

annual report 2024

margaret river independent school inc.



MARGARET RIVER

Independent SCHOOL

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sharing the learning journey

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Chairperson's Report

Jessica Worrall & George Firth

2024 has been an excellent year at MRIS, with attention to improvement, engagement, and consolidation.

An initial and ongoing focus for the year was welcoming and integrating our new students, their families and staff to our wonderful, small family school. At the start of the year we welcomed 15 new students in addition to the 20 new Kindy students, and 7 new staff, which was primarily associated with the well-considered GB decision to increase the Year 1 to Year 6 class sizes to 24 students with a full time Teacher's Assistant (TA). We now provide a ratio of 1 adult to 12 students in these rooms, a better ratio than what was previously provided. This decision has enabled us to improve our financial viability and address an increasing and persistent waitlist for a number of classrooms. And pleasingly, we are already seeing significant benefits arising from the teacher and TA developing a strong ongoing teaching partnership in each year group, as they work together on the school improvement goal in achieving 'an expert teaching team'.



Parent involvement is the key point of difference in our small family school hence: *Sharing the Learning Journey*. This was integral to the foundation of the School back in 1982 and remains critical as it assists in better outcomes for students, connects families into a wider community as well as keeps the fees affordable. In 2024, as a result of a two year review and thorough deliberation by the Governing Body, the flexible commitment policy was updated to balance the needs of parents together with the needs of the School. From the end of 2024, the equivalent hourly charge rate was updated; and effective from the start of 2025, the flexible commitment hours per parent was reduced by a quarter; and a building fund levy per family was introduced, this will be reserved for building maintenance and upgrades to help ensure our facilities remain in good condition.

Throughout 2024, work continued on improving parental engagement as spearheaded by our dynamic Parent Body Representative supported by the Class Coordinators. Three new family induction and welcome sessions were held at the start of the year, followed by two mid year online sessions. Whole-of-school busy bees followed by a barbeque are now held twice a year in Term 1 and Term 3, achieving two goals at once being considerable ground works with lots of social catchup. In March we held the AGM, an informative and social event. Grandparents Day, held mid-June at the School with the theme "This is Your Life", was a lovely day of over 60 people coming together with a shared sense of community. Parent education events included the very well received The Parenting Revolution with Justin Coulson at the MR Heart on 16 July to which we had over 100 attendees including from the wider community. And the year

was rounded out with the Art Auction, the ever-joyous end of year school concert and Year 6 graduation. In between, parents contributed in many ways from classroom to library support and Bushland Management Team stick picks. 2024 has been another 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 led by Rachael Knapinski, staged a fantastic 19th 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 Meander Mayhem and various events in between, raised over \$36,000, thank you! Staff and parents were successful in obtaining over \$39,000 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 Bridgette for supporting and inspiring us in our efforts.

During the year, our School Improvement Plan was utilised to drive continuous improvement on 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. An item of concern remains persistent, lower than acceptable student school attendance levels (under 90%). It is acknowledged that 2024 saw ongoing illnesses sweep through the area, including influenza, which negatively impacted this attendance. However, the Management Team and the GB will continue to monitor and target improvement in this area through 2025, as low school attendance levels are generally reflected in poorer student outcomes.

A key role of the GB is to set the Strategic Direction of the school. There have been a number of key decisions over the last few years which the GB has taken the time to fully consider. Our five-year Strategic Plan is coming to an end, and in 2025 we will be revisiting and developing a new plan. Meanwhile in 2024, we continued with the important and ongoing role of monitoring progress against our five-year Strategic Plan; the 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. Additionally, the GB has continued to focus on our ongoing professional development especially regarding being a Child Safe Organisation, together with assessing our own performance.

Finances too, are another critical element of the GB role. In 2024, the School saw a significant improvement in financial viability with a surplus of just under \$165,000. Capital works are an important part of maintaining and improving our facilities. Significantly, refurbishment of the Forest Grove Hall was completed during 2024. The Forecast Works Plan has been reviewed and revised out to 2029. The next major capital works is a multi-

purpose outdoor area for late 2025-early 2026 to replace the hardcourt, while the oval upgrade is planned to commence from 2028/2029.

Finally, throughout 2024 the GB has been addressing the element of succession planning. This is a crucial part of the Governing Body's role, as a smooth, timely and effective transition it is key to ensuring longevity of the school.

After seven years as Chairperson, Jessica Worrall stepped down from role at the 2024 AGM. As a nomination was not received at the AGM for the role, the GB appointed Jessica (Alumni Portfolio Holder), as Chair under a casual vacancy at the subsequent GB meeting, while a thorough search for a new Chair was undertaken. Effective 2 January 2025, the GB appointed George Firth to replace Jessica as Chairperson under a casual vacancy until the March AGM. Jessica notes that "It is wonderful to see such a high calibre candidate step forward from within the GB. George's familiarity with processes and procedures that the GB uses will assist in ensuring a seamless transition. I have found the role to be an incredibly rewarding one and my thanks to all those who have supported me in it over the years, I wish the same enjoyment and support for George."

George would like to thank Jessica for her support in taking on the Chairperson role. Jessica's long running service to the school cannot be understated and has been pivotal in driving sustainable ongoing growth. I would personally like to thank Jessica for her relentless work ethic, passion and professionalism in all aspects of her work with MRIS.

Thank you to all on the Governing Body, for your support on the necessary but often 'dry' work of governance. The GB, saw some turnover during 2024, including the early departure of Clare Gleeson (Policy & Procedure Portfolio) and Simone Taplin, you will be missed. So too will be Kelly Thomson and David Doyle who leave the GB at this AGM. The GB has focused on ensuring suitable and interested candidates step forward for 2025 and we look forward to welcoming these talented individuals onto the GB.

It is very special to see, via the parent survey, that parents so strongly and repeatedly consider that MRIS supports and enhances the education of 'the whole child', building on knowledge, critical thinking, strength and character. This speaks to the heart of why we are here, 'partnering students, families and quality caring staff'. The GB would particularly like to recognise the contribution of our amazing and caring staff, they continue to embody the true ethos of our school and ensure we continue to deliver the highest possible learning outcomes,

The GB wish to acknowledge and thank our longstanding Principal Wendy Roediger. Thank you Wendy, 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. What a wonderful legacy!

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



Principal's Report

Wendy Roediger

The year of 2024 was a POSITIVE & PRODUCTIVE YEAR for our 169 students and over 35 staff. We focussed on the essence of being a "good school" to develop the WHOLE CHILD and to ensure WELLBEING and a sense of BELONGING was "Every one's business" and experienced by all This positive school culture does not happen by chance. We see our role as carers of an 'Educational Ecosystem' where our young people can grow and flourish – where each participant is known and cared for.



We began our new year with an informative workshop on our 2024 IQ focus of Cognitive Load Theory by DSF CEO Mandy Nayton- This is reported to be one of the most important things for a teacher to know. It provides support for explicit models of instruction and keys into how memory works in the brain. Our EQ focus was to know our "Learning Strengths" and we began to realise the vital role this plays in our learning. We also offered a Parent Education workshop for our families.

The GOOD SCHOOL (Media report 2023) includes the following domains.

Quality Caring Teachers

We have been able to build strong teams this year with the new directive from the GB for 24 students and a TA in each room. This is one of the School Improvement domains we are actioning – to have "An Expert Teaching Team." This is a change from the previous practice with TAs following along with the class each year.

After many interviews the teams were formed, and these have been growing and strengthening throughout the year. We welcomed Clare Innes, Emma Oliffe, Jessie Hartwig-Boutkan, Zoe Sakharova and Kelly Morrell to our school in 2024.

At MRIS we value our Culture of Learning which embeds learning into how things are done at an individual, team and organisational level. Where both gaining and sharing knowledge is prioritised, appreciated and becomes part of the ecosystem of our school. This was guided by the final chapters of our Study book "10 Mindframes For Teaching Success" by John Hattie being discussed in PLTs (Professional Learning Teams) and strategies implemented.

We welcomed Sara Walker as Acting Deputy while Ann Murray took Leave Without Pay and this strengthened the support for the upper schoolteachers. Kate Appleton volunteered to support the lower staff members in Ann's absence (many thanks). Shaunna Kilcullen took up the Reggio Emilia focus for the early years with great delight and expanded on the 'children as researchers' concept.

Our long-term teacher (12 years) Lindsay Burke resigned, and Donna Crimble took over the year 5 class for the final 2 terms. We are most grateful to Donna for her skill in seamlessly joining our team and guiding her class with compassion and focus.

We also said farewell to Noela Garland who retired from Kindy TA position after 12 years of wonderful teamwork with Helen.

Effective Programmes

The foundational programmes that grow our Positive School Culture are STEP, Virtues, NVC, and Restorative Practices - these set the scene for the MRIS way to assist students, staff and parents to "Belong". The in-school programmes of Zones of Regulation and PATHS (Promoting Alternate Thinking Skills) were enhanced by the adoption of the "Grow Your Mind" programme (an award winning social emotional programme for Pre & Primary students). This gives our students an understanding of the areas of the brain and their functions (we thank our parent Melinda Shepherdson for her introduction work in this area).

Other effective programmes are the upper school Tinker Thinker (Numeracy) and Solution Society (Literacy) drivers. These are MRIS initiatives instigated by our Acting Deputy Sara Walker. These allow the upper school to have targeted focus on areas that are identified in NAPLAN testing as areas to improve (e.g., 2025 focus area in need is Grammar & Punctuation).

Our ongoing INNOVATION lessons in years 4,5,6 with Rob Glass, who has been donating his time for 10 years, continue to inspire, inform and expand the knowledge base of our students. We are truly blessed for Rob's input to the higher order thinking of our students.

We have been fortunate to have the ongoing support of Koomal Dreaming and Josh Whiteland for the Nature Trail study in year 3. This programme has been a wonderful deep dive into the surrounding bush led by a custodian of the Wadandi country and culture.

Evidence Based Practices

The whole school focus on SoundsWrite, the synthetic phonics approach, has been continuing. The upper school have been wanting a deeper programme for older students which has led to training staff in DSF's Origin of Words Programme for years 4-6 which will be implemented in 2025.

URStrong (An award-winning Friendship programme that empowers kids with friendship skills to create communities of kindness in school) is delivered by our Wellbeing team and is proving to give our students tools to navigate the tricky sides of friendship.

