

annual report 2019

margaret river independent school inc.



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

10890 Bussell Highway, Forest Grove WA 6286
08 9757 7515, office@mr.is.wa.edu.au
www.mr.is.wa.edu.au ABN: 14 254 816 486

sharing the learning journey

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Chairperson's Report

2019 has been a year of consolidation for MRIS after the last seven years that has seen the move to single stream classes and a considerable expansion of the School in students, families, staff and facilities including building four new classrooms. We started 2019 with 146 students, up significantly on the 127 at census in 2018 and the 132 students we had planned for. Welcoming and integrating the new students and their families into our School while supporting our staff with the extra workload was a challenge that the School Community was delighted to meet.



The School has also expanded into supporting younger students in recent years and 2019 saw a strong interest in our exceptional 'Little Indies' program for 3 year-olds. During the year we successfully expanded into nature themed 'Mini Indies Playgroup' for children under 3 years-old with their parents.

Our School is unique in that it both requires and enables parents to participate in the School process. As parents at a low fee school, we accept and share the responsibilities of contributing and receive the joys of participating in a strong and caring school community along with being part of our children's education.

This year has also seen a parent & staff driven focus on the environment with the implementation of several grants of \$53,000 by the Bushland Officer/s, the Bushland Management Team plus the Year 5 teacher, students & parents work that included introducing the 'BEES' website. The Sustainability Waste Wise Subcommittee (SWWS) have also been very active together with the Year 6 class and have introduced many great initiatives including 'Eco Echidna'. And this year we have held after hours events at the School to celebrate the change of Wadandi seasons, a great way to improve our understanding and create community.

So many have contributed to our School and the successes of 2019. I would also like to acknowledge:

- The Art Auction team leading the school community to deliver and grow the professional, engaging and fundraising Art Auction.
- The Communications & Marketing team for ensuring a regular profile in the local print and social media, encouraging enrolments and the Little & Mini Indies Taster Sessions.
- Staff and parents for organising many sessions that were educative whilst creating community including:
 - Grandparents Day
 - The Ecological High Tea
- Our parents for staying involved, committed and keeping the buzz out there.
- Our staff for caring and delivering.
- Our Business Manager for her commitment and attention to detail.
- Our Principal for both her dedication and constant search for improvement.

I would also like to thank the GB for their support and necessary but often 'dry' work, it has been a pleasure to work with you.

Last year, as in the previous few years, the Governing Body has focussed on ensuring the environment is such that the School can grow while still retaining what makes us so unique - a School where the Learning Journey is Shared. We have worked to improve governance in conjunction with providing suitable facilities and a supportive environment to enable our staff to focus on educating the whole child while fostering the family involvement that brings so many additional dimensions to our children's learning. Throughout this period the overarching concept is that we would remain a "Small Family School". I encourage you to read the attributes of small schools from Brian Caldwell provided later in this report as to why small schools have significantly better student outcomes than large schools.

We are now well into our five-year Strategic Plan, with many milestones ticked off and solid progress on achieving the remaining Strategic Goals. 2020 is set to be one of further improvement and consolidation as we start the year with 154 students, close to our target of 160. We will be employing a part time Deputy Principal – School Improvement along with additional management support. This will assist to focus the ongoing continuous improvement program we have in education delivery. We have over \$118,000 of grants to progress, including the Performing Arts Centre Extension & Enclosure and Refurbishment of the Old Church/Library. And in 2020, I look forward to revisiting and renewing the Strategic Plan as we set goals for the next 3-5 years.

As I write this we are deep within the major concern of 2020, the COVID-19 pandemic. This will be a very real challenge for our School Community along with the rest of Australia. At the School we are focused on supporting the health & safety of our Community. As we move to the new way of working, we are aiming to deliver Remote Learning exceptionally well, so as to minimise the negative educational impact on our students of not attending School in person. We are determined to support families who may be experiencing difficulties. And it is most important that while the learning is likely to occur at home, families stay enrolled at the School so we can guide the learning journey to ensure we meet the mandated curriculum while providing our own unique School focus; and that you and your children remain connected as part of the School Community. I am sure we will rise to the challenge.

Thank you for being part of our School. Stay safe, stay well, stay connected.

Principal's Report

2019 was a consolidating year for MRIS with a 'Collaborative' theme. A great follow on from the milestone year of 2018.

In our 38th year we maintained our record enrolments and sustained single stream with an average of 18.4 students per class.

A strong sense of "TEAM" was built with the 8 classroom teachers who provided the teaching and learning programme and implemented the initiatives of the school.



Together Everyone Achieves More (TEAM) really became the Mantra. Our aim for the year was to move from Professional Collaboration to Collaborative Professionalism resulting in a targeted focus on Talk AND Action (from talk or action), Learning with Meaning and Purpose (from narrow achievement goals), having Embedded Cultures (from episodic meetings), Teacher Led (from Administratively imposed), Genuine and Respectful (from comfortable or contrived), Dialogue (from conversation) and WITH students (from For students). My thanks go to all the teaching staff for their hard work and willingness to improve.

I would like to report to the 2019 Strategic Goals.

Education

Continue to improve how education is delivered and success measured and reported using the School Improvement Plan while sharing the Learning Journey.

All schools operate under SCSA WA Curriculum (Schools Curriculum and Standards Authority) directing the 8 learning areas: English, Mathematics, Science, HASS, Technologies, Languages, Health & Phys Ed and the Arts.

In 2019 our teaching staff continued to embellish the mandated curriculum and work within the 3 year focus domain of EFFECTIVE PEDAGOGICAL PRACTICES from the School Improvement Plan to improve student learning.

Our target to allocate Lead Area Teacher roles to establish and communicate effective teaching strategies within a Learning Area was reached. Teachers continue to focus on their passion subject and inspire staff with new thoughts and processes.

In Mathematics, the goal to use School test results as purposeful data to improve learning outcomes, resulted in an ongoing assessment portfolio for each student which is updated yearly.

Our goal to promote a range of evidence-based teaching strategies to improve the student learning in Literacy resulted in beginning the review of the Whole School Literacy plan with the initial focus being spelling in 2020.

High Impact Teaching Strategies (HITS) were explored and initial work commenced on unpacking the first of these for teachers to implement. The Sustainability and Cultural Awareness Goal to address the Cross-curriculum priority of *Sustainability* by making links with the School's Nature Pedagogy and connect with the wider community was highlighted throughout the School and supported by Cass Jury as our Bushland Management Officer. (This was made possible due to a grant we were able to attract for the year.)

We opened the year with the new Nature Playground being completed and the students having continued access to the Outdoor Classroom. Building teacher skills and understanding was further developed through "Cultural Competencies and Cultural Awareness" training with Zac Webb from Undalup and the school community was invited to celebrate the Noongar seasons with Josh Whiteland from Koomal Dreaming. A new environmental project to help save endangered Black Cockatoos was launched with two artificial nesting boxes (Cockatubes) on the Nyindamurra Nature Trail, a wonderful addition to the ongoing programmes of the Frog Bog studies (Year 4), the Tour Guide Programme (Year 3) and the Pit Fall trapping (Year 5).

The upper school students took Sustainability to new heights with a Waste Wise WA Grant (thanks to Laura Nicholls pursuing grants) which funded 22 recycling separation bins for the school to minimise waste. MRIS was 1 of 5 Green Batch rural trial schools that collaborated with Rotary, Woolworths and Shepherdson's Transport to commence a recycling programme by collecting 1 and 2 plastics and aluminium cans. This programme continues today guided by the year 6 Eco-Echidnas. In collaboration with the MR Men's Shed a sorting station was made and erected for the school to recycle various materials. The school receives a return based on the quantities recycled in the form of 3D printer filaments.

The 2019 High Tea and Ecology Open Day provided a wonderful opportunity to launch the BEES program and unveil the "Frog Song" to the wider community. BEES – Building Environmental Education Sustainability– was launched after a 2-year collaborative effort between teachers, Pam Tuffin and Lindsay Burke. In 2008 Pam Tuffin - Science, Maree Mohn – Art, Johnny Profumo – 'Frog Doctor' and scientist and Students of MRIS created the "Art Meets Science" textbook which has now evolved into an interactive website that can be accessed through the school website. The importance and relevance of the BEES program was highlighted when the school was nominated for a Junior Landcare Award.

Our commitment to educating the WHOLE CHILD was guided with more rigour by our yearly focus on EQ and IQ domains. With the EQ focus for 2019 on Resilience, staff were involved in unpacking chapters from Justin Coulson's book "9 Ways to a Resilient Child", presenting findings at the teacher meetings which were then published in the Newsletter. Interestingly, Resilience is one of the Values stated in our school brochure. Our Values note how we must behave for our school to achieve our fundamental

purpose and these are the guiding light for each and every student and staff member at our family school.

Our IQ focus for 2019 was very much driven by our School Improvement Plan of "Effective Pedagogical Practices" to implement evidence based teaching strategies which were –Learning Intentions and Success Criteria for 2019– pleasingly the in-house evidence displayed an overall increase for our students in the target area of understanding not only the "what" but the "why" of the lessons presented.

Creating Community

Welcome and mentor new families, ensure whole of school participation/discussion, schedule whole school functions and promote team building.

If the Arabic blessing is correct:

"We all do better when we work together. Our differences do matter but our common humanity matters more." then MRIS is travelling well in its desire to build community.

We continued to present events and celebrations for our community and welcomed collaboration and connection.

In 2019 we launched the MINI INDIES programme for those in the community who were looking for a play group that was nature oriented. We were very fortunate to have Sky River facilitate this with a beautiful daily rhythm of song and exploration.

A new facilitator presented the Virtues workshops "The Art of Boundaries" for staff and parents with a pleasing increase of attendees.

Our 5th Annual Grandparents day was a great success with numbers doubling. The children enjoyed hearing Grandparents share their favourite childhood story.

Our STEP courses were well attended and MRIS Staff are now expected to refresh every 5 years with future plans to focus on teenage years in 2020. The Non Violent Communication workshop was extended to all and continues to provide strategies for staff and families to use in their daily lives.

The 14th Annual Art Auction was held at the TAFE Winery Campus and successfully raised over \$27,000 and continues to be a popular yearly event in the community.

Growth

Promoting what distinguishes MRIS to future and existing families using our brand, actively promote MRIS, actively pursue grants, fundraising and regularly review fees.

Families were invited to "Meet the Specialists" sessions to learn more about what the school delivers and to showcase the programmes provided.

The two new classrooms have become part of the school's landscape along with the addition of a sea container to function as a kiln room and sports storage shed.

At the end of 2019 a grant was secured through AISWA to support an area of need that was outlined in the previous AEDC (Australian Early Development Census). The grant will be used to introduce family workshops with Therapy Focus and support development and understanding of resilience in children. This is linked to the domain of Social Competence (AEDC) in the Early Years.

Pre Primary On-Entry assessment was completed in Term 1. Information gathered from the assessment informs future planning in the areas of Literacy and Numeracy. We plan to continue the assessment modules into Years 1 and 2 (2021) with the purpose of identifying areas of strengths and areas of improvement in the early years Literacy and Numeracy programs.

