



Merriwa Primary School

Learning for Life



2019 ANNUAL REPORT



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FROM THE PRINCIPAL

It is with great pleasure that I present Merriwa Primary School's Annual Report for 2019.

I am proud to be Principal of our school and so privileged to meet and work with so many wonderful students, staff and community members.

At Merriwa Primary School we believe that every child matters, every day. We are driven by research based, effective programs to ensure that no time at school is wasted.

The Visible Learning research by John Hattie shapes how we work at Merriwa and is focussed on effective teachers who present effective programs to meet the unique needs of our students.

At Merriwa you will see:

- Happy, engaged children.
- The power of the group working together.
- Teachers taking on leadership roles.
- Collaboration with mutual goals that are clear and specific.
- Teachers who collect, analyse and use evidence to inform their practice.
- Strong partnerships with the community.
- There is no judgement, but there is shared accountability.

We believe this happens by strong, shared leadership, by developing authentic and meaningful partnerships with you, your child and the wider community, and by continually adapting to the changing needs of society.

This is particularly evident in the programmes we have chosen. Academic programmes such as Direct Instruction in reading, phonemic awareness and spelling, explicit teaching of phonics and maths, Literacy Pro and *Talk 4 Writing* demonstrate our commitment to best practice.

Programmes in music, Italian, physical education and science provide opportunities for our students to explore the world beyond Merriwa.

Social and emotional wellbeing is addressed through *MindUp*, *Friendly Schools Plus* and *Positive Behaviour in Schools* and is supported by informed practice on poverty, trauma and abuse. Our aim is to help every child to understand and manage their emotions, develop resilience and to form healthy relationships.

Attendance is case managed, and our student services team ensures that every child is provided with the curriculum and support that is required to improve.

Student pathways for the future are explored and supported. The partnership we have established through our shared Board Chair, Caroline Bishop, with Edith Cowan University continues to grow in strength and impact. It provides 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. The *Old Ways New Ways* science programme continues to be a feature of our extension science pathway for both Aboriginal and non-Aboriginal students. The students tell us they can see pathways that they never imagined before.

FORM Creative Schools has provided us both with the funding for creative practitioners and the structure to teach and establish creative and critical thinking in our school. As a result, teachers are implementing the National Curriculum 21st Century General Capabilities with growing confidence and skill.

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.

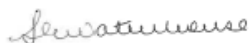
Each year we are guided by our Business Plan and the advice and feedback of our much valued Board. The members of our Board continue to support us, to ensure we acknowledge the impact of disadvantage upon outcomes for our students and to share our journey.

I present to you the Annual Report for 2019.

Sue Waterhouse

Principal

SCHOOL BOARD ENDORSEMENT



Principal
Sue Waterhouse



Board Chair
Caroline Bishop



SCHOOL VISION

Learning for life

OUR SCHOOL PURPOSE

To prepare young minds for future challenges by teaching skills for life long learning.

OUR SCHOOL EXPECTATIONS FOR EVERY STUDENT

I ACHIEVE

I AM FRIENDLY

I AM POSITIVE

I AM RESPECTFUL

STATEMENTS FROM STUDENTS

At Merriwa we stand up for everyone

At Merriwa we keep our hands, feet and head to ourselves

At Merriwa we use kind words

At Merriwa we appreciate and respect each other

ABOUT OUR STUDENTS

Merriwa Primary School was established in 1995 and was certified as an Independent Public School from 2017. We have an Education Support Centre located on our school site, with an inclusive model of practice.

Due to the expansion of suburbs north of Merriwa, our enrolment trend is decreasing, from 609 students in 2010 to 419 students in 2019. In 2019 50 Aboriginal students (11.9%) and 36 African students (8.5%) were enrolled here, and 20 (4.8%) students with an identified disability. Twenty seven different languages are spoken at home.

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 22.2% in 2019.

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
2016		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%
2019	91.4%	91.6%	92.7%	84.1%	79.4%	79.5%	90.6%	89.5%	91.6%

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

Enrolment

		2016	2017	2018	2019
Primary excluding Kindergarten	425	395	387	365	382
Kindergarten numbers	54	40	40	39	38
Total	479	435	428	404	420

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

2019 Student Leadership

Head Boy and Head Girl



Seth Drummond-Hay



Emma Kinnane

Student Councillors



Chantelee
Hanekom



Baoyi
Wang



Keely
Verbakel



Olivia
Williams



Shari
O'Brien



Olivia
Collister



Abbie
Reynolds



Ashley
Marshall

Media Technicians

Faction Leaders

AKITA



CAPTAIN:
Noriar Thichiot



CAPTAIN:
Brooklyn Hill



VICE CAPTAIN:
Auguston-Leshay Waaka



VICE CAPTAIN:
Sharnnah Putupai

BALTIMORE



CAPTAIN:
Kydan Herrick



CAPTAIN:
Tayla Hyam



VICE CAPTAIN:
Jeramiah Pickett



VICE CAPTAIN:
Ebonie Dunning

CALABAR



CAPTAIN:
Seth Drummond-Hay



CAPTAIN:
Thida Chau



VICE CAPTAIN:
Tyson Pansini



VICE CAPTAIN:
Judith Paul

PALERMO



CAPTAIN:
Aguk Makuei



CAPTAIN:
Olivia Williams



VICE CAPTAIN:
Casey Ansley



VICE CAPTAIN:
Sophie Williams



ABOUT OUR STAFF

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers the Teacher Registration Board of WA. All staff have Working With Children Checks and National Police Clearance and four staff hold First Aid Qualifications. Our teaching practice is guided by research, particularly Visible Learning by Professor John Hattie. In 2019 we examined our teaching proficiency against the Australian Teaching Standards and used the Merriwa Model of Self Reflectio to provide targeted feedback. Professional Development included:

- Teaching maths
- Talk for Writing
- Literacy Pro Reading Programme
- Brightpath - Writing Assessment and Moderation
- General Capabilities – Critical thinking and Creativity

A requirement by the Department of Education for 11 staff to clear outstanding Long Service Leave was met, sick leave rates were low, one staff member worked in a higher duties position at another school and there was one resignation and two retirements.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	4	2.2	0
Total Administration Staff	5	3.2	0
Teaching Staff			
Other Teaching Staff	31	21.4	0
Total Teaching Staff	31	21.4	0
School Support Staff			
Clerical / Administrative	4	2.6	0
Gardening / Maintenance	2	0.5	0
Other Non-Teaching Staff	18	14.7	0
Total School Support Staff	24	17.8	0
Total	60	42.4	0

SCHOOL BOARD REPORT

2019 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 continue to focus on sustainability and growth, which has allowed upgrades to facilities and the purchase of new equipment.

MESCC 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 schools 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 music, fitness and the reading club; 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: Melissa Ahlquist

Secretary: Karen Cochrane Dilger

Treasurer: Sherryn Reynolds

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 2019 year included:

- The Easter and Christmas Raffle
- Sausage Sizzle at the Learning Expo
- Pizza Lunches
- Annual Lapathon
- School Banking Program
- Mother's Day Stall
- Father's Day Raffle
- Entertainment Books
- Jellybean Competition
- Silver coin challenge
- 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 overhead projector and screen in the undercover area.

We are grateful to our small band of dedicated parents



STRATEGIC CURRICULUM DIRECTIONS



TEACHING AND LEARNING

In accordance with the Department of Education *Focus 2019*, we were 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 reflect upon their teaching practice continued in 2019 through self rating using the Merriwa Model of Self Reflection and the Australian Institute for Teaching and School Leadership Standards. Staff helped each other by observing classroom lessons and providing constructive feedback, which teachers then linked to their performance management.

