



**Merriwa Primary School**

*Learning for Life*

**Business Plan 2017 - 2019**

## *Foreword*

Merriwa Primary School commenced as an Independent Public School in 2017. Our Business Plan 2017 – 2019 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 Equity; Strategic Plan for WA Public Schools 2016 – 2019, the Director General's Classroom First Strategy and Focus 2017; Directions for Schools.

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 2017 – 2019 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.



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**Principal**  
**Sue Waterhouse**



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

# *Australian and Western Australian Curriculum*

*Plan for Public Schools  
High Performance, High Care  
Focus Directions for Schools*

## *Merriwa Primary School Business Plan*

When creating this Business Plan, the four pillars of the Strategic Plan for WA Public Schools 2016 – 2019 have been taken into consideration:

- **Successful Students**
- **High Quality Teaching**
- **Effective Leadership**
- **Strong Governance and Support**

*Operational Plans*

*Classroom Plans*

*Timeline for Assessment, Moderation and  
Professional Development*

*Merriwa Reporting Schedule*

*Merriwa Model of Self Reflection*

*Target Groups*

*The Individual Student*

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**Every student's well-being  
development and achievement  
is our focus.**







## *Our Motto*

Learning for Life

## *School 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 lifelong learning, and foster responsible citizenship qualities.

Through partnerships with parents and the wider community we provide children with a secure, stimulating and positive learning environment, which caters for individual needs, allowing students to develop to their potential. Our instruction promotes whole school cohesion, individual self-worth, independence and respect for the rights of others.

## *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 Aims*

- ✧ Make every student a successful student
- ✧ Ensure Merriwa Primary School is a good school
- ✧ Provide practical support for our teachers and support staff
- ✧ Have sound teaching in every classroom
- ✧ Deliver meaningful accountability
- ✧ Build public confidence in our school

## *Our Mission Statement*

At Merriwa Primary School we strive to work together so that our students display the school expectations which are:

- ✧ I achieve
- ✧ I am friendly
- ✧ I am positive
- ✧ I am respectful

## *School Context*

Merriwa Primary School was established in 1995 and was certified as an Independent Public School from 2017. The school is located in the fast growing northern suburbs and is 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.

Due to the expansion of suburbs north of Merriwa, our enrolment trend is decreasing, from 609 students in 2010 to 426 students in 2017. In 2016 52 Aboriginal students (11%) and 45 African students (9%) were enrolled here. The cultural and ethnic mix at Merriwa contributes to our inclusive and welcoming environment.

Our student population is complex and varied. There are 27 different languages spoken at home. Our socio-economic ranking is 922 (9<sup>th</sup> decile) which indicates significant socio-economic disadvantage in comparison to other school communities in Australia. In the 2016 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.



## *The Business Plan*

This Business Plan 2017 – 2019 is the school's long term strategic plan which outlines the direction of the school in broad terms, describing key focus areas of development which are intended to have maximum impact on overall school performance in both academic and non-academic contexts. The Business Plan also includes student achievement improvement targets used to monitor and make judgements about school performance in key focus areas.

## *Operational Planning*

The school's operational plans details how our strategic objectives will be implemented each year. The plan contains improvement targets, strategies, resources and methods for assessment. The operational plans are internal documents and are not publicly available but elements may be shared with the School Board.

## *Classroom Planning*

Classroom plans are aligned to the business and operational plans. They are documented actions that the staff take to meet the learning needs of the class, target groups and individual students. Classroom planning is managed through the performance management process.





# 1. *SUCCESSFUL STUDENTS*

*Merriwa Primary School is committed to maintain and improve standards of achievement in Literacy and Numeracy. Students should be able to read, write, speak with confidence and understand and use mathematical skills to problem solve at their developmental level.*

## *School Priorities*

### **Literacy**

Merriwa Primary School commits to maintain and improve standards of achievement in Literacy. Students should be able to read, write and speak with confidence and understanding at their developmental level.

### **Numeracy**

Merriwa Primary School commits to maintain and improve standards of achievement in Numeracy. Students should be able to confidently use mathematical skills to problem solve at their developmental level.

### **Health & Wellbeing**

Merriwa Primary School commits to provide a safe, caring and inclusive environment by providing pastoral care which supports students to become more resilient, participate in learning and achieve social and emotional personal growth.

