



# MERREDIN COLLEGE

A Wheatbelt Independent Public School



## 2018 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

*We are carin**G**, we are **R**espectful, we are Resp**O**nsible, **W**e strive to succeed!*

## CONTEXTUAL INFORMATION

### OUR SCHOOL and STUDENTS

Merredin College, is a K-12 school which gained Independent Public School status in 2017. Students reside in the Merredin town site, travel to school on one of the 12 school buses or are accommodated at Merredin Residential College. We are proud to provide 'learning close to home.'

At the 2018 Semester 2 census, 594 students were enrolled. 247 students (42%) were in K-6 and 347 (58%) in Years 7-12. 249 of the secondary students (71.8%) were Years 7-10 and the remaining 98 (28.2%) were in upper school. Aboriginal students comprised 15% of the population (89 students). There were also a small number of ESL students enrolled.

### YEAR 7 INTAKE 2018

The majority of the 77 Year 7 students came from Merredin College (48.1%), with the rest from St Marys (19.5%), Kellerberrin DHS (10.4%), Trayning PS (5.2%). The remainder came from 11 other Primary schools and Home schooling.

### YEAR 11 INTAKE 2018

Of the 67 Year 11 students, most were previously Merredin College students (88.1%). Students were also enrolled from Kellerberrin DHS, Bruce Rock DHS, Kulin DHS, Southern Cross DHS, St Brigid's College, St Joseph's School and Wyalkatchem DHS.

### DESTINATION SCHOOLS – END OF 2017

Of the 39 Year 6 students, 37 (90.0%) enrolled at Merredin College. The destinations of the 2 other students was Busselton SHS and Mazenod College. Most of the 66 Year 10 students remained at Merredin College (87.9%). Of the 10 who left, 3 enrolled at the WA College of Agriculture – Cunderdin and 7 at various government (mainly metropolitan) senior high schools.

### OUR COMMUNITY

The School's ICSEA (Index of Community Socio-Educational Advantage) is 944 (Band 8). This is compared to 2016 when we were considered a Band 9 school with an ICSEA of 925. ICSEA is a measure of the educational advantage students have. 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. South east of Merredin, Collgar Wind Farm is a \$750 million renewable energy project.

According to the 2016 Census, the population of the district is 2850. Aboriginal and Torres Strait Islander people comprise 7.8%. 76.5% of people were born in Australia. The median age of the Merredin population is 36 and the median weekly household income is \$1288. In 2016, 29.8% of people were attending an educational institution. Of these, 27.8% were in primary school, 24.4% in secondary school and 9.5% in a tertiary or technical institution. The most common occupations in Merredin include Technicians and Trades Workers 17.9%, Machinery Operators and Drivers 14.0%, Professionals 12.6%, Managers 12.1%, and Clerical and Administrative Workers 11.6%. Of the employed people in Merredin, 5.5% work in Hospitals. Other major industries of employment included Supermarket and Grocery Stores 5.0%, Road Freight Transport 3.9%, Grain Storage Services 3.2% and Local Government Administration 2.8%.

### LINKING WITH THE COMMUNITY

#### MERREDIN COLLEGE BOARD

An eleven-member Board comprised the Principal plus parent, community and staff representatives. Meetings were held twice per term. The final 2018 Merredin College Board included - Bev Stanes (Principal), Julie Flockart (Chair), Tom James (Vice Chair), Jenny Doncon (Secretary), Caitlin Crees, Jamie-Lee Walker, Phil Van Der Merwe, Romolo Patroni,



Lisa Fischer, John McKane and Amanda Rajagopalan. Lisa Fischer represented the Board on the College PBS committee. Julie Flockart, Lisa Fischer and Romolo Patroni provided advice and support to school staff regarding the closure of the school farm chicken enterprise.

### MERREDIN COLLEGE P&C

The Parents and Citizens Association met twice each term. The main office bearers were - Kim Lane (President), Darren Gardiner (Vice President), Rochelle Willis (Secretary) and Janelle Millar (Treasurer). Major projects included the running of the Canteen and the Uniform Shop. The P & C made a considerable donation towards the purchase of school equipment as well as fundraising activities which subsidized school excursions and incursions.

### OTHER LINKS TO THE COMMUNITY

The College continued to forge strong links with the community. *Workplace Learning* was well supported by local businesses. The Chaplains' work was underpinned by the YouthCare committee. Our primary Choir performed at many community events and students attended the town Anzac and Armistice Day ceremonies. Numerous opportunities the *Thank a Volunteer* morning tea). In Term 1, the annual *Meet the Teachers* breakfast was held for Aboriginal families and throughout the year, Aboriginal parent meetings were held. The community NAIDOC day held at the College was well attended. The College Open Day continued to grow in popularity.

The partnership with Amity Health continued via the *Kids Health Link Project*. Families participated in the pre-Kindy playgroup. Staff members were also involved in the Wheatbelt Business Network, Doorways, YouthCare, Eastern Wheatbelt Early Years Network, Eastern Wheatbelt Education Network (EWEN) and attended interagency meetings.

Weekly information bulletins (*MC Link*) kept the parent body informed about current events. Regular updates to the College website [www.merredincollege.wa.edu.au/](http://www.merredincollege.wa.edu.au/) ensured student achievements were celebrated and *The Phoenix* (local newspaper) covered special events. The *Combined Harvest* (Year Book) summarised the main highlights of the 2018 year.

## HIGHLIGHTS OF 2018

### ACADEMIC ACHIEVEMENTS

#### WHOLE SCHOOL

Forty-four Year 3 to Year 10 students sat the Australian Mathematics competition. Our top result was achieved by J. Truglio (Year 7) who achieved a Distinction, placing him in the top 11% of students across Australia for his year group. Kaleb Rohrlach (Year 4) also achieved a Distinction. Eight other students ranked in the top 50% and achieved Credits.

#### NAPLAN

Year 3 and 5 NAPLAN performance was at expected levels in all areas tested. Year 7 and 9 NAPLAN performance was also at or above expected levels in all areas tested. We were delighted with the green flags for Year 7 Numeracy, Writing and Spelling and for the green flags in Year 9 Numeracy and Reading which indicated above expected performance!

#### SECONDARY

- The Year 12 attainment rate was 85% meaning 35 out of the 41 Year 12 students achieved an ATAR of at least 55 and/or a Certificate II or higher.
- Four of the 2018 ATAR students including L. Craine (our highest achieving ATAR student) were eligible for front door entry to university, achieving an ATAR of 70 or greater.
- N. Coelho (Year 12) was one of five state winners of a \$5000 Sangora Education Scholarship.
- Year 11s, B. Holder and A. McManus-Fanciulli each won a \$1000 Collgar Wind Farm VET scholarship.





- During Term 3, 76 students Years 7 -11 participated in the ICAS English Competition. Eleven students achieved Merits and seven students achieved Credits. S. Doncon also received the Principal's Award as being deserving of special recognition for her efforts in the 2018 ICAS.
- Year 8.1 and 8.2 English students participated the 2018 NAIDOC Creative Writing Competition and Jarrod Roberts of Year 8.1 won one of the National Awards.
- Each year the ABC runs a creative writing competition that empowers young people from all over regional Australia to tell the nation what life is like in their part of the world. This year students from the 11 ATAR English classes entered the competition as part of their English course. We are very proud that A. Rajagopalan's and K. Fuller's personal narrative were chosen as 2018 winners. Alexander's and Kassidy's stories were featured on ABC radio and TV from the 13 December.
- In the lead up to the centenary celebrations of Armistice Day the Year 8.1 English class investigated what life was like in the Merredin district from 1900 to 1920 and participated in the Shire of Merredin Armistice Day Centenary Celebrations.
- Five students: L. Alvaro, R. Tiller, F. Sutherland, H. Goedhart-Hutchings and C. Silver presented a speech at the community celebrations outlining their research and how it linked to the celebration of Armistice from 1918 to the present day. Other class members marched in the parade waving flags to re-enact the experience of children in 1918.
- In Term 2, the Year 8 cohort participated in the Australian Geography Competition. Merredin College was one of 783 schools that participated in this year's competition.
- Top stream Year 9-10 students sat an online Science competition run by *Australian Science Innovations*. A. Wayne (Year 10) achieved a distinction and four students achieved credits.
- Merredin College students performed above expected in 6 of the 10 areas tested for Year 7 and 9 NAPLAN. The other 4 areas were as expected.
- In Year 7 Numeracy, all students achieved at or above the national minimum for NAPLAN.
- From Year 5 (2016) to Year 7 (2018), Merredin College students made higher progress and also achieved better than Like schools in 4 of the 5 areas tested on NAPLAN (Reading, Numeracy, Spelling and Punctuation and Grammar). Progress for Writing progress was higher but achievement lower.
- From Year 7 (2016) to Year 9 (2018), our students made higher progress and higher achievement in Numeracy and Writing than Like schools but lower progress and lower achievement in Reading, Grammar and Punctuation and Spelling.
- From a base of 21.95% prequalified for Writing in Year 9, Merredin College teachers increased by 68.29% the proportion of students demonstrating the OLN Writing standard by the end of Year 12.



## THE ARTS AND CULTURE

Commencing Monday 6 August, we celebrated NAIDOC week. AIEOs Ms Chrissi Smith and Mrs Jeanette Hayden provided a wealth of ideas and support for teachers. All students from K-Year 10 participated in a range of activities in their classes throughout the week. Girls from the Aboriginal Engagement Program and some of our older Noongar boys took a leadership role and assisted with activities. Of particular significance was the video screening of five Aboriginal women and their stories as mentors of our Noongar students. The Community Day, damper, kangaroo stew, Year 6-8 NAIDOC football and the Deadly Awards at the final assembly were highlights.



The primary Choir under Mrs Adamson's guidance, attended the *One Big Voice Choir* event. M. Palmer and H. McKane (Year 6) performed solo in front of the 4000 strong audience. The Choir also performed for the community at the Merredin Show, Seniors' Week Luncheon, Carols by Candlelight, Gala Night and Moorditj Mia. School performances included the ANZAC Day assembly, MerryDin and Year 7-9 Awards. K-6 students also appreciated visits by Musica Viva and the WA Youth Jazz Orchestra.

Ms Erin Burnett organised the design and painting of several murals as well as the backdrop for the primary end of year concert. Students designed a colourful “We are Caring” mural, the “Three Faces” mural in the east secondary quadrangle and the “GROW” mural in the upper secondary west quadrangle.

Secondary students created a banner for the NAIDOC Cup and also exhibited Art, Woodwork and Home Economics creations at the Merredin Show, Merredin Art Exhibition and at our September Open Day. Dance and Drama performances were other highlights.

## SPECIAL EVENTS

### WHOLE SCHOOL

- Year 6 Student Leaders and Year 7-12 Middle and Senior School Leaders attended separate *Halogen imagiNATION National Youth Leadership* conferences in Perth (8 and 9 March). These were coordinated by Mr Baltovich and Ms Rogerson.
- On Friday 13 April students participated in ANZAC services. Year 10 students with the support of teachers, Mr Matthew Baltovich and Mrs Rebecca Ryan did a fantastic job of the secondary ceremony. We were delighted to welcome to the service our Veterans, Mr Aubrey Tonkin, Mr Eddie Johnston and Mr Brett Postans. Year 8 student Kris Hayden began proceedings with a *Welcome to Country*. The primary commemorative function followed the secondary service and was professionally presented by our primary student leadership team.
- On 24 March, students displayed work and performed at the Merredin Show.

### PRIMARY

- K-6 held its second Technology Showcase in Term 3, highlighting the implementation of the digital technologies curriculum in primary classes. Parents, community and educators from other schools had the opportunity to visit classes to see the Digital Technologies curriculum in action.
- Book Week was celebrated in August with a ‘Read In’ shared with family members. The theme was *Find Your Treasure*. Students enjoyed dressing up to this theme.
- Year 6 students enjoyed a Term 1 camp at Kulin run by Mrs Baltovich and Mrs Sutherland. Team work and confidence building were the focus of the activities with fun on the water slides a highlight.
- Primary students took part in a visit from *Scitech*. K-2 students participated in a *Josephine wants to Dance* workshop before attending its performance at Cummins Theatre. K-6 students enjoyed the visit from the *West Australia Youth Jazz Orchestra* with choir students participating in a workshop after the performance.
- K - 1 students shared activities with parents and grandparents as part of Mother’s and Father’s Days.
- The *MerryDin* end-of-year concerts held on 11 and 12 December for K-2 and Year 3-6 students celebrated the conclusion of the academic year in a fantastic song and dance spectacular. The theme, *The Movies* 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.
- Primary students who met attendance, attitude and behavioural criteria enjoyed a *Messy Fun* afternoon at the end of the year.

### SECONDARY

- On the first day back for 2018 the 2017 Year 10-11 highest achievers were presented with prizes at the first assembly for the year.
- Year 7 students became acquainted at the *Big Day Out* in Week 2, Term 1 and Year 6 students attended a transition day in Term 4 to prepare for their move into secondary.
- Year 10-12 students enjoyed the School Ball on 7 April thanks to Ms Beale and the Year 12 Leaders. The theme was *Hollywood*. Congratulations to the Belle and Beau (S. Cash and T. Stones), Best Dressed (B. Ferguson and J. Downsborough) and Best Couple (T. Withers and B. King).
- A group of Year 12 Human Biology students along with Ms Rogerson became researchers for a day when they attended the *Harry Perkins Institute of Medical Research* in Term 1.



- Over four days in Term 3, ten Year 10 girls challenged themselves on the Bibbulmun Track with the assistance of Ms Rogerson and School Chaplain Mrs McKane.
- In August, 35 Year 9 students enjoyed the Canberra Camp, brilliantly run by Ms Cath Flynn.
- Held on 19 October, the Year 12 Awards Night recognised the Year 12 prize winners. The valedictory speech given by Head Boy- J. Burrell and Head Girl- L. Craine provided an insight into the cohorts five years of secondary schooling including some of their antics they thought their teachers might now be able to handle. I. McDonald, the 2017 Dux was a special guest and also offered the graduating class some words of encouragement and advice as they choose their pathways. Former student, Mr Jon Tiller, who was in the Leavers Class of Merredin Senior High School in 2006, provided inspiration for the group with tales of his highs and lows navigating his way through university and into a career in Law.
- Mrs Julie Flockart, Merredin College Board Chairperson, made a special presentation and farewell to Mrs Beverley Stanes, Merredin College's inaugural Principal, who is retiring at the end of this year after a lifetime of service to education. Mrs Stanes has worked tirelessly for seven years to establish Merredin College as the benchmark for education in the Wheatbelt as well as achieving Independent Public School status.
- Eighteen Year 9s from neighbouring schools together with twelve Merredin College Year 9s participated in *Try a Trade Day* in November.
- On 12 December, a Year 7-9 Awards function was held at Merredin College to acknowledge subject and overall year winners.



