

# Merriwa Central School Annual Report



2017



2528

## Introduction

The Annual Report for **2017** is provided to the community of **Merriwa Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Adam Johnston

Relieving Principal

### School contact details

Merriwa Central School

Bow Street

Merriwa, 2329

[www.merriwa-c.schools.nsw.edu.au](http://www.merriwa-c.schools.nsw.edu.au)

[merriwa-c.school@det.nsw.edu.au](mailto:merriwa-c.school@det.nsw.edu.au)

6548 2119

### Message from the Principal

Merriwa Central School proudly provides quality education for all students, with a focus on each student achieving to their potential. Our staff actively promote opportunities for our students to broaden their horizons academically and socially.

In 2017 our students benefitted from the continuation of the Early Action for Success program which enabled teachers K–2 to provide quality, individual instruction to students in Literacy and Numeracy, in a supportive learning environment. The program led to significant learning outcomes for our infants students.

Our commitment to the Choose Maths initiative continued this year with an increasing number of students engaging in Maths based activities. This partnership has also provided the opportunity for K–12 staff to access quality professional development on site.

2017 saw a record number of students enrol in our primary campus taking our overall enrolment to 284, continuing our growth trend of the past four years. This continued growth is a clear demonstration of the confidence in our school expressed by the Merriwa community.

## School background

### School vision statement

Merriwa Central School is a small rural school serving a low socio-economic community. Our focus on quality teaching aims to ensure all students can achieve their true potential. Our banner statement “Valuing individual potential – achieving personal best” embodies this vision.

### School context

Merriwa Central School is a K–12 school (280 students including 65 Aboriginal students) located within a supportive community in the Upper Hunter. It caters to students from the local town and villages servicing a largely rural community. It is one of the oldest schools in the State and was one of the first National Schools established in 1850. Merriwa Central School is unique in several respects. Firstly it is the only central school in the Hunter Central Coast region, and secondly it is one of four central schools in the State with a separate primary and secondary campus. The primary enrolment of 140 students is divided into 6 classes, the majority of which are multigrade. Some classes are also across stage. The secondary enrolment of 138 is divided into classes of the same year or stage group. In some cases the class may consist of the entire enrolment for that year group. Students are taught a wide variety of subjects delivered by classroom teachers, through video conference, by distance education and at TAFE on the Muswellbrook Campus. The Upper Hunter Trade Training Centre is a joint facility in collaboration with Scone High School, Muswellbrook High School and Scone Grammar School. The Merriwa Campus enables students to complete Certificate II in Hospitality, as well as Certificate II in Metal and Engineering. The Early Action for Success (EaFS) initiative aims to improve students’ performance through a targeted approach in the early years K–2. Geographic, cultural and socioeconomic disadvantage are issues for our students in a region which is dominated by the coal and electricity generation industries.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Upon review and reflection our school has demonstrated significant growth in six elements of the Learning and Teaching domains of the School Excellence Framework in the past year. Evidence supports that we are also delivering in all elements of the Leading domain.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## Strategic Direction 1

### Quality teaching

#### Purpose

Quality teaching with an emphasis on high expectations and student engagement.

Quality teaching and learning ensures every student is actively engaged in meaningful and challenging learning experiences to achieve and thrive as learners, leaders and community members. Teachers are supported in a collaborative environment to systematically and strategically review their progress based on evidence, self-reflection and feedback.

#### Overall summary of progress

Engagement of students in numeracy activities with a focus on working mathematically, skills development and hands on learning continues as a priority. The Quicksmart program has been highly successful in re-engaging students who struggle with numeracy, building confidence for them to be successful learners in mainstream classes.

Professional development for mathematics teachers through participation in the national Choose Maths program has provided invaluable resources, programming, assessment and learning activities for classroom teachers.

