



**MERREDIN COLLEGE**

A Wheatbelt Independent Public School

# 2020 ANNUAL REPORT

*learning close to home*



## SCHOOL VISION

Merredin College, where we aim to be the best we can be in everything we do.

## OUR MISSION

In partnership with our community, we seek to inspire our students to strive to succeed and to be caring, respectful, responsible citizens so that they can lead healthy, productive and meaningful lives.

## OUR BELIEFS

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



# CONTEXUAL 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 2020 Semester 1 census, 553 students were enrolled. 215 students (38.9%) were in K-6 and 338 (61.1%) in Years 7-12. 243 of the secondary students (71.9%) were Years 7-10 and the remaining 95 (39.1%) were in upper school. Aboriginal students comprised 16.6% of the population (92 students) while students with a recognised disability level 1 -4 totalled 28.

## YEAR 7 INTAKE 2020

Of the Year 7 students enrolled in 2020, 29 came from Merredin College (49.2%), with the rest from St Marys (28.8%), Kellerberrin DHS (8.5%). The remainder came from 8 other schools in Beacon, Bencubbin, Bruce Rock, Hyden, Koorda, Moorine Rock, Nungarin and Tammin.

## YEAR 11 INTAKE 2020

Of the 45 Year 11 students, most were previously Merredin College students (80%). Students were also enrolled from Bruce Rock DHS, Mukinbudin DHS, Quairading DHS and Northam Senior High School.

## DESTINATION SCHOOLS – END OF 2020

Of the 34 Year 6 students, all but 1 enrolled at Merredin College for 2021. Most of the 64 Year 10 students remained at Merredin College (79.7%). Of the 13 who left, 10 enrolled at the WA College of Agriculture – Cunderdin and 2 transferred to private schools in Perth. Four Year 7 Students also enrolled in private Perth schools for 2021.

## OUR COMMUNITY

The School's ICSEA (Index of Community Socio-Educational Advantage) is 948 (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. Renewable energy infrastructure in the form of wind turbines (Collgar Wind Farm) and Solar Energy (Risen Energy) are recent additions to the traditional economic base.





# LINKING WITH THE COMMUNITY

## MERREDIN COLLEGE BOARD

In 2020 the Merredin College School Board was restructured, changing from 11 members (5 Parent, 3 Community and 3 Staff) to 9 members (4 Parent, 2 Community and 3 Staff). Each member is elected for a two year term and the position of Chair, Vice Chair and Secretary and elected by the members annually. The 2020 Board comprises Julie Flockart (Chair), Thomas James (Vice Chair), Jenny Doncon (Secretary), parent representatives Philip Van Der Merwe, Renee Manning and Lesley Watson, community representative Romolo Patroni and staff members Leigh Nelson (Principal) and Lynne Herbert.

## MERREDIN COLLEGE P&C

The Parents and Citizens Association met twice each term. The main office bearers were - Justine Low (President), Phil Van Der Merwe (Vice President), Chantal Davies (Secretary) and Kristy Van Der Merwe (Treasurer). The P&C is responsible for the Canteen and Uniform Shop. The P & C holds fundraising events that subsidise school camps and excursion and provide extra school resources. Due to the COVID impact in 2020 P&C contributions were limited to Award donations. However the P&C did coordinated a large car raffle, where the proceeds will benefit the school in 2021 and beyond.

## 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. The annual Meet the Teachers event was held for Aboriginal families at the Merredin Memorial Pool. The community NAIDOC Week held at the College and Merredin Peak 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 (Yearbook) summarised the main highlights of the 2020 year.

Other community events/excursions which would normally showcase our students were cancelled due to COVID 19 these included Anzac Services, Country Week, Year 9 Canberra Trip, Merredin



# HIGHLIGHTS OF 2020

## SPORTING AND OTHER OUTDOOR PURSUITS

2020 saw a lot of events cancelled however there were some that the students competed in either just before or after the COVID-19 shutdown.

EASA Sporting events were able to go ahead with the Swimming Carnival held just before the shutdown. Merredin came out on top of this event along with the Athletics Carnival which was held after the shutdown.

Overall House Cup: House points are awarded for academics, citizenship, sporting participation and achievement. As a result, Mitchell was the winning house for 2020. Kelly finished 2nd, Law finished 3rd and Growden finished 4th.

## 2020 STUDENT LEADERSHIP GROUP

### YEAR 6 STUDENT LEADERS

The Year 6 Student Leaders included Sam Anderson and Chloe Van Der Merwe (Captains) with the councillors being Ambrose McGrath, Nathaniel Shelton, Milla Kett and Charlotte Rajagopalan. 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 Barb Smith.

### K-6 HOUSE CAPTAINS

Growden – Matthew Pitout

Mitchell – Xander Boehme

Law – Ollie parker

Kelly – Mitchell Junk

### YEAR 12 STUDENT COUNCIL

The Year 12 Student Council included Tom Farson (Head Boy), Panashe Mudimu (Head Girl), , Rebecca Nelson, Daniella Navales, Charlee Brooker and Thomas Flint.

