



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

# Parent Handbook



## EVERYONE IS WELCOME

**Margaret River** Independent School (MRIS) was established as Nyindamurra Family School (NFS) in 1982 by a group of parents who had come to the area seeking a 'sea change'. This dedicated group had a vision of providing an alternative to the government school system in which school was an extension of family life and children learned as individuals.

MRIS is an independent school, member of AISWA – Association of Independent Schools of WA, registered by the Department of Education Services (DES) and follows the Australian Curriculum legislated for all WA schools (SCSA). At MRIS we follow the National Principles of Child Safe Organisations.

## 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)

Our core values are the foundation for all learning, teaching and life: "*Our children achieve their best*".

"Intelligence plus character - that is the goal of true education" Martin Luther King Junior

## OUR VISION

The Margaret River school that is chosen for developing the whole child by partnering students, families and quality caring staff.

## OUR MOTTO

"Be Your Best"

*Welcome and thank you for Sharing the Learning Journey!!*

"Education is a journey and not a destination, for we must keep developing.....Mrs S.G. Stooke 1937

# Welcome to

# Margaret River Independent School

## *Sharing the Learning Journey*

MRIS provides a quality learning environment, developing each child's strengths, self-esteem and self-motivation. Our students build academic, social, emotional and personal skills, which accompany them on their journey through life. To this end an atmosphere of mutual respect is fostered between children, staff and parents via the use of the Virtues and Peer Support programs and the STEP parenting course (Systematic Training in Effective Parenting) offered by the school.

The school's focus on Intrinsic Motivation helps the students develop autonomy, mastery and purpose.

As a small school we can individually tailor interesting and challenging teaching programs for students. With this child-centred approach, self-esteem and ownership of learning is promoted.

MRIS graduates usually go to Margaret River Senior High School, where they have established a reputation for high standards of learning and achievement. A number of MRIS students have gone on to be head students, duxes and award recipients.

The school is situated in an area of natural bush, and children are encouraged to learn about and care for their environment. The school owns its buildings and is constantly expanding its facilities, which include the Nyindamurra Performing Arts Centre, eight classrooms, a library, dedicated art/science classroom and administration building. There are two playgrounds for Early Learning students, three for Primary students, plus a hard-court and parkland playing areas for student use.

## **Mini Indies – on hold**

### **Playgroup for Under-3-Year-Olds**

Mini Indies Playgroup is surrounded by natural bushland and offers nurturing play-based experience for children and parents to share with: sensory art activities; songs and puppet shows; nature exploration and play; promoting family support networks. See [Mini Indies](#) brochure.

## **Little Indies**

### **Discovery School for 3-Year-Olds (Wednesday mornings)**

Guided by the six Noongar seasons, Little Indies is a year-long, nature-based program designed to nourish young children and gently introduce them to a learning environment away from the home. As a Pre-Kindy program, it complies with the Early Years Learning Framework and meets the National Quality Standards. Parents may accompany their child while the child develops confidence and independence. Children participate in all-weather activities, learning about risk and exploring the bush, with a focus on developing resilience, curiosity, imagination and self-awareness. See [Little Indies](#) brochure.

## **Kindergarten to Year 6**

### **Early Years – Our Introduction to Schooling**

MRIS Kindergarten (Monday, Tuesday & Thursday) & Pre-Primary (Monday to Friday) provide children with a secure, creative environment in which they can explore and learn through spontaneous play. It is through a combination of this play-based learning and the explicit teaching of literacy and numeracy skills that children develop a strong sense of identity and make connections with their world. Our kindergarten has been recognised for Best Practice by the Association of Independent Schools WA (AISWA). See [Kindergarten/Pre-Primary](#) brochure.

## **Primary**

In the Primary years we continue to instil a sense of self-esteem while promoting a mature attitude to study that will carry the child through the more rigorous demands of secondary education.