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. All teaching staff participated in the Performance and Development processes and completed individual plans consistent with the teaching standards and school strategic directions. Learning goals were established, monitored and adapted through a collaborative process throughout the learning cycle.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Targeted students demonstrate growth in numeracy skills through intensive support.	Quicksmart tutors Mathsonline Socio-economic background (\$133000.00)	Quicksmart data indicated substantial growth (effect size) based on the 52 students who participated in the program. Based on pre and post testing the greatest areas of growth – in the order of two–three years growth were in basic multiplication, multiplication and division accuracy. In terms of accuracy, the Quicksmart students average scores on Division have increased 28.492 percentage points, which indicates substantial improvement.
Performance and Development Framework processes will be embedded with all staff completing PDP's.	Release for professional development(\$10000)	The formal feedback and review that occurs at the conclusion of one cycle leads to the commencement of the next cycle. Individuals will consider current, revised or new goals to reflect achievements and progress they have made in the current year and their ongoing career development.

#### Next Steps

The Numeracy committee will review targets for 2018 and conduct regular TPL activities for K–12 staff. Merriwa Central School staff will continue to develop resources and professional learning through ongoing engagement in the Choose Maths program.

The formal feedback and review that occurs at the conclusion of one Performance and Development Framework process cycle leads to the commencement of the next cycle. Individuals will consider current, revised or new goals to reflect achievements and progress they have made in the current year and their ongoing career development.

In 2018 all non-teaching members of staff will also undertake the Performance and Development Framework process. This will result in 100% of Merriwa Central School staff producing individual PDP documents and participating in the overall process..

## Strategic Direction 2

Wellbeing of students and staff

### Purpose

The wellbeing of every student is a priority. A whole school focus on wellbeing will enhance student engagement and reinvigorate staff. A collegial work environment supports staff to provide a range of rich learning experiences to students whilst maintaining an appropriate work life balance.

### Overall summary of progress

Professional development has occurred over the past 12 months to increase the level of implementation of the new Sentral software. Attendance procedures have changed with the introduction of period by period marking, enhancing real-time attendance data, and providing ease of access to attendance data for teachers, year advisers and the school learning support team.

Student wellbeing data including positive and negative referrals has been enhanced with further aspects of the software being implemented including the levels system, referrals to staff and uploading of student centred education plans to overcome the short falls of paper-based systems. Staff effectively use the data collated by Sentral to regularly monitor and review student attendance and referrals.

Timechart software has been synchronised with Sentral to provide all staff greater access to student records, rooming and timetable information.

The Learning Support Team reviews student feedback annually through Tell Them From Me (TTFM) surveys to evaluate the effectiveness of student welfare programs. High demand for support from students over the past 12 months has been difficult to meet, given the shortage of school counsellors. The school has attempted to meet this shortfall through the engagement of Upper Hunter Youth Workers to support students and families.

In collaboration with Where There's a Will, a school representative was able to attend the PESA Positive Education Summit in Sydney and returned with data and strategies which informed a series of Staff TPL activities. Four further members of K-12 staff were sponsored to undertake the Certificate in Positive Education through Melbourne University which all four successfully attained. These staff have formed a school Wellbeing Team.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning Support Team monitors students attendance using Sentral to improve attendance rates.	Sentral software Socio-economic background (\$10000.00)	All staff have completed professional development in the use of Sentral, and a timeline has been developed for its implementation. The Learning Support Team now have access to a greater range of student attendance and wellbeing data and are able to identify students requiring support, and put systems in place to address their needs.
TTFM data indicates students feel supported at school and have someone who consistently provides encouragement and who they can turn to for advice.	Learning and Support Team TTFM Coordinator Socio-economic background (\$2000.00)	Learning Support Team reviews TTFM survey data to inform the evaluation of student welfare programs and the effectiveness of teaching and learning programs, to assist in planning for the year ahead.  Students indicated they have someone at school who consistently provided encouragement and who they can turn to for advice (advocacy) with Year 8 and Year 11 students ahead of state norms..  Students also identified levels above the state norm as having someone at home or in the community who consistently provides encouragement or they can turn to for advice.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM data indicates students feel supported at school and have someone who consistently provides encouragement and who they can turn to for advice.		Pleasingly 67% of students feel good about their culture when they are at school.

## Next Steps

As of December LMBR Data suites are now being used in all NSW Department schools, Merriwa Central will be integrating the use of the three new welfare programs as part of their reporting structure. Student Wellbeing (Synergy), ebs central and ebs ontrack + will provide a comprehensive range of practical applications for the tracking of wellbeing for all students. Staff will be trained in the aspects of each system as they are introduced into existing Merriwa Central School practises.

