

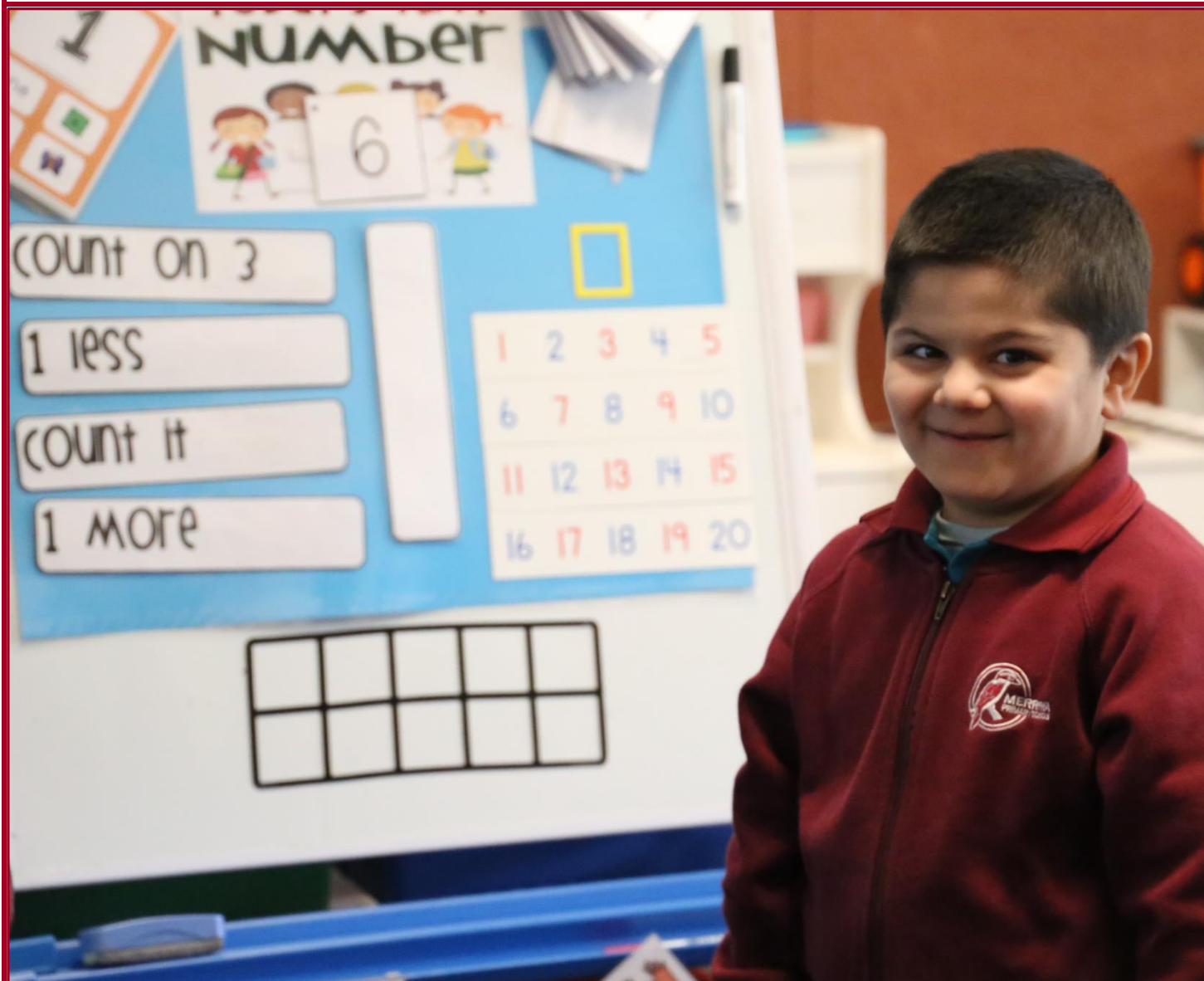


MERRIWA
PRIMARY SCHOOLS

MERRIWA EDUCATION SUPPORT CENTRE

Independent Public School

'Learning for Life'



2018 ANNUAL REPORT



CONTENTS

School Board Report	3
Principal's Message	4
What We Stand For	5
About Our Students	6
Our Staff	7
Parents & Citizens Association	8
School Specialist Programs	8
School Initiatives and Strategic Directions	9
Future Directions	10
Transition to High School	10
Student Performance	11
Progress Towards Business Plan	14
• Academic Targets	
• Non-Academic Targets	
National School Opinion Survey	16
Highlights of the 2018 School Year	17
Special Events	17
Financial Statement	18
Community Links	19
Parent, Staff and Student Statements	20

SCHOOL BOARD REPORT

2019 is an exciting year for both Merriwa Primary School (MPS) and Merriwa Education Support Centre (MESC) which has seen consolidation, growth and fine-tuning for both schools. We are now strongly embedded as an Independent Public School. The Board, alongside the Principals, continue to offer a dynamic, authentic commitment to engage the campus community, offer governance of the campus, while contributing to the direction and monitoring of policies, priorities and objectives of the Merriwa campus.

The Board has undergone some recent membership changes. I would like to extend my deep gratitude for the contributions of our outgoing members and offer a warm welcome to our new members. The shared vision of the Board continues to strengthen the campus' capacity to meet the needs of its students and surrounding communities while supporting our Principals, teaching and support staff in providing an inclusive, child-centred learning environment. There continues to be a focus on encouraging all children to reach their own personal potential while developing a passion for life-long learning and civic responsibility.