#### STAFF HIGHLIGHTS

- Ms Lynne Herbert and Mrs Amelia Baltovich became Apple Educators.
- Mr David O'Neill and Mr David Pirovich qualified as First Aid Instructors.
- Ms Natalie Beale completed her CUA20113-Certificate II in Dance.
- Mrs Bronwyn McKane was nominated for Central Regional TAFE 2019 Student of the Year in Certificate III Community Services.

#### SPORTING AND OTHER OUTDOOR PURSUITS

- Primary enjoyed various carnivals: Swimming and Athletics (House/Interschool), Winter (soccer, football, netball) and Cross Country as well as swimming lessons and T20 Blast Cup (cricket). Kelly won the Primary House Swimming carnival and St Marys won the Interschool Swimming. Kelly won the Primary Athletics carnival and Merredin College for the first time ever as a College had a win against St Marys in the Interschool Athletics. Merredin College also won the Bruce Rock Cross Country in the Primary Section against 10 Primary Schools. A very good year for our Primary Sporting Superstars.
- At the whole school Meckering Inter-School Cross Country, 12 out of 14 Merredin College competitors placed in the top ten in their races. Well done to A. Little – 1st, T. Lane – 2nd, Z. McQuistan – 2nd, J. Grant – 3rd, A. Mongoo – 4th. Merredin College finished in 3rd place for the senior schools and in 7th place in the primary schools' section.
- Secondary students participated in House Swimming and Athletics. Mitchell won the Swimming and Growden won the Athletics. The Secondary Interschool Swimming carnival was held at Wyalkatchem. Congratulations to trophy winners: A. Rajagopalan U16 Champion Boy, A. Robartson R/up U16 Champion Girl, P. Tiller and J. Griffiths U15 R/up Champion Girls. The Interschool Athletics carnival was held at Dowerin.
- Other secondary events included the Regional Schools' Tennis Classic. The Year 7-9 team (E. Berryman, P. Mudimu, A. Coumbe and B. Charleson) won the first round and then gained second place in the finals in Perth on Friday 17 March. Secondary also enjoyed football games against Balga SHS and Warwick SHS and a 9-a-side boys' and girls' competition.





- Year 10-12 students competed in Volleyball, Basketball and Netball at Country Week between 26-30 June. Boys Volleyball won the Grand Final for their division.
- In the Wheatbelt Championships, the secondary Netball team made it to the Grand Final.
- In September the Year 10 Volleyball Program students competed in the State Schools' Volleyball Cup in Perth. The boys' team was victorious in the grand-final against Trinity College and our girls were runner-ups to St Hilda's Anglican Girls School. Thanks to Mr Pirovich and Miss Beale.
- House points were awarded for academics, citizenship and sporting participation and achievement. As a result, Law was the top Merredin College house for 2017.



## 2018 STUDENT LEADERSHIP GROUP

### YEAR 6 STUDENT LEADERS

The Year 6 Student Leaders included S. Saunders and J. Major (Captains) and J. Hassock and T. Bush (Vice Captains). They were worthy ambassadors at special functions, ran school assemblies with the support of the other leaders, undertook tasks around the school and acted as 'MC' at the MerryDin. We acknowledge the support of Mrs Amelia Baltovich and Mrs Barb Smith.

### K-6 HOUSE CAPTAINS

**Growden** – M. Creek and O. Kett

**Mitchell** – H. Corlett and C. Mason

**Law** – S. Spencer and Z. Parker

**Kelly** – G. Shelton and B. Moffet

**K-6 CHOIR CAPTAINS** T. Kearing and T. Pearce

**K-6 IT MONITOR** S. Simpson

### SCHOOL LEADERS (YEAR 7-11)

**Year 7** – C. Mndebele and J. Puglia

**Year 8** – A. Taylor and B. Smith

**Year 9** – K. Lane and B. Jones

**Year 10** – P. Mudimu and S. Watson

**Year 11** – M. Lane and J. Richards



### YEAR 12 STUDENT COUNCIL

The Year 12 Student Council included J. Burrell (Head Boy), L. Craine (Head Girl), T. Withers, S. Cash, B. King and C. Navales

Their activities were coordinated by Ms Rebecca Ryan and Ms Natalie Beale. Apart from running assemblies, they played a role in welcoming special guests to the College, participated in leadership development and coordinated several fundraising events throughout the year. The Councillors also planned and ran a highly successful school ball and organised the 2018 Leavers' jacket.

### SECONDARY HOUSE CAPTAINS

**Growden** – L. Drakeford and J. Downsborough

**Mitchell** – Z. Gould and J. Fitzsimmons

**Law** – S. Hendriks and S. Alberti

**Kelly** – B. Thornton and R. Ferguson

## SPECIAL PROGRAMS

### SPECIAL NEEDS

Mrs Fleur Forsyth assisted by Deputies, Mrs Barb Smith, Ms Lynne Herbert and Mr Jarrad Ritchie coordinated this program. Students worked from Individual Plans supported by teachers and education assistants. They 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 placements.



### CHAPLAINCY

This program is funded equally between local fundraising by the Merredin Youth Care Council, The National School Chaplaincy Program, support from the Merredin Shire and school funds. The school is provided with 5 days of Chaplaincy per week spread across the Primary (2 days, Sal Marais) and the Secondary (3 days, Bronwyn McKane). During 2018 Sal Marais has introduced her specially trained therapy dog Lulu to our students and Bronwyn has been nominated for 2018 Central Regional TAFE 'Student of The Year' for her studies related to her School Chaplaincy role. Both have been an indispensable asset to the school community.

### AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL)

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 three weeks. For every 55 hours of completed ADWPL students received the equivalent of one course unit towards their WACE. Merredin College is indebted to the business communities of Merredin, surrounding towns and the metropolitan area 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 student scholarships, each valued at \$1,000.



### MUSIC AND DANCE

Mrs Caryn Adamson taught music to the K-6 students. She also coordinated the College Choir and the MerryDin. The College has a modern Dance studio where Miss Natalie Beale taught dance to both primary and secondary students. She also assisted with the primary end-of-year concerts. Her Dance class performed at the Open Day and Dowerin Show.



### BREAKFAST CLUB

This program was coordinated by school Chaplains Bronwyn McKane and Mrs Sal Marias. With the support of Merredin IGA and WA Foodbank, Merredin College was able to provide up to 70 students with a substantial breakfast to start their day. Many staff members and an increasing number of community members volunteered their time to assist at Breakfast Club. At the end of the school year all leftover or short-dated foodstuffs were donated to needy local families in Christmas Hampers.

### WASTE WISE PROGRAM

Our WasteWise team had a big focus on recycling of paper and green wastes throughout primary. Each class was responsible for a different sustainability project including recycling ink cartridges, spectacles and mobile phones. Our year started with the distribution of reusable lunch wraps, designed and created by the Year 5/6 students the previous year. Recycled paper continued to be used in the Kitchen Garden for mulching, on our farm for chicken nesting boxes, or donated to individuals for their home needs.



## MINDFULNESS

This is a whole body state of mind program which was actively embedded into Year 3-6 classrooms. All classes participated in sessions to become more aware of their emotions and used appropriate strategies to deal with stressful moments.

## SECONDARY CAREERS

Mrs Tracey Sutherland worked with staff and students to lift the profile of careers. She continues to monitor the Career Development Programs implemented from Year 7-10 which included the completion of Individual Pathway Plans. Students were interviewed about their future plans. Career Workshops and individual Careers counselling was provided by Directions WA for students from Year 7-12. Year 9 and 10 students attended Merredin College Career Expo.

## ABORIGINAL PROGRAMS (SECONDARY)

A variety of programs occurred for years 7 to 12 aboriginal student led by Secondary AIEO Christina Smith.

The Girls engagement group continued in 2018 albeit with a different delivery arrangement to years previous. Rather than a timetabled period each week, discrete programs were delivered to the girls from a range of providers focussing on sexual health, wellbeing and visioning the future. This mode of delivery is planned to continue into the future.



To mark the 2018 NAIDOC theme, 'Because of Her We Can' Aboriginal boys and girls worked together to develop a video recognising significant women in their lives. This was well received by the community during NAIDOC celebrations

In 2018 Merredin College entered into an arrangement with AIME mentoring (<https://aimementoring.com/>) hosting university mentors on 6 occasions to work with our aboriginal students with a focus on visioning the future with emphasis on post compulsory studies.

Day to day pastoral care support was available to all aboriginal students and trips to Kulin and Northam were organised for appropriate behaviour and attendance.

## ABORIGINAL PROGRAMS (PRIMARY)

Students in the Year 3 and Year 3/4 participated in a LOTE program based on the Noongar Language. This was run by the Primary AIEO, Mrs Jeni Hayden. A MiniLit program for Indigenous students was also implemented as a literacy intervention for targeted Indigenous students.

## DENTAL THERAPY UNIT

The Dental Therapy re-opened in Term 2 and since then the College hosted the School Dental Therapy unit which provided services to students - dental promotion, early identification and intervention.

## HOMEWORK CLASSES

Separate primary and secondary homework classes were provided by teachers in 2018. Primary ran one afternoon per week and secondary took place two afternoons per week. Aboriginal students were especially encouraged to attend.

## PEAC

Selected Year 5-6 students were able to participate in PEAC, coordinated by Ms Debra Carter. Students travelled to Cunderdin to access the program.

### KITCHEN GARDEN

The Kitchen Garden program encouraged students to form positive eating habits while enhancing the classroom curriculum through food education. Year 4, 5 and 6 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. Student learned life skills to help make healthier choices.



### KIDS HEALTHLINK PROGRAM

Through a partnership with Amity Health (Albany), the College had access to 2 family health support workers 4 days per week (Mrs Sonya Smith and Miss Emma Fitzsimons). 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.

### JIGGLE JAM

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

### DIGITAL TECHNOLOGIES

Merredin College became a **Teacher Development School (TDS)** for Digital Technologies in 2018, a recognition of our teachers' expertise. Throughout the year, 3 teachers participated in the Teachers Can Code professional learning series and then shared their learning with teachers across our network of schools. We ran regular Techie Brekkies introducing new Digital Technologies to staff who then incorporated the ideas into their teaching programs. *Seesaw Digital Portfolios* were used throughout K-6 classes. *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 digital items to it, like photos, videos, drawings, or notes throughout the year. When they added a new *Seesaw* post, families were notified via app, email or SMS. *Robotics programs* continued to be used through K-6 with K-2 students programming *Beebots* with directional code and Year 3-6 student using block coding to program *Dot and Dash* robots as well as *Spheros*. The *code.org* program was used with students from Year 4-6 and *ScratchJnr* with Year 1-4 students to develop coding skills. Our Year 6 students were introduced to *Microbits*, a tiny programmable computer designed to make learning fun, in Semester 2. Teacher and student skills were developed in the use of a range of creation apps including *Green Screen*, *ChatterPix* and *PuppetPals*.



As part of the TDS Program, Merredin College was included in the **Innovation Partnership Program**. Through this program we developed a project to incorporate Virtual Reality through *Google Expeditions* into our teaching and learning experiences. The purpose of this project was to connect students beyond the classroom and engage them in their learning.

In Term 3 we held a Technology Showcase for our school community and Wheatbelt teachers. During the showcase we highlighted the ICT skills developed through the year and shared our journey with others.

### CRUNCH AND SIP

The Kindy - Year 6 classes enjoyed a 'Crunch and Sip' break each day. Teachers organised their own ten-minute break to meet student needs for some extra nutrition. During this time, children were encouraged to eat a piece of fresh or dried fruit and drink water.

# STUDENT ACADEMIC ACHIEVEMENT

## YEAR 12 ACHIEVEMENT

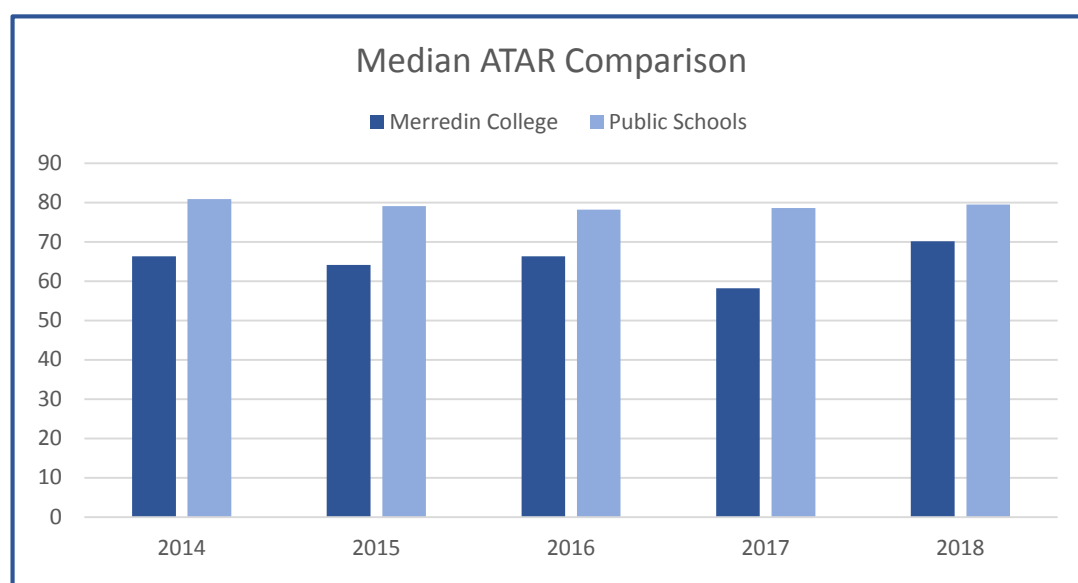
71% of eligible students (29 of 41) achieved a Western Australian Certificate of Education. Those who did not achieve a WACE were those who did not pass one or all of the Online Literacy and Numeracy Assessments (OLNA) in Reading (4 students), Writing (6 students) and/or Numeracy (6 students) or who did not meet breadth and depth requirements (17%). Others did not meet the achievement standard of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units (24%) or completion of at least four Year 12 ATAR courses or a Certificate II (or higher) VET qualification (14.6%). This was despite the very best efforts of teachers who encouraged and supported at risk students. The table shows WACE achievement since 2014.

