



# Merriwa Primary School

## *Learning for Life*



# 2021 ANNUAL REPORT



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## FROM THE PRINCIPAL

*It is with pleasure that I present the 2021 Annual Report to you.*

*At Merriwa, we faced another year with the management of everyone's health and safety at the forefront of our minds. The uncertainty of COVID-19 and what it meant for us all provided us with ongoing challenges that our staff and students met with resiliency and courage.*

*Our focus on both the mental health and wellbeing of our students and staff, and our commitment to providing quality programs in numeracy and literacy, resulted in our best NAPLAN results in over 6 years. I am proud of what we have achieved together.*

### **I ASKED OUR STAFF ... HOW DID WE DO SO WELL? THEY SAID ...**

- Belief
- High expectations
- Amazing leadership in curriculum areas
- Positive community recognition and support throughout COVID-19
- Consistency in whole school, quality, structured programs
- Staff commitment and consistency
- Data analysis to inform our practice
- Common timetables for learning areas
- Collaboration
- Targeted intervention and ability streaming
- Social and emotional support
- Teaching student resilience

*Our school review is scheduled for Term 2 2022, and with these results we are in a fantastic position to demonstrate the effectiveness of our school.*

## SCHOOL BOARD ENDORSEMENT

**Principal**  
**Sue Waterhouse**

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

# SCHOOL BOARD REPORT

2021 continues to see many challenges and unforeseen changes due to the COVID-19 pandemic.

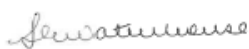
Both Merriwa Primary School (MPS) and Merriwa Education Support Centre (MESC) have continued to work together to minimise the upheaval and impact of these changes on our school communities. The Merriwa campus implemented a wide range of initiatives to build resilience in our young people, with on-going focus on support structures to minimise the negative impacts on their wellbeing.

While operations on campus were altered, the staff worked tirelessly to provide a safe, responsive and caring environment for our children and their families, for which they need to be highly commended. This is reflected in the positive results achieved in our NAPLAN results. Through consistency in whole school programs, incredible leadership and targeted interventions students on the Merriwa campus have thrived.

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.

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, positive mental health strategies 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. 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.

## SCHOOL BOARD ENDORSEMENT



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**Principal**  
**Sue Waterhouse**



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

# ABOUT OUR STUDENTS

## Enrolment

	2017	2018	2019	2020	2021
<b>Pre Primary – Year 6</b>	387	365	382	343	325
<b>Kindergarten</b>	40	39	38	57	41
<b>Total</b>	428	404	420	400	366

## Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2018</b>	92.6%	91.7. %	93.7%	88.8%	83.8%	80.8%	92.1%	90.5%	92.6%
<b>2019</b>	91.4%	91.6%	92.7%	84.1%	79.4%	79.5%	90.6%	89.5%	91.6%
<b>2020</b>	NR	NR	NR	NR	NR	NR	NR	NR	NR
<b>2021</b>	90.0%	90.7%	92.4%	78.7%	80.2%	76.8%	88.3%	88.9%	91.0%

## Student Profile

About Our Students	
Socio Economic Rating	929 (9 <sup>th</sup> decile)
Students with a Disability	18 (4.5%)
Aboriginal Students	53 (14.5%)

# DESTINATION HIGH SCHOOLS

Destination Schools	Male	Female	Total
4160 Clarkson Community High School	13	9	22
4191 Butler College	13	8	21
1418 Irene McCormack Catholic College	5	1	6
1488 Alkimos Baptist College		2	2
4207 Yanchep Secondary College		2	2
4153 Belridge Secondary College		1	1
4192 Joseph Banks Secondary College		1	1
4172 Kinross College	1		1
5267 La Grange Rem Com School	1		1





# 2021 STUDENT LEADERSHIP

## Head Boy and Head Girl



Tyson O'Brien



Lily Maitland

## Student Councillors



Narteisha  
Winmar



Tyler  
Phillips



Shaylee  
Mitchell



Ava  
Groat



Jade  
Winsor



Dexter  
Davis



Rubi  
Hogan



Maria Van de  
Nieuwenhuyzen

## Media Technicians

## Faction Leaders

### AKITA



CAPTAIN:  
Boston Hill



CAPTAIN:  
Ava Goat



VICE CAPTAIN:  
Kevin Ung



VICE CAPTAIN:  
Achok Deng

### BALTIMORE



CAPTAIN:  
Donrichie Tribnali



CAPTAIN:  
Mya Denver



VICE CAPTAIN:  
Calais Bateman



VICE CAPTAIN:  
Cathy Tribunali

### CALABAR



CAPTAIN:  
Jai Meek



CAPTAIN:  
Ella Everett



VICE CAPTAIN:  
Lucas McKay



VICE CAPTAIN:  
Isabella Meek

### PALERMO



CAPTAIN:  
Raymond Mayen



CAPTAIN:  
Keren Mbafumoja



VICE CAPTAIN:  
Kael Veloso-Myers



VICE CAPTAIN:  
Isabella Sabbioni

## ABOUT OUR STAFF



We are committed to providing a safe, inclusive and happy work environment, where all staff are valued, committed to whole school effective, research based programs, strategies and have high expectations for every child.

We also have some fun! We invited the ESC staff to join with us in a drumming lesson with Akwaaba African Drumming, where all staff bonded together in a magical, musical moment.

### Workforce Planning

We have an aging workforce at Merriwa Primary School, where the average age of teachers in 2021 was just over 50 years of age. In 2022 this has reduced to 47 years of age. The average age of the support staff continues to be over 50 years of age.

As student enrolments are declining, staff reductions have been managed by either teachers reducing their hours, taking up an appointment at another school, or retiring, without the need for any redeployment.

We have appointed five graduates into temporary positions for 2022.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	26	18.8	0
Total Teaching Staff	26	18.8	0
<b>School Support Staff</b>			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	1	0.2	0
Other Non-Teaching Staff	16	11.7	0
Total School Support Staff	21	14.5	0
<b>Total</b>	<b>50</b>	<b>36.4</b>	<b>0</b>



## ABORIGINAL CULTURAL STANDARDS FRAMEWORK


The Merriwa staff assessed our progress against the Aboriginal Cultural Standards in 2017, 2018 and 2021. We continue to strengthen and expand our understanding of Aboriginal Culture and implications for our students. Our outstanding NAPLAN results and high levels of attendance demonstrate our strong commitment and expertise in ensuring the best outcomes for Aboriginal students.



