

CONTENTS

School Vision, Mission and Philosophy

General Information

2015 AGM Minutes

Governing Board 2015

Board of Directors' Reports

- **Chair's Report**
- **Treasurer's Report**
- **Principal's Report**





School Mission

To provide an excellent Montessori Education for 3 – 12 year olds

School Vision

Confident, independent, community minded children, inspired to a life-long love of learning

School Philosophy

To acknowledge each child and to support the natural phases of their development.

We are an independent school that values community life and that actively fosters the partnership between children, parents / carers and professional staff.



“Free the child’s potential, and you will transform him into the world”

Dr Maria Montessori

GENERAL INFORMATION

Blue Gum Montessori School Inc. (the “Association”) is an incorporated association which has a stated vision and mission. The objects of the Association are stated in the Rules of Association (the “Rules”).

The Association is governed by a Governing Board (the “Board”) of between 9 and 12 directors. Board members are appointed every year at the Annual General Meeting. In the event that nominations exceed vacancies, elections are held. Directors may also be coopted by the board during the year. The board is required by the Rules to ensure a Chairperson, Vice Chairperson, Treasurer and Secretary are appointed at all times.

Board Meetings are held regularly during term time.

An Annual General Meeting is held each year within four months after the end of the financial year of the Association.

Notice of this meeting is given to all members by email and the school pigeon holes.

The Annual Report and Accounts are generally available to Members of the Association from the School Office before the AGM. The Annual Report and accounts are open for discussion at the AGM.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net



Blue Gum Montessori School 2015 AGM Minutes

Date: Monday, 23 March 2015
Time: 7.30pm
Location: Boab Meeting Room, Blue Gum Montessori School
Attendees: As per signatures contained on AGM Family Sign-in sheet
Apologies: As per proxy forms received
Visitors: Nil

Item No: Discussion

1. Opening and Welcome

The meeting was opened by Chairperson Selina Horrocks at 7.30pm and all were welcomed to the meeting.

2. Apologies

Apologies were noted as above.

3. Acceptance of minutes of 2014 AGM

There were no questions arising out of the minutes which were passed as true and correct.

4. Annual Report

4.1 Questions arising from Annual Report

The Chairperson spoke to her report.

The Treasurer spoke to her report.

There were no questions arising from the Annual Report.

5. Election of School Board.

There were 13 nominations for Director positions. As per the Rules of Association, the maximum number of 12 positions were declared vacant.

The nominations were:

Selina Horrocks
Anna Black
Jemma Doak
Sue Cooke
Alex Hyndman
Hennie du Toit
Amanda Blackburn
Amy Cleasby
Damien Hills
Rachel Finlayson
Greg Hardwich
Tom Watkin
Tim Patel

After a ballot vote, the Directors elected to the Board were:

Selina Horrocks
Anna Black
Jemma Doak
Sue Cooke
Alex Hyndman
Hennie du Toit
Amanda Blackburn
Amy Cleasby
Damien Hills
Rachel Finlayson
Tom Watkin
Tim Patel

6. Appointment of Auditor

The Business Manager has recommended that the current Auditor, Allan King, continue.

It was unanimously carried that the current auditor be retained.

7. Close

There were no further comments or questions from the floor and the meeting was closed at 8.20pm.

Chairperson – Selina Horrocks

Secretary – Jemma Doak

GOVERNING BOARD 2015

| | |
|-----------------------------------|--------------------------|
| Chairperson | Selina Horrocks |
| Vice Chairperson | Anna Black |
| Secretary | Jemma Doak |
| Treasurer | Sue Cooke |
| Community Life Coordinator | Rachel Finlayson |
| Director | Amy Cleasby |
| Director | Alex Hyndman |
| Director | Hennie du Toit (in part) |
| Director | Amanda Blackburn |
| Director | Tim Patel |
| Director | Damien Hills |
| Director | Tom Watkin |

2015 CHAIR'S REPORT

Overview

2015 proved to be a year of unforeseen challenges but thanks to the hard work and dedication of our Principal, members of the Board and our staff we have not just survived these challenges, we have flourished.

Our vision and mission remind us that we are all here to ensure our children receive an excellent Montessori education to the age of 12, to develop into confident, independent, community minded children, inspired to a lifelong love of learning.

