



***MERRIWA PRIMARY
SCHOOL
ANNUAL REPORT
2013***



2013**LEADERSHIP TEAM AND ADMINISTRATION**

Principal
Associate Principals

Sue Waterhouse
Sandra Long
Jeff Hoskins

Registrar
School Officers

Tracey Bell
Nevis Evans
Alison Humble

Contact Details

67 Baltimore Parade
MERRIWA WA 6033

Ph: 9305 9011

Fax: 9305 9725

e-mail: Merriwa.PS@det.wa.edu.au



Merriwa Choir Perform at University of WA

TEACHING STAFF 2013

| | |
|--|---|
| Kindergarten | Helen Sutherland Erin Purcell |
| Pre Primary | Charon Thompson Andrea Hollie Terri Liddelow Anne McKimmie Jo White Michelle Gregory |
| Year 1 | Jane Lang Gemma Donaldson |
| Year 1/2 | Tammy Reale |
| Year 2 | Janelle Avins Phillipa Hill / Judy Lestar |
| Year 3 | Sue Zainudin Ahidan Barr Carol Marshall |
| Year 4 | Annie Greive Renee Rogers |
| Year 5 | Cathy Hay Dianne Reweti / Lynda Radich / Gemma Donaldson |
| Year 6 / 7 | Shonagh McKenzie-Jones Angela Winter Allison Ebert |
| Support Teachers History, ESL Numeracy Literacy Senior Support English as a Second Language | Judy Lestar Louise Carroll Phillipa Hill Sue Mc Farlane Melissa Konzaki |
| Art | Michelle Gregory |
| Music | Rose Prior—Longmuir |
| Physical Education | Chris Leonard |
| Italian (LOTE) | Melissa Zoccali |



MERRIWA PRIMARY SCHOOL 2013 ANNUAL REPORT



SCHOOL ETHOS AND VISION

We provide an inclusive child centred learning environment which encourages all children to develop skills, understandings and concepts to achieve a high level of personal achievement, develop a passion for life long learning, and foster responsible citizenship qualities.

We provide children with a secure, stimulating and positive learning environment, which caters for individual needs, allowing students to develop to their potential. We provide instruction that promotes whole school cohesion, individual self worth, independence and respect for the rights of others.

MISSION STATEMENT

At Merriwa Primary School we strive to work together to fully develop the academic, social and emotional potential of every student.

OUR AIM IS TO:

- ◆ To make every student a successful student.
- ◆ To have sound teaching in every classroom.
- ◆ To ensure Merriwa Primary School is a good school.
- ◆ To provide practical support for our teachers and support staff.
- ◆ To deliver meaningful accountability.
- ◆ To build public confidence in our school.

OUR VALUES

- ◆ Learning: We have a positive approach to learning and encourage it in others; we advance students' learning based on the belief that all students have the capacity to learn.
- ◆ Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.
- ◆ Equity: We recognise the differing circumstances of students and are dedicated to achieving the best possible outcomes for all.
- ◆ Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

OUR BELIEFS ABOUT TEACHING AND LEARNING

High expectations are needed to allow all students to reach their full potential.

A safe, stimulating learning environment supports learning.

Instructional Leadership is imperative in a whole school approach to teaching and learning.

Students learn in a variety of ways and learning programs need to reflect this.

Learning happens best when student-teacher relationships are based on mutual trust and respect.

Students need opportunities to engage in higher order thinking and reflection about learning.

Parents and community are actively involved with students learning.

AT MERRIWA PRIMARY SCHOOL

We are respectful
We are positive thinkers
We are friendly.

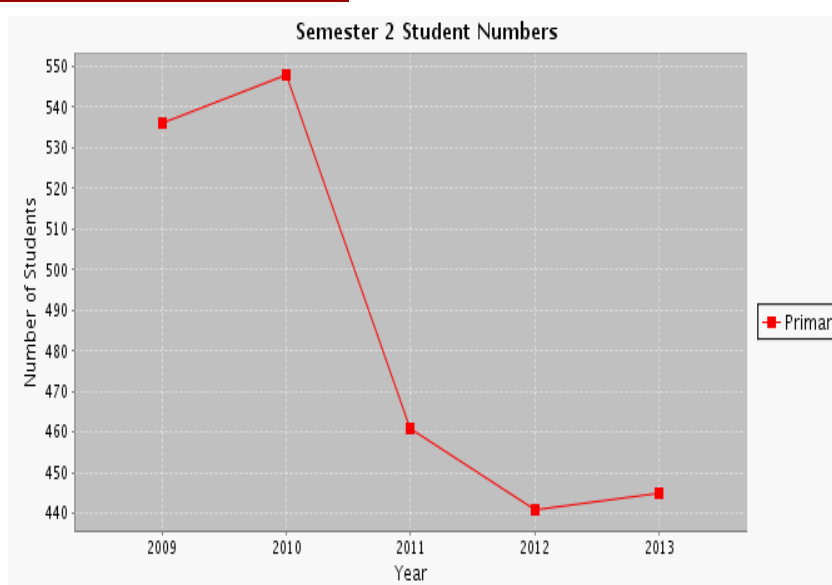
| <div> <div> Student Engagement and wellbeing Review and implement an agreed approach to student safety, wellbeing and attendance. </div> <div> Literacy Improve literacy outcomes for all students with particular focus on Reading and Writing. </div> <div> Numeracy Improve numeracy outcomes for all students with particular focus on Number. </div> </div> | | |
|--|--|---|
| Focus Area Targets | | |
| <p>Reduce the number of school suspensions.</p> <p>Reduce the number of negative behaviours on SIS.</p> <p>Reduce the incidences of bullying in the playground.</p> <p>Increase the feeling of self worth and respect for others.</p> | <p>Increase the percentage of Year 3, 5 and 7 students at or above the national minimum standard in Reading to equivalent or higher than the State</p> <p>Increase and maintain the percentage of Year 3, 5 and 7 students achieving Reading scores in the higher proficiency bands to equivalent or higher than like schools.</p> <p>Arrest the decline in year 3 and 5 Reading Relative Assessment Performance.</p> <p>Reduce the number of years 3,5,7 students at or below the minimum national standard. in Writing.</p> <p>Arrest the decline in year 3 ,5 and 7 Writing Relative Assessment Performance.</p> | <p>Increase the percentage of Year 3,5,7 students achieving in the top 20% of the state.</p> <p>Increase the percentage of 3 and 5 students at proficiency bands 6-8.</p> <p>Decrease the percentage of students making low or very low levels of progress in Numeracy between Year 3 and Year 5.</p> <p>Arrest the decline in years 5 and 7 Numeracy Relative Assessment performance.</p> <p>Maintain an upwards trend in Year 7 Numeracy performance compared to like schools.</p> |
| <div> <div> Aboriginal </div> <div> English as a Second Language </div> <div> Community Involvement </div> </div> | | |
| Focus Area Targets | | |
| <p>The achievement of year 3,5,7 aboriginal students tested in 2010 to be maintained or bettered in 2011,2012 and 2013.</p> <p>The number of aboriginal students below benchmark in year 5 to decrease across all areas.</p> | <p>All 2011 ESL students in Level 4 to reach Levels 5 or 6 on the progress maps in reading and viewing and writing.</p> <p>Move level 2 and 3 students to level 4 within 18 months.</p> | <p>Community involvement to continue to increase; P&C to be re-established in 2011.</p> <p>School Council to be re-established in 2011.</p> <p>Aboriginal representative on School Council (1).</p> <p>Attendance at "Open" events to continue to rise each year.</p> <p>Eg Parent Information evenings, assemblies, Open Nights, etc.</p> |

OUR STUDENTS

ENROLMENTS SEMESTER ONE 2013

| Semester 1 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------------|------|------|------|------|------|
| Pre-Compulsory (PPR Only) | 76 | 68 | 56 | 63 | 61 |
| Primary | 457 | 472 | 411 | 387 | 348 |
| Total | 533 | 540 | 467 | 450 | 409 |

ENROLMENTS SEMESTER TWO 2013



There was a steady increase in student enrolments in 2013. Although several families moved out of the area during the Summer holidays, enrolments increased throughout the year, and in December 2013 there were 508 children enrolled, including 69 Kindergarten children.

