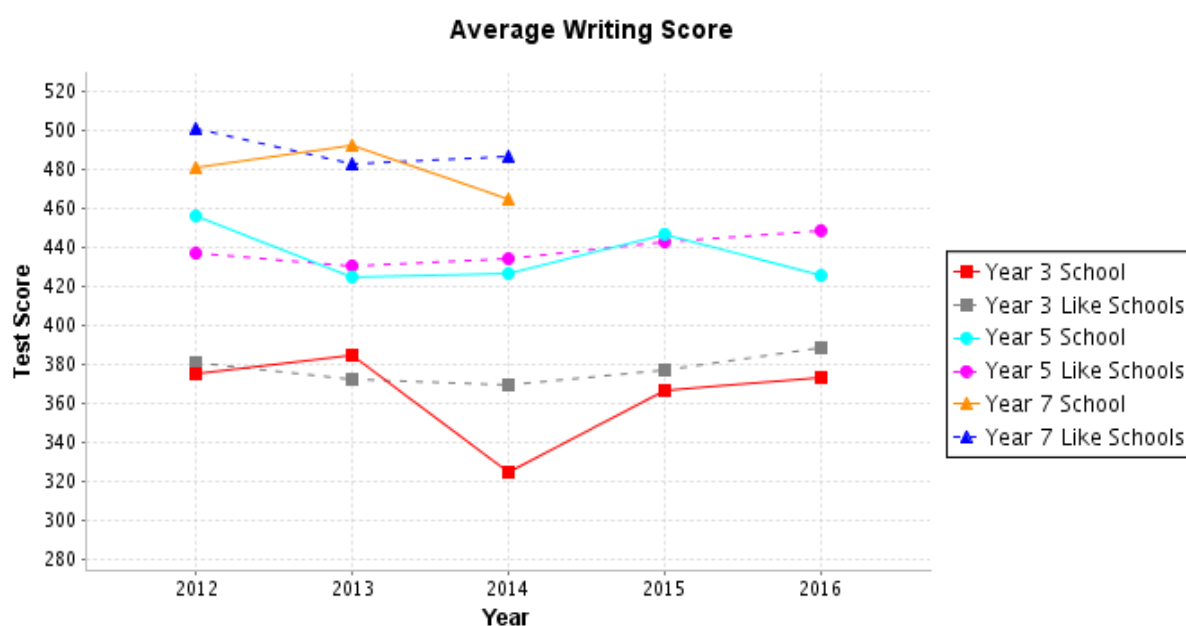


The rate of progress in reading demonstrated between Years 4 and 6 however, was very encouraging. Those children who were part of the stable cohort made progress greater than that of state and national schools.

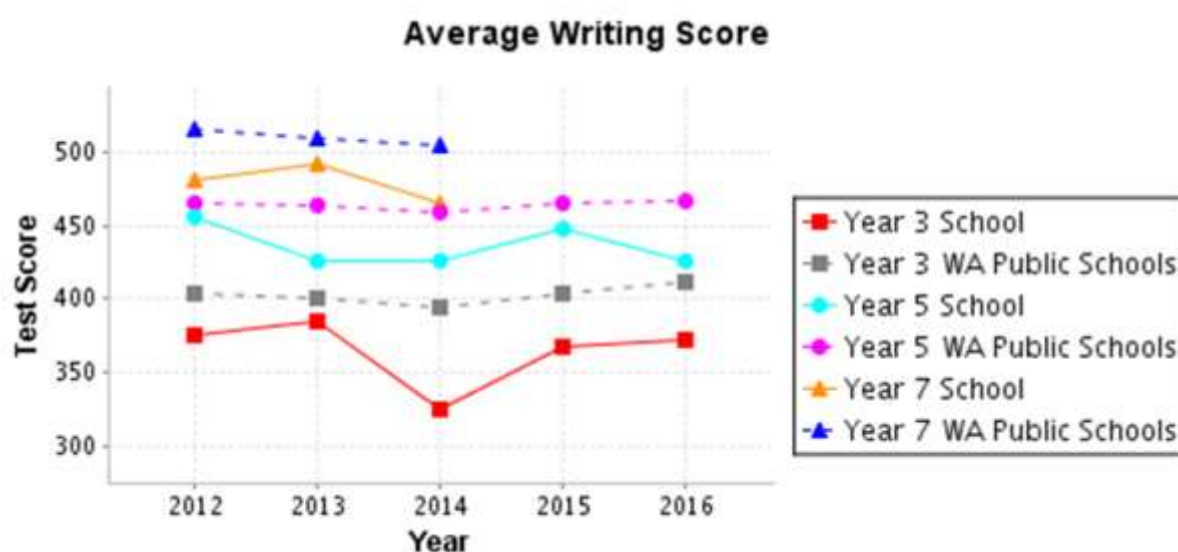
Progress from Year 4 to Year 6 - Reading



The results for writing in 2016 are within the expected range. However, there was a decline in Year 5 results. The whole school approach to writing has been addressed through the whole school implementation of explicit teaching of writing through the *Talk to Write program*. Teachers will also be using Brightpath to ensure their moderation of grading is correct.



WRITING – MERRIWA V STATE SCHOOLS



Although the writing scores for Merriwa students are below state levels, in 2016 the rate of progress made between Years 3 and 5 for the stable cohort was outstanding.