As our current strategic plan moves into its last year, it is pleasing to note that we have already achieved many of its goals, the most significant being the implementation of our ideal class ratio of four Junior Primary classes, three Middle Primary classes and two Upper Primary classes. We now provide before and after school care for our families as well as a diverse range of after school clubs and sporting opportunities.

Blue Gum is an amazing community made up of our children, families and staff. Every person contributes to our community in many different ways, through formal volunteering roles on the Board or as Class Liaison, by being part of the P&C, by helping on excursions and camps, or by contributing to classroom activities. This is the Montessori way, and our children's educational journey is enriched by this strong sense of community.

Board Activity

During 2015 the Board continued to develop our role of independent oversight, with a focus on risk management and strategic leadership, together with our core legal responsibilities of:

- maintaining a satisfactory standard of education and satisfactory level of care for students;
- accounting for the quality of the educational programs which they provide;
- accounting for the use of public funds received; and
- fostering positive relationships with key stakeholders such as parents and students by ensuring transparency of information about finances, policies, strategic goals and governance.

The Policy Subcommittee continued its work on the Board Policies Manual in preparation for the school's re-registration in 2016. Significant work has also been done on reviewing and revising our Rules of Association to ensure our continued compliance with the Registration Standards. This is never a simple task, and I want to thank Damien Hills, Chair of the Policy Subcommittee, for his months of work on this project so that it is ready to be voted on at the AGM.

However, the biggest challenge that faced the Board this year was the sudden announcement in March by Government that the Roe8 highway extension would be put out to tender by September with construction commencing early 2016. After the Premier had said in 2014 that there was no funding and there would be no road for at least four years, this came as a shock to the Board, and left us with very little time to assess the impacts of the highway on our school or to implement contingency plans. While we had been working towards expanding the school onto the land to the West of our current plot, we had to make a sudden shift in our plans to deal with the impending highway.

Members of the Board and our Principal had frequent meetings with key personnel from various government departments and with Ministers and Parliamentarians. The thought of an eight lane highway being constructed over our back fence was understandably concerning for our entire community, and I want to extend my thanks to you all for trusting that the Board and Principal were doing all we could to achieve the best possible outcome for our school.

However, the year ended on a high as it was announced on the morning of our final assembly that the environmental approvals for the highway were deemed invalid by the Supreme Court. This gave us some time and space to develop contingency plans for the school that we are continuing to pursue.

Changes in Board Membership

Being on the Board is no easy ride, and it is a great privilege to work with such a talented, passionate and dedicated group of parents who generously give so much of their time to the governance of the school.

Sadly, this AGM sees us farewell some of our Directors, and I wish to extend my thanks to each of them.

Alex Hyndman leaves us after serving for three years on the Board. Alex has been the Chair of our Strategic Planning Subcommittee and is the man behind our current Strategic Plan, the reconfiguration of our classrooms to accommodate our two Upper Primary classes, as well as the key person dealing with the impact of the Roe8 extension on our school. I am grateful for the countless hours Alex has put in during his time on the Board and will miss his cheery face at our meetings.

Earlier this year we also said goodbye to Alex's right hand man on strategic projects – Hennie du Toit. Hennie was instrumental in our expansion project and worked tirelessly with our architects and builders to get site works started and completed. Unfortunately for us, Hennie's employers also recognised his skills and with extra project work given to him he had to step down from the Board.

Jemma Doak also leaves us after three years as a Director. Jemma is a passionate member of our Blue Gum community and brought that passion with her onto the Board. She has been Secretary for two years and I am grateful for her support during that time.

Susan Cooke joined the Board as a Director two years ago, but soon found herself with the mantle of Treasurer. Sue has provided the Board with wise financial advice, and has steered the development of the Finance Executive Group. Sue has put many volunteer hours into Board work which she will be unable to continue after receiving a promotion in her paid job. Sue has been an incredible support to me as Chair, and I will miss her forthrightness and passion.

We are also saying farewell to Tim Patel who has been on the Board for one year, but, like Sue, increasing work commitments mean he is having to step down as a Director. I am grateful to Tim for giving his time to the school in this capacity and wish him well in his working life.

In accordance with our Rules of Association, the current Board members who are continuing to serve their three year terms are myself, Anna Black, Tom Watkin, Damien Hills, Amy Cleasby and Rachel Finlayson. Amanda Blackburn will be standing again for reappointment as a Director.

I look forward to some new members joining the Board and continuing our work with us.