When we speak of growth it is most evident in our enrolment numbers. With a consistent and focused marketing schedule the MRIS Vision has been effectively communicated to the wider community. This is reflected in the increased enrolments over a 5 year period. In 2019 the Little Indies program was embraced as a child's first experience of MRIS and continues to be acknowledge as an important influencing factor on future enrolments.

August 2015: 106 enrolments

August 2019: 147 plus 10 Little Indies and 8 Mini Indies

Environment

Improve and care for our built and natural environment as per the business plan. Value, manage and improve the surrounding bush through the Bushland Management Team.

In addition to the work listed under *Education* above, the Year 3 class participated in the Bio Blitz program where they collaborated with other schools to participate in workshops on cultural awareness and native animals with local experts. The Adopt a Spot initiative continues to thrive. As part of Nature Conservation Margaret River, the children adopt a 'care spot' in the region. This year the children were pleased to see a 90-95% success growth rate of plants.

Organisational Capacity

Gain strength through developing our people...staff, GB, parents. Build effective and efficient systems throughout the school and expand management support.

We were fortunate to have Jennifer Abrams run her workshop "Swimming in the Deep End- What does it take?" at MRIS. Jennifer Abrams is an international education and communication consultant for schools and other sectors. Joined by staff from other schools, the focus of the workshop was for individuals to learn more about decision making and implementation of decisions. Strategies were given to develop a bandwidth and strength around psychologically managing ourselves and building our stress tolerance.

The focus on the Pre Primary to Year 1 transition resulted in an ongoing collaboration between the classes. This year both classes had the benefit of a parent, Nicola's (a Parent) landscape design skills as they worked collaboratively with her to create the

initial design for the Outdoor play space behind the Pre Primary classroom. This is an ongoing project.

To further develop the staff's understanding of Inquiry Learning AISWA facilitated a Professional Learning Session "Inquiry Planning-General Capabilities across the Curriculum". The General Capabilities are referred to as the 21st Century skills, dispositions and habits of minds.

At MRIS we understand that children learn in different ways and at different rates. To ensure inclusivity of all, the staff have worked with Bronte Morgan AISWA to enhance skills in regards to developing Individual Education Plans.

Review

Conduct surveys at least annually, determine and implement key ways to improve.

Because we value not only the academics and the arts but social emotional learning, the students participated in the ACER Student Wellbeing Survey, which generally showed that our students are either more highly developed socially and emotionally than that of the overall population surveyed or we have less students with under-developed feelings and behaviours in terms of social and emotional well-being than of other schools.

Once again, we were extremely well supported by our Chaplain Mike. His kind, approachable and inclusive manner was a boon to us all. The second Winter Camp provided in the holidays was well attended and a wonderful extension of the school's wellbeing programs.

To ensure that all staff engage in Professional learning that best suits their teaching practice the AITSL Teacher review on Professional Learning was completed by all staff. Feedback from staff was received in regards to Professional Learning that had the greatest impact on their practice: how it has influenced change, how it will impact and what is required in 2020 to continue their learning journey.

Highlights

Josh Shervington (a descendant of the Shervington family of Witchcliffe) and his wife visited the school. Josh's parents were the first couple married in the school's Church building (now the library) in 1939.

We are always delighted to see that our former students perform well at the Year 12 Graduation Awards. In 2019

- Lilly Ladd-McGovern, a MRIS graduate received the Top Sportsman award at MRSHS.
- Previous student Zali Morgan (and current staff member) received the Margaret River Education Campus Award and Top Student VET
- Previous student Dalton Marsh received the Materials Design and Technology-Metal and Certificate II Outdoor Education Award.
- Two former students, Jykia River and Ellenor Sibon, were inducted into the 400 club for students who receive ATAR scores over 98.

In 2019 The Fathering Project was introduced at MRIS, thank you Anton for pursuing this worthy cause with such enthusiasm. Building relationships is what we love.

Thank you to our GB members for the ongoing work and service they give. It is vital to thank our Chairperson, Jessica, for her passion and professionalism and just plain love she must hold for our school. I am privileged to be working with Jessica along with Bill, our Treasurer. Special mention must be made of the tireless work, care and support given by June our Business Manager. Thank you June.

"Love and kindness are never wasted. They always make a difference. They bless the one who receives them, and they bless you, the giver."

Dr. Barbara De Angelis



A foundation for life, our children achieve their best.

Our Vision

Margaret River's school of choice for developing the whole child by partnering students, families and quality caring staff.

Our Mission

To establish a foundation for life:

We nurture and develop the whole child in our small independent school

We promote a lifelong love of learning

We promote and facilitate academic excellence

We promote and facilitate creative excellence

We build character through social and emotional learning

We engage caring, experienced and specialist educators

We foster family involvement with and loyalty to our school

so our children achieve their best!

Our Philosophy

At MRIS we believe everyone is capable of learning in a safe and happy environment where children and their families feel welcomed, encouraged, respected and included.

We provide a dynamic learning environment which is purposeful, challenging and connected to a student's experience, stage of development and background.

We understand that children learn in different ways and at different rates. Each child is unique with individual strengths, abilities and preferred ways of learning.

We recognise that teachers and parents are critical factors in a child's learning success and we all share in the "learning journey".

Our core values are the foundation for all learning, teaching and life: "Our children achieve their best".

Education of the Whole Child includes the following developmental areas:

- Cognitive (reasoning/thinking)
- Emotional (self)
- Social (group) development
- Spiritual (virtues/morals/values)
- Physical
- Communication
- Creativity
- Ecological.

We Value

Family involvement	Small school environment
Each child's learning journey	Bush learning environment
Passion and commitment	Creating community
Sustainability	Lasting bonds
Resilience and respect	Social justice
Restorative practices	Individuality.

Our Top Virtues

Love— Kindness—Honesty—Respect— Trust—Creativity
Caring—Determination—Courage—Friendliness

Our Motto

"Be Your Best"

School Details

Margaret River Independent School, formerly Nyindamurra Family School, was established in 1982. We are a small, private, independent family school that is registered by the Department of Education, Government of Western Australia, under the Schools Education Act 1999 to provide Early Years Learning Framework for Pre-Kindergarten (3 year olds); School Curriculum & Standards Authority's (SCASA) Kindergarten Curriculum Guidelines; and Western Australian Curriculum for Pre-Kindergarten to Year 6. In 2019 we introduced a Mini Indies Playgroup for children under 3 years and their parents.

We are affiliated with the Association of Independent Schools WA (AISWA). The School is a not for profit incorporated association and is funded by Federal & State Governments, parent fees and fundraising.

MRIS is located south of Margaret River, situated in beautiful natural surroundings of native forest. In 2014 the State Government provided the School with a Management Order for the two reserves totalling 11ha that we are situated on.

As an incorporated association, we operate under the Incorporated Associations Act of WA, and our Constitution that was last updated April 2019 and we are required to hold an Annual General Meeting.

Governance

As detailed in our Constitution, governance of the School is carried out by the Governing Body (GB). Management of the School is the responsibility of the Principal who then reports to the Governing Body. The Governing Body is responsible for employing & performance management of the Principal, with frequent informal reviews and one annual formal review using AITSL: Australian Professional Standards for Principals.

The Governing Body requires the Principal to record and provide updates on any reportable item at each regular Governing Body meeting.

Reportable Item	2019	2018	2017	2016
No. of critical incidents*	1	Nil	Nil	Nil
No. of child protection*	Nil	Nil	Nil	Nil
No. of complaints	1	6	4	1

* Required to report to the Minister of Education

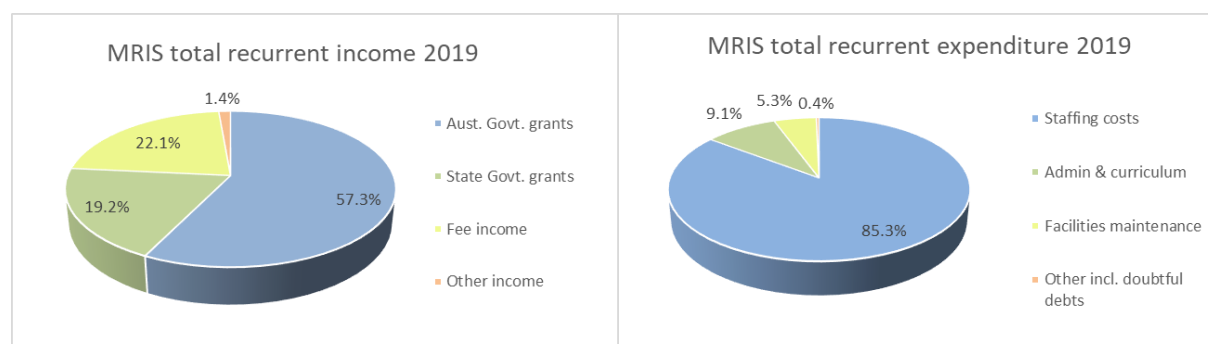
The critical incident was the evacuation of MRIS due to an adjacent bushfire by 12.45 on Thursday 26 June 2019.

- The Critical & Emergency Response Plan was followed.
- Students were safely evacuated using bus to dedicated evacuation point at Margaret River Recreation Centre.
- Parents and staff were provided updates via text and emails as to when the school would re-open.
- The Department of Education Services was notified with a Critical & Emergency Incident Report.
- De-briefing sessions occurred with staff after the incident and on the following day
- Debriefing sessions occurred with the whole school on the following day post incident and counselling with school chaplain was offered.
- A press release detailing the incident emailed to the local newspapers.

MRIS has a Complaints & Dispute Policy, which assures confidentiality. A complaint was submitted to the Principal in early December 2019, so by the end of the year the resolution process had only just commenced. The response to the complaint including learning points is being monitored by the GB.

School Finances

The net operating surplus for 2019 was \$30,394, in line with the cost neutral budget.



Enrolments

At the 2019 August census the School has 127 students in PP-Yr6, 20 students in Kindergarten, 10 students in Little Indies (3 years old) and 8 families attending Mini Indies Playgroup (under 3 years old).

Growth

In 2011 the Governing Body adopted the strategy of organic growth of the School to 160 K-Yr6 students. This was to be achieved organically by increasing the Kindergarten intake from approximately 12 to 20 students to be taught in a single class instead of the previous composite Kindergarten /Pre-Primary class. This strategy was developed to meet the needs of the new Australian Curriculum, the anticipated move of Year 7 into high school, and the existing waitlist for places at the time. The last eight years has seen a considerable expansion of the School in from 103 students in 2011 to 147 students in 2019, along with the increase in families, staff and facilities including building four new classrooms. Throughout this period the overarching concept is that we would remain a "Small Family School".

