



Merriwa Primary School

Learning for Life



2018 ANNUAL REPORT



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FROM THE PRINCIPAL

I am proud to present to you the Merriwa Primary School 2018 Annual Report. This year we saw a year of strong consolidation in both academic and social outcomes for our students driven by our dedicated staff, the School Board and our school community.

Merriwa Primary is welcoming and inclusive, with a respectful, positive school ethos that is often commented upon by visitors to our school. The shared campus with the Merriwa Education Support Centre and the collaboration between our staff is a feature of our ability to provide access to the best curriculum for every child here at Merriwa.

Our shared School Board, chaired by Caroline Bishop from Edith Cowan University, continues to provide us with support, insight to the wider community, practical assistance, shared accountability and a sense of perspective which is invaluable. The link we have established with Edith Cowan University has provided us with ongoing Aboriginal Cultural advice through *Kurongkurl Katitjin*, the Centre for Indigenous Australian Education and Research and access to science lecturer expertise and extension programmes. Our students now can see pathways that they never imagined before.

The Board continues to remind us of the disadvantage that many of our students bring to their enrolment at Merriwa and has helped us to acknowledge the impact of that disadvantage. The AEIDI profile, the high level of transiency, trauma and poverty that many of our families face have been examined by the Board and it is evident that the positive progress of our students is due to the strong relationship that we have built with students and parents and the continual analysis of professional teacher practice and student data we have built into our culture at Merriwa.

Together we continue to strive for improvement for our students. In this report I present to you our current progress in our journey.

Sue Waterhouse

Principal

SCHOOL BOARD ENDORSEMENT

Principal
Sue Waterhouse

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 2018 Student Engagement and Wellbeing

Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. This is the 7th 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. The shared leadership team of the Principal, Associate Principals, Curriculum Coordinator, Early Childhood Coordinator, and English and Talk 4 Writing Committees has led this whole school approach.

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, Curriculum Coordinator and maths committee.



ABOUT OUR STUDENTS

Merriwa Primary School was established in 1995 and was certified as an Independent Public School from 2017. We are 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 404 students in 2018. In 2018 48 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 decreased to 922 (9th decile) in 2017, which indicates significant socio-economic disadvantage in comparison to other school communities in Australia. We also have a highly transient population, with an annual rate of 26.2% in 2018.

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.



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%	89.0%	85.5%	81.2%	91.0%	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%	90.0%	83.0%	81.2%	92.4%	90.6%	92.7%
2018	92.6%	91.7. %	93.7%	88.8%	83.8%	80.8%	92.1%	90.5%	92.6%

Our attendance continues to be comparable to WA Public Schools and is outstanding for Aboriginal students.

Enrolment

	2014	2015	2016	2017	2018
Primary excluding Kindergarten	384	425	395	387	365
Kindergarten numbers	69	54	40	40	39
Total	453	479	435	428	404

Total enrolments continue to decrease due to urban development in Alkimos and Yanchep. It is anticipated that in 2019 numbers will fall below 400.

2018 Student Leadership

Head Boy and Head Girl



Charlie Williams



Toby Monaghan

Student Councillors



Carlos
Batista



William
Tilbury



Francesso
Sabbioni



Ciara
Helion



Monica
Deng



Beatrice
Arjon



Aiden Le



Kobe
Grey

Faction Leaders

AKITA



CAPTAIN:
Faith Datson



CAPTAIN:
Bradley Wells



VICE CAPTAIN:
Abbie Reynolds



VICE CAPTAIN:
Jaxon Waind

BALTIMORE



CAPTAIN:
Tara Aitken



CAPTAIN:
Luke Denver



VICE CAPTAIN:
Tayla Hyam



VICE CAPTAIN:
Kydan Herrick

CALABAR



CAPTAIN:
Aryelle Monaghan



CAPTAIN:
Logan Robertson



VICE CAPTAIN:
Jaida Baines



VICE CAPTAIN:
Tyson Pansini

PALERMO



CAPTAIN:
Brooke Fuller



CAPTAIN:
Francesco Sabbioni



VICE CAPTAIN:
Olivia Williams



VICE CAPTAIN:
Samuel Hepcal



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. Four staff hold First Aid Qualification. In 2018 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 and a retirement of a 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	29	21.6	0
Total Teaching Staff	29	21.6	0
School Support Staff			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	2	0.5	0
Other Non-Teaching Staff	14	10.8	0
Total School Support Staff	20	13.9	0
Total	53	38.4	0

SCHOOL BOARD REPORT

2018 was an exciting year for both Merriwa Primary School (MPS) and Merriwa Education Support Centre (MESCC) 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 continues to focus on sustainability and growth, which has allowed upgrades to playground access, facilities and the purchase of new ICT equipment.

The Board continues 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



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 2018 year included:

- The Easter, Christmas and Mother's Day Raffle
- Student Disco
- Sausage Sizzle at the Learning Expo
- Pizza Lunches
- Annual lapathon
- School Banking Program
- Father'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 helped the ESC to fund picnic tables and seating for our 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 Department of Education *Focus 2016 and 2017*, we are committed as a whole staff, to the following:

- Visible Learning strategies, driven by the research of Professor John Hattie.
- Whole school approaches
- Collaboration, both formal and informal
- Merriwa Model of Self Reflection against Australian Institute for Teaching and School Leadership 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 requirement for all teaching staff to aim for self-improvement in their teaching practice has been embraced by the Merriwa staff through the Merriwa Model of Self Reflection. This was modified again by the staff in 2018 and forms the basis of performance management for teachers. 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 teachers are required to focus on improving student learning through peer classroom observations and feedback, which is linked to their performance management. There are strong links to the Visible Learning research by John Hattie, with the aim of maximizing effective teaching and learning strategies and improving student outcomes.

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.
- The process for review, data collection and analysis has been designed by the Review Committee and is based on the ACER model.

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. Installation was completed in December 2018.
- Provision of science lessons from K – 6
- Student access to additional iPad K – Year 3, and laptops Years 4 – 6
- Strong links with Edith Cowan University Science Department and Kurongkurl Katitjin in Old Ways New Ways, forensic science and extension science.
- Collaboration with Butler Community College science department for star gazing nights and transition to high school.
- Pilot school for Pre Primary Connections, Australian Academy of Science.
- Robotic lessons and computer coding – preparation for National Curriculum digital technologies in 2018. Lessons begin in Pre Primary.
- Preparation of students for online NAPLAN testing
- Pilot school for online NAPLAN testing.



English

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

- Early intervention
- Letters and Sounds
- 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 was introduced for year 4 – 6 students who were underachieving in this area. This resulted in measureable improvements in reading skills for these students, and this program will continue for a new intake of students in 2019.

As a result of analysis of reading results, particularly in Year 5, an audit of teaching reading was conducted. This included a timetable audit to ensure that sufficient time was allocated to the key areas of literacy and numeracy, and to ensure a cohesive approach to guided reading was implemented throughout the school. In 2019 there will be an increase in the amount of time spent on directly teaching reading with the aim of improving overall school results.

Aboriginal Cultural Standards Framework

In 2018 the Merriwa staff reviewed our excellent progress again 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 shows improvement in all areas. It has formed the basis of our 2018 Aboriginal Education Operational Plan and will be reviewed annually. Our work was showcased by the Department of Education Aboriginal Education Teaching and Learning Directorate as an example of best practice.