KEY

	2017				
	2018	CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS (PROFICIENT)
	2019				
RELATIONSHIPS					
LEADERSHIP					
TEACHING					
LEARNING ENVIRONMENT					
RESOURCES					

# STUDENT IMPROVEMENT TARGETS

STUDENT IMPROVEMENT TARGETS																				
TARGET 1		TARGET 2		TARGET 3																
Maintain or decrease the percentage of students who are identified as being at risk through the On Entry testing in Pre-primary. <b>Achieved.</b>		The percentage of students who have regular attendance (above 90%) will be greater than 75%.  Not achieved yet		School satisfaction equal to or greater than 4 (5 point scale) in the biennial Department of Education Parent Survey.  87%																
<table><tr><th>% AR</th><th>R</th><th>SL</th><th>W</th><th>N</th></tr><tr><td>2020</td><td>43</td><td>26</td><td>57</td><td>53</td></tr><tr><td>2021</td><td>25</td><td>25</td><td>47</td><td>21</td></tr></table>		% AR	R	SL	W	N	2020	43	26	57	53	2021	25	25	47	21				
% AR	R	SL	W	N																
2020	43	26	57	53																
2021	25	25	47	21																
TARGET 4				TARGET 5																
Student satisfaction with the quality of teaching is maintained at or above 70% in the biennial Department of Education student survey.  72.28%				To close the gap between student performance and the Australian mean in NAPLAN testing.  Achieved																
TARGET 6				TARGET 7																
80% of students will attain 'consistently or often' against the ABE from student reports.  Early Childhood 85% Middle & Upper Primary 88%				To close the gap in the educational achievements of Aboriginal students.  Achieved - See chart in NAPLAN results																

We are thrilled that we have met 6 out of 7 targets in 2021. The Business Plan will be reviewed in 2022 for the new 2023 – 2025 Plan and these targets will be shared and reviewed with the school community and the School Board for their consideration.

The attendance target will continue to be a focus through both whole school and intensive case management strategies. Individual case management will continue to be the portfolio of our Associate Principal.

# -Department of Education Strategic Directions-

Every student, every classroom everyday 2020-2024

## Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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Provide every student with a pathway to a successful future.	Strengthen support for teaching and learning excellence in every classroom.	Build the capability of our principals, our teachers and our allied professionals.	Support increased school autonomy within a connected and unified public school system.	Partner with families, communities and agencies to support the educational engagement of every student.	Use evidence to drive decision-making at all levels of the system.
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## KEY FOCUS AREAS

To achieve the student improvement targets the school has developed a range of strategies to enable success for all students.

### FOCUS AREA 1

MATHS AND ENGLISH  
(High Quality Teaching)

We:

- Explicitly teach content and skills
- Ensure all staff collaborate
- Engage all staff in relevant professional learning
- Provide a targeted high level of support for students at educational risk
- Regularly use student achievement data to track, analyse and diagnose the effectiveness of teaching and respond to individual needs
- Implement whole school programs that are research based – John Hattie's Visible Learning
- Apply technology that specifically enhances student learning
- Participate in the performance management process, classroom observations and self-reflect on performance according to the ATISL Standards

### FOCUS AREA 2

SOCIAL AND EMOTIONAL HEALTH AND WELLBEING  
(Relationships)

We:

- Explicitly teach social and emotional health and wellbeing
- Develop a safe, supportive and positive school community
- Acknowledge, reward and reinforce positive behaviour
- Explore and develop critical and creative thinking general capabilities
- Provide ongoing, effective communication with families
- Create new and strengthen established partnerships with local government, community based and external agencies
- Provide continued support and expertise through the student services team
- Engage with external agencies to provide support for students and families
- Support staff, students and families through the chaplaincy programme

# PROGRAMMES AND EVENTS

## WA Female Football Academy Pilot Program

We were proud to be selected as a pilot school for the WA Female Football Academy. Years 3 to 6 girls were selected to take part in the football clinic where they learned the basic skills. Our teams played against another pilot school in a carnival and won the inaugural championship. We are continuing in 2022.



## Summer Carnival

Girls T Ball winning the Grand Final



## Winter Carnival

Congratulations to our champion girls Netball B team 'The Green Machine.'



## Anzac Ceremony



We were proud to hold our usual dignified ceremony. Unfortunately, due to COVID we could not host our usual military and RSL guests, but we were so proud of our respectful students.

## Instrumental Music School Services

The I.M.S.S. program continued with lessons in guitar and flute. Both ensembles performed wonderfully at the graduation and Christmas concert.





## NAIDOC DAY



Our Senior Noongar Students, together with Mrs Duffill, planned our NAIDOC Day with a whole day of activities aimed at strengthening our understanding of, and appreciation for Aboriginal history and culture. The students set a great example for the whole school and were proud to be leading the school in celebrating their culture with their peers.

## Colour Run

We needed some fun! The colour run was the perfect opportunity to celebrate life.



## One Big Voice



We are so proud of the performance by Merriwa Primary School Choir at One Big Voice, Perth Arena.

They performed with 4,000 students to an audience of over 10,000 with beautiful singing, movement and harmony. We featured in signing AUSLAN to the National Anthem.



## Book Character Parade

Our commitment to celebrating reading was shared in our annual parade. This has become a highlight of the year and the support of our families and the joy in the faces of the children is very special.



## Faction Carnival



Faction Carnival Winners - Calabar



## Paint Wanneroo REaD



This National project was rolled out to Merriwa in 2021. It is funded by Rotary and encourages families to read at home, while waiting for this amazing egg to hatch!



## Cookie Corner

Cookie has become an integral member of our team. He provides support to both staff and students and his contribution to our collective mental health is outstanding!



## Creative Schools FORM

Our Year 1, 5 and 6 classes continued with this innovative general capabilities project. We hope to attract funding in 2023.



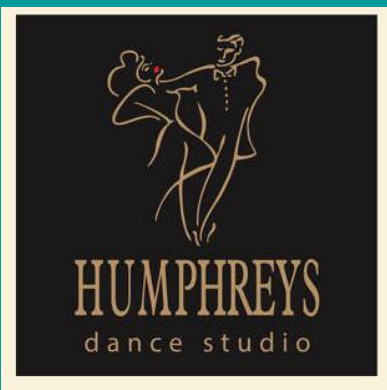
## Bunnings as Partners - Christmas Concert



Every year our choir performs at the Bunnings Easter and Christmas events. We are grateful for their wonderful support.



## Dancing Lessons



Every year Humphrey's Dance Studio presents a school program to our Year 5 and 6 students. The lessons are great fun and include not only traditional social dances, but also hip hop, salsa and Latin. The student and parent dance is a highlight of the Year 6 graduation.



# ECU and POLICE ACADEMY

## STRENGTHENING LINKS AND FUTURE PATHWAYS FOR ABORIGINAL STUDENTS: a pilot programme

In 2021 we initiated a pilot project with the WA Police Academy and ECU. This was supported by the Police Commissioner, Chris Dawson, Superintendent Kate Vivian, Principal of the Police Academy, and Caroline Bishop, Kurongkurl Katitjin ECU.

## PROPOSED OUTCOMES

1. To create and strengthen positive links between Aboriginal students and the WA Police.
2. To promote future post high school and tertiary pathways for Aboriginal students.
3. To increase safety and security for all West Australians.

## PROPOSED AGENCY LINKS

- Merriwa Primary School and Butler College
- Community Engagement, Kurongkurl Katitjin ECU
- WA Police Academy.