## Curriculum

- MRIS follows the West Australian State Curriculum. Our teachers follow a Whole School Development Plan which addresses learning areas including English, Maths, Science, History, Geography, Languages, Arts, Economics, Business, Civics, Citizenship, Health, Physical Education, ICT, Design and Technology.
- MRIS is extremely proud of its well-chosen, highly skilled and caring teachers. Teachers are asked to be flexible, supportive and innovative. They are encouraged to use their own special skills and areas of interest and to utilise the wealth of skills found amongst the parents.
- The school places a high priority on visual and performing arts and employs specialist teachers for Years 1-6 in the areas of Visual Arts, Music, and Dance and Drama who are professionals in their chosen field. The school is well known, through exhibitions and concerts, for its high standards of performance. Students are able to participate in private music lessons as well as having the opportunity to be part of the popular school bands (Year 5 and 6).
- A specialist teacher is employed to run a French Language Program for Years 1-6. MRIS hosts a highly successful French connection Open Day every second year which is well attended by the wider community.
- MRIS employs a specialist Physical Education teacher and Year 1-6 students are taught a wide range of sporting skills with an emphasis on fitness and teamwork. MRIS participates in interschool sporting activities including athletics with small schools in the Capes region. Pre-primary to Year 6 students also take part in annual swimming lessons and in some grades may have additional sessions e.g. surfing. In the early years as physical co-ordination is essential to the development of other skills, Kindy & Pre-primary incorporates a Perceptual Motor Program (PMP) and Fundamental Movement Skills (FMS) into its curriculum.
- Great importance is attached to outdoor excursions and school camps. Years 2 to 6 attend an annual camp with their teacher. These activities are vital to the educational program, providing real life experiences in stimulating environments. Parents attending camp will need a current Working with Children check & have completed the STEP course.
- To promote connection within the school, students, teachers and parents participate in a 'walk and talk' activity twice a week before classes commence.
- A Peer Support Program on specific modules is conducted for the primary school every year in Term 3. These modules are "dedicated to providing dynamic, peer-led programs which foster the mental, social and physical wellbeing of young people and their community".
- Home study is recognised at MRIS as a means of extending and consolidating work covered in the classroom. If tutoring is provided students are required to complete any set home exercises.
- Child safety is a priority at MRIS. The School implements the National Principles of Child Safe Organisations and we run the Child Protection Programme "Keeping Safe" program from Kindy to Year 6, teachers report the focus of which to parents twice per term (usually week 4 and week 8) in the newsletter.

## Tutoring

The School has a history of highly effective intervention programs. Gifted students or students in need are assessed for relevant intervention in tutoring or special programs. Parent involvement is required for optimum progress to be achieved and is guided by the Principal.

## Innovative Programs

Since inception, MRIS continues to incorporate many innovative programs into its curriculum. Programs have included below with introduction timeline:

- 2019 Mini Indies Playgroup for under 3-year-olds – on hold
- 2018 Improvement of Nyindamurra Remnant Forest habitat and public education, through Investigations, field days and online presence displaying past, present, and future nature and sustainability projects, including data from 10 years of pitfall trapping (under licence by DBCA)
- 2016 Robotics program for Year 4 to Year 6 with support of an AISWA STEM grant and local engineer
- 2016 Innovations program for Year 4 to Year 6 with support of a local engineer where students are encouraged to think out-side the square and solve large problems in small parts using the principles of chemistry and physics
- 2016 Stepping Stones of Nature Pedagogy: Science focus in an integrated curriculum
- 2014 Little Indies Playgroup for 3-year-olds
- Second School Band introduced for Y4-5, in addition to long running Year 6 Band.
- 2013 Nyindamurra Nature Trail developed by the Year 2/3 class
- Bush School introduced allowing for nature-based learning.
- Dance fusion studies introduced for Years 1-6.
- MRIS Ensemble introduced to allow for musical performance outside of School Band

2008 Spatial science & sustainability program (won Education Award 2009 by the Cape to Cape Catchment Group). Students utilised Geographic Information System to understand care for biodiversity in the natural forest surrounding the school and map the history of the school grounds. Surveying of fauna and flora; a frog conservation project and poster project 'Rescue a Frog Today (RAFT)' (Won Asian Pacific Excellence Award plus Primary School Winner) and publication of our book 'Drawing on Nature – When art meets science!'

