



MERREDIN COLLEGE

2016 Annual Report



SCHOOL VISION

Merredin College is the benchmark in rural educational excellence. We aspire to develop a community of engaged, creative and independent lifelong learners who aim high, value diversity and contribute positively to the global community.

OUR PURPOSE

In partnership with our parents, we seek to instil in our students high standards for academic scholarship, integrity, leadership, and responsible citizenship so that they may enjoy freedom through knowledge, and lead healthy productive and meaningful lives.

OUR VALUES

- 1. ACHIEVEMENT** | Expecting & accomplishing, academic, sporting, cultural, citizenship and social growth and improvement through practice and perseverance.
- 2. EXCELLENCE** | Striving for mastery in all aspects of schooling.
- 3. RESPECT** | Demonstrating that we value self, others and property.
- 4. INTEGRITY** | Acting according to high moral principles including being honest and trustworthy.

CONTEXTUAL INFORMATION

OUR SCHOOL

Merredin College, is a K-12 school, which began on 1st January 2012 as a result of the amalgamation of three schools - Merredin SHS, North Merredin PS and South Merredin PS (and the Westonia annex). The College gained Independent Public School status in 2016. Students reside in the Merredin townsite, travel to school on one of the 12 school buses or are one of the 59 students accommodated at the Merredin Residential College. We are proud to provide 'learning close to home.'

OUR STUDENTS

At the 2016 Semester 2 census, 614 students were enrolled at Merredin College. This was an increase of 1 on 2015. 266 students (43%) were in K-6 and 348 (57%) in Years 7-12. 253 of the secondary students (72.7%) were Years 7-10 and the remaining 95 (27.3%) were in upper school. Aboriginal students comprised 19.4% of the population (119 students). There were also a small number of ESL students enrolled.



YEAR 7 INTAKE 2016

The majority of the 47 Year 7 students came from Merredin College (51.1%), with the rest from St Marys (25.5%), Kellerberrin DHS (8.5%), and Trayning PS (6.4%). The remainder came from Bencubbin PS, Moorine Rock PS, Mukinbudin DHS and Southern Cross DHS.

YEAR 11 INTAKE 2016

Of the 40 Year 11 students, most were previously Merredin College students (80%). Students were also enrolled from Southern Cross DHS (5%) and Narembeen DHS (5%). The rest were from Wyalkatchem DHS, Jurien Bay DHS and Morley SHS.

DESTINATION SCHOOLS – END OF 2015

Of the 28 Year 6 students, 24 (85.7%) enrolled at Merredin College with one student enrolling at a Catholic College. The destination of the 3 other students is unknown.

Most of the 47 Year 10 students remained at Merredin College. Of the 15 who left, 3 enrolled at the WA College of Agriculture - Cunderdin, 2 at metropolitan government high schools, 4 at Catholic Colleges and 1 at an independent school in Geraldton. The destination of the other 5 students is unknown.

OUR COMMUNITY

The School's ICSEA (Index of Community Socio-Educational Advantage) is 925 (Band 9). This is compared to 2015 when we were considered a Band 8 school. ICSEA is a measure of the educational advantage students have, as measured by the parents' occupation and level of education completed, and their educational achievement. ICSEA values range from around 500 (extremely educationally disadvantaged) to about 1300 (educationally advantaged).



Merredin is a regional centre located 256 kilometres east of Perth. The economic base is agricultural, largely sheep, beef cattle and grain farming, supported by a small number of manufacturing and agribusinesses. The Merredin Aerodrome is leased by China Southern Airlines to train aspirant pilots. South east of Merredin, Collgar Wind Farm is a \$750 million renewable energy project.

The population of the district is approximately 2897 (2011 Census). The most common occupations in

Merredin include Technicians and Trades Workers 17.5%, Managers 15.5%, Professionals 13.7%, Machinery Operators /Drivers 11.9%, and Clerical Workers 11.6%. This information may vary slightly once the 2016 Census data is released.

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LINKING WITH THE COMMUNITY MERREDIN COLLEGE P&C

The Parents and Citizens Association met twice each term. As in previous years, major projects included the running of the Canteen and the Uniform Shop. Limited fundraising subsidized school excursions and incursions. The main office bearers were - Kim Lane (President), Rochelle Willis/Jenny Doncon (Secretary) and Darren Gardiner (Treasurer)

MERREDIN COLLEGE COUNCIL

A fifteen member Council comprised the Principal plus parent, community, staff and student representatives. Meetings were held twice per term. As a result of the hard work and enthusiasm of the 2016 Council and in particular our Council Chair (Janelle Millar), Merredin College achieved Independent Public School status in 2016. The final 2016 Merredin College Council included - Bev Stanes (Principal), Janelle Millar (Chair), Jenny Starcevich (Secretary), Lynne Herbert, Michael Hayden, Diane Dixon, Kaye Meadows, Hayley Billing, Jayne Smith, Jenny Doncon, Julie Flockart, Lisa Fischer, Rochelle Willis, and two Year 12 Student Leaders (attending on a rotational basis).



OTHER LINKS TO THE COMMUNITY

Strong links between the College and community continued in 2016. *Work Place Learning* was supported by local businesses. The Chaplain's work was underpinned by the YouthCare committee. Local police visited the College regularly and along with the Fire Brigade and St Johns Ambulance either showcased their work or ran workshops with our primary students. Our primary Choir performed at community events. Students attended the town Anzac ceremony. Numerous opportunities were provided across the school for parents/carers to link with the school (parent nights, grandparent functions and the *Thank a Volunteer* morning tea). The annual *Meet the Teachers* barbecue was again held for Aboriginal families in Term 1. This was well attended. Secondary students also took part in a SDERA-organised community Road Safety forum.



A highlight was the music video *Gotta Keep It Strong* where Merredin College children from the Njaki Njaki Aboriginal Community wrote a song with the support of Indigenous Hip Hop Projects. In the video the children shared what they learned from Dr Asha Bowan, an infectious diseases expert, about how to avoid getting infections that cause skin sores, sore throats and blocked ears. Indigenous health worker Marika Hayden was the driving force behind the song, with the music video forming part of a project for her advanced diploma in Medical and Aboriginal Health Sciences, a pathway course to study medicine. This fantastic video can be viewed at <https://www.youtube.com/watch?v=bhLU5Qnf0n8>

The partnership with Amity Health continued via the *Kids Health Link Project*, offering families a range of options including a pre-Kindy playgroup to set the foundation for successful schooling. Merredin College staff members were also involved in the Local Emergency Management Committee, the Wheatbelt Business Network, Doorways, YouthCare, Eastern Wheatbelt Early Years Network and attended interagency meetings.

Information about school activities was provided to the school and wider community via two newsletters published each term and available via email and the College website www.merredincollege.wa.edu.au/. Weekly updates (*MC Link*) outlined current events and reminders. *The Phoenix* (local newspaper) covered special events and the *Combined Harvest* (Year Book) summarised the 2016 highlights. The College was present at both Dowerin Field Days and this was followed up by an Open Day on 9 September. Attendance at the Open Day continues to grow and affords the community with an opportunity to view the College in action. Miss Beale's student Dance routines and snippets from Mr James' Drama class performance of *Children of the Black Skirt* were highlights.

HIGHLIGHTS OF 2016

ACADEMIC ACHIEVEMENTS

PRIMARY

- * Tara Kearing (Year 6) won the Hon. Mia Davies MLA's Christmas Card Competition

SECONDARY

- * 86.4% (38 of 44) Year 12s achieved their WACE. In 2016 more stringent requirements were mandated for WACE achievement; including meeting basic literacy and numeracy standards as well as a minimum number of C grades.
- * The Year 12 attainment rate was 98% meaning 43 out of the 40 Year 12 students achieved an ATAR of at least 55 and/or a Certificate II or higher.
- * Trent Starceвич (Yr 12) achieved an ATAR of 97.6 placing him in the top 6.48% of all ATAR students across WA. Trent achieved 4 scaled scores above 75. His Year 11/12 results earned him a School Standards and Standards Authority Certificate of Distinction and a Certificate of Excellence for Mathematics Applications. Due to his fantastic Year 11 Mathematical Methods results, as a Year 12, Trent was selected to take part in the 2016 PACES program.
- * Shyra Clark-Watts (Yr 12) received the College Excellence in VET Award.
- * Jenna Muir (Year 11) attended the United Nations State Conference as well as the Envision Global Leaders Conference in China.
- * Christian Subiza and Annalise Kearing (Year 11) were awarded \$1000 VET scholarships by Collgar Wind Farm.
- * Jack Fitzsimons and Joshua Burrell each won Year 10 Collgar Wind Farm scholarships valued at \$5000 over three years.
- * Of the 2 primary and 17 secondary students who entered the Australian Mathematics Competition, Alexander Rajagopalan achieved a High Distinction and Jorja Downsborough and Jacob Richards achieved Distinctions. Eleven other Year 7-11 students achieved Credits.
- * 47 students from Yr 7-12 participated in the 2016 ICAS English Competition. Salome Adams and Trent Starceвич (Yr 12) achieved Distinctions. Nine students achieved Credits and seven students achieved Merits.
- * For the Computational and Algorithmic Thinking (CAT) competition, Credits were awarded to Georgina Squire, Blake Jones, Kyrah Lane, Kaine Jaxon (Yr 7); David Olanrewaju (Yr 8) and Alexander Rajagopalan (Yr 9)



THE ARTS AND CULTURE

WHOLE SCHOOL

- * The WA Police Pipe Band performed for students in Term 1.
- * The Aboriginal Parent Sausage Sizzle held in Term 1 enabled families to meet the staff. On 26 May, the College acknowledged National Sorry Day and the commencement of Reconciliation Week by providing a hot breakfast for all students as well as our Aboriginal families. Another successful NAIDOC week was held from 15-19 August. Students participated in a range of cultural activities as part of their regular classes. Storytelling, the kangaroo burgers and damper making were among the favourites! Members of the Aboriginal community spoke to students about life on the Reserve as part of personal experience. Girls from the the Aboriginal Engagement Program and some of our older Noongar boys took a leadership role and assisted the AIEOs/ALO with activities. Several deserving students received *Deadly Awards* at the NAIDOC assembly.