OUR DESTINATION SCHOOLS

| Destination School | Male | Female | Total |
|--------------------------------|------|--------|-------|
| Butler College | 18 | 13 | 25 |
| Clarkson Community High School | 8 | 7 | 15 |
| Belridge Secondary College | | 2 | 2 |
| Duncraig Senior High School | 1 | 1 | 2 |
| Kinross College | 1 | 1 | 2 |
| Wanneroo Secondary College | 1 | 1 | 2 |
| Balga Senior High School | 1 | | 1 |
| Hampton Senior High School | 1 | | 1 |
| Southern River College | 1 | | 1 |
| Thornlie Senior High School | 1 | | 1 |

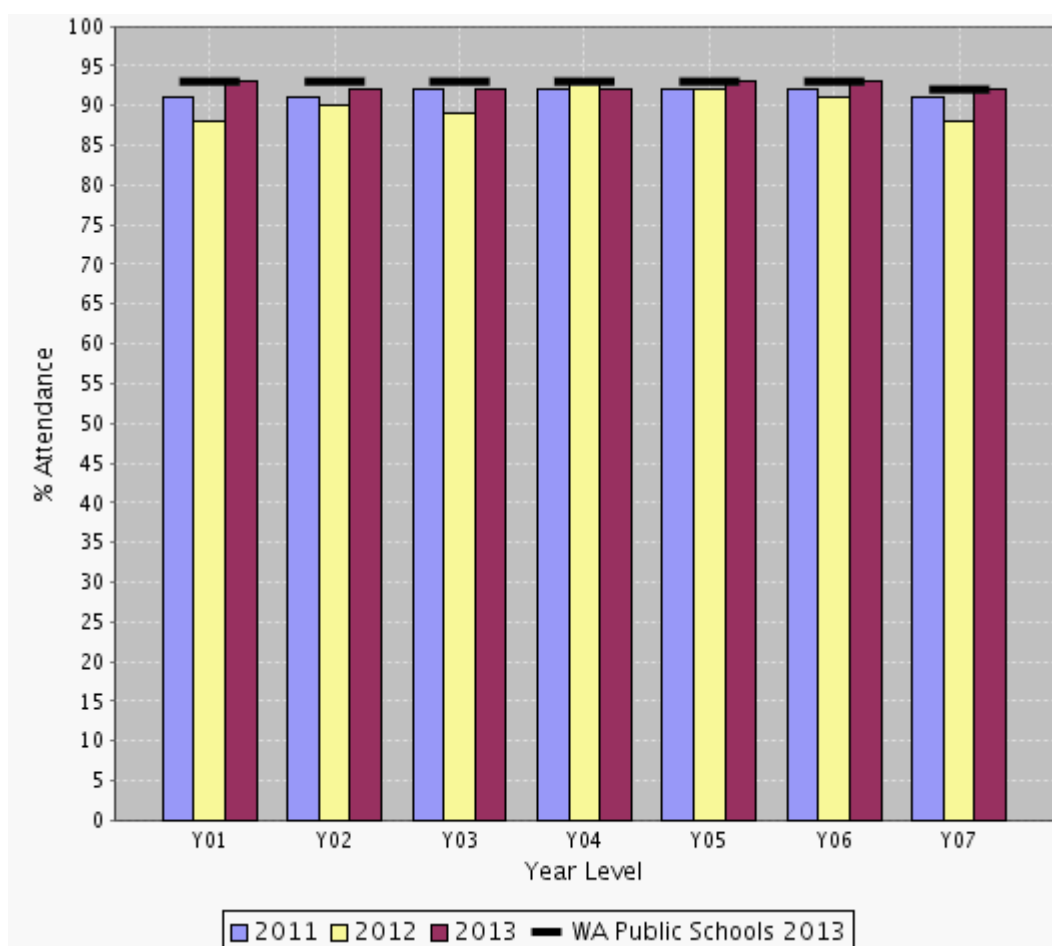
The majority of our Year 7 students have transferred to Butler College and Clarkson Community High School. The remaining enrolments demonstrate the transient nature of our community, with enrolments ranging across the metropolitan area. The enrolments at Wanneroo, Balga and Thornlie were enrolments in specialist sporting programs.

IMPROVED ATTENDANCE

| | Non - Aboriginal | | | Aboriginal | | | Total | | |
|-------------|------------------|-------------|------------------|------------|-------------|------------------|--------|-------------|------------------|
| | School | Like School | WA Public School | School | Like School | WA Public School | School | Like School | WA Public School |
| 2011 | 91.9% | 93.0% | 93.7% | 87.3% | 85.3% | 81.6% | 91.5% | 92.2% | 92.7% |
| 2012 | 90.4% | 92.3% | 93.3% | 85.6% | 82.8% | 81.1% | 90.0% | 91.2% | 92.3% |
| 2013 | 92.4% | 92.9% | 93.7% | 91.1% | 83.5% | 80.7% | 92.3% | 91.8% | 92.6% |

There has been an improvement in overall attendance in 2013, due to the Merriwa Attendance Strategy. The attendance of Aboriginal children at Merriwa Primary School continues to be significantly above State levels and it is pleasing to see the improvement in attendance in Non—Aboriginal students. The overall attendance of our school is now above that of Like Schools. Attendance will continue to be a focus in 2014..

ATTENDANCE BY YEAR LEVELS



This graph shows that the rate of attendance for children at Merriwa Primary School is close to or above State attendance according to year level in all Year Levels. Of particular note is the improvement of the attendance rate of the Year 1, 2, 3, 6 and 7 children, which showed a decline in 2012.

IMPROVED ATTENDANCE

Attendance Data

Merriwa Associate Principal, Jeff Hoskins, attended the Low SEI Schools Conference in November 2013, where Stephen Zubrich, UWA and Telethon Institute for Child Health Research, presented research on the direct link between attendance and NAPLAN scores.

This has confirmed for our staff the direct correlation between attendance and achievement in socio-economic schools..

The attendance rates at Merriwa were a focus during 2013. Strategies included:

- Case management by all staff.
- Data regularly collected by staff and discussed with Associate Principal.
- Students at attendance risk placed on Attendance Management Plans.
- Letters issued to parents regarding their child's poor attendance.
- Case conferences held with Associate Principal and parents where attendance continues to be an issue.

We have gained funding for 2014 from Barry Cable Passport Program to both encourage parent participation and to support students on Attendance Management Plans.

Attendance Rates Pre Primary to Year 7 2010 to 2013.

| Year | PP | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------|----|------|------|------|------|------|------|------|
| 2010 | | 91 | 91 | 92 | 92 | 94 | 93 | 93 |
| 2011 | | 91 | 91 | 92 | 992 | 92 | 92 | 91 |
| 2012 | | 88 | 90 | 89 | 93 | 92 | 91 | 88 |
| 2013 Semester 1 | 91 | 92.4 | 92.4 | 91.8 | 91.9 | 92.1 | 92.1 | 91.7 |



High NAPLAN rates are linked with high levels of attendance

IMPROVED ATTENDANCE

At Risk Attendance

| Rate | 2012 | 2013 Semester 1 |
|--------------------------------------|------|-----------------|
| 90% | 65 | 69 |
| 80 – 90% | 22 | 25 |
| 60 – 80% Moderate Risk | 11 | 6 |
| Less than 60% Severe Risk | 2 | 0 |

There is an improvement in the levels of children who attend regularly, those who attend over 90% of the time. There has been a slight increase in the number of children who attend between 80 and 90%; and it is pleasing to note that the children at moderate risk have decreased by nearly 50%. The children who were at severe risk in 2012 are no longer at risk in 2013.

Aboriginal Student Attendance

| Year | School % | Like Schools % | WA Public Schools % |
|-------------|-------------|----------------|---------------------|
| 2010 | 82.4 | | 82.6 |
| 2011 | 87.3 | 85.3 | 81.6 |
| 2012 | 85.6 | 82.8 | 81.1 |
| 2013 | 91.1 | 83.5 | 80.7 |

This shows that the level of attendance for Aboriginal students at Merriwa has been consistently higher than both Like Schools and WA Public Schools since 2011. The 2013 attendance results were outstanding at 10.4% above WA Public Schools. We are very proud of these results.



OUR STAFF

All teaching staff meet the professional requirements to teach in Western Australian public schools and are registered with the Western Australian College of Teachers. In addition In accordance with Department of Education requirements, all staff have Working With Children Checks and National Police Clearance.

In 2013 the Associate Principals fulfilled valuable roles in implementing whole school behaviour management, the case management of students at educational and attendance risk and the coordination of numeracy and Early Childhood and Early Intervention.