## Behaviour Management

At MRIS our Behaviour Management Policy is based on the STEP Guidelines, The Virtues Program, Restorative Justice Principles, Non-Violent Communication (NVC) and the PATHS program (Promoting Alternative Thinking Strategies). Children are guided to find the Virtues they could have used to problem-solve positive alternative behaviours and to plan for restoration and reparation. In the playground there are designated Problem Solving "stoplights" and a step for further consideration and discussion with teachers' guidance.

## Social and Emotional Learning

Social and Emotional Learning together with Pastoral care is provided by teaching staff supported by the Chaplain & Wellbeing Officer overseen by the Principal, with further aid from the School Psychologist as needed. The Chaplain is funded by a Federal Government grant under the National School Chaplaincy Program for Pastoral Care services or the practice of looking after the personal needs of students, not just their academic needs, through the provision of general spiritual and personal advice. At our School the Chaplain & the Wellbeing Officer provide both immediate and /or ongoing support for a student in need as well as in need adults in the school community e.g. parents or staff; support the inclusive and welcoming nature of MRIS and assist our focus on mental health and wellbeing throughout the school community such as through Q&A forums. Participation in any services provided by the Chaplain is voluntary; please note Chaplains are not permitted to proselytise. Please contact the Principal if you have any queries about our Pastoral Care services.



## Student Participation

The upper school students chair a weekly school meeting with agendas and portfolios. This is a platform for all students to gain confidence and learn presentation skills and for students who have excelled to demonstrate their skills. The weekly meetings resolve any issues that have arisen during the week via the Restorative Justice Principles, the Virtues Program and STEP Principles, as well as plan for fundraising for charities supported by the school (Jump Rope for Heart and our World Vision Sponsor Child). All students are encouraged to take on positions of responsibility through elected portfolios e.g. recycling, technology, composting, ringing the bell, monitoring the playground, measuring rainfall etc.

## Peer Support

Our upper school students are trained as Peer Support Leaders and run activities in small groups for all the primary school students on such themes as 'Making Friends', 'Living Positively', 'Promoting Harmony', 'Resilience', 'Speaking Up on Bullying'.

## Governance

Governance of MRIS is provided by a Governing Body (GB) using a consensus model for decision-making. The GB may have up to 12 members including the following roles:

For two-year terms: Chairperson, Secretary, Treasurer, Parent Body Representative

For annual terms: Deputy Chairperson and committee members to cover nominated portfolios including Communication & Marketing, Buildings & Infrastructure, Policies & Procedures.

Names and contact details of [Governing Body Members](#) are listed on the website.

The school's Annual General Meeting is held every year in Term 1 as per the [MRIS Constitution and Rules](#). All parents are encouraged to attend. At this meeting GB elections are held, and parents are encouraged to select a support role as part of their commitment to the school according to their interests.

As per the constitution, the school is managed by the Principal who reports to the GB.

## Parent Participation

At MRIS we recognise that schools where parents are involved results in better outcomes for students, and as such we encourage parents to participate fully in the life of our school. MRIS offers a fantastic opportunity to be engaged and involved in your child's formal education journey. The best way to learn about the school is to become involved. Taking a support role is a practical and rewarding way of being involved and learning about the day-to-day running of the school. Support roles are wide-ranging and cover all aspects of schooling. Parents of Kindergarten students or new students are encouraged to take on a 'light' support role during their first year, as this is regarded as an orientation year. Support roles and roster duties are also waived for families with newborns or when unforeseen circumstances arise.

Parent participation ranges from assisting in the library or with the newsletter, to classroom help, parent education, fundraising or GB membership. The school relies heavily on this participation to reduce school fees and requires 40hrs of commitment per parent per year. Parents are required to regularly update their hours either in the Flexible Commitment Hours Book in the office or via the School Stream App : Track it Forward. Parents will be invoiced if hours are not completed by the end of the year. If you would like further information about how to complete your hours please contact either your classroom teacher, your classroom coordinator, the office or keep an eye on the newsletter or School Stream: Track it Forward for jobs as they come up.