National Quality Standards in Early Childhood Education 2018 Assessment

QUALITY AREA	Elements Met	Elements Working Towards	% Achieved
Educational Program and Practice	7	2	78%
Children's Health and Safety	6	0	100%
Physical Environment	3	2	60%
Staffing Arrangements	4	0	100%
Relationships with Children	4	1	80%
Collaborative Partnerships with Families and Communities	5	1	83%
Governance and Leadership	6	0	100%

The areas to work on in 2019 include:

- Educational Program and Practice – strengthening our links with cultural diversity, particularly the African culture. Extending co-operative learning in the early years.
- Physical Environment – extension of the native playground and connections to nature.
- Collaborative Partnerships with Families and Communities – continue to improve communication to parents from multicultural backgrounds in notes, newsletters and signage. Continue engaging interpreters and family information pizza nights.
- Governance and Leadership – review whole school philosophy in Business Plan for 2020 – 2023 and include statements about equality and inclusion.

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. The National Anthem was interpreted into AUSLAN by Chantelee Hanekom, Abbie Reynolds and Emma Kinnane, and Chantelee bravely performed this on her own at the evening show. Emma also performed a solo on the flute, while Ciara Helion, Monica Deng and Samuel Baraka danced and performed a rap. This was an incredible effort, particularly at such a huge venue.

The choir also took part in several local community events, such as the Bunnings Easter and Christmas shows and at the ANZAC ceremony.

Instrumental music lessons were offered in flute and guitar through the School of Instrumental Music and these ensembles performed at the Learning Journey and Graduation.

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

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

Merriwa continues to be committed to learning another language.

We are offering Italian lessons to all students from Years 3 – 6 which is above Department of Education requirements. This fun and practical program links with our music and literacy programs and strengthens our appreciation of different cultures and language.

Physical Education – Mr Ben Allan

We had a successful 2018. Calabar won the annual faction carnival and we achieved well at interschool athletics, boys and girls football, cross country and the students attended swimming and dancing lessons. Next year as an incentive we will plan for beach swimming lessons for the Year 6 students, as these students have become a little reluctant to participate. We were proud to promote girls' football again, through our participation in the Dockers Cup.



Science – Ms Chris Leonard

Merriwa was proud to open the new Science Lab which was fully funded by the Department of Education. Students are thrilled to wear their lab coats and are extremely enthusiastic in participating in the Science Club held during lunch time.

Edith Cowan University continued their support with the Old Ways New Ways program, forensic science and visiting the science expo and attending international science lectures at the Joondalup Campus. Science is a significant feature of Merriwa Primary School and the aim is to encourage students to continue their study of science in high school and further education. Edith Cowan University will also be running a science extension program in 2019.



SCHOOL INITIATIVES

Coding and Preparation for Online NAPLAN



Learning Journey

The success of this open night continues to grow and grow. In 2018, 274 families attended.

The Community Groups continued their support and showcased our connection with our school community. It featured 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, Bunnings and playgroups. Many local businesses donated to the learning journey Passport Raffle with prizes. The P&C provided a sausage sizzle and local high schools performed their music ensembles and programs. It has now become a feature of our reporting to parents process and is an important strategy in linking with our school community.

Breakfast Club

Our Breakfast Club operated every morning at the school canteen and was supported by Sandra Long, Associate Principal, the school chaplain, Ashley Smith, community volunteers, school staff, Irene Mc Cormack Catholic College, Baker's Delight Merriwa, Butler Coles and Foodbank WA. Family members were encouraged to attend and up to 30 breakfasts were served every morning.

NAIDOC Day

Merriwa Primary School celebrated Naidoc Week with a day of workshops, partly funded through the Commonwealth PALS programme. This year there was strong representation from Aboriginal families, who together with staff and senior Aboriginal students, planned, coordinated and presented the day. The workshops from ECU included mosaic art, Aboriginal games, storytelling, performances and bush tucker. The theme this year was 'Because of Her We Can', which honoured the role of significant Aboriginal women in empowering past generations and paving the way for those to come. The students created a mother and child sand mural which reflected this theme and also enthusiastically danced with ANCESTORS, an Aboriginal traditional and hip hop dance group.



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.

Miki Segeusa, a parent and member of our School Board, has been instrumental in increasing the attendance at the Kurlunga Aboriginal Playgroup and her continued support in 2018 has been invaluable. The playgroup is beneficial in strengthening the relationships between indigenous families and the community and in preparing the children for formal schooling.

Health and Wellbeing

In addition to providing supplies for the Breakfast Club, Foodbank WA representatives visited Merriwa Primary School to present workshops to our Year 4 students on how to make healthy 'takeaway' meals. Foodbank hosts brought equipment and ingredients and every student received a recipe booklet to take home, so they could continue to make healthy meals and snacks at home.

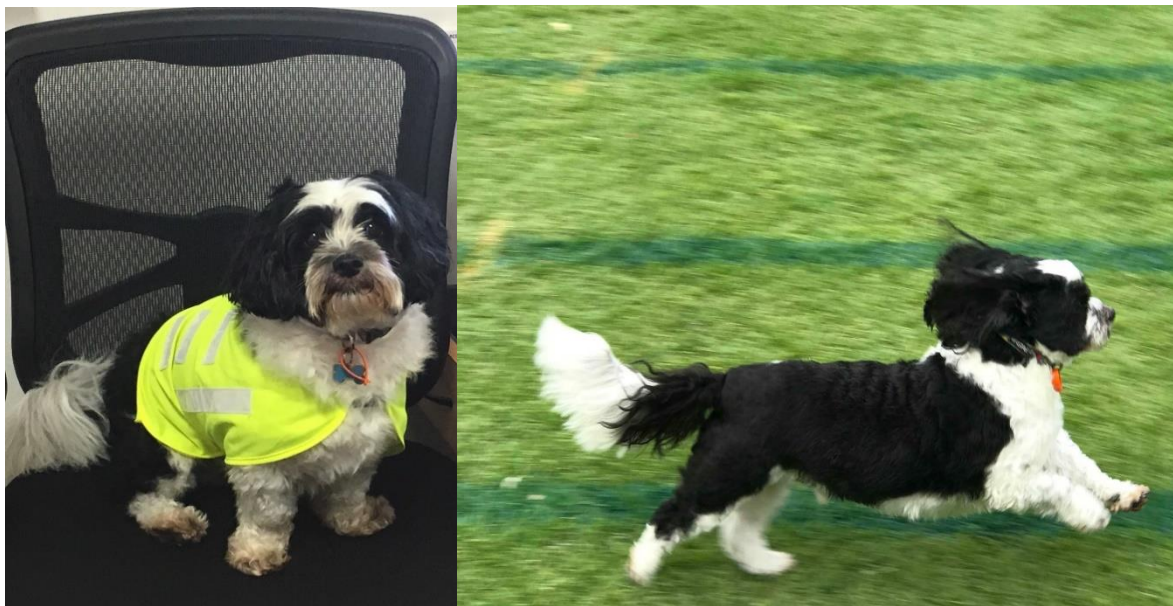


We are committed to strengthening the resilience and mental health of our staff and students. In 2018 our staff attended a 7 hour workshop on MindUp, which was presented by Carolyn Gelenter from the UK to learn more about mindfulness and the brain. The program is a comprehensive, evidence-based curriculum that assists students to extend social and emotional awareness, to enhance psychological well being and to promote academic success.

Cookie the Therapy Dog



As part of our wellbeing programme, Cookie our therapy dog brings affection, comfort and love to staff and students. He can often be seen around the school wearing his high vis duty jacket and enjoyed participating in his first sports carnival this year.



Easter Blessing of the Roads: City of Wanneroo

Tracy Roberts, the Mayor of the City of Wanneroo, invited Merriwa Primary to attend the annual Easter Blessing of the Roads ceremony. Our head boy and head girl and student representative from the ESC attended, along with several other local schools. This event is important to our school, not only for sending a message of safety to the local community, but for also enhancing our positive reputation in the wider community.