Selina Horrocks
Chairperson – Governing Board
March 2016

TREASURER'S REPORT – Year ended 31 December 2015

Financial Results 2015

Income

Total income increased by 1.8% from 2014 to \$2.41m.

Income from students increased by 4% to \$1.44m.

Government funding decreased by 0.2% to \$916k and now represents 38% of total income.

Expenditure

Expenditure, excluding depreciation and loan interest, increased by 17% to \$2.25m, driven primarily by a 17% increase in salary costs.

Depreciation and interest increased by 16% to \$157k.

Operating results

Excluding depreciation and interest expenses, operating surplus for 2015 was \$164k.

Adequate provision for the long term replacement of our buildings at the end of their useful life is achieved by the 'charging' of depreciation. The inclusion of interest expenses and depreciation brings the operating surplus to \$7k.

Cash Position

| | |
|---|-----------|
| Cash at beginning of the year | \$1,392k |
| Cash generated from operations | \$162k |
| Net cash flow from investment activities (including improvements) | (\$40k) |
| Net Cash Flow from Financing Activities (including loans) | (\$33k) |
| Net Cash Flow | \$88.5k |
| Cash at end of the year | \$ 1,481k |

At 31 December 2015, the school had \$547k of outstanding loans.

Analysis

Review - 2015

In 2015 we began to enact our strategic plan, adding the 2nd Upper Primary classroom, our Out of School Hours Care and our Transition program. We had an initial outlay to set up and staff these programs, which commenced in the middle of the year and obviously filled gradually.

We also saw a fiscal impact in 2015 from the issues surrounding Roe 8. We incurred expenses whilst informing our decision making and project management costs.

Change is unsettling, and adding the spectre of Roe 8 resulted in a temporary dip in student numbers in the early part of the year, however the attractiveness of our programs and the ever strengthening reputation of Maree and our teaching staff led to rapid recovery.

The modest operating surplus and positive cash flow means that the school met its financial objectives in 2015.

Outlook – 2016 and beyond

The school's financial position is stable. We are performing well, with our recently established programs and new classrooms filling up fast.

The financial forecast for 2016 predicts a small operating loss, resulting from corrective action that has become due. We are a not-for-profit organization, which has made a steady profit for the last several years. In 2016 we need to spend some of the reserves we've been building to meet regulatory requirements for our curriculum and learning environment and to cover the costs of our expansion.

This small loss will be easily absorbed by our reserves and we expect to return to a modest level of profit in 2017 and beyond, after our "catch up" year.

Sue Cooke
Treasurer

2015 PRINCIPAL'S REPORT

The Principal's report is prepared in accordance with 2015 Non-Government Schools' requirements of the Registration Standards in Western Australia.

1. CONTEXTUAL INFORMATION

Blue Gum Montessori School was established in 1983. It is an independent school for children aged 3–12 years and is situated on the edge of the wetlands in Bibra Lake, Perth.

The students who attend our school often commence in our Playgroup program. Attending our Transition class and/or Junior Primary program is a natural progression. Students make transition with ease. The characteristics of the children include those who come from a wide socio-economic background with a combination of learning abilities from being gifted & talented to requiring additional learning support.

The gender of the students is best described by the following:

Playgroup

Male 37

Female 28

Transition

Male 16

Female 12

Pre-Kindergarten

Male 16

Female 18

Kindergarten

Male 22

Female 15

Pre-Primary

Male 18

Female 10

Primary School

Males 37

Female 36

Pre-Primary to Year 6 101

Indigenous 1

Blue Gum Montessori School is committed to educating children as global citizens for the 21st century. The School offers a Montessori prepared environment with a focus on developing the prefrontal cortex and executive functioning. This highly specialised learning environment fosters the children's innate desire to learn, and encourages the development of independence, a necessary skill for future learning. The scientific based activities, materials and equipment is scaffolded in complexity to meet the natural phases of child development. It is critical to provide opportunities for the development of thought and problem solving as key executive functioning skills (*Harvard University, 2011*). The ages of the children in each class span a three-year period, 3-6, 6-9, 9-12, providing many opportunities for the development of social skills and self-awareness. Peer coaching and collaborative learning is fundamental to a Montessori educational milieu, which is encouraged and supported in a strong culture of pastoral care. This framework ensures students are exposed to learning opportunities that foster the necessary academic skills for further success and learning for life. A Montessori education provides engagement and a firm foundation for children to become motivated individuals with the ability to develop their full potential.

