



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

Parent Handbook



EVERYONE IS WELCOME

Margaret River Independent School (MRIS) was established as Nyindamurra Family School (NFS) in 1982 by a group of parents who had come to the area seeking a 'sea change'. This dedicated group had a vision of providing an alternative to the government school system in which school was an extension of family life and children learned as individuals.

MRIS is an independent school, registered by the Department of Education Services (DES) and follows the Australian Curriculum legislated for all WA schools (SCSA).

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".

MRIS aims to provide a nurturing environment that fosters the development of lifetime learning skills, enabling each child to reach their full potential by educating the whole child in cognitive, creative, emotional, social, spiritual, physical, communication and ecological skills.

"Intelligence plus character - that is the goal of true education" Martin Luther King Junior

OUR VISION

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

Welcome to

Margaret River Independent School

Sharing the Learning Journey

MRIS provides a quality learning environment, developing each child's strengths, self-esteem and self-motivation. Our students build academic, social, emotional and personal skills, which accompany them on their journey through life. To this end an atmosphere of mutual respect is fostered between children, staff and parents via the use of the Virtues and Peer Support programs and the STEP parenting course (Systematic Training in Effective Parenting) offered by the school.

The school's focus on Intrinsic Motivation helps the students develop autonomy, mastery and purpose.

As a small school we can individually tailor interesting and challenging teaching programs for students. With this child-centred approach, self-esteem and ownership of learning is promoted.

MRIS graduates usually go to Margaret River Senior High School, where they have established a reputation for high standards of learning and achievement. A number of MRIS students have gone on to be head students, duxes and award recipients.

The school is situated in an area of natural bush, and children are encouraged to learn about and care for their environment. The school owns its buildings and is constantly expanding its facilities, which include the Nyindamurra Performing Arts Centre, eight classrooms, a library, dedicated art/science classroom and administration building. There are two playgrounds for Early Learning students, three for Primary students, plus a hard-court and parkland playing areas for student use.

Mini Indies

Playgroup for Under-3-Year-Olds

Mini Indies Playgroup is surrounded by natural bushland and offers nurturing play-based experience for children and parents to share with: sensory art activities; songs and puppet shows; nature exploration and play; promoting family support networks. See [Mini Indies](#) brochure.

Little Indies

Discovery School for 3-Year-Olds

Little Indies is a year-long, nature-based program designed to nourish young children and gently introduce them to a learning environment away from the home. As a Pre-Kindy program, it is guided by the Early Years Learning Framework and meets the National Quality Standards. Parents may accompany their child while the child develops confidence and independence. Children participate in all-weather activities, learning about risk and exploring the bush, with a focus on developing resilience, curiosity, imagination and self-awareness. See [Little Indies](#) brochure.

Kindergarten to Year 6

Early Years – Our Introduction to Schooling

MRIS Kindergarten & Pre-Primary provide children with a secure, creative environment in which they can explore and learn through spontaneous play. It is through a combination of this play-based learning and the explicit teaching of literacy and numeracy skills that children develop a strong sense of identity and make connections with their world. Our kindergarten has been recognised for Best Practice by the Association of Independent Schools WA (AISWA). See [Kindergarten/Pre-Primary](#) brochure.

Primary

In the Primary years we continue to instil a sense of self-esteem while promoting a mature attitude to study that will carry the child through the more rigorous demands of secondary education.