The feedback from our Community Satisfaction survey indicates that our communities are extremely happy with both the teachers and their teaching practices. Merriwa students are far exceeding the targets set for their attendance, attitude, behaviour and effort. Teaching staff closely monitor student progress and are committed to continuous improvement in educative approaches.

The finance committee continue to focus on sustainability and growth, which has allowed upgrades to facilities and the purchase of new equipment.

MESC has successfully completed their first Independent Public School Review by the Department of Education, with glowing results. The feedback placed strong recognition on the planned inclusion of all students, which is facilitated through strategic alignment of the school's mission, leadership, philosophy, governance structure and joint planning. Merriwa campus has implemented the Ministers statement on school violence, 'Lets Take a Stand Together' as outlined by the Department of Education. This plan has been developed to support school staff in creating a safer workspace for school staff and reducing violence in schools.

The Board continue to contribute to a number of sub-committees:

- Aspirations for the future: implementing an Aboriginal science outreach programme, 'Old Ways, New Ways' through ECU's Kurongkurl Katitjin staff team;
- Cultural Programmes: running cultural evenings to increase connections with our diverse communities and providing relevant, culturally appropriate information and support to community members;
- Homework/Afterschool programmes: providing activities such as involvement in our community garden and specific activities such as building a scarecrow, which featured in the Royal show; and
- Community Networks: Collating details of community agencies who may offer assistance to families.

We continue to focus on improvement, engaging productively within our communities by increasing partnerships with key community organisations and focusing on inclusion for all communities within the school. This holistic approach focusses on personal achievement and goal setting for our students both academically and socially. The patience, understanding and fundamental care that the staff provide encourages students to reach their potential and strive for excellence in a supportive, safe environment. The leadership of the principals is fundamental to the direction of the Merriwa Campus and has been integral to the successes and future direction of the campus based on mutual trust and respect.

Caroline Bishop
School Board Chair

SCHOOL BOARD ENDORSEMENT



Principal
Karen Macri



Board Chair
Caroline Bishop



PRINCIPAL'S MESSAGE

Throughout Semester 2, 2018, staff intentionally engaged in rigorous self-reflection practices to review our programs, policies and whole school plans in preparation for our School Review. The process enabled robust discussion and clarification around consistent practice to ensure the best outcomes for all students. Curriculum leaders were able to articulate what is working well and what needed a concerted effort to generate improvement. Staff were able to supply various forms of evidence to support our claims that we are meeting our expectations at High to Outstanding levels.

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, Movement and Music, 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.

Holistic approaches to learning are 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 2018 Semester 2)

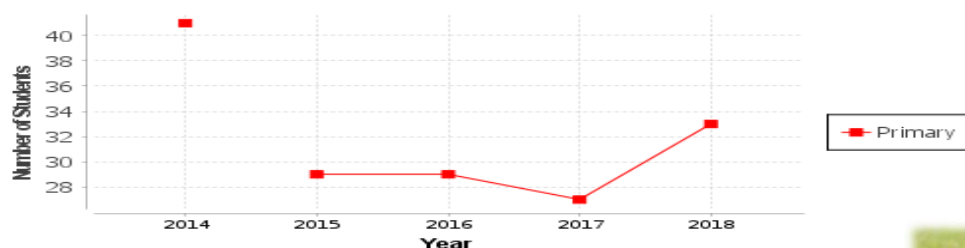
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(6)	5	5	4	1	4	8	6	39
Part Time	12								

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

	Kin	PPR	Pri	Sec	Total
Male	10	5	22		37
Female	2		6		8
Total	12	5	28		45

	Kin	PPR	Pri	Sec	Total
Aboriginal			3		3
Non-Aboriginal	12	5	25		42
Total	12	5	28		45

Semester 2 Student Numbers



Attendance

Student numbers have steadily increased and attendance rates have also shown gradual improvement which demonstrates effective practices and student engagement.

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	WA Public Schools	School	WA Public Schools	School	WA Public Schools
2016	82.1%	93.7%	91.5%	80.7%	82.8%	92.6%
2017	84.0%	93.8%	79.6%	81.2%	83.3%	92.7%
2018	89.9%	93.7%	69.4%	80.8%	87.7%	92.6%



Attendance Category

	Regular	At Risk		
		Indicated	Moderate	Severe
2016	46.6%	26.6%	10.0%	16.6%
2017	59.3%	14.8%	7.4%	18.5%
2018	46.9%	34.4%	15.6%	3.1%
WA Public Schools 2018	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
Administration Staff			
Principal	1	1.0	0
Deputy Principal	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Teachers	11	8.4	0
Total Teaching Staff	11	8.4	0
School Support Staff			
Clerical / Administrative	2	1.2	0
Other Non-Teaching Staff	20	18.3	0
Total School Support Staff	22	19.5	0
Total	35	29.9	0

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 2018 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, picnic tables for senior students 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 was one of 10 schools in WA to 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.

However, funding has been cut for the program from 2019 as students who are eligible, will be offered an opportunity to enrol at the newly established Autism Specialist Program based at Alkimos PS.

Students who enrolled in the Early Intensive Intervention Program for Kindy in 2018 will have the opportunity to continue with the second year of the program in 2019. There will not be a capacity to run this program in its current form in 2020.



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, swings, trampolines and 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 the 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 has 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.