Attributes associated with small school size that researchers have identified as accounting for their superiority include:

- a. Everyone's participation is needed to populate the school's offices, teams, clubs, etc., so a far smaller percentage of students is overlooked or alienated.
- b. Adults and students in the school know and care about one another to a greater degree than is possible in large schools.
- c. Small schools have a higher rate of parent involvement.
- d. Students and staff generally have a stronger sense of personal efficacy in small schools.
- e. Students in small schools take more of the responsibility for their own learning; their learning activities are more often individualised, experiential, and relevant to the world outside of school; classes are generally smaller; and scheduling is much more flexible.
- f. Grouping and instructional strategies associated with higher student performance are more often implemented in small schools—team teaching, integrated curriculum, multi-age grouping (especially for primary children), cooperative learning, and performance assessments.

Caldwell, Brian J., 2013, RESEARCH ON SCHOOL SIZE: AN EDUCATIONAL TRANSFORMATIONS BRIEFING PAPER

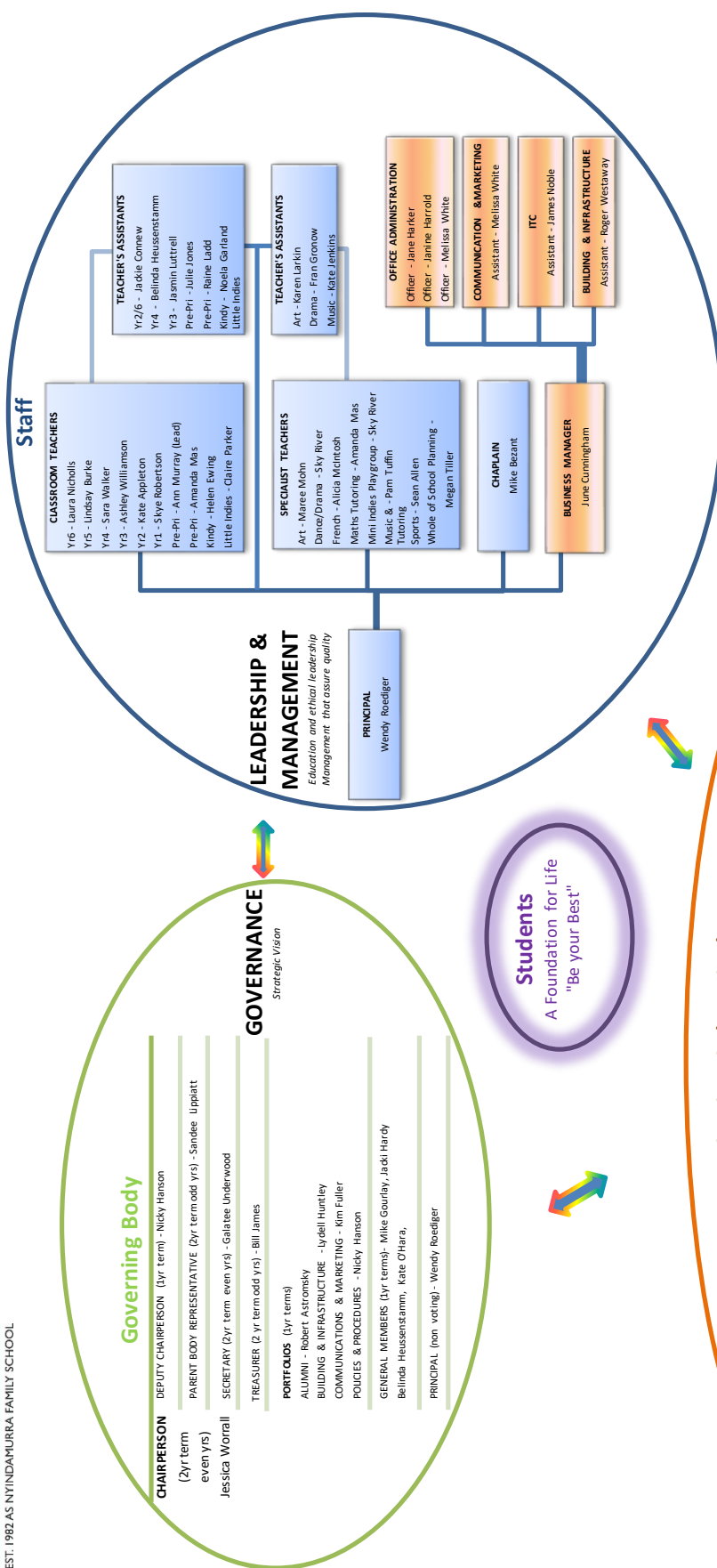
Organisation

Roles at our Family School - 2019

Sharing the Learning Journey



MARGARET RIVER
Independent SCHOOL
EST. 1982 AS NYINDAMURRA FAMILY SCHOOL



Finances

Treasurer's Report

Bill James

I present the 2019 audited accounts from our auditor Steve Dean for Stephen McCloud (CPA), see attached.

An overview of our current financial status is detailed below:



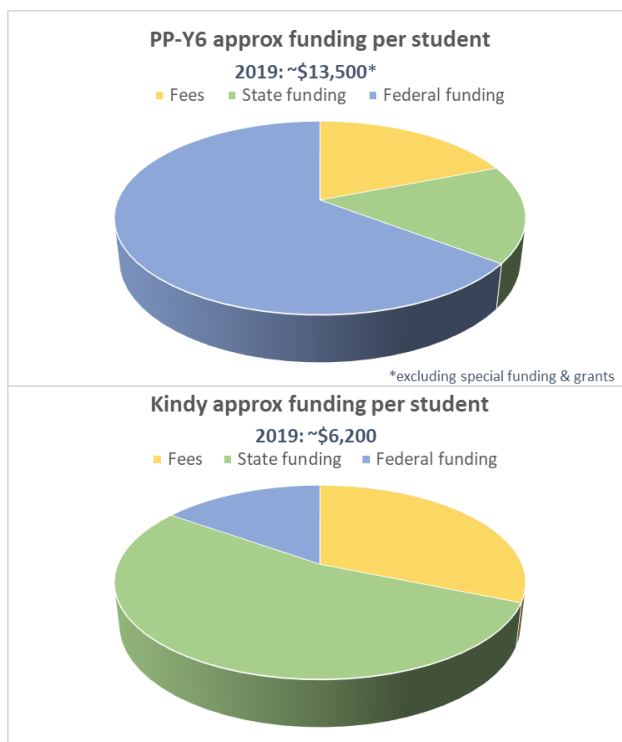
	2019	2018	2017	2016	2015	2014
Income & Expenditure						
Total Income	\$2,102,315	\$1,745,323*	\$1,624,416	\$1,499,247	\$1,272,052	\$1,391,922
Total Expense	\$1,913,401	\$1,624,499	\$1,477,718	\$1,380,763*	\$1,296,783	\$1,173,783
<i>Net Surplus</i>	\$30,394	\$30,628*	\$62,254	\$59,161	-\$99,349	\$118,655
Balance Sheet						
Total Assets	\$3,212,908	\$3,014,355	\$2,654,308	\$2,576,361	\$2,433,503	\$2,534,027
Total Liabilities	\$582,039	\$414,162	\$185,265	\$169,153	\$85,457	\$85,631
<i>Net Assets</i>	\$2,630,869	\$2,600,193	\$2,469,461	\$2,407,2075	\$2,348,045	\$2,447,395
Key Performance Indicators						
<i>Working Capital</i>	\$131,024	\$126,521	\$123,380**	\$80,087	\$25,214	\$132,559
<i>Wages to Recurrent Income</i>	81.5%	85.1%	82.0%	80.6%*	88.7%	73.1%
<i>Student Numbers (Aug Census)</i>	147 (127+ 20kindy)	127 (111+ 16Kindy)	120 (106 +14Kindy)	121 (101+ 20Kindy)	104 (88+ 16Kindy)	121 96+ 25Kindy)
<i>Av. Class Size K-Yr6</i>	18.4	16.0	17.1	20.2	17.3	20.2
<i>PP-Yr6 FTE Tcher/Student</i>	10.8	11.2	12.3	13.7	12.2	14.4

*excludes capital grant of \$100,000 **minor adjustments in 2018 audit

2019 saw a small surplus and an associated small improvement in working capital (cash reserves). The initial 2019 budget was cost neutral (minor loss after capital expenditures) assuming 132 students. However, when we started the year with 146 students, the budget was adjusted bringing forward extra management and teaching support and additional maintenance works e.g. carpark maintenance. The actual small surplus was an excellent result given the 147 students at the August census. The average class size of 18.4 (breakeven ~17.0, targeted 20) and associated lower full time equivalent (FTE) teacher to student ratio contributes to the overall good performance of the year. I thank all staff and notably the Business Manager for their flexibility while maintaining the intent of the budget.

Income 2019

An increase of 3% was applied to tuition fees in 2019 compared to no increase in 2018 (2019 ~\$74, 2017 ~\$80; 2016 ~\$60). In 2019, payment of the excursion / incursion costs was brought into the regular fee structure, paid in advance and set at \$125 per student in Pre-primary though to Year 6; this fee covers swimming but excludes camps and specialist sport activities. Additionally the GB approved the re-introduction of \$10 per hour charge for parent hours not completed by the end of week 10, term 4 each year together with annualised parent hours delivery of 40 hours per person (or 80 hours per family as applicable) instead of per term to improve flexibility.



Federal funding is received for Pre-Primary to Yr6 students, whereas State funding is Kindy to Yr6. Through fees and government grants, the School receives approximately \$13,500 per PP-Yr6 student, \$6,200 per Kindy student. Students who do not attend fulltime or those on an extended vacation at Census (Feb for State, Aug for Federal) further reduce income.

Federal funding is determined given MRIS' small school status, lower than average socio-economic score (SES), and rural classification. Federal funding is also affected by the anticipated share to be paid by the State. Over the next few years, MRIS will see an adjustment of the allocated proportion of funding as we transition to the Commonwealth target share of 80% of the Schooling Resource Standard (SRS) by 2023. The Federal Government is planning on revisiting the funding formulae in 2020 with the likely revision of SES scores being based on direct measure of parents' income instead of the inferred measure by combination of qualifications and residential location.

Thank you, parents and staff for your dedicated fundraising of \$49,860. The very successful 2019 Art Auction, enabled us to allocate \$27,659 to the provision account for the PAC Enclosure & Extension Project (PEEP). Thanks also those who have sought grants. 2019 has seen the finalisation of up to \$56,000 in grants. An additional \$118,000 in grants have been acquired with expenditure across 2019-2021. Grants are continuing to be sought and where possible sponsorship partnerships may be considered.

Expenditure 2019

Expenditure increased in part, due to extra management and teaching support being provided to meet increasing demands resulting from higher than anticipated student

numbers. Furthermore, staff salaries and wages were increased by 2% at the start of 2019. 2019 capital expenditure included IT upgrades and maintenance and improvement of the carpark, the outdoor classroom and in Yr6, Yr1, K/P, PAC & Library.