This initiative is in response to the Department of WA *Focus 2021* document that states:

*Provide every student with a pathway to a successful future.*

- *Engage Aboriginal students in learning that builds on their strengths and enables them to thrive academically and socially.*
- *Engage in early pathway planning to support young people to transition successfully through education and beyond.*

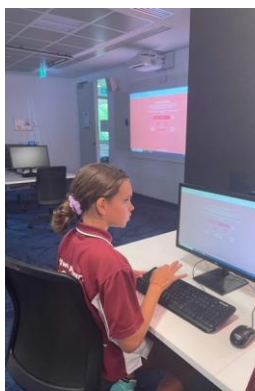
## FIRST STAGE

Our students were the first primary students to take part in workshops at the Police Academy. The students met the Aboriginal Police Cadets, participated in workshops including information about firearms, self-defence and protective measures, and then participated in Aboriginal Cultural Enrichment and Cyber Security Workshops at ECU.

## SECOND STAGE

To maintain and strengthen links with the Academy and ECU, and to include another group of students in 2022.

To explore the establishment of a PCYC or Police Rangers at Butler College.



## The Students Said:

What I want to do when I finish high school:

- Nursing
- Art
- Be a police officer
- I want UNIVERSITY!
- I want to be a doctor or a restaurant owner
- I want either be a police officer or play the guitar
- I want to be in the army and go to university and be a police officer
- I want to be a high school maths teacher
- I want to be a rugby player
- I want to finish high school and study at university.
- I want to study business or law or nursing.
- I want to go to University and be a police officer
- I want to be an Aboriginal Cadet.
- I want to be everything!
- I want to do cyber security in the army or in the police.
- I want to be a medic or in the police.
- I want to study nursing or be a police officer.
- I want to study forensics and be a police officer.
- I want to be a basketball player.

Things I have learned about the Police Academy and University:

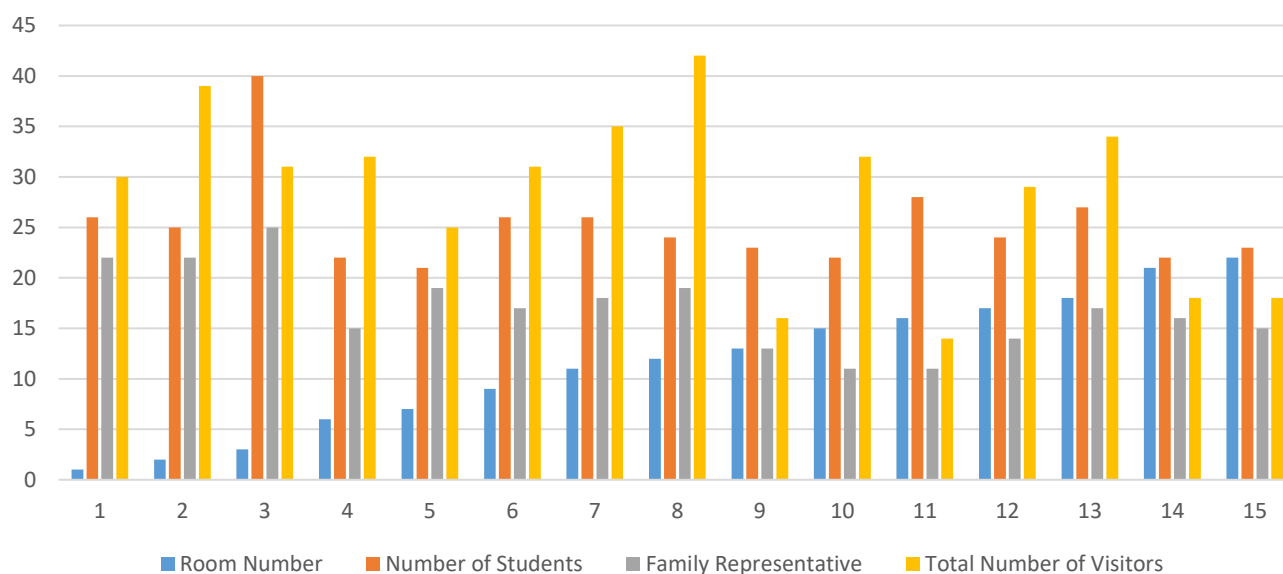
- Guns are not that heavy
- The place is so big!
- The scenario town was cool.
- I didn't know that police had a graduation.
- It's like a whole city. It has restaurants, movies, a hairdresser, a pub, energy pods, apartments and an ATM.
- I learned the Noongar elements.
- It looks brand new but its 30 years old.

# LEARNING JOURNEY

Room Number	Number of Students	Family Representative	Total Number of Visitors
1	26	22	30
2	25	22	39
3	40	25	31
6	22	15	32
7	21	19	25
9	26	17	31
11	26	18	35
12	24	19	42
13	23	13	16
15	22	11	32
16	28	11	14
17	24	14	29
18	27	17	34
21	22	16	18
22	23	15	18
<b>Total</b>	<b>379</b>	<b>254</b>	<b>426</b>

This event was very well supported, particularly, or maybe as a result of, COVID-19 restrictions. The school community celebrated visiting the classrooms.

Learning Journey Numbers





# HEALTH AND WELLBEING

At Merriwa we have an ongoing focus on mental health and wellbeing for students and staff. This was particularly significant as we faced the challenges of COVID-19 for a second year. Each term our Chaplain, Ash Smith, teachers and school psychologist checked in on the mental wellbeing of every child to make sure that we were all travelling well. Children who indicated they would like some extra help joined the Bounce Back workshops with Ash, and completed four sessions designed to teach resilience and to understand and manage emotions and reactions to stress. Teachers also implemented the Department of Education Resilience and Wellbeing program in their classrooms.

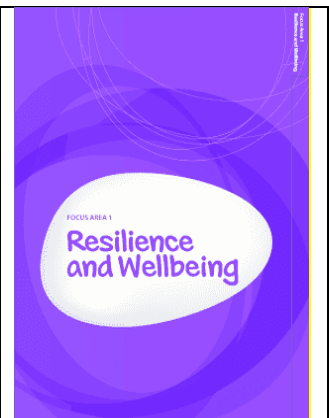


## MindUp

Our staff are trained in trauma informed practice and MindUP.

MindUp is a comprehensive, evidence-based curriculum that assists students to understand the links between the brain, our emotions and reactions to stress, to extend social and emotional awareness, to enhance psychological wellbeing and to promote academic success.

At least three times per day our students practice mindfulness which helps them to self-regulate their breathing and stress levels. Our staff also benefit from this program!



