Blue Gum Montessori School
Annual Report 2012

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

School Vision
Confident, independent, community minded children, inspired to a lifelong 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, parent/carers and professional staff.
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### Section 2

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GENERAL INFORMATION

Blue Gum Montessori School Inc. is an association which has a stated Vision and Mission. The objects of the Association are stated in the Constitution.

Council Members are elected every year.

Elections are held every year at the Annual General Meeting.

Council Meetings are held regularly during term time and are open to Members of the Association. Minutes of the meetings are available on request made to Council.

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

A notice regarding this meeting is published on the School website, on the notice boards outside the classrooms and in the School Newsletter.

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

The Annual Report and accounts are published on the School website – www.bluegummontessori.wa.edu.au
PARENT COUNCIL  2011/12

Chairman               Rheannon Binks
Deputy Chairman        Terence Lee / Bill Monaghan
Treasurer              Jean Paul Clarenc
Secretary              Nicole van Blommestein
Community life Coordinator Rachel Mirco
Parent Representative  David Pietersen
Parent Representative  Jake Kilcoyne-Betts
Ex officio member:
Principal              Janet Laing
2012 CHAIRMAN’S REPORT

That time of year has come around again and what an amazing year we have had at Blue Gum Montessori School.

Council has had a very busy year working on areas of improvement and continuing on our path of self-reflection in order to smooth out some problem areas and streamline the processes. As a result of this there have been a number of new procedures introduced to ensure we continue to evolve.

Over the past year we have continued to examine our policies and procedures and have introduced a Council Policy Manual to help guide future councils in best practice and to ensure transparency.

The creation of the P& C Committee last year was a great success with the group fundamental in enhancing and promoting community spirit within the school and helping to raise a significant amount of money to spend within the school in order to improve Blue Gum. The main event held by the P & C, the disco, was a resounding success with talk of the event continuing for weeks after. I would like to take this opportunity to thank Rachel Mirco and the whole P & C Committee for their efforts in co-ordinating the events held over the past year. We look forward to seeing what is on the agenda for this year.

The school was involved in the School Re-registration Process late last year and due to the relentless efforts of Janet, Council and Staff we have managed to receive a registration of 4 years. Congratulations to all involved. This is truly a remarkable feat.

One of the conditions of the re-registration was that our constitution be reviewed and updated. This has led to a complete re-writing of the constitution to which we are extremely grateful to Jake Kilcoyne-Betts for his tireless efforts in producing this document.

This year marks the start of the next phase of our school. We have just completed our 5 year building phase and are now embarking on the consolidation phase. Early this year key members of staff and council attended a full day strategic planning session to put in motion this beginning of this phase. The strategic planning committee will now decide where the future of our school lies and how best to achieve its desired outcomes. This is an ongoing project that will take considerable time and effort on behalf of all members in order to achieve a working plan. Thank you to all those parents who have expressed an interest in wanting to be a part of this project.

2012 / 2013 have seen a change to some of our teaching staff. Late last year we said goodbye to Tina Cresse and Sarah Mortimor. Early this year we said goodbye to Dolores Castelino and Louise van Eede and I take this moment to wish them all the best of luck in their future endeavours. As a result of these vacancies we saw the movement of Lee Du Toit from Wattle into Tuart with the introduction of Louise Koval to Wattle. We also saw the return of Michelle De Bruin as the Curriculum Support and Art teacher, the introduction of Cecile Sjardin as the Assistant in Wandoo and the temporary placement of Elizabeth (Lizzy) Blakely-Scholes as the Admin Officer. We would like to welcome all new staff and look forward to working with you throughout the year.

I would like to take this opportunity to sincerely thank all of our teaching staff, educational assistants, specialist teachers and office staff at BGMS for their contribution and commitment to our school. We are extremely lucky to have such a wonderful and dedicated group of teachers who believe in our school and the children.
Also I wish to make special mention to Janet Laing for her dedication and commitment as our Principal. I am often amazed by the amount of hours she puts in, the scope of her commitment and the level of professionalism she displays throughout her role as Principal. From dealing with curriculum issues, government departments, staff, parents or call outs from the security office, Janet always puts the children and the school first. We are very lucky to have her on board and are extremely grateful for all the work that she does.

I will stepping down from the position of Chair and will not be running for council this year at all. As part of the succession planning I will be available to help provide guidance and continuity should the incoming chair need it.

Jake Kilcoyne-Betts has nominated for the position of Chairperson, Nicole van Blommestein (Secretary), Rachel Mirco (CLC), JP Clarenc (Treasurer), David Pieterson (General member) will also be seeking re-election for their positions on council.