2014 Merredin College	2015 Merredin College	2016 Merredin College	2017 Merredin College	2018 Merredin College
92%	100%	86%	77%	71%

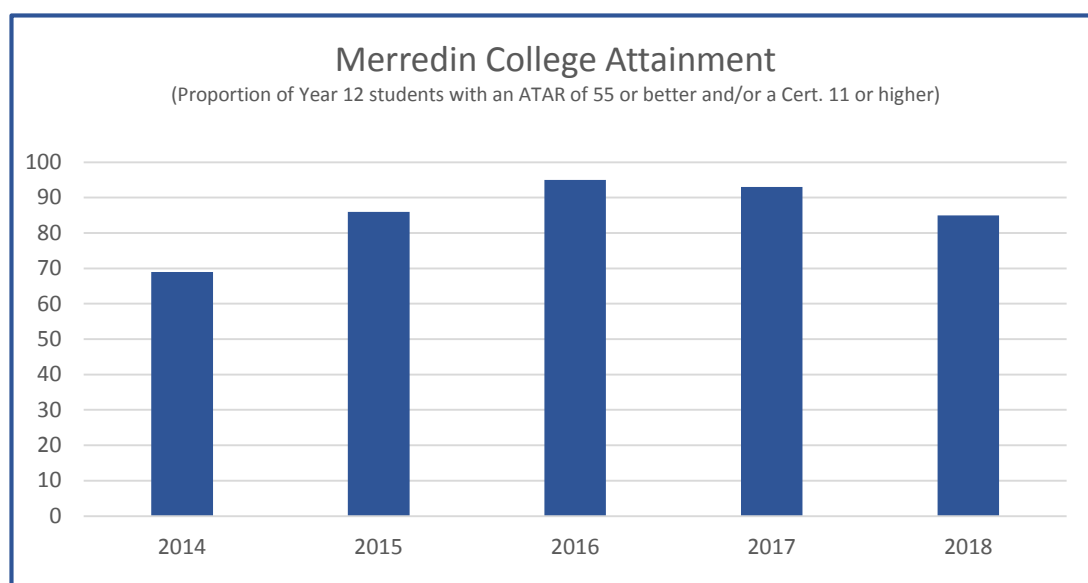
## YEAR 12 - ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK) PARTICIPATION & PERFORMANCE

Eight 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 and Modern History. The median ATAR for Merredin College students in 2018 was 70.1 which was slightly above like schools with a median of 69.4 and the State median was 79.5. The highest school ATAR was 83.4, with four students achieving an ATAR of more than 75 and direct entry to university. One student also received a Certificate of Merit. This is a really pleasing outcome. No students achieved a scaled score of 75+ in any course. According to the Department's statistics our 2018 ATAR results were as expected.

The average difference between the like school median and the Merredin College median over the last 3 years is 1.57 and the difference for public schools is 13.88. The 2018 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 2018, 14 students completed a *Certificate IV in Preparation for Nursing Education* giving them an alternative method of entry to some universities. The counselling process recognises 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 the *Strategic Plan for WA Public Schools 2016-2019* to 'increase the percentage of students achieving an Australian Tertiary Admission Rank (ATAR) for university entry and/or certificate II and above.'







### YEAR 12 –VOCATIONAL EDUCATION AND TRAINING (VET)

The VET area was well managed by Mr Wayne Wallace. In 2018, 95% of Year 12 students participated in a VET course. 90% of all VET students (those remaining at school for the full program) achieved a Certificate II or higher; similar to 2017. The table compares this statistic from 2014-2018.

2014	2015	2016	2017	2018
64%	89%	92%	90%	90%

In 2018, 39% of all Year 12s achieved recognition for completion of an Endorsed Program - Authority Developed Workplace Learning (ADWPL). The College maintained a similar number of qualifications to 2017 with many more students selecting *52831WA-Cert. IV in Preparation for Health and Nursing Studies*. The Rutherford Trade Training Centre has completed its seventh year of operation and with its partner RTOs - Central Regional TAFE and VETiS Consulting Service - offered three nationally recognised trade pathways: *AUR20716-Cert II in Automotive Vocational Preparation*, *52824WA-Cert II in Building and Construction (Pathway - Trades)* and *MEM20413-Cert II in Engineering Pathways*. Four staff delivered Certificate II courses - *AUR20716-Cert II in Automotive Vocational Preparation*; *ICT20115-Cert II in Information, Digital Media & Technology*; *ICT30115-Cert III in Information, Digital Media & Technology* and *SIS20513-Cert II in Sport Coaching*.

Certificates achieved by Year 10-12 Students	As reported at the end of 2018	Certificates achieved by Year 10-12 Students	As reported at the end of 2018
Cert I in General Education for Adults	Not offered	ICT20115-Cert II in Information, Digital Media and Technology	2
Cert II in General Education for Adults	Not offered	ICT30115-Cert III in Information, Digital Media and Technology	3
AUR20716-Cert II in Automotive Vocational Preparation	4	Certificate II in Retail Services	Not offered
52824WA-Cert II in Building and Construction (Pathway Trades)	5	52689WA-Cert IV in Preparation for Nursing Education	14
BSB20115-Cert II in Business	10	Total Cert I	0
		Total Cert II	24
MEM20413-Cert II in Engineering Pathways	3	Total Cert III or IV	17

## 2018 YEAR 12 –POST SCHOOL INTENTIONS AND DESTINATIONS SURVEY

	Intention 2017 School	Intention 2017 State	Destination 2018 School	Destination 2018 State	Variation School	Variation State
Return To School		0.5%		0.2%		-0.3%
University	75.0%	47.1%	15.2%	34.7%	-59.8%	-12.4%
Uni Offer - No Placement				2.1%		
TAFE		19.3%	27.3%	24.4%		5.1%
Apprenticeship		11.2%	3.0%	2.2%		-9.0%
Traineeship		2.4%	3.0%	2.4%		0.0%
Other Training		2.7%		1.2%		-1.5%
Employment - Full-time	25.0%	10.8%	9.1%	4.1%	-15.9%	-6.7%
Employment - Part-time		1.6%	15.2%	11.1%		9.5%
Employment						
Employment Assistance			9.1%	6.4%		
Other		4.4%	9.1%	1.6%		-2.8%
Deferred Study/Training			9.1%	9.6%		
Total	100%	100%	100%	100%	-	-
% of students responding	11%	0.0%	92%	0.0%	-	-

Only 11% of 2017 Year 12 students responded to the *Post School Intentions Survey* and 92% responded to the *Destinations Survey*. This makes the comparison between 2017 intentions and 2018 actual destinations invalid. Compared to the State, destinations were in similar proportions for those taking up the options of TAFE, Apprenticeships, Traineeships and Deferred Study/Training. Considerably less Merredin College students went to university compared to the State (15.2% vs 34.7%) and more went into full/part-time employment. This is no doubt due to the strong VET program which is run at the College which local employers support. It was concerning to note that 9.1 % were on employment assistance. This was similar to 2017.

## NAPLAN PERFORMANCE

	Year 3			Year 5			Year 7			Year 9		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Numeracy	-1.3	0.5	0.3	0.7	1.0	-0.1	1.1	2.1	1.5	1.4	2.7	1.2
Reading	-0.6	0.1	-0.4	1.3	1.5	-0.8	0.5	1.9	0.7	0.8	1.5	-0.3
Writing	-2.2	0.3	0.2	1.0	1.0	0.7	0.3	1.3	1.6	0.9	0.3	1.1
Spelling	-1.0	0.6	0.2	0.0	-0.4	0.2	1.3	1.0	1.1	1.2	0.2	-0.4
Grammar & Punctuation	-1.8	0.0	-0.3	0.8	0.0	0.8	2.7	1.8	0.9	2.3	0.1	0.7

<span style="background-color: green; width: 20px; height: 10px; display: inline-block;"></span>	Above Expected - more than one standard deviation above the predicted school mean
<span style="background-color: yellow; width: 20px; height: 10px; display: inline-block;"></span>	Expected - within one standard deviation of the predicted school mean
<span style="background-color: red; width: 20px; height: 10px; display: inline-block;"></span>	Below Expected - more than one standard deviation below the predicted school mean

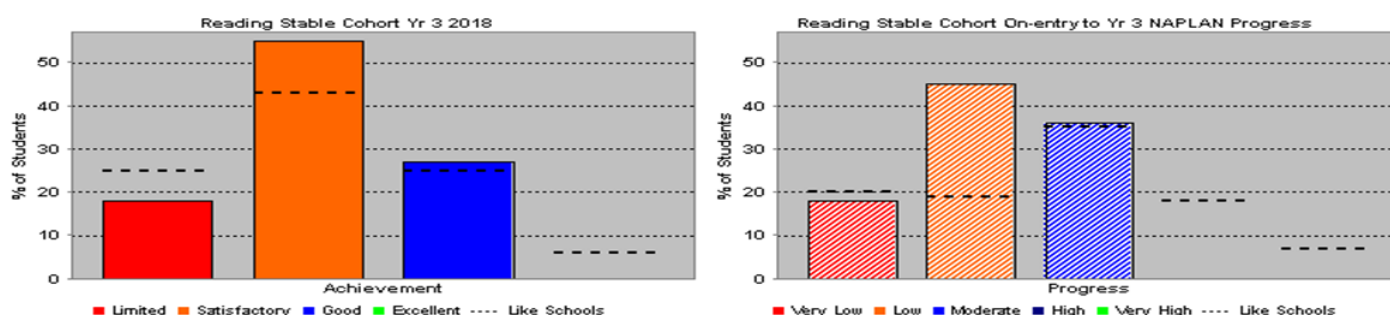
In 2018, all Year 3,5,7 and 9 students completed NAPLAN Online for the first time except for Year 3 Writing which was done via pen and paper. The Comparative Performance Summary table above shows that Merredin College students achieved 'above expected' in 5 of the 20 areas tested in 2018. In all other areas, our students performed 'at expected'. Around 70% of schools will perform 'at expected' (yellow) and approximately 15% of schools will be more than one standard deviation above predicted performance (green). These results are great cause for celebration. Given the context of our school, general student achievement as demonstrated by the 2018 NAPLAN was definitely 'good enough'.

For the Aboriginal student sub-group, no student achieved 'Excellent.' A small proportion (14.3%) achieved 'Good' in Year 5 Writing and Numeracy. Our aim has been to increase the proportion of Aboriginal students making high and very high progress. Compared to Like schools we had more Aboriginal students making high or very high progress for Year 5, 7 and 9 for Numeracy, Writing and Reading. This must be tempered with the realisation that we have too many students making low or very low progress in almost all areas. Whilst the attendance rate of our Aboriginal students is better than like schools in both primary (86.6% vs 84.2%) and secondary (75.6% vs 70.5%), it still lags behind non-Aboriginal student attendance for both primary (93.2% vs 92.6%) and secondary (91% vs 88%). All students must arrive at school every day and on time in order to make the required progress. The attendance figures above relate to Semester 1, 2018.

It was terrific to observe a continuation of the turnaround in the Year 3 results which was evident in 2017. This relies upon strong literacy and numeracy instruction and also on regular attendance by our early childhood students. For all year groups (P-3) in Semester 1, average attendance was 91% or better. Kindergarten attendance for Semester 1, fell from 90% (2017) to 86% (2018). This must be a focus for 2019.

We continue to value-add to student learning across a range of year levels and areas. Compared to like schools our students made higher progress and achieved better for Year 3 to 5 Grammar and Punctuation, Year 5 to 7 Reading, Writing, Spelling, Grammar and Punctuation, and Writing and Year 7 to 9 Writing and Numeracy. Although the achievement was lower, students made higher progress than like schools for Year 3 to 5 Numeracy, Writing and Spelling. In addition, 21% of our 2017 Year 9s pre-qualified for the OLNA (achieved Band 8 or better) compared to only 10.6% for like schools.

### YEAR 3 NAPLAN



### All Students – YEAR 3 (ACHIEVEMENT AND PROGRESS)

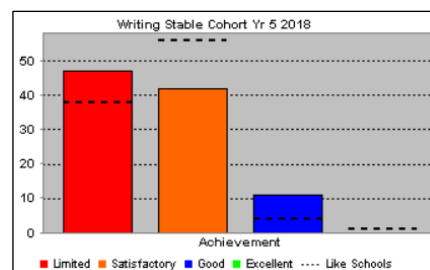
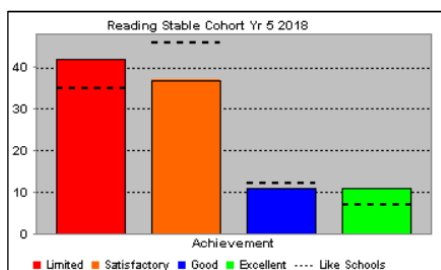
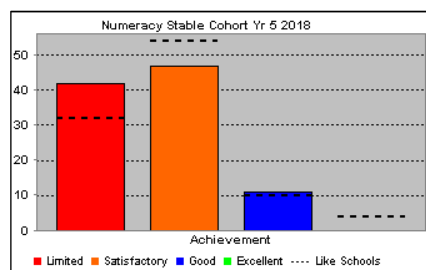
The achievement of the stable cohort of Year 3 students was comparable or slightly better than like schools (dotted lines) in Reading as shown by the graph at left. Less students achieved limited and were moved into the satisfactory category, however, no students had excellent achievement. On-entry to Year 3 NAPLAN progress for Reading (graph at right) showed that our students made less progress than like schools. No student made high or very high progress. We also had more students making low progress. The Writing results showed we have more work to do in this area. Although there were less students who achieved at limited and more at satisfactory than like schools, no student achieved at excellent. Numeracy results were extremely positive with less students who achieved limited and more achieving at satisfactory, good and excellent compared to like schools. In terms of progress there were less students making high or very high progress than like schools as measured from the On-entry results but no students had very low progress. Early childhood remains a priority in the 2017-19 Business Plan.

### Aboriginal Students – YEAR 3 (ACHIEVEMENT AND PROGRESS)

Compared to like schools, reading achievement was poorer - more achieved at limited and no students achieved good or excellent. No students made high or very high progress. All Aboriginal students made satisfactory achievement in writing. Compared to like schools, Numeracy achievement showed the following - less achieved at limited and more at satisfactory. The majority of students showed moderate progress. Aboriginal student progress and achievement remains a priority in the 2017-19 Business Plan.



## YEAR 5 NAPLAN ACHIEVEMENT



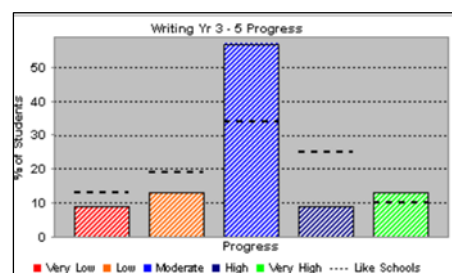
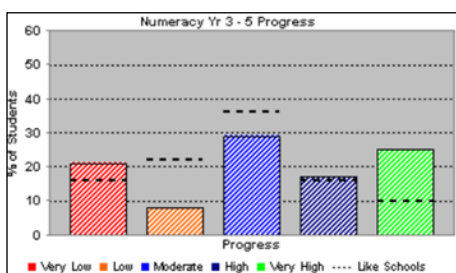
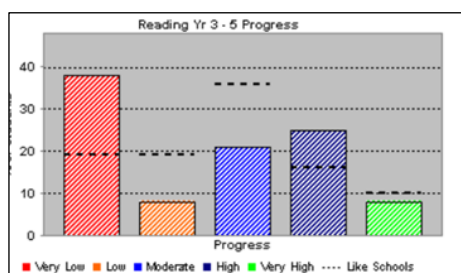
### All Students – YEAR 5 (ACHIEVEMENT)

Our Year 5 stable cohort achieved as expected in all areas assessed in NAPLAN and has shown significant progress as a cohort from Year 3 to Year 5. The graphs show more students with limited achievement in all areas compared to like schools (dotted line). Reading is the only area with students attaining excellent achievement but also a larger number of students on limited achievement compared to like schools.