Music and Movement

A music and movement program was successfully introduced for all students in 2018. The program facilitates interactive play using body percussion, rhythm, dance, singing and experiencing sounds using musical instruments. It seems that music and movement supports creative learning and can impact child development while improving social skills.

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 – Science, Technology, Engineering, Arts, Maths (STEAM)

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 focus 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 2019 continue to centre around developing emergent Literacy, communication skills and Numeracy.

Integrated Studies will continue to 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. Six graduating students enrolled at Butler College for Year 7 in 2019. In semester 2 of 2018 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. Staff will explore additional transition ideas in semester two of 2019.

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.

Augmentative Alternative Communication (AAC)

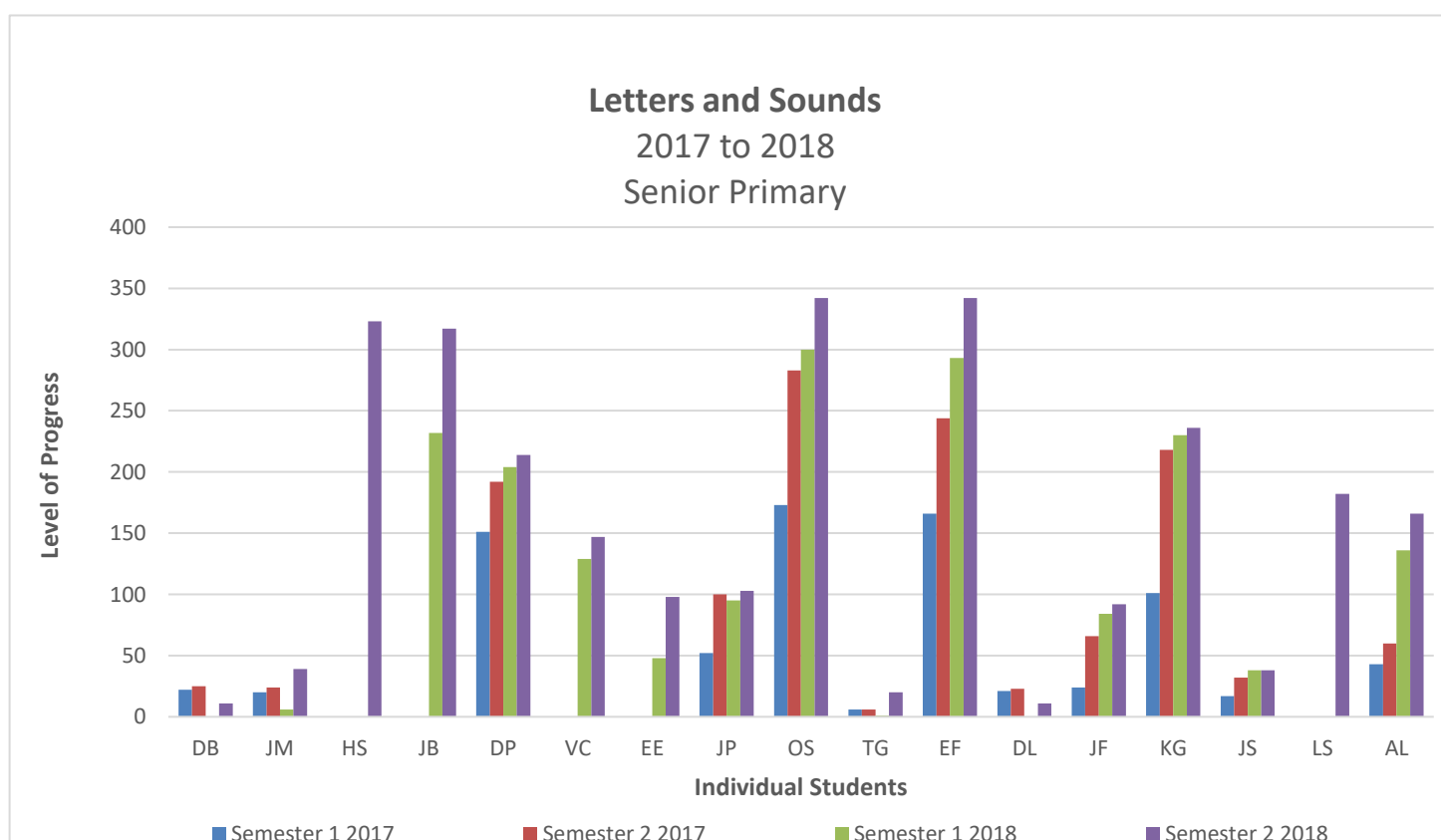
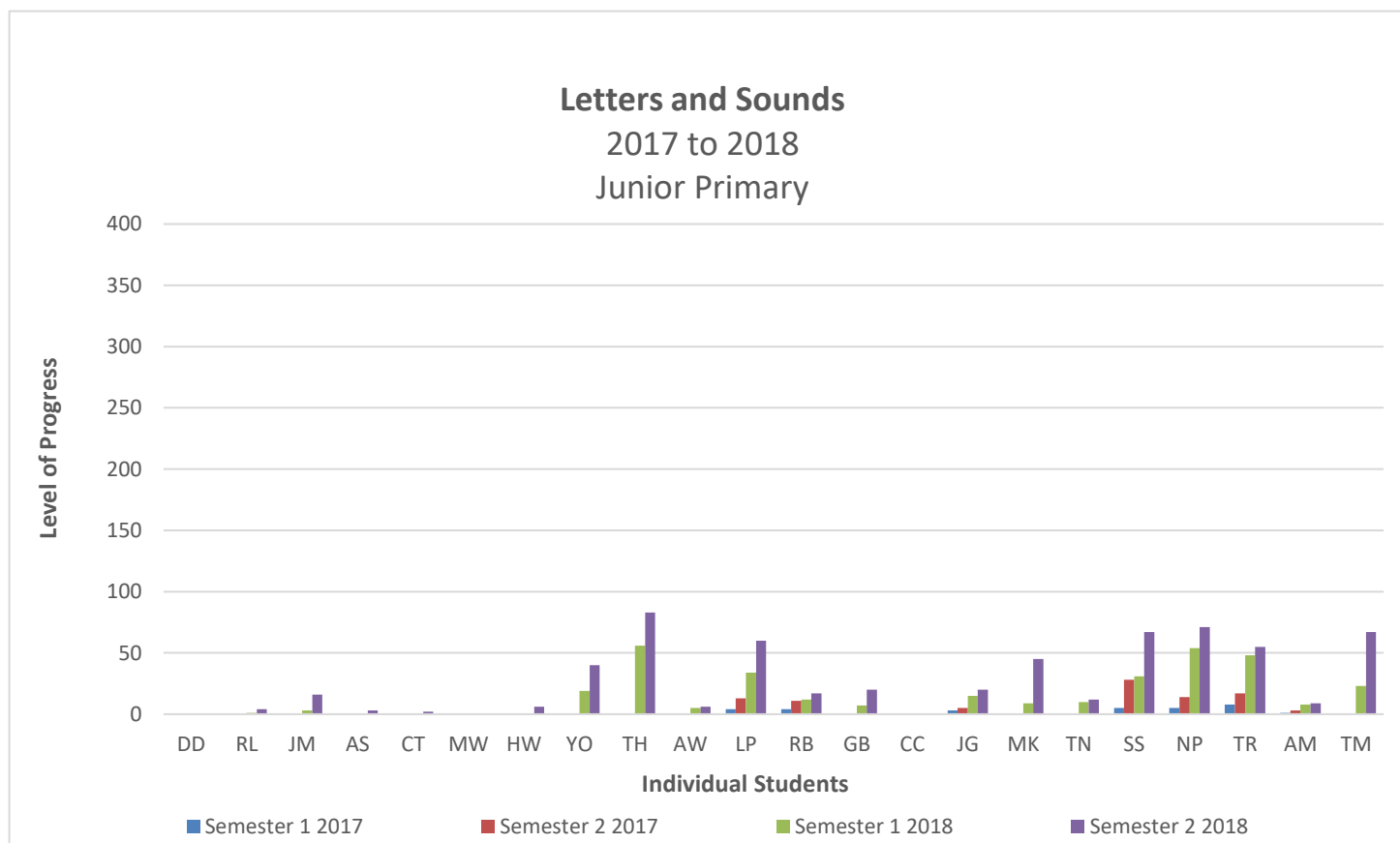
Communication style/tool of students	Semester 1 – 2017 (Student % - 27 students surveyed)	Semester 2 – 2017 (Student % - 26 students surveyed)	Semester 1 – 2018 (Student % - 41 students surveyed)	Semester 2 – 2018 (Student % - 46 students surveyed)
Verbal (speech)	33%	33%	21%	30%
High tech (devices)	4%	25%	26%	23%
Low tech (PODD, PECS)	4%	16%	7%	19%
No tech (Gestures, Auslan)	0%	0%	9%	15%
No intelligible method	59%	26%	19%	4%

