



*MERRIWA PRIMARY
SCHOOL
ANNUAL REPORT
2014*



2014**LEADERSHIP TEAM AND ADMINISTRATION**

Principal
Associate Principals

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Sandra Long
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Registrar
School Officers

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Early Childhood is a focus at Merriwa Primary School

TEACHING STAFF 2014

Kindergarten	Kristie Avins / Teneale Hogan Janelle Avins
Pre Primary	Charon Thompson Andrea Hollie Terri Liddelow Anne McKimmie Jo White Gemma Donaldson
Year 1	Siobhan Fitzsimons Erin Purcell Tammy Reale
Year 2	Ahidan Barr Sue Zainudin Phillipa Hill / Louise Carroll
Year 3	Jane Lang / Nikki Nelson Judy Mair
Year 4	Renee Rogers Lynda Radich / Lynne Pontikos
Year 5	Cathy Hay Joe Hodgson
Year 6 / 7	Shonagh McKenzie-Jones Angela Winter Allison Ebert
Support Teachers ESL Numeracy Literacy	Judy Mair Jeff Hoskins / Louise Carroll Andrea Hollie / Nicole Fraser
Art	Gemma Donaldson
Music	Rose Prior—Longmuir
Physical Education	Chris Leonard
Italian (LOTE)	Melissa Zoccali

MERRIWA PRIMARY SCHOOL 2014 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

We are friendly.

We achieve

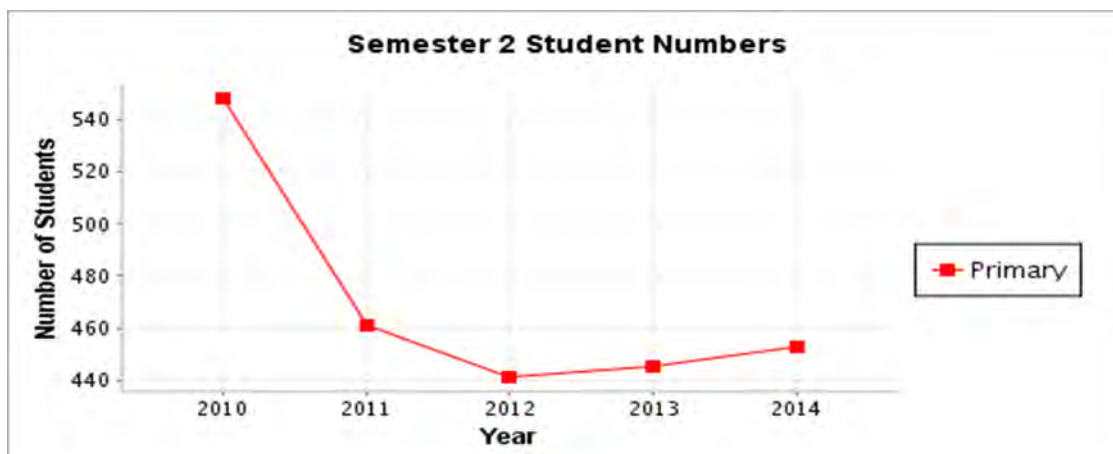
Student Engagement and wellbeing		Literacy	Numeracy
Review and implement an agreed approach to student safety, wellbeing and attendance.		Improve literacy outcomes for all students with particular focus on Reading and Writing.	Improve numeracy outcomes for all students with particular focus on Number.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

OUR STUDENTS

ENROLMENTS SEMESTER ONE 2014

Semester 1	2009	2010	2011	2012	2013	(Sem 2) 2014
Pre-Compulsory (PPR Only)	76	68	56	63	61	(K) 69
Primary	457	472	411	387	348	453
Total	533	540	467	450	409	453

ENROLMENTS SEMESTER TWO 2014



	Kin	PPR	Pri	Sec	Total
Male	39	35	211		285
Female	30	29	178		237
Total	69	64	389		522

	Kin	PPR	Pri	Sec	Total
Aboriginal	6	7	38		51
Non-Aboriginal	63	57	351		471
Total	69	64	389		522

Student Numbers (as at 2014 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Total
Full Time	(35)	64	62	62	45	59	59	51	51	488
Part Time	69									

After a significant decrease in enrolments in 2011 and 2012, the numbers increased to 522 at the end of 2014. With 102 students leaving for high school at the end of 2014, the total student population is estimated to be around 470 next year.

OUR DESTINATION SCHOOLS



The Year 6 and 7 cohort totalled 105 students, and anecdotal information indicates that the majority of students enrolled in Clarkson Community High School, and Butler College, with some enrolments at Woodvale Senior High School (Basketball), Joondalup Baptist College and Irene Mc Cormack Christian College.

As at writing this report in March 2015, however, specific destination information was not available from the Department of Education.

SUMMARY

After the adverse ERG findings in 2010, there was a significant decrease in student enrolments. However, from 2012 to 2014 there was a steady increase which reflects the lifting of ERG status, a settled staff and community, improvement in community and school relations and a reported safe and positive teaching and learning environment in the school. The Minister of Education, the Honourable Peter Collier, MLA, made note of the positive tone of the school in his visit in November, 2014.

In 2014 total enrolments at December were 530, with 69 Kindergarten children. We continue to enrol a significant number of Aboriginal children, with nearly 10% of the total enrolment identified as Aboriginal. It is also significant to note that in 2014 there were 48 more boys than girls, with 54.6% boys and 45.4% girls. This had implications for behaviour management strategies, sporting events, particularly interschool sports and the general atmosphere of the school.

In 2014 there were a total of 86 children who spoke a language other than English, or dialect, at home including Dinka, Dari, Arabic, Cebuano, Mandarin, Romanian, Bengali, Vietnamese, Russian, Afrikaans, Filipino, Kurdish, Thai, Nubian, Spanish, Maori, French, Swahili, Indonesian, Luganda, Hindi, Croatian Farsi, Hazara, Khmer, Tagalog, Cantonese, Malay. Of these, 13 children attracted additional funding.

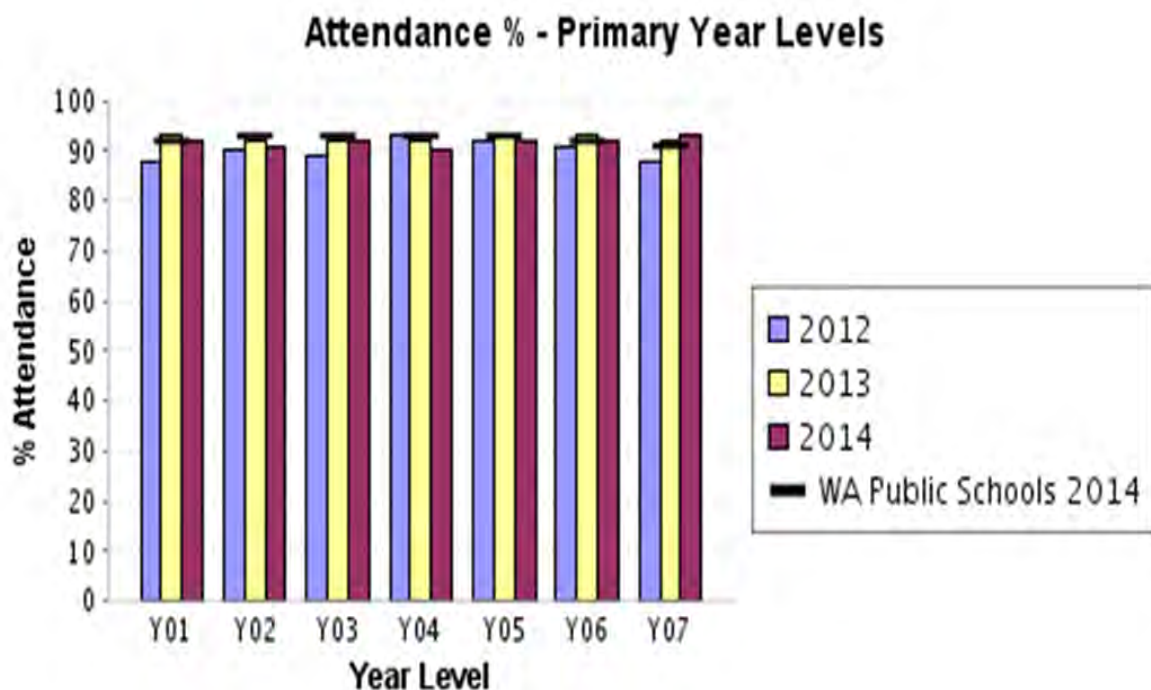


ATTENDANCE

Merriwa Primary Attendance Rates Pre Primary to Year 7 2010 to 2014.

Year	PP	1	2	3	4	5	6	7
2010		91	91	92	92	94	93	93
2011		91	91	92	92	92	92	91
2012		88	90	89	93	92	91	88
2013	91	92.4	92.4	91.8	91.9	92.1	92.1	91.7
2014		92	91	92	90	92	92	93
State 2014		92	93	93	93	93	92	91

In 2014 attendance rates were above 90%, which indicates that the majority of students at all Year Levels were attending school regularly. The Merriwa Attendance Strategy continues to provide support for children and their families and the increase in attendance rates between 2012 and 2014 in Years 1 and 7 are particularly pleasing. In 2014, however, the attendance rates were slightly below state levels for all year levels except Years 1, 6 and 7, which were at or above state levels. Attendance will continue to be a focus in 2015.



IMPROVED ATTENDANCE



At Risk Attendance

Rate	2012	2013	2014
90%	61.7%	68.9%	69.6%
80 – 90%	25.6%	25.3%	21.0%
60 – 80% Moderate Risk	10.5%	5.4%	8.0%
Less than 60% Severe Risk	2.1%	0.2%	1.2%

Between 2013 and 2014 there was an improvement in the levels of children who attended regularly, those who attended over 90% of the time, by 0.7%. However, there was an increase in the number of children who attend between 80 and 90% by 2.6% and an increase of children at severe risk by 1.0%. This can be attributed to some severe cases that were investigated by the relevant authorities. It is hopeful that the number of students at severe and moderate risk will decline in 2015.

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
2014	86.0	82.4	80.4

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 2014 attendance results were 3.6% above Like Schools and 6.4% above WA Public Schools. We are very proud of these results and can contribute it to a high level of engagement and a high level of regard for the Aboriginal culture at Merriwa.



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 2014 the Associate Principals continued to fulfil 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 2014 included First Steps Literacy and Numeracy; Letters and Sounds; The Australian Curriculum in English and Maths; Restraint Training; Whole School Positive Behaviour; Principals as Literacy Leaders - The Big Six; NAPLAN assessment and analysis; Asthma Friendly School Accreditation, Epipens; Music, Physical Education, Direct Instruction Reading, Phonics and Spelling; and Independent Schools Workshops.