Specialist teachers teach in the following areas: Physical Education, music, art and Italian. Specialist instrumental music lessons were provided in guitar, trumpet and flute. We also offered the services of a school psychologist, English as a Second Language / Dialect, teacher, Aboriginal and Torres Strait Islander Officer and Chaplain. We have two staff who hold a Senior First Aid Certificate.

All teaching and non-teaching staff regularly attend professional development, which in 2013 included First Steps Literacy and Numeracy; The Australian Curriculum in English and Maths; Poverty and Education; Restraint Training; Whole School Positive Behaviour; Principals as Literacy Leaders - The Big Six; Experienced Principals Program; NAPLAN assessment and analysis; Asthma Friendly School Accreditation, Epipens; Direct Instruction Reading, Phonics and Spelling; and Independent Schools Workshops.

FOCUS 2013

Student Engagement and Wellbeing

Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. Third year of implementation of Positive Behaviour in Schools project.

Literacy

Encompasses a whole school approach with a strong focus on explicit teaching of skills in reading, writing and spelling. The program is supported by a specialist literacy teacher.

Numeracy

Encompasses a whole school approach with a strong focus on skills in number and measurement. The program is supported by the Associate Principal and specialist numeracy teacher.



ERG JOURNEY 2010—2013

In 2012 the major concerns of the ERG about effective school leadership, shared beliefs about teaching and learning, instructional leadership, behaviour management, staff morale, SAER and relations across the staff and between staff and community were addressed and improvement was achieved in all areas.

Of greatest significance was the reported positive change in the reported level of safety in the school.

The NAPLAN results, however, showed that there was considerable work to be done in improving the effective delivery of curriculum to ensure an improvement in student outcomes. This has been addressed through a whole school commitment to maintaining the improvements of the previous nine findings to ensure that the staff can focus on improving academic attainment for students.

The NAPLAN results in 2013 show a positive trend. In 2012 there were 8 areas that were at least a standard deviation below the expected school mean, and in 2013 this was reduced to three areas. There are significant improvements in the school NAPLAN Mean scores in comparison to the Australian Mean Scores, particularly in Year 5 Numeracy, Year 3 and 7 Writing and Year 5 and 7 Reading. Scores in most areas are similar to scores in Like Schools. The staff is optimistic that this positive trend will continue, with additional data in 2013 showing significant improvement in spelling and attendance.

Whole school policies and processes are in place, distributed instructional leadership is established and there has been a focus on explicit teaching with a particular focus on Early Intervention. The staff has made a commitment to this. Changes to staffing ensured more permanent teachers can carry through sustainable change. Associate Principals also play an active role in leading curriculum and case management of Students at Educational Risk.

Sustainability of improvement in all areas, both academic and behavioural, has been demonstrated by staff ownership of the establishment and maintenance of strong whole school policy, processes and procedures that have been designed and implemented by the staff and a commitment by the current principal and associate principals to ensure that this continues.

Change has been managed by the principal in ensuring that all staff has ownership of the direction of the school, its vision and beliefs, plans, policies and strategies through vigorous review of these processes carried out in Year Level and Curriculum Teams and whole staff meetings. The School Development and Operational Plans were written by the staff and are referred to in staff meetings, Positive Behaviour in Schools Committee meetings, Performance Management and Professional Development Planning. The 2014 operational plans will be written by staff in January 2014 as a result of 2013 reviews. The Positive Behaviour in Schools Committee has undertaken a review of its procedures in collaboration with central office coaching staff, and as a result, the Behaviour Management Policy and procedures have been reviewed and refined. This work will continue in 2014.

All staff, both teaching and non-teaching, have been active participants in implementing, monitoring and assessing our improvements and progress and have worked both individually and in Year Level, Curriculum and Behaviour Management Teams. They have reflected and assessed the whole school performance on the Strategies for Improvement Plan, reviewed actions taken from 2012 to 2013 and implemented recommendations made for 2013. The result has been an improvement in student achievement through the work of a cohesive team that has taken responsibility for the outcomes for all students, with a movement towards recognition that student achievement is a result of a whole staff effort. There is excitement amongst both teaching and non-teaching staff about the academic gains that have been made by our students this year. This is reflected in the formal and informal discussions about curriculum and student results that are now embedded in staff conversations at Merriwa.

The ERG process at Merriwa Primary School has brought together a fractured staff and enabled us to work together with a shared vision in order to improve the outcomes for students. The processes that have been implemented by the principal/s in 2011 to 2013 have given the staff a sense of informed empowerment and have, in turn, demonstrated their desire to effectively embrace change. Sustainability has been demonstrated in 2013 through the strength of this effective change management process at Merriwa.

**EXPERT REVIEW GROUP
STATUS CLEARED 2013**

In 2010 Merriwa Primary School was identified as being under Expert Review Group (ERG) Conditions. There were ten adverse findings that required attention and centred around effective academic outcomes, school leadership, shared beliefs about teaching and learning, instructional leadership, behaviour management, staff morale, managing students at educational risk and community relationships.

On 30 November 2012, at the two year review, the panel commended the school for the improvements that have been made, and passed nine of the ten findings. They said:

The panel commends the school for their endeavours over the past two years in implementing the ERG improvement agenda. Staff have worked hard and have achieved improvement in most areas. The school has demonstrated significant improvement in its structures and planning. There is a clear awareness that there is much ongoing work to focus on, but the strong planning and whole school processes in place will ensure that the full implementation and embedding of this very positive work should result in improved student learning and performance.

The panel is confident of the school's ability to sustain improvements in areas under its control. Sustaining improvements is reliant upon the follow up and follow through in relation to a sound evidence base.

The Director General is to be informed that Merriwa Primary School has met expectation regarding improvement in relation to all by Finding One. (This finding relates to the number of students above the National Minimum Standards in literacy and numeracy).

The panel recommends monitoring and support of the school for 2013 to ensure student performance data provides endorsement of improvement in the proportion of students at or below the National Minimum Standards in literacy and numeracy.

The review in December 2013 resulted in lifting of the ERG status. The Director General, Sharyn O'Neill wrote:

Mr Paul Meacock, Assistant Regional Executive Director, North Metropolitan Education Regional Office and Mr Brett Hunt and Mr Rod Lowther, Directors, School Review, reviewed the performance of Merriwa Primary School on 6 December 2013. Their task was to review the school's improvement in relation to Finding One of the Expert Review Group report in 2010.

I have received advice from Mr Meacock and I am reassured that the school has met expectations regarding improvement in relation to the remaining finding.

Merriwa Primary School is to be congratulated. I wish you and your staff continued success in your endeavours to provide high quality education at Merriwa Primary School.

NAPLAN 2009 –2013
PERCENTAGE OF STUDENTS AT AND ABOVE NATIONAL STANDARDS

Year 3

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------------|------|------|------|------|------|
| Numeracy | 94.5 | 92 | 93 | 73 | 90 |
| Reading | 86 | 84 | 88 | 83 | 86 |
| Writing | 97 | 86 | 96 | 98 | 98 |
| Spelling | 90 | 80 | 80 | 80 | 71 |
| Punctuation and Grammar | 83.5 | 77 | 79 | 73 | 78 |

Year 5

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------------|------|------|------|------|------|
| Numeracy | 95 | 93 | 95 | 90 | 94 |
| Reading | 92 | 78 | 86 | 68 | 90 |
| Writing | 89 | 77 | 90 | 95 | 71 |
| Spelling | 93 | 90 | 88 | 93 | 81 |
| Punctuation and Grammar | 86 | 88 | 90 | 81 | 81 |

Year 7

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------------|------|------|------|------|------|
| Numeracy | 83 | 94 | 96 | 86 | 92 |
| Reading | 82 | 92 | 92 | 90 | 94 |
| Writing | 66 | 77 | 91 | 82 | 87 |
| Spelling | 70 | 77 | 91 | 86 | 90 |
| Punctuation and Grammar | 62.5 | 81 | 91 | 88 | 79 |

SUMMARY

It is significant that between the initiation of the ERG Review in 2010 and 2012, there was a considerable change in student population. By Semester One 2012 around 90 children were enrolled in other schools, which was attributed to the declaration of the ERG status. This is likely to have affected the statistical reading of the NAPLAN results. However, the following is noted:

At a year **three** level, students results demonstrated a high level of competency in the area of numeracy from 2009 to 2011. However, in 2012, there was a decline in results to 73%, followed by a return to 90% in 2013. There is little change in reading and punctuation and grammar, while spelling results have gradually declined. However, a significant, sustained gain has been made in writing. Direct Instruction Spelling will be extended to include the Year 3 students in 2014.

