

annual report 2022

margaret river independent school inc.



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

10890 Bussell Highway, Forest Grove WA 6286

08 9757 7515, office@mr.is.wa.edu.au

www.mr.is.wa.edu.au ABN: 14 254 816 486

sharing the learning journey

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Chairperson's Report

2022 has been a difficult, but nevertheless rewarding year for our school community. The school year started well with 154 students and a community eager to reconnect. However there was an undercurrent of uncertainty due to the ongoing COVID-19 situation in WA. Staff, parents and families in our community responded to this uncertainty in different ways. But throughout the year, our community pulled together and worked hard to minimise the disruption of COVID-19 to the learning journey of our students. Thank you all and particularly to our staff for your flexibility, resilience and dedication through this difficult year.



The year commenced with a celebration of our 40th Anniversary. What a significant achievement for a non-affiliated small independent primary school and I would like to honour our people who made this possible - from those founders through to those now choosing to be a part of our unique school. Wisely, given the COVID-19 situation, the 40th Anniversary plans were downsized to a single low-key but thoroughly enjoyable event on Saturday 29 January. It was a relatively small turnout of about 140 people, but those long-lasting bonds were certainly evident!

The start of the new year saw a relatively high changeover in staff with seven new members joining along with two staff returning from leave without pay. This took significant management time to advertise, interview, induct and bring up to speed these new staff at the start of the year. Thus it was appropriate to review our HR processes and confirm that our onboarding is timely and effective while taking the opportunity to identify and implement any necessary improvements.

There was also an increase in student/family turnover this year, due in part to COVID-19 disruptions. Welcome morning teas were held for new parents at the School however uptake was relatively low, additionally busy bee attendance was also low. Parent education events were also reduced, particularly in the first half of the year.

From a governance and administration perspective, managing the COVID-19 situation with respect to the Government mandates; review of the frequent updates by the WA Government in the changing situation; informing & managing our community; responding to specific queries and reviewing our operating practices to mitigate or manage these risks of the pandemic, took a considerable amount time and energy. Term 2 saw the removal of some COVID-19 mandates by the WA Government, as cases numbers in the community continued a slow climb and we all felt the direct impact of COVID-19. Preventative measures that were retained in schools included mandatory vaccination of staff (removed 10 June) and COVID-19 cleaning and ventilation protocols retained throughout the year. Throughout this period the School worked to minimise the impact of student and staff absences on learning.

These pandemic years have negatively impacted on our parental engagement in part by limiting the options on how to become involved. In response the Governing Body (GB) held a workshop in late 2022 where we considered both the value of parental engagement and how to foster re-engagement. A cornerstone of our family school is parent participation as it assists in better outcomes for students and connects families into a wider community. It can be a challenge to commit, but in the end very rewarding. A concerted effort is being made by the GB, class coordinators and staff in 2023 to improve options on how parents may engage, such as adjustment of the annual calendar and holding two whole-of-school busy bees a year. Meanwhile a review of communication methods indicated that a return to a short, streamlined *paper* newsletter would be effective for engendering community – this was successfully implemented after a short trial that was favourably received by families. Additionally the website team have achieved a major milestone of launching the new website, a great portal for new and existing families into our School.

The wonderful Art Auction Team rose to the challenge of the year and staged a fantastic 17th Annual Art Auction, with the support of the artists, business community and importantly, volunteer parents. Fundraising efforts by parents and staff from the Art Auction to Farmer's Market Breakfast Bar and the Canteen, raised over \$37,000, thank you! Thanks too, to all the class coordinators and parents who volunteered in various roles during the year and enriched our school community.

Renewal of registration was a significant focus throughout the year from supplying of the required documentation to Non-Government Schools, Department of Education by mid-year; to answering follow up queries during Term 3; through to the interviews in Term 4. Pleasingly by the end of the year, we were provided with the maximum of five year renewal of registration.

During the year our School Improvement Plan continued to be used to improve the quality of education and engagement by measuring the impact of effective teaching and learning practices. Progress reports were regularly provided on this to the GB, along with those on student performance both academically and social and emotionally including detailed reports on NAPLAN and the student wellbeing survey. Monitoring how we are delivering on student outcomes is a critical part of the role of the GB.

Finances too are another important part. Despite the challenges of the year both in staffing and management costs associated with COVID-19, and with student numbers being less than anticipated at the August census (153 instead of budgeted 157), the School managed a minor surplus, effectively cost neutral. Sadly the School's Business Manager, June Cunningham resigned in August. Throughout her time with the School, June has display professionalism, thoroughness, and dedication and I am personally very appreciative of June's work to ensure a smooth handover and her willingness to continue to support the school in a voluntary capacity through the Finance Sub-Committee.

The Governing Body also saw some turnover during 2022, including the departure of John McKinney (Building & Infrastructure Portfolio), followed by the resignation of Enid Gelden (Secretary), when she moved into the role of Business Manager. Thank you both for your work and Enid, we all look forward to working with you in your new role.

Meanwhile I am grateful to Simone Taplin, supported by Clare Gleeson, for stepping up to act as Secretary. Thanks also to those new GB members: Paul Chamberlain, Digby Fleming and Sam Macgugan, who responded to the casual vacancy advertisement and bring new enthusiasm and energy to the GB. Indeed thank you to all on the GB, for your support on the necessary but often 'dry' work of governance.

I must also acknowledge and thank our longstanding Principal Wendy Roediger and her Management Team for their work throughout this challenging year. Thank you Wendy for your dedication and commitment to not only the School but also to ensuring the engagement in learning of each and every student.

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



**A foundation for life,
our children achieve their best.**

Principal's Report

We started the year with a wonderful celebration of 40 years on the MRIS Learning Journey. Thank you to our Alumni Rep, Robert Astromsky, and all our families and staff.

"2022 was what I would call ...an iceberg kind of year... with hidden depths, delights and a few desperate angles."

The school year started with mask mandates for all and sadly this polarised our community and many families and some staff were affected. By the end of Term 1 we had mastered the demands of COVID-19 including Remote Learning for our students and wonderful outdoor setups as rooms. We had many teaching staff and their families affected with COVID-19 resulting in a record 63 relief positions to be filled in one pay run. In this time of great uncertainty, we made a concerted effort to put our people ahead and prioritise Wellbeing – this led to a whole school wellbeing survey (with Adrienne Hornby) which resulted in our school having remarkable results. Our staff reported very high morale 82% (national average 50%) and a positive workplace culture 87% (national average 66%), very high satisfaction 87% with their work being personally satisfying and enriching and even higher results for engagement in daily work, not only for themselves 93%, but perceived for others 97% (national average 71%). Our school data is now part of the statistics quoted in Ms Hornby's regular Australian-wide Webinars and she describes us as *"...a little school in WA that has the most impressive wellbeing scores of any school ever surveyed. I am yet to see better... they get a WOW for that school!"*



As the year progressed, we saw less restrictions and slowly we were able to return to meetings and guest appearances – of particular note was the return of Rob Glass and his wonderful volunteer programme called Innovations – the MRIS version of gifted and talented programme offered to all in Years 4, 5 and 6.

Throughout the first semester the School was gathering its policies and procedures for the Re Registration process and this entailed much fine tuning and detailed assessments of all the things we do to operate an educational facility that is educating the Whole Child.

An important addition to our staffing in 2022, was the appointment of our new Administration Officer Amber Edwards. Jane Harker resigned after 15 years of devotion and diligence. We welcomed our long-term teachers Ashley and Lindsay Burke back from a 2-year teaching venture up north. We were also very fortunate to appoint Tamara Broadbent for Shaunna Kilcullen's maternity leave and Gen Bosman joined us in the role of our Dance and Drama teacher. We farewelled our PE teacher Sean Allen into retirement, and we were delighted to welcome Blake Anderson to the role. Another long-term staff member TA Raine Ladd departed after 15 years of care and support.

Sadly, in 2022 June Cunningham, our long time former full time Business Manager resigned and Enid Gelden was a welcome addition to the administration in the Finance and HR position. We were also sad to have Manfred Bruggler resign after many, many years as our Band Master and musical soul extraordinaire.

Enrolments for 2022 remained steady. The year commenced with 153 students K-Y6 and 4 Little Indies in the February census and concluded with 153 students and 9 Little Indies in the August census.

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 staff continued to enhance their skills in team building through collaboration in fortnightly Professional Learning Teams giving time for discussion and focus on arising Curriculum needs. We also introduced the 'Solution Society' Programme for Years 4,5 and 6 to support an identified issue in NAPLAN with Problem Solving. Students were grouped at their point of need and teachers took one of the 3 levels and presented exactly the same task with differing degrees of difficulty. This is following the Low Threshold High Ceiling Approach which offers the opportunity for everyone to get started and everyone to get stuck. We will introduce this concept in identified areas of need in Literacy for 2023.

In NAPLAN 2022 our Year 3 class performed best in Numeracy (a focus for the school in 2022) and were below the national and comparative averages for all other domains which reflects the complex composition of the class. Year 5 students performed extremely well in Reading and better or equivalent to comparative averages for all other domains: Writing, Spelling, Numeracy, Grammar & Punctuation.

The teaching and learning programmes in the school continued to develop under our School Improvement Plan with the aim to build teaching capacity and improve classroom practice across the school.

(See detail in the School Improvement Plan overview 2022)

Student Voice is important at MRIS and our year 6 students chose the mantra "Mistakes Help us Grow" and designed classroom posters for the whole school. The theme was taken from our 2022 EQ banner of "Choose your attitude to failure." This was embedded throughout the school and witnessed regularly... (delightfully modelled at the Band performance retries on Concert night.) Our IQ focus on "Rigour" continued to build capacity for teachers to expect, support and have demonstrated learning at high levels for each student.

To promote a Child Safe Organization our teachers worked closely with their students to develop a Children's Code of Conduct. The year 6 students also designed a Child Friendly Complaints Chart for the main school and the younger students made their own posters identifying who they would go to for help.