FOCUS 2014**Student Engagement and Wellbeing**

Encompasses a whole school review and implementation of an agreed approach to student safety, wellbeing and attendance. Fourth 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 the Associate Principal, Early Childhood Coordinator and 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.



NAPLAN 2009 –2014
PERCENTAGE OF STUDENTS AT AND ABOVE NATIONAL STANDARDS

Year 3

	2009	2010	2011	2012	2013	2014
Numeracy	94.5	92	93	73	90	88
Reading	86	84	88	83	86	84
Writing	97	86	96	98	98	83
Spelling	90	80	80	80	71	86
Punctuation and Grammar	83.5	77	79	73	78	77

Year 5

	2009	2010	2011	2012	2013	2014
Numeracy	95	93	95	90	94	85
Reading	92	78	86	68	90	91
Writing	89	77	90	95	71	79
Spelling	93	90	88	93	81	95
Punctuation and Grammar	86	88	90	81	81	87

Year 7

	2009	2010	2011	2012	2013	2014
Numeracy	83	94	96	86	92	91
Reading	82	92	92	90	94	82
Writing	66	77	91	82	87	87
Spelling	70	77	91	86	90	89
Punctuation and Grammar	62.5	81	91	88	79	87

SUMMARY

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. This decreased again in 2014 by 2%. There is little change in reading and punctuation and grammar, while spelling results declined to 71% in 2013. In an effort to improve spelling, in 2014 Direct Instruction was introduced to the Year 3 students. There was a significant gain of 15% in spelling results, to 86%. However, despite a high level of writing results from 2009 to 2013, there was a significant decrease in 2014 to 83%.

At a year **five** level, although numeracy results between 2009 and 2013 remained consistently high, in 2014 there was a decrease to 85%. Reading results were maintained in 2013 and 2014 after a decline between 2010 and 2012. Apart from a spike in 2011, punctuation and grammar results are consistently low and writing results remain low.

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 and in 2014 numeracy, writing and spelling remained similar, while there was a decrease in reading to 82% from 94% and in increase in grammar and punctuation from 79% to 87%.

It is apparent that attention needs to be given to the whole¹school writing program in 2015. It is anticipated that with the implementation of the early intervention, explicit instruction and attendance strategies that NAPLAN results will improve overall. In addition, Letters and Sounds and Guided Writing will be introduced in 2015 to specifically focus on writing.

MERRIWA NAPLAN 2009 –2014 YEAR 3 NATIONAL MINIMUM STANDARDS

Comparative Performance for Year 3

Year 3	Performance						Students					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Numeracy	2	2	2	3	2	3	74	51	58	55	59	44
Grammar & Punctuation	2	2	2	3	2	3	73	56	56	56	59	44
Reading	2	3	2	3	2	2	73	55	57	55	59	44
Spelling	2	2	2	3	2	2	73	56	56	56	59	44
Writing	2	2	2	2	2	3	73	56	56	56	59	42

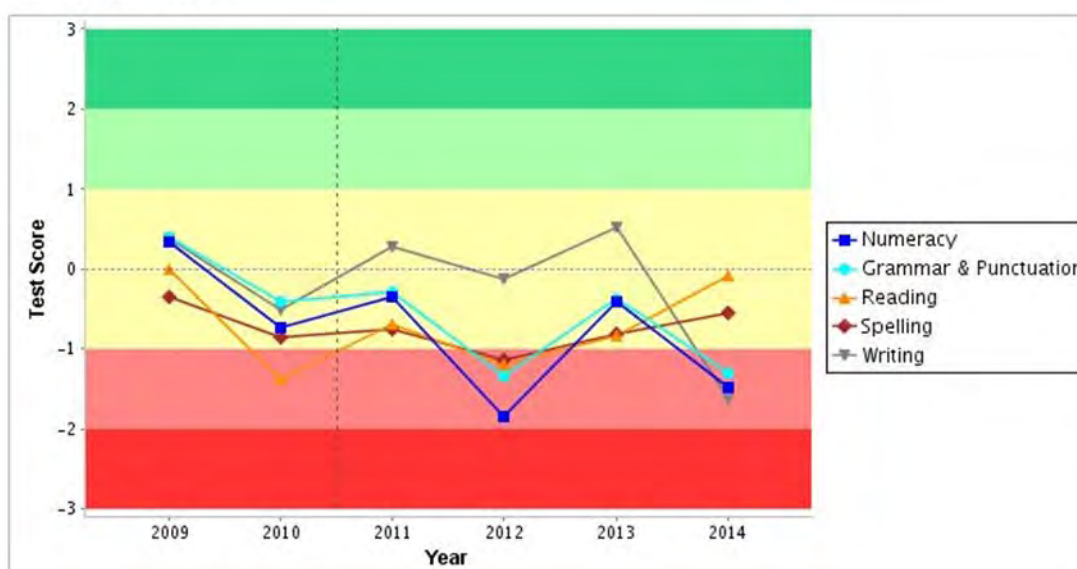
1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

The Year 3 NAPLAN results in 2014 were disappointing. Despite reading and spelling maintaining National Minimum Standards, and the intensive focus on early childhood in 2013 and 2014, numeracy, writing and grammar and punctuation all declined to a level below the National Minimum Standard.

Whole school systems of explicit phonics and spelling appear to have made a positive difference to spelling and reading scores, and this strategy of explicit teaching will be introduced to writing in 2015 through *Talking to Write*. The *Brighpath* writing moderation program and *Letters and Sounds* will be introduced throughout the school in an effort to improve the whole school approach to both phonics and moderation in writing. There will be a continued English focus from Kindy to Year 2.

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 3 Performance



MERRIWA NAPLAN 2009 –2014 YEAR 5 NATIONAL MINIMUM STANDARDS

Comparative Performance for Year 5

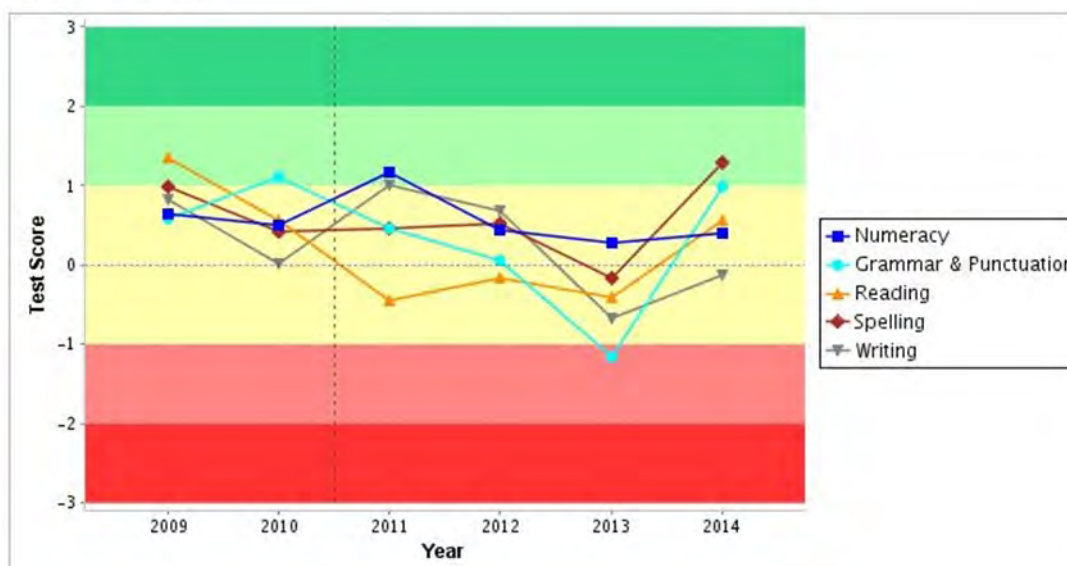
Year 5	Performance						Students					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Numeracy	2	2	1	2	2	2	66	68	58	42	49	54
Grammar & Punctuation	2	1	2	2	1	2	66	69	59	42	48	55
Reading	1	2	2	2	2	2	67	68	58	43	49	54
Spelling	2	2	2	2	2	1	66	69	59	42	48	55
Writing	2	2	1	2	2	2	66	69	59	42	48	56

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

The Year 5 NAPLAN results are encouraging. There was improvement in all areas between 2013 and 2014, and a significant improvement in grammar and punctuation and spelling, with results in spelling above the National Minimum Standard. This is the second year that the Year 5 students have studied spelling through Direct Instruction and it is hoped that this positive trend will continue throughout the school in 2015.

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 5 Performance



MERRIWA NAPLAN 2011 –2014 YEAR 7 NATIONAL MINIMUM STANDARDS

Comparative Performance for Year 7

Year 7	Performance						Students					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Numeracy	2	3	2	3	3	3	24	62	54	50	48	46
Grammar & Punctuation	2	3	2	3	2	2	24	64	53	50	48	46
Reading	2	2	3	3	2	2	23	64	53	49	47	45
Spelling	3	3	2	3	3	2	24	64	53	50	48	46
Writing	3	3	2	2	2	3	24	64	53	50	48	45

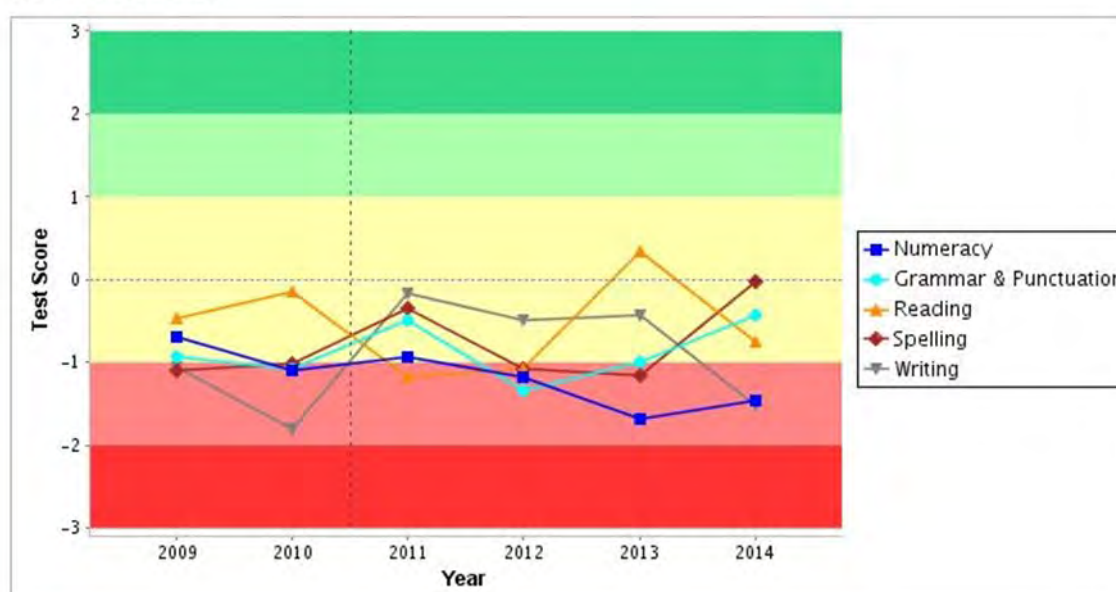
1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

In 2014 there was a slight increase in Year 7 numeracy results, but this was not significant enough to reach National Minimum Standards. Reading results were also disappointing, with a decline since 2013. However, grammar and punctuation and spelling scores showed a significant improvement, with the highest results in spelling since 2009. This is likely to be due to the Direct Instruction program.

