



# Merriwa Primary School

*Learning for Life*



## 2020 ANNUAL REPORT



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## FROM THE PRINCIPAL

2020 started off with enthusiasm, optimism and a feeling of positivity at Merriwa Primary School.

This was soon challenged when the COVID-19 pandemic spread across the world.

On 16 March 2020 a State of Emergency was declared in WA in response to the pandemic caused by COVID-19.

The WA community took our directions from the Prime Minister, the Premier of WA, the State Emergency Coordinator, Commissioner of Police, and the WA Chief Health Officer.

These directions were then transferred into operational guidelines for schools by our Director General, Lisa Rodgers.

We are proud to report that our school did not close during 2020. It did, however, operate differently which is reflected in this report. I am humbled by the high level of support we received and continue to receive, from our parents, staff and students during this year.

I present to you the Annual Report for 2020.

Sue Waterhouse

Principal

## SCHOOL BOARD ENDORSEMENT

A handwritten signature in blue ink, appearing to read 'Sue Waterhouse', positioned above a horizontal line.

**Principal**  
**Sue Waterhouse**

A handwritten signature in blue ink, appearing to read 'Caroline Bishop', positioned above a horizontal line.

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

# SCHOOL BOARD REPORT

2020 saw 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 of the Community satisfaction surveys, with the highest level of satisfaction for some time, as well as an increase in positive behaviours such as independence, confidence and resilience in our children.

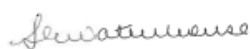
The Merriwa campus school board continued to function in a virtual space throughout 2020. While face-to-face meetings were reduced, our work continued with regular contact and guidance from the Director General, Lisa Rodgers.

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 focuses 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.

Caroline Bishop  
Chair

## SCHOOL BOARD ENDORSEMENT



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**Principal**  
**Sue Waterhouse**



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



# COVID-19

## MAJOR IMPACTS

- Online schooling and home packages were provided by the staff for children to work at home.
- CONNECT was activated for all families.
- The existing School Board was authorised by the Director General to extend its tenure for one year.
- The P & C was put on hold.
- Attendance was affected, as initially many families chose to keep their children at home. However, many children of front line workers and children of families at risk continued to attend.
- We were ready for temporary closure, should a case be reported in the school community.
- \$43 million was provided for cleaning WA public schools, and was managed by the Managers Corporate Services.
- Staff deemed to be at risk either due to health concerns or age worked from home.
- NAPLAN was cancelled.
- Semester I reports were modified and only reported on effort, attitude and behaviour, not grades. The content covered in each learning area was detailed.
- School gates were closed during the day, and social distancing for adults was adhered to.
- Regular hand sanitizing and guidelines for no physical contact between staff and students were put into place.

**Parents reported their highest levels of satisfaction with the school for many years.**



# OPERATIONAL IMPACTS

- Our Chaplain and School Psychologist held mental health workshops for every PP—Year 6 child to assist them returning to school and dealing with the pandemic.
- Staff were encouraged to seek PeopleSense Employee Assistance counselling if needed.
- Parents dropped off and met their children at the gates before and after school.
- All Kindy and Pre Primary children were met and brought to the gates by staff.
- Work packages were made available both on line and in paper form. Families were allocated a day and time to collect their packages to ensure safe physical distancing.
- Hand sanitizer and wipes were made available for every classroom and common area. Children and staff washed their hands upon entry to every indoor area, and regularly throughout the day.
- Children did not drink directly from water fountains, but instead refilled their water bottles.
- Assemblies were initially cancelled and then re-designed into Junior and Senior events, to adhere to physical distancing requirements of adults.
- Gate management continued throughout the year, also to ensure adherence to physical distancing.
- Our COVID-19 Cleaning Team cleaned all hard, high contact surfaces at least three times a day, in addition to the regular cleaning roster.
- The COVID-19 outdoor cleaner cleaned the playgrounds before and after school and after every break.
- Plastic covered home readers and library books were wiped and set aside for 24 hours upon their return.
- Our library remained open and operational with all books wiped down and cleaned after each session, ready to be quarantined for 24 hours before reshelving.
- Footballs, soccer balls and netballs were wiped after every break.
- Music and PE equipment were wiped after every class.
- School banking was closed.
- The breakfast club was initially closed, but then reopened with only toast served in paper towels.
- Department of Education swimming lessons at Joondalup Arena were cancelled due to COVID – 19 interruptions to the renovations.

# Positive Changes...

As the year progressed, and WA began its recovery, we noticed a positive change in our students.

The children showed an increase in resilience and independence. They were excited about both coming to school and seeing parents and family at the end of the day. Parents also looked so happy at the gates, and gave us positive feedback about the way in which we managed COVID-19. COVID – 19 cleaning teams continued throughout the year.

