At Merredin College we provide learning opportunities for your child to maximise their achievement.

Through our strong values of being caring, respectful, responsible and striving to succeed we prepare our K-12 students for a rapidly changing and evolving world in an engaging learning environment.

Merredin College was established in 2012 through the amalgamation of the Merredin Senior High School, founded in 1957, the South Merredin Primary School, and the North Merredin Primary School.

We are proud to work in partnership with Merredin Residential College where students are accommodated in a first class boarding facility.

Becoming an Independent Public School in 2017, we continue to honour our traditions and close sense of community established by our staff and students past and present.

Our rigorous yet supportive teaching programs encourage students to become independent learners; beginning in Kindergarten and developed through to Year 12. Meeting the learning needs of all students is important to us. Programs to support literacy and numeracy are in place. We provide engagement programs for our Aboriginal students and our Education Support students have their needs met through tailored support. ICT is embedded to ensure students learn in a contemporary environment and leave school with the skills needed to function in the 21st Century.

We offer a diverse range of subjects for our K-6 students and pride ourselves on our high quality Music and Dance programs. Specialist teachers and rooms such as the design and technology workshops, science laboratories and the Kitchen Garden project may be accessed by our primary students. This provides amazing opportunities for enrichment and extension, and lessens the angst experienced when students move into secondary. Specialist programs can be introduced from the early years so students have the background to achieve at their potential in Year 12.

For Year 7-10 students, a challenging program is provided in the core areas. Health and Physical Education is highly valued, with many extra opportunities on offer. We offer an extensive range of programs in visual and performing arts, physical education, design and technology, computing and home economics. Students participate in all elective contexts in Years 7, 8 and 9 and then specialise in Year 10. Homework Classes run twice weekly and provide further support for students.

MERREDIN COLLEGE
A Wheatbelt Independent Public School

BUSINESS PLAN

2020-2022

Welcome to the Merredin College Business Plan 2020-2022. This plan outlines our vision for the next three years and has been created in consultation with the Merredin College School Board, staff and community. The plan is based on vigorous reflection processes over the last three years and more specifically over the latter half of 2019. Operational Plans are created for each of the three years of the Business Plan and are reflective of our continual assessment of the Business Plan Targets. This planning is based around our school vision where we aim to be the best we can be in everything we do and inspiring our students to strive to succeed and to be caring, respectful, responsible citizens so that they can lead healthy, productive and meaningful lives. Through an extensive planning process, this Business Plan incorporates the Department of Education strategic directions.

An alignment will exist with our annual operational plans, including our Learning Area and Phase of Learning plans, which describe how key improvement strategies will be implemented and monitored. To ensure we are accountable to this plan we will refine our self-review process. Merredin College looks forward to working together with our students, parents and the broader community to enact this plan in order to achieve our vision.

Aligning the Plans	When
Operational Plan	Term 1
Learning Area Plans	Term 1
PBS Action	Term 1

Outcomes of review are reflected upon and guide the planning process for the following year.

SYSTEMS

Business Plan Action and Review	When
Executive Review	Term 2
Leadership Review	Term 3
School Community Update	Term 3
Mid Year Opes	Term 3
Review PBS Action Plans	Term 3

Business Plan Action and Review	When
Whole School Review - Strategies	Term 4
Whole School Review—Targets	Term 1
Operation Review	Term 4/1
School Community Review	Term 4/1
Annual Report	Term 1

learning close to home

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

ACCOMPLISHING 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 VALUES

WE ARE CARING

WE ARE RESPECTFUL

WE ARE RESPONSIBLE

WE STRIVE TO SUCCEED

MERREDIN COLLEGE SYSTEMS AND SELF REVIEW PROCESS

OUR TARGETS

PRIORITY ONE

TEACHING AND LEARNING

Explicit Improvement Agenda
Target improvement in student performance in core learning priorities and communicate to all stakeholders.

Literacy and Numeracy
Embed whole-school approaches and professional collaboration to strengthen teaching, learning and leadership in literacy and numeracy.

