

annual report 2020

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

2020 has seen more than its fair share of uncertainty. Starting the year with 154 students, close to our long-term target of 160, we were pleased to welcome 18 new families and their students along with three new staff members to our School community. With a full calendar ahead, February kicked off with the Busy Bee, New Parent Welcome Morning Teas, and Little Indies & Mini Indies Tasters. March plans included Grandparents Day and the AGM at the tennis club. By mid-March, we were responding to the COVID-19 pandemic which included cancelling these events.



Throughout this period we remained firmly focused on supporting students, their families and our staff while ensuring the continuity of the students' educational journey. Our responses included hygiene protocols and occupancy limits; staff working from home; supplying Remote Learning programmes so students may work from home; following State Government directives; supporting families who may have lost income with fee relief; to cancelling or postponing events e.g. Mini Indies Playgroup which had just started, has been deferred until the introduction of WA Government Stage 5 restrictions. Through 2020, we have all become familiar with hand sanitiser, 1.5m social distancing, the 4 sq. m rule and the 2 sq. m rule.

We are fortunate that to date, WA has managed to control community transmissions, a fantastic health outcome as well as enabling a faster recovery of the WA economy, allowing many of our families to avoid long term significant disruption. By mid-May our community was settling back into face-to-face schooling, with 85-90% of students regularly attending. Federal Government assistance (Cash Flow Boost etc) has also enabled the School to bring forward various capital expenditures, notably in the Performing Arts Centre.

Our responses to COVID-19 have resulted in significant operational changes some in the short term, some ongoing, and I appreciate the willingness of staff to rise to the challenge along with their good cheer in doing so.

Thank you too, parents, for your support of the School community during this period along with your acceptance of the restrictions in physically attending the School. By mid-year, once occupancy limits were relaxed, it was good to see the community re-engaging with the End of Season Celebrations; the Library launch; STEP courses; the music concerts; and the End of Year Concert and Graduation.

We also appreciate and are grateful to parents and staff for all your fundraising efforts from the Farmer's Market Breakfast Bar (pre COVID-19 restrictions) to the Art Auction, you raised over \$44,000 this year.

Other highlights of 2020 include:

- The strengthening of the Management Team with the employment of a part time Deputy Principal - School Improvement. The impact of this is already evident in the analysis of data (despite NAPLAN not being held this year), programmes and the enthusiasm for continued improvement within the staff. In the latter part of 2020, a management team review started. The GB has approved the first recommendation from this of expansion/division of the Business Manager role through the employment in 2021 of a part time Infrastructure Media & Services Manager whose role will include event management.
- An electronic AGM.
- The wonderful short film showcasing our unique indigenous programme.
- The completion of the growth focussed 2017-2021 Strategic Plan, with many milestones ticked off and solid progress on achieving the remaining Strategic Goals. And in developing the next 3-5 year Strategic Plan centred on consolidation, the GB & staff reaffirmed our core values, vision, mission & philosophy.
- Confirmation of Federal Government funding for 2020 in September, along with an updated 3 year online estimator, providing more confidence in our budgeting for 2021 and beyond.
- Significant improvements to School facilities, carried out mostly through the school holidays by the Projects team, Business Manager, and her team. Over \$98,000 of grants were progressed, including the Performing Arts Centre Extension & Enclosure and Refurbishment of the Old Church/Library. These endeavours were ably assisted by parents including several crafts people who donated in part their time. Thanks also to the parents who helped with the busy bees that maintain our facilities.
- Meanwhile the wonderful Art Auction Team went above and beyond with their work in staging the 15th Annual Art Auction. The new venue of the MR Heart eased some of the pain of staging such as event in these COVID-19 times. The public, eager to be out and about supported us, resulting in a successful and enjoyable event that was made possible through the generosity of artists in donating their art, the support of sponsors, and the involvement of the parents and staff of MRIS.

After such a turbulent year, it is pleasing to see not only the retention of students and families, but a high degree of interest in joining our family school. With the current level of interest, we anticipate achieving our nominal goal of 160 students in 2021 as well as maintaining a healthy waitlist! I look forward to the coming year.

I would like to close by thanking:

- Our Business Manager for her commitment and attention to detail
- Our Principal for both her dedication and constant search for improvement
- Our GB for their support in the necessary but often 'dry' work
it has been a pleasure to work with you.

And thank you too, for being part of our Family School.

Principal's Report

2020 started with great enthusiasm and a vision for new possibilities as our teaching team embraced 3 new teaching members. Bringing people into a team makes "What we do at our school" become precise and promoted and it helps to consolidate the culture for us all. With the hiccup of COVID-19 in Term 2 our teaching staff pulled together to present Home Learning. We were most fortunate to be able to return to regular school attendance (with boundaries) fairly quickly. We continued the year with a conducive school climate of trust, courage and collaboration all tinged with keeping our distance, regular sanitising and the cancelation of some events.



Thank you to all our staff for the extra work that was required and given so generously.

In our 39th year we continued our record enrolments with the February census of 154 students - getting closer to our goal of 160 students.

I would like to report to the 2020 Strategic Goals as per the 2017-2021 Strategic Plan.

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.

For our School Improvement Plan in 2020 we had an audit of the 9 domains that we work towards and established our new focus for the next 3 years - ANALYSIS & DISCUSSION OF DATA.

Our Lead Area Teacher roles were continued with a focus on English (spelling and the Sounds-Write programme) and Maths. This in turn led the school to embrace a new text for our maths in 2021 due to the data collected and discussions to improve.

In our endeavour to have strong teaching in our school the High Impact Teaching Strategies (HITS) of Learning Intentions, Success Criteria, Questioning and Feedback were fully embraced and 2 staff members worked with AISWA on an Action Project (first in WA) to improve these practices.

Our commitment to educating the WHOLE CHILD is guided with more rigour by our yearly focus on EQ and IQ domains. With the EQ focus for 2020 on MINDFULNESS we were inspired by 2 parents who asked to initiate this worthy well-being practice throughout the school via the Smiling Minds App. This practice will be ongoing for the years to come.

Our IQ focus for 2020 on Questioning and Feedback was a continuation of our 2019 focus "Effective Pedagogical Practices"

NAPLAN was abandoned due to COVID-19 however, we have a raft of other testing practices that yield data for further focus. Mid-year reports were also affected, and No Grades were issued. When we canvassed the parents on this aspect, we found that parents were much more willing to allow their children to read the reports. Parents felt they gained a good understanding of the progress made while some were not clear where their child sat academically without the grade.

Creating Community

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

If the Family School is our way of being then our sense of community is essential to our well-being.

To foster togetherness and engagement for all our family members and not just involvement, we continued to offer workshops on the STEP parent Programme, The Virtues and Non Violent Communication along with a new focus in 2019 on A Happiness Plan by Shaun Kay. For our year 6 parents we introduced a TEENAGE STEP 2 session workshop to support the changes as our students move into the next stage of development.

Unfortunately, we did not hold our 6th Grandparent Day and we had to reschedule the Geelong Grammar Positive Education workshop to 2021 (coming next term Thurs, April 22 with a Wine & Cheese Night at the High School.....possibly)

We were very delighted to be able to hold our 15th Annual Art Auction in the new HEART building and we raised a record amount from the generosity of our local community.

We were successful in securing an AEDC (Australian Early Development Census) grant to develop a Parent Handbook in conjunction with Therapy Focus for Kindy parents to support a smooth transition from home to school and to help build resilience in our students.

Unfortunately, due to COVID-19 we were unable to run our Open Day (2020 theme: Vanuatu) which is a particularly positive event for 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.

On-Entry Assessment will be ongoing for Pre-Primary and will move to Year 1 and 2 in the coming years. Information gathered from the assessment informs future planning in the areas of Literacy and Numeracy as it identifies areas of strength and areas of improvement in the early years.

With each year being a record for enrolments we are cognizant of the value of our consistent and focused marketing schedule of what MRIS has to offer to the community.

August 2015: 106 enrolments

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

August 2020: 153 plus 10 Little Indies (Min Indies was on hold)

On receiving a handwritten letter from a year 6 student in 2019 asking for more Art time we began to look at the Arts Specialist space. Our aim at MRIS is to respond to 'student voice' and reflect on how we can respond to requests. This eventuated in giving the year 6 students 1 ½ hours in each of the arts subjects and to incorporate the classroom teacher in collaboration.

We strive to consolidate our Social-Emotional Learning programmes and in 2020 we were able to build on the PATHS (Promoting Alternate Thinking Strategies) which gives a strong understanding of feelings and rethinking of negative thoughts to include the Zones Of Regulation. This framework is a practice based on evidence and helps students identify their feelings and level of alertness and provides strategies to support regulation.

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.

With the wonderful support of Cass Jury we celebrated the 6 Noongar seasons (when able) with our Wadandi Mentor Josh Whiteland from Koomal Dreaming who came and engaged, educated and inspired us in the knowledge of the seasonal changes in our own patch of bush. We continue to be involved in the 'Adopt A Spot' and the 'Our Patch' programmes which are of great benefit to our students and complement our in-house nature pedagogy. (Frog Bog/Pitfall Trapping/Trail Mentoring/Outdoor Classroom).

We were successful in securing an AISWA Quality Improvement Grant to improve the BACKYARD area outside the Kindy Pre classrooms with fencing and other improvements. A safe new space for Little Indies to gather and other classes too.

The association with the Stephanie Alexander Kitchen Garden Foundation became a reality for us (for many years we have desired to participate in this programme) with a Coles community grant of \$5,000. We were able to launch our BUSH TO BOWL concept which will be part of the sustainability focus for year 6 students. Thanks to Laura for her application in a previous year that was noticed and remembered by the Foundation.

A delightful new focus in 2020 was the visit from the local owl men – Boyd Wykes and Sam Hines for the school to be awarded Owl Friendly Status. This ensures the school uses owl friendly methods in rodent reduction.

The newly refurbished and vibrant Library space has been an important area to not only highlight books and reading but provide a beautiful space for gathering, tutoring and meetings. The sensory space at the western end is also well patronised and a delight to be in - thanks so much to Claudia and Penny for their vision and the Library team.

Organisational Capacity

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

In 2020 the focus on Child Safe Organizations resulted from the Royal Commission into Institution Responses to Child Sexual Abuse. To put the interests of children and young people first is paramount and all teaching staff undertook to complete the 10 National Principles of a Child Safe Organization - e-modules that took 7-hours to complete and covered all forms of potential harm to children and young people. The MRIS community should be confident that our school is providing a safe environment where the rights, needs and interests of our children are met.