**All parents should sign in and out when attending the school (apart from student drop off) so that in the event of an emergency MRIS staff may muster them appropriately.**

## Volunteer Policy & Child Safe Code of Conduct

All parents are required to undergo a Volunteer Induction conducted during orientation days by a GB member or by appointment with an Administration Officer. A Volunteer Induction Checklist and a Confidential Volunteer Declaration will need to be signed; these will be held confidentially.

All paid and unpaid staff, including volunteers or trainees of MRIS are responsible for the safety and wellbeing of children and young people who engage with MRIS. All paid and unpaid staff are expected to act in accordance with the MRIS Child Safe Code of Conduct in their physical and online interactions with children and young people under the age of 18 years.

## Showcasing the School

All parents are required to participate in some way in the school's two major annual events, the [Art Auction](#) and the [Open Day/High Tea](#).

## Parent Education

MRIS recognises the importance of the interaction of home and school to create the optimal learning environment for students. All parents are required to attend our STEP (Systematic Training for Effective Parenting) and read the training book as part of their commitment to the school. The Teachers also complete the course. STEP encourages logical consequences rather than reward/punishment. Held at various times through the year, these courses are an invaluable aid, providing parental support, validating parents' existing skills, preparing a parenting plan for the future and for parents attending student camps.

Additionally, the school conducts workshops, using internal expertise or outside consultants, on relevant issues such as The Virtues Program, Non-Violent Communication, and Q&A sessions on learning issues, bullying and protective behaviours.

## Working with Children (WWC) Check

The Working with Children (WWC) Check is a compulsory screening strategy for people engaging in child-related work in Western Australia and as such any parent attending or visiting a school camp must provide proof they have applied for a Working with Children Card or have a current card. Grandparents must also provide the same if they are at the school reading, listening or supporting children in the school environment.

## Class Help & Rosters

Parents are invited to provide support in the classrooms. This is arranged by teachers on a class by class as needs basis. Please note as the Kindergarten/Pre-Primary requires a regular rostered parent timetables will be prepared prior to each term and the class teachers will contact you. There are many other ways parents may assist the classroom (e.g. covering books). Contact your child's teachers to find out what assistance they need.

Fundraising is often conducted by parents for items or activities nominated by the classroom teacher e.g. class camps. The classroom coordinators work with the classroom teacher to co-ordinate such fundraising ranging from providing a weekly school lunch for students to a sausage sizzle/cake stall at IGA.

### **Canteen (on hold) – lunches can be ordered on Fridays via Quickcliq**

Lunch is offered to students every Friday and is picked up from Margaret River Senior High School by parents. The year 6's then deliver the lunches to the various class rooms.

### **Class Coordinator role**

Each year the teacher will select one or two Class Coordinators. The Class Coordinator's role is to support the class teacher by communicating with parents and encouraging parents to be involved in the operation of the school. It is also a vital link between the parents and the Governing Body through the GB Parent Representative. This is a two-way link to provide ideas and feedback from the parents to the teacher and to the GB.

The Class Coordinator welcomes and stays in touch with new parents in conjunction with the Parent Body Representative.

### **Busy Bees**

Busy Bees are coordinated by the Governing Body Building Infrastructure Portfolio Holder and are held at the school twice a year. They are vital for preparing the school throughout the year. All parents are required to attend both busy bees each year. The first one for all parents is at the start of the school year. Please bring everything you are likely to need for the clean-up. A list of tasks is available in the classrooms or from the Busy Bee Coordinator. Busy Bees are a great opportunity for the school community to get together. The Busy Bee Coordinator will make themselves known to you either via the School newsletter or in person.

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*While parents are working in the school grounds out of school time, children in their care must be supervised. Please ensure they do NOT access school rooms or equipment from the sheds.*

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### **Parent Body Meetings and Sub committees**

See the Parent Body Representative for more information about Parent Body Meetings.

Subcommittees are an important way of supporting the governance or management of the School and parents are encouraged to join a sub-committee in their particular interest area.