Creating Community

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

With COVID-19 raging about us early in the year, we were unable to run our yearly parent education workshop for our school and local community. As the year progressed, we were able to keep our plans for STEP, High Tea, Virtues, NVC, Legal Workshops by our parent Clare and the inaugural Fathering Project BBQ – (we had confirmation for 3 but 50 turned up...a great success). We were also able to continue the close collaboration with Josh Whiteland with the Year 3 Wadandi Mentoring Programme.

Highlights and thanks

We were absolutely thrilled to be granted the maximum 5 year Registration period. Thanks to Jessica, June, Todd, Enid and staff for their dedicated work.

Once again, we delivered the 17th Art Auction with great success and excitement. We were able to trial employing a co-ordinator.....and this role was taken by Anita Pettit. We were most grateful for her inspiration and dedication.

MRIS has been involved in the World Vision Sponsor Child Programme for more than 35 years. Our Year 6 class take responsibility for organising fundraising. In 2022 we farewelled Mohammad from Bethlehem after 5 years and we now have Sanvi born in 2019 from India.

We regularly see our former students being Award recipients at the High School's Year 12 Graduation Night. In 2022 MRIS had wonderful representation with 7 Awards being presented. These awards were diverse and included Runner up ATAR Dux and Academic Honour (Amelia Glass), Best All Rounder (Salli Howden Woodland), Materials Design & Technology -Wood (Kiva Cresswell), Health & Phys Ed -Cert 11 Sports Coaching and Top Student Workplace Learning (Salli Howden Woodland) and the Cadet Award (Navah Wilson). (2016 MRIS Y6 graduates = 13)

Thank you to Karin and Nanna Carol for continuing the Baguette tradition.

Once again, we are truly thankful to Jessica, our Chairperson, for yet another year of volunteering in this vital role. We are grateful and appreciative of the vision you have for the school Jessica.

Thank you to all our GB members for their willingness to be an active part of our great school.

Thank you to all our staff members for their willingness to learn, to get better and to grow to ensure each and every student is progressing.

Thank you to all our families for choosing our school to give your child a foundation for life - we work tirelessly to see this happen.

"Coming together is a beginning; Keeping together is progress; Working together is success." Henry Ford

What a perfect mantra for MRIS in its 40th Year!





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.

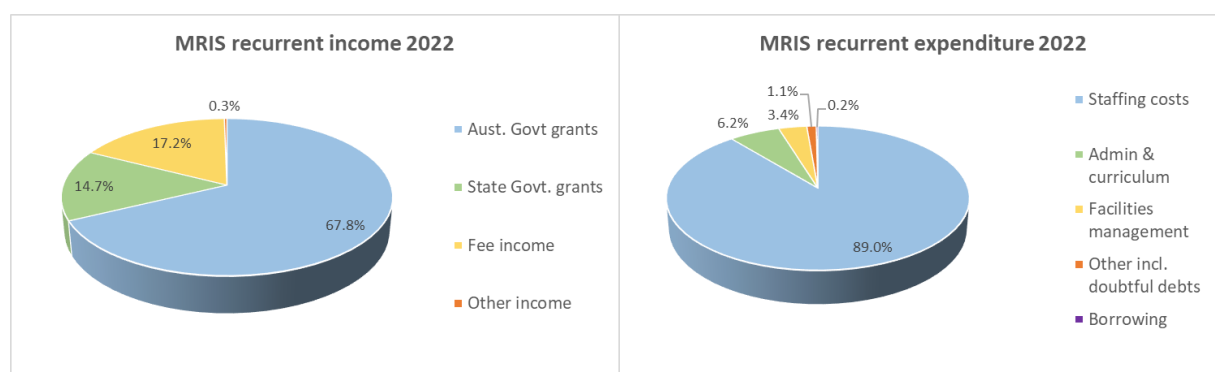
Reportable Item	2022	2021	2020	2019	2018	2017
No. of critical incidents*	Nil	1	Nil	1	Nil	Nil
No. of child protection*	Nil	Nil	Nil	Nil	Nil	Nil
No. of complaints	Nil	3	Nil	1	6	4

* Required to report to the Minister of Education

MRIS has a Complaints & Dispute Policy, which assures confidentiality. No formal complaints were submitted in 2022. 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 was identified 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.

School Finances

The net operating surplus for 2022 was \$20,530 (excluding depreciation).



Enrolments

At the 2022 August census, the School had 133 students in Pre-Primary to Year 6, 20 students in Kindergarten and 9 students in Little Indies (3 years old). Mini Indies Playgroup was suspended at the start of the COVID-19 pandemic and remains suspended.

Consolidation

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.

Registration

As a non-government school MRIS applied for a renewal of our registration at the end of 2021. Renewal of registration "is one of the principal processes through which the Director General can be satisfied that a school continues to observe the standards determined by the Minister and the other registration requirements. These are outlined in the [Guide to the registration standards and other requirements for non-government schools.](https://www.education.wa.edu.au/renew-a-school-registration) (<https://www.education.wa.edu.au/renew-a-school-registration> accessed 04/03/2023)

This is an extensive process of supplying information followed by subsequent interviews to confirm that how the school is governed and operated meets registration and other standards, in delivering the required standards of education and levels of care. We are very pleased that at the end of 2022 MRIS was granted the maximum of a 5 year renewal.

Thank you to all involved but particularly Business Manager June Cunningham extensive and professional work to support this in a timely manner, particularly while faced with the ongoing management of challenges associated with COVID-19.



Certificate of Registration

Issued in accordance with section 162 of the *School Education Act 1999* to

Margaret River Independent School Inc., Governing Body for

Margaret River Independent School (School Code: 1289)

Registered to provide

Early Years Learning Framework and Western Australian Curriculum for:

Pre-Kindergarten to Year 6 at

10890 Bussell Highway, Forest Grove

from

1 January 2023 to 31 December 2027

Lisa Rodgers
Director General

Date: 29 NOV 2022



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.

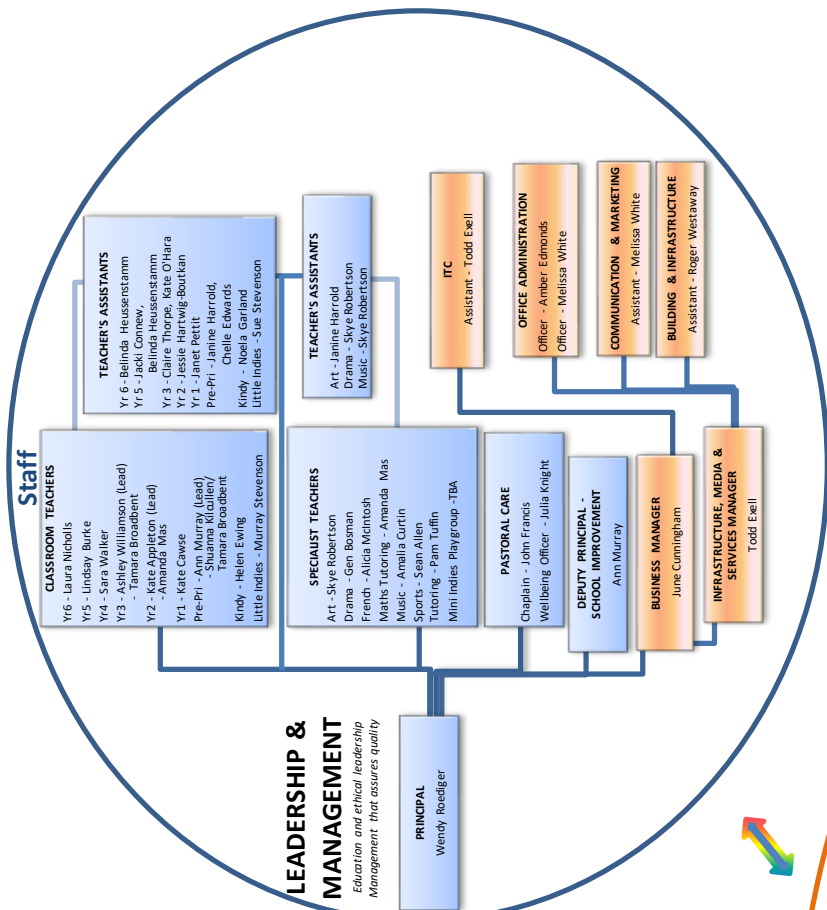
Caldwell, Brian J., 2013, RESEARCH ON SCHOOL SIZE: AN EDUCATIONAL TRANSFORMATIONS BRIEFING PAPER

Roles at our Family School - March 2022

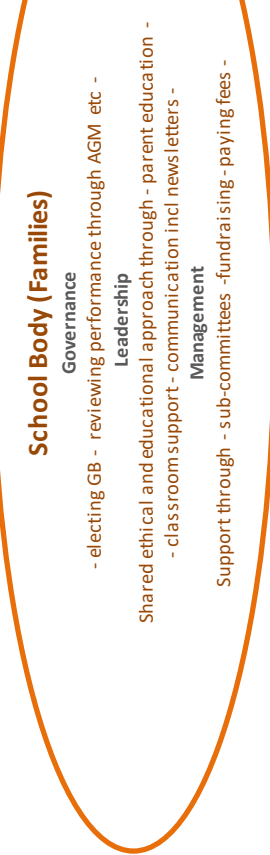
Sharing the Learning Journey



MARGARET RIVER
Independent school
EST. 1982 AS NYINDAMURRA FAMILY SCHOOL



Students
A Foundation for Life
"Be Your Best"



Finances

Treasurer's Report

Beth Dowling

I present the 2022 audited accounts from our auditor Steve Dean for Stephen McCloud (CPA), see attached.

