

annual report 2021

margaret river independent school inc.



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

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sharing the learning journey

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Chairperson's Report

2021 has been a year of consolidation despite the underlying uncertainty associated with COVID-19. We started the school year, after a one week delay due to a State Government directed COVID-19 lockdown, with 158 students and were pleased to welcome 15 new families into our community.

Our 2021 school community events kicked off with the New Parent Welcome Morning Teas and Little Indies Taster. The March AGM was at the school with a change of season celebration, as the MR Tennis Club was unavailable. Unfortunately it was the lowest turnout for quite a few years and the decision has been made to revert to the tennis club for the 2022 AGM. In between various COVID-19 outbreaks, we managed to slot in quite a few events: various parent education sessions including the inspirational Geelong Grammar "Positive Education" headliner session; our usual Busy Bees each term; the ongoing Wadandi Change of Season celebrations; the High Tea; and the fantastic 16th Annual Art Auction. To cap it off, staff, parents and especially students managed to pull together a great end of year performance and graduation despite the impact of the nearby Boranup bushfire emergency and school closure in the preceding week.

The ongoing worldwide COVID-19 pandemic has contributed to an underlying anxiety throughout 2021. During this period we have focused on the ongoing immediate COVID-19 needs including following State Government directives; supporting families who may have lost income with fee relief; and cancelling or postponing events e.g. Mini Indies Playgroup continues to be deferred. Again in 2021 we were fortunate that WA has managed to quickly control community transmissions, a great health outcome as well as economic benefit. However, responding to and managing the ongoing WA Government directives as they impact on our school, especially with respect to vaccine mandates, together with addressing concerns of some MRIS community members, has taken a significant amount of time and effort, reducing time available for the usual day-to-day business of either governance or management. I would like to honour our school staff for their ongoing care and tolerance in these difficult times.

Throughout the year, the wellbeing of students and staff has been and will continue to be a focus and our pastoral care programme has been strengthened significantly with the employment of a part time Wellbeing Officer to complement the part time Chaplain.

Other highlights of 2021 include:

- Strengthening of the Management Team with the employment of a part time Infrastructure Media & Services (IMS) Manager, that has resulted in an immediate improvement in event co-ordination and infrastructure management. The strengthening of the Management Team (Principal, Business Manager, Deputy Principal-School Improvement & IMS Manager) has been a part of long-term



planning by the GB and it is good to see the improvement that this has made in the identification, analysis and implementation of improvements within school operations.

- Significant upgrading of the carpark and entrance including laying bitumen around the main loop and improving the traffic flow by allocating separate carparks for staff, visitors and parents which also has a student drop off lane. Landscaping completed the works with concrete paths and a fantastic entrance statement.
- Work commenced on 'Nyindamurra Kitchen Gardens: Living history in the South West of WA', implementing a long held vision for the gardens.
- Meanwhile the wonderful Art Auction Team went above and beyond with their work in staging the 16th Annual Art Auction. The excellent venue of the MR Heart eases the staging of such a major event especially given COVID-19 limitations. The public, eager to be out and about again supported us, resulting in the most successful and enjoyable event. It was only 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, thank you!
- Fundraising efforts by parents and staff from the Farmer's Market Breakfast Bar to the Art Auction, raised over \$34,000, again thank you!

2022 looks to be another turbulent year due to COVID-19. The school will continue to do what it can to minimise the disruption to the learning journey of our students. Throughout this period we will continue to regularly communicate to allow our school community to make informed choices. These pandemic years have impacted on our parental engagement by limiting the options on how to become involved and the GB will be conducting a review on how to address this. A cornerstone of our family school is parent participation as it assists in better outcomes for students and making the family connected as part of a community. It can be a challenge to commit, but in the end very rewarding. A question always worth asking at our school is 'What can I do to help?'. Finally this year our registration is due for renewal and we will be undergoing an external review, making for a busy 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

Overall, we had a very calm and productive year for our 40th year of operation. COVID-19 concerns closed week 1 with lockdown and a slightly interrupted Term 1 but then all seemed to float away as the year progressed and we lived fairly normal unencumbered lives at MRIS...albeit with a fiery finale of a 2-day school closure.

An important addition to our staffing in 2021 was the appointment of our very first Wellbeing Officer to complement the strategic work of our Chaplain.



We also appointed our second Visual Arts teacher after 40 years and the quest to complete the 'end of year' piece was taken to a new level. Our Year 6 students must dig deep and sustain incredible effort and work through many challenges to arrive at their final masterpiece, maintaining pride and ownership and delight in its presentation. This journey builds character, personal strengths and a belief in themselves that they can accomplish their goals.

The addition of Todd Exell in February to the newly created position of Infrastructure, Media and Services has been a major asset to our school. He has seamlessly become part of the MRIS team and a great support to our Business Manager as well as an integral cog in the school's events management.

Our teaching team blossomed as we worked collaboratively on new initiatives and consolidated our teaching skills and procedures. The true sense of community with psychological safety was realised and enjoyed. With COVID-19 hovering around us we raised the Well Being information for our staff with enlightening and powerful articles from 'Happy Schools' and worked to connect with our staff as much as possible.

Despite the pandemic, enrolments continued to grow with a number of new families joining our school. We commenced the year with 158 students and waitlists in some classes. We also grew to 4 buses including the new service from Augusta.

Education

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

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.

Our teaching and learning programmes were framed around the "What works best" theme and much work was spent on our School Improvement model. We adopted a three stage plan to drive Whole School Improvement: Getting the Pre conditions for

improvement in place; Building teacher capacity; and Improving classroom practice across the school.

From this a 'what matters most' lens helped the leadership team to prioritise initiatives and allocate resources more purposefully. Some outcomes from this focus were the MRIS Instructional Model for consistent lesson delivery, an early years English Scope and Sequence to ensure continuity of learning across the years and our PLT (Professional Learning Teams) sessions were guided by a more structured plan.

Our commitment to educate the WHOLE CHILD is guided with more precision by our yearly focus on EQ and IQ domains. For 2021 our IQ focus was on Rigour: to have an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels. (Blackburn, 2008) This was our book study for teachers and it provided many new actions to our teaching practice and was part of the staff performance feedback.

Our EQ focus was Compassionate Communication(NVC) with a PD for all staff and the Feelings/Needs cards are now in every room for use when things go wrong. These aspects were incorporated into the Behaviour Reflection sheet which also identifies the Virtue required. At MRIS we work with students (not do things to) and this requires one-to-one support which is the vital role of our Wellbeing Officer and Chaplain provide, leaving teachers time to teach.

We also made a concerted effort to build our Year 5 students' leadership skills with the Young Leaders Programme being introduced along with Resilience workshop with Shaun Kay, Rock and Water with Sean Allen and "Healthy Relationships" with our School Nurse.

A Child Safe Organization is imperative in these times. An audit has been conducted by the leadership team along with all staff completing the 10 Principles of a Safe School Organization. Our Year 6 students developed a Children's Code of Conduct which will be reviewed in 2022 and signed by the students.

NAPLAN returned in 2021 as the last 'paper test', in future NAPLAN is online. From the NAPLAN data assessment our school identified that grammar and punctuation were a weakness when used in context. This led to teachers collaborating to devise a whole school editing proforma and an explicit proof reading and editing checklist that all year levels use. With these mechanics for learning set, students know what is expected. Staff have also worked on a MRIS "C" grade (the expected level) and the accompanying grades for Narrative writing. This was devised through moderation with samples from SCSA, Brightpath, ACARA portfolio work samples and our own teacher Professional judgement. This too is very important for students as the academic part of their learning journey is exactly known by each new year level teacher. Other writing genres will be completed in 2022.

NAPLAN maths data identified that problem solving was an area to improve for our students and we have implemented a Year 4-6 innovative programme to address this in

2022. The new Maths text introduced in 2020 is reported to be working well and will be analysed further in 2022.

Creating Community

Welcome and mentor new families; ensure whole of school community discussion and participation via the newsletter and other platforms.

In 2021 we were able to continue with our parent education focus with 99 locals attending the Geelong Grammar workshop on Positive Education held at the Heart. The subsequent staff PD started the school on its journey with the PERMA+H (Positive Emotions /Encouragement/Relationships/Meaning/Accomplishment & Health) model for health and wellbeing. We look forward to growing in this space in the years to come.

In our endeavour to build connection we launched a new “Meet the Specialist” event where all the specialists gave an overview of their field for our parents to attend. We were also able to offer our STEP programme, Virtues and Non Violent Communication workshops and continue our wonderful Wadandi Change of Season celebrations.

Our focus on lifelong bonds has driven by a rite of passage for our Year 6 students with the placement of their handprints and names in cement blocks near the entrance to the school. This tradition started in 2015 when the first cohort of graduating Year 6 students left for high school and has continued every year since.

Highlights and thanks

MRIS's strong Connection to Country was again highlighted after we were contacted by local school, Our Lady of the Cape, and asked if they could visit and learn about our Nature Trail. The visitors were keen to gain an insight in how to implement an indigenous program at their school. Their feedback was very positive and shows that our school is a leader in the South West in managing, and connecting with its surrounding bush as well as having an expansive knowledge of indigenous culture. Teacher Adrian Torrese said “The experience was an absolute privilege. We were amazed at the MRIS students' level of knowledge, and how calm and thoughtful their presentation was. It is obvious that MRIS students feel a strong ‘Connection to Country’—we want our students to experience this too and also care for the biodiversity of local flora and fauna near our school.” Thanks to Cass Jury, our Bushland Management Officer and MRIS's Wadandi Mentor, Josh Whiteland.