### SCHOOL LEADERS (YEAR 7-11)

Year 7 – Mahara Te Kani-Atkins and Lucas Griffiths

Year 8 – Holly Alvaro and Lucas Griffiths

Year 9 – Phoebe Brooker and William Wall

Year 10 – Jholana Narkle and Lachlan Alvaro

Year 11 – Jordi Smith and Jack Laffan

### SECONDARY HOUSE CAPTAINS

Growden – Tre-Jayne Ring and Gaby Paterson

Kelly – Natalie Mann and Georgina Squire

Law – Baileigh-Rose Grant and Zane McQuistan

Mitchell – Stewart Watson and Jelara Daddow

Their activities were coordinated by Ms Natalie Beale and Mr Tom James. 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 2019 Leavers' jacket.





## SPECIAL PROGRAMS

### SPECIAL NEEDS

Students worked from Individual Education Plans supported by teachers and education assistants. They completed a range of mainstream and life skills studies. Some students attended an Independent Living class where they were involved in a weekly excursion encompassing shopping, cooking, visits to local attractions. Upper school students attended regular supported 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 9 days of Chaplaincy per fortnight spread across the Primary (4 days, Sal Marais) and the Secondary (5 days, Beth Smith).

### 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 the Australian Institute of Education & Training. As a reward for excellence, Collgar Wind Farm provided two student scholarships, each valued at \$500.

### MUSIC AND DANCE

Mrs Caryn Adamson taught music to the K-6 students. She also coordinated the College Choir and produced the Primary concert 'MerryDin'. Primary Music classes involve singing, dance, drama and percussion instruments.

The College has a modern Dance studio where Mrs Natalie Pirovich taught dance to secondary students.

### BREAKFAST CLUB

This program was coordinated by school Chaplains Beth Smith 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 continued to have 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. Recycled paper continued to be used in the Kitchen Garden for mulching, for paper mache art projects, or donated to individuals for their home needs. Our Year 5/6 class managed our compost project as well as our worm farms in repurposed refrigerators.

## **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. Students learned life skills to help make healthier choices.



## **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 Workforce Solutions for students from Year 10-12.

## **ABORIGINAL PROGRAMS (SECONDARY)**

A variety of programs occurred for years 7 to 12 aboriginal student led by Secondary Indigenous Support Officer Terri Tekani and AIEO Ellen Thomas.

Significant projects including the indigenous mural and aboriginal elder panel meeting added richness to the curriculum. Day to day pastoral care support was available to all aboriginal students.

## **ABORIGINAL PROGRAMS (PRIMARY)**

All K-6 Teachers embed the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures into their learning plans. Integrated units of work are evident in all classrooms and the support from the AIOE, Jeno Hayden is accessed as required by the teacher. The Primary AIEO is the coordinator for the MiniLit program for Indigenous students which was implemented as a literacy intervention for targeted Indigenous students. During 2020, an Aboriginal Education Team was developed with staff representation from all areas of the Primary School and included members of the local Aboriginal community. Regular meetings held to discuss outcomes of our Aboriginal students.

## **DENTAL THERAPY UNIT**

The College hosted the School Dental Therapy unit which provided services to students - dental promotion, early identification and intervention.

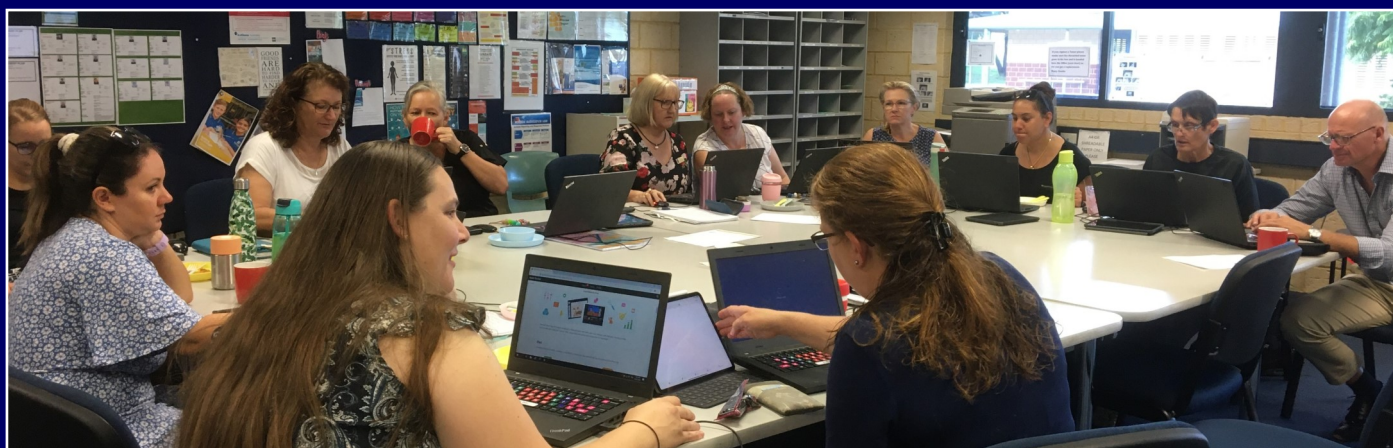
## **HOMEWORK CLASSES**

Secondary homework classes were provided by teachers in 2020. These 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 Mr Mark McClellan. Merredin College hosted the PEAC students from 5 schools in our region this year.