Perth Royal Show Competition – Scarecrow

This year Merriwa Primary School students submitted an entry in the Perth Royal Show scarecrow competition. The students in the garden homework club created a superhero scarecrow, Uliwa, to keep plants in the school vegetable garden safe from birds and to further their interest in sustainability. The vegetable garden was donated by Bunnings, and was extended in 2018 to include native plants representing the six Noongar seasons.



Live Performance of Original Music with RTR FM

Butler and Merriwa Primary Schools collaborated together with RTR FM and Music Active for a series of song writing workshops with our Year 5 and 6 students. The funding for this program was donated by Barnardos and culminated in a live performance at Butler College. The aim was to provide the senior students with opportunities for pathways in the performing arts, sound technician skills, stage management and creating and performing original music.



Homework Club: A Board Initiative

The music, gardening, writing and science clubs were run after school by volunteers and thoroughly enjoyed by our students.



Faction Carnivals and Interschool Competitions

The 2018 carnival was a great success!

With limited time to practice due to swimming lessons and the bad weather, the students all did an unbelievable job at competing in so many events and showed great sportsmanship as well. The weather looked after us and at the start of the day it looked like Palermo was the team to beat, leading by 50 points after the Cross Country and Jumps and Throws points were totalled. However, Calabar managed to claim victory by 29 points in the end thanks to a strong finish in the races and relays. The team games were a great spectacle and the students had a lot of fun in the 3 legged races and testing their strength at Tug of War. There was a high level of support from all our parents and families and the staff did a fantastic job on the day in coordinating the events. Again, of special note, was the high level of inclusivity with the students from the ESC and we were congratulated on this by many of the parents.

Special congratulations to Sophie and Charlie Williams who were awarded district champion status at the interschool carnival.



Bunnings Christmas Concert



Bunnings continued their support for Merriwa, both through the Board and invitations for our students and families to attend the Easter event and the choir to perform at the Christmas Concert. They also contributed to our native garden with both plants and their expertise.

We are grateful for their ongoing support.

STUDENT PERFORMANCE

NAPLAN 2014 - 2018

	Year 3					Year 5				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Numeracy	-1.5	-0.2	-0.8	-0.4	0.09	0.4	-0.7	-0.1	-0.5	-0.8
Reading	-0.1	-0.3	-0.5	0.1	-0.4	0.6	-0.1	-1.1	-0.2	-1.3
Writing	-1.6	-0.3	-0.6	0.2	1.8	-0.1	0.0	-0.4	0.0	0.0
Spelling	-0.5	-0.5	-0.6	0.3	0.0	1.3	0.9	0.8	0.4	0.0
Grammar & Punctuation	-1.3	-0.4	-0.7	-0.6	0.4	1.0	0.2	-1.0	0.2	0.0

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

Findings Summary:

The NAPLAN scores show that Merriwa Primary School continues to operate at expected levels for all areas except for Reading. The Year 5 Reading scores show a significant decrease, and the Year 3 Writing scores are significantly above what was expected.

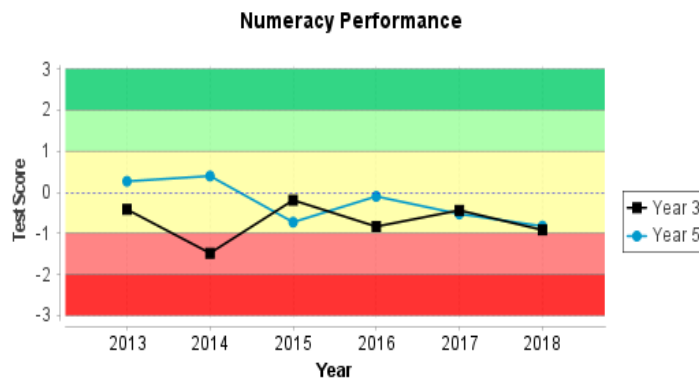
There was an audit of reading in 2018. This resulted in an immediate increase in time allocation for reading, the introduction of Corrective Reading DI lessons for Year 4 – 6 students who were not achieving to standard and a refocus on guided reading techniques.

The writing scores for the Year 3 students was very exciting! It appears to have been a result of the new Talk 4 Writing Programme that has been introduced throughout the school and the emphasis on Early Intervention.

Online NAPLAN testing was trialled at Merriwa in 2018 and although it was expected that there would be a significant effect on the scores, this does not appear to be the case. The students reported that they enjoyed working online and the automatic adjustment in difficulty throughout the testing enabled all students to participate fully and at an individually appropriate level.

NUMERACY

Merriwa Compared to Like Schools



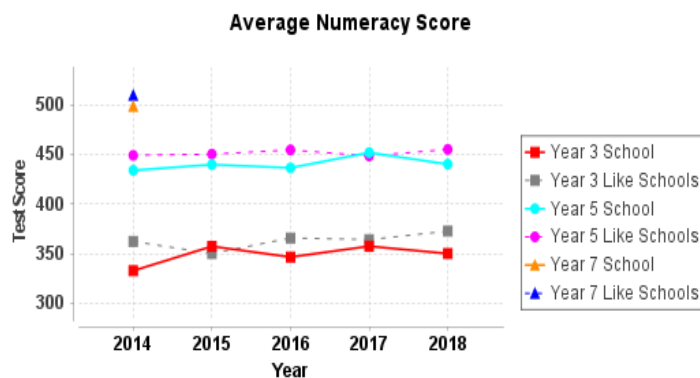
Findings Summary:

Merriwa PS Numeracy results showed a general decline in 2018.