### **Parental Feedback**

Parental feedback is very important to continue to improve our school. Please take part in the annual surveys, and if you have any queries or suggestions please contact the Parent Body Representative. A recent parent feedback survey on the school's Top 10 Virtues found parents most valued its virtues of:

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

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## **Communication**

Communication in the school is based on a cooperative and participatory philosophy. All members of the school community have the right and responsibility to communicate their feelings and concerns, to be listened to with understanding, or reciprocate by listening openly and with understanding, and to arrange an appropriate time and place to talk.

Responsibility lies with each school member to find an agreement for each situation in a way that is respectful and mutually acceptable to all parties. All adults, including teachers, are called by their first names, to encourage an atmosphere of mutual respect.

Where there are behavioural problems with children, measures in place include one-to-one counselling (including the services of the School's Psychologist and Chaplain or Wellbeing Officer) and discussion of the issues at the

children's weekly student meeting. Behaviour management is guided by the Virtues Program, the STEP principles and Restorative Justice Practices. The school has also adopted the No Blame Bullying Approach.

All parents are encouraged to approach their child's teachers first when issues arise with their child, however, should you feel it has not been resolved adequately please contact the Principal.

The school has a [Complaints & Disputes Policy](#) which is available on the school website or by request. We also welcome positive feedback at any time.

### Parent Teacher interaction

Classroom Teacher	Parent	When	How	Examples
→	←	As needs basis	In person, via note with child, via e-mail or Office phone*	E.g. Quick e-mail: "Our dog has died, and Johnny may be upset."
→		Weekly	Newsletter & See-saw	Group and class activities
→		Term 1 & Term 3	Class meetings usually by Week 4 – date advertised in newsletter	Discuss curriculum, excursions, fundraising, camps, class support etc.
	←	Term 2 & Term 4	Parent Teacher Interviews – optional, parents to request	Teacher availability advertised in newsletter
→		End Term 2 & Term 4	Comprehensive Reports via School	
→	←	Anytime	Parents or Teachers may request a meeting if have concerns	E.g. perceived instances of bullying, concerns on academic performance, change in family circumstances
*Note as teachers are focused on preparing for their class and teaching their class during the day, they will be limited in their ability to access and respond to e-mail. If your item is urgent, please advise the teacher via the Office. Please be patient re an email response - it may take the teacher time to investigate the issue. We also request your co-operation in ensuring the teacher is not overwhelmed by many and long e-mails. If you have any concerns about delays in responses or how an issue is being dealt with, you may request the Principal to contact you.				

### MRIS Specialist Teacher including Chaplain/Wellbeing Officer as marked\*\*

Specialist Teacher	Parent	When	How	Examples
**→	←	As needs basis	In person, via note with child, via e-mail or office phone	E.g. Quick e-mail: "Jane has injured her knee and can't do sport."
**→		Once per term	Newsletter & See-saw	Group and class activities
→		Semester 1 & Semester 2	Specialist meetings – date advertised in newsletter	Discuss curriculum, fundraising, class support etc. Teacher then available for 1 on 1 parent teacher interviews if requested.
→		End Term2 & Term 4	Comprehensive Reports via School	
**→	←**	Anytime	Parents may request a meeting if have concerns	E.g. concerns re class performance, stress etc.

### Class Meetings

Early in each term, parents are invited to class meetings at which the teacher discusses the educational aims and plans for each term e.g. camps, and Class Coordinators discuss fundraising and other plans. This is a great opportunity to improve your understanding of your child's learning journey, teacher-parent and parent-parents discussion.

In Term 2, Semester 1, teachers will schedule parent/teacher interviews. Additional parent/teacher meetings are always available at a mutually convenient time. Please contact the relevant teacher directly to make an appointment.

### Newsletter

Our weekly newsletter is the vital link between School and home. We encourage you to read it as a family with your child/children. The newsletter is the primary means of communication: whole school to home, teacher to parent,

parent to parent. It contains upcoming events, classroom, Governing Body and Office updates and parenting tips. Additionally, the Virtue of the Week is showcased enabling a whole of school and family discussion. If you wish to include something in the newsletter please provide to the Office by Wednesday. The newsletter is issued to each family on Thursday, it may also be downloaded from the School Stream App.