An overview of our current financial status is detailed below:



	2022	2021	2020	2019	2018	2017
Income & Expenditure						
Total Income	\$2,615,133	\$2,678,652*	\$2,276,593	\$2,102,315	\$1,745,323	\$1,624,416
Total Expense	\$2,664,445	\$2,559,364*	\$2,355,069	\$1,913,401	\$1,624,499	\$1,477,718
Net Surplus	\$20,530#	\$119,288	\$315,074	\$30,394	\$30,628*	\$62,254
Balance Sheet						
Total Assets	\$4,778,981	\$3,990,955	\$3,817,691	\$3,212,908	\$3,014,355	\$2,654,308
Total Liabilities	\$944,042	\$925,205	\$871,753	\$582,039	\$414,162	\$185,265
Net Assets	\$3,834,939	\$3,065,750	\$2,945,955	\$2,630,869	\$2,600,193	\$2,469,461
Key Performance Indicators						
Working Capital	\$287,003	\$323,997##	\$367,662	\$131,024	\$126,521	\$123,380*
Wages to Recurrent Income	89.7%	88.0%	81.6%**	81.5%	85.1%	82.0%
Student Numbers (Aug Census)	153 (133+ 20Kindy)	157 (139+ 18Kindy)	151 (131+ 20Kindy)	147 (127+ 20kindy)	127 (111+ 16Kindy)	120 (106 +14Kindy)
Av. Class Size K-Yr6	19.1	19.6	18.8	18.4	16.0	17.1
PP-Yr6 Student /FTE Teacher	12.3	12.7	12.7	12.5##	11.2	12.3

*minor adjustments for consistent reporting 2022 ** excl. Job Keeper top ups #after \$69,842 depreciation removed

In 2022 MRIS achieved a surplus of \$20,530. This is a decrease from the surplus of 2021. This was mainly due to less revenue with lower student numbers and higher expenses, particularly staff costs. COVID-19 continued to have an impact resulting in a large increase in relief teachers. Some extra long service leave (LSL) was taken. Student numbers were less than budget by 4, down from projected 157 to 153.

Income 2022

Tuition Fees in 2022 increased 3%. The effect of COVID-19 was still felt in 2022 although to a lesser extent. As in 2021, 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 \$16,000 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 \$102,991; while State grant funding was down by \$34,094.

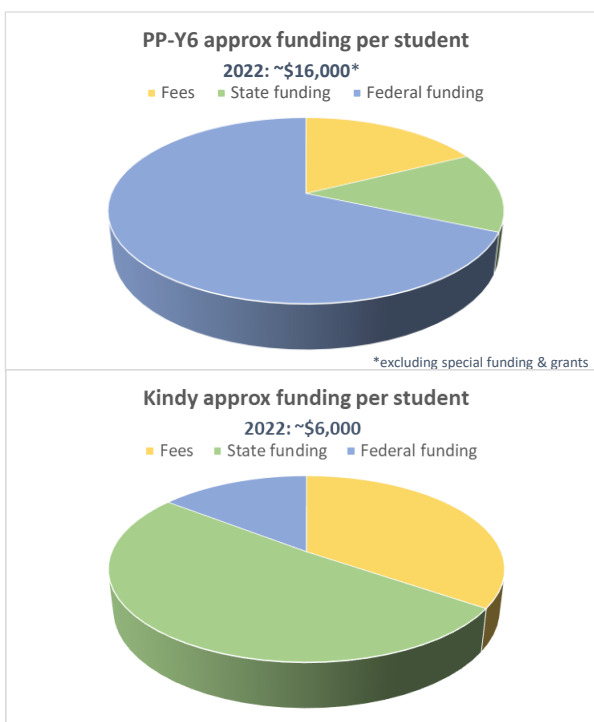
Despite 2022 still having some challenges due to COVID-19, parents and staff are to be congratulated on raising \$19,966 in fundraising and donations. The extremely popular 2022 Art Auction was again very successful and enabled us to allocate \$17,500 towards upgrading the oval. Thanks also to those who have sought grants. Grants received included Australian Baroque, Chaplaincy, EMF Fire and Biodiversity and other small grants.

Expenditure 2022

Expenditure increased in 2022 for several reasons. Staff salaries and wages were increased at the start of 2022 to maintain competitiveness within the education sector. Wages remain the most significant expense. Employment of relief teachers was higher than usual due to the impact of COVID-19. Capital expenditures were minimal.

Balance Sheet 2022

Net Assets have increased by \$769,189. The Balance Sheet (Assets) shows outstanding fee debtor balances have increased to \$59,084, however reducing this amount further remains a priority for the Business Manager and some progress has been made early in 2023. Additional provision (Liabilities) has been made for leave, both annual and personal. The provision for long service leave has reduced due to LSL taken in 2022. The provision is to ensure the school is adequately prepared when leave is required.



2023 and beyond

In line with the 2021-2025 Strategic Plan, the focus of this phase of the school's financial planning is on consolidation. The 2023 budget forecasts a small operating cash surplus (with a loss after capital expenditures) assuming 157 students (K-Y6) 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. This has been delayed due to ongoing labour shortages in the building industry.

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

The financial management of running a small school is complex. MRIS employs a business manager to perform the day-to-day tasks with the treasurer overseeing the finances and making recommendations to the GB. My position as Treasurer has been made easier due to the valuable support and assistance of June Cunningham, our departing Business Manager, Enid Gelden the new Business Manager and Jessica Worrall, the Chair of the Governing Body. I thank them for their invaluable assistance.

Portfolios & Subcommittees

Secretary's Report

Enid Gelden

I commenced the role of Secretary of the Governing Body (GB) in March 2022, mostly by providing support to the Chairperson, issuing meeting notices and maintaining record-keeping. As a new member of the GB, I drew from the experience of a former Secretary, Galatee Underwood, and received a great deal of assistance from Jessica, our Chairperson and Business Manager, June.



At the start of 2022, COVID-19 restrictions meant that our initial meetings were conducted via Zoom, but despite the impersonal nature of online gatherings, our attendance and member participation remained strong, with regular meetings held every 3 weeks per term. Once restrictions ended, it was great to finally congregate in person, and get to know each member on a more personal level.

Our GB representation remained a good mix of long-serving members as well as a number of new faces, particularly from parents with children in younger school years. This mix brought a range of skills, experience and personalities that all contributed towards harmonious and productive meetings.

In September, Simone Taplin and Clare Gleeson temporarily took over the role of Secretary after I commenced employment at MRIS. This duo proved to be a great asset to this role, with Simone streamlining the online management and delivery of meetings via the TEAMS Platform, and Clare's professional input from her law background. They also took over the role at the busiest time of the Governing Body year, requiring calendar planning and finalisation and the organisation and preparation for the 2023 AGM. Simone has nominated to run as Secretary for 2023, and no doubt, will continue as a great leader in this role!

Parent Body Representative Report

Jacki Hardy

The Parent Body Representative:

- Represents parents at the Governing Body meetings
- Supports the class co-ordinators in their role
- Liaises with class co-ordinators regarding fundraising, rostering, and communicating information to parents.
- Welcome new parents to the school and meet with class co-ordinators to discuss important upcoming dates and events at school.
- Assist with co-ordinating the School Disco
- Introduce and assist in inducting new parents to the school on the first week of the school year with the Principal and GB Chairperson.



Again in 2022 COVID-19 made its presence felt, however thankfully the impact had lessened by the end of the year for most. This allowed many events and interactions to be revived by the end of the year.

In 2022, Lena Lendl volunteered to take over the co-ordination and operation of the canteen. She did a great job of co-ordinating the canteen subcommittee and organising rosters and menus. Thank you for your time and efforts to ensure the canteen continued throughout 2022.

The Disco was able to take place in 2022 after it was cancelled in 2021 due to bushfires. We trialled a new time (at the end of Term 2) rather than the usual last weeks of term 4, after suggestions that the end of year can be a busy time full of events. A big thank you to Simone Taplin for her help in setting up her disco equipment and police force contacts. The kids loved getting up close to the lights and sirens and getting to look inside a real police car.

Thank you to the 2022 class co-ordinators who did a great job of looking after the families in their respective classes. It certainly helped make my job easier!

I am delighted that the role will be taken up by the very capable Belinda Heussenstamm in 2023. I wish her the best of luck in this position. The Governing Body, together with Belinda have some great ideas to re-engage parents with the school community after such a disruptive period over the last two years.

Alumni Representative Report

Robert Astromsky

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

In January, we held a slightly pared down 40th Anniversary celebration to accommodate the various restrictions on travel and meeting in groups. Over 100 former students and parents attended.

We also commissioned a beautiful leaded glass panel to be installed on the church which commemorates the 40 years of MRIS. This panel is now the focal point along the path leading to the entry of the church.

Thank you to Melissa White for all her help organising the many letters of correspondence to the Alumni as well as the many phone calls to organise the volunteers, to make the 40th Anniversary such a success.



Building & Infrastructure Report

Lydell Huntly

GB member John McKinney who took over the role of Building and Infrastructure portfolio in 2022, sadly resigned mid-year.

As per the previous year in 2022, I continued with my previous role of managing Busy Bee portion of GB Building and Infrastructure Portfolio. In this role I am responsible for the management and overseeing of the busy bees. This year it was good to be largely past the impacts of COVID-19 with all the busy bees running this year with a focus on consolidating improvements around the new car parks and the installation and improvement of the various heritage garden beds enabled via grant funding. My role and the tasks of the busy bees are directly lead by the maintenance, cleaning and improvement tasks that are identified by the Infrastructure, Media and Services Manager, Todd Exell.

As usual the first busy bee of the year was well attended and the remaining three for the year saw mostly good turnouts. The focus has been changing this year from lots of classroom cleaning jobs to more of a focus on exterior projects, larger maintenance and



outdoor cleaning and weeding. With an analysis at GB level of how the busy bees are running, what the strengths and weaknesses of the current model are and how best to maximise parent engagement it has been decided to move from four busy bees (one whole of school and three on roster) to two whole-of-school busy bees instead. Informal feedback so far is extremely positive as to the attendance rates, sense of community and focus on more obvious and concrete maintenance and improvement projects.

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 essential to making sure we continue to share the learning journey and keeping the link between school and home. The start of 2022 involved Outdoor Learning, due to the mask mandate, and efforts were made to share how it was achieved through posts to social media and the newsletter.