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.



Literacy

Students are assessed to identify their starting point in the Letters and Sounds program. Explicit teaching within each phase, according to the whole school Literacy plan, provides the child with the skills to move into subsequent phases over time. Results show considerable progress for many individuals over the two years. 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.



Numeracy

MESC has developed a whole school approach to ensure 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. The whole school data collection tool allows for staff to assess achievement during hands-on experiences. The tool is a continuum of learning written against ABLEWA, SENAT and WA Curriculum performance descriptors. Teachers work collaboratively, utilising data to group students according to level of ability for more efficient teaching and learning. Each class has a Maths Kit of resources to ensure consistent delivery of concepts from class to class, year to year. All students have made gains against their individual level of understanding of numeracy skills.

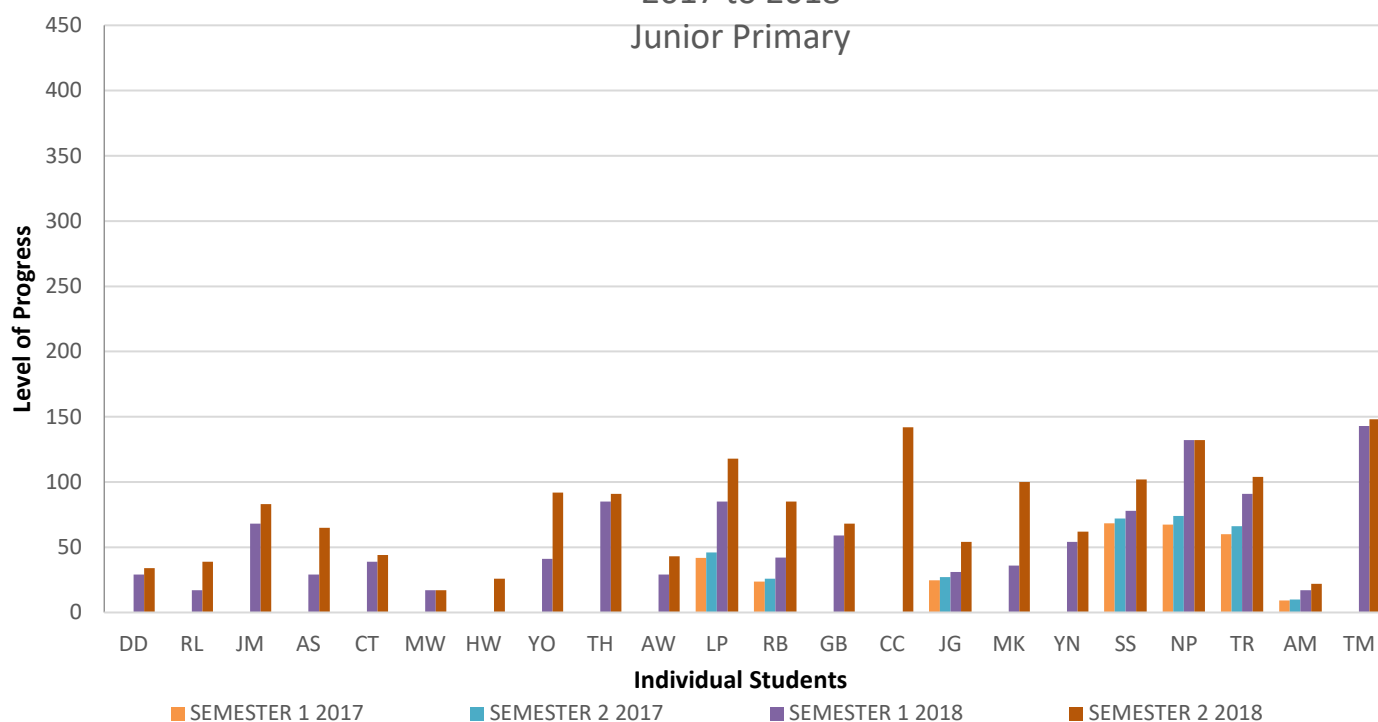
Individual student data is recorded on a tracking tool and included in student's achievement file.

With this introduction of a whole school approach, it is expected that levels of numeracy will continue to improve. Capable students completed an interactive online assessment (SIREN) to determine their level of ability and the diagnostic tool allowed staff to identify learning gaps.

