



Business Plan 2017-2019



MERREDIN COLLEGE
A Wheatbelt Independent Public School

learning close to home

Our 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 Values

Achievement

Expecting & accomplishing, academic, sporting, cultural, citizenship and social growth and improvement through practice and perseverance.

Excellence

Striving for mastery in all aspects of schooling.

Respect

Demonstrating that we value self, others and property.

Integrity

Acting according to high moral principles including being honest and trustworthy.

Our Beliefs

- All students have the right to learn and all young people can achieve.
- Children should feel safe physically, psychologically, culturally and socially.
- Relationships are critical for effective teaching and successful learning.
- Teachers must display passion and enthusiasm for what they teach.
- Staff must have high expectations of all students who should be at the centre of all decisions.



School Context - 2017

Merredin College is a K-12 school which began on 1st January 2012 as a result of the amalgamation of three local schools and one annexe. The school's ICSEA (Index of Community Socio-Educational Advantage) is 925 (Band 9). The student population of just over 600 students reside in Merredin, bus from outlying areas or stay at the Residential College. The 2017 census showed 42% K-6 students, 58% Year 7-12 students and 20% Aboriginal. We are proud to provide 'learning close to home.'

The College gained Independent Public School status in 2016. As outlined in the *Strategic Plan for WA Public Schools* we want to empower the Merredin Community to take ownership of its public school, create pride in all student achievements, be supportive of its staff and create the best possible future for Merredin. Essential to this is an effective School Board and increased community engagement.

Our Successes

- ✓ From Year 5 to Year 9, NAPLAN results show that we value-add to student progress and that progress is better than Like schools.
- ✓ In terms of OLNA qualifications for the 2016 Year 10, 11 and 12 students, more students qualified than for Like schools.
- ✓ In 2015 and 2016, our highest achieving ATAR students scored an ATAR in the top 6-7% of all ATAR students.
- ✓ In 2015 and 2016, the Year 12 attainment rates were 95% and 98% respectively.
- ✓ The number of students achieving full VET qualifications has increased over the last 5 years.
- ✓ In 2016 the attendance of both primary and secondary Aboriginal and primary non-Aboriginal students was the highest in three years and better than Like schools. The proportion of regular attenders for both primary and secondary was also the highest for three years and better than like schools.

Our Challenges

- ❑ Attendance and on-entry data show that many of our K/P students are poor attenders and commence school without necessary basic skills. As a result teachers have difficulty closing the gap in early childhood and our Year 3 NAPLAN results are much poorer than Like schools in almost all areas tested.
- ❑ Aboriginal student NAPLAN results (2016) in Year 3, 5, 7 and 9 showed 60-100% achieving Limited in Reading, Writing and Numeracy and very few making high or very high progress.
- ❑ Writing (2016) is as an area where we have more students at or below the National Minimum than Like schools in Year 3,5 and 7.
- ❑ In terms of OLNA qualifications for the 2016 Aboriginal students in Year 10, 11 and 12, we had less students qualified than Like schools.
- ❑ Despite rigorous counselling, over the last three years 60-78% of our ATAR students achieve in the bottom third of all ATAR students.
- ❑ In 2016, only 86.4% of students achieved a WACE. For those who did not, identified areas of non-achievement were the OLNA and C grade requirements.
- ❑ Since 2014, the mean attendance of Pre-primary & Year 1, 9 & 10 students has been poorer than WA Public school with less students attending regularly.

School Priorities

1. Junior Primary Writing and Numeracy
2. Aboriginal Student Writing and Numeracy
3. Senior School WACE and Attainment Outcomes
4. Positive Learning Environment and School Culture



1. Junior Primary Writing and Numeracy

Strategic Direction:

Priority 1a - Improve the progress of **junior primary students** in writing.