### **Attendance**

Merriwa Primary School commits to improve attendance by providing direct support to those students in greatest need. Our approach is based on the mutual obligation of schools, parents and communities to develop strategies that link directly to the causes of student absence using the new attendance tool kit.

## *Focus Areas*

- Numeracy
- Literacy
- Behaviour Engagement
- Attendance
- Readiness for School
- Partnerships with the Community
- Health & Wellbeing
- Effective Teaching
- Science, Technology, Engineering and Maths (STEM)
- Aboriginal Cultural Standards Framework



# 1. SUCCESSFUL STUDENTS - INDIGENOUS STUDENTS

*Merriwa Primary School is committed to equip Aboriginal students to become confident and successful learners who complete their schooling with the knowledge and skills to access further education, training and employment. We commit to improve school attendance, classroom engagement and educational achievements of Aboriginal students, following the indicators of the Aboriginal Cultural Standards Framework.*

## *Focus Areas*

- Increase regular attendance
- Increase overall attendance
- Continue to achieve higher rates of attendance than like schools and WA Public Schools
- Meet at or above minimum national literacy and numeracy standards
- Engage families, communities and other agencies in preparing children for the start of school
- Engagement and connections with the Aboriginal community





## 2. HIGH QUALITY TEACHING

*Merriwa Primary School is committed to cultivate an environment of excellence in all areas of pursuit where staff members, in partnership with the community, provide a challenging and inclusive curriculum inspiring all students to lead lives that are personally fulfilling, enabling them to contribute positively to a global society.*

### *Strategies to Achieve This*

- ❖ All teaching staff will participate in ongoing performance management processes and required professional learning to achieve Australian Institute for Teaching and School Leadership (AITSL) proficiency standards or above
- ❖ All teaching staff will participate in the Merriwa Model of Self Reflection, including whole school initiatives
- ❖ Increase opportunities for teachers seeking leadership roles within the school
- ❖ All staff will engage in a collaborative approach to improve student achievements
- ❖ Full implementation of National Quality Standard (NQS) informed by teacher surveys and audit results

### *FOCUS AREAS*

- Staff understand their role in the improvement process and are active participants in the school improvement cycle
- The school supports a culture where staff share high expectations for all students
- Performance management process for teaching staff is based on the AITSL Professional Standards and the Merriwa Model of Self Reflection, a framework of self-assessment
- The Merriwa Self Reflection model is embedded into the school culture. This enables data based upon peer observation and self-reflection to enhance teacher improvement
- The Merriwa Self Reflection Model is based on the principles of visible learning
- Teacher development is a mixture of the review of embedded practices and the development of targeted strategies
- The performance management process for non-teaching staff is aligned to their job description
- Staff continue to build practices to ensure that the analysis of data is used to diagnose the impact of teaching
- All staff use Self-assessment of teacher practice against national standards and student achievement to improve performance
- Target Professional Learning (PL) to enable teachers to achieve proficiency in AITSL standards of teaching
- Student feedback will inform teachers about their performance and classroom climate
- Prepare for implementation in 2018 of the WA curriculum phase three learning areas
- Teach specific content of the WA curriculum in phase three learning areas
- Teachers develop STEM in early years
- Teachers develop student online writing skills



### 3. EFFECTIVE LEADERSHIP

*Merriwa Primary School is committed to cultivate a positive environment where teachers are encouraged to lead in various areas whilst improving student learning outcomes through high quality leadership.*

#### FOCUS AREAS

- Recruit and retain high quality staff
- Strengthen and promote distributed leadership across the school by establishing high performing leadership teams which are aligned to professional learning and curriculum
- Identify and undertake relevant professional learning in leadership programs
- Use resources wisely and make open and transparent decisions to build community confidence in public education
- Evidence from monitoring, evaluation and research will be used to inform decision at all levels
- Provide feedback for improved practice and take targeted action where standards are not met
- Self-assess against Aboriginal Cultural Standards Framework to assist in school improvement planning
- Support wellbeing and health of all staff and students
- Ensure that all students education needs are met
- Ensure that all DoE policies and frameworks are implemented and adhered to
- Prepare for the introduction of online testing