Development of Numeracy

2017 to 2018

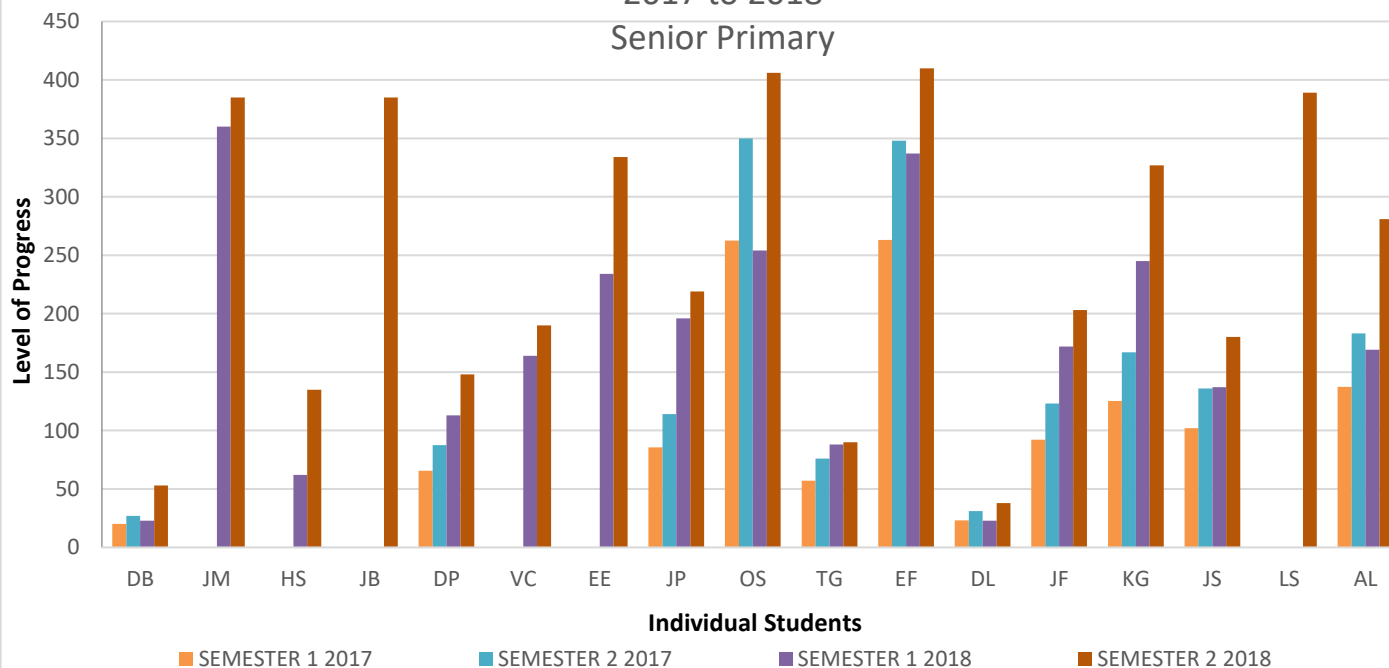
Junior Primary



Development of Numeracy

2017 to 2018

Senior Primary



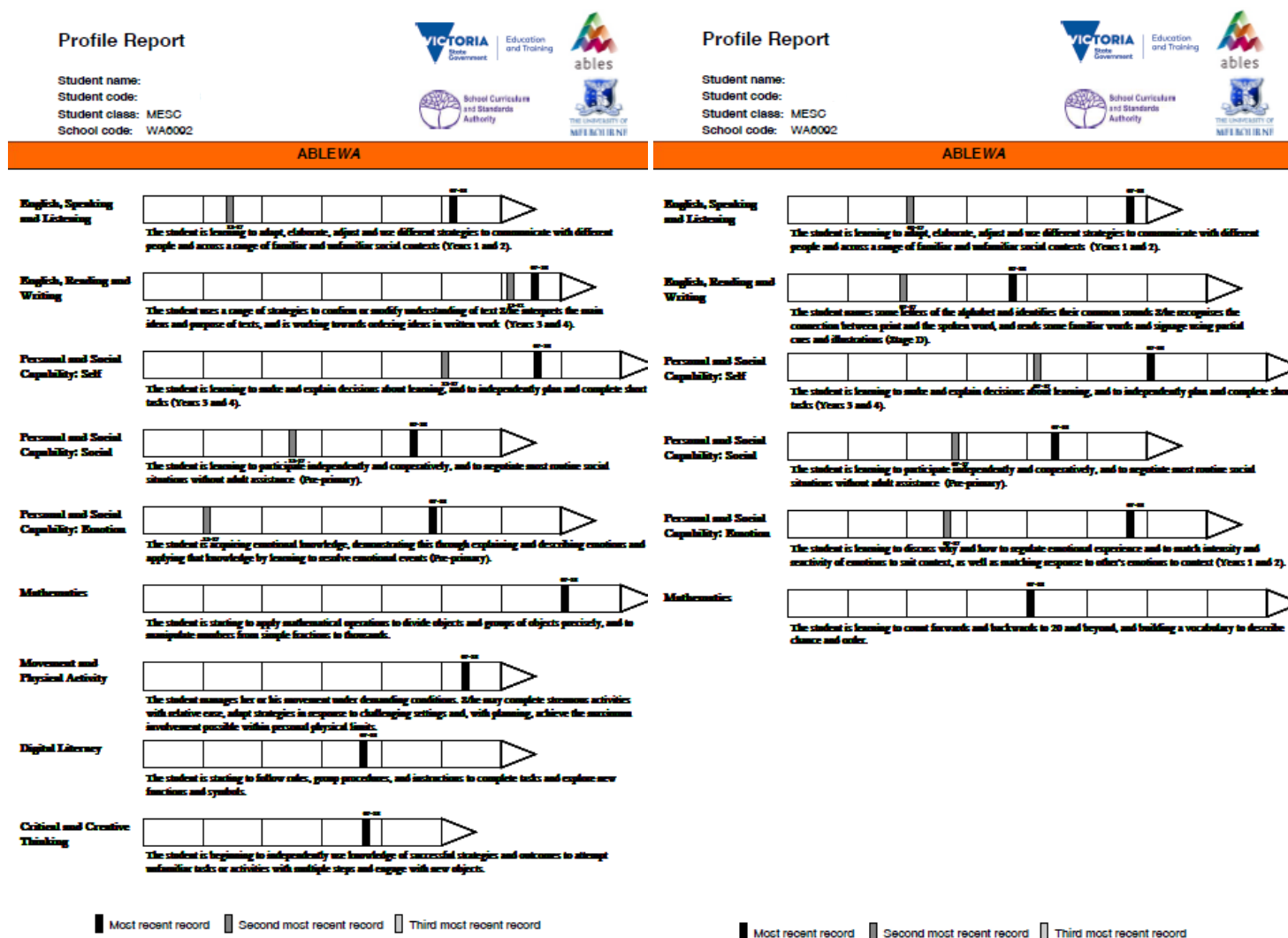
PROGRESS TOWARDS BUSINESS PLAN

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 2018.

Special Education Needs Assessment Tool (SENAT) Data

The SENAT data provides a graphic overview of where the cohort of students are sitting within the WA Curriculum. The majority of students are below Foundation level. Few are able to access the curriculum at approximately Year 1 to Year 4 levels (PD 9 to PD 12). Each student is individually plotted against the SENAT descriptors each semester. Individual student progress is tracked using the SENAT checklist each semester and are maintained in student files for authentic tracking of student achievements. 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. The trend indicates overall progress for the students of Merriwa ESC.



NATIONAL SCHOOL OPINION SURVEY

Parents and Carers Response

From the 14 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.

93% 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 and are satisfied with the overall standard of education at MESC.
100% agree that MESC is well led and would recommend our school to others.