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 .
- The process for review, data collection and analysis has been designed by the Review Committee and is based on the ACER model.
- The external review is planned in 2021.

STEM (Science, Technology, Engineering and Maths)

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

- Continued appointment of science and computer specialist teachers
- Science and computer laboratories.
- Provision of specialist science lessons from K – 6
- iPads in 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.
- Preparation of students for online NAPLAN testing
- Pilot school for online NAPLAN testing.

English

Merriwa staff collaborate and plan together on whole school learning programs. A refocus on reading saw the introduction of Literacy Pro with the aim of improving the enjoyment and engagement of students in reading.

- Literacy Pro Reading Programme
- Guided Reading
- Talk for Writing
- Early intervention
- Letters and Sounds
- Direct instruction reading, phonemic awareness and spelling

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 and will be reviewed again in 2020. 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 2019 Assessment

QUALITY AREA	Elements
Educational Program and Practice	Working Towards
Children's Health and Safety	Met
Physical Environment	Working Towards
Staffing Arrangements	Met
Relationships with Children	Met
Collaborative Partnerships with Families and Communities	Working Towards
Governance and Leadership	Met

The areas to work on in 2020 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 – creation 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.



SCHOOL SPECIALIST PROGRAM

Music – Mrs Rose Prior

One Big Voice, Guitar and Flute Lessons, Drumming Group, ANZAC, Bunnings Easter and Christmas Concert, Assemblies, Learning Journey and Graduation.



Physical Education – Mr Ben Allan

Year 6 Beach Swimming Lessons, Swimming Lessons at Joondalup Arena, Girl's Docker Cup, Dancing Lessons, Cross Country, Athletics Carnival Champions – Baltimore and Interschool Carnival Champions.



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

Years 3 – Linked with Music Programme



Science – Ms Chris Leonard

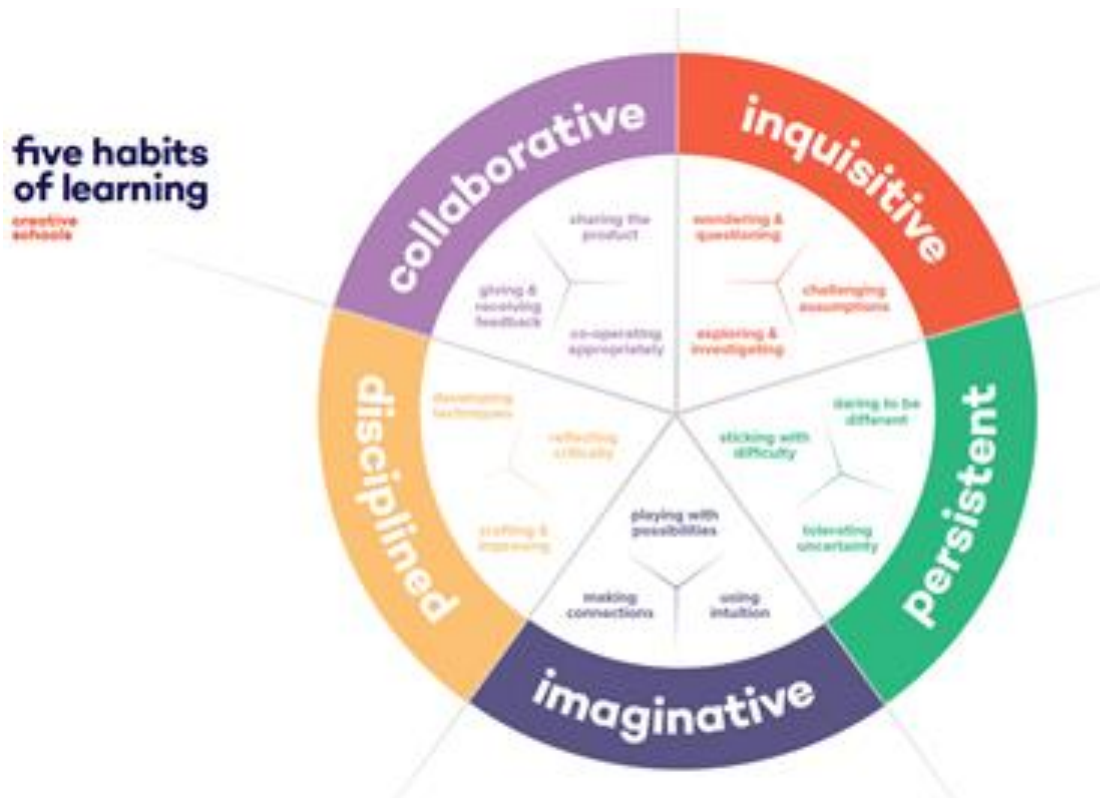
Science Club, ECU Old Ways New Ways, Traditional Aboriginal and Modern Science Workshops



SCHOOL INITIATIVES

FORM CRITICAL THINKING AND CREATIVE LEARNING

We were fortunate to be part of this pilot study again. Two artists in residence worked with our staff to embed creative learning and critical thinking through the five habits of learning. The projects were focussed on maths and the students had a brilliant time making movies and clay models to explain volume and capacity and fractions!



Health and Wellbeing

Cookie the Therapy Dog and Asthma Accreditation

Our little friend Cookie has brought many a calm, loving moment to those who need just a hug. He is much loved and can be found anywhere that Sandra Long is! He regularly attends staff meetings, case conferences and behaviour management interventions.

He recently attended the Asthma Accreditation training, along with all staff.



Foodbank Breakfast Club

Our Breakfast Club operated every morning 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 around 50 breakfasts were served every morning. The Foodbank Team also ran cooking classes at our school, to encourage our students to make healthy food choices.



The Chaplain

Ash Smith, our Chaplain, also engaged with the students to provide pastoral care. He presented sessions regularly at school assemblies about the values that are important to us and help us to build resilience, respect ourselves and each other and to get along with each other.



Learning Journey

The success of this open night continues to grow and grow.

It was opened by Tracey Roberts, Mayor of the City of Wanneroo, and was supported by:

Merriwa P and C

Merriwa School Board

Bunnings

North Metro TAFE

Clarkson Community High School

Butler College

Irene Mc Cormack Catholic College

Kurlangas Playgroup

Fire and Emergency Services

Scholastic Book Fair

Salvation Army



Our students were proud to show their parents their classrooms and school work, and enjoyed the opportunity to link with our community.



Homework Club: A Board Initiative

The craft, music, gardening, active, yoga, writing and science clubs were run after school by staff and volunteers and the children had a wonderful time.



NAIDOC Day : VOICE, TREATY, TRUTH

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. NAIDOC Day at Merriwa continues to be an authentic celebration of Aboriginal Culture.



MINDUP CURRICULUM

We are committed to strengthening the resilience and mental health of our staff and students. MindUp helps students to understand about mindfulness and the brain. The programme 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 well being and to promote academic success.



ANZAC Ceremony



Blessing of the Roads – City of Wanneroo



Bunnings Christmas Concert



Julie Otremba from Bunnings continued her amazing support for Merriwa, as a Board member, by inviting our choir to perform at the Bunnings Easter and Christmas events and through her carpentry workshops, gardening knowledge and donations.

We are grateful for the ongoing support of Julie and her team.

