



Merriwa Primary School

Learning for Life



2017 ANNUAL REPORT



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PRINCIPAL'S MESSAGE

I am proud to present to you the Merriwa Primary School 2017 Annual Report. This year we were awarded Independent School Status which enabled us to strengthen our commitment to improvement with the support of our whole school community.

Merriwa Primary is welcoming and inclusive, with a respectful, positive school ethos that is apparent when you walk into our school. We share a campus with the Merriwa Education Support Centre and our focus is to continue to improve upon outcomes for every child enrolled here.

The appointment of our inaugural shared School Board has assisted us in reflecting upon our vision and strategic plans to achieve this. Led by our Chair, Caroline Bishop from Edith Cowan University, the Board has provided us with the insight and contribution of community members from different occupational fields, strengths and interests.

The Board has reminded us of the disadvantage and difficulties that many of our students bring to their enrolment at Merriwa and has helped us to acknowledge the level of that disadvantage. The AEIDI profile, the high level of transiency and the level of poverty that many of our families face have been examined in detail by the Board and it is evident that the positive progress of our students is due to the relationships that we have built with parents and the positive, skilled, professional teaching input we contribute to each and every child here.

The Annual Report provides details of our school's student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies outlined in our 2017-2019 Business Plan. It also outlines the major achievements and highlights of the year and financial and human resource management.

Sue Waterhouse

Principal

SCHOOL BOARD ENDORSEMENT

A handwritten signature in cursive script, reading "Sue Waterhouse".

Principal
Sue Waterhouse

A handwritten signature in cursive script, reading "Caroline Bishop".

Board Chair
Caroline Bishop



WHAT WE STAND FOR

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.

Through partnerships with parents and the wider community we provide children with a secure, stimulating and positive learning environment, which caters for individual needs, allowing students to develop to their potential.

Our instruction promotes whole school cohesion, individual self-worth, independence and respect for the rights of others.

Mission Statement

At Merriwa Primary School we strive to work together to fully develop the academic, social and emotional potential of every student. Our expectation is that students are:

- Friendly
- Positive and
- Respectful so that they
- 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.



WHAT WE STAND FOR (cont'd)

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 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.

Focus 2017

Student Engagement and Wellbeing

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

Literacy

Encompasses a whole school approach to Visible Learning with a strong focus on explicit teaching of skills in reading, writing and spelling. Teachers are supported by the Principal, Associate Principals, Curriculum Coordinator and Early Childhood Coordinator.

Numeracy

Encompasses a whole school approach to Visible Learning with a strong focus on explicit teaching in number and measurement. The program is supported by the Associate Principal and Curriculum Coordinator.



ABOUT OUR STUDENTS

Merriwa Primary School was established in 1995 and was certified as an Independent Public School from 2017. The school is located 38km north of the Perth CBD, in an aging suburb.

Due to the expansion of suburbs north of Merriwa, our enrolment trend is decreasing, from 609 students in 2010 to 426 students in 2017. It is anticipated that this will reduce to under 400 students in 2018. In 2017 58 Aboriginal students (13.6%) and 45 African students (9%) were enrolled here, and 28 (6.5%) students with an identified disability. Twenty seven different languages are spoken at home. Along with the staff and students of the Merriwa ESC, we are well known for our inclusive and welcoming environment.

Our student population is complex and varied. Our socio-economic ranking is 922 (9th decile) which indicates significant socio-economic disadvantage in comparison to other school communities in Australia.

In the 2017 school survey, the parents identified the following social impacts on our school: levels of poverty and crime, poor levels of language and numeracy skills upon entry at kindergarten, and inconsistent levels of parenting skills across the community. Parents are appreciative of the support offered through the school. We also have a highly transient population, with an annual rate of 28.8% in 2016.

The Australian Early Development Census provides a nationwide snapshot about the development of young Australians as they start their first year of full-time school. This examines physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; communication skills and general knowledge. The children who enrol in Merriwa Primary School have demonstrated consistently since 2009 that they are vulnerable at a significantly higher rate in two or more areas of development compared with children across both Western Australia and Australia.

Merriwa Primary School shares the school site with the Merriwa Education Support Centre. We share a Board, P and C, staff, resources and buildings and the timetable is structured so that students can access the most appropriate curriculum and mix together during break times. Staff meetings, professional learning sessions and a number of whole-campus events are shared between the schools, helping to promote a philosophy of collaboration and integration.

Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2017	92.8%	92.2%	93.8%	90%	83%	81.2%	92.4%	90.6%	92.7%

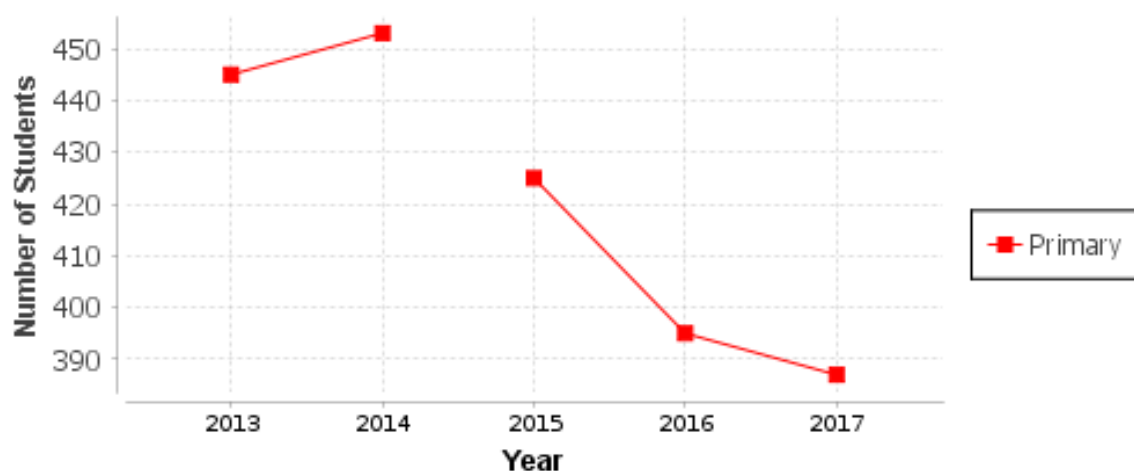
Our attendance continues to be higher than like schools, comparable to WA Public Schools and is outstanding for Aboriginal students.

Enrolment

	2014	2015	2016	2017
Primary excluding Kindergarten	384	425	395	387
Kindergarten numbers	69	54	40	40
Total	453	479	435	428

Total enrolments continue to decrease due to urban development in Alkimos and Yanchep. It is anticipated that in 2018 numbers will fall below 400.

Semester 2 Student Numbers Primary (Excluding Kin)



2017 Student Leadership

Head Boy and Head Girl



Caden
Phillips



Elizabeth
Niyibhigira

Student Councillors



Phoenix
Hansen



Dara
Yim



Lia
White



Vanessa
Williams



Kalan
Teleial



Tima
Mackie



Shaun
Hammond



Shaun
Marcial



Danika
Davies

Faction Leaders

AKITA



CAPTAIN:
Joikhor Thichiot



CAPTAIN:
Godfrey Niyibhigira



VICE CAPTAIN:
Faith Datson



VICE CAPTAIN:
Bradley Wells

BALTIMORE



CAPTAIN:
Shemika Pickett



CAPTAIN:
Jarad Jenkins



VICE CAPTAIN:
Jacqueline Tribunali



VICE CAPTAIN:
Williams Tilbury

CALABAR



CAPTAIN:
Annekia Tanner



CAPTAIN:
Leighton Matthews



VICE CAPTAIN:
Aryelle Monaghan



VICE CAPTAIN:
Carlos Batista

PALERMO



CAPTAIN:
Apen Ater



CAPTAIN:
Marco Sabbioni



VICE CAPTAIN:
Beatrice Arjon



VICE CAPTAIN:
Charlie Williams



ABOUT OUR STAFF

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers the Teacher Registration Board of WA. All staff have Working With Children Checks and National Police Clearance. Three staff hold a Senior First Aid Certificate.

In 2017 we continued our pursuit of excellence through examining our teaching proficiency against the Australian Teaching Standards.

All staff have extended their understanding of Visible Learning, the research of Professor John Hattie. In addition we reviewed the Merriwa Model of Self Reflection, which is a framework the staff has designed to reflect upon their teaching practice, with the support of their colleagues. Teachers filmed lessons, collected data on lesson presentation, analysed the results and reviewed their practice as a result.

A requirement by the Department of Education for 11 staff to clear outstanding Long Service Leave was met, sick leave rates were low, and there was one resignation of a support staff member.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Other Teaching Staff	28	21.2	0
Total Teaching Staff	28	21.2	0
School Support Staff			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	2	0.5	0
Other Non-Teaching Staff	15	10.0	0
Total School Support Staff	21	13.2	0
Total	53	37.4	0



SCHOOL BOARD REPORT

2017 was 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: building 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 inclusive of cultural diversity, cultural wellbeing and achievement for all families and students;
 - Homework Afterschool programs: establishment of a homework club and various after school clubs including music, fitness, creativity and gardening; and
 - Community networks: developing relationships 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



PARENTS & CITIZENS ASSOCIATION

Merriwa Primary School is fortunate to have such dedicated , small band of hard working parents and families who support the school P & C.

President: Erika Hanekom

Secretary: Danise Gluskie

Treasurer: Danielle Woods

The role of the P & C is to support the school through fundraising and sharing parent information.

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

- The Easter, Christmas and Father's Day Raffle
- Student Disco
- Sausage Sizzle at the Learning Expo
- Annual lapathon
- School Banking Program
- Mother's Day Stall
- Entertainment Books
- Funded graduation cake and presented graduation awards
- Funded and presented annual class achievement awards

During the course of the year, the P & C raised over \$10 000. This significant financial contribution has been allocated for various projects around the school such as an overhead projector in the undercover area and seating for senior students.