### General and Urgent Communication

The school also utilises The School Stream App for instant alerts, tracking hours, news, notes, reminders, reference information and urgent updates. It is recommended that all families download the app and check notifications regularly. An information circular for getting setup on School Stream is available from the office. Parents may also receive information via email where appropriate. Urgent/ emergency information will be advised by text and e-mail.

## School Rules

MRIS students and staff have developed rules on behaviour at school: **Care for Self, Others, Learning & Environment**. Further details are available online, at the office and are sent home at the start of each year. These rules are reviewed annually by the students at the whole school weekly meeting.

### No Hat, No Outside Play –All Year

This rule is to protect your child from over-exposure to harmful UV rays. Parents and teachers are also required to wear broad-brimmed hats when outdoors on the school grounds. The school has been registered as a 'Sun-Smart' school since 2005.

## Dress Code

The school uniform is not required daily, however, it is essential for ALL excursions, incursions and interschool sports days so as to provide a 'uniform look', sense of belonging and easy identification of MRIS students. The school uniform consists of the compulsory turquoise school polo shirt, black or turquoise long-sleeved crewneck, black or turquoise school hoodie teamed with either black pants or a black skirt or school uniform dress. All students are expected to dress 'Sun Smart' with coverage on shoulders and midriff. Long hair needs to be tied back and kept neat and tidy as this is the most effective way to avoid lice/nit infestation. Appropriate footwear is required.

Parents providing support are encouraged to support these dress codes by also dressing appropriately i.e. in a 'SunSmart' way.

## Safety & Health Guidelines

The school has a comprehensive First Aid Kit. Medications will not be administered to students unless specifically requested by parents in writing, refer [MRIS Medication Policy](#)

If your child has an allergy or other medical condition, please contact the Office to set up a care plan. Where necessary class wide / school wide procedures will be put in place to support this care plan. The School is Egg & Diary Aware.

**No Smoking** is permitted in the school buildings or on the school grounds.

The school participates in the WA Dental and Health programs and parents are notified of appointments.

MRIS recommends all students be immunised through the WA Health Department vaccination program. Upon enrolment parents must present a child's current immunisation history statement for the school to copy. Enrolments for 3- and 4-year-olds is dependent on parents presenting a child's current (no older than 2 months) and up to date immunisation history statement or evidence of continuing exemption 6 weeks prior to first attending. MRIS adopts the WA Health Department guidelines with respect to all communicable infections and diseases, including enforcement of exclusion periods as recommended by the Department of Health. Children with head lice/nits are excluded from school until the infestation has been treated.

Any accidents and injuries, whether to students, staff, parent volunteers or visitors, need to be reported to the Office as soon as possible and recorded as per MRIS Safety and Health Procedure.

MRIS has an Emergency Policy covering various events including bushfires and emergency response practices are carried out regularly to ensure appropriate preparedness.

## School Attendance

Students are expected to attend every day that the School is open.

School starts at 9am and finishes at 3pm with a break for recess (20 mins) and lunch (30 mins). The majority of students are delivered by bus before 9am and picked up from 3pm. If delivering your child, parents should use the

southern wing of the Main Carpark. A staff member will be present to receive students 15mins prior to school via the drop off point south of the Administration building, otherwise parents are required to deliver their child to the classroom via the footpaths. **Please note, children are not supervised on school grounds before 8.45am unless prior arrangements are made with the classroom teacher.** After school, children may be collected from the Pavilion.

### Student Absences

**Please ensure that children arriving after 9am and children leaving earlier than 3pm are either signed in/out at the Office.** If your child is not attending school on a particular day, we require parents to contact the school to inform us of the absence before 9.30am. MRIS School Attendance Policy requires that parents notify the school of any absences by either phone 08 9757 7515 or e-mail [office@mr.is.wa.edu.au](mailto:office@mr.is.wa.edu.au) or the School Stream app.