STUDENT PERFORMANCE

NAPLAN 2015 - 2019

	Year 3					Year 5				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Numeracy	-0.2	-0.8	-0.4	0.09	-1.7	-0.7	-0.1	-0.5	-0.8	-0.8
Reading	-0.3	-0.5	0.1	-0.4	-1.0	-0.1	-1.1	-0.2	-1.3	-0.3
Writing	-0.3	-0.6	0.2	1.8	-1.4	0.0	-0.4	0.0	0.0	-0.3
Spelling	-0.5	-0.6	0.3	0.0	-1.1	0.9	0.8	0.4	0.0	0.9
Grammar & Punctuation	-0.4	-0.7	-0.6	0.4	-1.6	0.2	-1.0	0.2	0.0	-0.9

	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 for 2019 are mixed.

The Year 3 results show that this group of students performed significantly below the group from 2018 in all areas.

Meanwhile, the Year 5 results showed a significant increase in reading and spelling, a decrease in grammar and punctuation, and steady results for numeracy and writing.

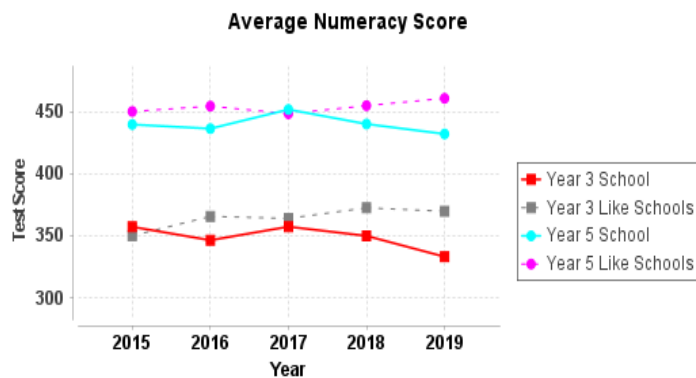
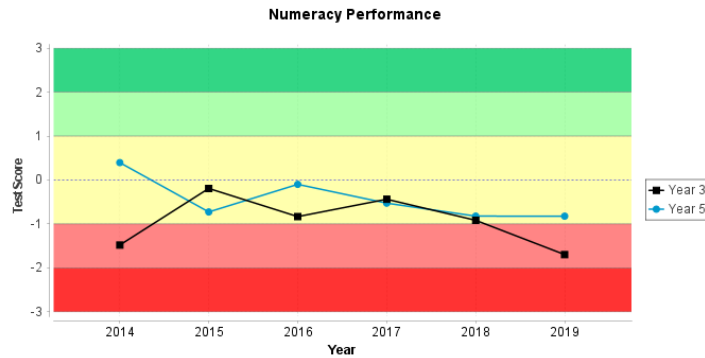
There was an audit of reading in 2018. This resulted in an immediate increase in time allocation for reading, the introduction of Corrective Reading DI lessons for Year 4 – 6 students who were not achieving to standard and a refocus on guided reading techniques. This appears to have made the significant improvement in Year 5 reading of one standard deviation.

Online NAPLAN testing in 2019 experienced many technical difficulties and it is not known how much this affected this had, particularly on the Year 3.

It is hoped that the testing regime will be improved nationally next year, so that the students have the best opportunity to demonstrate their skills.

NUMERACY

Merriwa Compared to Like Schools



Findings Summary:

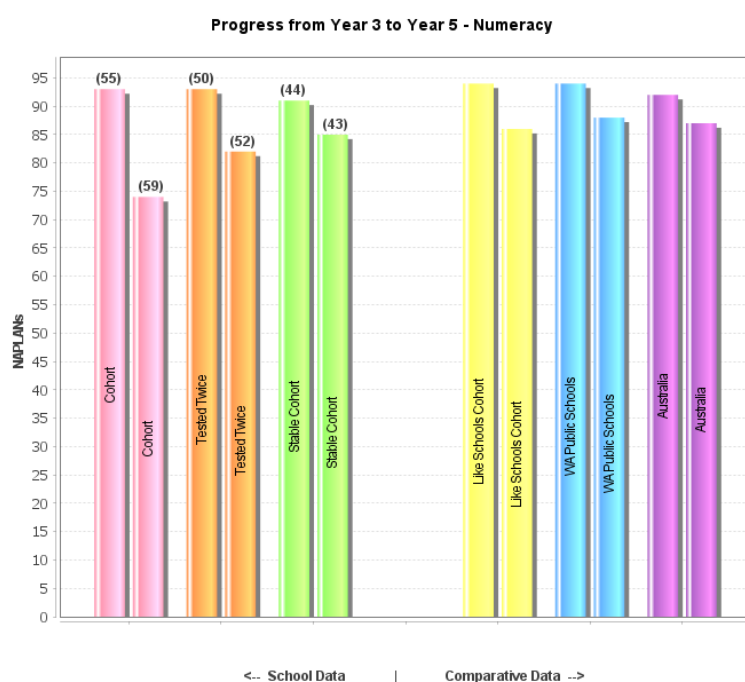
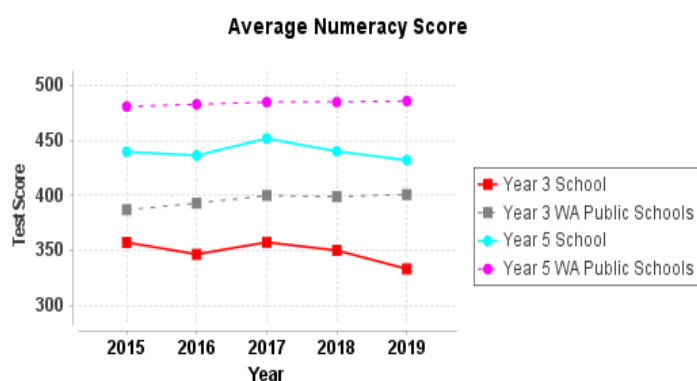
Merriwa PS Numeracy results showed a general decline in 2019.

There was an audit of maths to investigate these this.

The findings revealed that a cohesive whole school approach was required, along with curriculum coaches. This will be addressed through the operational plan, collaborative planning in year levels and allocation of curriculum leaders in 2020.

Explicit teaching of mental maths and a focus on times tables will also be extended in 2020.

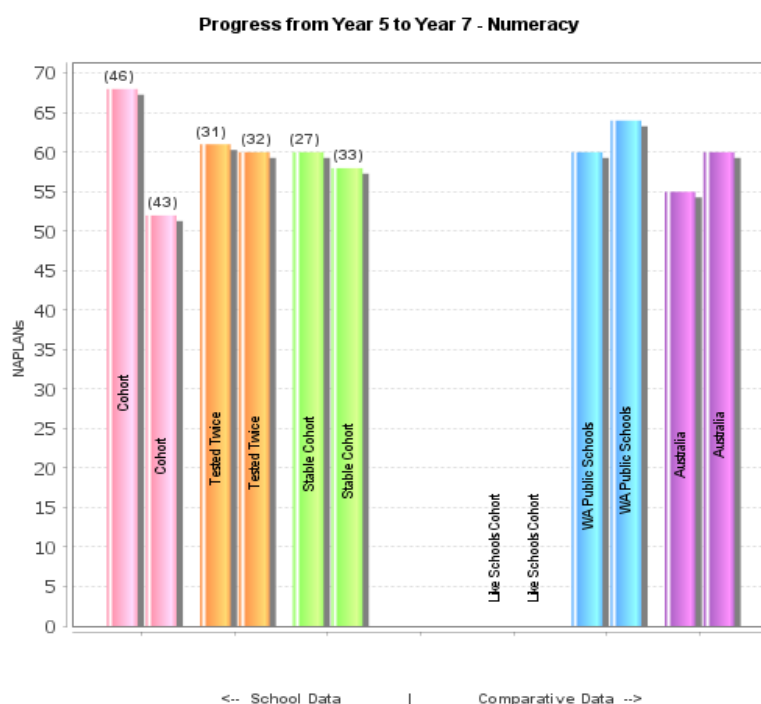
Merriwa compared to State Schools - Numeracy