**MINDUP™**  
The Goldie Hawn Foundation

# NATIONAL SCHOOL OPINION SURVEY

## Merriva Primary School Parent Survey 2020

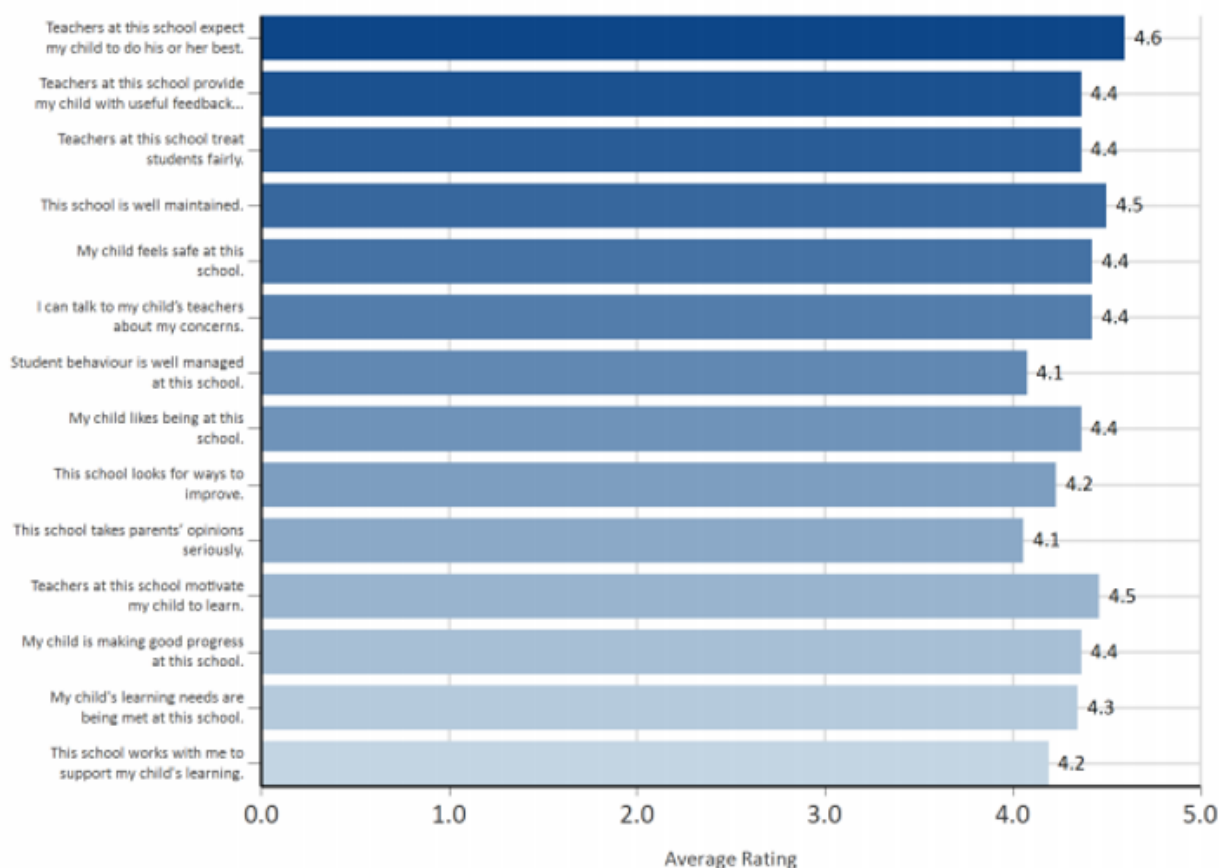
### 1 . Please rate the items below

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

**Our parent survey resulted in the highest scores we have ever received.**

**Our target was 80%.**

**We achieved 87%.**



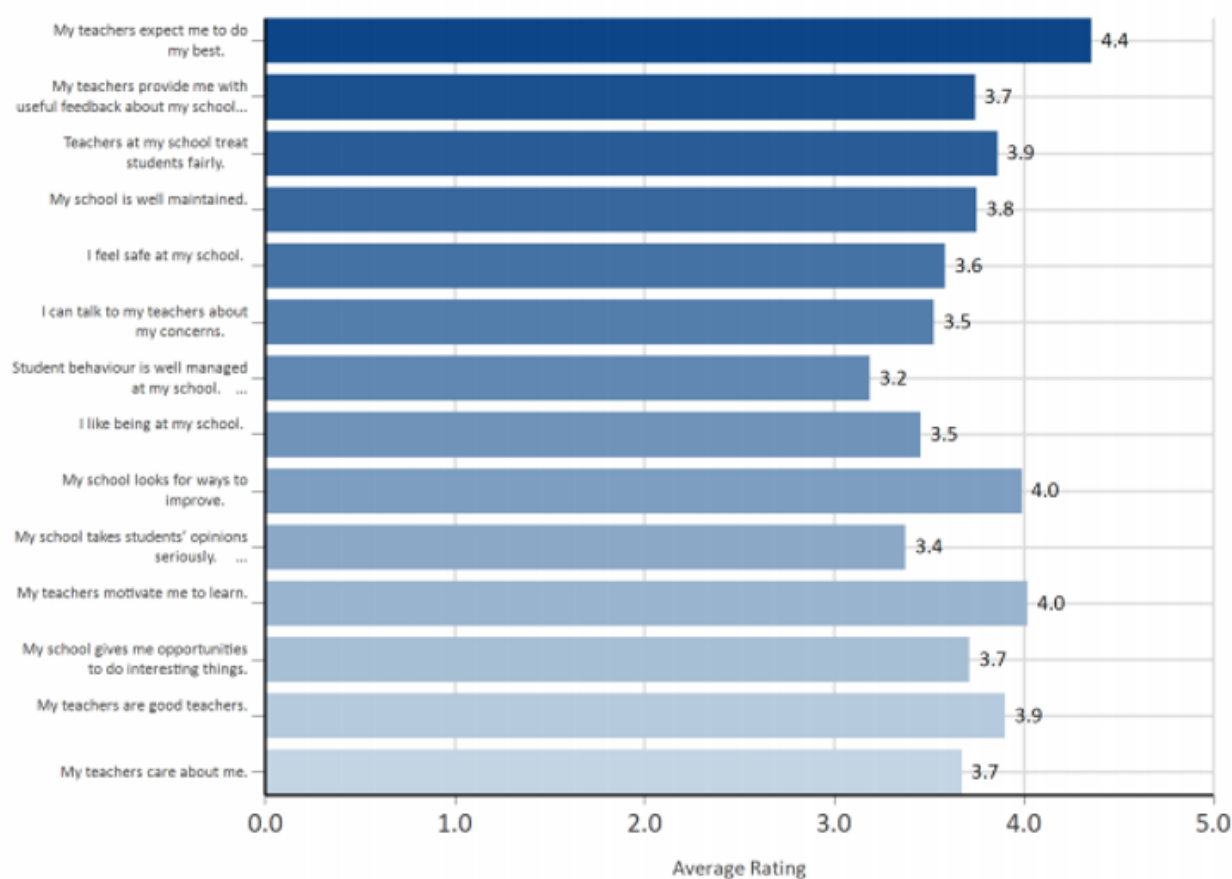
#### 4 . Please rate the items below.

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

The student survey was equally encouraging.

Our target was 70%.