We are grateful to all parents who have attended our meetings and all the parents who have helped coordinate various events and fundraisers.



STRATEGIC CURRICULUM DIRECTIONS

TEACHING AND LEARNING

In accordance with the *Focus 2016, Classroom First*, we are committed as a whole staff, to the following:

- Visible Learning strategies, driven by the research by Professor John Hattie.
- Whole school approaches
- Collaboration, both formal and informal
- Merriwa Model of Self Reflection against national standards and student achievement
- Review of whole school outcomes to inform practice and improve outcomes
- Explicit teaching of numeracy, literacy and social skills
- Direct instruction
- Early intervention
- Early childhood focus
- Case management for students at educational, social and attendance risk
- Aboriginal education

Merriwa Model of Self Reflection

The concept of formalised self reflection of teaching skill was introduced to the staff by the Department of Education Institute for Professional Learning in 2016. Staff are required to assess their teaching proficiency based upon the Australian Institute for Teaching and School Leadership standards and they have designed this model to assist them in this. All teaching are required to focus on improving student learning through classroom observations and feedback, which is linked to their performance management. The model was reviewed and adjusted by the staff in 2017.

School Review Team

This team was established in 2017. Its purpose is to:

- Formalise and improve upon the Merriwa Self-Assessment schedule and process, relating to student achievement and school operations;
- Assist the staff in critically assessing student data as a basis for decision making;
- Assist the staff in reviewing the outcomes for students, ongoing, annually and at the IPS Review in 2019.

STEM (Science, Technology, Engineering and Maths)

This is a national educational focus. We are committed in the following ways:

- Appointment of science and computer specialist teachers
- Designated science and computer laboratory
- Successful application for Department of Education \$25 000 improvement to our science laboratory.
- Provision of science lessons from K – 6
- Student access to additional ipads K – Year 3, and laptops Years 4 – 6
- Strong links with Edith Cowan University Science Department and Kurungkurl Katitjin.
- Collaboration with Butler Community College science department for star gazing nights and transition to high school.
- Pilot school for Pre Primary Primary Connections, Australian Academy of Science.
- Pilot school for NAPLAN on line.

English

Merriwa staff has consolidated our whole school learning programs and continue to focus on:

- Early intervention
- Direct instruction phonemic awareness and spelling
- Talk for Writing
- Guided reading
- Explicitly taught handwriting lessons using the NSW Foundation font

In 2018 Direct Instruction Corrective Reading will be introduced for year 4 – 6 students who are underachieving in this area. We will also provide parent workshops to link the home with the programs that we provide.

Aboriginal Cultural Standards Framework

In 2017 the Merriwa staff reviewed our progress according to the Department of Education Aboriginal and Cultural Standards Framework and identified our achievements in:

- Relationships
- Leadership
- Teaching
- Learning Environment and
- Resources

This review formed the basis of our Aboriginal Education Operational Plan and will be reviewed annually. It provided positive feedback on our progress and outlined areas of focus for 2018.

National Quality Standards in Early Childhood Education 2017 Assessment

The self assessment is a national requirement, and the 2017 results are summarised below:

Priority Area	Elements Achieved	Elements Working Towards	% Achieved
Educational Program and Practice	8	1	89%
Children's Health and Safety	10		100%
Physical Environment	6	1	86%
Staffing Arrangements	4		100%
Relationships with Children	6		100%
Collaborative Partnerships with Families and Communities	7	2	78%
Leadership and Service Management	12	1	92%

The areas to work on in 2018 include:

- extension of the natural playground,
- signage in other languages,
- enrolment process to indicate if an interpreter is needed,
- stronger connections with the African community, and
- extension of induction for relief staff.



SCHOOL SPECIALIST PROGRAMS

Music – Mrs Rose Prior

The school again took part in the One Big Voice Concert at the Perth Arena, where over 4 000 students from across WA participated in a joint choir performance. Mrs Prior was an active member of the committee and instrumental in ensuring that our school was well represented. Marco Sabbioni presented Acknowledgement of Country, and the National Anthem was interpreted into AUSLAN by Chantelee Hanekom, Abbie Reynolds and Emma Kinnane.

The choir also performed at the Salvation Army Carols by Candlelight, Bunnings Easter and Christmas events and the ANZAC ceremony.

Instrumental music lessons are offered in flute and guitar through the School of Instrumental Music. The ensembles performed at the Learning Expo and Graduation.

The Principal also ran a therapeutic drumming group based on Rhythm to Recovery techniques which also performed at the Learning Expo.

Italian (Language Other Than English Program) – Mrs Melissa Zocalli

Merriwa has continue to be committed to learning another language. Despite the current Department of Education requirement to teach another language to at least the Year 3 students, and to increase this to Year 6, we have continued to teach Year 3 – Year 6 students. The program is interesting, engaging and has been shown to improve student understanding of language and English.

Physical Education – Ms Chris Leonard

This was Ms Leonard's last year as PE specialist and we acknowledge her commitment to both our school and to PE over the last 13 years. We had a successful 2017. Palermo won the annual faction carnival and we achieved well at interschool athletics, boys and girls' football, and attended swimming and dancing lessons. The Community Walk every Thursday has gained in popularity and the junior children had a mini disco every Thursday lunchtime.

Mr Allan will take on the role of PE teacher in 2017, and Ms Leonard will move into the science specialist role.



Science – Mr Ben Allan

Our dedicated specialist science program aims to not only strengthen the scientific skills of our students, but to present them with another pathway they may choose to pursue at the completion of high school.

The feedback from feeder high schools is that as our students move on to high school, it is clear they are both skilled in and enthusiastic about science.

Several students are already indicating they wish to study science at university or TAFE when they leave school.

Since the school's involvement with the ECU Old Ways New Ways program, science has become a significant feature of Merriwa Primary School.





SCHOOL INITIATIVES

Learning Expo

This open night concept has continued to expand and develop and now is a highlight of our school calendar. In 2017 242 families attended.

It features a Passport system, where families earn stamps for not only visiting their own classroom, but also by visiting key areas throughout the school, including specialist classes, the Education Support Centre and Community Support Group displays such as police, fire and emergency services, RSL and playgroups. The P&C provided a sausage sizzle and local highschools showcased their music ensembles and programs. It has now become a feature of our reporting to parents on the success of our school.

Interim Reporting

In 2017 at the end of Term 1, parents again had the opportunity to meet with teachers individually to discuss their child's progress. This year 189 meetings were held. It is anticipated that this will be held again in 2018, with follow up reports to parents over the telephone to those parents who do not choose to attend on the day.

Homework Club

This is a School Board initiative and is supported by members of our Board, the Chaplain, Louise Carroll, Associate Principal, staff and local members of the church community. Students attended once per week to complete reading, and a choice of music, gardening, crafts and computing. It is hoped that this will continue in 2018.

Star Gazing Night

ECU again supported our Merriwa students and families to see the moon and stars through our giant telescopes. Our partnership with ECU is invaluable, with students able to access modern and traditional Aboriginal forensic science, astronomy and to visit the university's science lectures and facilities.

NAIDOC Day

This celebration of Aboriginal culture is another highlight of the school year. The day was funded by the Department of Aboriginal Affairs and was an inclusive, fun way to acknowledge Aboriginal culture, language, food, the arts and history.

The Primary School and Education Support Centre joined together to plan and present the series of workshops.

We are very proud of our senior Aboriginal students who this year were members of the planning committee and led the school so well on the day.

We were supported by Caroline Bishop, Board Chair, Jason Barrow from ECU Kurongkurl Katitjin, science lecturers from Joondalup ECU, Julie Otremba, Board member from Mindarie Bunnings, Central TAFE, Yanchep DHS, Clarkson DHS and Derek Nannup who performed for us.



Dr Kristina Lemson and Jason Barrow, from Edith Cowan University, with Merriwa Primary School cultural ambassadors.
(Community News)

Merriwa Playgroup & Kurlungas Aboriginal Playgroup

We support these playgroups by providing facilities and links with our school. Our commitment to early intervention through the playgroups provides a gateway for families to begin schooling at Merriwa and establishes important links with other families, our staff and external visiting therapists. We support these playgroups by providing facilities and links with our school.

Miki Segeusa, a parent and member of our School Board, has been instrumental in increasing the attendance at the Kurlunga Aboriginal Playgroup and we anticipate this will continue to grow in 2018. We are grateful for her advice and connection with the school and the Aboriginal community.

School Chaplain - Christy McNally

Christy joined our staff in 2015 and is active in our community in providing pastoral care to students, families and staff. In addition, in 2017 she ran the breakfast club, the homework club and the Shine program for senior girls. She also worked with the Students at Educational Risk Team and provided emergency support for families in need. She is a valued member of our community.

Breakfast Club

Our Breakfast Club operated every morning at the school canteen and was supported by *Sandra Long, the Associate Principal, the school chaplain, Christy McNally, community volunteers, school staff, Baker's Delight Merriwa, Butler Coles and Foodbank WA*. Family members are encouraged to attend and up to 30 breakfasts were served every morning.

Homework Club

This is a School Board initiative and is supported by members of our Board, the Chaplain, Louise Carroll, Associate Principal, staff and local members of the church community. Students attended once per week to complete reading, and a choice of music, gardening, crafts and computing. It is hoped that this will continue in 2018.

Crunch 'N' Sip TV Stars

We featured on Channel Nine's Today Perth's program with the celebration of our tenth year of Crunch 'N' Sip. Children are encouraged to keep their energy topped up with fresh fruit or vegetables, and access to water bottles in class. The TV program was an exciting highlight for our school.