We saw:

- Children happily carrying their bags and water bottles and setting themselves up for the day.
- They were noticeably more confident.
- They were less likely to be late.
- Classes began on time with minimal disruption.
- Older siblings looked after the little ones.
- They adapted to sanitizing and washing their hands throughout the day.
- Parents of children in the ESC reported their children felt calm and safe.

**The Year 3 – 6 students read over 9 million words in Term 2 and a total of 32 414 079 words throughout the year. This beat our target of 10 million words!**







## 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

## Attendance

There is annually a student transition rate of around 30%. In 2020, this was reduced to 20.2%.

Student numbers decreased, as families who left the area or did not return once COVID-19 recovery began, were not replaced by the usual incoming students. There were less students enrolled from the local Women's Refuge.

Consequently, the numbers fell to 343 in Semester 2, 2020.

Whole school attendance rates were not published by the Department of Education in 2020, as they were adversely affected by the COVID – 19 pandemic. We were provided with extra funding from the North Metropolitan Regional Education Office to assist our School Attendance Team to encourage students back to school.

Due to the impact of COVID-19 the Department of Education directed schools not to report on attendance for 2020

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2020	NR	NR	NR	NR	NR	NR	NR	NR	NR

## Student Profile

About Our Students	
Socio Economic Rating	929 (9 <sup>th</sup> decile)
Students with a Disability	18 (4.5%)
Aboriginal Students	50 (12.5%)

## Destination High Schools

Destination Schools	Male	Female	Total
4191 Butler College	9	13	22
4160 Clarkson Community High School	10	6	16
1418 Irene McCormack Catholic Coll	5	3	8
4211 Alkimos College	1	3	4
4153 Belridge Secondary College		1	1
4009 Busselton Senior High School	1		1
4012 Churchlands Senior High School		1	1
4192 Joseph Banks Secondary College		1	1
1428 Peter Moyes Anglican Com School	1		1
1326 Prendiville Catholic College	1		1
1404 Quinns Baptist College		1	1

There were 57 Year 6 students who transitioned to high school in 2020.

The majority, 38 students, enrolled in Butler College and Clarkson Community High Schools.

Eight students enrolled in other public high schools, including one student who gained a music scholarship to Churchlands Senior High School.

There were 11 enrolments in private high schools, including one student who won the inaugural scholarship to Irene Mc Cormack Catholic College.

We held our Graduation and Social Dance at the Irene McCormack Catholic College; it was a true celebration of a challenging year!



### Enrolment

	2016	2017	2018	2019	2020
<b>Pre Primary – Year 6</b>	395	387	365	382	343
<b>Kindergarten</b>	40	40	39	38	57
<b>Total</b>	435	428	404	420	400

Total enrolments continue to decrease due to urban development in Alkimos and Yanchep.

## 2020 Student Leadership

### Head Boy and Head Girl



Rocco Sabbioni



Mareikura (Kato) Mackie

### Student Councillors



Sophia  
Delaforce



Cristopher  
Vaz



Sophie  
Williams



Brendan  
Nguyen



Zuleika  
Zavazal



Angela  
Harp



Alicia  
Cooper



William  
Vokes

### Media Technicians

### Faction Leaders

#### AKITA



CAPTAIN:  
Cristopher Vaz



CAPTAIN:  
Cora Coombe



VICE CAPTAIN:  
Boston Hill



VICE CAPTAIN:  
Isabella Kernutt-  
Howard

#### BALTIMORE



CAPTAIN:  
Nathan Hamon



CAPTAIN:  
Elbra Shlaimoun



VICE CAPTAIN:  
Jeremiah Kori



VICE CAPTAIN:  
Mya Denver

#### CALABAR



CAPTAIN:  
Connor Robertson



CAPTAIN:  
Rylee Cole



VICE CAPTAIN:  
Tyson O'Brien



VICE CAPTAIN:  
Narteisha Winmar

#### PALERMO



CAPTAIN:  
Casey Ansley



CAPTAIN:  
Angela Harp



VICE CAPTAIN:  
Daniel Briffa



VICE CAPTAIN:  
Lily Maitland



## ABOUT OUR STAFF

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	4	2.2	0
Total Administration Staff	5	3.2	0
<b>Teaching Staff</b>			
Other Teaching Staff	31	21.4	0
Total Teaching Staff	31	21.4	0
<b>School Support Staff</b>			
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
<b>Total</b>	<b>60</b>	<b>42.4</b>	<b>0</b>

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Leave Liability was affected by COVID – 19. Some staff were authorised to postpone their Long Service Leave, as their travel plans were put on hold. It is expected that these staff will take this leave in 2021.

Fourteen staff have between 1 – 65 days Long Service Leave to be taken in the next two years.



## Aboriginal Cultural Standards Framework

In 2017 and 2018 the Merriwa staff reviewed our excellent progress according to the Department of Education Aboriginal and Cultural Standards Framework.

