



**MERRIWA**  
PRIMARY SCHOOLS

# MERRIWA EDUCATION SUPPORT CENTRE

Independent Public School

*'Learning for Life'*



## 2017 ANNUAL REPORT



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# SCHOOL BOARD REPORT

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2017 is our first year as an Independent Public School, with the School Board's first meeting being held in May 2017. The 13 elected members of the Board comprise of parents, staff and members of the community, plus 3 co-opted community members, alongside the Principals of both Merriwa Primary School and Merriwa Education Support Centre.

Our key roles and responsibilities focus on our involvement in the governance of the campus, contributing to the direction and monitoring of the policies, priorities and objectives of the Merriwa campus.

Each Board member brings their expertise and commitment to the strategic direction of the campus in the areas of planning, partnerships, management, finance, procurement, marketing and cultural knowledge.

The shared vision of the Board is to strengthen the campus' capacity to meet the needs of its students, the surrounding communities and support the Principals in their roles.

The Board's key activities and achievements for 2017 have included:

- The endorsement of the 2017 – 2019 Business Plan and Delivery and Performance Agreement 2017 – 2019;
- The approval of 2018 Voluntary Charges and Student Personal Items list for both schools; and
- The formation of the following subcommittees:
  - Aspirations for the future: looking to build parental involvement, understanding and aspirations for higher education. The initial vehicle for this will be the establishment of a cultural garden utilising and building relationships with families, university academics and students to highlight the accessibility of higher education;
  - Cultural Program: looking at cultural embedding of programs, effective communication with families from various cultures, information sessions – communication vis-à-vis cultural diversity, cultural wellbeing and achievements for all families and students;
  - Homework/after school programs: establishment of a homework club and various after school clubs including music, fitness, creativity and gardening; and
  - Community networks: looking at developing relationships external of our school to build community engagement.

The Board has been formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the Merriwa campus.

The Board supports and strengthens the vision of the campus to 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, developing a passion for lifelong learning and foster responsible citizenship qualities.

Through partnerships with parents and the wider community we support the Merriwa campus to provide children with a secure, stimulating and positive learning environment which caters for individual needs, allowing students to develop their potential. Our instruction promotes whole school cohesion, individual self-worth, independence and respect for the rights of others in a sustainable way.

*Caroline Bishop*  
School Board Chair

# SCHOOL BOARD ENDORSEMENT

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**Principal**  
**Karen Macri**



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**Board Chair**  
**Caroline Bishop**





## PRINCIPAL'S MESSAGE

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The Education Support Centre curriculum has a strong focus in emergent literacy, numeracy and communication skills while building independence and self-management skills for all students. The students' individual needs are a major consideration in all programs. Specialist teachers manage learning programs and planning for the individual is integral to the success of students with special learning needs. We are proud of our reputation in offering a diverse range of programs including Fundamental Movement Skills, Sensory Learning, School Readiness, Life Skills, Protective Behaviours, Recreation and Community Access programs. Our students benefit from the specialist teachers in the primary school who provide instruction in Music, Science and Physical Education promoting our philosophy of collaboration and integration.

We continue to focus on providing meaningful programs and on building our resources, to ensure the excellent education for students with specific and additional learning needs. The whole school approach to teaching numeracy and literacy continues to have remarkable success and provides much needed confidence in our students. The staff ensure consistent practices in developing Communication, Sensory programs and in developing independence in each child.

Building upon Merriwa ESC's reputation as a great facility for students with special needs has been our focus. Student success, as confirmed by achievement of individual outcomes, is due to the hardworking teams who ensured that all students were engaged in authentic and purposeful educational programs. ESC staff are actively engaged in training and mentoring to develop teaching skills in the areas of early literacy and numeracy learning. Explicit and intentional teaching methods have again proved beneficial and ensured student achievement against their individual programs. Merriwa ESC has professional staff that work in collaboration with various therapists to ensure success for all students. We expect high standards in learning and behaviour and design programs to enable all children to achieve according to their capability.

The ESC has a substantial number of students in the junior grades and has a significant focus on meeting sensory needs and learning through play based activities, as outlined in the Early Years Learning Framework. Since 2016, we have embraced the facilitation of various communication methods in order to provide all students with a voice. Our focus on communication will continue to grow in the coming years. Students have the opportunity to participate in appropriate learning groups created across the Centre and build on their social skills. There is a greater sense of belonging and an increased opportunity to form friendship groups and buddy sessions between classes.

We value our partnership with Butler College who generously provide us access to their hydrotherapy pool each year and appreciate the opportunity to provide hydrotherapy for our younger students. We are particularly excited to acknowledge the success of our new School Readiness program for 2 and 3 year olds with disabilities or particular learning needs. Expressions of interest to participate in this early years learning program ensure its continuation.

I extend my heartfelt thanks to my dedicated staff for their outstanding efforts and to our parents and students whose positive contribution ensures that our Centre is such a vibrant place of community learning.

*Mrs Karen Macri*



## WHAT WE STAND FOR

### 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.
- Parents and community are actively involved with students' learning.

### School Ethos and Vision

Merriwa Education Support Centre provides purposeful and relevant learning programs through high quality instruction and evidenced based pedagogy in order to support each individual towards meaningful participation in their community. An outcomes focussed curriculum is delivered in a supportive, secure, stimulating, inclusive and positive learning environment and ensures the development of academic, social, creative and physical skills while fostering independence in each child.

An holistic approach to learning is promoted through partnerships with parents, carers, therapists and the school community to assist students to develop to their potential.

### Mission Statement

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

### Our commitment is to:

- Make every student a successful student
- Have sound teaching in every classroom
- Ensure Merriwa ESC 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 STUDENTS

## Enrolments

Our enrolment numbers fluctuate around 40 students from Kindergarten to Year 6 who access the ESC with a diverse range of disabilities and special learning needs. Our cohort includes students with Intellectual Disability, Autism Spectrum Disorder, Cerebral Palsy, Vision Impairment and various medical needs. Students are eligible to enrol at Merriwa ESC when diagnosed with a disability or when significant teaching and learning adjustments are required due to a learning disorder which impacts on their success in a local primary school setting.

Combined with the student cohort of our partner Primary School, the cultural and ethnic mix at Merriwa contributes to our inclusive and welcoming environment.

### Student Numbers (as at 2017 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	3	4	1	2	4	6	7	31
Part Time	7								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	5	3	15		23
Female	2		9		11
Total	7	3	24		34

	Kin	PPR	Pri	Sec	Total
Aboriginal		1	3		4
Non-Aboriginal	7	2	21		30
Total	7	3	24		34

## Attendance

Our attendance rate is impacted due to the ongoing therapy and medical needs of students whose condition determines their ability to attend regularly.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	86%	null%	93.8%	56.6%	null%	81.2%	83.7%	null%	92.7%
2016	82.1%	null%	93.7%	91.5%	null%	80.7%	82.8%	null%	92.6%
2017	84%	null%	93.8%	79.6%	null%	81.2%	83.3%	null%	92.7%



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	55.8%	20.5%	14.7%	8.8%
2016	46.6%	26.6%	10.0%	16.6%
2017	59.3%	14.8%	7.4%	18.5%
Like Schools 2017				
WA Public Schools	77.0%	15.0%	6.0%	2.0%



# OUR STAFF

## Qualifications

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

Teaching staff have experience with working in an Education Support Setting. Six of the nine teaching staff have their supplementary qualification after completing additional post graduate units, three teachers will enrol in post graduate studies to achieve their ES teacher qualification over the next 3 years.

Graduate teachers are supported with a mentor and encouraged to attend graduate modules throughout the year.

Education Assistants are qualified with Special Needs certificates and are provided with additional training as identified. There has been an intentional focus on recruiting and retaining high quality, skilled teaching and support staff over the past four years.

## Staff Numbers

	No	FTE	ABL
<b>Administration Staff</b>			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	10	6.7	0
Total Teaching Staff	10	6.7	0
<b>School Support Staff</b>			
Clerical / Administrative	3	1.8	0
Other Non-Teaching Staff	21	19.7	0
Total School Support Staff	24	21.5	0
<b>Total</b>	<b>35</b>	<b>29.2</b>	<b>0</b>

## Professional Learning

Staff at Merriwa Education Support Centre are encouraged and supported to engage in collaborative practices to build the capacity of their colleagues.