MRIS discourages parents taking children on holiday outside official school holiday periods. Children experience distinct windows of opportunity in terms of learning and benefit from learning amongst their peers. We encourage you to take advantage of the four end-of-term school holiday periods to enjoy family holidays and extended time together and to ensure your child/children's attendance during term time to maximise their learning opportunities and help them fulfil their potential.

Absences can also have a negative impact on school funding.

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*"Each day of school missed makes a difference, with the effect on learning accumulating over time. From an early age, if children are taught that they need to 'show up' for school and make a commitment, this positive mentality aids academic and career success and brings benefits in adulthood."*  
<https://www.telethonkids.org.au/our-research/research-topics/school-attendance/>

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### School Bus

There are three School buses operating between Margaret River and MRIS which link to buses from Prevelly, Rosa Brook and other outlying areas, so the school is accessible from anywhere within the shire. There is also a bus that can transport children from Augusta.

Bus users must register with the Public Transport Authority at <http://www.schoolbuses.wa.gov.au> and the bus route will be allocated by the PTA with the selected bus contractor. Additional information about school buses (routes, times etc) may be obtained from the office. Please ensure you are at bus stops 5 minutes in advance of due times.

**Please notify the Office before 2:30pm of any changes to normal bus procedures on the relevant day.**

### Library

MRIS has its own school library from which students, teachers and parents may borrow books. Once a week on Fridays each class is given a designated time for borrowing. Each child may borrow two books at a time. Students are required to use a school library bag to protect their books and we encourage prompt returns. Lost and damaged books must be paid for.

### School Fees

Fees at MRIS are kept to a minimum by the sourcing of grants and parental involvement in the school. School fees are issued annually but may be paid via regular payments using the Fat Zebra system. Difficulties in paying fees must be discussed with the Finance Manager and a payment schedule agreed at the earliest opportunity. **Enrolment cannot be guaranteed for students with outstanding tuition fees from the previous year.**

### Enrolment Procedures

Application forms and information brochures are available from the school office. Prospective parents are encouraged to make an appointment to see the school and to meet teachers, parents and students. An application for enrolment is effected only once the school has received a completed application form and a non-refundable application fee.

### Welcoming Committee

When new families join MRIS the Parent Body Representative with the Classroom Coordinator will contact them to ensure a smooth start and help the family become part of the school. At the start of the year there is a welcome morning tea and induction at the School for new parents hosted by the Principal and the Governing Body Chairperson and Parent Body Representative.

## Further Information

Please refer to our school website [www.mris.wa.edu.au](http://www.mris.wa.edu.au), or speak with your Parent Body Representative or Classroom Coordinator.

### MRIS Parent Code of Conduct Summary

MRIS recognises parents as the most important role models for raising children who are loving and lovable; and in developing a sense of justice, equity, and dignity towards responsible citizenship. Therefore the following behaviours are expected of parents. Please access the full brochure from the office or website. Staff & the GB also have Codes of Conduct, contact the office for more details.

- Parents complete the Systematic Training for Effective Parenting (STEP) course.
- Parents notice, acknowledge, support and encourage students in their school studies and school lives. MRIS values encouragement over reward and does not seek punishment. This encouragement also applies when parents communicate with students other than their own.
- MRIS is a peace zone. Parents are respectful and responsible to each other, to staff and to students. Bullying, abusive, threatening or disruptive behaviours are not permitted. Issues, concerns and disagreements which could escalate to disputes or conflict are to be addressed using any or all of STEP, NVC or Virtues programs' strategies. Parents can take advantage of the school's free training and re-training in all of these.
- Parents adhere to the law. Illicit substances or materials are not to be brought onto school grounds, the site is not to be accessed if intoxicated or under the influence of illicit drugs.

MRIS values the presence of parents as a vital part of the school community and thanks you for your cooperation with this code to ensure a safe and positive school environment for our children.



## Academic Excellence

## Creativity

## Resilience

## Respect

## Learning Excellence

EST 1982

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[www.mris.wa.edu.au](http://www.mris.wa.edu.au)