Terence Lee (Deputy Chair) resigned from council part way through last year due to work and family commitments after serving a number of years on council and Bill Monaghan (General Member & Acting Deputy Chair) will not be seeking re-election. Bill has been a huge part of our Council for many years and has been instrumental in helping the school get to where it is today and for that we say a huge thank you.

All the best for the remainder of 2013.

Rheannon Binks
Chair BGMS Council

2012 TREASURER’S REPORT

Year ended 31 December 2012

1. Financials – the year in review

Income

Total income excluding capital grants increased 11.5% to $1.99m (2011: $1.78m).

Income from students, including tuition fees, increased $108k (10%) to $1.20m (2011: $1.09m) driven by high enrollment levels and the 5.5% tuition fee increase at the beginning of 2012.

Government funding increased by $85k (13%) to $753k (2011: $668k) and now represents 38% of total income, compared to 2006 when it represented 44% (all figures exclude capital grants). Uncertainty with respect to future grant income represents a continuing risk to the ongoing financial health of the school.

Expenditure

Total expenditure excluding depreciation and loan interest increased 10% by $161 to $1.78m. This compares well with the high increases in costs $280k (21%) to $1.62m in 2011.

Total salary costs increased by $44k (4%) to $1.20m, however, salaries for relief teachers were only $38k this year compared to $101k in 2011. This compares to increases in 2011 of $149k (15%) to $1.15m which were made to bring wages up to the award level.
The expenses incurred to bring the annual and long-service leave provisions on the balance sheet up to date was $107k compared to $14k provided for in 2011.

Depreciation and interest at $150k were down slightly from the $155k from 2011.

The bad debt provision has increased to $7k from $3k in 2011 and bad debts written off were up to $3k from $1k in 2011. This is an area of particular concern moving into 2013 and Council are reviewing the policies and procedures in relation to this.

**Overall operating results**

The fees set in late 2011 for the 2012 year were moderate in light of the increases of previous years. The results for the year indicate that this was indeed the right decision for the school.

Whilst the school does not seek to make a profit, it is a financial objective that each year makes a fair and equitable contribution to the long term viability of the school and does not or is not subsidised by other years in the long run. This maintains equity between each year of parents. Adequate provision for the long term replacement of our buildings at the end of their useful life is achieved by the charging of depreciation.

Excluding depreciation and interest, operating surplus was $204k compared to $164k in 2011.

When the above surplus is combined with interest and depreciation costs of the buildings and land, the overall surplus was $54k, up from $9k in 2011. The fact that we have again made a modest surplus means that the school continues to meet its financial objectives.

**Viability and Cash position**

The key measure of long term viability of the school is collection of sufficient surplus over many years to replace buildings at the end of their life after covering all other expenses. The key measure of short term viability is sufficient cash immediately available to pay bills as they fall due, primarily staffing costs and loan repayments.

**Summary cash flow for the year**

<table>
<thead>
<tr>
<th></th>
<th>$000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash at beginning of the year</td>
<td>641</td>
</tr>
<tr>
<td>Cash generated from operations</td>
<td>207</td>
</tr>
<tr>
<td>Interest received</td>
<td>18</td>
</tr>
<tr>
<td>Repayments on loans (capital and interest)</td>
<td>(67)</td>
</tr>
<tr>
<td>Sub total</td>
<td>799</td>
</tr>
<tr>
<td>Capital expenditure</td>
<td>0</td>
</tr>
<tr>
<td>Cash at end of the year</td>
<td>799</td>
</tr>
</tbody>
</table>

At 31 December 2012, the school had $639k of outstanding loans and with the positive cash generation shown in the table above, the schools balance sheet is beginning recover from the strain of the investment in
buildings and land over previous years. With capital repayments on the longer term low interest loan being $45k plus interest 2013 will see continued cash generation.

2. Outlook – 2013 and beyond

The financial forecast for 2013 should again see the school make a modest surplus.

As mentioned previously the uncertainty with respect to future grant income are likely to impact the funding mix between government versus parent funding in the medium to long term.

The school is evaluating investment options for its increasing cash assets to make these work effectively in the longer term.

3. Operation of finance committee and activities

The committee welcomes anyone with an interest in, or some knowledge of, financials to be involved.

Jean-Philippe Clarenc
Treasurer

2012 PRINCIPAL’S REPORT

SCHOOL FEATURES

Blue Gum Montessori School is a dynamic learning community where the different members of the community – children, parents and staff work collaboratively to help the children to reach their potential.