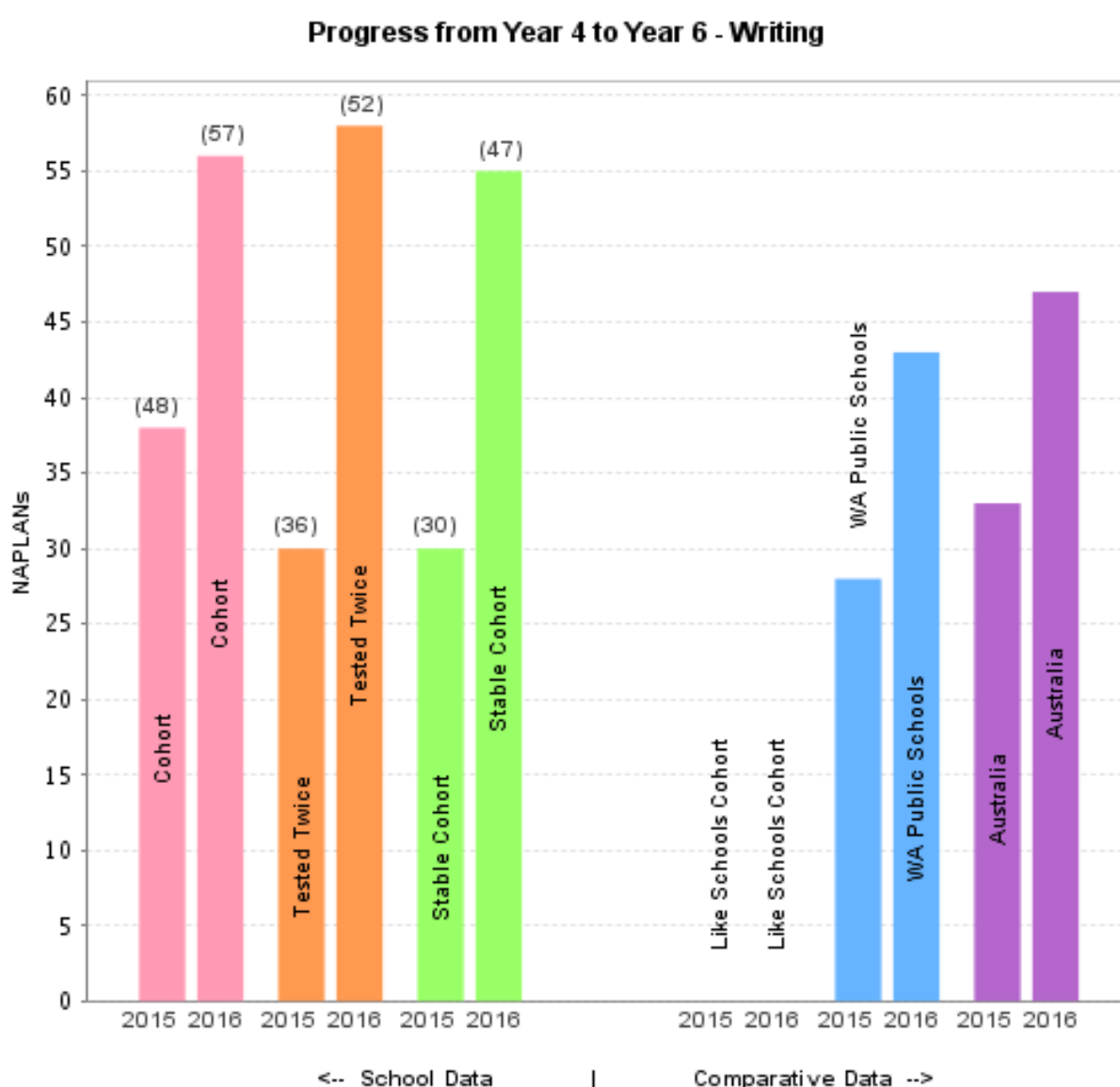
It appears that these students have received excellent teaching and have made better progress than schools state wide and nationally.

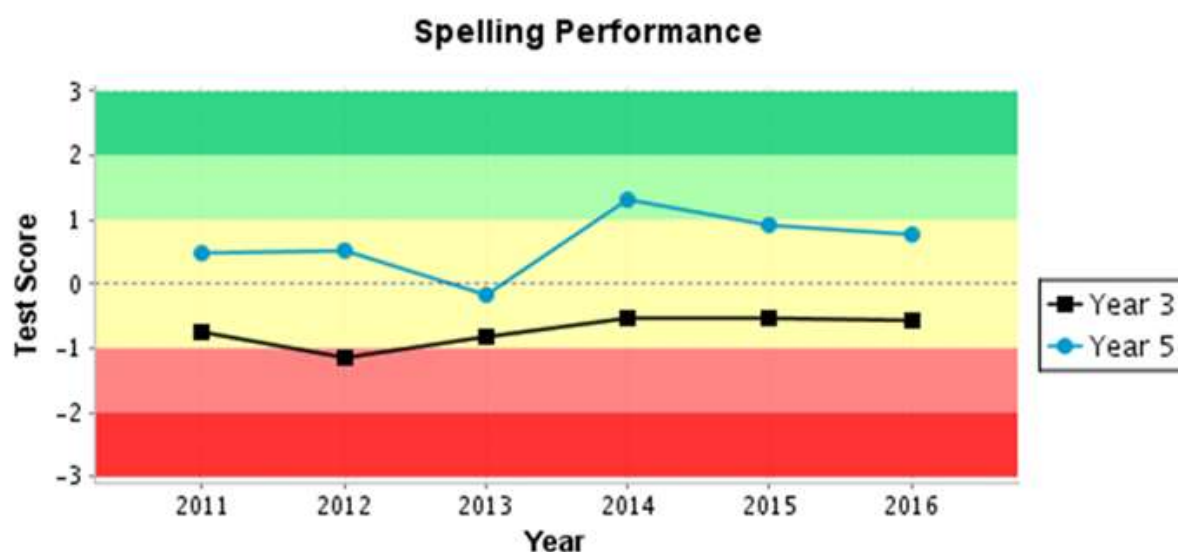


The rate of progress made between Years 4 and 6 was also outstanding, and was significantly higher than that of state and national schools.