The Art Auction was again a highlight with the collaboration of 60 parent volunteers whose efforts raised another record amount thanks to the generous donations of local artists. Feedback from prospective parents who have attended the event is always positive and often results in an enrolment.

Geelong Grammar was a highlight of 2021 cementing the fact that we can confidently stage events focusing on important topics for parent and educators in our community.

A special thank you must be given to Rob Glass for his ongoing leadership and devotion to our Innovations Programme (all volunteer hours). Every student in Year 4-6 is offered inspiration, extension and a way of seeing deep learning as fun. This has become a great hole for our students at the start of 2022 as given COVID-19 restrictions Rob is yet to return.

Showcasing the school is an important tool in ensuring enrolments remain strong so in these difficult times where event planning and social opportunities are at the mercy of COVID-19, it is vital that we keep our school in the public eye. To this end we continue to publish paid monthly advertorials featuring newsworthy topics. Increasing enrolments and feedback from prospective parents indicates that this constant presence in the press is working. There is also the added bonus of forming bonds with local journos and ad reps which in turn helps to secure free press which is invaluable in highlighting MRIS's point of difference. The continued spotlight on the school ensures branding success and community awareness.

Thank you again to Galatee for promoting the French language and for the new non-dairy option of baguettes to replace croissants.

A big thank you must be given to our 2021 Year 6 parents. When fires cancelled the scheduled Graduation Dinner, they pulled together to create a wonderfully memorable evening for the students in our PAC.

Once again, we are truly indebted to our Chairperson, Jessica, for her steadfastness and total devotion to the wellbeing of our school and for her desire to see us flourish. Thank you, Jessica.

We thank Beth, our Treasurer, for her willingness to join the school in a governance capacity and to support us with her calm consideration and thoughtful approach.

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 and Todd for all they contribute to ensure our school runs smoothly and seamlessly. Thank you for your graciousness and orderliness and for the humour you throw in too.

I wish to thank our Deputy Ann Murray for her services. What a delight it is to have someone to collaborate with on all the pedagogical issues of a school and discuss the well-being needs and of our community.

Thank you to all our families for choosing our school for your child's education and for your willingness to be part of "the village."

"The most important single ingredient in the formula of success is knowing how to get along with people"Teddy Roosevelt

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”

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

Reportable Item	2021	2020	2019	2018	2017	2016
No. of critical incidents*	1	Nil	1	Nil	Nil	Nil
No. of child protection*	0	Nil	Nil	Nil	Nil	Nil
No. of complaints	3	Nil	1	6	4	1

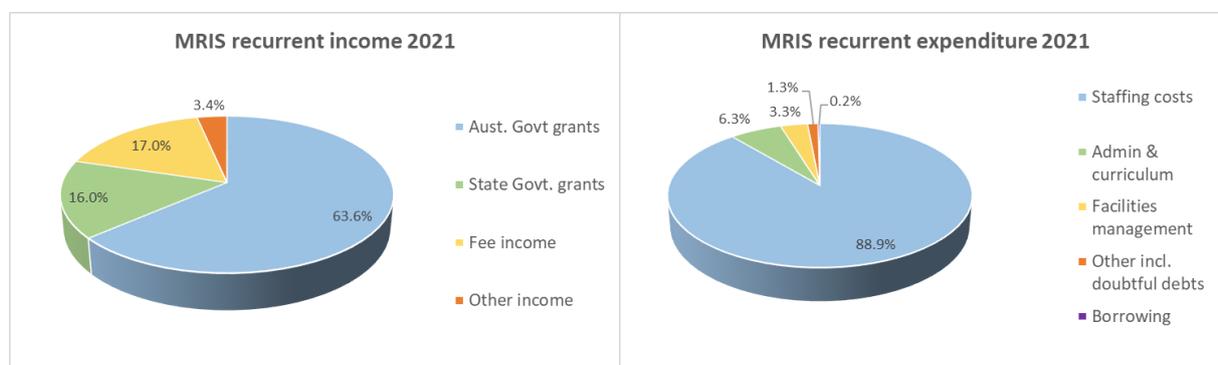
* Required to report to the Minister of Education

MRIS has a Complaints & Dispute Policy, which assures confidentiality. Three formal complaints were submitted and closed within 2021. The responses to the complaint including learning points, were monitored by the GB. As part of a review of the Complaints and Disputes process in 2021, it became clear that acknowledgement and feedback on items of concern that have been raised to the Principal should be improved. Concerns are now logged and tracked with trends identified and reported to the fortnightly Management Team meeting, with any significant trends reported to the regular GB meetings in the Principal's report twice a term.

The reportable/critical incident was the temporary closure of the School under our Critical Incident and Emergency Plan / Bushfire Management Plan on 09/12/2021 due to the Borunup bushfire emergency. The School re-opened on 13/12/2021 after the bushfire was downgraded to a 'Watch and Act' and a risk assessment conducted on the impact of the fire.

School Finances

The net operating surplus for 2021 was \$119,288.



Enrolments

At the 2021 August census the School had 139 students in Pre-Primary to Year 6, 18 students in Kindergarten and 8 students in Little Indies (3 years old). Mini Indies Playgroup was suspended at the start of the COVID-19 pandemic and remains suspended.

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 ten years has seen a considerable expansion of the School, from 103 students in 2011 to 157 students by the end 2021, 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

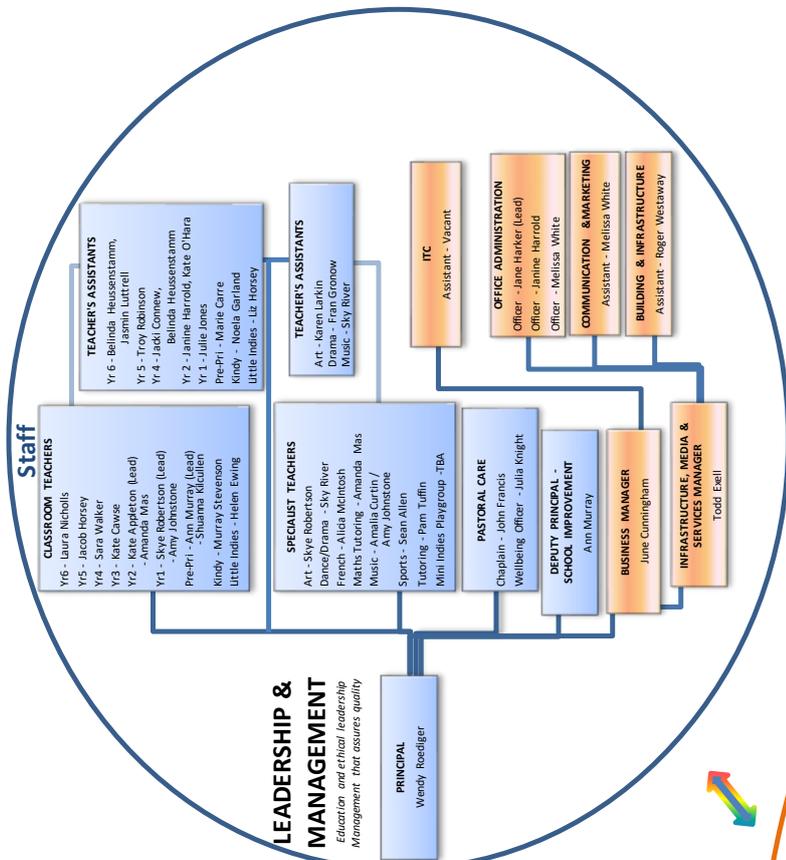
Organisation



MARGARET RIVER
Independent SCHOOL
EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

Roles at our Family School - July 2021

Sharing the Learning Journey



Finances

Treasurer's Report

Beth Dowling

I present the 2021 audited accounts from our auditor Steve Dean for Stephen McCloud (CPA), see attached.

An overview of our current financial status is detailed below:



	2021	2020	2019	2018	2017	2016
Income & Expenditure						
Total Income	\$2,598,633	\$2,276,593	\$2,102,315	\$1,745,323	\$1,624,416	\$1,499,247
Total Expense	\$2,479,345	\$2,355,069	\$1,913,401	\$1,624,499	\$1,477,718	\$1,380,763*
Net Surplus	\$119,288	\$315,074	\$30,394	\$30,628*	\$62,254	\$59,161
Balance Sheet						
Total Assets	\$3,990,955	\$3,817,691	\$3,212,908	\$3,014,355	\$2,654,308	\$2,576,361
Total Liabilities	\$925,205	\$871,753	\$582,039	\$414,162	\$185,265	\$169,153
Net Assets	\$3,065,750	\$2,945,955	\$2,630,869	\$2,600,193	\$2,469,461	\$2,407,207
Key Performance Indicators						
Working Capital	\$312,322	\$367,662	\$131,024	\$126,521	\$123,380**	\$80,087
Wages to Recurrent Income	88.0%	81.6%#	81.5%	85.1%	82.0%	80.6%*
Student Numbers (Aug Census)	157 (139+ 18Kindy)	151 (131+ 20Kindy)	147 (127+ 20kindy)	127 (111+ 16Kindy)	120 (106 +14Kindy)	121 (101+ 20Kindy)
Av. Class Size K-Yr6	19.6	18.8	18.4	16.0	17.1	20.2
PP-Yr6 FTE Tcher/Student	12.7	12.7	12.5##	11.2	12.3	13.7

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

In 2021 MRIS achieved a surplus of \$119,288. This is a decrease from the surplus of 2020 which included extraordinary income by way of Federal Government Cash Flow Boost and JobKeeper payments. Student numbers exceeded budget by 1, (from 156 to 157).