- All staff have participated in ongoing, relevant performance management processes and required professional learning to address weaknesses in performance.
- Staff meetings, Collaborative workshops and Professional Development days focus on student improvement and teacher development.
- Professional Learning opportunities relate to improving curriculum knowledge, self-development, increasing knowledge and understanding of disabilities and medical management procedures, pedagogy development and school targets, and are guided by performance management.
- Staff have embraced improved reflection on performance using a collaborative approach, sharing expertise and participating in peer observation.



# PARENTS AND CITIZENS ASSOCIATION

Merriwa Education Support Centre and Merriwa Primary School have a shared P&C. We are fortunate to have such a dedicated and hard-working team of parents and families who support the school.

The primary role of the P & C is fundraising to support all students and their families.

The P & C is active in many activities within the school. Highlights for the 2017 year included:

- Coordinated the highly successful School Banking Program
- Organised and ran stalls or a raffle for Mothers' and Fathers' Day
- Ran the Easter raffle, student discos and the Christmas raffle
- Coordinated the sale and supply of Entertainment Books

During the course of the year, the P & C raised \$ 10,000. This significant financial contribution has been allocated for various projects around the school such as the additional shade sail structures and audio visual equipment for the assembly area. In addition to these funds raised, financial contributions were also given to the school for the purchase of all annual Award Book Prizes and Graduation Awards.

Our school appreciates the efforts of our small group of P&C volunteers and extend our thanks for their contribution to the Merriwa campus.



## SCHOOL SPECIALIST PROGRAMS

### Early Intensive Intervention Program

Merriwa ESC is one of 10 schools in WA that provide an intensive learning program utilising the Applied Behaviour Analysis (ABA) and Discrete Trial Training techniques for Kindy and Pre-Primary children with an Autism diagnosis.

The objective of the two-year program is to prepare students for full mainstream inclusion from Year 1. While in Pre-Primary, the students are enrolled into their local school and attend the EIIP for two days each week. A close partnership is formed with the staff in the mainstream and EIIP classrooms to ensure a smooth transition for the child during Pre-Primary and ultimately for Year 1. The EIIP classroom is staffed to accommodate up to 6 students in each year group to allow for intense learning support and school readiness training.



### Integration and Inclusivity

ESC students benefit from instruction provided by Merriwa Primary School specialist teachers in Science, Music and Physical Education promoting our philosophy of collaboration and integration. Opportunities to provide support for mainstream students were identified throughout the year. Students were able to benefit from smaller, specialised ESC classes in areas of literacy and numeracy where appropriate. These reciprocal programs are highly effective and mutually beneficial for ESC students and their mainstream peers.



# SCHOOL INITIATIVES AND STRATEGIC DIRECTION

## Sensory Program

Considerable work was undertaken in the ESC covered outdoor learning area to provide an area for sensory activity. Ground markings to engage students in play based learning, a swing, a trampoline compound and sensory wall hangings are available to all students as an alternative learning environment. Students with Autism have found this area to be particularly engaging.

In 2016 a sensory program was established to provide much needed strategies to assist children to regulate their sensory needs. The purpose of the program is to help manage and create desired behaviours in a supportive, safe environment which promotes progress and independence. Individual programs are customised to maximise student success. It has been extremely rewarding to see the improvement in student's ability to control behaviour, emotions and energy states. Our Sensory Program has proven to be invaluable addition to MESC.

## Augmentative Alternative Communication

Since mid-2015 Merriwa ESC has worked in collaboration with Malibu School to provide Augmentative, Alternative Communication (AAC) for students who have difficulty accessing conventional communication techniques. PODD books, communication boards and high tech devices continue to be used to support language and communication across the school. This initiative continues to provide students and staff with a successful means to communicate and was considered a priority area of need in 2017.

We will continue to investigate tools and techniques that will enable students with complex communication needs access to a variety of strategies, such as: gestures, signing, symbols, pictures, communication aids and computers to improve the ability to communicate their needs and wants. A consistent approach across the ESC is expected and supported.



## School Readiness Program

This initiative was identified as an area of need within our community to support families with newly diagnosed children to have support in preparing their child for formal schooling. The Readiness Program began in February and provided an opportunity for families to become familiar with the school environment, structures and routines. Parents and Carers participated with their child in purposeful, structured activities while learning through play. As a group, we enjoyed meeting families, sharing information and celebrating the children's successes together. We look forward to providing this program again next year.

## Community Access and Recreation Programs

A strong emphasis is placed on teaching social competencies and developing skills required to attend the recreation and community access programs. Community access and cooking is the basis of our Life Skills program for many students. They are actively involved in various visits within the local community and are taught to use public transport utilising SmartRider cards and to access public facilities in a safe and semi-independent manner. Students enjoyed regular trips to shopping centres and to the local library. It is encouraging to witness improvements in confidence, consideration of others and their awareness of personal safety develop. Special thanks go to our local IGA, Ocean Keys and Lakeside Shopping Centres for their continued support of our school.

## Fundamental Movement Skill Development

The Fundamental Movement Skills program strives to enhance each child's balance, coordination, strength, confidence and independence. Classes participated in repetitive physical activities involving balance, motor planning and motor sequence. Students enjoyed using a range of equipment and taking part in both individual and group activities. Rules of games were taught on how to interact and negotiate. This year students were introduced to drumming and the technique of responding to, and following a beat. The students have improved their overall gross motor skills while having fun.

## Hydrotherapy

Our working partnership with Butler College provides access for students who require Hydrotherapy to utilise the hydro pool on a weekly basis during Terms 1 and 4. Education Assistants facilitate the therapy under guidance of physiotherapy plans for identified students. Two staff members have completed the Aquatic Rescue for Hydrotherapy through RLSWA.

## Protective Behaviours

Students participate in weekly lessons on Protective Behaviours to assist in preparing them to be independent in their community. A committee has created classroom kits to cover the various levels and concepts in accordance with the Department of Education's requirements of the program.

## Direct Instruction and Explicit Teaching

All students from Year 3 to Year 6 across the Merriwa Campus have been engaged in Spelling Mastery sessions with very pleasing results over the past 5 years. This initiative has been made possible due to the involvement of staff from the ESC who are utilised to facilitate small groups for the ESC and Primary School. Students are assessed to determine appropriate groups and participate each morning for intensive sessions. Students who do not meet the skill requirements of this program are provided small group instruction in the Language for Learning or Phonemic Awareness programs.

## Whole School Planning in Literacy, Communication and Numeracy

The intent of our whole school approach is to enable effective longitudinal data and to track student progress in Literacy and Numeracy development over the years. The whole school plans are developmental and guided by the requirements of the WA Curriculum, Early Years Learning Framework and Kindy Guidelines, Special Education Needs Assessment Tool, ABLEWA and K-6 Syllabus.

In Literacy, learning activities focus on phonemic awareness and develop student knowledge of letter sounds. The consistent approach allows students to establish emergent literacy skills using a common approach from class to class. Effective communication is a human right and is therefore considered a priority at Merriwa ESC. We have adopted the motto "Communication- Anytime, any place" Our focus is to ensure that all students have access to effective methods of communication in order to participate in all curriculum areas.

The whole school focus in numeracy is to establish skills which enable students to recognise numbers and number patterns, and to have a basic understanding of time and money concepts.

## Integrated Studies

Merriwa ESC supports an integrated curriculum which provides opportunities for students to explore **Aboriginal and Cultural Education, Science, Health, Humanities and Social Sciences, Technologies and The Arts** through practical hands-on activities. The integrated approach allows teachers to use a thematic approach when planning learning content and incorporate the topic across all learning areas throughout the term.

# FUTURE DIRECTIONS

MESC has a continued focus on building our capacity to enable success for all students and endeavour to realise this through a consistent approach to teaching and behaviour management. Our shared belief that all students have the capacity to learn and must be given the opportunity to achieve their individual goals drives our curriculum delivery.