#### STRATEGIES TO ACHIEVE THIS

- Develop a Workforce Plan for 2017 – 2019
- Provide quality induction to new staff
- Ensure all graduate teachers are provided quality mentoring to enable them to obtain Teacher Registration Board of WA (TRBWA) within 3 years
- Continue to administer the National School Surveys for parents, students and staff to drive improvement
- Strengthen instructional leadership across the school
- Formalise collaborative planning teams and their operations
- Continue to establish and differentiate the roles and responsibilities for curriculum leaders and teams
- Promote participation and leadership of network groups
- Align professional learning to key school initiatives and identified performance targets for staff
- Provide support and encouragement for staff to aspire to roles of leadership
- Align strategies to constantly monitor wellness and health of all staff through collaborative leadership
- Professional development plan to be developed based on self-assessment results against the Aboriginal Cultural Standards Framework





## 4. STRONG GOVERNANCE AND SUPPORT

*Merriwa Primary School is committed to be guided by a well informed and sound School Board with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the school, whilst ensuring all governance requirements are met. We also strive to develop and maintain meaningful partnerships (formally and informally) with parents and the wider community, through effective promotion, support and communication.*

### FOCUS AREAS

- A Memorandum of Understanding and also a Memorandum of Understanding Financial Arrangement will be developed to explain and safeguard the unique arrangement that operates between Merriwa Primary School and the Merriwa Education Support Centre
- Review school surveys to evaluate current practices and respond accordingly
- Develop and share a flow chart outlining the governance of the school and roles of representatives
- Continue to foster strong community links
- Make accessible, through the school website, relevant school policies, guidelines and general information
- Communicate effectively, positively and consistently with the school community and review the success of family – school engagement and partnerships
- Increase parent/community knowledge and understanding of school operations and educational initiatives
- Evidence from monitoring, evaluation and research will be used to inform decisions at all levels
- Link funding to planning, data and priorities to demonstrate an effective use of resources
- Manage finances and staffing within the One Line Budget
- Engage in the analysis of a range of data to inform future strategic and operational planning
- Strengthen the partnership between the school, Parents and Citizens (P & C) Association and the School Board
- Promote inclusivity and celebrate cultural diversity within the school community
- Implement revised child protection policies
- Further develop the capacity of Board members by offering training opportunities and support





# Academic Improvement Targets

## Literacy & Numeracy 2017 – 2019

Academic performance will be measured against a stable cohort's band growth as indicated by achievement in NAPLAN. Band growth is measured over a two year period. A case management approach is being implemented to identify target groups of students where band growth is a priority.

The On-Entry Literacy and Numeracy Assessment is administered in Term 1 and 4 in Pre-Primary. The data is analysed and target groups of students are identified for case management.

**Strategies** to achieve targets are detailed in the operational plans.

### READING – NAPLAN TARGET

Description	2016	2017	2018	2019
Yr 3 Percentage of Australian mean		87		90 (stable cohort)
Yr 4 Percentage of Australian mean	88.2		92 (stable cohort)	
Yr 3 Indigenous Students Percentage of Australian mean		85		88 (stable cohort)
Yr 4 Indigenous Students Percentage of Australian mean	82.1		85 (stable cohort)	
Comparative, like school performance – YEAR 3		0.1 std dev above expected		0.2 std dev above expected
Comparative, like school performance – YEAR 5		-0.2 std dev below expected		At expected mean

### WRITING – NAPLAN TARGET

Description	2016	2017	2018	2019
Yr 3 Percentage of Australian mean		90.5		92 (stable cohort)
Yr 4 Percentage of Australian mean	90.7		93 (stable cohort)	
Yr 3 Indigenous Students Percentage of Australian mean		79		83 (stable cohort)
Yr 4 Indigenous Students Percentage of Australian mean	81.7		85 (stable cohort)	
Comparative, like school performance – YEAR 3		0.2 std dev above expected		0.4 std dev above expected
Comparative, like school performance – YEAR 5		At expected mean		0.3 std dev above expected

### GRAMMAR & PUNCTUATION – NAPLAN TARGET

Description	2016	2017	2018	2019
Yr 3 Percentage of Australian mean		80.1		84 (stable cohort)
Yr 4 Percentage of Australian mean	85.5		88 (stable cohort)	
Yr 3 Indigenous Students Percentage of Australian mean		56		60 (stable cohort)
Yr 4 Indigenous Students Percentage of Australian mean	82.1		86 (stable cohort)	
Comparative, like school performance – YEAR 3		-0.6 std dev below expected		-0.3 std dev below expected
Comparative, like school performance – YEAR 5		0.2 std dev above expected		0.4 std dev above expected

