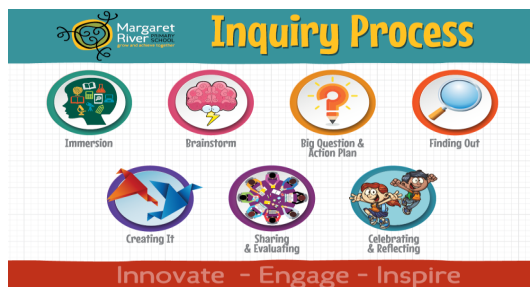


Our Mission

“*Innovate—Engage—Inspire*” is part of the everyday language at Margaret River Primary School. This is demonstrated through the school curriculum, integration of 21st Century capabilities, whole school and community based initiatives. Our school has a strong focus on the development of students’ ‘Emotional Intelligence’ through Play Based learning in the Early Years and Inquiry based learning across the whole school.



Significant Events of 2021

Public School Review (PSR)

Every three years schools undertake an external performance review conducted by the Department of Education in relation to *student achievement, use of resources, community partnerships, the learning environment, leadership and quality teaching*. Our 2021 PSR report contains many commendations including:

“The school’s deliberate and nuanced approach in the formation of sustainable relationships and partnerships is acknowledged. The intent to develop globally aware and responsive citizens is a reflection of what is important to their town and region.”

“A culture of innovation and future-focused school improvement has been expertly crafted through a consistently articulated shared vision.”

“The importance of evidence-informed decision making is well recognised by staff. System and school-based data are used to inform levels of achievement and determine targets for ongoing student success”

“An inquiry-based integrated learning strategy from Kindergarten to Year 6 defines the school’s approach to delivering a school-wide pedagogy. The intent to foster learners who understand how their learning will influence their future actions has had a noticeable impact.”

The full report can be accessed at [MRPS Public School Review](#) on our website.

Sustainability Benchmark

The Department of Education acknowledged our exemplary practice in building a sustainable future through publishing a case study of our school for all schools across the state to access in supporting social and environmental sustainability in their communities.

Kitchen Garden

Year 4 and 5 students planted, harvested and cooked a wide variety of fruit and vegetables throughout the year. The roadside stall provided fresh produce for community members at very reasonable prices. A partnership with a local restaurant saw our harvest of limes used in their desserts with a much appreciated donation made to the school. We said farewell to Sarah Goodwin after a number years as our outstanding kitchen coordinator and welcomed Jodi Hunter to the role.

P & C Association

In collaboration with the School Board, a grant for \$30,000 was secured to install outdoor carpet and glass doors to verandas to create indoor / outdoor learning spaces and increase security after hours. This project will continue this the support of the P&C again in 2022. The Quiz Night was a sell out and a huge success in both raising funds and building a strong sense of community.

Fun Run

For the second year we changed our annual Fun Run to an Obstacle Course that was held at Gloucester Park and at our school. Students raced their way through a series of challenges and raised funds for the purchase of the latest computing and information technology equipment. We raised a record amount of funds in 2021 that all students will benefit from.

On the Move

Off site sports included surfing, yoga, skating, bushwalking and mountain biking. After a forced break in 2020 we were able to hold athletics and swimming carnivals again. Our faction surfing carnival was attended by a record number of students who worked with local surf coaches to improve their skills.

The Arts

Music Count Us In shifted to an online platform this year but we still had a great time joining other schools to sing simultaneously across the country. Our bands trained all year and were able to perform at Settlers in the last term of the year. Students worked with a variety of mediums in visual arts and created some amazing works that were displayed around the school and at the local show.

Farewells

Geoff McLeod retired after many years of service to our school community teaching and playing an integral role in the establishment of the Kitchen Garden program. Rhonda Dornan led the visual arts program at our school over a number of years and we thank you for her energy and creativity. Julie Archibald and Bev Saunders invested themselves as education assistants an improved the lives of many students at our school. We wish all of these amazing people all the very best as they chase new adventures after retiring from Margaret



Annual Report 2021

Literacy & Numeracy and Future Focussed Learning

Target: The proportion of students achieving A, B or C grades for English will be the same or greater than like schools.

The table below details the proportion of students that achieved an A, B or C grade for English in 2021. The amber boxes highlight the cohorts of students who we are focussing on improving.

'Global' refers to the overall grade that is made up of the four strands of English. This is what you see on students' reports. On average, 85.8% of our students achieved these grades in English compared to 85.02% of students in like schools.

Teachers work together to moderate (make consistent judgements) student work in order to maintain consistency of grade allocations across the school. To improve students' Writing achievement we have been focussing on a whole school approach to assessing and providing specific feedback to students about how to improve. We are doing this through professional learning in the use of the Brightpath writing improvement tool that assists teachers and students in identifying specific areas for improvement and in developing plans on how to achieve this.