At Blue Gum we strive for confident, independent, community minded children inspired to a lifelong love of learning

We value –

- **Self-awareness** which is demonstrated by the development of self-discipline, the pursuit of independent learning and collaborative learning.
- **Community life** which is demonstrated by the mixed age classes, inclusion of the staff and parents in the educational experience.
- **Care of the environment** which is demonstrated when we learn about nature and the connection of living things, involving ourselves in the care of the environment and taking responsibility for the care of the environment.
- **Cultural diversity** – this is demonstrated as we celebrate the festivals of our own society, study political geography and learn to speak French.

*(a full version of the Blue Gum Montessori School Values is available from the School Office.)*

We encourage the School, children and staff to aspire to:

- Consider the needs of self, others, the community and the environment
- Strive to understand and to care
- Respect self, others, the laws of the community and the natural laws of nature
- Appreciate and value the diversity of humans
- Honour the work of the past and today and to look forward to the future
- Contribute to society and the world
- Be responsible for one’s own actions, the community and the environment
SCHOOL CONTEXT

Established in 1983, Blue Gum Montessori School has thirty years of vibrant history. In this time it has moved location several times, built two campuses and grown from a single 3-6yrs old class to seven classes ranging from 3 – 12 years olds. The enthusiasm and energy of the past and current students, staff and parents have been a dominant feature in the dynamic growth of the school.

Many children have gone on to achieve in various fields. In the past five years there have been ten scholarship winners who have gone to local state, city state and independent schools.

The school grounds and facilities have developed very quickly in the past five years and the School enjoys a strong wait list for the three year old entry level. Entry at other levels is limited to spaces available and previous Montessori educational experience.

There is a strong interest in the family in supporting their children and the school which is translated into Blue Gum Montessori School going from strength to strength.

THE CHILDREN

Children start at Blue Gum Montessori as close to their third birthday as possible, in the Junior Primary.

Enrolment Profile

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolments</td>
<td>164</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>3-6 years old</td>
<td>104</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>6-9 years old</td>
<td>35</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>9 – 12 years old</td>
<td>25</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Number of families</td>
<td>120</td>
<td>122</td>
<td>124</td>
</tr>
</tbody>
</table>

The School has accommodation for 181 students.

In the Montessori Method of Education the children are grouped in three year cycles (3-6, 6-9, 9-12 years) to provide a community environment for the children which supports their social and emotional development.

The School commences each year with lower enrolments and intakes three year olds at the start of each term. Six year olds transition in to the middle primary at the start of each semester. Full enrolment occurs in Term 4 of each year. The School seldom takes children in after their third birthday.

Attendance

The children of Blue Gum Montessori School love to come to school. If they are not keen to come, then parents and staff collaborate to find out why and plan to help the child change their sentiment.

In their first year the children attend four mornings a week Monday to Thursday 8.30 – 12. Around their fourth birthday the children transition over a term to four full days a week 8.30 – 3.00pm. and at their fifth birthday the children attend five full days a week.

Attendance rates are influenced by a number of children who go on extended holidays with their families.

Families are reminded in writing that attendance at school age is compulsory. All families are given activities to do with their children to ensure their child's formal learning requirements are not interrupted. On their return to school the child is expected to present their ‘holiday work’ to the teacher and the class.
Due to the database the School now uses, accurate attendance figures are now produced for each age group.

<table>
<thead>
<tr>
<th>Attendance 2012 by year level</th>
<th>Pre-kindergarten</th>
<th>Kindergarten</th>
<th>PPrimary</th>
<th>Yr 1 – Yr 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average for year</td>
<td>95.05%</td>
<td>91.97%</td>
<td>91.88%</td>
<td>92.91%</td>
</tr>
</tbody>
</table>

**CURRICULUM REVIEW**

Blue Gum Montessori School is built on the educational legacy of Dr. Maria Montessori and her influential work that began over 100 years ago. Since 1907, children in Montessori schools have engaged in an approach to learning that addresses all aspects of growth: physical, cognitive, social, emotional and spiritual. In Montessori schools throughout the world, the goal is to support the children in developing the habits and skills of lifelong learning. The children are guided by their directresses (teachers). They learn in an educational partnership with their directresses who are trained to observe and identify the children’s individual learning capabilities. As the children’s interests are observed and honoured, children from Montessori schools develop confidence and become self-directed. A powerful learning formula emerges as a result of this self-directed, self-initiated orientation to learning. When interested, the child becomes self-motivated. The self-motivation leads to becoming self-disciplined. When self-disciplined, a child engages in a process of mastery learning and has the opportunity to fully develop his or her potential. This is the ‘Montessori Way’.

The Montessori Way refers to:

- The knowledge of how children naturally learn
- A curriculum based on that knowledge, designed for the developmental needs of 0 – 3, 3 – 6, 6- 9, 9 – 12 and so on
- A method of instruction involving learning how to observe and how to develop learning environments in which the directresses challenge each child to extend fully his or her style of learning
- A school characterized by calm, orderly, focused learning behaviours and
- A person named Maria Montessori.