Literacy – Increase the percentage of stable cohort students who achieve high or very high progress from On Entry to Year 3 NAPLAN testing in Writing.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Implement a consistently structured literacy block • Implement a support program for SAER • Implement a collaborative approach to grouping students based on ability across classes • Use of data and assessments to drive teaching • Develop the professional knowledge of teaching staff on best practice in Literacy • Use peer observation and performance management processes to enhance teacher quality and effectiveness. 	<p>Phase of Development (POD) collaboration</p> <ul style="list-style-type: none"> • Occurs twice per term. • Talk For Writing is a regular agenda item • Allocation of time for managing/monitoring writing ability grouping across classes. <p>Whole School and Teacher Planning</p> <ul style="list-style-type: none"> • Literacy Block structure reviewed and updated • Writing Scope and Sequence reviewed and updated • A whole school overview of genres/texts created for Talk For Writing. • Literacy Scope and Sequence utilised in teacher planning documents.. <p>Students at Education Risk (SAER)</p> <ul style="list-style-type: none"> • Identification of SAER student. Suggestions for groupings are included in SAER transition processes • Individual/Group Education Plans are created in Term 1 as per School MIS. • Identification and establishment of writing ability groups across classes <p>Monitoring and Assessment</p> <ul style="list-style-type: none"> • Completion of On-entry testing for Year 1 and Pre-primary students • Completion of NAPLAN assessment by Year 2 students • Completion by each class of 'cold' and 'hot' tasks for each Talk For Writing unit; added to portfolio • All teachers have trialled Brightpath for student writing samples • Case management of target students • MIS schedule regularly monitored by admin <p>Professional Learning and Resources</p> <ul style="list-style-type: none"> • Professional learning in whole school programs (Jolly Phonics, Talk For Writing, Words Their Way) provided to new staff by the end of Term 1. • First Steps teacher guides and resources are accessed online and used by teachers.

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| | <ul style="list-style-type: none">• North East Metropolitan Language Development Centre (NEMLDC) booked for visits each term for PL and to support teachers with focus students• Provision of critical feedback to teachers via peer observation and performance management classroom observation visits. |
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Strategic Direction:

Priority 1b - Improve the progress of **junior primary students** in numeracy.

Numeracy – Increase the percentage of stable cohort students who achieve high or very high progress from On Entry to Year 3 NAPLAN testing in Numeracy.

STRATEGIES	MILESTONES
<ul style="list-style-type: none">• Implement a consistently structured numeracy block• Implement a collaborative approach to grouping students based on ability across classes.• Use of data and assessment to drive teaching• Develop the professional knowledge of teaching staff on best practice in Mathematics.• Use peer observation and performance management processes to enhance teacher quality and effectiveness.	<p>Whole School and Teacher Planning</p> <ul style="list-style-type: none">• Timetables scheduled to the best of the school's ability to support ability grouping• Scope and sequence that outlines school Maths plan rather than the Targeting Maths plan is in place. <p>Teacher Practice</p> <ul style="list-style-type: none">• First Steps Maths continuum used by teachers as a planning and assessment tool.• Problem solving explicitly taught and mental Maths strategies factored into daily lessons.• Provision to each classroom of its own set of Maths manipulatives; housed in the classroom and relevant to that year level.• Incorporation of Mathletics into the Numeracy block at least once week• Allocation by teachers of an EA to work with a set group of students. <p>Phase of Development (POD) collaboration</p> <ul style="list-style-type: none">• Collaborative planning occurs once per term.• Within each POD, teachers agree on and practice a structured numeracy block.• Department of Education Online Maths resources shared. <p>Professional Learning</p> <ul style="list-style-type: none">• Teachers trained in Department of Education Online Maths resources.• EAs upskilled in the delivery of small group lessons.• Induction of new teachers to whole school Maths programs (e.g Mathletics, Targeting Maths)• Sharing by staff of “best practice” model examples within the school.• Provision of critical feedback to teachers via peer observation and performance management classroom observation visits. <p>Monitoring and Assessment</p> <ul style="list-style-type: none">• On entry data informs planning.• Completion by each class of practice NAPLAN-style test by end of each semester.• Addition of Maths assessment to MIS schedule by Term 1.• Case management of stable cohort students to track progress.• Assessment of students at the start and end of each term on the same test obtained from MTS.• Submission of results to Deputies.

2. Aboriginal Student Writing and Numeracy

Strategic Direction:

Priority 2a - Improve the progress of **K-6** Aboriginal students in writing & numeracy.