MRIS had a busy and fulfilling year in 2022 with the calendar filled with social, school and community events despite COVID-19 impacting the early part of the year. Key developments and/or projects for the past year for this role included:

- New website was launched.
- Seesaw maintained as the main communication tool between class teacher and families. More teachers using Seesaw.
- Encouraging families to use School Stream and log their parent hours through this.
- Reinforcing the types of communication tools used at school and when they will be used.
- Successful events that took place - 17th Annual Art Auction, High Tea & Ecology Open Day, Scholastic Book Fair (raised \$2000), Harmony Day, free legal workshops, Establishment of the Australian Bushfood Garden and the Colonial and Settlers Garden, Collaboration with Baroque Australia culmination in a concert with MRIS student illustration, Change of Season celebrations.
- Advertising for Job Positions for 2022/ 2023: Physical Education teacher, Business Manager.
- Successful monthly editorials in the Augusta-Margaret River Mail and Facebook.
- Newsletter returning to paper hard copies to increase the number of people reading them.
- 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. End of Year concert farewelling Manfred Bruggler.

- Art Auction in November 2022. Anita Pettit 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 to 447. We are still receiving 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 day happenings at school.
- Little Indies increased numbers for 2022 and 2023. This was a key focus from 2021.

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

- Adding content to the new website.
- Focus on maintaining a high level of communication with the school community.
- Open Day: Advertising and ideas for a high level of attendance
- Free seminars for parents and wider community.
- Working together with Melissa in Marketing and Todd as the IMS manager.

Thank you to Melissa, June, Jessica, Todd, Ann and Wendy for their dedicated efforts in communicating with parents to keep them informed of the upcoming or urgent events and what that meant for the school. 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 and 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 2022 and in the interim the Chairperson has worked with the Business Manager and the Principal to deliver on plan develop in 2020 for 2021-22 to:

- Support creation & review of all relevant P&P as appropriate
- Support keeping P&P Action schedule list up to date
- Support re-registration process in 2022.

Focus at the start of 2022 was understanding and responding to the COVID-19 situation with respect to the Government mandates; review of the frequent updates by the WA Government in the changing situation; and reviewing our operating practices to mitigate or manage these risks of the pandemic. However as the year progressed a number of other procedures/plans approved or reviewed in 2022 including:

Rework or creation of

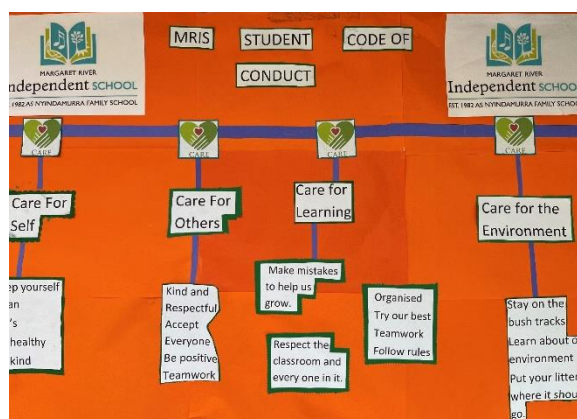
- Performance Management Policy
- Staff Induction Policy
- Student Health Policy including First Aid, Anaphylaxis & Asthma
- Busy Bee Policy
- Child Protection Policy
- Student Code of Conduct (new)
- Parent Code of Conduct (new)
- Records Retention Policy (new)

Minor updates to

- Assessment Grading & Reporting Policy
- Tutoring Policy Y1-6
- Mandatory Reporting of Child Sexual Abuse
- Camp Policy & Procedure
- MRIS Constitution
- GB Manual including GB Code of Conduct and GB Member Induction
- Class Coordinator Role Description
- Maintenance Plan

Major work planned for 2023 include the rework of

- Wellbeing Pastoral Care Policy
- Bushfire & Evacuation Plan
- Complaints Policy
- Gift and Giving Policy (new)



Parent / Carer Code of Conduct

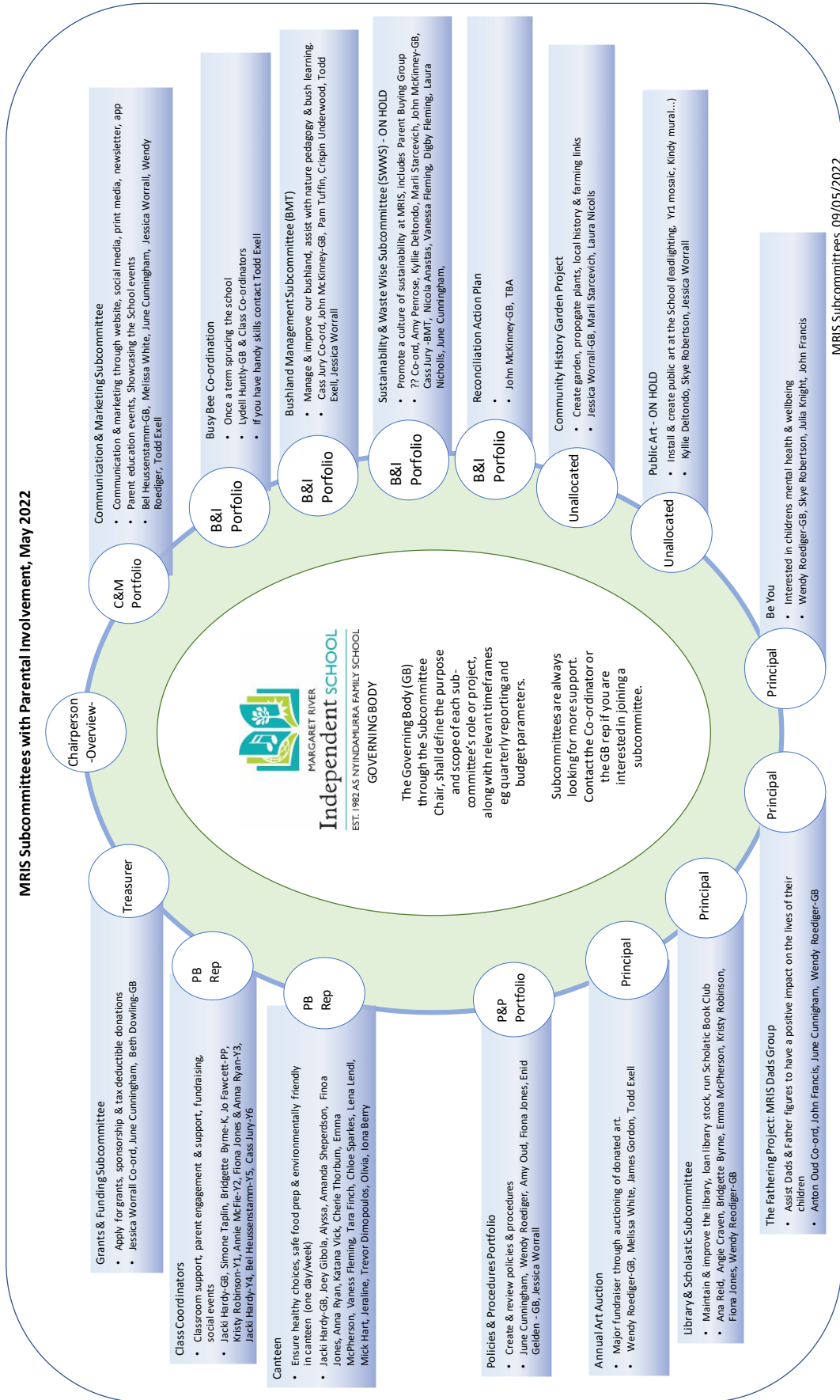
Rationale

As a family school, we acknowledge that families and educators are critical partners in a child's character development and learning success. We recognise that the first educators of children are parents. Parents play a formative role in the development of their child's sense of justice and equity and respecting the value of all members of our school community. As those who have the greatest capacity to reason and control their actions, and as influential role models for their children, the onus is on parents to promote and uphold the core values of our school community.

It is a clear expectation of our community that all parents model acceptable behaviour at all times within the school setting. At MRIS we are very fortunate to have supportive and friendly parents. We recognise that schools where parents are involved results in better outcomes for the students, and as such we encourage parents to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents in our school about expected conduct so that we can work together to ensure a safe and positive school environment for our children.

MRIS Subcommittee Structure



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 \$8,500, an increase of \$1,500 over 2021, 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.

2022 Margaret River Art Auction

- 17th Annual Margaret River Art Auction was held on 5 November
- 277 people attended, with 45 parents volunteering on the night
- 82 artworks were available to bid on (as silent or main auction)
- 12 auction items sold for over \$1,000, with Ian Daniell's "Australian Giant Cuttlefish" receiving the highest price of \$2,000
- The Margaret River HEART is an ideal venue for the auction and elevates the standard of the event
- Provides a great opportunity to showcase the school community
- Excellent sponsorship levels \$8,750, plus food, wine and beer donated
- Margaret River Region Open Studios provides a great lead into the event, but does pose challenges with respect to artwork availability
- Utilises and adds to parent skill levels

Item	2022	2021
Ticket sales	\$4,180	\$4,600
Bar sales	N/A	\$1,740
Art sales	\$35,378	\$43,439
Sponsorship	\$8,750	\$6,400
<i>Total Income</i>	\$48,308	\$56,179
General costs	\$16,562	\$15,923
Staff Costs	\$14,250	\$20,520
<i>Total Expenses</i>	\$30,812	\$36,443
Net Return	\$17,496	\$19,736

- Marketing opportunity for artists
- Emerging artists can showcase their work
- 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

- To reduce the burden on staff time, a trial paid position of Art Auction Coordinator was created.
- Arts Margaret River assumed operational control of the HEART.
- Bar sales were managed solely by HEART.

To consider in 2023

- Formalise the role of Art Auction Coordinator.
- Increased cost of living pressures may impact on discretionary spending at the 2023 18th Annual Art Auction.
- 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.

2022 ART PRIZES

Art prizes worth \$8,500 were awarded to the following artists:

\$4,000 MRIS Margaret River Art Prize:

Jolene Hewison

\$1,500 Brewhouse Margaret River People's Choice Award:

Josh Windram

\$1,250 Stocker Preston Packer's Prize:

Jacqui Brown

\$1,000 Jarrahdale Heating Emerging Artist Prize:

Ian Daniell

\$750 Homes by Nature Sustainability Prize:

Nirala Hunt

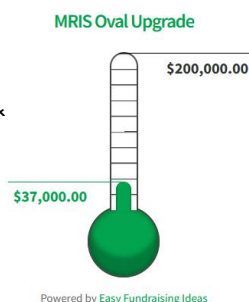


One of our parents David Doyle, has made wonderful short film of the event – check it out at

<https://mris.wa.edu.au/mris-events/art-auction/>

Helping refurbish our Oval

Art Auction fundraising from 2021 on is going to our project of refurbishing & upgrading the Oval. From 2021 & 2022 we now have \$37,000 for this long-term project estimated to cost \$200,000.