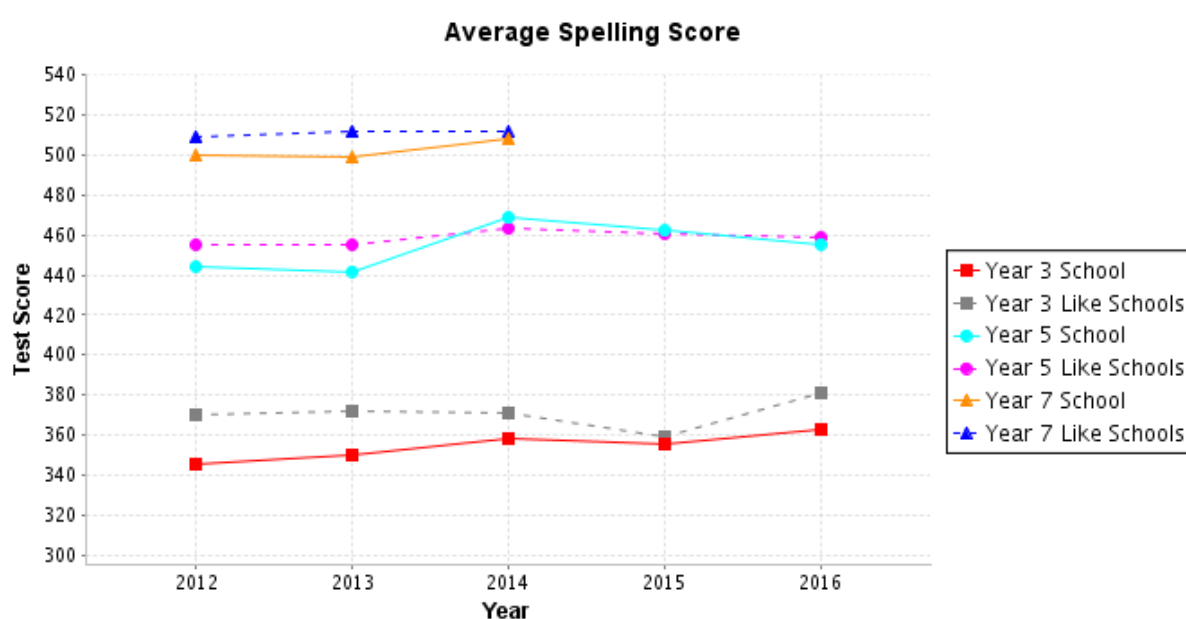
We need to maintain this progress in 2017 in order to lift the overall level of achievement in this area.

It is anticipated that this will occur through the whole school introduction of *Talk for Writing*, which should also improve grammar and punctuation

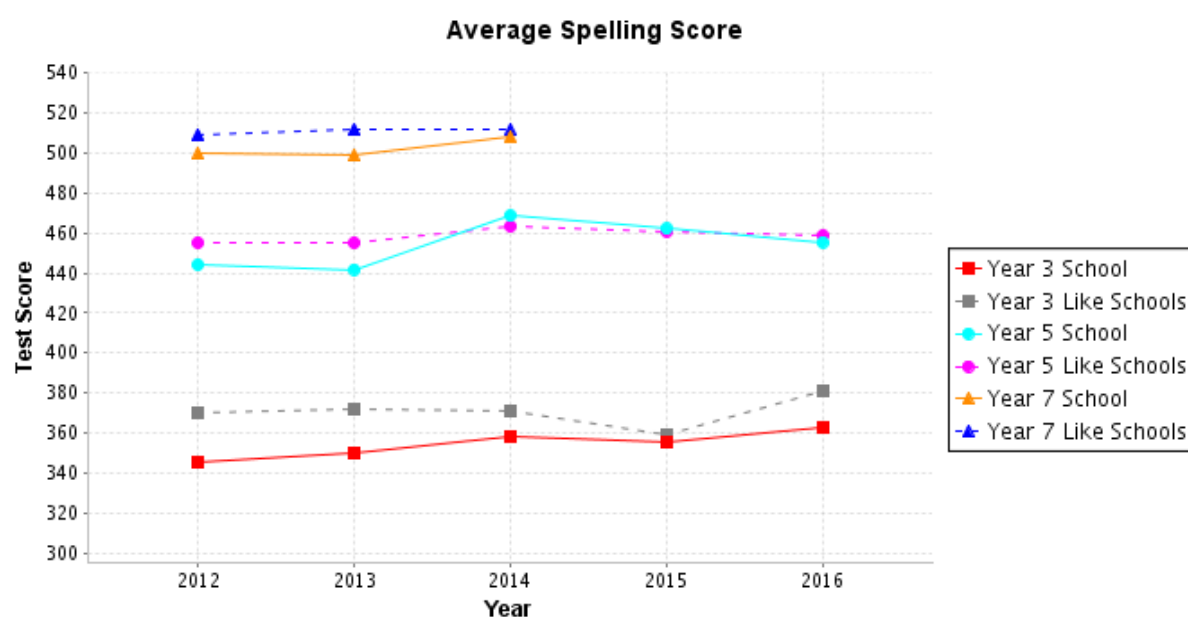


SPELLING - SCHOOL v. LIKE SCHOOLS

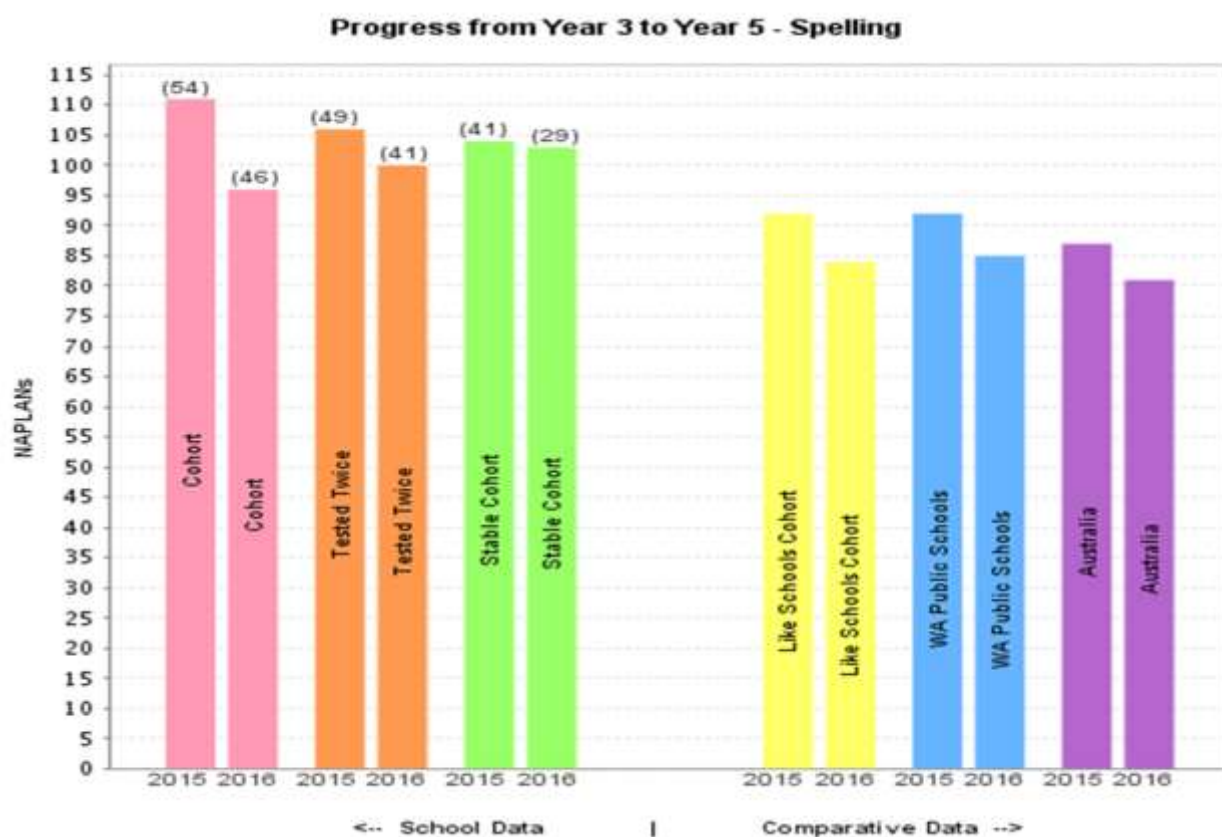
Merriwa students continued to display excellent spelling in 2016. Explicit Direct Instruction teaching of *Phonemic Awareness* and *Spelling Mastery* programs were introduced in 2013 and explicit teaching of phonics through the *Letters and Sounds* program was also implemented as a whole school program this year. These programs are making a significant difference in spelling levels, as the results are consistently comfortably within the expected range.