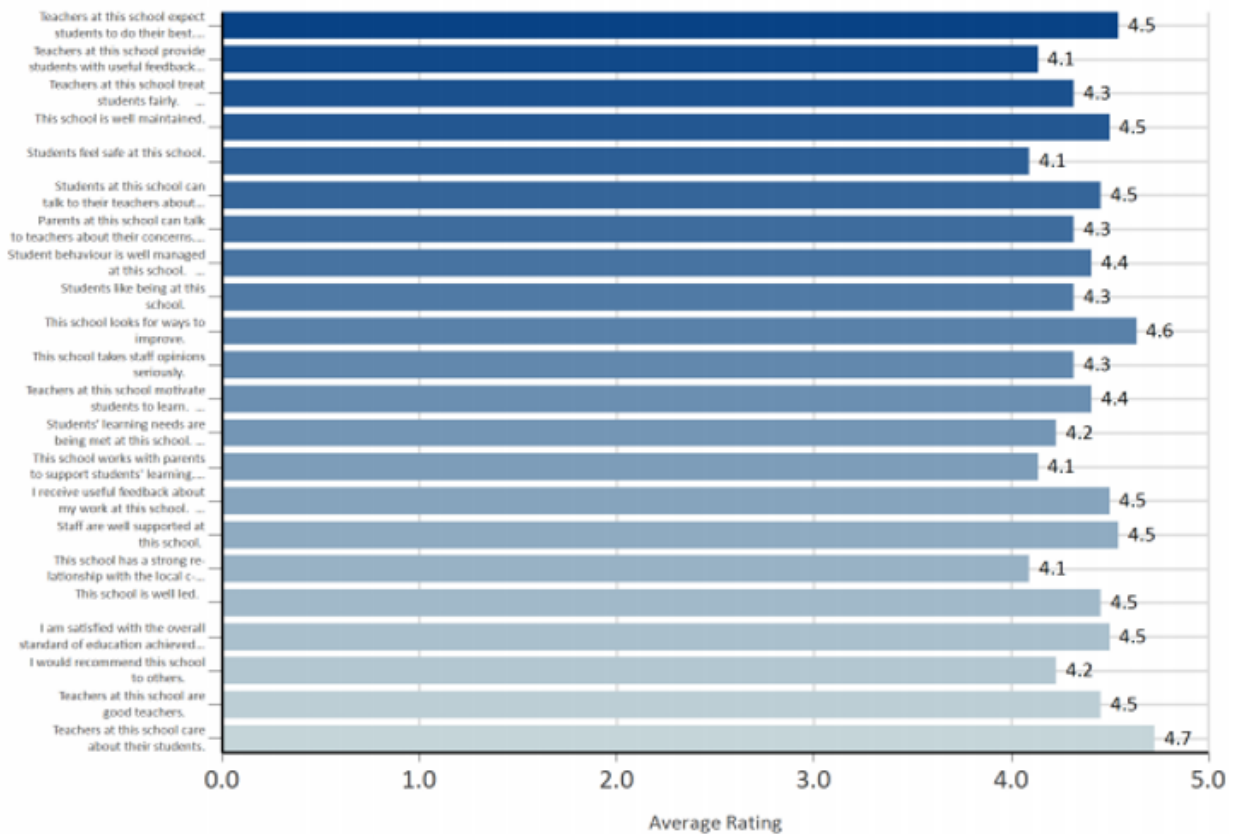
We achieved 72.28%



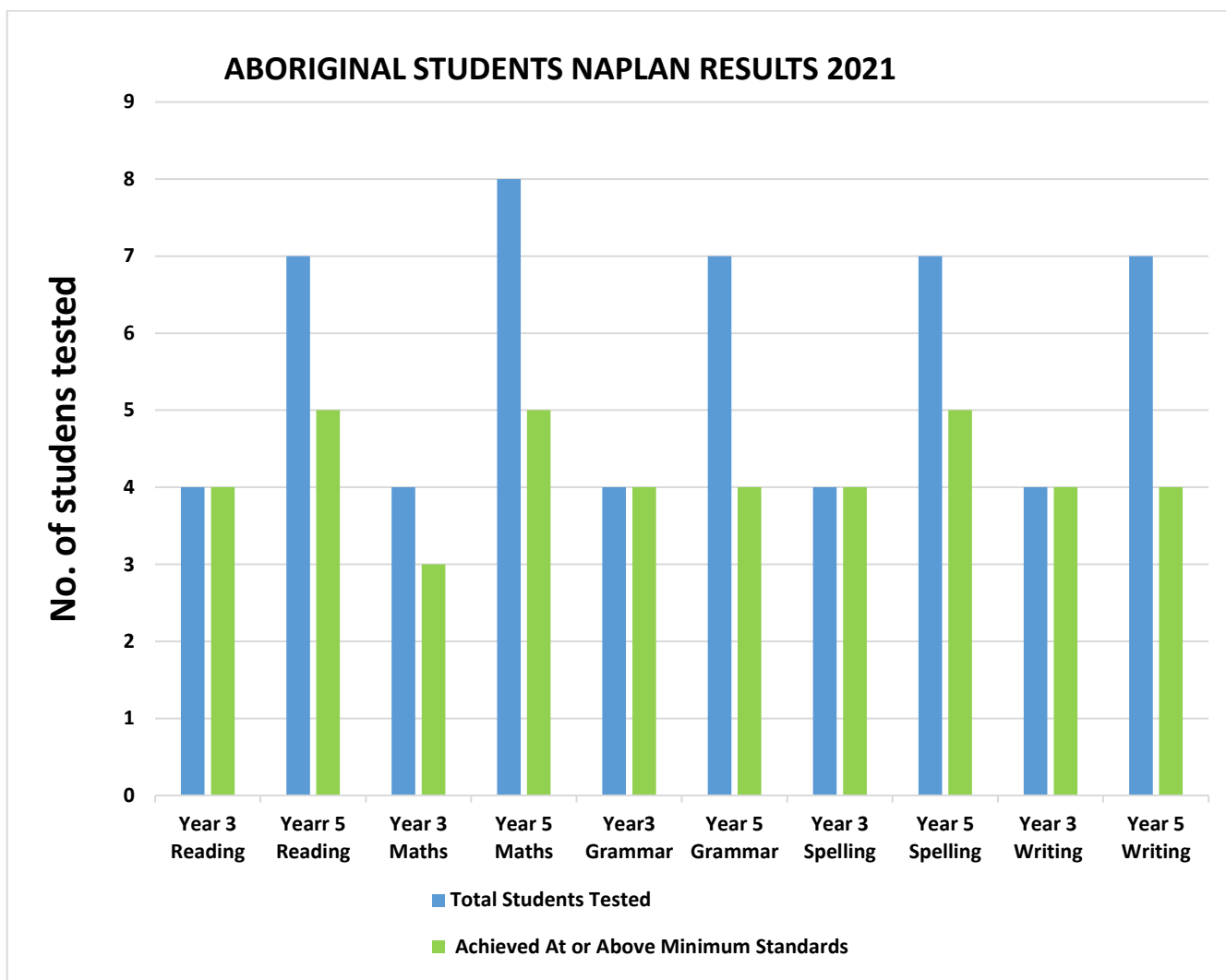
8 . Please rate the items below.