### Aboriginal Students – YEAR 5 (ACHIEVEMENT)

For Reading all Aboriginal students achieved at satisfactory or limited. Writing results for Aboriginal students showed a greater percentage of students with good achievement. Numeracy achievement results for Aboriginal students were slightly better than like schools in satisfactory and good achievement however were far greater in limited achievement.

## YEAR 5 NAPLAN PROGRESS



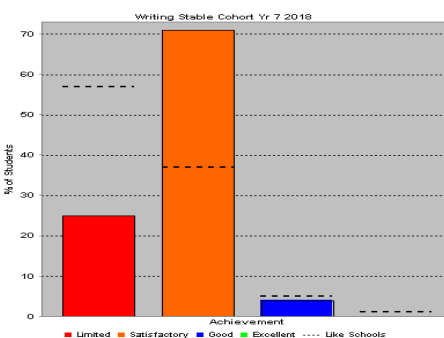
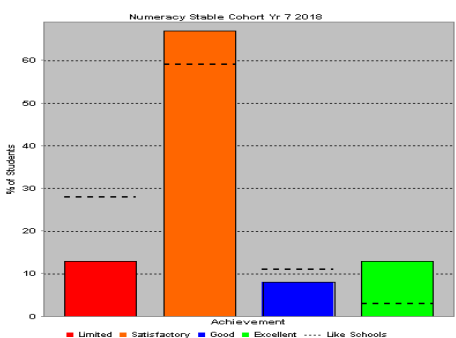
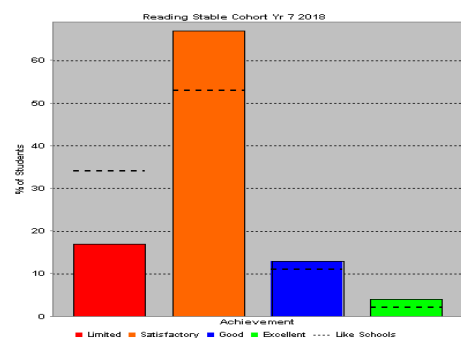
### All Students – YEAR 5 (PROGRESS)

The graphs 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 Writing and Numeracy however Reading was just below like schools. Reading is an area of concern as there is a large number of students making very low progress.

### Aboriginal Students – YEAR 5 (PROGRESS)

In terms of progress our Year 5 Aboriginal students generally made better progress from Year 3 to Year 5 in Numeracy and Writing than like schools. More made high progress and less made very low progress. Reading progress was low with more than twice the percentage of students achieving low progress than like schools.

## YEAR 7 NAPLAN ACHIEVEMENT



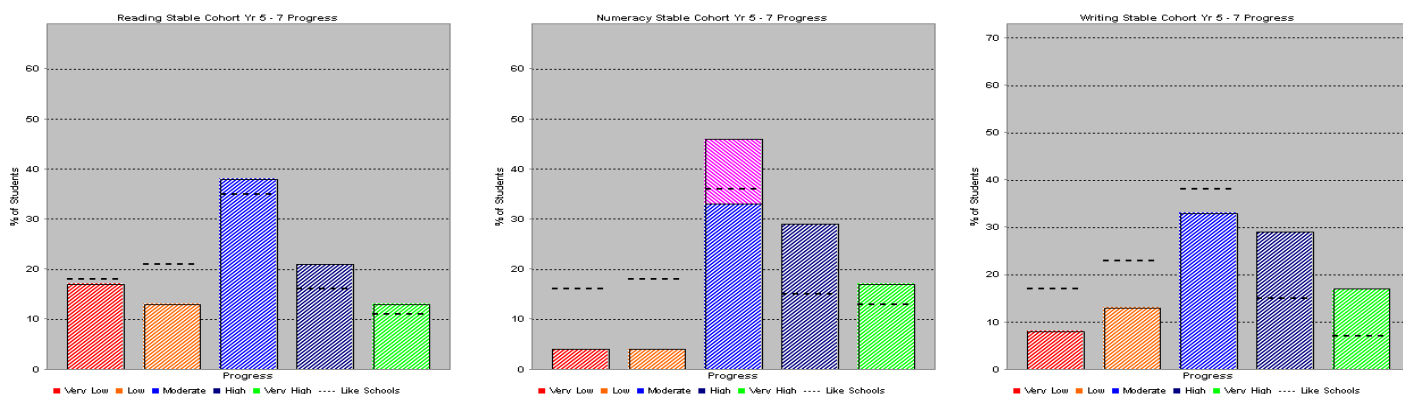
## All Students – YEAR 7 (ACHIEVEMENT)

The graphs above show stable cohort students. In 2018 the achievement of stable cohort Year 7 students in Reading and Numeracy (left and centre above) was better than for like Schools (dotted line). Achievement for Writing was much better at the lower end as a lesser proportion achieved Limited.

## Aboriginal Students – YEAR 7 (ACHIEVEMENT)

No Aboriginal students achieved Good or Excellent in Reading, Writing or Numeracy. Our students did not perform as well as like schools in Writing with many more students achieving at Limited in Reading and Numeracy less students achieved at Limited than like schools and more achieved Satisfactory.

## YEAR 7 NAPLAN PROGRESS



## All Students – YEAR 7 (PROGRESS)

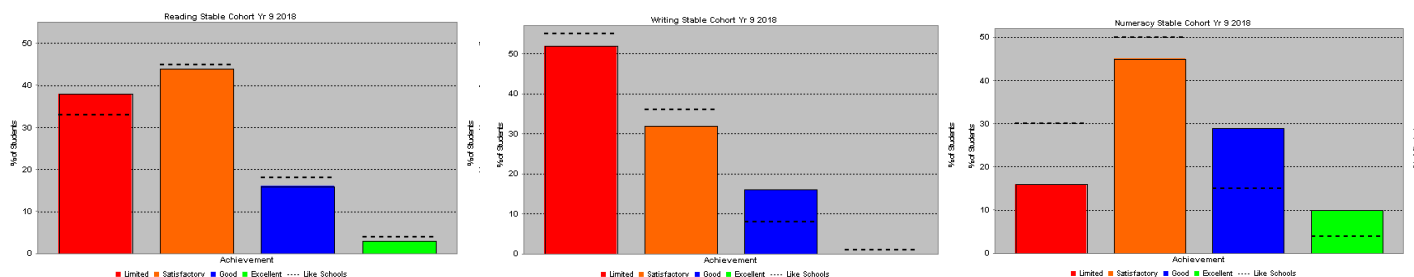
Compared to like schools, considerably less stable cohort students made very low or low progress in Numeracy and Writing (middle and right graph above) from Year 5 to 7. A larger proportion made high or very high progress compared to like schools in Writing and Numeracy. Progress for Reading was marginally better than for like schools.

## Aboriginal Students – YEAR 7 (PROGRESS)

Our Aboriginal students made better progress from Year 5 to Year 7 than students in like schools in all areas. For Writing a larger proportion made high or very high progress than like schools. Progress for Aboriginal students in Reading was also better than like schools with most students making very high, high or moderate progress. For Numeracy, no students made very low progress and, as with Reading, most made very high, high or moderate progress.

## YEAR 9 NAPLAN ACHIEVEMENT

### All Students – YEAR 9 (ACHIEVEMENT)

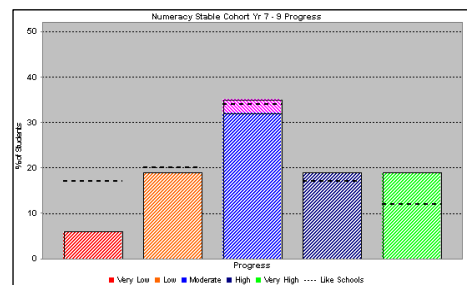
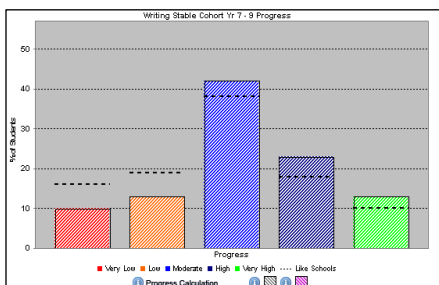
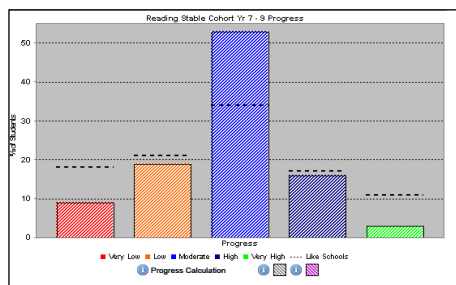


As shown in the three graphs above, in 2018 our students achieved better than like schools with a higher proportion of stable cohort Year 9 students achieving good or excellent in Numeracy. In terms of limited achievement compared to like schools there was a lower proportion of our students in this category, in writing and numeracy. Historical data shows that students should be achieving good or excellent in Year 9 NAPLAN to consider studying an ATAR course in Year 11 and 12.

## Aboriginal Students – YEAR 9 (ACHIEVEMENT)

In all three areas tested, our Year 9 students did not perform as well as students in like schools.

## YEAR 9 NAPLAN PROGRESS



## All Students – YEAR 9 (PROGRESS)

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

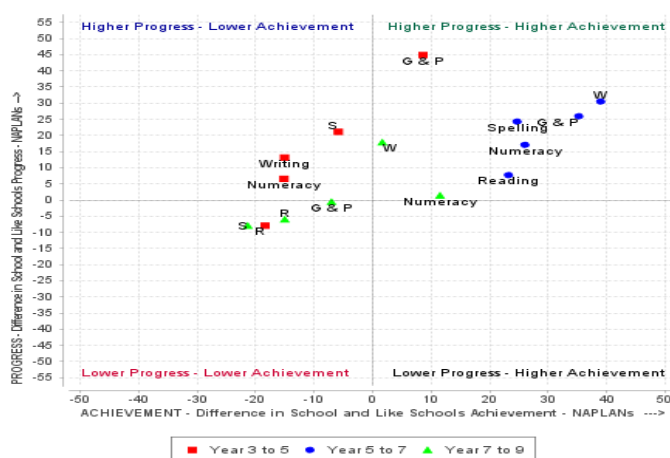
## Aboriginal Students – YEAR 9 (PROGRESS)

In terms of progress, 70-75% of students made moderate, high or very high progress from Year 7 to 9 in Reading, Writing and Numeracy. Whilst student achievement has improved unfortunately a number of students still made low or very low progress from Year 7 to 9.

## LONGITUDINAL DATA

The graph at right shows the average achievement (horizontal axis) and progress (vertical axis) compared to like schools for Years 3-5, Years 5-7 and Years 7-9 in 2016 to 2018. We aim for higher achievement and progress than like schools represented by the top right quadrant. It is pleasing to see that this is gradually being achieved, particularly with the Year 7-9 cohort. For the 2019 Year 6 group, there needs to be a focus on Reading, as achievement and progress in this area was poorer than like schools. For the same reason, there should be a continued focus for the 2019 Year 8 students in Writing, Grammar and Punctuation and Spelling.

Student Progress and Achievement Compared with Like Schools  
NAPLAN (2016 to 2018)



## 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 at 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 1 2018

Data provided by the Department of Education indicates that in the main, teacher judgements (or the A-E grades awarded) align with NAPLAN achievement. This is with the exception of Mathematics, where a line of enquiry is indicated because the actual grade allocation is between 0.5 and 1 standard deviation below expected. This means that teachers may be awarding grades which are lower than those achieved on the NAPLAN. This was evident in Numeracy for all Years 3, 7 and 9. The biggest discrepancy was for Year 7. Compared to the mean for WA Public

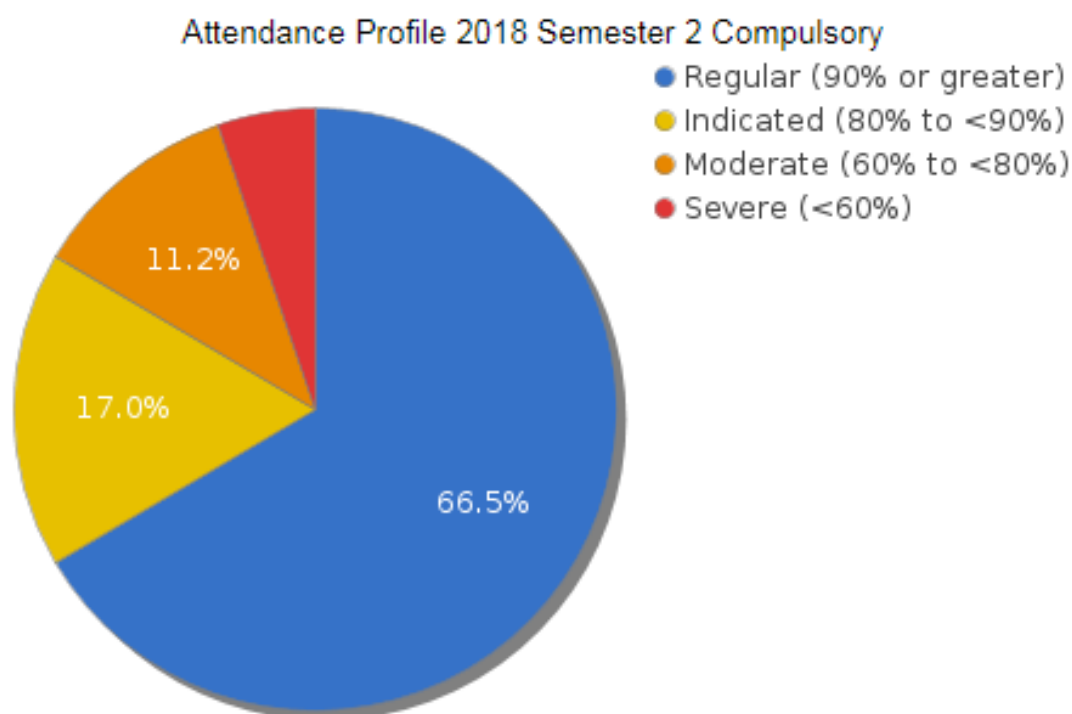


Schools, teacher grades for Year 3 and 9 Reading and Year 3 Writing did not align quite as well to the NAPLAN results so these areas must be monitored as well. What must be acknowledged is that not all students try their best at school. Hence, even though they have ability, they may not demonstrate this to the teacher and may achieve a grade that does not align with their NAPLAN result.