A consistent approach to the teaching and learning processes in Literacy, Communication and Numeracy is paramount in ensuring success for all students. Collaborative planning and development of whole school plans in these curriculum areas has been fundamental in ensuring consistent practises and shared understanding. Explicit teaching and utilising a structured approach is an expectation.

Focus areas for 2018 continue to centre around developing emergent Literacy, communication skills and Numeracy. Integrated Studies will incorporate Science, Technology, Engineering, Arts and Maths (STEAM) elements.

# TRANSITION TO HIGH SCHOOL

Parents and students of Year 6 were invited to tour the local high schools in readiness for their transition to secondary schooling. This allowed families to make informed decisions about the most appropriate placement for their child. Merriwa ESC students are eligible to attend either Butler College or Belridge SHS ESC. Five graduating students enrolled at Butler College for Year 7 in 2018. In semester 2 of 2017 students in Year 6 participated in various transition activities in order to prepare them for secondary school. Transition programs assist both parent and child to feel at ease and become familiar with their new surroundings.

# STUDENT PERFORMANCE

## Student Progress and Assessment Tools

Student assessment is a key aspect of the school's learning model. The school has a strategic data collection/assessment process that allows it to make judgments about its performance in student achievement, both academic and non-academic, and school operations.

A focus on establishing consistency with whole school assessment allows staff to track student progress over time. Classroom based assessments and whole school testing requirements are administered early in Term 1 and again in Term 4 to determine the student's baseline and to follow incremental progress annually. Diagnostic assessment tools inform teaching and learning programs. Each student has an education program designed to meet their individual need with a focus on the student's level of ability, provides a challenge and allows for successful achievement of goals.

Assessment data is stored in a student tracking file to illustrate student achievement and progress but also to identify areas of concern. The Special Education Needs Assessment Tool (SENAT) documents are also utilised to assist staff to plot student levels and provide information for staff in subsequent years.

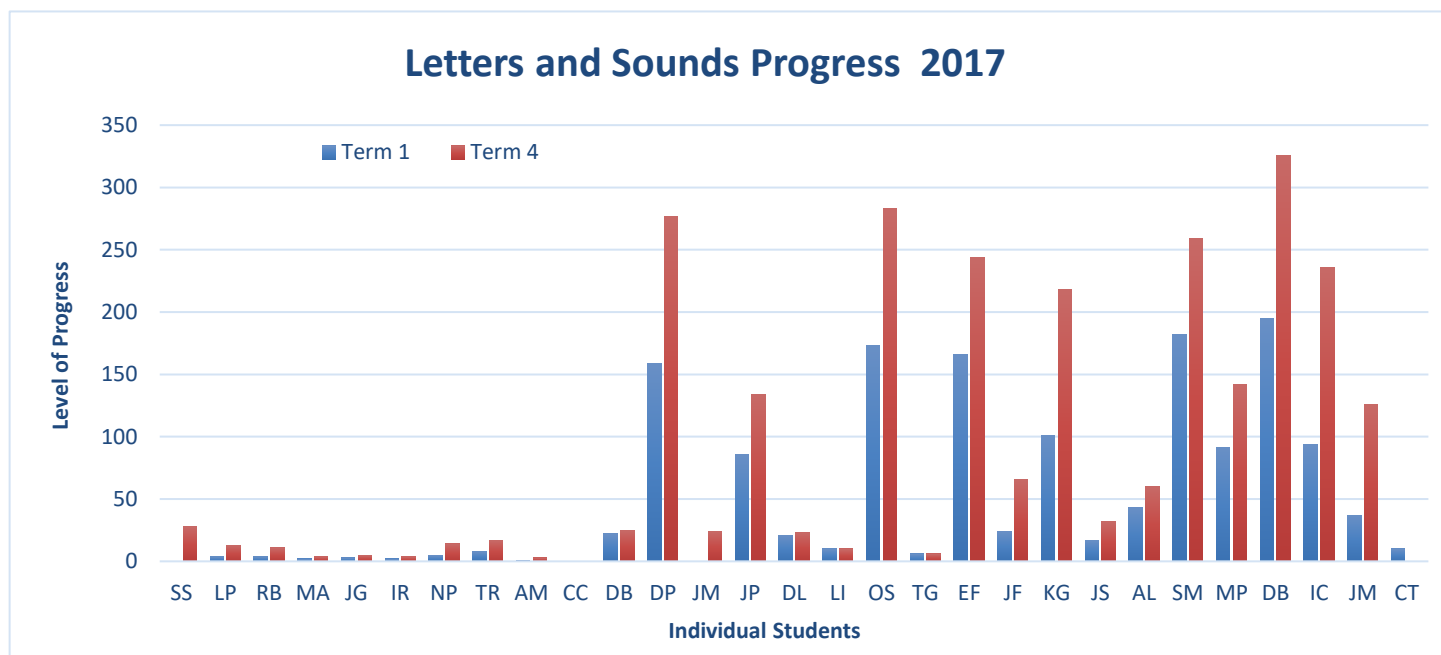
The Abilities Based Learning Education WA (ABLEWA) assessment tool was recently endorsed by School Curriculum and Standards Authority (SCSA) and is available for use by all WA schools where an alternative tool to track the progress of students with special educational needs is required. Merriwa ESC teaching staff have completed training and utilise this tool annually to track progress of students.

School staff are committed to improving the children's competencies in Literacy, Communication and Numeracy to enable children to develop educational outcomes and life skills. Developing these competencies will have links in all curriculum areas.

The assessment process has a focus on relevant and meaningful data that enables future planning.

- Individual student goals are set and are addressed through individual education plans using the SEN framework and ABLEWA tools. These are consistently tracked and monitored for formal reporting each semester.

## Literacy



Results show considerable progress for many individuals through the course of the year. Many students are in Phase One of the program, however an increasing number of students are moving into Phases Two and Three. Students have demonstrated gradual improvements in understanding the basic skills of literacy learning and their progress is documented using the Letters and Sounds Tracking Tool throughout the year. Teachers use a variety of strategies including an explicit teaching approach, drills and hands-on learning tasks to develop these fundamental skills of literacy to facilitate reading and writing.



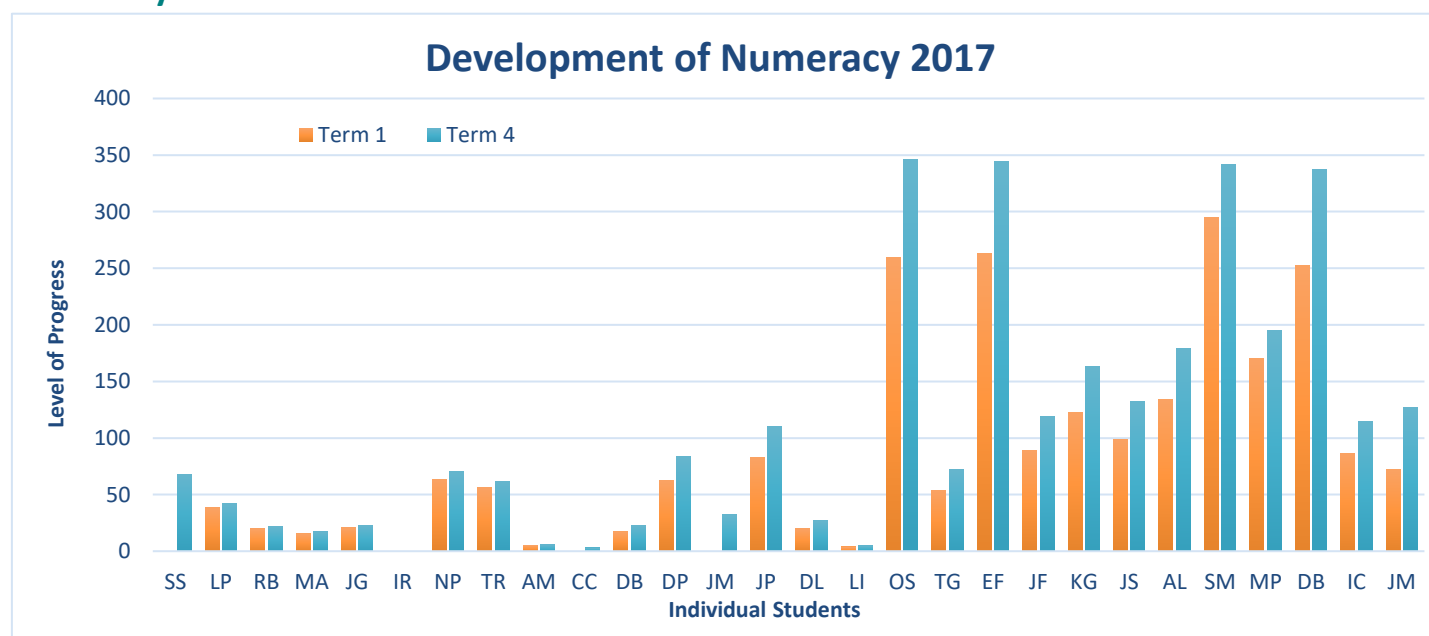
## Augmentative Alternative Communication (AAC)