The Learning Pit by James Nottingham is the link to the school mantra "Mistakes help us grow" and teachers are embedding this continuously within their rooms.

Measuring Wellbeing

The wellbeing and psychological safety of staff is a major aspect to the positive culture at MRIS. We want to create conditions where our staff can thrive – not just survive. Research has found that teacher stress impacts children's learning and whole school outcomes. At MRIS we have regularly run Anonymous Staff Wellbeing Surveys conducted by Adrienne Hornsby Consultancy. These have given us important insights that allow for better-informed decisions on how to support our staff. The results of the 2024 staff Survey stated:

"Your school's data reflects no priority areas of need to address and/or support staff wellbeing. All data sits positively above all 'like school' and national data averages."

We celebrate these findings but actively keep working to maintain and improve wellbeing for all. Social trust within an organisation is the glue that holds it together. In organisations with high levels of social trust, change is seen as a challenge and an opportunity for growth and this is a constant attitude of our MRIS staff which must be commended.

In 2024 we embarked on developing a School Wellbeing Framework which we will finalise in 2025. We also made an addition to our Wellbeing Definition of "Feeling & Being Connected".

At MRIS Wellbeing is:

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

Our student Wellbeing Survey PASS (Pupils Attitude to School & Self) is conducted each year (y3-6) and results have enabled us to promote both academic and character-building initiatives, further detail is provided in the Wellbeing Report.

Parental Involvement

Parental Involvement and engagement is a given at MRIS. We want to provide a welcoming culture that invites everyone to support learning and School Improvement. We see our parents as an integral part of our educational ecosystem - not an add on. When home and school come together for a child it maximises a child's potential. We join hands with families to foster connection, facilitate collaboration and build relationships so students experience greater success when they have engaged parents. These 'Lasting bonds' are evident when we find our former families returning to enrol their own children. (Currently we have 15 former students' children enrolled.)

Enrolments

In 2024, we welcomed the addition of 15 new Primary students, 2 new Pre-Primary students along with the 20 new Kindy students, which for the start of the year was 171 students. The office reported that for the second year in a row, the school saw

unprecedented enrolment enquiries (145) with 98 tours resulting in 113 accepted enrolments for the year and up to 2029.

Attendance

School attendance levels continue to be a concern. 90% is the acceptable rate – which allows for a day absent a fortnight. In 2024, no class met this acceptable attendance rate, and the data reflects long term holidays, COVID, Whooping Cough, and varying influenza strains as the main issues. School refusal seemed to lead to homeschooling for several students.

NAPLAN 2024

In NAPLAN 2024 our Year 3 class performed best in Numeracy and Writing, however, our students did not perform as well as other schools (national, state or similar schools) on all domains. Year 5 students performed very strongly in Reading and better than all comparative averages for Numeracy and Grammar/punctuation, however, Writing and Spelling were still below other schools. These 2 areas have been targeted for 2025, refer to NAPLAN Report.

Highlights

At the Interschool Athletics Carnival we congratulated Mya Pettit who won Senior Champion Girl and Arlo Greenspan who won Runner up Junior Boy Champion. The MRIS Spirit Of Sport Award was awarded to Mya Pettit and Felix Goddard.

For the very first time MRIS entered a team in the Tournament of Minds event (TOMs) and received a Merit Certificate for their performance. This is an international problem-solving program and was held locally at St Thomas More Primary School for surrounding schools. Merit certificates were only given to 5 teams out of 58 in the competition. Our team narrowly missed out on participating in the State finals by one point. This was a massive achievement for the team of seven in their first venture in such a competition. Big thanks to Sara Walker and Laura Nicholls. Sara was also invited to be a judge in the area trials in Perth.

At the High School Year 12 Graduation our former students regularly do well. In 2024 our former students received 6 awards. Emma Heyink received the ATAR English Literature award and an Academic honour (expected to be in the top 5% of all year 12 ATAR graduates). Levan Collins also received an Academic Honour Award. Willow Hardy received the Sportsperson Award, and the Uni ready Award and Tyrell May received the Principal's Award.

We made headway on our RAP (Reconciliation Action Plan) and we thank Hayley Harris for her invaluable input and support. This is a very long and considered process and we are conferring each term to ensure progress is achieved with input from our local Wadandi elders.

Year 6 MRIS students were honoured to meet renowned conservationist, Dame Jane Goodall, at a Perth Zoo event. MRIS, which has been a member of Dame Goodall's

Roots & Shoots Project for 9 years, was invited to present MRIS's Environment and First Nations programme. The students presented a cheque for \$468 to the Perth Zoo's Native Breeding Species Programme from the profits made from the 'Save the White Bellied Frog' t-shirt enterprise run at the school (Thank you Laura Nicholls).

Parenting expert, Dr Justin Coulson shared his expertise with over 100 parents and educators attending his practical presentation, The Parenting Revolution at The HEART. In a first, MRIS co-hosted the parenting seminar with AISWA, who provided monetary support.

Students participated in the French Olympic Games as part of the Language (French) program which included an Opening Ceremony. The children enjoyed a number of Olympics sports like javelin and sailing, as well as sampling French foods and applying French flag tattoos (Thanks Alicia McIntosh).

MRIS volunteered to assist the Lions Eye Health Program with free vision screening of children. Our parents and Grandparents volunteered to join the Lion's team to support all our schools in the local area.

Retired professional basketballer, Brad Robbins, formerly of the Perth Wildcats, visited MRIS recently to deliver an educational mental health workshop, 'Rising Up' to the senior classes which focused on self-care strategies to enhance student emotional well-being.

Parents were invited to the inaugural MRIS Ceramics Exhibition in the Art Room featuring hand glazed dragons and bowls and painted pinch pot creatures (Thanks Murray Stevenson).

The Year 6 Red Cockatoo Tote Bags sold out as part of the class project for Nature Conservation's Our Patch Program. The students' hand-designed the graphics adorning the bags as well as waterproof stickers. Money raised went to the Capes Raptor Centre. Students presented their project at The Heart with other local schools all highlighting the need to protect and preserve the environment (Thanks Laura Nicholls and Year 6 class 2024).

MRIS was delighted to net over \$20,000 at the 19th Annual Margaret River Art Auction. 88 artworks were donated to the auction, refer Art Auction report.

Once again, the End of Year Concert "Alice in Ausland" and the yearly Music Concert were stand outs. The creativity, effort and ingenuity on display is a precious gift. Our thanks go to Gen Bosman and Amalia Curtin.

Our year was full of many other wonderful and inspiring moments... too numerous to document here.

Special thanks go to the work of our GB and our amazingly long serving and inspiring Chairperson, Jessica Worrall. We have had a steady and strong hand on the Governance tiller for many productive years and we are most grateful.

Thank you to our Acting Deputy, Sara Walker, and our exceptional Teaching Team for their initiatives and the attention given to each and every student throughout the year to promote learning and growth for all.

Thank you to all our families for choosing to become part of this family and contributing to the ecosystem we ALL actively work to keep alive.

Last but not least, we took the opportunity to record the 3 words that MRIS means to our people, out of the 48 descriptive words 4 were very prominent – Community, Nurturing, Family and Caring... these certainly say it all.

As Brene Brown would say:

"You are joining our school TO BELONG not to just FIT IN."





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 March 2023 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.

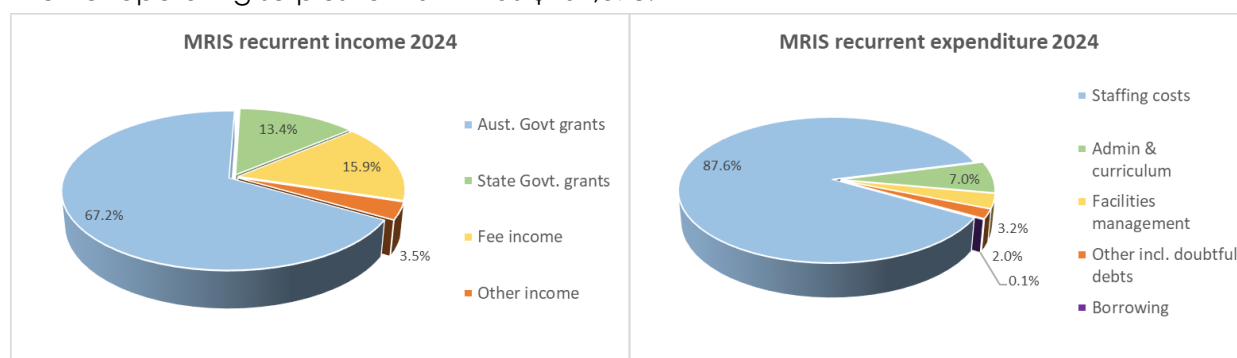
Reportable Item	2024	2023	2022	2021	2020	2019
No. of critical incidents*	Nil	Nil	Nil	1	Nil	1
No. of child protection*	Nil	Nil	Nil	Nil	Nil	Nil
No. of complaints	1	1	Nil	3	Nil	1

* Required to report to the Minister of Education

MRIS has a Complaints & Dispute Policy, which assures confidentiality. In 2024, one formal complaint and four associated concerns were received. This was addressed by utilising Zunia for weekly reporting to assist with more timely identification of emerging patterns; and adopting a five level behaviour plan aligned with zones of regulation that will be integrated into the Behaviour Engagement Plan. In 2023, one formal complaint was submitted, however after due consideration and review this complaint was not upheld. Learning points from this process entailed an update to the Complaints & Disputes Policy. 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 2024 was \$164,578.



Enrolments

At the 2024 August census, the School had 151 students in Pre-Primary to Year 6, 19 students in Kindergarten and 6 students in Little Indies (3 years old). Mini Indies Playgroup was suspended at the start of the COVID-19 pandemic and remains suspended.