There are no objective measurements for the main qualities in the children that Blue Gum Montessori School is striving for – confidence, independence and a lifelong love of learning. The children of the School demonstrate tendencies towards, discovery, cooperation, kindness and non-violence. When observing them, the observer will see a wonder for the human spirit in the older years and different faces of intelligence, creativity and inventiveness throughout the School. These observations, made by staff, parents, and potential parents suggest that the children are in a pleasant, productive and peaceful environment that they love to be part of.

In sharp contrast to the ‘Montessori Way’ is the world of testing as a measure of the teaching performance. At Blue Gum Montessori School, it is recognized that the test scores are a measurement of the child on the day and not the child’s complete potential.

The testing activities are viewed as practical life skills that the children will need when they are in the big wide world. The children begin to understand that the tests are not about what they can do and know but about understanding what the examiner is asking of them.

As an educational institution Blue Gum Montessori utilizes tools such as Performance Indicators in Primary Schools (PIPS), National Assessment Program in Literacy and Numeracy (NAPLAN) and Western Australian Monitoring Standards in Education (WAMSE) to confirm to the teachers that the work been undertaken by themselves and the children is considered equitable to the National Australian benchmarks. The test results are used to inform the children and staff in their planning.
In the 2012 PIPS assessments of five year olds for mathematics, the School held a steady progress from the start of the year finishing above the state cohort average. The children’s progress was marginally stronger in reading, holding steady development and finishing well above the State cohort.

**NAPLAN 2012**

% above National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>100%</td>
<td>100%</td>
<td>67%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>94%</td>
<td>84%</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>91.66%</td>
<td>91.66%</td>
<td>83.3%</td>
<td>91.66%</td>
<td>83.3%</td>
</tr>
<tr>
<td>2011</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The teachers at Blue Gum are excellent at predicting the children’s performances in the National Assessment P in Literacy and Numeracy. Once again the results were as the teachers reported they would be.

The cohort in each year level is small. Results are reported in this format to avoid compromising individual children’s privacy.

There was a great improvement in the Year 3 spelling results with the interventions devised to correct the 2011 results having excellent outcomes.

In both year groups the Blue Gum Montessori children achieved on par with similar schools in Australia.
### 2012 Reading Year 5

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>State</th>
<th>National</th>
<th>Similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0.0%</td>
<td>1.3%</td>
<td>2.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4</td>
<td>12.8%</td>
<td>1.6%</td>
<td>2.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>23.1%</td>
<td>22.1%</td>
<td>15.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>6</td>
<td>33.3%</td>
<td>26.5%</td>
<td>23.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>7</td>
<td>66.7%</td>
<td>9.4%</td>
<td>11.9%</td>
<td>28.7%</td>
</tr>
</tbody>
</table>

### 2012 Numeracy Year 3

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>State</th>
<th>National</th>
<th>Similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.0%</td>
<td>1.4%</td>
<td>1.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>6.1%</td>
<td>4.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3</td>
<td>14.0%</td>
<td>11.4%</td>
<td>4.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4</td>
<td>23.2%</td>
<td>21.7%</td>
<td>9.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>33.3%</td>
<td>27.0%</td>
<td>18.8%</td>
<td>25.7%</td>
</tr>
<tr>
<td>6</td>
<td>50.0%</td>
<td>9.5%</td>
<td>12.5%</td>
<td>35.0%</td>
</tr>
</tbody>
</table>
The performance of the children is a credit to all their teachers, both past and present and the very effective approaches in place for children who learn in different ways. Gifted and talented children are also identified at an early stage and they are encouraged to stretch themselves and are given opportunities to utilize their different intelligences.

VALUE ADDING

An integral part of the Blue Gum education is to help the children develop their independence. For the 3 – 6 year olds this is physical independence and for the 6-12 year olds it is intellectual independence.

There are a number of strategies in place to help the children accomplish this aim starting with taking care of themselves, their possessions and small social situations. Another strategy is the incursion and excursion programme where the children have the environment brought to them or they go out into the environment. These experiences help ground the children’s learning in reality.

To name some of the excursions and incursions: there was a whole school outing to the State theatre to watch Gruffaloe’s Child. Constable Care did little plays on working together for Junior Primary, the different types of bullying and strategies to combat them to Middle Primary and the dangers of the internet and cyber bullying for Upper Primary.

The eight year olds in Middle Primary marked the end of their time in the cycle by taking the bus and train into the city to explore the street sculptures of Perth.