Curriculum

- MRIS follows the West Australian State Curriculum. Our teachers follow a Whole School Development Plan which addresses learning areas including English, Maths, Science, History, Geography, Languages, Arts, Economics, Business, Civics, Citizenship, Health, Physical Education, ICT, Design and Technology.
- MRIS is extremely proud of its well-chosen, highly skilled and caring teachers. Teachers are asked to be flexible, supportive and innovative. They are encouraged to use their own special skills and areas of interest and to utilise the wealth of skills found amongst the parents.
- The school places a high priority on visual and performing arts and employs specialist teachers for Years 1-6 in the areas of Visual Arts, Music, and Dance and Drama who are professionals in their chosen field. The school is well known, through exhibitions and concerts, for its high standards of performance. Students are able to participate in private music lessons as well as having the opportunity to be part of the popular school bands.
- A specialist teacher is employed to run a French Language Program for Years 1-6. MRIS hosts a highly successful French connection Open Day every second year which is well attended by the wider community.
- MRIS employs a specialist Physical Education teacher and Year 1-6 students are taught a wide range of sporting skills with an emphasis on fitness and teamwork. MRIS participates in interschool sporting activities including athletics and other team sports e.g. soccer, with small schools in the Capes region. Pre-primary to Year 6 students also take part in annual swimming lessons and in some grades may have additional sessions e.g. yoga, gymnastics and surfing. In the early years as physical co-ordination is essential to the development of other skills, Kindy & Pre-primary incorporates a Perceptual Motor Program (PMP) and Fundamental Movement Skills (FMS) into its curriculum.
- Great importance is attached to outdoor excursions and school camps. Years 2 to 6 attend an annual camp with their teacher. These activities are vital to the educational program, providing real life experiences in stimulating environments. Parents attending camp shall have a Working with Children Clearance.
- To promote connection within the school, students, teachers and parents participate in a 'walk and talk' activity twice a week before classes commence.
- A Peer Support Program on specific modules is conducted for the primary school every year in Term 3. These modules are "dedicated to providing dynamic, peer-led programs which foster the mental, social and physical wellbeing of young people and their community".
- Home study is recognised at MRIS as a means of extending and consolidating work covered in the classroom. . If tutoring is provided students are required to complete any set home exercises.
- Child safety is a priority at MRIS. We run the "Keeping Safe" program from Kindy to Year 6.

Tutoring

The School has a history of highly effective intervention programs. Gifted students or students in need are assessed for relevant intervention in tutoring or special programs. Parent involvement is required for optimum progress to be achieved and is guided by the Principal.

Innovative Programs

Since inception, MRIS continues to incorporate many innovative programs into its curriculum. Programs have included below with introduction timeline:

- 2019 Mini Indies Playgroup for under 3-year-olds
- 2018 Improvement of Nyindamurra Remnant Forest habitat and public education, through Investigations, field days and online presence displaying past, present, and future nature and sustainability projects, including data from 10 years of pitfall trapping (under licence by DBCA)
- 2016 Robotics program for Year 4 to Year 6 with support of an AISWA STEM grant and local engineer
- 2016 Innovations program for Year 4 to Year 6 with support of a local engineer where students are encouraged to think out-side the square and solve large problems in small parts using the principles of chemistry and physics
- 2016 Stepping Stones of Nature Pedagogy: Science focus in an integrated curriculum
- 2014 Little Indies Playgroup for 3-year-olds
- Second School Band introduced for Y4-5, in addition to long running Year 6 Band.

- 2013 Nyindamurra Nature Trail developed by the Year 2/3 class
 Bush School introduced allowing for nature-based learning.
 Dance fusion studies introduced for Years 1-6.
 MRIS Ensemble introduced to allow for musical performance outside of School Band
- 2008 Spatial science & sustainability program (won Education Award 2009 by the Cape to Cape Catchment Group). Students utilised Geographic Information System to understand care for biodiversity in the natural forest surrounding the school and map the history of the school grounds. Surveying of fauna and flora; a frog conservation project and poster project 'Rescue a Frog Today (RAFT)' (Won Asian Pacific Excellence Award plus Primary School Winner) and publication of our book 'Drawing on Nature – When art meets science!'

Behaviour Management

At MRIS our Behaviour Management Policy is based on the STEP Guidelines, The Virtues Program and Restorative Justice Principles and the PATHS program (Promoting Alternative Thinking Strategies). Children are guided to find the Virtues they could have used to problem-solve positive alternative behaviours and to plan for restoration and reparation. In the playground there are designated Problem Solving “stoplights” and a step for further consideration and discussion with teachers’ guidance.

Social and Emotional Learning

Social and Emotional Learning together with 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 under the National School Chaplaincy Program for Pastoral Care services or the practice of looking after the personal needs of students, not just their academic needs, through the provision of general spiritual and personal advice. At our School the Chaplain provides both immediate and /or ongoing support for a student in need and adults in the school community also in need e.g. parents or staff; support the inclusive and welcoming nature of MRIS and assist our focus on mental health and wellbeing throughout the school community such as through Q&A forums. Participation in any services provided by the Chaplain is voluntary; please note Chaplains are not permitted to proselytise. Our Chaplain is Mike Bezant (Mike.Bezant@mr.is.wa.edu.au), please contact Mike or the Principal if you have any queries about our Pastoral Care services.