Balance Sheet 2019

Net Assets show a \$30,676 increase. The Balance Sheet (Assets) shows decreasing outstanding debtors (school fees), however this remains significantly more than we want. The Business Manager has been making inroads on converting these debtors to EziDebit payments. Additional provision (Liabilities) has been made for leave, both annual & LSL (long service leave) due to increased numbers of staff with LSL entitlements. Provision has also increased for unexpended fundraising/grants; capital expenditure; and the PAC Extension & Enclosure Project. Also notable in non-current Liabilities is the \$170,000 of our first Low Interest Loan from the State Govt. for the 2018 New Classrooms.

2020 and beyond

The 2020 budget is cost neutral (with a loss after capital expenditures) assuming 149 students resulting in an average class size of 18.6 and maintaining a PP-Yr6 FTE Teacher/Student ratio of 12.5.

February 2020 saw MRIS commence with 154 students, an average class size of 19.3 and Teacher/Student ratio of 12.9. This is a significant step in approaching our target of 160 students associated with Single Stream (approx. 20 students per class). An alternative 2020 budget scenario has been prepared to consider the impact of the increased student numbers. This growth together with the strong management of costs, both operating and capital, plus ongoing work to improve retention of existing students and the attraction of new students, means the anticipated reduction in cash reserves in 2020 may be minimised.

The next major project is enclosure and extension of the PAC at a cost of \$160,000, with up to \$80,000 of that coming from a capital grant from the Commonwealth Government (through AISWA). It is anticipated that this project will start mid-2020 and be completed early 2021.

The five-year plan shows that the School remains financially viable and financially healthy into the future, assuming growth to 160 students.

However, given the timing of this report, I must mention the anticipated impact of the COVID-19 pandemic on our School Community and the economy. The anticipated impact on the budget is being reviewed by the Business Manager in preparation for GB discussions about how we can best support our School Community during this crisis. Further updates will be provided as they come to hand.

I would like to thank the Business Manager, June Cunningham, for her meticulous work on not only the finances but the many and varied other aspects of her role in supporting the smooth administration of the School.

Portfolios & Subcommittees

Secretary's Report

Galatee Underwood

The Secretary for the Governing Body (GB) is there to support the running of the GB and the school in many different ways. The year 2019 has been smooth sailing, with a strong, diverse and stable group composing the GB and 12 members attending throughout most of the year. Meetings have been held as planned 3 times a term to assist and ensure regular information exchange and decision making. Our AGM in 2019 was attended by more than 40 members and a minor update of our Constitution to reflect current practices. Some of the key aspects of focus this year have been to support the school in its capacity to welcome more new families in line with our strategic goals, and to continue its commitment to improving the learning journey experience for all our community. Thank you to June our Business Manager whose ongoing administrative support to the GB contributes to its stability and effectiveness.



Parent Body Representative Report

Sandee Lippiatt

As Parent Body (PB) representative in 2019 I have

- represented parents at the GB meetings
- Supported the Class Coordinators in their role
- Overseen the Fundraising and Social sub-committees and liaised with Class Coordinators regarding fundraising, rostering, and any issues.
- Welcomed new parents and "inducted" parents into our school's Volunteer procedure at the "Welcome meeting" at the start of the year (with the GB's Chair and Principal).
- Welcomed new parents to the school if they haven't made the "Welcome Meeting" (directly or through the Class Coordinator) and held casual meetings with parents in Term 2 & 4 (popularly known as "Bus stop meetings"). This is a chance for me to communicate any concerns and important dates coming up at the school. Parents also have a chance to voice any concerns they may have. Dates are advertised in the newsletter at the beginning of each term.
- Coordinated the much-loved School Disco!



In 2020, in addition the above, I intend to introduce a new Parent Body Rep to continue from 2021.

Alumni Representative Report

Robert Astromsky

MRIS (formerly Nyindamurra Family School) will celebrate its 40th year in 2022. Current plans to celebrate with an event include inviting the alumni to celebrate at an event with food & music, on campus on the weekend 23-26 Jan 2022 (school year starts 31 Jan 2022). We are considering a satellite event (BBQ) at Hamelin Bay/ Flinders Bay or Meelup.



Next steps include:

- Forming a committee, former alumni may be interested in coming on-board as well as current school members.
- Contact all former Alumni families via database at school, email, Facebook, Instagram and other social media avenues. Create an MRIS Alumni Facebook Page ask for photos from schooldays which then could be used in a photographic presentation on the night. Utilise 'From the MRIS Vault' – post pics of former students etc to create interest in the reunion. Provide the opportunity for alumni to donate to something tangible at MRIS e.g. covering the hardcourt or a scholarship.

Building & Infrastructure Report

Lydell Huntly

I have remained in a limited scope in the current Building and Infrastructure role. The majority of the Building and Infrastructure tasks are undertaken and managed by the Business Manager, June Cunningham and the Chairperson, Jessica Worrall. They have overseen many projects this year including the planning and design for the planned PAC enclosure, design of a new and improved car park plan, design and plan for landscaping and entry re-design, installation of new limestone paths and mulch to areas around the school, painting of various buildings, improvements to the layout within the library. Capital works carried out this year included installation of the sea container next to the Yr4 classroom to serve as the kiln and sports shed; laying new concrete paths; maintenance and improvement of the carpark; renovation of the outdoor classroom; IT upgrades; new furniture for Yr6; Kindy/Pre toilet upgrade; Library & PAC re-carpeting and maintenance works commenced in Yr1 classroom.



I have overseen all the busy bees in the past year and it has been pleasing to see a really good turn out at most. The addition of a number of new families at the beginning of the year saw a large turn out and the school grounds have really benefitted from the enthusiasm.

The challenge in 2020 as with previous years, is to find assistance within the parent community to support the implementation of work that we have made financial provision for but have limited time to oversee e.g. fencing the Nature Playground.

Communication & Marketing Report

Kim Fuller

Communications is vital in connecting our parents, students, staff and the wider community via various forms of communication (newsletter, Schoolstream, newspaper etc).



The key developments achieved this year include:

- Successful editorials in the Augusta Margaret River Mail, Facebook etc.
- Re-worked MRIS logo.
- Completion of marketing materials: Table, banner, business cards, bumper stickers, keeper-cups, ambassador cards.
- Website: One photo shoot has taken place, another to follow. Web design making good progress.
- Successful events such as Grandparent day and Art Auction, High Tea and Taster days – resulting in enrolments.

The key aspects/projects for this role in 2020 will be:

- Website
- Ambassador program

Thank you so much Melissa White, June Cunningham and Janine Harrold for your continued support and unending help throughout my time as Communications and Marketing Portfolio holder.

Policies & Procedures Report

Nicky Hanson (resigned 10 Feb 2020)

Report prepared by Galatee Underwood

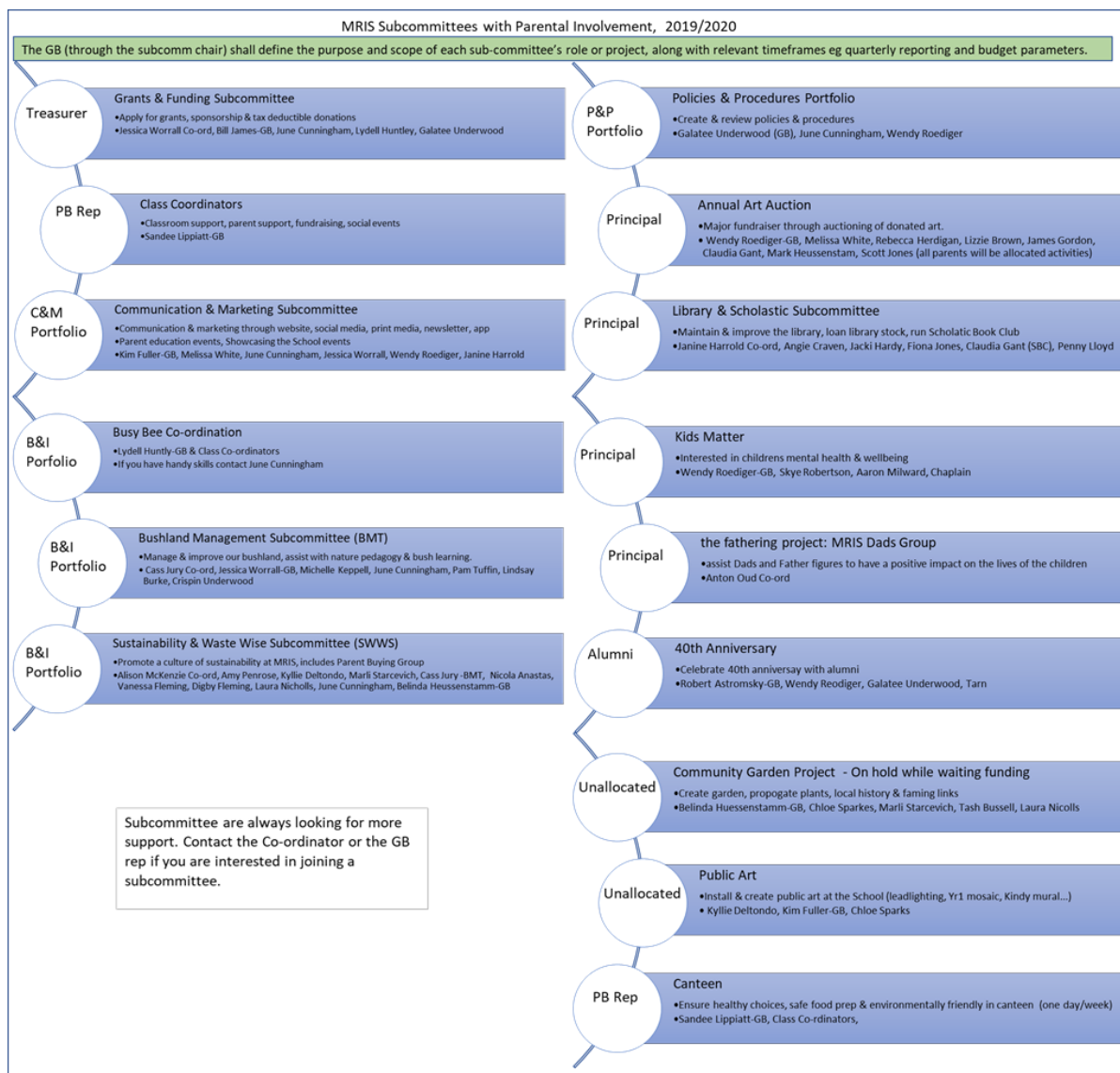


Policies & procedures that were reviewed or updated in 2019:

- MRIS Parent Handbook
- Arts Policy
- Bring Your Own Device Policy/Trial
- Camps Policy

The focus in 2020 will be ensuring our documentation meets the 2020 Updated Guide to Registration Standards that requires compliance to Child Safe Organisations.

MRIS Subcommittee Structure



Art Auction Subcommittee

Wendy Roediger & Melissa White

The 2019 Art Auction (AA) Sub Committee consisted of: Wendy Roediger, Rebecca Herdigan, Lizzie Brown, James Gordon (sponsorship and artist liaison), Melissa White (marketing), Claudia Gant (wine collection), Mark Heussenstamm (art expert) Scott Jones (Instagram and FB).