Upper Primary visited Marine excursion in Fremantle and went on a camp for three days. The camp can be a challenge for some of the younger children as they are away from their families for three nights.

The children continue to delight with their singing and acting vignettes at assemblies. The parents are part of the experience, modeling for their children the behaviours of a respectful audience and the children have responded to the applause with grace.

Special mention must be made of the primary production of ‘Go for Gold’. Middle Primary with the support of Upper Primary and Sarah’s singers put on a play about competing at the Olympics written by Gawen Robinson. This was the first full play on the stage in the undercover area built in 2010.
Another first for the school was a whole school puppet show. This project began with a staff professional development on puppetry. Over the year the children explored the different types of puppets, constructing them from recycled items and began to create characters and scenarios for their puppets. This ambitious project ended in the grand final of a show and exhibition.

**Outreach to parents and the community**

Blue Gum has an event each term when parents are invited to share their child’s educational journey.

In Term 1 the children invite their parents to breakfast on Harmony Day and to explore the different activities they have followed in learning about the diverse society that makes up the rich tapestry of Australia.

In Term 2 the children prepare gifts to present to their mothers at the Mums’ Tea. With keen excitement they once again send out the invitations, cook the biscuits and after showing their class work, take their mothers down to Kambarra to serve them a cup of tea and the ‘school baked’ biscuits.

Term 3 brings Dads’ Big Night Out where once again the children prepare a gift for their father, invite them into their classroom to share their activities before finishing off with a sausage sizzle and kicking some balls around.

The rhythm of the school year is marked with these events and more.

On World Environment Day in June the community gathers to plant out native plants in the school gardens.

Blue Gum Montessori School is lucky enough to have a family of quendas (bandicoots) living on site and their living habits and breeding are followed with great interest. The information on the quendas was submitted to a WWF survey and a picture of one of the many quendas put up on the survey site

Dr. Maria Montessori’s birthday was marked with a dramatic presentation of her life and a group decoration of a gift for Dr Montessori.

In Term 4 are the Sports Days where the children are in teams of all ages and abilities to pat, pass, throw balls, jump hoop and tag each other in huge efforts to take their teams to victory.

Term 4 sees Remembrance Day commemoration with the children conducting their own service accompanied by the trumpet beautifully played by Elizabeth Anne Williamson (parent) and an immaculate minute’s silence kept.

Melbourne Cup Day is marked with the children wearing hats of their own creation for a gold coin collection for the Princess Margaret Hospital for children and watching the big race. The children donated $300 to the Princess Margaret Hospital.

The children and their families must be congratulated on their annual fundraising efforts this. On World Environment Day the children sold their jewelry made from recycled items to raise $300 For Native Ark. The School continues to support the Wheelchairs for Kids Project. The children collected aluminum pulls and soft toys throughout the year. This organization makes and sends wheelchairs, blankets and soft toys to disabled children in third world countries.

The children’s awareness of the need to support those in need in their immediate community and in the communities further afield is an inspiration to everyone around them.
LANGUAGES OTHER THAN ENGLISH

Madame Hunt continues to run a successful French programme for the children 5 – 12 years old. The children have many opportunities to listen, speak and write in French. On a daily basis, the programme is supported in the classrooms with the children putting up the Calendar in French and having access to French books from the library. In the French class the children are involved in games, activities on the interactive white board, role playing, puzzles, songs, conversations and assembly items.

The School continues to try and introduce the children to some of the vocabulary of the many Aboriginal languages through the naming of the meeting spaces using Aboriginal words – Kambarra and Gunyah, and naming the seasons using the Aboriginal words in the classroom. NAIDOC week is marked each year with art, literary, singing and drama activities.

Many English words used in mathematics and geometry originate in Greek or Latin. The directresses introduce the children to these and challenge them to find associated words in the English language.

VISUAL ART/PERFORMANCE

As mentioned in the outreach programme, the whole school pursued a puppetry project in varying degrees depending on the cycle. This project was multi-faceted addressing outcomes in the arts, literacy and performance.

In the arts the children explored the different types of puppets ranging from the two dimensional through to three dimensional. They explored finger puppets, shadow puppets, hand puppets and marionette style puppets.

In the junior primary, the children were guided in performing vignettes in a whole school puppet show. In the middle and upper primary, the children worked on developing characters for their puppets and scenarios for the characters. The children’s work was displayed in a whole school performance and display of their work.

In 2012, whole school singing was introduced on Friday mornings. The children explored many song types through the year and gave a particularly beautiful rendition of the Earth Song and the Aboriginal Water song at the school Environment Day.

SPORT

Blue Gum Montessori School continues to honour the children’s natural physical and social development.