Income 2021

Tuition Fees in 2021 remained unchanged. The effect of COVID-19 on the economy continued in 2021, it was agreed to provide additional fee relief where required and this will be carried over to 2022. As in 2020, 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 \$15,000 per PP-Yr6 student, \$6,000 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 by 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. Federal grant funding was up \$225,262, while State was static.

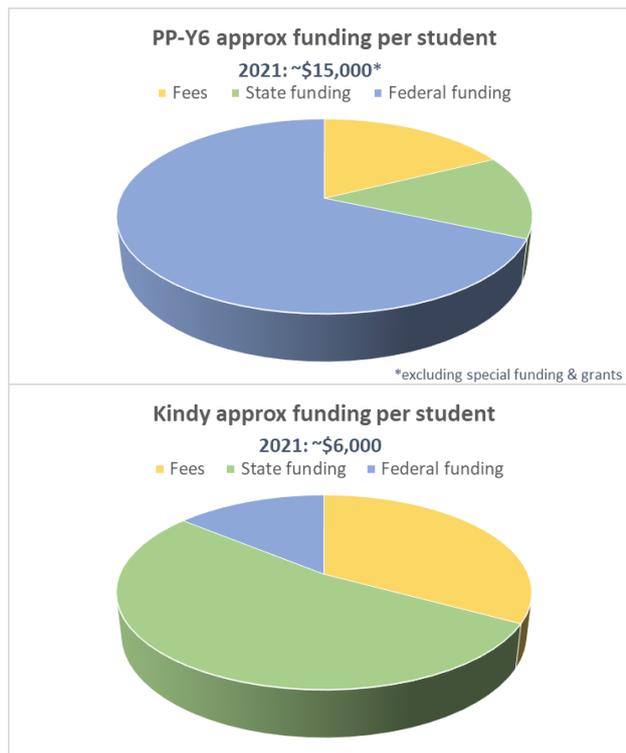
Despite 2021 still having challenges due to COVID-19, parents and staff are to be congratulated on raising \$34,133 in fundraising and donations. The extremely popular 2021 Art Auction was again very successful and enabled us to allocate \$19,736 towards upgrading the oval. As part of 40th Celebrations in 2022, alumni donations were requested via the School's Building Fund to provide a permanent roof over the hard court. We received a generous donation of \$500 to get this started. The GB has agreed to investigate bringing this project forward due to the preference for learning outdoors during the COVID-19 pandemic. Thanks also to those who have sought grants. Grants received included Australian Baroque, Chaplaincy, Sporting Schools, WA History Foundation (for the historic garden), PALS and other small grants

Expenditure 2021

Expenditure increased in 2021 for several reasons. Staff salaries and wages were increased at the start of 2021 to maintain competitiveness within the education sector. Wages remain the most significant expense. Capital expenditures included new furniture, IT equipment, bore upgrade and the completion of new driveway and carpark.

Balance Sheet 2021

Net Assets have increased by \$119,795. The Balance Sheet (Assets) shows outstanding fee debtor balances have reduced to \$52,193, 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.



2022 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 2022 budget forecasts a small operating cash surplus (with a loss after capital expenditures) assuming 157 students (K-6) resulting in an average class size of 19.6 and maintaining a K-Yr6 FTE Student/Teacher ratio of 12.9.

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 to enjoy the benefit of our lovely buildings and grounds well into the future, whilst improving and enhancing our infrastructure. Planning is underway to restore and renew the Forest Grove Hall.

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

This has been my first year as School Treasurer and it has been a steep learning curve. The financial management of running a small school is complex. My position as Treasurer has been made easier due to the valuable support and assistance of June Cunningham, our Business Manager and Jessica Worrall, the Chair of the Governing Body. I thank both for their assistance.

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 includes assisting with preparation of general meetings and the AGM, maintaining members list, and supporting the Chairperson in their overseeing of the GB.



The year 2021 has continued to be challenging with the external pressures and impacts of COVID-19. However, the GB membership even with its small membership remained strong, diverse and stable and we have found ways to continue meeting and ensuring governance of the school with all members attending mostly throughout the year.

The leadership team formed by the Chairperson in 2020 to assist with required decision making in regard to the pandemic continued strong this past year. It continued to keep the whole GB membership involved and informed.

Our AGM in March 2021 was delivered and attended in person and while numbers were not as high from past meetings it was met with enthusiasm by all that attended.

GB membership this year saw one new member join in, elected at the AGM, John McKinney. We also saw two members leave the GB at the end of their mandate, and

we thank them greatly for their enormous commitment and support of MRIS: Bill James and Sandee Lippiatt.

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

I am now stepping down as Secretary. I want to thank Jessica Worrall, Chair of the Governing Body, for her unfaltering assistance and support. I also thank June Cunningham, Business Manager for her assistance in supporting my role. It has been a pleasure working with all members of the Governing Body, Staff and School Community. I have enjoyed the past 14 years watching my three children grow in this amazing environment. I wish only the best for the School in the future.

Parent Body Representative Report

Jacki Hardy

The Parent Body Representative:

- Represents parents at the Governing Body meetings;
- Supports the class coordinators in their role;
- Oversees the Fundraising and Social sub-committees and liaises with Class coordinators regarding fundraising, rostering, and any issues;
- Welcome new parents to the school and meet with class co-ordinators to discuss important upcoming dates and events at school;
- Coordinate the school Disco (which was unfortunately cancelled due to the bushfire last year);
- Introduce and assist in inducting new parents to the school on the first week of the school year with the Principal and GB Chairperson; and
- Help to co-ordinate the management of the school canteen.



In 2021, changes to the school canteen organisation have resulted in the canteen operating across the whole school parent group rather than the roster being allocated to a different upper primary class each school term. Consequently, the money raised from canteen will be used for whole school projects rather than assigned to the specific class. This has resulted in the Parent Body Representative coordinating canteen subcommittee and organising rosters and menus.

The challenges of this role in the last year have been the implications from COVID-19. It has made it challenging to co-ordinate face to face meetings with parents and class co-ordinators. It has also impacted on the connectedness of the school community and ability to develop rapport with parents and find volunteers when required.

My focus for the next twelve months is to develop a stronger sense of community and assist parents to find ways to volunteer their time which are reflective of their unique skills and abilities, and which are achievable for them.

Alumni Representative Report

Robert Astromsky

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

The main focus of 2021 was the 40 Year Anniversary and Alumni Welcome Back. We ultimately decided to pare down the event to one day 29 Jan 2022, to maximise the chance of success, given the state border was closed and lockdowns were a real possibility. Despite the challenges, over 100 people attended and enjoyed an afternoon of catching up on all the changes since the last time they came by the school. So many volunteered to set-up and run the event which really showed the spirit of the school. The speeches from the original founding families were very moving and entertaining. We are so grateful for the beautiful presentations of the photo albums over the 40 years, live music, merchandise, beautifully maintained buildings and grounds, all on display, culminating with a celebratory slice of carrot cake!

We have commissioned a leaded glass window to commemorate the first 40 years and feature between the office windows of the old church. We hope to have the window installed by Term 2 in 2022.

We have identified the cover of the hardcourt as the target of Alumni fundraising. Donations are tax deductible and can be made online.

Thank you to my fellow GB members for your assistance with this portfolio.



Building & Infrastructure Report

Lydell Huntly

As with last year, during 2021 I filled the role of GB Building and Infrastructure Portfolio. This is a role that is now largely actioned within the school by Todd Exell in the Infrastructure management role. Planning and implementation of a number of infrastructure projects has been a joint effort between Jessica Worrall, June Cunningham and Todd Exell. Construction of gardens and paths connecting them was achieved in the latter part of the year, please see the Projects report.

COVID-19 once again saw one of the busy bees cancelled and also impact on family availability to attend the start of term events. Numbers of families attending this year were a little low, but as always, those attending were really effective in getting lots done.

In 2022 GB member John McKinney will be taking over the Building and Infrastructure portfolio as I move into the Deputy Chairperson role.



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, School Stream, newspaper.) This has been especially essential again in 2021 with COVID-19 and the challenges it continues to bring in making sure we continue to share the learning journey with parents when they couldn't be on school grounds.