The Annual Margaret River Art Auction is the School's major fundraiser through the auctioning of donated art. Funds raised from the event are allocated by the GB but generally go to specific projects e.g. school infrastructure. Established in 2005, the Art Auction (AA) has become part of MRIS's tradition and is a popular community event often attracting over 200 people.

Additional fundraising elements are included via raffles, wine and beer sales and through an entry ticket which includes supper and a free glass of wine. To date, catering, waitressing, running the bar, music performances and other essential services during the event are all done by volunteers unless otherwise arranged by the AA Committee. All parents and staff are requested to either assist with the event. Sponsorship is sought for the event or for specific art prizes. Wine and beer are donated along with raffle items.

It is planned that prize money will be increased each year which in turn will lift the profile of the event, making it more prestigious and thereby attracting higher calibre artists. The local artists are supported by offering significant prize money and promotion through the catalogue, website and media and the actual event.

The Art Auction creates awareness of the school. It also builds and strengthens community spirit and connectedness within the School. It serves to create lasting bonds with other Margaret River groups and identifies e.g. artists, community groups, sponsors and MRIS alumni.

2019 Margaret River Art Auction

- 14th Annual Margaret River Art Auction held on 21 Sep
- Over \$27,000 was raised
- Over 200 people attended
- Over 80 artworks were available to bid on (as silent or main auction).
- The TAFE Winery campus is an excellent location.
- Great marketing opportunity for MRIS as it showcases school community

Item	\$	Comments
Entry	\$3,798	190 entries
Bar	\$2,097	420 drinks
Raffle	\$653	218 tickets
Art	\$25,873	
Event takings	\$32,421	
Sponsorship	\$7,000	
Total Income	\$39,421	
Total Expenses	-\$12,350	
Net Surplus	\$27,071	

- Excellent sponsorship levels \$5,600, plus wine, beer and raffle prizes donated
- Timing is essential, this was a good time of year to hold it (later in the year)
- Utilises and adds to parent skill levels
- Emerging artists can showcase their work
- Marketing opportunity for artists
- Affordable art, eclectic selection
- Great event for parents to work together, especially for new parents
- Parents can take on specific roles suited to their interests, skillsets & available time
- It is a fun event that raises money for the school!

Improvements in 2019

- Use of the TAFE catering students to cater for the event
- Introduction of two new prizes: Cape to Cape Prize, and Sustainability Prize
- Location of bar outside freed up more space for display
- Pre auction preview
- Ticket price increased to \$25
- Closed main auction earlier with silent auction ongoing (some teething issues)
- Run as a low-waste event to reflect the School's efforts to educate towards a more sustainable future.

Improvements to consider for 2020

- Break the silent auction into two
- Review handbook to smooth succession process
- Maximise growth opportunities: online bidding, phone bidding by getting catalogue out early
- Maximise marketing opportunities for MRIS & artists
- Improve record-keeping to provide useable data for future development
- Resolve storage issues so all art stored in one place and easily accessible
- Maximum of 2 pieces per artist
- Parent volunteers to take on catalogue, flyer, posters and advertising and have ready for distribution a minimum of 6 weeks before the event
- Impose a moratorium on new ideas 8 weeks prior to event – any new ideas after this time get saved for the following year so they can be fully utilised rather than rushed
- Consider synergies of using TAFE Art students to assist with event.

2019 ART PRIZES

Art prizes worth \$6,050 were awarded to the following artists:

\$3,000 Margaret River Art Prize:

Chloe Wilder

\$1,500 Bendigo Bank Augusta & Districts Branch Cape to Cape prize of \$1500:

Bobbi McCain

\$1,000 Brewhouse Margaret River People's Choice Award:

Jonathon Healy

Exhibition at Boranup Gallery Art Prize for Emerging Artists:

Lauren Trickett

\$550 The Witchcliffe EcoVillage Sustainability Prize:

Kay Gibson

Bushland Management Subcommittee Report

BMT Coordinator, Cass Jury & MRIS Chairperson Jessica Worrall

The Bushland Management Team (BMT) was established in 2016 and its current remit from the Governing Body is through the Strategic Plan 2017-2021: Strategic Priority: Environment "Value, manage and improve the surrounding bush through the Bushland Management Team."

In 2019, the BMT core membership consisted of Jessica Worrall (GB); Cass Jury, Michelle Keppel & Crispin Underwood (Parents); Lindsay Burke, Pam Tuffin, June Cunningham (Staff). Support from the following parties is obtained on an as needs basis: Evan Coombe, Jane Harker; Alison McKenzie, Drew McKenzie, John McKinney, Laura Nicholls. In 2019 the BMT met at least once per term.

During 2019 the BMT worked on 3 grants secured in 2018: National Community Landcare for \$28,000; State NRM Stewardship for \$19,740; Shire of Augusta Margaret River for \$5,800.

- The National Community Landcare grant (Lindsay Burke) implementation in 2018/2019 and includes website, fauna monitoring and weed and disease control was completed and acquitted.
- The State NRM grant was implemented in 2019 with the employment of a bushland officer who coordinated the fire and biodiversity project, oversaw bushland management and develop an environmental education program around the six Aboriginal seasons in conjunction with teachers and local Aboriginal custodians.
- The Shire grant for implementation in 2019 was for fire and biodiversity. A plan was developed that assists the school meet its fire regulations while protecting and if possible enhancing biodiversity.

Work was also undertaken to support the development of the outdoor classroom space including fencing off the surrounding bush to protect it from dieback etc.

Guidelines have been developed for the use of the outdoor classroom and the bushland for introduction at the start of 2020.

Our application for the 2019 Community Stewardship (State NRM Grant) for \$21,400 to enable for "Cultural and scientific connections building our future custodians" was unsuccessful.

The challenge going forward is to keep the momentum established by the funded Bushland Officer.

Funding & Grant Subcommittee Report

G&F Co-ordinator, Jessica Worrall (GB)

The Grants and Funding (G&F) Subcommittee seeks to increase income for the MRIS by obtaining targeted grants, donations and/or sponsorships.

Context

In 2016, over 77% of the School funding was through Recurrent Grants from the Federal & State Governments. This is obtained/maintained/acquired through Registration & Certification, determined primarily on student numbers (confirmed through census) and several other factors. Reporting on these is the responsibility of Business Manager, Principal, Treasurer & Chairperson. Fees make up just over 20% of our income. Income may also be obtained through Fundraising e.g. through the Art Auction and other parent led fundraising activities – this is a separate subcommittee/s.

Alternative income may be sought by the G&F Subcommittee:

Grants: Usually for certain projects/ items and may have significant lead time e.g. 2020-21 PAC Extension & Enclosure Project.

Donations: MRIS Building Fund has tax deductible (DGR) status for parties who make donations to it and ways to use this need to be further explored, especially with the Alumni.

Sponsorship/Partnerships: This needs to be considered judiciously with support of GB to ensure goals are aligned with those of the School.

2019 Focus

In 2019, G&F Sub Committee consists of: June Cunningham, Bill James, Lydell Huntley, Galatee Underwood & Jessica Worrall. Support from other parties is obtained on an as needs basis depending on the grant. The G&F Subcommittee in 2019 has communicated through e-mails with ad hoc meetings as required.

In 2019 priority items of major capital works as per the Business Plan were:

- Enclosure and extension of the PAC
- All year round oval (excluded from DGR status)
- Renovations to the FG Hall and the Old Church
- Community Garden (excluded from DGR status)

In 2019 the operating expenditure focus areas continue to be:

- Educational needs
- Pastoral care
- Bushland – value, manage and improve

Positive developments in 2019

Acquired \$56,000 in grants:

- National Schools Chaplaincy Program (NSCP) Grant of \$20,000 pa for 2017-2019
- Bushland grants: National Community Landcare \$28,000, AMR Shire EMF \$5,800
- Sustainability grants: Waste Wise Grant: \$2,200

Awarded over \$118,000 in grants

- Commonwealth Government Capital Grant for 2020-2021 of \$80,000 towards the \$160,000 "PAC Extension & Enclosure Project"
- NSCP Chaplaincy Grant for 2020-2022 of \$20,000 pa
- Australian Government Local School Community Fund Grant for 2020 of \$11,452 towards the \$23,062 for "Refurbishment of MRIS Old Church/Library"
- Waste Wise Round 2 Grant for 2019 of \$4,400 to "Store waste for our future".
- New Early Childhood Funding for 2020 of \$2000 " Planning for optimal transitions to school".
- Woolworths Junior Landcare Grant for \$1,000 for frog bog improvement.

Challenges in 2019

The primary challenge has continued to be the limited time of staff and volunteers to pursue opportunities in the time frame provided.

Brief Technical Report

Acquitted grants

Augusta Margaret River Shire Grant (EMF): \$5,800 ex GST for a fire and biodiversity project. Co-ordinator Cass Jury (support June Cunningham).

National Community Landcare Grant: \$28,000 for Bees website, fauna monitoring and weed and disease control. Coordinator: Lindsay Burke (support June Cunningham)

NSCP Chaplaincy Grant: \$20,000 pa confirmed extended to cover 2019 (previously 2017-2018) Opportunity to re-apply for 2020-2021 to come up in 2019 from AISWA. Coordinator: June Cunningham (support Jessica Worrall).

Waste Wise Grant: \$2,200 to become a Waste Wise School. Funding provided a means to manage waste (tetra bins etc) & demonstrate growing of vegetables using minimal water. Co-ordinator: Laura Nichols (support June Cunningham).

Grants in progress

2018 Community Stewardship Grants: \$ 19,740, advised successful 03/01/19, to be acquitted by EOY. This grant funded a Bushland Officer for 7 hrs a week. Co-ordinator Cass Jury (support Jessica Worrall & June Cunningham).

Successful grant applications

Aust. Govt. Local School Community Fund Grant: Application submitted 30/9/19 for \$11,452 out of \$23,062 for "Refurbishment of MRIS Old Church/Library to enable wider use as library, tutoring & calming space" to start 06/01/20 and complete 30/06/20. Co-ordinator: Jessica Worrall. Thank you to Claudia Grant for her support in developing this grant.

CGA PEEP: PAC Enclosure & Extension Project: Cost \$160,000 ex GST, with grant applied for \$80,000.

New Early Childhood Funding: Applied 18/10/19 for \$2000, based UA (Kindy) on AEDC area via AISWA.. AEDC Area likely to be targeted is: "Planning for optimal transitions to

school: parent session/workshop with OT/Psych as children begin Kindergarten to provide strategies to support families with the transition from home to school in the early years" as part of induction process in Jan/Feb 2020 and developed such that it can be run annually. Coordinator: Ann Murray

NSCP Chaplaincy Grant 2020-2022: \$20,000 pa, application submitted via AISWA 09/08/2019. Coordinator: Jessica Worrall (support June Cunningham).

Second Round Waste Wise Grant: \$4,400 "Sorting Waste for our Future" applied 26/08/2019 Co-ordinator: Alison McKenzie & Laura Nichols (support June Cunningham). Awarded and most of work completed.