At a year **five** level, numeracy results between 2009 and 2013 have remained consistently high. Reading has also improved in 2013 after a decline between 2010 and 2012. Apart from a spike in 2011, punctuation and grammar results are consistently low and writing results are inconsistent.

At a year **seven** level, results between 2010 and 2011 improved in all areas compared with the results of 2009. However, in 2012, all areas showed a decline, along with their attendance levels. In 2013 results improved in all areas except for punctuation and grammar.

MERRIWA NAPLAN 2011 –2013 NATIONAL MINIMUM STANDARDS

| | Year 3 | | | Year 5 | | | Year 7 | | |
|-----------------------|--------|------|------|--------|------|------|--------|------|------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Numeracy | -0.3 | -1.8 | -0.4 | 1.2 | 0.4 | 0.3 | -0.9 | -1.2 | -1.7 |
| Reading | -0.7 | -1.2 | -0.8 | -0.4 | -0.2 | -0.4 | -1.2 | -1.1 | 0.3 |
| Writing | 0.3 | -0.1 | 0.5 | 1.0 | 0.7 | -0.7 | -0.2 | -0.5 | -0.4 |
| Spelling | -0.8 | -1.1 | -0.8 | 0.5 | 0.5 | -0.2 | -0.3 | -1.1 | -1.2 |
| Grammar & Punctuation | -0.3 | -1.3 | -0.4 | 0.5 | 0.1 | -1.2 | -0.5 | -1.3 | -1.0 |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

SUMMARY

This table shows that the Merriwa Primary School is making progress in NAPLAN scores. It has reduced the number of areas below the National Minimum Standard from 8 in 2012 to 3 in 2013.

In 2012 the NAPLAN results for Merriwa Primary School were more than one standard deviation below the predicted school mean in 8 areas, as follows:

Year 3: Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

Year 7: Numeracy, Reading, Spelling and Grammar and Punctuation.

The 2013 results show the areas that are now one standard deviation below the predicted mean are:

Year 5: Grammar and Punctuation

Year 7: Numeracy and Spelling

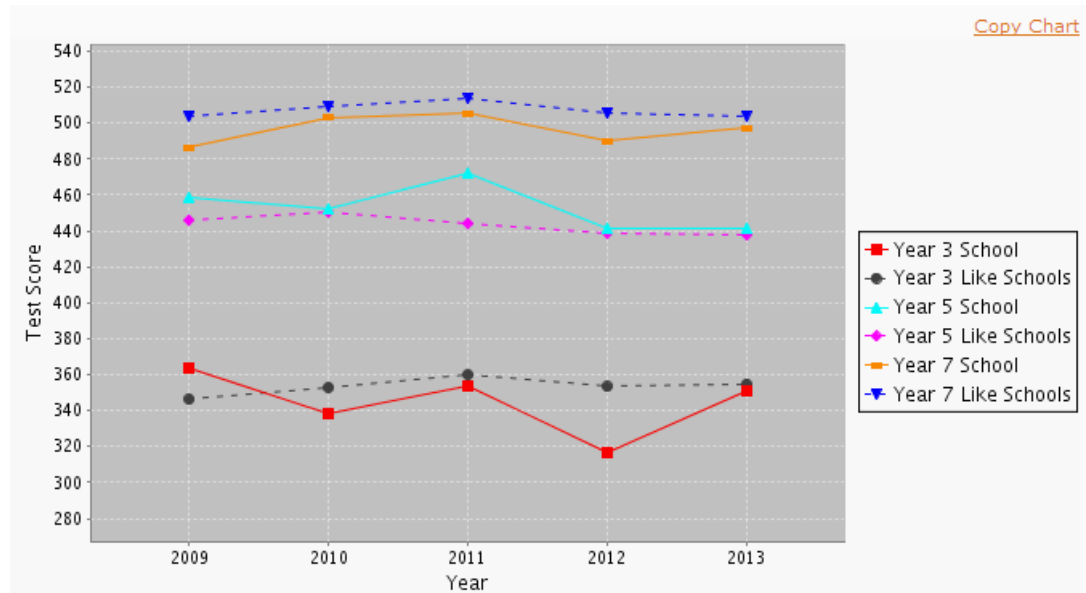
The Year 3 children improved in writing from 0.1 below the mean to 0.5 above the mean, while the Numeracy results for Year 3 have improved by 1.4. The Year 3 results in grammar and punctuation have improved by 0.9 points.

The Year 5 demonstrated similar results to 2012, with a decrease in Grammar and Punctuation scores.

The Year 7 children made significant gains in Reading, with little change in Numeracy, Writing and Spelling.

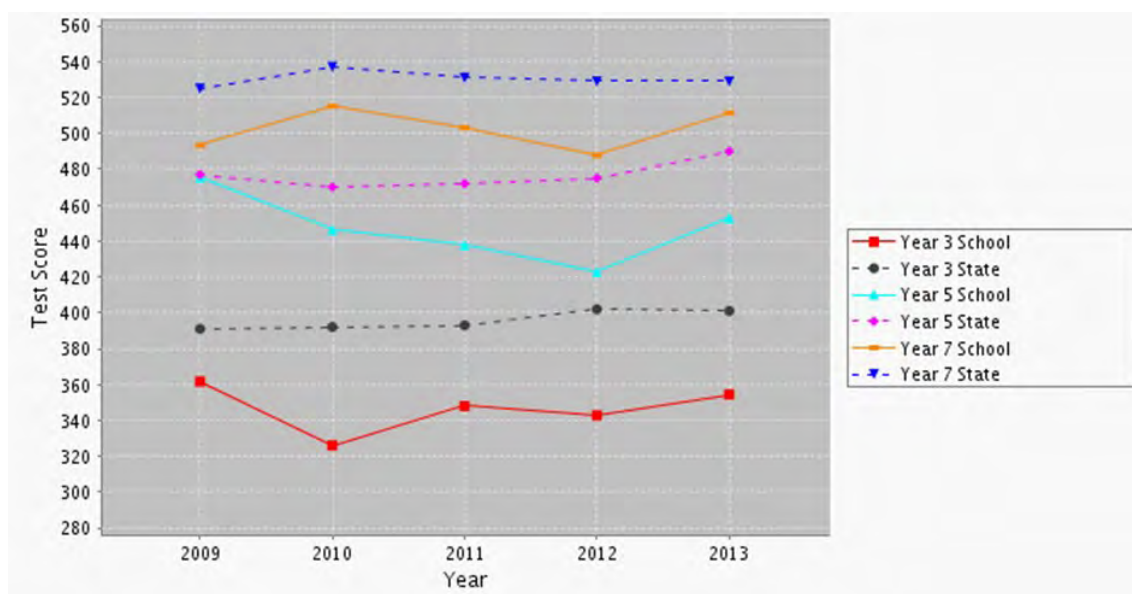
Merriwa is clearly making slow, but steady gains in NAPLAN. It is difficult to predict when all areas will be at or above the National Minimum Standard, but with the whole school academic and attendance strategies put into place it is hoped that this will be achieved in the next few years.