The school's monitoring capacity was revolutionised by the design of a Data Wall to record and map progress alerting us when learning needs arise –both remedial and extension. This was undertaken by Laura's father Dr Barrie Purser for our school and we are most grateful. Another system to assist staff in 2020 was the use of electronic collection of Behaviour Management which will provide data for future support and improvement.

Of special note was the introduction in 2020 of Deputy Principal-School Improvement, which was awarded to Ann Murray and commencement was brought forward to term 2 due the ramifications of COVID-19 and the support for staff and learning. An important step for the school – thank you Ann.

Review

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

The ACER Student Wellbeing Survey was conducted for a second year and we now have a number of comparisons available from the data collected.

A Well-being Survey embracing Seligman's PERMA model (Positive Emotion/Engagement/Relationships/Meaning/Accomplishment) was given to all teaching staff and results were positive for our staff after a very interesting and demanding year of COVID-19.

AITSL Teacher Review continued – with teachers undertaking a SWOT analysis of their teaching role.

Feedback was sought from teachers on the practices and improvements that were implemented in 2020.

A self-reflection format for year 5 and 6 students was introduced and was fashioned on the Social Emotional KIPP Character card found in the Reports. This will be further fine-tuned for 2021.

Highlights.... and thanks

The highlight of the year must go to our collaborators who gave us the Cultural Connection film which showcases our environment, our connection with our Wadandi Mentor, our students' knowledge of our bush and Noongar culture and the belief our parents have in the Nature Pedagogy our school offers. Thanks to June for her vision and Mike Boskell (and Daz) for the beautiful interpretation of this very valuable aspect of the learning journey at our school.

Thank you to Amalia for instigating a separate Music Concert which was held at the end of Term 3 and is to be ongoing.

Thank you to Anton for the ongoing support and leadership of The Fathering Project. Building connections is part of our school culture.

Thank you Galatee for promoting the French language with Croissant sales - which now need to morph into non-dairy edibles.

We are always delighted to see that our former students perform well at the Year 12 Graduation Awards. In 2020 (MRIS had 6 year 6 graduates in year 12):

- Ava Wilson received the ATAR -Phys Ed Studies Award
- Noemie Marril received the Material Design & Technology – Wood Award
- Ava Wilson received the certificate 11 Sport coaching award
- Ari Lane received the Curtin University Principal's Recommendation Award
- 3 students who commenced but did not graduate from MRIS won awards for Senior School Engagement Programme – Harry Geerson, Building & Construction -Kynan Marsh and ATAR Mathematics Specialist – Malakai Whologan

Thank you to our Chairperson, Jessica, for her tireless vision and design for improvement that she gives with generosity, integrity and enthusiasm. To Bill, our Treasurer, for the gentle and wise counsel he gives along with the vision for the school grounds. We are most appreciative Jessica and Bill. Thank you to all our GB members for their voluntary support and service which ensures our school grows and our children thrive. Your time and energy is appreciated.

We thank June, our Business Manager, for the extra miles and willing smiles she gives the school over and over again. Thanks so much June.

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.” Martin Luther King Jnr

Our Vision

The Margaret River school that is chosen 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, emotional and ecological learning

We engage caring, experienced and specialist educators

We foster family involvement with and inspire loyalty to our school

so our children achieve their best!

Our Philosophy

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

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

We honour that children learn in different ways and we recognise that each child is unique, with individual strengths and abilities.

We acknowledge that families and educators are critical partners in a child's character development and learning success. We educate the "whole child" within these areas:

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

We Value

Family involvement and engagement	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 and sense of self
Intrinsic motivation	

Our Top Virtues

Kindness – Love – Creativity – Honesty – Respect – Trust – Joyfulness
 Determination – Care – Compassion

Our Motto

“Be **Your** Best”

Our Vision, Mission, Values and Top Virtues as detailed above, were updated but not essentially changed at the end of 2020 by the Governing Body as part the process of crafting a new five year Strategic Plan covering 2021-2025.

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.

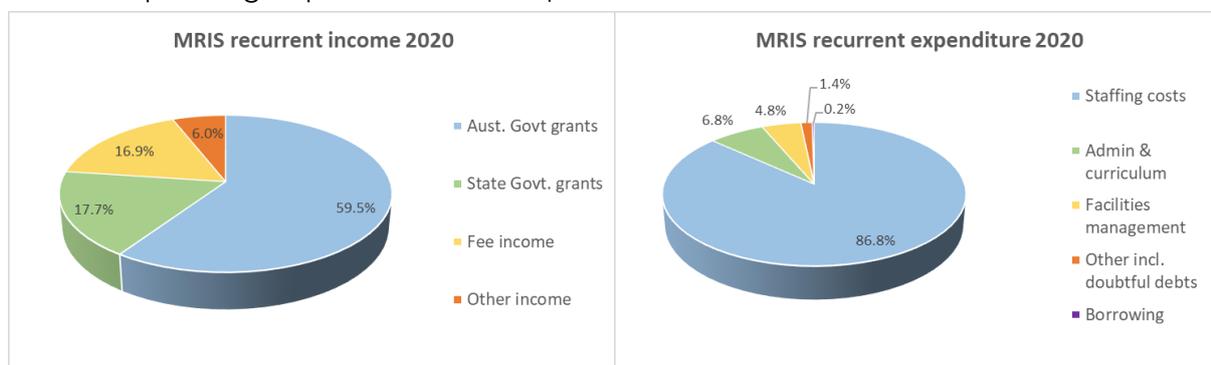
Reportable Item	2020	2019	2018	2017	2016
No. of critical incidents*	Nil	1	Nil	Nil	Nil
No. of child protection*	Nil	Nil	Nil	Nil	Nil
No. of complaints	Nil	1	6	4	1

* Required to report to the Minister of Education

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. This complaint was resolved in early 2020 and learning points implemented through 2020. The response to the complaint including learning points was monitored by the GB. No formal complaints were received in 2020.

School Finances

The net operating surplus for 2020 was \$315,074.



Enrolments

At the 2020 August census the School has 131 students in PP-Yr6, 20 students in Kindergarten, 10 students in Little Indies (3 years old). Mini Indies Playgroup was suspended at the start of the COVID-19 pandemic and remains suspended until Phase 5 restrictions are introduced.

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 153 students by the end 2020, 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”. As per our Strategic Plan, the next five years will see the focus on consolidation of this growth as we achieve our target of approximately 160 students.



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

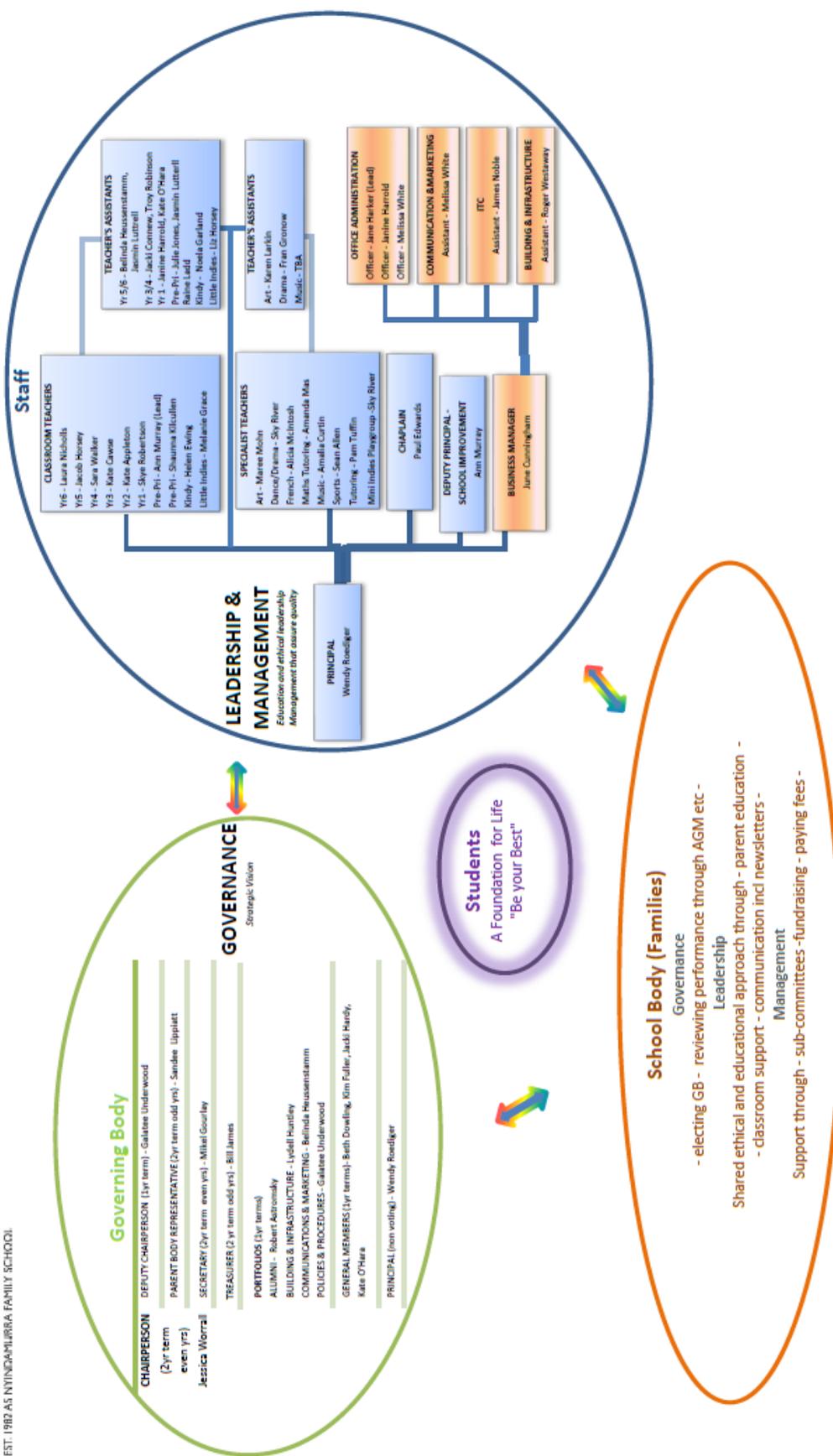
- a. Everyone's participation is needed to populate the school's offices, teams, clubs, etc., so a far smaller percentage of students is overlooked or alienated.
- b. Adults and students in the school know and care about one another to a greater degree than is possible in large schools.
- c. Small schools 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 - July 2020

Sharing the Learning Journey



Finances

Treasurer's Report

Bill James

I present the 2020 audited accounts from our auditor Steve Dean for Stephen McCloud (CPA), see attached.