The success of the event 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 and Jessica Worrall (GB)

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

In 2022, the BMT core membership carried over from the previous year consisted of Jessica Worrall (GB); Cass Jury, Crispin Underwood, Laura Nicholls, Pam Tuffin, Todd Exell. As with many subcommittees, the BMT operation was significantly disrupted in 2022 due to COVID-19. Additionally funding of the role of the Bushland Management Officer (Cass Jury) ceased during 2022. The plan for 2023 is to reinvigorate the BMT.

2022 Focus

Grants

THE SAMR EMF grant to assist with bushland biodiversity enhancement & cultural burning awareness was finalised in 2022. A Nature Conservation Margaret River grant of \$1,500 was obtained to supplement our equivalent budget for weed control in 2022/23, thank you Cass for organising this.



Priority weed removal

Priority weed removal areas are bulbous weeds, vinca, tambookie grass as we build on weed removal work undertaken from previous years. Over \$2,000 worth of watsonia control was undertaken in late 2022, mostly through hand pulling. A small trial comparing hand pulling to herbicide control was undertaken. Before starting weed control the current status of weeds at MRIS was mapped. Year 5 and 6 students undertook some manual watsonia and Ixia control in 2022. Year 6 students completed a small revegetation project along the front of the school to increase screening and habitat value of the area.

Fire Hazard Reduction

In line with the Fire and Biodiversity Plan and the need for small, slow cool burns at the right time of year, a small, slow cool burn was planned but later cancelled. Cass Jury organised a short talk on cool burns for parents before school one day as part of Reconciliation week, which was well attended.

Reconciliation Action Plan (RAP)

MRIS has received support and input from Josh Whiteland (Koomal Dreaming) on the *Nyindup Boodja: Living history through bushfoods and kitchen gardens on Wadandi Country in the South West of WA*; and on the first seasonal panel for the Kindy/Pre area. Reconciliation Week activities were held including the Year 6 class talking about the

theme of Being Brave and making change with Josh. The Year 6 class made damper and bush teas and the Year 5 class rethatched the mia mia and discussions were had about the change of season to Makuru. Year 5 also cleaned up the trail, raking up all the leaves and collected sticks from the track and edges.

Fathering Project Subcommittee Report

Anton Oud and Wendy Roediger (GB)

In late 2022, after interruption of COVID-19, the Fathering Project was kicked off again with an after-school BBQ sausage sizzle held by the Dads Group. Held on a Friday afternoon, it was a wonderful opportunity for families to come together and celebrate the end of the term. We had a fantastic turnout, and the atmosphere was lively and enjoyable for all who attended. Great positive feedback was received, and the children were thrilled to see their dads taking an active role in the school community. It was heartening to see the positive impact that our efforts had on the children and their families.



One of the most significant outcomes of the BBQ sausage sizzle was the formation of a strong group of Dad Leaders from each year group. These dads are dedicated to supporting our school community and ensuring that our children receive the best possible education. They have worked tirelessly to develop a range of activities for each term of this year, and we are excited to share these plans with you. These activities are designed to promote fun, teamwork, and community-building.

In Term 1, we will be heading to Busselton Jetty for a family camping weekend. This will be a fantastic opportunity for families to come together and enjoy a range of fun activities, including beach walks, cycling, swimming and fishing.

In Term 2, we will be hosting a mountain bike ride leaving from Rotary Park, followed by a BBQ. This will be a great opportunity for dads and their children to enjoy the great outdoors and explore the beautiful natural environment of our region.

In Term 3, we will be heading to Gravity in Bunbury for a BBQ and trampoline jumping. This will be a fun and engaging way for children to stay active and promote teamwork and healthy competition.

Finally, in Term 4, we will be hosting a Dads camp, where we will be staying at an animal farmstay in Manjimup for a couple of nights and enjoying the facilities at the Manjimup Heritage Park. This will be a fantastic opportunity for dads and their children to spend quality time together, build friendships, and create lasting memories.

We believe that our planned activities for the year will have a positive impact on our school community and support our children's learning and development. We would like to thank the MRIS Board for their ongoing support and look forward to sharing further updates with you in the future.

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.

2022 Focus

In 2022, 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, given the impact of COVID-19, the G&F subcommittee was not so active in 2022.

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
- Covering the Hard Court (alumni project)

In 2022 the operating expenditure focus areas continue to be:

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

Positive developments in 2022

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

- 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)
- 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".
- Roots & Shoots Grant (Jane Goodall Foundation): \$223.50 for plants (Co-ordinator: L Nicholls).

Ongoing grants

- National Schools Chaplaincy Program (NSCP) Grant of \$20,427 pa for 2020-2023 (Co-ordinator J Worrall / J Cunningham)
- Partnership Acceptance Learning Sharing (PALS) DLGSC \$3,300 over 2 years (Co-ordinator A Burke).
- Sporting Schools Australia \$1,700 for surfing Term1 2023 (Co-ordinator S Allen), received in 2022.
- Nature Conservation \$1,500 Weed control and mapping 2022/2023 (Co-ordinator C Jury)

Unsuccessful grant applications

Nil

Applications in progress

Nil

Grants applications being considered

- Schools Upgrade Fund Open Round from Commonwealth Govt. to assist schools to upgrade infrastructure after COVID-19 disruptions (Co-ordinator E Gelden) Application due Feb 2023, advice on success due May 2023.
- Waste Wise Grant Round 3: \$8,800 Co-ordinator: tbc.

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 2022

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)

Throughout 2022, the Margaret River Independent School's library maintained its effective running, allowing all year levels access into an exciting and inviting space. This is all thanks to the parent volunteers who continue to be a dedicated team. After two years, the Bookmark and SCIS library systems still prove to be essential in efficiently keeping track of books available in the library. These systems also allow for the library team to follow books that are overdue and/or missing, which remains the biggest issue in the library. A small number of books were deleted from the library system as they couldn't be recovered from students who have left the school. Keeping on top of overdue books will continue to be a big focus for 2023.

At the beginning of Term 1 in 2023, a stock take of all the library books was carried out where it was found that there are 78 books missing from the library shelves, equalling \$1,155. These missing books can't be traced back to previous borrowers, and we suspect that they have been taken from the shelves without being scanned through the Bookmark system. To try to avoid more books going missing we will keep parent volunteer training current and ensure staff are also aware of how to use the Bookmark system to borrow books. We are hopeful that these books will be returned to the library throughout Term 1.

Scholastic Book Club is still a popular way of earning book rewards for the school library, with \$832 of scholastic dollars being raised throughout 2022, \$400 of which has been spent this term to fill fiction, non-fiction and game gaps in the library as requested by teaching staff. The Scholastic Book Fair was a hugely successful event in 2022 where a total of \$2,600 in sales were made, equalling \$753 worth of books added to the library as a result. We hope that this year's Book Fair to be hosted in Term 2, will be just as successful.

Creating an interesting and inviting space will continue to be an important focus for the library team this year, with the addition of a library volunteer whose sole focus will be creating themes within the library space that are reflective of the school and wider community. We hope that this can encourage children's interest, excitement and wonder in the magical world of literacy.

The running of the library is only possible with the commitment of the parent volunteers whom we thank so very much.



Sustainability & Waste Wise Subcommittee Report

The Sustainability & Waste Wise Sub Committee was in hiatus during 2022.

Major Projects (Building & Infrastructure) Report

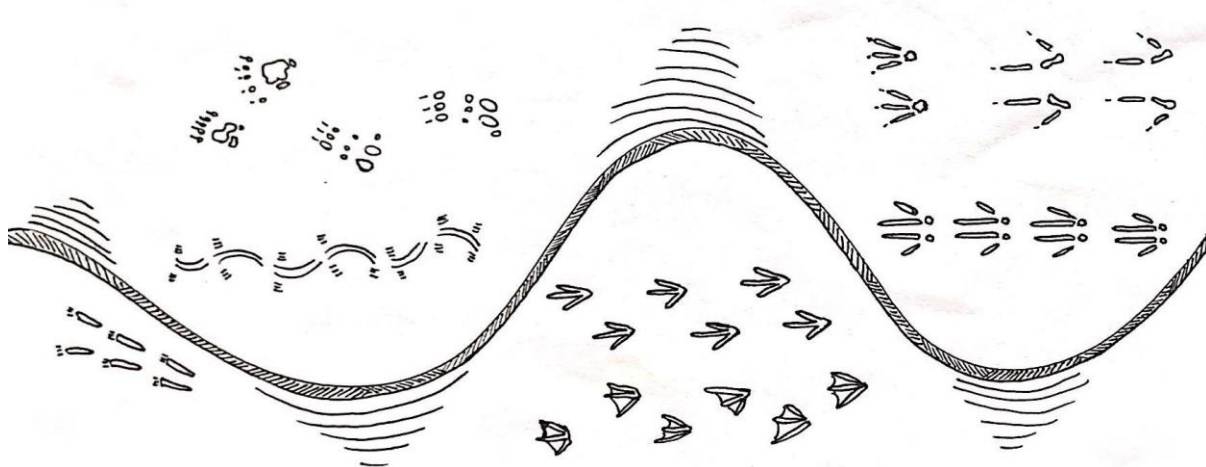
Jessica Worrall (GB) & Todd Exell, Infrastructure Media & Services Business Manager

Nyindup Boodja: Living history through bushfoods and kitchen gardens on Wadandi Country in the South West of WA

This gardens trail was finished in 2022 and acknowledges at this site:

- § 40 years of Margaret River Independent School
- § 100 years since Group Settlement
- § 90 years of Colonial Settlement in area
- § Over 50,000 years of Wadandi people living and caring for this land

Established by Margaret River Independent School to support the Year 2, Humanities and Social Sciences Curriculum with the kind support of the Western Australia History Foundation Inc.