	2017	2018
Relationships	Emerging	Capable
Leadership	Developing	Capable
Teaching	Developing / Capable	Capable / Proficient
Learning Environment	Developing	Capable
Resources	Developing	Developing / Capable

This review shows improvement in all areas and will be reviewed again in 2021. Our work was showcased by the Department of Education Aboriginal Education Teaching and Learning Directorate as an example of best practice.

A key project in 2020 was the collaboration between Newmont Gold Mine, Jason Barrow from Kurungkurl Katitjin, ECU and Merriwa Primary School. Erin Purcell, Year 1 / 2 teacher worked from home during COVID - 19 and produced a Reconciliation booklet, that was shared with Newmont mine sites across the world. Newmont Mine made a donation of \$500 to purchase library books.



# STUDENT IMPROVEMENT TARGETS

<b>TARGET 1</b> Maintain or decrease the percentage of students who are identified as being at risk through the On Entry testing in Pre-primary.	<b>TARGET 2</b> The percentage of students who have regular attendance (above 90%) will be greater than 75%.	<b>TARGET 3</b> School satisfaction equal to or greater than 4 (5 point scale) in the biennial Department of Education Parent Survey.
<b>TARGET 4</b> Student satisfaction with the quality of teaching is maintained at or above 70% in the biennial Department of Education student survey.		<b>TARGET 5</b> To close the gap between student performance and the Australian mean in NAPLAN testing.
<b>TARGET 6</b> 80% of students will attain 'consistently or often' against the ABE from student reports.		<b>TARGET 7</b> To close the gap in the educational achievements of Aboriginal students.

Achieved	
Unable to Report	
Not achieved	

ON ENTRY TESTING IN PRE-PRIMARY – PERCENTAGE AT RISK			
Year	Reading	Writing	Numeracy
2019	41%	37%	30%
2020	43%	57%	53%

In 2020, according to KAT (literacy) testing, 83% of Kindy students in Term 1 were at risk. This was reduced by 40% in reading and 26% in writing by the time they reached Pre – Primary. The numbers of students at risk is significant.

# -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 Will:

- 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
- Teachers regularly use student achievement data to track, analyse and diagnose the effectiveness of their teaching and respond to individual needs
- Implement whole school programs that are research based
- Apply technology that specifically enhances student learning
- All staff participate in the performance management process, classroom observations and reflect on their performance

### FOCUS AREA 2

SOCIAL AND EMOTIONAL HEALTH  
(Relationships)  
We Will:

- Provide ongoing and effective communication with parents and carers
- Create new and strengthen established partnerships with local government, community based and external agencies
- Provide continued support through the student services team
- Explicitly teach social and emotional health
- Develop a safe, supportive and positive school community
- Acknowledge, reward and reinforce positive behaviour



# SCHOOL INITIATIVES

## GENERAL CAPABILITIES

### FORM CRITICAL THINKING AND CREATIVE LEARNING

The National Curriculum requires all schools to address the general capabilities of numeracy, literacy, ICT, personal and social skills, ethical and intercultural understanding and critical and creative thinking.

We were fortunate to be part of the FORM pilot study for the 4<sup>th</sup> year, which addressed critical and creative thinking. FORM funding provided training and the allocation of two artists in residence, who worked with our Year 1 and 2 classes to embed creative learning and critical thinking through the five habits of learning. The projects were focussed on vocabulary and the students had a brilliant time expanding their knowledge of Noongar Culture at King's Park.





# PROGRAMMES AND EVENTS

Despite interruptions and reduced operational restrictions, significant school events continued:

- Assemblies returned, and were divided into Junior and Senior, to adhere to physical distancing requirements of adults.
- Parents were welcomed to the Learning Journey to visit classrooms and meet with teachers.
- The Bounce Back Resiliency Programme with Ash Smith, the Chaplain, continued throughout the year.
- Department of Education SDERA resiliency programme was implemented in all classes.
- The Year 6 students wore their leavers' shirts, attended camp and had a fantastic graduation.
- Whole school art programmes continued.
- Good standing events and the Principals' Afternoon Tea for positive behaviour continued.
- We held our Faction Carnival and won the Interschool A Division Handicap Shield.
- Semester 2 reports included grades.

## PRINCIPALS' AFTERNOON TEA



## FACTION CARNIVAL

Calabar winning faction 2020



## SCIENCE COMPETITION

Science students - Butler College STEM Champions 2020



# PROGRAMMES AND EVENTS

## BOOK WEEK

Book week was a huge success! We had lots of fun, and were grateful that we could hold this COVID –19 safe event on the oval.



## INTERSCHOOL – HANDICAP SHIELD

Congratulations to Mr Allan and everyone who helped to make our interschool team so successful. This year we were promoted into A Division.

We were proud to win the Handicap Shield against very tough competition.



## NAIDOC CELEBRATIONS



NAIDOC Day 2020 was held on Friday 13th November.

Our opening ceremony was led by our senior Aboriginal students who led the workshops throughout the school.

Each classroom planted bush tucker plants, herbs and native flowers in our NAIDOC garden beds.