There has been careful examination of the teaching of numeracy at Merriwa, and the Numeracy team is investigating effective whole school explicit instruction programs that can be implemented in 2015.

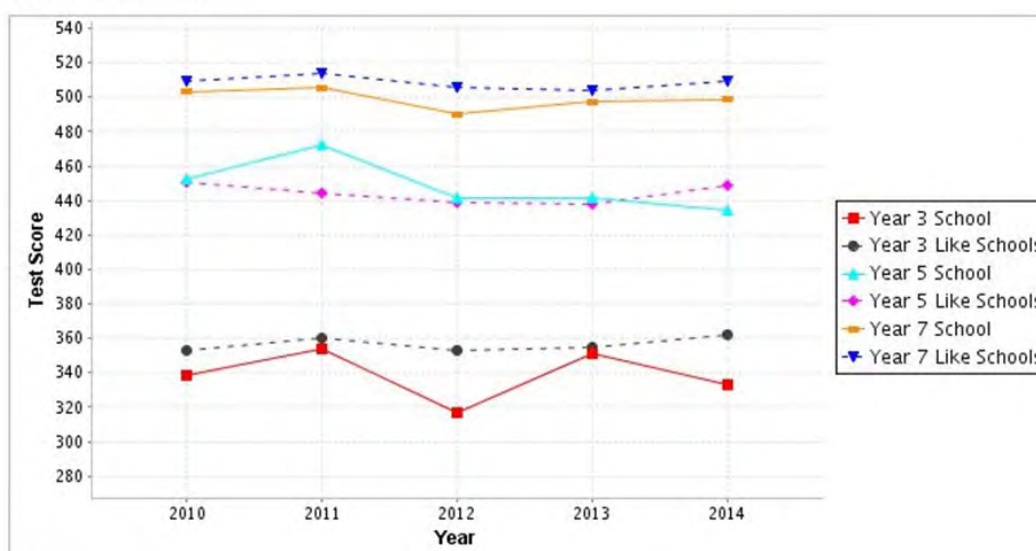
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 7 Performance



Numeracy School v Like Schools

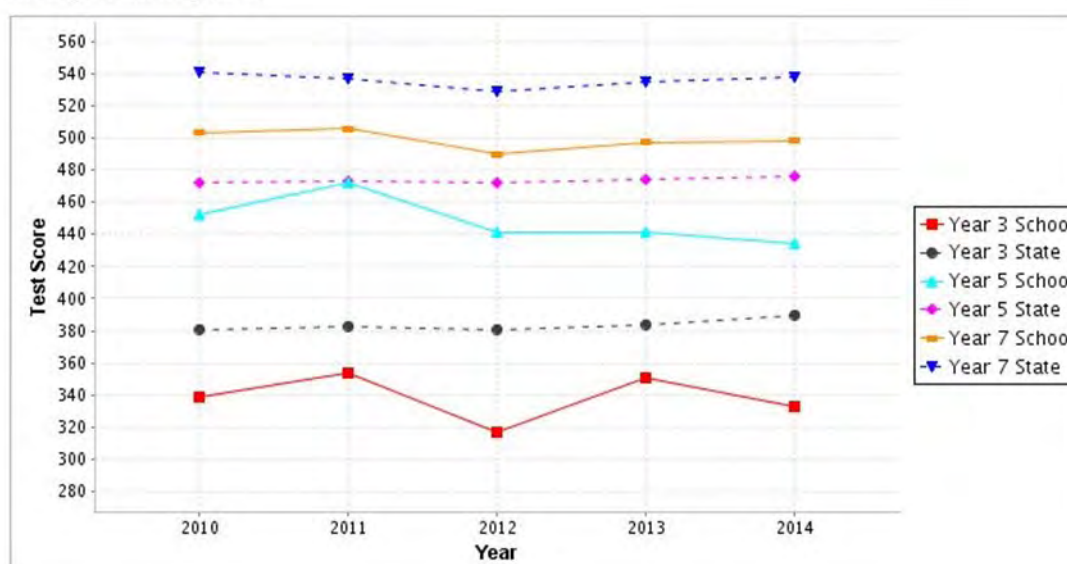
Average Numeracy Score



This graph shows that whilst there has been some improvement made in Year 7, the Year 3 and 5 results have declined in comparison with similar schools. The whole school numeracy program, supported by the Associate Principal and Numeracy Specialist is being evaluated and the Numeracy Committee is examining alternative explicit programs for 2015.

Numeracy School v State

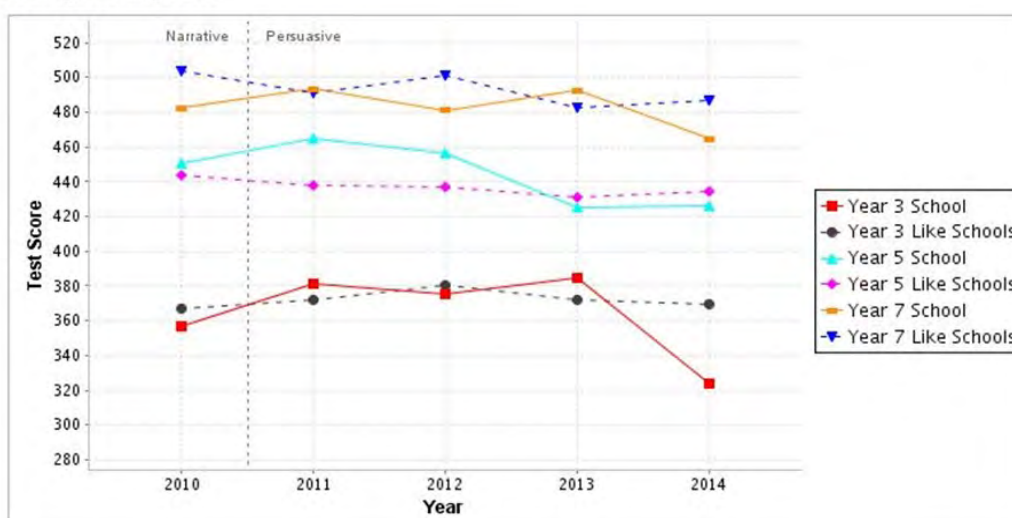
Average Numeracy Score



These results show that whilst the Merriwa numeracy scores have improved in Years 3 and 7 since 2012 in comparison to state levels, the overall trend for improvement in all year levels is not evident. This learning area will be under careful consideration in 2015.

Writing School v Like Schools

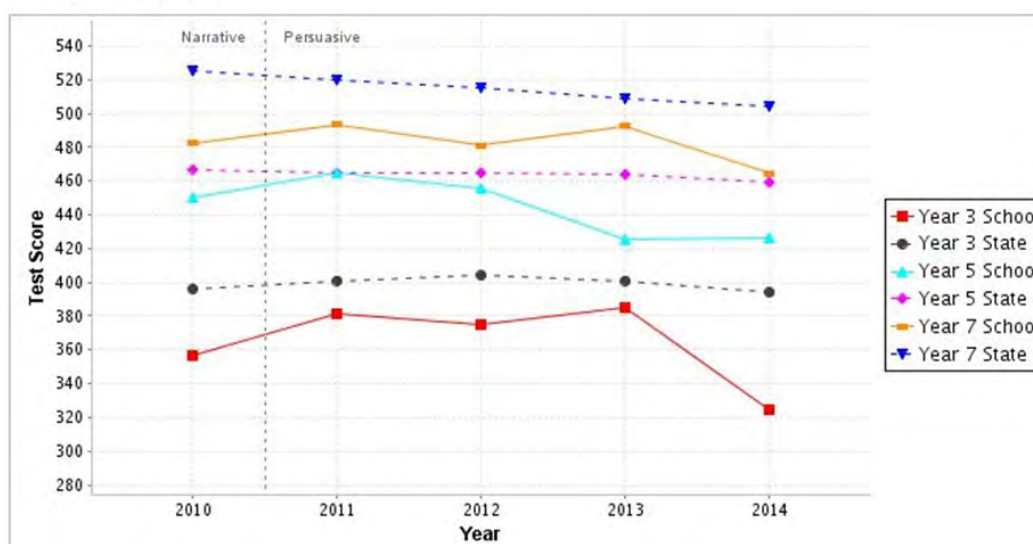
Average Writing Score



The results for writing in 2014 in comparison to similar schools are of concern. Despite a steady increase in results in Year 3, the 2014 results were significantly below expected. The Year 7 results continue to be erratic and the Year 5 results have plateaued after a downward trend over the last few years. The whole school approach to writing has been addressed through First Steps and this will be carefully examined by the Early Childhood and Literacy teams in 2015. It is intended that writing will be taught more explicitly next year through *Talk to Write*. The teachers will also implement Brightpath as a means of addressing their moderation of writing.

Writing School v State

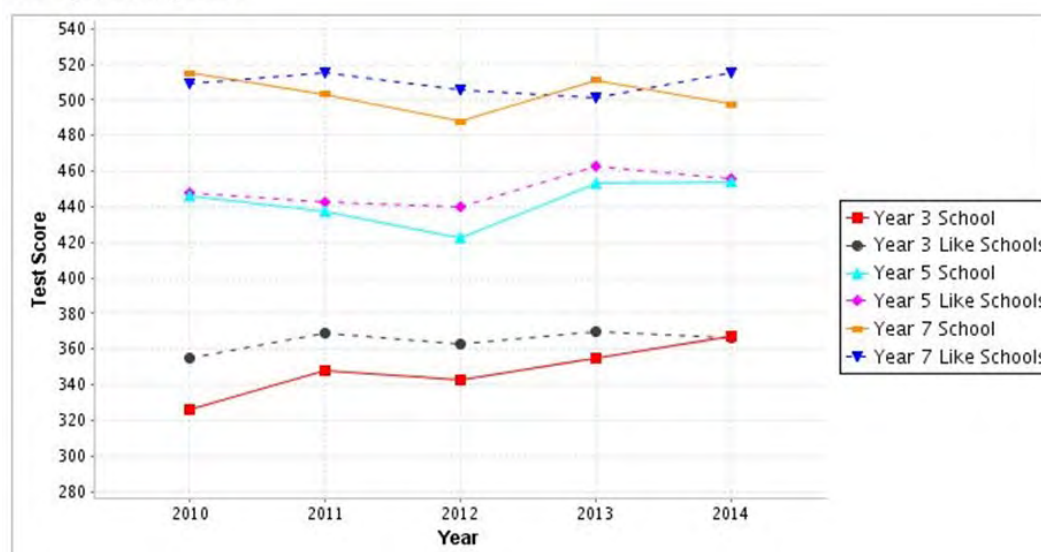
Average Writing Score



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. The 2014 results indicate that the whole school approach needs urgent review.