## **DIGITAL TECHNOLOGIES**

Merredin College became a Teacher Development School (TDS) for Digital Technologies in 2018, a recognition of our teachers' expertise. Our two TDS Coordinators, Amelia Baltovich and Grace Garbin, ran regular Techie Brekkies introducing new Digital Technologies to staff who then incorporated the ideas into their teaching programs as well as running Webinar sessions for schools across the state and delivered professional learning for networks and schools on request. 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. 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, OSMO robots as well as Spheros. The code.org program was used with students from Year 4-6 and ScratchJr with Year 1-4 students to develop coding skills. Our Year 5/6 class learnt skills in 3D Design and printing and along with our Year 6 class, were introduced to Microbits, a tiny programmable computer designed to make learning fun, in Semester 2 as well as CoSpaces where they designed Virtual Tours of their projects. Teacher and student skills were developed in the use of a range of creation apps including Green Screen, ChatterPix and PuppetPals. A select group of students from Year 4 to 6 were involved with the Indigital Program. They created 3D Aboriginal characters in Paint 3D and incorporated them into environments designed in Minecraft. They also participated in a Minecraft competition through Indigital and won Runner Up in the BEST Minecraft World category.

In Term 3, we held a Technology Showcase where staff and students shared their learning journeys in STEM and Digital Technologies with their families.

## **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 Clare Smith and Miss Ashlyn Osborne). 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 2 mornings a week and negotiated with other agencies to run parent workshops which were well supported throughout the year.

## **KINDILINK**

Merredin College was fortunate to receive a 3 year grant to run a KindiLink program for pre-school aged children. Teacher, Mrs Kylee Crabb and AIEO, Ashlynn Osborne, ran two play-and-learn sessions each week for children and their parents actively involving parents in learning activities with their children.

## **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 and drink water.



# STUDENT ACADEMIC ACHIEVEMENT

## YEAR 12 ACHIEVEMENT

84% of eligible students (36 of 43) 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 (3 students), Writing (2 students) and Numeracy (4 students). We had an 88% success rate in the OLNA requirements. Having extra support put in place through the OLNA Support Program has resulted in a maintenance of the high OLNA achievement level. Three students 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 (93%). This was despite the very best efforts of teachers who encouraged and supported at risk students. The table shows WACE achievement since 2016.

	2019		2020	
	Number	%	Number	%
Full-time WACE-eligible Year 12 students	50		43	
Full-time WACE-eligible Year 12 students who achieved the WACE	44	88	36	83.72
Full-time WACE-eligible Year 12 students who completed four or more year 12 ATAR courses	23	46	14	32.56
Median ATAR (TISC)	55.2		64.7	
Full-time WACE-eligible Year 12 students who completed a Certificate II or higher	26	52	23	53.49
Full-time WACE-eligible Year 12 students who completed four or more Year 12 ATAR	49	98	37	86.05
Number of Certificate I completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. Percentage refers to the total number of certificates issued.	0	0	1	2.08
Number of Certificate II completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. Percentage refers to the total number of certificates issued.	25	47.17	20	41.67
Number of Certificate III or higher completed in Year 10 - Year 12 by full-time WACE-eligible Year 12 students. Percentage refers to the total number of certificates issued.	28	52.83	27	56.25

	2019		2020	
	Number	%	Number	%
<b>NUMERACY ACHIEVEMENT</b>				
Prequalified in Year 9 NAPLAN	32	64	26	60.47
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	17	34	13	30.23
Demonstrated the standard by the end of Year 12	49	98	39	90.7
<b>READING ACHIEVEMENT</b>				
Prequalified in Year 9 NAPLAN	28	56	21	48.84
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	21	42	19	44.18
Demonstrated the standard by the end of Year 12	49	98	40	93.02
<b>WRITING ACHIEVEMENT</b>				
Prequalified in Year 9 NAPLAN	25	50	17	39.53
Increase (demonstrated standard in OLNA in Years 10, 11 or 12)	22	44	24	55.82
Demonstrated the standard by the end of Year 12	47	94	41	95.35



caring  
respectful  
responsible  
succeed

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

In 2020, 98% of Year 12 students participated in a VET course. 84% of all VET students (those remaining at school for the full program) achieved a Certificate II or higher. The table compares this statistic from 2016-2020.

2016	2017	2018	2019	2020
92%	90%	90%	95%	84%

In 2020, 52% 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 2019 with a significant number of students selecting 52831WA-Cert. IV in Preparation for Health and Nursing Studies. The Rutherford Trade Training Centre has completed its ninth year of operation and with its partner RTOs - Central Regional TAFE and the Australian Institute of Education & Training - offered three nationally recognised trade pathways: 52824WA-Cert II in Building and Construction (Pathway - Trades), AUR20716-Cert II in Automotive Vocational Preparation and MEM20413-Cert II in Engineering Pathways.

Three staff delivered Certificate II courses - AUR20716-Cert II in Automotive Vocational Preparation; CUA20113-Certificate II in Dance; ICT20115-Cert II in Information, Digital Media & Technology and ICT30118-Cert III in Information, Digital Media & Technology .