## *SPELLING* – NAPLAN TARGET

Description	2016	2017	2018	2019
Yr 3 Percentage of Australian mean		91.1		93 (stable cohort)
Yr 4 Percentage of Australian mean	89.2		92 (stable cohort)	
Yr 3 Indigenous Students Percentage of Australian mean		87		90 (stable cohort)
Yr 4 Indigenous Students Percentage of Australian mean	75.7		79 (stable cohort)	
Comparative, like school performance – YEAR 3		0.3 std dev above expected		0.5 std dev above expected
Comparative, like school performance – YEAR 5		0.4 std dev above expected		0.6 std dev above expected

## *NUMERACY* – NAPLAN TARGET

Description	2016	2017	2018	2019
Yr 3 Percentage of Australian mean		87.5		90 (stable cohort)
Yr 4 Percentage of Australian mean	88		91 (stable cohort)	
Yr 3 Indigenous Students Percentage of Australian mean		80.1		84 (stable cohort)
Yr 4 Indigenous Students Percentage of Australian mean	82.4		86 (stable cohort)	
Comparative, like school performance – YEAR 3		-0.4 std dev below expected		-0.1 std dev below expected
Comparative, like school performance – YEAR 5		-0.5 std dev below expected		-0.2 std dev below expected

## *ON-ENTRY*

Description	2017	2018 Target	2019 Target	State % 2016
Students identified as being at risk who completed Kindergarten at MPS (Literacy)	43% of Pre-Primary population	40% of Pre-Primary population	36% of Pre-Primary population	31% of Pre-Primary population
Students identified as being at risk who completed Kindergarten at MPS (Numeracy)	19% of Pre-Primary population	17% of Pre-Primary population	15% of Pre-Primary population	14% of Pre-Primary population

## Attendance Targets

Consistent attendance at school has a direct impact upon student outcomes. Merriwa Primary School has a strong commitment to its Attendance Strategy, where children are monitored through a case management process.

Partnerships are developed with parents to improve attendance rates where required, and all staff are committed to improving the number of unauthorised absences.

Parents are required to have any vacation leave during school terms approved by the Principal, and student work is provided for that period.

Aboriginal levels of attendance continue to remain higher than Western Australian levels, which is reflective of our inclusive and engaging school environment.

FOCUS AREA	2016 RATES	2017-2019 TARGETS
Increase regular attendance (over 90%)	69.8%	75%
Increase regular attendance (over 90%) for Aboriginal Students	59%	75%
Increase number of explained absences	58.8%	80%
Increase overall attendance rate	92.2%	93%

## 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.

There are eight attributes relating to **Attitude, Behaviour and Effort** on Semester Reports. How a student demonstrates these is indicated on a four point scale – *consistently, often, sometimes or seldom*.

Current **Attitude, Behaviour and Effort** attributes as described on Semester Reports will be an indication of the level of each student's commitment to the expectations of Merriwa Primary School.

- **I ACHIEVE** Works to the best of his / her ability
- **I AM FRIENDLY** Cooperates productively and builds positive relationships with others.
- **I AM POSITIVE** Shows confidence in making positive choices and decisions
- **I AM RESPECTFUL** Shows courtesy and respect for the rights of others

### TARGET 2017 – 2019

The above four attributes will be indicated as *consistently* or *often* on semester reports for 75% of the students throughout the school.



## Accountability and Assessment

Key life skills and competencies are established in the early childhood years and maintained and built into all curriculum areas as children move through the primary school years. At Merriwa Primary School staff are committed to improving student competencies in English and Mathematics to enable them to better make connections to later educational outcomes and life skills. Developing these English and Mathematical competencies will have links in all curriculum areas.

