

annual report 2023

margaret river independent school inc.



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

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sharing the learning journey

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Chairperson's Report

Jessica Worrall

2023 has been another fantastic year at MRIS and year where the focus has been on engagement, consolidation and improvement.

A cornerstone of our family school is parent participation as it assists in better outcomes for students and connects families into a wider community as well as keeps the fees low. Following the disruption of the COVID years, a focus of 2023 was to improve parental engagement. A concerted effort was made by the GB, class coordinators and staff in 2023 to improve options on how parents may engage and together build the sense of community. This started from adjusting the annual calendar. Whole-of-school busy bees followed by a barbeque are now held twice a year in Term 1 and Term 3. This has proved very successful with over 50 families attending each busy bee, achieving considerable ground works with lots of social catchup. This was followed in short order by the AGM, parent education events including the Restorative Practices Seminar on 27 April, with Gabrielle Lawlor with over 50 attendees. The launch of the Nyindup Boodja Trail on 2 June combined with the Grandparents Day during Reconciliation Week was a special day with over 60 visitors coming together with a shared sense of community. As people toured the grounds, there was lots of chat, swapping of stories and sharing of experiences, and the afternoon tea with scones and fig jam was delightful. Term 3 culminated in the return of the wonderful Open Day 'Celebrons La Francophonie' on 16 September with families, students, alumni and prospective families and curious community members exploring our unique School, enjoying lunch and being entertained with some lovely music and intriguing miming!. And of course the Art Auction, not to mention the ever joyous end of year school concert and Year 6 graduation rounded out the year. In between parents contributed in many ways from classroom or library support, Bushland Management Team stick picks, to the Dad's group. Such a busy year, and throughout it we have continued with a short, streamlined *paper* newsletter as the lynchpin for effective school-family communication.



The wonderful Art Auction Team staged a fantastic 18th Annual Art Auction on 2 November, 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 various events in between, raised over \$29,000, thank you! Staff and parents were successful in obtaining over \$46,000 in additional grant funding. Thanks too, to all the class coordinators and parents who volunteered in various roles during the year and enriched our school community and particularly for Belinda and Bridgette for supporting and inspiring us in our efforts.

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.

It is also an important role of the GB to monitoring progress against our five year Strategic Plan; satisfaction of parents through the parent survey; regular reporting against compliance requirements, as well as complaints, concerns or critical incidents; and the ongoing development of our caring and expert staff, together with their wellbeing through the Principal and her Management Team. The GB also needs to ensure that we ongoing professional development especially regarding being a Child Safe Organisation, and assesses our own performance.

Finances too, are another critical part of the GB role. In 2023, the School managed a small surplus of under \$56,000, which considering we have a turnover of about \$2,750,000, effectively means we are operating in a cost neutral position. The donated hours by parents together fundraising and sourcing of grant funding is critical in maintaining our low fees and a small surplus.

After considerable discussion and review of all the options, the GB has agreed from 2024 to support the move of class sizes up to 24 with a full time Teacher's Assistant (for Years 1-6 classes with waitlists). This will mean a ratio of 1 adult to 12 students in these rooms, a better ratio than what has been provided to date. This decision was based on consideration of our ongoing financial situation; an increasing and persistent waitlist for a number of classrooms; and a separate but related review by the GB and the Management Team on how to ensure the most effective use of Teacher's Assistants towards the goal of achieving an expert teaching team. We are looking forward to the improved benefits that arise as the teacher and the TA develop a strong ongoing teaching partnership in each year group. And we have welcomed a few new families to our wonderful, small family school as our student cohort has increased from 156 in 2023 to 169 at the start of 2024.

Regrettably towards the end of 2023, the school's Business Manager, Enid Gelden resigned, thanks for your contribution, Enid. We have now welcomed Rachel Phillips as our new Finance Manager. Thank you to June Cunningham, our previous Business Manager, for her support throughout the year for the transition process and her ongoing commitment to the school in a voluntary capacity through the Finance Sub-Committee.

The Governing Body also saw some turnover during 2023, including the departure of Sam Macgugan (Communications & Marketing Portfolio) and the stepping back from the role of Secretary by Simone Taplin. Thank you to Digby Fleming for stepping into the role of Acting Secretary and David Doyle for joining the GB in response to the casual vacancy. Indeed thank you to all on the GB, for your support on the necessary but often 'dry' work of governance.

This AGM will see the departure of long term GB members:

Lydell Huntly who joined the GB in 2017 and served as Building & Infrastructure and then Deputy Chair,

Belinda Heussenstamm who joined the GB in 2018 and took on the big portfolios of Communications & Marketing and then Parent Body Representative, and

Robert Astromsky who rejoined the GB in 2019 as Alumni Representative.

Thank you for your passionate, thoughtful and incisive contributions and friendship over many years.

At this AGM too, I am stepping down from the role of Chairperson. I joined the GB as Treasurer in 2010, taking over from Robert Astromsky, before moving to Chairperson in 2018. It has been an honour and a privilege to support the School in these roles. And I have gained immeasurably from being part of the School community. While I think it is appropriate timing to step back from the Chairperson role, I am happy to stay on the GB to provide continuity and support this wonderful and unique school through the upcoming transitions.

At this point I must acknowledge and thank our longstanding Principal Wendy Roediger and her Management Team and caring staff for their work throughout the year. Thank you too, Wendy for your support over many years together with your generosity of spirit. Your love of the School, together with your dedication and commitment to both the School, and to ensuring the engagement in learning of each and every student is truly inspiring.

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



Principal's Report

Wendy Roediger

2023 was a year of consolidation of all the good things that make MRIS the school "chosen for developing the whole child" and this was reflected in the 2023 parent survey...along with a year minus the lingering confusion that was COVID. Our families rallied for the Open Day and the spirit of old was reawakened and relished.

Our Direction for staff and our school in 2023 was:

"Know thyself/Know thy Impact and
.....Wellbeing is everyone's business"



The year commenced with the media heralding the research on "what makes a good school" as there was - and still is - talk about "schools failing students". At MRIS we believe that we are able to tick all 5 boxes for what makes a GOOD SCHOOL - it follows our strategic plan - to a tee.

First aspect: Quality "caring" teachers

Our teachers are committed and passionate- they have developed a strong Culture of Learning- for Academic progress, for Arts development and for building Character in our students. Our teachers work diligently for each and every one in their care. Our staff are continually growing their pedagogical knowledge and their Emotional Intelligence so they are able to meet the ever increasing 'needs' of students. Our staff certainly embody and model – 'a lifelong love of learning' demonstrated by their embrace of a study book- this year it is John Hattie's "10 Mindframes for teaching success" following on from our previous book on "Rigour." Our staff - know where their kids are, know where they are going, they expect to get them there with support and feedback AND our focus is on **quality over quantity**. Once again this was reflected in the positive results of the Parent Survey.

Joining our team in 2023 was Tom Curtin for Phys Ed and Damien Bailey for Band (We thank Manfred Bruggler for the many, many years of service he has provided.)

Shaunna Kilcullen returned from Maternity Leave and Ann Murray took LSL and LWP from her teaching role for the year.

We provided leadership opportunities for staff – with Aspiring Leadership development (Sara Walker) and our Deputy (Ann Murray) was given the opportunity to go to Italy and attend the Reggio Emilio Conference thanks to AISWA.....which we shall continue to progress in 2024.

Second aspect: Effective programmes

Our School Improvement Plan continued to guide the progress of our Programmes. When we look at the programmes that are the foundation of our school -- STEP, Virtues, PATHS, Non Violent Communication, Restorative Practices and Zones of Regulation – it

becomes very evident that these *work and need to be embraced* by all families as they amount to the major point of difference for our school, our students and our community. The development of the WHOLE CHILD is contingent on these very programmes.

Our school was also part of an Action Research Project facilitated by AISWA for Behaviour Engagement which led to a policy review.

Tinker Thinker with the focus on Literacy was introduced following on from Solution Society (Numeracy focus) from 2022. (These programmes follow the Low Threshold /High Ceiling Approach which offers the opportunity for everyone to get started and everyone to get stuck.)

Third aspect: Evidence based teaching practices

Our school continued the focus on its Synthetic Phonics Approach to Literacy by funding all teachers to complete the SoundsWrite Programme which ensures we have a unified literacy approach. We also embraced the "Learning Pit" by James Nottingham where our students are encouraged to "step out of their comfort zone" to really *know* AND *believe* that – "**Mistakes help us grow**" (the 2022 EQ focus) and that we need to act on the EQ focus of 2023 of - "**Keep going you are growing.**" Our school wants our students to succeed so we need them to think -think -think on their learning journey to build a sense of self as well as academic attainment.

Our teachers have also been honing their High Impact Teaching Strategies with support of Workshops, Collegial Conversations and Observations supervised by AISWA.

Fourth aspect: Measuring Wellbeing

This is a regular feature of our school - not only do we measure our students' wellbeing with PASS (Pupils Attitude to School & Self) but we continue to measure staff wellbeing (In 2022 our school was noted by Adrienne Hornsby as having "the most impressive wellbeing scores of any school ever surveyed") and we invest in quality information to lead our learning. We have been addressing the *areas to improve* from the survey starting with the formation of a Wellbeing team for the staff and developing a wellbeing Definition for MRIS.....Which we based on the PERMAH model by Martin Seligman –

At MRIS Wellbeing is:

- Feeling good
- Functioning well
- Doing good for others – Services
- Honouring & Living our Virtues – Celebrating & Using

We have just completed the Staff Survey with Adrienne Hornsby again and are awaiting the results.

With the Student survey (PASS) we were able to compare the data with Attendance to pinpoint students who may be at risk and in need of intervention. This feedback has led the school to finetune the plans for 2024 -with the implementation of URStrong Programme, the EQ focus on "Learning Strengths" and a new initiative – "Grow Your

Mind" which will give us all relatable terminology and information on how our brain works.....stay tuned.

Fifth aspect: Parental Involvement and Engagement

This is the MRIS WAY!! Creating Community has been a foundational aspect since 1982. Communities that are created with an intention are known to have stability and viability which we recognize and celebrate in our 42nd year of operation. Stability also means returning, engaged, and dedicated community members which is evident with alumni students and long-term residents choosing MRIS to enroll their children.

The Open Day was indicative of this very aspect of engaged and dedicated members. Our parents supported the Day with enthusiasm and Alicia focussed the activities uniquely and effectively on celebrating the French-speaking world.