Certificates achieved by Year 10-12 Students	As reported at the end of 2020	Certificates achieved by Year 10-12 Students	As reported at the end of 2020
AUR20716-Cert II in Automotive Vocational Preparation	2	MEM20413-Cert II in Engineering Pathways	2
52824WA-Cert II in Building and Construction (Pathway Trades)	8	ICT30118-Cert III in Information, Digital Media and Technology	4
BSB20115-Cert II in Business	1	52831WA-Certificate IV in Preparation for Health and Nursing Studies	23
CUA20113-Cert II in Dance	7		



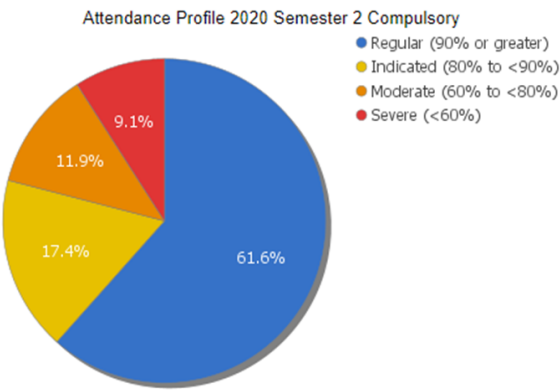


# STUDENT NON-ACADEMIC ACHIEVEMENT

## ATTENDANCE

Merredin College continued to put significant effort into maintaining attendance in a year significantly disrupted.

Examining the below chart indicates the proportion of students attending school at a rate of, >90% (regular), 80%-90% (indicated) 60%-80% (moderate) and <60% (severe). In semester 2, 2021 a modest increase in the regular attenders was seen from 2019.



## BEHAVIOUR

### 2020 BEHAVIOUR STATISTICS – PRIMARY

Positive reinforcement including commendations was a major focus of the PBS K-6 behaviour process. Students received Commendation letters or “GROW” Tokens” for demonstrating the four PBS values of Merredin College. A rewards program for students has been successful with all students.

The whole school approach to the Positive Behaviour in Schools program and explicit teaching of our values across the primary school was maintained from K-6. SSEN:B has provided some support for students who are struggling with mainstream behaviour programs.

### 2020 BEHAVIOUR STATISTICS – WHOLE SCHOOL

	Number of Students suspended	Total suspension days
2019	60	331
2020	92	176.5

2020 saw an overall decrease in suspensions from previous years. 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. Students engaged with SSEN-BE and case managed by student services continue to show statistical improvement in behaviour.

### 2019 BEHAVIOUR – WHOLE SCHOOL

Implementation of PBS (Positive Behaviour Support) continued across K-12 at Merredin College in 2020. Explicit teaching of positive and appropriate behaviour has become embedded in our classroom practice. High quality videos have been prepared by students, staff and community and continue to be a highly anticipated ‘hook’ for PBS lessons.

In 2020 a reward room was initiated as well as the use of the grow point reward app and GROW store where students can exchange their points for various goodies or experiences. Students responded extremely well to both of these initiatives.

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.

The Zones of Regulation for K - Year 6 children was explicitly taught 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 PP - 6 classes to build up children’s social skills and resilience, with a big focus on dealing with disappointments and coping with school yard complications.

## PROGRESS ON PRIORITIES

The Merredin College Strategic Plan runs from 2020-2022. 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. Reporting of targets are reported below under each priority subsection. Some targets may be relevant to more than one priority, but will only be reported on once.

Some data is not available in 2020 due to disrupted year, in this case data of a close substitute has been include

### TEACHING AND LEARNING

#### Literacy and Numeracy

- Increase the percentage of stable cohort students who achieve good and excellent in Year 3, 5, 7 and 9 NAPLAN writing.

	Year 3	Year 5	Year 7	Year 9
2019 (NAPLAN)	39%	14%	8%	24
2020 (EasyMark)	22%	0%	10%	4

- The progress rate of the stable student cohort and the achievement rate of the whole school cohort will equal or exceed like schools in NAPLAN writing.

**Not available for 2020**

- Increase the percentage of stable cohort students whose progress is high or very high for Year 5, 7 and 9 NAPLAN Numeracy.

	Year 3-5	Year 5-7	Year 7-9
2019	30	14	11
2020	10	56	8

- The progress rate of the stable student cohort and the achievement rate of the whole school cohort will equal or exceed like schools in NAPLAN Numeracy.

**Not available for 2020**



## Early Childhood

- Increase the percentage of students achieving above the ICSEA 8-10 median score in On Entry Reading for PP and Year 1.

	PP Reading	PP Writing	Year 1 Reading	Year 1 Writing
2019	35%	69%	-	-
2020	50%	88%	43%	56%

- Increase the percentage of students achieving above the ICSEA 8-10 median score in On Entry Numeracy for PP and Year 1.

	PP Numeracy	Year 1 Numeracy
2019	66%	-
2020	56%	55%

## Senior School WACE

- WACE achievement rates will be above like schools whilst striving to above 88%.  
Achieved 83.72%. Moving towards 88%.
- By the end 2022 our average ATAR results (52.7% in 2019) will increase by 20%.  
Achieving. Raised to 64.7%.
- At least 80% of students enrolled in a VET Certificate II or higher will achieve a full qualification by the completion of their Year 12 studies.  
Achieved. See table 'Student Academic Achievement'.
- The percentage of Year 12 students satisfying the OLNA requirements will be above 87% whilst striving for 92%.  
Achieved 95.35%.

## Aboriginal Education

In each year of the Business Plan 60% of Aboriginal students will achieve satisfactory or better achievement in Year 3, 5, 7 and 9 Reading.