PRIMARY

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- * The primary Choir under Mrs Adamson's guidance, attended the *One Big Voice Choir* event. Ethan Creek (Year 5) sang as part of a small vocal group in front of the 4000 strong audience. The Choir also performed for the community at the Merredin Show, ANZAC Variety Concert, Seniors' Week Luncheon, Christmas Carols in the Park, Gala Night and Moorditj Mia. School performances included the ANZAC Day commemorative assembly, MerryDin and Year 7-9 Awards.
- * K-6 students appreciated visits by Musica Viva and participated in a G'Day Asia Incursion. K-2 students enjoyed a Dance incursion with CO:3, watching a show called *Paper Scissors Rocket*.
- * Several Primary classes connected with students in other countries: Oregon - USA, Seoul - South Korea and New Zealand, via Skype.
- * In September Primary students celebrated Book Week with a *Read-In*. Teachers and library staff also planned engaging activities for each class.

SECONDARY

- * In August, Year 10-12 students enjoyed some Shakespearean theatre *As You Write It* staged at Merredin College by the Australian Playhouse.
- * Year 10-12 Drama students enjoyed a performance of *Shadowboxing* at Cummins Theatre in August.
- * Mr James Year 11/12 Drama students provided an amazing performance (over three nights and the Open Day) of *Children of the Black Skirt*. Miss Beale's Year 10 Dance group wowed audiences at the School Ball and the Open Day.
- * Year 10 students participated in the pre-learner driver course *Keys for Life* as part of their Health program.
- * In September, students who were part of the Aboriginal Girls Engagement Program participated in a cultural excursion to *Piney Lakes Environmental Centre*. Three Year 8 students also attended the Year 8 UWA *Indigenous Discovery Day* on 24 September.



SPECIAL EVENTS

WHOLE SCHOOL

- * A variety of visitors to the school included The Fremantle Dockers, and The Black Dog Institute
- * Year 6 Student Leaders and Year 7-12 Middle and Senior School Leaders attended separate *Halogen Foundation National Youth Leadership Conferences* in Perth (17 and 18 March).
- * On 19 March, students displayed work and performed at the Merredin Show.
- * On Friday 8 April, Mr Baltovich's Year 10 English class, Mrs Lorraine Shreeve's Year 6 Student Leaders and Mrs Ryan organised outstanding ANZAC assemblies to acknowledge *100 Years of Anzac* and 50 years since the *Battle of Long Tan*. A highlight was the presence of members of the RSL and students from the Cadet Unit as well as a performance by the Choir.

PRIMARY

- * The *MerryDin* end-of-year concerts held on 13 and 14 December for K-2 and Year 3-6 students celebrated the conclusion to the academic year in a fantastic song and dance spectacle. The theme, *Around The World* was the brainchild of Mrs Caryn Adamson (Music teacher) and Miss Natalie Beale (Dance teacher) with the support of Mr Tom James and Miss Erin Burnett.
- * Year 6 students enjoyed a Term 1 camp at Dwellingup.
- * Upper primary students who met attendance, attitude and behavioural criteria enjoyed a day at *Outback Splash* on 25 November. A novelty carnival was held at school to reward P-2 students.
- * Primary students took part in a variety of incursions including Story Telling, *Forensic Sciences*, a *Golf Clinic*, a visit by the *Merredin Police, Constable Care and Captain Waterwise*.
- * As part of Mother's and Father's Days, Kindy - Year 1 students shared activities with parents and grandparents.
- * Mr Close, Mrs Baltovich, Mrs Hayden and Mrs Shreeve took the Year 6 class to Fremantle to enjoy a variety of activities on 2 December to mark their end-of-primary milestone.

SECONDARY

- * On 30 April Year 10-12 students enjoyed *A New York Night* at the School Ball thanks to Mr Matthew Baltovich and the Year 12 Student Leaders.
- * In February, Yr 7-10 students engaged in Scitech's *Beyond the Beaker* incursion at the College. The Year 12 Human Biology students visited the Harry Perkins Institute of Medical Research on 3 May and later in Term 2 Year 8/9 students took part in the Aurecon Bridge Building Science Competition, achieving in the top twenty schools. The Science Department hosted activities with the Year 7-10s to embrace technology during *National Science Week*.
- * In Term 3, Year 9 & 10 girls challenged themselves on the Bibbulmun Track with the assistance of Miss Rogerson and Ms Heinrich; coordinated by Guthrie
- * The Year 9 Canberra Camp, once again, brilliantly run by Ms Cath Flynn involved 41 students in August.
- * Year 7 and Year 8 students became acquainted at the *Big Day Out* (Orientation Day) in Week 1 2016 and Year 6, Year 7 and Year 10 students attended up to three transition days to prepare for 2016.
- * The secondary Open Day and Careers Carousel were held on 9 September.
- * Year 9 students were involved in *Try a Trade Day* on November 21-23.
- * Held on 20 October, the Year 12 Awards Night recognised the Year 12 prize winners. Special mention is due to Trent Starceovich who won four Year 12 Course Awards and one General Award. Alannah Brown, the 2015 Dux was a special guest. Local farmer and former AFL player Ian Downsborough provided a motivating keynote address.
- * Secondary incursions included Wirrpanda Foundation visit, Protective Behaviours (presented by Justine O'Malley) Engineers Without Borders (Curtin University students), The Paraplegic Association workshop, and *Core of Life* presented by School Health Nurse Rebecca Waye.
- * On 14 December, a Year 7-9 Awards function was held at Merredin College to acknowledge subject and overall year winners.

STAFF HIGHLIGHTS

- * 27 members of staff were nominated in the 2016 WA Education Awards (People's Choice). Nathan Tibbits (Mathematics) was a well deserved nomination by staff in the category *Graduate Teacher of the Year*.
- * Jeanette Hayden completed her Certificate IV in *Educational Support*.

FUNDRAISING

- * Students fundraised approximately \$594.50 for Cystic Fibrosis research.
- * K-6 students raised \$191.15 for the Fight Cancer Foundation on *Footy Colours Day*.
- * The Bookfair run by library staff resulted in total sales of \$6879, with commission valued at \$1264 in books; \$480 Scholastic Dollars (to spend on books) and free books of \$110.
- * On 8 September \$107 was raised for the RUOK? charity.
- * The Fun Run held on 7 April raised \$6000 for Chaplaincy at Merredin College. Robert Thompson (Year 3) was the highest fundraiser (\$770)
- * Other fundraising was conducted for the Year 6 Camp, Choir Camp and School Ball. The P&C also raised funds to support the school.

SPORTING AND OTHER OUTDOOR PURSUITS

- * As in past years, primary enjoyed various carnivals: Swimming and Athletics (House/Interschool), Winter (hockey, football, netball), and Cross Country (School, Bruce Rock and Meckering), as well as swimming lessons and T20 Blast Cup (cricket). The primary intermediate netball team (Dragons) won the Winter Carnival.
- * Jessica Cox (Yr 9) was named in the *Australian All Stars Side* to represent WA in at the National School Championships she attended.
- * Secondary students participated in House Swimming and Athletics (incorporating hurdles for the first time). The Interschool Swimming competition was held at Wongan Hills where we achieved a second. Secondary also participated in an Interschool Athletics Carnival at Kellerberrin as part of the East Avon Sporting Association and won the competition. Several records were broken.
- * Other secondary events included Tennis (Mursell and Herbert Edwards Cup with the Year 7-9 Boys winning their division), Cross Country (School/ Meckering), football games against Balga and Warwick SHS and a 9-a-side competition (all girls and boys teams were victorious - five in total).
- * Country Week saw the Girls' Basketball winning our first ever Grand Final and Girls' Volleyball gaining a second.
- * In the Wheatbelt Championships, the secondary Netball team made it to the Grand Final.

- * The House Cross Country was held at Merredin College. Successful students went on to compete at Meckering.
- * Mitchell won the primary and secondary swimming carnivals as well as both cross country competitions. Mitchell and Growden Houses were the respective winners of the primary and secondary House Athletics Carnival.
- * House points were awarded for academics, citizenship and sporting participation and achievement. As a result, Law was recognised as the top Merredin College house for 2016.

2016 STUDENT LEADERSHIP GROUP

YEAR 6 STUDENT LEADERS

The Year 6 Student Leaders included Jaden Willis and Ella de Lacy (Captains) and Brock Brinkworth and Emma Irving (Vice Captains). They were worthy ambassadors at special functions, ran Monday Afternoon meetings, undertook tasks around the school and acted as 'MC' at the MerryDin. We acknowledge the support of Mrs Lorraine Shreeve

K-6 HOUSE CAPTAINS

Growden - Tessanthia Patterson and Kitana Ludke

Mitchell - Trenaya Lawrence and Bradley Geier

Law - Aron Osborne and Emma Driscoll

Kelly - Chloe Ghirardi and Kyle Wilcox



K-6 CHOIR CAPTAINS

Alannah Simmonds and Angelique Oelofse

K-6 LIBRARY MONITORS

Matilda Hardy and Maddison Hook

MIDDLE SCHOOL LEADERS (YEAR 7-11)

Year 7 - Blake Jones and Paige Tiller

Year 8 - Darcy Dixon and Jorja Downsborough

Year 9 - Jack Downsborough and Chelsea Willis

Year 10 - Jessica Cox and Sonny King

Year 11 - Josh Dixon and Jenna Muir



YEAR 12 STUDENT COUNCIL

The Year 12 Student Council included Trent Starcevich (Head Boy), Ashleigh Silver (Head Girl), Mikaela McCall, Jamie Arthur, Jamison Watts, Salome Adams, Sabrina Dawson and Holly Taylor. Their activities were coordinated by Mr Matthew Baltovich. Apart from attending School Council meetings and running assemblies, they played a major role in welcoming our special guests to the College, fundraising and surveying parents at special events. They also planned and ran a highly successful school ball and organised the Leavers' jacket. Special mention must go to Head Girl, Ashleigh Silver who fundraised on her own for the new 'Silver Scholarship' to financially support students to attend Country Week.

SPECIAL PROGRAMS

ABORIGINAL BOYS BUSHTUCKER GARDEN

In Semester 2, selected students in Year 7-9 helped create the inaugural Merredin College Bush Tucker Garden. The boys designed tiles based on the 6 Noongar seasons, attended a bush tucker tour of the Merredin Reserve with Mick Hayden, planted a range of Indigenous native plants and created mosaic pavers with the help of Miss Smith, Ms Palmer, Ms Smith, Ms Garlett, Mr Pirovich and Mr O'Neill. The boys were extremely proud of their work.

AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)

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Year 11-12 students who enrolled in this SCSA 'Endorsed Program' attended work placements either on a regular day per week or on block - one to four weeks. For every 55 hours of completed ADWPL students received a credit of one course unit towards their WACE. Merredin College is indebted to the business communities of Merredin, surrounding towns and Perth for their generous support.

THE RUTHERFORD TRADE TRAINING CENTRE

Upper school students could choose from automotive, building and construction and engineering to complete nationally recognised training qualifications in partnership with Central Regional TAFE and/or VETiS Consulting Services Pty Ltd. As a reward for excellence Collgar Wind Farm provided two scholarships, each valued at \$1,000.



SPECIAL NEEDS

This program was coordinated by Mrs Fleur Forsyth (supported by Deputy Principals, Ms Lynne Herbert and Miss Jayne Smith) and implemented by teachers and education assistants. Students worked from Individual Plans and completed a range of mainstream and life skills studies. Some students were involved in a weekly life skills excursion that involved shopping, cooking, visits to local attractions such as the Wind Farm and community engagement with staff and clients at Marwick House. Upper school students attended regular Work Place Learning.

MUSIC AND DANCE

Mrs Caryn Adamson taught music to the K-7 students. She also coordinated the College Choir and the MerryDin. The College has a modern Dance studio where both primary and secondary students could participate in the study of Dance. Miss Natalie Beale taught dance to both primary and secondary students. She also assisted with the primary end-of-year concerts. Her Year 10 Dance class performed at the Open Day.



BREAKFAST CLUB

This program was once again coordinated by Miss Jayne Smith in collaboration with education assistants Ms Dorothea Freebairn and Mrs Delys Alderton. With the support of Merredin IGA and WA Foodbank, Merredin College was able to provide up to 50 (mainly primary) students with a substantial breakfast to start their day. Many staff members volunteered their time to assist at Breakfast Club so that no student went without.

WASTE WISE PROGRAM

Mrs Deirdre Fardell led the WasteWise team which had a big focus on paper recycling throughout primary. All classes received a Paper Recycling Bin and extra shredders were purchased. Recycled paper was used in the Kitchen Garden for mulching, on our farm for the chickens' nesting boxes, or donated to individuals for their home needs. A large stock was donated to the Community Garden. Resources were purchased to start organic waste recycling in 2017.

MINDFULNESS

This is a whole body state of mind program which is actively embedded in our classrooms. All classes have sessions to become more aware of their emotions and use appropriate strategies to deal with stressful moments. The program was extended in 2016 to include more students.

SECONDARY CAREERS

Mrs Tracey Sutherland worked with staff and students to lift the profile of careers. She assisted in the writing of Career Development Programs to be implemented from Year 7-10 which included the completion of Individual Pathway Plans. Students were interviewed about their future plans. She also coordinated a Careers' Carousel.

CHAPLAINCY

This program was supported by local fundraising and also by the National School Chaplaincy Program. Our Chaplain, Mr Brett Guthrie continued to support the pastoral care of students. Whilst he was on long service

leave in Term 4 we were fortunate to have Mrs Sal Marais fill in to continue the support for students. Leesa Murray also joined the team one day per week in Term 4 to assist with student pastoral care.

ABORIGINAL GIRLS ENGAGEMENT PROGRAM

In 2016 this program run by Miss Jayne Smith and Ms Tanya Garlett, focussed on different types of motivation and the factors in life that can motivate one to achieve personal goals. The girls created motivation boards to represent the factors in their own personal lives that could either positively or negatively impact on their own motivation to attend school regularly and achieve highly in both academic and non-academic endeavours. As a result of this activity three of the students began part-time work in the Merredin community; a direct reflection of improved self-confidence and independence. In Term 3 the girls once again ran the primary NAIDOC activities to celebrate Aboriginal culture and to further develop leadership skills. NAIDOC week concluded with an assembly which the girls ran; confidently speaking in front of the entire College. In Term 3 the girls participated in an excursion to Piney Lakes Environmental Education Centre to attend Noongar Boodja Waakiny. Here the girls were guided along the Bidi Katitjiny Aboriginal Women's Trail to learn about native Indigenous plants whilst linking them to the six Noongar seasons. This was followed by a contemporary Indigenous dance session and many dreaming stories. The girls spent the remainder of Term 4 working on a canvas that was designed and painted for our outgoing Deputy Principal, Miss Jayne Smith. The girls used Aboriginal dot painting to represent the ups and downs of their individual journeys through the year; all circulating around the representation of the Miss Smith. The painting was presented in front of the entire staff; another indication of the girls' growing confidence and growth in public speaking.



DENTAL THERAPY UNIT

The College hosts the School Dental Therapy unit which provides services to students - dental promotion, early identification and intervention. The Dental Therapy re-opened in late Term 4 after an extensive period of closure due to lack of staff.

HOMEWORK CLASSES

Students from Year 5 to 12 were able to attend Homework Classes two afternoons per week. Run by secondary teachers, Aboriginal students were especially encouraged to attend.

PEAC

Selected Yr 5-7 students were able to participate in PEAC, coordinated by Ms Debra Carter. Students from other schools travelled to Merredin to access the program.

KIDS HEALTHLINK PROGRAM

Through a partnership with Amity Health (Albany), the College had access to a social worker 3 days per week and 2 family health support worker 4 days per week. This meant that families could be offered support regarding health, wellbeing and school readiness. The family support officers ran a 0-4 program for parents with pre-school aged children and negotiated with other agencies to run parent workshops which were well supported throughout the year. Throughout the year the social worker ran the 'Build Up Zone' program with students from Year 4-6 as well 'Rhythms to Recovery'. Both programs develop student emotional and social skills.

JIGGLE JAM

Jiggle Jam is a fusion of dance and fitness disciplines which is used from K-6 to improve concentration through brain breaks. This gives all students a physical 'wake up' to improve all aspects of their learning.

SEESAW DIGITAL PORTFOLIOS

A number of classes trialled the use of Seesaw *Digital Portfolios* at the start of the year and by May we had committed to all K-6 students having a digital portfolio. Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Seesaw gives students a place to document their learning, be creative, develop an understanding of safe online behaviour and learn how to use technology. Each student had their own journal and added things to it, like photos, videos, drawings, or notes throughout the year. When they added new Seesaw post, families were notified via app, email or SMS.

KITCHEN GARDEN

The Kitchen Garden program encouraged students to form positive eating habits while enhancing the classroom curriculum through food education. Year 3, 4 and 5 students followed the process of food from 'paddock to plate', growing plants from seed, creating a balanced soil mixture, learning how to promote 'friendly creatures' and discourage other creatures from the plants, cooking a variety of recipes using produce from the garden, creating conditions to promote the growth of plants, selling products to family and reflecting on their learning. Most lessons were incorporated within the curriculum of the classroom and student learned life skills they could take beyond to help make healthier choices into the future. The program culminated in a luncheon for parents using garden produce. Here the children ran information sessions for parents.



MATHEMATICS EXTENSION PROGRAM

The Mathematics Extension Program catered for high ability students in Years 7 – 10. More advanced and complex mathematics were offered than the students would ordinarily encounter and supplemented their existing class program. The main focus was 'coding'. The students started their coding experience using the open source 'Code for Life' Blockly application before moving onto designing, writing and debugging programs using the Python language. The Year 10 extension class focussed on preparing students for the higher ATAR Mathematics courses.

SCHOOL VOLUNTEER PROGRAM

In 2016, the College ran its own School Volunteer Program as was informed it could not be supported by EdConnect Australia. Thanks to the coordination work of Miss Kelly Robins, local volunteers provided support and mentoring designed to improve students' literacy, life skills, self-esteem and self-confidence.

CRUNCH AND SIP

The P - Yr 6 classes enjoyed a 'Crunch and Sip' break each afternoon. Teachers organised their own ten minute break during the day - it is allocated whenever the class needs the extra nutrition. During this time students were encouraged to eat a piece of fresh or dried fruit and drink water.

STUDENT ACADEMIC ACHIEVEMENT

YEAR 12 ACHIEVEMENT

86% of eligible students (38 of 44) achieved a Western Australian Certificate of Education. The lower proportion of students achieving a WACE as shown in the table, reflects the 2016 requirement to pass the Online Literacy and Numeracy Assessments (OLNA).

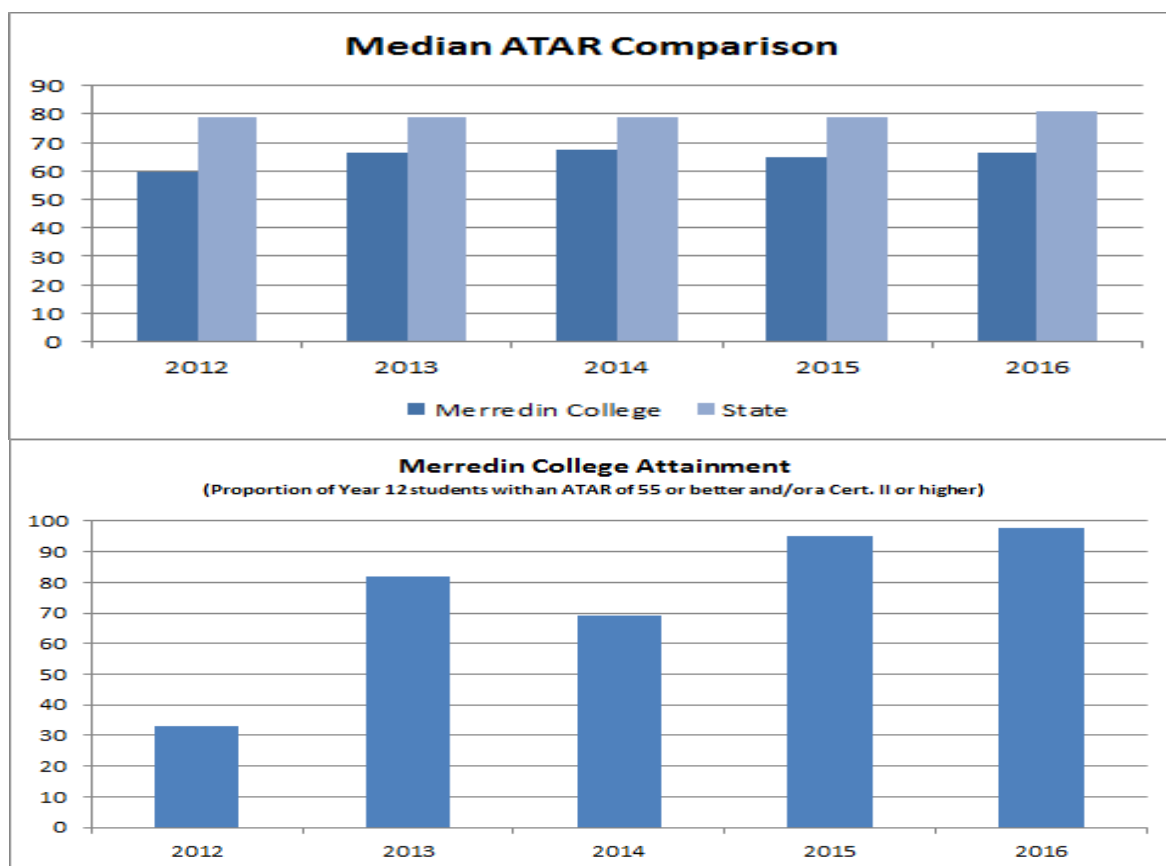
2012 Merredin College	2013 Merredin College	2014 Merredin College	2015 Merredin College	2016 Merredin College
93%	100%	92.31%	100%	86%

