

Merriwa Primary Schools



2020-2022
BUSINESS PLAN

FORWARD

Merriwa Primary School commenced as an Independent Public School in 2017. Our Business Plan 2020-2022 outlines the direction and broad strategies that will support us to maximise school performance. The plan draws from the Department of Education of Western Australia's: Strategic Plan for WA Public Schools 2020-2024, the Director General's 'Building on Strength and Focus 2020.

The school's Operational Plans provide more detailed planning, outlining key strategies and programs and how these will be resourced.

The Merriwa Primary School Business Plan 2020-2022 has been formulated in collaboration with staff and the School Board. It has been endorsed by the School Board and provides a sustainable focus for the strategic direction of our school over the next three years.

Caroline Bishop (Board Chair)

Sue Waterhouse (Principal)



SCHOOL CONTEXT

Merriwa Primary School was established in 1995 and is located in the fast growing northern suburbs, 38km north of the Perth CBD. A School Board is in operation, with representatives from the school staff, parent body and school community partnerships being included on the board.

Our student population is complex and varied with 11% being aboriginal and 31% EAL/D. There are 27 different languages spoken at home. The cultural and ethnic mix at Merriwa contributes to our inclusive and welcoming environment. Our socio-economic ranking is 922 (9th decile) which indicates significant socio-economic disadvantage in comparison to other school communities in Australia. In the last school survey, the parents identified the following social impacts on our school: levels of poverty and crime, poor levels of language and numeracy skills upon entry at kindergarten, and inconsistent levels of parenting skills across the community. Parents are appreciative of the support offered through the school. We also have a highly transient population, with an annual rate of around 30%.

The Australian Early Development Census provides a nationwide snapshot about the development of young Australians as they start their first year of full-time school. This examines physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; communication skills and general knowledge. The children who enrol in Merriwa Primary School have demonstrated consistently since 2009 that they are vulnerable at a significantly higher rate in two or more areas of development compared with children across both Western Australia and Australia.

Merriwa Primary School shares the school site with the Merriwa Education Support Centre. We share staff, resources and buildings and the timetable is structured so that students can access the most appropriate curriculum and mix together during break times. Staff meetings, professional learning sessions and a number of whole-campus events are shared between the schools, helping to promote a philosophy of collaboration and integration.

Our School Vision

-Learning for Life-

Our School Purpose

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



Our School Expectations


I achieve.....doing our personal best

I am friendly....treating others with respect and care

I am positive.....facing challenges and showing resilience

I am respectful.....caring for ourselves, others, the community and our environment

STUDENT IMPROVEMENT TARGETS

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

-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