Student Participation

The upper school students chair a weekly school meeting with agendas and portfolios. This is a platform for all students to gain confidence and learn presentation skills and for students who have excelled to demonstrate their skills. The weekly meetings resolve any issues that have arisen during the week via the Restorative Justice Principles, the Virtues Program and STEP Principles, as well as plan for fundraising for charities supported by the school (Famine Fighters, Jump Rope for Heart, MS Readathon, Walk Against Want and our World Vision Sponsor Child). All students are encouraged to take on positions of responsibility through elected portfolios e.g. recycling, technology, composting, ringing the bell, monitoring the playground, measuring rainfall etc.

Our upper school students are trained as Peer Support Leaders and run activities in small groups for all the primary school students on such themes as ‘Making Friends’, ‘Living Positively’ and ‘Promoting Harmony’.

Governance

Governance of MRIS is provided by a Governing Body (GB) using a consensus model for decision-making. The GB may have up to 12 members including the following roles:

For two-year terms: Chairperson, Secretary, Treasurer, Parent Body Representative

For annual terms: Deputy Chairperson and committee members to cover nominated portfolios including Communication & Marketing, Buildings & Infrastructure, Policies & Procedures.

Names and contact details of [Governing Body Members](#) are listed on the website.

The school's Annual General Meeting is held every year in Term 1 as per the [MRIS Constitution and Rules](#). All parents are encouraged to attend. At this meeting GB elections are held, and parents are encouraged to select a support role as part of their commitment to the school according to their interests.

As per the constitution, the school is managed by the Principal who reports to the GB.

Parent Participation

MRIS offers a fantastic opportunity to be engaged and involved in your child's formal education journey. The best way to learn about the school is to become involved. Taking a support role is a practical and rewarding way of being involved and learning about the day-to-day running of the school. Support roles are wide-ranging and cover all aspects of schooling. Parents of Kindergarten students or new students are encouraged to take on a 'light' support role during their first year, as this is regarded as an orientation year. Support roles and roster duties are also waived for families with newborns or when unforeseen circumstances arise.

Parent participation ranges from assisting in the library or with the newsletter, to classroom help, parent education, fundraising or GB membership. The school relies heavily on this participation to reduce school fees and requires 10hrs of commitment per parent each term. Parents are asked to regularly fill in the Flexible Commitment Hours Book in the office and are invoiced if hours are not completed by the end of the year. If you would like further information about how to complete your hours please contact either your classroom teacher, your classroom coordinator or the office.

All parents should sign in and out when attending the school (apart from student drop off) so that in the event of an emergency MRIS staff may muster them appropriately.

Volunteer Policy

All parents are required to undergo a Volunteer Induction conducted during class meetings or orientation days by a member of the Governing Body. A Volunteer Induction Checklist and a Confidential Volunteer Declaration will need to be signed and filed confidentially.

Showcasing the School

All parents are required to participate in some way in the school's two major annual events, the [Art Auction](#) and the [Open Day/High Tea](#)

Parent Education

MRIS recognises the importance of the interaction of home and school to create the optimal learning environment for students. All parents are required to attend our STEP (Systematic Training for Effective Parenting) and buy a training book as part of their commitment to the school. The Teachers also complete the course. STEP encourages logical consequences rather than reward/punishment. Held at various times through the year, these courses are an invaluable aid, providing parental support, validating parents' existing skills and preparing a parenting plan for the future.

Additionally, the school conducts workshops, using internal expertise or outside consultants, on relevant issues such as The Virtues Program, Non Violent Communication, and Q&A sessions on learning issues, bullying and protective behaviours.

Class Help & Rosters

Parents are invited to provide support in the classrooms. This is arranged by teachers on a class by class as needs basis. Please note as the Kindergarten/Pre-Primary requires a regular rostered parent timetables will be prepared prior to each term and the class teachers will contact you. There are many other ways parents may assist the classroom (e.g. covering books). Contact your child's teachers to find out what assistance they need.