	Year 3	Year 5	Year 7	Year 9
2020 (EasyMark)	60%	33%	50%	75%

## Steam and Digital Technologies

- All learning areas will embed STEAM practices across the school authentically integrating disciplines to solve real world problems by 2022.
- Implement the Centre of Resource Excellence (CoRE) STEAM program in Year 5-8 and embed the STEM Learning Project program throughout K-5
- Through targeted Project Funding, 'STEM Pioneers', Merredin College implemented STEM Learning Projects into all classes from K-6 during 2020. All classes participated in at least one in depth STEM Project, with a number of classes completing two. A STEM Showcase was held in Term 3 to celebrate the achievements of students.
- Secondary and primary teachers were involved in several planning sessions and developed Semester 1 Projects for the implementation on CoRE in 2021.



## COMMUNITY AND CULTURE

### Positive Learning Environment

- *At least 90% of K-12 students feel that their classrooms are safe and orderly.*  
*Due to the disruption of COVID-19 a survey into this area was not conducted this year.*
- Annual attendance average will meet or exceed State averages.  
*Due to the disruption of COVID-19 a survey into this area was not conducted this year.*
- Implement specialist programs to encourage enrolment and marketing in the Eastern Wheatbelt.

The College has made progress in implementing new programs for 2020. The continued development of the Volleyball Program has produced positive results this year with students winning various State Championships and individual titles. We are continuing to expand the program by adding volleyball as a subject to the timetable for 2021 for Year 7 to 9 classes.

Planning has been made for the 2021 timetable will be the introduction of CoRE which is a STEM focused, project based program for students interested in Science. This program will be focusing on the natural landscape, the solar and wind farms around Merredin.

There will also be a focus on transitioning our students in the various stages of schooling. We will provide our Year 11 and 12 students with the opportunity to transition to life after school through the Uni Ready Course which is a partnership with Curtin University and is a bridging course for students, this gives Year 12 students a taste of the academic level required at university. This will hopefully provide our students with a base knowledge of what is expected at university and time management skills in keeping to deadlines. This program will run in tandem with the Certificate IV in Preparation for Nursing Studies which we currently offer.

Other programs include a Transition-2-Work Program for Year 10 to 12 students that have been identified as wanting to leave school. This program will be designed to help our students develop the workplace skills and understandings to successfully obtain an apprenticeship, traineeship or full time employment. We will also provide an Engagement class opportunity for students in Year 7 to 9 which will provide explicit teaching to motivate and have these students develop their literacy and numeracy levels.

### Staff and Community Partnerships

- *Survey results indicate a rating of 3.8 or above on the Parent, Staff and Student National Survey Tool.*  
*Due to the disruption of COVID-19 a survey into this area was not conducted this year.*

Merredin College has used Seesaw for Schools, Online Student Portfolios, for a number of years as a way to share student work with parents. This platform is also used as a classroom noticeboard to update parents on what is happening at school and in the classroom. Throughout the Covid lockdown teachers created websites to share classwork with students and parents.

Connect has been well used in the Secondary area of the school for many years now and was called upon even more so during the COVID-19 shutdown. All Learning Areas worked well to develop learning materials for all year groups which students and parents were able to access through Connect and continue with their learning from home. ATAR teachers were already conducting and recording lessons through Webex which our ATAR students were able to continue using for their class sessions.

### Quality Teaching

Staff continued to use research based instructional strategies such as cooperative Learning structures as well as explicit instruction techniques such as Munroe Boards to deliver lessons with best practice pedagogy. All Teachers incorporated classroom observations and feedback as part of their performance management process.

Primary Literacy Pedagogical practices: K-6 classes base their literacy planning and assessment around a daily Literacy block based on explicit teaching practices. Pedagogical practices are research-based and relevant to the needs of all students across the phases of development.

K-6 teachers use ORIGO math as their primary resource for teaching Mathematics. This online program builds conceptual understanding and gives our teachers and students a common language for talking mathematically.

## FINANCIAL INFORMATION

### 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 2019 Merredin College Targeted Initiatives and the outcomes achieved with the funds. Some Targeted Initiatives not listed here have been reported on at depth earlier.

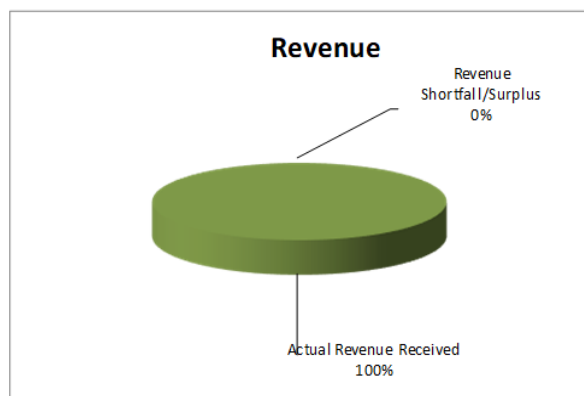
Targeted Initiative	How the Funds Were Used and Outcomes Achieved
Additional Education Assistant FTE	Funds were used to employ additional EA staff to deliver MaqLit and MiniLit programs to support student identified to be needing additional literacy support. Approximately 30 students have been able to access this program in 2020
Graduate Teacher Induction Program and Graduate Curriculum Materials	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: Participation by all graduates in the required PL modules.
In School State Funded Chaplaincy Program and National School Chaplaincy Program	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: Supporting 'at risk' students and staff experiencing personal challenges. Running welfare programs including the Breakfast Club. Improving the connection of students to the school.
KindiLink Project	Merredin College was fortunate to receive a 3 year grant to run a KindiLink program for pre-school aged children. Teacher, Mrs Kylee Crabb and AIEO, Ashlynn Osborne, ran two play-and-learn sessions each week for children and their parents actively involving parents in learning activities with their children.
Level 3 Teacher - Additional Time	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.
Sporting Schools Programme	In 2020, the Physical Education Department used Sporting Schools grant funding to supply our students in the Volleyball program with top of the range equipment for training. The funding was essential to equip our students who are preparing for Country Week and inter-school competitions with quality volleyballs and training aids.
VET in School	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. Outcomes for 2019 include: VET participation rate of 81% 14 Certificate IVs, 3 Certificate IIIs and 17 Certificate IIs. 8 students with 2 VET qualifications and 4 students with 3 or more qualifications. Eight different certificate courses delivered.
Pre-Service Teacher	Allowed the school to attract and support Pre-Service teachers