STUDENT PERFORMANCE

NAPLAN 2014 - 2017

	Year 3				Year 5			
	2014	2015	2016	2017	2014	2015	2016	2017
Numeracy	-1.5	-0.2	-0.8	-0.4	0.4	-0.7	-0.1	-0.5
Reading	-0.1	-0.3	-0.5	0.1	0.6	-0.1	-1.1	-0.2
Writing	-1.6	-0.3	-0.6	0.2	-0.1	0.0	-0.4	0.0
Spelling	-0.5	-0.5	-0.6	0.3	1.3	0.9	0.8	0.4
Grammar & Punctuation	-1.3	-0.4	-0.7	-0.6	1.0	0.2	-1.0	0.2

	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

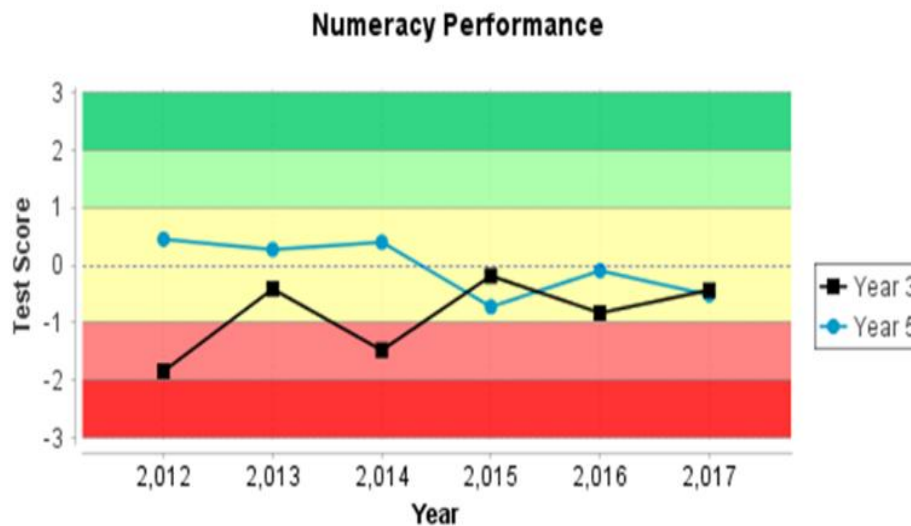
Findings Summary:

The NAPLAN scores show that Merriwa Primary School continues to operate at expected levels for all areas. Year 5 Reading scores however, show a significant decrease, and Direct Instruction Corrective Reading will be implemented for Year 4 -6 students in 2018.

Online NAPLAN testing will be trialled at Merriwa in 2018. It is likely that this will have an effect, particularly in writing.

NUMERACY

Merriwa Compared to Like Schools



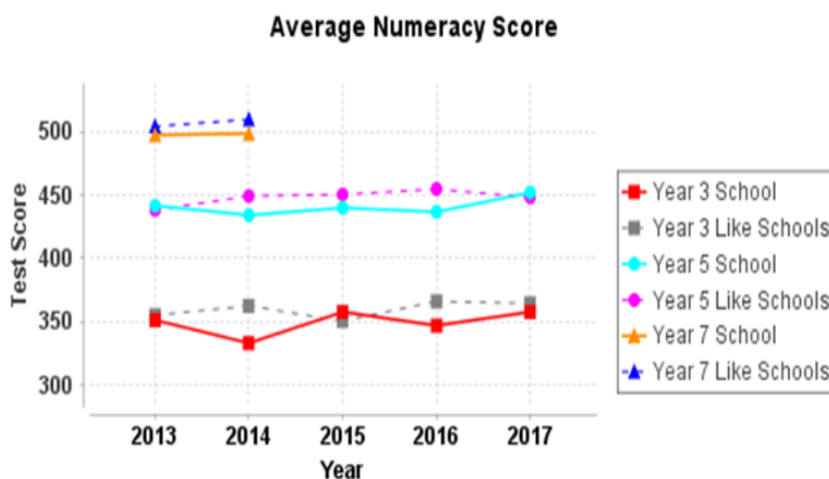
Findings Summary:

Merriwa PS Numeracy results are encouraging.

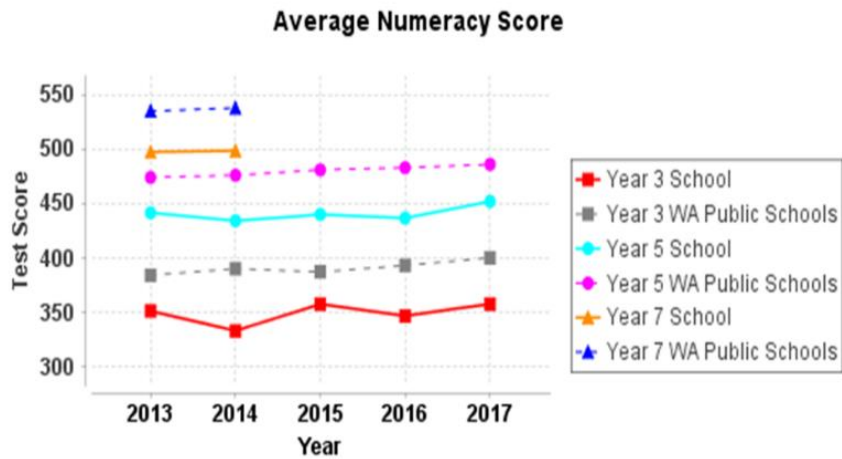
Numeracy scores in comparison to Like Schools are similar, with a slight gain in 2017 at the Year 5 level. Both year levels show a positive trend, and both year levels are working at the expected level for schools at our socio-economic status.

We have continued to commit to early intervention and in 2017 the Associate Principal continued to provide direct support both to staff and students in early childhood through the Principals as Numeracy Leaders Program.

This will continue in 2018.

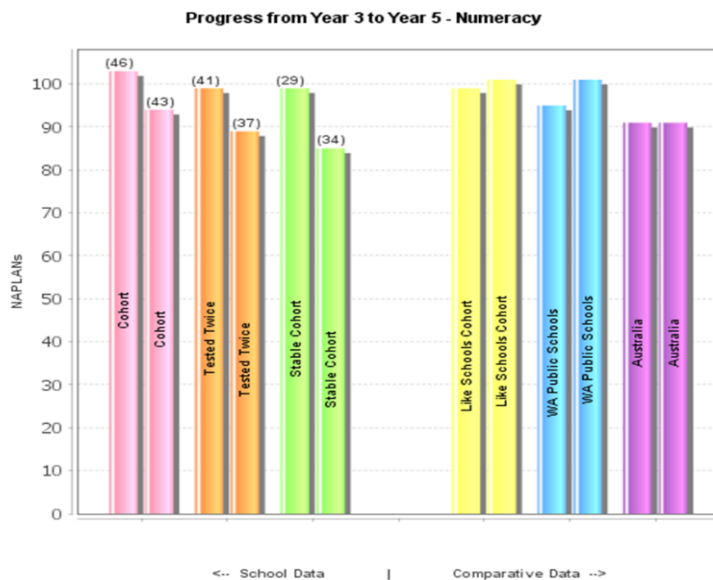


Merriwa compared to State Schools - Numeracy

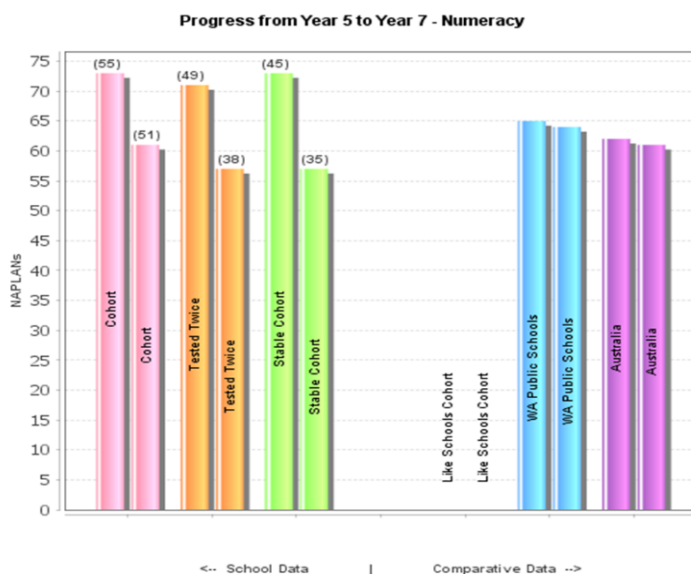


Findings Summary:

The numeracy scores for Merriwa PS continue to be below the scores of WA Public Schools.



However, the progress made between years 3 and 5, and again between years 5 and 7 is comparable to the progress made by Like Schools, WA public schools and schools across Australia.