## STUDENT NON-ACADEMIC ACHIEVEMENT

### ATTENDANCE

Merredin College put significant effort into maintaining good attendance during 2018. Staff worked in a determined way with parents to support student attendance. Attendance rates for the entire year increased slightly overall from 88.7% in 2017 to 89.4% in 2018 for P-12 compulsory schooling. Using Schools Online data provided by the Department of Education for Semester 2, comparisons can be made to WA Public and like schools for primary, secondary and Aboriginal attendance. Merredin College attendance rates for all categories were better than like schools. Compared to WA Public Schools, Secondary and Aboriginal student attendance was marginally better than WA public school averages.



Regular attendance (90% or higher) is expected of all students in order to reach their academic potential. In Semester 2, 2018 the proportion of *regular* attenders from P-12 was 66.5% (see graph), indicating positive growth from Semester 2, 2017 (62.5%). The data available for Semester 2 on shows that primary improved the proportion of *regular* attenders from 64% to 69% and decreased the proportion of students classified as *severe at risk* from 4% to 2% between 2017 and 2018. Secondary increased regular attenders from 61% to 65% but showed a slight increase in the proportion of *severe at risk* attenders. The case management of these students is important and will be ongoing.

In primary the average attendance of Years P, 1, 2, 4 was equal to or greater than WA Public Schools. For all other primary years, it was 1-2% less.

In secondary the average attendance of Years 7,8,9,11 and 12 was equal or better than WA Public Schools. For Year 10 it was 2% less.

Overall, 2018 Primary attendance was marginally below WA Public Schools and Secondary was 2% above.

## BEHAVIOUR

### 2018 BEHAVIOUR STATISTICS – PRIMARY

Positive reinforcement including commendations was a major focus of the PBS K-6 behaviour process. Students received “Goldy” notes or “Goodie Tokens” for demonstrating the four PBS values of Merredin College. A rewards program for student involved: Lunch with the Principal/term, canteen lunch vouchers and vouchers from local stores.

In 2018, 11 students (10 male and 1 female) were suspended for a total of 43 suspensions. Two students were referred to SEN:B and 3 were students with special needs. Four students re-offended. Year 5 incurred the highest number of suspensions which is in line with 2017 data. Most suspensions came under the classification of *Abuse, threats, harassment and intimidation of other students*.

### 2018 BEHAVIOUR STATISTICS – SECONDARY

The total number of suspensions was comparable with previous years (average per student). The bulk of suspensions continue to be in Years 8, 9 and 10 with boys more often suspended than girls. The most suspensions came under the classification of *Violation of Code of conduct and Physical assault and intimidation of other students*. The spike in the former compared to previous years is not a result of increased behaviour issues, just a reclassification of some behaviours and improvement in record keeping. Students engaged with SSEN-BE and case managed by student services continue to show statistical improvement in behaviour.

### 2018 BEHAVIOUR – WHOLE SCHOOL

2018 was a monumental year for Positive Behaviour Support at Merredin College, as we started implementing our behaviour matrix by explicitly teaching our positive behaviours in all classes across the college. To make the lessons engaging, the staff at Merredin College, led by Communications Manager Erin Burnett and Internal Coach Rebecca Celenza, created “right and wrong” videos featuring our staff and students. The teachers (hilariously) modelled the incorrect behaviour whilst the students showcased the correct behaviour. This was followed by a discussion and a number of short and engaging activities to get students thinking about the effects of following the targeted behaviour. The feedback from the videos has been nothing but overwhelmingly positive.



At the beginning of the year the PBS team welcomed some new members to its committee, including two volunteers from the Merredin community who are passionate about education in the Wheatbelt. Thanks to this added support, we were able to extend externally to the Merredin community and beyond. Merredin local businesses supported the PBS initiative by placing the “Community” aspect of the behaviour matrix in their shops, and the Merredin Visitors Centre displayed our focus areas on their LED information board. We are indebted to the many Merredin businesses that have helped us implement these positive changes.

Success of PBS implementation at Merredin College is evident through our Student Evaluation Tool, which displayed a 90% increase in students who knew our school rules and values. The PBS committee at Merredin College thanks all parents, teachers and community members for its support of the initiative and we look forward to another successful year in 2019.

Other strategies were employed to up-skill staff and to promote positive behaviours across the school. 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 the PBS values of respect, responsibility, caring and striving to succeed. Students demonstrating these values were acknowledged. In secondary, Year Coordinators presented Values awards to students who demonstrated the College values of respect and integrity. 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 Chaplains also worked to re-engage students who offended in the community.

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 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. Where specialist support was required, staff contacted the Department's School of Special Educational Needs: Behaviour and Engagement (SSENBE). A successful partnership was developed between Merredin College and SSENBE resulting in significant behaviour improvements for several high needs students.



Good Standing was a prerequisite for P-12 excursions including the Canberra Camp, School Ball and Country Week. End-of-term and year rewards were implemented for primary and secondary students who met attendance and behavioural prerequisites. An end-of-year reward activity for primary to *The Spare Parts Puppet Theatre* was linked to excellent behaviour and attendance sustained throughout the year.

Promoting Alternative Thinking Strategies (PATHS) continued for K - Year 2 children to help develop their emotional understanding, 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. BUZ (Build Up Zone) Life was implemented in Years 4 - 6 classes to build up children's social skills and resilience. There was a big focus on dealing with disappointments and coping with school yard complications. Students referred to SSENBE were trained in the Zones of Regulation to assist with the self-management of their behaviours. This program will be implemented across all primary classes for all students in 2019.

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.

Staffs were provided with several opportunities for professional learning to better understand students with special educational needs. For example, Autism and Emotional Regulation PL proved useful. Several staff also took up the opportunity to be upskilled in Classroom Management Strategies

### PROGRESS ON PRIORITIES

The Merredin College Strategic Plan runs from 2017-2019. This plan sets out long term priorities and targets which are achieved through the implementation of strategies outlined in annual operational plans for each priority area. Each year operational targets are set. The 2018 targets are reported on in this section.

#### **Priority 1 - Junior Primary Writing and Numeracy**

*To improve the achievement of our junior primary students in writing and numeracy so that by the end of the school strategic plan cycle (2019):*

*1a. The number of students above the national minimum when tested in Year 3 NAPLAN writing will have increased compared to 61.5% in 2016.*

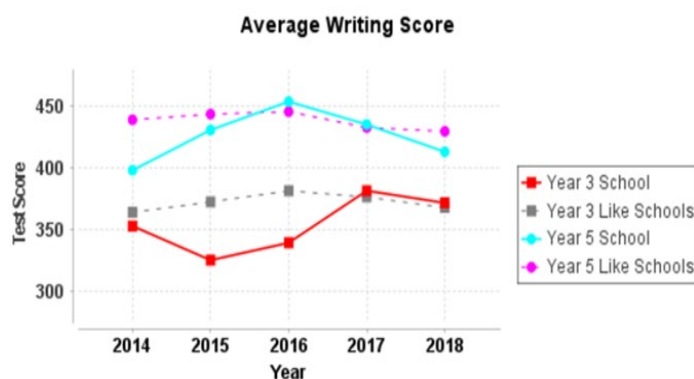
*1b. The number of stable cohort students making high or very high progress from On-Entry to Year 3 NAPLAN in Numeracy will have increased compared to 6.7% in 2016.*



### 1a. Writing

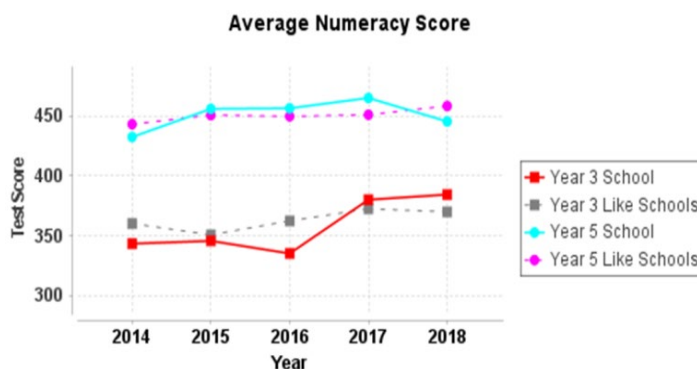
Even though this priority area only relates to Year 3 students, writing targets were set for each of the Years 2-6 as a general improvement strategy for Writing. Targets related to having a specific proportion of students achieve *good* or *excellent* (Year 2 and 3) or in making *high* or *very high* progress when tested in NAPLAN writing (Years 4-6). Year 2, 4 and 6 students were tested in late Term 3 using Year 3, 5 and 7 EasyMark provided NAPLAN tests. Results for Year 3 and 5 were based on their 2018 NAPLAN test. Five operational targets were set for Writing and of these two were achieved.

Another indication of the progress made in the area of Writing can be demonstrated by the graph which shows the average score for the Merredin College and like schools (dotted line) - 2014 to 2018. For example the Year 3 mean in 2016 (red line) was well below like schools. When tested again in 2018 as Year 5s, the gap between the school mean and like school mean (aqua line) had reduced, indicating value adding.



### 1b. Numeracy

The comments about target setting for Writing apply to Numeracy. Of the five targets set for Numeracy, four were achieved. The graph at right shows that the 2016 Year 3s were below like schools (red line). When tested as Year 5s in Numeracy they had closed the gap with like schools (aqua line). It is also pleasing to note that our students averaged a net gain of 110 NAPLANs from testing as Year 3s in 2016 to being tested as Year 5s in 2018. This mean was 10 points greater than like schools and 15 points higher than all WA schools.



#### Priority 2 Aboriginal Student Writing and Numeracy:

*To improve the achievement of our stable cohort Aboriginal students in writing and numeracy so that by the end of the school strategic plan cycle (2019):*

*2a. The number of Aboriginal students at or above the national minimum when tested in Year 3 NAPLAN writing will have increased from 62.5% in 2016.*

*2b. The number of stable cohort students making high or very high progress from On-Entry to Year 3 NAPLAN in Numeracy will have increased from 12.5% in 2016.*

*2c. The number of stable cohort students making high or very high progress in Year 5, 7 and 9 Writing will have increased from 20% (2016 Yr 5), 0% (2016 Yr 7) and 16.7% (2016 Yr 9) in 2016.*

*2d. The number of stable cohort students making high or very high progress in Year 5, 7 and 9 Numeracy will have increased from 0% (2016 Yr 5), 0% (2016 Yr 7) and 16.7% (2016 Yr 9) in 2016.*

In 2018, targets were set for Year 3 and 5 Aboriginal students in our operational planning. Though the four targets set for writing and numeracy were not met, it is acknowledged that the targets were optimistic and we are on track to meet our Business Plan targets. 87% of Year 3 students were at or above minimum national standard in writing and numeracy and 17% of students in Year 5 made high or very progress in numeracy and writing.

For secondary Writing, six targets were set and relate to progress made in NAPLAN Writing by the 2018 Year 7-9 students and for the Year 10-12 students, OLN Writing achievement. Three of these targets (Year 7 and Year 9 NAPLAN progress and Year 10 OLN) were achieved with teachers identifying specific students to case manage. The previous discussion also relates to secondary Numeracy where three (Year 7 and Year 9 NAPLAN progress and Year 10 OLN) of the six targets were achieved. Whilst the attendance of our secondary Aboriginal students is better than like schools, and has improved in recent years, the attendance average of 75.5% means many of our students are missing more than two days per fortnight.

### Priority 3 Year 12 WACE and Attainment Achievement

*To improve the proportion of our Year 12 students gaining both a WA Certificate of Education and also attainment (an ATAR of 55 or better and/or at least a Certificate II) so that by the end of the school strategic plan cycle (2019):*

*3a. 90% or more students achieve a WACE.*

*3b. The attainment rate is maintained at a high level (95% in 2016)*

*3c. The proportion of ATAR students who gain front door entry to university (minimum required ATAR and English) is improved from 55.7% in 2016 .*

In 2018 we did not meet the above Year 12 WACE and Attainment targets with 85% achieving a WACE, an attainment rate of 85% and with 50% of ATAR students gaining front door entry to university.

At Merredin College we strive for success in all our students. This is started from primary school age through to Year 12. To gain the best results for our students in regards to WACE attainment we have set eight targets in both areas of literacy and numeracy. WACE attainment just doesn't start in Year 11 and 12, however, there is a greater focus on WACE attainment during these years. We have set targets to provide every student with the best opportunity to attain their WACE and we have made great in roads this year.

Of the eight literacy targets set, six were met and one of the missed two targets came close to being achieved. Below is the breakdown of the eight targets:

- **2018 Year 7 progress from Year 5 (Stable Cohort)** - Increase by 5% the proportion of students achieving **High or Very High Progress** (increase their NAPLAN score by 1.5-2 bands) on the 2018 Writing NAPLAN compared to the **cohort** when tested in 2016.  
In 2016 we had 7 out of 20 students met this target (35%) compared to 2018 10 out of 20 students meeting the set target (50%). This was an increase of 15% achieving this target.
- **2018 Year 8 progress from Year 7 (Stable cohort)** - Increase by 10% the proportion of students achieving **Band 8 or above** in EasyMark Writing compared to the cohort when tested on NAPLAN 2017.  
In 2017 we had 7 out of 49 students meet this target (14%) compared to 2018 16 out of 49 students meeting the set target (33%). This target was achieved.
- **2018 Year 9 Stable Cohort (from Year 7) Achievement - Top three bands in Writing** - There will be a minimum **25%** of students in Bands 8-10 Writing when tested on the Year 9 NAPLAN 2018.  
10 out of 33 students met this target which equates to 30%. This target was achieved.
- **2018 Year 9 Stable Cohort (from Year 7) Progress - students just above NM (bottom of Band 6) and at the top end of At NM (Top Band 5) - Writing.** Improve by 25% the proportion who were in Bands 4 and 5 on the 2016 Year 7 NAPLAN in **Writing**. When tested in 2018 Year 9 these students move 1.5-2 Bands (improve their NAPLAN score by 75-100) in **Writing**.  
8 out of 19 students met this target which is 42%. This target was achieved.
- **2018 Year 10 who have not pre-qualified for OLNA in Writing** -20% of 2018 Year 10 students who did not prequalify during the 2017 NAPLAN for Writing will achieve the OLNA by the end of 2018.  
13 out of 29 met this target which is a result of 45%. This target was achieved.
- **2018 Year 10 – teacher awarded A and B grades – top stream students.** To increase the **proportion of A and B grades** allocated to the 2018 Year 10 students in English from 6% which was the proportion awarded to the 2017 Year 9 students in S1 to 10%.  
18 out of 59 students met this target equating to 31% of students. This target was achieved.
- **2018 Year 11 - those who have not achieved the OLNA in Writing** - 85% of 2018 Year 11 students **will have qualified** for OLNA in Writing by the end of 2018.