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		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	3%	4%	0%
Middle 60%	33%	25%	57%	45%	38%	42%
Bottom 20%	67%	75%	43%	52%	58%	58%

Findings Summary:

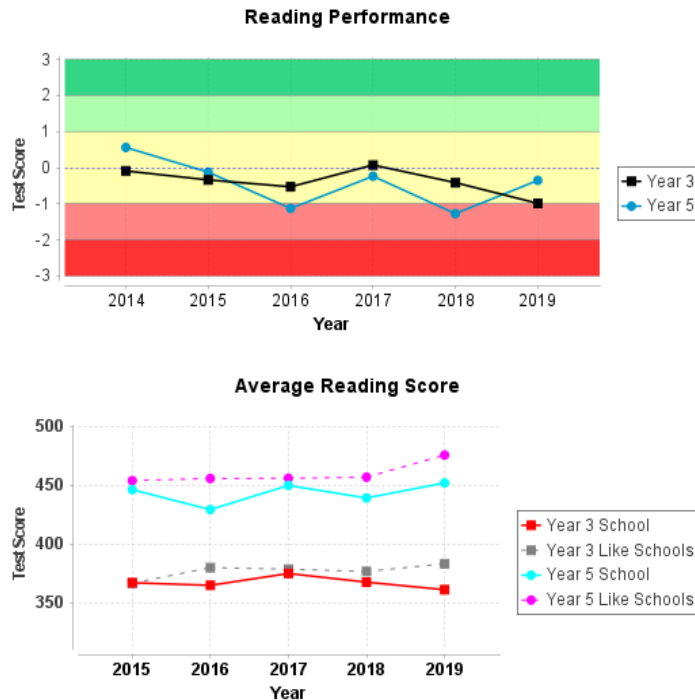
The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

However, the Year 5 students achieving in the Top 20% is outstanding compared with Like Schools.

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2017	2019
Top 20%	0%	0%	13%	2%	4%	1%
Middle 60%	50%	50%	25%	40%	38%	49%
Bottom 20%	50%	50%	63%	58%	58%	50%

READING

Merriwa Compared to Like Schools

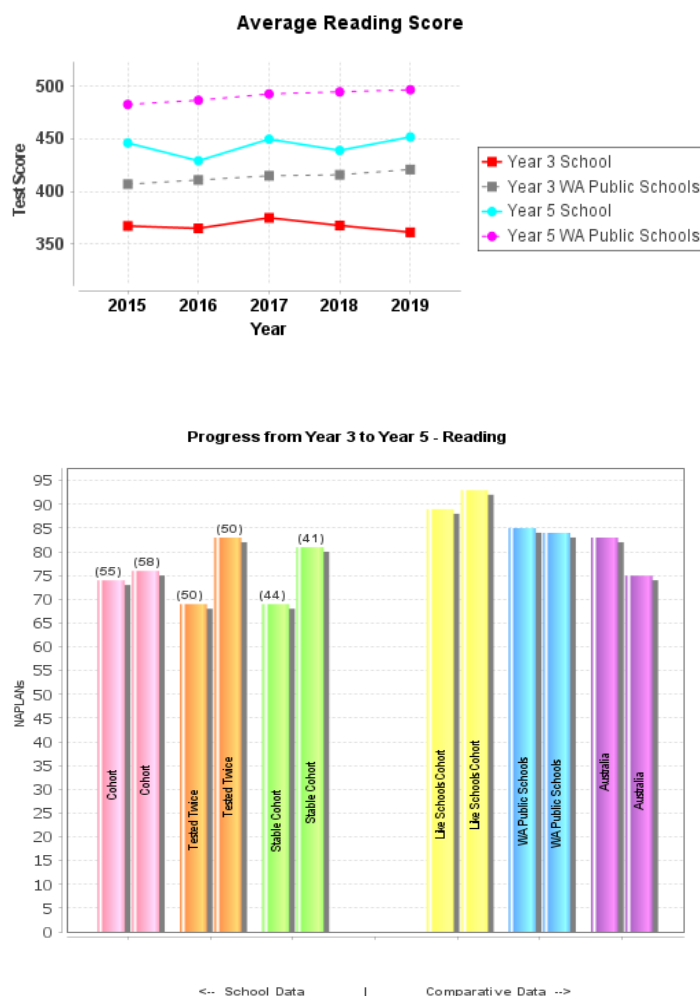


Findings Summary:

The positive increase in reading results in Year 5 students is a reflection of the intense focus on reading in 2019.

The Year 3 results do not yet reflect this, and it is hoped that the 2020 cohort will improve.

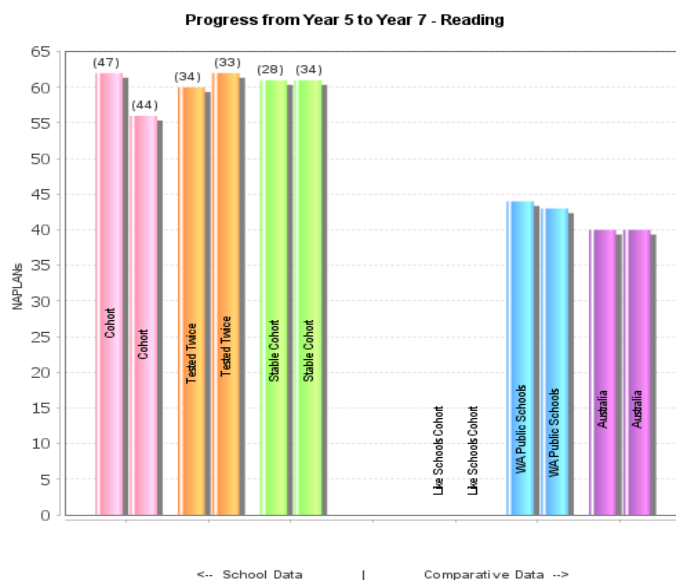
Merriwa Compared to State Schools – Reading



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		
	2017	2018	2019	2017	2018	2019
Top 20%	17%	0%	0%	5%	7%	0%
Middle 60%	33%	60%	29%	48%	39%	49%
Bottom 20%	50%	40%	71%	47%	54%	51%

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

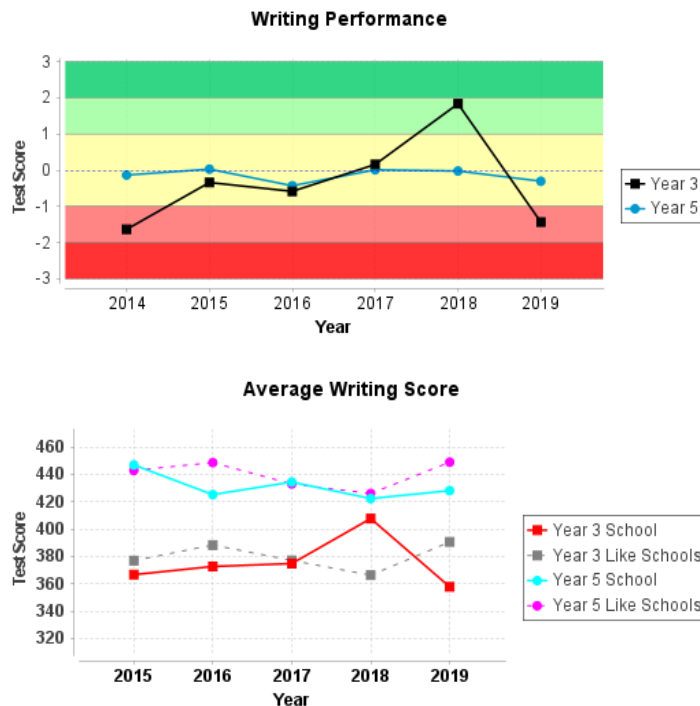
WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	13%	2%	6%	5%
Middle 60%	25%	33%	13%	44%	34%	51%
Bottom 20%	75%	67%	75%	53%	60%	45%

