

Margaret River Independent School 2017

School Contextual Information - Student Body Characteristics

Margaret River Independent School is a small family school and commenced the 2017 year with 122 students and finished with a student body of 120, including 5 indigenous students and numerous students from multicultural backgrounds including French, German, Swiss, Japanese, Maori and Turkish.

Kindy	Pre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
14	21	12	23	15	16	15	6	122

The school was established in 1982 and is in its 36th year of operation. In 2017, the class groupings were Kindy, Pre-Primary, Year 1, Year 2, Year 3, Year 4 and Year 5/6.

In 2017, MRIS continued the 3 year old programme for ½ a day /week. This programme called Little Indies follows a nature based approach.

The school provides a small, supportive learning environment offering students and parents a real sense of connection with their child's education. The school operates successfully because of this collaborative dynamic.

Staff FTE (2017)

The teacher Fulltime Equivalent for 2017 = 9.175

Fulltime Teaching staff = 3.0

Tandem Teaching Staff = 1.0 (0.8+0.2)

Part Time Teaching Staff = 0.9

Principal teaching time = (.3 teaching- already counted in *Fulltime Teaching Staff* figure)
Support = .1

Specialist Maths = .1

Specialist Music = .2

Specialist Drama = .2

Specialist Art = .25 (including DOTT)

Specialist Tutoring = .1

Kindy = .75 (including DOTT)

Pre Primary tandem = 1.25 (.75 +.5) (including DOTT)

LOTE = .2

Phys Ed = .2

Year 1 = .8 (Principal provided .2 teach/.1 Virtue- already counted in *Fulltime Teaching Staff* figure)

Little Indies = .125 (Including DOTT)

Teaching Assistants

TA Kindy = 0.6

TA Pre Primary (.8/.2) = 1.0

TA Art = 0.125

TA Little Indies = 0.1

TA Pre Primary (Disability Funding) = 0.6

TA Primary (Disability Funding) = 0.6

Staff Retention

Staff retention at the school is high for all classes. The Year 5/6 class required restaffing due to staff relocation to Perth.

Teacher Qualification

All staff members are financial members of the TRBWA.

All staff members hold appropriate qualifications.

The qualifications of teaching staff are as follows:

- Bachelor of Arts (English Lit. and American Studies)
- Bachelor of Arts (Visual Arts)
- Bachelor of Education (Primary)
- Diploma of Teaching (Primary)
- Bachelor of Primary Education
- Associateship of Fine Arts
- Bachelor of Physical Education
- Masters of Education
- Master of Teaching

TA Qualifications –

Diploma of Children's Services (Early Childhood Education and Care)
Certificate III in Teacher Assistant

Teacher participation in Professional Learning 2017

- Parent Engagement Plan
- Create Parent Support Plan
- STEP Course
- STEP update
- Whole School Planning
- Non-violent Communication
- Literacy Learning Parent Workshop
- Literacy Learning Research
- PATHS New staff
- STEP for staff
- Floor Books - Talking & Thinking
- Strength Based Learning
- Letters and Sounds- Focus for 2017 whole school literacy
- Gifted/Talented Extension
- Briefing the Board
- Mandatory Reporting
- Whole School Inquiry Learning Intro (AISWA)

- KidsMatter, Component 4, Session 1 (Understanding Mental Health Difficulties)
- Learning Through Play Year 1 & 2
- Small Schools Collegiate Meeting
- Early Childhood Conference
- First Aid
- Women in Leadership Conference
- Code of Conduct, Session 3
- Talk4writng
- Briefing the Board -Mini
- Hard Conversations
- Generational Savvy
- Sensory Processing
- Safer Independent schools
- KidsMatter, Component 4, session 2
- Technology Online PD (Staff to complete in own time)
- Parent Workshop Q&A with “Mike /Psych”
- NQS update

Average Student Attendance

Year Group	Average percentage attendance per student per class grouping for 2017
Kindy	92.5%
Pre-Primary	88.0%
Year 1	90.9%
Year 2	90.5%
Year 3	90.0%
Year 4	90.9%
Year 5	89.9%
Year 6	84.9%
Whole School	89.5%

Management of Non-Attendance

Parents are requested to contact the school and give notification of absences. All absences are recorded and contact is made with those parents who failed to phone in on the day. Absentee notes are filed in each classroom The “Days Absent” is also recorded on the Semester Reports. MRIS expects children to be at school for the total number of days open.