Merriwa Aboriginal Students – Numeracy

Percentages of Aboriginal students in top 20%, middle 60%, bottom 20% of the WA Public Schools in comparison with Like Schools

	Year 3 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	0%	0%	5%	7%	3%
Middle 60%	56%	25%	33%	43%	47%	45%
Bottom 20%	44%	75%	67%	52%	46%	52%

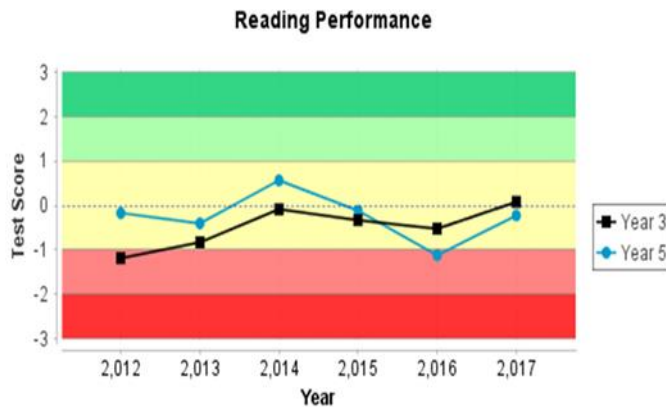
Findings Summary:

The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

	Year 5 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	17%	0%	6%	0%	2%
Middle 60%	83%	17%	50%	47%	44%	40%
Bottom 20%	17%	67%	50%	47%	56%	58%

READING

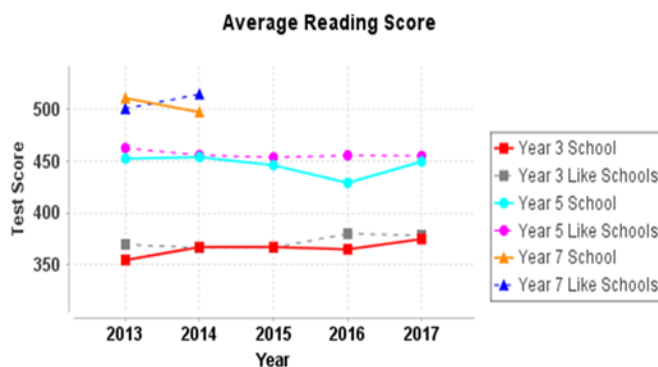
Merriwa Compared to Like Schools



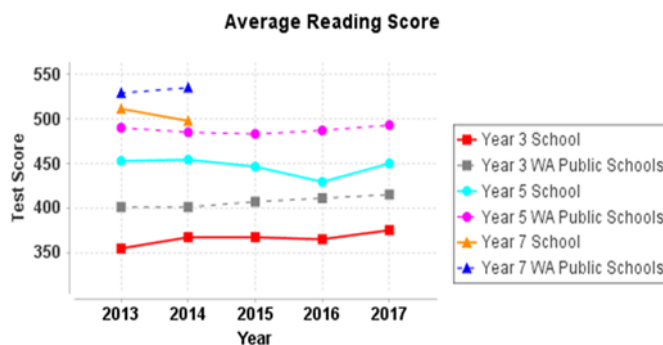
Findings Summary:

There is an encouraging positive trend with the Year 3 results. This could be due to the intensive intervention and commitment to Early Childhood and early intervention.

The Year 5 results have recovered after the significant dip in 2016 and both scores are comparable to like schools.

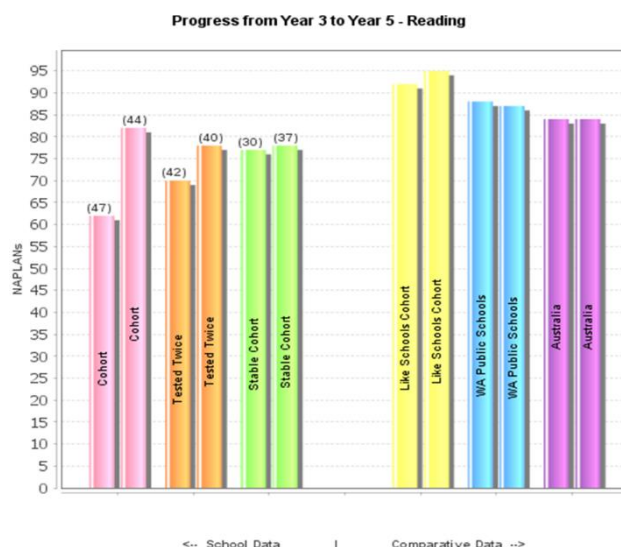


Merriwa Compared to State Schools - Reading

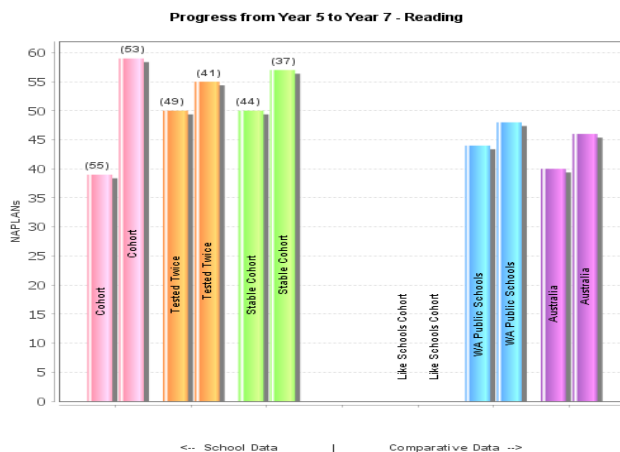


Findings Summary:

The reading results for reading continue to be below that of public schools in the state.



However, while the rate of progress from Year 3 to 5 is limited, the progress from Year 5 to 7 is higher than national levels.



Findings Summary:

This is an indicator of the value that is added in the last two years of schooling at Merriwa Primary.

Merriwa Aboriginal Students - Reading

	Year 3 Reading					
WA Public Schools	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	0%	17%	1%	5%	5%
Middle 60%	67%	38%	33%	43%	52%	48%
Bottom 20%	33%	63%	50%	56%	43%	47%

Findings Summary:

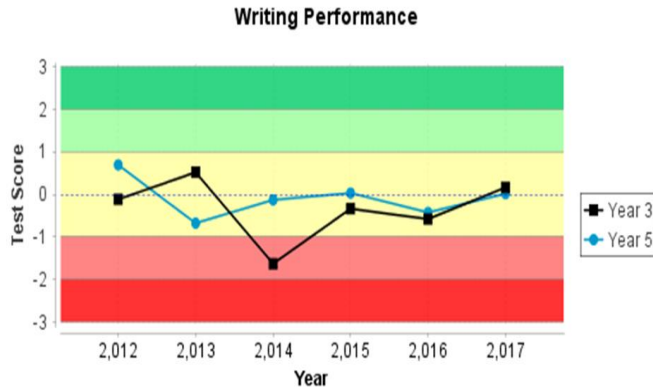
The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

Percentages of Aboriginal students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 5 Reading					
WA Public Schools	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	17%	0%	3%	2%	2%
Middle 60%	50%	17%	25%	51%	47%	44%
Bottom 20%	50%	67%	75%	46%	51%	53%

WRITING

Merriwa Compared to Like Schools

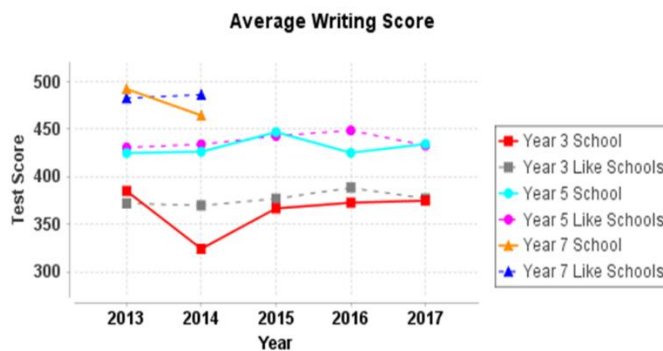


Findings Summary:

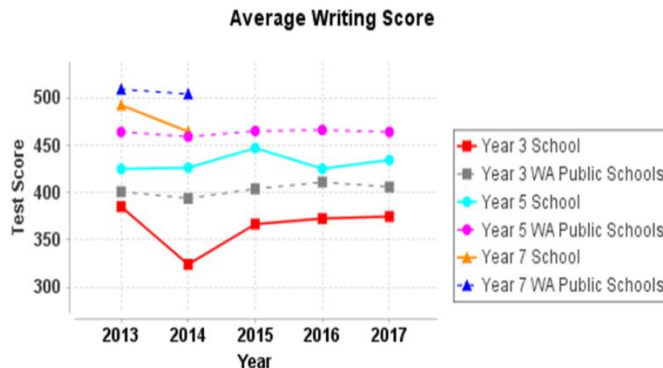
Writing results at Merriwa Primary School were similar to like schools in 2017.

The results are encouraging and are slightly above the expected for both Year 3 and Year 5 students.

It is hoped that with the introduction of the Talk for Writing program, this will continue.



Merriwa Compared to State Schools - Writing



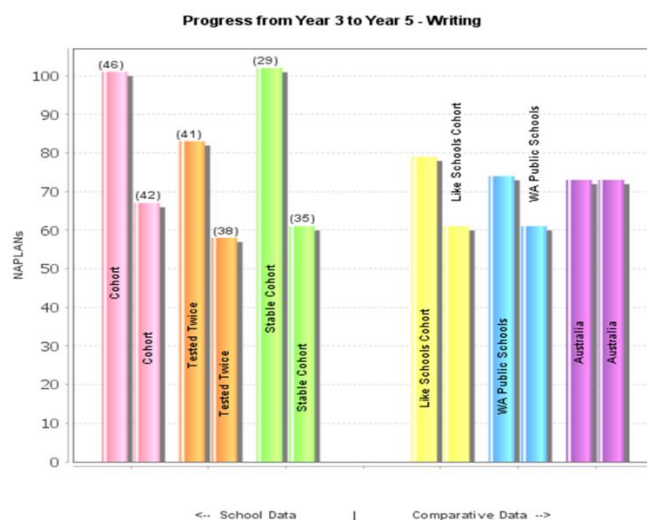
Findings Summary:

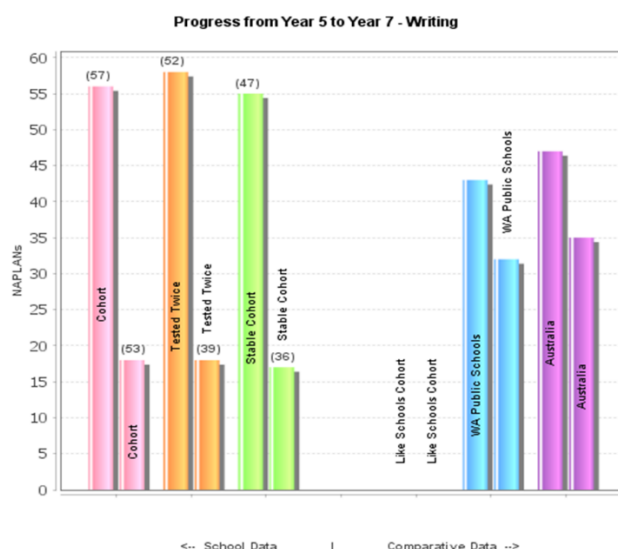
Writing results are again below the scores for WA public schools.