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My child's learning needs are being met at MESC.	-	-	-	-	1	7%	5	36%	8	57%
MESC works with me to support my child's learning.	-	-	-	-	-	-	6	43%	8	57%
My child is making good progress at MESC	-	-	-	-	-	-	3	21%	11	79%
The staff at MESC motivate my child to learn.	-	-	-	-	-	-	3	21%	11	79%
MESC takes parents' opinions seriously.	-	-	-	-	-	-	2	14%	12	86%
My child likes being at MESC.	-	-	-	-	-	-	2	14%	12	86%
MESC looks for ways to improve.	-	-	-	-	-	-	8	57%	6	43%
Student behaviour is well managed at MESC.	-	-	-	-	1	7%	2	14%	11	79%
I can talk to the staff in my child's room about my concerns.	-	-	-	-	1	7%	6	43%	7	50%
The staff at MESC treat students fairly.	-	-	-	-	1	7%	7	50%	6	43%
MESC is well maintained.	-	-	-	-	-	-	2	14%	12	86%
My child feels safe at MESC.	-	-	-	-	-	-	3	21%	11	79%
The staff at MESC provide my child with useful feedback about his or her school work.	-	-	-	-	-	-	4	29%	10	71%
The staff at MESC expect my child to do his or her best.	-	-	-	-	-	-	5	36%	9	64%

MESC Staff Survey Responses

From a staff of 33 teachers and education assistants, 30 responded to the survey in October, 2018. 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. 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.
97% are satisfied with the overall standard of education achieved at MESC and believe that the teachers are effective.



HIGHLIGHTS OF THE 2018 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-kindy 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 NMTafe, ECU and UWA in providing practice placements for pre-service Education Assistants, Teachers and Psychology students.

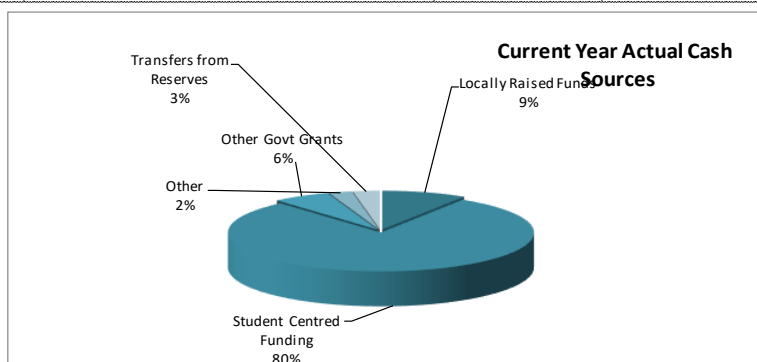
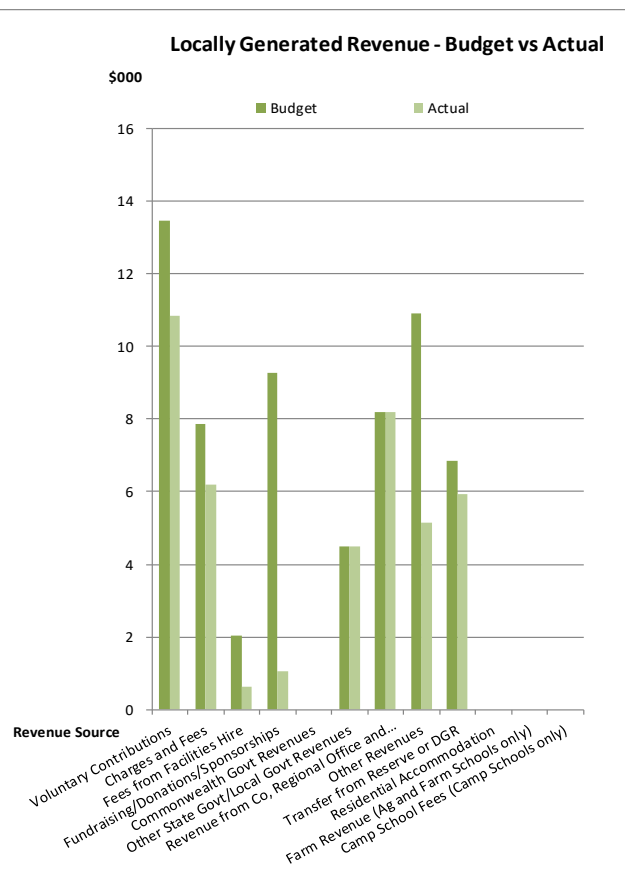
SPECIAL EVENTS

- ANZAC, Remembrance Day and Class Assemblies
- Book Week – Character Parade
- Star Gazing with ECU and Butler College
- Year 6 Day Camp Activities
- Hydrotherapy
- Swimming Lessons
- ESC schools Performance Arts Day
- NAIDOC Celebrations
- Literary and Numeracy week
- Year 6 Graduation Ceremony
- Whole School Christmas Concert
- Principal's Afternoon Tea reward events
- P&C School Disco
- City of Wanneroo Mayor's Christmas Appeal
- Recreation Program –
 - Soccer clinic, Lollipops Play Centre
- Education Support Schools' Athletics Carnival
- Chicken Hatchlings
- Whole school Lap-a-thon
- Social Dance Dancing Lessons
- Old McDonalds Travelling Farm visit
- West Oz Wildlife petting zoo
- Learning Journey – Open Night
- Zoo excursion