Numeracy School v Like Schools



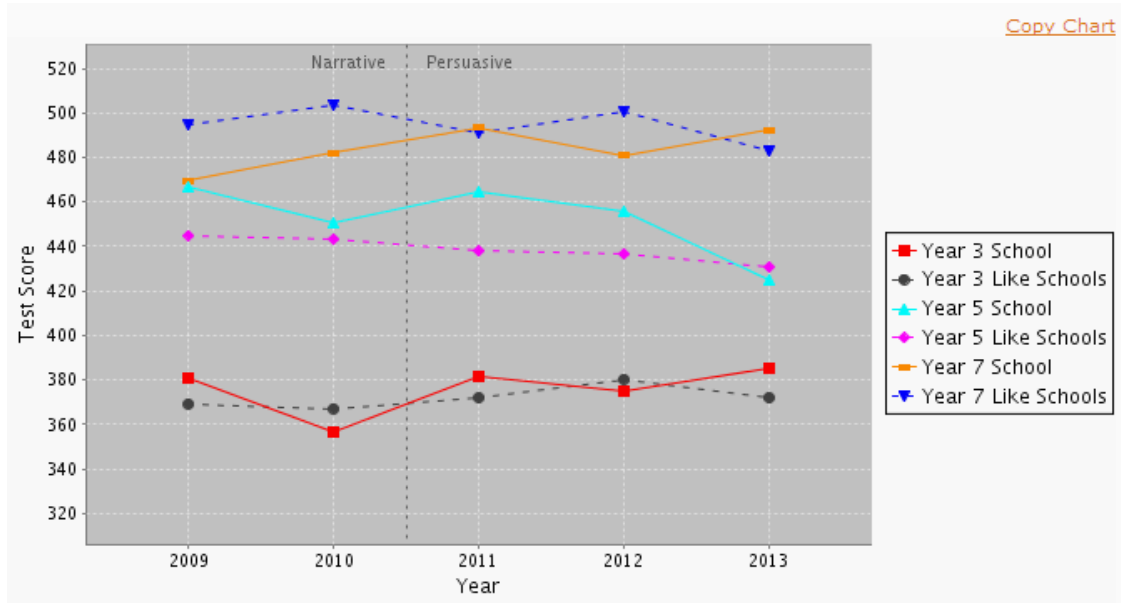
This graph shows that there has been some improvement made in Years 3 and 7, while the Year 5 results reaching a plateau level. However, in comparison to similar schools, the results are now as expected, which is encouraging. The whole school numeracy program, supported by the Associate Principal and Numeracy Specialist will continue in 2014.

Numeracy School v State



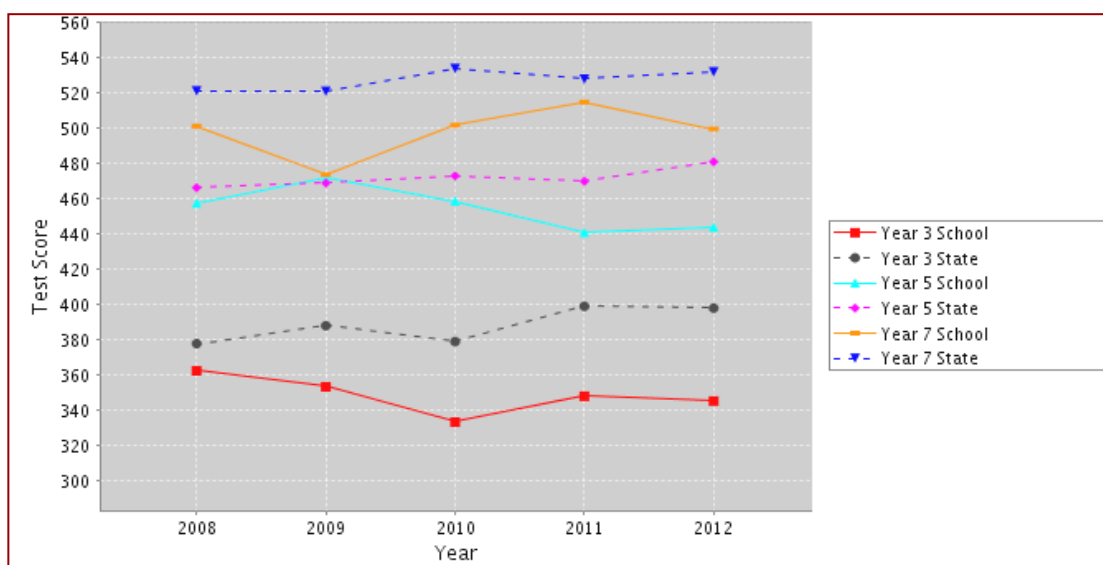
These results show that the Merriwa numeracy scores have improved since 2012, with a trend for improvement in all year levels. The Year 7 students have made a significant gain, with scores close to the state scores.

Writing School v Like Schools



The Year 7 students, after a decline in performance in 2012, have reached a level above that of like schools. The trend for the Year 3 students between 2010 and 2013 is a steady increase, to a level above that of like schools. However there has been a decline in Year 5 performance.

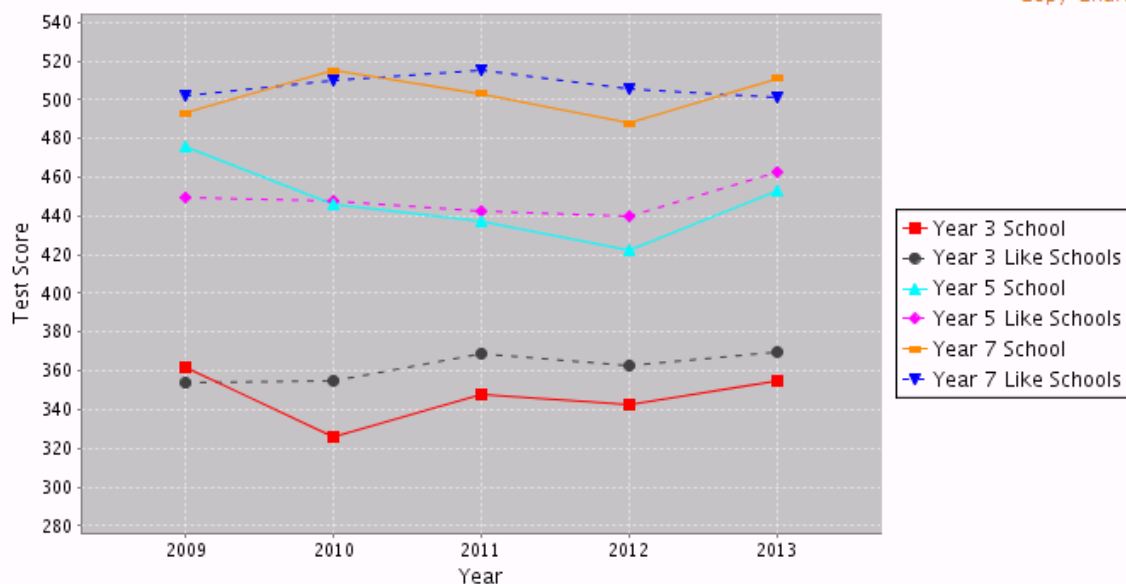
Writing School v State



Since 2009 there has been an upward trend in writing and in 2013 the Year 3 and 7 students were close to state levels. However, there was a significant decrease in Year 5 results, which will be addressed in 2014 through targeted support in English for Year 6 and 7 students.