The rate of progress between Years 3 and 5 was less in 2017, but similar to that of like schools and WA public schools.

There is a concern that the results in 2018 will be affected by the introduction of NAPLAN testing online.

During 2016 and 2017 teachers provided students with typing programs to improve their keyboard skills in preparation for this change.





Findings Summary:

The rate of progress between Years 5 and 7 was lower than in previous years. It is hoped that the continuation of the Talk For Writing Program will address this lack of progress.

Merriwa Aboriginal Students - Writing

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	0%	0%	3%	1%	7%
Middle 60%	44%	25%	33%	45%	48%	44%
Bottom 20%	56%	75%	67%	52%	51%	48%

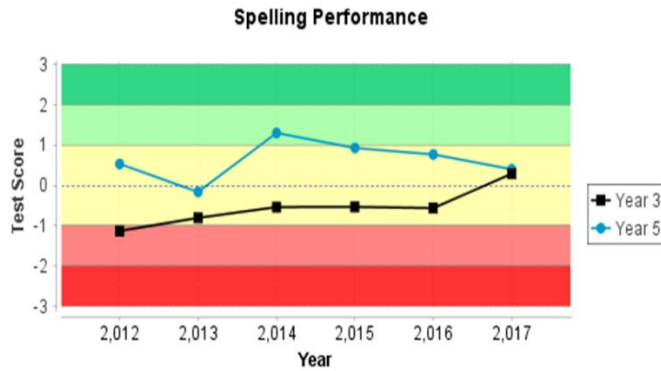
Findings Summary:

The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	0%	0%	1%	2%	4%
Middle 60%	67%	33%	50%	51%	53%	47%
Bottom 20%	33%	67%	50%	48%	45%	50%

SPELLING

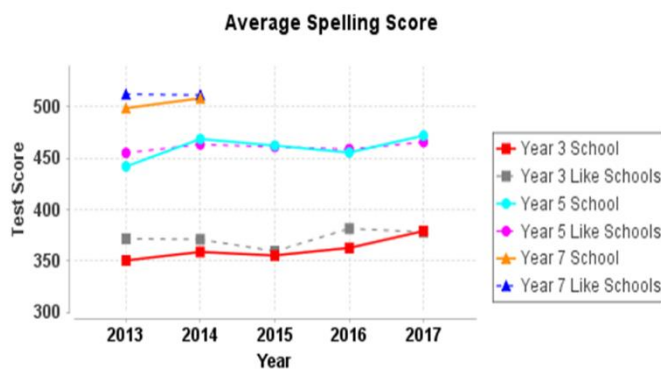
Merriwa Compared to Like Schools



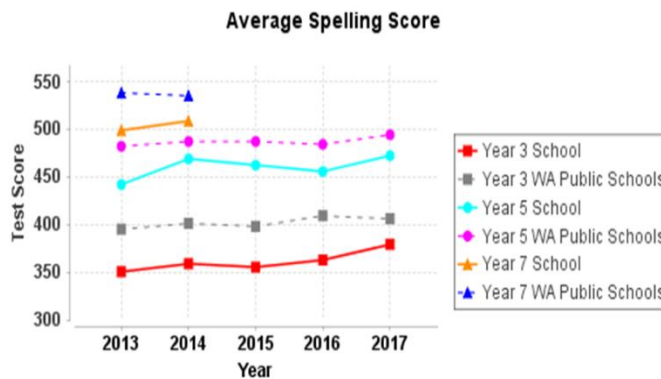
Findings Summary:

Merriwa Primary continues to produce excellent results in spelling, both at the Year 3 and Year 5 level.

This is likely to be due to the focus on explicit teaching of phonics and spelling through the Letters and Sounds program and Direct Instruction.



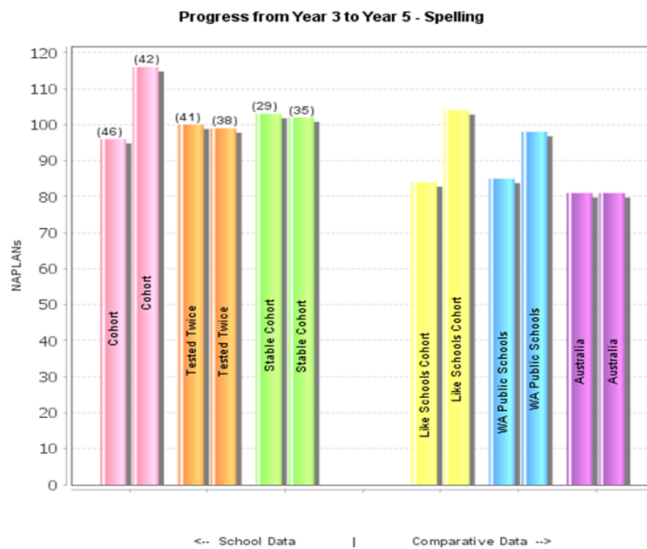
Merriwa Compared to State Schools - Spelling



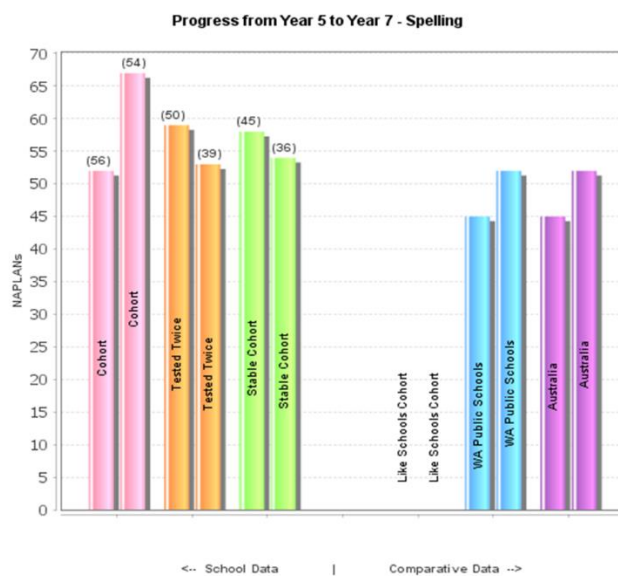
Findings Summary:

Merriwa is approaching spelling results comparable to WA public school levels.

It is hoped that this gap will continue to close in 2018.



The rate of progress in spelling between Years 3 and 5 at Merriwa Primary consistently outperforms that of like, state and national schools.



Findings Summary:

The progress made by Merriwa students between Years 5 and 7 again continues to be greater than like, state and national schools.

Merriwa Aboriginal Students - Spelling

	Year 3 Spelling					
WA Public Schools	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	0%	17%	6%	4%	7%
Middle 60%	56%	25%	33%	37%	57%	57%
Bottom 20%	44%	75%	50%	57%	40%	37%

Findings Summary:

The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

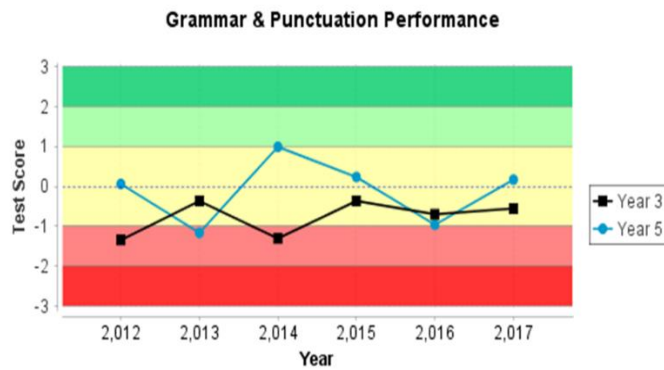
However, the results for spelling show greater achievement than the other learning areas.

This could be due to the Direct Instruction Spelling Mastery program.

	Year 5 Spelling					
WA Public Schools	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	17%	0%	6%	4%	7%
Middle 60%	83%	50%	75%	53%	51%	47%
Bottom 20%	17%	33%	25%	41%	45%	46%

GRAMMAR & PUNCTUATION

Merriwa compared to Like Schools

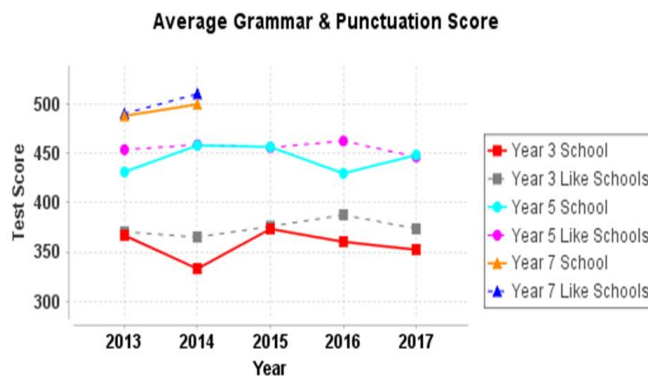


Findings Summary:

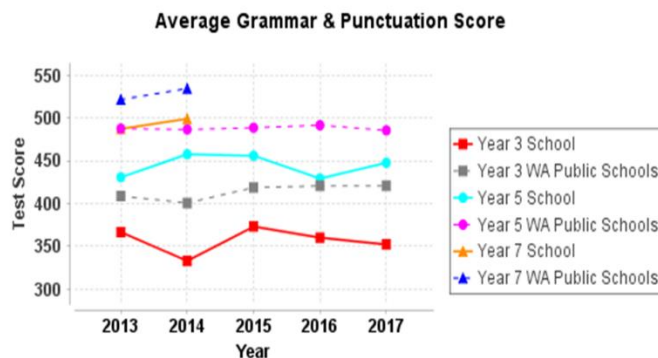
The results for grammar and punctuation for both Years 3 and 5 are well within the expected range, and similar to like schools.