Findings Summary:

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

WRITING

Merriwa Compared to Like Schools

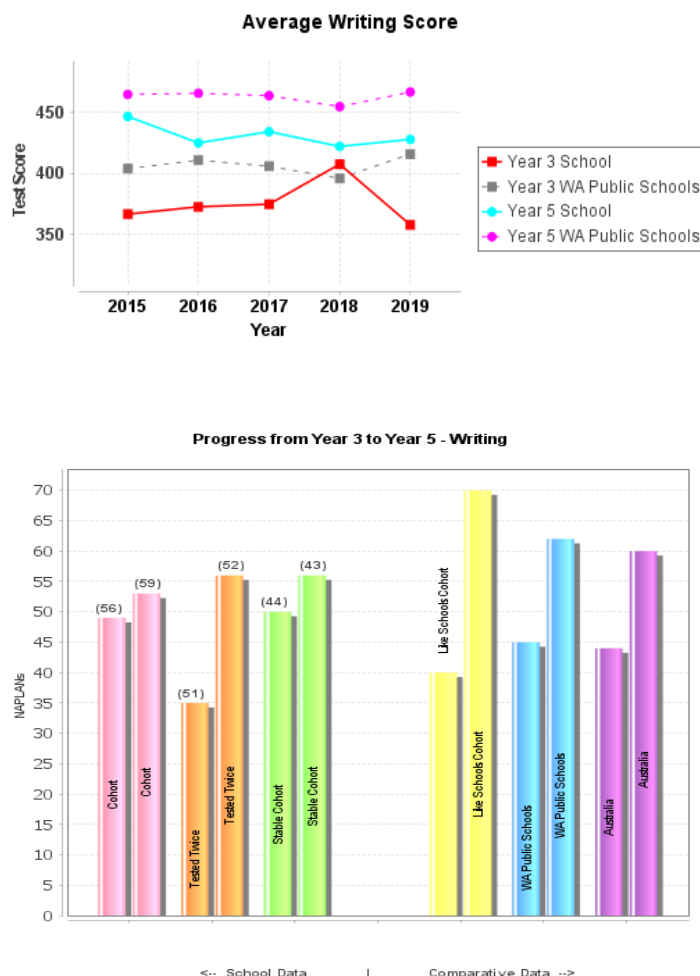


Findings Summary:

The writing results for Year 3 students in 2019 showed a dramatic change, whilst the results for the Year 5 student remained fairly constant.

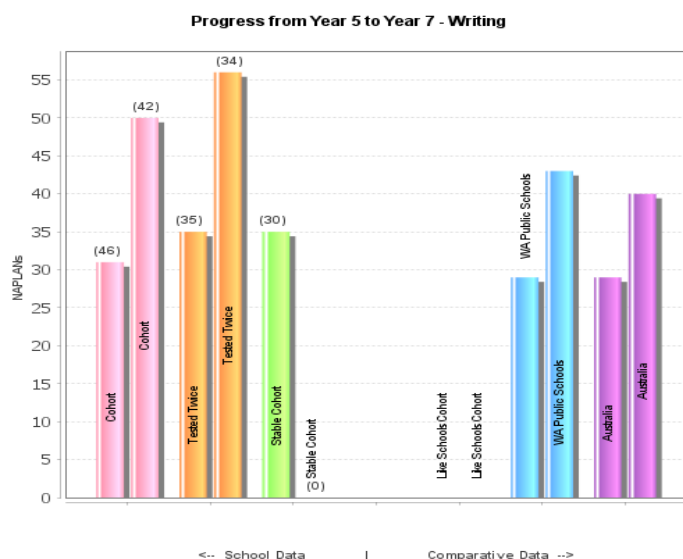
The Year 3 result was an indication of the cohort rather than the programmes. This was indicated in the AEDI scores for this cohort that showed this cohort is significantly at risk.

Merriwa Compared to State Schools - Writing



Findings Summary:

The Talk for Writing programme has been well established in the school now. It will take a few years for the results to demonstrate sustained improvement, particularly for this Year 3 cohort of students.



Findings Summary:

The rate of progress between Years 3 and 5 was encouraging, while the 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 show improvement over the next few years.

Merriwa Aboriginal Students - Writing

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	20%	0%	7%	4%	0%
Middle 60%	33%	80%	43%	44%	53%	46%
Bottom 20%	67%	0%	57%	48%	43%	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 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	4%	3%	5%
Middle 60%	50%	50%	25%	47%	47%	52%
Bottom 20%	50%	50%	75%	50%	50%	44%

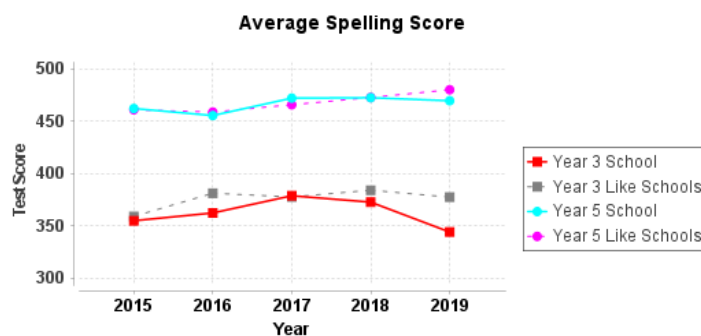
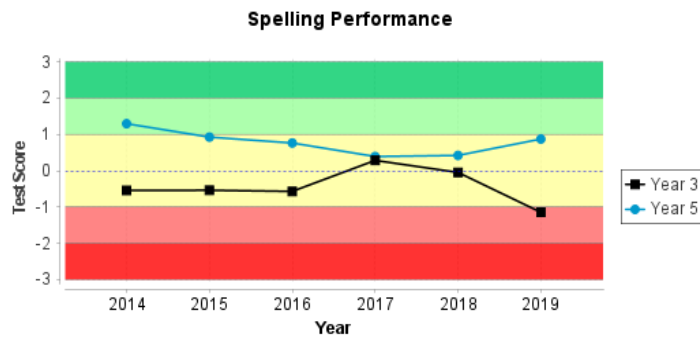
Findings Summary:

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

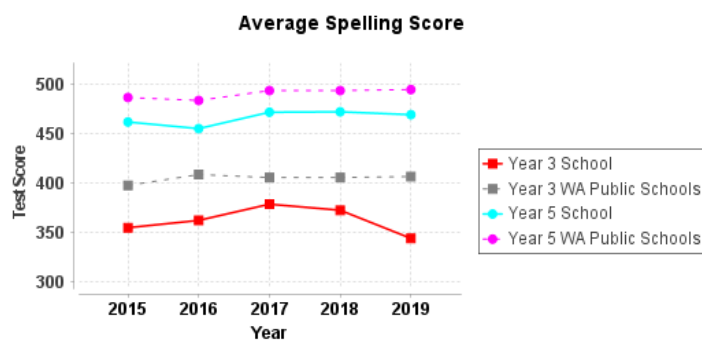


Findings Summary:

Merriwa Primary continues to produce excellent results in spelling at the 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 Spelling Mastery programme.