Work commenced on the gardens in 2021 supported by WAHF grant that encouraged interest and knowledge of our local Western Australian history through students, teachers, parents and the wider community via the wonderfully interactive medium of food and food gardens. It has showcased neglected elements of West Australian settlement history while incorporating reconciliation through engagement with Wadandi culture and foods. The trail starts at the front of the school at the Wadandi Bushfoods, it then heads to formal Colonial Garden in the centre of the school with a variety of fruit trees. Next door is the work horse of the Group Settlement Gardens. Outside the Yr6 class is the existing Modern Waterwise garden and heading to the Performing Arts Centre is the new Australia Bushfoods garden. From here the tour can connect with the Forest Grove Hall onto the outdoor classroom and out into the surrounding bush via the Nature Trail.

Local historical context was researched by Jinni Wilson and input was sought from Wadandi consultant Josh Whiteland. The formal gardens were designed, built and

planted with input from various current and alumni parents, Jinni Wilson, Jeff Walker, Nicola Anastas, Stuart Weatherill, Phil Iannarelli, Cass Jury, Bill James and Jessica Worrall, with support from various parents and students at busy bees.

Information guide for gardens and bushfood developed based on Yr2 HASS curriculum. Information publicly available via MRIS website

<https://mris.wa.edu.au/environment/gardens-tour/> and plaques at each set of gardens providing unique QR code links. Trail tours offered via website and open days.

Background historical information was provided for Yr2 teacher by Jinni Wilson (refer MRIS historical gardens background information draft report).

Year 2 & Year 6 students and parents will continue to plant and maintain gardens. Y2 are the custodians of the gardens for tours and future development with peer support and mentorship from Y6.

While grant was acquitted by end June 2022, due to unforeseen circumstances, a formal launch of the gardens will occur in Term 2 2023.

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. Given resource and building constraints associated with COVID-19 period of 2022, this project has been deferred into 2023.

Other work

In addition to major infrastructure works MRIS continues to improve the facilities available to staff and students including:

- Air Conditioners installed in the Art Room and Library;
- Skylight installed in the Administration building;
- Drinking water fountain added to the Kindy / Pre-Primary outdoor area;
- Kombi and Caravan play structure installed in the Kindy / Pre-Primary outdoor area.
- Upgraded school's Wi-Fi infrastructure;



- Assessment and review of cyber-security and upgrade of IT storage management systems.
- Software packages PASSTab for visitor sign in and out; expansion of Employment Hero to assist with managing staff; assessment and approval to move from SchoolPRO to Zunia School Management System over 2022/2023.



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 2022

Strategic Priority	Progress
Education ◇ Continue to utilise our School Improvement Plan to improve the quality of education & engagement by measuring the impact of effective teaching & learning practices & reporting to all stakeholders. ◇ Share the learning journey by supporting teachers to both value and know how to utilise parents effectively in the class learning. ◇ Educate parents in our school language through programmes such as STEP, Virtue, NVC etc.	- Principal & DP-SI advises annually on progress against School Improvement Plan. The 2020-2022 focus "ANALYSIS & DISCUSSION OF DATA" was finalized and with move to new focus areas of "AN EXPERT TEACHING TEAM" and "Leadership Team Self-Assessment in Driving School Improvement". - STEP continues to be promoted to both Staff & Parents with alternative Parent Education Session e.g. Virtues & NVC. Offering and uptake of parents limited due to impact of COVID-19 in 2022. - Additional parent education session have been introduced for transition classes e.g. Literacy & Numeracy for Y1 parents at start of the year, and Kindy Orientation 4 workshop sessions.

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 session formalized from start 2022, further work required to improve experience for families joining part way through the year. - Review of communication methods in 2022 highlighted the weekly newsletter as the core communication method. After a successful trial, short weekly paper newsletters are provided for the whole family to read & discuss together every Thurs. - Whole school functions negatively impacted by COVID-19 in 2022. Scaled back 40th anniversary celebration was successfully held at start of 2022. AGM attendance held at the tennis club was also poor due to weather & COVID-19, alternative social venue to be sought for 2023. Art Auction & High Tea later in year were successful as was Dad's Group BBQ. GB has reviewed 2023 calendar with view to improve social function opportunities.
<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 grants, fundraising and regularly review fees. 	<ul style="list-style-type: none"> - Marketing team continued with on target communication & marketing "Sharing the Learning Journey" as per Our Identity from newsprint to social media to newsletters to e-mails. - Single stream and student numbers along with some waitlists maintained. Review of opportunities provided by Open Day / High Tea conducted. New website launched to make it easier for prospective parents to explore what we offer. - Constraints on staffing & GB as a result of COVID-19 resulted in reduced ability to operate in this space, nevertheless in 2022 \$54,236 in grants obtained/expended in addition to recurrent funding. Fundraising pursued, with over \$23,000 raised by parents in 2022. 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"> - Significant refurbishment to gardens to install historic kitchen garden, work completed in 2022. Ongoing painting and upgrades e.g. carpets, carried out to scheduled buildings although some work delayed due to labour constraints. Planned Forest Grove Hall refurbishment delayed due to COVID-19 impacts. - BMT operated in limited capacity due to COVID-19. Shire grant (EMF) used to follow up weed control in priority areas.
<p>Organisational capacity</p> <ul style="list-style-type: none"> ◇ Improve strategic outcomes by continuing to build a strong and resilient workplace and reviewing 	<ul style="list-style-type: none"> - Wellbeing focus for staff in 2022, with survey conducted in Term 1 and ongoing work in this area throughout 2022.

Strategic Priority	Progress
<p>best practice principles for effective growth, development and wellbeing. Create a workplace plan and measure ongoing staff satisfaction, wellbeing and retention.</p> <ul style="list-style-type: none"> ◇ 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"> - Ongoing work on staff policies & procedures e.g. Performance Management Policy updated, utilization of Employment Hero to track required training and review in progress. - Volunteer co-ordination / hours carried out in 2022 with recommend strategy developed to be implemented in 2023. - Review of how administration & management provided commenced in 2022 and will continue in 2023, succession planning underway.
<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. - MRIS successful re registered for 5 years from start of 2023



School Improvement Plan

Ann Murray (Deputy Principal – School Improvement)

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. MRIS uses the ACER National School Improvement Tool to assist the school to review and reflect on our efforts to improve the quality of classroom teaching and learning. The tool consists of nine inter-related domains and in 2022, MRIS continued to focus on Domain 2: Analysis and discussion of data and Domain 5: An Expert Teaching Team.



The focus on Domain 2 led staff to use multiple sources of data to analyse performance and inform decision making, innovation and change. 2022 was the first year On-Entry assessments were implemented consistently from Pre-Primary to Year 2. On-Entry Assessment provides teachers with an opportunity to collect information on the essential literacy and numeracy skills and understanding of each child in their class. The data will allow the school to track the progress of individual children and cohorts in the Early Years, thus providing information to plan for the learning needs of every child.

Data collected from Professional Learning Team meetings, together with On-Entry data, indicated inconsistent delivery of phonemic awareness lessons across the early years. This informed the decision to complete whole school training in the Heggerty Phonemic Awareness program alongside the development of an Early Years English Scope and Sequence.

The analysis of PATS data (Standardised tests) and NAPLAN data informed the development of the Solutions Society program in Years 4-6 which aims to target the development of mathematical problem-solving skills through targeted, differentiated teaching.

In Term 3, 2022 the Year 4 and Year 6 class trialled the online Brightpath Maths assessments which provided another source of data for teachers to access including individual progress reports, parent/student reports and targeted teaching points. Further training has been provided to staff on Brightpath in Term 1 2023 and assessments will be scheduled on the MRIS yearly assessment schedule.

The Australian Early Development Census (AEDC) measures the development of children in Australia in their first year of full-time school. Analysis of the 2021 AEDC data highlighted a decrease of the number of children performing on track in the areas of emotional maturity, social competence and language and cognitive skills. A trial Early Years project (Orientation Sessions) for 2022, Term 4 was developed by Ann Murray and Shaunna Kilcullen to support the development of emotional maturity, social competence and language and cognition of the 2023 Kindergarten cohort. Four teacher led sessions were offered to families, including a welcome to MRIS, Effective Book sharing and the Circle of Security workshop. Feedback from parents indicate the

sessions were useful and it was a positive opportunity for their child to engage with the cohort and familiarize themselves with the school environment.

The focus on Domain 5 supports MRIS's aim to build a school-wide, professional team of masterful teachers who take on active leadership roles beyond the classroom. Staff studied the text *Rigour* by Barbara Blackburn and selected areas of focus to develop their teaching practice. Review of the use of Teaching Assistants (TAs) at MRIS is in progress. This will continue to be developed in 2023.

Staffing Information

School Staff

Teaching Staff	18	Non teaching Staff	17
FTE Teaching Staff	11.2	Non Teaching FTE Staff	12.1

(FTE: Full Time Equivalent) Source – August 2022 Federal Census – NB Principal included in Teaching Staff

Staff Qualifications

Qualification	Percentage of Teachers & Leaders at the School
Post Graduate Qualification	43%
Bachelor Degree	43%
Diploma	14%
Certificate	0%

Staff Composition

2022 Staff	Teaching		Non Teaching	
	Female	Male	Female	Male
Full time	5	1	1	1
Part time	10	2	14	1
Indigenous	Nil			

Retention of staff in 2022 from 2021 was 77% with the retirement and departure of some long-term staff.