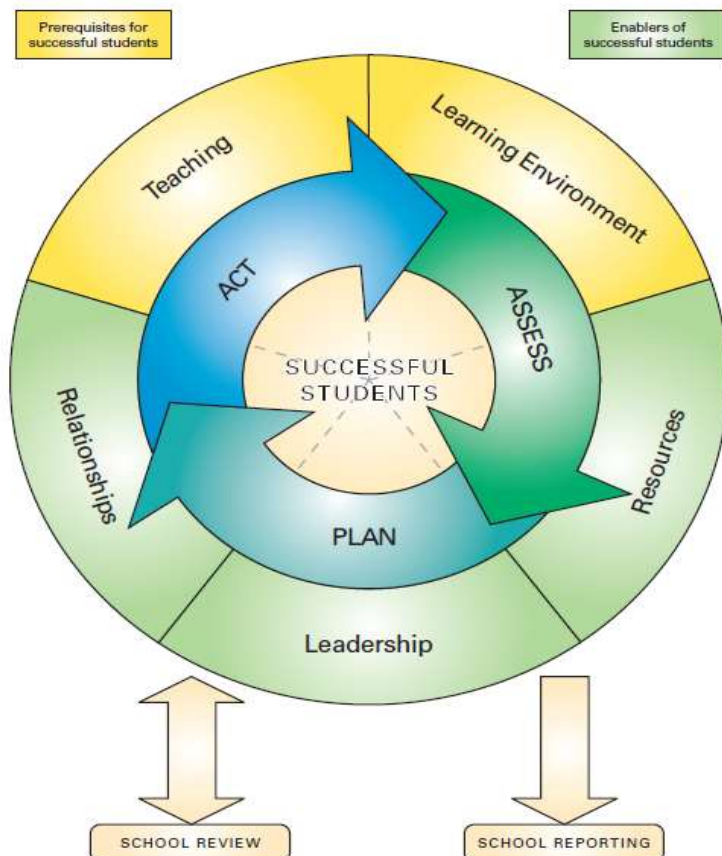
Student assessment is a key aspect of the school's learning model. The school has a strategic data collection/assessment process that allows it to make judgments about its performance in both student achievement, both academic and non-academic, and school operations.

The assessment process has a focus on high quality data that enables, through a reflective process, future planning.

The school sets targets at three levels:

- Long term targets are set, and outlined in the school's Business Plan. These are based on the analysis of the student information gained from national testing programs.
- Yearly targets are set using the school's comprehensive data collection tools. These are outlined in the 12 monthly operational plans.
- Individual student targets are set at an individual classroom level and are addressed through individual education plans, using the Special Education Needs (SEN) framework or group classroom plans. These are consistently tracked and monitored.

- ✧ The school monitors, assesses and evaluates individual student achievement, using moderation processes to support teachers in making consistent judgements and administering prescribed system assessment.
- ✧ The school issues a formal report for each student at the end of each semester.
- ✧ The school provides feedback on student progress through parent teacher interviews in term one.
- ✧ Student achievement is showcased in term three through a Merriwa Primary Schools' Learning Expo.
- ✧ The school uses NAPLAN and On-Entry results to report on student progress and achievement and to inform future teaching.
- ✧ Merriwa Primary School will continue to report on student achievement according to the implementation timeline of the Australian Curriculum.
- ✧ Students identified as being 'at risk' will continue to be case managed and their achievements recorded on the SEN module of *Reporting to Parents*.
- ✧ English as an Additional Language/Dialect (EAL/D) students are assessed using the *Progress Maps*.



### 2017 – 2019 Review

The Whole School Review Team reviews the achievement of the School Business Plan targets, on an ongoing basis, annually and at the conclusion of the 3 year cycle

Diagram: School Improvement and Accountability Framework, DET, WA.

## *Self-Reflection and Review*

Merriwa Primary School staff undertake ongoing and rigorous self- reflection and review at all levels of our collective effectiveness. The Whole School Review Team will reflect upon the school's successes and provide regular recommendations for ongoing improvement.

<i>LEVEL OF REVIEW</i>	<i>STRATEGIES</i>
Business Plan	<ul style="list-style-type: none"> <li>Reviewed at Board and staff meetings as required</li> <li>Reviewed in 2019</li> </ul>
Operational Plans	<ul style="list-style-type: none"> <li>Reflected, reported upon and reviewed regularly at staff meetings</li> <li>Referred to and reflected upon at formal collaborative meetings</li> <li>Referred to, reflected upon and reviewed at Curriculum Committee meetings</li> <li>Reviewed through student feedback</li> </ul>
Class Plans	<ul style="list-style-type: none"> <li>Reviewed and self -assessed through performance management meetings</li> <li>Reviewed through student feedback</li> </ul>
Individual Plans	<ul style="list-style-type: none"> <li>Reviewed through case conferences</li> <li>Reflected upon and reviewed through semester reporting</li> <li>Reviewed through student feedback</li> </ul>
Effectiveness of Teaching Practice	<ul style="list-style-type: none"> <li>Merriwa Model of Self Reflection (MMSR)</li> <li>Regular staff review of the MMSR</li> <li>Staff feedback on improvements to teaching</li> <li>Student feedback</li> <li>Performance management</li> <li>Self -assessment against the Australian Institute for Teaching and School Leadership Standards (AITSL)</li> </ul>
Surveys	<ul style="list-style-type: none"> <li>Student, teacher, community</li> </ul>