In 2018 Merriwa Central School will be joining with all schools in the Upper Hunter by participating in the Lea Waters Visible Wellbeing initiative that has been sourced by Where There's a Will. The initiative will begin with TPL activities delivered to all schools and then progress to school based teams leading the implementation of the program at a local level. Our school Wellbeing Team will lead this initiative.

## Strategic Direction 3

### Enhanced Community Partnerships

#### Purpose

The success of every student is based upon the successful partnership between the school, parents and the broader community. A shared vision ensures continued community confidence in Merriwa Central School and its students. The school is embraced by the community with a shared vision and advocacy.

#### Overall summary of progress

Broadening horizons of our students and parents is a critical component of our community partnership. The Empower Program was established in 2016 to provide a pathway for students and parents to investigate career and educational opportunities beyond their own experiences in a small country town. The program is similar to one previously established called *Making Education Goals Sustainable* (MEGS) in conjunction with the University of Newcastle. The key to success with the Empower Program is to engage parents and students together, so that conversations around career opportunities occur at home and at school. Whilst it continues to be a struggle to engage all parents the program focuses on key transition points for students in Year 7 and Year 10.

Engagement of parents in Year 10 preparing for senior school has been highly successful. One of the key features of this process has been the success of the school based traineeship program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students and parents develop greater awareness of academic and vocational opportunities.	Subsidised travel Socio-economic background (\$10000.00)	in 2017 Students in Years 7,8 10and 11 participated in a range of opportunities:  Careers Expo in Newcastle  Indigenous Girls day at the University of Newcastle  Yes Program at TAFE  University of Newcastle Stage 4 excursion  Newcastle TAFE Stage 4 Excursion  Feedback from students and parents was overwhelmingly positive.
		100% of Year 10 students attended subject selection interviews with parents and developed a greater understanding of academic and vocational opportunities available in Years 11 and 12.

#### Next Steps

Introduce careers awareness in K-6.

Support Aboriginal students to take up employment and scholarship opportunities.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Individual support Cultural workshops Transport subsidy Aboriginal background loading (\$46 000.00)	NAPLAN results indicate above State average scores for Aboriginal students in Year 3 – grammar and punctuation Year 5 – numeracy Year 9 – spelling, writing and numeracy.
<b>Low level adjustment for disability</b>	Learning and support teacher Release time Professional development Low level adjustment for disability (\$12 000.00)	Professional development provided by Learning and Support Teacher assisted staff to make adjustments to teaching programs. Programs and assessment tasks modified to meet the needs of individual students.
<b>Socio–economic background</b>	Quicksmart tutors Socio–economic background (\$135 000.00)	Pre and post testing show significant growth in mathematical skills for students who participated in the intensive support program. (Refer Strategic Direction 1 for further information)
<b>Support for beginning teachers</b>	Teacher mentor Release time Support for beginning teachers (\$13 337.00)	Structured support provided to beginning teachers through induction programs, additional release time for planning, support of supervisor and mentor teacher, and assistance with accreditation processes.
<b>Early Action for Success</b>	Release for professional development EAfS (\$98 000.00)	In Literacy 83% of our Kindergarten students achieved minimum EAfS writing benchmarks (cluster 4) and 96% were reading and comprehending at a minimum cluster 3 and above. In Year One, 77% of students achieved minimum EAfS benchmarks (cluster 6) for reading and 77% were writing at a minimum cluster 5 and above. In year two, 79% of students were writing at a minimum cluster 7 and above and 90% of students achieved EAfS reading and comprehending targets.  In Numeracy 83% of K–2 students achieved minimum EAfS benchmarks in the ‘early arithmetical strategies’ strand of the numeracy continuum. 78% of k–2 students achieved minimum EAfS benchmark levels in ‘forward number word sequence’ and 90% of all k–2 students achieved the minimum EAfS benchmarks in ‘backward number word sequence’ skills.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	127	141	129	135
Girls	121	134	145	149