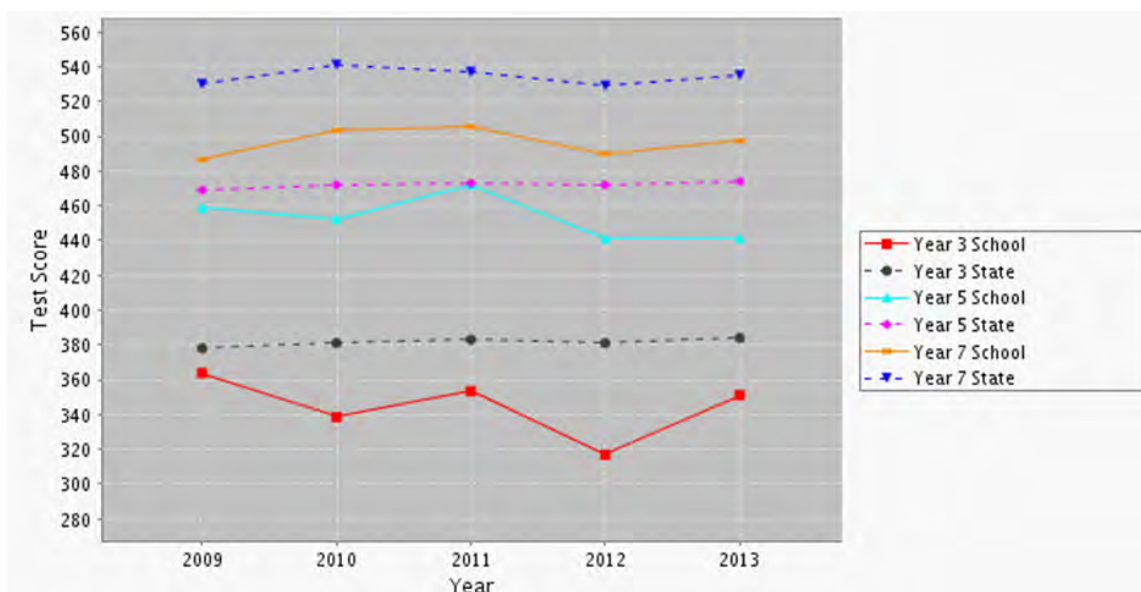
Reading School v Like Schools

Copy Chart



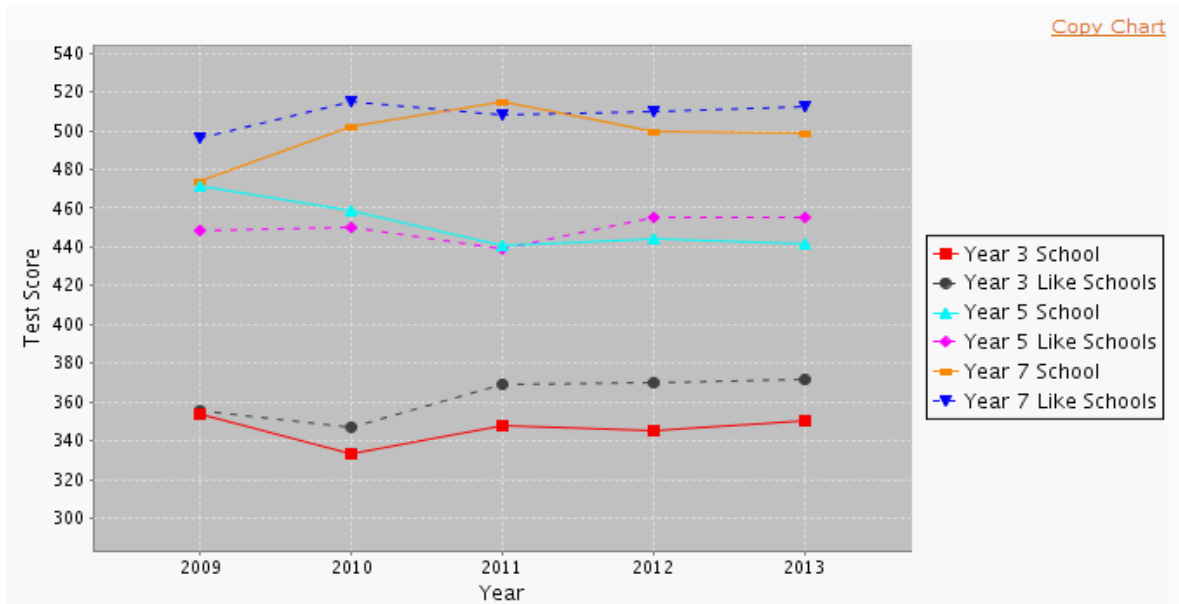
Reading results since 2010 have been varied. However, In 2013 Year 7 students made a significant improvement and are performing above like schools. Year 5 students are performing just below like schools, with a significant increase since 2012. Year 3 students have made steady progress since 2010, but are still below like schools. There will be continued explicit teaching and early intervention for phonics and guided reading in 2014.

Reading School v State



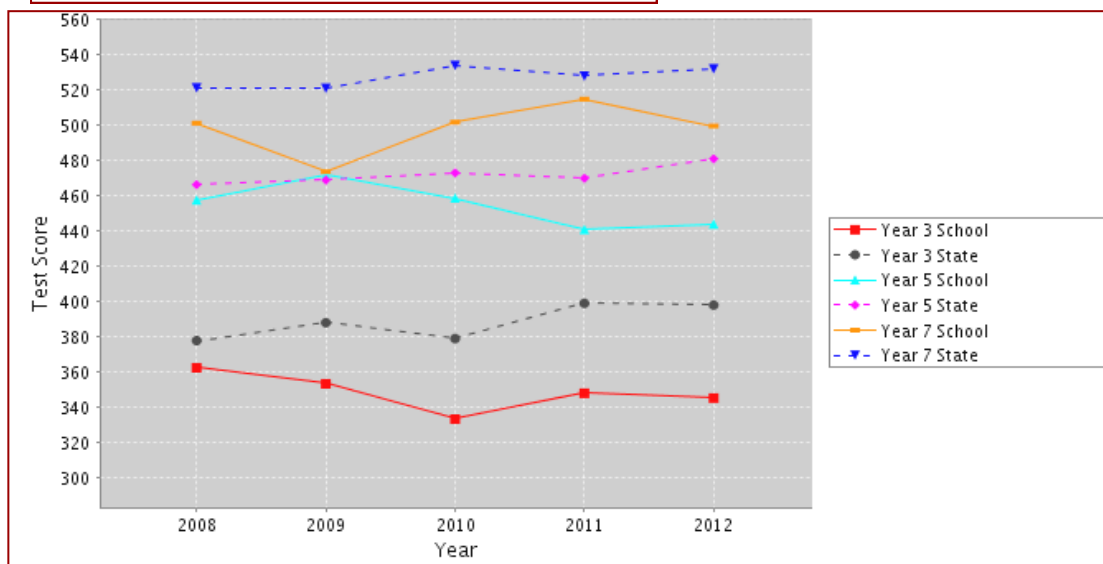
In comparison to state levels, the Year 3 students have made a significant gain in 2013. The Year 5 students have made similar achievement trends to that of the state, however, the level is still lower. The Year 7 students, whilst making some gains, are still significantly lower than state levels. Explicit teaching in reading for Year 5—7 students at educational risk was introduced in 2013 and will continue in 2014.

Spelling School v Like Schools v State



Since 2011 the spelling scores for all year levels have reached a plateau and all year levels continue to be below that of similar schools. It is anticipated that with intensive explicit intervention strategies implemented in 2012 that these scores will improve. Explicit Direct Instruction teaching of Phonemic Awareness and Spelling Mastery programs was introduced in 2013 and Words Their Way continued in Years 1—3.

Spelling School v State



The spelling scores for Merriwa Primary continue to be significantly lower than those of state levels. It is anticipated that there will be an improvement in these results with the whole school focus on explicit instruction in spelling and phonics.

Explicit Teaching of Spelling and Phonics

Spelling Results

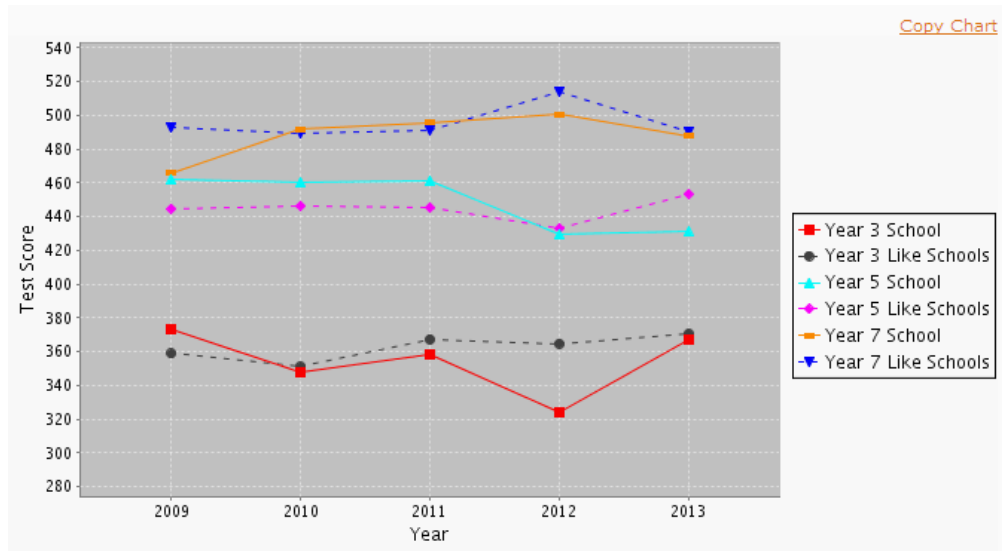
Explicit instruction was introduced to Merriwa Primary School after a senior school staff discussion regarding the concerns about spelling results. The staff suggested that they should introduce Spelling Mastery into Years 4 to 7 in February 2013. This was implemented in collaboration with the Education Support Centre, who provided both resources and staff. The staff training was undertaken by Principals in both the Primary School and ESC, and has been ongoing throughout 2013 through an action research model.