Communication style/tool of students	Semester 1 – 2017 (Student % - 27 students surveyed)	Semester 2 – 2017 (Student % - 26 students surveyed)
Verbal (speech)	33%	33%
High tech (devices)	4%	25%
Low tech (PODD, PECS)	4%	160%
No tech (Gestures, Auslan)	0%	0%
No intelligible method	59%	26%

The AAC committee identified students who had no intelligible method of communicating. Teachers liaised with parents/carers and speech therapists to provide targeted support for these students. The intervention ensured an opportunity for all students to have an effective means to communicate by the end of 2017. Staff continue to collaborate with parents, carers, therapists to ensure that communication goals are explicit, relevant and purposeful for each student.



## Numeracy



Throughout 2015 curriculum leaders developed the MESC Numeracy Plan having attended workshops through WAPPA, based on the philosophies of Dr Paul Swan. The whole school approach ensures that students practise basic skills in Numeracy. A program of drills, rotational activities, hands on learning using concrete and abstract materials, explicit teaching and regular revision is implemented in all classrooms. Teachers work collaboratively to ensure all students are catered for at their level of ability. Each class has a Maths Kit of resources to ensure consistent delivery of concepts from class to class, year to year. Assessments illustrate stability or improvement in students' application and understanding of mathematical concepts. With this introduction of a whole school approach, it is expected that levels of numeracy will continue to improve. Able students completed an interactive online assessment (SIREN) to determine their level of ability and the diagnostic tool allowed staff to identify learning gaps. The progress results based on teacher assessments for individuals are outlined in the graph above.

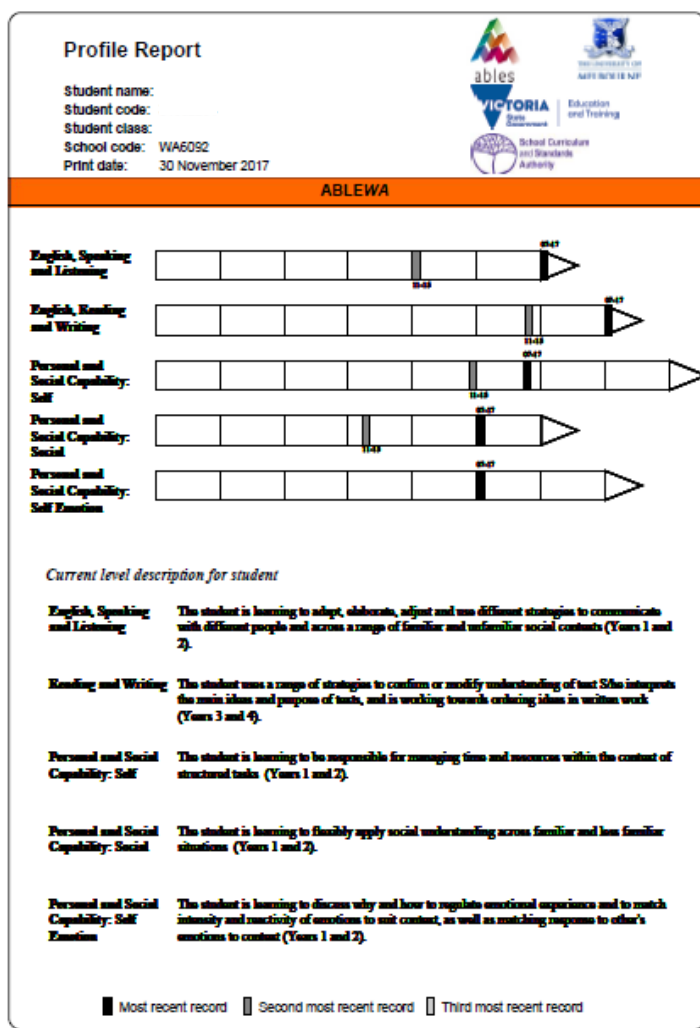
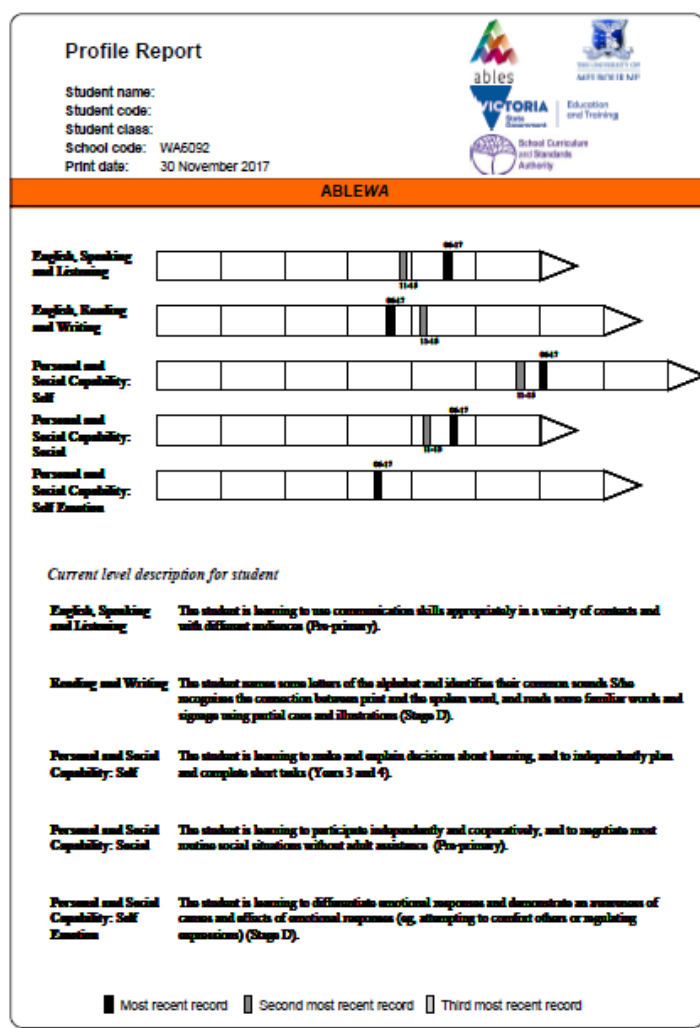
# PROGRESS TOWARDS BUSINESS PLAN

## Academic Targets and Non-Academic Targets

- All students demonstrated tangible improvement in individual literacy, numeracy and communication goals.
- Incremental achievement is evident through comparison of student IEP goals and subsequent progress over the year.
- Achievement of indicated targets on Special Education Needs Assessment Tool indicates progress for all students.
- The Abilities Based Learning Education WA assessment tool provided evidence of individual achievement in the areas of English, Reading and Writing; Listening and Speaking and Personal and Social Capability.
- A gradual reduction of incident reports for behaviour and injury throughout the year indicates that behaviour management strategies and staff expertise has been effective when managing challenging students.
- Overall positive feedback from staff, students and parents/carers in the community survey during 2017 indicates a sense of trust and satisfaction in the programs provided, the management of the school and the standard of education and inclusive practices available for all students.