Key developments and/or projects for the past year for this role included:

- Connection with families during COVID-19: Newsletter, Email, Seesaw, encouraging people to use School Stream and posting updates to these platforms on the situation. Maintaining this connection and building on it was a focus.
- Cancellation of events: Grandparent Day, Change of Seasons, Gourmet Escape kitchen garden filming. .
- Successful events that took place: Art Auction at the HEART, Change of Season,, NVC workshops. Geelong Grammar Positive Education event was held on April 22nd at the Margaret River HEART and attended by 99 guests.
- Our Lady of the Cape students toured the school showcasing our indigenous programs. They were impressed at how knowledgeable the students were and thoroughly enjoyed their visit.
- Advertising for Job Positions for 2022: Year 1 teacher, Teachers Assistants for various positions, Dance and Drama specialist, Office Manager.
- Successful monthly editorials in the Augusta-Margaret River Mail and Facebook.
- Newsletter features on Specialist Teachers and Governing Body updates.
- Meet and Greet with Specialist Teachers.
- Whole school Music concert at end of Term 3 showcasing our music program.
- Art Auction on 6 November 2021. Amy Penrose did a fabulous job with the Art Auction Instagram and Facebook page to market the event and showcase the artists. Content was shared to the School's social media pages.
- Instagram page: Followers increased by 150+. In between regular posts there was a highlight post on each specialist, classroom teachers and wellbeing staff. Focusing on outside the classroom and inside the classroom. Also adding 'stories' of regular, fun things that happen at school. Instagram posts can be shared to Facebook so Melissa has been pleased to have this support so she can focus on the website, editorials and other aspects of her work. We have received great feedback from parents and other non-school families confirming we are using social media to both market the school and connect families to the day to happenings at school.
- 40th anniversary event: Melissa and Janine compiled an alumni database and set up an event page on facebook, donation letter/payment sheet was created and sent to the database. Old photos were added to the facebook page to create interest and market the event. Date set for event was 29 January 2022.

Key aspects/projects to focus on in the coming year:

- Website to 'go live', content still to be added.
- Focus on maintaining a high level of communication with the school community.
- Open Day: Advertising and ideas for a high 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 as the IMS manager.

Thank you to Melissa, Jane, June, Janine, Jessica, Todd and Wendy for their dedicated efforts in communicating with parents to keep them informed of the COVID-19 stages and what that meant for the School and answering queries related to COVID-19. Thank you to the wonderful teachers for their communication with parents and updated images and information to the Seesaw portal. Thank you to all families for maintaining communication with the school and providing feedback when requested.

Policies & Procedures Report

Jessica Worrall (Chair)

The Head of the P&P portfolio is part of the GB, should provide a report to the AGM and regular reports to GB meetings. Together with the Principal and staff, the 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.

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.

This position has been vacant in 2021 and in the interim the Chairperson has worked with the Business Manager and the Principal to deliver on plan develop in 2020 for 2021 to:

- 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.

Policies approved or reviewed in 2021 include:

- Whistle blower Policy
- STEP Policy
- Enrolment Policy and Procedures
- Curriculum Policies
 - Languages k-6
 - English
 - Science
 - Arts
 - Health and Physical Education
 - Humanities and Social Science
 - Technology (requires further review)

Procedures

- Update to Evacuation and Lockdown Procedures



Parent Handbook



Art Auction

Todd Exell (Infrastructure Media & Services Manager)

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



The event would not be possible without the extraordinary contribution from our volunteers, both on the night and during the lead up to the event, with all parents and staff being asked to contribute in some way. Sponsorship, both cash and in-kind, is sought to cover the cost of the art prizes and minimise operational expenditure.

This year saw cash prizes total \$7,000, an increase of \$1,000 over 2020, with the aim of continuing to increase the prize money 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.

2021 Margaret River Art Auction

- 16th Annual Margaret River Art Auction was held on 6 November.
- Income from the event was approximately 60% higher than 2020.
- 338 people attended, with 61 parents volunteering on the night.
- 94 artworks were available to bid on (as silent or main auction) generating \$44,500.
- Ten auction items sold for over \$1,000, with Lesley Meaney's painting "Awaiting Regeneration Prevelly 2012" receiving the highest price of \$3,000.
- The Margaret River HEART proved an excellent venue, reducing infrastructure work whilst providing a slick, elegant backdrop for the artwork.
- Great marketing opportunity for MRIS as it showcases school community.

Item	2021	2020
Entry	\$4,600	\$3,105
Bar	\$1,740	\$1,935
Art	\$43,439	\$25,850
Event takings	\$ 49,779	\$30,890
Sponsorship	\$6,400	\$5,500
Total Income	\$56,179	\$36,390
Total Expenses	-\$15,923	-\$10,988
Gross Surplus	\$40,256	\$25,402
Less Staff Costs	\$20,520	Not applied
Net Surplus	\$19,736	

- Excellent sponsorship levels \$6,400, plus food, wine and beer donated.
- Margaret River Region Open Studios provides a great lead in to the event, but does pose challenges with respect to artwork availability.
- 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!

Changes in 2021

- MRIS entered into a profit share operation with the HEART for bar takings.
- To more accurately assess the financial return of the event an estimate of staff costs was included in the operating costs.
- To streamline operations, planning for the event was undertaken primarily by MRIS staff, alongside key contributions from some parents in the organisation of sponsors, donations and artists.

To consider in 2022

- Margaret River Heart will most likely be the sole operators of the bar
- There may be less money available in the community with the easing of COVID-19 restrictions.
- Parents need to be actively reminded of the expectation that they will contribute to the Art Auction's operation
- Goal is to maintain the Art Auction at its current size and format, with a focus on streamlining and improving both planning and operations to reduce the impact on staff and volunteer workloads

2021 ART PRIZES

Art prizes worth \$7,000 were awarded to the following artists:

\$3,500 Margaret River Art Prize:

Lesley Meaney

\$1,200 Brewhouse

Margaret River People's Choice Award:

Emily Jackson

\$1,000 Packers Prize:

Karl Heussenstamm

\$800 Sustainability Prize:

Robyn Collins

\$500 Emerging Artist Prize:

Rona Mirtle

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!

Bushland Management Subcommittee Report

Cass Jury (Bushland Management Officer)

The Bushland Management Team (BMT) was established in 2016 and its current remit from the Governing Body is through the Strategic Plan 2021-2025: Strategic Priority: Environment "Value, manage, connect with and improve the surrounding bush through the Bushland Management Team."

In 2021, the BMT core membership consisted of Jessica Worrall (GB); Crispin Underwood (Parent); Laura Nicholls, Jacob Horsey, Pam Tuffin, Todd Exell, Cass Jury (Staff). Regrettably, Michelle Keppel left the BMT in 2021. In 2021 the BMT met infrequently but communication was maintained via email.

2021 Focus

Grants

No new grants were secured in 2021. Funding from the Shire of Augusta Margaret River Environmental Management Fund (EMF) carried into 2021 allowed for follow up weed control in priority areas.

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. The perimeter of the school is seeing increasing pasture grasses invading the bushland and the area burnt near the hardcourt has experienced significant watsonia germination.

Website

The BEES website has continued its hibernation this year, however a review of the website was conducted mid-year, with further discussion and possible implementation of the recommendations to be considered in 2022.

Bushland Management and Nature Pedagogy Support

Throughout 2021 the Bushland Officer worked with staff to increase integration of bushland and cultural learning into the day-to-day curriculum at the school. They also supported events such as the visit from the Year 5 Our Lady of the Cape Students over 2 days where our Year 5 class led tours of the nature trail. Weed control and other bushland management activities were coordinated by this officer.

Fire Hazard Reduction

A plan to implement the schools Fire and Biodiversity Plan was developed with timelines. The following works were undertaken in 2021:

- Pigface was again planted around the Pre-Primary and Year 2 and Year 3 classrooms on the bushland side on sand pads. Survival of the 2020 and 2021 plantings has been poor likely due to compaction and trampling.
- A consultant, Nicole Siemon, walking with Todd, Crispin and Cass to narrow down priorities for manual fuel reduction. This was very helpful.

- Students were actively involved in manual fuel removal in several cells. The students love this work, and it made a big difference. This work will continue in Term 2.
- A Fire and Biodiversity Forum in Margaret River was attended in June. It highlighted the need for small, slow cool burns at the right time of year tailored to the vegetation type. Burns that are too hot or too often generate higher fuel load and can severely impact biodiversity.

Events

The change of season celebrations provide an opportunity for the school community to connect with the bushland. Workshops to build bushland knowledge of both students and parents continue.

Reconciliation Action Plan (RAP)

An extensive consultation was held with Josh Whiteland from Koomal Dreaming to discuss what MRIS delivers in relation to cultural knowledge. There was agreement MRIS is doing an excellent job of building knowledge of Aboriginal culture and that it is integral to the Nature Pedagogy and all curriculum areas at the school. It was identified that there are some gaps and to ensure knowledge is retained a clearer sequence of cultural learning may be required which could be incorporated in developing a RAP. The RAP should be seen as the next step in planning the school's education in Aboriginal culture.

The staff participated in the first step of a RAP in late 2021.

Plans for 2022

- Expand the membership of the BMT and volunteers involved in Bushland management.
- Organise more regular meetings of the BMT.
- Continued implementation of the Fire and Biodiversity Plan including manual fuel load reduction, small cool burns and weed control.
- Continue the RAP development process.
- Increase the knowledge of the school community on weed and fire management.
- Hold a workshop on weeds and traditional fire management.
- Work to build stronger links with curriculum outcomes and the bushland. Expand the 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/acquired through Registration & Certification, determined primarily on student numbers (confirmed through census) and several other factors. Reporting on these is the responsibility of Business Manager, Principal, Treasurer & Chairperson. Fees make up under 20% of our income. Income may also be obtained through Fundraising e.g. through the Art Auction and other parent led fundraising activities which 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.

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.

2021 Focus

In 2021, G&F Sub Committee consisted of: June Cunningham, Beth Dowling, Lydell Huntley, Galatee Underwood & Jessica Worrall, with support obtained on an as needs basis depending on the grant. Communication has predominantly been through e-mails. After the significant number of grants acquitted in 2020, 2021 was a consolidation year.