Aboriginal Education – Increase percentage of stable cohort Aboriginal students achieving high or very high progress in Writing and Numeracy.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Use the Aboriginal Cultural Standards Framework to guide practice • Case management of Aboriginal students for reading, writing and numeracy • Maintain a focus on regular attendance and arriving at school on time • Maintain a focus on physical health and welfare of Aboriginal students • Improve relationships between the school and Aboriginal families to help build a bridge between home and school • Ensure Aboriginal Perspectives are incorporated into classroom curriculum 	<p>Professional Learning (PL)</p> <ul style="list-style-type: none"> • Ongoing engagement with Aboriginal Cultural Standards Framework by staff. • Annual provision of Aboriginal Cultural PL session for new staff • Staff take part in local cultural tour. • Whole staff PL in use of Departmental online Aboriginal resources. • AIEO supported to complete Aboriginal Languages PL for implementation in Year 3 in 2018. <p>Student Support</p> <ul style="list-style-type: none"> • Implementation of MiniLit and MacqLit to improve literacy skills • By mid-Term 2, upper primary class teachers have met with individual students to discuss plans/aspirations and to set goals. • Implementation of strategies to encourage Aboriginal students to arrive by 8.50am <p>Connection With and Support of Families</p> <ul style="list-style-type: none"> • Implementation of a whole family approach to support with strategies for use at home to help their children achieve better educational outcomes. • Implementation of attendance improvement meetings attended by Deputy Principal, AIEOs, teacher (where possible) & parents. • Parents invited to meetings with school nurse when required. • <i>Better Hearing Better Listening</i> occurs once per term. • Facebook page updated regularly as a communication tool. • Parents contacted at least once per term by class teacher; recorded on SIS • 'Seesaw' induction for parents • School Messaging System (SMS) set up in the primary office. <p>Teacher Practice and Resources</p> <ul style="list-style-type: none"> • Modern resources with Aboriginal Perspectives (guided reading books etc) are purchased.

- Teachers demonstrate in their planning documents how Aboriginal perspectives are planned for and taught in each class.
- Aboriginal Education resources/websites are shared during Phase of Development (POD) time.



Strategic Direction:

Priority 2b - Improve the progress of Yr 7-12 Aboriginal students in writing & numeracy.

Aboriginal Education – Increase percentage of stable cohort Aboriginal students achieving high or very high progress in Writing and Numeracy.

STRATEGIES	MILESTONES
<p>All staff will</p> <ul style="list-style-type: none">• Build positive relationships with Aboriginal students and their families.• Communicate the same high expectations for both Aboriginal and non-Aboriginal students in relation to attendance, behaviour, work standards and school uniform.• Take responsibility for improving the writing and numeracy standards of Aboriginal students.	<ul style="list-style-type: none">• Improved attendance by Aboriginal families at Term 1 barbecue; excursions and incursions, NAIDOC week and other functions. <p>Student Support and Engagement</p> <ul style="list-style-type: none">• Course outlines show relevant learning text and resources that reflect the use of Aboriginal English and dialects (e.g. Nyoongar) are used to engage students with the writing process. This is also for oral language activities.• All students with literacy challenges provided with support via Maclit program• Aboriginal students attend the after-school Homework Club.• Engagement programs are in place and involve collaboration between parents, students, teachers (minimum 25%) , AIEOs and ALOs.• Attendance of Aboriginal students is case managed by Student Services with individual goals for improvement.• A greater percentage of Aboriginal students are wearing the uniform (as observed from Term 1 to Term 4). Support provided as required.• By the end of Term 3, career teacher/Year Coordinator has met with individual students to discuss plans/aspirations and to set goals. Documented in simple Individual Pathway Plan (IPP). <p>Connection With and Support of Families</p> <ul style="list-style-type: none">• Teachers make positive contact with families of their Aboriginal students at least twice per term as shown by school records (School Information System or SIS).• Whole school Aboriginal parent meetings held to problem-solve challenges. <p>Teacher Practice</p> <ul style="list-style-type: none">• Kagan cooperative learning strategies are observed in the classroom, discussed at Performance Management meetings and shared at early close/SD Days.• Aboriginal students engaged in USSW in English, HASS, Science and other Learning Areas as “Do Nows”, along with non-Aboriginal students.• Teacher and Aboriginal staff provide opportunities for interpreting and completing OLNA/NAPLAN (literacy and numeracy) practice activities in class and during engagement programs.