## SUMMARY AS AT 31 DECEMBER 2020

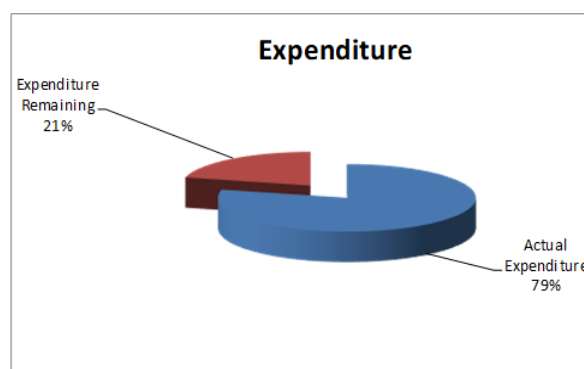
WA Public Schools receive some funding for targeted initiatives. This is for strategic programs and services, Commonwealth funded programs, operational responses and reimbursements, and for resources provided to schools through education regions. The table below shows a list of the 2019 Merredin College Targeted Initiatives and the outcomes achieved with the funds. Some Targeted Initiatives not listed here have been reported on at depth earlier.

### Financial Summary 31 December 2020

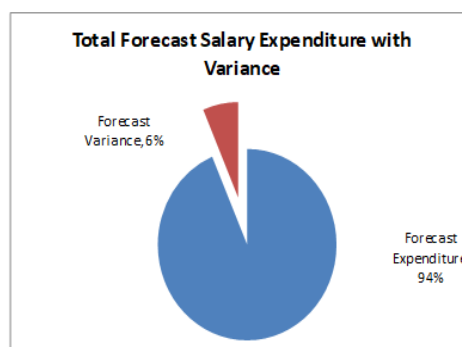
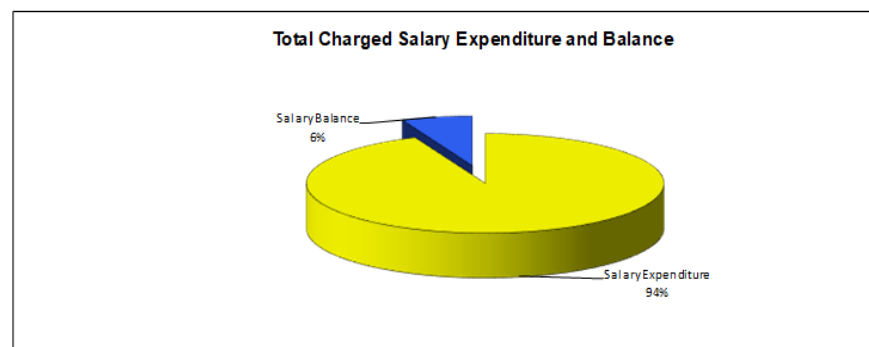
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 497,675.71
Current Year Budgeted Revenue	\$ 1,133,450.54
Actual Revenue Received	\$ 1,133,449.06
Revenue Shortfall/Surplus	\$ 1.48
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	\$ 1,631,124.77



Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 1,531,234.86
Actual Expenditure	\$ 1,208,051.24
Expenditure Remaining	\$ 323,183.62
Cash Budget Variance	\$ 99,891.68
Variance as a % of Total Funds Available	6.1%
Actual Expenditure as a % of Budgeted Expenditure	78.9%

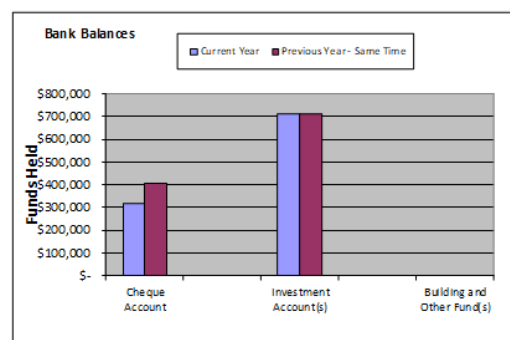


School Salary Allocation (SCFM)								
As at 31/12/2020								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 333,730.00	\$ 7,686,448.00	\$ (585,414.00)	\$ 7,434,764.00	\$ 6,957,771.00	\$ 476,993.00	94%	\$ 6,957,771.00	\$ 476,993.00