Woolworths Junior Landcare Grant: Yr4 class \$1,000 for frog bog improvement. Coordinator: Sara Walker (support June Cunningham)

Unsuccessful grant applications

State NRM Grant (2019 Community Stewardship Grant): \$21,400 ex GST, for "Cultural and scientific connections building our future custodians", application submitted 10/06/19 by Cass Jury (Bushland Officer), (support June Cunningham).

Applications in progress

Nil

Grants applications being considered:

Waste Wise Grant Round 3: \$8,800 Co-ordinator: Laura Nichols (support June Cunningham), can apply after Round 2 acquitted.

ASIC MoneySmart: Small grant through Principals (\$3,000-\$5,000 GST incl) to follow up on the financial literacy through PDs for staff Co-ordinator: Jessica Worrall. Final round in 2020. Need Financial Literacy Staff Co-ord: A wealth of information, lesson plans etc and PDs available through ASIC.

Lotterywest Grant: Date tbc. To assist with asbestos containing material (ACM) removal & refurbishment of Forest Grove Hall (FGH) with possibility of assistance from the Shire to be investigated. Tie to historical context (plaques etc.) and the School's use with the 40th anniversary (est. 1982) and the site was first used as a school in 1923 – so 100 years of educational use. First step: June has obtained confirmation of ACM locations (see report). Next stage: obtain quotes for removal. Coordinator: Jessica Worrall

Opportunities

Primary projects that we are seeking opportunities/grants to pursue:

- Community Garden
- Carpark
- Oval (even just composting toilet/change rooms)
- Public art e.g. mosaic on Kindy
- Shade for Kindy/Pre

Separately, the Alumni Rep is researching opportunities to raise funds for a project e.g. covering all or part of the Hardcourt.

Library Subcommittee Report

Library Coordinator, Janine Harrold

The latter half of 2019 saw our library focus heavily on upgrading the catalogue of books and implementing improvements to the space.

This included weeding out obsolete and out of date fiction and non-fiction books and improving the collection based on need and interest. Areas of focus were graphic novels, sport and sustainability.

New curtains, carpet, tables and seating were added to make the space more inviting. Other costs included display materials, covering and ottomans.

Thank you to our hardworking library volunteers in 2019: Angie Craven, Jacki Hardy, Fiona Jones, Janine Harrold, Claudia Gant and Penny Lloyd.

Top 3 Borrowed Titles

1. ***Extreme Stunts***
2. ***Hot Wheels 5 Minute Stories***
3. ***Shirley Barber Fairy Collection***

Sustainability & Waste Wise Subcommittee Report

SWWS Coordinator, Alison McKenzie

SWWS Membership in 2019 consisted of Amy Penrose, Kyllie Delfondo, Marli Starceвич, Cass Jury (Bushland Management Subcommittee), Alison McKenzie (coordinator), Nicola Anastas, Vanessa Fleming Digby Fleming, Laura Nicholls (staff), June Cunningham (staff), Belinda Heussenstamm (GB rep). Meetings were held each term in 2019.

The SWWS had a productive year, from the school-wide climate statement and facilitating the plastic free loo paper movement across town, to the vege patches, composting, bees wax wraps and rubbish actions! Check out the students' factsheet - "EcoEchidnas' Climate Action Tips for Kids".

Climate Change

- Climate Change Statement – supported the GB in preparing a statement to acknowledge the need for urgent, universal action on climate change.
- Schools Strike for Climate Action in Margaret River in September - a number of MRIS students attended this non-school event with their parents and experienced a positive gathering promoting hope, action and determination.
- "EcoEchidnas' Climate Action Tips for Kids" factsheet was created for circulation on the MRIS BEES website.

Water Wise School

MRIS celebrated 10 years as a water wise school.

Waste Wise School

- Round 1 WW grant (\$2,200) was completed and acquitted: purchase of WW and Terracycle bins, construct wicking beds for Yr 2 and Yr 6). Included parent get

together to learn about the low-water gardening system and complete the setup. "Grow, Cook, Eat" saw local chef, Miki visit to teach the students to make sushi with greens from the vege beds. Yr 6 students tended to the gardens, recorded planting information and enjoyed the harvest – taking samples home and enjoying parent-assisted "long table feasts" on their classroom verandah.

- Round 2 WW grant application was successful (\$4,400) and funded the construction of a waste sorting station (completed), a custom built locker in the compost area and instructional signage for the waste sorting station and the composting process.
- Next stage of Waste Wise funding (\$8,800?) can be applied for once round 2 is acquitted.

Waste Management

- Collection of soft plastics at school from home was stopped in 2019 with parents encouraged to take soft plastics directly to the RedCycle collection bins now available at Coles and Woolworths in town.
- GreenBatch – MRIS continued to collect PET plastics #1,2 and 4 and became a pilot school trialling a transfer partnership between GreenBatch, Woolworths and Rotary. Rotarian Lloyd Shepherdson made arrangements with his bus drivers to collect bags of plastic when dropping students to MRIS; he then delivers the plastic to Woolworths Margaret River and the plastics are taken to Greenbatch Perth on the Woolies trucks which would otherwise be returning to Perth empty. So far this has worked very well and MRIS has transferred regular bags to Greenbatch.
- Compost area revamp included parent efforts at the Term 1 Busy Bee and a blitz by Bunnings MR staff to reinforce the bays. Composting signage and systems will be a focus for 2020 in line with the WW grant.
- Waste Sorting Station (WSS): MR Mens Shed constructed the WSS (paid for under the WW grant) to enable students to collect and redirect up to 10 different rubbish items that would otherwise end up in landfill. Many families have taken the opportunity to sort their rubbish at home and bring in the selected items and younger children in particular have been very enthusiastic about the sorting. The Yr 6 students monitor the station, removing and educating about contamination, transfer items when boxes fill and record quantities that are diverted from landfill. The launch of the WSS included a whole school assembly with families and project partners and a presentation from Shire Waste staff – plus a rubbish truck to explore. The Waste Authority is very interested to receive feedback in order that other schools may adopt similar systems.

EcoEchidnas sustainability education and action (Year 6)

The SWWS parents supported the following achievements:

- Design of EcoEchidna mascot by Yr 6 student, Peppa.
- "Global Wraps" student business 'enterprise' to make and sell plastic-free food wraps was a successful fundraiser to reduce camp costs.

- 2040 movie night with Arts Margaret River – students opened the movie with a climate action presentation that was very well received by the full-house.
- Waste Day Out – excursion to waste management sites around the southwest
- Composting – Yr 5 and 6 students responsible for managing the compost and educating younger students
- Weekly sustainability sessions with SWWS – from bees wax wraps to energy lessons and pedal powered bikes, meeting with the Shire President and writing letters for local action and to larger corporations.
- Water Warriors project
- The plastic problem at MR Show – MRIS contributed to the 6-school octopus art installation.



Parent Buying Group (since 2015)

- Plastic-free products sourced from a social enterprise, where our bulk orders make sustainability choices more affordable for our school community.
- Plastic Free July bamboo toothbrush fundraiser: organised by Nicola Anastas, raised \$185.
- Who Gives A Crap: Amy Penrose continued to coordinate our bulk buying service of toilet paper and other paper products for MRIS families, school supplies and members of the wider community.

Orders happen each term and Amy introduced a Facebook page to manage orders and collection. Arrangements are underway to trial alternative collection that will eliminate Amy's house being submerged in a truckload of boxes every order. Amy also assisted the Cowaramup Primary School to set up a similar service for their school community.

As per previous years, we set a fixed product price and manage the funds across all the orders over a twelve-month period to ensure freight is covered (freight costs vary each order). At the end of the year, the small profit generated is donate to a sustainability project at MRIS. In 2019, \$2,447 was raised: \$830 was used to pay the deposit on the construction of the Waste Sorting Station with the remainder to be used to pay for

recurring costs associated with transferring items from the waste sorting station to the reuse endpoint (e.g. Greenbatch bags, Manrag satchels, additional Terracycle boxes).

Challenges in 2019

- Waste generation: the school continues to generate a lot of rubbish that needs to be managed. Jane Harker has been very proactive in considering sustainability in the school's purchasing decisions and a buying policy could be developed to reinforce this.
- Separating waste: people are slow to make behaviour change and don't always put rubbish in the appropriate bin which means there is contamination eg compost in landfill bins – signage and education will help everyone to “stop and think which bin does it go in”.
- Generating support for school activities and events to be waste-free, such as the Art Auction, Open Day, Bush Schools and Friday lunches.

Transition Sub-committee PP-Yr1

GB Rep, Galatee Underwood

The transition from PP to Yr1 is an important milestone. It was decided in 2018, to form a sub-committee with a focus on observing & identifying any need for improvement and strengthening processes to best support this transition. A review was conducted by Wendy and the teachers. After 2 years of attention and improvement in this area, it was decided progresses were now well embedded in the procedures & practices, and could be sustained without a dedicated sub-committee. The GB has approved the end of this sub-committee, and is pleased with the solid processes in place in this area, to be continued as part of normal curriculum, classroom and parent communication management. Thank you Wendy, Ann, Sky and the TA's in both rooms, for your never-ending commitment and enthusiasm for making this transition for our children a really happy one!

Strategic Plan 2017-2021

Strategic Goals

Education

Educate the Whole Child using Our Philosophy to deliver the West Australian Curriculum and beyond, to build character and lifelong learning skills.

Creating Community

Build and nurture our sense of community, where students are cared for and lifelong bonds established; where new families are welcomed, existing families feel valued and involved; and where staff feel valued and part of a team.

Growth

Grow organically to single stream for Pre-Kindergarten to Year 6 while maintaining our Small School character. Establish a secure funding model based on our unique educational experience, where MRIS is the 'go to' school for new parents in our region.

Environment

Improve and care for our built and natural environment, notably building new facilities while managing and improving the surrounding bush.

Organisational capacity

Strengthen our organisational capacity through developing our people: GB, Staff & Parents. Build effective and efficient systems & leverage off existing skills in the School community.

Review

Regularly review and improve both what we offer and how we offer it.

Strategic Priorities Progress Report End 2019

Strategic Priority	Progress
Education ◇ Continue to improve how education is delivered and success measured and reported using the School Improvement Plan. ◇ Share the Learning Journey so parents have a high rate of involvement with STEP and in class, and teachers know how to utilise parents in the classroom and value their input.	- Principal advises annually on progress against School Improvement Plan. 2018-2020 focus "Effective Pedagogical Practices", see annual report. - STEP continues to be promoted to both Staff & Parents with alternative Parent Education Session e.g. Virtues. Alternatives to STEP considered; ongoing use of STEP reaffirmed. 2019 saw increased uptake of parents attending STEP. Work on ways to improve utilization of parents in the classrooms is ongoing.