Enrolments

Our numbers swelled with the addition of 14 new Primary students along with the 20 new Kindy students, which for the year was 157 students.

The office reported that 2023 saw unprecedented enrolment enquiries (93) with 57 tours resulting in 62 accepted enrolments for the year and into the future – Due to Wait lists accruing the GB adopted the new format for 2024 to increase class size to 24 for Y1-6.

Sadly, attendance was poor overall in 2023 with only **one** of the eight classes reaching the accepted level of 90% attendance for 2 terms only.

In the new NAPLAN format our Year 3 class performed strongly in Reading and were at the same level as comparative schools for Numeracy, Writing, Spelling and Grammar & Punctuation. Year 5 performed extremely well in Reading, equivalent to Year 7 students at similar schools, better or equivalent to similar schools for Numeracy, Spelling and Grammar & Punctuation and below the comparative average for Writing. Our staff will focus on the needs that arise from the NAPLAN results.

Other Points and Highlights of 2023

1. At the Athletics Carnival: Gabe Gant broke the Tee ball Throw Record by over 2 metres with a 43.7m throw and Darcy Gronow was named Runner-up Champion Boy for Year 6. We also embraced the Yalunga Games for NAIDOC week.
2. We were delighted to have the opportunity to host Artists-In-Residence Karen Blair and Frene Lessac to work with our Pre-Primary's to create an artistic mural of the children on the Nyindamurra Nature Trail, that is now display in the Library.
3. Year 6 students designed and created a t-shirt to raise awareness and help save Western Australia's most endangered frog species, the tiny White Bellied Frog.
4. After 11 years, Main Roads signs were installed outside the School to improve visibility of the campus from Bussell Highway.
5. MRIS held its 7th Annual Grandparents Day combined with the official opening of 'Nyindup Boodja: Living History through bushfoods and kitchen gardens on Wadandi Country'

6. Over 50 people attended the free Restorative Practices Parent education seminar "Teaching Children to be Accountable for Their Actions" with renowned Psychologist, Gabrielle Lawlor at The Heart in Margaret River.
7. Our Wadandi Mentor, Josh Whitland, designed a Welcome to Country sign for the school.... Thanks to Paul for the making.
8. We regularly see our former students being Award recipients at the High School's Year 12 Graduation Night. In 2023 Sholto Armstrong received the Cert II Engineering Pathways and Cert III Information technology.
10. A former student, Lisa Gilbert, contacted us for a copy of her MRIS Eisteddfod piece to use as her ATAR performance at her High School in Tasmania.
11. We were very excited to have former students Kirra Heussenstamm and Charlie Murray return to do their High School Work Experience with us.
12. MRIS was chosen as an "inspiring role model on how to deliver a rich and diverse education within a small nurturing school" and the whole staff of Eton Farm, a fledging school, visited for a day.
13. Last but not least, we are forever delighted and grateful for our "Rob" and the Innovation work he voluntarily provides each week for our upper students. We thank the Croissant Crew once again for providing the weekly edible "French experience."

Our thanks must go to our long serving Chairperson, Jessica, for the many, many years of investment, commitment and genuine love for our school - we have commenced the long farewell....

Thank you to all our GB members for their willingness to be an active part of the governance of our great school. We have been truly blessed to have the wisdom and commitment of Bel Heussenstamm and Lydell Huntly along with Robert Astromsky. Thank you and farewell.

Thank you to Ann and all our staff members for their willingness to grow and flourish as well as take our students on that same path.

Thank you to all our families for choosing our school to partner with in the development of your children's character and learning success.

Winston Churchill states

"Success is not final, Failure is not fatal: it is the courage to continue that counts."

May we all continue on the MRIS Learning Journey with joy and courage ...

AND have gratitude for the "GOOD SCHOOL" each and every one has contributed to...our graduating student speeches reflected the special thanks given to parents for choosing MRIS.

Thank you





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.

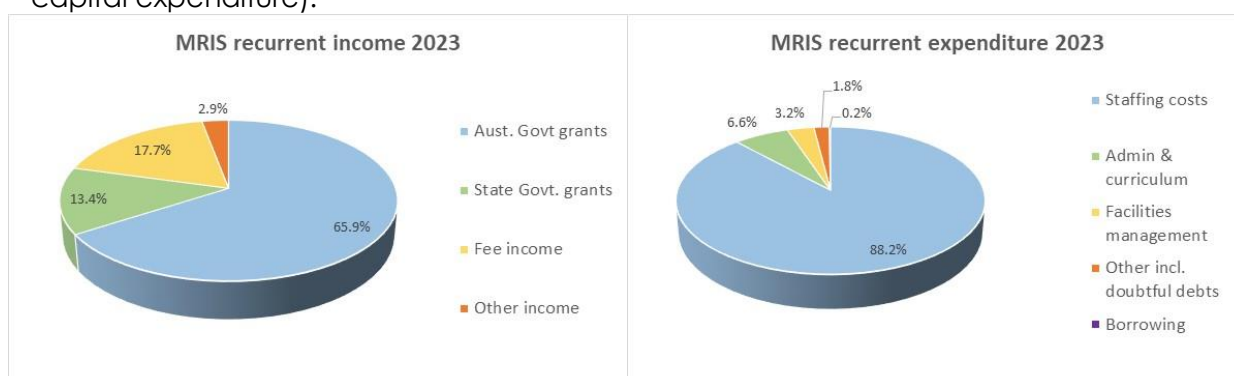
Reportable Item	2023	2022	2021	2020	2019	2018
No. of critical incidents*	Nil	Nil	1	Nil	1	Nil
No. of child protection*	Nil	Nil	Nil	Nil	Nil	Nil
No. of complaints	1	Nil	3	Nil	1	6

* Required to report to the Minister of Education

MRIS has a Complaints & Dispute Policy, which assures confidentiality. One formal complaint was submitted in 2023, however after due consideration and review this complaint was not upheld. Learning points from this process entailed an update to the Complaints & Disputes Policy to allow for dismissal of complaints that have been determined to frivolous, vexatious and has little or no relevance to the School with examples provided. From 2022, 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 2023 was \$55,462 (excluding depreciation & deferred capital expenditure).



Enrolments

At the 2023 August census, the School had 136 students in Pre-Primary to Year 6, 20 students in Kindergarten and 11 students in Little Indies (3 years old). Mini Indies Playgroup was suspended at the start of the COVID-19 pandemic and remains suspended.

Consolidation

Since 2011, a stated goal of MRIS has been to grow organically to 160 students while retaining the small school feel. This was to be achieved with an average class size of 20, but allowing class sizes up to 24. Very occasionally, a class has increased beyond this, in which case a full time Teacher's Assistant has been provided for support. The next ten year period saw considerable growth 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. And under our current Strategic Plan, we are midway through a five years period of consolidation of this growth.

Over the last year, the GB & Management Team have been reviewing our finances and note that our ongoing financial situation has been negatively affected by

- increasing costs;
- some classes remaining very small due to natural fluctuations; and
- a changed financial funding model under which we received grants from the Federal Government, introducing a degree of volatility.

Separately, the GB & Management Team have been considering how to ensure most effective use of Teacher's Assistants towards the goal of achieving an expert teaching team.

And finally the School has an increasing and persistent waitlist for a number of classrooms.

After considerable discussion and review of all the options, the GB has agreed from 2024 to support the move of class sizes up to 24 with a full time Teacher's Assistant (for Years 1-6 classes with waitlists). This will mean a ratio of 1 adult to 12 students in these rooms, a better ratio than what has been provided to date. At this stage it is anticipated the student body (excluding Little Indies) will increase to 167 in next year from the current 157.

We are looking forward to the improved benefits that arise as the teacher and the TA develop a strong ongoing teaching partnership in each year group. We also look forward to welcoming a few new families to our wonderful, small family school.





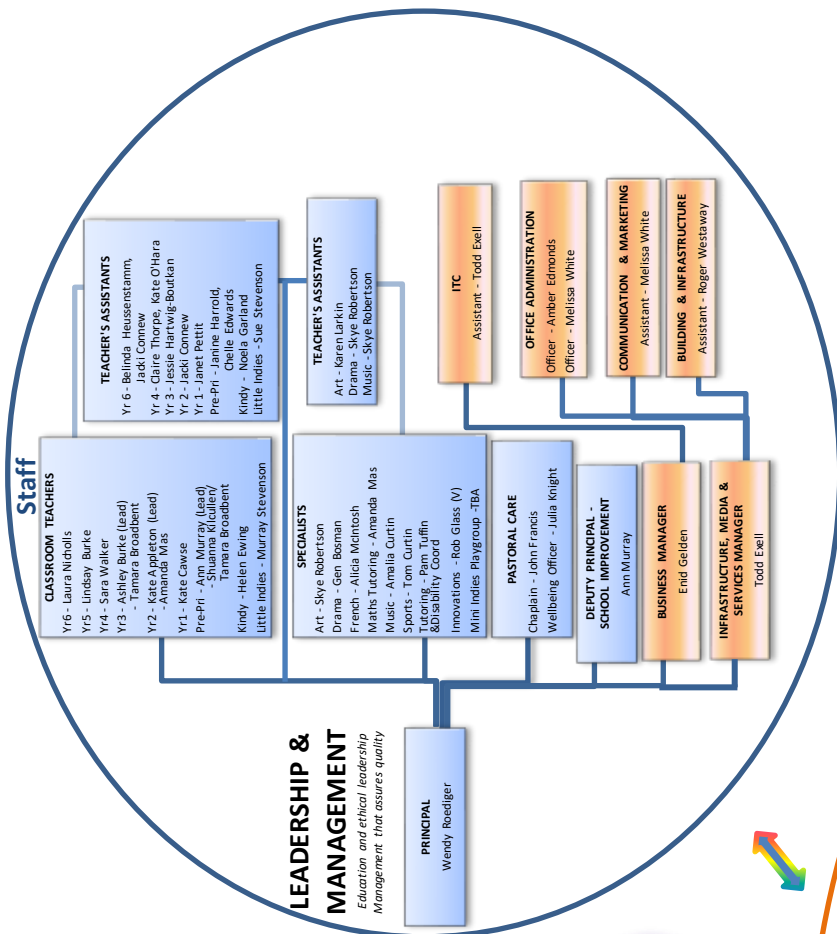
Attributes associated with small school size that researchers have identified as accounting for their superiority include:

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

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

Roles at our Family School - March 2023

Sharing the Learning Journey



School Body (Families)

- Governance**
 - electing GB - reviewing performance through AGM etc -
- Leadership**
 - Shared ethical and educational approach through - parent education -
 - classroom support - communication incl newsletters -
- Management**
 - Support through - sub-committees -fundraising -paying fees -

Finances

Treasurer's Report

Beth Dowling

I present the 2023 audited accounts from our auditor Steve Dean for Stephen McCloud (CPA), see attached.