The results for the Year 5 students recovered in 2017 after a dip in 2016, and it is hoped that the Talk for Writing program will assist in consolidating these results for next year.

The Year 3 results indicate that this area requires attention and again, it is hoped that the Talk for Writing program will improve outcomes here.

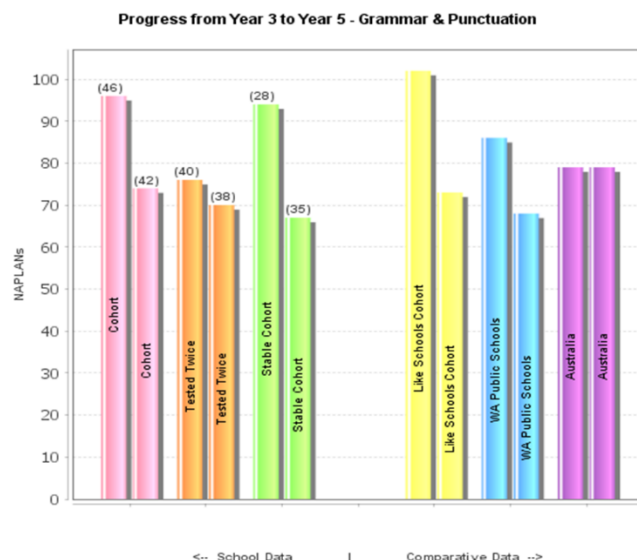


Merriwa compared to State Schools

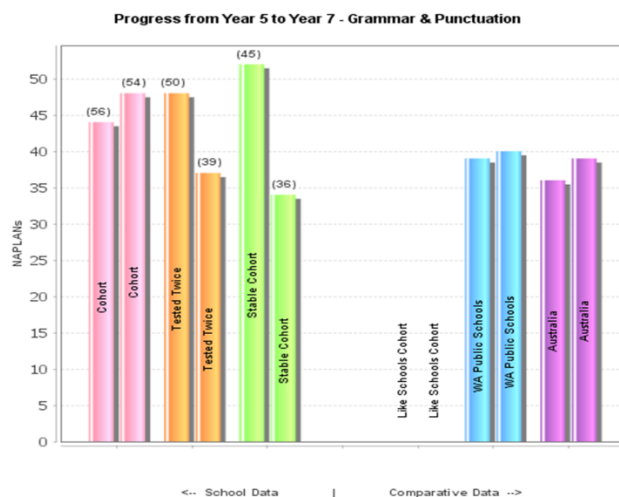


Findings Summary:

The results in comparison to those of state schools show a widening gap for the Year 3 students.



The rate of progress between Years 3 and 5 is similar to that of state schools.



Findings Summary:

The rate of progress between Years 5 and 7, however, is limited.

Merriwa Aboriginal Students – Grammar & Punctuation

	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	0%	0%	2%	3%	5%
Middle 60%	56%	38%	50%	42%	50%	50%
Bottom 20%	44%	63%	50%	56%	48%	45%

Findings Summary:

The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	0%	17%	0%	4%	1%	6%
Middle 60%	33%	17%	50%	42%	51%	49%
Bottom 20%	67%	67%	50%	54%	48%	46%

Teacher Judgements - Grade Allocations

The following table provides a snapshot of the grade allocations teachers give in mainstream maths semester reports. A summary of the allocation is a good indicator to view how a cohort is performing, in particular from Year 3 onwards where grade allocations can be compared with other system performance indicators such as NAPLAN. Reports are an important communication tool for parents about their child's learning. Teachers engage in a rigorous process to continually assess, monitor and make professional judgements about the grades each individual receives throughout the year.

Grade	A	B	C	D	E	NA
Pre-Primary	0%	16.7%	56.7%	23.3%	3.3%	
Year 1	0%	11.8%	56.9%	21.6%	9.8%	
Year 2	0%	0%	67.9%	28.6%	3.6%	
Average	0%	14.25%	60.5%	24.5%	14.3%	

Grade	A	B	C	D	E	NA
Year 3	1.8%	21.4%	46.4%	25.0%	5.4%	
Year 4	0%	16.4%	36.4%	32.7%	14.5%	
Year 5	2.2%	15.2%	54.3%	28.5%	0%	
Year 6	4.3%	17.4%	34.8%	39.1%	2.2%	2.2%
Average	2.7%	17.6%	42.9%	31.3%	5.5%	2.2%

Teacher Judgements – Attitude, Behaviour and Effort

The Attitude, Behaviour and Effort attributes from Semester Reports are an indication of the level of student commitment to their learning and an indicator of whole school behaviour.

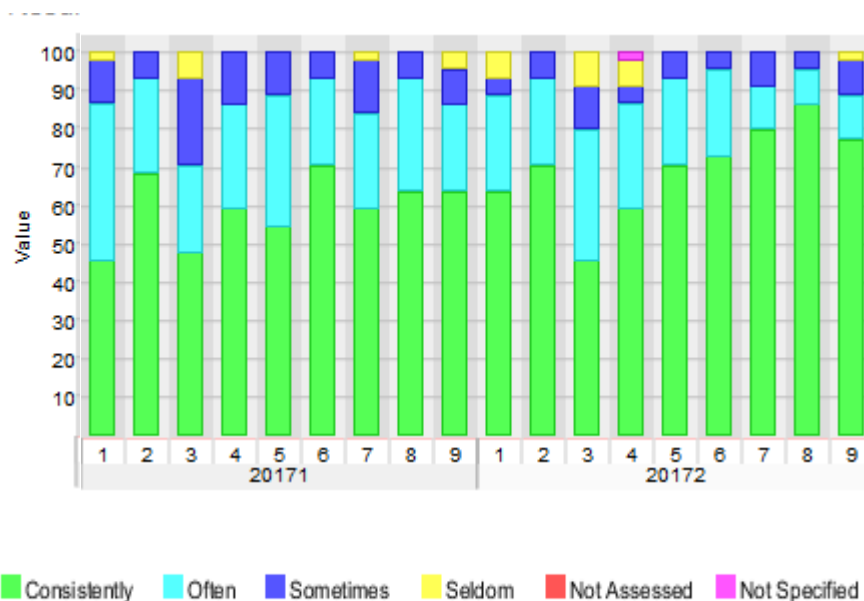
Year 1 2017 (Semester 1 & 2)



1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities

The graph above depicts the teacher judgements for Attitude, Behaviour and Effort (ABE) for Year 1 students. Teachers are required to make judgements on the questions to the right of the graph.

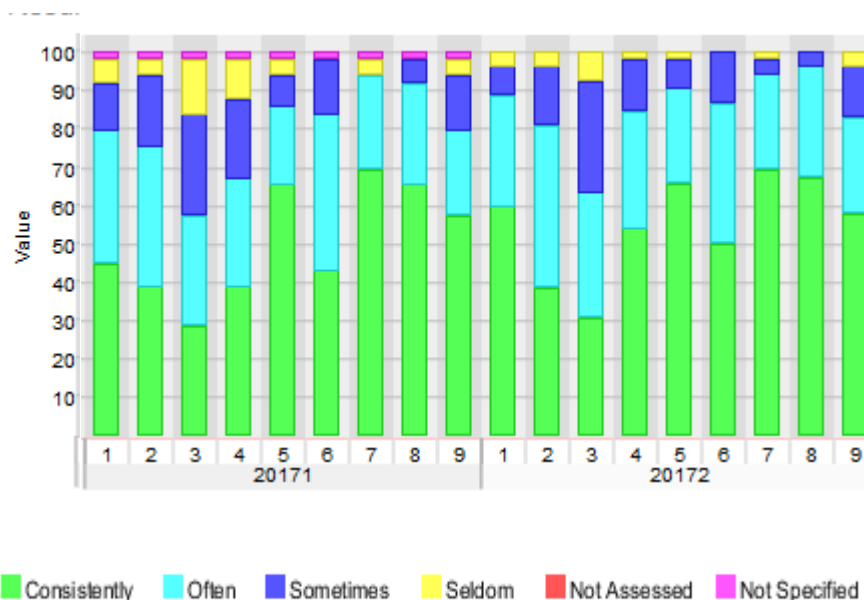
Year 2 2017 (Semester 1 & 2)



1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities

The graph above depicts the teacher judgements for Attitude, Behaviour and Effort (ABE) for Year 2 students. Teachers are required to make judgements on the questions to the right of the graph.