The priority items of major capital works as per the Business Plan in 2021-2025 are:

- All year round oval (excluded from DGR status)
- Renovations to the Forest Grove Hall & Old Church
- Community Garden (excluded from DGR status)
- Covering the Hard Court (alumni project)

In 2021 the operating expenditure focus areas continue to be:

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

Positive developments in 2021

Grants acquitted (expenditure may have been over more than one year)

- Early Childhood Funding for 2021 of \$2,000 for fencing additional Kindy/Pre Space (Co-ordinator A Murray)

- Sporting Schools Australia \$8,400 for athletics, sports equipment (footy goal posts) and surfing (Co-ordinator S Allen)

Ongoing grants

- National Schools Chaplaincy Program (NSCP) Grant of \$22,791 pa for 2020-2023 (Co-ordinator J Worrall / J Cunningham)
- 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) Note Coles Australia Kitchen Garden Foundation Donation \$5,000, allocated by MRIS to "Nyindamurra Kitchen Gardens".
- DLGSC and Lotterywest Creative Communities COVID-19 Recovery Program, Margaret River HEART with Australian Baroque and artist Rachel Wyder as artist in residence. Part 1 completed 2021, parts 2 & 3 in 2022. As part of this residency, MRIS students have sketched and painted in response to Vivaldi's works. Together we have explored the 17th and 18th century notions of affect and taste as well as the relationships between art and music. Grant \$30,370 (Co-ordinator W Roediger)

Unsuccessful grant applications

- Shire of Augusta Margaret River 2021-22 Community Development & Events Grant Category 1: Bring Andrew Fuller Margaret River in 2022 for a seminar and workshop (Kickstart your thinking) \$7,000 Applied Oct 2021 (Co-ordinator J Worrall)

Applications in progress

Nil

Grants applications being considered

- Waste Wise Grant Round 3: \$8,800 Co-ordinator: tbc.
- Lotterywest Grant: 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: 100 years of educational use. Step 1 ACM locations confirmed Step 2: Design and quote obtained. (Co-ordinator: J Worrall)

Opportunities

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

- Oval (even just composting toilet/change rooms)
- Public art e.g. mosaic on Kindy
- Shade/shelter to enable learning outdoors

Challenges in 2021

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

Ana Reid & Wendy Roediger (GB)

In 2021, the running of the library was smooth, with thanks to the implementation of the Bookmark and SCIS library systems in 2020. These systems have made it very easy for the volunteers to access, catalogue and borrow/return books to ensure that books are kept accounted for. The focus for 2021 was to build up the non-fiction books, with a special focus on liaising with teaching staff to fill gaps in an effort to aid with curricular content. A total of \$4,760 was spent achieving this. This focus remains for the 2022 year. Staff have been contacted, and appropriate literature sought to suit their requirements.

The first library stocktake was conducted at the beginning of 2021 where it was found that a substantial number of books were unaccounted for. Continuing with the practice of a mid-year stocktake will ensure books are better accounted for in the future. On a weekly basis overdue notice will be given to students to help ensure books are returned.

Supporting the students' interest in, and the accessibility of the library for staff and students alike, remains an important focus in 2022. As does creating a beautiful and inviting space for everyone to enjoy. This is made possible by the parent volunteers who carry out a vast and varied list of duties as follows:

- Scholastic book club (carried out each term)
- Library day manager
- Library volunteer manager
- Timetabling
- Open days, including Scholastic Book Fair, book week etc.
- Teacher liaising
- Literature research
- Book ordering, cataloguing, covering
- Decorating/promoting aesthetics
- Assisting students in using the Dewey Decimal System
- Managing book requests
- Stocktake
- Organising library supplies
- Managing book finances

The library is such a valuable aspect of students' life, supporting their love of reading and individual interests is made possible with the help of the parent volunteers. So, thank you!



Sustainability & Waste Wise Subcommittee Report

The Sustainability & Waste Wise Sub Committee was in hiatus during 2021.

Major Projects (Building & Infrastructure) Report

Jessica Worrall (GB) & Business Manager, June Cunningham

Entrance & Carpark Project

The GB approved the bringing forward refurbishment of the carpark to 2021. This was the last portion of our Shire Planning Approval that included adding the Year 4 & 5 classrooms, water tank, nature playground, parking and extension & enclosure of the Performing Arts Centre.

Upgrades to the carpark included:

- applying bitumen for the main bus loop;
- a minor extension of the southern carpark, to allow for a drop off zone;
- a minor extension to the east, to formalise what is currently an informal space.
- Installation of bollards and carpark delineation;
- Concrete paths and entrance statement.



The new bollards in the carpark have mainly been installed to preserve the edges and stop the new bitumen or stabilised gravel from breaking away. Occasionally they have been used to highlight an entrance or protect other items such as the leach drain. The Replas Broлга Bollards are made from recycled plastic instead of using wood or steel which are less forgiving when hit. Replas advise for every 100kg of Replas product purchased, you have saved the equivalent of 25,000 plastic bags that would have been dumped in Australian land fill. Each bollard is 13kg – so we have reused over 250,000 plastic bags. Black is the usual colour, but the blue ones are made from hospital scrubs hence the bright colour they come in. It is nice to see the circularity associated with recycling our plastics, as Replas state: Australian Waste, Australian Made, Australian Jobs. In line with our recycling efforts, we have installed recycled rubber wheel stops and the palisade has been constructed from old jarrah railway sleepers.

Entrance and carpark total project cost \$118,521.24 ex GST

Carpark and entrance design & supervisor: Neil Tweedie Architecture

Civil works: Two quotes obtained, Cape to Cape Driveways selected.

Major civil works completed December 2020- January 2021

Concrete path: Cowaramup Concreting

Concreting Completed: March 2021

Entrance statement design: Bill James (Landscape Architect & GB member/alumni)

Landscape work: Vilca Regenerative Design, sign by Timber Grooves

Majority landscaping completed December 2020 -January 2021

Bollard installation, signs, car park delineation and some further landscaping organised by MRIS supervisors: June Cunningham & Todd Exell with support from staff and parent volunteers. Thank you!



Historical Kitchen Garden

At the end of 2020 MRIS was awarded a \$4,400 grant from the WA Historical Society to assist in our planned historical kitchen garden. "Nyindamurra Kitchen Gardens: Living history in the South West of WA" that will enable students, teachers and the community to explore our local history interactively through the kitchen and associated gardens.

The four phases of gardens will showcase:

- indigenous edible plants;
- kitchen plants that the Bussells may have used at Ellensbrook Homestead in the 1800s;
- a 1920s Group Settlement kitchen garden;
- our existing Water Wise 2019 Kitchen Garden.

In 2021 Jinni Wilson (Earth Sea Star Communications & alumni parent) researched and interviewed people on how kitchen gardens were established and what was grown and linked it with the Year 2 curriculum. With input Jinni, and a survey from Jeff Walker (Survey South & parent), Nicola Anastas (Topio Landscape Architecture & parent), Stuart Weatherill (Wilca Regenerative Design & parent) have designed and partly installed the structure of colonial garden and settler garden. Plants that could be re used were either re used in situ or relocated, notably the roses were transplanted to in front of the Old Church.

The garden with indigenous plants will be at the front of the school and a plaque will be placed that will also acknowledge that the school is on Wadandi Boodja (Wadandi country). Josh Whiteland (Koomal Dreaming) is providing input with plant lists. Next in the central area is the colonial garden which is partly inspired from a 1906 Boyanup School Garden which won best school garden of the state at that time. These beds will contain fruit trees and herbs appropriate to



the time. A small 'water feature' is planned to highlight how most watering was carried out by hand often by children, including using old pans or cups. The centre space is specifically designed to provide a meeting place for a class to sit on the low limestone blocks, in the shade to chat and share fruit and other edibles as the sharing of food is so essential to all cultures. Just near to this is the group settlement garden. The structure is a very simple framed garden with plants going straight into the ground rather than in raised beds as this was how group settlers planted them. This will be bedded down each summer and then started again for the school year. There will be a small woven fence at one end as a reference to how the group settlers struggled to keep the kangaroos etc out of their gardens. The trail then loop around to the existing modern waterwise kitchen garden outside the Year 6 class.

Separately, although not initially part of the project, is to plant a modern native garden on the way to the PAC and our commercial kitchen to showcase how native (not necessarily indigenous) food is now being used in many Australian kitchens

It is anticipated that finalising and planting of the garden will occur in the first half of 2022 with support from parents and students with an official opening planned for mid-year, COVID-19 permitting.



Forest Grove Hall

MRIS took over management of the Forest Grove Hall together with the Reserves when the Shire passed these over in 2016. The old FGH was constructed in part with asbestos containing materials (ACM). During 2021 the GB considered various proposed uses for the FGH, and accepted that any rework of the hall should allow for use by management staff and part time marketing/admin staff; as a breakout space for use by teaching & administration staff; and as a meeting space e.g. parents/teachers, OT's etc. However it should continue to have sufficient uncluttered open space to allow use by a playgroup, especially for garden, verandah and kitchen areas together with for occasional hire use. Neil Tweedie Architecture provide a specification and design for the removal of the ACM and refurbishment of the FGH. Given the 'brownfields' nature of the work a quote was obtained from Terra Castle Constructions in December 2021 to provide the costing of such a project and allow for appropriate scheduling. Timing will be reviewed, but this project is likely to be proceed late in 2022.