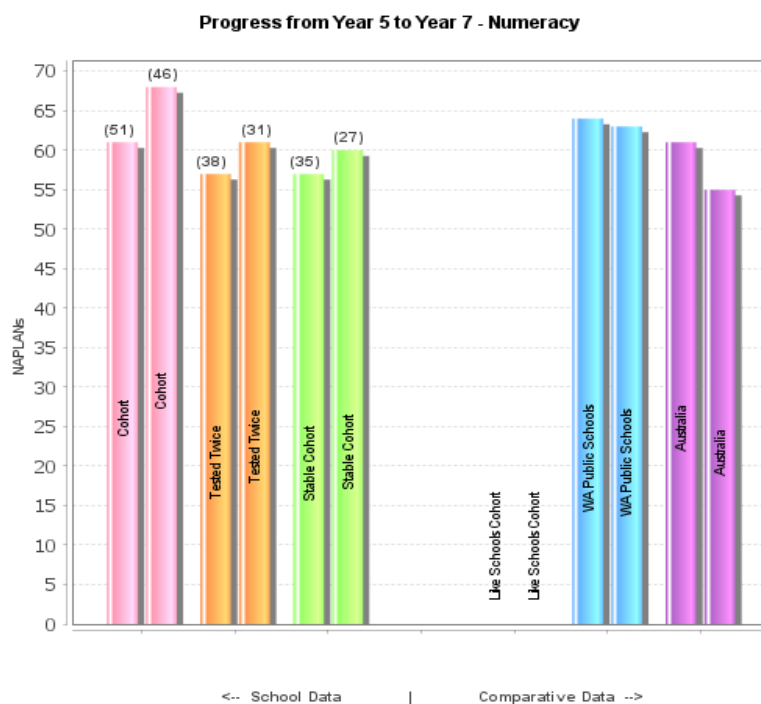
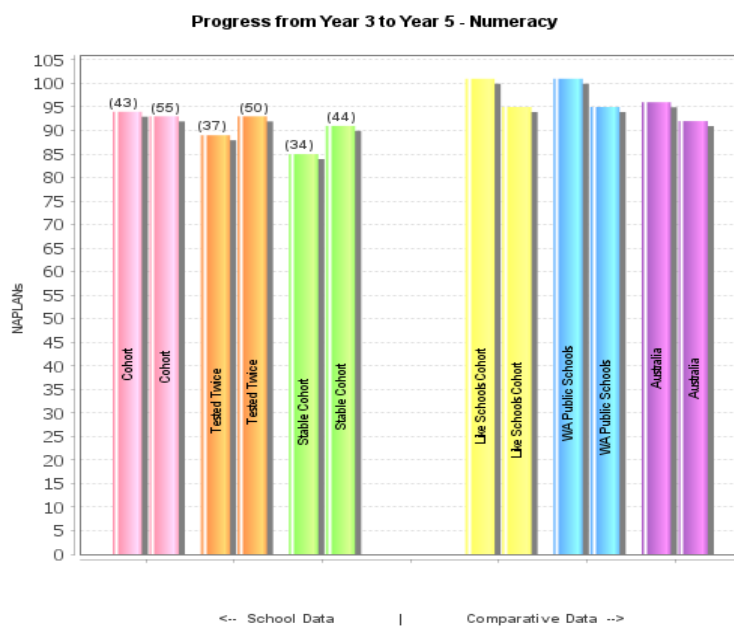
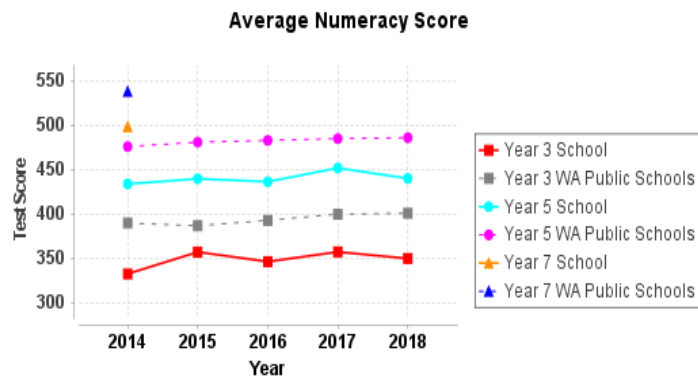
Numeracy scores in comparison to Like Schools are similar. Both year levels are working at the expected level for schools at our socio-economic status.

We have continued to commit to early intervention and in 2018 the Associate Principal continued to provide direct support both to staff and students in early childhood through the Principals as Numeracy Leaders Program.

Explicit teaching of mental maths will be extended in 2019.



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 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

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	0%	0%	0%	7%	3%	4%
Middle 60%	25%	33%	25%	47%	45%	38%
Bottom 20%	75%	67%	75%	46%	52%	58%

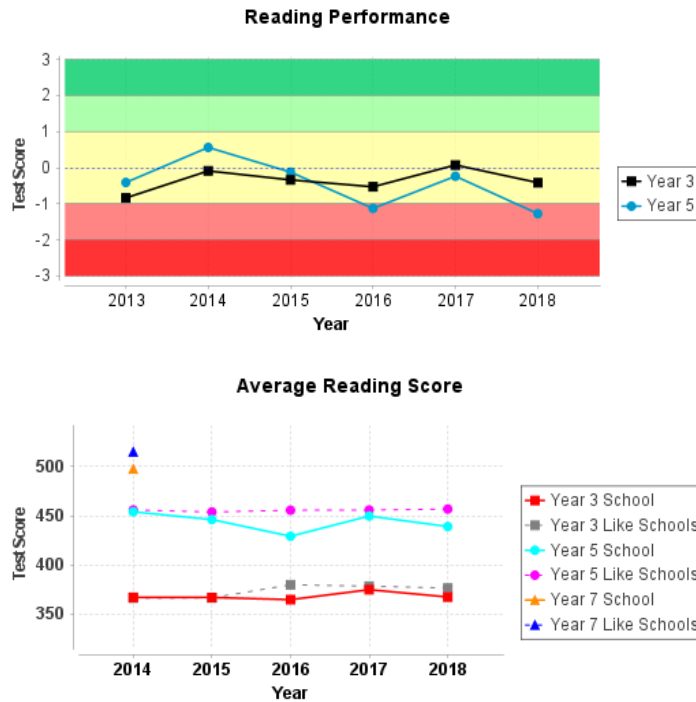
Findings Summary:

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 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	17%	0%	0%	0%	2%	4%
Middle 60%	17%	50%	50%	44%	40%	38%
Bottom 20%	67%	50%	50%	56%	58%	58%

READING

Merriwa Compared to Like Schools

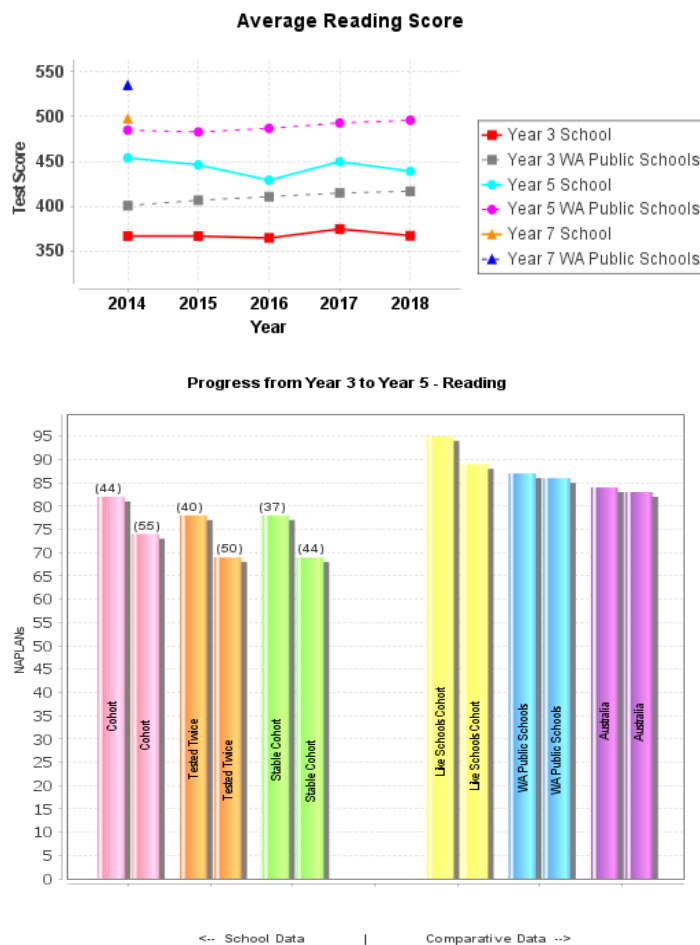


Findings Summary:

The reading results have been analysed and have resulted in alterations to the existing whole school reading programme. It is anticipated that the scores will lift in 2019.

Both scores are comparable to like schools.