An overview of our current financial status is detailed below:



	2020	2019	2018	2017	2016	2015
Income & Expenditure						
Total Income	\$2,276,593	\$2,102,315	\$1,745,323*	\$1,624,416	\$1,499,247	\$1,272,052
Total Expense	\$2,355,069	\$1,913,401	\$1,624,499	\$1,477,718	\$1,380,763*	\$1,296,783
Net Surplus	\$315,074	\$30,394	\$30,628*	\$62,254	\$59,161	-\$99,349
Balance Sheet						
Total Assets	\$3,817,691	\$3,212,908	\$3,014,355	\$2,654,308	\$2,576,361	\$2,433,503
Total Liabilities	\$871,753	\$582,039	\$414,162	\$185,265	\$169,153	\$85,457
Net Assets	\$2,945,955	\$2,630,869	\$2,600,193	\$2,469,461	\$2,407,2075	\$2,348,045
Key Performance Indicators						
Working Capital	\$367,662	\$131,024	\$126,521	\$123,380**	\$80,087	\$25,214
Wages to Recurrent Income	81.6%#	81.5%	85.1%	82.0%	80.6%*	88.7%
Student Numbers (Aug Census)	151 (131+ 20 Kindy)	147 (127+ 20kindy)	127 (111+ 16Kindy)	120 (106 +14Kindy)	121 (101+ 20Kindy)	104 (88+ 16Kindy)
Av. Class Size K-Yr6	18.8	18.4	16.0	17.1	20.2	17.3
PP-Yr6 FTE Tcher/Student	12.7	12.5##	11.2	12.3	13.7	12.2

*excl. capital grant of \$100,000 **minor adjustments in 2018 # excl. Job Keeper top ups ## revised 2021

In 2020 MRIS achieved a surplus of \$315,074. This was in part due to increased Federal Funding which arose from legislative changes to the funding of Independent Schools (Gonski 2.0). In addition, MRIS was able to utilise Government support measures to improve staff job security and target strategic projects which would also benefit the local economy. Student numbers exceeded budget by 2, (from 149 to 151), however there were significant additional costs due to Job Keeper top up payments/COVID cleaning and setting up remote learning processes

Income 2020

An increase of 3% was applied to tuition fees in 2020. As the effect of COVID-19 on the economy was not foreseen by the Governing Body in 2019 whilst setting fee increases, it

was agreed to provide additional fee relief where required. Short term COVID-19 relief was delegated to the Business Manager to allow quick response to families requiring assistance. Several families applied for and were offered assistance with School fees.

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 \$14,700 per PP-Yr6 student, \$6,250 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.

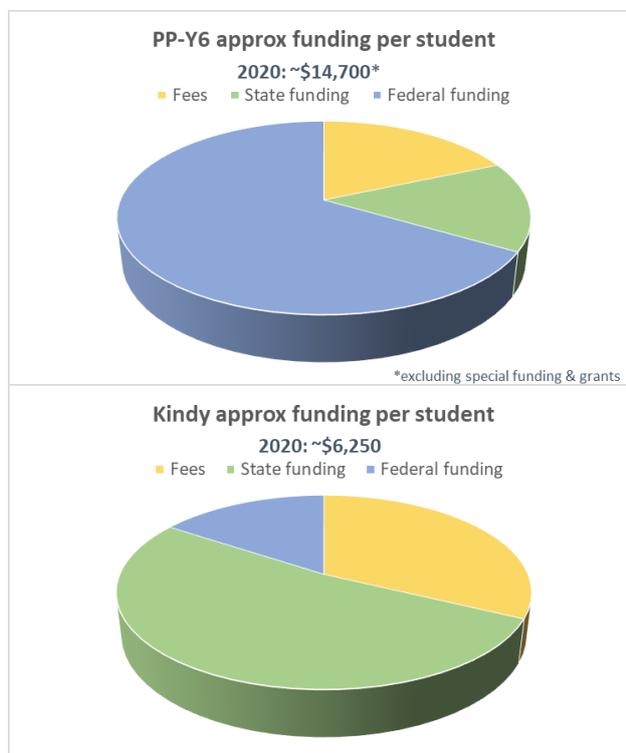
Federal funding is determined given MRIS's small school status, lower than average socio-economic score (SES), and rural classification. Federal funding is also affected by the anticipated share to be paid by the State. Over the next few years, MRIS will see an adjustment of the allocated proportion of funding as

we transition to the Commonwealth target share of 80% of the Schooling Resource Standard (SRS) by 2023. The Federal Government revisited the funding formulae in 2020 with a slight increase in funding based on a direct measure of parents' income instead of the inferred measure, estimated by combining qualifications and residential location.

Despite a difficult year, parents and staff are to be congratulated on raising \$44,894 in fundraising and donations. It is very pleasing to note that we are also starting to see past families making donations to the school in appreciation of their experiences. The extremely popular 2020 Art Auction was one of the few community events that was held during the year and enabled us to allocate \$25,402 towards the PAC Enclosure & Extension Project (PEEP) and to undertake sound and lighting upgrades to the PAC. Thanks also to those who have sought grants. 2020 has seen the finalisation of up to \$98,852 in grants, including the PEEP grant and the Church/Library upgrade grant made possible by the generosity of the Federal Government Local Schools Community Fund. We have sought and received funds from the Shire to manage weed control on our wonderful biodiverse grounds, and we secured a donation from Coles in conjunction with the Stephanie Alexander Kitchen Garden Foundation.

Expenditure 2020

Expenditure increased in 2020 for several reasons. Unplanned additional costs due to COVID-19 such as cleaning and cleaning products as well as an improvement in our hygiene infrastructure (sensor flushing urinals/additional handwashing sinks) were



necessary to keep our school community safe. Extra management support was also needed due to increased student numbers and to assist the COVID-19 core planning group. Furthermore, staff salaries and wages were increased by 2% at the start of 2020 to ensure competitiveness in the education sector. Wage costs were significantly higher than budgeted, however this reflects the cost of passing on to staff Job Keeper top-up payments.

Capital expenditures included new furniture and storage for classrooms, IT equipment, sea container storage for pre-primary, toilet, handwashing and plumbing upgrades as well as our 2020 flagship projects the PEEP and Church improvements.

Balance Sheet 2020

Net Assets have increased by \$315,086. The Balance Sheet (Assets) shows outstanding fee debtor balances have reduced to \$62,610, however reducing this amount further remains a priority for the Business Manager. Additional provision (Liabilities) has been made for leave, both annual, personal & long service leave to ensure the school is adequately prepared when leave is required. Provision has also increased for unexpended fundraising/grants and for capital expenditure on items scheduled but not completed by 2020. This includes a commitment to the car park sealing and repair project that the GB brought forward to 2021 to deal with the impact of increased student numbers.

2021 and beyond

In line with the new Strategic Plan 2021-2025, the next phase of the school's financial planning will focus on consolidation. The 2021 budget forecasts a small operating cash surplus (with a loss after capital expenditures) assuming 160 students (K-6) resulting in an average class size of 20 and maintaining a PP-Yr6 FTE Teacher/Student ratio of 13.4.

February 2021 saw MRIS commence with 159 students, an average class size of 19.1 and Teacher/Student ratio of 12.9. Currently enrolments are 157 students.

The GB has made careful provision for the ongoing care and maintenance of our school buildings and equipment, whilst ensuring that adequate staffing and resourcing levels are maintained. These expenditures will allow us enjoy the benefit of our lovely buildings and grounds well into the future, whilst improving and enhancing our infrastructure.

A major ongoing project is the bituminizing and extension of our car park to create a more user-friendly area as well as an entry that is warm and welcoming. This project has been largely completed and the "kiss and drive" loop will soon be operational. The road verge entrance will receive a face lift when seasonal rains are conducive to planting. Planning is underway to restore and renew the Forest Grove Hall.

The new five-year plan shows that the School remains financially viable and financially healthy into the future.

I am now retiring as School Treasurer and handing over to Beth Dowling, a former parent at the School. Beth has kindly come forward to accept the nomination of Treasurer after a year as a general member of the Governing Body.

I thank June Cunningham, our Business Manager and Jessica Worrall, the Chair of the Governing Body, for their generous, unwavering assistance and support. It has been a pleasure working with them both. It has been a pleasure and privilege working with the Governing Body, the Staff, both teachers and administration, and the School Community. I wish the School the best of luck in the future. I will remain in close contact with MRIS as a grandparent of one, and soon two, granddaughters attending the School.

Portfolios & Subcommittees

Secretary's Report

Mike Gourlay

The Secretary for the Governing Body (GB) is there to support the running of the GB and the school in many different ways. This year the Secretary duties were shared between both Galatee Underwood and myself Michael Gourlay.

The year 2020 has been very challenging with the external pressures and impacts of COVID-19. However, the GB membership remained strong, diverse and stable and we have found ways to continue meeting and ensuring governance of the school with all members attending throughout most of the year. Meetings have been held as planned three times a term, at times via video link or in person, to ensure regular information exchange and decision making.

At the start of the pandemic mid Term One and Term Two, a core group of five drawn from the GB leadership team was formed by the Chairperson to assist with required crisis decision making, while keeping the whole GB membership involved and informed.

Our AGM in March 2020 was delivered and attended in a whole different way, with our usual community in person event replaced by an "electronic" event. The agenda, annual & financial report, GB nominations and all other AGM associated documents were circulated ahead of the AGM date via email and the Schoolstream app, along with all voting papers. The AGM and electronic voting were held at the date & time advertised. This electronic event was attended by 43 members.

GB membership this year saw one new member join in, elected by the AGM, Beth Dowling. We also saw two members leave the GB at the end of their mandate or during the year, and we thank them greatly for their enormous commitment and support of MRIS: Kim Fuller and Kate O'Hara.



Some of the key aspects of focus this year were to support the school in its capacity to consolidate the school staff structure and infrastructure, continued support and development of policies and procedures for the school along with continuing its commitment to improving the learning journey experience for all our community.