An overview of our current financial status is detailed below:



	2023	2022	2021	2020	2019	2018
Income & Expenditure						
Total Income	\$2,759,564	\$2,615,133	\$2,678,652*	\$2,276,593	\$2,102,315	\$1,745,323
Total Expense	\$2,922,234	\$2,664,445	\$2,559,364*	\$2,355,069	\$1,913,401	\$1,624,499
Net Surplus	\$55,462##	\$20,530#	\$199,288	\$315,074	\$30,394	\$30,628*
Balance Sheet						
Total Assets	\$4,810,144	\$4,778,981	\$3,990,955	\$3,817,691	\$3,212,908	\$3,014,355
Total Liabilities	\$1,101,153	\$944,042	\$925,205	\$871,753	\$582,039	\$414,162
Net Assets	\$3,708,991	\$3,834,939	\$3,065,750	\$2,945,955	\$2,630,869	\$2,600,193
Key Performance Indicators						
Working Capital	\$144,399	\$287,003	\$323,997	\$367,662	\$131,024	\$126,521
Wages to Recurrent Income	86.4%	89.7%	88.0%	81.6%**	81.5%	85.1%
Student Numbers (Aug Census)	156 (136+ 20Kindy)	153 (133+ 20Kindy)	157 (139+ 18Kindy)	151 (131+ 20kindy)	147 (127+ 29Kindy)	127 (111+ +16Kindy)
Av. Class Size K-Yr6	19.5	19.1	19.6	18.8	18.4	16.0
PP-Yr6 FTE Tcher/Student	14.5	12.3	12.7	12.7	12.5	11.2

revised 2022/23 after removal of depreciation & deferred capital expenditure depreciation removed *minor adjustments in 2018 **excl. Job Keeper top ups #revised 2021/2022 after \$69,842

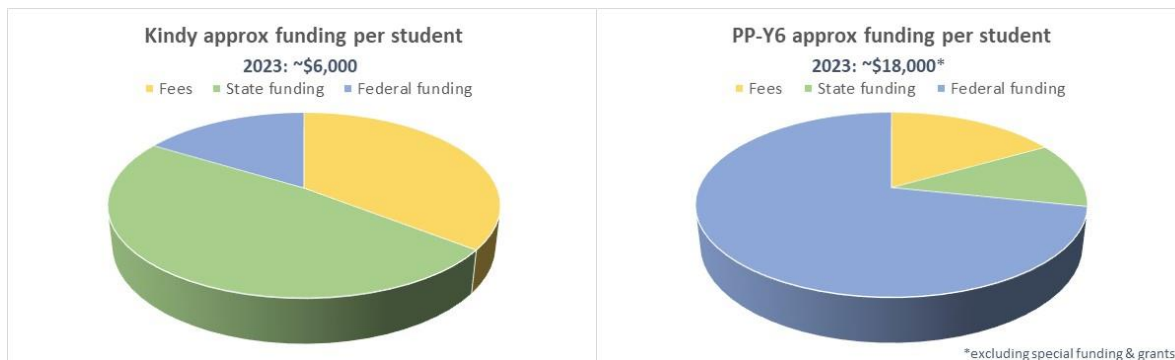
In 2023 MRIS achieved a net surplus of \$55,462. This is an increase from the surplus of 2023. Revenue increased, particularly Federal Government recurrent funding. Expenses were also higher.

Income 2023

Tuition Fees in 2023 increased 4.7%.

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 \$17,100 per PP-Yr6 student, \$6,100 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. MRIS has seen an adjustment of the allocated proportion of funding as we transitioned to the Commonwealth target share of 80% of the Schooling Resource Standard (SRS) by 2023. Federal grant funding was up \$89,582, while State was down by \$2,575.

Parents and staff are to be congratulated on raising \$14,718 in 2023. The extremely popular 2023 Art Auction was again very successful and enabled us to allocate \$14,450 towards upgrading the oval. Thanks also to those who have sought grants. Grants received included Chaplaincy, EMF Fire and Biodiversity and other small grants.

Expenditure 2023

Expenditure increased in 2023 for several reasons. Staff salaries and wages were increased at the start of 2023 to maintain competitiveness within the education sector. Wages remain the most significant expense. Other operating costs increased as is the general trend in the current economic climate.

Balance Sheet 2023

Net Assets have decreased by \$125,948. The Balance Sheet (Assets) shows outstanding fee debtor balances have increased to \$77,279, however reducing this amount further remains a priority for the Finance Manager and some progress has been made early in 2024. Additional provision (Liabilities) has been made for leave, both LSL and personal. The provision is to ensure the school is adequately prepared when leave is required. Although a decrease in net assets the School's financial position remains healthy.

2023 and beyond

In line with the new Strategic Plan 2021-2025, the next phase of the school's financial planning will focus on consolidation. The 2024 budget forecasts an operating cash surplus (with a loss after capital expenditures) assuming 169 students (K-6) resulting in an average class size of 24 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. Restoration and renewal of the Forest Grove Hall has commenced with removal of ACM over the summer holidays. The work on this project is anticipated to be completed in 2024.

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 Governing Body. I would like to thank June Cunningham who provided valuable support and assistance to myself and Enid Gelden the newly appointed Business Manager in 2023. Thank you also to Enid who has sadly since resigned. I look forward to working with our new Finance Manager, Rachel Phillips. Thank you to Jessica Worrall, the Chair of the GB who has assisted me with her thorough understanding of the finances and every other aspect of governing the School.

Portfolios & Subcommittees

Secretary's Report

Simone Taplin

I commenced on Governing Body in 2022 and took on secretary role in March 2023, with the assistance of Clare Gleeson. Thanks to Digby Fleming for taking over in November 2023, in support of me stepping back due to family issues.

In this time as Secretary we managed to upgrade our operating systems to MS TEAM's, to keep our team better informed and information secure. This also ensured that extraneous material was archived, and we can now manage our information clearly.

The GB has continued to grow with fresh faces bringing great ideas and motivation to value add to the school. The members all have their own strengths which has brought an increase of constructive conversations to not just talk about things, but get things done!

The disco was another hit! With the use of the school facilities turning out to be off the chart! There was some very talented dancing going on!

There is a notable increase in commitment from parents to becoming part of the Margaret River Independent School family, which has been extraordinary to see.

Parent Body Representative Report

Belinda Heussenstamm



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 coordinators 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.

2023 was a year to work on improving parental engagement and connections after the up and down of COVID years. I worked on communicating regularly and clearly to families regarding parent jobs and how to complete them. Also reminding parents to update their hours and the different ways they could add them.

The 2023 Open Day was held after a break of 5 years. 'Celebrons La Francophonie' celebrated the traditions and culture of France. Students and teachers dressed in colourful attire and hosted free craft activities in each classroom as part of the celebrations. There was great support by the Class Co-ordinators and parents before and on the day making it a wonderful success.

In 2023 the lunch ordering system was outsourced to Taste Catering at MRSHS. They provided an excellent service for 2023 with positive feedback from students and parents. This has continued for 2024.

The Disco was at the end of Term 2 (after success with that date last year) and held at school in the PAC for the first time. A big thank you to Simone Taplin for her help in setting up the disco equipment and Fran and Charlotte Gronow for being the amazing DJ's. The PAC proved to be a popular choice with parents being a safe space for the children and more room to dance around. Thank you also to the parents who organised the catering for the event.

Thank you to the 2023 Class Co-ordinators for their wonderful work in communicating information to their classes and being part of the effort to increase parental engagement. Thank you also for being a support to new families and arranging social activities.

I am delighted that the role will be taken up by Bridgette Byrne in 2024 after assisting me during 2023. I wish her the best of luck in this position. Bridgette will continue working with the Class Co-ordinators and families at the school to keep the family connections strong and representing the parents at the Governing Body.

Alumni Representative Report

Robert Astromsky

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

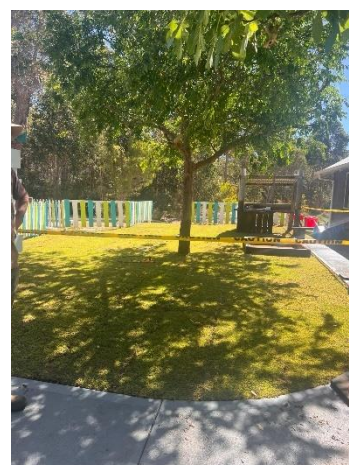
Thank you to Melissa White continuing to issue the Alumni newsletter once a term.



Building & Infrastructure Report

Paul Chamberlain

In 2023, significant works were completed throughout the school year. The longstanding project to extend the concrete path running in front of the Years 1 to Year 5 classrooms was completed, and this included a ramp into the student toilet block as well as a privacy screen in front of the toilets. A small pad for the Year 6 Gardening Shed, a smoother transition to the Outdoor Playground, returfing between Years 1 and 2 and installing a new drain for water runoff near the leach drains was all completed. The refurbishment of the Forrest Grove Hall building also commenced with asbestos removal. Additionally, a raised wooden deck was constructed outside Pre-Primary to create a larger usable area, with replacement boards on the ramp for better visual integration. Other major projects included replacing the air conditioner in the Kindergarten. Extensive tree pruning was carried out around the school premises by an arborist to reduce fire hazards and improve vehicle access. There was replacement of deteriorated boards on the Year 6 deck, installation of Autex acoustic tiles in the Year 1 and Art Room, and gutter cleaning and replacement of deteriorating gutters on Kindy and Year 1 buildings. The Year 6 deck, front office, and Pre-Primary verandas were all freshly painted.



A Wadandi Welcome sign was created in collaboration with Wadandi mentor, Josh Whiteland, and now stands at the entrance to the school. A new sign for each room of the school was also made, depicting the Noongar, French and English words for each building.