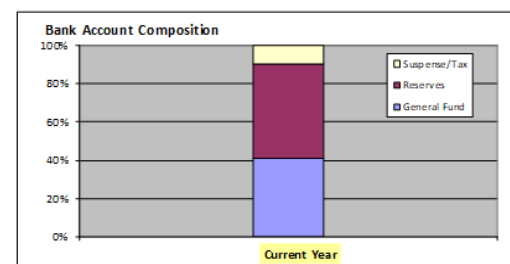




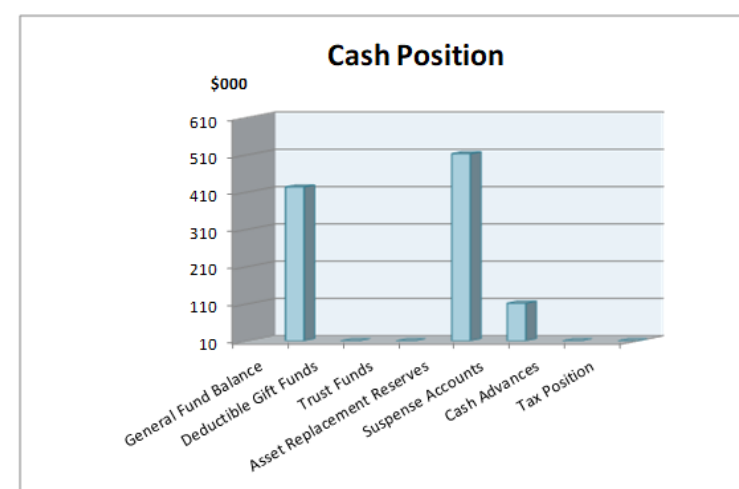
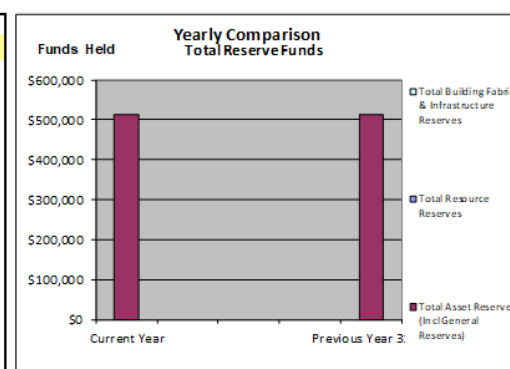
Reconciled Bank Balances:		
	Current Year as at: 31/12/2020	Previous Year - Same Time 31/12/2019
Cheque Account	\$ 319,265.65	\$ 407,251.61
Investment Account(s)	\$ 713,133.00	\$ 713,133.00
Building and Other Fund(s)	\$ -	\$ -
<b>Total</b>	<b>\$1,032,398.65</b>	<b>\$ 1,120,384.61</b>



Bank Account Composition	
General Fund	41%
Reserves	50%
Suspense/Tax	9%



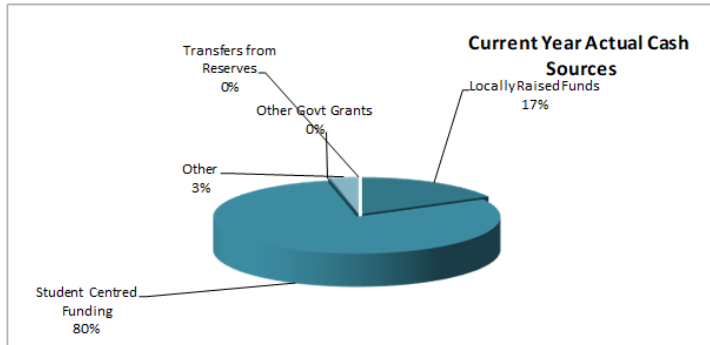
Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Ind General Reserves)	\$ 512,359.73	\$ 512,359.73
Total Resource Reserves	\$ -	\$ -
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 512,359.73	\$ 512,359.73
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



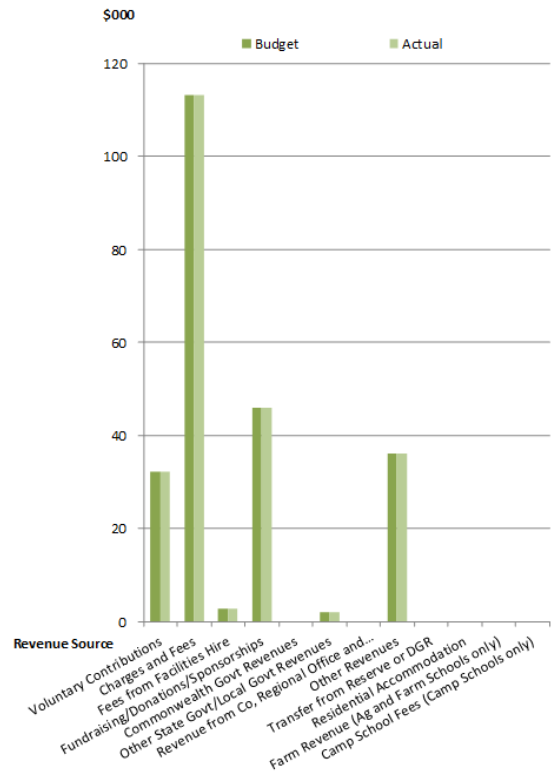
Cash Position as at:	
Bank Balance	\$ 1,032,398.65
Made up of:	\$ -
1 General Fund Balance	\$ 423,073.53
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 512,359.73
5 Suspense Accounts	\$ 111,339.39
6 Cash Advances	\$ -
7 Tax Position	\$ (14,374.00)
<b>Total Bank Balance</b>	<b>\$ 1,032,398.65</b>