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| | <ul style="list-style-type: none">• Use of more hands-on activities by teachers when teaching new Mathematics concepts. <p>Learning Area Meetings</p> <ul style="list-style-type: none">• Aboriginal student attendance, work ethic and progress is discussed at all Learning Area meetings at least twice per term. Information is fed back to AIEOs/ALO and Year Coordinator for action. <p>Professional Learning</p> <ul style="list-style-type: none">• Provision of professional learning in Aboriginal English and the Deadly Ways resources for staff.• Relevant Aboriginal staff and EAs are trained Maclit program providers.• Provision of professional learning related to 'What Works. The Works Program Core Issues 4 (Numeracy)' to staff. |
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3. Senior School WACE and Attainment Outcomes

Strategic Direction:

Priority 3 - Improve Year 12 student WACE and attainment outcomes.

Senior School – Ensure 90% of more students achieve a WACE.

– Maintain a high proportion of students who achieve attainment.

– Increase the proportion of students who achieve front door entry to university compared to 2016.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> Implement a Career Counselling program for Year 7-10 students Academic excellence is promoted Strategies implemented to maximise the proportion of Year 12 students achieving a WACE via: <ul style="list-style-type: none"> Analysis of OLN results, OLN style question practice, USSR/USSW embedded in Humanities. Case Management by Academic Performance Managers 'At Risk' students case managed as documented in IEPs Strategies implemented to maximise the proportion of Year 12 students achieving attainment via: <ul style="list-style-type: none"> Providing Year 10 students with information about prerequisites for Year 11 ATAR 'At risk' ATAR students enrolled in Certificate courses. Monitoring ATAR student progress and 	<p>Career Counselling Program and Pathways Information</p> <ul style="list-style-type: none"> Appointment of a Careers Coordinator. Relevant excursions/incursions and guest speakers implemented. Careers program for specific year groups implemented by Learning Areas Careers Carousel run biannually. Every student has an IPP which is reviewed annually by interview with staff. Study Skills Program implemented for Yr10-12 students by Academic Performance (AP) Manager. <p>Case Management of Student Progress</p> <ul style="list-style-type: none"> Identification and mentoring by the Academic Performance Manager of students on an ATAR pathway (including top stream students in Year 7-9) Monitoring by VET Coordinator of student progress towards WACE and VET achievement Course and Assessment outlines set up for Year 11/12 ATAR students in Reporting to Parents; ATAR goals and student marks entered by teachers. <p>Student and Parent Information</p> <ul style="list-style-type: none"> Yr 7-12 information sessions run outlining NAPLAN importance, senior school pathways & available courses, prerequisites for WACE, University & VET. Pre-requisites for Year 11 ATAR provided to Year 10 students. <p>Student Support</p> <ul style="list-style-type: none"> Externally Set Tasks (ESTs) run under exam conditions - Yr11/12 Exam week. Analysis of OLN results by teachers twice each year.

goals by using assessment outlines and marks entry into Reporting to Parents.

- Year 12 ATAR courses begin in Year 11, Term 4
- Monitoring of VET student progress

- All teachers provide OLN style questions in 'Do Nows' to support students.
- USSR/USSW implemented into Humanities subjects.
- Individual Education Plans in place for students 'at risk' WACE students.
- ATAR contract drafted and signed by all parties.
- At risk ATAR students identified and enrolled in a Certificate course.
- Year 12 ATAR students attend revision seminars.
- Year 11 ATAR students begin Year 12 courses in Term 4.



4. Positive Learning Environment and School Culture

Strategic Direction:

Priority 4 - To develop a positive school environment and school culture.

Focus on Families – 80% of parents surveyed feel valued, supported and welcome in the school.