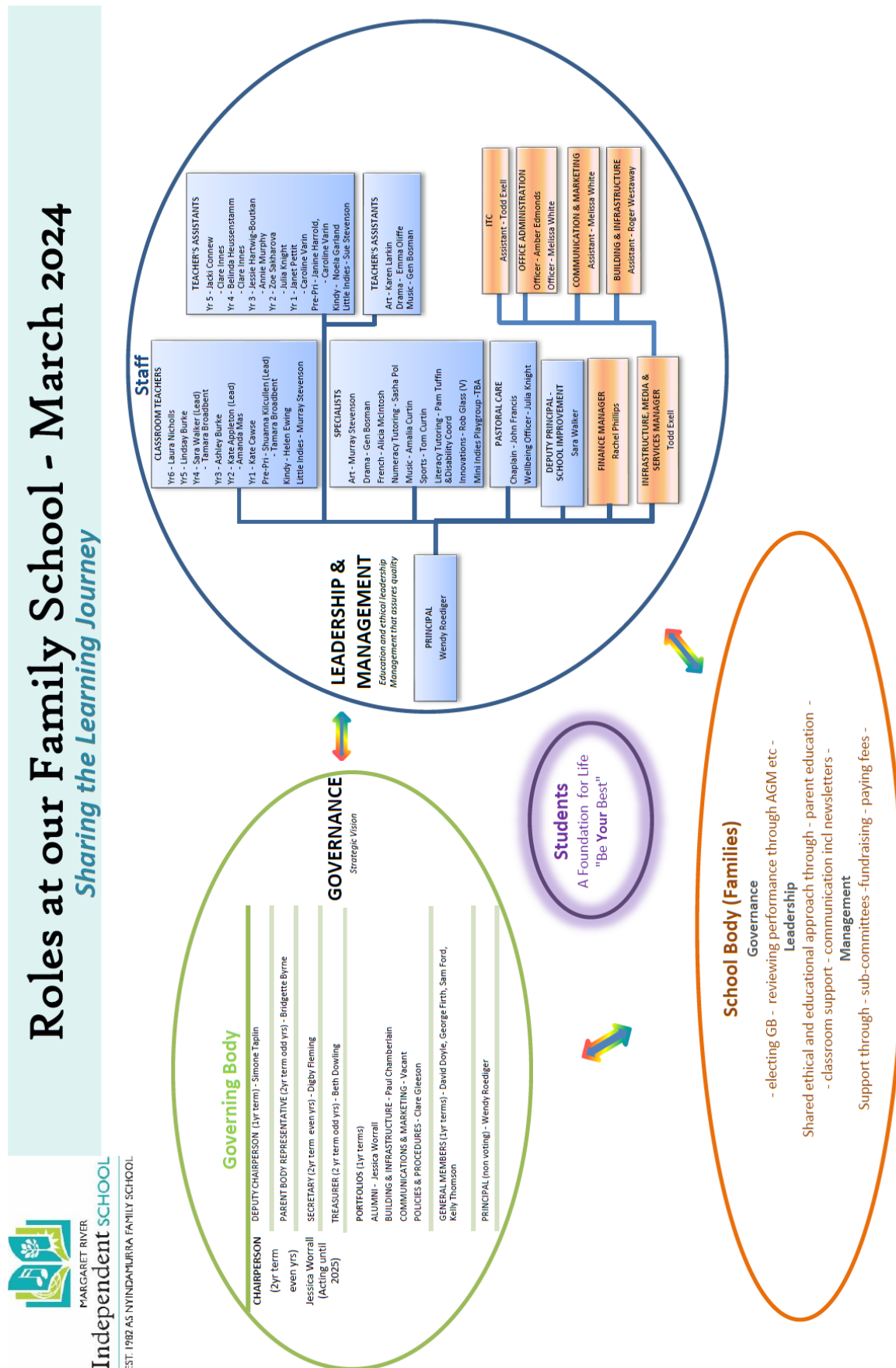
Consolidation

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 reaching the end of a five-year period of consolidation of this growth.

In 2023, the GB & Management Team after a thorough review decided to increase the Year 1 to Year 6 class sizes to 24 students with a full time Teacher's Assistant (TA). We now provide a ratio of 1 adult to 12 students in these rooms, a better ratio than what was previously provided. This decision has enabled us to improve our financial viability and address an increasing and persistent waitlist for a number of classrooms while enabling teacher and TA in each classroom to develop a strong ongoing teaching partnership and work towards achieving 'an expert teaching team'. The aim is now to grow to 184 students and with 168 students at the August 2024 census we are well on our way to achieving that.



Organisation



- Community - Nurturing - Family - Caring - Inclusive -
Parent's top words when asked for "3 words that describe MRIS for them".



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](#)

Finances

Treasurer's Report

Beth Dowling

I present the 2024 audited accounts from our auditor Steve Dean for Stephen McCloud (CPA), see attached.

An overview of our current financial status is detailed below.



	2024	2023	2022	2021	2020	2019
Income & Expenditure						
Total Income	\$3,369,089	\$2,759,564	\$2,615,133	\$2,678,652*	\$2,276,593	\$2,102,315
Total Expense	\$3,119,116	\$2,922,234	\$2,664,445	\$2,559,364*	\$2,355,069	\$1,913,401
Net Surplus	\$164,578	\$55,462##	\$20,530#	\$199,288	\$315,074	\$30,394
Balance Sheet						
Total Assets	\$5,017,545	\$4,810,144	\$4,778,981	\$3,990,955	\$3,817,691	\$3,212,908
Total Liabilities	\$1,156,610	\$1,101,153	\$944,042	\$925,205	\$871,753	\$582,039
Net Assets	\$3,860,935	\$3,708,991	\$3,834,939	\$3,065,750	\$2,945,955	\$2,630,869
Key Performance Indicators						
Working Capital	\$122,487	\$144,399	\$287,003	\$323,997	\$367,662	\$131,024
Wages to Recurrent Income	\$83.3%	86.4%	89.7%	88.0%	81.6%**	81.5%
Student Numbers (Aug Census)	168 (148+ 20Kindy)	156 (136+ 20Kindy)	153 (133+ 20Kindy)	157 (139+ 18Kindy)	151 (131+ 20kindy)	147 (127+ 29Kindy)
Av. Class Size K-Yr6	21.0	19.5	19.1	19.6	18.8	18.4
PP-Yr6 FTE Tcher/Student	14.74	14.5*	12.3	12.7	12.7	12.5

* likely reporting inconsistencies ## revised 2022/23 after removal of depreciation & deferred capital expenditure of \$325,400, prior to this -\$162,671 # revised 2021/2022 after \$69,842 depreciation removed **excl. Job Keeper top ups

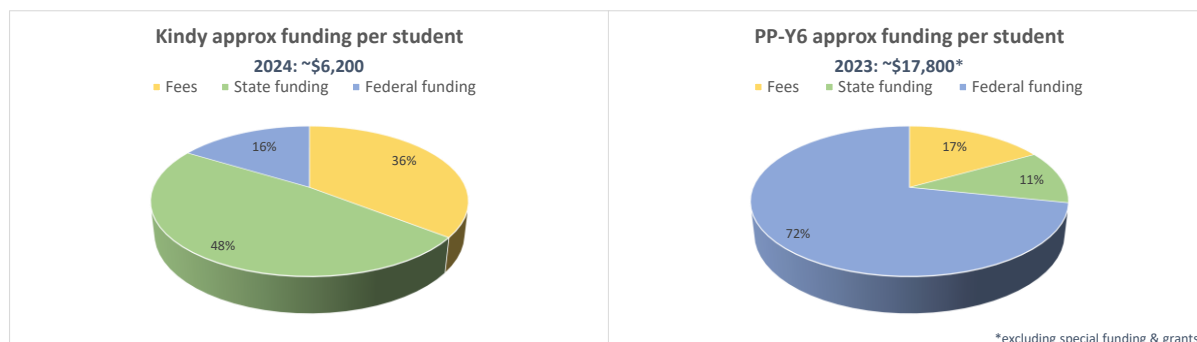
In 2024 MRIS achieved a net surplus of \$164,578, which includes a provision of \$180,000 for capital works for the multi-purpose outdoor area. 2024 surplus is an increase from the adjusted surplus of 2023.

Income 2024

Tuition Fees in 2024 increased 4.5%.

Revenue increased, particularly Federal Government recurrent funding as class numbers were increased to 24 and the extra students resulted in an increase of total tuition fees. Through fees and government grants, the School receives approximately \$17,806 per PP-Yr6 student, \$6,180 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 received for Pre-Primary to Yr6 students, whereas State funding is Kindy to Yr6.



Federal funding for PP-Y6 students is determined by the Schooling Resource Standard (SRS), which estimates how much funding a school needs to educate its students. Additional loadings are provided for disability; low English proficiency; parents' work/education level; First Nations; remote schools; small schools. For Independent schools, government funding of the base amount is reduced according to parents' Capacity to Contribute (CTC). This is calculated using parents' income tax data to determine the median parent income for each Independent school. Government funding for Independent schools is shared between the Commonwealth (80%) and the relevant state or territory government (20%). In 2024, the MRIS CTC score was increased possibly affecting funding adversely. While Federal and State funding did have an adjustment related to CPI, funding increases were predominantly due to increase student numbers. Federal grant funding was up \$302,838, while State was up by \$51,418.

Parents and staff are to be congratulated on raising \$13,236 in 2024. The extremely popular 2024 Art Auction was again very successful and enabled us to allocate \$23,000 towards upgrading the oval. Thanks also to those who have sought grants. Grants received totalled \$39,551, including National Student Wellbeing Program, PALS, EMF Fire and Biodiversity and other small grants,

Expenditure 2024

Expenditure increased in 2024 for several reasons. Staff salaries and wages were increased at the start of 2024 to maintain competitiveness within the education sector; also extra TA hours have been added due to increase in class student numbers. Other operating costs increased as is the general trend in the current economic climate.

Balance Sheet 2024

Net Assets have increased by \$151,994. The Balance Sheet (Assets) shows outstanding fee debtor balances have decreased to \$63,400, however reducing this amount further remains a priority for the Finance Manager and some progress has been made early in 2025. 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. There has been an increase in net assets and the School's financial position remains healthy.

2024 and beyond

In line with the Strategic Plan 2021-2025, the next phase of the School's financial planning will focus on consolidation. The revised 2025 budget based on the State census in Feb 2025, forecasts an operating cash surplus (with a loss after capital expenditures) assuming for 155 PP-Y6 students and 20 Kindy students, resulting in an average PP-Y6 class size of 22.1 and maintaining a PP-Y6 full time equivalent (FTE) E Student/Teacher ratio of 14.6.

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 was completed in 2024 and is now being well utilised by administration staff for meetings, work and interviews as well as teaching staff for tutoring and Occupational Therapists.