Parent Body Representative Report

Sandee Lippiatt

Thanks to all the GB members for all your hard work and support and welcome to new members. This will be my last AGM after spending 5 years as a Governing body member and I'd like to welcome Jacki Hardy as Parent Body Representative.



A bit about the role as Parent Body Rep :

- I represent parents at the Governing body meetings
- To Support the class coordinators in their role
- To oversee the Fundraising and social sub-committees and liaise with Class coordinators regarding fundraising, rostering, and any issues.
- Welcome new parents to the school and hold casual meetings with parents each term (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 ask questions about school or voice any concerns they may have. Dates are advertised in the newsletter at the beginning of each term.
- Coordinate the much loved school Disco
- And to introduce new parents to the school on the first day of the school year with the Principal and GB chair.

The positive attributes of this role are:

- Having a supportive and organised Governing Body Team.
- I love getting to know most of the parents of our wonderful school and helping to establish communication through our class coordinators.
- Getting to know the ins and outs of how our school runs.

The challenges of this role would be a lack of support in the sub committees means there is added workload for the GB members.

Alumni Representative Report

Robert Astromsky

The Alumni Representative is there to be a voice on the GB for the school graduates and their families.

Like all the other roles, the year 2020 has been very challenging with the external pressures and impacts of COVID-19 as we make the



plans for the 40 year celebration of MRIS. As a result preliminary plans will be revisited and the programmed is yet to be determined as well as the date selected.

We would like to have a fundraising campaign be part of the celebration. We are considering either supplementing a capital works project e.g. covering the hard court. One other possible campaign would be for a scholarship fund.

Our committee will need to meet soon to flesh out more ideas and the programme for the Anniversary event.

Building & Infrastructure Report

Lydell Huntly

I continue in a limited role with the GB Building and Infrastructure Portfolio. In a year affected by COVID-19, a number of the busy bees were cancelled and so my role was even less this year. With increased enrolments and healthy budget figures, the school has been able to move forward with some larger building and infrastructure projects. These projects included the enclosure and extension of the PAC, construction of the ramp and raised entry to the library and extensive carpark, pathway and entry improvements, see separate reports below. These large projects were planned and implemented by the Business Manager, June Cunningham and the Chairperson, Jessica Worrall.



I have overseen the busy bees in the past year and for those busy bees that occurred it has been pleasing to see a really good turn out at most. The beginning of the 2021 year busy bee saw the usual strong family turn out and many of the jobs of finalising landscaping around new car parks and preparing for new pathways were completed. There was a lot of pride and enthusiasm expressed by families as to the upgrades and improvements to the visual amenity of the entry to the school.

Communication & Marketing Report

Belinda Heussenstamm

Communication is vital in connecting our parents, students, staff and the wider community via various forms of communication (email, Seesaw, newsletter, Schoolstream, newspaper.) This has been especially essential in 2020 with COVID-19 and the challenges it brought – working out how to connect in COVID safe ways and sharing the learning journey with parents when they couldn't be on school grounds.



The key developments and/or projects in the past year included:

- Remote learning during COVID - while students did not attend in person MRIS remained open to students through Remote Learning. We aimed to deliver Remote

Learning exceptionally well, so as to ensure continuity of education delivery for the students.

- Connection with families during COVID – Newsletter, Email, Seesaw, encouraging people to use School Stream and posting updates to these platforms on the situation.
- Cancellation of events – Open Day, Grandparent Day, Change of Season, Alumni talk with Josh Lloyd, Geelong Grammar's Positive Education for Parents. Looked at alternate ways to hold these events or do them remotely.
- Successful events that took place – Art Auction at the HEART, Change of Seasons celebration in Term 3 and in Term 4 culminating with guided bush tours from Year 3 to mark the end of their mentorship with Josh Whiteland, NVC workshop, Free parent seminars such as Shaun Kay from Smiling Teachers.
- MRIS's unique Indigenous Program led by the school's Wadandi Mentor, Josh Whiteland was highlighted in a short film. The film can now be used as a marketing tool to showcase the connection between MRIS students, their Wadandi Mentor, and their knowledge of the local Noongar culture. It was also a wonderful way to connect MRIS parents with their child's education experience via video to counteract limited parent contact at the school due to COVID-19.
- Zoom meetings during COVID-19 restrictions for the Governing Body.
- Advertising for positions – Youth Worker, Chaplain, Art Teacher, IMS manager.
- Successful editorials in the Augusta-Margaret River Mail and Facebook.
- Newsletter features on Specialist Teachers and Governing Body updates.
- Meet and Greet with Specialist Teachers.

In this coming year, areas to focus are:

- Website to 'go live' – content to be added.
- Focus on maintaining a high level of communication with the school community.
- High Tea – Advertising and ideas for a higher level of attendance.
- Little Indies - advertising and creating interest to increase numbers.
- Free seminars for parents and wider community.
- Working together with Melissa in Marketing and Todd in his new role as IMS manager.

Thank you to Melissa, Jane, June, Janine, Jessica and Wendy for their dedicated efforts in communicating with parents to keep them informed of the COVID stages and what that meant for the school, remote learning information and answering queries related to COVID. Thank you to the wonderful teachers for their communication with parents and implementing remote learning programs for the students via the Seesaw portal. Thank you to all families for maintaining communication with the school and supporting remote learning with their children.

Policies & Procedures Report

Galatee Underwood



The Head of the P&P portfolio is a member of the GB and provides a report to the AGM and each GB meeting. Together with the Principal and staff, its role is to:

- Ensure the school holds appropriate policies and procedures
- Recommend a realistic update schedule of all Policies & Procedures.
- Ensure review is carried out by an appropriate person with suitable expertise in the policy area, where expertise is not available within the school community ensure appropriate outsourcing, using AISWA as a first point of referral.
- Recommend policies and procedures and any amendments for approval to the GB.
- Performs other responsibilities assigned by the GB.

Early this year, the focus shifted towards change and adaptation in response to the COVID challenges, designing what was required to ensure a safe and healthy workplace and educational environment. This was delivered and achieved by the core COVID Crisis response group led by our Chair Jessica Worrall.

In June 2020, new members joined the P&P sub-committee, composed of June Cunningham (Business Manager), Wendy Roediger (Principal) Amy Oud (parent), Fiona Jones (parent), Rebecca Young (parent) and Galatee Underwood (GB Deputy Chair, P&P representative). This group has worked on:

- Policy Action Schedule: update & consider reformatting for ease of reading & efficient support to BM, Staff, GB and P&P
- Assisted in creation or review of all relevant policies by priority: e.g. Enrolment policy & procedure, External providers working with individual students, Complaints and Dispute Policy, etc.

The key focus in 2021 will be confirming MRIS is prepared for the upcoming re-registration process led by the regulator planned in 2022. As part of this process, the regulator will be checking on MRIS policy & procedures system, documentation and record keeping, among other things.

In 2021, the sub-committee will keep working on:

- Review & update standards and templates for policies & procedures
- Support creation & review of all relevant P&P as appropriate
- Support keeping P&P Action schedule list up to date
- Support planning for P&P readiness for re-registration process 2022.

More generally, this portfolio supports MRIS to keep up to date with:

- Legislative context: MRIS responsibility to ensure all necessary policies and procedures are up to date and in place to support the activities of the school within all relevant legislation.

- Non-Government School Registration: MRIS responsibility to meet all the Non-Government school standards and requirements in a timely manner and as requested by the Government and regulatory bodies.
- MRIS Strategic plan: P&P's role to support the implementation of the MRIS Strategic Plan.



Check out the wonderful short film showcasing our unique **Indigenous Program** led by the School's Wadandi Mentor, Josh Whiteland featuring the Year 3s, produced by MRIS parent, Mark Boskell and Daren McCagh from Mixtape Creative and conceived by June Cunningham Business Manager & Bushland Officer Cass Jury <https://mris.wa.edu.au/film-focus-mris-showcases-indigenous-culture-connection/>

Art Auction Subcommittee

Melissa White & Wendy Roediger (GB)

The 2020 Art Auction (AA) Sub Committee consisted of: Wendy Roediger, Tarna Osborne, Lizzie Horsey, Sa Males, James Gordon (sponsorship), Melissa White (marketing), Matt Gant (wine collection), Mark Heussenstamm (art expert), Amy Penrose (Instagram and FB), Kelly Dickinson (Catering).



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.

The \$25 entry ticket includes supper and a free glass of wine. 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 asked assist with the event. Sponsorship is sought for the event or for specific art prizes. Wine and beer were donated.

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 identities e.g. artists, community groups, sponsors and MRIS alumni.

2020 Margaret River Art Auction

- 15th Annual Margaret River Art Auction held on 17 Oct (with a contingency plan of having the auction on-line if a COVID 19 outbreak occurred)
- Over \$25,000 was raised
- A restricted 200 people attended
- 66 artworks were available to bid on (as silent or main auction), with record bid of \$2,900 for a piece by Mirella Prolongeau.
- The Margaret River HEART proved an excellent venue, reducing infrastructure work whilst providing a slick, elegant backdrop for the artwork.

Item	2020	2019s
Entry	\$3,105	\$3,798
Bar	\$1,935	\$2,097
Raffle	-	\$653
Art	\$25,850	\$25,873
Event takings	\$30,890	\$32,421
Sponsorship	\$5,500	\$7,000
Total Income	\$36,390	\$39,421
Total Expenses	-\$10,988	-\$12,350
Net Surplus	\$25,402	\$27,071

- Great marketing opportunity for MRIS as it the showcases school community
- Excellent sponsorship levels \$5,500, plus food, wine and beer donated
- Timing is essential, spring is a good time of year, and proved especially fortuitous in this COVID-19 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 2020

Despite the uncertainty of COVID-19 restrictions, the 15th Annual Art Auction went ahead following extensive organisation and various back-up plans. Changes in 2020, made in part to accommodate the COVID-19 restrictions, included:

- Change of date (AFL Grand Final clash)
- Change of venue
- Restricted ticket sales
- Menu restrictions (no finger food)
- No raffle.

New elements for 2020 included:

- On-line ticket sales
- A 10day preview of the main auction pieces
- Pre-bidding
- Extensive and exceptional social media saturation by Amy Penrose.