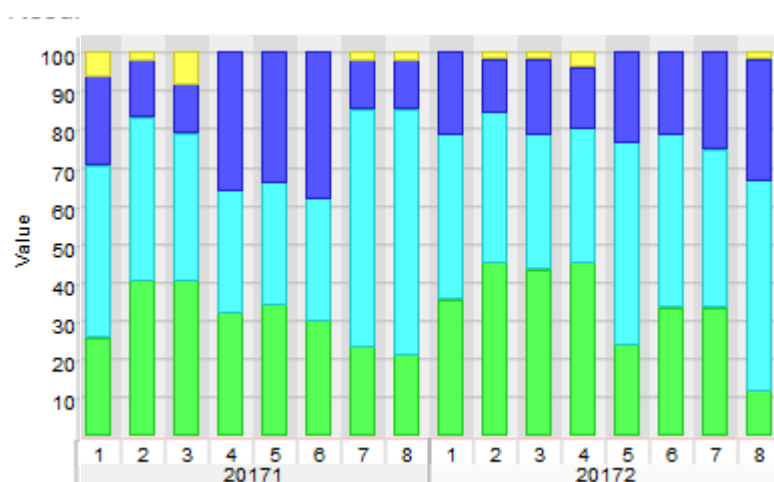
Year 3 2017 (Semester 1 & 2)



1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. Respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities

The graph above depicts the teacher judgements for Attitude, Behaviour and Effort (ABE) for Year 3 students. Teachers are required to make judgements on the questions to the right of the graph.

Year 4 2017 (Semester 1 & 2)



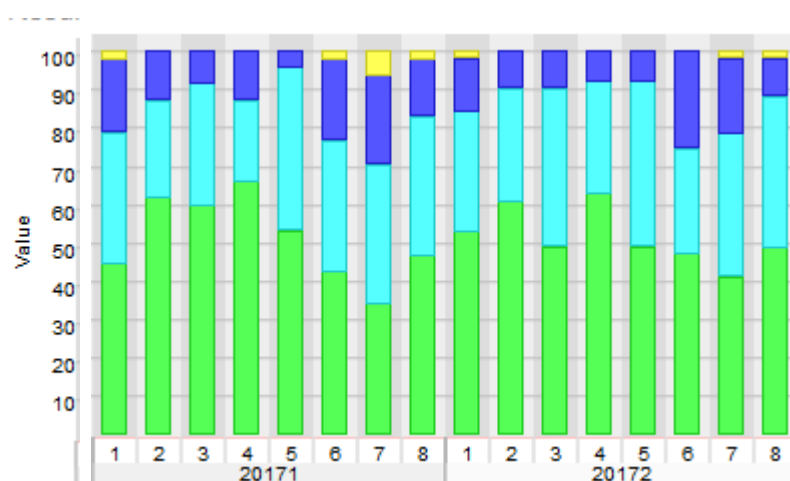
1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

Consistently Often Sometimes Seldom Not Assessed Not Specified

The graph above depicts

the teacher judgements for Attitude, Behaviour and Effort (ABE) for Year 4 students. Teachers are required to make judgements on the questions to the right of the graph.

Year 5 2017 (Semester 1 & 2)



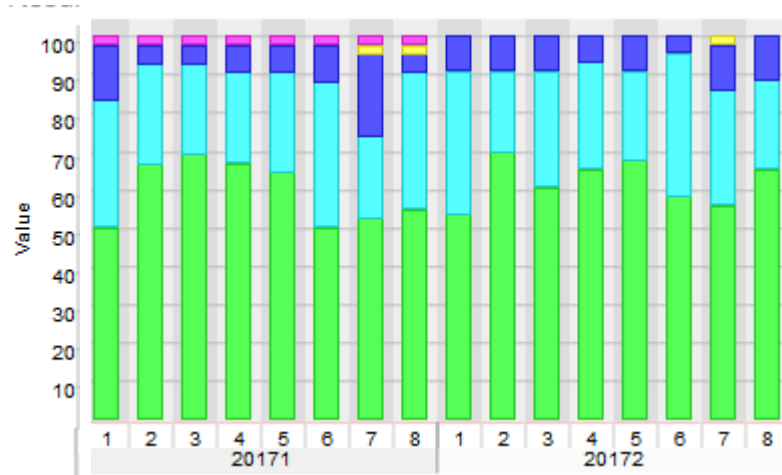
1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

Consistently Often Sometimes Seldom Not Assessed Not Specified

The graph above depicts

the teacher judgements for Attitude, Behaviour and Effort (ABE) for Year 5 students. Teachers are required to make judgements on the questions to the right of the graph.

Year 6 2017 (Semester 1 & 2)



1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions

Consistently Often Sometimes Seldom Not Assessed Not Specified

The graph above depicts

the teacher judgements for Attitude, Behaviour and Effort (ABE) for Year 6 students. Teachers are required to make judgements on the questions to the right of the graph.



PROGRESS TOWARDS BUSINESS PLAN

Academic Targets

	Target Achieved
	Target Mostly Achieved
	Target Not Achieved

READING – NAPLAN TARGET

Description	2015	2016	TARGET 2017	2017
Yr 3 Percentage of Australian mean	86%		89%	91%
Yr 3 Percentage at or above benchmark	73%		78%	77%
Yr 5 Percentage of Australian mean			89%	89%
Yr 5 Percentage at or above benchmark			90%	89%
Comparative, like school performance – YEAR 3	-0.3 std dev below expected	0.1 std above expected	0.2 std dev above expected	0.1 std dev above expected
Comparative, like school performance – YEAR 5	-0.1 std dev below expected		at expected	-0.2 st dev below expected

WRITING – NAPLAN TARGET

Description	2015	2016	TARGET 2017	2017
Yr 3 Percentage of Australian mean	89%		92%	92%
Yr 3 Percentage at or above benchmark	77%		81%	85%
Yr 5 Percentage of Australian Mean			90%	92%
Yr 5 Percentage at or above benchmark			90%	89%
Comparative, like school performance – YEAR 3	-0.3 std dev Below expected mean	-0.6 std dev below expected mean	0.2 std dev Above expected mean	0.2 std dev Above Expected mean
Comparative, like school performance – YEAR 5	At expected mean	-0.4 std dev below expected mean	At expected mean	At expected mean

GRAMMAR & PUNCTUATION – NAPLAN TARGET

Description	2015	2016	TARGET 2017	2017
Yr 3 Percentage of Australian mean			80.1%	79%
Yr 3 Percentage at or above benchmark			80%	81%
Yr 5 Percentage of Australian mean		85.5	90%	89%
Yr 5 Percentage at or above benchmark			90%	87%
Comparative, like school performance – YEAR 3	-0.4 std dev below expected mean	-0.7 std dev below expected mean	At expected mean	-0.6 std dev below expected mean
Comparative, like school performance – YEAR 5	0.2	-1.0	0.2 std dev above expected	0.2 std dev above expected

SPELLING – NAPLAN TARGET

Description	2015	2016	TARGET 2017	2017
Yr 3 Percentage of Australian mean			91%	93%
Yr 3 Percentage at or above benchmark			90%	93%
Yr 5 Percentage of Australian mean		89.2	90%	93%
Yr 5 Percentage at or above benchmark			90%	91%
Comparative, like school performance – YEAR 3	-0.5 std dev below expected	-0.6 std dev below expected	At expected	0.3 std dev above expected
Comparative, like school performance – YEAR 5	0.9 std dev above expected	0.8 std dev above expected	0.8 std dev above expected	0.4 std dev above expected

NUMERACY – NAPLAN TARGET

Description	2015	2016	TARGET 2017	2017
Yr 3 Percentage of Australian mean	89%		92%	92%
Yr 3 Percentage at or above benchmark		88	90%	89%
Yr 5 Percentage of Australian mean		89	92%	92%
Yr 5 Percentage at or above benchmark		82.4	90%	89%
Comparative, like school performance – YEAR 3	-0.2	-0.8	-0.2 std dev below expected	-0.2 std dev below expected
Comparative, like school performance – YEAR 5	-0.7	-0.1	At expected	-0.5 std dev below expected

PROGRESS TOWARDS BUSINESS PLAN

Non-Academic Targets

Attendance Targets

FOCUS AREA	2016 RATES	2017 TARGET	ACTUAL 2017	LIKE SCHOOLS 2017
Increase regular attendance (over 90%)	69.8%	75%	72.6%	66.8%
Increase regular attendance (over 90%) for Aboriginal Students	59%	75%	61.7%	Not available
Increase number of explained absences	58.8%	80%	68%	Not available
Increase overall attendance rate	92.2%	93%	92.4%	90.6%

Attitude, Behaviour & Effort Targets

At Merriwa Primary School we have high expectations regarding the code of conduct for all students. This is reported on for every child through the semester reports.

The eight attributes relating to **Attitude, Behaviour and Effort** on Semester Reports are reported as *consistently, often, sometimes or seldom*. They reflect our school expectations:

I ACHIEVE

I AM FRIENDLY

I AM POSITIVE

I AM RESPECTFUL

This data shows that Merriwa students are far exceeding the targets set for their Attitude, Behaviour and Effort for 2017

	TARGET 2017	Year 1 Achieved Semester 2 2017	Year 6 Achieved Semester 2 2017
Consistently or Often	75% of students	94.4%	90.4%



NATIONAL SCHOOL OPINION SURVEY

Using the National School Opinion Survey, Merriwa Primary School surveyed parents, staff and students (Years 1 - 6) to determine the level of satisfaction with the school's performance.

Whilst only 25% of parents responded to the survey, together with students and staff there was a high degree of satisfaction with the school and its operations.

Suggestions for improvement included continuing to update our computers, more games for recess and lunchtime and more excursions.

PARENT

- ✓ 81% - This school is well led.
- ✓ 94% - Teachers at this school provide my child with useful feedback about their school work.
- ✓ 94% - My child feels safe at this school.
- ✓ 94% - I am satisfied with the overall standard of education achieved at this school.

STUDENTS

- ✓ 94% - My school has interesting events such as Naidoc, book week, faction carnivals etc
- ✓ 93% - I have learned new things this year.
- ✓ 93% - I am expected to be well behaved at my school.
- ✓ 89% - I feel safe in my classroom.