School installs new signage

FROM THE COVER
 THE Margaret River Independent School (MRIS) community came out to celebrate a milestone: last week with the unveiling of their brand new Wadandi Welcome sign. Special guest and MRIS Wadandi Mentor, Josh Whiteland delivered a Welcome to Country address, while congratulating the school on the installation of the new signage. The striking Jarrah-Marri sign was designed by Mr Whiteland and crafted by MRIS parent, Paul Chamberlain.
 As well as the new sign, a set of stainless steel signs have also been erected around the school, depicting the Noongar, French and English words for each building. A school spokesperson said MRIS was the first campus in the Cape region to install tri-language signs.

The efforts of Lydell and the Governing Body ensured just two Busy Bees occurred during the school year. This allowed more families to become involved and the attendance at these Busy Bees was significant and noticeable. Parents, staff, and students collaborated on tasks such as raking leaves and removing sticks in the carpark, extensive weeding and cobweb removal all around the buildings and a general good scrub across the school. The most recent Busy Bee concluded with a sausage sizzle and a fun slip-n-slide activity for the kids, fostering community spirit among children and families from all years.



Communication & Marketing Report

GB position vacant

Report provided by Jessica Worrall (Chair) from summaries provided by Melissa White (Communications & Marketing Assistant) and Belinda Heussenstamm, previous Communications and Marketing Portfolio holder who has continued to provide amazing support especially through social media. Thank you to for Sam Macgugan for briefly taking on the portfolio prior to her retirement from the GB.

Communication is vital in connecting our parents, students, staff and the wider community via various forms of communication (email, seesaw, newsletter, School Stream, newspaper), of which the paper weekly newsletter remains the lynchpin. This has been essential to making sure we continue to share the learning journey and keeping the link between school and home.

2023 Aim for Communication and Marketing Team (CMT): Keep building an engaged, vibrant school community. The CMT does this through a mixture of operational and strategic planning of ongoing and future projects as well as general day-to-day tasks

such as marketing and media opportunities, encouraging enrolments, fostering relationships with parents and engaging them to take on tasks.

To run an event, it takes work from parents and the school, however people really do want to be involved if asked, as long as we can make it fun and rewarding. For the Open Day and Art Auction it is important to assemble a good team behind the leading co-ordination groups. Having five solid people who you know will really help with organising and executing things just makes it all so much easier. A great community lies at the heart of a school. The school is flourishing with both new enrolments and retention of families, so we can see that our enrolment campaign is working whilst also ensuring the school is showcased to the community. The process of consolidation and growth is well underway thanks to school management and foresight as well as a large population influx into the area.

MRIS had a busy and fulfilling year in 2023 with the calendar that included social, school and community events:

- Successful social, school and community events including - 18th Annual Art Auction, Open Day, and various parent education sessions.
- Advertising for Job Positions for 2023 for Physical Education Specialist; Visual Arts Specialist and Finance Manager on Facebook, SEEK and in Newspaper. Internal advertising for Band Co-ordinator, Art Auction Co-ordinator and Acting Deputy Principal – School Improvement.
- Successful monthly editorials in the Augusta-Margaret River Mail and Facebook.
- Newsletter features on Specialist Teachers and Governing Body updates.
- Meet and Greet with Specialist Teachers.
- Whole school Music concert at end of Term 3 showcasing our music program.
- End of Year concert.
- Instagram and Facebook used successfully to both market the school and connect families to the day-to-day happenings at school.

Thank you to Belinda, Melissa, Amber 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 also to our caring teachers for their communication with parents through the newsletter and Seesaw. 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 continue to

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

During 2023 the following policies were updated

- Behaviour Engagement Policy (Formerly Behaviour Management & Violence Policy)
- Student Health Policy including First Aid, Anaphylaxis & Asthma
- GB Manual 2023
- Home Study Policy
- Complaints and Disputes Policy

Redundant or superseded policies that were removed

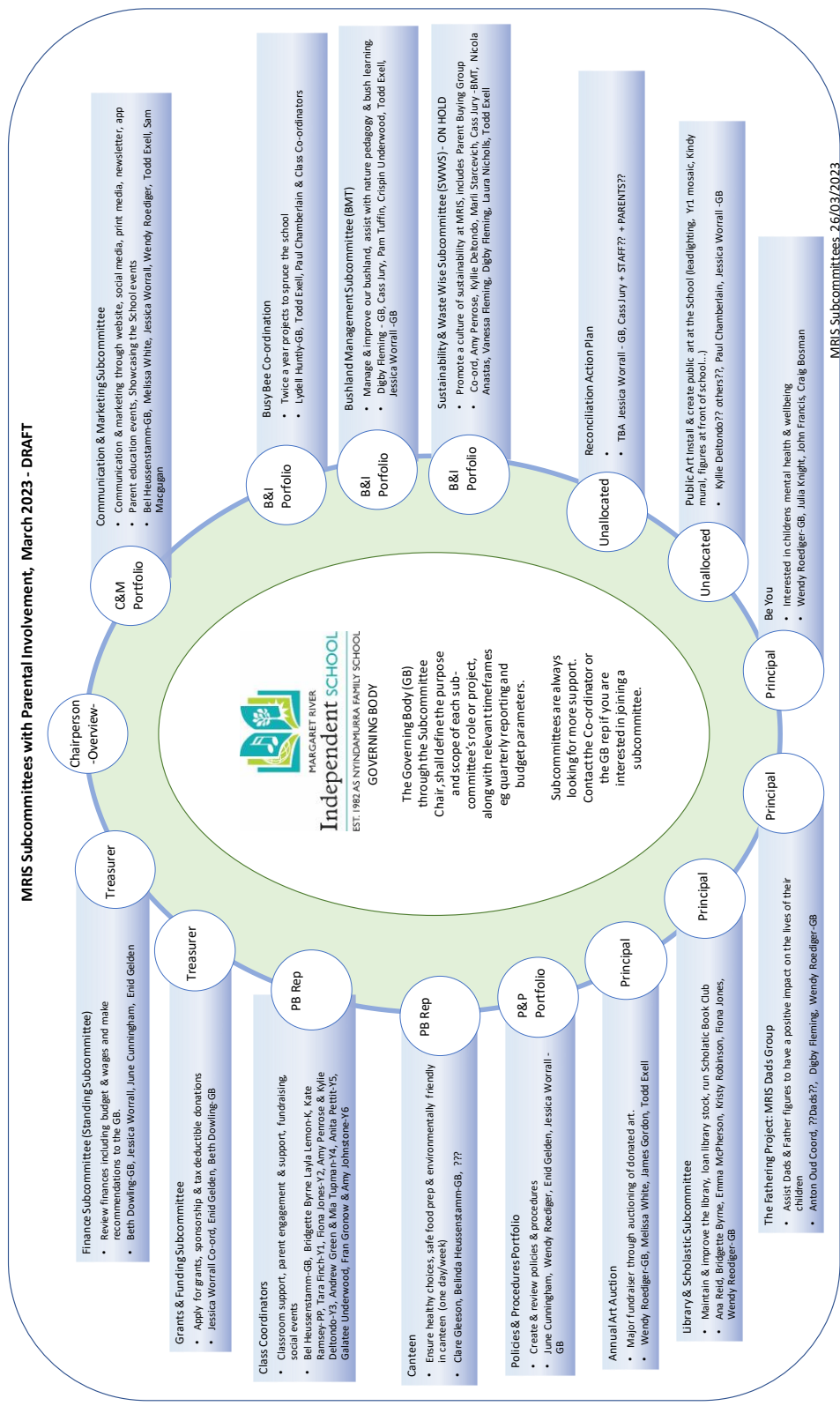
- Arrangements for Unwell Students
- Kidsmatter
- Safety in MRIS Kindy
- Review of Student Learning
- Whole School Reporting & Assessment Pre 6

Major work planned for 2023/4 include the rework of

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

MRIS Subcommittee Structure

Subcommittees maybe utilised to investigate o manage certain issues or areas. Portfolio heads may establish sub committees on an as needs basis, otherwise sub-committees are established with approval of the GB. Membership is determined on an as needs basis, however each sub-committee should contain at least one GB member. The number of subcommittees will be revisited in 2024.



Art Auction

Todd Exell (Infrastructure Media & Services Manager)

Art Auction

Todd Exell

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 has become part of MRIS 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 \$11,000 an increase of \$2,500 over 2022, with the aim of continuing to increase the prize money each year, which in turn lifts 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, media and the actual event.

The Art Auction creates awareness of the school as well as 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.

2023 Margaret River Art Auction

- 18th Annual Margaret River Art Auction was held on 4 November
- 307 people attended, with 52 parents volunteering on the night
- 92 artworks were available to bid on (as silent or main auction)
- 5 auction items sold for over \$1,000, with Roslyn Hamdorf's "Sea Fog" receiving the highest price of \$2,400
- The Margaret River HEART is an ideal venue for the auction and elevates the standard of the event
- Great marketing opportunity for MRIS as it showcases school community
- Excellent sponsorship levels \$9,150, plus food, wine and beer donated



Item	2023	2022
Ticket sales	\$4,337	\$4,180
Art sales	\$33,315	\$35,378
Sponsorship	\$9,150	\$8,750
<i>Total Income</i>	<i>\$46,801</i>	<i>\$48,308</i>
General costs	\$16,973	\$16,562
Staff Costs	\$14,294	\$14,250
<i>Total Expenses</i>	<i>\$31,267</i>	<i>\$30,812</i>
Net Return	\$15,534	\$17,496

- Margaret River Region Open Studios provides a great lead in to the event, but does pose challenges with respect to artwork availability
- Utilises and adds to parent skill levels
- Emerging artists can showcase their work
- Marketing opportunity for artists
- Affordable art, eclectic selection
- Great event for parents to work together, especially for new parents
- Parents can take on specific roles suited to their interests, skillsets & available time
- It is a fun event that raises money for the school!

Changes in 2023

- Ticket price was increased to \$35
- Rachuel Knapinski took on the role of Art Auction Coordinator.

To consider in 2024

- Increased cost of living pressure may continue to limit discretionary spending by auction attendees.
- Ongoing the intention 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.