Reading School v Like Schools

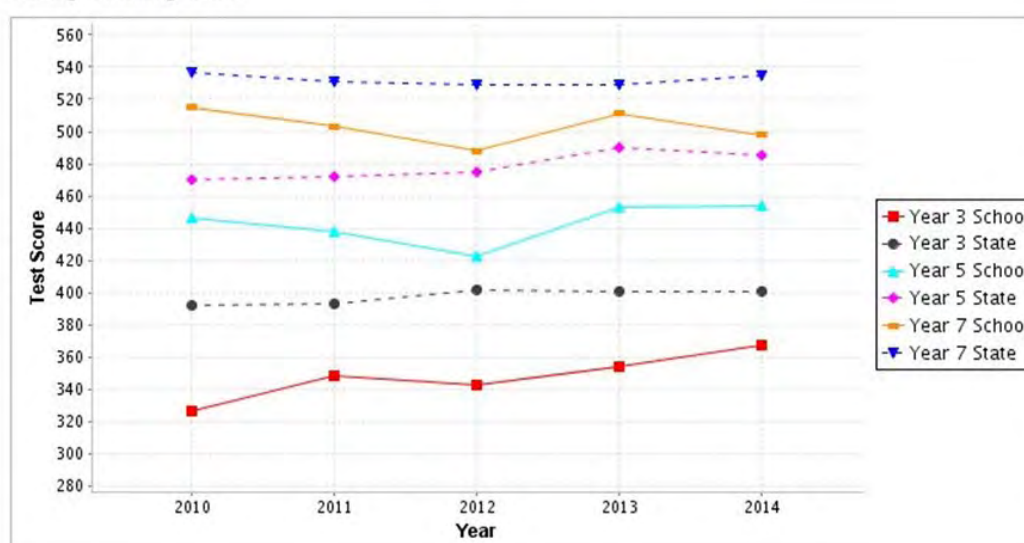
Average Reading Score



Reading results since 2010 show a general upward trend compared with similar schools. The Year 3 and Year 5 results show that the students performed at the same level as similar schools in 2014, while the Year 7 students have performed slightly below. There will be continued explicit teaching and guided reading in 2015, along with a continued emphasis on early intervention through the Early Years playgroup, Direct Instruction phonemic awareness, phonics, spelling and *Letters and Sounds*.

Reading School v State

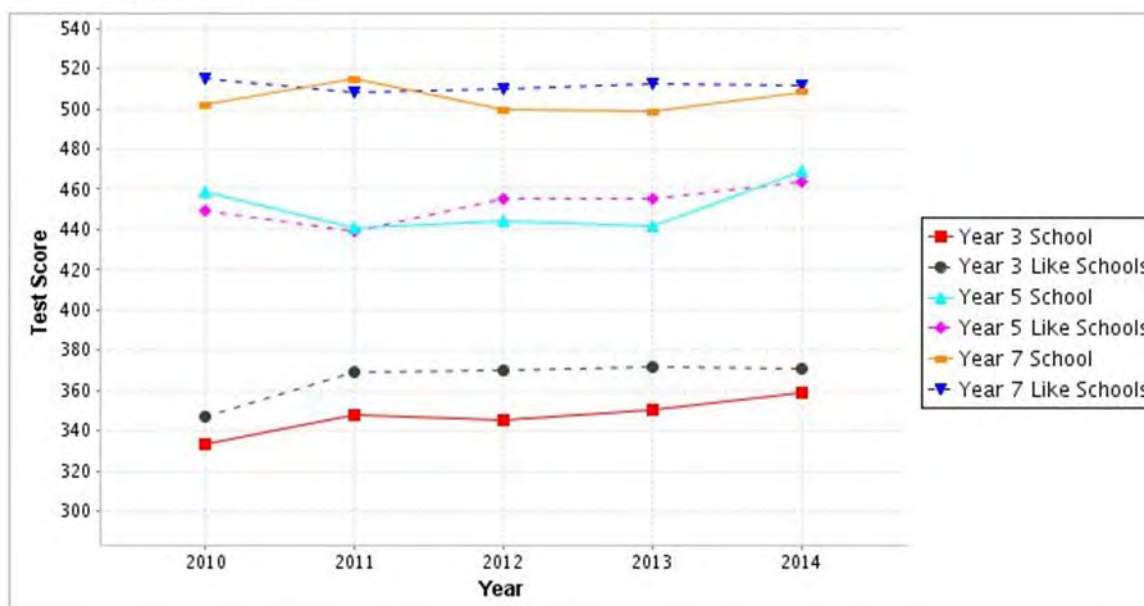
Average Reading Score



In comparison to state levels, the Year 3 students have made a significant gains since 2012. 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 in 2013, in 2014 were 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 2015.

Spelling School v Like Schools v State

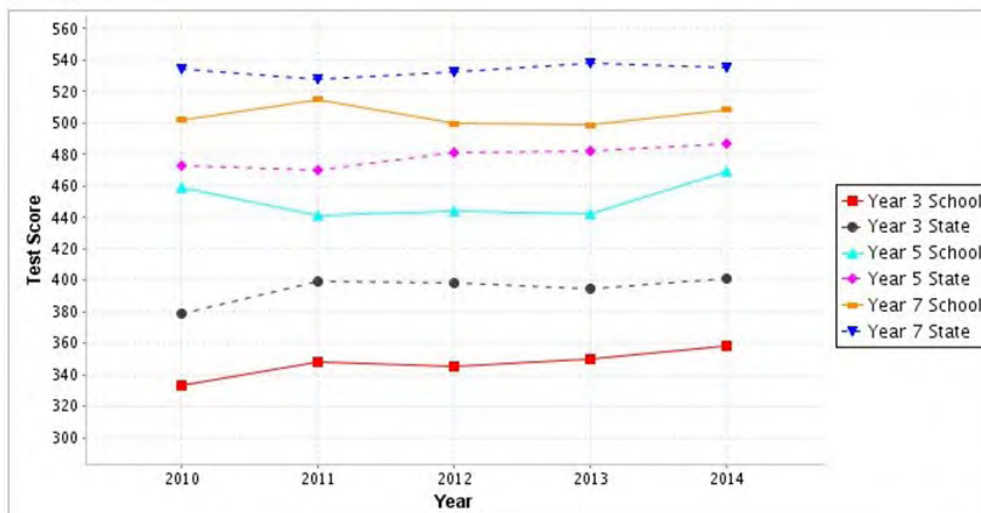
Average Spelling Score



Explicit Direct Instruction teaching of Phonemic Awareness and Spelling Mastery programs was introduced in 2013. These programs appear to be making a significant difference in spelling levels, as it is apparent that the results of all year levels have improved, particularly at Year 5 which is now above that of similar schools.

Spelling School v State

Average Spelling Score



The spelling scores for Merriwa Primary continue to be lower than those of state levels. However, the improvement in Year 5 results in particular are very encouraging. The whole school focus on explicit instruction in spelling and phonics will continue in 2015.

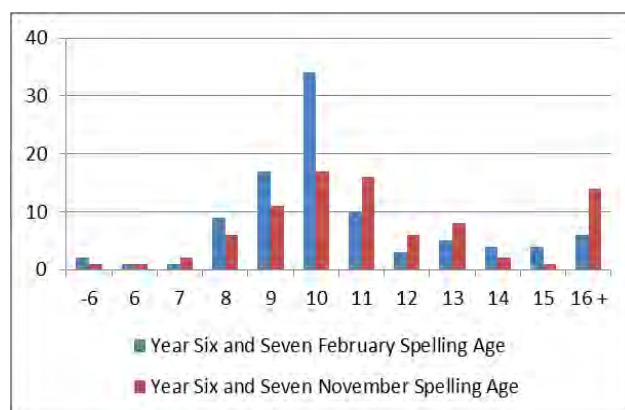
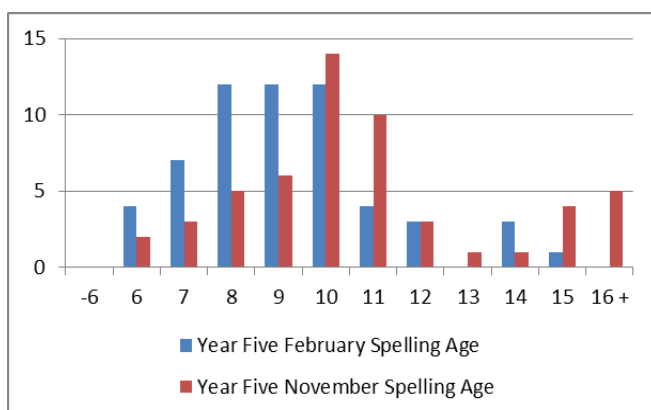
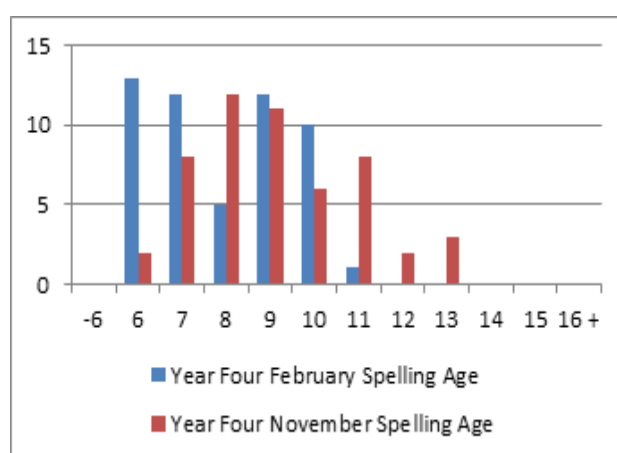
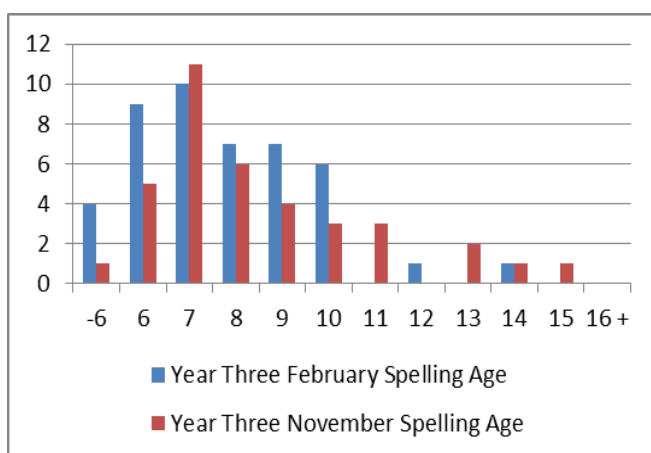
Spelling Results

Explicit instruction was introduced to Merriwa Primary School in 2013. In 2014 it was agreed, after the success that was recorded in spelling age improvement, that spelling Mastery would be extended to Year 3. Again, this was implemented in collaboration with the Education Support Centre, who provided both resources and staff. The staff training and coaching was undertaken by both and the Associate Principals, both in 2013 and 2014.