Expenditure on and staff participation in professional development

The total funds expended on professional development (excluding wages) in 2022 was \$9,431. Professional development is listed on the table that follows:

Professional Developments	Provider	Staff	Date
Term 1			
Update on code of conduct etc	June Cunningham	28 staff	28 Jan
Anaphylaxis training	MR Paramedic	17 staff	1 Feb
Heggerty: Phonological Awareness	DSF WA	18 staff	4 Feb
NVC Coaching	Lauren Scanlon	2 staff	10 Feb
ADHD Webinar	Understood	2 teachers	17 Feb
Small Collegiate Meeting (Zoom)	AISWA	1 staff	21 Feb
6 Steps to improve Staff Wellbeing.	Adrienne Hornby	1 staff	24 Feb
Well-being Meeting	Adrienne Hornby	3 staff	9 Mar

Professional Developments	Provider	Staff	Date
Autism: Transforming the Pathway	Dr Andrew Whitehouse Telethon Kids	10 staff	24 Mar
STEP Parenting course	MRIS(COVID-19 limited)	5 staff	Wks 6,7,8,9
Wellbeing survey for staff	Adrienne Hornby	All staff	End T1
Term 2			
Dyscalculia: The Dyslexia of Maths by Shirley Houston	Teacher Training Australia	1 teacher	18 April
Well-being 101	Adrienne Hornby	25 staff	29 April
Non Violent Communication	Lauren Scanlon	10 staff	10 May
Business of being a Writer	Fremantle Press	1 staff	13 May
Gifted & Talented	Growing up Greatness	1 teacher	17 May
NVC Coaching	Cultivating Connection	1 staff	9 May
Empathy for Educators NVC Staff Training	Cultivating Connection	9 staff	10 May
Zumia software	Zumia	4 staff	11 May
Business Managers Network	AISWA webinar	1 staff	18 May
ICT Integration webinar	AISWA	1 teacher	23 May
John Somerset In Pursuit of Good Financial Governance	AISWA	1 GB	24 May
New Work Health & Safety Laws and how they affect you	SW Safety & Risk Management	8 GB + 3staff	30 May
Quickbooks Online Pro Power Hour – EOFY Efficiencies	Quickbooks	1staff	8 Jun
Body Bright	Body Bright	1 staff	Jun
Virtues Workshop	S Roberston	11 staff	22 Jun
Sounds-Write: A High Quality Evidence Based Phonics Program	Dyslexia Speld Foundation of WA Online	2 teachers	23 Jun/Jul
Term 3			
Sounds Write: Early Years	Sounds Write AU online	1 teacher	July
Technologies Intro to STEM	AISWA	18 staff	22 Jul
Cyber Safety "Think U Know"	WA Police	15 staff	22 Jul
Teach Science Inquiry	TTA	1 teacher	27 Jul
Global Competencies of a Connected Leader	AISWA	2 staff	8 Aug
Trauma Informed Care and Practice	AISWA	9 staff	24 Aug
Mindframes for Leaders who Think and Act Evaluatively	ACEL – CORWIN: John Hattie and Lyn Coote	2 teachers	29 Aug
Mandatory reporting	Online WA DCP	10 GB + 1vol	Aug
Intro Sensory Processing Part 1	Aisling Wallace OT room Nature and Nurture	10 staff	1 Sep
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	2 staff	Wk 4-8
Term 4			
SHARP Reading	AISWA	1 teacher	6 Sep
Mandatory Reporting	AISWA Online	2 staff	14 Oct
Keeping Safe: Child Protection	AISWA	15 staff	14 Oct
The Learning Pit: Leading a learning Culture	ACEL	1 teacher	21 Oct
First Aid	St Johns	20 staff	22 Oct

Professional Developments	Provider	Staff	Date
			12 Nov
NAPLAN Assessment Valuate	AISWA	2 staff	17 Nov
Positive School Conference	Positive Schools WA	2 staff	24-25 Nov
Neurodiversity affirming practices webinar	Autism Understanding	2 staff	7 Dec
Mandatory reporting	Online WA DCP	3 GB	Nov
Child safe organisation policies	W Roediger	11 GB+ 1staff	5 Dec
Governance online course	AISWA	9 GB	T3-T4



Key Student Outcomes

Student Population & Attendance

Student population composition in 2022

Student population of compulsory schooling (excluding Kindy) at census was 133.

Female	Male	Indigenous	Language background other than English
46%	54%	1%	8%

(Source: Federal Census August 2022)

Average student attendance rate

The average student attendance rate of compulsory schooling (i.e. excluding Kindy) was 82.3% down from 85.1% in 2021 and 89.9% in 2020. The lower attendance generally reflect the disruption resulting from COVID-19.

Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
133	192*	4,504	82.3

* Excluding one-off public holiday being a national day of mourning to mark the death of Queen Elizabeth II

Attendance rate as per year level 2022

	Total Number of Students	Number of School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
PP	19	192	944	74.0
Year 1	20	192	529	86.2
Year 2	20	192	711	81.4
Year 3	16	192	492	83.4
Year 4	16	192	456	85.1
Year 5	23	192	687	84.4
Year 6	19	192	685	81.1

Non-compulsory schooling

Enrolments in non-compulsory schooling offered by MRIS at the end of 2022.

Kindergarten (4-5years old)	Little Indies (3years old)	Mini Indies Playgroup (under 3years old with parent)
3 day program	0.5 day program	0.5 day program
20	9	0*

* Mini Indies was not run in 2022 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.

Throughout 2022, the Pastoral Care Team worked predominately with students who were struggling with their self-regulation and self-discipline. Tools and strategies such as social stories, virtue picks, zones of regulation and non-violent communication were used to find the need behind the behaviour and model different choices for those students displaying greater social and emotional needs.

In Term 2, a staff wellbeing scan was undertaken by Adrienne Hornby, a health and wellbeing consultant. The results from this survey have led the staff well-being team to produce a working action plan for improving staff wellbeing into 2023.

In Term 3 the annual ACER Social-Emotional Wellbeing (SEW) survey was conducted for Y3-6, see results below. At the end of Term 4 an alternative SEW survey Pupil Attitudes to Self and School (PASS) was conducted, the results from which are being compiled

2022 ACER Social-Emotional Wellbeing Survey

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

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

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

In 2022 this survey was again conducted for Y3-Y6 cohorts and results analysed. Individual responses were used to identify work in specific areas for individual teachers and/or the Chaplain/Wellbeing Officer and additional targeted workshops (e.g. leadership program; and 'building a culture of gratitude') were provided in 2022 to certain year groups. However it was noted that while this is a complex and multi-faceted survey, the ability to draw conclusions and make recommendations from a small sample set is limited and unfortunately the comparison data for all schools is from 2013. The GB approved the trial of a new SEW survey to be tested in 2022 in conjunction with this survey in the hope that it can provide reliable, accurate and actionable data which will replace the ACER survey in 2023 onwards. Meanwhile the work to document MRIS SEW programmes and support mechanisms and identify any areas remains ongoing.

Academic Results

Academic progress of students is regularly monitored by teachers and the Leadership Team. While informal reports to parents occur throughout the year, formal reports are provided twice a year for PP-Y6. Reports contain an achievement descriptor within the learning areas utilising SCSA Principles based on formative and summative assessment information; an effort assessment together with a social and emotional learning and Virtue evaluation. High level summary reports of progress across year levels are reported at the start of the following semester to the GB along with the annual NAPLAN results.

NAPLAN

National Assessment Programme – Literacy and Numeracy (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 2022 and results became available in Term 3 2022. 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 2022 MRIS Year 3 students, on average, performed best in the numeracy domain, however fell below the national and comparative averages for all other domains. This reflects the composition of needs in this class. Year 5 students performed better than all comparative averages for numeracy, reading and writing and were equivalent to the highest comparative average for spelling and grammar/punctuation.

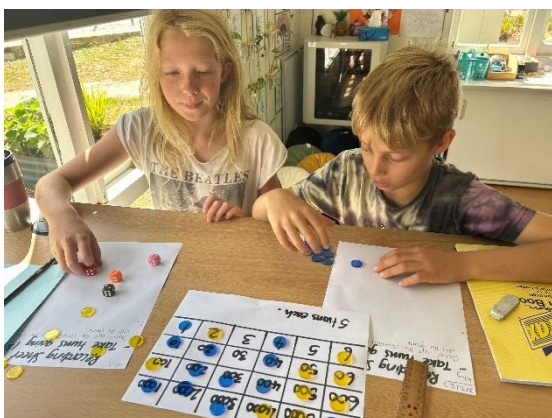
Following the 2019 NAPLAN results the focus of improvement was identified as numeracy and spelling. In 2021 a new maths programme (imaths) was rolled out across all classes. This appears to have a positive result in outcomes for Year 3 and Year 5.

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 based on AISWA Specialist review in the following areas and report progress to the GB by end of Term 2, 2023 :

- Improve spelling consistency by embracing Sounds Write for all teachers. In progress: Upper year teachers have completed the Sounds Write initial programme for K-Y2 so in 2023 the upper component for Y3-Y6 can be completed; Early years teachers to complete Sounds Write initial programme in 2023.
- English focus to incorporate a focus on comprehension (to complement the Problem Solving focus of the Solution Society 2022 Y4-Y6 in maths). This will be called 'Tinker Thinker' and operate alternatively to the Solution Society on Fridays.
- NAPLAN tests will be trialled for Y1, Y2, Y4 and Y6 (PAT testing to be suspended for the year only Y1-Y2).
- To continue with ON Entry and NAPLAN analysis in professional learning team (PLT) sessions each fortnight.
- Relevant staff to review students below and at the NMS as well as students well above the class average to confirm their needs are being appropriately met.
- Review remaining aspects of AISWA Specialist recommendations.



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. Each parent is required to contribute 1 hour per week (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 2022 in a challenging year most 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	\$17,500	Retained for Capital Expenditure (Oval Upgrade)
Class fundraisers	\$1,915	Includes canteen, Lions garage sale event, etc. Spent on camps, additional classroom resources, etc
French fundraiser	\$790	French resources
Whole of school fundraisers	\$14,504	For different area each year from Farmers Market & Canteen from 2021 onwards.
Parent Bulk Buying Group	\$1,330	Parent Bulk Buying Group
Donations	\$1,800	Lion's Grant to support disadvantaged families to attend camp, Alumni donations for covering hardcourt

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 courses we offer. However given the impact of COVID-19 in 2022, the number of parent education events was scaled back.