Merriwa Compared to State Schools – Spelling

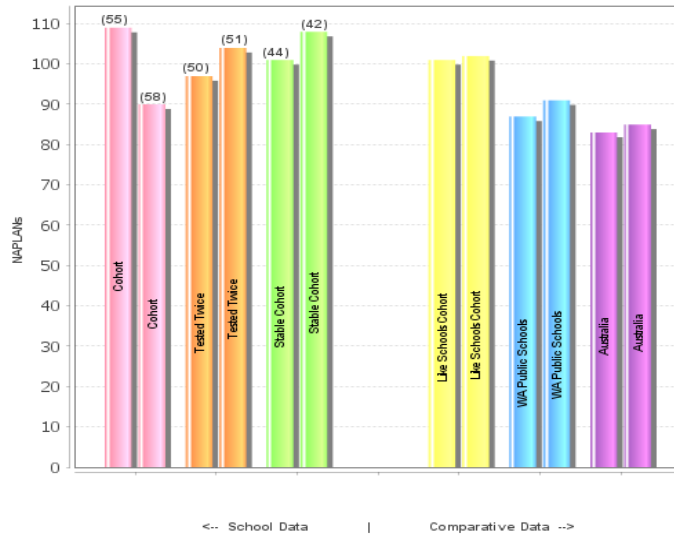


Findings Summary:

Merriwa is approaching Year 5 spelling results comparable to WA public school levels.

Although the gap did not close in 2019, it is hoped that it will continue to close in 2020, particularly with the extra emphasis on reading.

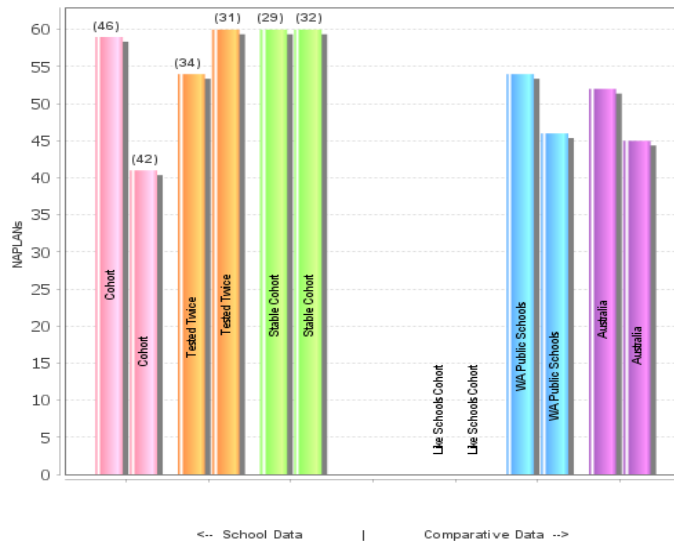
Progress from Year 3 to Year 5 - Spelling



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.

Merriwa Aboriginal Students – Spelling

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	17%	20%	0%	7%	9%	3%
Middle 60%	33%	80%	14%	57%	45%	50%
Bottom 20%	50%	0%	86%	37%	46%	47%

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		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	25%	7%	7%	12%
Middle 60%	75%	33%	0%	47%	52%	51%
Bottom 20%	25%	67%	75%	46%	41%	37%

Findings Summary:

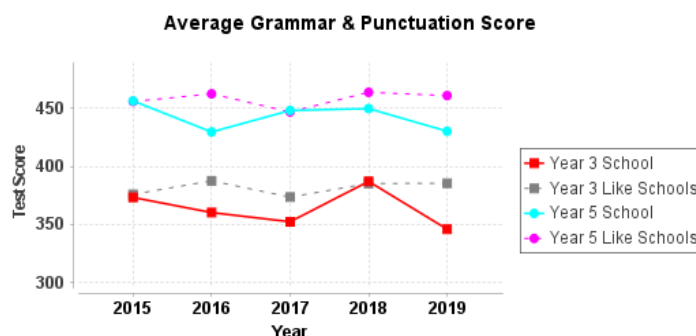
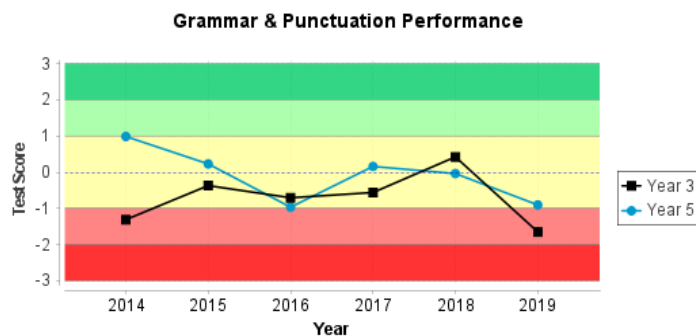
The results for Aboriginal students at Merriwa Primary School should be considered with caution due to the low numbers of students in this group.

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

This is likely to be due to the Direct Instruction Spelling Mastery program.

GRAMMAR & PUNCTUATION

Merriwa compared to Like Schools

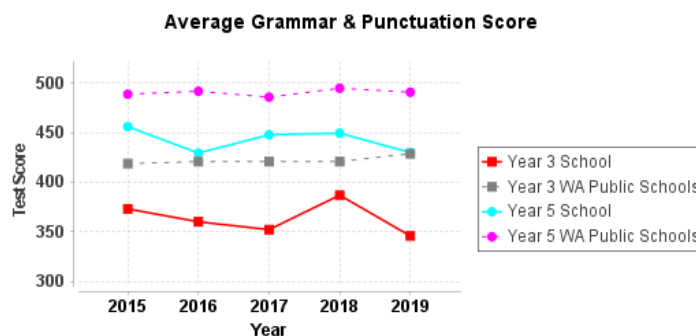


Findings Summary:

The results for grammar and punctuation for Year 5 students are within the expected range, and similar to like schools.

The Year 3 results are consistent with the other learning areas.

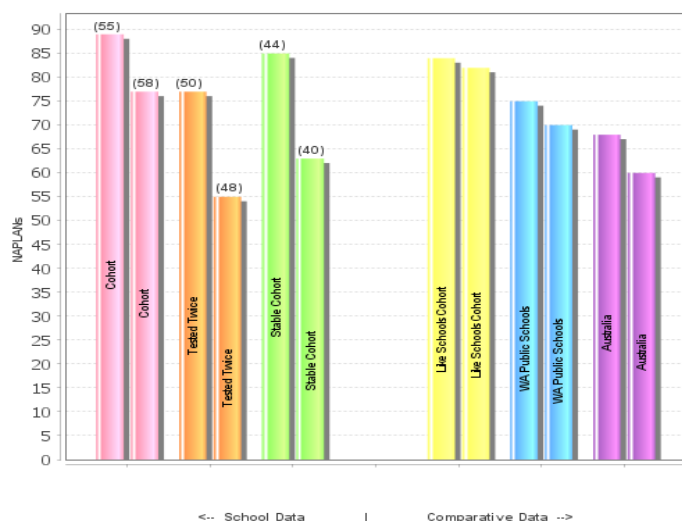
Merriwa compared to State Schools



Findings Summary:

This area requires extra attention in 2020. It will be addressed by the English and Talk for Writing Committees and will be reflected in the operational plan.