52 out of 63 students met this target which is a result of 83%. We did not meet this target, however, came close. We are looking at a service that provides OLNA type testing to better prepare our students to achieve their OLNA qualification.

- **2018 Year 12 - those who have not achieved the OLNA in Writing** - 95% of 2018 Year 12 students **will have qualified** for OLNA in Writing by the end of 2018.  
37 out of 41 students met this target which is a result of 90%. We did not meet this target and as stated before we are looking into providing our students the opportunity to practice OLNA type question to better prepare them for the testing.

Of the eight numeracy targets set, six were met and one of the missed two targets came close to being achieved. Below is the breakdown of the eight targets:

- **2018 Year 7 progress from Year 5 (Stable Cohort)** - Increase by 15% the proportion of students achieving **High or Very High Progress** (increase their NAPLAN score by 75-100 or 1.5-2 bands) on the 2018 Numeracy NAPLAN compared to the **stable cohort** when tested in 2016.  
In 2016 – 5 out of 22 students met the target (23%) compared to 2018 -11 out of 22 students met the target (50%). This was an increase of 27%. This target was achieved.
- **2018 Year 8 progress from Year 7 (Stable cohort)** - Maintain 45% the proportion of students achieving **High or Very High** progress in EasyMark Numeracy compared to the stable cohort when tested on NAPLAN 2017.  
There were 5 out of 52 students who met the target which was a result of 10%. This target was not achieved. However, Year 8 students were tested on Year 9 materials that had not yet been covered which has made this target hard to achieve.
- **2018 Year 9 Stable Cohort (from Year 7) Achievement - Top three bands in Numeracy** - There will be a minimum 40% of students in Bands 8-10 Numeracy when tested on the Year 9 NAPLAN in 2018.  
22 out 39 students met this target which is a result of 56%. This target was achieved.
- **2018 Year 9 Stable Cohort (from Year 7) Progress - students just above NM (bottom of Band 6) and at the top end of At NM (Top Band 5) - Numeracy** - Improve to 25% the proportion of stable cohort students who were in Bands 5 and 6 on the 2016 Year 7 NAPLAN in **Numeracy**, making **high and very high** progress. When tested in 2018 Year 9 these students move 1.5-2 Bands (improve their NAPLAN score by 75-100) in **Numeracy**.  
8 out of 17 students met this target with a result of 47% of students. This target was achieved.
- **2018 Year 10 who have not pre-qualified for OLNA in Numeracy** - 10% of 2018 Year 10 students who did not prequalify during the 2017 NAPLAN for Numeracy will achieve the OLNA by the end of 2018.  
There were 13 out of 29 students meeting this target which equates to 45%. This target was achieved.
- **2018 Year 10 – teacher awarded A and B grades – top stream students.** To increase the **proportion of A and B grades** allocated to the 2018 Year 10 students in Mathematics from 17.2% which was the proportion awarded to the 2017 Year 9 students in S1 to 20% awarded to the 2018 Year 10 students.  
There were 15 out of 52 students awarded either an 'A' or 'B' grade in 2018 which is a result of 28%. This target was achieved by 8%.
- **2018 Year 11** - those who have not achieved the OLNA in Numeracy - 85% of 2018 Year 11 students will have qualified for OLNA in Numeracy by the end of 2018.  
There were 58 out 63 students who have met this target which means that 92% of Year 11 students at the end of 2018 have passed or prequalified for their OLNA. This target has been achieved.
- **2018 Year 12** - those who have not achieved the OLNA in Numeracy - 90% of 2018 Year 12 students will have qualified for OLNA in Numeracy by the end of 2018.  
There were 36 out 41 students who met this target which equates to 88%. This target was not met, however, we were close to achieving this target. As with literacy we are looking at a service that provides OLNA type testing to better prepare our students to achieve their OLNA qualification.



#### **Priority 4 - School environment and culture**

*To develop a positive school environment and school culture so that by the end of the school strategic plan cycle (2019):*

*4a. 80% of parents surveyed feel valued, supported and welcome in the school.*

*4b. 90% of staff surveyed feel valued and supported.*

*4c. 90% of Year 3-6 and 80% of Year 7-12 feel supported and connected to the school.*

*4d. 80% of students and staff surveyed feel that the grounds and classrooms are tidy and well maintained.*

Progress on this priority is best demonstrated through the maintenance of several key strategies: Positive Behaviour Support (PBS), Aboriginal Parent meetings, lifting the profile of the Secondary Year Coordinators and the strengthening of the House System.

During 2018 staff continued to embrace PBS as a mechanism to review all aspects of the school's approach to pastoral care and management of student behaviour. In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies. PBS provided an opportunity to view inappropriate behaviour in the same manner that problems in reading or maths are viewed; as a skill deficit. When a skill deficit exists, we teach the appropriate skill. By doing so, a unified and positive school climate forms and this informs students and staff that appropriate behaviour is a priority in our school. The purpose of PBS is to establish a climate in which appropriate behaviour is the norm. The PBS Leadership Team (representative of all staff and the College Board) met regularly in 2018 and used data provided by stakeholders to determine a set of behavioural expectations (care, respect, responsibility and striving for success). The PBS expectations were launched at the beginning of 2018 and the work of the team will then involve the entire staff in rethinking their beliefs about student behaviour, reviewing existing procedures, and developing more effective policies and practices individualised to our school context.

In 2018, Aboriginal Parent Meetings provided an opportunity for staff and parents to discuss important issues related to the education of our Aboriginal students. Parents were surveyed about communication and their connection to the school. This forum also gave parents a chance to assist in the organisation of events such as NAIDOC.

Secondary Year Coordinators played a significant role in 2018. These staff spent part of their allocated time in Student Services building relationships with students and supporting their pastoral care. Along with the reinvigorated House system overseen by Mr David O'Neill, these strategies served to strengthen school pride and student connectedness to the school.

#### **OUTCOMES ATTACHED TO TARGETED INITIATIVES**

WA Public Schools receive some funding for targeted initiatives. This is for strategic programs and services, Commonwealth funded programs, operational responses and reimbursements, and for resources provided to schools through education regions. The table below shows a list of the 2018 Merredin College Targeted Initiatives and the outcomes achieved with the funds.

<b>Targeted Initiative</b>	<b>How the Funds Were Used and Outcomes Achieved</b>
Early Childhood Speech and Language Initiative	<p>Funds were used to conduct On-Entry testing of Aboriginal student oral language competencies in Term 4 to determine whether improvements had occurred using the Term 1 assessment as a baseline. The North East Language Development Centre provided early childhood teachers with advice and support regarding appropriate strategies. The outcomes achieved include:</p> <ul style="list-style-type: none"><li>● Testing of students</li><li>● Upskilling of staff</li><li>● 40% of students showed significant oral language improvement.</li></ul>

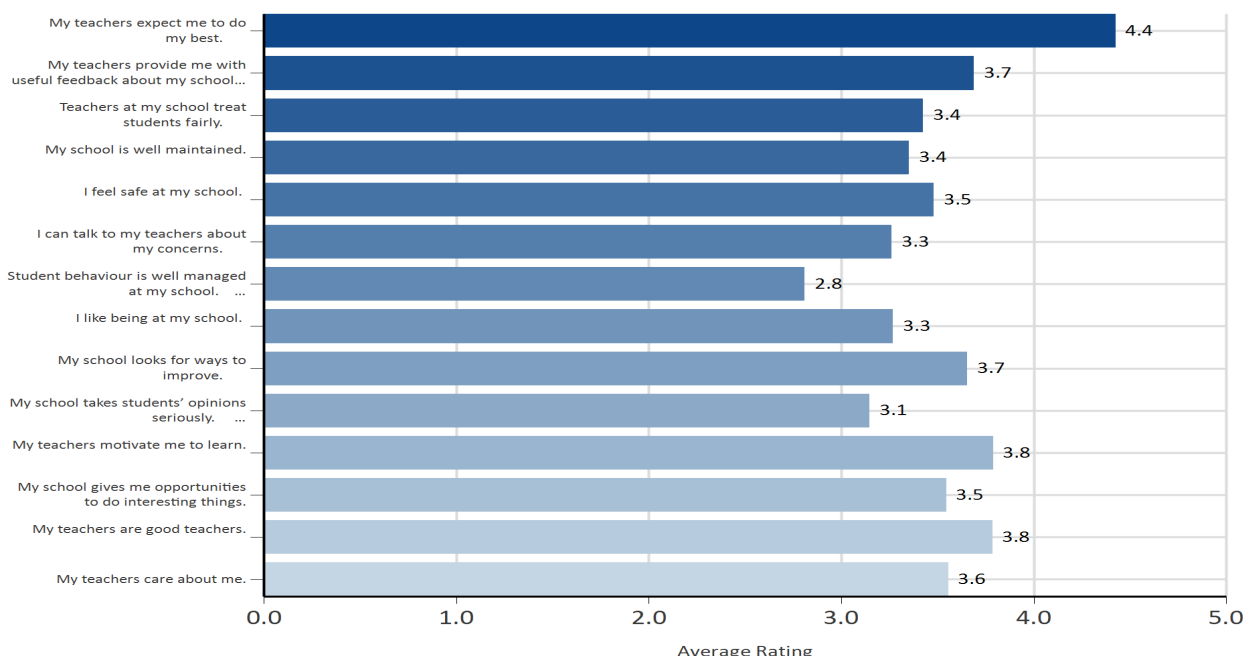
Graduate Teacher Induction Program and Graduate Curriculum Materials	<p>Funds were used to provide extra DOTT time for graduate teachers for planning and preparation, and meeting with school based mentors/PLI advocate. Teacher relief was also provided so that graduates could attend the Graduate Teacher Induction Program. A small allocation was made available for the purchase of curriculum materials. The outcomes achieved:</p> <ul style="list-style-type: none"> <li>• Participation by all graduates in the required PL modules.</li> <li>• Participation by graduates in the In-Class Coaching program.</li> </ul>
In School State Funded Chaplaincy Program and National School Chaplaincy Program	<p>This program was supplemented by school and community funds and was used to access the services of school chaplains for both primary and secondary students in order to provide pastoral care services. The main focus was improved health and wellbeing of students, staff and the broader community. The outcomes achieved:</p> <ul style="list-style-type: none"> <li>• Supporting 'at risk' students and staff experiencing personal challenges.</li> <li>• Running welfare programs including the Breakfast Club.</li> <li>• Improving the connection of students to the school.</li> </ul>
National Partnership on Universal Access to Early Childhood Education	<p>These funds are provided to enable the school to provide 15 hours per week of education to Kindergarten children. Public schools are only funded for 11 hours per week and so these funds are effectively a 'top up.' This outcome was achieved for all Merredin College kindergarten students who were able to access 15 hours per week in 2018.</p>
National Quality Standard Implementation	<p>Funds were used to engage Early Years' staff in reflective processes required to consolidate the implementation of the NQS into school planning. Staff continued to address playground changes required for imaginative nature play. As a result of reflective practice, Merredin College has in place a NQS improvement plan which is monitored periodically.</p>
Sporting Schools Programme	<p>The Merredin College Physical Education Department successfully implemented a program to introduce volleyball to its Year 5 and Year 6 students. Specialised volleyball equipment has enabled teaching the basics of the sport in a controlled and enjoyable environment. The program ran for 5 weeks and over 10 lessons. Teacher and student feedback regarding the program was positive, encouraging further expansion of the volleyball program in 2019.</p>
VET in School	<p>These funds were used to provide a VET program at Merredin College. VET related expenditure included but was not limited to relevant staff training, expenses associated with third party providers, costs associated with workplace learning and career education/counselling.</p> <p>Outcomes for 2018 include:</p> <ul style="list-style-type: none"> <li>• VET participation rate of 79%</li> <li>• 14 Certificate IVs, 3 Certificate IIIs and 17 Certificate IIs.</li> <li>• 8 students with 2 VET qualifications and 4 students with 3 or more qualifications.</li> <li>• Eight different certificate courses delivered.</li> </ul>

## PARENT, STUDENT AND STAFF SATISFACTION SURVEYS

The *National School Opinion Survey* is administered every two years. It was conducted in September and October 2018 and results were presented to the School Board. The information provided was used to inform planning. A brief summary is provided below.

### YEAR 5 – 11 STUDENTS

243 responded – 14% Aboriginal



#### Most 'Popular' Statements by Average

For each statement respondents could Strongly agree, Agree, Neither Agree/nor Disagree, Disagree, Strongly disagree. Ratings were 1 to 5

My teachers expect me to do my best	4.4
My teachers motivate me to learn	3.8
My teachers are good teachers	
My teachers provide me with useful feedback about my school work	3.7
My school looks for ways to improve	

#### Least 'Popular' Statements by Average

School behaviour is well managed at my school	2.8
My school takes student opinions seriously	3.1
I can talk to my teachers about my concerns	3.3
I like being at my school	

### TEACHERS

Of the 38 who responded - 79% were fulltime, 83% permanent, 22% employed in a Leadership position, 14% did not have a teaching role.