Other activities included rock painting, listening to Dreamtime stories and craft activities.



# PROGRAMMES AND EVENTS

## 100 CHRISTMAS HAMPERS

Donated by True North Church



## STAFF DONATED TO THE

Salvation Army



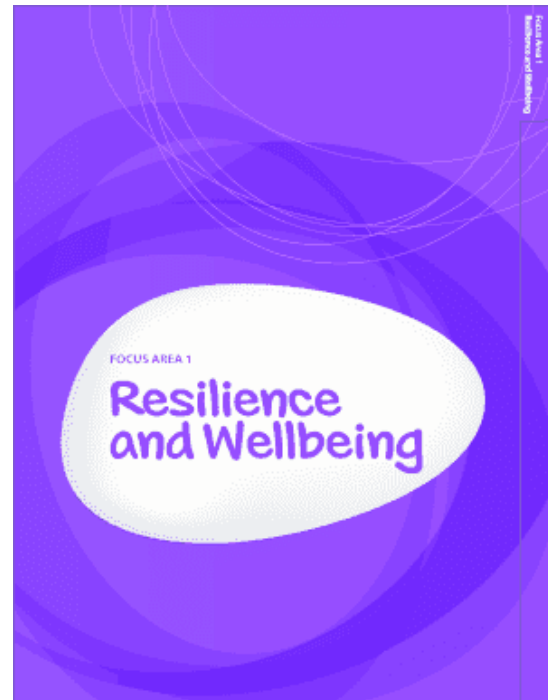
## COOKIE THERAPY DOG



## FOODBANK BREAKFAST CLUB



# HEALTH AND WELLBEING



At Merriwa 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.

This was particularly significant this year.

Once the students had returned to school after the COVID -19 interruptions, our Chaplain, teachers and school psychologist checked in on their mental well being.

Children who indicated they would like some extra help joined the Bounce Back workshops with Ash Smith, the Chaplain.

Teachers also implemented the Department of Education Resilience and Wellbeing program in their classrooms.

We are hopeful that our pro-active approach to keeping mentally healthy has helped both our students and our staff.

**It appeared that our efforts were rewarded according to the outstanding results we received through the whole school survey.**



# 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 2020, even during the COVID-19 year.

		TARGET 2017- 2019	EARLY CHILDHOOD	MIDDLE AND UPPER PRIMARY
2018	Consistently or Often	75%	89.39%	83.39%
2019	Consistently or Often	75%	91.8%	86.4%
2020	Consistently or Often	80%	83.45%	86.4%

**In 2020 we lifted our target from 75% to 80%. We were proud to have beaten the new target, despite COVID – 19.**

## NATIONAL QUALITY STANDARDS IN EARLY EDUCATION – SELF 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	Met
Governance and Leadership	Met

The areas to work on in 2021 include:

- Educational Program and Practice – strengthening our links with cultural diversity, particularly the Aboriginal and African cultures, and extending co-operative learning in the early years.
- Physical Environment – extension of visual installations around the school.