The School is governed by a Board made up of supportive parents who are mentored by the Principal. The school has a handpicked team of professional teachers and staff, all of whom are dedicated to provide a caring, educational community environment for both the children and the wider school community.

2. STAFF STANDARDS AND QUALIFICATIONS

2.1 Teacher Standards and Qualifications:

All Classroom teaching staff at Blue Gum Montessori School are registered as members of the Teacher Registration Board, Western Australia, which includes a Working with Children Check, and are qualified to teach in Western Australian schools. Specialist teaching staff have qualifications in their specialized teaching area.

Educational assistants have a range of qualifications and experience. They are strongly encouraged to study Montessori education.

| NAME | POSITION | CLASSROOM | QUALIFICATIONS |
|------------------------|--|--------------------|--|
| Maree Matthews | Principal | | Educational Leadership (Harvard University) Advanced Cert in International School Leadership Dip.Ed - Early Childhood & Primary PhD, M.Ed, B.Ed, Cert Applied Social Sc |
| Crispin Rapsey | Curriculum Coordinator | | Associate Diploma in Montessori Education Graduate Diploma of Education in Primary Education BA English and Film Certificate Advanced Reading and Comprehension Skills Diploma in Radio and Television |
| Michelle de Bruin | Learning Support / Visual Arts | | Bachelor of Primary Education - University of South Africa Diploma in Remedial Education |
| Melissa Beeck-Goulding | Playgroup Coordinator | Mallee | Bachelor of Science - Murdoch University Diploma of Reflexology |
| Lorna Kelly | Teacher - Transition | Mallee | Ba(Hons) Sociology and Psychology Fetac Level 5 Understanding Special Needs Fetac Level 6 Diploma in Montessori Teaching (Common Award. Age 3 to 6 years) |
| Taryn Walford | Assistant - Transition | Mallee | Graduate Diploma in Education - Primary BSc Sport and Exercise |
| Mereio Hughes | Teacher - Junior Primary Junior Primary Team Leader | Wattle | BA Primary Education Montessori Diploma |
| Claire Campbell | Assistant - Junior Primary | Wattle | BA of Education (Primary) Cert III Teachers Assistant Swimming Skills Teaching Course |
| Catherine Day | Teacher - Junior Primary | Wattle | Bachelor of Education / Bachelor of Behavioural Science - Notre Dame University - Fremantle |
| Lee du Toit | Teacher - Junior Primary | Tuart | Bachelor's Degree in Technology Fine Art Montessori Diploma |
| Maria Fahy | Assistant - Junior Primary | Tuart | Teacher Assistant Course - Notre Dame University - Fremantle |
| Gwen Hills | Teacher - Junior Primary | Wattle / Melaleuca | Bachelor of Arts Degree in Journalism - Curtin University of Technology Graduate Diploma in Montessori Education - Montessori Institute Perth |
| Alison Dorr | Assistant - Junior Primary | Melaleuca | Graduate Diploma in Primary Education - Murdoch University Bachelor of Arts Honours - Queens University Kingston Ontario Teacher Assistant - Montessori World Education Institute Perth |
| Debbie Dwyer | Teacher - Junior Primary | Melaleuca | Master of Teaching Early Childhood - Notre Dame University - Fremantle Modern Montessori Diploma - The College of Modern Montessori Johannesburg Bachelor of Architectural Studies Associate in Arts Degree |
| Maria Borce | Junior Primary | Jarra | Certificate of Equivalent of Diploma of Teaching (ECE) Bachelor of Arts, Major Psychology, Guidance & Counselling - St Scholastic's College Manila Montessori Training 3 - 6yrs School Foundation Manila. |
| Patricia Engelbrecht | Junior Primary | Jarra | Certificate III in Education Support - Central Institute of Technology |
| Sujatha D'Souza | Teacher - Middle Primary Middle Primary Team Leader | Karri | Graduate Diploma in Education - Murdoch University Early Childhood Teaching Course - London Montessori Centre Bachelor Degree in Commerce - Accounts & Auditing |
| Belinda Parsons | Assistant - Middle Primary | Karri | Certificate III in Education Support |
| Vinita Desa | Teacher - Middle Primary | Wandoo | Bachelor of Science - St Xavier's College Honours Diploma - Systems Management Graduate Diploma in Education - Murdoch University NAMC Montessori Diploma (6-9) |
| Cecile Sjardin | Assistant - Middle Primary | Wandoo | Montessori World Educational Institute Australia - Diploma of Early Childhood & Primary Education Cert III Educational Assistant B.Ed. Early Childhood & Primary (In process) |
| Laura Nicholls | Teacher - Upper Primary Upper Primary Team Leader | Coolibah | Bachelor of Education - Edith Cowan University Montessori Diploma (9-12) NAMC |