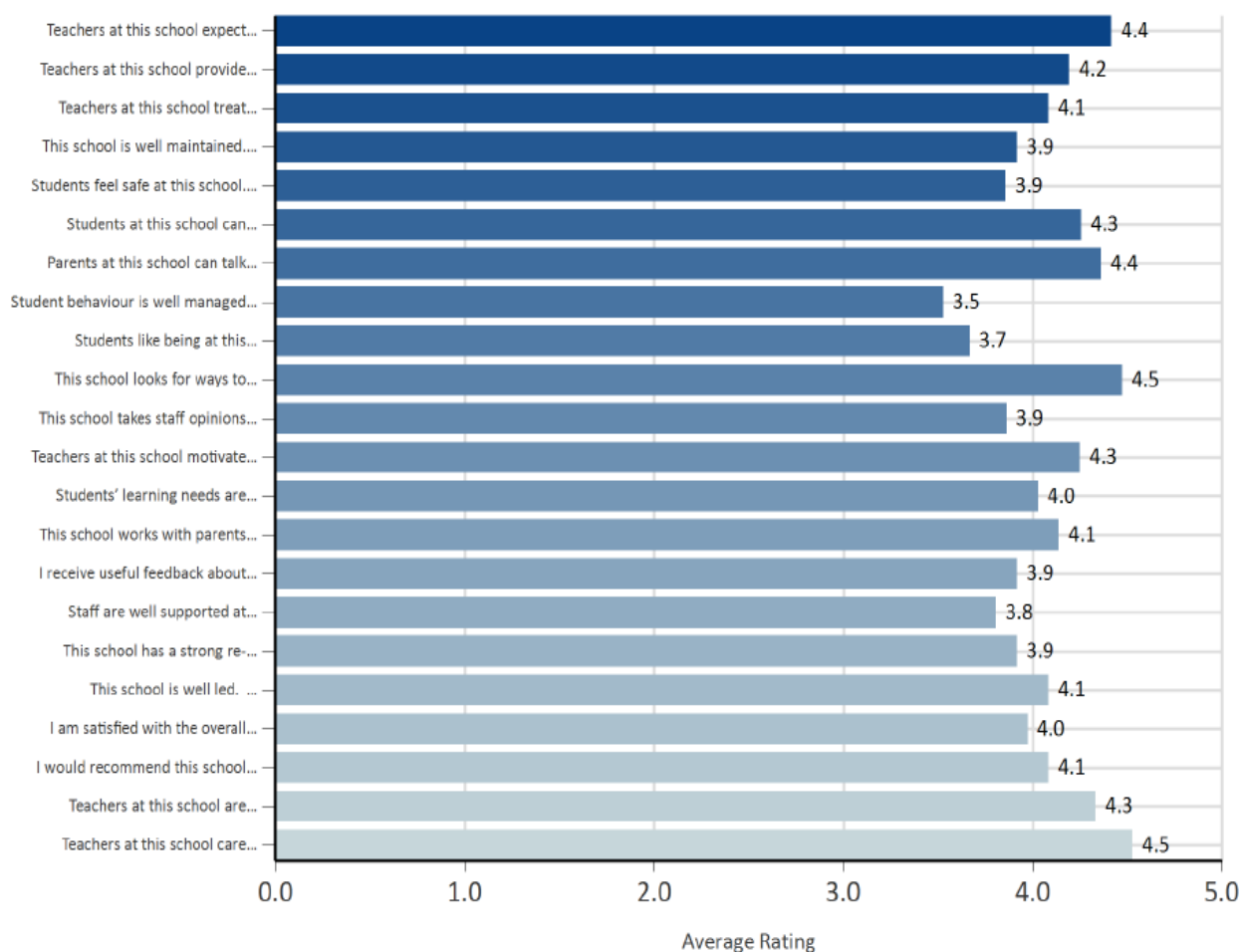
#### Range of experience

	0-5		6-10		11-20		21-30		31+	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	12	33%	4	11%	9	25%	2	6%	9	25%

## Teaching area

	Primary		Secondary		Primary and Secondary		N/A	
	Num	%	Num	%	Num	%	Num	%
<b>Number</b>	13	37%	17	49%	4	11%	1	3%

## The Questions and Responses



## Most 'Popular' Statements by Average. Ratings can be 1 to5. Mean is 2.5.

Teachers at this school care about their students. This school looks for ways to improve.	4.5
Teachers at this school expect students to do their best	4.4
Students at this school can talk to their teachers about their concerns. Teachers at this school motivate students to learn. Teachers at this school are good teachers.	4.3

## Least 'Popular' Statements by Average

In 7 questions, a maximum of one teacher Strongly Disagreed. In three questions between 2-3 teachers Strongly Disagreed.

School behaviour is well managed at my school	3.5
Students like being at this school	3.7
Staff are well supported at this school.	3.8



## SUPPORT STAFF

14 responded; range of experience from 0-5 yrs up to more than-20 yrs; 79% (11) worked in a classroom/library; 38% in primary, 31% secondary and 31% across primary and secondary.

**A/SA = Agree/Strongly Agree; D/SD = Disagree/Strongly Disagree**

**Ratings can be 1-5. Mean is 2.5.**

	A/SA	No Opinion	D/SD
Teachers at this school care about their students.	93%	7%	0%
Teachers at this school treat students fairly	86%	14%	0%
Student behaviour is well managed	71%	14%	14%

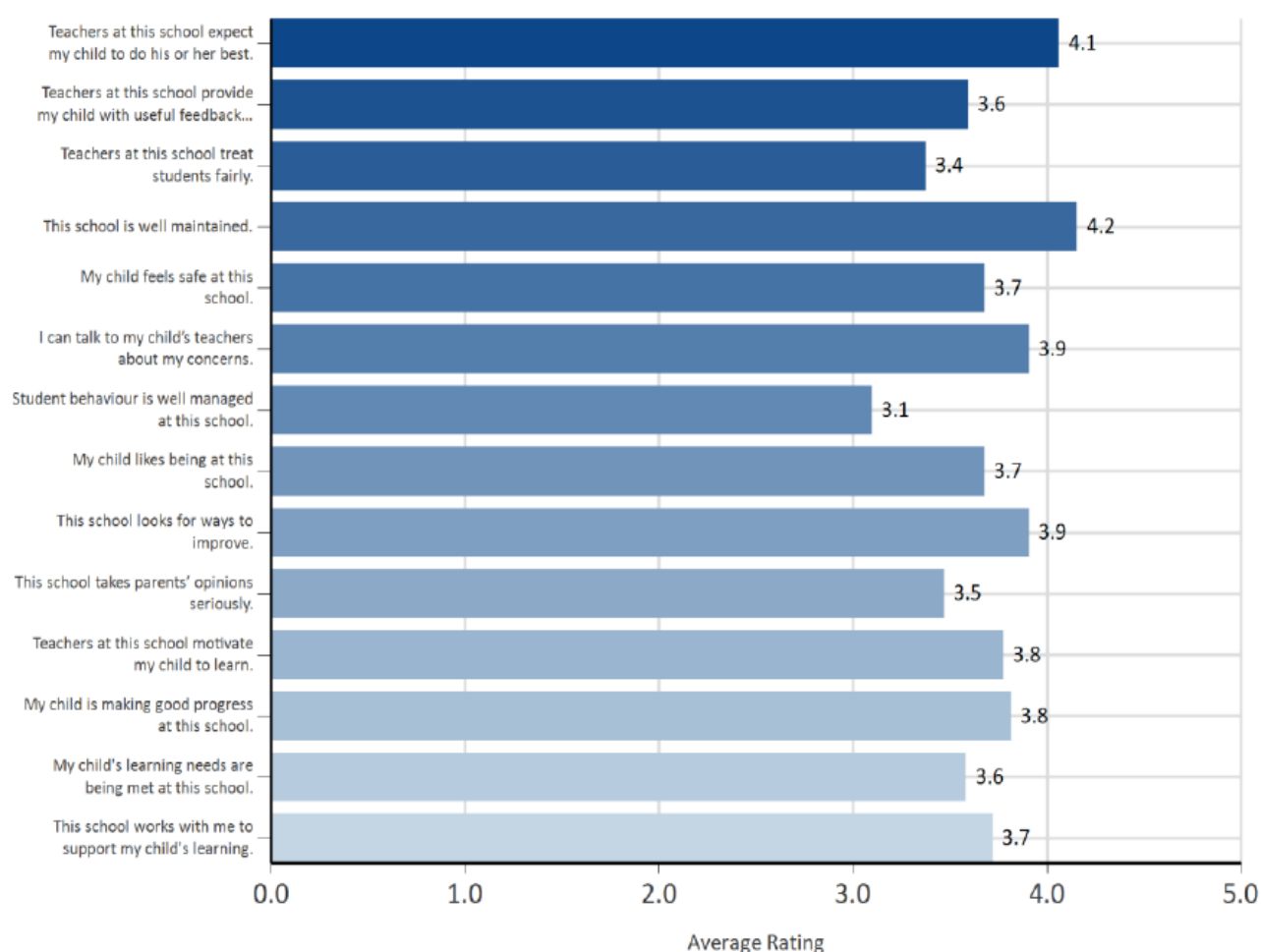
## PARENTS

32 responded from across the school. See below:

	Kindergarten		Pre-primary		Year 1		Year 2		Year 3		Year 4		Year 5	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Number	-	-	4	13%	2	6%	2	6%	-	-	1	3%	1	3%

	Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Number	1	3%	5	16%	7	22%	1	3%	5	16%	2	6%	1	3%



## Most Popular Statements by Average

A/SA = Agree/Strongly Agree; D/SD = Disagree/Strongly Disagree (Scale 1:5)

This school is well maintained	4.2
Teachers at this school expect my child to do his or her best.	4.1
This school looks for ways to improve	3.9
I can talk to my child's teachers about my concerns	3.9
Teachers at this school motivate my child to learn	3.8
The school works with me to support my child's learning	3.7
My child likes being at this school	3.7
Teachers at this school provide my child with useful feedback about his or her school work.	3.6

## Least 'Popular' Statements by Average

A/SA = Agree/Strongly Agree; D/SD = Disagree/Strongly Disagree (Scale 1:5)

	Average 1-5
School behaviour is well managed at my school	3.1
Teachers at this school treat student fairly	3.4
This school takes parent opinions seriously	3.5

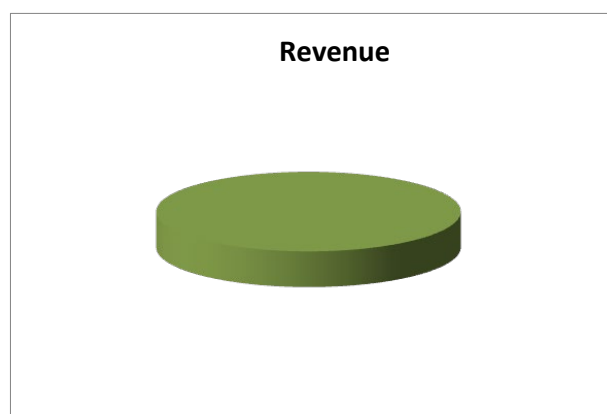
## P&C AND SCHOOL BOARD REPORTS

Copies of the P&C and School Board reports for 2018 have been published in the Combined Harvest. They will be provided on request.

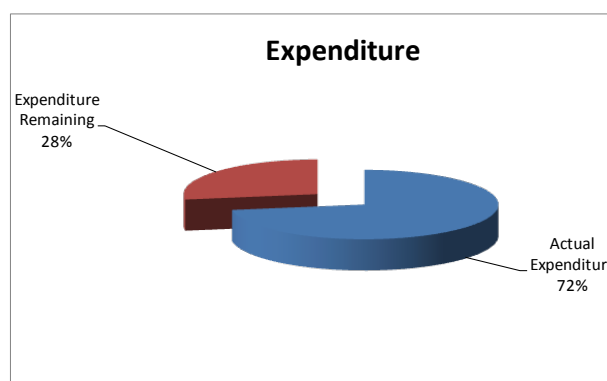
## FINANCIAL INFORMATION – SUMMARY AS AT 31 DECEMBER 2018 (COMPLETED)

### Financial Summary 31 December 2018

Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 274,920.89
Current Year Budgeted Revenue	\$ 1,486,938.40
Actual Revenue Received	\$ 1,486,944.90
Revenue Shortfall/Surplus	-\$ 6.50
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	\$ 1,761,865.79

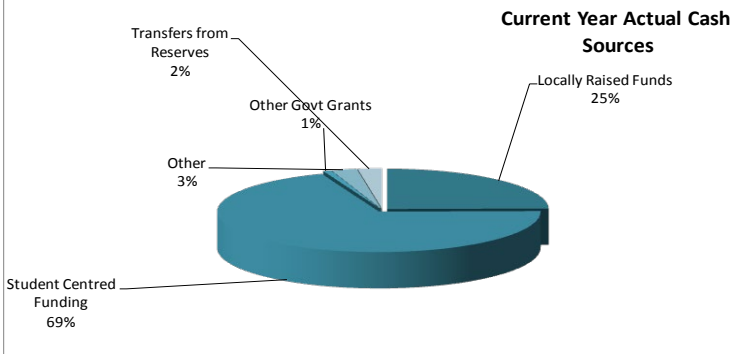


Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 1,639,707.90
Actual Expenditure	\$ 1,188,685.78
Expenditure Remaining	\$ 451,022.12
Cash Budget Variance	\$ 122,151.50
Variance as a % of Total Funds Available	6.9%
Actual Expenditure as a % of Budgeted Expenditure	72.5%

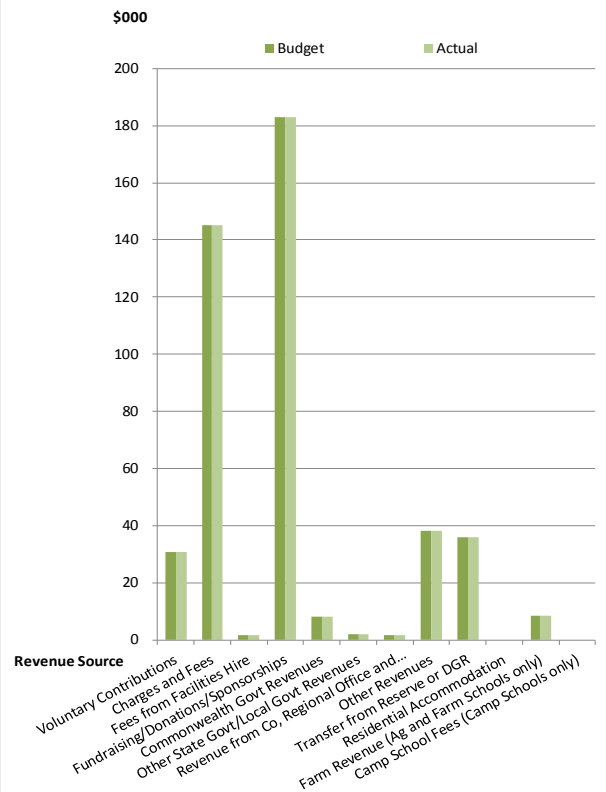


**Merredin College**  
Financial Summary as at  
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 30,628.00	\$ 30,628.48
2	Charges and Fees	\$ 145,075.00	\$ 145,072.35
3	Fees from Facilities Hire	\$ 1,715.00	\$ 1,715.18
4	Fundraising/Donations/Sponsorships	\$ 183,026.00	\$ 183,031.69
5	Commonwealth Govt Revenues	\$ 8,142.35	\$ 8,142.35
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,610.00	\$ 1,610.00
8	Other Revenues	\$ 38,201.00	\$ 38,202.82
9	Transfer from Reserve or DGR	\$ 35,912.00	\$ 35,912.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 8,363.40	\$ 8,364.16
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 454,672.75</b>	<b>\$ 454,679.03</b>
	<b>Opening Balance</b>	<b>\$ 274,921.00</b>	<b>\$ 274,920.89</b>
	<b>Student Centred Funding</b>	<b>\$ 1,032,265.65</b>	<b>\$ 1,032,265.87</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,761,859.40</b>	<b>\$ 1,761,865.79</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 1,761,859.40</b>	<b>\$ 1,761,865.79</b>