In the 3 – 6 cycle the children hone their fine motor skills and eye hand coordination in the class environments. Outside the classrooms the directresses have set up hopping, trampoline, stepping stones and balancing activities that the children can work on in the morning sessions.

In the afternoons, the directresses take the four and five year olds for a perceptual motor programme. The programme culminates in a sports festival for the parents in Term 4.

From six years old the children have a formal sports programme delivered by two sports masters. During the year the children develop their athletic skills, netball/cricket and ball skills and work on version of these games. The children work in teams and over time learn the skills necessary to be part of a successful team. Their progress is showcased for the parents in a sports carnival in Term 4.
STUDENT SATISFACTION

In their graduation speeches, one of the children had this to say about their time at Blue Gum Montessori School:

*Hi! My name is Audriss! I have been Blue Gum Montessori since Junior Primary, my teacher was Neisha. I soon moved up to Middle Primary. My class was Wando; my Teacher was Linda, then Tina, Sara, and then finally Vinita.*

*When I was 8, I moved up to Boab and had Laura and Rebecca as my teachers for 3 years. On first camp, we went to Fairbridge and we had lots of fun. My dorm-mates were Imogen and Ella. In my second year, I sadly didn’t go on camp to Ern Halliday. For this year, we went to Bickley. Bickley camp was the best camp I have ever been to. The food was really, really good and it was lots and lots of fun!!! My dorm-mates were Genevieve and Isabelle.*

*Last term we had restaurant day. Our restaurant was called ‘Sugar and Spice and All Things Nice’. I invited my Mum for at our restaurant. We had lots of fun and all the food was yummy. I have had a great time at Blue Gum Montessori; I have quite a few people to thank!*

*I would like to thank my parents for sending me here, my teachers for teaching me such wonderful things. I would also to thank Janet for being such a fantastic principal.*

*I am looking forward to going to my new school ‘Santa Maria College’!!!*

SCHOOL DESTINATIONS

It was with great pride and sadness we say goodbye each year to our graduates many of whom have been at the school for all the cycles – nine years in total.

The graduates of 2012 all went to the school of their choice. The Schools the graduates have moved on to a range of schools: All Saints, Willeton, Rossmoyne, Penhros, and to Santa Maria amongst others.
2012 Graduates
Top: Ethan, Genevieve, Isabelle
Bottom: Ella, Sam, Imogen, Libby absent: Audriss

STAFF
Blue Gum Montessori School continues to enjoy the privilege of a stable and passionate educational team. Each teacher and education assistant brings different qualities to the School adding depth and breadth to the children's educational experience.

All teachers are registered with the Western Australia College of Teachers (WACOT) (Teacher Registration Board) and all staff holds a current Working with Children Check.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Qualifications</th>
<th>Working Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tina Creese</td>
<td>BA Early Childhood Education</td>
<td>3 - 6</td>
</tr>
<tr>
<td></td>
<td>Montessori Diploma (3-6)</td>
<td></td>
</tr>
<tr>
<td>Gurmayll Kaur</td>
<td>BA Childhood and Family Education</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>
## Modern Montessori International Diploma
- **(2 ½ - 6yrs)**
- **(6 – 12yrs)**

### Catherine Day
- Bachelor of Education (Early Childhood)
- Bachelor of Behavioural Science
- Currently studying Montessori (3-6)

### Debbie Dwyer
- Associate in Arts Degree
- Bachelor of Architectural Studies
- Master of Teaching (Early Childhood)
- Modern Montessori Diploma Early Childhood (2 ½ - 6yrs)

### Vinita Desa
- BSc (Statistics)
- Honours Diploma in Systems Management
- Graduate Diploma in Education (Primary)

### Sujatha d’Souza
- B.Com
- Graduate Diploma of Education (Primary)
- London Montessori Centre Diploma (2 ½ - 6yrs)

### Laura Nicholls
- Bachelor of Education (Primary)

### Melanie Hunt
- BA French and English
- Higher Diploma in Education
- Certificate IV in Training and Assessment

### Jenny Moyle
- Montessori Diploma (2 ½ - 5yrs)
- Certificate of Education

### Sarah Mortimer
- BEd Early Childhood Education

### Education Assistant Qualifications Cycle

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Fahey</td>
<td>Teaching Assistant Cert</td>
<td>3-6</td>
</tr>
<tr>
<td>Patricia Engelbrecht</td>
<td>Residential Child Care Cert.</td>
<td>3-6</td>
</tr>
<tr>
<td>Lee du Toit</td>
<td>BA, Montessori Dip 3-6 yrs</td>
<td>3-6</td>
</tr>
<tr>
<td>Gwen Hills</td>
<td>BA Journalism</td>
<td>3-6</td>
</tr>
<tr>
<td>Dolores Castelino</td>
<td>Montessori Dip 2 ½ - 6yrs</td>
<td>6-9</td>
</tr>
<tr>
<td>Joanne Munro</td>
<td>Cert III Teacher Assistant</td>
<td>6-9</td>
</tr>
<tr>
<td>Rebecca Barth</td>
<td>Teaching Assistant Dip Special Needs</td>
<td>9-12</td>
</tr>
</tbody>
</table>