Merriwa Primary School staff have undertaken extensive training in self and peer reflection of teaching practice and in 2016 designed and implemented the Merriwa Model of Self Reflection.

The model is based upon the AITSL Standards and Visible Learning research by John Hattie. It engages staff in regular self -reflection, peer observations and student feedback and undergoes regular review and revision by the staff.

*Our commitment in reviewing our practice is to improve outcomes for all students.*



# 2015 Australian Early Development Index (AEDI) Results

## Comparison of Merriwa to State and National results

School	% On Track Students				% At Risk Students				% Vulnerable Students			
	Merriwa	State	National	Merriwa difference	Merriwa	State	National	Merriwa difference	Merriwa	State	National	Merriwa difference
Physical Health and Wellbeing	61.2	78.8	77.3	17.6% < State	17.9	11.3	13.0	6.6% > State	20.9	9.9	9.7	11% > State
				16.1% < National				4.9% > National				11.2% > National
Social Competence	64.2	77.1	75.2	12.9% < State	14.9	14.5	15.0	0.4% > State	20.9	8.4	9.9	12.5% > State
				11% < National				0.1% < National				11% > National
Emotional Maturity	73.1	75.3	76.4	2.2% < State	20.9	16.2	15.3	4.7% > State	6.0	8.5	8.4	2.5% < State
				3.3% < National				5.6% > National				2.4% < National
Language and Cognitive Skills	64.2	82.7	84.6	18.5% < State	23.9	10.6	8.9	13.3% > State	11.9	6.6	6.5	5.3% > State
				20.4% < National				15% > National				5.4% > National
Communication Skills & General Knowledge	68.7	79.4	76.3	10.7% < State	13.4	12.6	15.1	0.8% > State	17.9	8.0	8.5	9.9% > State
				7.6% < National				1.7% < National				9.4% > National

AEDI and On-Entry data has identified that many of the students who enrol at Merriwa Primary School are at significant educational risk before they enter the school system.

Our early intervention strategy is coordinated, targeted and research based and is committed to engaging families in a partnership with the school. It enables the explicit teaching of language, maths and social skills necessary to access the curriculum and is coordinated by an Early Childhood specialist.

### Our early intervention strategy consists of:

- Kurlungas Aboriginal Playgroup
- Merriwa Playgroup
- Staff access to speech therapy expertise through the Clarkson Child Development Service
- Explicit teaching of vocabulary
- Talk 4 Writing Program
- Focus on explicit teaching of phonics through:
  - Letters and Sounds
  - Direct Instruction
    - Phonemic Awareness
    - Spelling Mastery





# Workforce Planning

**During 2017 – 2019 the school will be staffed to meet legislative requirements and school-based needs and initiatives**

## Staff Demographics

Determine staff demographic profile  
Plan for: retirements, promotions, change of work fraction  
Balance permanent positions and fixed term appointments to minimise overstaffing

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## Staff Leave Entitlements

Determine staff leave requirements  
Plan for long service leave, parental leave, leave without pay  
Fixed Term appointments to backfill positions will comply with DoE guidelines

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## Staff Qualifications

Ongoing professional development opportunities  
Plan for ongoing opportunities to support and improve workforce effectiveness  
PD should include Graduate Teacher Modules and promotional opportunities as well as school-based initiatives and personal development opportunities

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## Aboriginal Education Workers

Plan to continue Australian and Islander Education Officer position to support Indigenous students and families  
Seek further opportunities to offer employment for Indigenous people

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## Staff funded from External Funding (Grants)

Determine possibility of external funding opportunities  
Plan accordingly to utilise additional staff to meet the needs of the school and students

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## Student Numbers

Determine student numbers  
Plan accordingly to meet the student profile

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## Curriculum

Match staffing to DoE directions  
Plan accordingly to meet needs and requirements

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## Students with Special Needs