| | | | |
|---------------|-------------------------|-----------|--|
| Rebecca Barth | Teacher - Upper Primary | Kurrajong | Diploma Special Needs - Notre Dame University Montessori Training - Perth Foundation Member of Western Australia College of Teaching |
| Louisa Watts | Library | | Bachelor of Arts (Majoring in Psychology & Minor in Children Studies) Graduate Diploma in Library & Information Studies Teacher Assistant Certificate Certificate IV in Outside School Hours Care |
| Melanie Hunt | LOTE: French | | Certificate IV Course in Training & Assessment Bachelor of Arts in French & English Higher Diploma Education in French & English - WA College of Teaching |
| Leanne Harvey | Performing Arts | | Bachelor of Education Diploma of Teaching Speech & Drama Helen O'Grady's Drama Academy |

ADMINISTRATION

| NAME | POSITION | | QUALIFICATIONS |
|--------------------|-----------------------------------|--|---|
| Tracey Cowlin | Business Manager (in part) | | Bachelor of Commerce (Accounting & Business Law) Curtin University Diploma of Business Studies - TAFE Certificate of Commercial Studies - TAFE |
| Lisa Byelveld | Enrolments | | Cert IV Special Education Needs Diploma in Children Services |
| Robyn Reid | Accounts Administrator (in part) | | Commercial Certificate Secretarial - Bendigo College of Advanced Education MYOB Qualifications |
| Michelle Armstrong | School Administrator | | Diploma of Beauty Therapy Business Studies & Office Studies Certificate II MYOB Business Solutions Certificate Accounting Certificate III Librarian Technician Certificate Education Support Certificate III |
| Rebecca Exham | Acting Business Manager (in part) | | Fellow Chartered Certified Accountant Associate of Accounting Technicians Cert IV OHS Cert IV HR |
| Julie Elkes | Finance Administrator (in part) | | Cert IV Financial Services and Book Keeping MYOB Qualifications |

Workforce Composition:

| Staff Type | Number | FTE |
|-----------------------------------|-----------|---------------|
| Teaching Staff | | |
| Male | 0 | 0 |
| Female | 15 | 11.5333 |
| Indigenous | 0 | 0 |
| Auxiliary Education Staff | | |
| Male | 0 | 0 |
| Female | 9 | 7.8234 |
| Indigenous | 0 | 0 |
| Operational Services Staff | | |
| Male | 0 | 0 |
| Female | 5 | 4.6 |
| Indigenous | 0 | 0 |
| TOTAL | 29 | 23.956 |

2.2 Staff Professional Learning Development and Growth:

All members of staff have the opportunity to undertake professional learning, development and growth. This is offered to staff according to the school's Professional Learning Policy and in response to the results of individual staff member's appraisals. Professional development is part of our school's mission and demonstrates an example of the School's commitment to both quality teaching and to life-long learning.

The School differentiates between professional development, learning and growth. The strategies to deliver these aspects of professional learning range for example from internal/external knowledge and skill development to mentoring, coaching and professional partnerships. The school considers all staff to be members of a vibrant community of learners.

In determining the cost of professional learning reported below, only sessions formally purchased or organized with special guests are included. The costs reflect registration for attendance and provision of teacher relief as required. The School has not attempted to cost informal or internal events in this report.

Professional learning for teaching staff included the following areas:

- Seminar for Principals – Association of Independent Schools WA (AISWA)
- Montessori Consultation Forum – Montessori Australia Foundation (MAF)
- Nationally Consistent Collection of Data Moderation Workshop – AISWA
- Briefing the Board Conference – AISWA
- Written Language – MAF
- National Quality Standard Leaders’ Training – AISWA
- WA Curriculum & Assessment in K-6 – School Curriculum & Standards Authority (SCSA)
- Montessori Consultation Forum – MAF
- J McKeever Writing Workshop – MAF
- Montessori Foundation Theory Workshop – Montessori World Educational Institute (MWEI)
- Small School Collegiate Meeting - AISWA
- Protective Behaviours – Montessori Teachers’ Association (MTA)
- Induction to Naturescape – Kings Park Botanic Gardens
- Waste Wise Schools Introductory workshop – Waste Authority WA
- Fire Extinguisher Use – Fire & Emergency Evacuation Training
- Program Content Training for Primary School Staff – Catholic Education Office (CEO)
- Documenting & Assessing Children’s Learning – Early Childhood Australia
- Big Write & VCOP – Andrell Education
- Mental Health & Wellbeing Conference – Positive Schools
- Literacy & Numeracy Skills for Children with Learning Disabilities – Dyslexia-SPELD Foundation (DSF)
- Understanding Autism Spectrum Disorder – Education Events
- Managing Challenging Behaviour – Quality Communication
- Gifted & Talented Education – University of NSW
- National Quality Standard Principal Training – AISWA
- Principals as Literacy Leaders Inaugural Conference – AISWA
- How to Change a Culture – Institute of Positive Education
- Developing a Growth Mindset Classroom – Teachers Training Australia (TTA)
- Sound Write - DSF
- Welcome to the Leader in Me Overview – Franklin Covey
- Asthma Overview and Assisting Students – Asthma Foundation
- Evolve Leadership & Kodachat – Independent Primary School Heads of Australia (IPSHA)
- Positive Education – Exploring Mindfulness – Institute of Positive Education
- Autism Awareness & Strategies for the Educational Environment - TTA
- Dysgraphia – Defining Features & Effective Strategies – DSF
- Senior First Aid – St John Ambulance
- Child Protection Education – Safe 4 Kids Australia.

3. KEY STUDENT OUTCOMES

3.1 Student attendance

| Year | | Male % attendance | Female % attendance |
|------|--------------|-------------------|---------------------|
| PP | Cycle 1 (JP) | 95.5 | 92 |
| 1 | Cycle 2 (MP) | 96.9 | 97.2 |
| 2 | Cycle 2 (MP) | 95.5 | 93.2 |
| 3 | Cycle 2 (MP) | 95.4 | 94 |
| 4 | Cycle 3 (UP) | 0 | 98.4 |
| 5 | Cycle 3 (UP) | 96 | 92.4 |
| 6 | Cycle 3 (UP) | 96.7 | 96.2 |

Non-attendance at school is managed by the following procedures:

- The attendance roll is marked by the teacher every morning and afternoon
- This information is reported and recorded in administration
- Parents/carers are responsible for notifying the school if their child is absent for any reason which is recorded by the school (any sequential absences are referred to the Principal for follow-up)
- If a student is away, administration notifies the parent/carer to ask why the child is not at school, this is then recorded and the Principal/delegate follows-up accordingly
- With transition to a new management system, attendance will be recorded electronically in the future.

National Assessment Program (NAP)

Each year the students participate in the NAP that is run at the direction of the National Education Council. It includes:

- the National Assessment Program — Literacy and Numeracy (NAPLAN)
- three-yearly NAP assessments in Science, Literacy, Civics and Citizenship and Information and Communication Technology (ICT) literacy
- International sample assessments.

NAP provides an opportunity for all students enrolled in the school to be benchmarked according to other students in Years 3, 5, 7 & 9.

This information is useful for parents and carers, schools, state and territory authorities and the wider community to gain a snapshot of student learning. It is imperative that the NAP results are considered in the context of the individual school and more specifically for the individual child. If a child has a learning challenge this data is not shown on the global results. Individual scores can have an impact on the overall scores and this is considered at an individual school level. All parents have access to their child's test results.

The information gained from NAP is used by the teachers to inform student learning, curriculum planning, learning support and is correlated to the wider learning profile of students' learning within our Montessori school. The table below shows the level of participation compared to the national average:

| BGMS Student Participation | 2015 |
|----------------------------|------|
| Assessed | 100% |
| Exempt | % |
| Participation | 100% |
| Absent | 0% |
| Withdrawn | 0% |

3.2 Student Results: Proportions of Year 3 and 5 students meeting national reading, writing, spelling and numeracy benchmarks in 2015 compared to the Australian Average:

| 2015 | NUMERACY | | READING | | WRITING | | GRAMMAR & PUNCTUATION | | SPELLING | |
|------|----------|--------------------|---------|--------------------|---------|--------------------|-----------------------|--------------------|----------|--------------------|
| | BGMS | Australian Average | BGMS | Australian Average | BGMS | Australian Average | BGMS | Australian Average | BGMS | Australian Average |
| Y3 | 573 | 398 | 546 | 426 | 450 | 416 | 550 | 433 | 493 | 409 |
| Y5 | 550 | 493 | 558 | 499 | 532 | 478 | 527 | 503 | 531 | 498 |

In summary, BGMS achieved higher than the Australian average in all areas of the assessed curriculum. It is important to note that the students at BGMS do not engage in rote learning but a holistic curriculum for life-long learning.