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

**Our staff results were outstanding.**  
**Their satisfaction with our school was**  
**an average of 87.36%**



# NAPLAN



## Comments

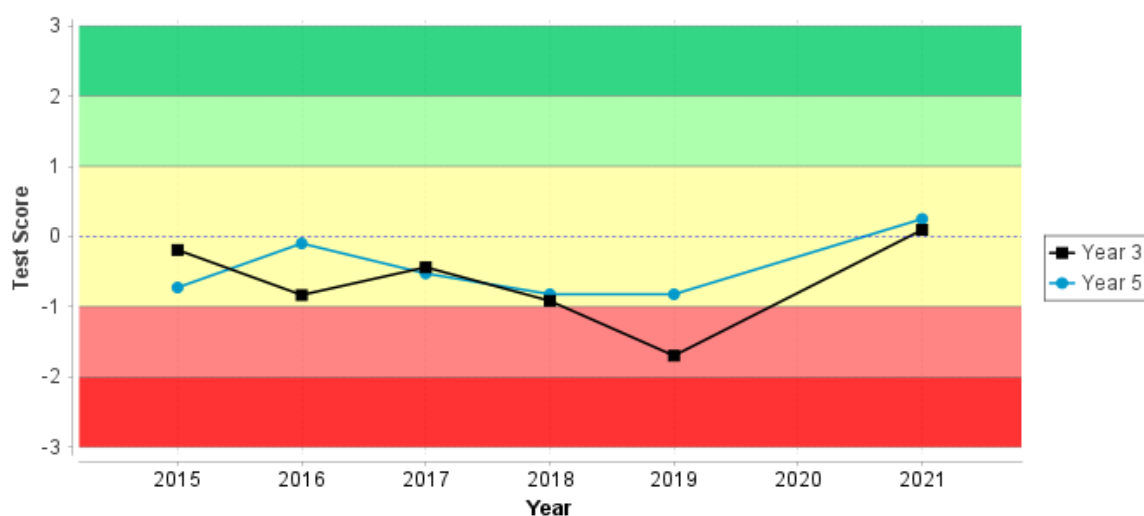
The results for our Aboriginal students are outstanding. Most students in each cohort achieved at or above the National Minimum Standards in all learning areas. These results are a reflection of our effective whole school programs and a culturally responsive, inclusive environment.



# NAPLAN

## Numeracy

Numeracy	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.2	-0.8	-0.4	-0.9	-1.7	0.1	62	65	55	50	50	48
Year 5	-0.7	-0.1	-0.5	-0.8	-0.8	0.3	51	46	43	55	59	46



## Key

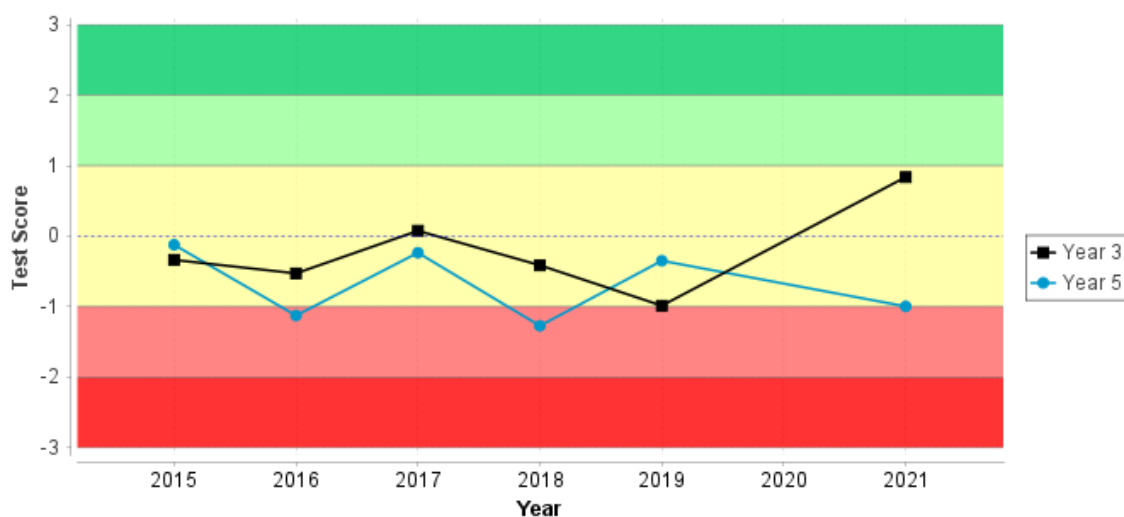
	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

## Comments

The improvement in our Numeracy results for both Years 3 and 5 is excellent. This is particularly outstanding given the interruptions and uncertainty caused by COVID -19 in 2020. The staff has attributed this to effective whole school programs, positive mental health initiatives and excellent curriculum leadership. As a result of data analysis, the Maths Curriculum Coordinator, Sue Zainudin, changed her focus in 2020-2021 to upskilling staff and students in problem solving and to ensuring that the whole school scope and sequence was implemented.

## READING

Reading	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.3	-0.5	0.1	-0.4	-1.0	0.8	65	65	54	52	50	48
Year 5	-0.1	-1.1	-0.2	-1.3	-0.3	-1.0	53	47	44	55	58	47



## Key

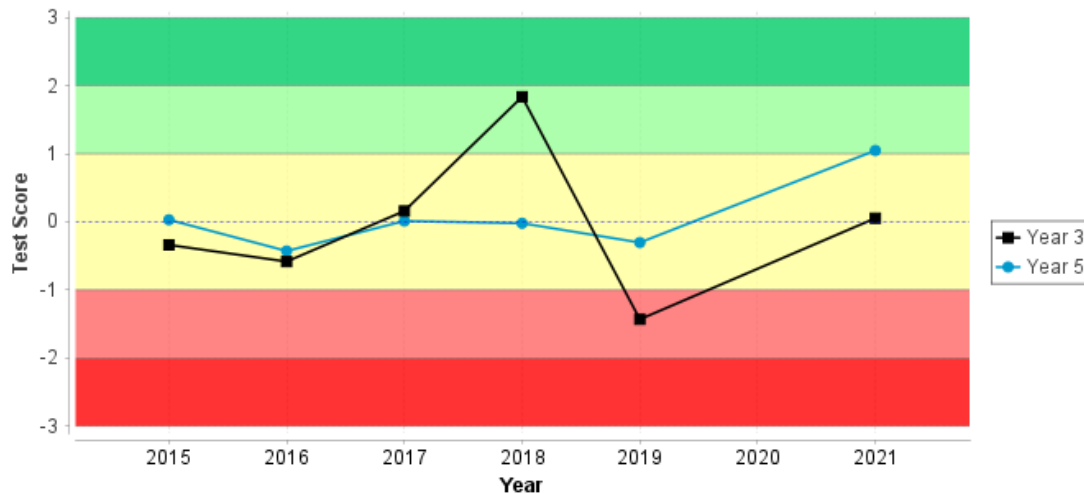
	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

## Comments

Reading showed mixed results. While there was incredible improvement in the Year 3 results, the Year 5 results showed minimal improvement. While the Year 5 cohort improved slightly compared to their Year 3 results, it was still just at the expected level. It is hoped that the cumulative impact of whole school programs, particularly in phonics and direct instruction reading and spelling will continue to show sustained improvement.