## Abilities Based Learning Education WA (ABLEWA) Assessment Data

In term 3 teachers complete an online assessment survey for each child which creates the following profile report. The two reports below are examples of the information teachers received based on their observation of student capacity. Both examples represent two years of data and indicate progress for each of these students.



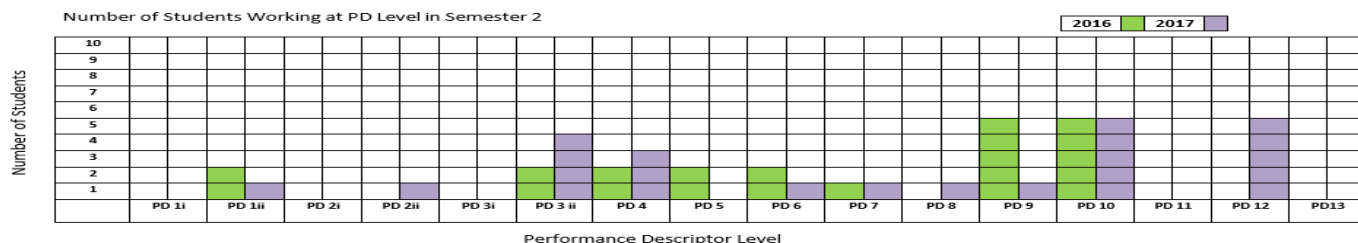
## Behaviour Data

Teachers record behaviour incident information on the INTEGRIS data system as required. Several behaviour incidents were recorded in the first semester and worker's compensation claims made due to a high frequency of challenging behaviours from students with high education needs. Risk Management Plans and Individual Behaviour Management plans are consistently followed and reviewed to ensure the safety of students and staff. A noticeable decline in incident reports were recorded in the second semester of 2017.

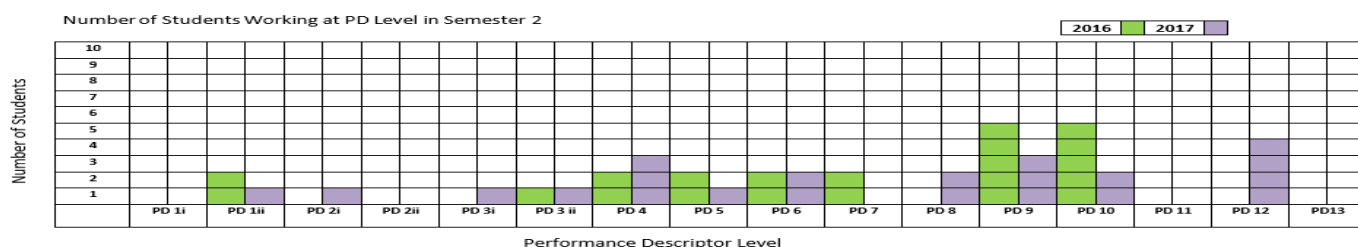
## Special Education Needs Assessment Tool (SENAT) Data

Individual student progress is tracked using the SENAT checklist each semester. Teachers moderate their judgements with colleagues, comparing tasks in order to collect data as objectively as possible. The graphs below are a composite of all student data in each learning area and suggest incremental progress along the continuum for the majority of students in the school. A small number of students have either regressed or stabilised. Individual results are maintained in student files for authentic tracking of student achievements. The trend indicates overall progress for the students of Merriwa ESC. Performance Descriptors (PD) range from PD1i through to PD13 (PD9 is equivalent to Yr 1 level, PD12 equivalent to Yr 3).