YEAR 12 - ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK) PARTICIPATION & PERFORMANCE

Eighteen of our Year 12 students participated in a full ATAR course studying a range of courses selected from English, Mathematics Applications and Methods, Human Biological Science, Physical Education Studies, Chemistry, Physics, Modern History and Visual Arts. The median ATAR for Merredin College students in 2016 was 66.3 which was rated 'as expected.' For like schools the median was 63.5 and the State median was

80.85. The highest school ATAR was 97.6 (top 6.5% of State ATAR students). This student was awarded a *Certificate of Distinction* and a *Certificate of Excellence for Mathematics Applications*. Two students (over 5 subjects) achieved scaled scores of 75+.

The average difference between the state median and the Merredin College median over the last five years is 14.4. This reflects the number of students who despite being advised that their chances of achieving an ATAR of 55 or better is limited, still exercise their right to study an ATAR course. The 2016 counselling process was supplemented by ongoing case management of Year 12 tertiary pathway students. Students considered at risk of not meeting the 55 ATAR minimum were encouraged to enrol in a certificate course. In 2016 fourteen students (an increase of 11 from 2015) completed a *Certificate IV in Preparation for Nursing Education* giving them an alternative method of entry to some universities. The counselling process recognizes the right of borderline students to choose an ATAR course by providing them with a 'safety net'. This supports the Department's direction as outlined in *Focus 2016* to 'Increase university aspirations for students based on achievement information, especially in low socioeconomic status and regional areas.'



YEAR 12 –VOCATIONAL EDUCATION AND TRAINING (VET)

The VET area was well managed by Mr Wayne Wallace. In 2016, Year 12 attainment was 98%. 92% of all VET students (34 out of 37) achieved a Certificate II or higher; a steady increase since 2012 as shown below.

2012	2013	2014	2015	2016
24%	59%	64%	89%	92%

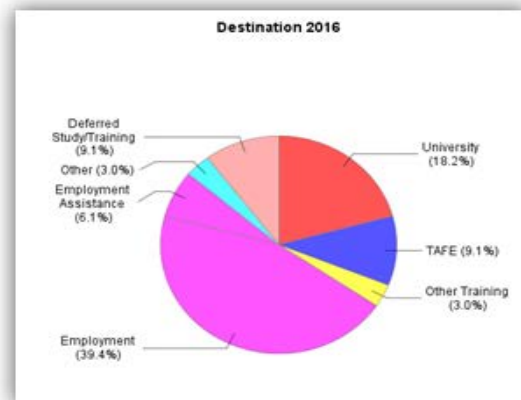
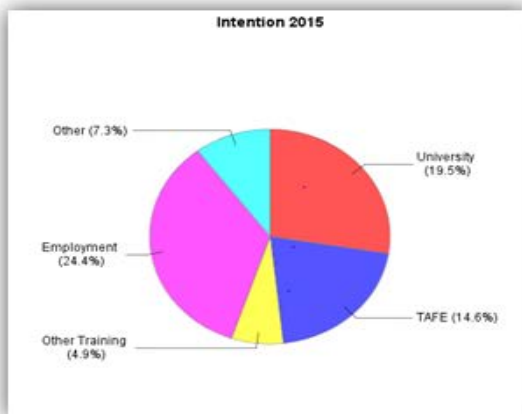
In 2016, 75% of all Year 12s achieved recognition for completion of an Endorsed Program - Authority Developed Workplace Learning (ADWPL). The College maintained a similar range of qualifications to 2015 with many more students selecting Cert. IV in Preparation for Nursing Education. The *Rutherford Trade Training Centre* has completed its fifth year of operation and with its partner RTOs - Central Regional TAFE and VETiS Consulting Service - offered three nationally recognised trade pathways: Cert II in Automotive Vocational Preparation, Cert II in Building and Construction (Pathway - Trades) and Cert II in Engineering Pathways. Three

staff delivered Certificate II courses - Automotive Vocational Preparation, Information, Digital Media & Technology and Kitchen Operations.

Certificates achieved by Year 10-12 Students	As reported at the end of 2016	Certificates achieved by Year 10-12 Students	As reported at the end of 2016
Cert I in General Education for Adults	1	Cert II in Information, Digital Media and Technology	8
Cert II in General Education for Adults	1	Cert II in Kitchen Operations	8
Cert II in Automotive Vocational Preparation	6	Certificate II in Retail Services	1
Cert II in Building and Construction (Pathway Trades)	3	Cert IV in Preparation for Nursing Education	14
Cert II in Business	8	Total Cert I	1
Cert II in Engineering Pathways	3	Total Cert II	38
		Total Cert IV	14

2016 YEAR 12 –POST SCHOOL INTENTIONS AND DESTINATIONS SURVEY

87% of 2015 Year 12 students responded to the *Post School Intentions Survey* and 70% responded to the *Destinations Survey*. The graph at left indicates students' intentions for 2016. The graph at right indicates actual student destinations.



The destination of our students aligned well with the intentions data except with respect to employment. While only 24.4 % indicated that they intended to enter employment post-school, the actual figure was 15% higher (39.4%). When compared to State data, a noticeable difference was with respect to the proportion of students who intended to go to University (State - 50.1%) and the actual numbers who did (State - 36.7%). For the State 13.4 % less student actually went to University, whereas for Merredin College the actual difference was only 0.8%.

	Year 3			Year 5			Year 7			Year 9		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Numeracy	-0.9	-0.6	-1.3	-1.1	0.4	0.7	-0.2	1.6	1.1	-0.3	0.2	1.4
Reading	-0.7	-1.2	-0.6	-0.7	0.1	1.3	-0.5	0.9	0.5	0.6	-0.1	0.8
Writing	-0.4	-1.7	-2.2	-0.7	-0.4	1.0	-0.1	2.1	0.3	1.2	0.2	0.9
Spelling	-0.5	-1.6	-1.0	-1.4	-0.8	-0.0	-0.2	1.3	1.3	0.4	0.1	1.2
Grammar & Punctuation	-0.9	-1.4	-1.8	-2.9	0.0	0.8	-1.2	1.2	2.7	1.6	0.8	2.3

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

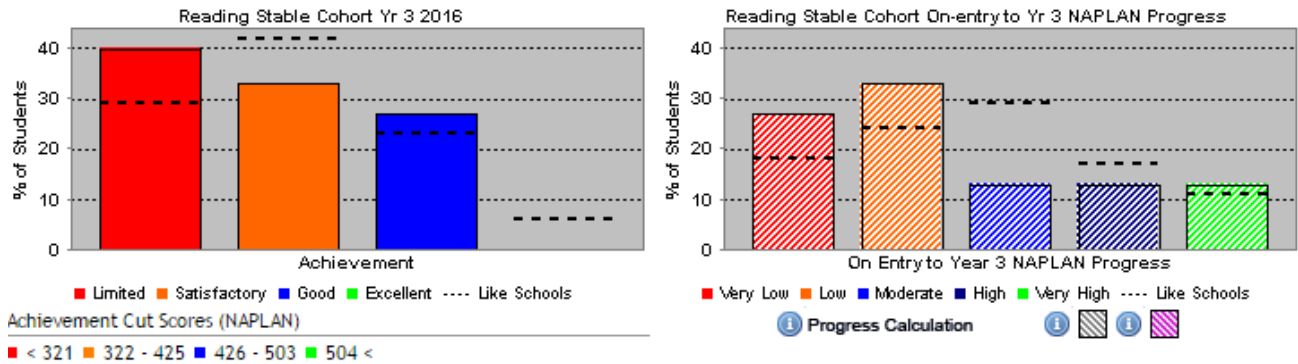
NAPLAN PERFORMANCE

Given the context of our school, student achievement is 'good enough' in all areas except early childhood. This poor Year 3 result is unfortunately not surprising when the On Entry data for pre-primary is analysed. A large proportion of our students start school without essential pre-literacy and numeracy understandings. Early childhood attendance is also poor. Our K-3 teachers struggle to close the gap by Year 3 when the first

2016 ANNUAL REPORT

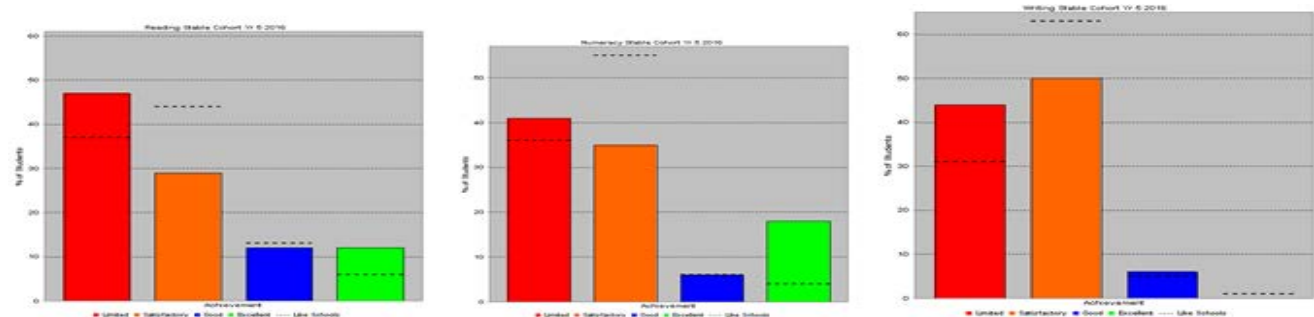
NAPLAN test is taken. The story changes from Year 5 onwards when each cohort of students achieves a mean result above like schools despite starting below in Year 3. Worthy of note is the 'above expected' performance in Year 5 Reading and Year 9 Numeracy, Reading and Grammar and Punctuation.