Strategic Priority	Progress
<p>Creating Community</p> <ul style="list-style-type: none"> ◇ Welcome and mentor new families. ◇ Ensure whole of school community discussion and participation e.g. through informative newsletter. ◇ Schedule regular whole of school social functions including alumnae where feasible e.g. 40th Anniversary; Open Day, socials. ◇ Ensure team building within staff e.g. shared EQ workshops, regular meetings, professional learning teams. 	<ul style="list-style-type: none"> - Welcome & mentoring procedures refined each year. Due to high intake of students, GB sought feedback mid-year from teachers, Class Coordinators & new families on their experience with integration at the School to improve their experience. Parent Handbook updated in 2019 - Newsletter is the core of communication between school and families. Newsletter reformatted to improve ease of reading & preparation. School communication app selected for 2020. - Successful High Tea, very successful Art Auction. Need for more informal whole of school social met by celebration of Wadandi season changes. Alumni Rep establishing 40th anniversary sub-committee. - Team building within staff reported on by Principal.
<p>Growth</p> <ul style="list-style-type: none"> ◇ Promote what distinguishes MRIS to existing and future families using Our Brand. ◇ Actively promote MRIS as per the Marketing Plan to enable single stream. Ensure consistent message from first point of contact on. ◇ Actively pursue grants, fundraising and regularly review fees. 	<ul style="list-style-type: none"> - Marketing team continued with on target communication & marketing “Sharing the Learning Journey” as per Our Brand from newsprint to social media to newsletters to e-mails. - Single stream maintained. Process in place to ensure consistent message. - Grants actively pursued with over \$118,000 grants additional to recurrent funding achieved in 2019, Fundraising effective, with over \$27,000 raised through Art Auction, fees reviewed annually.
<p>Environment</p> <ul style="list-style-type: none"> ◇ Build two new classrooms, improve the PAC, Oval and existing facilities as per the Business Plan. ◇ Value, manage and improve the surrounding bush thorough the Bushland Management Team. 	<ul style="list-style-type: none"> - Grants successfully obtained in 2019 for PAC Extension & Enclosure in 2020/21; Refurbishment of Old Church/Library in 2020. Existing facilities are maintained & improved. - BMT established and operating, funds from 3 grants in 2019 helped to improve the bushland & improve the capacity of the BMT and School Community.
<p>Organisational capacity</p> <ul style="list-style-type: none"> ◇ Identify and offer development opportunities to our people including professional development for staff & GB and through Parent Education. ◇ Review each parents skills and harness them where we can. ◇ Build effective and efficient systems including HR, Finances, 	<ul style="list-style-type: none"> - Staff attend regular PDs; Q&A sessions unfortunately deferred, established as part of parent education. - Volunteer app selected for introduction in 2020. - Significant progress on: with increased BM hours; App for 2020 to register parent skills and allow volunteer against most appropriate task Volunteer Induction ongoing, Event Co-ordination Committee working well. Re-work of

Strategic Priority	Progress
OHS, Parental Involvement, Event Co-ordination. ◇ Expand management support e.g. through Business Manager, Deputy Principal; expand pastoral care services	contracts to modern award in 2019/2020, HR Manual focus for 2020 - Management support increased in 2019, with Deputy Principal-School Improvement approved for 2020. Chaplaincy grant successfully renewed. Wellbeing survey conducted.
Review ◇ Conduct surveys at least annually, determine and implement key ways to improve. ◇ External review by Department of Education as part of Registration in 2017.	- Annual parent surveys conducted (2017, 2018, 2019), with improvements identified, implementation tracked, Alternative means of feedback explored & ways to improve. - MRIS re registered for 5 years in 2017 (maximum available).

Staffing Information

School Staff

Teaching Staff	17	Non teaching Staff	18
FTE Teaching Staff	10.8	Non Teaching FTE Staff	8

(FTE: Full Time Equivalent)

Staff Qualifications

Qualification	Percentage of Teachers & Leaders at the School
Post Graduate Qualification	18%
Bachelor Degree	76%
Diploma	6%
Certificate	0%

Staff Composition

2019 Staff	Teaching		Non Teaching	
	Female	Male	Female	Male
Full time	5	1	Nil	Nil
Part time	9	2	15	13
Indigenous	Nil			

Retention of staff was high in 2019 with 100% retained from 2018

Expenditure on and staff participation in professional development

The total funds expended on professional development in 2019 was \$8,242.

Professional development is listed on the table that follows.

Professional Developments	Provider	Staff	Date
Term 1			
Q&A Autism	Jonelle Frazer	Teachers/TAs	31 Jan
General Capabilities Inquiry: Lead support	AISWA: Maree Whitely	All teachers	8 Feb
Be You Network Meeting	KidsMatter that was	2	27 Feb
STEP	Pam Tuffin: Staff support	2	Weeks 6,7,8,9
Webinar: Rigour in Assessment	ACEL: Barbara Blackburn	1	3 x Thurs March
Collaborative Professionalism	ACEL: Andy Hargreaves	2	
Business Managers Network Meeting	AISWA	1	
Digital Technologies	Practical PD: Brad Howard	1	
ARTS: Advice & Info session	AISWA: Karen LeRaye	2	
Webinar: Assessment capable learners	Corwin: John Hattie	1	
Term 2			
SHARP Reading Advanced level	AISWA Chris Witt	5	3 April
NQS Review	Ann Murray as leader	5	3 April
Getting Started with Inquiry	AISWA	2	9 May
Inquiry: Delving Deeper	AISWA	1	9 May
Nature Play	Nature Play WA	1	13 May
Mental Health & Wellbeing Conference	Next Generation	1	31 May
Positive Schools Conference	Positive Schools WA	2	13 June
Swimming in the Deep End- MRIS host	AISWA Nicola Davidson USA leadership speaker: Jennifer Abrams	4 staff, 1 GB	17 June
Leading Change in Schools	ACEL 2 x Webinars	1	9, 16 May
John Hattie-Visible Learning	ACEL	1	18 June
Virtues Workshops	MRIS Host: Chloe Drysdale	4 TAs, 1 teacher	20, 27 June 4 July
SW Briefing the Board	AISWA (GM School Busselton)	2 staff, 2 GB	20 June
PDs T3			
Disability & IEP Writing	AISWA Bronte Morgan	11 teachers	PFD 26 July
My Robot	Barking Gecko Theatre	1 teacher, 1 TA	PFD 26 July
Virtues	Facilitator Chloe Drysdale	21 staff	PFD 26 July
Inquiry Network meeting	AISWA	1	30 July
Term 3 STEP parenting	MRIS Pam Tuffin	2 teachers, 2 TAs	Weeks 4,5,6,7
Understanding Autism: Lydia Meem	Autism Understanding Pty Ltd	1	27 & 28 Aug
Underperforming Gifted Students	Mondays @ Murdoch	1	26 Aug
Teaching Primary PE	SW Phys Ed teachers Ed	1	7 Oct

Professional Developments	Provider	Staff	Date
PDs T4			
Staff meeting IEP construction	AISWA	10	15 Oct
Cultural Awareness Training	Undalup Association	14 staff	Friday 18 th Oct
Planning mapping the biological Science pointers to Indigenous six seasons	AISWA Maree Whitely	11	18 Oct
NVC training 2 day workshop	Lauren Scanlon	2GB, 3 staff, 3 parents	17 & 31 Oct
Online Entry PD	AISWA	1	11 Nov
Valuate Assessment NAPLAN Data	AISWA Peter Farmer	4 staff	6 Nov
NVC Update Staff meeting	Lauren Scanlon	10	29 Oct
Inquiry Network meeting	AISWA	1	Week 4
Instagram Workshop	Augusta CRC	1	15 Nov
Languages	AISWA Kate Nadine - Powerlanguage	2	19 Nov
Rock& Water -Autism		1	5 & 6 Dec
Accounting update NGS	AISWA	1	2 Dec
Webinar: Positive Psychology in HR	Langley Group	1	4 Dec
Webinar: Clarity Lyn Sharratt	ACEL	1	9 Dec

Key Student Outcomes

Student Population & Attendance

Student population composition in 2019

Student population of compulsory schooling (excluding Kindy) at census was 127.

Female	Male	Indigenous	Language background other than English
50%	50%	2%	7%

Average student attendance rate

The average student attendance rate of compulsory schooling (i.e. excluding Kindy) was 87%.

Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
125	193	2737	87.0

Attendance rate as per year level 2019

	Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
PP	18	193	472	83.2
Year 1	10	193	217	87.2
Year 2	22	193	451	87.9
Year 3	18	193	398	86.9
Year 4	22	193	440	89.3
Year 5	16	193	415	85.4
Year 6	19	193	344	89.2

Non-compulsory schooling

Enrolments in non-compulsory schooling offered by MRIS at the end of 2019

Kindergarten (4-5years old)	Little Indies (3years old)	Mini Indies Playgroup (under 3years old with parent)
3 day program	0.5 day program	0.5 day program
20	10	8

Wellbeing & Pastoral Care

Social-Emotional Learning & Pastoral Care

Social-emotional learning & pastoral care is currently provided by teaching staff supported by the Chaplain overseen by the Principal, with further aid from the School Psychologist as needed. The Chaplain is funded by a Federal Government grant (0.4FTE for 2017-2019 and renewed for 2020-2022) under the National School Chaplaincy Program for Pastoral Care Services. At our School the Chaplain provides both immediate and /or ongoing support for a student in need as well as for adults in the school community in need e.g. parents or staff; supports the inclusive and welcoming nature of MRIS and assists our focus on mental health and wellbeing throughout the school community e.g. through Q&A forums. Participation in any services provided by the Chaplain is voluntary and Chaplains are not permitted to proselytise. In 2019 for the second year a Winter Camp was provided in the holidays. The Winter Camp has proved to be a good extension to the School's wellbeing programs as it was well attended and found valuable by the parents in their follow up survey.

2019 ACER Social-Emotional Wellbeing Survey

The Australian Council for Education Research (ACER) Social-Emotional Wellbeing (SEW) survey was introduced in 2019 at MRIS as part of our commitment to social and emotional learning. The SEW is a confidential group survey with student responses reported by year level. Student identification details are not included in the survey reports.

The SEW Survey is used to measure wellbeing in various areas including:

- Emotional skills – resilience, coping
- Social skills – friendship, conflict
- Learning skills – work management, engagement
- Feelings & Behaviours – positive and negative emotions, behaviours
- Internal Strengths

In 2019 the PP-Yr1 survey reported on Overall SEW, Emotional Skills, Social Skills, Learning Skills. Yr2-Yr6 survey reported on Overall SEW, Feelings & Behaviours, and Internal Strengths. The ACER survey allows a measure of student wellbeing by reporting: very highly developed, highly developed, developed, emerging and low.

Pre-Primary to Year 1 (PP-Yr1)

The survey results at MRIS indicates the PP-Yr1 school cohort enjoys a higher developed level of SEW than that of other schools surveyed. Our school has less variation of SEW for this cohort, compared to other schools surveyed. For the PP-Yr1 domain areas students social-emotional wellbeing as assessed by responses were:

- Learning skills: MRIS 95.8% above average compared to other schools 60.2%
- Emotional skills: MRIS 75% in highest categories compared to other schools 59.9%
- Social skills: 83.3% in highest categories compared to other schools 62.2%.