Fundraising is often conducted by parents for items or activities nominated by the classroom teacher e.g. class camps. The classroom coordinators work with the classroom teacher to co-ordinate such fundraising ranging from providing a weekly school lunch for students to a sausage sizzle/cake stall at IGA.

Canteen

Lunch is offered to students from the Canteen one day per week, usually Friday at a minimal cost. This is used as a Class Fundraiser for parents for nominated items e.g. camps. Lunch menu is selected by the relevant class and aims to provide healthy choices. Food is prepared in the School's commercial kitchen as per the Canteen Policy.

Class Coordinator role

Each year the teacher will select one or two Class Coordinators. The Class Coordinator's role is to support the class teacher by communicating with parents and encouraging parents to be involved in the operation of the school. It is also a vital link between the parents and the Governing Body through the GB Parent Representative. This is a two-way link to provide ideas and feedback from the parents to the teacher and to the GB.

The Class Coordinator welcomes and stays in touch with new parents in conjunction with the Parent Body Representative.

Busy Bees

Busy Bees are coordinated by the Governing Body Building Infrastructure Portfolio Holder and are held at the school on the Saturday prior to the start of each term. They are vital for preparing the school for the new term. All parents are required to attend two busy bees each year. The first one for all parents is at the start of the school year and you will be notified of the date for your second one. Please bring everything you are likely to need for the clean-up. A list of tasks is available in the classrooms or from the Busy Bee Coordinator. Busy Bees are a great opportunity for the school community to get together. The Busy Bee Coordinator will make themselves known to you either via the School newsletter or in person.

Please Note:

While parents are working in the school grounds out of school time, children in their care must be supervised. Please ensure they do not have access to school rooms or school equipment from the sheds.

Parent Body Meetings and Sub committees

Every parent has a voice via Parent Body Meetings held early in the term, every term and chaired by the Governing Body's Parent Body Representative. Meetings provide the chance for parents to be heard and involved. The school community values every parent and they are encouraged to participate in meetings. For convenience these meetings are usually held at the bus stops.

Subcommittees are an important way of supporting the governance or management of the School and parents are encouraged to join a sub-committee in their particular interest area.

Parental Feedback

Parental feedback is very important to continue to improve our school. Please take part in the annual surveys, and if you have any queries or suggestions please contact the Parent Body Representative. A recent parent feedback survey on the school's Top 10 Virtues found parents most valued its virtues of:

**-Love-Kindness-Honesty-Respect-Trust-
-Creativity-Caring-Determination-Courage-Friendliness-**

Communication

Communication in the school is based on a cooperative and participatory philosophy. All members of the school community have the right and responsibility to communicate their feelings and concerns, to be listened to with understanding, or reciprocate by listening openly and with understanding, and to arrange an appropriate time and place to talk.

Responsibility lies with each school member to find an agreement for each situation in a way that is respectful and mutually acceptable to all parties. All adults, including teachers, are called by their first names, to encourage an atmosphere of mutual respect.

Where there are behavioural problems with children, measures in place include one-to-one counselling (including the services of the School's Psychologist and Chaplain) and discussion of the issues at the children's weekly student meeting. Behaviour management is guided by the Virtues Program, the STEP principles and Restorative Justice Practices. The school has also adopted the No Blame Bullying Approach.

All parents are encouraged to approach their child's teachers first when issues arise with their child, however, should you feel it has not been resolved adequately please contact the Principal.

The school has a [Complaints & Disputes Policy](#) which is available on the school website or by request. We also welcome positive feedback at any time.

Parent Teacher interaction

Classroom Teacher	Parent	When	How	Examples
→	←	As needs basis	In person, via note with child, via e-mail or Office phone*	E.g. Quick e-mail: "Our dog has died, and Johnny may be upset."
→		Weekly	Newsletter & See-saw	Group and class activities
→ with Class Coordinator		Term 1 & Term 3	Class meetings usually by Week 4 – date advertised in newsletter	Discuss curriculum, excursions, fundraising, camps, class support etc.
	←	Term 2 & Term 4	Parent Teacher Interviews – optional, parents to request	Teacher availability advertised in newsletter
→		End Term 2 & Term 4	Comprehensive Reports via School	
→	←	Anytime	Parents or Teachers may request a meeting if have concerns	E.g. perceived instances of bullying, concerns on academic performance, change in family circumstances
*Note as teachers are focused on preparing for their class and teaching their class during the day, they will be limited in their ability to access and respond to e-mail. If your item is urgent, please advise the teacher via the Office. Please be patient re an email response - it may take the teacher time to investigate the issue. We also request your co-operation in ensuring the teacher is not overwhelmed by many and long e-mails. If you have any concerns about delays in responses or how an issue is being dealt with, you may request the Principal to contact you.				