STRATEGIES	TARGETS/MILESTONES
Ensure families feel welcome in the school.	
<p>Whole School</p> <ul style="list-style-type: none"> Promote school activities on Facebook Page, Electronic sign, Phoenix & Newsletter Provide opportunities for informal gatherings between staff and parents on school grounds [Aboriginal Parent BBQ, Year 7 Parent BBQ, Open Day, Invitations to special days - Mothers, Fathers, Grandparents, Thank a Volunteer etc.] Social events between P&C and staff. Supportive formal meetings - IEP Case Conferences; Parent/Teacher interviews etc. Welcoming front office environment. Increase buy-in to school culture through positive branding of school & Positive Behaviour Support (PBS) approach. Seek feedback from parents/carers/community following significant events such as ANZAC, NAIDOC, Open Day. <p>K-6</p> <ul style="list-style-type: none"> Run 'Meet the Teacher' in Term 1 Run parent information sessions (e.g Seesaw Portfolios, Triple P parenting) Support families 'at risk' through referrals to Amity Health and other local services. <p>Year 7-12</p> <ul style="list-style-type: none"> Teachers make frequent positive parent contact and record in SIS. 	<p>Whole School</p> <ul style="list-style-type: none"> Families surveyed regarding 'how supported, valued and welcome they feel in the school' - Term 3. Surveys provide opportunities for families to offer ideas for improvement. At least one P&C/School Staff event is held each year. Attendance data taken at each of the informal and formal gatherings show they are well supported. An information session re PBS is provided to staff by the end of Semester 1. Implementation of 'welcome' strategies by front office staff. Sharing with staff of parent/carer/community feedback regarding their assessment of significant activities. <p>K-6</p> <ul style="list-style-type: none"> Attendance data taken at Meet the Teacher and parent information sessions show they are well attended. Parent tracking on Seesaw for Schools. <p>Year 7-12</p> <ul style="list-style-type: none"> SIS records checked each semester.

Focus on Staff – 90% of staff surveyed feel valued and supported.

STRATEGIES	TARGETS/MILESTONES
<p>Ensure staff feel valued and supported.</p> <p>Whole School</p> <ul style="list-style-type: none"> • New staff provided with a mentor who 'checks in' at least weekly. Admin check in at least once per term in the first year. • New staff provided with an Induction Program. • Staff to access opportunities to demonstrate appreciation of one another including the provision of positive feedback. • Staff encouraged to 'look out' for one another and provide professional and personal support at challenging times. • Staff encouraged to access Departmental and Social Club health and wellbeing activities. • Staff to be given opportunities to use their strengths. To include leadership roles. • Strategies for good communication and collaborative planning to be employed. • Encouragement of staff to share their expertise at school level, through the network and through TeachMeet • Teachers to observe and provide feedback for colleagues and process to be embedded into school practice - peer observation process. • Opportunities provided for networking/collaboration through Employee Group/ Learning Area/Phase of Development meetings, common DOTT and district networks. • Whole staff meetings to be organised and run by staff who are not administrators. • Staff are provided with appropriate PL to manage student behaviour. 	
	<p>Whole School</p> <p>Satisfaction</p> <ul style="list-style-type: none"> • Conduction of Staff Satisfaction Surveys in S1 and S2. <p>Health and Wellbeing, School Connectedness and Feeling Valued</p> <ul style="list-style-type: none"> • Provision of one health and wellbeing activity per semester for staff. • Provision of at least two Social Club activities each semester. • Establishment and sharing of a Staff Skills' Register by end of Term 2. • Identification of aspirant leaders by end of each year. • Provision of leadership opportunities, both formal and informal for aspirant leaders. • Consultation by end of Term 2 each year regarding improving communication and collaboration; feedback implemented by end of year. <p>Staff Support</p> <ul style="list-style-type: none"> • Active annual participation by teachers in a peer observation & feedback group. • Observation of/by teachers at least once per semester by/of a peer with provision of critical feedback; especially important in relation to the management of student behaviour. • Coordination and running of successful whole staff meetings by non-admin staff twice per term. • Attendance by teachers at PL such as Classroom Management Strategies (CMS) to improve the management of student behaviour. • Meetings of all staff groups (EAs, Office staff etc) conducted by school leaders at least once per semester.



Focus on Students - 90% of Year 3-6 feel supported and connected to the school.
- 80% of Year 7-12 feel supported and connected to the school.