3.3 Value Added

Blue Gum Montessori School value adds to its curriculum through its focus on the Montessori philosophy of educating the whole person: body, mind and spirit. The School strives to ensure the students are supported to become independent, confident and community minded with a lifelong love of learning. To this end, the School provides strong pastoral care, opportunities to live the School values and learn within the structures of a community. It is expected that the students have clearly defined expectations and goals in numeracy and literacy. Specialist teachers and subjects are supported by specialist programs in the primary years in Physical Education, French, Performing and Visual Arts.

3.4 Post primary school destinations

| | Montessori High School | Public High School | Independent High School |
|----------------|------------------------|--------------------|-------------------------|
| 2015 Graduates | 1 | 2 | 6 |



Class of 2015

4. COMMUNITY SURVEYS

The parent satisfaction survey provides an opportunity for constructive feedback that assists us to consolidate our current operations and future strategic planning.

This summary provides an overview of the findings:

4.1 Parent satisfaction highlights

- Generally, the respondents are happy that they send their child(ren) to BGMS
- The vast majority of respondents felt that the school was delivering on its values to provide a broad education to the children aligned to Montessori pedagogy. The only lower response was the teaching of a language other than English
- Parents are very happy with the teaching and the development of their child(ren). The majority of respondents say the teachers are meeting or exceeding their expectations
- Parents are generally happy with their value for money and are aware the Board is mindful of fee increases
- Some comments indicated more regular and detailed communication with teachers about their individual children and how this is reported especially for three year olds.
- Parents are generally satisfied with all aspects of communication, especially the administration team and the frequency of Board communications, particularly regarding the Perth Freight Link and the impact on the school. Respondents are aware of our growing community and continue to have concerns re Roe 8
- Respondents read the school newsletters regularly so this is probably a more effective method of communication than is sometimes felt
- Ideas to improve communication mostly revolve around getting better exposure to the classrooms or more frequent feedback from teachers. Different forms of communication were encouraged
- Respondents indicated they would help out at the school if their skills were needed and many would join the Board or a subcommittee if their skills were needed
- Recognition for extracurricular activities, before / after school care and clubs was recognised as a significant positive
- A broad range of events were cited when asked for a favourite BGMS event (including Harmony Day, Disco, Book Week, assemblies, sports day, Mother's and Father's days, Christmas event, birthday bash etc.) indicating that parents and children enjoy different types of events and variety is appreciated.
- Strong positive feedback was given in relation to parent Montessori education events attended, and there is a strong desire for these opportunities to continue
- Preference for 'affordable school fees' and 'excellent facilities and services' continues to be a goal
- Strong agreement with the principle of the short and long term option and the opportunity to improve school facilities (highest priorities are, in order, larger playground, additional classrooms, multi-purpose hall, PE facilities, Specialist learning spaces, larger library, larger staff room, parents space, meeting rooms and water playground)
- Stakeholders overwhelmingly agreed that they did not think it was safe to remain on this school site due to health and safety reasons.

4.2 Strategic Planning and Parent Consultation Report

2015 has certainly been a dramatic year. With a new inter-state principal starting, things were always going to be dynamic, but Roe 8 was another curve ball to manage on top of all of the internal changes the school underwent. Despite this the school continued to grow – which is testament to the quality and commitment of the staff our new Principal, Maree.

Parent Survey

As the key strategic issue, the 2015 parent survey focused on Roe 8. There were 94 responses from a school of just over 100 families – indicating that the survey was topical. The responses confirmed a broad dislike of Roe 8 amongst parents. Other key insights from the survey include:

- Concern was spread broadly between air quality, noise/vibration and natural environmental impacts
- Few respondents thought that the school could influence whether Roe 8 proceeds. Those that did suggested supporting the groups against Roe 8
- The preferred response was to move the school if suitable land is available and it proved to be financially viable
- The Board should prioritise information from commissioned studies, our own financial modelling and academic papers on the impacts of other highways

Parent Workshops

Two workshops were held with parents to communicate these findings, communicate the board's research, and explain the board's positions on Roe 8 and how it interacts with school's expansion.