YEAR 3 NAPLAN



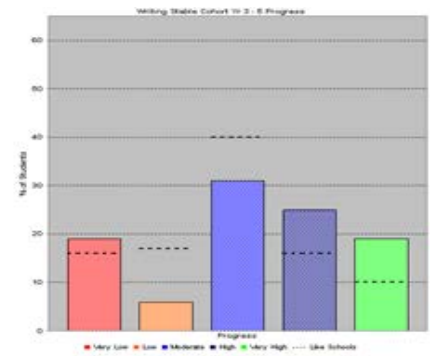
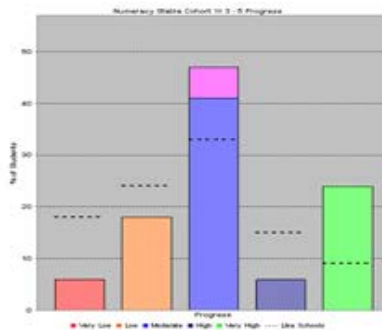
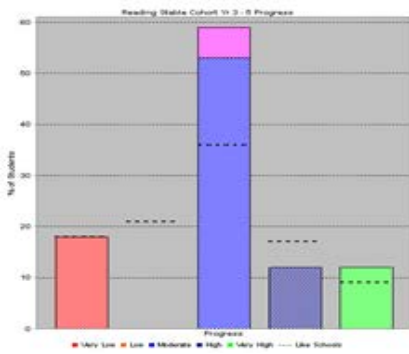
The stable cohort of Year 3 students did not achieve as well as like schools (dotted lines) in Reading. More students achieved limited and no student achieved excellent. On-entry to Year 3 NAPLAN progress for Reading showed that whilst we were slightly better than like schools in terms of those making very high progress, we also had more students making very low or low progress. The Writing results were similar. Although there were some students who achieved excellent there were still many more than like schools achieving at limited. Numeracy results mirrored those of Reading except there were no students making very high progress as measured from the On-entry results. Early childhood has been identified as a priority in the 2017-19 Business Plan.

YEAR 5 NAPLAN ACHIEVEMENT



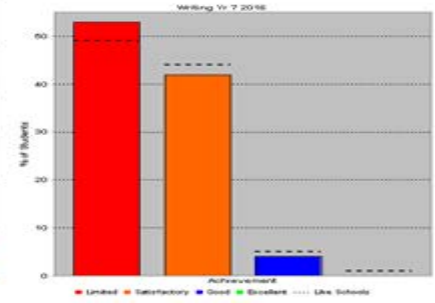
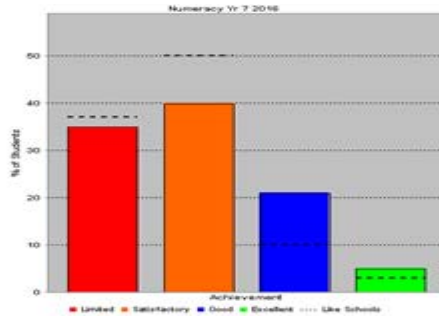
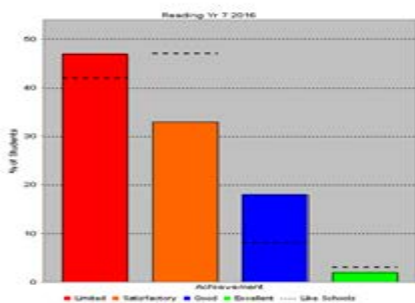
Our Year 5 stable cohort achieved at expected or above in all areas assessed in NAPLAN and has shown significant progress as a cohort from Year 3 to Year 5. The first two graphs above show more students with excellent achievement in Reading and Numeracy compared to like schools (dotted line) but unfortunately we also had more students achieving at limited compared to like schools in Reading, Numeracy and Writing. Year 5 Writing continues to be an area of concern in terms of achievement (top right) although students are generally progressing better than like schools (graph below at right).

YEAR 5 NAPLAN PROGRESS



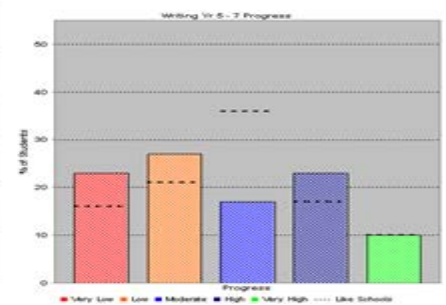
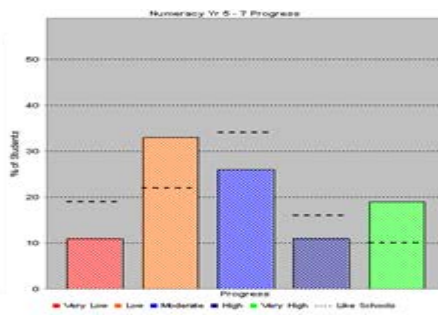
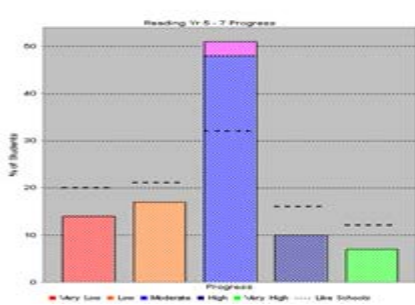
The graphs above show the progress of stable cohort students from Year 3 to Year 5. Compared to like Schools we did better in terms of the students making very high progress in all three areas. We also had a lower proportion making very low progress in Numeracy.

YEAR 7 NAPLAN ACHIEVEMENT



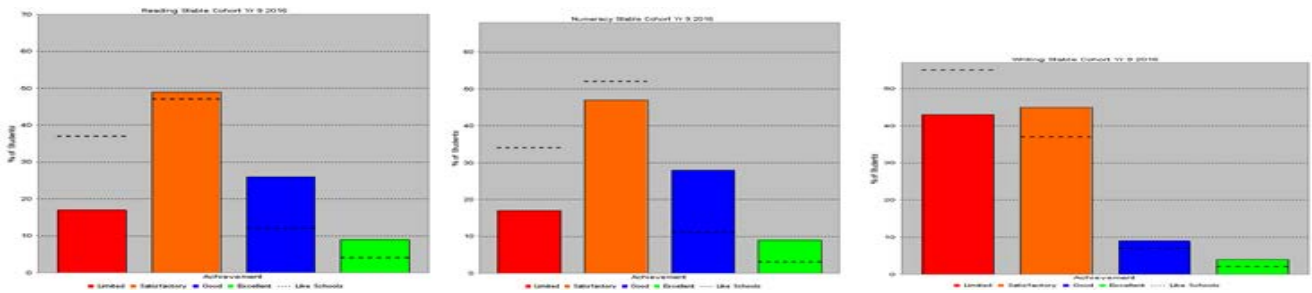
The graphs above show stable cohort students. In 2016 the achievement of stable cohort Year 7 students in Numeracy (centre above) was better than for like Schools (dotted line). Achievement for Reading was slightly poorer with more students achieving limited. No-one achieved excellent in the NAPLAN Writing test (top right).

YEAR 7 NAPLAN PROGRESS



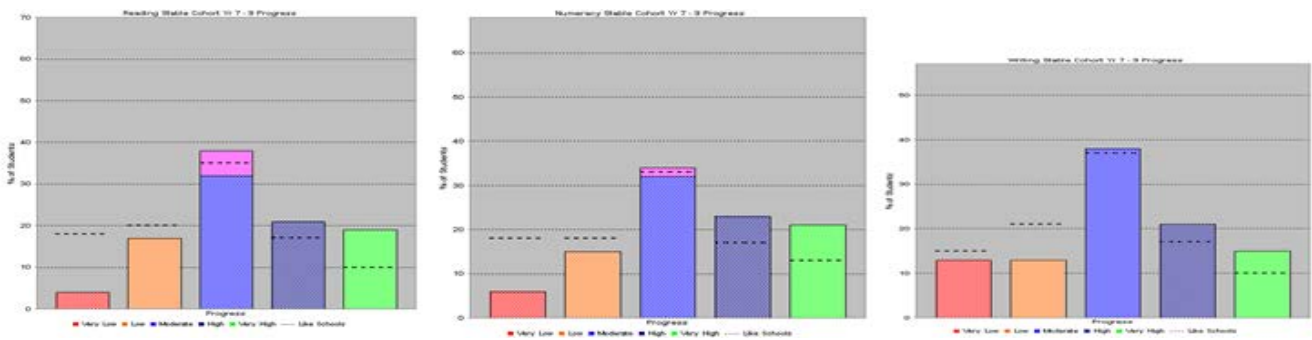
Compared to like schools, better progress was made from Year 5 to 7 of stable cohort students in Reading and Numeracy (graphs at right and centre above). In Writing (above right) there were more stable cohort students making very low and low progress from Year 5 to 7 compared to like schools.

YEAR 9 NAPLAN ACHIEVEMENT



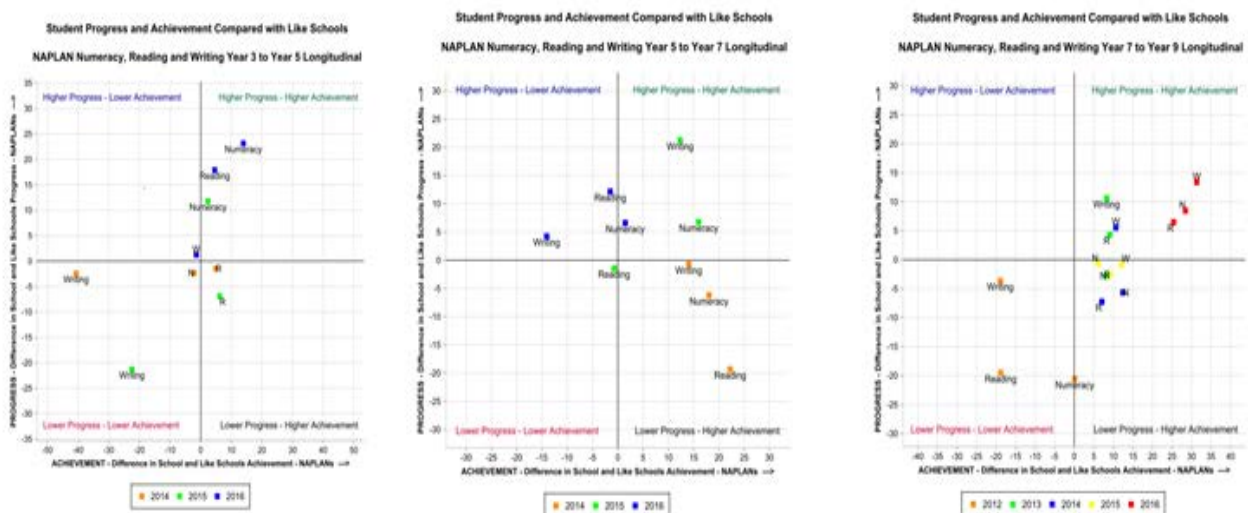
As shown by the three graphs above, in 2016 our students achieved better than like schools with a higher proportion of stable cohort Year 9 students achieving excellent compared to like Schools in all areas. In terms of limited achievement compared to like schools there was a lower proportion of our students in this category for Reading, Numeracy and Writing. Writing was a focus area in 2016 and this appears to have paid dividends.