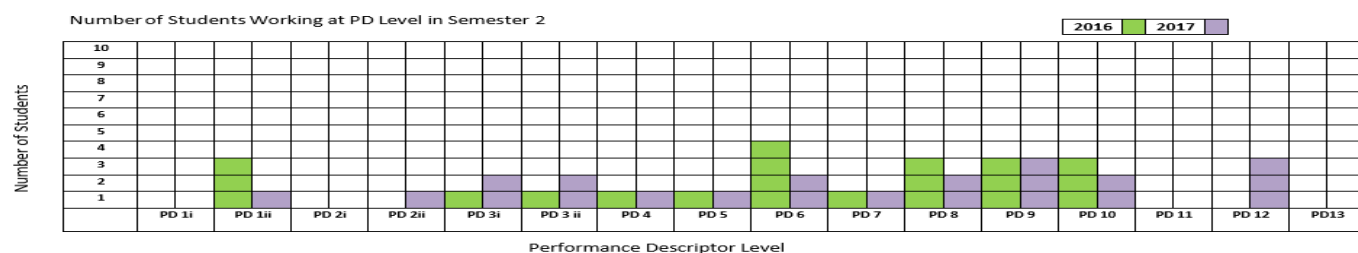
### SENAT DATA COLLECTION - SPEAKING



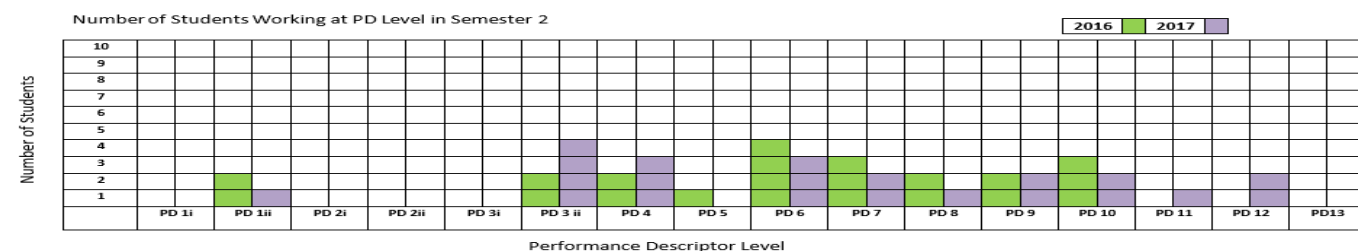
### SENAT DATA COLLECTION - LISTENING



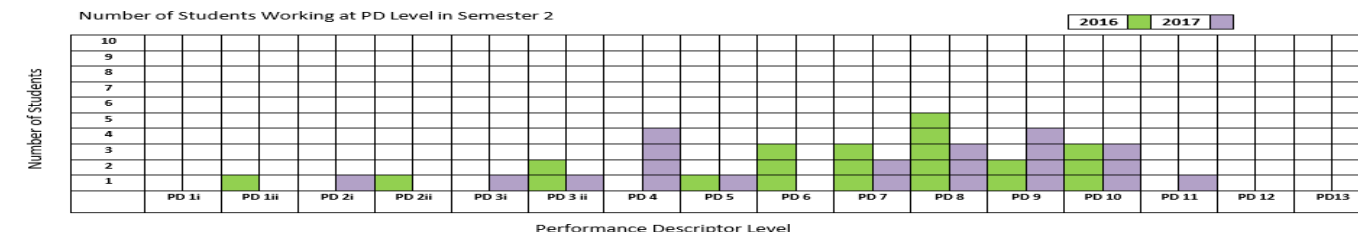
### SENAT DATA COLLECTION - READING



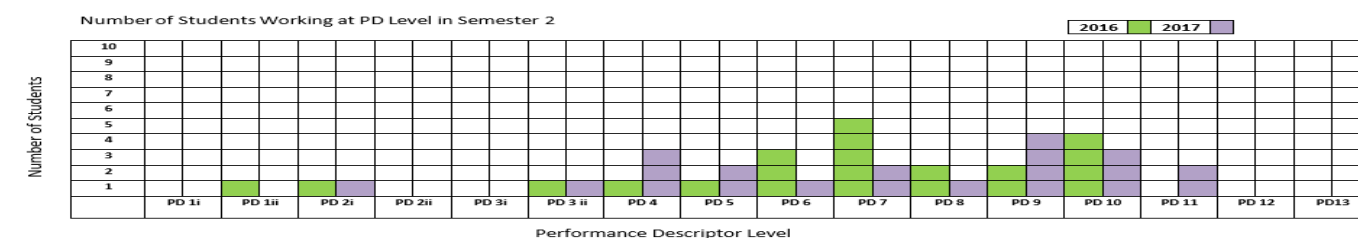
### SENAT DATA COLLECTION - WRITING



### SENAT DATA COLLECTION - MEASUREMENT



### SENAT DATA COLLECTION - NUMBER





# NATIONAL SCHOOL OPINION SURVEY

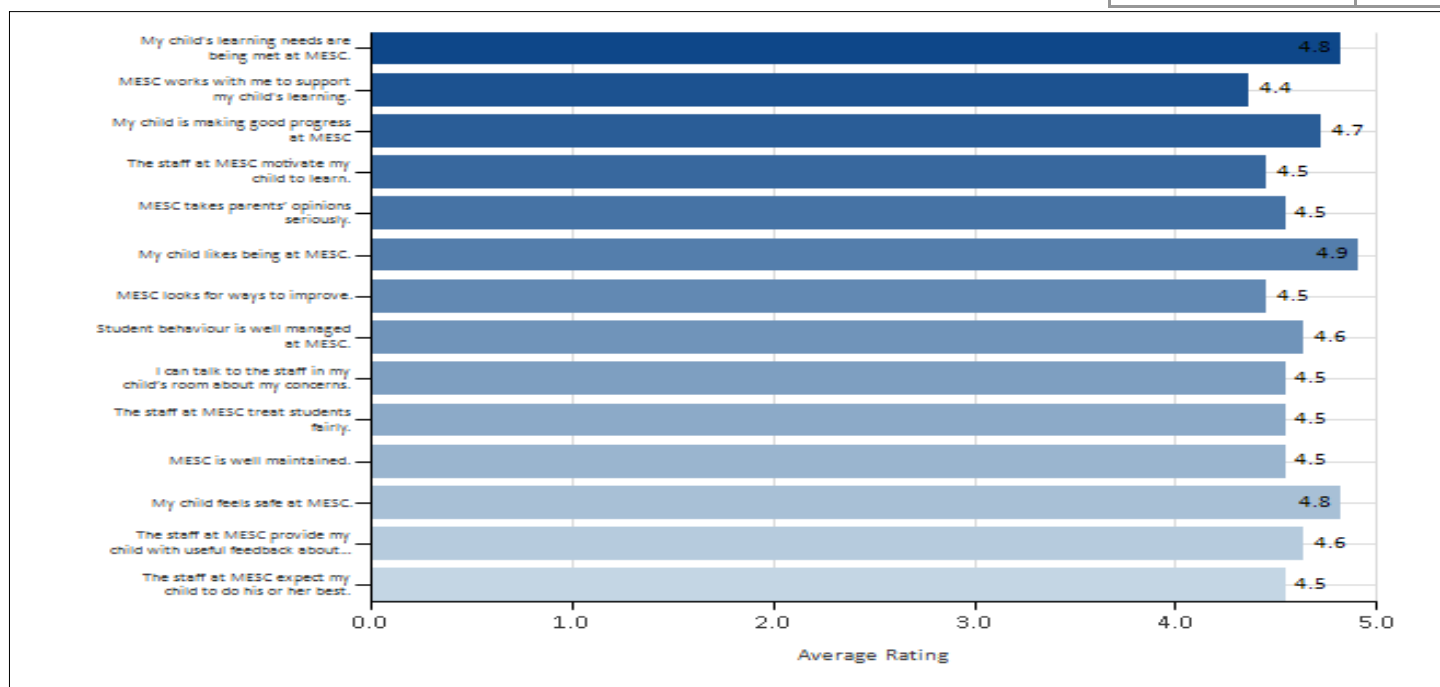
## Parents and Carers Response

From the 11 submitted survey results there was an overwhelming vote of confidence for our school with the majority of parents/carers indicating their satisfaction with learning programs and support for their child's overall progress. Our parents would confidently recommend our school to others and agree that the school is well managed.

Staff have analysed the data to ensure the areas of uncertainty are better addressed across the school. Respectful relationships with parents/carers, listening to their concerns and opinions is paramount for successful partnerships and better outcomes for students.

91% to 100% high satisfaction rating.  
100% agree that their child likes being at school and feels safe at MESC.  
100% agree that their child is making good progress at school.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



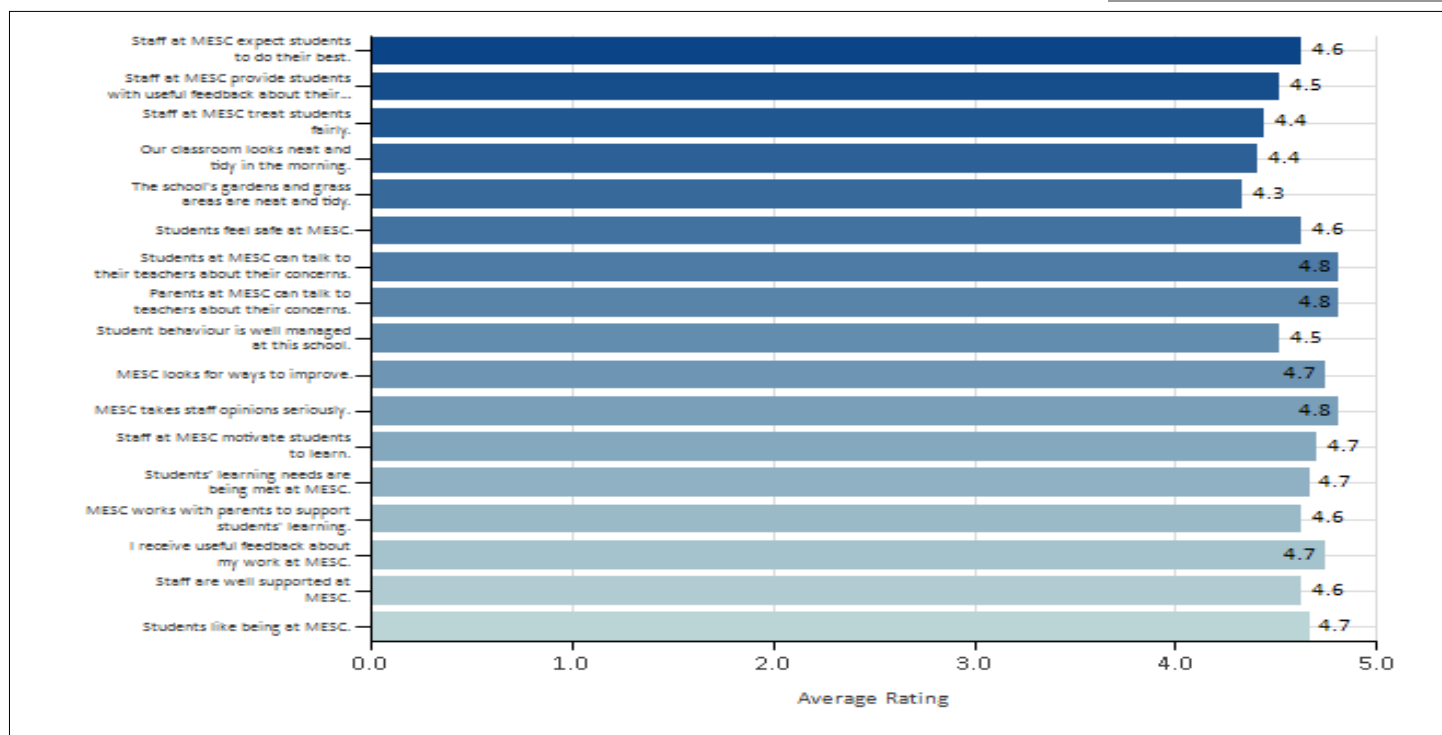
	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
My child's learning needs are being met at MESC.	-	-	-	-	-	-	-	-	2	18%	9	82%
MESC works with me to support my child's learning.	-	-	-	-	-	-	1	9%	5	45%	5	45%
My child is making good progress at MESC.	-	-	-	-	-	-	-	-	3	27%	8	73%
The staff at MESC motivate my child to learn.	-	-	-	-	-	-	1	9%	4	36%	6	55%
MESC takes parents' opinions seriously.	-	-	-	-	-	-	1	9%	3	27%	7	64%
My child likes being at MESC.	-	-	-	-	-	-	-	-	1	9%	10	91%
MESC looks for ways to improve.	-	-	-	-	-	-	1	9%	4	36%	6	55%
Student behaviour is well managed at MESC.	-	-	-	-	-	-	-	-	4	36%	7	64%
I can talk to the staff in my child's room about my concerns.	-	-	-	-	-	-	1	9%	3	27%	7	64%
The staff at MESC treat students fairly.	-	-	-	-	-	-	-	-	5	45%	6	55%
MESC is well maintained.	-	-	-	-	-	-	-	-	5	45%	6	55%
My child feels safe at MESC.	-	-	-	-	-	-	-	-	2	18%	9	82%
The staff at MESC provide my child with useful feedback about his or her school work.	-	-	-	-	-	-	1	9%	2	18%	8	73%
The staff at MESC expect my child to do his or her best.	-	-	-	-	-	-	1	9%	3	27%	7	64%