Progress from Year 3 to Year 5 - Grammar & Punctuation

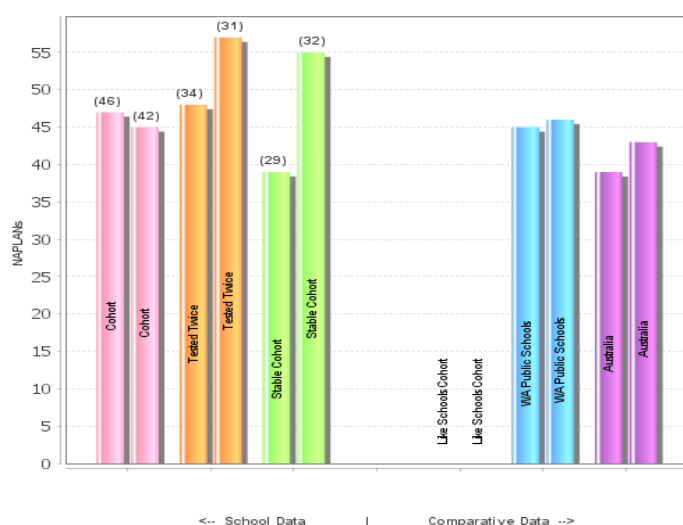


Findings Summary:

The rate of progress between Years 3 reflects the ongoing problems that this cohort experienced this year.

The rate of progress between Years 5 and 7 was significantly greater than like schools and national results.

Progress from Year 5 to Year 7 - Grammar & Punctuation



WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	0%	5%	6%	1%
Middle 60%	50%	60%	14%	50%	52%	45%
Bottom 20%	50%	40%	86%	45%	42%	54%

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		
	2017	2018	2019	2017	2018	2019
Top 20%	0%	0%	13%	6%	3%	1%
Middle 60%	50%	17%	13%	49%	47%	51%
Bottom 20%	50%	83%	75%	46%	51%	48%

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 % 2019
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	2017	2018 Target	2018 Actual	2019 Target	2019 Actual
Yr 3 – 5 Percentage of Australian mean	87			90 (stable cohort)	
Yr 3 – 5 Percentage of Australian mean		92 (stable cohort)	87.0		88.7
Yr 3 - 5 Indigenous Students Percentage of Australian mean	85			88 (stable cohort)	81.4
Yr 3 - 5 Indigenous Students Percentage of Australian mean		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	2017	2018 Target	2018 Actual	2019 Target	2019 Actual
Yr 3 – 5 Percentage of Australian mean	87.5			90 (stable cohort)	87.1
Yr 3 – 5 Percentage of Australian mean		91 (stable cohort)	89.7		
Yr 3 - 5 Indigenous Students Percentage of Australian mean	80.1			84 (stable cohort)	82.7
Yr 3 - 5 Indigenous Students Percentage of Australian mean		86 (stable cohort)	84.9		
Comparative, like school performance – YEAR 3	-0.4 std dev below expected			-0.1 std dev below expected	-0.8
Comparative, like school performance – YEAR 5	-0.5std dev below expected			-0.2 std dev below expected	

WRITING – NAPLAN TARGET

Description	2017	2018 Target	2018 Actual	2019 Target	2019 Actual
Yr 3 – 5 Percentage of Australian mean	90.5			92 (stable cohort)	90.3
Yr 3 – 5 Percentage of Australian mean		93 (stable cohort)	93.3		
Yr 3 - 5 Indigenous Students Percentage of Australian mean	79			83 (stable cohort)	79.7
Yr 3 - 5 Indigenous Students Percentage of Australian mean		85 (stable cohort)	79.1		
Comparative, like school performance – YEAR 3	0.2 std dev above expected			0.4 std dev above expected	-0.3
Comparative, like school performance – YEAR 5	At expected mean			0.3 std dev above expected	

GRAMMAR & PUNCTUATION– NAPLAN TARGET

Description	2017	2018 Target	2018 Actual	2019 Target	2019 Actual
Yr 3 – 5 Percentage of Australian mean	80.1			84 (stable cohort)	86.2
Yr 3 – 5 Percentage of Australian mean		88 (stable cohort)	89.2		
Yr 3 - 5 Indigenous Students Percentage of Australian mean	56			60 (stable cohort)	80.3
Yr 3 - 5 Indigenous Students Percentage of Australian mean		86 (stable cohort)	71.4		
Comparative, like school performance – YEAR 3	-0.6 std dev below expected			-0.3 std dev below expected	-0.9
Comparative, like school performance – YEAR 5	0.2 std dev above expected			0.4 std dev above expected	

SPELLING– NAPLAN TARGET

Description	2017	2018 Target	2018 Actual	2019 Target	2019 Actual
Yr 3 – 5 Percentage of Australian mean	91.1			93 (stable cohort)	93.8
Yr 3 – 5 Percentage of Australian mean		92 (stable cohort)	94.0		
Yr 3 - 5 Indigenous Students Percentage of Australian mean	87			90 (stable cohort)	85.0
Yr 3 - 5 Indigenous Students Percentage of Australian mean		79 (stable cohort)	82.7		
Comparative, like school performance – YEAR 3	0.3 std dev above expected			0.5 std dev above expected	0.9
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	2017 RATE	RATE 2018	RATE 2019
Increase regular attendance (over 90%)	72.6%	72.5%	72.5%
Increase regular attendance (over 90%) for Aboriginal Students	61.7%	62.0%	42%
Increase number of explained absences	68.0%	72.0%	
Increase overall attendance rate	92.4%	92.6%	90.6%

Attitude, Behaviour & Effort Targets

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

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

I ACHIEVE

I AM FRIENDLY

I AM POSITIVE

I AM RESPECTFUL

This data shows that Merriwa students are far exceeding the targets set for their Attitude, Behaviour and Effort for 2019

		TARGET 2017- 2019	EARLY CHILDHOOD	MIDDLE AND UPPER PRIMARY
2018	Consistently or Often	75% of students	89.39%	83.39%
2019	Consistently or Often	75% of students	91.8%	86.4%



NATIONAL SCHOOL OPINION SURVEY

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

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

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

PARENT

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

STUDENTS

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

STAFF

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

HIGHLIGHTS OF THE 2019 SCHOOL YEAR

- FORM Creativity and Artists in residence programme
- Edith Cowan University Science Old Ways New Ways: Traditional Aboriginal and Modern
- Robotics and Forensic Science Workshops
- GRIP Leadership Training for Student Councillors
- SKIPS Mental Health Workshops for Year 6 students
- Foodbank Breakfast Club
- After School Clubs
- Choir performances at One Big Voice at Perth Arena, Bunnings Easter and Christmas Community events, ANZAC, Remembrance Day and Class Assemblies
- Book Week and Character Book Parade
- Whole School Art Projects
- Learning Journey
- Triple P Parent Workshops
- Blessing of the Roads –City of Wanneroo
- Year 6 Day Camps at Latitude, Yanchep Tree Top Walk and the Gravity Centre
- Swimming Lessons at Arena Joondalup and Yanchep Lagoon
- NAIDOC Celebrations
- Sci Tech Visited for National Science Week
- 3D Printers Solar Car Challenge at Clarkson Community College for Year 6 Science Team
- Literary and Numeracy week
- Principal's Afternoon Tea for Positive Behaviour
- Good Standing Awards for Positive Behaviour
- Lapathon Fundraiser
- Community Walk
- Constable Care
- City of Wanneroo Mosaic Project
- Interschool Carnivals: Cross Country, Netball, Soccer, Cricket, Football
- Athletics Carnival
- Girls Football Team Docker's Cup
- Excursions: Peninsular Farm, East Perth Cemetery, Buckingham House, Kalamunda History Museum, Zoo
- Social Dance Dancing Lessons
- Year 6 Graduation Ceremony and Social Dance at Mindarie College
- Christmas Concert



TRANSITION TO HIGH SCHOOL



The majority of our Year 6 students transition to either Butler College or Clarkson Community High School. Nineteen students chose other schools, and were accepted into a variety of programs.