To consider in 2021

- It is unlikely that the Heart will allow our own wine/beer sales next year, so this is something we need to look at as the wine sales (a complimentary glass of wine and \$5 for glass of fine Margaret wine) has always been a crowd pleaser.
- With an anticipated reversion to the 'new normal', reconsider the possible improvements identified in 2019.

The success of the event, especially in this COVID-19 year, would not be possible without the generous donation by the artists, the support of sponsors, and the involvement of the dedicated staff and parents of MRIS.

Thank You!

2020 ART PRIZES

Art prizes worth \$6,000 were awarded to the following artists:

\$3,000 Margaret River Art Prize:

Eveline Kotai

\$1,200 Brewhouse

Margaret River People's Choice Award:

Mirella Prolongeau.

\$1,000 Inaugural Packers Prize:

Emily Jackson

\$800 The Witchcliffe

EcoVillage Sustainability Prize:

Britta Sorensen

Bushland Management Subcommittee Report

BMT Coordinator, Cass Jury & Jessica Worrall (GB)

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 2020, the BMT core membership consisted of Jessica Worrall (GB); Cass Jury, Michelle Keppel & Crispin Underwood (Parents); Laura Nicholls, Jacob Horsey, Pam Tuffin, June Cunningham (Staff). In 2020 the BMT did not meet as often as in the past due to COVID.

2020 Focus

Grants

The State NRM grant was successfully acquitted in 2020.

A Shire Environmental Management Fund (EMF) grant application was successful. This grant will deliver weed control and training in weed and fire management, including traditional fire management techniques.

Fire hazard reduction

A plan to implement the schools Fire and Biodiversity Plan was developed with timelines. The following works have been undertaken in 2020:

- Pigface was planted around the pre-primary and year 2 and 3 classrooms on the bushland side on sand pads, it was also planted on the edge of the outdoor classroom. Unfortunately, survival has been very low.
- Priority cells within the bushland have been worked on manually to reduce fuel load. Sticks and branches have been dragged out of the bush and piles made. Many of these piles were burnt.
- The Witchcliffe Fire Brigade burnt a small cell near the hardcourt in October. The cell had a high fuel load and a number of weeds. Follow up weed control will be a priority in this cell. A fire break was put in before the fire along the road side of the cell and works to extend the carpark were undertaken.

Priority weed removal

Watsonia, tambookie grass and woody weed removal have been undertaken this year to build on work from previous years. This has been funded by the Shire EMF grant. MRIS will require an ongoing budget for weed control at the school.

Website

The BEES website had hibernated for this year. The BMT wanted to wait until Lindsay is back to make necessary changes and uploads. This will be reassessed in 2021.

Den building area

The BMT recommended a protocol for cubby building at the school be developed including the need for them to be taken down periodically for example end of term. An area on the perimeter of the oval would be perfect for cubby building and should be

something scheduled just for the Year 5 & Year 6 classes. Resources for cubby building be put in the designated area.

Bushland management and nature pedagogy support

The group discussed the benefits of having a Bushland & Education Officer for both bushland management and nature pedagogy assistance. After discussion a 1 day per week position was requested as part of Wishlist/GB budgeting meeting. Managing grants will not be part of the 1 day per week. This was approved by the GB as a contract position for the year in 2021.

Tree Decline

A marri decline workshop was attended and information was discussed. On going work to prevent the spread of dieback is required.

Events

The change of season celebrations provide an opportunity for the school community to connect with the bushland.

Plans for 2021

- Continued implementation of the Fire and Biodiversity Plan including manual fuel load reduction, small cool burns and weed control.
- Increase the knowledge of the school community on weed and fire management.
- Hold a workshop on fire management in relation to biodiversity.
- Work to build stronger links with curriculum outcomes and the bushland with greater involvement of students and teachers in managing fuel loads and biodiversity.

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/acquitted 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.

2020 Focus

In 2020, G&F Sub Committee consisted 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 2020 has communicated through e-mails with ad hoc meetings as required.

In 2020 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 2020 the operating expenditure focus areas continue to be:

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

Positive developments in 2020

Acquitted over \$90,000 in grants:

- Commonwealth Government Capital Grant for 2020-2021 of \$80,000 towards the \$160,000 "PAC Extension & Enclosure Project" (Co-ordinator J Worrall)
- Australian Government Local School Community Fund Grant for 2020 of \$11,452 towards the \$23,062 for "Refurbishment of MRIS Old Church/Library to enable wider use as library, tutoring & calming space" (Co-ordinator J Worrall)
- Sustainability grants: Waste Wise Round 2 Grant of \$4,400 to "Store waste for our future". (Co-ordinator L Nichols)
- New Early Childhood Funding for 2020 of \$2,000 " Planning for optimal transitions to school". (Co-ordinator A Murray)
- Woolworths Junior Landcare Grant for \$1,000 for frog bog improvement. (Co-ordinator S Walker)
- Bushland grants: Note the National Community Landcare \$28,000 (acquittal across 2019-2020) (Finalised C Jury)

Ongoing grants include:

- National Schools Chaplaincy Program (NSCP) Grant of \$20,000 pa for 2020-2023 (Co-ordinator J Worrall / J Cunningham)

Awarded over \$16,000 in grants:

- Augusta Margaret River Shire Grant (EMF) of \$4,725 ex GST with co-contributions of \$4,800 for "Bushland biodiversity enhancement & cultural burning awareness" (Co-ordinator C Jury)
- WA History Foundation of \$4,400 for "Nyindamurra Kitchen Gardens: Living history in the South West of WA" (Co-ordinator J Worrall)
- Coles Australia Kitchen Garden Foundation Donation \$5,000, allocated by MRIS to "Nyindamurra Kitchen Gardens, see above.
- New Early Childhood Funding for 2021 of \$2000 (Co-ordinator Ann Murray)

Unsuccessful grant applications

Nil

Applications in progress

Nil

Grants applications being considered:

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

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.

Challenges in 2020

The primary challenge has continued to be the limited time of staff and volunteers to pursue opportunities in the time frame provided especially with the additional time burdens associated with managing the School's COVID-19 response.

Library Subcommittee Report

Claudia Gant & Wendy Roediger (GB)

The 2020 vision was to refresh the library: update the shelving, reassess stock, purchase new books to replace old stock, create a sensory area, install new carpet, windows at west end and access area at the front.

The following work was carried out throughout 2020 funded in part by the Commonwealth Government Local Schools Community Fund, the School and fundraising efforts.

- New shelving sourced & installed.
- A new computer was installed, and the 'Bookmark' library system upgraded. SCIS accession and catalogue system was renewed.
- Old stock and damaged books were assessed and culled.
- \$4,328 of new books were purchased in 2020, the majority being fiction, big books and picture books.

Stocktake was completed before the start of the 2021 school year with missing books (over 700) deleted and written off. It is important that stocktake is done every year going forward to ensure books are kept track of and charged to students if missing. It took four volunteers about 4-5 hours.

The 2021 the focus is on non-fiction. We are liaising with the teachers this year to restock with regards to class requirements and the school curriculum. We have started purchasing and will continue throughout the year with a budget of up to \$10,000.

The Library Subcommittee has recommended that MRIS employs a part time librarian to manage the school library, with the assistance of parent volunteers, ASAP as the work requires specific knowledge to fill the role. This has been considered by the GB and added to the School's Wishlist with funding scheduled within the next 3-5 year plan.

Library services include:

- Scholastic book club
- Library day manager & volunteers
- Open days e.g. Scholastic Book Fair, Book Week
- Curriculum and ordering books
- Teacher Liaising
- Library Supplies
- Miscellaneous: Stocktake, decorations and aesthetics
- Book covering
- Book requests

Thank you to our hardworking library volunteers in 2020, with a big thank you to Penny Lloyd for her technical expertise. We urgently need more volunteers to assist in 2021 and beyond.

Sustainability & Waste Wise Subcommittee Report

Kyllie Delfondo, Amy Penrose & Galatee Underwood (GB)

SWWS Membership in 2020 consisted of Amy Penrose, Kyllie Delfondo, Marli Starceвич, Cass Jury (Bushland Management Subcommittee), Nicola Anastas, Vanessa Fleming Digby Fleming, Laura Nicholls (staff), June Cunningham (staff) and Galatee Underwood. Meetings were held infrequently due to restrictions associated with COVID-19.

Our aim is to educate about the environment and our impact on it, inspire effective change, and minimise waste. To do this we are focusing on effective buying choices and recycling, the practice of gardening and composting and awareness of local positive environmental efforts. Hoping these practices can help give a sense of hope for children too in rapidly changing times.

In 2020 we have continued with our WGAC buying group/ fundraiser, and will add a stainless steel peg buying group to that in the new year. We have also been investigating group buying or a better system with regards to school booklist items etc to minimise excess buying and waste.

In 2021 we will continue with the above projects, as well as still compost and effectively deal with garden waste and continue to teach these skills

We will also continue to educate in a positive way about local and beyond environmental causes, with films, craft, speakers etc and be available for any children interested in these topics. This is becoming increasingly important to the group.

And we will continue our recycling programme but in a more refined and sustainable way. We will be collecting for Containers for Change and Precious Plastics now. Both local, easy and fantastic schemes with the added bonus of the former being an opportunity for school fundraising too. We will continue collecting the school's own self-generated waste of printer cartridges and soft plastics. Lists will be sent out to parents highlighting local places to drop other stuff that we are no longer collecting. The emphasis will be on reducing first, then reusing and recycling. A more detailed outline of the new recycling programme will be in the school newsletter.

There are many other ideas among us, of which we will explore in the new year. However we are needing new active members for this group, to continue and enhance current activities and to develop new suitable projects.

Major Projects (Building & Infrastructure) Report

Jessica Worrall (GB) & Business Manager, June Cunningham

PAC Extension & Enclosure Project

The 2020 PAC Extension & Enclosure Project was jointly funded by the Australian Government under the Capital Grants Program (AISWA CGA No.: 2020/2769/1) and the School Community. The Performing Arts Centre (PAC) was built under the BER when the School's student body was approximately 80. With the move to single stream classes the size of the student body will increase to up to 160 students (K-Y6) and necessitating a PAC extension. As part of the School's Bushfire Management Plan the enclosed portion of the PAC was identified as the emergency refuge in the event of a bushfire. With doubling in student numbers, the undercover area of the PAC needed to be enclosed to ensure it can continue to operate as an emergency refuge. Enclosure also improves its day to day usability for performances, meeting and general purpose activities.