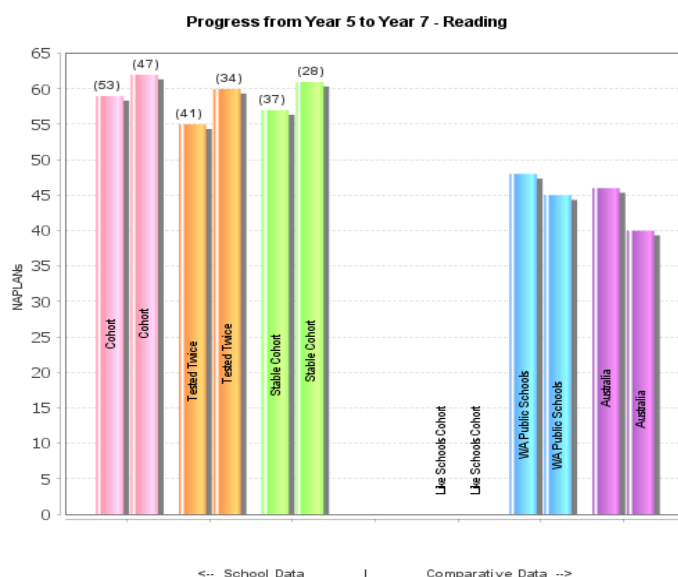
Merriwa Compared to State Schools - Reading



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

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	0%	17%	0%	5%	5%	7%
Middle 60%	38%	33%	60%	52%	48%	39%
Bottom 20%	63%	50%	40%	43%	47%	54%

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

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	17%	0%	0%	2%	2%	6%
Middle 60%	17%	25%	33%	47%	44%	34%
Bottom 20%	67%	75%	67%	51%	53%	60%

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.

WRITING

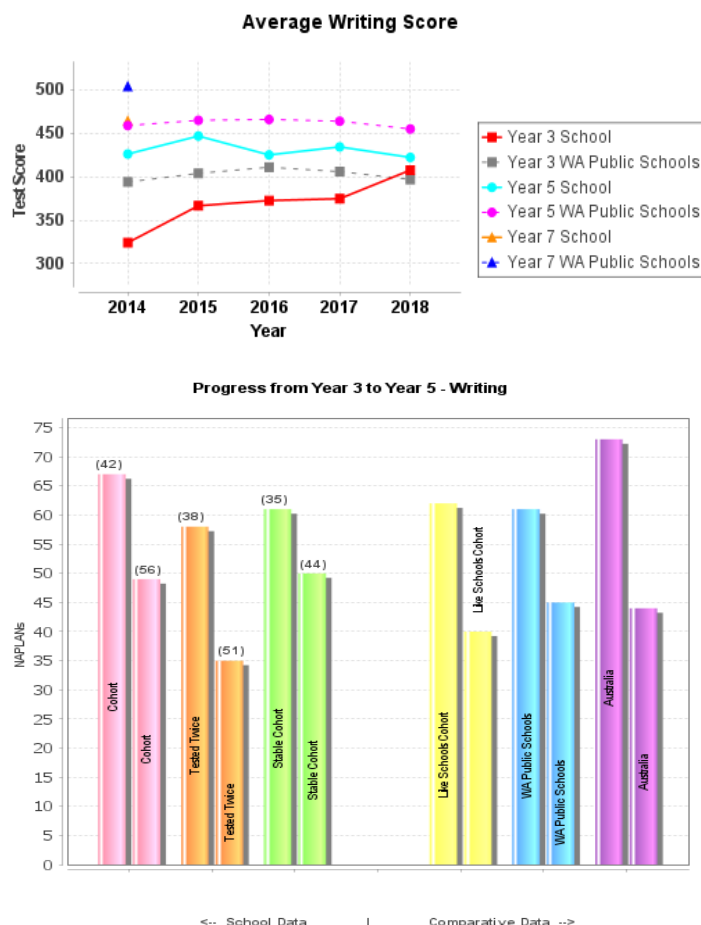
Merriwa Compared to Like Schools



Findings Summary:

Writing results in 2018 at Merriwa Primary School were very exciting. The Year 5 students are achieving at the expected level and the Year 3 students are achieving well above this.

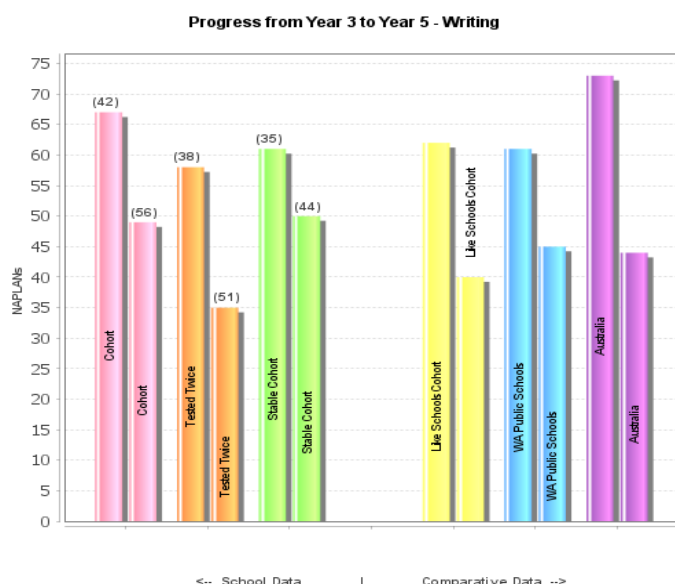
Merriwa Compared to State Schools - Writing



Findings Summary:

The Year 3 Writing results are above the scores for WA public schools and the Year 5 results have not yet closed the gap.

The rate of progress between Years 3 and 5 was less in 2018, but similar to that of like schools and WA public schools.



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 4 Writing Program will address this lack of progress.

Merriwa Aboriginal Students - Writing

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	0%	0%	20%	1%	7%	4%
Middle 60%	25%	33%	80%	48%	44%	53%
Bottom 20%	75%	67%	0%	51%	48%	43%

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

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	0%	0%	0%	2%	4%	3%
Middle 60%	33%	50%	50%	53%	47%	48%
Bottom 20%	67%	50%	50%	45%	50%	49%

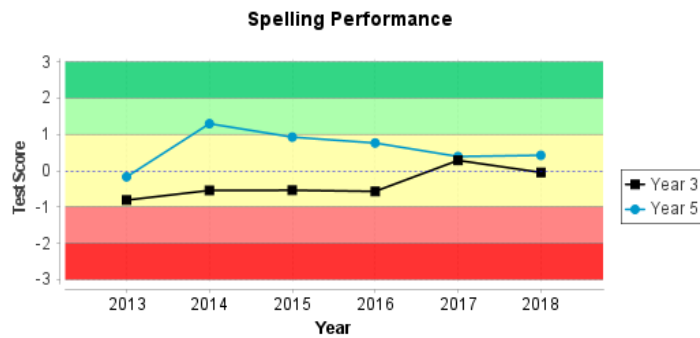
Findings Summary:

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, we are cautiously optimistic that the Talk 4 Writing programme is having a positive impact.

SPELLING

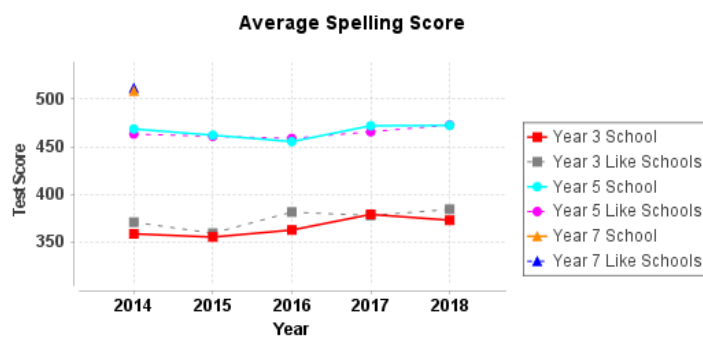
Merriwa Compared to Like Schools



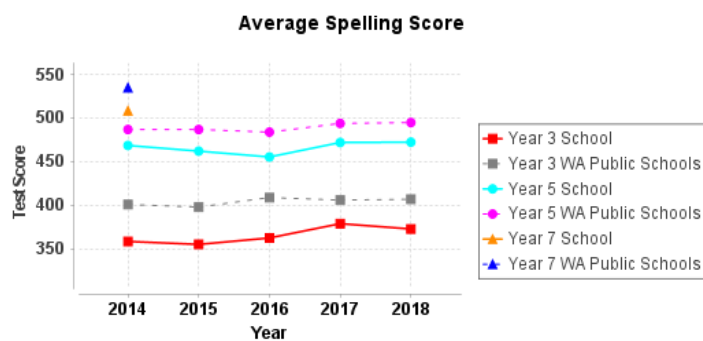
Findings Summary:

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

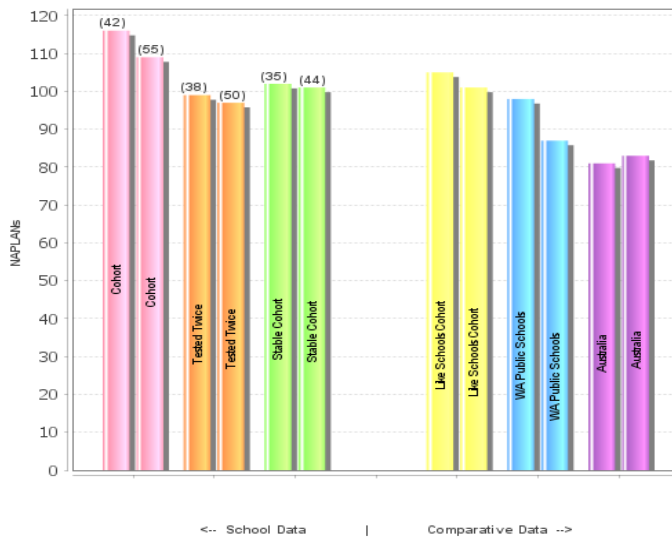


Findings Summary:

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

Although the gap did not close in 2018, it is hoped that it will continue to close in 2019, particularly with the extra emphasis on reading.

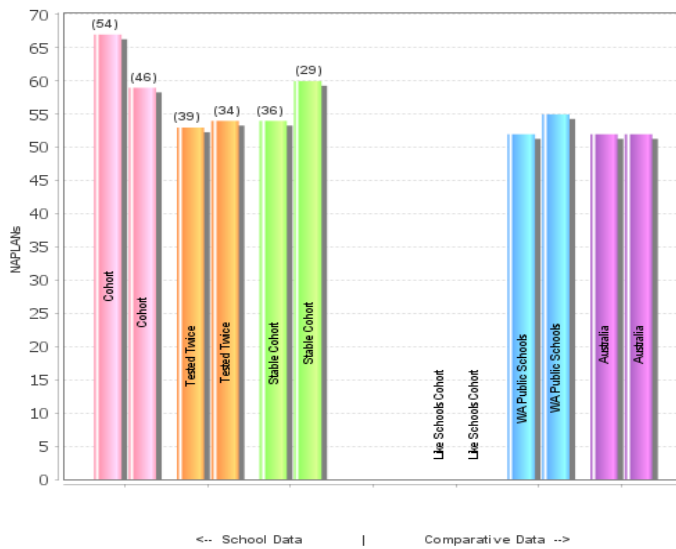
Progress from Year 3 to Year 5 - Spelling



Findings Summary:

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

Progress from Year 5 to Year 7 - Spelling



Findings Summary:

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

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	0%	17%	20%	4%	7%	9%
Middle 60%	25%	33%	80%	57%	57%	45%
Bottom 20%	75%	50%	0%	40%	37%	46%

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

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	17%	0%	0%	4%	7%	7%
Middle 60%	50%	75%	33%	51%	47%	53%
Bottom 20%	33%	25%	67%	45%	46%	40%

Findings Summary:

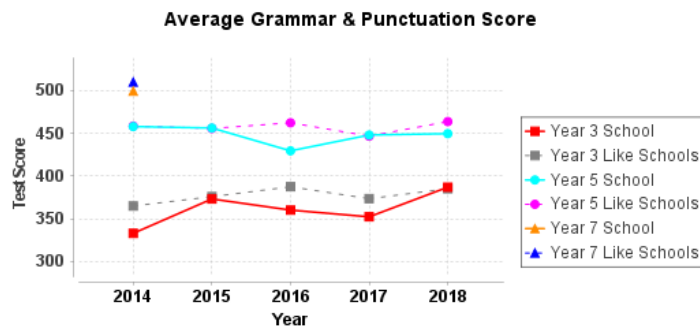
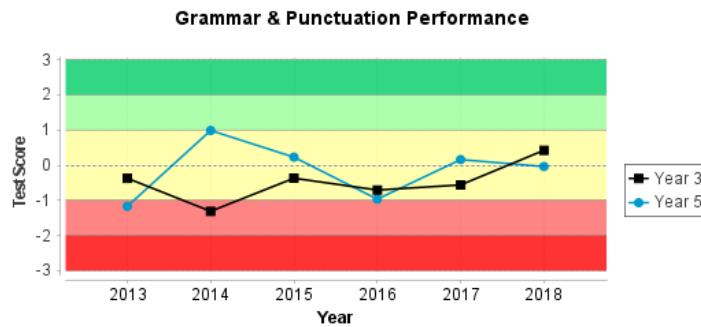
The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

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

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

GRAMMAR & PUNCTUATION

Merriwa compared to Like Schools

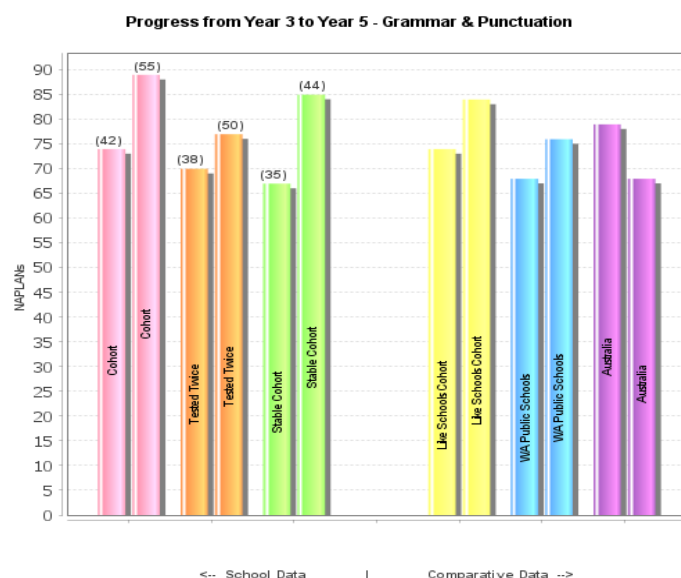
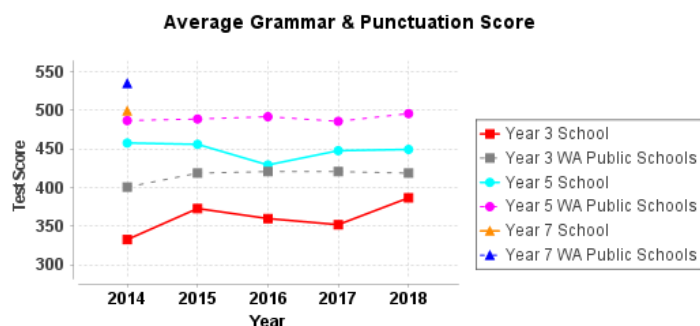


Findings Summary:

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

The improved Year 3 results reflect the improvement in writing scores overall, which is very encouraging.