2023 ART PRIZES

Art prizes worth \$11,000 were awarded to the following artists:

\$5,000 MRIS Margaret River Art Prize:

Roslyn Hamdorf

\$2,000 Margaret River Beer Co. People's Choice Award:

Misty Shipway

\$1,500 Ray White Stocker Preston Packer's Prize:

Francesco Geronazzo

\$1,500 Jarrahdale Heating Emerging Artist Prize:

Jessie Hartwig-Boutkan

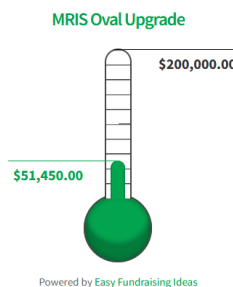
\$1,00 Homes by Nature Sustainability Prize:

Murray Stevenson



Helping refurbish our Oval

Art Auction fundraising from 2021 on is going to our project of refurbishing & upgrading the Oval. Since 2021 we have raised \$51,450 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

Crispin Underwood & Jessica Worrall(GB)

Margaret River Independent School (MRIS) is fortunate to have nearly 8 ha of endemic bushland under its custodianship, which is of significant value in the wider AMR Shire. This bushland includes areas of very good condition jarrah-marri forest, wetlands and some legacy degraded areas, all of which are a central piece of the school's education, parental involvement, and first nations awareness programs.

The Bushland Management Team (BMT) was established in 2016. Its remit is guided by the MRIS Strategic Plan 2021-2025, namely "Strategic Priority: Environment to value, manage, connect with and improve the surrounding bush through the BMT". Effective management of this bushland is a high priority for the school.

The BMT is tasked with assisting to conserve and protect this country and aims to maintain it in improving condition over time.

2023 Focus

In 2023, the intent of the year was to invigorate the BMT and the activities carried out, with a focus on ecological fire management, weed control, indigenous engagement and educational learning opportunities and engagement for students and the wider school community. The core membership was expanded to include new members Andrew Green, Amy Oud, Digby Fleming (GB) and Tim Langlois, who joined existing members Jessica Worrall (GB), Crispin Underwood (Coordinator), Cass Jury, Lindsay Burke (staff), and Todd Exell (staff). It was also hoped to increase the wider parental involvement (parental hours) in BMT activities.

Events / Activities

Stick pick and fuel reduction days: 3 days were held in 2023, two in autumn and one in spring. Volunteers were gathered (approx. 15 for each day), to manually collect fine fuels, ladder fuels and readily flammable material from targeted zones around the school, with material safely burnt off in separate piles. Guidance for these activities was taken from the *Fire and Biodiversity Reserves Plan* prepared by a local experienced consultant. Good progress was made during these days with the high priority zones adjacent to the school buildings and infrastructure completed. Thanks to the volunteering parents who provided labour, fire control equipment, ticketed chainsaw operations and positivity!

Weed Control

Various weed control activities were conducted during the year on the priority weeds in the school bushland, including woody weeds, grasses and bulbs, by designated contractors, arborists and some volunteer parent hours (including hand pulling!!).

Grants

The BMT was successful in obtaining a three-year grant through the Shire's Environmental Management Fund, which was a great win for the school. Totaling \$18,000 plus in kind

contribution from the school, the grant presents a real boost for bushland management. The grant was awarded for the following key areas:

- **Ecological Fire Management.** Revision to the schools *Bushland Fire and Biodiversity Management Plan*, including updates based on recent on-site progress in fire / biodiversity fuel management, current best practice fire management principles and recommended management actions going forward.
- **Biodiversity Assessment Report.** Commission this report from Nature Conservation Margaret River Region that identifies the key biodiversity and biophysical assets, threats and recommended management actions for the school bushland reserves.
- **Fauna Monitoring Program.** Continue and expand this program and the pit fall trapping projects by including a presentation day by a Fauna monitoring expert and improve data management / trend analysis record keeping for the school.
- **Cultural awareness and indigenous engagement.** Hold cultural awareness days hosted by local first nations custodians based on the key attributes of the school and surrounding regions bushland and ecosystem.

2024 Focus

The focus for 2024 is to maintain the momentum for the group and continue to 'get stuck in' to the management of the wonderful school bushland. This includes the continued work associated with the EMF grant, including, but not limited to:

- Stick pick and Fuel Reduction days.
- Implementation of the *Biodiversity Assessment Report* recommendations.
- Cultural awareness session with Josh Whiteland.
- Ongoing weed control.
- Ongoing monitoring program and 'fauna expert' day.



Fathering Project Subcommittee Report

Digby Fleming (GB Acting Secretary)

The Fathering Project welcomed new families in 2023, providing Dads access to parenting resources, the opportunity to foster new relationships, support their children and further build the MRIS community in line with the MRIS Strategic Plan.

The Dad's Group had high representation at each of the MRIS projects, including at the Bushland Management 'Stick Pick & Burn-off' days, Busy Bees, the Open Day, assisting with weed control and the Meander Mayhem.

Coordinator Anton Oud continues to work with Principal Wendy to develop opportunities for Dads to get involved in activities in the school environment.

Funding & Grant Subcommittee Report

G&F Co-ordinator, Jessica Worrall & Beth Dowling (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.

2023 Focus

In 2023, G&F Sub Committee consisted of: June Cunningham, Beth Dowling, Enid Golden & Jessica Worrall, with support obtained on an as needs basis depending on the grant. Communication has predominantly been through e-mails.

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 2023 the operating expenditure focus areas continue to be:

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

Positive developments in 2023

Successful grant applications and ongoing grants (expenditure may have been over more than one year)

- The National Chaplaincy Program (NSWP) 2023 (Previously Chaplaincy Grant) via AISWA \$19,331, acquitted.
- The National Student Wellbeing Program (NSWP) 2024--2027 at \$20,084 pa (Co-ordinator J Worrall / R Phillips), success advised.
- Augusta Margaret River Shire Grant (EMF) of \$7,563 ex GST with co-contributions of cash and in-kind of \$11,754 for "MRIS Biodiversity Protection and cultural awareness" (Co-ordinator C Underwood/T Exell), to be acquitted over 2023-2024
- Funding support via AISWA for Justin Coulson of \$6,000 for acquittal in 2024 (Coordinator W Roediger)
- 2023 Student Wellbeing Boost Initiative from Federal Govt. via AISWA of \$5,227, to support students and the broader school community through delivering pastoral care services.
- Early Years Learning Framework Grant 2023 via AISWA of \$2,000.
- Partnership Acceptance Learning Sharing (PALS) DLGSC \$3,300 over 2 years (Co-ordinator A Burke), \$1,500 acquitted in 2023.
- Sporting Schools Australia \$2,000 for Pre-primary and Year 1 gymnastics 2023, received and acquitted.
- Sporting Schools Australia \$1,700 for surfing Year 6 Term1 2023, received in 2022.
- Landcare Australia & Woolworths \$1,000 for 2023 (Co-ordinator S Walker)

Unsuccessful grant applications

- Schools Upgrade Fund for \$23,948 for outdoor infrastructure (shade and furniture) to enable more outdoor learning.

Applications in progress

Nil

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 more outdoor learning

Challenges in 2023

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

Library Subcommittee Report

Ana Reid & Wendy Roediger (GB)

In the year of 2023, the library's focus was to create an inviting, exciting and welcoming space for students and staff. In order to achieve this the volunteers created thematic spaces that reflected events happening within the school and larger community. The purpose of this is to of course create interest aesthetically but to also promote a wide variety of books that are available in the library that children may not normally look at and borrow. This will continue throughout the year of 2024 with a new volunteer taking on this role weekly.

In continuing to foster children's love for literature, the library will hold it's annual Book Fair in Term 2. This is a very popular event where the children's excitement sees them immerse into a beautifully decorated library to view and purchase the latest books on offer from Scholastic. In conjunction with promoting children's book interests, the Book Fair is an amazing financial support for the library. Last year the Book Fair saw \$2,839 of books sold, which equated to \$850 worth of books being added into the library. We will also continue to run Scholastic Book Club, however, shaped by parents views this Book Club will only run once per term rather than the two times of previous years. The running of Book Club is another fantastic way of taking commission to add books into the library. We don't anticipate that the number of book club orders will decrease with less issues being released as we believe that parents will support just as strongly with the one per term.

The loss of books due to missing and student's overdue books was still quite significant through the first half of 2023, but was reined in a little in the second half of the year. Library volunteers are being more consistent with printing out and following up on children's overdue notices. Amber has also been emailing the parents of children with overdue books to ensure that parents are aware and can therefore help their children locate these. We have been asking if the book can't be found, could the book be replaced or money for the book given so replacement can happen. This of course helps to reduce the financial loss in the school library but we also feel it helps to make children more responsible for their borrowing. Currently there are only 3 overdue books from Term 4 2023, which is the lowest number of overdues we have seen.

A stock take was done at the beginning of the 2024 school year, which showed about 15 books are missing from the library. We account this to books being taken off the shelf without being borrowed through the BookMark system. We suspect these books are probably in classrooms. We will endeavour to remind children and staff to borrow books correctly as it makes tracking down books much easier. In an effort to help staff borrow books correctly, each class has been given extra time in the library during their Friday timeslot. We are also hoping that this extra time given means that students and staff can enjoy the wide variety of puzzles and games on offer.

The library staff have talked a lot about wanting the library to be open on Fridays at recess and lunch. We will aim to facilitate this in the coming year, providing extra space for students to explore at the recess and lunch times. How this will happen logistically with duty supervision and timetabling is still a work in progress.

The library team is such a wonderfully dedicated team that work hard to keep the library inviting and clean for the whole school community. Their dedication means that the library runs each week and can hold special events throughout the year. Thank you team!

Sustainability & Waste Wise Subcommittee Report

The Sustainability & Waste Wise Sub Committee continued in hiatus during 2023.

Major Projects Report

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



Pre-primary deck and Forest Grove Hall Refurbishment

Raising the Pre-primary deck and refurbishing the Forest Grove Hall (FGH) is on the schedule of works at the School for 2023/2024.

MRIS took over management of the Forest Grove Hall (FGH) together with the Reserves when the Shire passed these over in 2016. The old FGH was constructed in part with asbestos containing materials (ACM). Removal of the ACM at the FGH and associated refurbishment has been a long standing project at MRIS. It was determined after consultation with staff and the GB in 2020-2021 that an additional multi-purpose space was needed, and designs to refurbish the building were completed during 2021 by Neil Tweedie, Architect. The plans include providing a universal access (UA) from the front. After obtaining a cost estimate, the project was deferred for a year primarily due to the overheated construction industry post COVID-19.

Meanwhile a project slated for 2023, is to raise the verandah deck to the Pre-Primary classroom. This has been identified as a way to improve workflow and usability of the area by improving access and oversight of the space from within the classroom.

Planning approval for the UA at the FGH and the raised Pre-primary verandah deck were obtained from the Shire of AMR in September 2023.

Given the tight building market, it was determined to proceed with two quotes for the refurbishment and construction work and in December 2023 MRIS signed a contract with MGConstructional to complete the works.