SPELLING – MERRIWA V STATE SCHOOLS

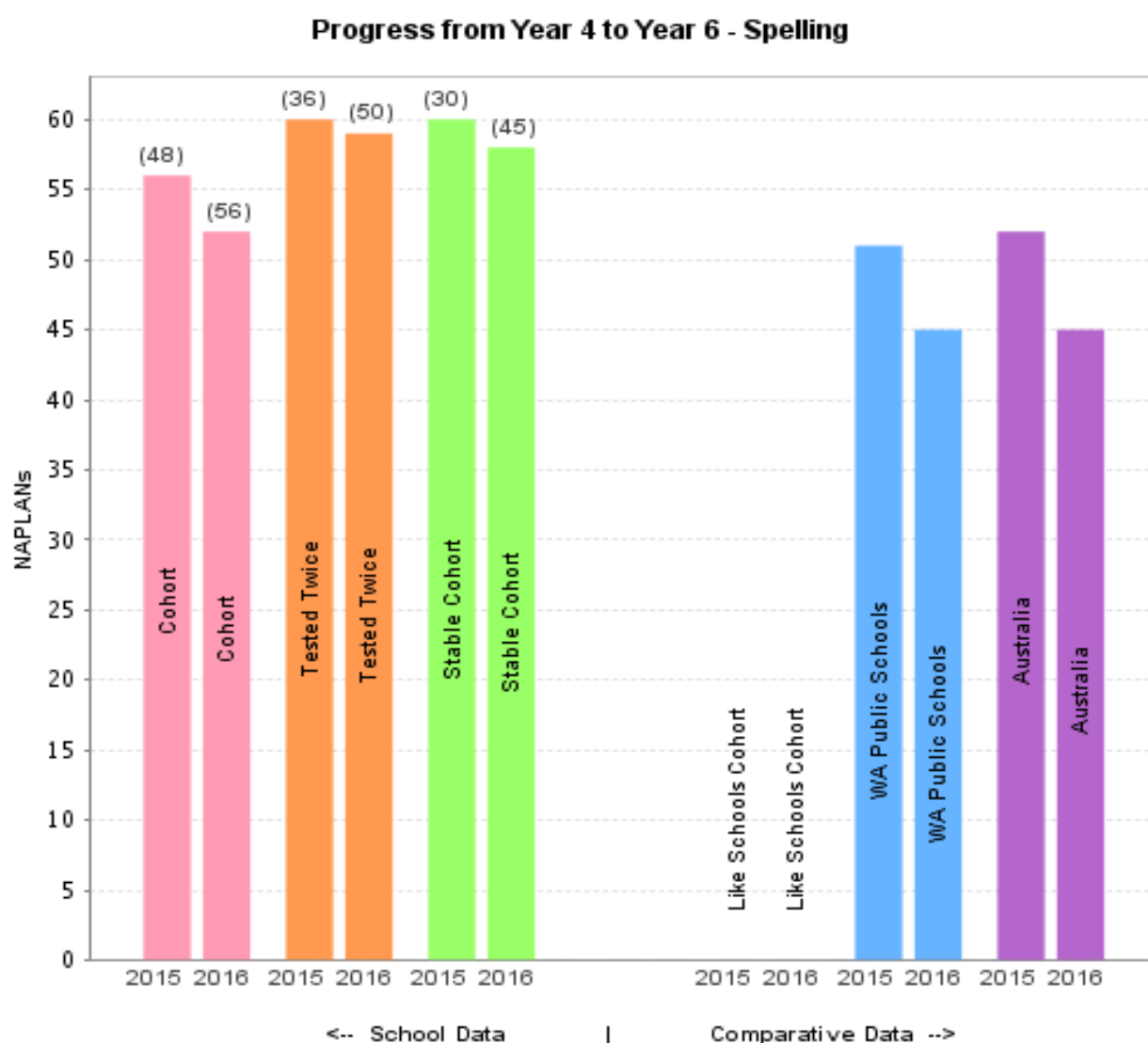


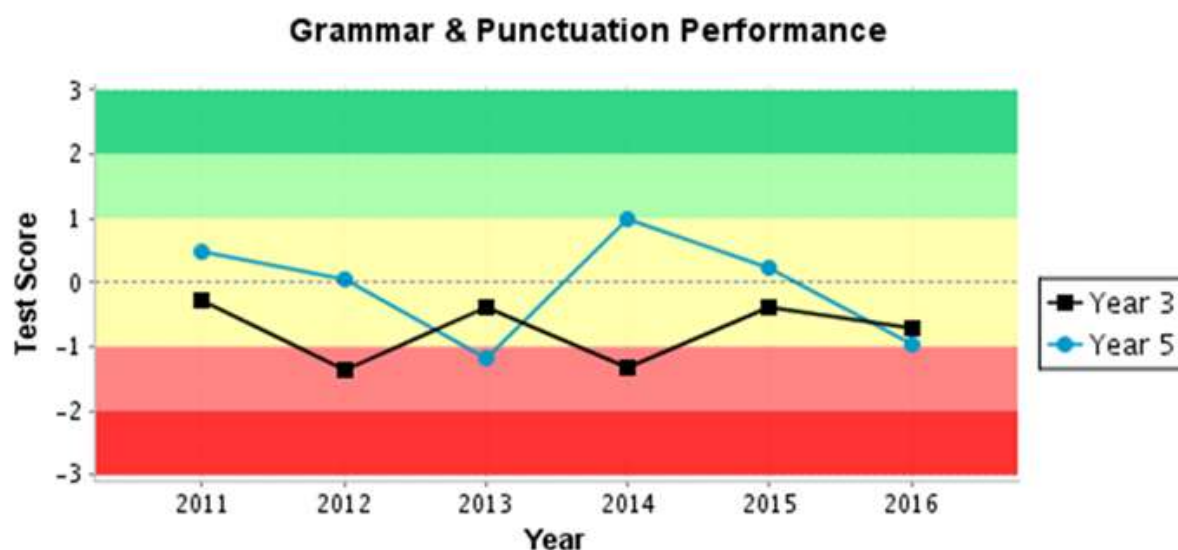
Spelling results at Merriwa continue to be excellent, and compare favourably to similar schools. The rate of progress between Years 3 and 5 is higher than state and national schools.



The rate of progress in spelling between Years 4 and 6 is excellent, and well beyond that of state and national schools.

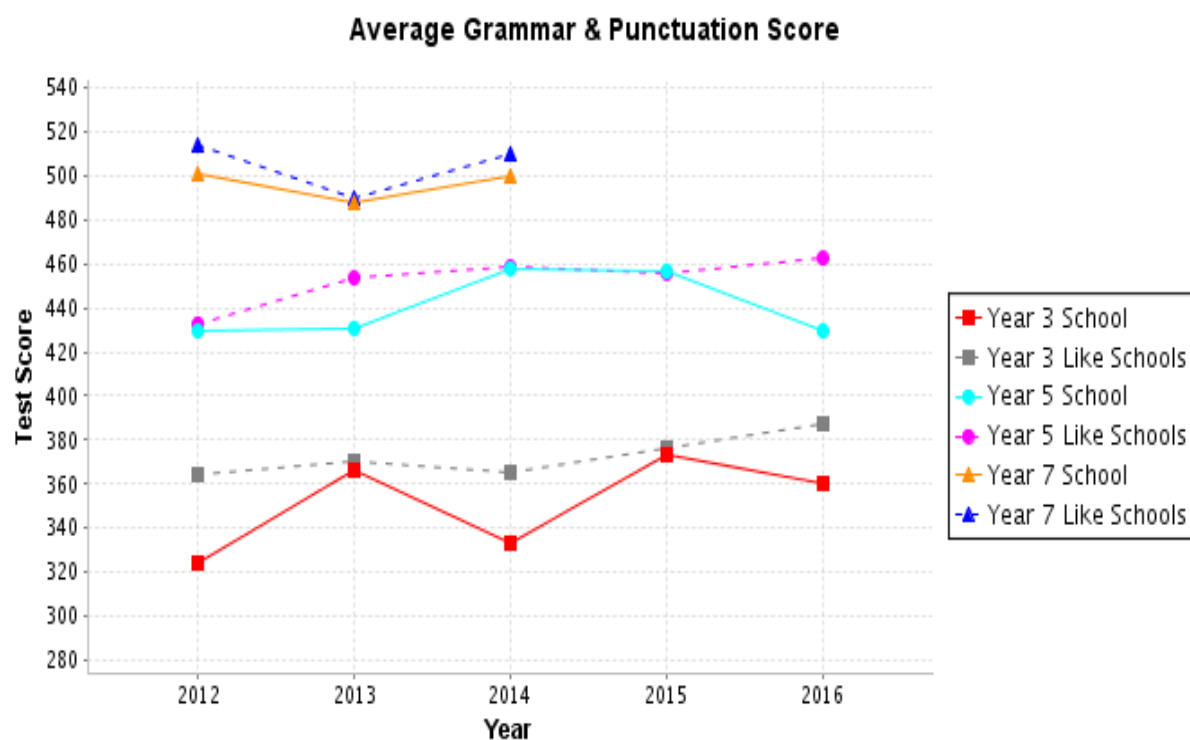