## MESC Staff Survey Responses

From a staff of 31 teachers and education assistants, 27 responded to the survey in October, 2017. Staff morale is high considering the challenges experienced in this occupation. They have indicated by majority, that they feel valued for the work they do, are satisfied with the quality of education provided for the students and believe that the staff care about the students. All staff have indicated that they would recommend Merriwa ESC to others and agree that the school is well managed by an effective leadership team.

93% to 100% high satisfaction rating.  
100% agree that MESC staff expect students to do their best.  
100% agree that parents and students can talk to teachers about their concerns.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Staff at MESC expect students to do their best.	-	-	-	-	-	-	-	-	10	37%	17	63%
Staff at MESC provide students with useful feedback about their school work.	-	-	-	-	-	-	-	-	13	48%	14	52%
Staff at MESC treat students fairly.	-	-	-	-	-	-	-	-	15	56%	12	44%
Our classroom looks neat and tidy in the morning.	-	-	-	-	-	-	-	-	16	59%	11	41%
The school's gardens and grass areas are neat and tidy.	-	-	-	-	-	-	2	7%	14	52%	11	41%
Students feel safe at MESC.	-	-	-	-	-	-	-	-	10	37%	17	63%
Students at MESC can talk to their teachers about their concerns.	-	-	-	-	-	-	-	-	5	19%	22	81%
Parents at MESC can talk to teachers about their concerns.	-	-	-	-	-	-	-	-	5	19%	22	81%
Student behaviour is well managed at this school.	-	-	-	-	-	-	-	-	13	48%	14	52%
MESC looks for ways to improve.	-	-	-	-	-	-	-	-	7	26%	20	74%
MESC takes staff opinions seriously.	-	-	-	-	-	-	-	-	5	19%	22	81%
Staff at MESC motivate students to learn.	-	-	-	-	-	-	-	-	8	30%	19	70%
Students' learning needs are being met at MESC.	-	-	-	-	-	-	-	-	9	33%	18	67%
MESC works with parents to support students' learning.	-	-	-	-	-	-	-	-	10	37%	17	63%
I receive useful feedback about my work at MESC.	-	-	-	-	-	-	-	-	7	26%	20	74%
Staff are well supported at MESC.	-	-	-	-	-	-	-	-	10	37%	17	63%
Students like being at MESC.	-	-	-	-	-	-	-	-	9	33%	18	67%

# HIGHLIGHTS OF THE 2017 SCHOOL YEAR

We successfully provide a learning environment that supports students with diverse learning needs to develop the academic, creative, physical and social skills that will enable them to participate in, and actively contribute to, the wider community. Having an excellent relationship with our host school Merriwa Primary, we are able to promote shared values of learning, excellence, equity and care.

*We are proud to highlight the following achievements:*

- Provision of a secure, safe and positive environment.
- Recruitment of specially trained and highly skilled staff.
- Highly successful Early Intensive Intervention Program for Kindy and Pre-Primary students with an Autism diagnosis.
- Successful School Readiness Program which provides assistance and guidance for families with pre-kindergarten children living with disabilities and identified learning needs.
- Innovative teaching strategies adapted to suit individual learning styles.
- Explicit teaching which contributes to the progress of students in the areas of literacy and numeracy.
- Priority given to enable each child to access learning towards reaching his/her potential.
- The provision of an Individualised Education Plan for each child, developed in close consultation with parents.
- Small classes with a high staff/student ratio providing individual and small group instruction as required.
- Effective 'play-based' learning strategies.
- An increase in community based activities to enhance student wellbeing, mental health and ultimately, resilience.
- Creation of positive Home / School links through various communication strategies, including Class Dojo.
- Excellent community access and independent living programs.
- Collaboration with Merriwa Primary School in providing integrated learning programs across all learning areas.
- A strong commitment to the use of technology aided instruction.
- Learning with Information Communication Technology which includes interactive whiteboards, computers and iPads across all curriculum areas.
- Successful use of Mini Schedules, Augmentative Alternative Communication tools and visual learning tools.
- Effective use of sensory programs and sensory breaks embedded into individual work schedules.
- Reverse integration opportunities for Merriwa Primary School students.
- Innovative collaboration with WCIT, ECU and UWA in providing practice placements for pre-service Education Assistants, Teachers and Psychology students.

## SPECIAL EVENTS

- Inaugural year for Merriwa as an Independent Public School
- ANZAC, Remembrance Day and Class Assemblies
- Book Week – Character Parade
- Star Gazing with ECU and Butler College
- Year 6 Day Camps
- Swimming Lessons
- Razzamatazz Excursion
- ESC schools Performance Arts Day
- NAIDOC Celebrations
- Literary and Numeracy week
- Year 6 Graduation Ceremony
- Salvation Army Carols
- Whole School Christmas Concert
- Principal's Morning Tea
- Mythical Creatures School Disco
- City of Wanneroo Mayor's Christmas Appeal
- Recreation Program –  
Cricket clinic, Atlantis Play Centre, AMF Bowling
- Whole school Lapathon
- MESC Showcase at WAESPAA Conference
- Social Dance Dancing Lessons
- Landsdale Farm visit
- Education Support Schools' Athletics Carnival
- Scitech excursion
- Learning Expo – Open Night





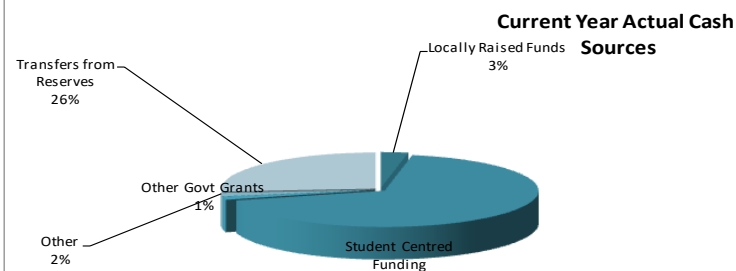
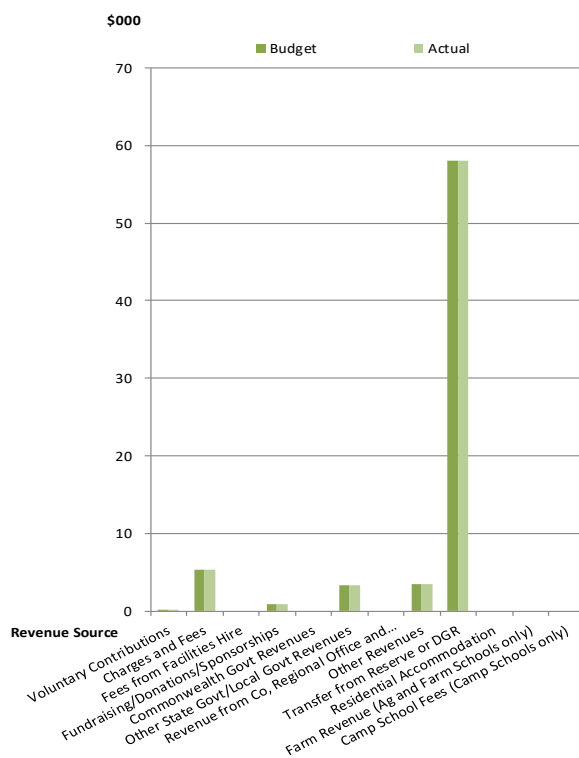
# FINANCIAL STATEMENT