MRIS Specialist Teacher including Chaplain as marked**

Specialist Teacher	Parent	When	How	Examples
**→	←	As needs basis	In person, via note with child, via e-mail or office phone	E.g. Quick e-mail: "Jane has injured her knee and can't do sport."
**→		Once per term	Newsletter & See-saw	Group and class activities
→		Semester 1 & Semester 2	Specialist meetings – date advertised in newsletter	Discuss curriculum, fundraising, class support etc. Teacher then available for 1 on 1 parent teacher interviews if requested.
→		End Term 2 & Term 4	Comprehensive Reports via School	
→	←	Anytime	Parents may request a meeting if have concerns	E.g. concerns re class performance, stress etc.

Class Meetings

Early in each term, parents are invited to class meetings at which the teacher discusses the educational aims and plans for each term e.g. camps, and Class Coordinators discuss fundraising and other plans. This is a great opportunity to improve your understanding of your child's learning journey, teacher-parent and parent-parents discussion.

In Term 2, Semester 1, teachers will schedule parent/teacher interviews. Additional parent/teacher meetings are always available at a mutually convenient time. Please contact the relevant teacher directly to make an appointment.

Newsletter

Our weekly newsletter is the vital link between School and home. We encourage you to read it as a family with your child/children. The newsletter is the primary means of communication: whole school to home, teacher to parent, parent to parent. It contains upcoming events, classroom, Governing Body and Office updates and parenting tips. Additionally, the Virtue of the Week is showcased enabling a whole of school and family discussion. If you wish to include something in the newsletter please provide to the Office by Wednesday. Each family receives an electronic newsletter every week on Friday or where requested a paper copy will be provided in your student's bag. The newsletter can also be downloaded from the [School website](#).

School Rules

MRIS students and staff have developed rules on behaviour at school. A list of these [School Rules](#) is available online, at the office and will be sent home at the beginning of each year. These rules are reviewed annually by the students at the whole school weekly meeting.

No Hat, No Outside Play –All Year

This rule is to protect your child from over-exposure to harmful UV rays. Parents and teachers are also required to wear broad-brimmed hats when outdoors on the school grounds. The school has been registered as a 'Sun-Smart' school since 2005.

Dress Code

The school uniform is not required daily, however, it is essential for ALL excursions, incursions and interschool sports days so as to provide a 'uniform look', sense of belonging and easy identification of MRIS students. The school uniform consists of the compulsory turquoise school polo shirt, black or turquoise long-sleeved crewneck, black or turquoise school hoodie teamed with either black pants or a black skirt or school uniform dress. All students are expected to dress 'Sun Smart' with coverage on shoulders and midriff. Long hair needs to be tied back and kept neat and tidy as this is the most effective way to avoid lice/nit infestation. Appropriate footwear is required.

Parents providing support are encouraged to support these dress codes by also dressing appropriately i.e. in a 'SunSmart' way.

Safety & Health Guidelines

The school has a comprehensive First Aid Kit. Medications will not be administered to students unless specifically requested by parents in writing, refer [MRIS Medication Permission Form for Parents](#). If your child has an allergy or other medical condition, please contact the Office to set up a care plan. Where necessary class wide / school wide procedures will be put in place to support this care plan.

No Smoking is permitted in the school buildings or on the school grounds.

The school participates in the WA Dental and Health programs and parents are notified of appointments.

MRIS recommends all students be immunised through the WA Health Department vaccination program. Upon enrolment, parents must present the school with the child's immunisation records "or conscientious objection form" for the school to copy. MRIS adopts the WA Health Department

guidelines with respect to all communicable infections and diseases, including enforcement of exclusion periods as recommended by the Department of Health. Children with head lice/nits are excluded from school until the infestation has been treated.