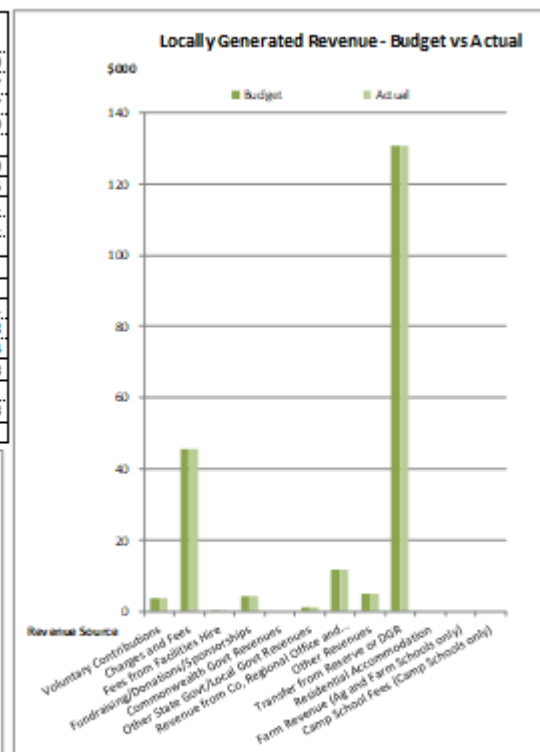
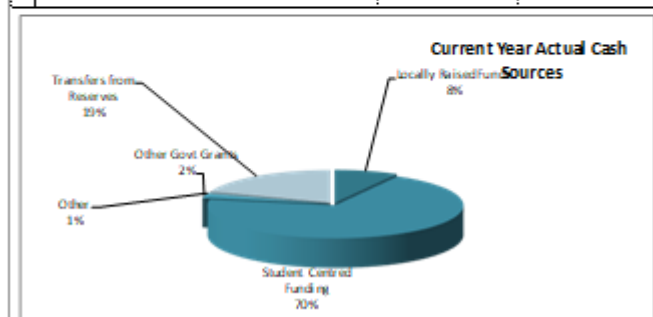
The graduation day was conducted this year at Mindarie Senior College, and was attended by the Honourable John Quigley MLA, Attorney General. Student excellence was acknowledged, families enjoyed a lunch, shared graduation cake, and concluded with a social dance. We are grateful to the P&C for their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

Destination High Schools 2020	Male	Female	Total
Butler College	9	13	22
Clarkson Community High School	10	6	16
Belridge Secondary College		1	1
Irene Mc Cormack Catholic College	5	3	8
Busselton Senior High School	1		1
Alkimos Baptist College	1	3	4
Churchlands Senior High School		1	1
Quinns Baptist College		1	1
Joseph Banks Secondary College		1	1
Peter Moyes Anglican Community School	1		1
Prendiville Catholic College	1		1

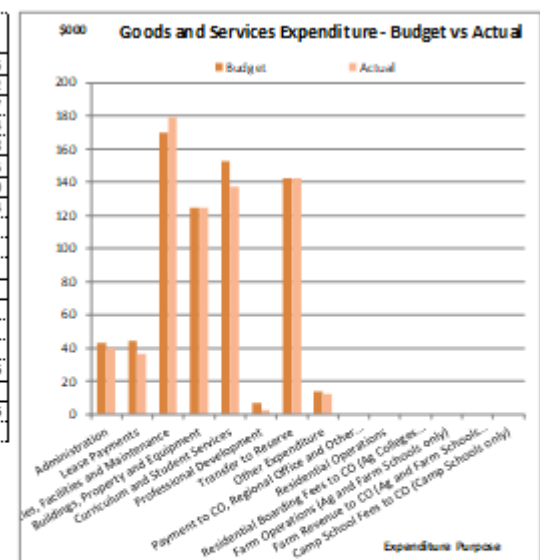
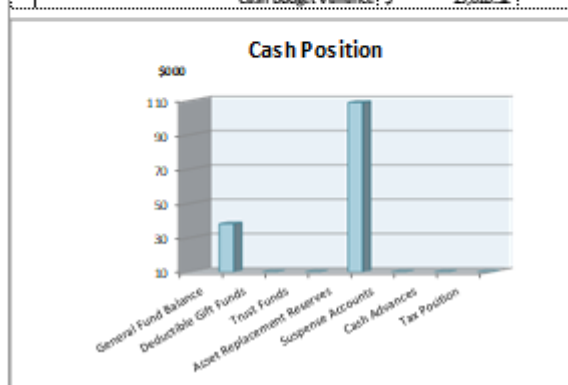
FINANCIAL STATEMENT

Financial Summary as at 31st December 2019

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3,842.00	\$ 3,842.00
2	Charges and Fees	\$ 45,744.97	\$ 45,744.97
3	Fees from Facilities Hire	\$ 227.27	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 4,489.20	\$ 4,489.20
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 11,739.65	\$ 11,739.65
8	Other Revenues	\$ 4,912.96	\$ 4,913.91
9	Transfer from Reserve or DGR	\$ 130,738.53	\$ 130,738.53
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 202,774.56	\$ 202,775.51
Opening Balance		\$ 41,080.00	\$ 41,080.78
Student Centred Funding		\$ 467,871.94	\$ 467,871.94
Total Cash Funds Available		\$ 711,727.50	\$ 711,728.23
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 711,727.50	\$ 711,728.23



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 43,303.86	\$ 40,084.76
2	Lease Payments	\$ 44,500.00	\$ 36,130.52
3	Utilities, Facilities and Maintenance	\$ 169,600.00	\$ 179,249.57
4	Buildings, Property and Equipment	\$ 134,036.24	\$ 124,036.24
5	Curriculum and Student Services	\$ 152,717.70	\$ 137,111.58
6	Professional Development	\$ 6,500.00	\$ 2,704.55
7	Transfer to Reserve	\$ 142,000.00	\$ 142,000.00
8	Other Expenditure	\$ 13,243.36	\$ 12,357.04
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		\$ 695,901.16	\$ 673,674.26
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 695,901.16	\$ 673,674.26
Cash Budget Variance		\$ 15,826.34	\$ -



Cash Position as at:	
Bank Balance	\$ 341,707.72
Made up of:	
General Fund Balance	\$ 38,053.97
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 308,738.31
Suspense Accounts	\$ (1,436.56)
Cash Advances	\$ -
Tax Position	\$ (3,648.00)
Total Bank Balance	\$ 341,707.72

We asked our students... what do you think about the FORM Creative and Critical Thinking Programme?

"It's helpful for people who like to do creative stuff. I enjoy it."

The activities are great. I like to draw self-portraits.

I like how there is team work and collaboration. You slowly improve and focus more."



"It suits more people. We work together."

Everyone is cooperating with each other. It helps us to make friends in the class."

"Because I like drawing and thinking."

It helps me get my mind off bad stuff.

Its fun doing art and drawing in other lessons. You make connections."

"I'm making better connections. Using my imagination."

"I've learned to cooperate with others."

I've learned to be nicer to people."

"We are doing group work pairing up with my friend. I sometimes have to work with girls (I don't usually work with girls)."

Creative schools expands our imagination."

"I've learned about how hard you try and if you care about the work you do."

I'm starting to do more work together with people.

I'm starting to feel more positive.

I usually can't wait for Friday to happen. But now I can't wait for school."

A BIG THANK YOU TO OUR COMMUNITY SPONSORS



GLOSSARY

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



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