However as the removal and disposal of ACM presents a significant risk exposure MRIS, with advice from Neil Tweedie, decided to utilise a separate specialist ACM removal contractor to carry out the work in a period when the school was not operating. Keybrook Utility Services were selected to conduct this work. Additionally, air monitoring for asbestos fibres and final clearance assessment were provided by ABEC. The ACM

removal work was carried out in January 2024, prior to the start of the school year. MGConstructional then commenced the work in the FGH which is likely to take several months to complete. Todd Exell is currently arrange fit out of the space once it becomes available.

Meanwhile the Pre-primary deck was completed mid-January 2024, in time for the start of the school year.

The works (excluding fit out) will cost approximately \$160,000 ex GST, and will be supervised by architect Neil Tweedie, and from MRIS, by Todd Exell.



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 2023

Strategic Priority	Progress
<p>Education</p> <ul style="list-style-type: none"> ◇ Continue to utilise our School Improvement Plan to improve the quality of education & engagement by measuring the impact of effective teaching & learning practices & reporting to all stakeholders. ◇ Share the learning journey by supporting teachers to both value and know how to utilise parents effectively in the class learning. ◇ Educate parents in our school language through programmes such as STEP, Virtue, NVC etc. 	<p>- Principal & DP-SI advise regularly on progress against School Improvement Plan. The 2020-2022 focus "ANALYSIS & DISCUSSION OF DATA" remains as an ongoing commitment and improvement to practices. In 2023 the new focus was "AN EXPERT TEACHING TEAM" to build teaching capacity and improve classroom practice across the school. Also commenced in 2022 -2023 is "Leadership Team Self-Assessment in Driving School Improvement". The GB & Management Team considered how to ensure most effective use of Teacher's Assistants towards the goal of achieving an expert teaching team and are now moving to a practice of full time TA per room with a stated aim 24 students per class for Y1-6 from 2024.</p>

Strategic Priority	Progress
	<ul style="list-style-type: none"> - STEP promoted to both Staff & Parents with alternative Parent Education Session e.g. Virtues & NVC. Offering and uptake of parents improved in 2023 post the COVID-19 dip. - Continued with additional parent education session introduced for transition classes e.g. Literacy & Numeracy for Y1 parents at start of the year, and Kindy Orientation, of workshop sessions that was reviewed to include a session with AISWA Psychologist. - NQS audits continue with target areas and recommendations identified. - NAPLAN assessments were brought forward to Term 1 and a new '4 levels of achievement' was introduced to give parents and teachers more clarity. - Wellbeing for students was focus with survey results providing priority areas.
<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 continued and improved into 2024. New parents engaged with during lead up to start of term by Class Coordinators. Work to improve experience for families joining part way through the year is continuing. - A GB support identified to PB Rep to ensure lower and upper range covered. - Paper weekly newsletter as the core communication method. Continued for the whole family to read & discuss together every Thurs. - Rearranged calendar with 2 Busy Bees and other whole school functions identified, successful in improving engagement. Disco mid year; Art Auction & Open Day very successful later. - Fathering project consolidated.
<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 ongoing waitlists. Review by FSC & GB identified increasing costs, some small classes & changed financial funding model introduced degree of financial volatility would be addressed by move to 24 per Y1-6 class with full time TA with additional benefits re ongoing improvement of expert teaching team. Agreed to progress from 2024. - Fees reviewed annually. Some success in 2023 with \$46,322 in grants obtained in addition to recurrent funding. Fundraising pursued, and

Strategic Priority	Progress
	over \$14,718 raised by parents and \$14,450 from the Art Auction in 2023.
<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"> - Ongoing upgrades carried out to scheduled buildings including new deck for Pre-Pri and rework of concrete paths completed. COVID-19 delayed Forest Grove Hall refurbishment, approved and commenced over summer 2023. - BMT reinvigorated with twice yearly stick picks supported by Fathering Project. Shire grant (EMF) obtained for \$7,563. - Ongoing contribution to RAP with Wadandi welcome sign and trilingual building names installed.
<p>Organisational capacity</p> <ul style="list-style-type: none"> ◇ Improve strategic outcomes by continuing to build a strong and resilient workplace and reviewing best practice principles for effective growth, development and wellbeing. Create a workplace plan and measure ongoing staff satisfaction, wellbeing and retention. ◇ Identify and offer development opportunities to our volunteers (families & GB) through Parent Education, online training, etc. ◇ Continue to build effective and efficient systems including HR, Finances, OHS, Parental Involvement, Event Co-ordination, Succession Planning. ◇ Consolidate expanded school management & pastoral care services. 	<ul style="list-style-type: none"> - Wellbeing focus for staff continued in 2023, building from work in 2022. - Staff Performance Management Policy updated, utilization of Employment Hero to track required training and review in progress. - Improving volunteer engagement & co-ordination with strategy developed in 2022 implemented in 2023. - Review of school management systems continued in 2023. Ongoing changes in MT being managed. Succession planning underway. - Zunia implemented as replacement for SchoolPRO, improvements will continue to be identified to the system through 2024.
<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

Sara Walker (Acting Deputy Principal – School Improvement)



Margaret River Independent School continues its objective of school improvement by developing realistic outcomes for students. These are inclusive of academic, social and well-being goals. The school uses the ACER National School Improvement Tool to review what the focus for school improvement should be on. Out of the nine domains MRIS has centred on *Domain 2: Analysis and discussion of data* for the last 3 years. This was driven by a Professional Development audit session with Nicola Davidson from AISWA (2020).

By developing the Discussion of Data Domain, staff used data to inform practice and create change. The On Entry assessment was continued this year from Pre-primary to Year 2. This provides the teachers with an opportunity to collect information on each student's understanding of literacy and numeracy. Early assessments will assist the school to track progress of both individual children and cohorts. This data will drive planning for the early years and support the needs of these children.

Years 4-6 have continued to develop the Solution Society program (Mathematics) based on both the PAT testing and NAPLAN data. This aims to target specific areas recognised as needing support in Mathematics. From the Standardised Testing data, a new program (Tinker Thinker) was developed as a literacy support to be implemented. This is adapted, annually, to meet the needs of the cohorts. Additionally, the school embraced the online BrightPath Maths assessment, from year 4-6, to build and inform teaching. These results are recorded on the school's data wall.

The Kindy Orientation Sessions were available for new parents of the 2024 cohort prior to school starting. The format was fine tuned to two sessions and included a session with the AISWA Psychologist and the regular presentation on the Circle of Security from Therapy Focus.

At the end of the year, it was decided to build a consistent team of teacher and teacher's assistant that will remain in each year level. The new school improvement domain of the Expert Teaching Team (Domain 5) will see the development of staff into an expert and coherent school-wide education team. MRIS is looking forward to building these teams across the following year.

Staffing Information

School Staff

Teaching Staff	18	Non teaching Staff	17
FTE Teaching Staff	10.4	Non Teaching FTE Staff	9.6

(FTE: Full Time Equivalent) Source – August 2023 Federal Census – NB Principal included in Teaching Staff

Staff Qualifications

Qualification	Percentage of Teachers & Leaders at the School
Post Graduate Qualification	36%
Bachelor Degree	54%
Diploma	1%
Certificate	0%

Staff Composition

2023 Staff	Teaching		Non Teaching	
	Female	Male	Female	Male
Full time	6	1	1	2
Part time	10	2	14	0
Indigenous	Nil			

Retention of staff in 2023 from 2022 was 86%.

Expenditure on and staff participation in professional development

The total funds expended on professional development (excluding wages) in 2023 was \$20,768 (excl wages) which included \$4,833 first aid courses. Professional development is listed on the table that follows:

Professional Developments	Provider	Staff	Date
Term 1			
First Aid	St Johns	30 staff	Jan/Feb/Mar
Hard of Hearing & Deaf	SSENS: Lisa Checker	20 staff	31 Jan
Zunia Training	Zunia	30 staff	31 Jan
Smorgasbord of Inclusivity - Disability	AISWA	30 staff	4 Feb
Behaviour Engagement Project	AISWA	3 staff	16 Feb
Brightpath Next Steps	AISWA	4 teachers	Feb
AISWA strategic Planning workshop -gathering client voice)	AISWA	1 staff	27 Feb
Peer Support online training	Peer Support Australia	1 staff	27 Feb
Business Managers Network Meeting	AISWA	1 staff	8 Mar
Legal Seminar -IR changes	AISWA	1 staff	9 Mar
Aspiring Leaders	AISWA	1 staff	13 Mar
Australia wide Taxation and Payroll	AISWA	1 staff	18 Mar
ADHD	Melinda Sheperdson, OT	15 staff	21 Mar
Suicidal Ideation	Dr Justin Coulson	2 staff	22 Mar
Maximising your School's Brand	Education Insights	1 staff	30 Mar
Briefing the Board	AISWA	2 GB+ 1 staff	1 Apr
STEP Parenting course	MRIS, Pam Tuffin	2 staff	4 weeks T1