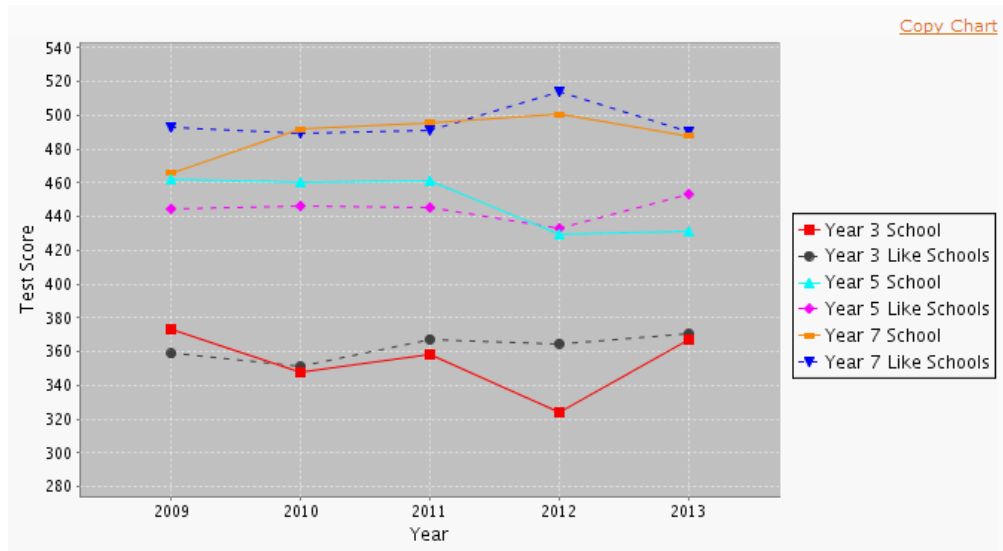
Phonemic Awareness was continued in 2014 in the Kindy, Pre Primary and Year 1 classes, again with mixed levels of implementation. In 2015 there has been a commitment from staff to implement the program in a more consistent way, with the support of key Early Childhood teachers and the leadership teams.

The results have been outstanding, with spelling gains significantly greater than the implementation period of nine months in all year levels except Year 3.

YEAR	AVERAGE INCREASE (in 9 months)	RANGE IN- CREASE
3	8.25	2m – 3 Yrs 10m
4	14	1m – 3 Yrs 10 m
5	15.5	2m – 4 Yrs 10 m
6	14	1m – 4 Yrs
7	12.6	0 – 3 Yrs

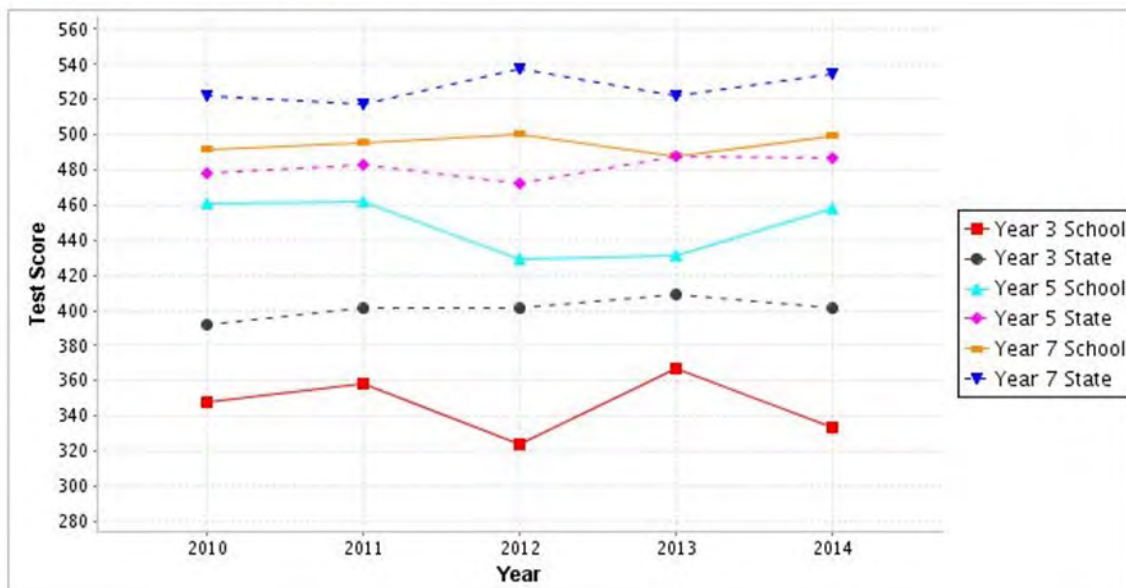


Grammar and Punctuation School v Like Schools



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.

Average Grammar & Punctuation Score







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.

SUMMARY

Comparative Performance Summary

	Year 3			Year 5			Year 7		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Numeracy	-1.8	-0.4	-1.5	0.4	0.3	0.4	-1.2	-1.7	-1.5
Reading	-1.2	-0.8	-0.1	-0.2	-0.4	0.6	-1.1	0.3	-0.7
Writing	-0.1	0.5	-1.6	0.7	-0.7	-0.1	-0.5	-0.4	-1.5
Spelling	-1.1	-0.8	-0.5	0.5	-0.2	1.3	-1.1	-1.2	0.0
Grammar & Punctuation	-1.3	-0.4	-1.3	0.1	-1.2	1.0	-1.3	-1.0	-0.4

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

Merriwa Primary School is making mixed progress in NAPLAN scores. It reduced the number of areas below the National Minimum Standard from 8 in 2012 to 3 in 2013, but this rose again to 5 in 2014.

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 the 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

In 2014 results show the areas below one standard deviation below the predicted mean are:

Year 3: Numeracy, Writing and Grammar and Punctuation.

Year 7: Numeracy and Writing.

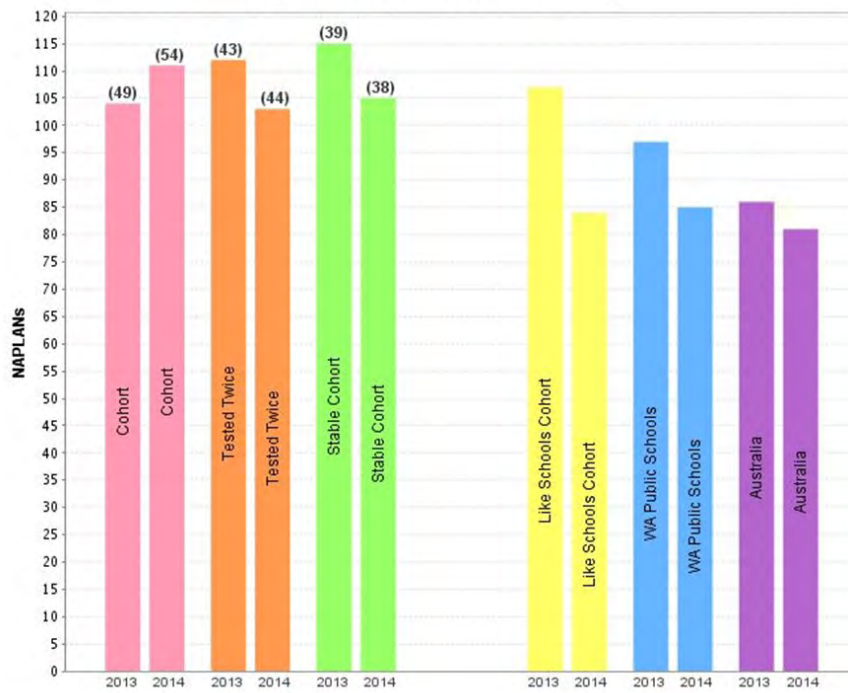
From 2013 to 2014 the Year 3 children improved in reading by 0.7 and in Spelling by 0.3, while there were significant decreases in the other areas.

From 2013 to 2014 the Year 5 children made significant gains, with a gain of 1.0 in Reading, 0.6 in Writing, 2.2 in Grammar and Punctuation and 1.5 in Spelling. Spelling reached a level of more than one standard deviation above the expected mean which was an outstanding result.

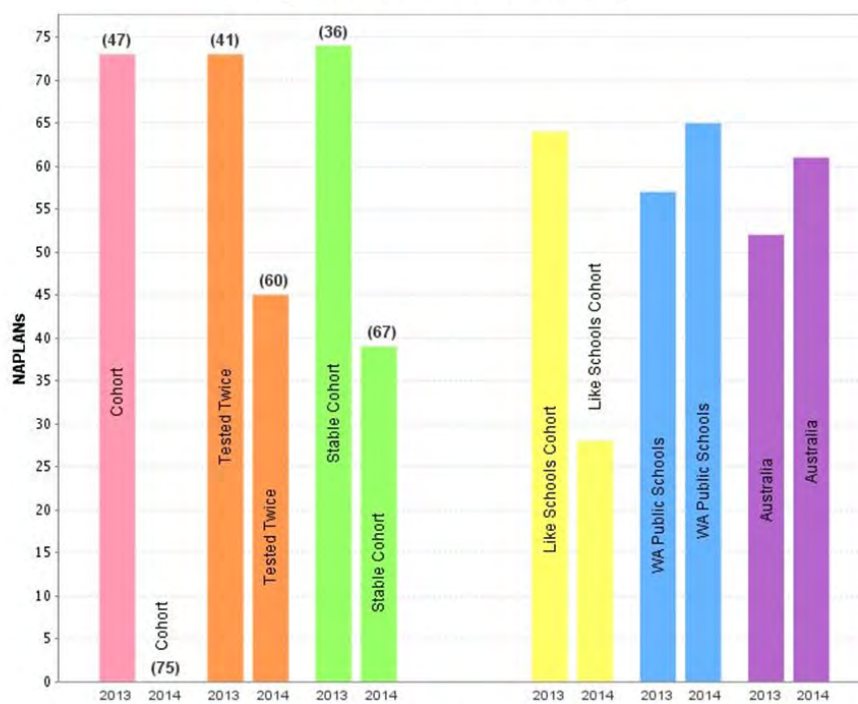
Between 2013 and 2014 the Year 7 results showed a significant decrease in Writing scores of 1.1, a decrease of 1.0 in Reading, a little change in Numeracy. Grammar and Punctuation however, increased by 0.6 and Spelling by 1.2.