# NATIONAL SCHOOL OPINION SURVEY

## Merrwa Primary School Parent Survey 2020

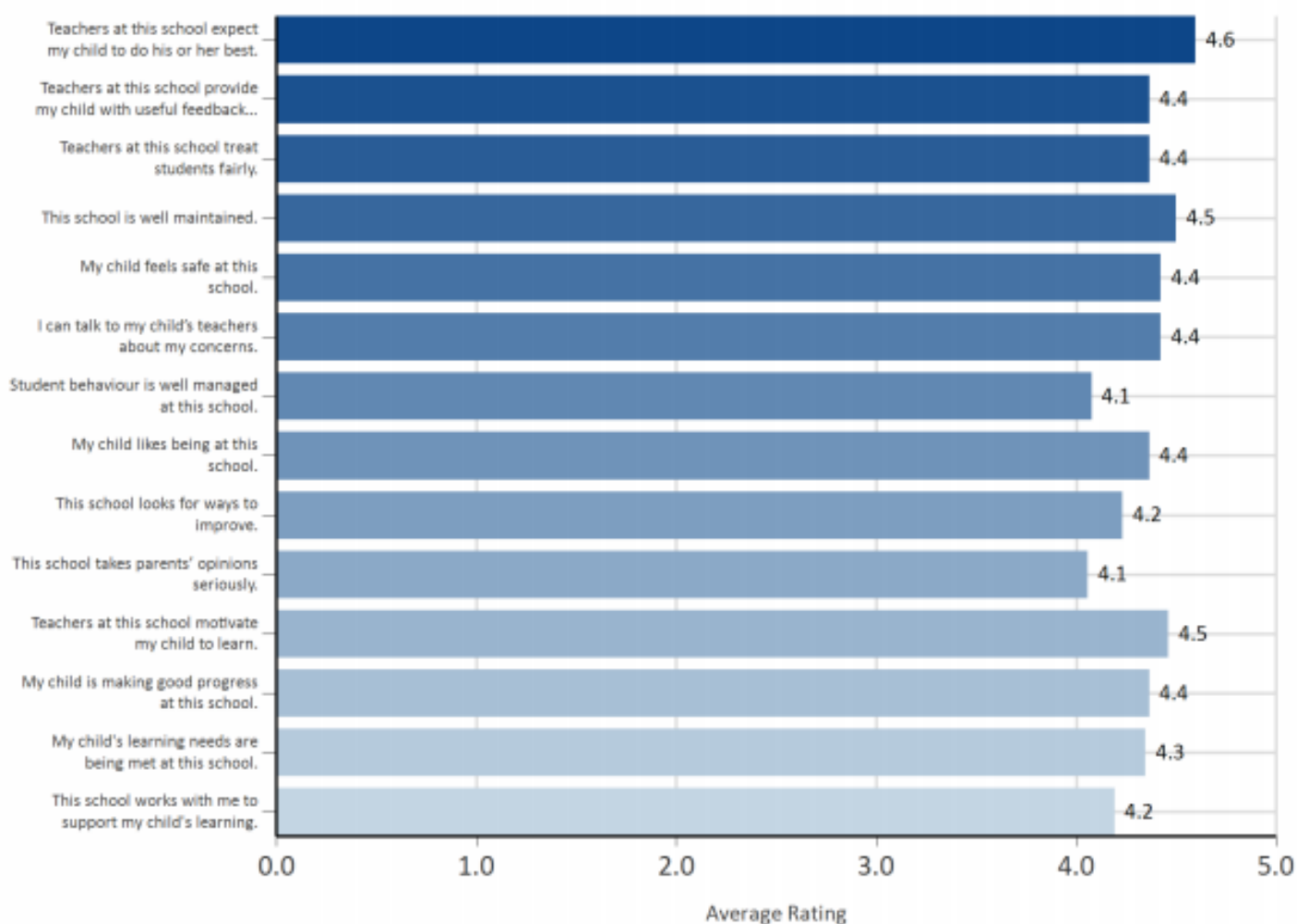
### 1 . Please rate the items below

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%.



## Merriva Primary School Student Survey 2020

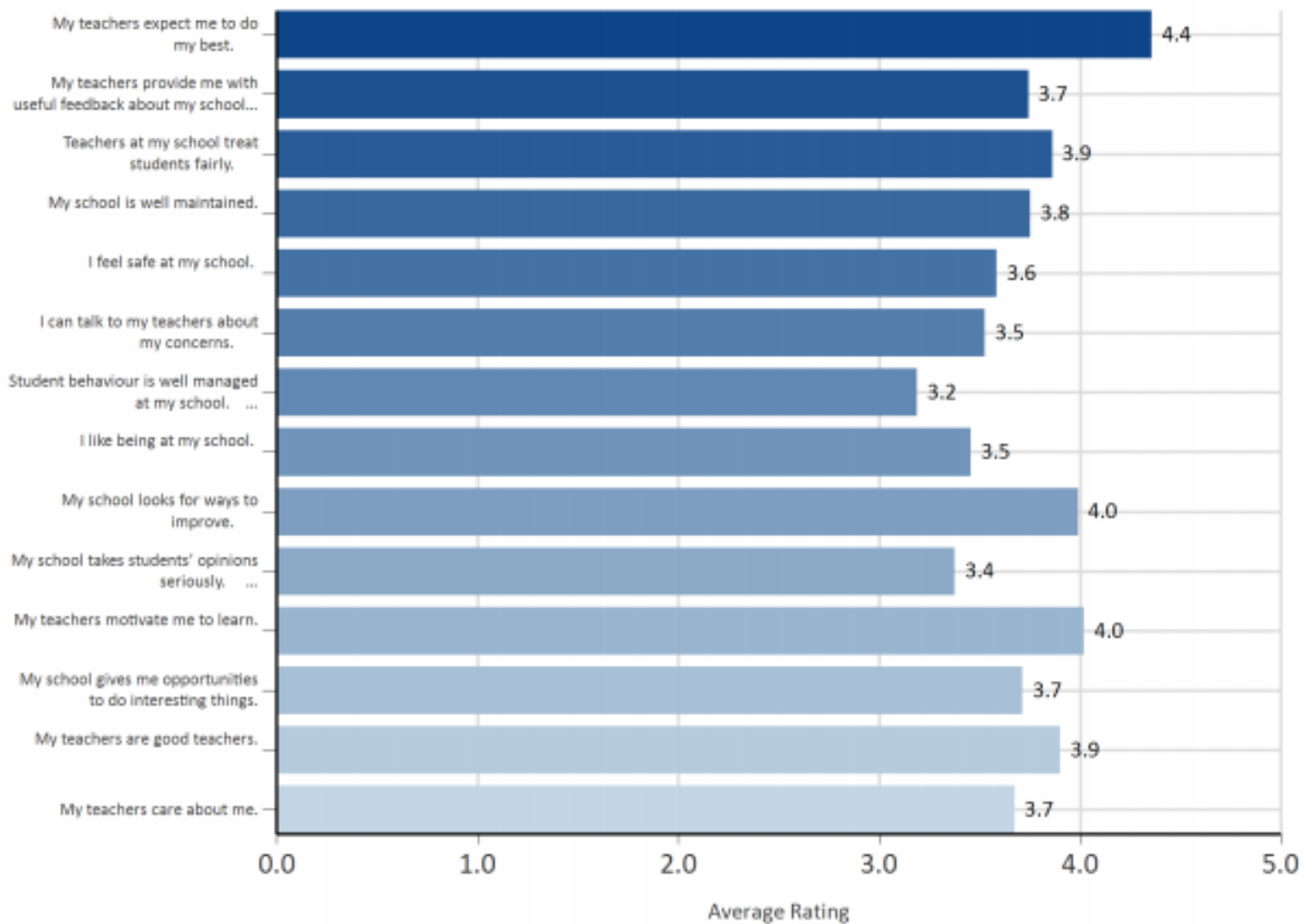
### 4 . Please rate the items below.