Professional Developments	Provider	Staff	Date
Term 2			
Reggio Emilia Study Tour	AISWA	1 teacher	T1-T2 break
Restorative Practices	Gabrielle Lawlor, Restorative Practices WA	21 staff	28 April
Behaviour Management Project	AISWA	2 teachers	5 May
Strategies for Oral Communication	AISWA Online	1 teacher	May
STEP Train the trainer	STEP	1 teacher	May
High Impact Practices	AISWA	7 teachers	May
Early Childhood Pedagogical Leaders Project	AISWA	1 teacher	5 May
Anaphylaxis training -Epipen	School Nurse: Jean McKenzie	TAs	16 May
Mandatory Reporting for Boards	AISWA (MS Teams)	9GB	29 May
MS Teams Use	GB Secretary	8GB	29 May
SLD with Impairment in Maths - Features & effective strategies	Dyslexia Speld Foundation of WA Online	1 teacher	Jun
Sounds-Write: Y3-Y6	Dyslexia Speld Foundation of WA Online	4 teachers	Jun
Term 3			
SLD with Impairment in Mathematics	Dyslexia Speld Foundation of WA	1 teacher	20 Jun
Reading Research -current Findings and New Developments	Dyslexia Speld Foundation of WA	1 staff	15 Jul
International Languages Conference	AFMLTA 2023	1 teacher	7-9 Jul
Disability Funding	AISWA	2 staff	31 Jul
Learning Pit	ACEL	2 staff	3 Aug
Anxiety in students	Stephanie Luke, Psychologist	10 teachers	8 Aug
NVC workshop	Lauren Scanlon	5 staff	11 Aug
EYLF	AISWA	5 staff	14 Aug
ASD Workshop	OT Callum, MR Therapy	25 staff	22 Aug
Drama Conference	Drama West	1 teacher	Aug
High Impact Practices	AISWA	6 teachers	1 Sep
Early Childhood Conference WA	Early Childhood Australia	1 teacher	2 Sep
NAPLAN	AISWA	10 teachers	5 Sep
Instructional Coaching	AISWA	2 staff	18 Sep
STEP Parenting Course	MRIS	1 staff	Aug-Sep
Term 4			
Mandatory Reporting	AISWA	20 staff	13 Oct
Metacognition 2023 IQ focus	AISWA	20 staff	13 Oct
Maths assessment	AISWA	1 teacher	12 Oct
Working With Children Checks	WWCC Screening Unit	2 staff	18 Oct
Character Strengths	Positive Schools Assoc	1 staff	19 Oct
EYLF SW schools	AISWA	3 teachers	16 Oct
Virtues Workshop	Sandra Robinson	tbc	25 Oct
Sleep & Wellbeing	Amanda Slinger, Sleep Specialist	10 teachers	31 Oct
Animal Ethics Information	AISWA	1 teacher	6 Nov
Aspiring Leader	AISWA	1 teacher	27 Oct
Child safe organisation policies	W Roediger	11 GB+1staff	13 Nov

Professional Developments	Provider	Staff	Date
ADHD Workshop	Melinda Shepherdson, OT	Parents	15 Nov
Positive Schools Conference	Positive Schools Assoc	2 staff	23-24 Nov
Conversations with parents with children with additional needs	MSCA	1 staff	27 Nov
Using Mentor Texts -Craig Silvey	PETAA	1 teacher	





Key Student Outcomes

Student Population & Attendance

Student population composition in 2023

Student population of compulsory schooling (excluding Kindy) at census was 136.

Female	Male	Indigenous	Language background other than English
50.7%	49.3%	0%	13%

(Source: Federal Census August 2023)

Average student attendance rate

The average student attendance rate of compulsory schooling (i.e. excluding Kindy) was 83.7% up from 82.3% in 2022 but down from 85.1% in 2021 and 89.9% in 2020.

Total Number of Students	Number of Equiv. School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
136	190	4,504 out of 25,269 days	83.7

Attendance rate as per year level 2023

	Total Number of Students	Total Number of Days Enrolled	Total Number of Student Absences	Average Attendance Rate %
PP	21	3,914	707.5	81.9%
Year 1	17	3,213	495.5	84.6%
Year 2	21	3,924	817	79.2%
Year 3	23	4,208	689.5	83.6%
Year 4	18	3,300	505.5	84.7%
Year 5	13	2,457	409	83.4%
Year 6	23	4,253	489	88.5%

Non-compulsory schooling

Enrolments in non-compulsory schooling offered by MRIS at the end of 2023

Kindergarten (4-5years old)	Little Indies (3years old)
3 day program	0.5 day program
20	11

Wellbeing & Pastoral Care

Julia Knight and John Francis

Social-emotional learning and pastoral care is currently provided by teaching staff supported by the Wellbeing Officer and Chaplain, and overseen by the Principal, with further aid from the AISWA School Psychologist when needed. The Chaplain is funded by a Federal Government grant under the National School Chaplaincy Program for Pastoral Care Services.



The Well-being and Chaplain support the inclusive and welcoming nature of MRIS and focus on mental health and wellbeing through the school community. At our school, the Wellbeing Officer and Chaplain provide both immediate and/or ongoing support for any student in need, as well as providing information and support as required to any adults within the school community e.g. parents or staff. Participation in any services provided by the Chaplains is voluntary and Chaplains are not permitted to proselytise.

Throughout 2023, the pastoral care team worked predominantly with students in areas including:

- Emotional skills – resilience, coping, regulation
- Social skills – friendship, conflict, inclusivity.
- Learning skills – work management, engagement, sensory needs.
- Feelings and behaviours – emotional understanding and vocabulary, regulation.
- Internal strengths – understanding self, feelings, and needs.

Tools and strategies such as social stories, virtue picks, zones of regulation and nonviolent communication were used to find the students' needs behind their behaviour.

The following programs were undertaken through the year to gain contextual well-being within the school environment.

Peer Support Program

Run by the Chaplain, the year 6 class lead the whole school through the 'Making Friends' module. The feedback from staff and parents was overly positive, and another module is scheduled for 2024.

Butterfly Body Bright Program

Run by the Well-being Coordinator in 2023 from years 1 to 6 classrooms. The Body Bright program is a whole school approach to support positive body image in children. This program aims to promote positive attitudes and behaviours towards the body, eating, and physical activity in children, so they can thrive both at school and in life.

Young Leaders Program

run by the Chaplain in year five. This program was developed by parenting author Micheal Grose. It aims to empower senior primary students to develop their leadership skills and make a positive difference in their communities.

Class Camps

The Chaplain attends selected class camps.

Chat club

Run by the Well-Being Coordinator. A Whole school club accessed at lunch time on Wednesday by students, it involves mindful colouring and guided chat.

The PASS survey pupils' attitudes to self and school

Run by the Well-being Coordinator with the year, three, four, five and six students. The PASS survey is a tool produced by GL Education that supports students' wellbeing in

learning. It focuses on three broad areas – how a student feels about themselves, their engagement with the curriculum, and their feelings about school.

(The GB approved the trial of the new SEW survey at the end of 2022, it was agreed it would replace the ACER survey moving forward, the survey provided reliable, accurate and actionable data).

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 SCISA 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.

Be You

Be you is a content framework from Beyond Blue that provides a structure for the actions schools and services can take to implement a whole community approach to mental health and well-being.

The resources produced by 'Be You' promote and protect positive mental health in children and young people. They are aimed at improving the skills and knowledge of educators in order to foster and support mental health and wellbeing in children. The modules dive deeper into domain topics helping whole school communities increase their understanding of mental health. The staff and parents have access to a 'Beyond Blue' resource file which is housed in the staff room.

The school designed a 'Be You' activity that was undertaken by all students at the end of 2023. The students were asked what it feels like to 'look like you', 'sound like you', 'feel like you' and 'be you'. This activity was undertaken in order that the students gain a better understanding of the diversity and complexity of all peoples.

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 SCISA 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.

Starting in 2023 some notable changes have been made to the NAPLAN process including:

- All testing, except for Year 3 writing, is conducted online
- Testing has been moved to earlier in the year
- Results are reported using new proficiency standards
- Measurement scales have been reset to better utilise the adaptive test process.

NAPLAN was delivered to students in Term 1 2023, and results became available in Term 3 2023. 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 2023 MRIS Year 3 students, on average, performed best in the reading domain, however fell below the national and comparative averages in spelling. Numeracy and writing results were very similar to national and comparative averages while grammar and punctuation was below the national and state average but consistent with similar schools. Year 5 students performed better than all comparative averages for reading and grammar/punctuation, similar in spelling and writing and above for numeracy (although less than similar schools). Some domains had a very wide spread of results in both Year 3 and Year 5 indicating that there are students needing support and others needing extension.

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 continued positive result in outcomes for Year 3 and Year 5. Spelling is still requiring more attention; however, all teachers have now completed their Sounds-Write training and we expect to see further improvement as a result. Reading has been a stand out achievement in 2023 and most likely reflects the emphasis on aspects of literacy in 2022.

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.

An aim for 2024 will be to continue the upper school literacy and numeracy program, which targets needs arising from NAPLAN results.



Parent Involvement & Education

Parent Involvement

MRIS offers a unique opportunity for parents to be in the school and classroom 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. There is also an important link between positive student outcomes and parental involvement at school. 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. From 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. 2023 saw an active drive to re-engage, encourage and ease parental involvement after the COVID years. Many parents took the wonderful opportunities presented to both contribute and engage – 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	\$14,450	Retained for Capital Expenditure (Oval Upgrade) after direct and indirect expenses.
Class fundraisers	\$3,783	Includes canteen, Lions garage sale event, French fundraiser etc. Spent on camps, additional classroom resources, etc.
Open Day	\$2,775	
Whole of school fundraisers	\$8,160	Funds raised from Breakfast Bar, Dutton Day, Meander Mayhem, Black Cockatoo film to be spent on furniture
Parent Bulk Buying Group	TBC	Parent Bulk Buying Group

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.

Course	Attendance
Welcome new parents to MRIS & CSO & Volunteer Induction, Staff & GB – 1 Feb & 6 Feb	25 parents (tbc)
Literacy Workshop (Synthetic Phonics) Year1 parents, P Tuffin – 31 Jan	10 parents (tbc)
Numeracy Workshop Year1 parents, A Mas – 1 Feb	7 parents (tbc)
Restorative Practices Seminar, Gabrielle Lawlor, Restorative practices WA – 27 Apr	31 parents (over 50 attendees)
STEP Parenting Course, P Tuffin – Term 1 over 4 days	10 parents
STEP Parenting Course, P Tuffin – Term 2 over 4 Saturdays	7 parents
Anxiety in Children Parent Workshop with Stephanie (School psych - 17May	Well attended
Protective Behaviours with Psych Jaimee: How to help children keep themselves safe - 1 Jun	4 parents
Non Violent Communication, Lauren Scanlan – 11 Aug	4 parents
STEP Parenting Course, P Tuffin – Term 3 over 4days	5 parents, 1 staff
Legal Workshops with Clare Gleeson 27 Jul - 24 Aug - 14 Sep	4 parents
Virtues Workshop, S Robertson – 25 Sep	4 parents, 11 staff
ADHD Workshop with Melinda Sheperdson - 15 Oct	15 parents & staff
Kindergarten orientation to school sessions for 2024 - Circle of Security Workshop (Therapy Focus) - Welcome to Day 1 - AISWA Psych Stephanie Luke	Nov-Dec 2023 10 families 8 families