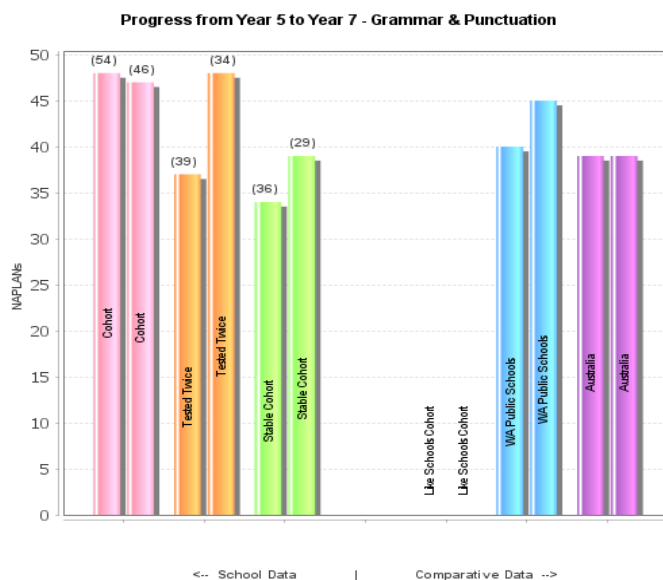
Merriwa compared to State Schools



Findings Summary:

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

The rate of progress between Years 3 and 5 is significantly greater than Australian schools this year.



Findings Summary:

The rate of progress between Years 5 and 7 has improved in comparison to 2017.

Merriwa Aboriginal Students – Grammar & Punctuation

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	0%	0%	0%	3%	5%	6%
Middle 60%	38%	50%	60%	50%	50%	52%
Bottom 20%	63%	50%	40%	48%	45%	42%

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 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	17%	0%	0%	1%	6%	3%
Middle 60%	17%	50%	17%	51%	49%	46%
Bottom 20%	67%	50%	83%	48%	46%	51%

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%



PROGRESS TOWARDS BUSINESS PLAN

Academic Targets

	Target Achieved
	Target Mostly Achieved
	Target Not Achieved

ON ENTRY

Description	2017	2018 Target	2018 Actual	2019 Target	2019 Actual	State % 2016
Students identified as being at risk who completed Kindergarten at MPS (Literacy)	43% of Pre-Primary population	40% of Pre-Primary population	34% of Pre-Primary	36% of Pre-Primary population	37% of Pre-Primary	31% of Pre-Primary population
Students identified as being at risk who completed Kindergarten at MPS (Numeracy)	19% of Pre-Primary population	17% of Pre-Primary population	13% of Pre-Primary	15% of Pre-Primary population	22% of Pre-Primary	14% of Pre-Primary population

READING – NAPLAN TARGET

Description	2016	2017	2018 Target	2018 Actual	2019
Yr 3 – 5 Percentage of Australian mean		87			90 (stable cohort)
Yr 3 – 5 Percentage of Australian mean	88.2		92 (stable cohort)	87.0	
Yr 3 - 5 Indigenous Students Percentage of Australian mean		85			88 (stable cohort)
Yr 3 - 5 Indigenous Students Percentage of Australian mean	82.1		85 (stable cohort)	66.0	
Comparative, like school performance – YEAR 3		0.1 std dev above expected		0.2	0.3 std dev above expected
Comparative, like school performance – YEAR 5		-0.2 std dev below expected			At expected mean

Numeracy – NAPLAN TARGET

Description	2016	2017	2018 Target	2018 Actual	2019 Actual
Yr 3 – 5 Percentage of Australian mean		87.5			90 (stable cohort)
Yr 3 – 5 Percentage of Australian mean	88		91 (stable cohort)	89.7	
Yr 3 - 5 Indigenous Students Percentage of Australian mean		80.1			84 (stable cohort)
Yr 3 - 5 Indigenous Students Percentage of Australian mean	82.4		86 (stable cohort)	84.9	
Comparative, like school performance – YEAR 3		-0.4 std dev below expected			-0.1 std dev below expected
Comparative, like school performance – YEAR 5		-0.5std dev below expected			-0.2 std dev below expected

WRITING – NAPLAN TARGET

Description	2016	2017	2018	2018 Actual	2019
Yr 3 – 5 Percentage of Australian mean		90.5			92 (stable cohort)
Yr 3 – 5 Percentage of Australian mean	90.7		93 (stable cohort)	93.3	
Yr 3 - 5 Indigenous Students Percentage of Australian mean		79			83 (stable cohort)
Yr 3 - 5 Indigenous Students Percentage of Australian mean	81.7		85 (stable cohort)	79.1	
Comparative, like school performance – YEAR 3		0.2 std dev above expected			0.4 std dev above expected
Comparative, like school performance – YEAR 5		At expected mean			0.3 std dev above expected

GRAMMAR & PUNCTUATION– NAPLAN TARGET

Description	2016	2017	2018 Target	2018 Actual	2019
Yr 3 – 5 Percentage of Australian mean		80.1			84 (stable cohort)
Yr 3 – 5 Percentage of Australian mean	85.5		88 (stable cohort)	89.2	
Yr 3 - 5 Indigenous Students Percentage of Australian mean		56			60 (stable cohort)
Yr 3 - 5 Indigenous Students Percentage of Australian mean	82.1		86 (stable cohort)	71.4	
Comparative, like school performance – YEAR 3		-0.6 std dev below expected			-0.3 std dev below expected
Comparative, like school performance – YEAR 5		0.2 std dev above expected			0.4 std dev above expected

SPELLING– NAPLAN TARGET

Description	2016	2017	2018 Target	2018 Actual	2019
Yr 3 – 5 Percentage of Australian mean		91.1			93 (stable cohort)
Yr 3 – 5 Percentage of Australian mean	89.2		92 (stable cohort)	94.0	
Yr 3 - 5 Indigenous Students Percentage of Australian mean		87			90 (stable cohort)
Yr 3 - 5 Indigenous Students Percentage of Australian mean	75.7		79 (stable cohort)	82.7	
Comparative, like school performance – YEAR 3		0.3 std dev above expected			0.5 std dev above expected
Comparative, like school performance – YEAR 5		0.4 std dev above expected			0.6 std dev above expected

PROGRESS TOWARDS BUSINESS PLAN

Non-Academic Targets

Attendance Targets

FOCUS AREA	2016 RATES	2017 RATE	ACTUAL 2018
Increase regular attendance (over 90%)	69.8%	72.6%	72.5%
Increase regular attendance (over 90%) for Aboriginal Students	59.0%	61.7%	62.0%
Increase number of explained absences	58.8%	68.0%	72.0%
Increase overall attendance rate	92.2%	92.4%	91.6%

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 2018

	TARGET 2017- 2019	EARLY CHILDHOOD	MIDDLE AND UPPER PRIMARY
Consistently or Often	75% of students	89.39%	83.39%



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 2018 SCHOOL YEAR

- Book Week
- Social Dance Dancing Lessons
- Learning Journey
- Crunch 'n Sip
- Year 6 Day Camps
- Swimming Lessons at Arena Joondalup and Yanchep Lagoon
- NAIDOC Celebrations
- Literary and Numeracy week
- Year 6 Graduation Ceremony
- Whole School Christmas Concert
- Principal's Morning Tea for Positive Behaviour
- P & C Summer Disco
- Interschool Carnivals – Athletics Carnival
- Girls Football Team
- FORM Creativity and Artists in residence programme
- Robotics and Forensic Science Workshops
- Edith Cowan University Science Department student workshops
- Choir performances at One Big Voice at Perth Arena, Bunnings Easter and Christmas Community events, ANZAC, Remembrance Day and Class Assemblies
- Excursions: Peninsular Farm, East Perth Cemetery, Scribblers Festival, Buckingham House, Kalamunda History Museum, Zoo



TRANSITION TO HIGH SCHOOL



The majority of our Year 6 students transition to either Butler College or Clarkson Community High School. Nine students chose other schools, and were accepted into a variety of programs, including the cricket programme at Ocean Reef Senior High School.