Phonemic Awareness was also introduced into the Kindy, Pre Primary and Year 1 classes, with mixed levels of implementation. In 2014 there has been a commitment from staff to implement the program in a more consistent way, with the support of key Early Childhood teachers and the leadership teams.

| | | | | |
|----------|--|--|---|--|
| 4 | Less than 6 Years To 11 Years 2 Months | 7 Years 2 Months To 14 Years 5 Months | 8 to 44 Months (8 Months to 3 Years 8 Months) | 23.72 Months (Nearly 2 Years) |
| 5 | 6 Years 8 Months to 12 Years 1 Month | 7 Years 3 Months To 15 years 6 Months | -1 to + 41 (Minus one Month to 3 Years 7 Months) | 14.37 Months (1 Year 2 Months) |
| 6 | Less than 6 Years To 15 years 6 Months | 6 Years 11 Months To 15 Years 6 Months | -4 to +37 (Minus 4 Months to 3 Years 1 Month) | 10.88 Months (Nearly 11 Months) |
| 7 | Less than 6 Years To 15 Years 6 Months | 6 years 10 Months To 15 Years 6 Months | 0 to +65 (0 to 5 Years 5 Months) | 19.53 Months (1 Year 7 Months) |

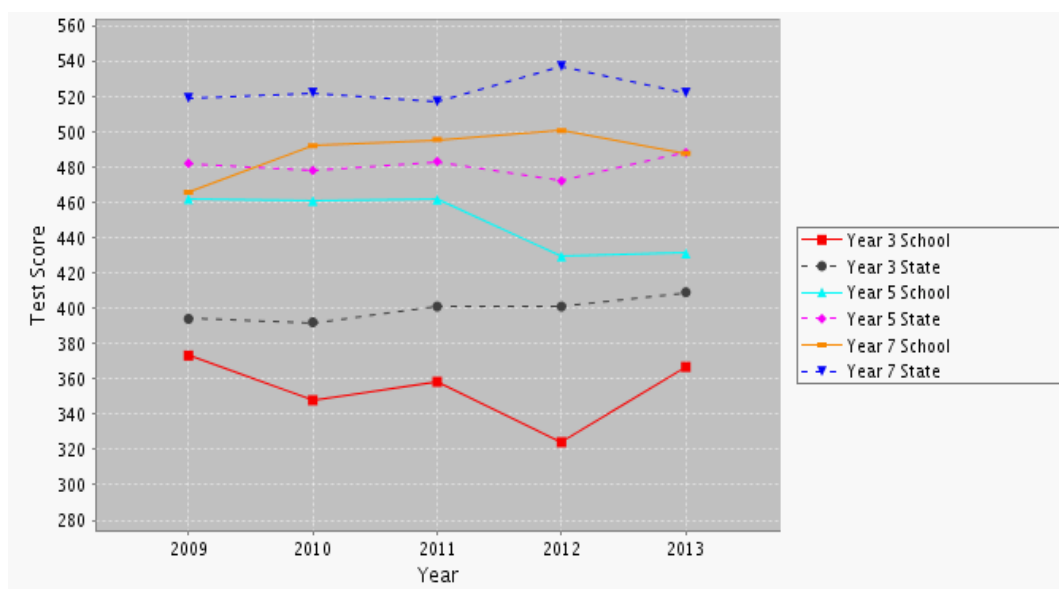
The results have been outstanding, with spelling gains significantly greater than the implementation period of nine months. The staff has requested that Spelling Mastery be extended to Year 3 in 2014.

Grammar and Punctuation School v Like Schools



The Year 7 results are similar to that of like schools, while the Year 5 results have not improved since 2012 and are below like schools. The Year 3 results have shown a significant gain since 2012 and in 2013 match that of similar schools which is encouraging.

Grammar and Punctuation School v State



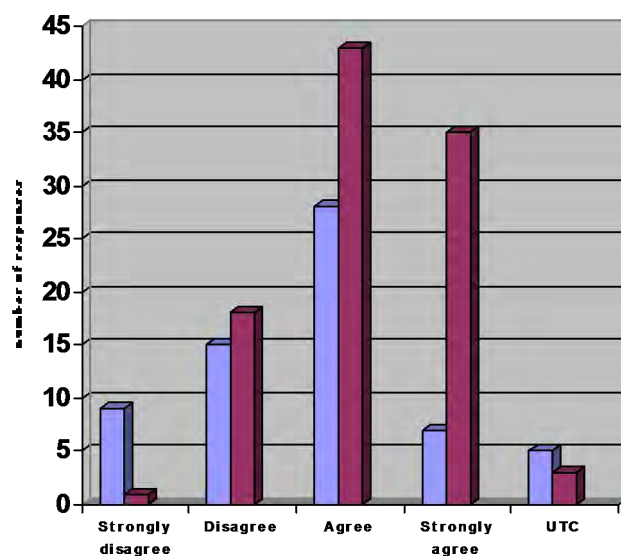
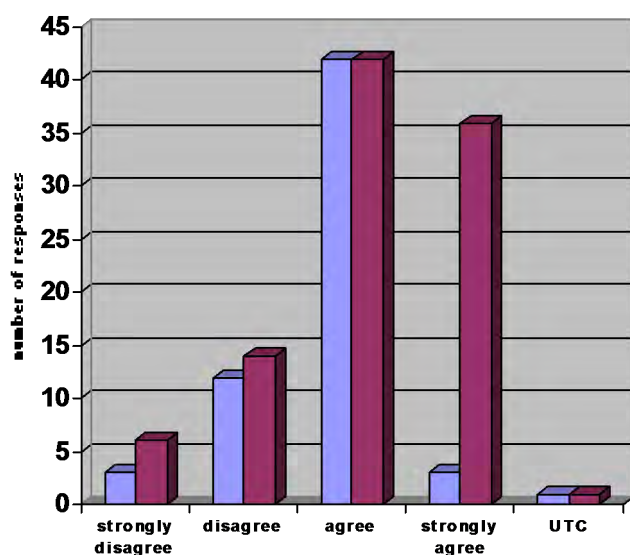
The results for Grammar and Punctuation continue to be below that of the state. However, the Year 3 results are significantly improved, and it is hoped that these results will be replicated when they are tested again in Year 5.

Community Satisfaction

A parent survey was carried out in 2010 (purple) and repeated in 2012 (red). Another survey will be taken in 2014. The results are shown in percent of the total parent survey. Key indicators of satisfaction are shown by the graphs below.

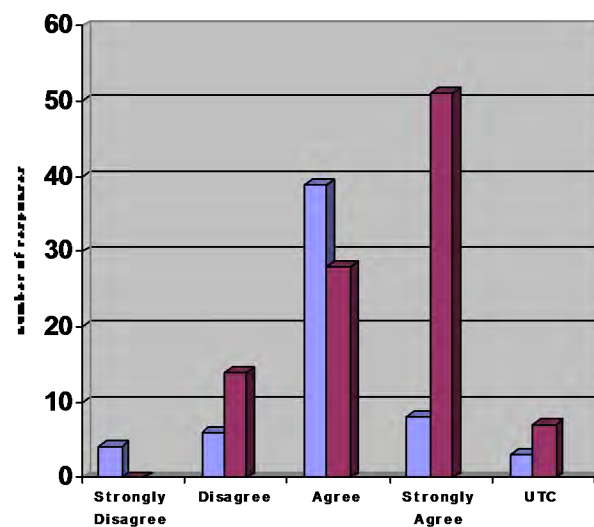
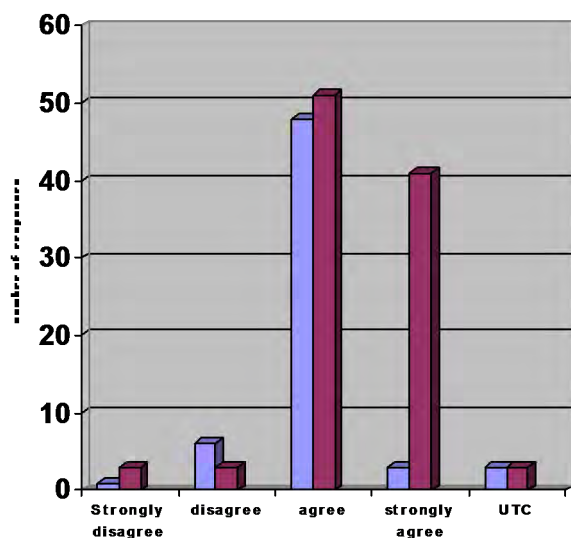
We are satisfied with the school's overall learning program.

Parents are informed promptly if their child has a problem.



The school equips my child/children with personal and social skills.

Merriwa Primary is a caring school.