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 Finance Manager to perform day-to-day tasks with the Treasurer overseeing finances and making recommendations to the Governing Body. I would like to thank Rachel Phillips who has performed the position of Finance Manager very well in her first year. She has been a pleasure to work with. I would also like to thank Jessica Worrall and June Cunningham, who together with myself make up the Finance Committee. Both have assisted me by imparting their thorough understanding of finances and every other aspect of governing the school.



Portfolios & Subcommittees

Secretary's Report

Digby Fleming

Every year provides its challenges and 2024 was no exception. From a Governing Body (GB) perspective this included ensuring MRIS remained financially viable while improving assets such as the Forest Grove Hall, and supporting staff and students with Teachers Assistants in each class along with the decision to increase class sizes.

In addition to these items the GB also brought to conclusion a long period of consideration regarding Parent Flexible Commitment Hours, with changes made to Parent Hours and fee structures.

The GB also needed to manage some natural attrition of members, which included the transition of long standing Chairperson Jessica Worrall out of the position of Acting Chairperson that was held since the 2023 AGM, and welcomed George Firth in as Acting Chairperson. Thanks again to Jessica for her considerable efforts and dedication to MRIS in her time as Chairperson.

Finally, MRIS has become a 'school of choice', as it offers a unique educational environment and philosophy. This is due to many years of consistent effort by a large team of people, that includes governance, teaching and staff, and those parents who volunteer their precious time, and everyone involved should be proud that they continue to achieve the ultimate goal, to help MRIS students to 'Be your Best'.

Parent Body Representative Report

Bridgette Byrne

The Parent Body Representative:

- Represents parents at the Governing Body meetings.
- Supports the class coordinators in their role.
- Liaises with class coordinators regarding fundraising, rostering, and communicating information to parents.
- Welcomes new parents to the school and meets with class coordinators to discuss important upcoming dates and events.
- Assists with coordinating the School Disco.
- Introduces and helps induct new parents to the school in the first week of the school year alongside the Principal and Governing Body Chairperson.



2024 Highlights

In 2024, we continued to focus on parental engagement and connections. I worked on communicating regularly and clearly with families regarding parent jobs, how to complete them, and reminding parents to update their hours while highlighting different ways to contribute.

We continued using Taste Catering at MRSHS after a successful year of lunch orders in 2023. They provided excellent service throughout 2024, with positive feedback from both students and parents. This service has continued into 2025, and I would like to thank our lunch order collection team for their consistency and commitment.

The School Disco took place in Term 2 and was once again held in the school PAC. A big thank you to Simone Taplin, Anita Murray, and her daughter Calahni for their fantastic DJing skills. Also, a huge thank you to all the parents who donated their time to help set up, pack down, and ensure the night ran smoothly.

This year, The Fathering Project manned the BBQ, providing a sausage sizzle for our disco-goers. Thank you to Anton, Digby, and the rest of The Fathering Project team for their support.

Lastly, a big thank you to the 2024 Class Coordinators for their wonderful work in communicating with their classes and contributing to increased parental engagement. Your efforts in supporting new families and organising social activities have been invaluable.

I am pleased to continue in the role of Parent Body Representative for the next two years and look forward to engaging with and supporting our wonderful school community.

Alumni Representative Report

Jessica Worrall

Report prepared by Melissa White

The role of the Alumni Representative is to serve as the voice of MRIS graduates and their families on the GB. This position ensures a continuing connection between Graduates and MRIS and highlight achievements of MRIS alumni. While Jessica Worrall was elected to the role in 2024, being appointed as Acting Chairperson, essentially meant the position was held in abeyance. Thank you Melissa, for continuing to support the Alumni during this period.

Alumni Newsletter

The Alumni newsletter continues to be issued once per term. It provides important updates on alumni, showcasing their continued success and contributions.

Updates and Achievements

In addition to the newsletter, the achievements of MRIS graduates are regularly shared through the school's website and social media platforms. These updates include notable accomplishments, particularly those recognised during the High School Graduation, and social snapshots of our graduates at the annual school ball.



Building & Infrastructure Report

Paul Chamberlain

In 2024, significant upgrades and maintenance were completed across the school, enhancing both functionality and aesthetics. The refurbishment of Forest Grove Hall (FGH) was finalised, providing staff with a newly improved office space. It also serves as a quiet and comfortable space for academic intervention where children work 1:1 or in small groups with teachers and external therapists as well as a meeting area. A raised wooden deck was constructed outside the Pre-Primary area, adding a practical and safe outdoor extension. Essential infrastructure improvements included the installation of a PAC air conditioning system and a telephone line for FGH, ensuring better climate control and communication. Additionally, new office furniture was installed, further enhancing the usability of the space. Throughout the school, deep cleaning efforts, including steam cleaning of carpets, were undertaken to maintain hygiene and comfort.



Several maintenance and safety measures were addressed to improve the school's facilities. The carpark underwent essential repairs, including gravel surface maintenance and the remarking of the accessible bay, hatching, and crossing. A termite inspection identified and treated a nest south of the school, while new termite activity at the entrance palisade was managed with preventative treatment. Plumbing issues in the staff room were addressed with a replacement sensor for the Hydrotap, though further investigation into a complete unit replacement is ongoing. Additional upgrades included the erection of a garden shed for Year 6, the replacement of student toilet cisterns and seats, installation of blinds for the Year 6 verandah, and the continuation of the school's painting program. Fire mitigation efforts were undertaken through pruning, and a high-risk Karri tree in the carpark was removed following an arborist's safety assessment. Contractors attempted to vacuum-clean gutters, but due to equipment failure, the work will be completed on a weekend once repairs are made.

The Busy Bees continued to be an essential part of school maintenance, occurring twice during 2024. Volunteers oiled playground structures, removed weeds, cleared leaves, and carried out general cleaning across the school. Cobwebs and sticks were cleared from buildings, ensuring a well-maintained and inviting space for students and staff. These ongoing efforts reflect the community's commitment to providing a safe, functional, and aesthetically pleasing environment for the children's learning and development.

Looking forward, further improvements are planned to enhance the school environment. One major work in planning is the hard-court upgrade, which will see a new surface installed, along with a cover to provide additional shade and weather protection.



Communication & Marketing Report

GB position vacant

Report provided by Melissa White (Communications & Marketing Assistant)

Communication plays a vital role in connecting our parents, students, staff, and the wider community. The weekly 'paper' newsletter is the primary method of communication, complemented by other platforms like email, Seesaw, School Stream, and social media, all of which make sure we continue to share the learning journey and keeping the link between school and home.

Aim for Communication and Marketing Team (CMT): The goal was to continue building an engaged, vibrant school community through a mix of strategic planning and day-to-day operations, which include:

- Marketing and media opportunities
- Encouraging enrolments
- Fostering parent relationships and involvement

2024 Highlights

While there are positive results in both new enrolments and retention, indicating the success of the communication and marketing strategy, discussion is ongoing on how best to showcase the school as the High Tea event was cancelled for 2024. Other high profile events that contribute to the positive image of the school include the successful 19th Annual Art Auction attended by approximately 300 people, and the parent education seminar at the MR Heart with Dr Justin Coulson that was attended by over 100 people.

Events & Activities

- Monthly editorials in the Augusta-Margaret River Mail
- Special newsletter features on Specialist Teachers and Governing Body updates
- End of Year Concert and a whole-school Music concert showcasing the music program
- Meet & Greet the Specialist Teachers (though this was not well-attended)
- Meander Mayhem

Advertising and Recruitment

Advertising was successful for positions such as Teachers Assistants, Kindergarten, and Pre-Primary teacher on Facebook, SEEK, and in the newspaper and internal advertisement for Acting Deputy Principal – School Improvement.

Marketing Platforms

Social Media & Digital Presence: Instagram and Facebook were effective in both marketing the school and keeping families informed about day-to-day school activities.

Overall MRIS had a productive year with a good mix of internal and community engagement. Marketing and communication strategies seem to work well with social media and events. Some areas, like the Meet and Greet the Specialists, may need further improvement to increase attendance.

Policies & Procedures Report

GB position vacant

Report provided Amber Edmonds (Office Administrator)

The Head of the P&P portfolio, ideally 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 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: support the implementation of the MRIS Strategic Plan.

This position was held by Clare Gleeson until Aug 2024, meanwhile the Chairperson has worked with the support of the Finance Manager, Principal and Office Administrator. In 2025 management will be facilitated by the Finance Manager and the Office Administrator.

During 2024 the following policies and procedures were updated

- Flexible Commitment Hours Contribution Policy
- Behaviour Engagement (previously Behaviour Management & Violence)
- Bushfire Management Plan
- Complaints and Disputes Policy – late 2023

Redundant or superseded policies that were removed

- Behaviour Management & Violence

Major work planned for 2024/5 include the review of

- Wellbeing & Pastoral Care Policy
- Complaints Policy
- Gift and Giving Policy (new)
- Attendance (policy needs to replace procedure)
- Bullying Policy
- Child Protection Policy
- Health & Safety Policy
- Whistleblower Policy
- Mandatory Reporting of Child Sexual Abuse

- External Providers Policy

Art Auction

Todd Exell (Infrastructure Media & Services Manager)

Established in 2005, the Annual Margaret River Art Auction is the school's major fundraiser, achieved through the auctioning of donated art. The Art Auction 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.

A number of new sponsors came onboard in 2024 including three new Gold Sponsors, White Elephant Beach Café, Annapurna Wholefoods and Redsea Gallery who, along with existing Gold Sponsor Homes By Nature, ensured that the Art Auction was able to maintain cash prizes totalling \$11,000. In addition to being eligible for the cash prizes, participating artists benefit from being promoted 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.

2024 Margaret River Art Auction

- 19th Annual Margaret River Art Auction was held on 2 November
- 294 people attended, with 67 parents volunteering on the night
- 92 artworks were available to bid on (as silent or main auction)
- 10 auction items sold for over \$1,000, with Marcelle Egberts' painting "Main Break" receiving the highest bid of \$3,400
- 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 \$9,350, plus food, wine and beer donated
- Margaret River Region Open Studios provides a great lead in to the event, but does pose challenges with respect to artwork availability
- Utilises and adds to parent skill levels

Item	2024	2023
Ticket sales	\$5,390	\$4,337
Art sales	\$41,314	\$33,315
Sponsorship	\$9,350	\$9,150
Total Income	\$56,054	\$46,801
General costs	\$19,106	\$16,973
Staff Costs	\$13,915	\$14,294
Total Expenses	\$33,021	\$31,267
Net Return	\$23,033	\$15,534

- 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!