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%



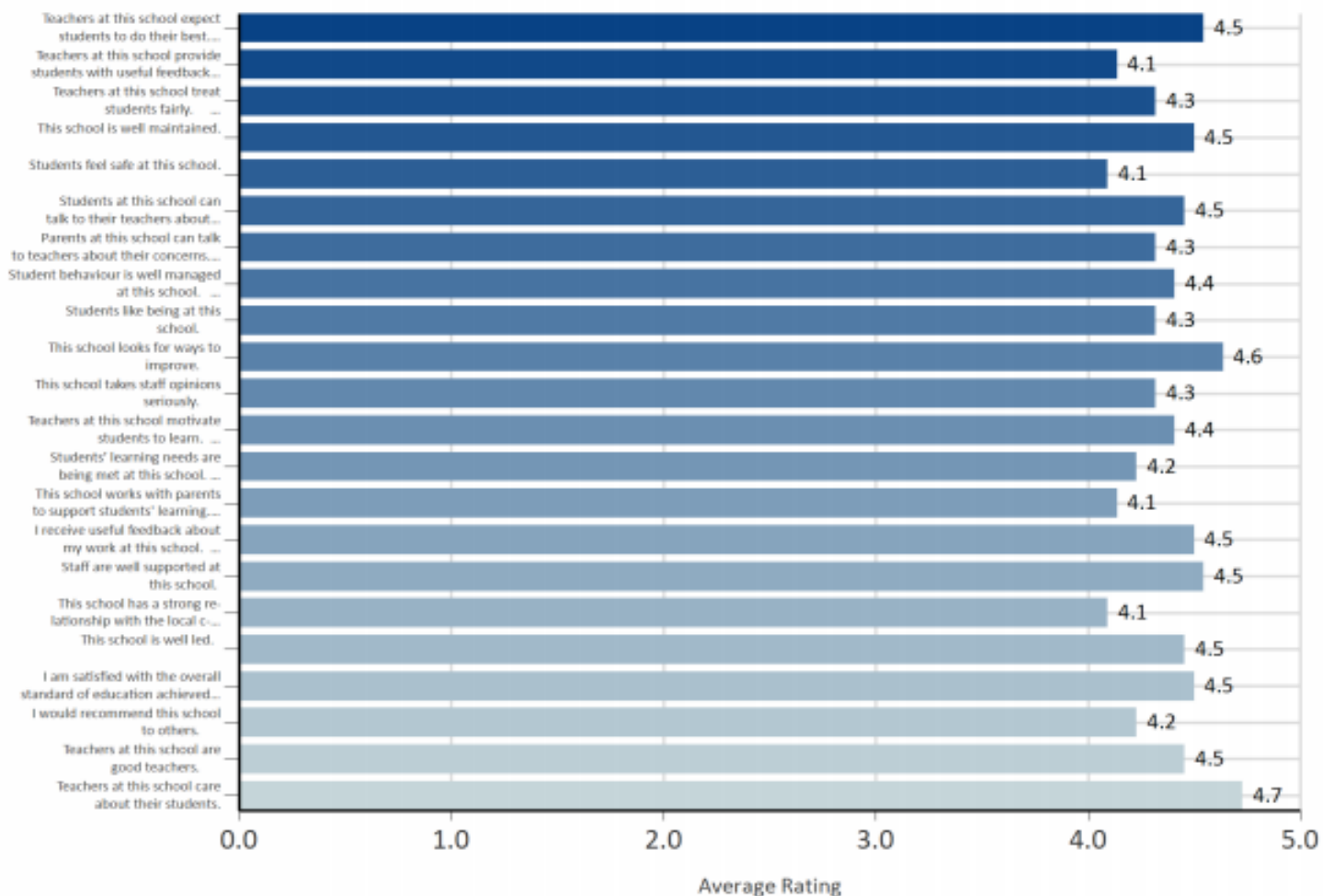
## Merriwa Primary School Staff Survey 2020