The Direct Instruction program, *Spelling Mastery*, is now well embedded into the culture of the teaching at Merriwa, and the whole school cross setting with the Education Support Centre continues to be appreciated by the Primary School staff.



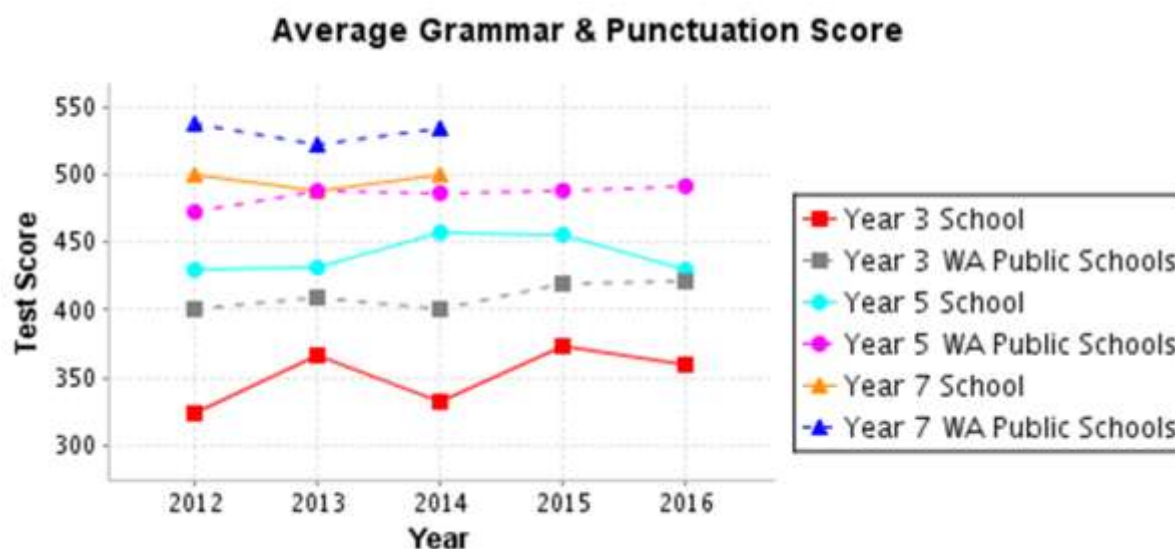
GRAMMAR AND PUNCTUATION – MERRIWA v. LIKE SCHOOLS

While the results for both year levels are within the expected range, the results of the Year 5 students show a downward trend. Previous cohorts were attaining levels similar to that of Like Schools, but did not achieve this in 2016.