Student enrolment continues to steadily increase from year to year. Primary enrolments continue to increase. Enrolment growth from 2013–2017 is 15%.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.7	93.6	91.6	92.5
1	92.9	89	92.2	90.4
2	94.7	94.4	86.8	92.7
3	89.9	93.7	93	88.3
4	93.6	87.8	92	91
5	87.5	93.2	89	92.3
6	92.3	84.5	92.6	89.9
7	94.5	91.5	90.5	91
8	89.6	89.7	90.2	81.8
9	90.4	88.1	88.5	83.9
10	87.3	91.2	83.1	82.5
11	87.9	86.7	85.6	81.1
12	86.4	82	85.4	76.4
All Years	90.7	89.9	89.2	87.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

### Management of non-attendance

The school aims to encourage regular school attendance through communication in the newsletter, phone calls home to parents and recognition in student welfare programs.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	8	9
Employment			
TAFE entry	0	0	9
University Entry	0	0	13
Other	0	0	4
Unknown	0	0	4

School based traineeships continue to be highly regarded by students, parents and local employers. Many students secured full-time employment before the end of the school year due to the successful completion of a school based traineeship.

## Year 12 vocational or trade training

The school operates a trade training centre in collaboration with Muswellbrook High School, Scone High School and Scone Grammar School.

Vocational subjects are popular with students, however this year many struggled to meet industry requirements. In 2017 only 60% of vocational students attained the qualification.

## Year 12 attaining HSC or equivalent

Of the Year 12 students who undertook a Higher School Certificate course, 100% completed the qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	14.76
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.29
Other Positions	0.4

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently no staff identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Professional learning activities are embedded within the strategic direction of the school plan, and outlined for individual teachers in their performance and development plans. Most teachers are in their early years of teaching and completing their accreditation requirements at Proficient level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>804,073</b>
Global funds	490,058
Tied funds	592,451
School & community sources	70,554
Interest	13,303
Trust receipts	12,502
Canteen	0
<b>Total Receipts</b>	<b>1,178,869</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	31,481
Excursions	6,481
Extracurricular dissections	37,303
Library	2,235
Training & Development	0
Tied Funds Payments	454,749
Short Term Relief	62,577
Administration & Office	53,121
Canteen Payments	0
Utilities	67,385
Maintenance	23,107
Trust Payments	13,770
Capital Programs	0
<b>Total Payments</b>	<b>752,208</b>
<b>Balance carried forward</b>	<b>1,230,734</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,258,450
Appropriation	1,237,014
Sale of Goods and Services	974
Grants and Contributions	20,462
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-229,301
Recurrent Expenses	-229,301
Employee Related	-164,865
Operating Expenses	-64,436
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,029,150
<b>Balance Carried Forward</b>	1,029,150

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	3,422,074
Base Per Capita	41,874
Base Location	133,272
Other Base	3,246,927
<b>Equity Total</b>	542,434
Equity Aboriginal	90,569
Equity Socio economic	316,382
Equity Language	0
Equity Disability	135,483
<b>Targeted Total</b>	60,320
<b>Other Total</b>	186,196
<b>Grand Total</b>	4,211,024

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 9 students performed significantly better on average than students from similar school groups in the areas of Reading, Writing, Spelling, Grammar and Punctuation.

Year 7 students performed better on average than students from similar school groups in the areas of Grammar and Punctuation.

Year 9 students performed significantly better on average than students from similar school groups in Numeracy.

Year 3 students performed better on average than students from similar school groups in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Fourteen students sat for the Higher School Certificate in 2016. Individual course data is not available due to the small cohort size of the class.

## Policy requirements

### Aboriginal education

Our Aboriginal students performed well in the NAPLAN results.

Year 9 Aboriginal students on average performed significantly better than the state in the areas of Numeracy and Spelling. They also outperformed students in similar school groups in the areas of Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.

Year 7 Aboriginal students on average outperformed students in similar school groups in Grammar and Punctuation.

Year 5 Aboriginal students on average performed better than the state in Numeracy and similar school groups in Grammar and Punctuation.

Year 3 Aboriginal students on average outperformed the state in Grammar and Punctuation and similar school groups in Numeracy.

### Multicultural and anti-racism education

In 2017 our school welcomed a NESB student from Japan into Year 9. Their successful integration into our school has highlighted the nature of inclusivity that our whole school community fosters.