### 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%

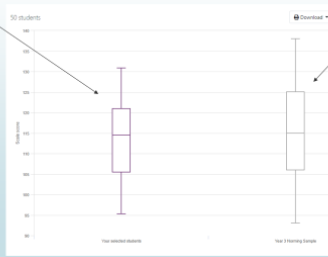




# PAT TESTING 2020

## Grammar and Punctuation Year 3

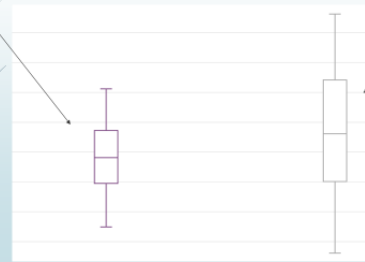
MPS



Normed  
Data

## Grammar and Punctuation Year 5

MPS



Normed  
Data

## Spelling Year 3

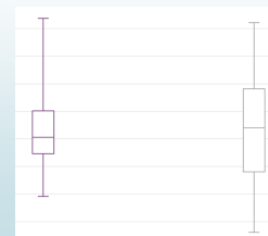
MPS



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## Spelling Year 5

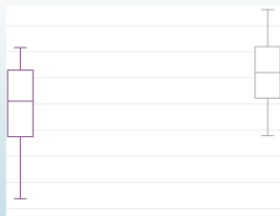
MPS



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Data

## Reading Year 3

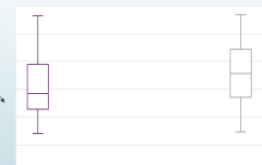
MPS



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Data

## Reading Year 5

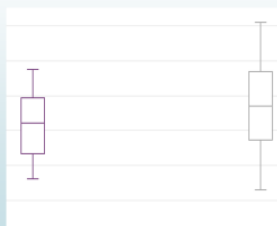
MPS



Normed  
Data

## Mathematics Year 3

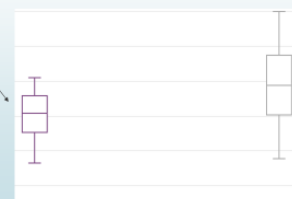
MPS



Normed  
Data

## Mathematics Year 5

MPS



Normed  
Data

PAT testing showed that Year 3 and 5 students achieved well in grammar and punctuation and spelling. However, reading and maths results showed below normal data results. Further support in these areas will continue in 2021 through Direct Instruction and Literacy and Numeracy Coordinator targeted plans.

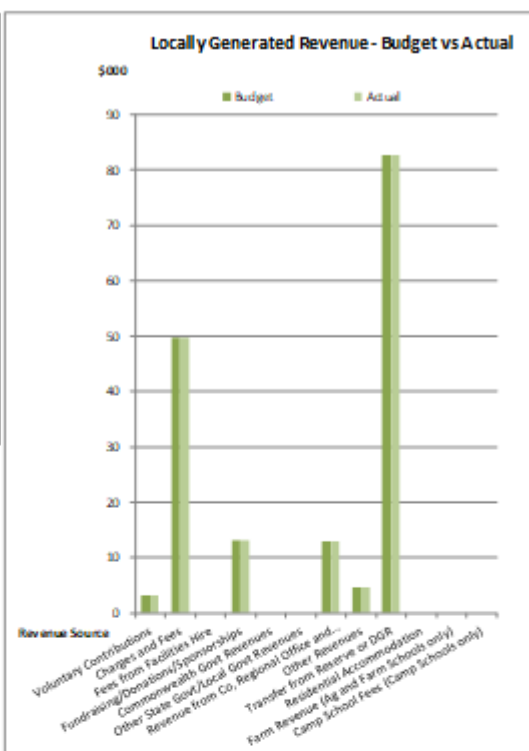
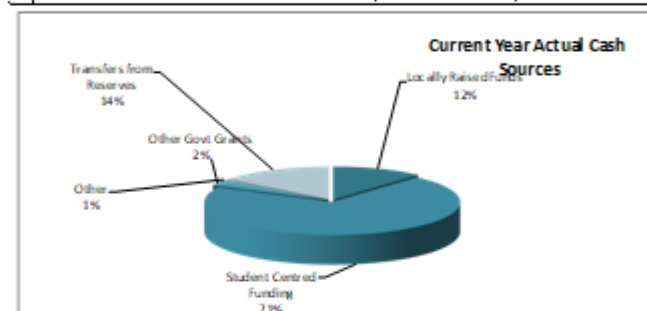
# HIGHLIGHTS OF THE 2020 SCHOOL YEAR