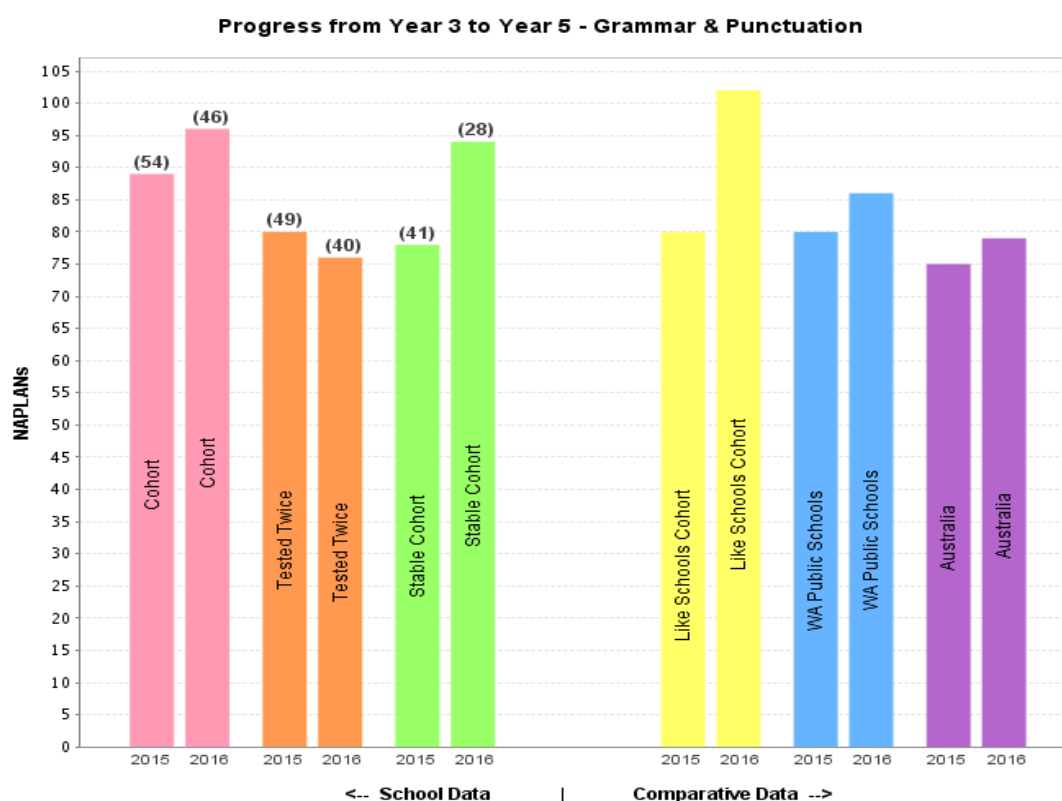
It is anticipated that the commitment of the staff to the whole school *Talk for Write* program will improve results in this area.



GRAMMAR AND PUNCTUATION – MERRIWA V STATE SCHOOLS



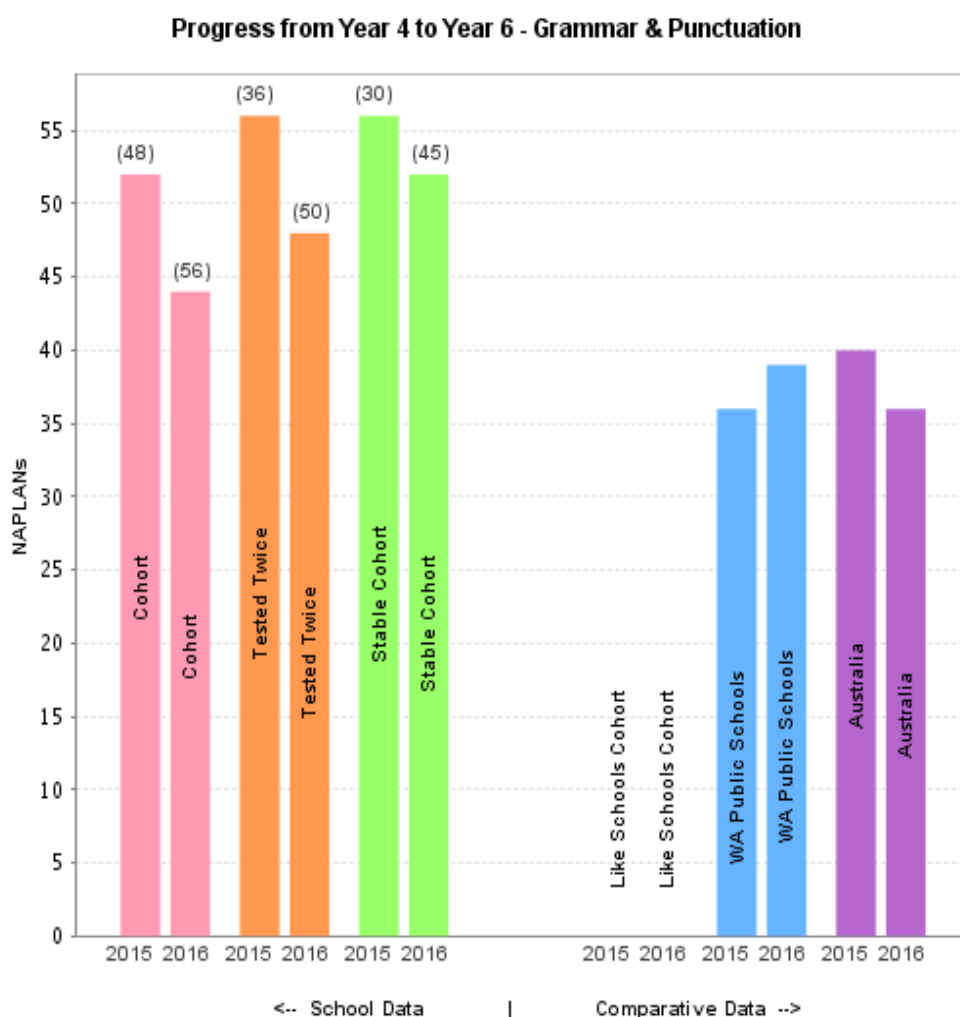
Grammar and Punctuation scores in 2016 declined in comparison with state schools. This area will require continued focus in 2017 through explicit teaching and the *Talk for Write* program.