The first of these was informed by a due diligence report that looked at the suitability of expanding the school onto adjoining land. This concluded that the site was appropriate in most respects, but did not go into sufficient detail regarding the air quality impacts of Roe 8. The board had also started investigating alternative sites – no suitable land was identified and even if it was, it'd likely be prohibitively expensive.

The board's approach was to continue to review the impacts of Roe 8, whilst seeking assistance for land and funding from the government. The school decided to remain neutral on the Roe 8 to allow a more constructive dialogue with the government. The decision to remain silent on Roe 8 was a difficult one considering the strength and consistency of feeling amongst the school community.

The second consultation session was held once additional research on the air quality impacts had been completed. This concluded that even though air pollution levels were compliant with Australian standards, they exceeded several international standards. This justified the school's concerns and was used to more strongly advocate for relocation assistance from the government.

Current Status

The decision about the school's location became less urgent when a successful court challenge invalidated Roe 8's environmental approval. This is expected to significantly delay the construction of Roe 8 - potentially enough that a new government could permanently stop it (for example by rezoning and selling the road reserve).

None the less, the board's current position is that the potential impacts of Roe 8 are still concerning and we would prefer to move. The immediate focus is land on Farrington Road, currently occupied by IFAP (an industrial training organisation).

Despite this turbulence, the school has continued to grow. Upper primary has settled into its second class and middle primary increased dramatically from 47 to 66 students in the second half of the year! An additional class, Tingle was planned and approved to be added over the Christmas break to provide capacity for middle primary expansion. Although this encroached on the playground slightly, it provides for the school's growth in a manner consistent with expanding next door (pending the Roe 8 development) or moving sites at a later date.

One of the key activities for 2016 will be to review the strategic plan, in a way that provides long term strategic certainty, but supports continued innovation. This will inevitably continue the focus on site selection and government engagement.

4.3 Teacher Survey/Think Tank

The BGMS team participated in professional conversations via an internal focus group survey which was referred to as a Think tank. This provided all staff to confidentially discuss the teams shared agreements and to review what's working, what's was not working so well and what areas we as a staff need to continue to work on to improve our practice. One of the main findings, was that the team is going through a period of change through working within a reviewed organizational structure and learning how to best share the load and to be empowered to develop their individual leadership skills.

4.4 Student Feedback

Student feedback was gathered via in class surveys and round table conversations. The Upper Primary children had the opportunity to meet with the Principal and discuss how the school was traveling and what would make it a better place. This led to the group of student leaders being able to feed into this cyclic review process. Hearing the voices of the children is the most powerful method of feedback a school can have. It has become a motto of the school that all our decisions focus around what is best for the children and we value their feedback. A further in school process was implemented, whereby the teachers take a moment at the beginning and end of each day to monitor children's health and well-being and to informally survey the children. This is referred to as pastoral care conversations. This process was also provided the necessary impetus to implementing a Positive Education program for all school aged children. Many of these strategies are also being applied to the younger children as well throughout their Montessori program.

5. SOURCES OF FUNDING

| Income | 000's | % |
|--------------------------------------|-------|--------|
| Fees | 1,375 | 56.94 |
| Commonwealth grants | 594 | 24.60 |
| State Grants | 280 | 11.62 |
| Other | 165 | 6.85 |
| | 2,414 | 100.00 |
| Expenditure | | |
| Salaries | 1,781 | 74.42 |
| Learning Area Expenses | 94 | 3.91 |
| Operational Expenses | 223 | 9.33 |
| Repairs & Maintenance | 138 | 5.76 |
| Interest | 19 | 0.77 |
| Depreciation | 139 | 5.80 |
| | 2,393 | 100.00 |
| Capital Expenditure 2014 | | - |
| Aust. Govt. Capital Grant Income | - | - |
| Income allocated to Capital Projects | - | - |

Overall, the school had a very productive year in maintaining a high quality education for the students. This is particularly significant considering the pending development of the Perth Freight Link (Roe 8), and its potential adverse effects on the school.

Special thanks to the BGMS team, the P&C and members of the Board for their ongoing dedication and commitment to our beautiful school.

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