Any accidents and injuries whether to students, staff, parent volunteers or visitors needs to be reported to the Office as soon as possible and recorded as per MRIS Safety and Health Procedure. MRIS has an Emergency Policy covering various events including bushfires and emergency response practices are carried out regularly to ensure appropriate preparedness.

School Attendance

School starts at 9am and finishes at 3pm with a break for recess (20 mins) and lunch (30 mins). The majority of students are delivered by bus with drop off at 8.55am and pick up from 2.55pm. If you are dropping off, please arrive before 8.55am and utilise the designated drop off south or north car parks and escort your child to the Classroom. If you are collecting your child, please collect them after 3.05pm from the Office. **Please note, children are not supervised on school grounds before 8.45am unless prior arrangements are made with the classroom teacher.**

Student Absences

- Children need to be signed in if arriving late and signed out if they are removed early from school. If your child is not attending school on a particular day, we require parents to contact the school to inform us of the absence. [MRIS School Attendance Policy](#) requires that parents notify the school of any absences by either phone 08 9757 7515 or e-mail office@mr.is.wa.edu.au
- MRIS discourages parents taking children on holiday outside official school holiday periods. Children experience distinct windows of opportunity in terms of learning and benefit from learning amongst their peers. We encourage you to take advantage of the four end-of-term school holiday periods to enjoy family holidays and extended time together and to ensure your child/children's attendance during term time to maximise their learning opportunities and help them fulfil their potential.
- Absences can also have a negative impact on school funding.

“Each day of school missed makes a difference, with the effect on learning accumulating over time. From an early age, if children are taught that they need to 'show up' for school and make a commitment, this positive mentality aids academic and career success and brings benefits in adulthood.”
<https://www.telethonkids.org.au/our-research/research-topics/school-attendance/>

School Bus

There are two School buses operating between Margaret River and MRIS which link to buses from Prevelly, Rosa Brook and other outlying areas, so the school is accessible from anywhere within the shire. There are also buses that can transport children living south of the school.

Bus users must register with the Public Transport Authority at <http://www.schoolbuses.wa.gov.au> and the bus route will be allocated by the PTA with the selected bus contractor. One of MRIS's official bus stops is situated at the Margaret River Bus stop on Charles West Avenue from which the bus departs at 8.40am sharp and returns at 3.10pm. The other stop is east of the Margaret River Primary School at the park on Hillier Drive from which the bus departs at 8.40am sharp and returns at 3.10pm. Please ensure you are at bus stops 5 minutes in advance of due times. Additional information about school buses (routes, times etc) may be obtained from the office.

Any changes to normal bus procedures for students must be **notified in writing** to the bus driver and class teacher by roll call on the relevant day.

Library

MRIS has its own school library from which students, teachers and parents may borrow books. Once a week on Thursdays each class is given a designated time for borrowing. Each child may borrow two books at a time. Students are required to use a school library bag to protect their books and we encourage prompt returns. Lost and damaged books must be paid for.

School Fees

Fees at MRIS are kept to a minimum by the sourcing of grants and parental involvement in the school. School fees are issued annually but may be paid on a term by term basis, or via regular payments using the EzyDebit system. Difficulties in paying fees must be discussed with the Business Manager and a payment schedule agreed at the earliest opportunity. Enrolment cannot be guaranteed for students with outstanding tuition fees from the previous year.

Enrolment Procedures

Application forms and information brochures are available from the school office. Prospective parents are encouraged to make an appointment to see the school and to meet teachers, parents and students. An application for enrolment is effected only once the school has received a completed application form and a non-refundable application fee.

Welcoming Committee

When new families join MRIS the Parent Body Representative with the Classroom Coordinator will contact them to ensure a smooth start and help the family become part of the school. At the start of the year there is a welcome morning tea and induction at the School for new parents hosted by the Principal and the Governing Body Chairperson and Parent Body Representative.

Further Information

Please refer to our school website www.mris.wa.edu.au, or speak with your Parent Body Representative or Classroom Coordinator.



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*Welcome and thank you for
Sharing the Learning Journey!!*

“Education is a journey and not a destination, for we must keep developing.....Mrs S.G. Stooke 1937



Academic Excellence

Creativity

Resilience

Respect

Learning Excellence

EST 1982

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