Thank you Rachuel Knapinski, who as Art Auction Coordinator, ensured a smooth, professional and enjoyable night. Rachuel has agreed to remain in the role for 2025.

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 \$74,686 for this long-term project estimated in 2018 to cost \$200,000.

MRIS Oval Upgrade
\$200,000



2024 ART PRIZES

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

\$5,000 MRIS Margaret River Art Prize:

Cindy Nasato

\$2,000 White Elephant Beach Cafe People's Choice Award:

Marcelle Egberts

\$1,500 Annapurna Wholefoods Packer's Prize:

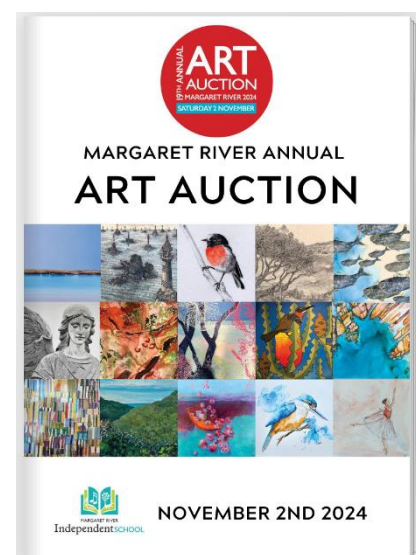
Honor Denby

\$1,500 Redsea Gallery Emerging Artist Prize:

Soleil Heimlich

\$1,000 Homes by Nature Sustainability Prize:

Chloe Wilder



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.

2024 Focus

In 2024, the key intent of the year was to continue the momentum for the group that was generated in 2023. This included completing the tasks associated with the three-year grant won from the AMR Shire Environmental Management Fund (EMF) for a range of conservation and bushland management activities at the school. Two key management plans were also prepared, including the Bushland Fire and Biodiversity Management Plan (Nicole Siemon) and the MRIS Biodiversity Assessment Report (Nature Conservation Margaret River), each of which provide invaluable guidance to effective management of the bushland for biodiversity conservation.

The core membership of the group included Andrew Green, Chani Byrne, Jessica Worrall, Digby Fleming, Todd Exell and Crispin Underwood. Two additional members have been identified and are available for 2025, which is great news.

Key aspects of the EMF grant completed in the year included: Ecological fire management, vegetation monitoring sites, weed control, indigenous engagement and educational learning opportunities and engagement for students and the wider school community.

Fire and Biodiversity Management

Stick pick and fuel reduction days: 3 days were held in 2024, two in autumn and one in spring, and another pick was conducted during the recent busy bee on the 16th of February. 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!

Feral Animal Control

In February 2024, MRIS parent and professional feral animal controller Michael Penrose checked for feral animals at the school at night time. He reported no fox or cat sightings on the school grounds, but he did hear foxes to the north east. He said he has previously seen and heard foxes on a few adjacent properties, and he suggested that fox numbers might be swelling in the absence of control efforts. The owners of these blocks were identified by the BMT and attempts have been made to get in touch and see if these land owners would be interested in a coordinated approach to feral animal control. These efforts are ongoing.

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!!). The Year 5s did some manual removal of *Watsonia* bulbs in sensitive high quality bushland, where the NCMRR contractors had deemed spraying to be too risky to off-target species. This was a great example of complementary approaches to a complex weed issue.

Cultural Awareness Day

Completed by Josh Whiteland of Koomal Dreaming on 20 August, a long time associate of the school. Successful event to raise awareness of indigenous land management and cultural practices for school children, including key aspects of bush land, bush tucker etc.

Grants

In 2023, the BMT was successful in obtaining what is hopefully a three-year grant through the Shire's Environmental Management Fund, which was a great win for the school. Totalling \$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.

The 2023-2024 portion of the grant for \$7,563 ex GST was acquitted mid-2024, and the Shire awarded the second year of the grant for \$3,917 ex GST.

2024 Focus

The focus for 2025 is to continue the positive spirit of the group, keep the energy up 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, in line with the *Fire and Biodiversity management Plan*.
- Complete flora / vegetation monitoring, as specified in the *Biodiversity Assessment Report (BAM)*.
- Implementation of the *Biodiversity Assessment Report* recommendations.
- Cultural awareness session with indigenous custodian.
- Ongoing weed control around the school site.
- Ongoing fauna monitoring program.
- Participation in Planet Ark's Plant a Tree Day – we have applied for a grant for 150 native seedlings so that every student can plant a local native species.

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 2024, over 80% of the School's funding was through Recurrent Grants from the Federal and State Governments. This is obtained/maintained/acquitted through Registration and Certification, determined primarily on student numbers (confirmed through census) and several other factors. Reporting on these is the responsibility of Finance Manager, Principal, Treasurer & Chairperson. Fees made up just under 16% 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.

2024 Focus

In 2024, G&F Sub Committee consisted of: Beth Dowling, Martina Manning, Rachel Phillips, Galate Underwood & 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:

- Refurbishment of the Forest Grove Hall, completed in 2024
- Repurposing the aging Hard Court into a roofed multi-purpose outdoor area
- Reworking the oval into an all year round oval

In 2024 the operating expenditure focus areas continue to be:

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

Positive developments in 2024

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

- The National Student Wellbeing Program (NSWP) 2024--2027 at \$20,084 pa (Coordinator R Phillips), funding via AISWA.
- Augusta Margaret River Shire Grant (EMF) of \$3,917 ex GST to support second year of deliver of "MRIS Biodiversity Protection and cultural awareness" (Coordinator C Underwood/T Exell), note co-contribution including 'in-kind' is required.
- AISWA Funding support via AISWA for Justin Coulson of \$6,000 received in 2024, acquitted in 2025 (Coordinator W Roediger)
- Partnership Acceptance Learning Sharing (PALS) DLGSC \$3,300 over 2 years (Coordinator A Burke), 2024 second year.
- Sporting Schools Grants \$6,250 ex GST used for sporting programs in Term 1 - Surfing, Term 3 - Hockey, Term 4 -Tee Ball

Unsuccessful grant applications

Nil

Applications in progress

Capital Grant for Multi-purpose Outdoor Area in location of aging hardcourt, submission is due 20 Mar 2025.

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 2024

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)

Every year the library focuses on creating an inviting, exciting and welcoming space for students and staff. Throughout 2024 the volunteers designed thematic spaces that reflected events happening within the school, as well as the broader community. We feel that this helps to create a space that fosters and supports children's interest in literature and exposes them to a wider range of texts that they may not normally look at. This will continue through 2025 as well as initiating plans to extend into the sensory area, creating a beautiful zone for sitting and encouraging greater text exploration. Currently the non-fiction area is well used, however, we feel that the way the books are stored makes searching for texts difficult. We would like to investigate getting shelving where some of these books can be presented cover first. This idea is a work in progress and will likely need fundraising to help achieve it.

In continuing to foster children's love for literature, the library will hold its annual Book Fair in Term 2. This is a very popular event where the children's excitement sees them immersed in a beautifully decorated library and able 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. Every year the Book Fair has become more and more successful with 2024's Book Fair selling \$3,379 worth of books, which then saw \$1,013 worth of books being kept in the school. Last year we invited the classroom teachers to choose books they wanted to expand their classroom libraries which gave children access to more books more often rather than waiting a week for library day.

In 2024, the Book Fair became a whole school event, where each classroom contributed decorations to suit the Alice in Wonderland theme. Children dressed up, competed in games and were able to purchase food and drink made by the year 6's. This approach will be taken again this year, giving students ownership over the event.

The running of Scholastic Book Club will continue in its reduced state of one issue per term. This was trialed last year in response to parental requests, and it seemed to still generate enough commission to add more books into the library.

The loss of books due to a missing status and student's losing books continued to be a significant issue throughout 2024, so we will continue to keep on top of overdue notices this year in hopes to see less books being written off.

Over the last two years the library volunteers have talked a lot about wanting the library to be open on Fridays at recess and lunch. This still is something yet to be achieved but hopefully we can continue to work towards facilitating duty supervision and timetabling to get there this year.

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 commitment 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 2024.

Major Projects Report

Todd Exell, Infrastructure Media & Services Business Manager

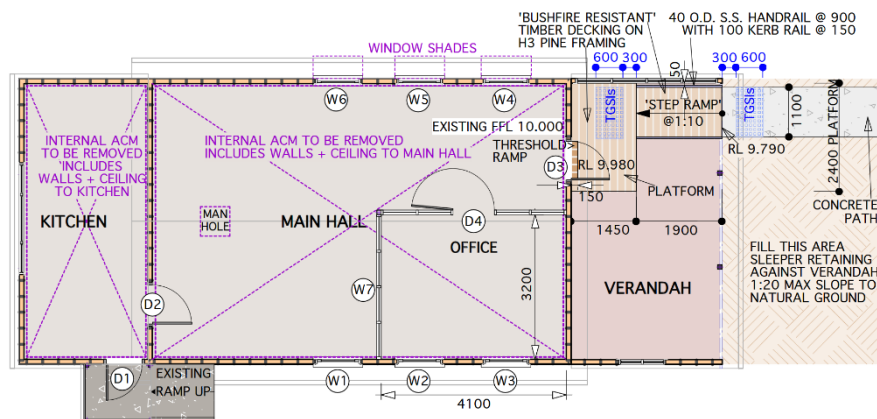
With the successful completion of the Forest Grove Hall renovation on time, the facility is now being used for a range of purposes including:

- Office for the school's Finance Manager and IMS Manager
- Meeting room for the MRIS Governing Board, Bushland Management Team and other groups as required
- Workspace for the Art Auction Coordinator
- Meeting place for Occupational Therapist appointments with their clients



The final cost of the project has been compiled and is summarised as follows.