At the end of 2019, MRIS was advised that we were successful in our application for a capital grant from the Federal Government of \$80,000 toward the \$160,000 project. This project received development approval from the Shire along with the two 2018 classrooms project on 06/04/2018. After signing the Capital Grant Agreement at the start of February, Neil Tweedie Architecture was appointed to develop the documentation including the specification and drawings and to follow the project through with contract administration. The project entailed extending the covered area by one bay to the east, enclosing the north and south sides with glass exit doors, concrete blockwork & windows. Glass doors are placed on the western sides at the top of the stairs and the eastern side has 4



automated roller shutters to enclose the space and the existing skylights were upgraded to be BAL29 compliant. The PAC extension and enclosure was designed and built to BAL29 (Bushfire Attack Level) and complies with relevant design codes.

Despite COVID-19 interruptions it was decided to bring the work forward from scheduled Dec-Jan period to ensure the work was completed prior to the next bushfire season. The work of 'additions and alterations to the covered assembly area' went to tender on 01/05/2020. Four tenders were received and the contract was let to Terra Castle Constructions on 12/06/20 with scheduled practical completion 23/10/20 for \$150,581 ex GST with \$5,000 for variations. Work was mostly completed during the two school holiday periods of 4-20 Jul & 26 Sep-11 Oct. Fabrication of the roller shutters was delayed due to COVID-19 and installation was deferred until 5 Dec. Variations included additional insulation & cleaning the existing building. As this contract came in under projected cost, fire resistant woollen drapes supplied by Totally Sound at \$8,319 were included in the project as part of fit-out.

Contract let: 12/06/2020	Practical Completion: 05/12/2020
Certificate of Occupancy granted: 08/12/2020	Grant acquittal: 08/12/2020
Total Cost: \$166,774.72 ex GST	Australia Government Capital Grant: \$80,000 ex GST
Builder: Terra Castle Constructions	Total amount paid to builder: \$148,180.36 ex GST
Supervising Architect: Neil Tweedie	MRIS Project Supervisor: Jessica Worrall (Chairperson)
MRIS Principal: Wendy Roediger	AISWA CGA: Lisa Bradley (Executive Officer)

The support of the Australian Government and AISWA CGA is gratefully acknowledged.

The PAC extension and enclosure would not have been completed without the support of MRIS staff, parents, other volunteers and artists fundraising at Margaret River Art Auctions for this project.

PAC Sound & Lighting System

With the enclosure of the PAC, the GB approved the advancement of the Wishlist items of new sound and lighting systems that can be controlled through an iPad. These systems were installed by Totally Sound at a cost of \$28,352 ex GST in time for the end of year school concert. Together with the new curtains, and enclosure of the PAC, this enhances our performing arts, music and sport programs and provides a state-of-the-art space for our students and the wider community.

Weaving Frame on the Berm

The weaving frame on the berm has also been completed during 2020 providing a stunning backdrop to the Nature Playground in front of the PAC.

Storage in Kindy/Pre

The old garden sheds have been removed and a sea container installed to provide vermin free storage of Kindy / Pre equipment.

Old Church/Library Upgrade

MRIS completed the refurbishment of MRIS Old Church/Library to enable its wider use as library, tutoring, calming & meeting space thanks to a Commonwealth Government grant of \$11,452 via the Local Schools Community Fund. The renovation of the Old Catholic Church located to the MRIS site in 1983 cost in total \$29,370 (ex GST) and the work included:

- Improving usability by providing universal access instead of steps
- Making a safe physical space (Child Safe Organisation) with line of sight of occupants by installing 2 low windows on western wall; clear glass in doors looking into area; new library bookshelves along walls.
- Making a valued space by updating library stock, provide calming space, tutoring & meeting area.

The project commenced on 09/01/2020 with anticipated completion by mid year pushed out by COVID-19 disruption it was finalised by 13/11/2020. Thanks to all those who assisted and especially the parents who donated their expertise during this project.



Strategic Plan

By the end of 2020, the GB had developed and issued a new 3-5 year plan. While the strategic goals and priorities are similar to the previous 3-5 year plan, the new plan reflects the shift from a growth phase to that of consolidation. The progress report below reflects the closure of the previous plan.

Strategic Priorities 2017-2021 Progress Report End 2020

Strategic Priority	Progress
<p>Education</p> <ul style="list-style-type: none"> ◇ 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. 	<ul style="list-style-type: none"> - Principal advises annually on progress against School Improvement Plan. 2020-2022 focus "ANALYSIS & DISCUSSION OF DATA". - STEP continues to be promoted to both Staff & Parents with alternative Parent Education Session e.g. Virtues. Continued increased uptake of parents attending. Work on ways to improve utilization of parents in the classrooms is ongoing.
<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 continue to be refined each year. - Newsletter is the core of communication between school and families. Newsletter reformatted to improve ease of reading & preparation. School communication app Schoolstream introduced in 2020 with good use in COVID times. - Successful Art Auction despite COVID-19. Need for more informal whole of school social met by celebration of Wadandi season changes. COVID-19 restrictions reduced number of school functions. - 40th anniversary plans being revisited in light of COVID-19. - 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 \$110,000 grants additional to recurrent funding expended in 2020, Additional \$16,000 in grants for 2020/21 obtained, Fundraising pursued, with over \$44,000 raised by parents in 2020. Fees reviewed annually.

Strategic Priority	Progress
<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 through the Bushland Management Team. 	<ul style="list-style-type: none"> - PAC Extension & Enclosure completed in 2020 ahead of schedule, along with refurbishment of Old Church. Work on carpark & entrance approved and started, to be finalized early 2021. Existing facilities are maintained & improved. - BMT operated in limited capacity due to COVID-19, additional grant obtained to help 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, OHS, Parental Involvement, Event Co-ordination. ◇ Expand management support e.g. through Business Manager, Deputy Principal; expand pastoral care services 	<ul style="list-style-type: none"> - Staff attend regular PDs; planned parent education deferred due to COVID restrictions. - Volunteer app introduced in 2020. - Continued progress on systems through BM e.g. introduction of 'Employment Hero' system. - Management support increased in 2020 with Deputy Principal-School Improvement employed. Management Team review commenced with split of BM role & employment of IMS Manager to include event management, approved by GB for 2021. - Chaplaincy grant successfully renewed. Wellbeing survey conducted. GB approved expansion of pastoral care services with additional support of youth worker at 0.4FTE.
<p>Review</p> <ul style="list-style-type: none"> ◇ Conduct surveys at least annually, determine and implement key ways to improve. ◇ External review by Department of Education as part of Registration in 2017. 	<ul style="list-style-type: none"> - Annual parent surveys conducted (2017, 2018, 2019, 2020), with improvements identified, implementation tracked, Alternative means of feedback explored & ways to improve. - MRIS re registered for 5 years in 2017 (maximum available).

Strategic Goals 2021-2025

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.

Consolidation

Actively maintain student numbers for single stream Pre-Kindergarten to Year 6 while retaining our small school character and culture. 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, improve functionality of existing facilities while managing and improving the health of 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 2021-2025

Education

Continue to utilise our School Improvement Plan to improve the quality of education & engagement by measuring the impact of effective teaching & learning practices & reporting to all stakeholders.

Share the learning journey by supporting teachers to both value and know how to utilise parents effectively in the class learning.

Educate parents in our school language through programmes such as STEP, Virtue, NVC etc.

Creating Community

Welcome and mentor new families.

Ensure whole of school community discussion and participation via the newsletter and other platforms.

Schedule regular whole of school social functions including alumnae where feasible e.g. 40th Anniversary; Open Day, socials.

Consolidation

Promote what distinguishes MRIS to existing and future families using Our Identity.

Actively promote MRIS as per the Communication & Marketing Plan to maintain single stream. Ensure consistent message from first point of contact on and continue to improve integration of new students and their families into the school.

Actively pursue grants, fundraising and regularly review fees.

Environment

Improve functionality of the existing facilities as per the Business Plan including Oval, Garden, FG Hall, Administration & Sheds.

Value, manage, connect with and improve the health of surrounding bush through the Bushland Management Team.

Organisational capacity

Improve strategic outcomes by continuing to build a strong and resilient workplace and reviewing best practice principles for effective growth, development and wellbeing. Create a workplace plan and measure ongoing staff satisfaction, wellbeing and retention.

Identify and offer development opportunities to our volunteers (families & GB) through Parent Education, online training, etc.

Continue to build effective and efficient systems including HR, Finances, OHS, Parental Involvement, Event Co-ordination, Succession Planning.

Consolidate expanded school management & pastoral care services .

Review

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

External review for 2022 Registration by Department of Education.

Staffing Information

School Staff

Teaching Staff	16	Non teaching Staff	17
FTE Teaching Staff	10.3	Non Teaching FTE Staff	8.1

(FTE: Full Time Equivalent)

Staff Qualifications

Qualification	Percentage of Teachers & Leaders at the School
Post Graduate Qualification	28%
Bachelor Degree	56%
Diploma	17%
Certificate	0%

Staff Composition

2020 Staff	Teaching		Non Teaching	
	Female	Male	Female	Male
Full time	5	1	Nil	Nil
Part time	9	1	13	4
Indigenous	Nil			

Retention of staff was high in 2020 with 96% retained from 2019.

Expenditure on and staff participation in professional development

The total funds expended on professional development in 2020 was \$10,039.

Professional development is listed on the table that follows.