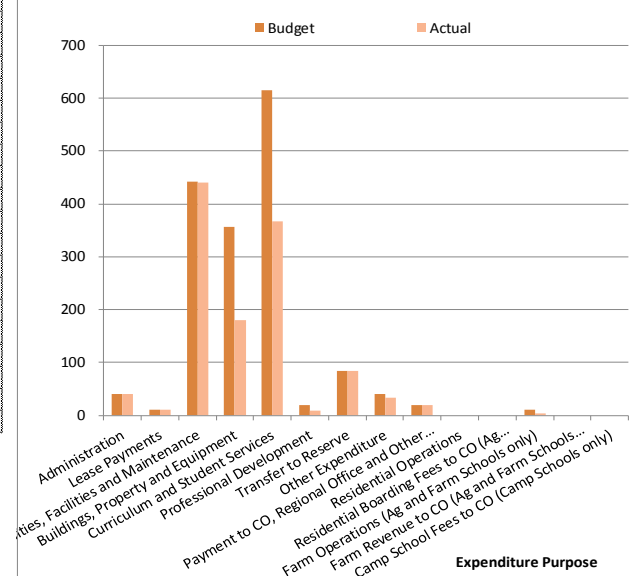


**Locally Generated Revenue - Budget vs Actual**

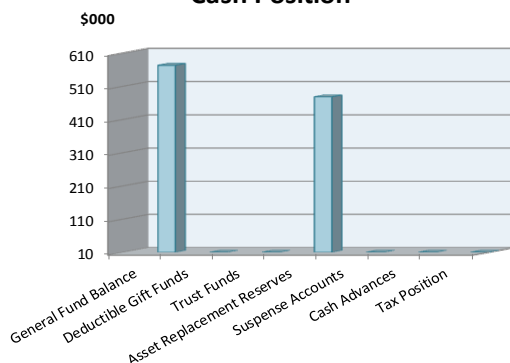


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 40,991.48	\$ 40,276.76
2	Lease Payments	\$ 11,261.00	\$ 11,261.52
3	Utilities, Facilities and Maintenance	\$ 441,665.95	\$ 439,864.64
4	Buildings, Property and Equipment	\$ 356,755.33	\$ 180,166.90
5	Curriculum and Student Services	\$ 615,373.18	\$ 366,617.16
6	Professional Development	\$ 18,716.91	\$ 8,170.75
7	Transfer to Reserve	\$ 84,580.00	\$ 84,580.00
8	Other Expenditure	\$ 40,319.78	\$ 34,200.00
9	Payment to CO, Regional Office and Other Schools	\$ 19,546.27	\$ 18,990.42
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 10,498.00	\$ 4,557.63
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 1,639,707.90</b>	<b>\$ 1,188,685.78</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 1,639,707.90</b>	<b>\$ 1,188,685.78</b>
	<b>Cash Budget Variance</b>	<b>\$ 122,151.50</b>	

**Goods and Services Expenditure - Budget vs Actual**

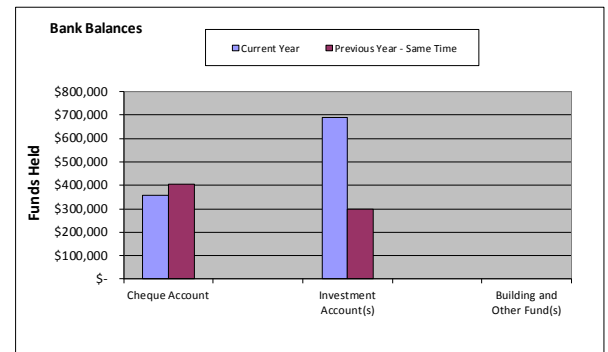


**Cash Position**

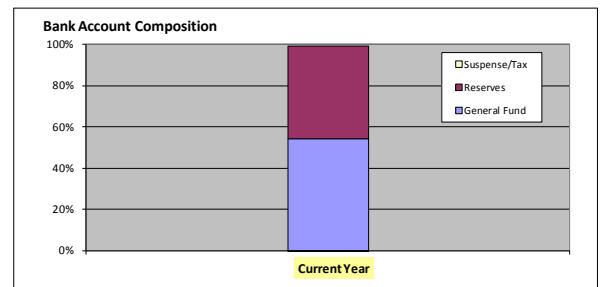


<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 1,045,875.49</b>
<b>Made up of:</b>	<b>\$ -</b>
1 General Fund Balance	\$ 573,180.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 478,164.73
5 Suspense Accounts	\$ 3,503.25
6 Cash Advances	\$ -
7 Tax Position	\$ 1,966.00
<b>Total Bank Balance</b>	<b>\$ 1,045,875.49</b>

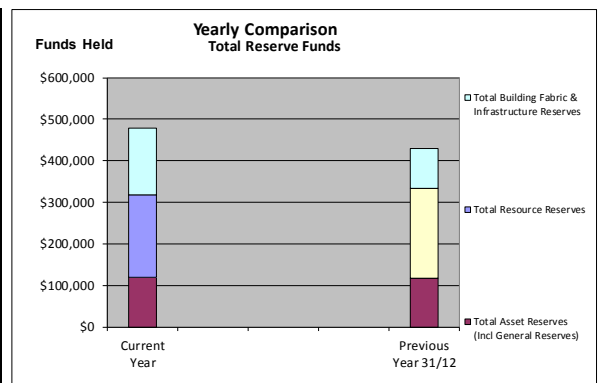
Reconciled Bank Balances:		
	Current Year as at: 31/12/2018	Previous Year - Same Time
Cheque Account	\$ 356,085.49	\$ 403,213.12
Investment Account(s)	\$ 689,790.00	\$ 300,000.00
Building and Other Fund(s)	\$ -	
<b>Total</b>	<b>\$ 1,045,875.49</b>	<b>\$ 703,213.12</b>



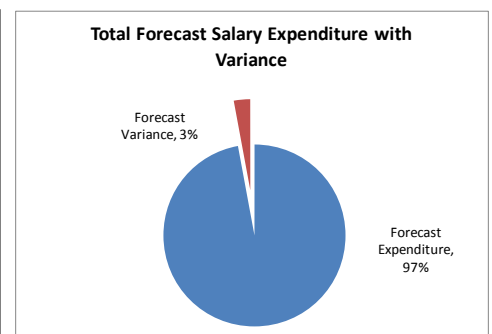
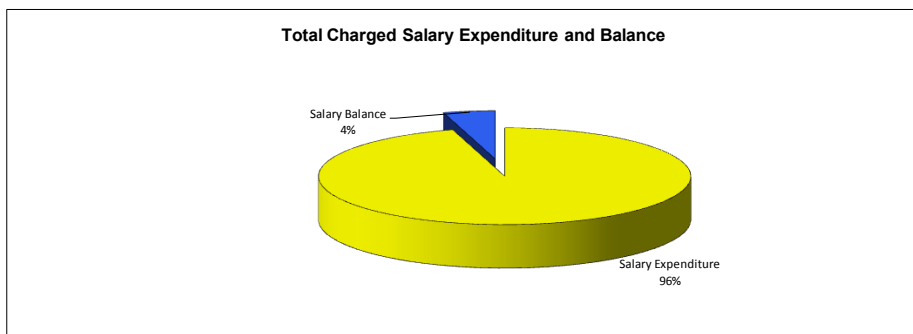
Bank Account Composition	
General Fund	55%
Reserves	46%
Suspense/Tax	-1%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 118,602.00	\$ 117,102.00
Total Resource Reserves	\$ 199,148.73	\$ 216,276.00
Total Building Fabric & Infrastructure Reserves	\$ 160,414.00	\$ 96,119.00
Total All Reserves	\$ 478,164.73	\$ 429,497.00
Current Year Reserve Transfer Funds Included above	\$ 84,580.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



School Salary Allocation (SCFM)									
As at 31/12/2018									
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance	
\$ 315,907.00	\$ 8,018,603.00	-\$ 830,004.00	\$7,504,506.00	\$ 7,167,138.00	\$ 337,368.00	96%	\$7,285,519.00	\$ 218,987.00	

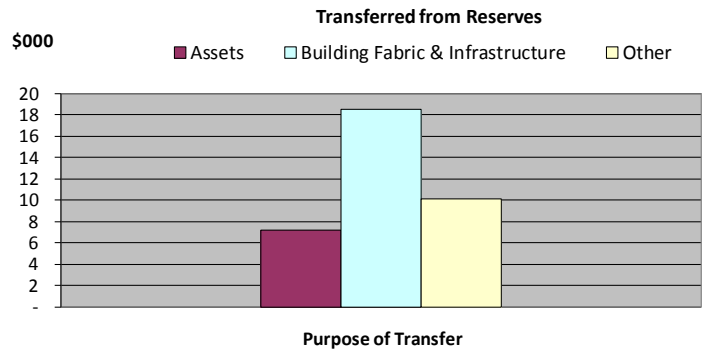




## Reserve Transfers

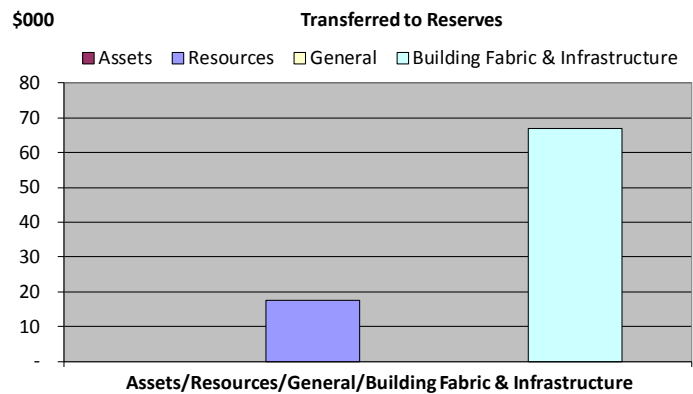
### Transferred from Reserves:

Assets	\$ 7,186.00
Building Fabric & Infrastructure	\$ 18,575.00
Other	\$ 10,151.00
<b>Total</b>	<b>\$ 35,912.00</b>



### Transferred to Reserves:

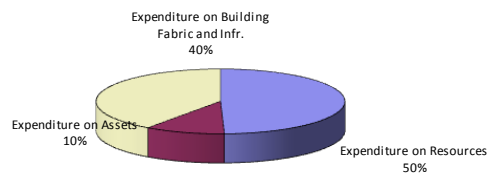
Assets	\$ -
Resources	\$ 17,595.00
General	\$ -
Building Fabric & Infrastructure	\$ 66,985.00
<b>Total</b>	<b>\$ 84,580.00</b>



## Asset and Resource Acquisitions

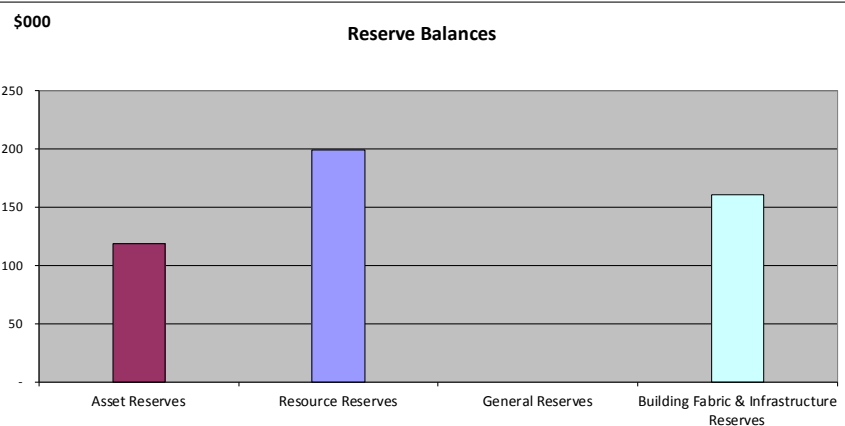
Expenditure on Resources	\$ 89,193.72
Expenditure on Assets	\$ 18,668.00
Expenditure on Building Fabric and Infr.	\$ 72,305.18
<b>Total Resource/Asset Exp</b>	<b>\$ 180,166.90</b>

### Asset, Resource and Building fabric & Infrastructure Acquisitions



## Reserve Balances

Asset Reserves	\$ 118,602.00
Resource Reserves	\$ 199,148.73
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ 160,414.00
<b>Total Reserves</b>	<b>\$ 478,164.73</b>



## CONCLUSION

Merredin College has operated as an Independent Public School (IPS) since 2017. This meant the School Board, led by Mrs Julie Flockart, has a significant role in setting the strategic direction of the College. The IPS initiative essentially shifts decision to schools and facilitates stronger engagement between schools and their community. As an example of this community engagement, a School Board member, Ms Lisa Fischer and Ms Phillipa Davey from the Department of Child Protection and Family Support have worked with staff on the Positive Behaviour Support (PBS) initiative.

We are indebted to the staff who enthusiastically embraced PBS to implement a more positive school culture. The work of the 2018 PBS team led by Mr Matt Baltovich and Ms Rebecca Ryan underpins the conduct of all staff and students - *we are caring; we are respectful; we are responsible and we strive to succeed*. This important work is having a positive impact on our school culture.

We commend the primary area of the College on the great strides they have made in the use of digital technologies. A successful Teacher Development School application to become a DigiTech school for 2018/2019 will provide further opportunities to progress.

We acknowledge the commitment of teachers and education assistants. They continue to provide quality learning close to home. The importance of non-teaching staff in supporting teachers, maintaining a comfortable environment and ensuring administrative procedures are carried out, cannot be over-stated.

The school's Leadership team – Ms Lynne Herbert (Deputy Principal – K-6), Mr Gerard Rennie (Deputy Principal - Year 7-12), Mr Jarrad Ritchie (Deputy Principal – Student Services), Mrs Barbara Smith (Deputy Principal – K-6), the Heads of Curriculum/Teachers in Charge (Mrs Julie Tiller - Humanities, Mr Darren Gardiner – Mathematics, Miss Alyce Rogerson - Science, Mr David O'Neill - Health and Physical Education, Miss Natalie Beale- The Arts/Technologies) and the VET Coordinators (Mr Wayne Wallace and Mrs Tracey Sutherland) provided great support throughout the year.

We thank our P & C President Mr Kim Lane and his executive team for their outstanding support. Throughout 2018 the P&C have again supported the school via the Canteen, Uniform Shop and in fundraising ventures. The Merredin College Board, chaired by Mrs Julie Flockart, is acknowledged for the time and expert advice offered by members.

We close in expressing our gratitude to the parents and carers who worked alongside staff to ensure our young people were provided with the best possible chance of success. Your children are the future of this community.



Alby Hutts  
Principal  
March 2019

Julie Flockart  
School Board Chair  
March 2019