Proportion of year 3 & 5 students meeting/exceeding minimum NAPLAN Benchmark

Note- Current legislation states that benchmark results based on testing are reported to parents each year showing each year group’s achievements on or above benchmark. Students Results will vary each year due to class numbers and cohort.

NAPLAN DATA ANALYSIS 2017

NAPLAN

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Numeracy										
Y3	100%	100%	85%	100%	90%	66%	55%	93%	73%	63%
Y5	100%	100%	100%	100%	100%	57%	57%	83%	60%	93%
Y7	100%	100%	100%	100%	100%	75%	60%	N/A	N/A	N/A

NAPLAN

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Reading										
Y3	80%	100%	85%	82%	100%	45%	55%	80%	75%	69%
Y5	100%	100%	86%	100%	91%	57%	57%	92%	100%	92%
Y7	100%	100%	100%	100%	100%	60%	80%	N/A	N/A	N/A

NAPLAN

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Spelling										
Y3	80%	100%	92%	83%	90%	45%	55%	73%	75%	75%
Y5	100%	100%	100%	100%	100%	15%	71%	92%	80%	92%
Y7	100%	100%	100%	100%	100%	80%	60%	N/A	N/A	N/A

NAPLAN

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Writing										
Y3	80%	100%	100%	83%	100%	67%	66%	87%	100%	88%
Y5	100%	100%	100%	82%	100%	29%	29%	75%	60%	69%
Y7	75%	100%	100%	100%	100%	60%	80%	N/A	N/A	N/A

NAPLAN

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Grammar/ Punctuation										
Y3	80%	100%	54%	75%	75%	56%	55%	87%	90%	86%
Y5	100%	100%	100%	91%	82%	57%	43%	92%	100%	92%
Y7	100%	100%	100%	100%	100%	80%	60%	N/A	N/A	N/A

Value Added

At MRIS we value add to our learning environment by providing the following learning experiences:

- Specialist English Tutoring
- Music/Art/Drama/Phys Ed/LOTE specialists year 1-6
- Physical education specialist
- Mathematics Tutoring support
- Annual camps for all primary school students years 1-6
- Emotional health through the implementation of PATHS Programme, Peer Support programme, Aussie Optimism, Virtues Program in K/Pre (Mollycools), The Virtues Program, varied Emotional Resilience Cards, Chat Club
- Protective Behaviours Curriculum: Keeping Safe
- Peer Tutoring by Peer Support Australia
- PATHS (Promoting Alternate Thinking Skills) program
- Small School in a beautiful bush setting
- Parental involvement – parents are encouraged to assist in the classroom through a roster system, parents are an integral part of our School through their donated time
- Parent Education Programmes- offered through the school through a visiting expert: “Be a Better Bloke” Greg Mitchell
- Parent STEP Programme (Systematic Training in Effective Parenting) – offered to all parents and teachers
- Behaviour management guided by The Virtues Project, STEP Logical Consequences and Restorative Justice principles
- Intrinsic rewards only
- The Weekly Student Meeting chaired by the upper students
- Leadership opportunities via Student held Portfolios
- Opportunities to honour Virtues of fellow students via Whole School Meeting
- NAPLAN comparisons (year to year variations due to different cohorts being tested)
- Participation in Inter School Athletic carnivals
- KidsMatter School (SEL for the community)
- Celebrated MRIS “Gratitude Tree” with THANK YOU flags in different languages
- The “Nyindamurra Nature Trail” students as ‘Tour Guide’ development
- Regular participators in the Cape to Cape Catchment Biodiversity Programmes
- Stepping Stones Nature Pedagogy- guides the integration of nature into our Science Programme including Pitfall Traps, Bush School and Frog Bog
- ICT technologies (ipads/internet connections/computer/ upgrades/ robotics)
- MRIS in-house FUN RUN “Meander Mahem”
- French Themed Open Day
- Extension Session year 5-6- parent expert visits the class to run “Innovation Sessions”
- “Little Indies” Nature Based Discovery School for 3 year olds
- Ongoing Grand Parent day
- Ensemble participation