The details of the survey provides possible areas to work in to further improve SEW of this cohort.

Year 2 to Year 6 (Yr2-Yr6)

The Overall SEW score from the survey for Yr2 – Yr6 students in 2019 at MRIS is similar (slightly lower) to that of other schools surveyed, however for Yr5 is higher. Our school also has a similar (slightly tighter) variation of SEW as other schools for this cohort. While for the Yr2-Yr6 cohort our school had fewer students in the 'emerging' or 'low' categories than other schools, the results varied for different year groups. The survey provides possible areas to develop for the year groups where 'emerging' and the rarely 'low' were reported. These groups may still be learning and understanding their feelings & behaviours, and internal strengths.

Academic Results (NAPLAN)

NAPLAN provides a snapshot of performance: "A test one day in the year" that assesses Year 3 and 5 students in- Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Comparing performance of the same student or student cohort over time allows a measure of student progression. One of the key goals in the original introduction of NAPLAN was to enable identification of students who may need intervention to meet their literacy needs and it is just one tool of many that MRIS uses to assist in ensuring we provide the educational needs of all our students. The small cohorts at MRIS means that the small sample size may give misleading results when considering averages.

The information shows how diverse our small cohorts are and that we have some very high achievers. We are proud to acknowledge that our school is inclusive of all children and provides the opportunity for every student to be involved in these tests regardless of identified learning difficulties. It is worth noting that all students who did not meet the National Minimum Standard (NMS) for Year 3 or Year 5 are either already on Individual Education Programs (IEPs), Behaviour Management Plans (BMP) &/or receive tutoring.

It is pleasing to note that when considering NAPLAN results, the year 5 cohort showed improvements in average scores across all subject areas at a rate better or equivalent to the National average. Improvements in average Reading, Writing & Grammar/Punctuation are much higher at MRIS than the national average growth rate. Average Numeracy and Spelling scores grew at a rate similar to the national average.

A review was conducted of students (excluding those on IEPs, BMPs & Tutoring) with NAPLAN results below the national mean. The collation of other forms of evidence (diagnostic results and summative results, in class testing, biannual PAT scores) did not support the NAPLAN result, as from an educational perspective these students were not considered at risk of performing below their grade level.

The School will continue with a whole school numeracy focus as the data to date, is limited. We will also complete an overview of the spelling curriculum for all grades to ascertain the effectiveness of the current program. The Principal will make recommendations in 2020 to improve the Spelling results.

Recommendations for improvement in 2020 and further include:

- To implement NAPLAN or similar standardised tests in Year 1 through to Year 6 to determine strengths and weaknesses for use in comparison to the PAT tests that are already in use for those grades.
- A preliminary report is provided to the Principal to forward to the GB within 4 weeks of Valuate information being available from AISWA.
- To facilitate prompt analysis of the data, teaching staff should be supported by the BM and given adequate relief to allow time to properly consider the results
- When the NAPLAN results are analysed a brief note will be sent out to parents with an overview from the Principal based on the report provided to the GB.
- Consider the implications of low base scores for the Year 5 cohort in the context of the whole school improvement.
- To provide a rigorous STEM/INQUIRY curriculum program for students who achieve high scores that is not class based but interest based.

Parent Involvement & Education

Parent Involvement

MRIS offers a unique opportunity for parents to be in the classroom and school with their children. The contribution of compulsory parent hours is key in supporting the ongoing sense of MRIS as a family school and significant in keeping school fees down. Parents are required to contribute 40 hrs per year (or 80 hours per family as applicable) providing the total hours are completed by the end of week 10, Term 4. Great flexibility is offered in ways to contribute ranging from assisting in the library, to classroom help, parent education, building a fence, fundraising or GB membership. As the hours are so important to maintaining the sense of a family school, an app will be provided in 2020 (Track It Forward through the parent communication app Schoolstream) to help you track your hours. At the end of 2019 when the requisite number of parent hours were not completed, charges were implemented a per-hour rate to compensate for lost support to the School. In 2019 over 90% of parents completed their required hours with many contributing much more – thank you.



Parent Fundraising

Fundraising by parents is vital to allow discretionary spend within classrooms from reducing the cost of camps to purchasing specific items. The Art Auction is the significant fundraiser for the year and would not be possible to achieve without the significant hours invested in it together with the generous donations by parents.

Function	Funds raised (net of costs)	Comment
Art Auction	\$27,071	Retained for Capital Expenditure (PAC Extension & Enclosure)
Class fundraisers	\$12,374	Includes canteen, Lions garage sale event, raffles, beeswax wraps etc. Spent on camps, additional classroom resources, etc
French fundraiser	\$436	French resources
Farmers Market Breakfast Bar	\$4,603	Whole of school fundraiser for different area each year, this year blinds in art room.
Whole school fundraisers	\$2,929	Donations, Meander Mayhem, Fathers' Group etc. Spent on cool learning resources; Fathering project camp etc
Parent Bulk Buying Group	\$2,447	Parent Bulk Buying Group. Spent on waste station initial & recurring costs

Parent Education

MRIS recognises the importance of the interaction of home and school to create the optimal learning environment for students. As part of sharing the learning journey, parents are expected to attend the STEP course and encouraged to attend the other course we offer. The banner event of Positive Parenting from Geelong Grammar was deferred to 2020 however Non Violent Communication was offered to parents in Term 4.

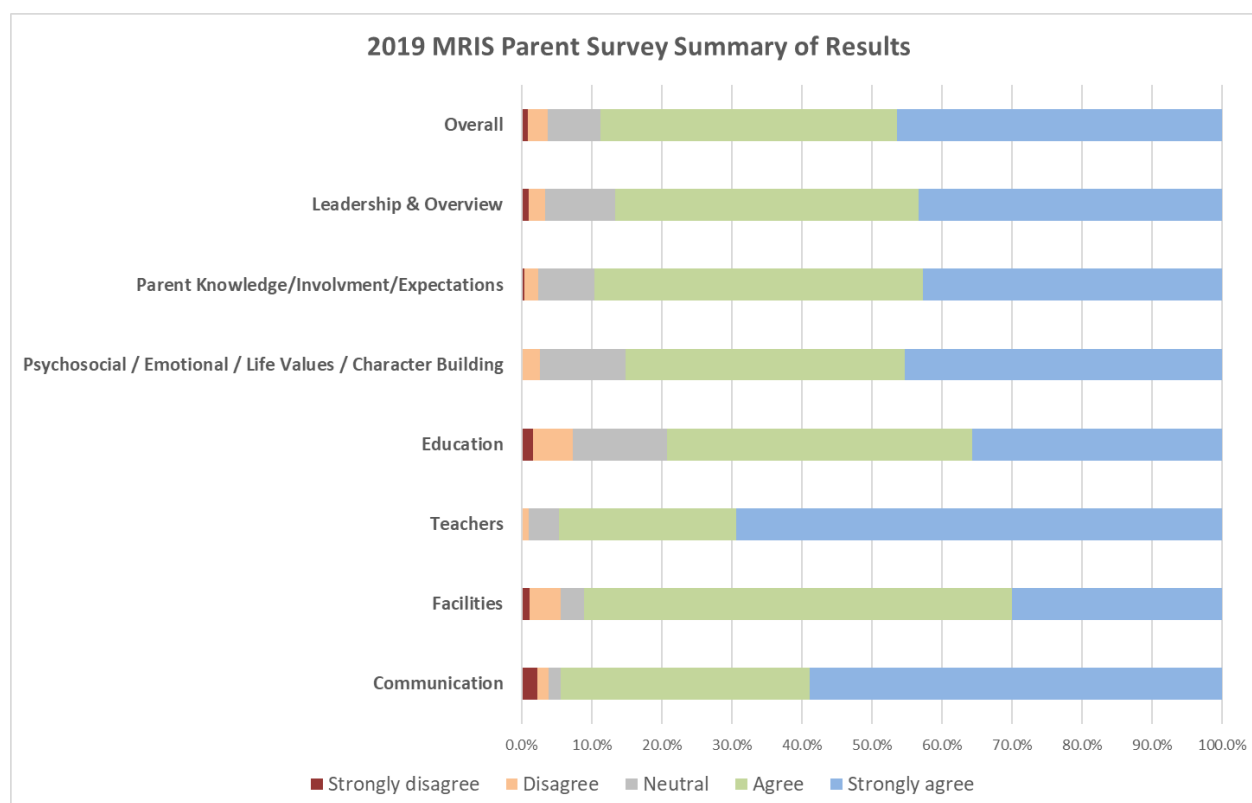
Course	Attendance
STEP Course – over 4 weeks, Term 1, MRIS: Pam Tuffin	20
Virtues – over 3 days, Term 2, MRIS Host: Chloe Drysdale	6
STEP Course – over 4 weeks, Term 3 MRIS: Pam Tuffin	12
Non violent communication – Term 4, Lauren Scanlon 2 days (\$250)	8 (6 parents, 2 staff)

Parent Satisfaction Survey

We received **60** responses this year up from 49 responses last year. The feedback in the survey assists the Governing Body in reviewing both what we do well and where we can improve in our School.

What you told us

Overall responses were very positive with the **VAST MAJORITY** of answers being agreed or strongly agreed.



Summary of recommended actions

Trial a group session of Meet the Specialist in Term 1, 2020.

IN PROGRESS, the Principal advised 09/12/19 that this is tentatively scheduled for 25 Feb 2020 from 2-3pm.

Revisit the Specialist Program review in 2020, to determine progress against recommendations. Complete by Term 3 2020.

Conduct a review of the whole of school literacy program. Complete by the end of Term 1 2020.

IN PROGRESS, the Principal advised 09/12/19 that the MRIS English lead teacher will conduct an audit of the Letters and Sounds Program and the spelling program, Words Their Way (NAPLAN indicates an area of need) and whether to adopt an alternative program. The first professional development session in 2020 will be considering this with the support of DSF along staff challenges in implementation and delivery.

Provide Professional Development for teachers to assist students struggling and extend those who are high achievers, ensure plan in place by mid 2020.

IN PROGRESS, the Principal advised 09/12/19 that PDs for all staff to grow their ability is "Visible Learning" (John Hattie). Two staff members have completed this workshop so far and there is a plan in place for other teachers to attend 2020.

GB to make regular contributions to the newsletter regarding decision making and planning, confirm in place by mid 2020.

BM to make regular contributions to newsletter on what is happening around the school and identify potential parent jobs through the new parent app, confirm in place by mid 2020.

Events

- AGM & Tennis - Harmony Day - Grandparent Day - Interschool Sports Carnival - Margaret River Art Auction - High Tea & Ecology -



Conclusion

In conclusion, 2019 was a year of consolidation and of growth. We have welcomed with great pleasure a number of new families and students choosing our school, and we have worked hard on strengthening our values, capacity, processes and finances to support our teaching and learning framework.

We thank the team at MRIS, the parents and the students for bringing together another great year. Your dedication for MRIS has seen us all experience and achieve wonderful year.