- We stayed open!
- FORM Creativity and Artists in residence programme
- Foodbank Breakfast Club
- Book Week and Character Book Parade
- Whole School Art Projects - African Art
- Year 6 Day Camps at Latitude, Yanchep Tree Top Walk and Ice Skating
- Year 6 Swimming Lessons at Yanchep Lagoon
- Principal's Afternoon Tea for Positive Behaviour
- Good Standing Awards for Positive Behaviour
- Community Walk
- Interschool Carnivals
- Athletics Carnival
- Social Dance Dancing Lessons
- Year 6 Graduation Ceremony and Social Dance at Irene Mc Cormack Catholic College
- Christmas Concert

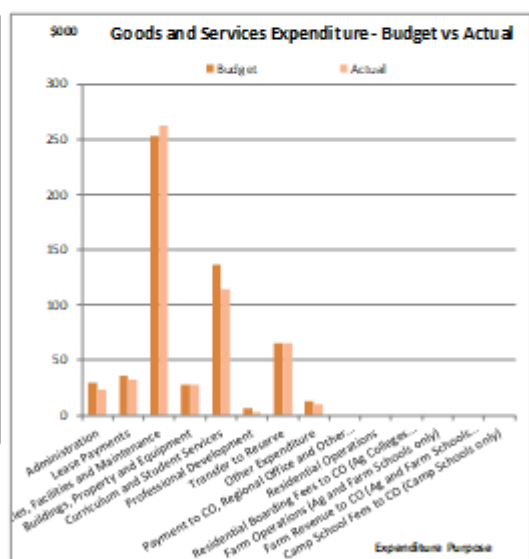
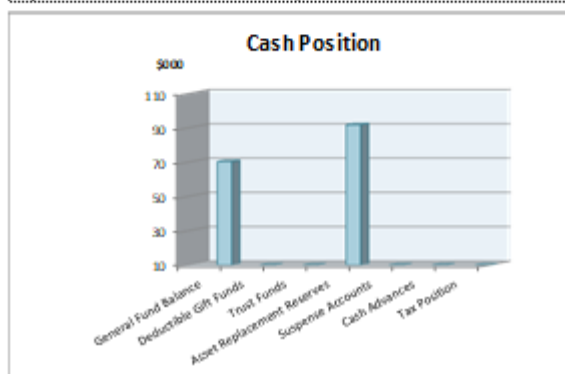


Financial Summary as at 31<sup>st</sup> December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 3,198.00	\$ 3,198.00
2	Charges and Fees	\$ 49,812.40	\$ 49,812.40
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 13,198.50	\$ 13,198.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 12,850.88	\$ 12,850.88
8	Other Revenues	\$ 4,582.33	\$ 4,582.81
9	Transfer from Reserve or DGR	\$ 82,767.93	\$ 82,767.93
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>\$ 166,409.00</b>	<b>\$ 166,409.52</b>
Opening Balance		\$ 38,054.00	\$ 38,053.97
Student Centred Funding		\$ 405,207.13	\$ 405,207.13
<b>Total Cash Funds Available</b>		<b>\$ 609,664.15</b>	<b>\$ 609,665.62</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 609,664.15</b>	<b>\$ 609,665.62</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 29,284.21	\$ 23,272.41
2	Lease Payments	\$ 36,000.00	\$ 31,928.35
3	Utilities, Facilities and Maintenance	\$ 252,632.15	\$ 262,179.58
4	Buildings, Property and Equipment	\$ 27,883.78	\$ 27,883.78
5	Curriculum and Student Services	\$ 136,681.90	\$ 114,839.72
6	Professional Development	\$ 6,500.00	\$ 3,082.31
7	Transfer to Reserve	\$ 65,801.00	\$ 65,801.00
8	Other Expenditure	\$ 12,487.77	\$ 10,389.95
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>\$ 567,280.81</b>	<b>\$ 593,361.10</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 567,280.81</b>	<b>\$ 593,361.10</b>
<b>Cash Budget Variance</b>		<b>\$ 42,383.34</b>	<b>\$ -</b>



<b>Cash Position as at</b>	
Bank Balance	\$ 154,587.80
Made up of:	
1 General Fund Balance	\$ 70,304.52
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 91,771.38
5 Suspense Accounts	\$ (2,732.10)
6 Cash Advances	\$ -
7 Tax Position	\$ (4,756.00)
<b>Total Bank Balance</b>	<b>\$ 154,587.80</b>



# 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."

It's fun doing art and drawing in other lessons. You make connections."

"I'm making better connections. I use 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 expand 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 SUPPORT



## GLOSSARY

<b>ICSEA</b>	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
<b>NAPLAN</b>	National Assessment Programme – Literacy and Numeracy
<b>NQS</b>	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.
<b>On-Entry Assessment</b>	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
<b>PAT</b>	Progressive Achievement Test (Australian Council for Educational Research)
<b>STEM</b>	Science, Technology, Engineering, Maths



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