## WRITING

Writing	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.3	-0.6	0.2	1.8	-1.4	0.1	64	65	55	50	50	47
Year 5	0.0	-0.4	0.0	0.0	-0.3	1.0	53	46	42	56	59	47



## Key

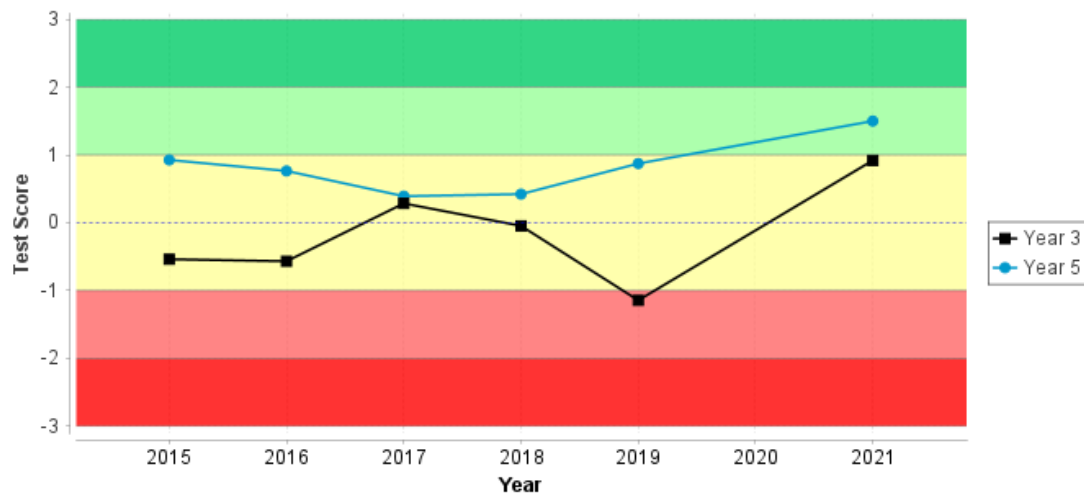
	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

## Comments

The significant improvement in writing results can be attributed to the establishment and implantation of Talk 4 Writing across the school, and the strong leadership of Kristie Avins, Literacy Coordinator and the English and TFW committees. It is anticipated that this positive result will be maintained next year.

## SPELLING

Spelling	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.5	-0.6	0.3	0.0	-1.1	0.9	64	65	55	52	50	46
Year 5	0.9	0.8	0.4	0.4	0.9	1.5	54	46	42	55	58	46



## Key

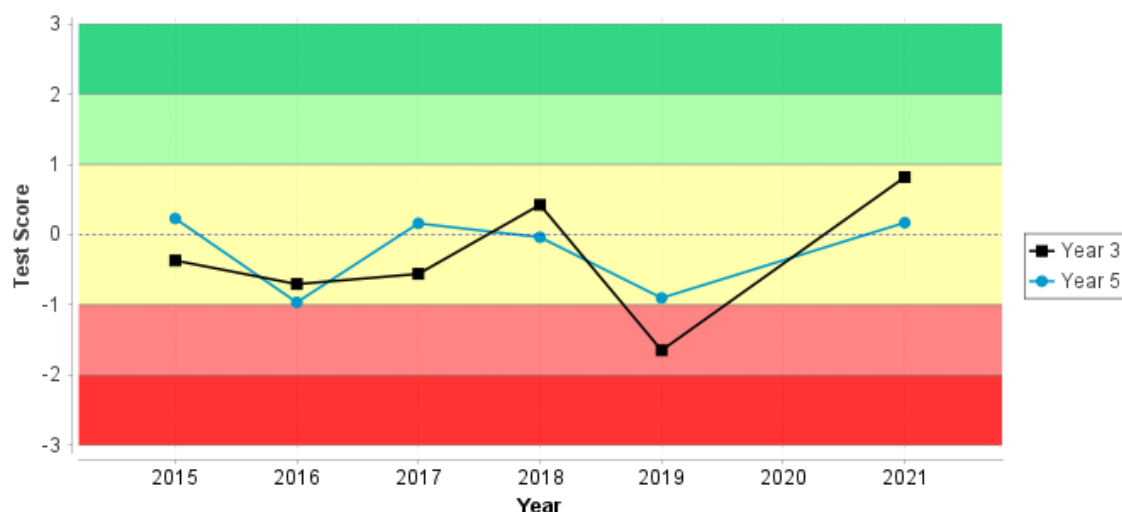
	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

## Comments

Our spelling results continue to be one of our strongest teaching and learning areas. The Year 5 students improved by 2.6 standard deviations since their previous testing in 2019. In addition to our well established Spelling Mastery program, we also cross set Letters and Sounds in the junior classes. This ensured that every student could access explicit teaching in phonics and spelling at their individual level.

## GRAMMAR & PUNCTUATION

Grammar & Punctuation	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.4	-0.7	-0.6	0.4	-1.6	0.8	64	65	55	52	50	46
Year 5	0.2	-1.0	0.2	0.0	-0.9	0.2	54	46	42	55	58	46



### Key

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

### Comments

The improvement in grammar and punctuation reflects the improvement in spelling. It is likely to be as a result of whole school, explicit teaching of grammar and punctuation through Talk 4 Writing. Of particular note is the improvement of the Year 5 cohort, who improved nearly two standard deviations since their previous testing in Year 3.