Strategic Plan

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 Progress Report End 2021

Strategic Priority	Progress
Education <ul style="list-style-type: none"> ◇ 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. 	<ul style="list-style-type: none"> - Principal & DP-SI advises annually on progress against School Improvement Plan. The 2020-2022 focus "ANALYSIS & DISCUSSION OF DATA" continues. Based on a staff audit of the National School Improvement Tool the focus area for the latter half of 2021 was "AN EXPERT TEACHING TEAM". - STEP continues to be promoted to both Staff & Parents with alternative Parent Education Session e.g. Virtues & NVC. STEP required to be completed for all parents who attend camp. Continued increased uptake of parents attending.

Strategic Priority	Progress
<p>Creating Community</p> <ul style="list-style-type: none"> ◇ Welcome and mentor new families. ◇ Ensure whole of school community discussion and participation via the newsletter and other platforms. ◇ Schedule regular whole of school social functions including alumnae where feasible e.g. 40th Anniversary; Open Day, socials. 	<ul style="list-style-type: none"> - Welcome & mentoring procedures continue to be refined each year. - Weekly newsletter via e-mail & School Stream is the core of regular communication/discussion between school and families. Non-urgent school information (e.g. COVID-19 updates) via School Stream & e-mail; urgent school information via text and e-mail. Additional teacher communication via See saw. Instagram & Facebook as alternative visual communication to wider public. Review of communications methods planned in 2022. - Poor attendance to AGM held at the school in 2021, revert to social event at tennis club for 2022. Successful parent education, change of season celebrations Art Auction and High Tea. 40th anniversary plans for start of 2022 scaled back in light of COVID-19 situation.
<p>Consolidation</p> <ul style="list-style-type: none"> ◇ 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 grant ◇ s, 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 Identity from newsprint to social media to newsletters to e-mails. - Single stream and student numbers along with some waitlists maintained. Process in place to ensure consistent messaging, further work in 2022 to improve integration of new families in a COVID restricted world. - In 2021 \$32,672 in grants expended in addition to recurrent funding, with additional \$38,770 obtained. Fundraising pursued, with over \$34,000 raised by parents in 2021. Fees reviewed annually.
<p>Environment</p> <ul style="list-style-type: none"> ◇ 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. 	<ul style="list-style-type: none"> - Entrance & carpark work finalised in 2021: bitumen, carpark extension with drop-off loop, entrance statement, and concrete pathways. Forest Grove Hall refurbishment planned & quote obtained to allow budgeting. Significant refurbishment to gardens to install historic kitchen garden, work to be completed in 2022. Ongoing painting and upgrades e.g. carpets, completed to scheduled buildings. - BMT operated in limited capacity due to COVID-19. Shire grant (EMF) used to follow up weed control in priority areas. Bushland Officer (fixed term) worked with staff to increase integration of bushland and cultural learning into the day-to-day curriculum. RAP is focus for 2022.

Strategic Priority	Progress
<p>Organisational capacity</p> <ul style="list-style-type: none"> ◇ 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. 	<ul style="list-style-type: none"> - Staff attend regular targeted PDs. Major parent education / staff PD was Geelong Grammar "Positive Education" in April. Weekly wellbeing focus introduced by Principal. - Work commenced to develop online volunteer induction. Automated sign in of visitors (PASS Tab) together with MRIS CSO Code of Conduct introduced. Review of volunteer co-ordination / hours scheduled for 2022. - Employment of IMS Manager (including event co-ordination) in early 2021. Management team review re-commenced at end 2021. Succession planning ongoing. - Pastoral care services expanded with Wellbeing Officer (0.4FTE) introduced, together with ongoing Chaplain (0.4FTE). Wellbeing survey conducted.
<p>Review</p> <ul style="list-style-type: none"> ◇ Conduct surveys at least annually, determine and implement key ways to improve. ◇ External review for 2022 Registration by Department of Education. 	<ul style="list-style-type: none"> - Annual parent surveys conducted by GB since 2017, with improvements identified, implementation tracked. Principal has explored alternative means of obtaining feedback to determine ways to improve. - MRIS re registered for 5 years in 2017, registration due for renewal 2022.



A foundation for life, our children achieve their best.

Staffing Information

School Staff

Teaching Staff	17	Non teaching Staff	21
FTE Teaching Staff	12.3	Non Teaching FTE Staff	10.8

(FTE: Full Time Equivalent) Source – August 2021 Federal Census – NB Principal included in Teaching Staff

Staff Qualifications

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

Staff Composition

2021 Staff	Teaching		Non Teaching	
	Female	Male	Female	Male
Full time	4	1	Nil	Nil
Part time	10	2	17	4
Indigenous	Nil			

Retention of staff was high in 2021 with 100% retained from 2020.

Expenditure on and staff participation in professional development

The total funds expended on professional development in 2021 was \$10,780.

Professional development is listed on the table that follows:

Professional Developments	Provider	Staff	Date
Term 1			
Guide to Achievement Standards	AISWA	1 teacher	27 Jan
NVC in the Classroom	Lauren Scanlon	All teachers and TA's	28 Jan
iMaths – intro new school programme	Kate Cawse	9 teachers	29 Jan
On-entry training	AISWA	4 teachers	10 Feb
ACT Effective Assessment Practices for the Aust Curriculum	Australian Council for Health, Physical Education and Recreation (ACHPER)	1 teacher	23 Feb
Mandatory Reporting	AISWA	All teachers	2 Mar
SHARP reading	AISWA	1 teacher	2 Mar
Managing Re-registration, Risks & Risk Controls webinar	Complispace	1 GB	18 Mar
Embedding Aboriginal perspectives, histories and cultures in the classroom	AISWA	1 teacher	24 Mar
Briefing the Board	AISWA	3 GB, 2 staff	24 Mar
Term 1 STEP	MRIS	2 staff	Wks 6,7,8,9
School Improvement	AISWA	2 staff	16 Mar
Term 2			
Positive Ed - Parent workshop	Geelong Grammar	21 parents 2 staff	22 Apr

Professional Developments	Provider	Staff	Date
		2 teachers	
Positive Ed – 1 day workshop	Geelong Grammar	16 teachers 8 TA's	23 Apr
Conversations About Suicide	Mental Health First Aid	1 staff	9 Apr
Gross Motor Workshop	Rapids Landing	3 teachers	6 May
WWCC and Child Safe	Govt Dept	1 staff	7 May
Mathematics New Programme	iMaths	All teaching staff	10 May
Leadership & School Culture – webinar series	ACEL	1 staff	13, 20 & 27 May
Gifted & Talented	Growing up Greatness	1 teacher	17 May
Anxiety with Justin Coulson	Webinar in own time – Happy Families	6 staff	17 May
Gifted & Talented Teacher workshop	Growing up Greatness	All teaching staff	18 May
African Drumming Teacher training	African Music Specialists	1 teacher	19-20 May
Communicating with Care	NVC	15 parents 3 staff	3 Jun
Generation Alpha Book Launch webinar	McCrimble Education Future Forum	2 staff	3 Jun
Network meeting with AISWA Psych	AISWA	2 staff	9 Jun
Dos and Don'ts of Discipline	Justin Coulson	1 staff	10 Jun
Grief Workshop	St Thomas Moore Catholic Primary School	1 staff	10 Jun
Online Legal session – Note taking	AISWA	5 staff	15 Jun
NVC workshop	Lauren Scanlon	1 staff	17-18 Jun
Up lifter	Shaun Kay	Year 5 & 6	5 sessions
Term 3			
PATHs Promoting Alternative Thinking Skills	AISWA	All teaching staff	23 Jul
Stepping Forward Leadership Conference	AISWA	2 staff	24 Jul
Butterfly Body Bright – Health & Nutrition	Nina James	12 teachers	3 Aug
Book launch – Act of Leadership	Dan Haesler	1 staff	4 Aug
Wellbeing Webinar		3 staff	10 Aug
Research Conference Week	ACER online UNSW	2 staff	15-20 Aug
Focus T3 Book Study – Rigour	Barbara Blackburn	All teachers	17 Aug
Talking & Thinking For Deeper Understanding in the Early Years webinar	AISWA	1 teacher	19 Aug
Learning Progression Master Class	ACER UNSW	2 teachers	20 Aug
Online School Marketing Training Series	AISWA	2 staff	26 Aug
Webinar Progressive Schools	Alfie Kohn	2 staff	31 Aug
ResearchED Conference	Dyslexia SPELD Foundation	2 staff	4 Sep
SW Briefing the Board	AISWA (GM Busselton)	3GB, 3 staff	4 Sep
School Improvement in Your School webinars	ACEL	2 staff	7 & 21 Sep
STEP Parenting Course	MRIS	1 staff	Wk 4-8

Professional Developments	Provider	Staff	Date
Term 4			
Letters & Sounds Whole School Plan	DSF	1 teacher	12-13 Oct
Science of Reading	DSF	All teaching staff	15 Oct
Brightpath Next Steps	Brightpath	2 staff	19 Oct
Small Schools Collegiate meeting	AISWA	2 staff	25 Oct
NAPLAN Assessment Valuate	AISWA	2 staff	25 Oct
Marketing Training – 4 webinars	AISWA Image Seven	1 staff, 1GB	1 Sep, 11&29 Oct, 12 Nov
Positive School Conference	Positive Schools WA	2 staff	12 Nov
Business Managers Network	AISWA	1 staff	17 Nov
Self-Regulation in the Early Years	AISWA	9 staff	25 Nov
Re-registration Seminar	AISWA	1 staff	26 Nov
COVID-19 Mandatory Vaccination webinars	AISWA	1 GB, 1 staff	25 Oct, 6 Dec



Key Student Outcomes

Student Population & Attendance

Student population composition in 2021

Student population of compulsory schooling (excluding Kindy) at census was 139.