Explicit, whole school instruction in Writing and Numeracy will be undertaken in 2015 in an effort to replicate the Spelling and Grammar and Punctuation results achieved through these methods.

Progress from Year 3 to Year 5 - Reading

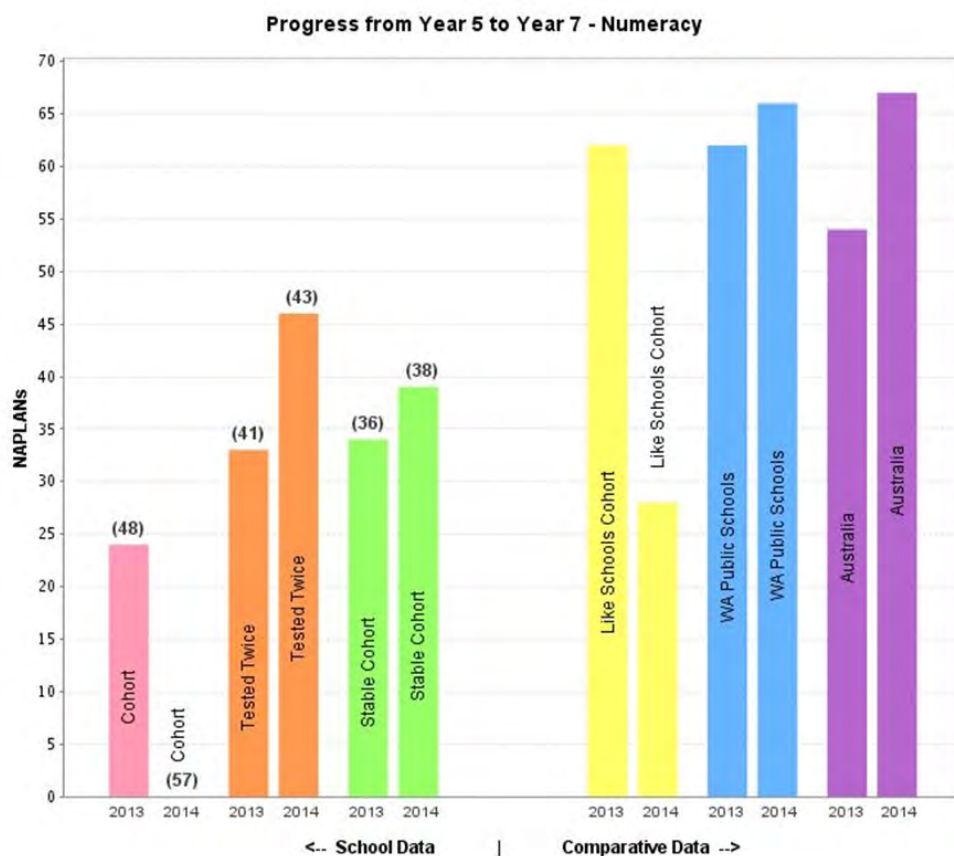
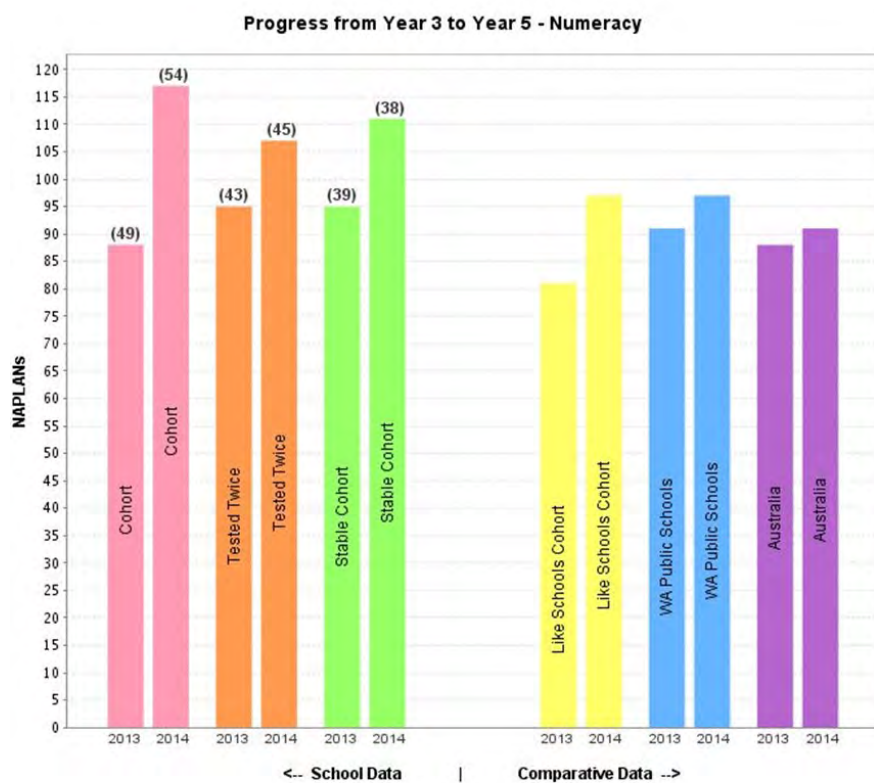


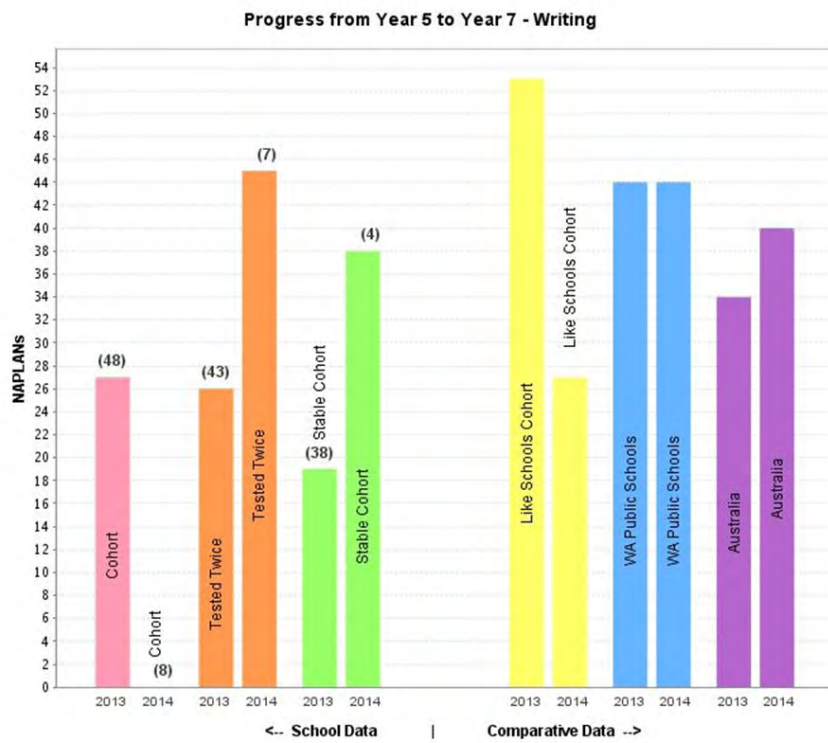
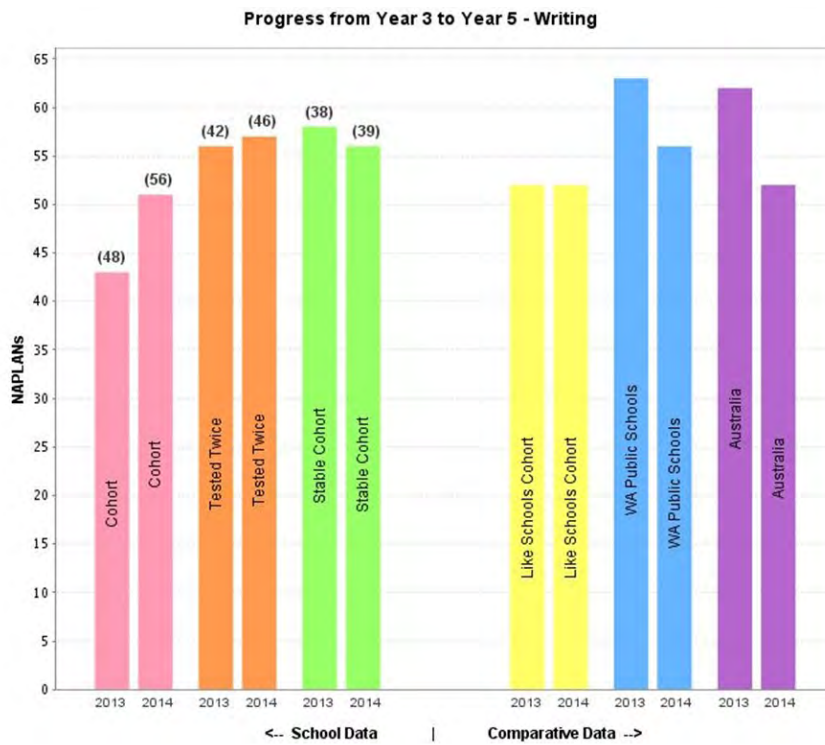
Progress from Year 5 to Year 7 - Reading