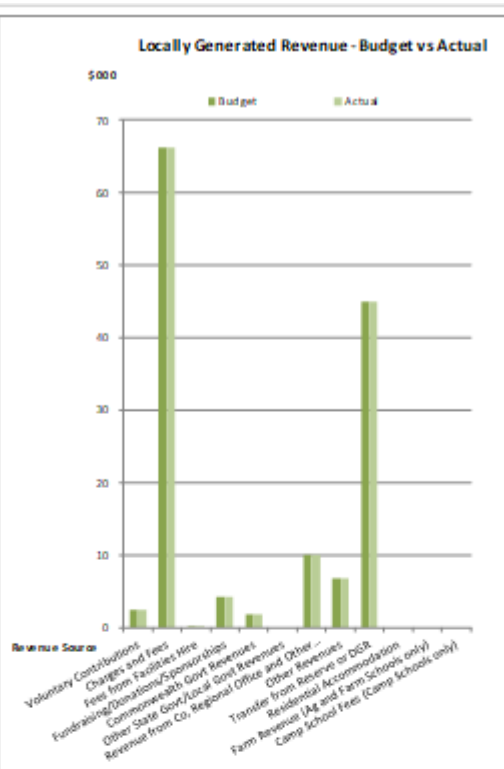
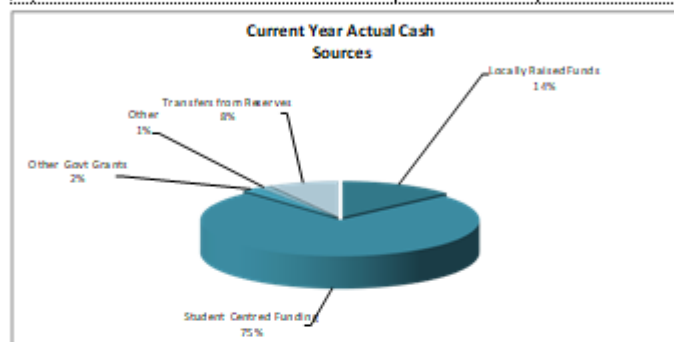
# HIGHLIGHTS OF THE 2021 SCHOOL YEAR

- We stayed open!
- Our NAPLAN results!
- WA Female Football Academy
- Cross Country
- Swimming Lessons and Day Camps
- Summer Carnival
- One Big Voice
- Winter Carnival
- NAIDOC day
- Australian author visited our school
- Faction Carnival
- Colour Run
- Book Character Parade
- Maths Mystery Mania
- Scitech Problem Solving Family Evening
- Halloween Disco
- Cricket Carnival
- WA Police Academy Partnership
- Bunnings Christmas Concert
- ECU Cyber Security Career Pathways

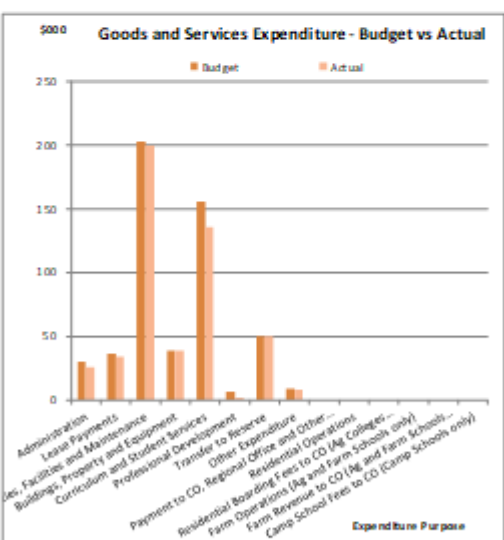
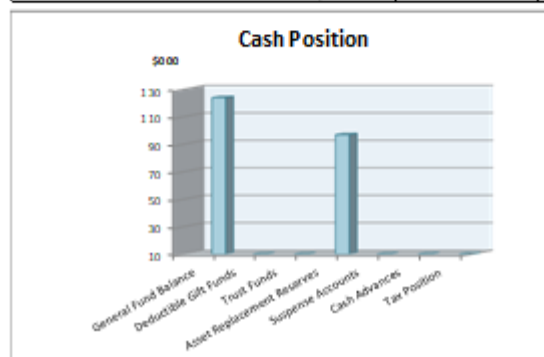


## Financial Summary as at 31<sup>st</sup> December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 2,453.00	\$ 2,453.00
2	Charges and Fees	\$ 66,126.67	\$ 66,126.67
3	Fees from Facilities Hire	\$ 126.75	\$ 126.75
4	Fundraising/Donations/Sponsorships	\$ 4,250.80	\$ 4,250.80
5	Commonwealth Govt Revenues	\$ 3,808.63	\$ 3,808.63
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 9,996.53	\$ 9,996.53
8	Other Revenues	\$ 6,821.67	\$ 6,821.99
9	Transfer from Reserve or DGR	\$ 44,891.07	\$ 44,891.07
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 336,477.10</b>	<b>\$ 336,477.42</b>
	Opening Balance	\$ 70,304.52	\$ 70,304.52
	Student Centred Funding	\$ 408,167.11	\$ 408,167.11
	<b>Total Cash Funds Available</b>	<b>\$ 614,948.73</b>	<b>\$ 614,949.05</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 614,948.73</b>	<b>\$ 614,949.05</b>



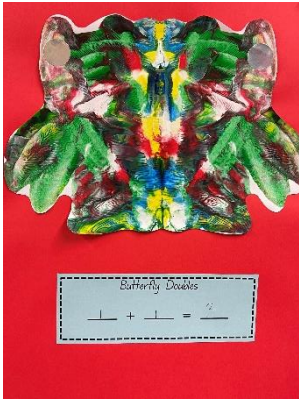
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,050.00	\$ 25,009.53
2	Lease Payments	\$ 36,000.00	\$ 33,547.34
3	Utilities, Facilities and Maintenance	\$ 202,340.75	\$ 199,630.58
4	Buildings, Property and Equipment	\$ 38,144.83	\$ 38,144.83
5	Curriculum and Student Services	\$ 155,081.00	\$ 135,120.56
6	Professional Development	\$ 6,500.00	\$ 3,632.40
7	Transfer to Reserve	\$ 50,000.00	\$ 50,000.00
8	Other Expenditure	\$ 8,465.60	\$ 8,039.39
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 526,622.18</b>	<b>\$ 491,078.83</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 526,622.18</b>	<b>\$ 491,078.83</b>
	Cash Budget Variance	\$ 88,326.55	



<b>Cash Position as at:</b>	
Bank Balance	\$ 200,351.96
Made up of:	
1 General Fund Balance	\$ 120,351.96
2 Deductible Gift Funds	\$ 12.23
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,801.31
5 Suspense Accounts	\$ 0
6 Cash Advances	\$ -
7 Tax Position	\$ 0
<b>Total Bank Balance</b>	<b>\$ 200,351.96</b>

## At the Learning Journey we asked our students...

What is your favourite piece of work?



Colouring in the house and finding the dinosaur bones.

My dream catcher.

The Gingerbread Man.

My Talk for Writing Report.

6 kites, 8 eggs and 10 rainbows.

My monster.

The visitors and children said:



I love my mum and dad coming to my school

I'm glad I learned counting by 6s

Thank you Mrs Hollie for teaching me.

I need to work on my typing skills.

My goal is to get to 200 nights of reading.

I am proud that I can count by 6.

Love the writing, "why children should not be on electronic devices." Hilarious and true.

The classroom is beautiful – full of colour.

I'm glad I learned how to calm down.

It was great to see her growth this year. We are so happy and proud of her and her work!

I love seeing his progress throughout the term and seeing how is grasping the more difficult tasks.

Beautifully presented classroom.

Thank you for teaching our girl.

Such a beautifully inspiring classroom!

Great teachers mould awesome students.

Thank you for giving my boy the tools he needs to succeed!

# A BIG THANK YOU TO OUR COMMUNITY SUPPORT