Building Renovation	Cost
Architect	\$1,414
Asbestos Removal	\$18,982
Builder	\$146,255
Sundry Costs	\$1,060
Subtotal	\$167,711
Building Fit Out	
Air conditioning	\$4,480
Furniture	\$8,548
ICT	\$6,882
Subtotal	\$19,910
Total Expenditure	\$187,621



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 2024

Strategic Priority	Progress
Education ◇ Continue to utilise our School Improvement Plan to improve the quality of education & engagement by measuring the impact of effective teaching & learning practices & reporting to all stakeholders. ◇ Share the learning journey by supporting teachers to both value and know how to utilise parents effectively in the class learning. ◇ Educate parents in our school language through programmes such as STEP, Virtue, NVC etc.	- Principal & DP-SI advise regularly on progress against School Improvement Plan. The 2020-2022 focus Domain 2 "ANALYSIS & DISCUSSION OF DATA" remains as an ongoing commitment and improvement to practices. 2023-2025 brought focus to Domain 5 "AN EXPERT TEACHING TEAM" and Domain 3 "A CULTURE THAT PROMOTED LEARNING. Also commenced in 2022-2023 is "Leadership Team Self-Assessment in Driving School Improvement". Following on from 2023 GB & Management Team review of effective use of Teacher's Assistants saw introduction in of full time TA per room with a stated aim 24 students per class for Y1-6 from 2024. Review at end of 2024, affirmed practice of consistent teacher and TA team in building expert teaching teams, work to continue in this area in 2025.

Strategic Priority	Progress
	<ul style="list-style-type: none"> - STEP promoted to both Staff & Parents with alternative Parent Education Session e.g. Virtues & NVC. - 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.
<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 / induction session continued and improved into 2024 and online sessions offered mid-year. 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. - 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 including Art Auction identified, successful in improving engagement. - In 2024, after two years of thorough review and deliberation GB reaffirmed importance of parent involvement to improved student outcomes, creating community and maintaining affordable fees. The flexible commitment policy was updated to balance the needs of parents together with the needs of the School. From the end of 2024, the equivalent hourly charge rate was updated; and effective from the start of 2025, the flexible commitment hours per parent was reduced by a quarter; and a building fund levy per family was introduced to be reviewed in 2025.
<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. - 2024 implementation of 24 per Y1-6 class with full time TA. Aim to address ongoing waitlists, financial volatility of funding model (Capacity to Contribute) together with benefits re ongoing improvement of expert teaching team. Have seen immediate benefits in all these areas. - Fees reviewed annually Some success in 2024 with \$39,000 in grants obtained/expended in addition to recurrent funding. Fundraising pursued, and over \$13,000 raised by parents in 2024.

Strategic Priority	Progress
<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"> - COVID-19 delayed Forest Grove Hall refurbishment, completed in 2024. - BMT continues with twice yearly + stick picks. Second year of Shire grant (EMF) obtained. - Ongoing development of RAP.
<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 2024, building from work in 2023. - GB approved increase of wellbeing team to five days a week in 2025. - Staff Performance Management Policy updated, utilization of Employment Hero to track required training. - Improving volunteer engagement & co-ordination associated with review of flexible commitment hours, including delivery of inductions online. - Ongoing changes in MT being managed. Succession planning underway. - Zunia introduced in 2023 to replace SchoolPRO; necessary improvements identified to the system through 2024 with some implementation through 2024 and into 2025.
<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). During the year, the domains were changed to include *Domain 3: A culture that promotes learning* and *Domain 5: An expert teaching team*.

Through the development of the Discussion of Data Domain, staff utilised data to guide practice and drive change. The On Entry assessment was continued this year, covering Pre-primary to Year 1. This assessment allows teachers to gather insights into each student's literacy and numeracy understanding. Early assessments will help the school monitor the progress of individual students and groups. This data will inform planning for the early years and address the specific needs of these students.

Years 4-6 have continued to develop the Solution Society and Tinker Thinker program (Mathematics) based on both the PAT testing and NAPLAN data. This aims to target specific areas recognised as needing support in Mathematics and Literacy. This is adapted, annually, to meet the needs of the cohorts. After an audit of the Spelling programme and with the Mathematics programme iMaths being discontinued, two new programmes will be implemented in 2025 –DSFs Word Origins Y4-6 and Maths Trek Pre-6.

Subjects were highlighted this year with classes celebrating World Maths, Health, Technology and Literacy Day. Students collaborated with their Buddy class to participate in activities related to these topics. Additionally, the French Olympics was a whole school focus.

A new program was offered to Years 5 and 6 during term 2 and 3 – Tournament of Minds. It offered both students and staff to develop critical and creative thinking skills. This year's team placed 5th overall in the state.

Each student in Years 4-6 completed a learning strength survey. This data was collated and further analysis in 2025 will allow teachers to promote a culture that develops all strengths.

At the end of the year, the consistent team of teacher and teacher's assistant was evaluated, and it was determined that the teams will remain in each year level. MRIS is looking forward to building these teams across the following years. The TA's met with the Deputy Principal for a review and to set goals for 2025.

Staffing Information

School Staff

Teaching Staff	19	Non teaching Staff	21
FTE Teaching Staff	10.4	Non Teaching FTE Staff	10.6

(FTE: Full Time Equivalent)

Source – August 2024 Federal Census – NB Principal included in Teaching Staff

Staff Qualifications

Qualification	Percentage of Teachers & Leaders at the School
Post Graduate Qualification	19%
Bachelor Degree	66%
Diploma	15%
Certificate	0%

Staff Composition

2023 Staff	Teaching		Non Teaching	
	Female	Male	Female	Male
Full time	5	0	2	1
Part time	12	3	17	1
Indigenous	Nil			

Retention of staff in 2024 from 2023 was 85%.

Expenditure on and staff participation in professional development

The total funds expended on professional development (excluding wages) in 2024 was \$11,945 (excl wages). Professional development is listed on the table that follows:

Professional Developments	Provider	Staff	Date
Term 1			
Reconciliation Action Plan & Global Competencies	AISWA	25 staff	29 Jan
Code of Conduct	MRIS	30 staff	30 Jan
Cognitive Load	DFS	25 staff	2 Feb
Small Schools Collegiate Meeting	AISWA	1 staff	19 Feb
Autism Workshops	Positive Partnerships	2 staff	27 & 28 Feb
Student Engagement	Corwin Webinars	2 staff	22 Feb
STEP	MRIS, Pam Tuffin	3 TAs	5, 12, 19, 27 Mar
Language, Literacy & Learning Conference	DSF	2 teachers	23 Mar
Leading Cultural Change	Webinar International Women's day	2 teachers	7 Mar
Teaching Children who are deaf & hard of hearing	SSENS	1 teacher	6 Mar
Reggio Emilia Workshop	AISWA, Bunbury (BCGS)	4 staff	23 Mar
How to talk with Teens about drugs	Headspace	1 staff	27 Mar
Term 2			
Peer Support	Webinar	1 staff	Week 1

Professional Developments	Provider	Staff	Date
James Nottingham -The Learning Pit	ACEL North Harrisdale PS	2 teachers	18 April
Coaching GROW/TH	AISWA	5 staff	19 Apr
RAP brain storming /planning	AISWA	11 teachers, 1 parent 1GB	19 Apr
Kindergarten Curriculum Guidelines	Dept Ed, SCSA	1 teacher	17 May
Leading Data Informed Change	AISWA	2 teachers	17 May
Tournaments of the Mind	Webinar	2 teachers	22 Apr
What's new in Brightpath	AISWA	2 teachers	23 Apr
Purposeful Pedagogies	AISWA, Maree Whitely	2 teachers	Term 2-4
Positive Ed Conference	PESA, Christ Church	1 teacher	18 May
2024 Leaders Conference	AISWA, Optus Stadium	1 staff	20 May
Whole School Approach to Teaching Place Value PP-6	AISWA	1 teacher	29 Apr
Grow Your Mind	Presented to staff and students by OT Parent	7 teachers	Week 10
Where EYLF meets the principles of Reggio Emilia	AISWA	1 teacher	8 Jun
Virtues Workshop	Past School Nurse Upskill /Review	4 staff 11 teachers	11 Jun
Term 3			
Reportable Conduct Scheme	AISWA	8 teachers	27 Jun
Justin Coulson: Parenting Revolution	Happy Families	14 staff	19 Jul
AI	AISWA	9 staff	20 Jul
Putting AI to work -	futurist	1 teacher	31 Jul
Seesaw refresher	Seesaw Ambassador	1 teacher	25 Jul
Talk4Writing	DSF online	1 teacher	29-30 Jul
Sizzling Starters	7 steps Writing	2 teachers	5 Aug
Online Governance	AICD Webinar	1 GB	19 Aug
Australia Wide Taxation& payroll training	AISWA	1 staff	6 Aug
Jump Rope For Heart	The Heart foundation AISWA Webinar	1 teacher	15 Aug
South West Workshop (Briefing the Board)	AISWA Bunbury Grammar	6 staff	23 Aug
STEP	MRIS, Pam Tuffin	4 staff	Aug - 4 weeks
Communicating in a Crisis	AISWA	1 staff	4 Sep
7 Habits of Highly Effective People	ACEL	1 staff	Sep
Purposeful Pedagogies Inquiry plan for MRIS	AISWA	2 teachers	ongoing
Learning at MRIS	AISWA, Maree Whitely	2 teachers	ongoing
Term 4			
Leaders Conference Adelaide	ACEL	1 staff	30 Sep-2 Oct
Origin of Words -Literacy: Y 4-6	DSF	2 teachers	9 Oct

Professional Developments	Provider	Staff	Date
Wellbeing Framework Intro	Wellbeing Distillery David Bott	16 staff	11 Oct
Teach Like a Champion	PWRD Leadership Webinars	1 teacher	24 Oct, 7 & 21 Nov
Maggie Dent Steve Biddulph	Webinar	2 staff	4 Nov
Contextual Wellbeing Positive Schools Conference	Dr Helen Street	2 staff	14-15 Nov
Restorative School Practices	Real Schools , Adam Voigt	2 staff	18 Nov
Wellbeing Framework Review of progress	Wellbeing Distillery	1 staff	27 Nov
Autism	AISWA	1 staff	4 Dec



Key Student Outcomes

Student Population & Attendance

Student population composition in 2024

Student population of compulsory schooling (excluding Kindy) at census was 151.