YEAR 9 NAPLAN PROGRESS



The three graphs above show that the progress of stable cohort students from Year 7 to Year 9 was better than like schools in all areas with more students making very high progress and far less making very low or low progress.

LONGITUDINAL DATA



The graphs above show the average achievement (horizontal axis) and progress (vertical axis) compared to like schools for Year 3-5 and Year 5-7 for 2014, 2015 and 2016 for Reading, Writing and Numeracy. For Year 7-9, additional years are shown. We are aiming for higher achievement and higher progress than like schools represented by the top right hand quadrant. It is pleasing to see that this is gradually being achieved.

TEACHER JUDGMENTS

Ensuring that teachers make consistent and valid judgments of student work is important. Teachers need to have a common understanding of what each grade looks like. This requires time for teachers to collaborate. Teachers can compare the proportion of A, B, C and D grades awarded to like schools. They can also check the achievement of students against NAPLAN results. It is important to note that NAPLAN is 'one test on one day' whereas teacher judgements are awarded for student achievement demonstrated over a period of time. It is unreasonable to expect a perfect alignment of the NAPLAN results to the grade allocations for various reasons.

NAPLAN ALIGNMENT TO TEACHER GRADES - SEMESTER 2 2016

In 2016, compared to the mean for WA Public Schools for Year 3, 5, 7 and 9 Reading, Writing and Numeracy there was a better alignment between our students' NAPLAN results (in terms of the NAPLAN Achievement Categories) and Merredin College teacher grade allocations in all areas except for Year 3 Numeracy (10% below) and Year 9 Reading (5% below). For Year 3 Numeracy, of the 44% of students whose grade did not align, 37% were awarded a grade above the NAPLAN achievement category and 7% were awarded a grade below the NAPLAN achievement category. For Year 9 Reading, of the 47% of students whose grade did not align, 29% achieved a NAPLAN result above their grade allocation.



In Semester 2, there was a tendency to overgrade students (compared to the NAPLAN result) in Year 3 (all areas), Year 5 Numeracy and Writing and Year 7 Writing. There was a tendency to under grade students in Year 5 Reading, Year 9 Numeracy and Year 9 Reading. In 2017, some early close activities will be devoted to moderation.

STUDENT NON-ACADEMIC ACHIEVEMENT

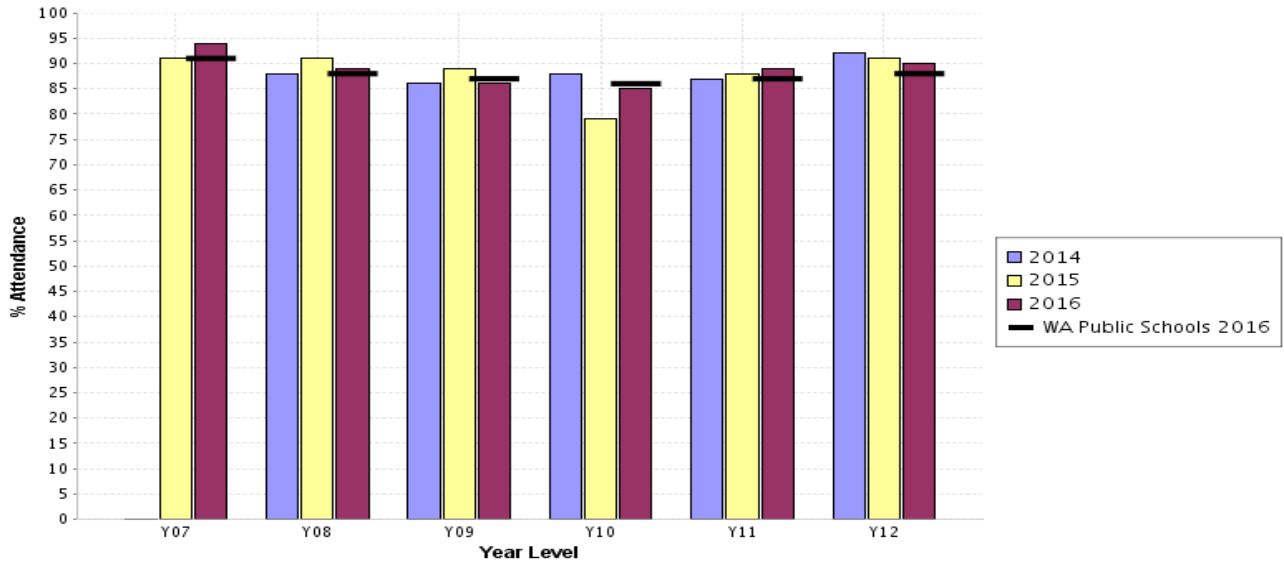
ATTENDANCE

In line with Department Policy and as occurred in previous years, Merredin College staff placed a big focus on improving student attendance. As a result, attendance rates increased overall from 89.7% in 2015 to 90.2% in 2016 for the P-12 compulsory schooling at Merredin College. The overall school attendance rate was higher than both WA Public Schools (90.15%) and like Schools (87.75%) which is the result of persistent staff and supportive parents. Across the College the average attendance rates for Aboriginal students was higher than the average for WA Public Schools – primary 89.1% vs 80.7%; secondary 78.7% vs 67.4%.

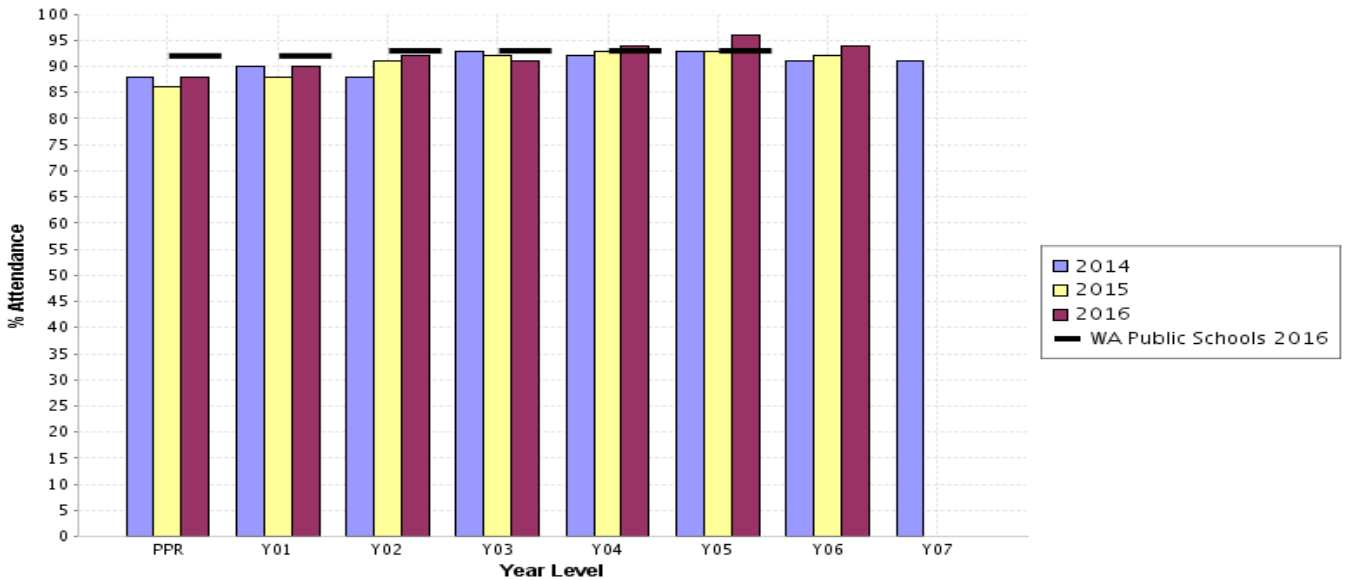
The graphs below compare the average attendance for each year group to the WA Public School (WAPS) mean for that cohort for 2014-2016. The graphs show that students in Years 4, 5, 7, 8, 11 and 12 had attendance rates greater than WAPS in 2016. Years 2 and 10 rates were equal to WAPS. In all but four year groups (Years 3, 8, 9, and 12), attendance rates have improved from 2015.

Regular attendance (90% or higher) is expected of all students and is required to reach their academic potential. In 2016, the proportion of regular attenders from P-12 was 67.15%, which is an improvement of 4.05% on 2015 and better than like Schools. In 2016, our Kindergarten to Year 2 students were a major focus for our efforts. We managed to improve the regular attenders in this cohort to 62% from 59.5% in 2015. We will continue to work to improve the attendance of early childhood students to give them the best start to their schooling. In addition we worked hard to improve the engagement and attendance of Year 10 and Year 11 students in 2016, improving by 9.2% in 2016.

Attendance % - Secondary Year Levels



Attendance % - Primary Year Levels



BEHAVIOUR

2016 BEHAVIOUR STATISTICS – PRIMARY

Positive reinforcement including commendations were a major focus of the K-6 behaviour process. 858 were handed out by teachers to students over the year. This is a reduced number from 2015 as teachers have 'lifted the bar' and students are being asked to rise to the challenge.

In 2016, 7 students, all male (2.3%) were suspended for a total of 12 suspensions; an average of 1.6 days each. Four students re-offended. Year 4 incurred the highest number of suspensions. Most suspensions came under the classification of *physical assault and intimidation of other students* which was mainly pushing and shoving rather than fighting. The 2015 statistics were similar - 8 suspensions (3.2%), male and female with the highest number of suspensions from Year 5.