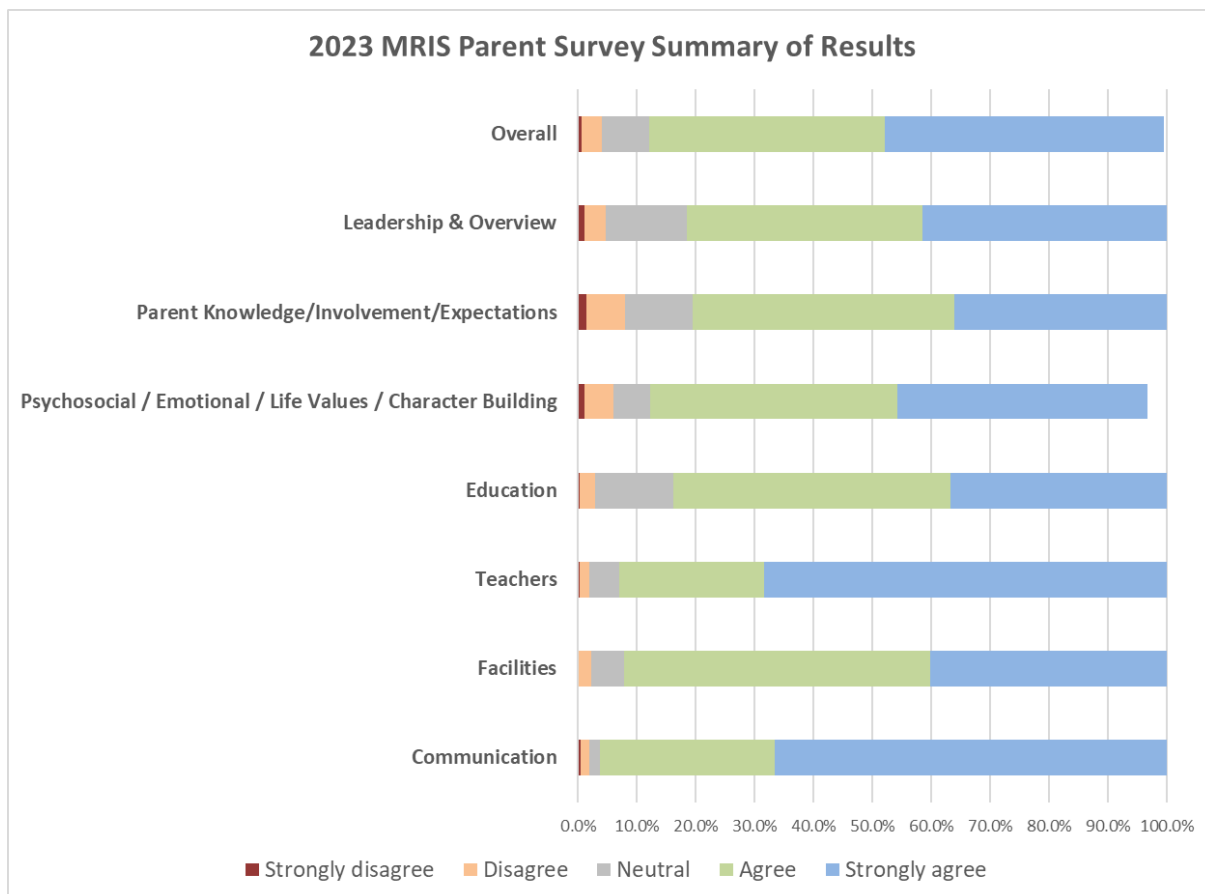


Parent Satisfaction Survey

The MRIS 2023 Parent Survey was conducted towards the end of Term 4. We received **71** responses up slightly on the 67 receive in 2022. 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 slight strengthening in positive responses across the whole survey as compared to the 2022 survey.



The Positives

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

- ◊ I am satisfied with my child/children's teacher(s)
- ◊ I believe MRIS supports and enhances the education of the 'the whole child', building on knowledge, critical thinking, strength and character

Other areas with similar high satisfaction include:

- ◊ I am satisfied with my child/children's learning
- ◊ Interior of the school is clean and neat
- ◊ I am satisfied with the Drama programme at our school

Where to improve

The main area 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

Parent Involvement was highlighted as an area of concern in 2021. In the 2022 survey, this question polarised respondents as 43.3% Agreed or Strongly agreed, whereas 28.3% Disagreed or Strongly disagreed. Twenty comments were received suggesting a review, reduction or adjustment of parent hours, and one comment was in favour of current hours. Family and school connection is pivotal to our small Family School as the basis for establishment, the beneficial effect of parent involvement on improved student outcomes and in maintaining low fees. As a result of a November 2022 Parental Engagement Workshop held by the GB, it was agreed that: *The GB, Class Coordinators and staff make a concerted effort in 2023 to improve parental engagement, communication and create better community connection with a review before end 2023 to recommend whether a reduction of parent hours and an associated fee increase is necessary.*

The 2023 survey saw a significantly positive shift, with 68.1% Strongly agreed or Agreed, and 15.3% Neutral, while 16.7% either Disagreed or Strongly disagreed. It is evident that efforts to improve community connection, including communicating the importance of parental involvement to positive student outcomes, and easing ways to enable parental involvement, have met with some success. Nevertheless there remained ten comments on parental hours (from possibly 5-10 families) which will provide input when the GB finalises the planned review in Term 1 2024.

The other area noted for improvement is:

♦ The school deals with complicated relationships, or bullying in a timely, safe and respectful manner

Two respondents Strongly disagreed and six (8.8%) Disagreed that 'the school deals with complicated relationships, or bullying in a swift, safe and respectful manner', however 13.2% were Neutral and 75.0% either Agreed or Strongly agreed.

This has been an ongoing whole of school focus area during 2023 and into 2024 with a further update of the Behaviour Engagement Policy; improved use of Zunia Behaviour Module to confidentially log and track violence &/or bullying incidents and responses; concerted effort to improve connection between home and school on these issues; a relevant newsletter article each term; and the ongoing development of School's pastoral care programme.

Thank you to the 36 respondents who made **comments** as they provided insights to the responses and assisted in further analysis of the survey. While some comments reinforced how well the School operates, others specifically highlighted items of concern or areas that had room for improvement. Although the comments are generally held semi-confidentially and noted for acting in relevant sections, here are some samples:

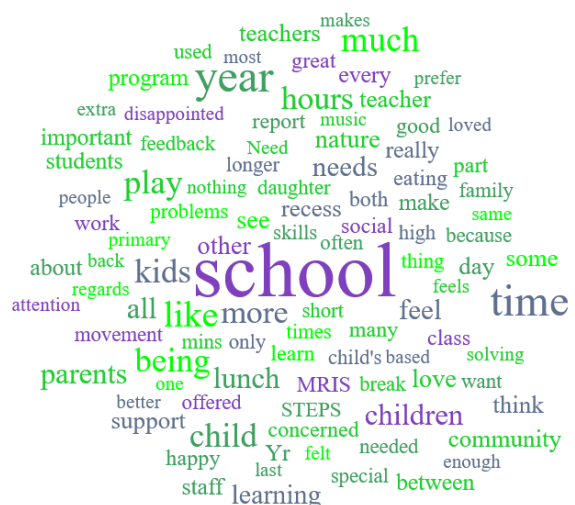
"I would like to see parents hours reduced to 30 per year. I would like to see paid support role for the governing body."

"I think there needs to be more sport. The benefits of exercise and movement for learning are huge. I really like the natural setting. Outdoor learning, engagement with nature, and engagement with indigenous culture..."

"More time for recess and lunch is needed for both eating and play."

"Thanks for being a kind school."

"As a parent leaving the school as my child starts high school I would like to thank the staff, teachers, principal and GB for



creating a truly special educational journey. The school has provided our child with a strong academic basis from which to move into high school but it's real strength lies in nurturing well rounded, emotionally intelligent young people who can reflect on their actions and choices and who have been actively partnered to make better choices, learn from their mistakes and make amends when needed. What amazing skills for life and for learning! As a family we will miss the school greatly."

Summary of recommended actions

Progress report on actions from GB Review of the 2023 MRIS Parent Survey

Parent Knowledge, Involvement & Expectations: 2022 Item

Action: The GB, Class Coordinators and staff make a concerted effort in 2023 to improve parental engagement, communication and create better community connection with a review before end 2023 to recommend whether a reduction of parent hours and an associated fee increase is necessary.

In progress: Concerted effort in progress with an improved understanding of benefits of the parental engagement resulting. Progress regularly reviewed by PB rep with support from staff, final review to be completed during T4.

Leadership (Governance & Management): 2021 Items

Action: GB minutes to be provided via Schoolstream within a week of approval and provide notice in the newsletter and 'Push' notifications(deleted according to communications priority procedures) when available.

In progress: While initial improvement, turnover of the GB Secretary; Communications & Marketing Portfolio holder and the Business Manager has impacted on communications in 2023. This remains a focus area in 2024 as new arrangements to fill these roles are implemented.

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

Completed 2023 (it remains an ongoing activity).

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

Completed 2023 (it remains an ongoing activity).





Events

MRIS had a busy and fulfilling year in 2023 with the calendar filled with social, school and community events, with the following included.

Cultural Events

- 18th Annual Art Auction
- French Open Day: 'Celebrons La Francophonie' on 16 Sep
- Scholastic Book Fair
- Harmony Day

Environmental Events

- Wadandi Program
- Pitfall Trapping
- Y6 Our Patch Presentation at the Shire

School Community

- Welcome & induction for new parents
- Meet the specialists, afternoon tea
- Whole of school Busy Bee & BBQ Term 1 and Term 3
- STEP programme – run over 3 terms including a Sat morning session
- School Disco
- Parent Information sessions
- End-of-Term 3 Music Concert, showcasing the music programme
- End of Year School Concert and Year 6 Graduation
- Flinders Bay Picnic

Wider Community

- Restorative Practices Workshop with Gaberial Lawlor, wine & cheese night with over 50 attendees on 27 Apr
- Grandparents Day and Opening of Nindup Boodja on June 2 with over 60 people attending.
- NVC - Cultivation Connection
- Virtues Program with Sandra Robertson
- Legal Workshops with Clare Gleeson
- Margaret River ANZAC Day March and Ceremony
- Black Cockatoo Film Event

Sporting/Adventure Events

- Surfing Lessons
- Interschool Athletics
- Class Camps x 5
- Y5 Jump Rope For Heart
- Meander Mayhem



Conclusion

In conclusion, 2023 was another successful year, and a year of consolidation. We have worked hard on strengthening our parent engagement, together with our capacity, processes and finances to support our teaching and learning framework. We continue to work at being the Margaret River school that is chosen for developing the whole child by partnering students, families and quality, caring staff.

We thank the MRIS community: staff, parents, students, and alumni for bringing together another rewarding year in this our 41st year.