### 10 teachers
- 8.0 FTE

### Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracey Hawkins</td>
<td>Business Manager</td>
<td>0.6</td>
</tr>
<tr>
<td>Kathleen Stevenson</td>
<td>School Administration Officer</td>
<td>0.6</td>
</tr>
<tr>
<td>Lisa Bylveld</td>
<td>Enrolments Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Louise Van Eede</td>
<td>School Officer</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The educational team is supported by an administration team that has been focusing on tidying up and organizing the operational structures necessary to ensure the School is able to provide the services stated.
<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>Number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>7</td>
</tr>
<tr>
<td>India</td>
<td>2</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1</td>
</tr>
<tr>
<td>Singapore</td>
<td>1</td>
</tr>
<tr>
<td>South Africa</td>
<td>3</td>
</tr>
<tr>
<td>UK</td>
<td>4</td>
</tr>
<tr>
<td>Yemen</td>
<td>1</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### MONTESSORI TRAINING

In 2011 Blue Gum Montessori School made a commitment to provide training for staff in the Montessori Method of Education. This commitment continued in 2012.

Catherine Day, Wattle teacher is pursuing a 3-6 years Diploma with Montessori World Education Institute.

Lee du Toit, Wattle Education Assistant, who currently holds a 3 – 6 Montessori Diploma is studying for a Post Graduate Diploma in Montessori Education 3 – 6yrs.

Gwen Hill, Melaleuca Education Assistant is studying a Post Graduate Diploma in Montessori Education 3 – 6years.

### PROFESSIONAL DEVELOPMENT

Besides continuing training in the Montessori Method of Education, the staff attended a range of professional development activities ranging from understanding the Early Years Learning Framework to working with angry and aggressive young people, literacy, Thinking keeps you out of trouble, French, First Steps Writing, Tuning into Kids, Assistive Technology tools and Student to Teacher Feedback Strategies to mention a few.

Four internal professional developments were held over the year covering Puppetry, Asthma Management, mapping the Montessori Curriculum to the Australian National Curriculum and Identifying how the development of self-discipline is facilitated in the School.
Direct expenditure on professional development for 2011 was $11 500.

**STAFF ATTENDANCE**

Staff attendance is exceptionally high at 96% of the working days for the year.

**SCHOOL COMMUNITY**

Blue Gum Montessori School is nothing without the parents. The School was created by the parents and the partnership between the children, the parents and the staff is of vital importance to the success of the children.

As in any community some stand above the rest in their service to the school and in particular by standing on the School Council. The Council puts in many hours working hard behind the scenes to ensure the school continues to thrive. To all the Council Members, and particularly Rheannon Binks as Chair, Terence Lee who resigned after 2 1/2 years due to work commitments and Bill Monaghan who is standing down after five years as a member of School Council, thank you on behalf of the children, staff and parents for your efforts in 2012.

The parents have provided much support in other areas such as the Busy Bees, the term jobs, the catering at school functions, fundraising and so the list goes on.

In particular I would like to thank two long serving parents who were still doing ‘things’ on the last day of term! Doug Colvin, who over nine years has been the consistent busy bee man ensuring that all the buildings and playgrounds on the two campuses (at times) are in good order and providing an interesting environment for the children. Robyn Whitaker, who had so much to do with building the School at 11 Hope Road and worked so hard to ensure that the school and gardens are always clean, functional and with the maturing gardens, approaching beautiful. With your children leaving we have reached the end of an era and we thank you for all your inspiration and hard work.

**SCHOOL COMMUNITY SATISFACTION**

Thirty three families (26.6% of the 124 enrolled families) completed the School Satisfaction Survey in December 2012.

As with any community organization what some people identified as strength, other perceived as not as strong and vice versa. All responses are valued and plans have been put in place in 2013 to address the issues brought to the School’s attention. A perennial issue is communication. The School will be exploring different means of communicating with the parents besides and including the School newsletter, emails, School notice boards and the children.

**On a personal note** – 2012 was certainly an interesting year! The school re-registration process went smoothly and I am pleased to report that the School has been registered for four years until 2016. The School has a strong reputation for delivering the basics well.