2016 BEHAVIOUR STATISTICS – SECONDARY

2016 statistics show that Year 8, Year 9 and Year 10 boys were significantly overrepresented in the number of suspension occasions. In 2015, this was true of Year 7 boys which indicates that the suspension rate is cohort related. Boys represented 67% of the suspensions. The overall number of suspensions (193) was an increase on 2015 (176). 48% of suspensions were a result of a 'one off' incident and these students did not reoffend. The most common reasons for suspension were *Violation of School Code of Conduct, Verbal Abuse or Harassment of Staff* and *Physical Assault or Intimidation of other Students* - in that order.

Strategies employed to up-skill staff and to promote positive behaviours across the school:

- * Drumbeat was run with Year 5 and 6 students in 2016 by Social Worker, Leesa Murray.
- * The Goodies reward program operated in primary. There was close monitoring and reporting (weekly) of positive and negative behaviours by primary staff through *Letters of Commendation* and *Letters of Concern*. *Glass of Class* and end-of term lunches acknowledged positive behaviour in primary. Secondary teachers were strongly encouraged to use *Letters of Commendation* to acknowledge students who were doing the right thing. *Letters of Concern* alerted parents to issues.
- * The primary Values program focused on work ethic, respect, self-discipline and kindness. Students demonstrating these values were acknowledged. In secondary, Clan Leaders presented Values awards to students who demonstrated the College values of respect and integrity. In addition, Citizenship awards recognized Year 7-12 students for positive contributions to others.
- * The School Volunteer Program and Chaplaincy provided mentors to a range of students. The Chaplain also worked to re-engage students who offended in the community. A social worker was employed one day a week to support secondary students when the Chaplain was on leave. Amity staff worked with primary families to assist with student health needs, community liaison and counselling for students with social and/or behavioural issues.
- * Classrooms across primary continued to use Classroom DOJO to monitor positive and negative behaviours and to provide parents with immediate information about student behaviour. Behaviour tracking cards were implemented for students on re-entry programs following suspension in primary and secondary. In addition there was an emphasis on working collaboratively with parents, the School Psychologist and teaching staff to develop and implement Individual Behaviour Management Plans.
- * Good Standing was a prerequisite for Year K-12 excursions, School Ball and Country Week. End-of-term rewards were implemented for students with Good Standing in primary. An end-of-year reward activity to *Outback Splash* was linked to excellent behaviour and attendance.
- * Promoting Alternative Thinking Strategies continued for K - Year 2 children to help monitor their feelings and make good choices. The Mindfulness program was run in the Year 4 - 6 to promote resilience, coping strategies, sustained learning focus and improving students' life skills.
- * A hierarchical approach to the management of unacceptable classroom behaviour was used across the school. All teachers were required to use a consistent approach as outlined by school behaviour management procedures.
- * BUZ (Build Up Zone) Life was implemented in Years 3 - 6 classes again in 2016 to build up children's social skills and resilience. There was a big focus on dealing with disappointments and coping with school yard complications.

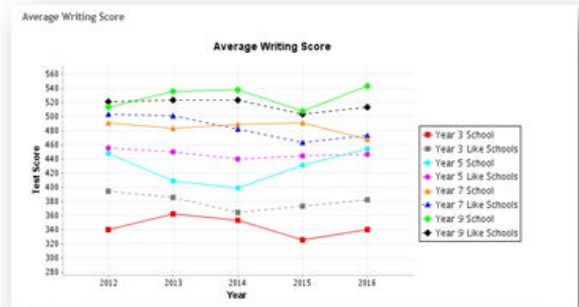
PROGRESS ON 2016 PRIORITIES

Priority 1 Literacy:

To improve the literacy results of our students through a focus on K-6 Writing, Spelling, and Grammar and Punctuation and Year 7-12 Writing.

- * Year 3 and 5 Writing targets related to increasing the proportion of students in the top two NAPLAN bands and/or decreasing the proportion in the bottom two NAPLAN bands. These were mostly achieved, however results were still not comparable to like schools.
- * Year 7 and 9 Writing targets related to decreasing the percentage of students who achieved *Limited* and/or increasing the proportion who achieved *Good* compared to when last tested. These targets were in the main not achieved, with the exception of the Year 7 *Good* achievement. In saying this, Merredin College results were still better than like schools except for the Year 7 *Limited* achievement.

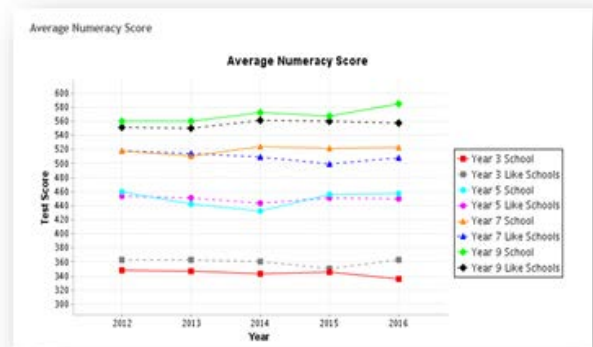
- * Targets were also set for Year 10-12 OLNA achievement. Although the actual targets were not achieved except for Year 10 Writing, Merredin College did better than like schools for Yr 10 and Year 12 Writing.
- * Targets were also set for Year 3 Spelling, and Grammar and Punctuation and were achieved.
- * A better indication of progress made in the area of Writing can be demonstrated by the graph at left which shows the average score for the Merredin College and like schools (dotted line) - 2012 to 2016. For example the Year 3 mean in 2014 (red line) was below like schools. When tested again in 2016 as Year 5s, the mean was above like schools (aqua line). Similar improvements can be seen for Year 5 2014 (below) to Year 7 2016 (gap closed), Year 7 2014 (just above) to Year 9 2016 (well above).



Priority 2 Numeracy:

To improve the numeracy results of our students through a focus on K-6 Mental Mathematics and Maths extension (Yrs 6-10).

- * Year 3 and 5 Numeracy targets related to increasing the proportion of students in the top two NAPLAN bands and/or decreasing the proportion in the bottom two NAPLAN bands. The target relating to proportions in the top 2 bands for Year 5 was achieved but the others were not.
- * Year 9 Numeracy targets related to increasing the proportion of students achieving the National Minimum Standard. This was achieved.
- * The Year 10-12 OLNA Numeracy targets related to improving on the 2015 OLNA results. The target was achieved for Year 11.
- * The graph at left demonstrates the value adding which occurs from Year 3 2014 (below Like schools) to Year 5 2016 (above Like schools). Similarly in Year 5 2014 the Merredin College mean was below Like schools and above Like schools when tested as Year 7 two years later.



Priority 3 Senior School Attainment:

To increase the proportion of Year 12 students who achieve an ATAR of at least 55 or a Certificate II or better.

- * The target was set at 85% attainment. In 2016, 98% of Year 12s achieved an ATAR of at least 55 and/or a minimum Certificate II.

Priority 4 - Attendance

To improve the proportion of regular attenders with a particular focus on Year 2, Year 11 and Aboriginal students.

- * The proportion of regular attenders across the school increased from 56.5% (2015) to 61.4% (2016)
- * The proportion of 'severe at risk' attenders for Year 2 and Year 11 decreased as per targets set.
- * The proportion of regular attending Aboriginal students decreased from 50% in 2015 to 42% in 2016 and as a result this target was not achieved. This was mainly due to a core group of students in Year 7-9.

PARENT, STUDENT AND STAFF SATISFACTION SURVEYS

The *National School Opinion Survey* is administered every two years. It was conducted again in November 2016. All teachers and education assistants, parents/carers and Year 5-12 students were given the opportunity to respond online. Response rates were as follow - 36 staff of a possible 75, 160 students of a possible 419 and 44 parents of a possible 200 families. Survey participants were asked to respond to statements using a five point rating scale - 5 *Strongly Agree*, 4 *Agree*, 3 *Neither Agree nor Disagree*, 2 *Disagree*, 1 *Strongly Disagree*. The average responses for each statement are shown in the table displayed on the next page.

*The three most positive items are highlighted in blue.	Staff	Students	Parents
This school expects students to do his or her best	4.5	4.3	4.3
Teachers provide students with useful feedback	4.1	3.9	4.0
Students can talk to teachers about their concerns Parents can talk to teachers about their concerns	4.3 4.4	3.4	4.2
This school is well maintained	4.1	3.6	4.2
This school looks for ways to improve	4.4	3.7	4.0
My child is making good progress at this school.			4.2
School works with parents to support student learning	4.1		3.9
Students' learning needs are being met at this school	3.9		4.1
My school gives me opportunity to do interesting things		3.7	
Students like being at school	4.1	3.6	4.0
Teachers at this school treat students fairly	4.1	3.8	4.0
Students feel safe at this school	4.0	3.6	4.1
Student behaviour is well managed at this school	4.0	3.2	3.5
Staff are well supported at this school	3.8		
Staff provided with useful feedback about their work.	3.9		
This school takes school community's opinions seriously	3.9	3.4	3.7
Teachers at this school motivate students to learn	4.2	4.0	3.9

	Staff	Students	Parents
School has a strong relationship with the community	3.9		3.8
This school is well led.	4.3		4.0
I am satisfied with the overall standard of education achieved at this school.	4.1		4.0
I would recommend this school to others.	4.5		4.0
Teachers at this school are good teachers. My child's teachers are good teachers. My teachers are good teachers	4.4	4.0	4.5
Teachers at this school care about my child/their students. My teachers care about me.	4.6	3.9	4.3

- * In general the average responses of teachers and parents were slightly higher across most items than for students. Likewise the mean rating for teachers, students and parents for all items was above 3 which indicates that overall the responses were positive from all groups.
- * It is pleasing to see that all groups strongly believe that this school expects students to do their best and that our teachers are good teachers.
- * Management of student behaviour was the survey item with a lower average rating for students and parents. Consistent approaches to the management of student behaviour in all classrooms continues to be a focus and is being addressed through a variety of strategies.
- * For staff, students and parents, engagement with the community was also one of the lower rated items. Despite our best efforts to connect with the community, poor support of P&C and at some school events remains an issue. Our newly acquired status as an IPS school means the School Board has a greater say in the strategic direction of the College and as a result community engagement will remain a focus.
- * Support of staff and provision of useful feedback is an area where we need to direct our energies. Given the large number of staff on leave in 2016, this impacted negatively on staff morale especially when relief teachers could not be sourced. Likewise, we must ensure that all staff are provided with effective feedback about their performance. The use of Student Surveys and Peer Observation introduced in 2017 should improve this area.