Professional Developments	Provider	Staff	Date
Term 1			
Nature Pedagogy Planning	Cass Jury	All teachers	31 Jan
Mindfulness	Danelle Crake & Aisling Wallace	All teachers	31 Jan
Review of Literacy Programmes	DSF	14 staff	7 Feb
Gifted & Talented Update	Growing up Great Kylie Bice	2	25 Feb
BE You Network Meeting	BE You	1	Early Mar
Autism and IEP design	AISWA Bronte Morgan	10	5 Mar
STEM Professionals in Schools Distance Partnerships	CSIRO Webinar	1	17 Mar
The Neuroscience of Change	Langley Group	1	18 Mar
Using SeeSaw for Online Learning	SeeSaw	1	End Mar
Zoom Meetings for Online Learning	Zoom Webinar	1	31 Mar
COVID-19 & Schools Q&A Session	AISWA & Lavan Legal	1staff 2 GB	1 Apr
STEP parenting	MRIS Pam Tuffin	2 staff	Wks 6,7,8,9
KLiK Sound Education	Sound Relaxation	2	8 Mar
Term 2			
Principles of a Child Safe Organisation	Australian Human Rights Commission Online	All staff	T2

Professional Developments	Provider	Staff	Date
Rigour is not a four letter word	ACEL Webinar x3	1	29 Apr, 6 & 13 May
JobKeeper	AISWA ATO Webinar	1 staff 1 GB	7 May
Impactful leadership series	ACEL Webinar x2	1	10,17 Jun
Who is hiding today?	Sean Burke	10	23 Jun
Autism webinar	Think, Organize, Do	11TAs	
SMILE Happy Teacher	Shuan Kay	1	29 Jun
Virtues Workshops	MRIS Host: Chloe Drysdale	7 staff	1 Jul
OrgView – Your Schools HR Digital Transformation	AISWA	1	14 Jul
Mandatory Reporting	DCP Online	All GB (12)	Thru T2
PDs T3			
Sounds Write	Sounds Write Org Online	2	Over T2
Vision & School Improvement Plan	AISWA Nicola Davidson	22 staff, 1 GB	PFD 24 July
HIPS- High Impact Practices	AISWA	2	3 Aug
STEP parenting	MRIS Pam Tuffin	6 staff	Wks 6,7,8,9
Visible Learning for Literacy	Corwin	2	26 Aug
Autism webinar	Think Organize Do	1	18 Aug
Peer Support Induction	Peer Support	1	Sep
SW Briefing the Board	AISWA (GM Busselton)	3 staff, 5 GB	5 Sep
LEGO EV3 Education	LEGO Webinar	1GB	8 Sep
Visible Maths	Corwin	1	9 Sep
Global Leadership Conference 2020	ACEL Online	2	30Sep-2Oct
Zones of Regulation	MRIS Paul Edwards	10 staff	Week 5
PDs T4			
Analysis & discussion of data	AISWA Nicola Davidson	12	16 Oct
Feedback	AISWA Kris Stafford	10	27 Oct
How students learn	Corwin online John Hattie & Sam Rogers	1	27 Oct
Marketing Masterclass	AISWA: Image Seven 4 webinars	2 staff 1 GB	17 & 29Oct 13 & 26Nov
Primary Leaders Network Meeting	AISWA	2	9 Nov
Searching for & identifying gifted students in the school	Humantix Online	2	9 Nov
GB Child Safe Policy Education	Galatee Underwood	10 GB	16 Nov
NVC	Lauren Scanlon	17 staff	12 Nov
NVC	Lauren Scanlon	11 staff	24 Nov
NVC design	Lauren Scanlon	1	30 Nov
Positive Schools Conference	Positive Schools WA	2	26-27 Nov

Key Student Outcomes

Student Population & Attendance

Student population composition in 2020

Student population of compulsory schooling (excluding Kindy) at census was 131.

Female	Male	Indigenous	Language background other than English
51%	49%	2%	7%

Average student attendance rate

The average student attendance rate of compulsory schooling (i.e. excluding Kindy) was 89.9%. up from 87% in 2019.

Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
136	188	2878	89.9

Attendance rate as per year level 2020

	Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
PP	22	188	328	85.9
Year 1	17	188	456	91.2
Year 2	11	188	469	89.7
Year 3	25	188	431	92
Year 4	20	188	226	89.3
Year 5	25	188	304	91.5
Year 6	16	188	664	89.9

Non-compulsory schooling

Enrolments in non-compulsory schooling offered by MRIS at the end of 2020

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	0*

* Mini Indies was not run in 2020 due to COVID-19 restrictions on gatherings.

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 (approx. 0.4 FTE 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. The GB is committed to our pastoral care programme and has approved the expansion of services by employing a Wellbeing Officer at 0.4FTE to assist in this area from 2021 on.

2020 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 2020 the PP-Yr1 survey was not conducted. This survey relies on Teachers completing the responses on behalf of students and this was not possible or reliable since COVID-19 resulted in some students working remotely with reduced face to face access to teachers.

The Yr2-Yr6 survey was conducted shortly after students returned to school from COVID-19 lockdown. It should be noted that these results may vary considerably from comparable schools due to different timing and experiences throughout the country. This cohort 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)

Not conducted in 2020.

Year 2 to Year 6 (Yr2-Yr6)

The mean Overall SEW score for Years 2-6 at MRIS was 119.7 compared with an 'All Schools' score of 120. Years 3 and 4 recorded slightly lower scores compared with the MRIS mean, while Years 5 & 6 recorded slightly higher scores. The standard deviation is a measure of the spread of results around the mean score and the school standard deviation of 13.7 suggests individual results were somewhat variable. When the data is grouped into sections from 'Low' SEW to 'Very Highly Developed' SEW MRIS has fewer students in the 'Low' SEW cohort than All Schools, but also fewer in the 'Very Highly Developed' cohort.

Years 4 & 5 had more students in the 'Very Highly Developed' and 'Highly Developed' groups than 'All Schools'. Years 2-4 & 6 have more students in the 'Low and Emerging' category for SEW scores than the 'All Schools' average, however Year 5 has fewer students in these two categories.

The purpose of this data is to assist in informing the Pastoral Care programme at MRIS. The Governing Body, together with the Principal will review the detailed data in 2021 and make recommendations regarding actions required.

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. In 2020, given the COVID-19 pandemic, the Australian Government decided to suspend conducting the NAPLAN testing.

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, the Track It Forward app was introduced in 2020 (via the parent communication app Schoolstream) to help track the hours.

Due to the restrictions associated with the COVID-19 pandemic, the GB reduced the required contribution from 40 to 20 hrs per year. GB approved policy is that at the end year if the requisite number of parent hours are not completed, parents will be charged at a per- hour rate to compensate for lost support to the School. In 2020, 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	\$25,402	Retained for Capital Expenditure (PAC Extension & Enclosure)
Class fundraisers	\$9,051	Includes canteen, Lions garage sale event, etc. Spent on camps, additional classroom resources, etc.
French fundraiser	\$379	French resources
Whole of school fundraisers	\$4,967	For different area each year from Farmers Market, Meander Mayhem, Fathers' Group e.g. for library
Parent Bulk Buying Group	\$-	Parent Bulk Buying Group
Donations	\$8,390	By organisations and (past) families including Coles \$5,000 (see Kitchen Garden under Grants and Funding)



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. Due to COVID-19 the banner event of Positive Parenting from Geelong Grammar was deferred to 2021 however Non Violent Communication was offered to parents in Term 4.

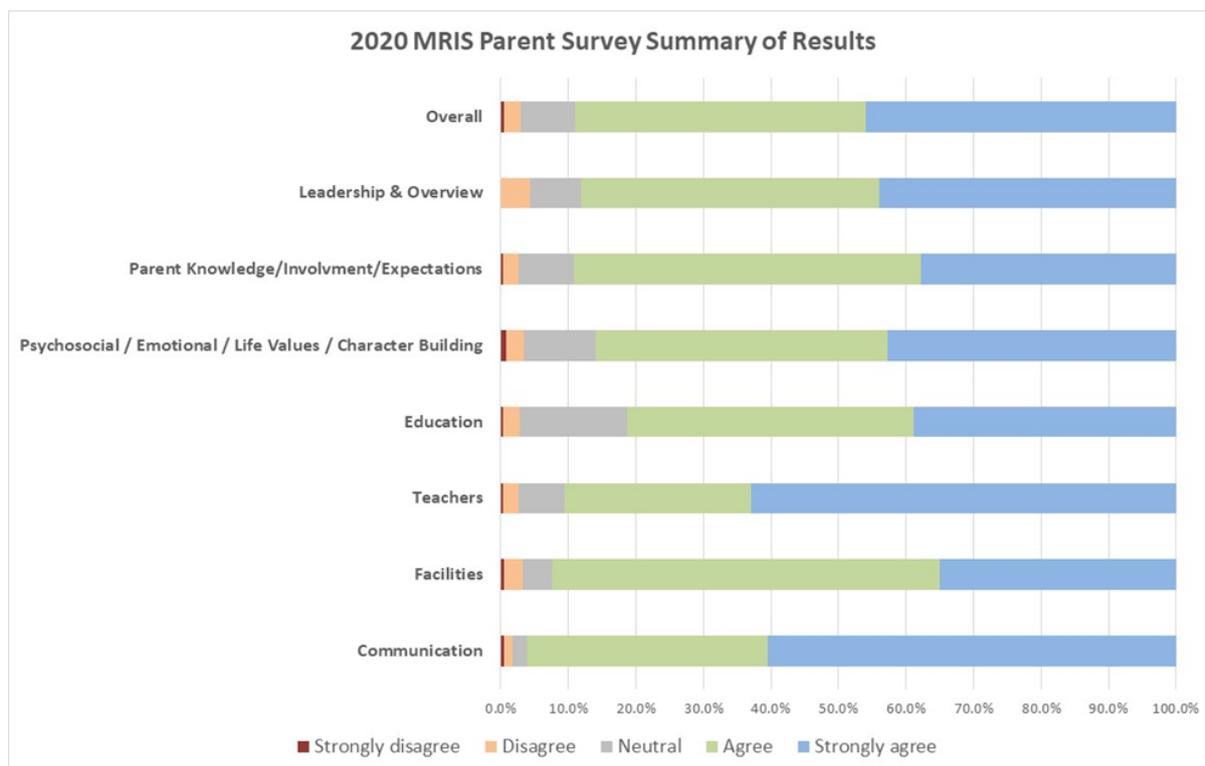
Course	Attendance
STEP Course – over 4 weeks, Term 1, MRIS: Pam Tuffin	4 (2 parents, 2 staff) COVID-19 affected
Virtues, Term 2, MRIS Host: Chloe Drysdale	15
STEP Course – over 4 weeks, Term 3: MRIS: Pam Tuffin	13 (7parents, 6 staff)
Teenage STEP – Term 3: 2 days MRIS: Pam Tuffin	8
Non violent communication – Term 4 (12-13 Nov), Lauren Scanlon 2 days (\$230)	8 (4 parents, 1 staff, 3 visitors)

Parent Satisfaction Survey

We received **61** responses this year compared to the 60 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 Agree or Strongly agree.