Although the Merriwa students did not achieve grammar and punctuation levels consistent with that of other similar schools, in 2016 the rate of progress between Years 4 and 6 demonstrated that the teaching efforts of the staff have made a significant difference.

The rate of progress in comparison with state and national schools was outstanding.

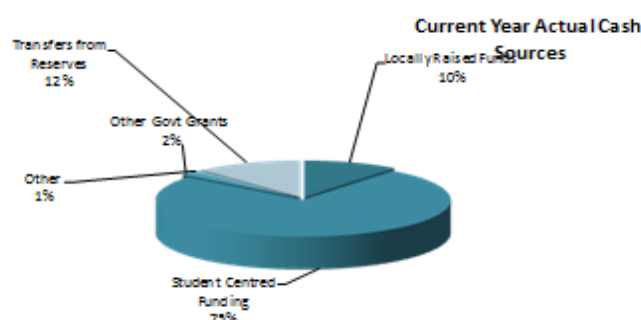
We now need to ensure that the levels of achievement are lifted in line with the rate of progress that is being made, through consistent, whole school programs.



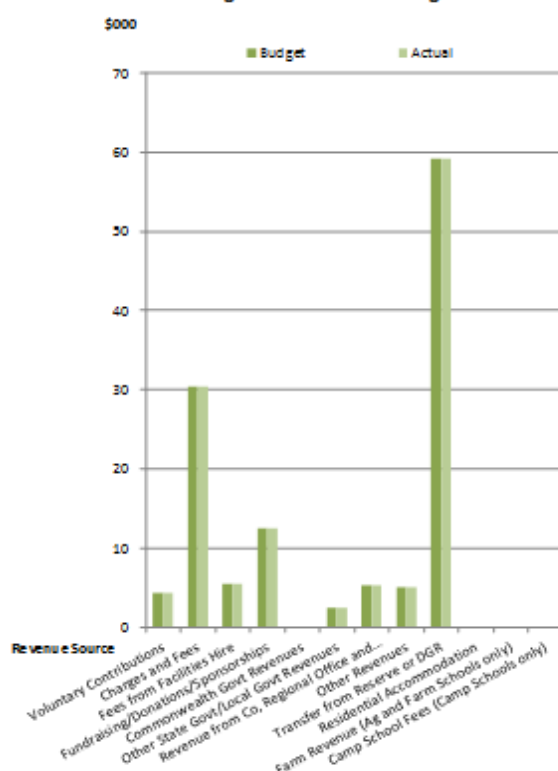
Merriwa Primary School

Financial Summary as at
31 December 2016

| Revenue - Cash | Budget | Actual |
|--|----------------------|----------------------|
| 1 Voluntary Contributions | \$ 4,260.00 | \$ 4,260.00 |
| 2 Charges and Fees | \$ 30,335.28 | \$ 30,335.28 |
| 3 Fees from Facilities Hire | \$ 5,454.53 | \$ 5,454.53 |
| 4 Fundraising/Donations/Sponsorships | \$ 12,556.80 | \$ 12,556.80 |
| 5 Commonwealth Govt Revenues | \$ - | \$ - |
| 6 Other State Govt/Local Govt Revenues | \$ 2,475.00 | \$ 2,475.00 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 5,363.97 | \$ 5,363.97 |
| 8 Other Revenues | \$ 4,977.12 | \$ 4,979.55 |
| 9 Transfer from Reserve or DGR | \$ 59,218.82 | \$ 59,218.82 |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 124,641.52 | \$ 124,643.95 |
| Opening Balance | \$ 35,000.00 | \$ 34,999.10 |
| Student Centred Funding | \$ 380,191.37 | \$ 380,191.37 |
| Total Cash Funds Available | \$ 539,832.89 | \$ 539,834.42 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 539,832.89 | \$ 539,834.42 |

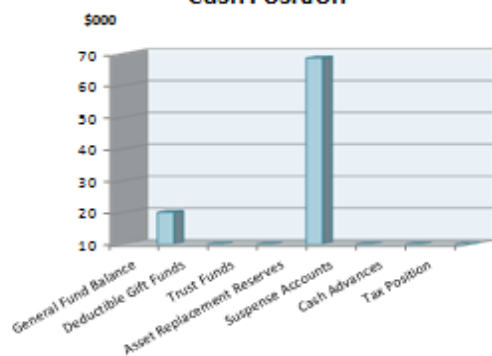


Contingencies Revenue - Budget vs Actual

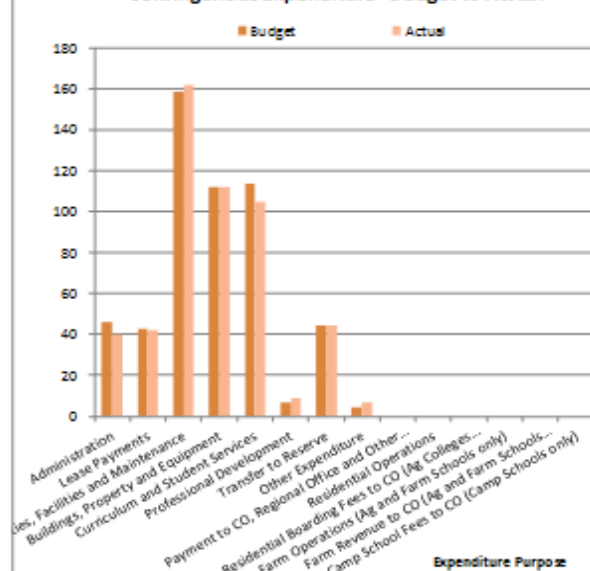


| Expenditure | Budget | Actual |
|---|----------------------|----------------------|
| 1 Administration | \$ 45,702.25 | \$ 39,601.26 |
| 2 Lease Payments | \$ 42,652.00 | \$ 41,917.95 |
| 3 Utilities, Facilities and Maintenance | \$ 158,299.23 | \$ 161,794.02 |
| 4 Buildings, Property and Equipment | \$ 111,749.95 | \$ 111,749.95 |
| 5 Curriculum and Student Services | \$ 113,404.72 | \$ 104,831.76 |
| 6 Professional Development | \$ 6,300.00 | \$ 6,613.68 |
| 7 Transfer to Reserve | \$ 44,460.00 | \$ 44,460.00 |
| 8 Other Expenditure | \$ 4,308.48 | \$ 6,864.91 |
| 9 Payment to CO, Regional Office and Other Schools | \$ - | \$ - |
| 10 Residential Operations | \$ - | \$ - |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| Total Goods and Services Expenditure | \$ 527,077.63 | \$ 519,833.53 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 527,077.63 | \$ 519,833.53 |
| Cash Budget Variance | \$ 12,755.26 | |