STRATEGIES	TARGETS/MILESTONES
Students feel happy, emotionally healthy and connected to the school.	
<p>Whole School</p> <ul style="list-style-type: none"> • Support students 'at risk' due to health and wellbeing. • Strengthen House system. • Streamline/share student support or SAER. • Investigate Positive Behaviour Support. • Protective Behaviours program implemented <p>K-6</p> <ul style="list-style-type: none"> • Implement a consistent approach to BMiS. • Implement and embed sustainable practices (Kitchen Garden, recycling, water wise etc) • Implement and embed the teaching of social and emotional skills in the curriculum <p>Year 7-12</p> <ul style="list-style-type: none"> • Appoint Year Coordinators with clearly defined role linked to building positive relationships and student welfare. • Strengthen positive feedback processes. • Strengthen the opportunities for student decision making in the school. • Recognise and share student talent through 'colours' initiative, activity clubs and by participation at assemblies. • Run anti bullying programs with lower sendary students. 	<p>Whole School</p> <ul style="list-style-type: none"> • Case management approach by Student Services staff. Confidential records demonstrate support of students. Information collected annually. • Expansion of the House system to recognise a range of student achievements for primary and secondary students by mid 2018. • Student support of the House competitions. • School Volunteer program in place by Term 2 each year. • Annual participation of all students in a Protective Behaviours program. • Annual training of staff in appropriate medical/asthma/Epipen procedures. <p>K-6</p> <ul style="list-style-type: none"> • Implementation of individual class reward systems which are valued by students • Widespread use of letters of commendation by teachers. • Whole school approach to Merit and Value Awards and Goodies Tokens. • Student survey for Kitchen Garden - mid 2018 • Conduct of audit re implementation of Wastewise program - end of 2017. • Explicit teaching of Digital Citizenship to P-6 each year. • Conduct of audits re Social/Emotional programs - PATHS (mid 2017), BUZ (end of Term 4, 2017), Smiling Minds (mid 2018), Rhythm2Recovery (end 2017), and Merredin College Values Program (mid 2018). <p>Year 7-12</p> <ul style="list-style-type: none"> • Appointment of Year Coordinators who design JDF in consultation with Deputy and review annually. • Conduct of meetings between groups of students and admin once/term to discuss ideas and issues. • Positive feedback processes are reviewed and refined each year. • Year group meetings are run by students (twice per term). • Introduction of House 'Colours' initiative by the end of 2017. • Implementation bu Student Services of student activity clubs by the end of 2018. • Implementation of Anti-bullying programs for Years 7-9 students each year. • Inclusion of the sharing of student talent into the Assembly format by mid-2018.



Focus on the School Grounds – 80% of students and staff when surveyed believe that grounds and classrooms are tidy and well maintained.

STRATEGIES	TARGETS/MILESTONES
Ensure the grounds are well kept, tidy and well maintained.	
<p>Whole School</p> <ul style="list-style-type: none"> Classrooms, offices and storerooms monitored for order and tidiness. Grounds monitored for general upkeep, mowing and weeding. Groups of students assume ownership of gardens in some areas of school. <p>K-6</p> <ul style="list-style-type: none"> Continue to develop the Junior Primary play areas to incorporate Natural Play areas as prescribed by the NQS Ensure students have access to a range of play equipment that encourages positive play experiences. Staff monitor students during breaks to ensure they are utilising appropriate disposal methods for wastes. <p>Year 7-12</p> <ul style="list-style-type: none"> Implement strategies which ensure students feel ownership of and connection to the school (e.g. students work on garden beds, consultation re changes to the grounds). Student artwork displayed - update murals. Staff and students use notice boards. 	<p>Whole School</p> <ul style="list-style-type: none"> Inspection tour of internal areas of school prior to 'Meet the Teacher' and Open Days Periodic ground/classroom inspections at the start and middle of each term. <p>K-6</p> <ul style="list-style-type: none"> Development and implementation of the Junior Primary playground plan in consultation with the gardeners. Conduct the NQS Audit for Junior Primary. Collection of primary playground behaviour data. Conduct Waste Audit - Semester 1 and 2. <p>Year 7-12</p> <ul style="list-style-type: none"> Implementation of a program of student-nurtured garden areas linked to the House system. Update of the murals in West quad in 2018. Upgrade to Art/Gym foyer area in 2017 - designed by students. Use of quad notice boards by Student Leaders, Careers/VET Coordinators and P/Ed Staff use. Regular update of Front Office boards and Student Services boards. Current MC Link and Newsletter are on display.



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