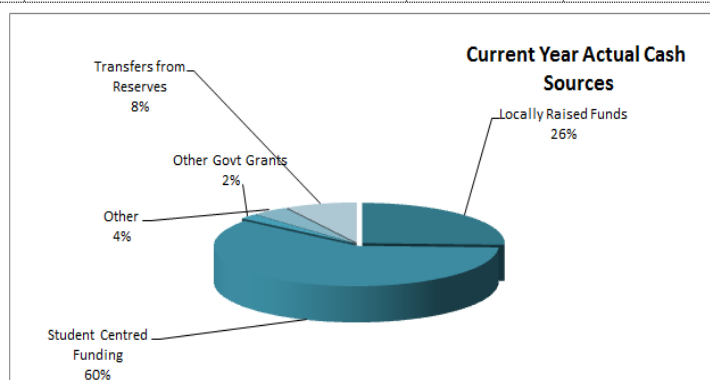
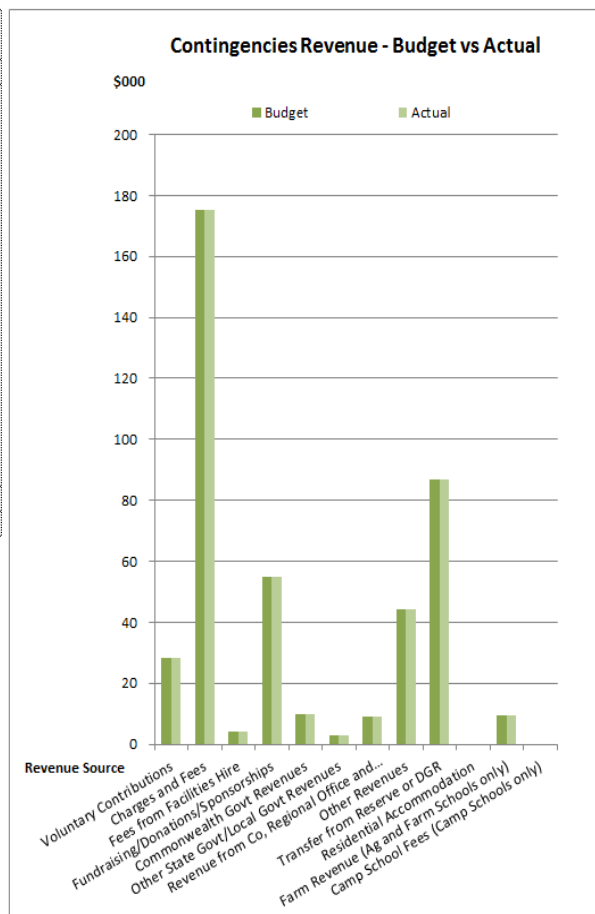
P&C AND SCHOOL COUNCIL REPORTS

Copies of the P&C and Student Council reports for 2016 have been published in the Combined Harvest. They will be provided on request.

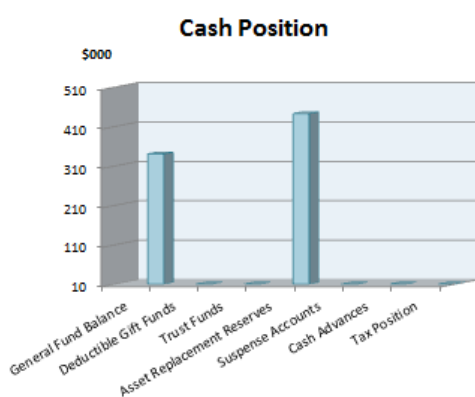
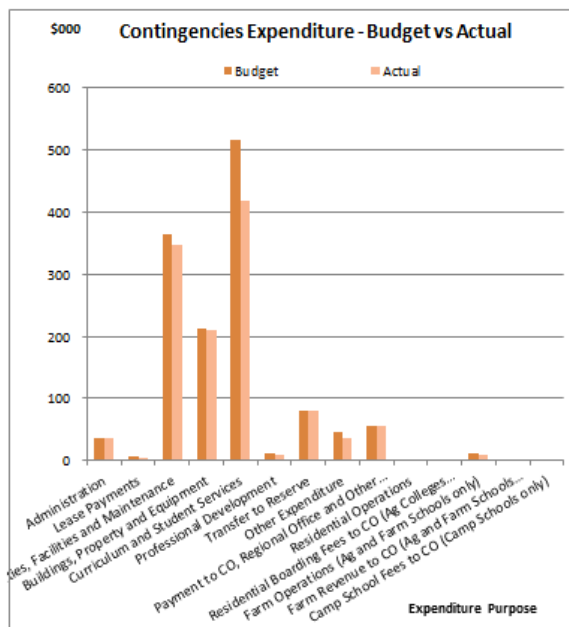
FINANCIAL INFORMATION

FINANCIAL SUMMARY AS AT 10 MARCH 2017

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 28,377.00	\$ 28,375.75
2	Charges and Fees	\$ 175,266.00	\$ 175,264.45
3	Fees from Facilities Hire	\$ 4,097.00	\$ 4,097.28
4	Fundraising/Donations/Sponsorships	\$ 55,002.00	\$ 55,001.85
5	Commonwealth Govt Revenues	\$ 9,840.00	\$ 9,840.00
6	Other State Govt/Local Govt Revenues	\$ 2,750.00	\$ 2,750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 9,082.00	\$ 9,081.50
8	Other Revenues	\$ 44,287.00	\$ 44,289.83
9	Transfer from Reserve or DGR	\$ 86,926.00	\$ 86,926.40
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 9,584.00	\$ 9,583.63
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 425,211.00	\$ 425,210.69
	Opening Balance	\$ 490,076.00	\$ 490,076.44
	Student Centred Funding	\$ 635,997.00	\$ 635,996.75
	Total Cash Funds Available	\$ 1,551,284.00	\$ 1,551,283.88
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,551,284.00	\$ 1,551,283.88



	Expenditure	Budget	Actual
1	Administration	\$ 36,696.00	\$ 35,367.78
2	Lease Payments	\$ 5,736.00	\$ 5,545.51
3	Utilities, Facilities and Maintenance	\$ 365,400.20	\$ 348,063.78
4	Buildings, Property and Equipment	\$ 212,957.00	\$ 210,924.87
5	Curriculum and Student Services	\$ 517,589.80	\$ 417,855.49
6	Professional Development	\$ 12,316.00	\$ 8,883.70
7	Transfer to Reserve	\$ 80,500.00	\$ 80,500.00
8	Other Expenditure	\$ 45,806.00	\$ 36,865.70
9	Payment to CO, Regional Office and Other Schools	\$ 55,204.00	\$ 56,802.82
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 11,304.00	\$ 10,155.95
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,343,509.00	\$ 1,210,965.60
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,343,509.00	\$ 1,210,965.60
	Cash Budget Variance	\$ 207,775.00	



Cash Position as at:	
Bank Balance	\$ 773,414.00
Made up of:	\$ -
1 General Fund Balance	\$ 340,318.28
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 442,488.73
5 Suspense Accounts	\$ 5,273.01
6 Cash Advances	\$ -
7 Tax Position	\$ 4,120.00
Total Bank Balance	\$ 773,414.00

CONCLUSION

In 2016 we maintained our focus on the message that "It is not okay to stay away" and as a result our attendance statistics show that we are continuing to gain in this area. Attendance rates increased overall from 89.7% in 2015 to 90.2% in 2016 for the P-12 compulsory schooling at Merredin College. The overall school attendance rate was higher than both WA Public Schools and like Schools. Whilst the attendance rates of Aboriginal students has improved, it still lags behind non-Aboriginal attendance. I acknowledge the perseverance and commitment of our staff with regard to attendance, in particular, Miss Jayne Smith, Mrs Lorraine Shreeve, the AIEOs/ALO and Clan Leaders.

The staff at Merredin College provide quality learning close to home. I acknowledge the commitment and professionalism of the teaching staff, whose work is our core business and determines the success of our students. Longitudinal data for Years 3 to 5, Years 5 to 7 and Years 7 to 9 shows that since 2014 we have gradually progressed compared to Like schools as demonstrated by higher achievement and progress in the NAPLAN tests. The Online Literacy and Numeracy Assessment (OLNA) results also compare favourably to Like schools with more of our Year 10, 11 and 12 students qualified. Year 11 and 12 teachers are to be commended for the 98% attainment rate as well as fantastic achievement of three students who gained an ATAR score over 80 and hence front door entry to the University of WA.

I acknowledge the non-teaching staff in supporting teachers, maintaining a comfortable environment and ensuring that essential administrative procedures are carried out. Their work is often unseen but is essential to the smooth running of the College.

I have been ably supported by the school's Leadership team – Ms Lynne Herbert (Deputy Principal – K-6), Mr Gerard Rennie (Deputy Principal Year 7-12), Miss Jayne Smith (Deputy Principal – Student Services), Mrs Lorraine Shreeve (Deputy Principal – K-6), the Heads of Curriculum/Teachers in Charge (Mrs Julie Tiller -

Humanities, Mr Darren Gardiner – Mathematics, Mrs Caitlin Crees - Science, Mr David O'Neill - Health and Physical Education, Mrs Dianne Heinrich- The Arts/Technology and Enterprise) and the VET Coordinators (Mr Wayne Wallace and Mrs Tracey Sutherland).

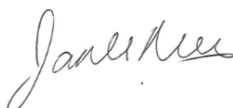
I thank Mr Kim Lane for his wonderful support as President of the P&C. Throughout 2016; the P&C have again supported the school via the Canteen, Uniform Shop and in fundraising ventures to subsidize student needs. The Merredin College Board, chaired by Mrs Janelle Millar, successfully applied for Independent Public School status. The contribution of all members to the application process was fantastic and I cannot thank members enough for the time they gave to support the College Board.

A positive partnership between parents and carers and the school is hugely important to the success of our students. I express my gratitude to the parents and carers who worked alongside staff to ensure our young people were provided with the best possible chance of success. The ultimate prize is for students to have real choice and lead healthy productive and meaningful lives beyond school.

Your children are the future of this community.



Beverley Stanes
Principal
March 2017



Janelle Millar
School Board Chair
March 2017