Year Level	Global (Overall Grade)		Reading & Viewing		Speaking & Listening		Writing	
	MRPS	Like Schools	MRPS	Like Schools	MRPS	Like Schools	MRPS	Like Schools
PP	87.55%	86.71%	83.14%	86.15%	96.39%	91.35%	83.14%	82.64%
1	86.75%	82.84%	85.55%	82.69%	96.39%	88.04%	78.32%	77.79%
2	81.7%	83.98%	82.93%	83.55%	90.24%	90.49%	71.95%	77.92%
3	84.52%	83.83%	82.14%	81.91%	94.05%	91.07%	77.38%	78.53%
4	86%	85.03%	89.28%	82.84%	87.5%	90.62%	81.24%	81.64%
5	88.14%	86.06%	87.5%	84.28%	93.27%	90.62%	83.66%	83.29%
6	85.98%	86.81%	84.93%	85.18%	90.48%	92.44%	82.54%	82.81%
Overall	85.5%	85.02%	85.07%	83.70%	92.60%	90.60%	79.78%	80.66%

Target: The proportion of students achieving A, B or C grades for Maths, Science and Humanities & Social Sciences will be the same or greater than like schools.

The table below details the portion of students who achieved A, B or C grades for these learning areas at the end of 2021. Gold boxes highlight the students that we are monitoring for improvement. The target was achieved for Maths, Science and HASS when results are aggregated across year levels.

Year Level	Numeracy		Science		HASS	
	MRPS	Like Schools	MRPS	Like Schools	MRPS	Like Schools
PP	93.98%	92.49%	97.6%	95.13%	N/A	N/A
1	92.78%	88.32%	90.7%	95.42%	96.39%	93.73%
2	86.58%	86.75%	92.68%	93.74%	84.15%	90.22%
3	85.71%	85%	91.67%	93.00%	88.1%	90.57%
4	86.6%	87.13%	92.86%	90.64%	89.29%	88.59%
5	84.62%	85.58%	90.39%	91.69%	90.39%	90.64%
6	85.6%	88.12%	92.86%	91.87%	91.27%	90.92%
Overall	88.00%	87.60%	93.68%	93.07%	89.94%	90.77%



Annual Report 2021

Literacy & Numeracy and Future Focussed Learning

Target: Reduce the proportion of students achieving below the National Minimum Standard on all NAPLAN assessments.

The table below shows the proportion of Year 3 and 5 students who did not achieve above the National Minimum Standard in 2019 and 2021 (no NAPLAN in 2020). This represents two different groups of students that we will track across the next three years. This will be achieved through individual and small group interventions and support programs.

It will also be a focus to ensure that the high levels of achievement in Year 3 are sustained at Year 5.

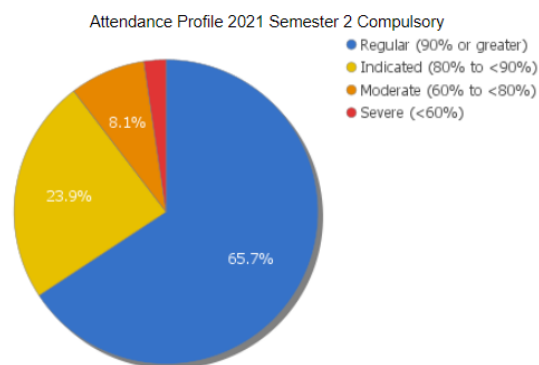
	Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
Year 3	5%	0%	3%	1%	0%	0%	3%	0%	2%	1%
Year 5	4%	5%	4%	2%	5%	3%	6%	3%	7%	5%

Safe and Supportive School

Attendance

Our average rate of attendance has been stable over the last five year period. In 2021 the proportion of students in the 'Regular Attendance' category increased which was achieved by a reduction in both the 'At Risk' and 'Moderate At Risk' categories.

A significant impact on our rate of attendance, particularly in semester two, is families taking vacations inside school time. We would like to remind families that every day of school that a student misses will have an impact on their learning.



Community Communication & Satisfaction

Our community survey was administered online with less than 72 families responding compared to the usual 100 families. On each of the survey items we scored an average response that indicated that parents were pleased with our school. We noticed increased satisfaction in delivering more timely and improved quality of communication particularly in relation to the use SMS notifications.

The four categories in the table below are the areas that we identified as needing greatest improvement. The average scores for each of these is shown over the last four years.

Full survey details are available on our website <http://mrivervps.wa.edu.au>

Rating Scale:

5—Strongly Agree 4—Agree 3—Unsure 2—Disagree 1 Strongly Disagree

Questions	2018	2019	2020	2021	Differential Over Three Years
Teachers at this school treat students fairly.	4.1	4.2	4.0	4.3	+0.2
My child feels safe at this school.	4.3	4.4	4.3	4.3	0
Student behaviour is well managed at this school.	3.9	4.1	3.9	3.9	0
My child feels safe at this school.	4.3	4.4	4.3	4.3	0