Early Childhood
Review our strategies for improving the wellbeing and educational achievement of students in the early years

Senior School WACE
Strengthen the support mechanisms that maximise individual student success in Years 11 and 12. Prioritise students identified as being at risk of not achieving, and implement targeted approaches to successfully engage them in their education. Foster strong links between education, training and work, to strengthen pathways for individual students into work or further study.
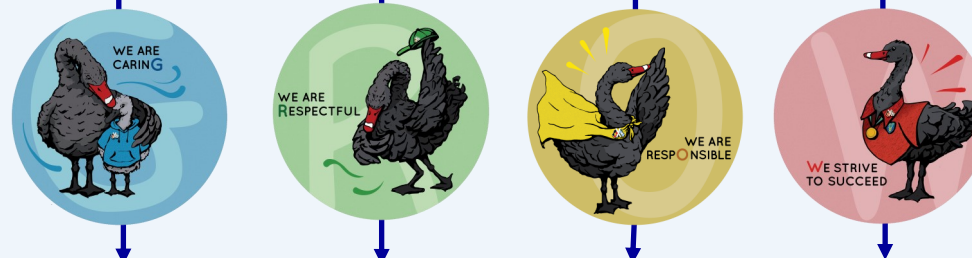
Aboriginal Education
Strategically resource approaches to support improved Aboriginal student outcomes. Facilitate a culturally responsive system where Aboriginal students connect their identities and culture to their learning

STEAM and Digital Technologies
Develop and implement initiatives that increase the opportunities for students to engage in STEAM related courses, programs, and/or activities. Continue to resource, align hardware and streamline ICT to maximise student achievement and progress. Identify, train and develop staff to enable whole school implementation of STEAM and endorse a school wide approach towards critical thinking and problem solving.

1. Increase the percentage of stable cohort students who achieve good and excellent in Year 3, 5, 7 and 9 NAPLAN writing.
2. 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.
3. 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.
4. Increase the percentage of stable cohort students whose progress is high or very high for Year 5, 7 and 9 NAPLAN Numeracy.
5. 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.
6. Increase the percentage of students achieving above the ICSEA 8-10 median score in On Entry Reading for PP and Year 1.
7. Increase the percentage of students achieving above the ICSEA 8-10 median score in On Entry Numeracy for PP and Year 1.

7. WACE achievement rates will be above like schools whilst striving to above 88%.
8. By the end 2022 our average ATAR results (52.7% in 2019) will increase by 20%.
9. 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.
10. The percentage of Year 12 students satisfying the OLNA requirements will be above 87% whilst striving for 92%.
11. At least 90% of K-12 students feel that their classrooms are safe and orderly.
12. Implement the Centre of Resource Excellence STEAM program in Year 5-8 and embed the STEM Learning Project program throughout K-5.
13. Implement specialist programs to encourage enrolment and marketing in the Eastern Wheatbelt (CoRE, Volleyball & Arts)
14. Survey results indicate a rating of 3.8 or above on the Parent, Staff and Student National Survey Tool.
15. Annual attendance average will meet or exceed State averages.

PRIORITY TWO

SCHOOL COMMUNITY AND CULTURE

Positive Learning Environment
Establish a safe, nurturing and positive learning environment conducive to achieving high standards
Progress implementation of PBS Tier 3.
Review PBS reward system to increase student engagement with the system.
Monitor GROW data to determine success of PBS implementation.
Reinvigoration of the school house system to embed rewards and recognition for positive academic and behavioural choices .

Staff and Community Partnerships
Foster positive relationships with families.
Effectively use identified ICT strategies and tools to improve learning, communication and reporting.
Community Satisfaction Survey data reflects positive and improving satisfaction regarding safety and care of students.
In the biennial community satisfaction survey, staff will indicate "strong support" for positive statements related to job satisfaction and well-being.

Quality Teaching and Learning
Staff will effectively incorporate identified engagement strategies into their daily teaching practices.
Develop a culture of high expectations for staff and students with a consistent approach to evidence-based pedagogy.

SUCCESSFUL STUDENTS