Blue Gum Montessori School has come out of a five year physical building phase and is entering a consolidation phase. This will be challenging as the excitement of developing a school has passed over and the team will be examining what is working and what is needed for a sustainable school.
None of this will be possible without the support and input of the parents, the education team and the administration team. On behalf of the children thank you to all the parents and the staff who attend to their duties with loyalty, diligence, hard work and humour.

The children are the very reason for our purpose and it is a great honour to have their company and to be part of their life journey.

Janet Laing
Principal
Dip Management, Montessori Dip Education (3-6) (6-9) (9-12)
Blue Gum Montessori School

Annual General Meeting Minutes

Date: Monday, 7\(^{th}\) May 2012
Time: 7.30pm
Location: Blue Gum Montessori School Grounds
Attendees: As per signatures contained on AGM Family Sign In Sheet
Apologies: Crouch, Hamer/Long, van Eede/Bunter, Budilestari, Colvin, Bini, Ganda, Gruber, Tng, Hussain, Doak, Rigoli, Pui, Cumper, Wiesner, Mischke, Widjaja, Ardionto, Byleveld/Hogden, Mirco, Hofmeyer
Visitors: Nil

Item No. Discussion

1. Opening and Welcome

The meeting was opened by Chairman, Bill Monaghan at 7.38pm and all were welcomed to the meeting. Leanne Carlton requested the Council Members be introduced to all attendees which was duly done.

2. Apologies

Apologies were received as above

3. Acceptance of Minutes of 2011 AGM

Chairman, Bill Monaghan pointed out an error contained in the 2011 Minutes where the Proposer for Terence Lee as Council member had been omitted. This has been rectified.

In all other respects the minutes are deemed to be correct.

There were no questions arising out of last year's minutes.

Action: Motion to accept 2011 AGM minutes moved by Claudine O'Neill and seconded by Jo Mellick. Motion Carried
4. Questions generated from Annual Report

Chairman, Bill Monaghan stated that the Annual Report recently circulated via email contained all reports with the exception of the Finance Report, which was circulated separately; and the HR Report which is to be provided verbally later in the meeting.

5. Principal’s Report

The following questions were received from the floor:

Q. Jeff Kadir queried the low score for spelling on Naplan and asked what actions have been taken to rectify this.

A. Janet replied that a small number of specific phonograms had been identified as the problem with six year olds identified as weaker than the national average in this area. A plan is currently being executed that will ensure the problem does not re-occur.

Q. Renata Diviniacou queried the Satisfaction Survey and whether this was made public.

A. Janet responded by stating that was a poor response to the survey, however, the results were reported to Council. Janet had addressed the points raised in a subsequent Newsletter and has an Action Plan in place.

6. Chairperson’s Report

The following question arose from the floor:

Q. Scott Ryan questioned the server crash; what the background on that was, and what steps have been taken to ensure this does not re-occur.

A. Bill Monaghan, Chair, responded that there had been a malfunction with the backup system. The facility was inadequate to cope with the expanded school requirements. An updated server has now been installed and there are now more procedures and checks with regard to back-ups. There is also better management of the server’s support and we now have an external IT provider.

7. Treasurer’s Report

No questions arising.

The Treasurer did add that Finance Committee is always looking for members so if anyone felt they had skills which could be of assistance, to please come and see him.
8. HR Report

Chair of HR Sub-committee, Terence Lee gave a brief verbal report stating that last year there were quite a few HR changes which is why a written report was presented at the last AGM. However, this year, the only HR activity was with regard to the employment of a Business Manager late last year. Terence further stated that she was performing very well.

9. Election of Parent Council

Chairman, Bill Monaghan advised that three Council members are stepping down. They are; Treasurer, Paul Williamson; General Members, Mark Cox and Shelley Doig. Bill thanked all members for their contributions to Council during their respective times.

Additionally, Bill is stepping down as chair but is standing for election as a General Member.

There were eight nominations for the eight positions. These are:

Chair – Rheannon Binks
Deputy-chair – Terence Lee
Secretary – Nicole van Blommestein
Treasurer – Jean-Phillipe Clarenc
Community Life Co-ordinator – Rachel Mirco
General Members – Bill Monaghan, Jacob Kilcoyne-Betts and David Pietersen.

No further nominations were received from the floor.

**Action:** Council members as described above elected unopposed.

10. Appointment of Auditor

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

**Action:** The existing auditors be retained. Carried unanimously.

11. Close

There were no further comments or questions from the floor and the meeting was closed at 7.55pm
Draft Minutes Completed 10 April 2012

Final Minutes Completed

Bill Monaghan
Chairman

Nicole van Blommestein
Secretary