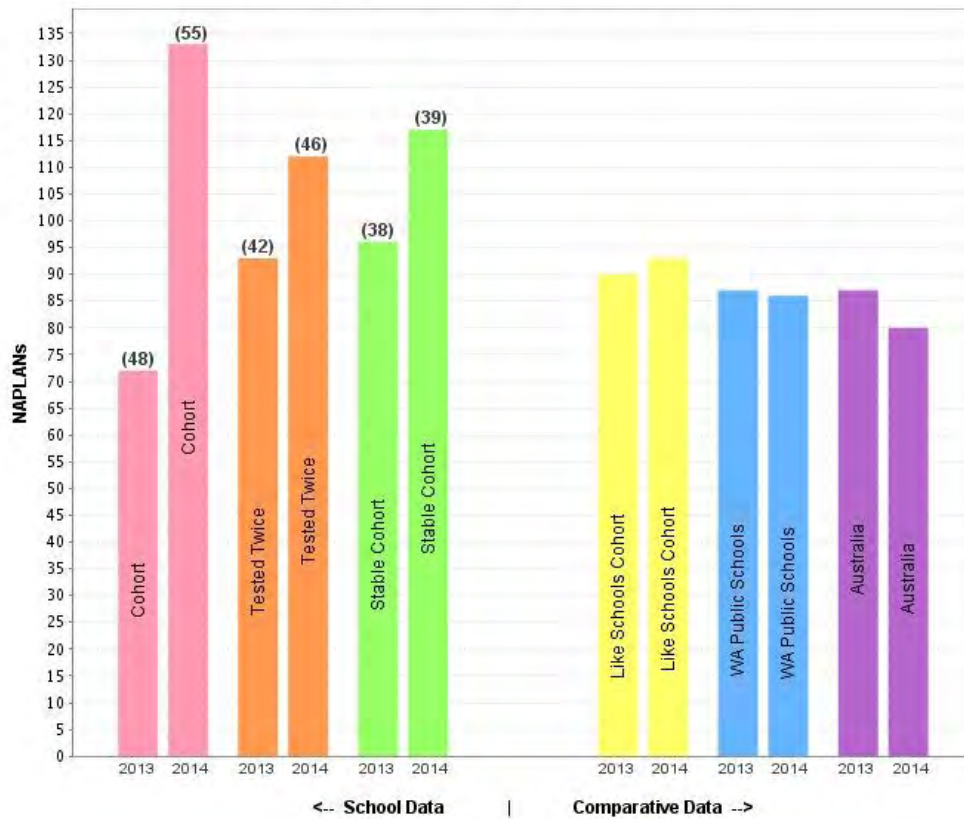
<-- School Data

Comparative Data -->

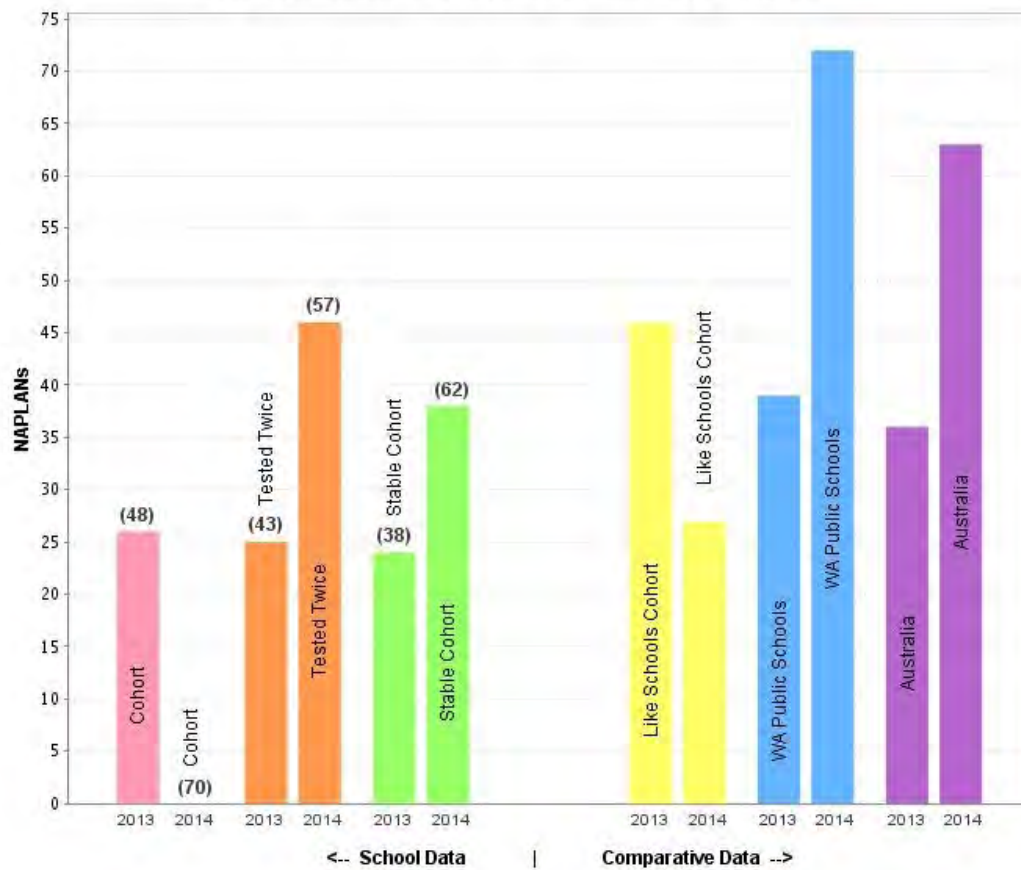




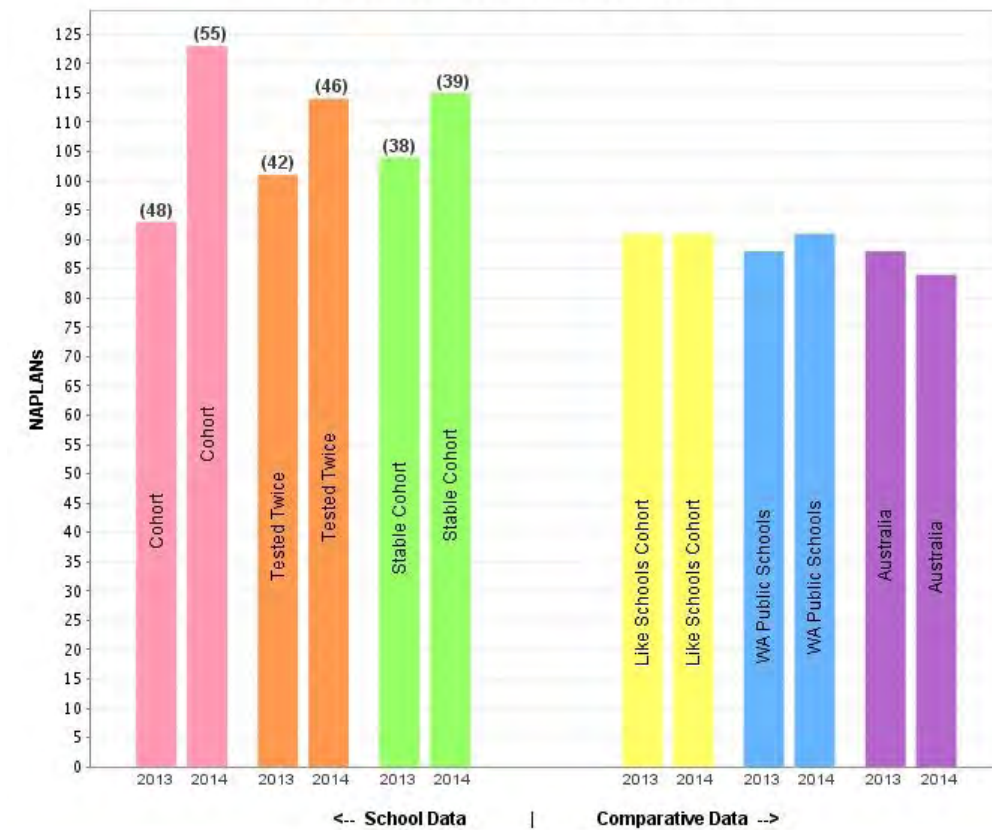
Progress from Year 3 to Year 5 - Grammar & Punctuation



Progress from Year 5 to Year 7 - Grammar & Punctuation



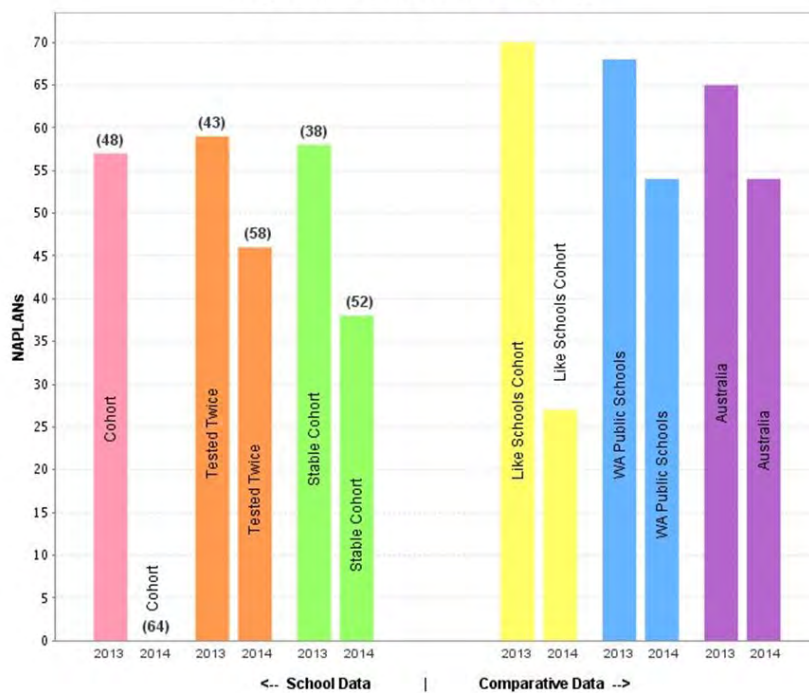
Progress from Year 3 to Year 5 - Spelling



<-- School Data

Comparative Data -->

Progress from Year 5 to Year 7 - Spelling



<-- School Data

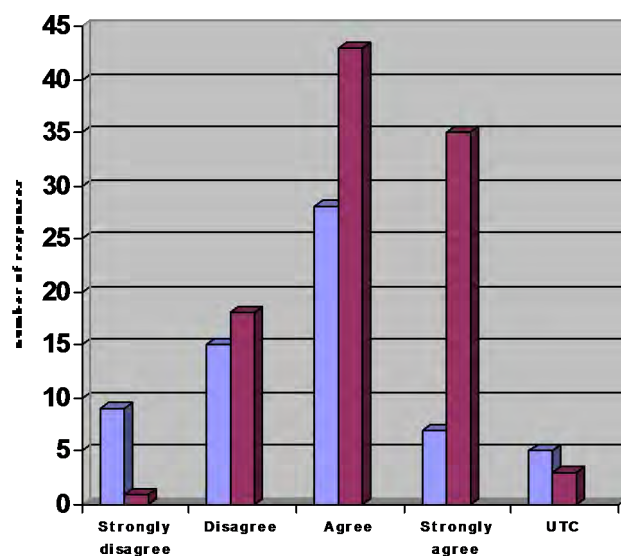
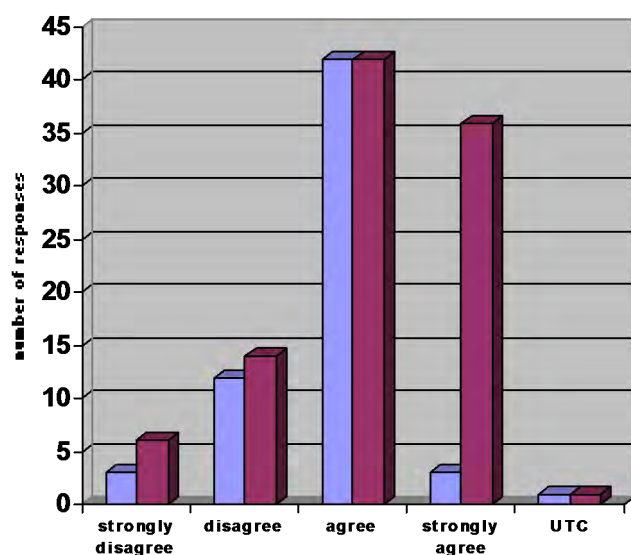
Comparative Data -->

Community Satisfaction

A parent survey was carried out in 2010 (purple) and repeated in 2012 (red). Another survey will be taken in 2015. The results are shown in percent of the total parent survey. Key indicators of satisfaction are shown by the graphs below.