## 2020 Revenue

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 32,109.00	\$ 32,109.40
2	Charges and Fees	\$ 113,319.00	\$ 113,318.67
3	Fees from Facilities Hire	\$ 2,753.00	\$ 2,752.10
4	Fundraising/Donations/Sponsorships	\$ 46,053.95	\$ 46,053.73
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 36,128.42	\$ 36,128.09
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 232,363.37</b>	<b>\$ 232,361.99</b>
	<b>Opening Balance</b>	<b>\$ 497,676.00</b>	<b>\$ 497,675.71</b>
	<b>Student Centred Funding</b>	<b>\$ 901,087.17</b>	<b>\$ 901,087.07</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,631,126.54</b>	<b>\$ 1,631,124.77</b>
	<b>Total Salary Allocation</b>	<b>\$ 7,434,764.00</b>	<b>\$ 7,434,764.00</b>
	<b>Total Funds Available</b>	<b>\$ 9,065,890.54</b>	<b>\$ 9,065,888.77</b>



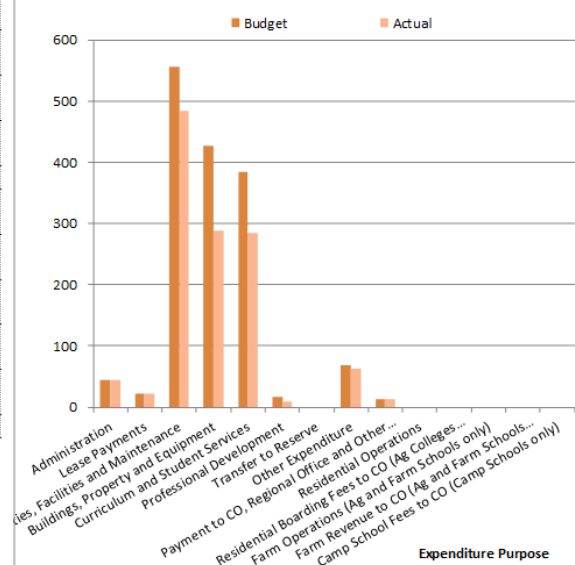
## Locally Generated Revenue - Budget vs Actual



## 2020 Expenditure

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 44,589.21	\$ 44,021.33
2	Lease Payments	\$ 22,713.00	\$ 22,712.58
3	Utilities, Facilities and Maintenance	\$ 555,388.18	\$ 483,632.72
4	Buildings, Property and Equipment	\$ 426,420.16	\$ 287,685.52
5	Curriculum and Student Services	\$ 383,575.10	\$ 284,568.30
6	Professional Development	\$ 16,691.06	\$ 9,187.31
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 68,184.06	\$ 62,569.39
9	Payment to CO, Regional Office and Other Schools	\$ 13,674.09	\$ 13,674.09
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
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>\$ 1,531,234.86</b>	<b>\$ 1,208,051.24</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 6,957,771.00</b>	<b>\$ 6,957,771.00</b>
	<b>Total Expenditure</b>	<b>\$ 8,489,005.86</b>	<b>\$ 8,165,822.24</b>
	<b>Cash Budget Variance</b>	<b>\$ 99,891.68</b>	

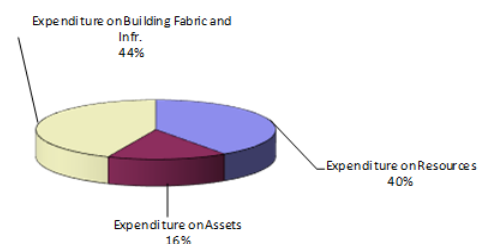
## Goods and Services Expenditure - Budget vs Actual



## Asset and Resource Acquisitions

Expenditure on Resources	\$ 116,005.09
Expenditure on Assets	\$ 46,526.17
Expenditure on Building Fabric and Infr.	\$ 125,154.26
<b>Total Resource/Asset Exp</b>	<b>\$ 287,685.52</b>

## Asset, Resource and Building fabric & Infrastructure Acquisitions



## 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 decisions 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.

In a year disrupted in a way never experienced before the staff of our College performed with professionalism and dedication despite significant and ongoing uncertainty.

PBS has continued to be a significant initiative in our school, supporting the wellbeing and positive culture. 2020 saw the introduction of the PBS rewards App as well as the reward room and GROW store in the secondary school whilst Primary continued to use their Grow Tokens to great success. Initiatives like this do not happen by chance or without significant staff commitment.

The primary area of the College continues to build on successes in digital technologies, proving to be the yardstick for integration of digital technologies into the curriculum. They should be congratulated on their runner up positions in the 'InDigital' competition as well as the ongoing 'Techie Brekkies' and an outstanding Digital Showcase.

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 David O'Neill (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 Pirovich - 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 Mrs Justine Lowe and her executive team for their outstanding support. Particularly for their brave and extremely successful raffle of a car throughout the year. In addition the P&C have again supported the school via the Canteen, Uniform Shop and in other 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.



**Jarrad Ritchie**  
Principal



**Thomas James**  
School Board Chair

21 May 2021