Insert your School
Logo Here or
Delete if not
required

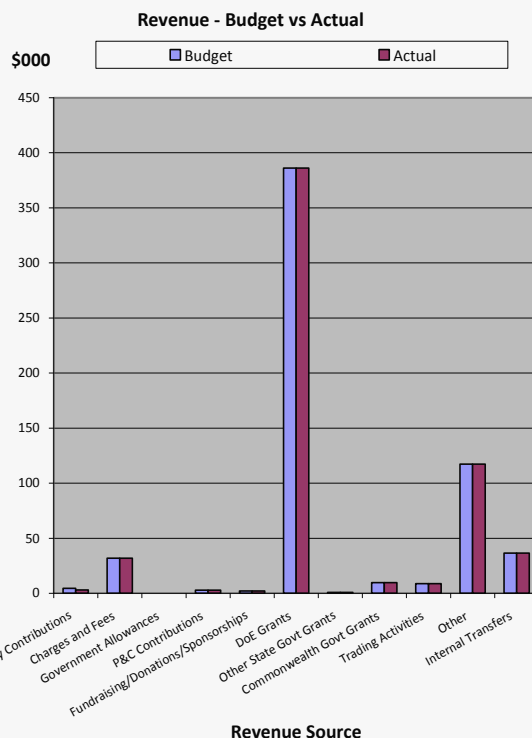
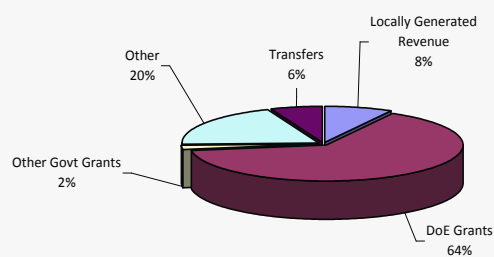


Merriwa Primary School

Financial Summary as at
30th December 2013

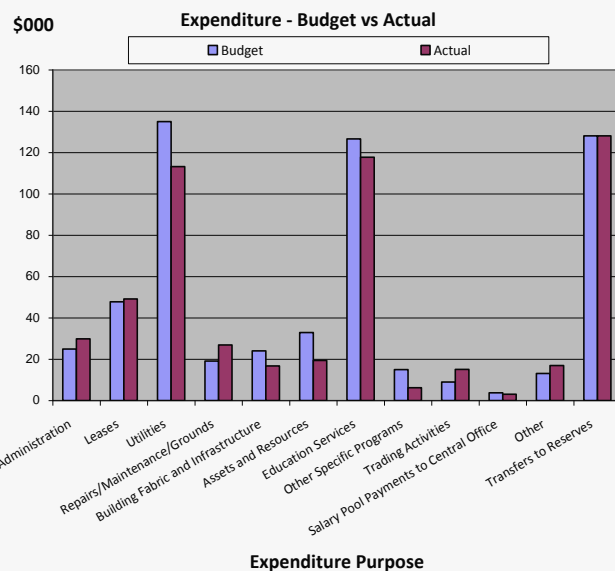
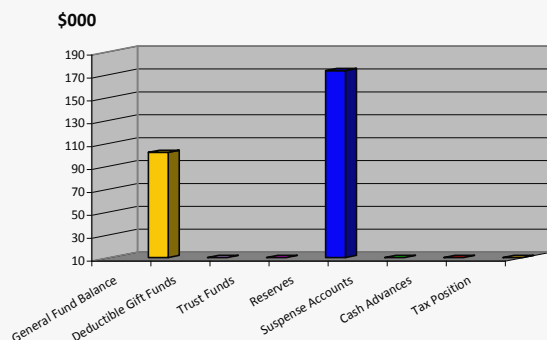
| | Revenue - Cash | Budget | Actual |
|----|------------------------------------|---------------|---------------|
| 1 | Voluntary Contributions | \$ 4,392.00 | \$ 2,920.00 |
| 2 | Charges and Fees | \$ 31,726.64 | \$ 31,726.64 |
| 3 | Government Allowances | \$ - | \$ - |
| 4 | P&C Contributions | \$ 2,700.00 | \$ 2,700.00 |
| 5 | Fundraising/Donations/Sponsorships | \$ 2,028.15 | \$ 2,028.15 |
| 6 | DoE Grants | \$ 386,088.09 | \$ 386,088.09 |
| 7 | Other State Govt Grants | \$ 825.00 | \$ 825.00 |
| 8 | Commonwealth Govt Grants | \$ 9,596.40 | \$ 9,596.40 |
| 9 | Trading Activities | \$ 8,687.76 | \$ 8,687.76 |
| 10 | Other | \$ 117,251.27 | \$ 117,252.25 |
| 11 | Internal Transfers | \$ 36,371.31 | \$ 36,371.31 |
| | Total | \$ 599,666.62 | \$ 598,195.60 |
| | Opening Balance | \$ 46,266.00 | \$ 46,266.74 |
| | Total Funds Available | \$ 645,932.62 | \$ 644,462.34 |

Current Year Actual Revenue Sources



| | Expenditure | Budget | Actual |
|----|--|---------------|---------------|
| 1 | Administration | \$ 24,950.00 | \$ 29,891.81 |
| 2 | Leases | \$ 47,774.45 | \$ 49,205.06 |
| 3 | Utilities | \$ 134,951.97 | \$ 113,236.67 |
| 4 | Repairs/Maintenance/Grounds | \$ 19,089.09 | \$ 26,938.59 |
| 5 | Building Fabric and Infrastructure | \$ 24,000.00 | \$ 16,768.78 |
| 6 | Assets and Resources | \$ 32,952.22 | \$ 19,415.16 |
| 7 | Education Services | \$ 126,555.07 | \$ 117,770.44 |
| 8 | Other Specific Programs | \$ 14,969.95 | \$ 6,198.86 |
| 9 | Trading Activities | \$ 8,937.76 | \$ 15,063.52 |
| 10 | Salary Pool Payments to Central Office | \$ 3,774.82 | \$ 3,014.82 |
| 11 | Other | \$ 13,093.27 | \$ 16,902.02 |
| 12 | Transfers to Reserves | \$ 128,107.45 | \$ 128,107.00 |
| | Total | \$ 579,156.05 | \$ 542,512.73 |

Cash Position



Cash Position as at:

| | |
|---------------------------|----------------------|
| Bank Balance | \$ 275,807.60 |
| Made up of: | - |
| 1 General Fund Balance | \$ 101,949.61 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Reserves | \$ 173,348.30 |
| 5 Suspense Accounts | \$ 1,899.69 |
| 6 Cash Advances | -\$ 150.00 |
| 7 Tax Position | -\$ 1,240.00 |
| Total Bank Balance | \$ 275,807.60 |

HIGHLIGHTS OF 2013



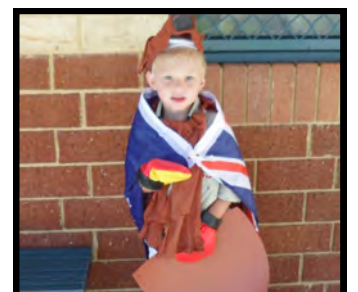
- ◇ Whole School Positive Behaviour Program
- ◇ Year 6 / 7 Go Cart Day
- ◇ West Coast Song Festival
- ◇ Harmony Day
- ◇ Principals Morning Tea each term
- ◇ Book Week



- ◇ World of Maths Week
- ◇ Instrumental music performances
- ◇ Carnivals – Faction, Interschool, Lightning, Cross Country, Rugby
- ◇ Interschool Champions in Cricket and Basketball
- ◇ Assemblies – Class, ANZAC, Remembrance Day
- ◇ Literacy and Numeracy Week
- ◇ Green Day Salvation Army Fundraiser
- ◇ Halloween Disco



- ◇ Salvation Army Second Hand Day Dress Ups Fundraiser
- ◇ NAIDOC Celebrations – Whole Day Workshops
- ◇ Community Programs - Breakfast Club, School Learning Journey, Smith Family Savers
- ◇ Senior and Junior class buddies
- ◇ Year 7 Graduation ceremony
- ◇ School vegetable garden
- ◇ Year 6 / 7 Day Camps
- ◇ Enhanced school profile in community newspapers
- ◇ Remembrance Day Wreath Laying at RAAF Retirement Village
- ◇ Whole School Christmas Concert and Carols in the Park





Melanie Robinson



Caitlyn Knowles



Pyper Harris

2013 COUNCILLORS



Shyarna Miles, Head Girl



Joshua Raabe



Art Thomkrathok, Head Boy



**MERRIWA
CELEBRATES THE
ARTS 2013**