The graduation day was conducted this year at Butler College, and was attended by the Honourable John Quigley MLA, Attorney General. Student excellence was acknowledged, families enjoyed a lunch, shared graduation cake, and concluded with a social dance. We are grateful to the P&C for their continued support for this event.

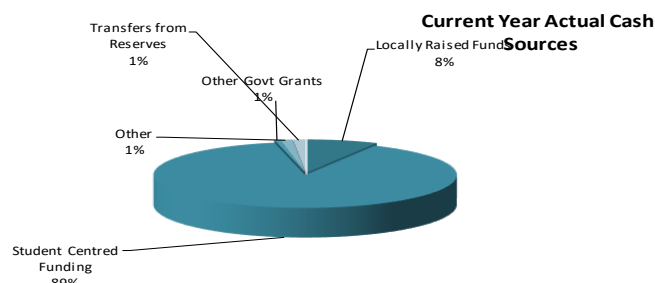
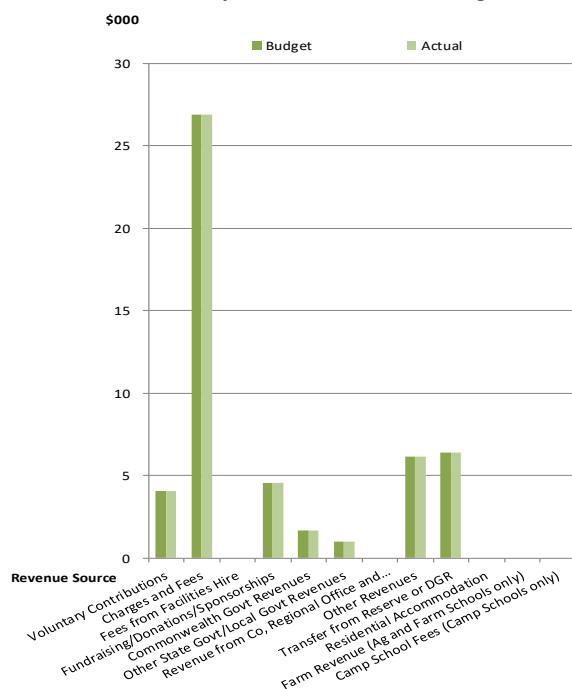
Destination High Schools 2019	Male	Female	Total
Butler College	11	9	20
Clarkson Community High School	4	11	15
Belridge Secondary College	2		2
Irene Mc Cormack Catholic College		2	2
Dianella Secondary College		1	1
Alkimos Baptist College	1		1
Ocean Reef Senior High School	1		1
Quinns Baptist College		1	1
Warwick Senior High School	1		1

FINANCIAL STATEMENT

Financial Summary as at
31st December 2018

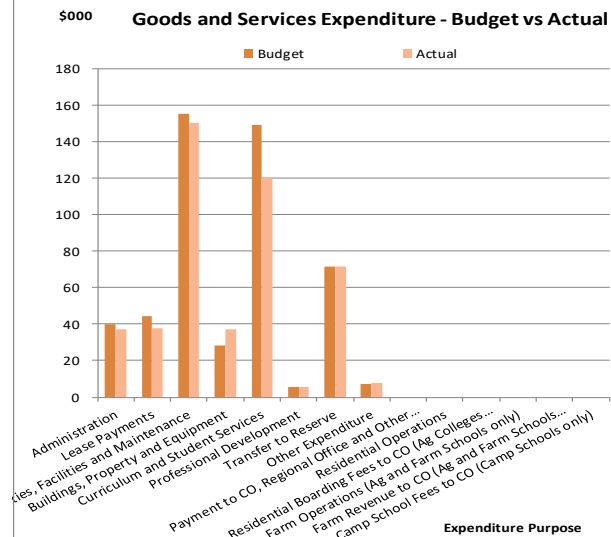
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,062.00	\$ 4,062.00
2	Charges and Fees	\$ 26,893.72	\$ 26,893.72
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 4,584.45	\$ 4,584.45
5	Commonwealth Govt Revenues	\$ 1,676.66	\$ 1,676.66
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 6,127.07	\$ 6,128.63
9	Transfer from Reserve or DGR	\$ 6,370.11	\$ 6,370.11
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 50,714.01	\$ 50,715.57
	Opening Balance	\$ 39,136.03	\$ 39,136.03
	Student Centred Funding	\$ 418,717.26	\$ 418,717.26
	Total Cash Funds Available	\$ 508,567.30	\$ 508,568.86
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 508,567.30	\$ 508,568.86

Locally Generated Revenue - Budget vs Actual

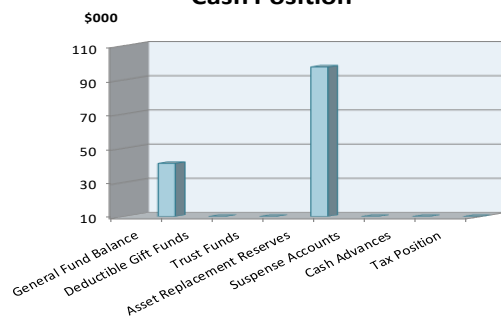


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 40,050.00	\$ 37,353.63
2	Lease Payments	\$ 44,500.00	\$ 37,518.73
3	Utilities, Facilities and Maintenance	\$ 155,300.00	\$ 150,365.23
4	Buildings, Property and Equipment	\$ 28,078.11	\$ 36,998.11
5	Curriculum and Student Services	\$ 149,054.53	\$ 120,445.12
6	Professional Development	\$ 5,500.00	\$ 5,574.39
7	Transfer to Reserve	\$ 71,626.50	\$ 71,626.50
8	Other Expenditure	\$ 7,456.40	\$ 7,606.37
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	\$ 501,565.54	\$ 467,488.08
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 501,565.54	\$ 467,488.08
	Cash Budget Variance	\$ 7,001.76	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at: 31/12/2018	
Bank Balance	\$ 137,673.68
Made up of:	
1 General Fund Balance	\$ 41,080.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 97,476.82
5 Suspense Accounts	\$ 2,516.08
6 Cash Advances	\$ 150.00
7 Tax Position	\$ 3,250.00
Total Bank Balance	\$ 137,673.68

STUDENT AFFIRMATIONS

We asked... what does it mean to be a Merriwa student?



We always come to school with a smile on our face and an open mind.

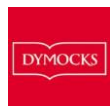
We respect ourselves and others.

We use kind voices and words.

We strive to be the best we can.

We appreciate and respect everyone for who they are.

We stand up for everyone.



COMMUNITY LINKS

How does the Community help our school?

So many ways...

- ◆ Board Membership
- ◆ Financial advice and support for families
- ◆ Food Hampers
- ◆ School Maintenance
- ◆ Discounted resources
- ◆ Family nights
- ◆ Support for school choir
- ◆ Vouchers
- ◆ Science education
- ◆ Aboriginal cultural advice
- ◆ ANZAC Defence Force Medallion
- ◆ Defence Force support for ANZAC ceremony
- ◆ Guest Speakers
- ◆ Library Books
- ◆ Bread for families
- ◆ Serving at the Breakfast Club
- ◆ Breakfast and Christmas hampers for families
- ◆ Free use of facilities
- ◆ Stationery and hats for students
- ◆ Smith Family Saver Plus
- ◆ Free Library Books
- ◆ Theatre Productions



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



Merriwa Primary School
A Proudly Independent School
67 Baltimore Parade
Merriwa WA 6030
Phone: 6206 2340

Email: Merriwa.ps@education.wa.edu.au
Website: www.merriwaps.edu.au