## Merriwa ESC Financial Summary as at 31 December 2017

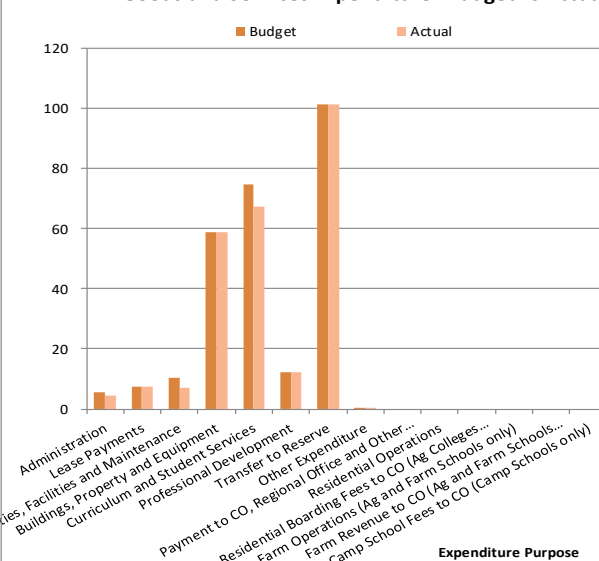
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 202.00	\$ 201.70
2	Charges and Fees	\$ 5,290.00	\$ 5,289.61
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 856.00	\$ 855.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,294.00	\$ 3,294.32
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,399.00	\$ 3,399.78
9	Transfer from Reserve or DGR	\$ 58,012.00	\$ 58,012.00
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>\$ 71,053.00</b>	<b>\$ 71,052.91</b>
<b>Opening Balance</b>		<b>\$ 55,895.00</b>	<b>\$ 55,894.52</b>
<b>Student Centred Funding</b>		<b>\$ 149,443.00</b>	<b>\$ 149,442.88</b>
<b>Total Cash Funds Available</b>		<b>\$ 276,391.00</b>	<b>\$ 276,390.31</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 276,391.00</b>	<b>\$ 276,390.31</b>

Locally Generated Revenue - Budget vs Actual

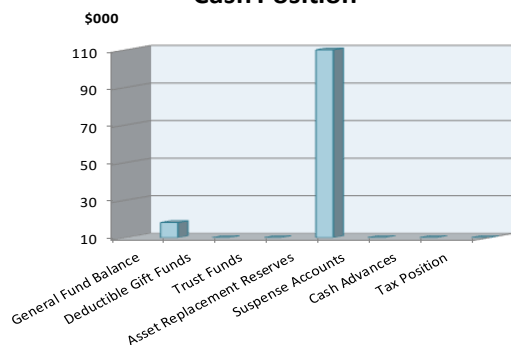


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 5,720.00	\$ 4,480.39
2	Lease Payments	\$ 7,537.00	\$ 7,536.84
3	Utilities, Facilities and Maintenance	\$ 10,365.00	\$ 7,040.74
4	Buildings, Property and Equipment	\$ 58,647.00	\$ 58,647.27
5	Curriculum and Student Services	\$ 74,478.00	\$ 67,123.06
6	Professional Development	\$ 12,078.00	\$ 12,005.16
7	Transfer to Reserve	\$ 101,316.00	\$ 101,316.00
8	Other Expenditure	\$ 241.00	\$ 210.96
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 270,382.00</b>	<b>\$ 258,360.42</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 270,382.00</b>	<b>\$ 258,360.42</b>
<b>Cash Budget Variance</b>		<b>\$ 6,009.00</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 127,021.17</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 18,029.89
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 109,977.33
5 Suspense Accounts	\$ 75.95
6 Cash Advances	\$ 500.00
7 Tax Position	\$ 562.00
<b>Total Bank Balance</b>	<b>\$ 127,021.17</b>

# COMMUNITY LINKS

## Agency Support

Merriwa ESC works closely with various agencies to ensure successful outcomes for students. Staff incorporates strategies recommended for individual students by their therapists. We welcome the support from Disability Services Commission and Therapy Focus- Speech Therapist, Physiotherapist and Occupational Therapist; Ability Centre and SENSES who support our students with disabilities.

The Education Department provides student support to schools through SSEN: Schools of Special Education Needs- Disability, Sensory, Medical and Mental Health. These services are utilised and greatly appreciated by staff at Merriwa ESC.

Another agency with which we have built a mutual partnership include the Independent Living Centre, their library of resources has been well used by our students. We continue to work closely with WCIT and ECU and benefit from the enthusiasm and developing expertise of pre service teachers and education assistants.



## Community Support

Parents provide great support to the various ESC programs and are invited to participate in the development and endorsement of Individual Education Plans (IEPs) for their child and to participate in teacher/parent meetings to discuss semester reports. Information gained from parents through informal feedback help staff to modify and improve our teaching and learning programs.

A combined School Board is made up of ESC and Primary School staff, parents and elected community members who endorse our plans, policies, fees and charges and the school budget.

Merriwa Schools pride themselves on school/home partnerships and encourage all parents to make arrangements to discuss concerns with their child's teacher. We also encourage the use of our Communication Book / Student diary strategy to facilitate regular contact between school and home. The combined schools P&C support our school through fundraising initiatives.

Students from various universities and WCIT were given the opportunity to complete their practicum assessments with the expert guidance and mentoring from our staff. Our regular team of relief staff ensured the continuity of programs and have developed positive relationships with staff and students in the ESC. We thank them for their loyalty.

We extend our sincere thanks to our wonderfully supportive community.



# PARENT, STAFF AND STUDENT STATEMENTS



"The culture of the Centre has shifted in the past few years. The EAs have a voice now and feel valued for what we do."

*"Thank you for the opportunity to work at Merriwa ESC. I absolutely love our school and the people I work with. Everyone has been so kind which has made my transition so easy. I am looking forward to a wonderful year next year."*

**Education Assistants**

"Thank you for giving me the chance to be a part of your amazing team. I am so grateful for the opportunity to work at Merriwa ESC."

*"It is a privilege to be a staff member at Merriwa ESC and work alongside the primary school to ensure best outcomes for all children on campus."*

**Teachers**



"The transition from the early intervention program to the mainstream has been successful to us. We are happy with our son's significant and continuous improvement; this would not have been achieved without the early intervention program. We would like to thank you ... We are very grateful to the entire team."

*"From a parents' perspective, we highly recommend the early intervention program for other children and families in similar situations."*

**Former EIIP Parents**

"Just wanted to say a MASSIVE congrats to you and your staff in all your hard work and efforts in incorporating strategies to help (student) with his transfers. Today he achieved his therapy goal ... I am so excited for him! Thank you for being so accommodating for visits, I really appreciate it ☺ "

*(I wish to) to acknowledge the phenomenal job that (teacher) is doing. She has seamlessly picked up our therapy strategies and is supporting our clients in achieving their goals by integrating strategies and recommendations. She is eager to learn and always takes time out of her busy schedule to consult with us. I just wanted to acknowledge to you the amazing work (teacher) and her staff are doing!*

**Therapy Focus staff**



"My teacher tries to make school fun. She wants me to do my best and she helps me if I get angry when I can't do it"

*"I love the toys and equipment we use to learn in literacy and maths activities."*

**Year 4 students**



We prefer to do the drive into work every day than to move house. We have stayed in the area because of the specialised programs the Centre provides and for the progress our son has made at this school."

*"I just wanted to personally thank you and all the staff at Merriwa ESC as we've had the most settled holidays ever with our son"*

**Parents**

"Thank you for doing so many cool things for our children. You gave us a place, when we had nowhere else to go, to prepare these awesome kids for school."

*"There's a lovely atmosphere in this room, I can tell that (my son) feels comfortable being here. The table and floor activities have been catered to the needs of the children's sensory diet and the room is balanced and not over stimulating. When (he) is smiling and exploring I know he feels happy and safe"*

**Parents, School Readiness Program**



MERRIWA  
EDUCATION SUPPORT CENTRE

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