Annual Report 2021

Partnerships

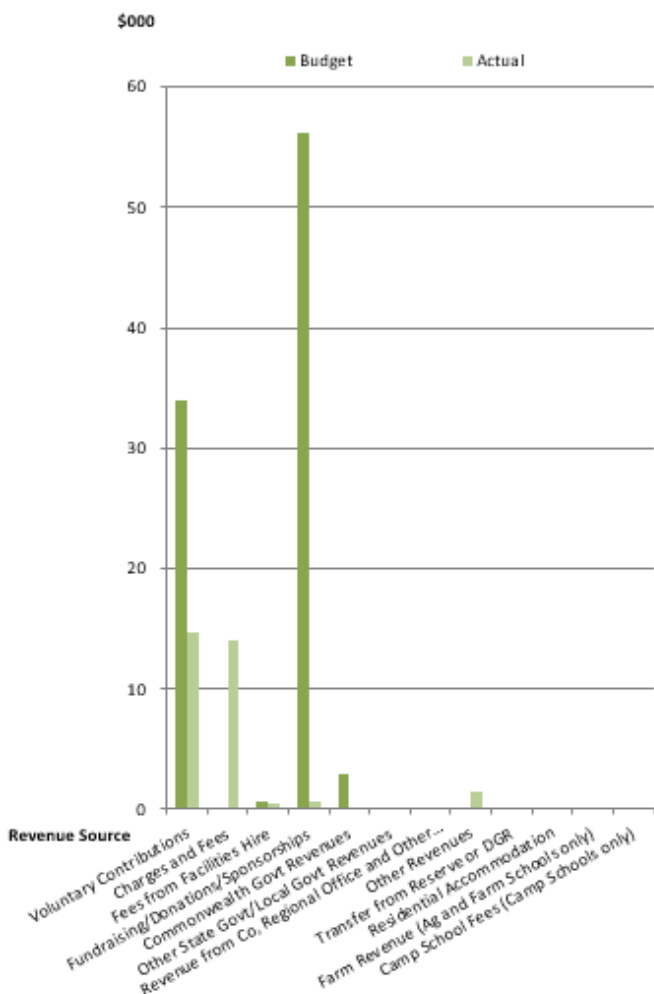
Our Kitchen Garden program depends on the generosity of many suppliers from within the community and the support of parent volunteers each week—thank you!

Reading volunteers and school mentors formed an important part of our school community working with students across all years. Our chaplaincy program provided advice and mentoring for students and families and we are grateful for Roger Westaway's contribution over many years. Roger has moved on to new adventures and we wish him all the best for the journey ahead.

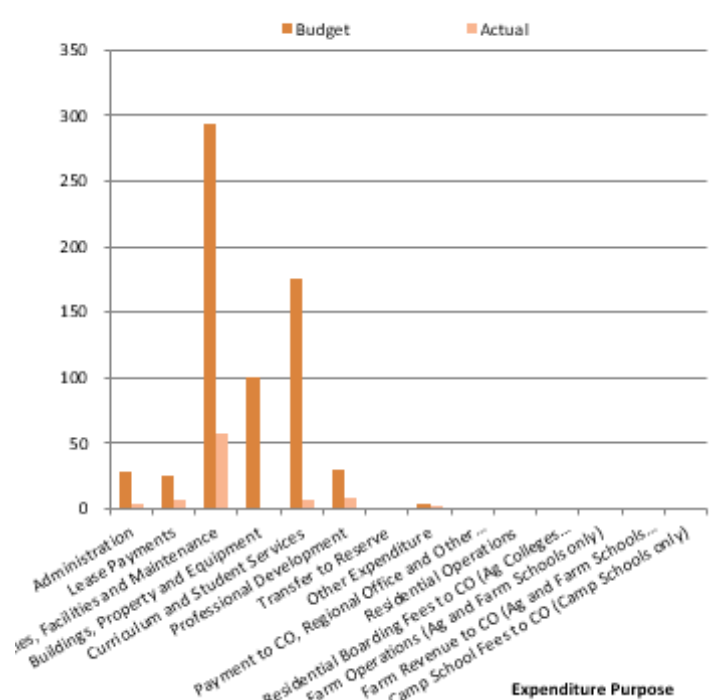
The Nature Conservation Foundation Margaret River worked with our Year 3,4 and 6 students on waterway rehabilitation and sustainability projects and we will continue this important partnership into the future.

Resources

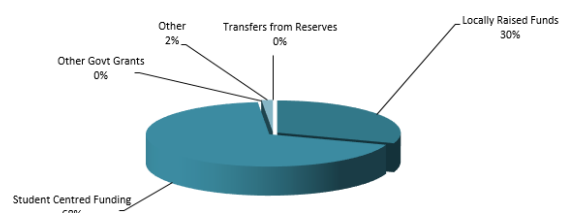
Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



Current Year Actual Cash Sources



Current and Future Planning

The graphics above show our 2021 income and expenditure streams. We have healthy reserve accounts linked to asset replacement schedules.

We have now had three steady years of Kindergarten enrolments around 65 students which is on par with an anticipated slow in enrolments with a new primary school now open in Margaret River. This is reducing the number of demountable classrooms on site along with our the cash budget each year. A number of staff retirements over recent years means that although student numbers are declining we are not facing an overstaffing situation.

Planned building maintenance will continue in 2022 along with upgrades to security features around the school.