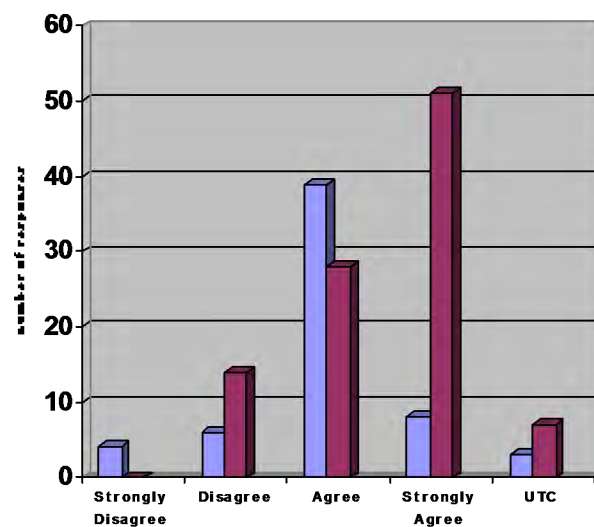
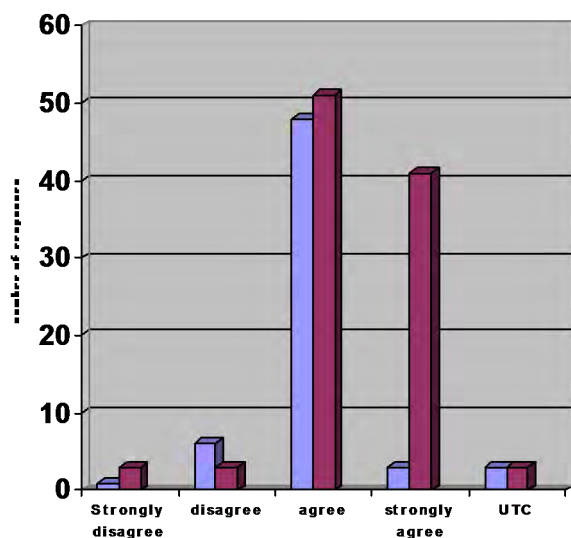
We are satisfied with the school's overall learning program.

Parents are informed promptly if their child has a problem.



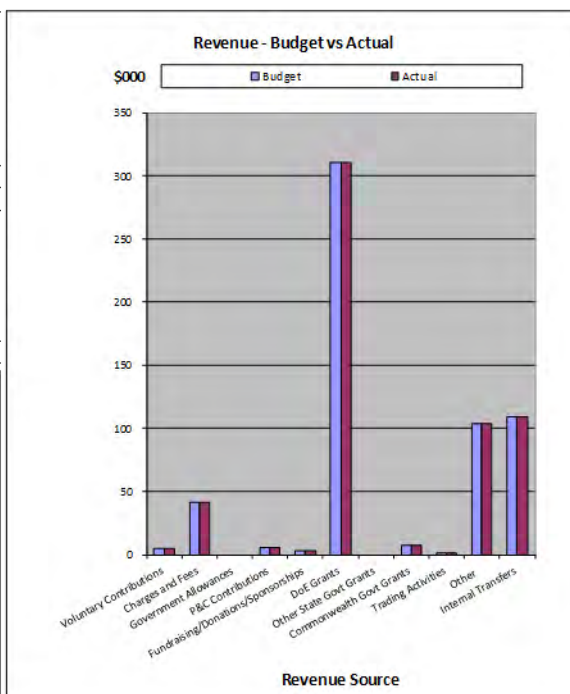
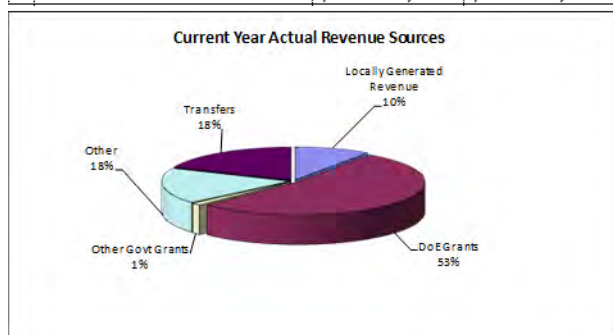
The school equips my child/children with personal and social skills.

Merriwa Primary is a caring school.

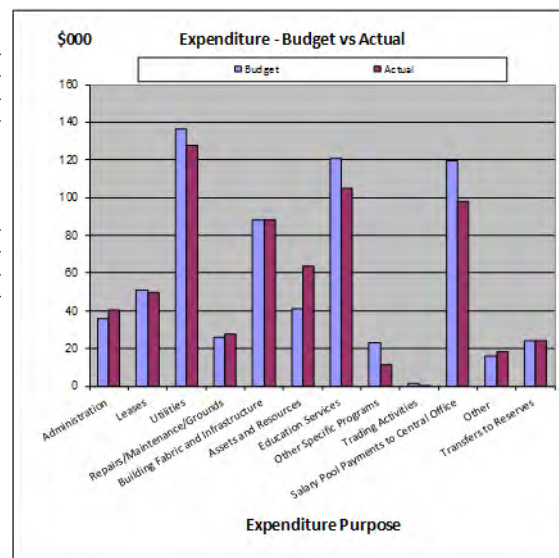
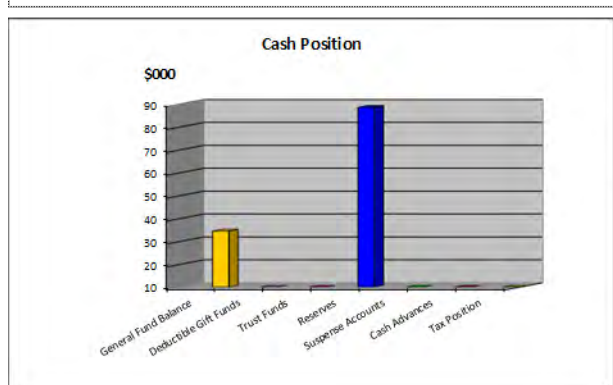


Merriwa Primary School
Financial Summary as at
30th December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 4,392.00	\$ 4,978.00
2	Charges and Fees	\$ 40,894.16	\$ 40,894.16
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 5,792.00	\$ 5,792.00
5	Fundraising/Donations/Sponsorships	\$ 3,367.87	\$ 3,367.87
6	DoE Grants	\$ 310,768.27	\$ 310,768.27
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ 7,028.40	\$ 7,028.40
9	Trading Activities	\$ 1,380.27	\$ 1,380.27
10	Other	\$ 103,508.15	\$ 103,509.35
11	Internal Transfers	\$ 108,742.13	\$ 108,742.13
	Total	\$ 585,873.25	\$ 586,460.45
	Opening Balance	\$ 101,950.00	\$ 101,949.61
	Total Funds Available	\$ 687,823.25	\$ 688,410.06



	Expenditure	Budget	Actual
1	Administration	\$ 35,873.00	\$ 40,703.58
2	Leases	\$ 51,130.60	\$ 49,673.63
3	Utilities	\$ 136,435.12	\$ 127,650.56
4	Repairs/Maintenance/Grounds	\$ 25,953.00	\$ 27,507.71
5	Building Fabric and Infrastructure	\$ 87,994.00	\$ 87,994.00
6	Assets and Resources	\$ 41,148.13	\$ 63,510.12
7	Education Services	\$ 120,847.33	\$ 105,206.29
8	Other Specific Programs	\$ 23,265.85	\$ 11,124.27
9	Trading Activities	\$ 1,630.27	\$ 484.50
10	Salary Pool Payments to Central Office	\$ 119,753.29	\$ 98,000.00
11	Other	\$ 16,271.27	\$ 18,123.21
12	Transfers to Reserves	\$ 23,932.00	\$ 23,932.00
	Total	\$ 684,233.86	\$ 653,909.87



Cash Position as at:	
Bank Balance	\$ 112,693.50
Made up of:	
1 General Fund Balance	\$ 34,500.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 88,538.17
5 Suspense Accounts	\$ 3,126.86
6 Cash Advances	\$ 150.00
7 Tax Position	\$ 7,068.00
Total Bank Balance	\$ 112,693.50

HIGHLIGHTS OF 2014

- ◇ Whole School Positive Behaviour Program
- ◇ Year 6 / 7 Day Camps
- ◇ West Coast Song Festival
- ◇ Royal Show Incursion
- ◇ Harmony Day
- ◇ Visits from Fire and Ambulance Services
- ◇ Principals Morning Tea each term
- ◇ Book Week
- ◇ World of Maths Week
- ◇ Swimming Lessons
- ◇ 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
- ◇ Summer Disco
- ◇ NAIDOC Celebrations – Whole Day Workshops
- ◇ Community Programs - Breakfast Club, School Learning
- ◇ Journey, Smith Family Savers
- ◇ Senior and Junior class buddies
- ◇ Year 6 / 7 Graduation ceremonies
- ◇ Social Dance
- ◇ Partnership with Edith Cowan University Science
- ◇ Remembrance Day Wreath Laying at RAAF Retirement Village
- ◇ Whole School Christmas Concert
- ◇ Links with Community—Salvation Army Carols



COMMUNITY LINKS



The growing support from our community was a feature of 2014. Agencies such as The Smith Family, School Passport Program, The Salvation Army, and Foodbank provided goods and services to our families including food, assistance for uniforms and excursions, and financial planning and advice. The breakfast club was run by our Chaplain with support from Irene Mc Cormack Christian College and Foodbank, while Bunnings provided both materials and labour to paint and improve our buildings and grounds.

We became leaders in Direct Instruction, and in recognition of our work in this field McGraw Hill awarded us Lighthouse status, with associated discounts.

The Defence Forces supported our ANZAC Ceremony and presented medallions to those students who have achieved despite adversity, while the Church of Latter Day Saints provided a free venue and technical support for our Year 6 and 7 graduation ceremonies and social dances.

The association with Edith Cowan University strengthened, with support provided by the Occupational Therapy Department, Education, and the science department in both placing practicum students at Merriwa and providing science workshops in Aboriginal studies and forensic science.

We will continue to strengthen and extend our links in with the community in 2015.



Front Row: (Left to Right)
Ariana Ruru– Hinaki, ...Shontae Shae, Mouy Wannasing, Ruby Fox, Selvina Marimuthu, Lillie McCann
Back Row: Deng Manyang, George Daws, Jordan Gregory, Jesse Knowles

2014 COUNCILLORS



MERRIWA
CELEBRATES
THE ARTS
2014





**MERRIWA
CELEBRATES
PHYSICAL ACTIVITY**