- School band
- Private music lessons

Post-Primary Destinations

Year 6 Students at the end of 2017	Destination	Specialist Courses
Student	Margaret River Senior High School	
1x student	John Curtin College	Scholarship into Gifted and Talented Music programme
1 x student	John Curtin College	

Satisfaction

Since 1982, our school has offered a strong and viable educational choice in the Margaret River community. Over the years, and particularly in the past three years, we have embraced steady growth without sacrificing the values and philosophy behind the school. Staff, student and parent satisfaction is high and the school continues to attract and retain highly professional educators. Students and their families regularly speak of the welcoming whole-family environment, the bush surroundings, school facilities and the caring and professional staff. Parents enjoy their involvement with the school and have the opportunity to be hands-on with everything from Governing Body membership to involvement at the quarterly busy bees and Open Day. Being able to play a vital role in the maintenance and development of their children's school is very much valued by our parents. We are very proud to continue to share this learning journey so successfully with our school community.

The school conducts an annual Parent Satisfaction Survey covering key aspects of education at Margaret River Independent School. These results are part of the school's continuous improvement process and monitoring of the school's performance. The feedback from these surveys assist the Governing Body with its operational and strategic planning and the continual improvement of the educational experience provided to students.

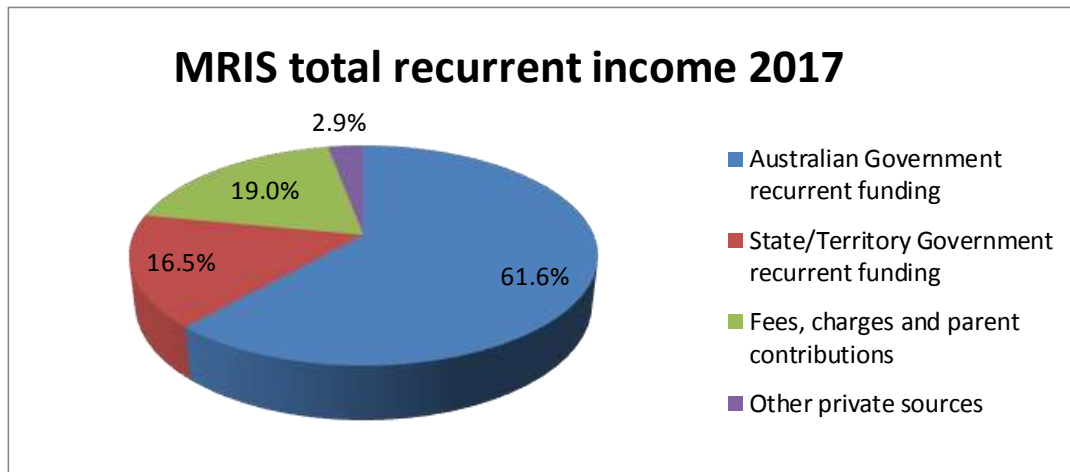
There is ongoing communication between the school, students and parents and any dissatisfaction or concerns may be raised at any time via the school's Complaints Procedure.

The five areas with the highest levels of satisfaction in 2017 were:

- Teaching staff
- Maintenance of school grounds
- Child(ren)'s emotional welfare at school
- Teachers at our school treating students fairly
- Virtues programme

MRIS Recurrent Income 2017

MRIS Recurrent Income 2017	Total
Australian Government recurrent funding	\$ 932,835
State/Territory Government recurrent funding	\$ 249,381
Fees, charges and parent contributions	\$ 287,982
Other private sources	\$ 44,460
Total recurrent income	\$1,514,658
Less Deductions	\$ 12,500
Net recurrent income	\$1,502,158



The above table & chart summarise the recurrent income for 2017 reported by Margaret River Independent School in the Financial Questionnaire required by the Australian Government Dept. of Education & Training on 30/06/18.