Female	Male	Indigenous	Language background other than English
49%	51%	1%	8%

(Source: Federal Census August 2021)

Average student attendance rate

The average student attendance rate of compulsory schooling (i.e. excluding Kindy) was 85.1% down from 89.9% in 2020.

Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
139	192	4,002	85.1

Attendance rate as per year level 2021

	Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
PP	18	192	522	85.1
Year 1	22	192	860	80.0
Year 2	16	192	510	83.7
Year 3	14	192	372	86.4
Year 4	25	192	534	89.0
Year 5	19	192	598	83.9
Year 6	24	192	605	87.1

Non-compulsory schooling

Enrolments in non-compulsory schooling offered by MRIS at the end of 2021

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
18	8	0*

* Mini Indies was not run in 2021 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 Wellbeing Officer (0.4FTE) and Chaplain (0.4FTE) 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 Wellbeing Officer & Chaplain provide 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; support the inclusive and welcoming nature of MRIS and assist 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.

2021 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

The detailed data from 2019 & 2020 was analysed in 2021, seven recommendations were provided, and the report presented to the staff and the GB. The GB accepted that the survey will be continued for Year 2-Year 6 on an annual basis. Responses were used to identify work in specific areas for individual teachers and/or the Chaplain/Wellbeing Officer and additional targeted workshops (e.g. Rock & Water) were provided in 2021 to certain year groups. The 2021 survey was conducted late in the year and the results will be analysed in Term 1 2022, to further inform the Pastoral Care programme at MRIS.

Academic Results (NAPLAN)

NAPLAN provides a snapshot of performance: “A test one day in the year” that assesses Year 3 and 5 students in numeracy, reading, writing, spelling, grammar & punctuation. Comparing performance of the same student or student cohort over time allows a measure of student progression. One of the key goals in the original introduction of NAPLAN was to enable identification of students who may need intervention to meet their literacy needs and it is just one tool of many that MRIS uses to assist in ensuring we provide the educational needs of all our students. Small cohorts at MRIS can mean the small sample size may give misleading results when considering averages.

NAPLAN was delivered to students in Term 2 2021 and results became available in late Term 3 2021. Result per domain (numeracy, reading, writing, spelling, grammar & punctuation) are derived for each student and averaged. These results can then be compared with national, state and similar school averages. ‘Similar schools’ are defined as “schools serving students from statistically similar backgrounds to the selected school”. Results are also measured against the national minimum standard (NMS) which “refers to

the basic level of knowledge and understanding needed to function at that year level" <https://www.nap.edu.au/results-and-reports/how-to-interpret/standards>

In 2021, MRIS generally showed good results in all areas except for the numeracy and to a lesser extent spelling domains where some further work may be needed. The Year 5 cohort showed growth rates which were faster than the national average for all domains. Following the 2019 NAPLAN results the focus of improvement was identified as numeracy and spelling. Initiatives and new programmes may not have had sufficient time to show full effect, particularly with the disruption to education caused by COVID-19 in 2020. In particular, the iMaths roll out only commenced in Term 1 2020.

Care must be taken to understand and explain the effect of other factors on both student's results and school results. Some students with learning difficulty or diagnosis have not completed or have partially completed the NAPLAN assessments. MRIS makes no attempt to influence children and parents about their involvement in NAPLAN.

Focus and recommendations for 2022

The Principal will initiate actions in the following areas and report progress to the GB on:

- Growth spread: Students who did not achieve the average growth from Year 3 to Year 5 were discussed with the relevant teachers for analysis and intervention and information included in handover at end of the year.
- Micro analysis of questions: All NAPLAN questions where achievement was below expected or national levels have been analysed and in Mathematics it was noted that problem solving is an area to address. 2021 Improvement focus area is Mathematics and a new maths programme has been implemented across the school. Formative assessments confirm a weakness in problem solving in upper years. ACER Learning Progressions for Maths based on four interdependencies (Progress in Conceptual Understanding, Progress in Procedural Fluency, Progress in Strategic Competence and Progress in Adaptive Reasoning) will be utilised. Lessons with same learning intentions but highly differentiated will be delivered via three ability groups. The lesson plans and rubrics based on new programmed "low floor to high ceiling".
- 2022 focus of improvement continues with numeracy (see above) and also literacy with specific attention to spelling and paragraphing & punctuation. Ongoing work to improve consistency of delivery in literacy, and in whole school planning utilising 'Letters & Sounds' curriculum and the 'Science of Reading'. This includes developing a stronger and more cohesive scope & sequence for early childhood years and in the upper school, developing a MRIS English Handbook that includes literacy expectations, procedures and process and year level progression in skills.
- Monitoring of the literacy and numeracy focus areas will be through numerous forms including PATs, formative assessments together with tracking and diagnostic tests.

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 is offered (via the parent communication app School Stream) to help track the hours. At the end of 2019 when the requisite number of parent hours were not completed, charges were implemented a per- hour rate to compensate for lost support to the School. In 2021 over 70% of parents reported completing 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	\$19,736	Retained for Capital Expenditure
Class fundraisers	\$6,146	Includes canteen, Lions garage sale event, etc. Spent on camps, additional classroom resources, etc
French fundraiser	\$638	French resources
Whole of school fundraisers	\$4,810	For different area each year from Farmers Market & Canteen from 2021 onwards. Used for Kitchen Garden project
Parent Bulk Buying Group	\$3,205 (2020) \$3,106 (2021)	Parent Bulk Buying Group
Donations	\$1,450	Lion's Grant to support disadvantaged families in Year 6 to attend camp, Other organisation for graduation & other small donations

Parent Education

MRIS recognises the importance of the interaction of home and school to create the optimal learning environment for students. As part of sharing the learning journey, parents are expected to attend the STEP course and encouraged to attend the other course we offer. The banner event for the year was Positive Parenting conducted by Geelong Grammar at the Margaret River HEART.

Course	Attendance
STEP Course, over 4 weeks, Term 1, MRIS: Pam Tuffin	20
Positive Education & Well-Being – Apr 22, Geelong Grammar	99 (21 parents, 4 staff)
NVC: Communicating with Care - 3 Jun, Lauren Scanlan	15 parents, 3 staff
Teenage STEP – Term 3: 2 days MRIS: Pam Tuffin	5
Virtues Workshop – 17 Nov, MRIS Host: Claire Timmins & Robyn Stewart	2 parents, 4 staff
Legal Workshop – 25 Nov, MRIS Host	0 parents, 4 staff