Course	Attendance
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Welcome new parents to MRIS & CSO & Volunteer Induction, Staff & GB - 31 Jan or 1 Feb	20 parents
Literacy Workshop (Synthetic Phonics) Year1 parents, P Tuffin - 31 Jan	18 parents
Numeracy Workshop Year1 parents, A Mas - 31 Jan	7 parents
Virtues Workshop, S Robertson - 22 Jun	4 parents, 11 staff
Non Violent Communication, Lauren Scanlan - 16 Nov	8 parents
STEP Parenting Course, P Tuffin – Term 3 over 2 days	15 parents, 2 staff
Legal Workshops with Clare Gleeson 4 Aug: Make your enduring power of guardianship 8 Sep: Make your enduring power of attorney 15 Sep: Complete a \$25 newsagency will	5 parents 2 parents, 1 staff 5 parents, 2 staff
Kindergarten orientation to school sessions for 2023 <ul style="list-style-type: none"> • Parent engagement, AECD data (A Murray, S Kilcullen) • STEP introduction (P Tuffin) • Effective Book Sharing (S Kilcullen) • Circle of Security Workshop (Therapy Focus) 	Nov-Dec 2022 13 families 11 families 12 families 12 families



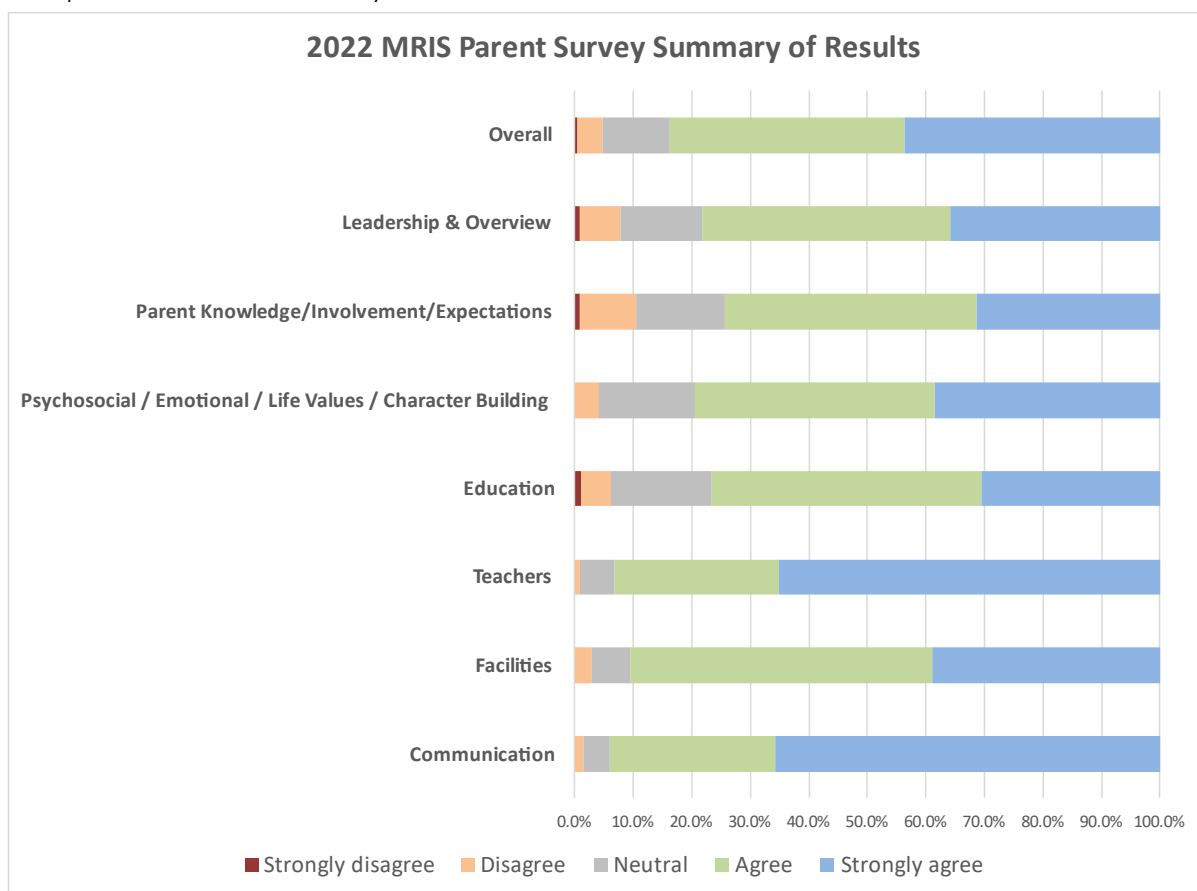


Parent Satisfaction Survey

The MRIS 2022 Parent Survey was conducted towards the end of Term 4. We received **67** responses which was up significantly on the 38 of 2021. This feedback is of great assistance to the Governing Body in reviewing what we do well and where we could improve at our School.

What you told us in summary

Overall responses were positive with the **majority** of answers being Agree or Strongly agree, with a strengthening in positive responses across the whole survey as compared to the 2021 survey.



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

Two other areas with similar high satisfaction are:

- ◇ Questions regarding my child are answered fully, given adequate time
- ◇ Teacher(s) make themselves available to me in a timely manner

Where to improve

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

- ◊ I am satisfied with the required level of parental involvement and contribution
- ◊ The school is transparent with regard to important decision-making that can affect my child/children (Governing Body for example)

Parent involvement was highlighted as an area of concern in 2021 and in 2022, this survey question *polarised* respondents as 43% Agreed or Strongly agreed, whereas 28% Disagreed or Strongly disagreed. Twenty comments were received suggesting a review, reduction or adjustment of parent hours; one comment was in favour of current hours. Family and school connection through parental involvement has been pivotal to our small Family School since establishment, as it leads to improved student outcomes and supports lower fees, hence it is discussed as a requirement with onboarding families and as an ongoing theme at the School. However the impact of COVID-19 continues to be felt in reduced family and community connections both in person and the number of events, from the pattern set up under limited access in previous years, through to this year's illnesses and associated increased workloads all round. We recognise that COVID-19 related pressures have meant achieving parent hours has proven difficult for some during 2022, and this has been taken into consideration for those families who have raised specific concerns with the School. In November 2022, the GB held a Parental Engagement Workshop with a facilitator that included some community feedback, followed by the facilitator attending a teacher meeting on improving parental engagement. As reported in the newsletter, a year plan is being developed including a rework of Busy Bees and provision of an annual opportunities calendar. The GB, Class Coordinators and staff will make a concerted effort in 2023 to improve parental engagement, communication and create better community connection with a review before the end the year to recommend whether a reduction of parent hours and an associated fee increase is necessary.

Transparency of decision making has been a focus area of the GB in 2022 and will continue to be so in 2023. Due to an inbuilt delay as, per any incorporated association, GB minutes are not approved for release until the following (approximately 6 weeks) GB meeting, and the target is to publish via School Stream within a week of that approval. However, if a significant decision has been made, an update is provided to the community via the newsletter by the Chairperson on behalf the GB, prior to the publishing of the minutes. Additionally a summary of the GB annual calendar with meeting dates, topics and reports was provided via the newsletter in 2022 and will be provided via School Stream in 2023. GB meetings are generally open for the community to attend by arrangement with the Secretary. It should be noted that the GB operates on a basis of consensus decision making, which does result in much discussion prior to resolving any issues, however only the Chairperson and the Principal may speak officially on behalf of the school. Two respondents made comments in this area, both expressed continued frustration with the past management of COVID-19 by the GB, and one was personally unhappy with the Chairperson. As the School followed the WA Government COVID-19 directives clarified by WA Health, the Department of Education & AISWA, statements that that School policy was driven by political or personal philosophy of GB members or that we made our own policy is incorrect.

Two other areas noted for improvement are:

- ◊ I am satisfied with how the School is led & managed (Principal & staff)
- ◊ I am satisfied with the 'specialist' programme at our school

2022 has seen an increased workload associated with COVID-19 on the Leadership Team together with a changeover in membership. It is anticipated that this area will continue to improve as normalcy returns.

There has been some weakening in specialists programme area perhaps associated with the changeover of teachers, some fall away in communication and reduced opportunity to meet with specialist teachers during the COVID-19 years and the Principal will work with the specialist teachers to address this area during 2023.



Events

MRIS had a busy and fulfilling year in 2022 with the calendar filled with social, school and community events despite COVID-19 impacting the early part of the year.

Cultural Events

- 17th Annual Art Auction
- High Tea & Ecology Open Day
- Scholastic Book Fair
- Harmony Day

Environmental Events

- Wadandi Program
- Y4 Frog Bog Re-Vamp
- Indigenous Season Celebrations
- Pitfall Trapping
- Y6 Our Patch Presentation at the Shire

School Community

- Fundraising (Dress as your Favourite Sportsperson and Ties, Top Hats & Tutus)
- MRIS Fathering Project BBQ
- End of Year School Concert and Graduation
- Y3 STEM Arcade Games
- Y6 Graduation Dinner at MR Barval Winery
- School Disco collaborated with Local Police
- Mid-Year Matinee
- End-of-Year Music Concert to farewell Manfred Bruggler
- STEP programme

Wider Community

- MRIS 40th Anniversary Celebration 1982-2022 with installation of 40th Year Leadlight Window in the Old Church Building
- Collaboration with Baroque Australia culmination in a concert with MRIS student illustration
- NVC - Cultivation Connection. Parent Information Session with Lauren Scanlon
- Virtues Program with Sandra Robertson
- Margaret River ANZAC Day March and Ceremony
- Historical Banners for Old Settlement Celebration

Sporting/Adventure Events

- Surfing Lessons
- Swimming Lessons
- Internal Y4 & Y6 Sports Day to compensate for cancelled Interschool Athletics
- Class Camps x 6
- Y5 Jump Rope For Heart Performance at Montessori







Conclusion

In conclusion, despite the difficulties of the COVID-19, 2022 was a successful year, and a year of consolidation. Our registration has been renewed for another five years and we have worked hard on strengthening our values, capacity, processes and finances to support our teaching and learning framework.

We thank the MRIS community: staff, the parents, students and alumni for bringing together another rewarding year in this the 40th anniversary year. Congratulations MRIS!