Cash Position



Contingencies Expenditure - Budget vs Actual



| | |
|------------------------------|---------------------|
| Cash Position as at: | |
| Bank Balance | \$ 86,357.89 |
| Made up of: | |
| 1 General Fund Balance | \$ 20,000.89 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 68,351.01 |
| 5 Suspense Accounts | \$ 2,636.99 |
| 6 Cash Advances | \$ 1,900.00 |
| 7 Tax Position | \$ 4,661.00 |
| Total Bank Balance | \$ 86,357.89 |

COMMUNITY LINKS

The importance of our community links was emphasised in 2016, as we joined together to apply for Independent School Status.

The level of support we received from the community to achieve this new status was humbling. Parents and community members showed their support by meeting with us to discuss our application, linking us with key stakeholders, identifying the needs of our school and of their children, mentoring staff, initiating and completing parents surveys, attending workshops and encouraging us to never give up in our quest to make improvements for the students of Merriwa.

The P & C, continued to generously support our school. They contributed over \$15 000 to school projects, extending our shade sail program, financially supporting the Graduation Ceremony and whole school academic and citizenship awards.

The association with Edith Cowan University continued, 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 astronomy, Aboriginal studies and forensic science.

Rio Tinto provided books for all incoming Kindy children and Pre Primary Children, and Lowes Uniform shop in Ocean Keys continued make financial contributions, while Alkimos Baptist College provided robotic workshops for senior students and invited us to their theatrical productions.



COMMUNITY LINKS

The Chaplain, Kate Raynor, coordinated the contributions made by local agencies. The Smith Family, The Salvation Army, the Spiers Centre and Foodbank provided financial assistance, planning and advice, food, and counselling to our families, and the breakfast club was extended to five days per week. Bunnings provided both materials and labour to paint and improve our buildings and grounds and installed a Buddy Seat in the Junior Playground.

The Mayor from the City of Wanneroo, Tracy Roberts, strengthened our connection with the school, and was a welcome visitor on many occasions. Our Head Girl, Daruka Deng and Head Boy, Man Jok, laid wreaths at the City of Wanneroo Blessing of the Roads Ceremony at Easter, and Mrs Roberts attended our NAIDOC celebrations.

Our friendship with the SAS Defence Forces from Campbell Barracks strengthened. They again supported our ANZAC Ceremony, laid a wreath, brought armoured vehicles, and presented Enduring ANZAC Spirit Medallions to Daruka Deng and James Wilkes for achievement 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 through the establishment of our new Board in 2017.



James Wilkes and Daruka Deng won the Spirit of ANZAC SAS Medallions



Bunnings Mindarie installed our Buddy Bench



City Of Wanneroo Dressing of the Christmas Trees

HIGHLIGHTS OF THE YEAR

Book Week - Star Gazing with ECU and Butler College - Social Dance
Dancing Lessons - Learning Journey - Year 6 Day Camps
Swimming Lessons
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 Homeless Women
Interschool Carnivals - Athletics Carnival - Girls Football Team - Robotics and
Forensic Science Workshops
Partnership with Edith Cowan University Science Department - Perth Royal Show
Bag Judges with Honourable Michael Minchin, MLC, Attorney General, Minister
for Commerce - Launch of After School Sport with Honourable Christian Porter
MLA



Assemblies - Class, ANZAC, Remembrance Day

Music - Instrumental musical performances, interactive drumming workshops

Choir Performances - One Big Voice at Perth Arena, Bunnings Easter and Christmas, Salvation Army Carols in the Park,

Excursions - Peninsular Farm, East Perth Cemetery, ECU Earth Science Day, Buckingham House, Kalamunda History Museum, Zoo.

Incursions - ECU Forensic Science, Old Ways New Ways Science, Tales of Times Past, Smartstart, Australian Animals, Department of Fire and Emergency Services, WA Police

MERRIWA CELEBRATES PHYSICAL ACTIVITY**Highlights of 2016 included:**

Merriwa won the Interschool Athletics Competition

Akita won the 2016 Faction Carnival

Interschool Summer and Winter Carnivals

Social Dance and Swimming Lessons

Girls competed well in the Dockers Cup



MERRIWA CELEBRATES THE ARTS



Choir performed at Perth Arena, One Big Voice Concert

Book Character Parade

Instrumental music lessons in guitar and flute

Choir performed at Bunnings for Easter and Christmas



MERRIWA CELEBRATES SCIENCE

The science specialist, Mr Ben Allen, implemented a targeted science program to extend the student's love of learning through the investigation of the scientific world.

Our partnership with the Science Department at Edith Cowan University strengthened this year.

We also extended connections with the Butler College staff, who participated in our science programs, with the aim of improving student participation and outcomes in science and developing an awareness of university entrance pathways.

ECU Program highlights:

Old Ways New Ways:
Modern and Aboriginal Forensic Science

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

Earth Day



SCHOOL COUNSELLORS, FACTION CAPTAINS AND ATHLETIC CARNIVAL CHAMPIONS

Student Councillors and Head Boy and Head Girl

Back Row: Pia Broadhurst, Kiara Baines, Daruka Deng (**Head Girl**), Hayley Tilbury

Front Row: Conor Henry, Man Jok (**Head Boy**), Makayla Tottman, Mason Gregory, Tawa Reedy



Faction Captains and Vice Captains

Front Row: Liliana Dubovitchya-Shepeleva, Brennan Jackson, Shakira Pansini, Zephaniae Mclvor, Prinz Tadios, Hugh McCann, Cheyenne Taylor

Back Row: Jubilee Castle-Nepia, Alazae Paniora, Shakira Kennedy, Violet Shea, Wyett Cox, James Wilkes



FACTION CHAMPIONS