STAFF

- ✓ 100% - I feel supported by the Principal and Associate Principals in managing student behaviour.
- ✓ 100% - I feel supported by my colleagues in managing student behaviour.
- ✓ 98% - I am comfortable sharing my opinions with my colleagues.
- ✓ 96% - My opinion is valued by the Principal, Associates and other staff members.



HIGHLIGHTS OF THE 2017 SCHOOL YEAR

- Inaugural year for Merriwa as an Independent Public School
- Book Week
- Star Gazing with ECU and Butler College
- Social Dance Dancing Lessons
- Learning Expo
- Year 6 Day Camps
- Swimming Lessons
- NAIDOC Celebrations
- Salvation Army Carols
- Literary and Numeracy week
- Year 6 Graduation Ceremony
- Whole School Christmas Concert
- Principal's Morning Tea for Consistently Positive Behaviour
- Mythical Creatures School Disco
- Interschool Carnivals – Athletics Carnival
- Girls Football Team
- Robotics and Forensic Science Workshops
- Partnership with Edith Cowan University Science Department
- Choir performances at One Big Voice (Perth Arena), Bunnings Easter and Christmas
- ANZAC, Remembrance Day and Class Assemblies
- Excursions: Peninsular Farm, East Perth Cemetery, ECU Earth Science Day, Buckingham House, Kalamunda History Museum, Zoo
- Palermo won the 2017 Faction Carnival



TRANSITION TO HIGH SCHOOL

The majority of our Year 6 students transition to either Butler College or Clarkson Community High School. Seven students choose other schools, and were accepted into a variety of programs, including the music program at Woodvale Secondary College.

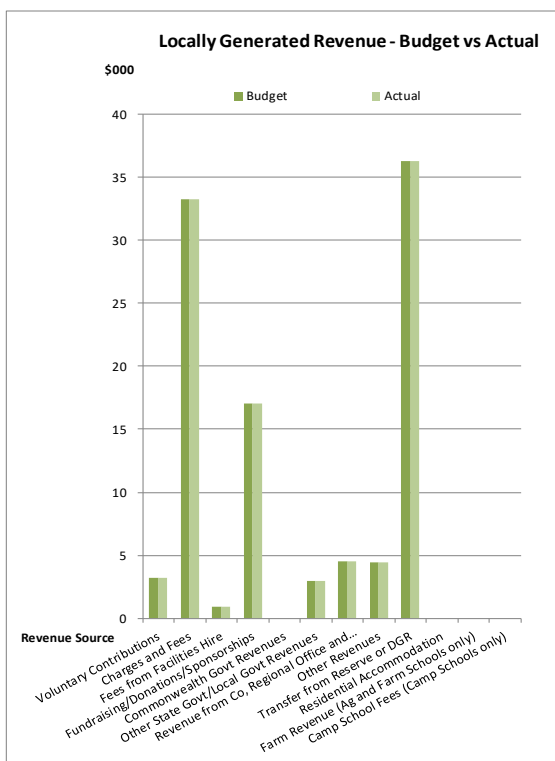
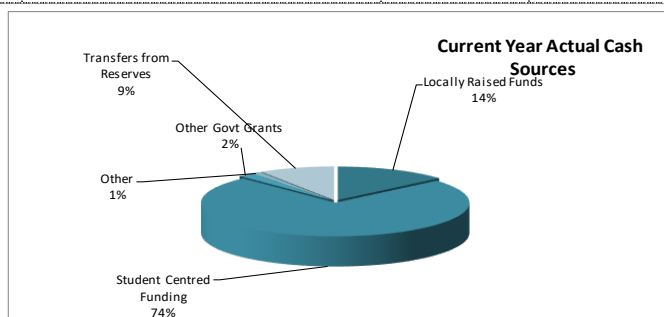
Butler College	22
Clarkson Community High School	18
Quinns Baptist College	2
Edmund Rice College	1
Kinross College	1
Newman SHS	1
Ocean Reef SHS	1
Woodvale Secondary College	1

FINANCIAL STATEMENT

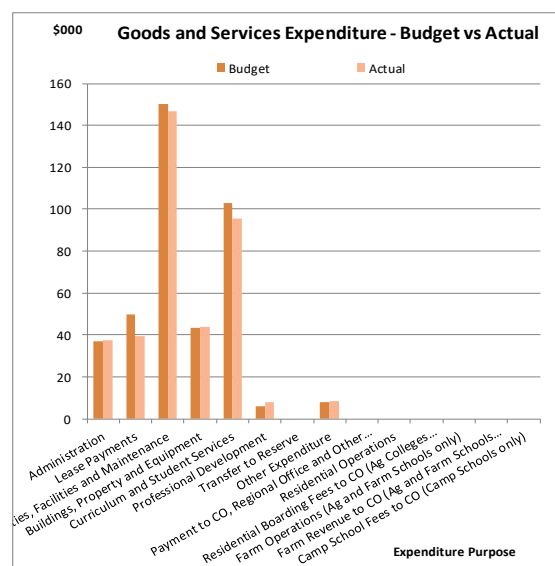
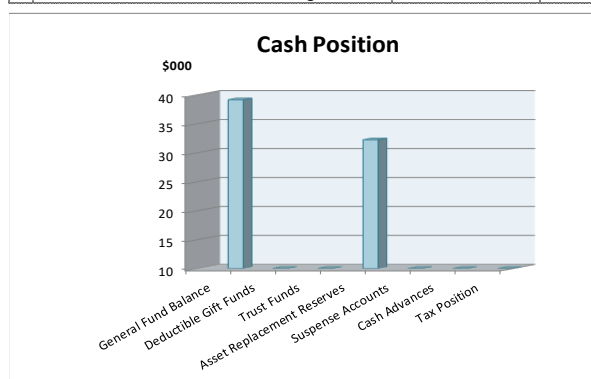
Merriwa Primary School

Financial Summary as at
31 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 3,177.08	\$ 3,177.08
2 Charges and Fees	\$ 33,211.74	\$ 33,211.74
3 Fees from Facilities Hire	\$ 954.55	\$ 954.55
4 Fundraising/Donations/Sponsorships	\$ 17,035.95	\$ 17,035.95
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 2,975.00	\$ 2,975.00
7 Revenue from Co, Regional Office and Other Schools	\$ 4,523.51	\$ 4,523.51
8 Other Revenues	\$ 4,396.51	\$ 4,399.29
9 Transfer from Reserve or DGR	\$ 36,310.58	\$ 36,310.58
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 102,584.92	\$ 102,587.70
Opening Balance	\$ 20,000.00	\$ 20,000.89
Student Centred Funding	\$ 295,541.78	\$ 295,541.78
Total Cash Funds Available	\$ 418,126.70	\$ 418,130.37
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 418,126.70	\$ 418,130.37



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 36,777.19	\$ 37,516.44
2 Lease Payments	\$ 49,500.00	\$ 39,358.91
3 Utilities, Facilities and Maintenance	\$ 150,137.00	\$ 146,912.16
4 Buildings, Property and Equipment	\$ 43,084.58	\$ 43,649.58
5 Curriculum and Student Services	\$ 103,031.32	\$ 95,263.04
6 Professional Development	\$ 5,725.00	\$ 7,918.44
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 7,640.69	\$ 8,375.77
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	\$ 395,895.78	\$ 378,994.34
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 395,895.78	\$ 378,994.34
Cash Budget Variance	\$ 22,230.92	



Cash Position as at:	
Bank Balance	\$ 69,876.32
Made up of:	
1 General Fund Balance	\$ 39,136.03
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 32,220.43
5 Suspense Accounts	\$ 2,074.86
6 Cash Advances	\$ 150.00
7 Tax Position	\$ 3,405.00
Total Bank Balance	\$ 69,876.32

PARENT, STAFF & STUDENT STATEMENTS



*Hats off to our teachers!
Very proud of our school.*

- Parent

*I would like to learn more
about palaeontology and
mythology...*

- Year 4 student

*The students feel safe at our
school and enjoy being here.*

- Year 5 student

*The feeling around our school
is amazing. There is such a
sense of pride and
community.*

- Staff

*Thank you so much for
allowing Channel 9 to
broadcast from Merriwa
Primary School this morning.
The kids were amazing and
the teachers who dressed up
as vegetables were seriously
the best!*

-Lisa Fernandez, Channel 9 Reporter

COMMUNITY LINKS

How how does the Community help our school?

So many ways...

- ❖ Board Membership
- ❖ Financial advice and support for families
- ❖ School maintenance
- ❖ Discounted resources
- ❖ Family nights
- ❖ Support for school choir
- ❖ Vouchers
- ❖ Science education
- ❖ Aboriginal cultural advice
- ❖ ANZAC medallion
- ❖ Guest speakers
- ❖ Reading books
- ❖ Bread for families
- ❖ Serving at the Breakfast Club
- ❖ Supplies for the Breakfast Club
- ❖ Free use of facilities
- ❖ Robotic workshops
- ❖ Uniforms
- ❖ Saver Plus



Clarkson



Quinns Rock



GLOSSARY

Cohort	A group of students who have something in common.
Guided Reading	This is small-group instruction for students who read the same text
ICSEA	Index of Community Socio-Educational Advantage. The statistical level of a school's educational advantage and takes into account parent occupation, parent's education, geographical location and proportion of indigenous students
Like Schools	These are WA schools that have a similar ICSEA to Merriwa Primary School
NAPLAN	National Assessment Programme – Literacy and Numeracy
NQS	National Quality Standards. This is the key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care in Australia.
On-Entry Assessment	This programme is an assessment for learning for Pre-Primary and Year 1 students in Literacy and Numeracy that provides Western Australian teachers with information about the current skills and understandings of each student. This allows them to plan and deliver targeted learning programmes to students who require early intervention
STEM	Science, Technology, Engineering, Maths



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