Female	Male	Indigenous	Language background other than English
49%	51%	2%	12%

(Source: Federal Census August 2024)

Average student attendance rate

The average student attendance rate of compulsory schooling (i.e. excluding Kindy) was 83.3% down from 83.7% in 2023

Total Number of Students	Number of Equiv. School Days in Program Year	Total Number of Student Absences	Average Attendance Rate %
151	189 (tbc)	4,776 out of 28,539 days	83.3%

Attendance rate as per year level 2024

	Total Number of Students	Total Number of Days Enrolled	Total Number of Student Absences	Average Attendance Rate %
PP	22	4,158	847.5	79.62%
Year 1	23	4,347	721.5	83.4%
Year 2	19	3,591	645.5	82.0%
Year 3	24	4,536	657	85.5%
Year 4	24	4,536	804	82.3%
Year 5	24	4,536	662.5	85.4%
Year 6	15	2,835	437.5	84.6%

Non-compulsory schooling

Enrolments in non-compulsory schooling offered by MRIS at the end of 2024

Kindergarten (4-5years old)	Little Indies (3years old)
3-day program	0.5-day program
19	6

Wellbeing & Pastoral Care

Julia Knight and John Francis

Social and emotional learning and pastoral care is currently provided by teaching staff, the Wellbeing Coordinator and the Chaplain at Margaret River Independent school. It is 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 Wellbeing Program for Pastoral Care Services.



The Wellbeing Coordinator and the Chaplain support the inclusive and welcoming nature of MRIS and focus on social and emotional wellbeing through the school community. They provide both immediate and ongoing support for the students, as well as providing information and support, as required, to any parent or staff member within the school community. Chaplains are not permitted to proselytise. In 2025 the Chaplain and Wellbeing Coordinator will be working as a team across the school, with the service extended to cover five full days a week.

In 2024 the team worked with students across areas including:

- Emotional skills – bouncing back, self-regulation, coping skills.
- Social skills – friendships, friendship issues.
- Learning skills – sensory issues, engagement, distraction.
- Feelings and Behaviours – emotional understanding, language and vocabulary around feelings, and how to manage and regulate big emotions and feelings.
- Internal strengths – understanding feelings and needs and vocabulary.

During the year the wellbeing team worked predominately with students that were struggling with self-regulation using tools, strategies, language and programs to teach skill deficits.

A lot of work has been focused around friendships, using restorative practices and running sessions based on the URSTRONG program. The URSTRONG Program is a whole school friendship strategy that improves the social climate in the school. It is a proven skills-based strategy, that teaches kid-friendly concepts, skills, and language to help children build and maintain healthy friendships, manage conflict with kindness, and increase overall resilience.

At the end of term four the staff at the school started developing a strategic plan for wellbeing based on the Wellbeing Distillery model and led by David Bott from the Wellbeing Distillery. At the beginning of term one in 2025 the staff completed their first draft of the Wellbeing Strategic Plan. This will be worked on and developed further throughout 2025.

In Term 3, the PASS (pupils' attitudes to self and school) wellbeing survey was undertaken for year groups from year 3 to year 6. PASS is a tool provided by GL Education that supports students learning. It focuses on three broad areas: how a student feels about themselves; their engagement with the curriculum; and their feelings about school. The PASS survey was introduced at MRSIS from 2022 and provides accurate actionable data. In 2024, writing and interpretation of data was supported by a new statistician, Richard Parson. The 2024 PASS report showed 'response to curriculum' and 'self-regard as a learner' were the two domains that displayed the lowest mean percentages.

In response to these results, a new spelling program will be introduced in 2025. Tutoring will change to be an intensive, younger years learning intervention plan. The school will be fully embracing Andrew Fuller's 'learning strengths', with each student and staff member having completed their own learning strength survey. In 2025 we will continue

to create 'learning strengths' posters with year 2 and year 2 student, while pre-primary and year 1 students will continue learning about the different learning strengths. Moving into 2025 the student's individual 'learning strengths' will be added into their PATHS acknowledgement at the whole school meeting. There will be continued focus and language around the 'learning Pit' and this concept will be developed and expanded across the school. These interventions focus predominately on the domain 'response to curriculum', which in turn will improve 'self-regard as a learner'.

In 2025 the attendance data will continue to be analysed each term, and the PASS survey results will be correlated with that data in Term 3-4.

The following programs were undertaken as an ongoing roll out across the 2024 school year.

Peer Support Program

Run by the school Chaplain, this program teaches the years 6 students to lead other students across the school through a 'making friends module'.

Young Leaders Program

Run by the Chaplain in year 5, this program aims to empower upper primary students to develop their leadership skills and make a positive difference in their communities. The program was developed by parenting author Micheal Grose.

Butterfly Body Bright Program

Run by the Wellbeing Coordinator, the program is a whole school approach to support positive body image in children. This program aims to promote positive body attitudes and behaviours towards the body, eating and physical activity in children, so students can thrive both at school and in life. In 2025 the wellbeing team will be incorporating these lessons into the URSTRONG program and running them simultaneously.

Chat club

Run by the Wellbeing Coordinator, this is a whole school club accessed by students on a Wednesday lunch time. This club involves mindful colouring and guided chat. The students like to engage and socialise with different year groups, branching out of their usual friendship circles.



Academic Results

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

NAPLAN

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

Notable changes implemented from 2023 to the NAPLAN process include:

- All testing, except for Year 3 writing, is conducted online
- Testing has been moved to earlier in the year (March)
- 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 2024, and results became available in Term 3 2024. 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 2024 MRIS Year 3 students, based on the average scores, did not perform as well as other schools (national, state or similar schools) on all domains. While the mean scores for all domains were above the National Minimum Standard (NMS), scores for a small number of students fell below the NMS for Reading, Spelling and Grammar and Punctuation. The mean scores for Year 5 students were better than all comparative averages for Numeracy, Reading and Grammar/punctuation, while the mean scores were lower than others for Writing and Spelling. Mean scores for all domains were above the NMS. All individual students performed above the lower limit of the NMS for all domains, although one student was borderline for Reading and one for Writing.

Note, the wide spread of scores for all domains means that some students performed very well, while some others were in need of further support.

NAPLAN is used to identify if possible emerging trends and use these to identify target actions to assist in the delivery of learning which for 2024 includes:

Numeracy

Whole of school iMaths programme has supported keeping the Maths results steady, new programme being trialled in 2025. Continue with Maths tutoring support as needed. Continued focus in Y 4-6 Solution Society.

Reading

Continue Y4-Y6 homework reading novels study and extend into Y3.

Writing

In Y3, continue the Talk for Writing Program, continue novel reading to the whole class. From Y5 continue typing program in Y4 ongoing including providing timed typing sessions (2024 was the first time students have typed the story).

Spelling

From Y3, continue implementation of SoundsWrite and utilise guidance from Heggerty, literacy tutoring provided as needed. From Y5, in upper years, introduce new DSF targeted program: Origin of Words.

Grammar and Punctuation

Continue to implement dictation across year groups. In Y3 continue current use of Grammar and Punctuation textbooks. For upper school, punctuation has been included as part of the success criteria across subjects and continue with Tinker Thinker in Y4-6.

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 affordable. There is also an important link between positive student outcomes and parental involvement at school. Currently, in summary, each parent is required to contribute 40 hours per annum, and for hours not completed without an approved waiver (e.g. welcoming a new baby to your family and the world), a charge at \$10/hr is levied.

Over the last two years there have been some requests via the Parent Survey to consider reducing the number of commitment hours. After a thorough review over the last two years the GB agreed the following to balance the needs of parents together with the School:

- From end of 2024, flexible commitment hours not completed or not logged will be charged at \$20/hr.
- From 2025, each parent contribution for flexible commitment will be 30 hours per parent per year.
- From 2025, a \$150 building fund levy per family per annum will be introduced, this will be reserved for building maintenance and upgrades. This building levy will be reviewed in 2025 to determine if it needs to be increased further, in line with other similar schools.

The Flexible Commitment Hours Contribution Policy has been updated and provides guidance on how hours may be completed. 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. Additionally, Track it Forward is being updated to improve the recording of completion of hours.

2024 saw the continued the drive to re-engage, encourage and ease parental involvement led by the Parent Body Rep. 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	\$23,000	Retained for Capital Expenditure (Oval Upgrade) after direct and indirect expenses.
Class fundraisers*	\$4,363	Raised by year groups for camps
Jump rope	\$576	Donated
Y6 fundraisers	\$1,659	Donated to Perth Zoo, Capes Raptor Centre, Sea Trees Dutton Day, Our Patch, World Vision Sponsor Child
French	\$1,997	\$1,006 to be spent in 2025
Whole of school fundraisers	\$4,823	Funds raised from Meander Mayhem, Disco, Raffles, Sausage Sizzles, Book rebates. \$1,372 of which to be spent in 2025.
Parent Bulk Buying Group	TBC	Parent Bulk Buying Group

*Funds raised for camps included Y2 \$1,175, Y4 \$373, Y5 \$1,640 and Y6 \$1,175

Student raised \$2,235, which they donated to external organisations as follows

Fundraiser	Function	Amount	Comments
Whole School	Jump Rope for Heart	\$576	Whole School
Yr 6	Frog T-Shirts	\$153	To Perth Zoo with \$468.70 from 2023/24
Yr 6	Capes Raptor Centre	\$313	
Yr 6	See Trees Dutton Day	\$156	
Yr 6	Our Patch	\$416	
Yr 6	World Vision Sponsor Child	\$621	



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 / Event	Attendance
Welcome new parents to MRIS & CSO & Volunteer Induction, Staff & GB – 3 sessions early Feb	43 parents
Literacy Workshop) Year1 parents – 31 Jan	12 parents
Numeracy Workshop Year1 parents, 5 Feb	7 parents
Meet & Greet – 1 presenter parent	6 parents
Class meetings – for all classes	116 parents
RAP brainstorming / planning -19 Apr	1 parent
STEP Parenting Course, P Tuffin – Term 1 over 4 days	15 parents
Parent teacher interviews	TBA
STEP Parenting Course, P Tuffin – Term 2 over 4 Saturdays	8 parents
Science of Learning, DSF – 3 May	20 parents
Virtues workshop – 11 Jun	7 parents
Justin Coulson: Parenting Revolution – 18 Jul	69 parents (over 100 attendees)
Non Violent Communication, Lauren Scanlan – Cancelled	
STEP Parenting Course, P Tuffin – Term 3 over 4 days	8 parents, 1 TA
Legal Workshops with Clare Gleeson - 17 Sep – 29 Oct	TBA
Kindergarten orientation to school sessions for 2026 on 27 Nov	16 parents
- Circle of Security Workshop (Therapy Focus)	
- Welcome to Day 1 - AISWA Psych Stephanie Luke	