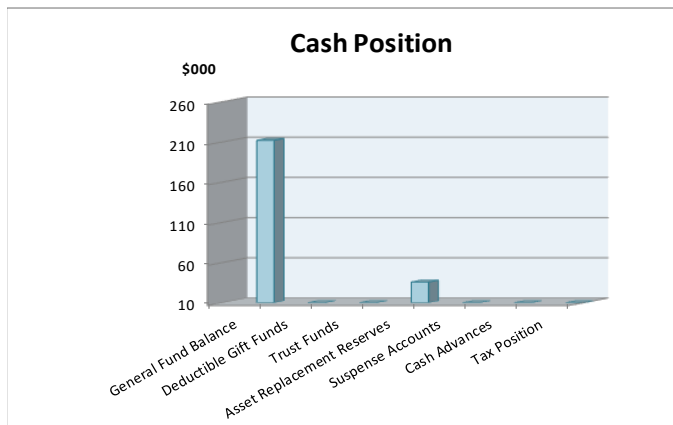
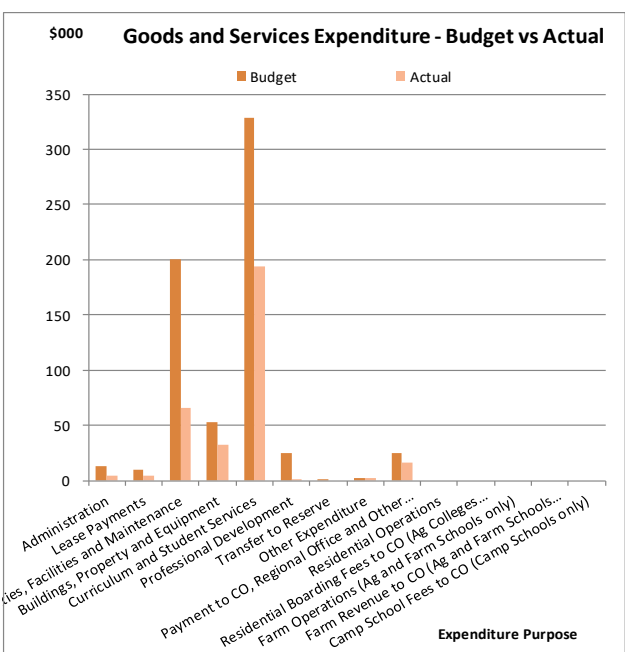


FINANCIAL STATEMENT

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 63,094.00	\$ 42,487.93
	Opening Balance	\$ 323,988.30	\$ 323,988.30
	Student Centred Funding	\$ 281,668.57	\$ 165,693.47
	Total Cash Funds Available	\$ 668,750.87	\$ 532,169.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 668,750.87	\$ 532,169.70



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,910.00	\$ 3,970.37
2	Lease Payments	\$ 10,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 1,000.00	\$ -
8	Other Expenditure	\$ 1,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
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	\$ 656,839.28	\$ 320,176.69
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 656,839.28	\$ 320,176.69
	Cash Budget Variance	\$ 11,911.59	



Cash Position as at:	
Bank Balance	\$ 245,238.66
Made up of:	\$ -
1 General Fund Balance	\$ 211,993.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	\$ 1,086.74
6 Cash Advances	\$ 300.00
7 Tax Position	\$ 1,161.38
Total Bank Balance	\$ 245,238.66

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 SEN: 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.



School Chaplain – Youth Care

It has been wonderful to welcome our school chaplain who has done an amazing job in his first year at Merriwa. Ashley has supported our School Readiness Program and forged respectful working relationships with parents, students and staff across the campus. He enthusiastically interacts with children from pre-kindy to Year 6 to support mental health and well-being and is keen to motivate all students during the recess and lunch breaks. The Breakfast Club is thrilled to have Ash's support each morning.

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 NMTafe 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



"I'm very blessed to be a part of MESC. I appreciate your support and positive feedback"

"I could not be prouder of where I work, each and every day. I feel truly blessed to work alongside the most supportive, knowledgeable, proactive and humble staff. They are a truly special group of people whose sole purpose is to create the best possible school experience for our students; to inspire and challenge them to achieve as best they can. Our warm and safe environment fosters learning and encourages our students' unique and individual interests, strengths and quirks to shine"

Staff



"I wanted to thank you for the many years of an amazing collaborative relationships with the therapy teams to support student goals. The team and your students are very lucky to have you and your staff. Over my many years with Therapy Focus I have thoroughly enjoyed working at your school."

"I think that is amazing! We so, so appreciate all the hard work you and all the staff continue to put in."

"I have to say that working at Merriwa and in your classrooms, is amazing - everyone is so on board and responsive to strategies. We have also learnt a thing or two from you and your EAs (e.g. activity ideas)."

Therapy Focus staff



"Just wanted to acknowledge (teacher's) fantastic work. She always tells me what is happening with (my child). I have had issues with her previous school with this so it really means the world. (Teacher) is incredible."

"It takes a village to raise a child. Thank you for helping us raise ours! Thank you for your support and encouragement this year."

"I can't thank you enough for your support and care, we will miss you."

"Thank you for your help, (my child) was so much happier and calmer at home. Thank you so much, it means a lot."

"That's awesome, you guys are amazing. Thank you for everything."

"Thank you so much for all your help..., you have been an amazing teacher for (son) and you're such a kind soul. For our first year here you have welcomed us with open arms and you have helped me in many ways. I'm so grateful for all the ladies that work here. You're all amazing. Thank you so much!"

"We have always praised you and your colleagues for doing your best for these children. Thank you to you and all the teachers in (son's) class. He is a very lucky boy to have your support and efforts."

Parents



"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"

"Thank you for all your dedication and energy in supporting us throughout the program, we couldn't have learnt and enjoyed it without your belief in us ☺☺."

Parents, School Readiness Program



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