The Positive

The areas with overwhelming Strongly agree otherwise Agree or Neutral, are:

- ◊ Teacher(s) treat me with courtesy and respect
- ◊ This is certainly a family school, with a good sense of community
- ◊ I believe MRIS supports and enhances the education of 'the whole child', building on knowledge, critical thinking, strength and character

Where to improve

The main area for **IMPROVEMENT** identified where 2 respondents Strongly disagree and 3 Disagree, is:

- ◊ The school deals with complicated relationships, or bullying in a swift, safe and respectful manner

The GB has been aware that this is an area needing improvement, and the following actions are already in process

- Reviewing the Violence & Behaviour Management Policies, scheduled for approval by GB in Week 9, Term 4 2020.
- Utilising the SchoolPRO Behaviour Module for staff to confidentially log and track violence &/or bullying incidents and responses, ensure in place and being utilised by end 2020.
- Further enhancement of School's pastoral care programme, with employment a 0.4FTE Youth Worker in addition to the 0.4FTE Chaplain (NSCP Grant), to be implemented from start 2021.

In 2019, the School committed to embedding in policies & procedures the Child Safe National Principles and communicating with students, staff, parents about those principles. Additionally, in 2021 we will:

- Create a student code of conduct, in line with Child Safe principles & supportive of the behaviour management policy.
- Address how parents may communicate concerns or utilise the Complaints & Disputes Policy in both the initial induction and at least once per year in the newsletter.

The other two areas for improvement, identified where 5 respondents Disagreed, are:

- ◊ I can speak honestly regarding my opinions regarding my child/children's learning and MRIS in general
- ◊ I am satisfied with how the School is led & managed (Principal & staff)

Alternative forums will be provided e.g. a form via 'School Stream' app, for parents to submit constructive feedback in a Non Violent Communication (NVC) style, which would be directed to the Principal or the child's teacher. Additionally, professional development will be scheduled in 2021 for teachers on 'hearing the needs of our parents' and 'design strategies for difficult conversations'.

Both positive and negative comments were received with respect to Leadership & Management. In 2020 a "Deputy Principal – School Improvement" was employed at 0.4FTE to assist in addressing the strains associated with faster than anticipated school growth. The COVID-19 pandemic provided significant stress and interruption to plans for 2020, however, in Term 4 a review commenced with the Management Team on their effectiveness and how to further improve it. Items are being addressed from this as the budget allows.

Thank you to the 32 respondents who made **COMMENTS** as they provided valuable insights to the responses and assisted in further analysis of the survey. Notably this year, eleven respondents expressed concern about the 2021 transition from Pre-Primary to Year 1 and the challenges associated with Year 1 and the curriculum.

The transition from Pre-Primary to Year 1 has been recognised previously as an area of concern and steps taken to address it include: writing to Pre-Primary parents in Term 4 to advise them of the transition process; the Pre-Primary & Year 1 teachers holding a transition meeting with parents towards the end of each year; and the Pre-Primary students attending the Year 1 class and the 'Big School' for familiarisation during the final term of the year.

Measures that will be taken to continue to improve Pre-Primary to Year 1 transition include:

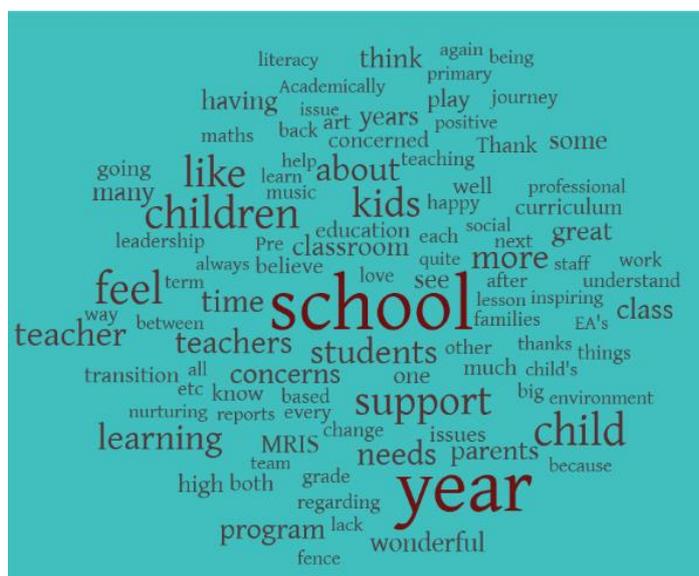
- Ensure the annual letter to Pre-Primary parents regarding the transition to Year 1, is sent by the start of Term 4.

- Increase TA support to a maximum of 1FTE for the first term of the transition to assist with easing the Pre-Primary to Year 1 transition.
- Hold an annual workshop on literacy and numeracy procedures for Year 1 parents, early Term 1, to improve parental awareness on how to support their Year 1 child.
- Offer a STEP refresher course for parents to support transition from Pre-Primary to Year 1 early in 2021, consider whether to offer this annually.

While the comments are generally held semi-confidentially and noted for acting in relevant sections, here are a couple of samples in line with the generally positive overall response to this year's survey:

"My kids love going to school each morning. Thank you"

"I have been involved with the school for 13years and feel quite sad about finishing up at the end of the year. It has been a wonderful journey for my children and I believe has prepared them well for, not just high school, but for bigger things!"



Summary of recommended actions

Parent Knowledge, Involvement & Expectations

For noting: The parent engagement app 'School Stream' introduced in 2020 has assisted in facilitating communications, especially during the COVID-19 times of 2020. The 'Track It Forward' app has improved how parent jobs may be offered, logged and tracked, although a refresher on how to use this should be provided. As 2020 also saw introduction of access restrictions to the School associated with the COVID-19 pandemic, the requirement for parent hours was halved for 2020 only.

Action: Provide a form via 'School Stream' app for parents to provide constructive feedback in a Non Violent Communication (NVC) style, which would be directed to the Principal or the child's teacher. Introduce by end Term 1 2020.

Action: Schedule professional development (PD) in 2021 for teachers on Hearing the Needs of our parents and design strategies to use when it is a difficult conversation.

Education

Action: Specialist Teachers to regularly communicate to parents, their student's class learnings to allow parental reinforcement e.g. via simple info sheets or Seesaw, confirm in place by end June 2021.

For noting: Transition to Year 6 was listed as a concern. The Year 6 teacher is holding a meeting for Year 5 parents to talk about the transition to Year 6 before the end of Term 4. The 2020 COVID-19 pandemic has disrupted the provision to parents of the usual assessments of their children's academic progress notably cancellation of NAPLAN and lack of grades in the mid-year report. The School also invests in time and effort in ensuring a smooth annual transition of students from each year. Both these items should be acknowledged in the newsletter along with advice that if parents have any concerns, they should contact the

relevant teacher. It is also noted that the Transition will be noted in the indicative calendar from 2021. **COMPLETED end 2020.**

For noting: The transition from Pre-Primary to Year 1 has been recognised previously as an area of concern and steps taken to address it include writing to Pre-Primary parents in Term 4 to advise them of the transition process; the Pre-Primary & Year 1 teachers holding a transition meeting with parents towards the end of each year; and the Pre-Primary students attending the Year 1 class and the 'Big School' for familiarisation during the final term of the year.

Action: Continue to improve Pre-Primary to Year 1 transition:

- Ensure the annual letter to Pre-Primary parents regarding the transition to Year 1, is sent by the start of Term 4.
- Increase TA support to a maximum of 1FTE for the first term of the transition to assist with easing the Pre-Primary to Year 1 transition.
- Hold an annual workshop on literacy and numeracy procedures for Year 1 parents, early Term 1, to improve parental awareness on how to support their Year 1 child.
- Offer a STEP refresher course for parents to support transition from Pre-Primary to Year 1 early in 2021, consider whether to offer this annually

STATUS 15/02/2021: TA support for T1 is 1FTE; Literacy workshop held 08/02.

Action: Review the tandem teaching policy, to be approved by GB Week 9, Term 4 2020. **COMPLETED**

Psychosocial / Emotional / Life Values / Character Building

For noting: Currently already in process:

- Reviewing the Violence & Behaviour Management Policies, scheduled for approval by GB in Week 9, Term 4 2020.
- Utilising the SchoolPRO Behaviour Module for staff to confidentially log and track violence &/or bullying incidents and responses, ensure in place and being utilised by end 2020.
- Further enhancement of School's pastoral care programme, with employment a 0.4FTE Youth Worker in addition to the 0.4FTE Chaplain (NSCP Grant), to be implemented from start 2021.

COMPLETED

Action: Create a student code of conduct, in line with Child Safe principles & supportive of the behaviour management policy, to be in place by end Term 1 2021.

Action: In induction as per the MRIS Parent Handbook, highlight how parents can communicate concerns with staff, and the MRIS Complaints & Dispute Policy. At least once per year in the newsletter, highlight the options of feedback e.g. via direct comment, NVC Feedback form on 'School Stream', and for complaints using the MRIS Complaints & Dispute Policy.

Teachers

For noting: Out of 2019 Survey, Professional Development identified to assist in grow teacher's ability in the area of extension "Visible Learning" (John Hattie). Attendance to this PD is staged, and all classroom teachers are scheduled to have completed it by early 2021.

Leadership (Governance & Management)

For noting: In 2020 a "Deputy Principal – School Improvement" was employed at 0.4FTE to assist in addressing the strains associated with faster than anticipated school growth. The COVID-19 pandemic provided significant stress and interruption to plans for 2020, however, in Term 4 a review commenced with the Management Team on their effectiveness and how to further improve it. Items are being addressed from this as the budget allows.

STATUS 15/02/2021: In progress with part time Infrastructure, Media & Service Manager commencing end Feb 2021.

Facilities

For noting: It is noted that although the weaving frame has been completed, the chain to the perimeter fence is outstanding to enclose the space, although this is scheduled for installation by the end of 2020 school year. The GB has approved improvements to the carpark and entrance to be completed in January 2021.

STATUS 15/02/2021: Carpark works being finalised.

Improvements

Action: Adjust the parent survey such that for each question when Strongly disagree is selected, an option box is opened for a comment.

Events

- Margaret River Art Auction-Change of Season Celebrations-Meander Mayhem-
- SMILING Teachers with Shaun Kay-Wattle Day-Graduation& End of Year Concert-





Conclusion

In conclusion, despite the challenges of the COVID-19 pandemic, 2020 was a year of both growth and consolidation. We have welcomed with great pleasure several 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, in an exceptional year.