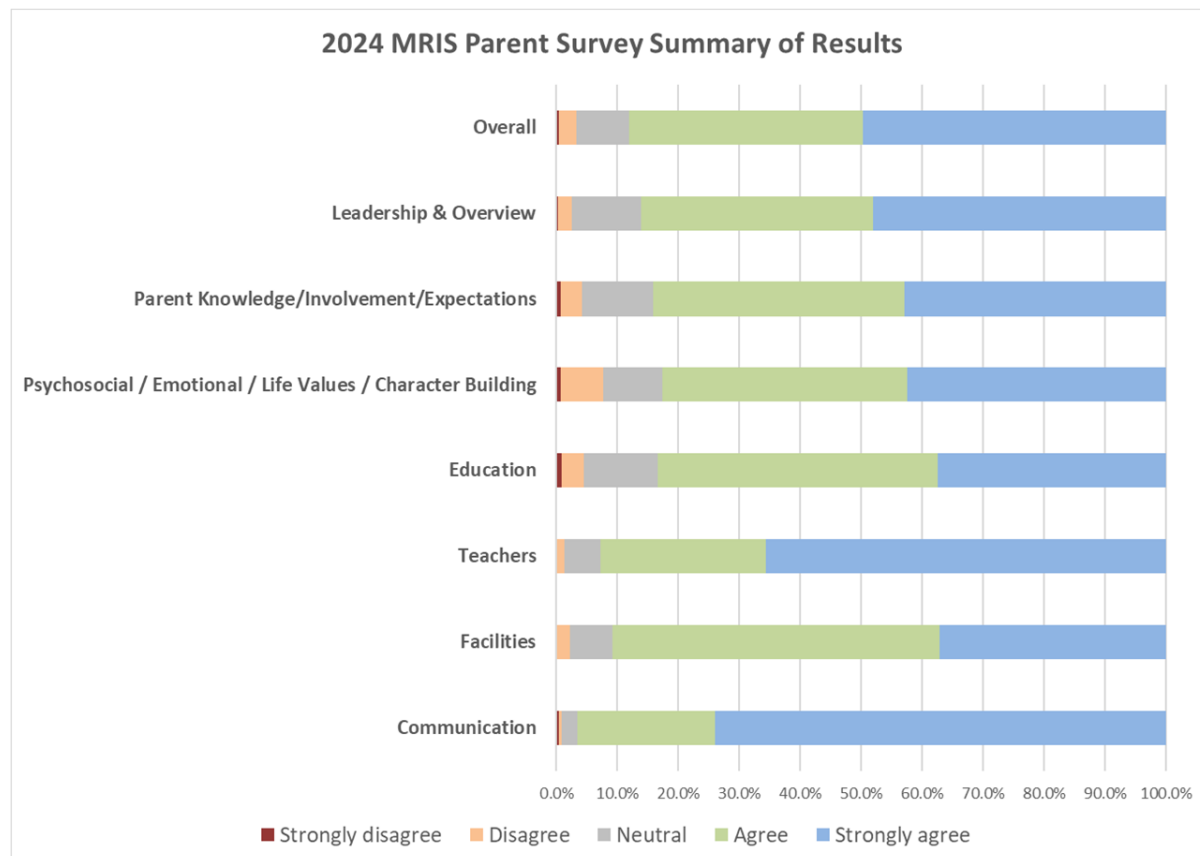


Parent Satisfaction Survey

The MRIS 2024 Parent Survey was conducted towards the end of Term 4. We received **77** responses up slightly on the 71 received in 2023. 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 great **majority** of answers being Agree or Strongly agree with a slight strengthening in positive responses across the whole survey as compared to the 2023 survey.



The Positives

The area with overwhelming Strongly agree otherwise Agree is:

- ◇ Teacher(s) treat me with courtesy and respect

Other areas with similar high satisfaction include:

- ◇ Phone calls and emails are answered within a reasonable time
- ◇ I am satisfied with the Drama programme at our school
- ◇ I believe MRIS supports and enhances the education of the 'the whole child', building on knowledge, critical thinking, strength and character.

Where to improve

Unlike previous years, responses to all questions were predominantly positive and were without significant polarisation.

Nevertheless, based on a number of respondents who Strongly disagree or Disagree, areas for **improvement**, are:

- ◊ I am satisfied with the Sports programme at our school
- ◊ I am satisfied with the required level of parental involvement and contribution
- ◊ The school deals with complicated relationships, or bullying in a timely, safe and respectful manner.

While 63.9% of respondents were satisfied with the Sports programme at our school, four parents Strongly disagreed and eleven Disagreed. Eleven comments were received displaying a diverse range of perceptions, particularly with respect to a need for a Sports Carnival for all years, lack in understanding the content of the Sports programme, through to the need for better equipment and an improved oval, however two respondents considered an oval either environmentally irresponsible and/or secondary to academic needs. An additional six comments, were received on the swimming programme. These individual comments will be considered predominantly by the Principal and staff in address as appropriate in 2025.

The statement "I am satisfied with the required level of parent involvement and contribution", saw a *significantly positive shift* in 2024, with 68.8% Strongly agreed or Agreed, 18.2% Neutral, while six respondents (7.8%) Disagreed and three (3.9%) Strongly disagreed; eight comments were made. This was a significant area of concern in 2021 and 2022 due in part to the impact of COVID-19 and associated decline in parental engagement. It is evident that efforts during 2023 and 2024 to improve community connection, including communicating the importance of parental involvement and easing ways to enable parental involvement, have met with some success. Family and school connection is pivotal to our small Family School being the basis for our establishment, as it has the effect of improved student outcomes and maintaining low fees. After an extensive consideration through 2023 and into 2024, the Governing Body agreed the following to balance the needs of parents together with the School:

- From the end of 2024, flexible commitment hours not completed or not logged will be charged at \$20/hr.
- From 2025, each parent contribution for flexible commitment will be 30 hours per parent per year.
- From 2025, a \$150 building fund levy per family per annum will be introduced, this will be reserved for building maintenance and upgrades. This building levy will be reviewed in 2025 to determine if it needs to be increased further, in line with other similar schools.

This will remain focus area for the GB, staff and class coordinators into 2025, to ensure continued improvement of parental engagement.

While the majority (69.4%) Agreed or Strongly Agreed that 'The school deals with complicated relationships, or bullying in a timely, safe and respectful manner', one respondent Strongly disagreed and nine (12.5%) Disagreed. Six comments were made in this area.

This has been an ongoing whole of school focus area since 2023. For 2024, the GB approved the introduction of class sizes of 24 to enable a full time Teachers Assistant to be employed in Y1-Y6 classrooms. Additionally for 2025, the GB has approved an increase in pastoral care programme such that the combined role of Chaplain/Wellbeing Officer is now full time. Having full time wellbeing support will assist in catching the small events that can escalate and provide more time to record on Zunia. "What is Bullying" workshops with School Psychiatrist will be scheduled along with community education on understanding autism and disability.

Thank you to the 31 respondents who made additional **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 action, here are some samples:

"After years at the school I still strongly value the community & family involvement it sets. I feel the children benefit a lot from an intrinsic motivation model and from a non reward based system. I would prefer more regular info on curriculum content, more opportunities to see at home what children are working on at school, and generally more diverse & in depth content. Seesaw & teacher meetings help with some of this. Thanks to all staff for their great commitment."

"I would like to see more transparency as to how parent jobs are allocated. As we have 2 full time working parents in our household, it's very difficult to find parent hour jobs that suit our schedules. Sometimes there are jobs that we could do, but we don't have an opportunity to request to do them - they get allocated without being advertised."

“Love the school. I think a better focus on sport and improved/ more evolved interpretation around embracing (healthy) competition would attract more diverse children and family's to MRIS.”

"The French olympics was a great opportunity for my kids to witness cultural diversity and understanding at an international level and it was great to see the school utilised this opportunity having their own mini version."

"Thanks for creating a beautiful community school that supports the whole child to become a kind and valued member of society. We feel so lucky to be a part of it!"



Summary of recommended actions

Progress report on outstanding actions from GB Review of the 2024 MRIS Parent Survey

Parent Knowledge, Involvement and Expectations 2023 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.

COMPLETED 2024: GB review finalised and parents informed of outcome by email, August 2024.

Leadership (Governance & Management) 2021 Item:

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.

COMPLETED 2024 (it remains an ongoing activity): Once Minutes approved by GB, loaded to School Stream by Administration Officer.

Events

MRIS had a busy and fulfilling year in 2024 with the calendar filled with social, school and community events, with the following included.

Cultural Events

- 19th Annual Art Auction
- Scholastic Book Fair – Alice in Wonderland
- Harmony Day
- Cowara Bird Project Visit
- Spare Parts Puppet Theatre Visit
- Yirri Yakin
- Inaugural MRIS Ceramics Exhibition organised by Murray Stevenson

Environmental Events

- Wadandi Program
- Indigenous Season Celebrations
- Pitfall Trapping
- Yr 6 Our Patch Presentation at the Shire

School Community

- Welcome Induction for new parents
- Meet the Specialists
- Whole of School Busy Bee & BBQ Term 1 and Term 3
- Fundraising (Dress as your Favourite Hero)
- STEP x 4 (2 sessions)
- Saturday STEP
- Parent Information Sessions
- School Concert and Graduation
- Yr 3 STEM Arcade Games
- Graduation Dinner
- NVC
- Virtues Workshop
- Free Legal Workshops
- Brad Robbins from 'A Stitch in Time' addressing youth mental health
- School Disco
- Mid-Year Matinee
- End-of-Year Music Concert
- Flinders Bay Picnic

Wider Community

- MRIS /AISWA presents Dr Justin Coulson: Parenting Revolution parenting seminar. Over 100 attendees. Wine & Cheese night
- Senior students perform well at Tournament of Minds
- Grandparent Day – This is Your Life

- Year 6 MRIS students met Dame Jane Goodall presenting MRIS's Environment and First Nations programme
- MRIS volunteered to assist the Lions Eye Health Program with free vision screening of children.
- Margaret River ANZAC Day March and Ceremony
- Readers and Writers Festival

Sporting/Adventure Events

- Surfing Lessons
- Yulunga Games
- Swimming Lessons
- Interschool Athletics
- Class Camps x 6
- Yr 5 Jump Rope For Heart Performance
- Meander Mayhem
- French Olympics







Conclusion

In conclusion, 2024 was a successful year, and a year of consolidation and improvement. We have worked hard on strengthening our parent engagement, together with our capacity, finances and facilities 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 42nd year.