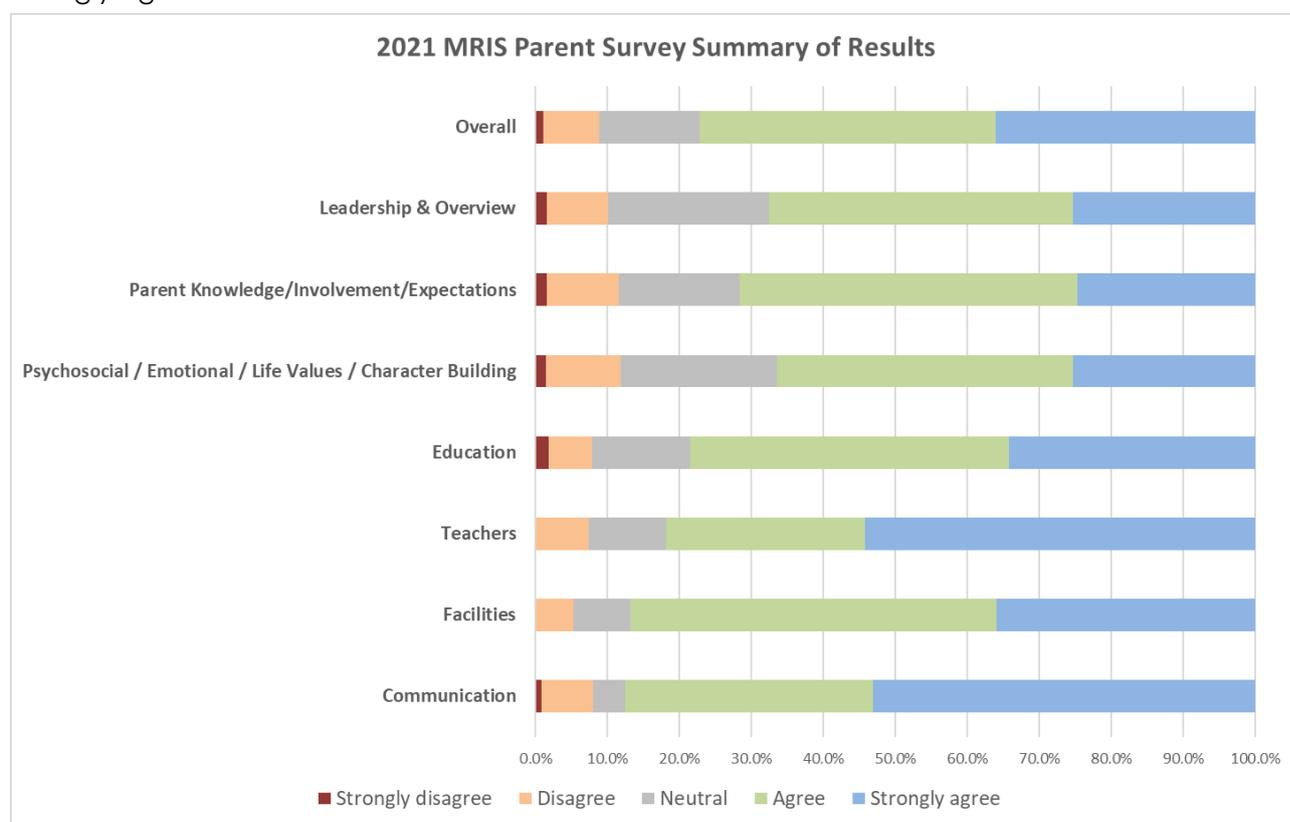


Parent Satisfaction Survey

The MRIS 2021 Parent Survey was conducted towards the end of Term 4. We received **38** responses, this was down significantly on previous years as in 2020 there were 61 responses, 60 in 2019 and 49 in 2018. This feedback is of assistance to the Governing Body in reviewing what we do well and where we could improve at our School. Although the GB reviewed the results at the end of Term 4 2021, the Boranup Bushfire Emergency Response at the end of 2021 and the COVID-19 focus at the start of 2022 has meant the communication of these results was held over until March 2022.

What you told us in summary

Overall responses were positive with the **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
- ◆ I am greeted with a warm welcome, courtesy and respect when I visit the school

Where to improve

The main areas for **IMPROVEMENT** identified based on several respondents who Strongly disagree or Disagree, are:

- ◆ I receive good advice regarding how to support my child/children with their learning
- ◆ The school deals with complicated relationships, or bullying in a swift, safe and respectful manner

Two comments provided indicated that the parents had either not received advice or had little communication with respect to their child's learning. This will be addressed by providing guidelines to teachers around communications with parents re:

- Newsletter e.g. ensure literacy and numeracy focus;
- Seesaw e.g. messages or experiences linked to the learning intentions;
- Scheduling of parent meeting/class meeting for each term.

Relationships and addressing bullying were a focus area in 2020-2021 with an update of the Violence & Behaviour Management Policy; the use of SchoolPro Behaviour Module to confidentially log and track violence &/or bullying

incidents and responses; and further enhancement of School's pastoral care programme, with employing a Wellbeing Officer (0.4FTE) in addition to a Chaplain (0.4FTE NSCP Grant). It is noted that dealing swiftly with complicated relationships may not necessarily be appropriate and future surveys should use the more appropriate word of 'timely'. Work will continue in 2022:

- Confirm staff are familiar with the Behaviour Management Policy.
- Develop a Student Complaints flow chart.
- Management Team to regularly review summary reports to determine if any trends.
- Improve intervention communication to parents (more timely), in conjunction with Chaplain/ Wellbeing Co-ordinator.

Two other areas for improvement:

- ♦ The school is transparent with regard to important decision-making that can affect my child/children (Governing Body for example)
- ♦ I can speak honestly regarding my opinions regarding my child/children's learning and MRIS in general

It is acknowledged that provision of approved GB minutes to the school community should be faster. However it is noted that AGM attendance was well down in 2021. The AGM is the main opportunity together with quarterly 'Bus stop' parent body meeting to hear about the leadership and governance of the school and to ask questions. The published annual report contains extensive information about the School and its operations. Additionally in previous years the Communications & Marketing Portfolio have developed a schedule of information to be provided under GB section in the newsletter and this has fallen away in the last two COVID years. Actions for 2022 include:

- GB minutes to be provided via School Stream within a week of approval and a notice in the newsletter.
- Marketing Officer to profile GB actions in newsletter.
- Communications & Marketing Portfolio together with the Secretary to develop a schedule annually with nominated persons to provide that information for the Newsletter or Website.

The statement "I can speak honestly regarding my opinions regarding my child/children's learning and MRIS in general" polarised respondents as 32% Strongly agreed, 32% Agreed whereas 26% Disagreed and 3% or 1 respondent Strongly disagreed. An outstanding action from last year's parent survey to be completed in 2022 should assist in this area.

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

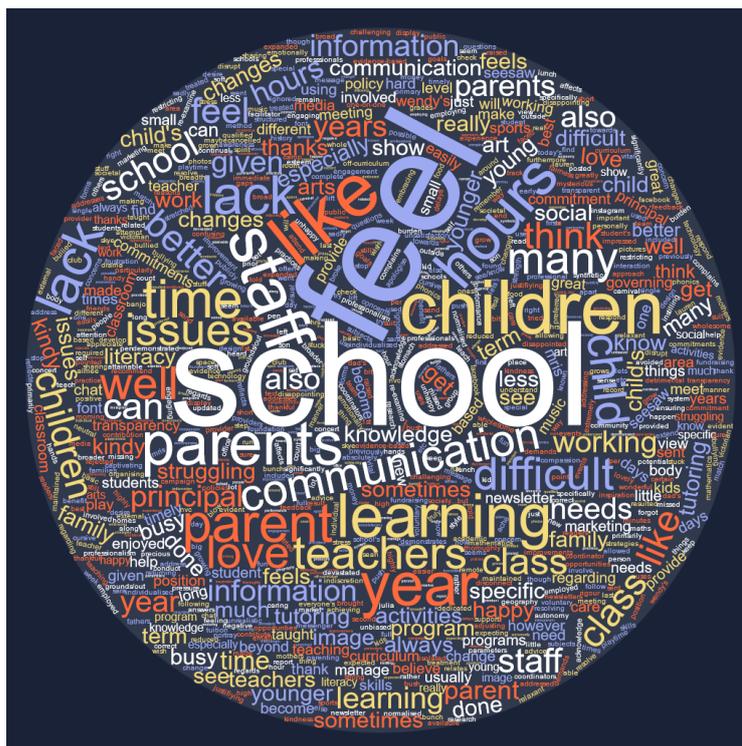
Thank you to the 16 respondents who made **COMMENTS** as they provided insights to the responses and assisted in further analysis of the survey. While some comments reinforced how well the School operates, others specifically highlighted items of concern or areas that had room for improvement. While the comments are generally held semi-confidentially and noted for acting in relevant sections, here are some samples:

"I feel that it has become more challenging to meet parent hour commitments and that as the school has expanded, the system hasn't changed. It feels like many parents are not engaging in it, so fundraising events are cancelled, not many things to do off school grounds/out of hours and some activities that support students learning are not allowed"

"I feel the teachers at this school are so caring and dedicated to the needs of the children. The school community is lovely and being a part of it is very special. As it grows I would like that feeling maintained :)"

"I feel there are too many forms of communication. Newsletter Instagram Facebook Seesaw Class coordinator Text message Email from teachers Messenger it's hard to keep track"

"Thank you for this year, my children have both really enjoyed it and i can see them grow well in their engagement with learning and growing their social skills."



Summary of recommended actions

Communication

Action: The Communication and Marketing team review communication methods, guidelines for content and calendar communication calendar to assist communications being delivered by the School are purposeful and timely. Review to be provided to the GB by the end of T2 2022.

Parent Knowledge, Involvement & Expectations

Action: Improve communication around why and how of parent flexible commitment hours including in the preliminary interview, in the induction and through class co-ordinators, parent body representative and newsletter. This should occur each year.

Action: GB to review flexible commitment policy including the requisite parent hours and invite submissions from the MRIS community to be completed by end T3 2022.

Action Outstanding from 2020: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: Provide guidelines to teachers around communications with parents re:

- Newsletter e.g. ensure literacy and numeracy focus;
- Seesaw e.g. messages or experiences linked to the learning intentions;
- Scheduling of parent meeting/class meeting for each term.

Action Outstanding from 2020: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.

Psychosocial / Emotional / Life Values / Character Building

Action: Confirm staff familiar with the Behaviour Management policy and any changes through Employment Hero.

Action: Develop a Student Complaints flow chart.

Action: Management Team to regularly review summary reports review summary reports from SchoolPro Behaviour Module to determine if any trends.

Action: Improve intervention communication to parents (more timely), in conjunction with Chaplain/ Wellbeing Co-ordinator.

Leadership (Governance & Management)

Action: GB minutes to be provided via School Stream within a week of approval and provide notice in the newsletter and 'Push' notifications when available.

Action: Marketing Officer to profile GB actions in newsletter (i.e. a piece on GB similar to regular newsletter article).

Action: Communications & Marketing Portfolio together with the Secretary to develop a schedule annually with nominated persons to provide that information for the Newsletter or Website.

Improvements

Action: Adjust the parent survey such that for each question when Strongly disagree is selected, it is mandatory to provide a comment before respondent may proceed.

Events

- Welcome Morning Tea–Positive Education–Harmony Day–
- NAIDOC Week–High Tea & Ecology–Music Concert–
- Change of Season Celebrations–Graduation & End of Year Concert–Beach Day–







Conclusion

In conclusion, despite the challenges of the ongoing COVID-19 pandemic, 2021 was a successful year, and a year of consolidation. We have welcomed with great pleasure several new families and students who have chosen 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 another exceptional year.