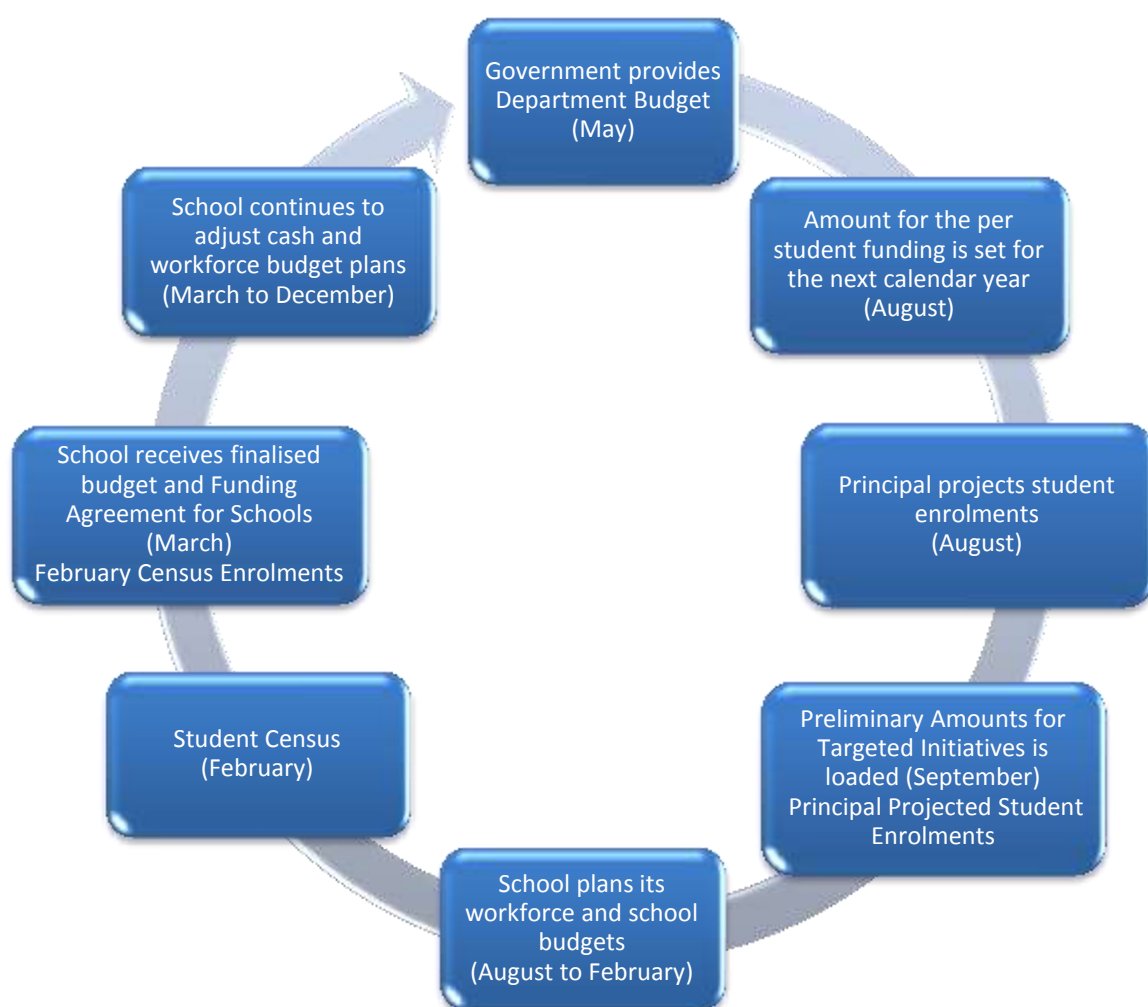
Manage appointments of staff  
Level 3 EAs to meet the needs of students with special needs



## Resourcing Process

The Department of Education receives its annual budget from the State Government in May each year. Based on this budget and projected student enrolments, an amount is set for the per student funding for the following year. The Funding Agreement is considered by the Principal as an attachment to the Delivery and Performance Agreement and is endorsed by the School Board annually.

**The annual cycle is:**



## One Line Budget

All schools operate with a One Line Budget. The Principal, in collaboration with the Leadership Team, Finance Committee and School Board, will determine how funding is used to best support student and school needs.



*Merriwa Primary School*  
*Learning for Life*

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